

CAF as a Driver of Organisational and Pedagogical Transformation

The Experience of Vouzela and Campia School Cluster | Portugal

EUROPEAN CAF PRACTITIONERS NETWORK MEETING

Vouzela and Campia School Cluster
7th CAF Implementation Cycle




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A Rural School Cluster with a Complex Mission

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Regional Context

-  Located in a rural area in central Portugal
-  Covers preschool to secondary education
-  Distributed across geographically dispersed schools

Operational Challenges

-  Complex resource management across locations
-  Ensuring smooth communication & information flow
-  Maintaining educational equity for all students



Vibrant community life across the Vouzela and Campia School Cluster

RURAL EXCELLENCE

MULTI-LEVEL EDUCATION

QUALITY-DRIVEN

"A strong quality culture rooted in continuous improvement is essential to bridge geographic gaps."

Seven Cycles — A Long-Term Commitment to Quality

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1

From Evaluation to Organisational Development

What began as a formal assessment exercise has matured into a core tool for strategic governance, building institutional memory and a culture of continuous improvement.

2

3

THE FOUNDATION

Early cycles focused on learning the methodology and establishing formal evaluation routines. Lessons learned from each application paved the way for more rigorous self-reflection.

THE EVOLUTION

Over time, CAF evolved into a shared "organisational language." Every cycle refined the linkage between strategic objectives, monitoring indicators, and pedagogical actions.

4

5

6



THE CORE STRATEGIC SHIFT

"We assess ourselves"



"We govern through evidence"

7

CAF is no longer just a periodic report; it has become the fundamental framework for how the school thinks, plans, and acts on a daily basis.

CAF as Organisational Language

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"CAF is not just a report. It is a way of governing the school."

Shift from periodic evaluation to shared cultural identity

LEADERSHIP

Decisions are no longer intuitive; they are grounded in concrete evidence and shared quality criteria.

PLANNING

Strategic objectives are directly linked to CAF criteria, ensuring alignment with international standards.

MONITORING

Continuous tracking of key performance indicators shared across all stakeholders and school levels.

IMPROVEMENT

Structured action plans follow the PDCA logic, making continuous improvement a standard reflex.

✓ **RESULT:** A coherent, integrated governance model for the cluster



Implementing systematic evidence tracking and monitoring

CAF at the Heart of the Organisation

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CAF Self-Assessment

A systematic and participative evaluation process, rooted in evidence to identify organisational strengths and areas for growth.



Educational Project

The cluster's strategic roadmap, providing the long-term vision and alignment for all pedagogical and administrative goals.



Pedagogical Monitoring

Continuous tracking of classroom activities and learning outcomes to ensure educational success for every student.



Decision-Making

Evidence-based processes where data informs major choices, moving the cluster from reactive to preventive governance.



*These four pillars interact and reinforce each other. CAF provides the framework that binds them together into a **coherent system** of school governance.*

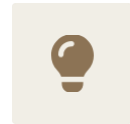
From Strategy to Action: Our Five Strategic Axes

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Educational Success

Improving academic outcomes and progression for all learners across all educational levels.



Organisational Innovation

Modernising school processes, digital tools, and physical structures to support learning.



Social Responsibility

Deepening engagement with the rural community and fulfilling our shared civic mission.



Stakeholder Satisfaction

Ensuring quality of service for students, families, staff, and local institutional partners.



Continuous Improvement

Embedding a culture of reflective practice and structured action plans throughout the year.



Through CAF, these strategic goals are transformed into continuously monitored processes with measurable indicators updated throughout the school year.

Moving from Reactive to Preventive: Data at the Centre

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The Evidence-Based Shift



TRADITIONAL APPROACH

Year-end collection & reactive logic



CAF-DRIVEN CULTURE

Systematic, continuous & preventive monitoring

Data is no longer a static report; it is a live instrument for daily school governance.



Early Problem Detection

Identifying learning gaps and organizational frictions before they escalate into systemic failures.



Rapid, Targeted Interventions

Allocating resources and pedagogical support precisely where data indicates the greatest need.



Adaptive Decision-Making

Shifting from rigid planning to evidence-led adjustments throughout the entire school year.



Preventive Logic

Moving the school focus from "fixing mistakes" to "ensuring continuous quality and success."

“ We stopped waiting for problems to escalate. We read the data and act early. ”

Systematic Monitoring — What We Track Throughout the Year

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Pedagogical Core

- **Supervision & Co-teaching**
Peer observation and collaborative pedagogical practice tracking.
- **Quality of Success**
Analysis of grades, progression rates, and retention across levels.
- **Absenteeism Control**
Real-time monitoring of both student and staff attendance patterns.

Student Wellbeing

- **Inclusion Programmes**
Individualized support measures and SEN (Special Needs) tracking.
- **Therapeutic Services**
Continuous monitoring of Speech Therapy and Psychology interventions.
- **Non-Native Language**
Support and integration progress for migrant and international students.

Engagement & Impact

- **Extracurricular Life**
Participation in clubs, school projects, and sports competitions.
- **Strategic Feedback**
Assessing the impact of implemented measures to close the loop.

"Systematic tracking allows us to move from reactive crisis management to early, data-driven prevention."

Systematic Monitoring — What We Track Throughout the Year

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CLUBS AND PROJECTS – GLOBAL EVALUATION

TYPE	CLUB / PROJECT	ESTABLISHMENT	PERSONAL DOMAIN	OPERATIVE DOMAIN	LEARNING DOMAIN	GLOBAL ASSESSMENT	SCHOOL CLUSTER OVERALL
CLUB	MATHEMATICS	ES VOUZELA	SUF+ →	MB →	SUF+ →	B- →	4.0% →
	ARTS	EB CAMPIA	B+ →	B+ →	B+ →	B+ →	
	ARTS WORKSHOP	ES VOUZELA	MB →	MB →	MB →	MB →	
	ROBOTICS	EB VOUZELA	B+ ↑	B+ ↑	B+ ↑	B+ ↑	
PROJECT	CCVnE	AGEVC	B+	B+	B+	B+	MB
	PES	AGEVC	MB	MB	B+	MB	
	CFJR	AGEVC	MB	MB	MB	MB	



Visual summary of subject-specific evolution trends across key assessment domains.

Systematic Monitoring — What We Track Throughout the Year

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SUPERVISION AND CO-TEACHING – EVOLUTION BETWEEN 2ND AND 3RD TERMS

ANALYSIS BETWEEN THE 2ND AND 3RD TERM OF THE MEASURE				
	SUBJECT	ASSESSMENT DOMAIN	LOW SIGNIFICANT EVOLUTION	SIGNIFICANT EVOLUTION
SUPERVISION AND CO-TEACHING	MATHEMATICS	Mathematical Concepts and Procedures	15%	0%
		Mathematical Reasoning and Problem Solving	40%	0%
		Communication and Dynamics in Mathematics	35%	40%
		Total of the Two Domains	15%	0%
	BIOLOGY AND GEOLOGY	Practical Work	72%	0%
	PHYSICS AND CHEMISTRY A	Scientific Knowledge	17%	57%
	MATHEMATICS A	Mathematical Concepts and Procedures	73%	18%
		Mathematical Reasoning and Problem Solving	55%	27%
		Total of the Two Domains	77%	9%
	PORTUGUESE	Grammar	6%	36%



Visual summary of subject-specific evolution trends across key assessment domains.

Systematic Monitoring — What We Track Throughout the Year

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ENGLISH – EVALUATION EVOLUTION

SUBJECT	ASSESSMENT DOMAIN	EDUCATION CYCLE	LOW SIGNIFICANT EVOLUTION	SIGNIFICANT EVOLUTION
ENGLISH	Oral and Audiovisual Comprehension	3rd Cycle (7th year)	9%	39%
	Oral Interaction and Production		9%	25%
	Reading and Comprehension		13%	14%
	Language Use		10%	27%
	Written Interaction and Production		5%	56%
	Overall of the Five Domains	—	13%	24%



Visual summary of subject-specific evolution trends across key assessment domains.

Year = grade

Systematic Monitoring — What We Track Throughout the Year

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PORTUGUESE – EVALUATION EVOLUTION

SUBJECT	ASSESSMENT DOMAIN	EDUCATION CYCLE	LOW SIGNIFICANT EVOLUTION	SIGNIFICANT EVOLUTION
PORTUGUESE	Writing	2nd Cycle (5th and 6th years)	9%	31%
		3rd Cycle (7th year)	9%	33%
		Overall Writing	9%	32%
	Reading	3rd Cycle (9th year)	10%	21%
	Literary Education		5%	46%
	Grammar		3%	62%
	Oral Skills		13%	40%
	Writing		11%	38%
	Overall of the Five Domains	—	22%	35%



Visual summary of subject-specific evolution trends across key assessment domains.

Year = grade

Participative Leadership and Organisational Learning

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Distributed Leadership Model

Teachers & Pedagogical Coordinators

Operational & Administrative Staff

Students & Student Council

Parents & Community Representatives

"Leadership is not concentrated—it is distributed across all stakeholders. Every voice contributes to the quality process."

PLAN

Define clear strategic goals and actionable pedagogical objectives based on CAF criteria.

DO

Implement measures with fidelity across geographically dispersed school units.

CHECK

Continuous monitoring of indicators and evaluation of results throughout the school year.

ADJUST

Close the feedback loop by improving practices based on the evidence gathered.

"Developing a school capable of learning about itself."

CAF and Educational Inclusion: Every Student Counts

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CAF helped systematise and improve inclusion-focused programmes through continuous monitoring and evidence-based adjustments.



Individualised Educational Plans (IEP)

Customised tracking for students with specific learning needs.



Specialised Support Services

Integrated tracking for speech therapy and psychology services.



Portuguese as a Non-Native Language

Dedicated support for migrant and international students.



Universal Design for Learning (UDL)

Accessibility and welfare monitoring for vulnerable students.

"Evidence from monitoring is used to adjust and strengthen inclusion practices in every CAF cycle, ensuring no student is left behind."

Inclusion is not a separate track — it is embedded in the school's quality system.



Students interacting in an inclusive environment | Vouzela and Campia School Cluster

Systematic Monitoring — What We Track Throughout the Year

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SPEECH THERAPY – ANALYSIS BETWEEN 1ST AND 2ND TERMS

ANALYSIS BETWEEN THE 1ST AND 2ND TERM								
MEASURE	THERAPIST	TYPE OF INTERVENTION	BY CYCLE	BY SCHOOL	LOW SIG. EVOLUTION	SIG. EVOLUTION	OVERALL EVOLUTION	SCHOOL CLUSTER OVERALL
SPEECH THERAPY	CRI	PER STUDENT	1st Cycle	EB Campia	100%	0%	100%	75%
			2nd Cycle	EB Campia	0%	100%	100%	
			3rd Cycle	ES Vouzela	60%	0%	60%	
			3rd Cycle	EB Campia	100%	0%	100%	
			Secondary	ES Vouzela	0%	0%	0%	
			—	Total	55%	9%	64%	
	AGEVC	PER STUDENT	—	EBGP	43%	29%	71%	82%
			1st Cycle	CAMPIA	50%	25%	75%	
			1st Cycle	VILADRA	25%	75%	100%	
			2nd Cycle	EB Campia	100%	0%	100%	
			—	TOTAL	47%	35%	82%	


THERAPIST PERFORMANCE

82%
AGEVC OVERALL EVOLUTION

64%
CRI OVERALL EVOLUTION

KEY ACHIEVEMENT

75%
SIGNIFICANT EVOLUTION (VILADRA SCHOOL)

 **75% Cluster Overall for CRI interventions**

What We Learned from Our Difficulties

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The Friction: Real Challenges

Team Continuity

Staff turnover disrupts institutional memory and requires constant retraining of self-assessment teams.

Training Needs

Ongoing capacity-building in CAF methodology is essential to move beyond surface-level evaluation.

Time Management

CAF implementation competing with daily teaching and administrative duties creates significant pressure.

Resistance to Change

Natural human friction regarding transparency and the shift towards evidence-based accountability.

The Wisdom: Keys to Success

Persistence is Non-Negotiable

CAF results take years, not months. Real transformation requires long-term institutional grit and vision.

Transformational Leadership

Leaders must model reflective practice and transparency rather than just mandating it from the top.

A Culture of Trust

People must feel safe to assess honestly. Quality thrive only in environments without punitive logic.

“ More important than achieving higher scores was developing a school capable of learning about itself through honest reflection. ”

Measurable Progress — A Score That Tells a Story

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627 → 732





PREVIOUS

CURRENT

+105 Points

16.7% Overall Gain

What this growth represents

-  **Deeper Evidence Collection**
Shift from anecdotal observations to robust, multi-source data validation.
-  **Stronger Strategic Linkage**
Direct alignment between high-level planning and classroom-level results.
-  **Consistent Implementation**
Improvement actions are now systematic rather than ad-hoc initiatives.
-  **Stakeholder Participation**
Greater involvement of students and parents in the quality evaluation process.

Beyond the Score: What Really Changed

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Monitoring Capacity

- Data-driven culture now deeply embedded
- Systematic tracking of key performance indicators
- Move from annual to continuous review

Pedagogical Decisions

- Evidence-based adjustments to teaching
- Co-teaching and peer supervision habits
- Early intervention for at-risk learners

Shared Language

- Improved communication across all levels
- Common understanding of quality goals
- Transparency in decision-making processes

Stakeholder Involvement

- Active role for students and families
- Increased engagement from operational staff
- Collective ownership of school success

Inclusion Practices

- Stronger support for diverse learner needs
- Every student seen through evidence
- Systematised welfare and health monitoring

Culture of Learning

- Continuous improvement is now second nature
- Organisation capable of learning about itself
- Reflective practice across all departments

THE ULTIMATE SHIFT

From isolated, ad-hoc initiatives to an **integrated, coherent vision** of the school organisation.

Self-Assessment in Service of Students

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“

"Self-assessment only becomes truly meaningful when it transforms pedagogical practices, organisational culture and real opportunities for students."

An icon of an eye inside a brown square.

Reflective

We look at ourselves honestly through evidence, identifying strengths and areas for growth to drive meaningful change.

An icon of three stylized human figures inside a brown square.

Participative

Quality is a collective responsibility; every stakeholder has a voice in shaping the future of our educational community.

An icon of a graduation cap inside a brown square.

Learning

We never stop improving. Our organisation is designed to learn about itself and adapt to the evolving needs of our students.

Thank you.