



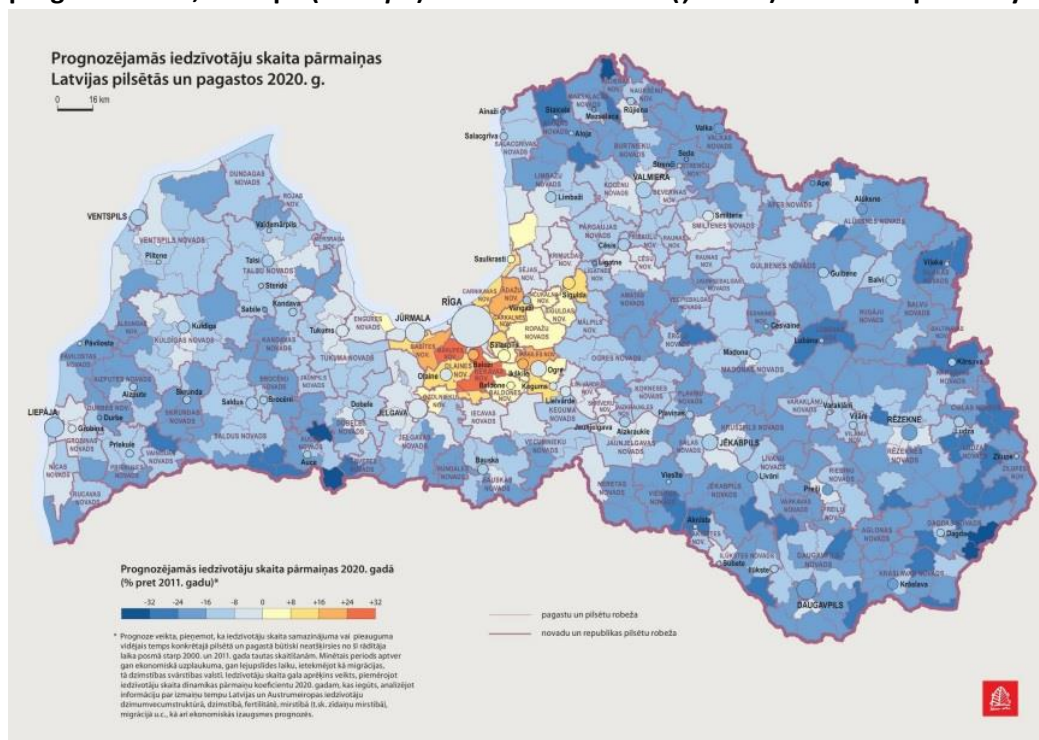
Erasmus+

Evaluation report

Assessment of the existing infrastructure of the Kekava (*Ķekava*) district municipalities' educational establishments.

General description.

According to the VARAM ordered study “Assesment of the public individual range of services according to the distribution of population” (VARAM 2014/14) **there are only two municipalities, in which till year 2020 a significant increase in population of the inhabitants up till 32% is prognosticated, Marupe (*Mārupe*) district and Kekava (*Ķekava*) district respectively.**



Source: Ltd. „Grupa93” and Ltd. „Karšu izdevniecība Jāņa sēta” study „Assesment of public individual range of services according to the distribution of the population” (VARAM 2014/14) 52 pages.

Situation of the municipalities near Riga, especially Kekava (*Ķekava*) district and Marupe (*Mārupe*) district, are considerably different from other municipalities, because in the largest part of the other municipalities of Latvia a decrease of the population up till 30% is prognosticated in time period till year 2020.

More precise prognosis, that are derived from the study ordered by VARAM, state that largest increase at the territory of the Kekava (*Ķekava*) district is to be expected in those parts of the district nearest Riga, that is at the Kekava (*Ķekava*) pagasts and Balozi (*Baloži*) city.

Prognosis for the increase of the population till year 2020	
Kekava (<i>Ķekava</i>) pagasts	24 - 32%

Balozi (Balozi) city	16 – 24%
Daugmale (Daugmale) pagasts	0 - 8%

Experience from the previous years is indicative of that increase of inhabitants in Kekava (*Kekava*) district is based on new people coming into municipality, which have already one or several children, as well as coming of the young people, which have children after moving to the territory of the Kekava (*Kekava*) district.

As a result of this peculiarity the dynamics of the pupils in Kekava (*Kekava*) district municipality is very fast, when comparing 2014/2015 end of the school year (May) and beginning of the 2016/2017 school year (September), the number of the district pupils has increased by ~350 children.

The rapid increase in number of children and the necessary provision of services established in the Law of Education for them means also necessity for the rapid development of the infrastructure necessary for the educational process.

Because of the rapid dynamics of the situation it is necessary to update periodically documents for the planning of development and plans for action accordingly to the dynamics of the situation. It will be necessary to carry it out in the future as well.

In the Kekava (*Kekava*) district one of the most important questions is about the improvement of the educational system and quality. The content of the educational programmes is being improved; modernisation of the educational system is provided improving modern learning significantly. Increasing the quality of the educational system becomes an important aspect of the economic and political development of the state and the municipalities – by investing in the educational system today one can expect significant improvements in the future.

The strategic plan for the development of the Kekava (*Kekava*) district educational infrastructure is made based on Law „About municipalities” 15th paragraph 1st part 4th clause determined mentioned autonomous function – **to ensure education for the inhabitants, providing the rights to the primary education and secondary education for the inhabitants, providing preschool aged and school aged children with places in educational and up – bringing institutions**, organizing and financial help for extra – curricular educational and up – bringing institutions and educational support institutions. Paragraph 17 of the „Educational law” determines **that each municipality has the obligation to provide for children with declared domicile in the administrative territory of the municipality possibility to get preschool education and primary education at the educational establishment nearest to the domicile of the child or nearest educational establishment that carries out educational programme in the state language, provide the possibility for the youth to get secondary education, as well as provide the possibility to carry out interest education and support extra curricular activities and children camps**. Minister Cabinet Regulations No. 1178 October 13, 2009 “Regulations for working out documents for planning of development and assessment of impact” according to the National plan for development year 2014 – 2020, strategy for continuous development of Latvia till year 2030, guidelines for development of education year 2014 – 2020, that is moderate term politic planning document for the state, that determines guidelines for politics of development of education, aims and action directions for the next seven years. Taking into consideration that educational processes have a direct impact on every inhabitant in all age groups, guidelines cover all forms and stages of education.

Taking into consideration moderate term priorities of the Kekava (*Ķekava*) district programme of development for years 2014 – 2020, aim of the strategic action plan of the educational infrastructure of the district is **qualitative, systemically and economically arranged educational infrastructure of the district.**

Analyzing directions of the educational development and found problems of the previous planning period, the following priorities and tasks were proposed:

1. Network of the schools; to make an optimal institutional network of the schools, taking into consideration demographic situation and tendencies in the territories of the district.
2. Efficient and qualitative governance; to provide efficient financial investments for the improvement of the capacity of the educational establishments.
3. Educational environment; to improve suitable technical basis by increasing quality of the educational environment.

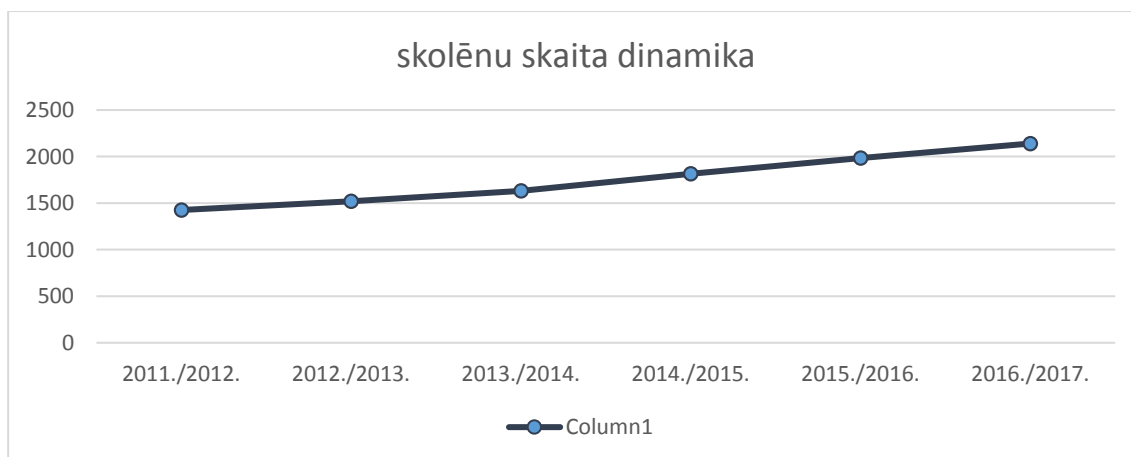
Description of the situation of the educational infrastructure of the Kekava (*Ķekava*) district

Kekava (*Ķekava*) district is the territorial unit of the Riga region, in which preschool, primary school and general secondary education is being carried out. Interest education societies and educational establishments of professional direction are working in the district.

Kekava (*Ķekava*) educational infrastructure is made up from four preschool educational establishments – Ievina (*Ieviņa*), Zvaigznīte (*Zvaigznīte*), Avotins (*Avotiņš*) and Bitīte (*Bitīte*), schools for general education – Plavniekkalna (*Plavniekkalna*) primary school, Daugmale (*Daugmale*) primary school, Kekava (*Ķekava*) and Baloži (*Baloži*) secondary schools, educational establishments of professional direction – Kekava (*Ķekava*) art, sports and music schools. Municipality educational establishments are founded by the municipality. One private school is working in the territory of the district – Gaismas tilts 97.

Number of pupils in the general education establishments of the Kekava (*Ķekava*) district (dynamics)

	2011./2012.	2012./2013.	2013./2014.	2014./2015	2015./2016	2016./2017.
Kekava (<i>Ķekava</i>) secondary school	807	810	818	885	961	1033
Baloži (<i>Baloži</i>) secondary school	353	419	484	550	604	665
Daugmale (<i>Daugmale</i>) primary school	119	121	170	205	224	237
Plavniekkalna (<i>Plavniekkalna</i>) primary school	147	170	160	175	195	205
Total	1426	1520	1632	1815	1984	2140



The tendency towards increase of the pupils continues at the general education establishments of the district. Taking into consideration parameters of the birth rate and migration of the inhabitants, this tendency will continue at least for 5 years, in total creating the most deficit of the places exactly at the mandatory stage of the education – primary education. Analysing the current situation at the general education establishments, one can conclude, that the biggest load is at educational establishments in Kekava (*Ķekava*) district centre, Balozi (*Baloži*) city and Katlakalns (*Katlakalns*). When predicting increase in number of pupils, it is necessary to increase capacity of the premises at the Balozi (*Baloži*) secondary school and Plavniekkalns (*Pļavniekkalns*) primary school to be able to provide all pupils with places at the municipality educational establishments.

Expected number of pupils at the municipality educational establishments in Kekava (<i>Ķekava</i>) district					
2016.-2020.					
	2016./2017.	2017./2018.	2018./2019.	2019./2020.	2020./2021.
Kekava (<i>Ķekava</i>) secondary school	1033	1139	1233	1406	1518
Balozi (<i>Baloži</i>) secondary school	665	814	904	965	1060
Daugmale (<i>Daugmale</i>) primary school	237	234	238	242	245
Plavniekkalns (<i>Pļavniekkalns</i>) primary school	205	220	279	308	338

Description of the general education establishments in the Kekava (*Ķekava*) district

Kekava (*Ķekava*) secondary school

Kekava (*Ķekava*) secondary school is educational establishment founded by Kekava (*Ķekava*) district city council. School is situated in two buildings:

- Preschool and 1 – 4 grade pupils are learning in the Kekava (*Ķekava*) Nakotne (*Nākotne*) street 1.a
- Pupils from grades 5 – 12 are learning in the Kekava (*Ķekava*) Gaismas (*Gaismas*) street 9.

The school organizes preschool educational programme, two general primary education, one special primary education and two secondary education programmes.

The school carries out 28 interest education programmes. In the year 2015/2016 542 pupils took part or 53% of total number of pupils. Pupils living in the Kekava (Kekava) district are basically learning at the school.

97 pedagogical employees are **working at the school**. Education of all pedagogic employees is suitable according to the requirements of the laws and regulations of the Republic of Latvia.

Support personnel is working at the school – two psychologists, two special pedagogues, social educator, speech therapist, two librarians, two carrier consultants, two nurses. There are 54 technical employees at the school.

The management of the school is provided by principal, five principal assistants in the field of education, assistant in the field of informatics questions and two assistants in the administrative financial work.

Funding of the school.

Funding of the school is provided by the earmark subsidy from the state budget for the teacher salaries and buying school books and teaching aids, as well as Kekava (Kekava) district municipality funding for the maintenance of the school buildings.

As the main forms of the supervision of the work quality is self – control and self – assessment. Different methods and forms are used in self – assessment: survey, SWAT analysis, meetings of work groups in the different levels of the school work, meetings, determining the strong sides of the school work and the further needs for development. Self – assessment is objective and justified. All employees of the school do the self – assessment of their work by using certain forms.

<u>Strong sides</u>	<u>Further needs of development</u>
<ul style="list-style-type: none"> ✓ Support from the management of the school for the further education of the personnel and increasing professional competence ✓ Annual assessment is implemented, including self – assessment in it ✓ Clearly defined areas of responsibility for the management ✓ Regular cooperation with the partnership city schools in Bordesholm (Germany) and Gostin (Poland) of the Kekava (Kekava) district 	<ul style="list-style-type: none"> ✓ To ensure timely and precise circulation of the necessary information ✓ To add individual talks at the end of the teaching semester as a form of analysis of the annual assessment process of the teachers ✓ To involve pupils and parents in the assessment of the school work

Balozi (Baloži) secondary school

Balozi (Baloži) secondary school is located at the Kekava (Kekava) district, Balozi (Baloži) city, Skolas street 6.

Balozi (Baloži) secondary school is founded by the Kekava (Kekava) district municipality and is educational establishment governed by it, that provides preschool teaching programme, general primary education and general secondary education programmes.

Legal ground for the operation of the Balozi (*Baloži*) secondary school is Law of education, Law of general education, Law of the protection of the children rights, other laws and regulations, as well as statute of the educational establishment, that is confirmed by the Kekava (*Ķekava*) district council.

In the beginning of the 2016/2017 school year 665 pupils are learning at the educational establishment from which 46 at the preschool programme, which live either in Balozi (*Baloži*), and other populated places. Popularity of the educational establishment among the pupils and parents is associated with the possibility to acquire qualitative education at the primary school stage, as well as beginning to learn English from grade 1. At the stage of the general secondary education in cooperation with Ltd. "Latvijas neatkarīgā inspekcija" we offer to learn logistics.

48 pedagogic employees are working at the educational establishment.

Management of the educational establishment is provided by the principal, 3 assistants and assistant of the principal in domestic work. Education of the teaching employees fully suits the requirements of the regulations. Pupils of the educational establishment have the opportunity to develop their abilities at the interest education programmes. Educational establishment is financed from the state and Kekava (*Ķekava*) district municipality budget. Financial resources are used for the needs of the educational establishment according to the order determined in regulations and their circulation and accounting is centralised, usage is rational and efficient.

Form of quality monitoring:

1. Survey and analysis of the results – results of the annual pupils questionnaires in May are used. Every year in May survey of parents is performed, results of questionnaires are gathered. Survey of the teachers is performed and results of the teacher self – assessment [is gathered].
2. Analysis of the documents and materials of the educational establishment – educational programmes, theme plans, journals of the grades, work plans, self – assessment of the teachers, documentation of the methodic commissions, results of the analysis of the tests and state exams, reference materials of the pupil assessment, protocols of the meetings and settings, rules of internal procedures, statements of inspections, budget estimates, internal control materials, statistical data.
3. Observation of the teaching lessons, classes and events – observed and analysed lessons, interest education classes, events.
4. Interviews, conversations – results of individual conversations with the teachers, pupils, parents, materials of the form master's work, work materials of the principal and principal assistants, form journals.

Daugmale (*Daugmale*) primary school.

Daugmale (*Daugmale*) primary school is located at the Kekava (*Ķekava*) district Daugmale (*Daugmale*) pagasts territory almost one kilometre from the centre of the pagasts. Address: „Skola”, Daugmale (*Daugmale*), Daugmale (*Daugmale*) pagasts, Kekava (*Ķekava*) district, LV 2124.

Preschool educational programme and primary school programme is carried out in the school. 15 teachers are working at the school.

Daugmale (*Daugmale*) pagasts as a result of the administrative territorial reform of the 2009 was united with the Kekava (*Ķekava*) pagasts and Balozi (*Baloži*) city, included in the newly made Kekava (*Ķekava*) district. The governing structure established as a result of the reform, financial security of the authorities and social security system of the inhabitants have positive effects on the social environment of the pagasts.

According to the data of the PMLP of the January 1st 2012 there were 1121 inhabitants in Daugmale (*Daugmale*) pagasts. According to the information provided by the social service of the municipality the number of unemployed, receivers of the social aid and low – income families has decreased. All those willing to work are provided with the work opportunities. In the territory of the Daugmale (*Daugmale*) pagasts 7 families have been granted the status of the low – income family, only one of these families has children, which attends Daugmale (*Daugmale*) primary school. It can be stated that largest part of the pupils comes from the families, that can provide children with all the necessary equipment for the school.

After the establishment of the district the number of children living in the Kekava (*Ķekava*) increased among the number of Daugmale (*Daugmale*) primary school pupils. Due to care of municipality and provision of the transport 20 pupils from Kekava (*Ķekava*) and Kekava (*Ķekava*) pagasts territory, 29 children from within Daugmale (*Daugmale*) pagasts use transport provided by the municipality to get to school and back. It indicates that the territory, that affects the life of our school, becomes wider, parents are more physically distant from school, timely and precise information exchange becomes essential

Since January 2, 2012 Multifunctional centre (hereinafter – Multicentre) is working at the Daugmale (*Daugmale*) that has two swimming pools and well equipped assembly hall. The above mentioned Multicentre is given to the school for management. At the swimming pools children are taught, how to swim, outside the learning time for pupils the possibility to swim is provided to all interested. At the assembly hall of the Multicentre concerts, leisure events and movie evenings are organised by the organizers of the culture of the municipality. The operation of the Multicentre attracts inhabitants from a large area, providing the recognition of the place and contributing to the image of the Daugmale (*Daugmale*) primary school.

Special offer of the school:

- Learning in small classes;
- Individual approach and consultations;
- English language from the 1st grade;
- Day – care center;
- Teaching, how to swim and improving of the swimming skills;
- Speech therapist assistance;
- Ecoschool activities, education about sustainability of the environment;
- Possibility to take part in the largest children and young adult organisation of Latvia Latvijas Mazpulki;
- Organized participation at the different competitions;
- Travelling abroad in the framework of cooperation events;
- Interest groups:
 - ✓ Visual art and design;
 - ✓ sports (sport games and swimming);
 - ✓ music (choir, solo and piano);
 - ✓ dances and rhythmic;

✓ woodworking.

Self – assessment of the establishment and planning of the development.

There is a self – assessment system at the school. It consists of assessment of regular measures and events (pupils + master teacher) with following summary at the management meetings. Annual self – assessment of the teachers. Annual surveys of teachers, pupils and their parents. Assessment of the school work in the priority fields at the end of the school year, in all fields – at the month of August each year before the beginning of the new school year. Systematically organized control of the management at all aspects of the school performance.

Significant part of the self – assessment is taken by the evaluation of the learning achievements of the pupils, evaluation of the participation and attitude. As a result of the evaluation special learning, teaching and cooperation events are organised at the months of January and June each year.

Management of the school encourages employees of the school for regular self – assessment. All school employees know the self – assessment system. All teachers take part in the self – assessment process. Management of the school evaluates its contribution to the organization and leading of the self – assessment.

The strong sides and needs for the development are known to all school employees and it is used for the planning of the future work. There is a certain order used to get employees, founder and society acquainted with the self – assessment report.

The development plan of the school is made for year 2013 – 2017. It is based on analysis of the execution of the previous development plan, conclusions of the self – assessment and needs of school development. During the working out of the school development plan collective of the school, parents and municipality deputies took part. Any interested person can get acquainted with the school development plan at the premises of the school and the home page of the school. Information about these possibilities is known to all pupils and their parents.

The development plan of the school is well considered and realistic. Priorities correspond to the needs of the school and they coincide with the future vision made by municipality. Plan is confirmed in municipality.

Management of the school provides regular supervision of the execution of the plan and implementation of the corrections depended on novelties and needs of the school development.

Plavniekkalns (Pļavniekkalna) primary school.

Plavniekkalns (Pļavniekkalna) primary school is located in the Kekava (Ķekava) district, Katlakans (Katlakalns), Plavniekkalna (Pļavniekkalna) street 20.

Plavniekkalns (Pļavniekkalna) primary school is founded in 1993. Plavniekkalns (Pļavniekkalna) primary school is an educational establishment of the Kekava (Ķekava) district, that till August 31, 2011 carried out the first stage of general primary education (grades 1 – 4) and interest education programmes

From 1st September 2011/2012 implementation of three new programmes are begun:

- 1st stage of primary education programme (grades 1 – 6),
- 1st stage of primary education (grades 1 – 6), humanitarian and social direction programme,
- Special primary education 1st stage (grades 1 – 4) programme for pupils with mental development disorders.

The legal basis for the operation of the Plavniekalns (*Plavniekkalna*) primary school is Law of education, Law of general education, statute of the school that is confirmed by the Kekava (Kekava) district council, other laws and regulations that are connected with the education process. Management of the school is provided by the principal, assistant in the field of education and teaching. All together 19 teachers and 11 technical workers are working at the school. There is psychologist, special educator and medical staff at the school. Speech therapist services are provided in cooperation with the Kekava (Kekava) secondary school.

School is financed from the state and Kekava (Kekava) municipality budget. Financial resources are used for the needs of the school according to the order stated in the regulations, its circulation and calculation is centralised, usage is efficient and rational.

Management of the school informs teachers about the educational programmes. To improve implementation of the programmes management of the school at the end of the school year analysis self – assessment of the work of the teachers. Planning the new school year teacher recommendations are taken into consideration.

Work of the management of the school and personnel management

Form of the analysis of the school work has taken shape for many years finding the most efficient methods for evaluation, structure, acceptable and understandable form. Work control and assessment, gathering of the information facts take place during the whole school year. Assessment of the school work takes place during administrative meetings where events and measures are being evaluated. At the final meeting of the semester achievements of the pupils are being analysed. Form for self – assessment is developed at the school which is done by the teachers of the subjects, assistants of the principal and principal. Every teacher writes self – assessment about the accomplished, evaluates achievements and imperfections in the work, conclusions are summarized by the principal assistant in the field of education. All teachers took part in the completion of the self – assessment report of the school. Teachers were introduced with the basic principles of the creation of the self – assessment, indicators and fields. During the writing of the self – assessment studying of the documentation, survey, summarizing of the results and analysis was carried out. The work of the school is evaluated every year. Results are being analysed and introduced into the future priorities. Parents of the pupils, representatives of the municipality are being introduced with the results of the evaluation. Taking into consideration priorities of the year, main tasks of the school year, work plans and internal control plans in each respective field are being developed. In everyday it is possible to get acquainted with the school development plan at the school home page, at the principal assistant in the field of education and principal. At school there is documentation determined mandatory according to the Law of the Republic of Latvia, it is prepared at the state determined order. The execution of the mandatory documentation is controlled; the quality of its completion is taken into account when evaluating the work of the personnel. The work of the school is determined by the Statute of the school and other internal regulations of the school that are developed and supported at the Pedagogical Council. The structure of the school management is clear, each employee knows fields entrusted to him, plans work, monitors and evaluates results. There is optimal number of employees of different levels at the school. Principal of the school has assistants – 1 full – time position for the assistant in the field of education and 0,5 time position for the assistant in the field of teaching. Work duties, rights and responsibility of the assistants are defined in the job description. Principal consults with the employees on deciding important issues, makes management team, oversees execution of the work of different level employees, can delegate functions. Management of the school informs about planned and executed work during administrative meetings, informative meetings for the teachers and posts current information in the teachers lounge.

On the way to the implementing quality management system.

Analysing the laws and regulations of the Republic of Latvia regarding general education it was concluded that they do not determine strict regulations to the educational establishments for evaluation of the quality process. Law of the general education determines the competence of the Cabinet of Ministers in the education, content of the statute for the educational establishment, competence of the Pedagogic Council of the educational establishment, where one of the paragraphs is to perform analysis of the teaching process and develop suggestions for the improvement of the results. The Law determines structure and competence of the council of the educational establishment, that determines, that the council drafts suggestions for the development plan of the educational establishment. Whereas regulations of the Cabinet of Ministers do not determine that schools need to draft special regulations for the evaluation of the quality. Which means that schools can choose for themselves which quality management system to implement for the improvement of the educational process. In fact regulations also do not determine that educational establishments need to perform continuous analysis of the teaching process, perfection and improvement.

Educational establishments develop self – assessment for the accreditation period in the cycle of two or six years. Based on the self – assessment of the schools development plan of the school is made, in which the educational establishments can develop strategy for continuous improvement of the teaching process, by this closing the “Deming” cycle Plan⇒ Execute⇒ Evaluate⇒ Take action , which is also in the basis of EFQM model, thus including all aspects of the teaching process and is clearly directed to the continuous improvement of the quality.

