



Sustaining and Improving

Digital monitoring systems to strengthen accountability and data use



Key lessons and recommendations

Effective school monitoring, support and supervision are essential for improving teaching quality, school leadership, learner wellbeing, and learning outcomes. Schools that receive regular, high-quality support are more likely to identify and address weaknesses in teaching and learning, implement improvement plans, and create positive learning environments for all learners.

In recent years, with support from the Leh Wi Lan Programme, the Ministry of Basic and Senior Secondary Education (MBSSE) moved from an almost non-existent middle-tier school support system, to a still nascent one that is showing signs of improvement and impact.

A key achievement has been the digitisation of School Quality Assurance (SQA) tools and monitoring systems. Digital school supervision tools and dashboards now enable School Quality Assurance Officers (SQAOs) and district officials to collect, analyse and use school-level data more effectively.

An improved SQA tool has been designed to assess school quality across 6 key domains and 36 individual standards. Each standard generates a score of 0-4 for each school. This generates data that supports planning, performing and decision making at school, district and national level, and facilitates better feedback by SQAOs. This data has been used to develop a server which provides full data for every school and summary data for key indicators on school and SQA performance.

LWL has also collaborated with MBSSE and partners to build underlying systems that help to use data more efficiently – like the SQA Management System which allocates schools to SQAOs. Annual School Census (ASC), SQA and Foundational Literacy and Numeracy (FLN) data are being consolidated on shared servers and dashboards, reducing costs and enabling stronger cross-analysis.

Progress has also been made on improving data use processes; District Performance Management Meetings (PMMs) now focus on reviewing and taking decisions based on priority data. At the national level, monthly performance reviews have started to pull in data from different sources. These are the building blocks of a connected national performance management

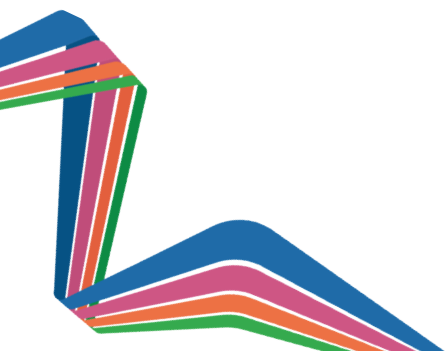
Outcomes

- Regular generation of SQA reports
- Improved visibility of school performance and supervision coverage
- Faster reporting and access to evidence for decision-making

What we've learned

What is being used is what matters

Improved data systems are only useful if people are using the data effectively. LWL 2 has focused on improving the PMMs and the national review processes, which has resulted in more review and action based on the data now available.



Less is more – focus on a limited number of digital tools

LWL 2 has helped streamline the number of digital tools so SQAOs focus on the key areas when visiting schools and report in a consistent way. This is helping to ensure that more visits generate more meaningful feedback and data.

Focus on the quality of the SQA process and the data will follow

It is easy to focus on the data, but LWL 2 has prioritised the quality of the SQA process because this is what drives improvement. Better tools and processes produce better data, but the primary aim is to support school performance and improvement, not simply to generate information.

Make the data as simple, accessible and meaningful as possible

There is a significant amount of data coming from SQAOs now. This can be complex for managers to interpret and act on. The improved dashboards have been designed to make the priority data as simple, accessible and meaningful as possible so that time is spent discussing actions, not analysing what data means.

Collaboration is key to successful data systems

Data systems are not isolated. SQAOs do not just visit secondary schools. So LWL 2 has focused on building coherence and enhancing integration in data systems across levels and layers of government and between supporting partners. This means SQAQO tools link to the School Master List developed by others and there are now integrated data servers and dashboards across multiple education data sources.

Recommendations

Sustain progress made	Improve progress further
School Level	
	Better feedback back down to schools on their own data and how this compares to local and national peers.
	Better use of data at school level to identify priorities for School Improvement Planning
District Level	
Continue to build on the improved use of data in PMMs to identify areas for follow up and support.	
Continue to support Information Technology Officers to ensure there is good understanding and contribution to data systems and outputs	
National Level	
Continue to build on the work to strengthen and integrate data systems	Gradually release the level of external support on data systems, so MBSSE is not just directing how they improve, but doing the improvement themselves
	Build on the recent improvements in data use to have the national level driving evidence-based performance management processes at all levels

Where to get more information

Visit <https://sl.education-os.org/reports/school-quality/quality-assurance> to view data collected by SQAOs on SQA visits.

For further information, you can also review: <https://mbsseknowledgeplatform.gov.sl/material/school-monitoring-support-and-supervision/> and <https://mbsseknowledgeplatform.gov.sl/material/quality-of-support-provided-by-the-sqao-cadre/>



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