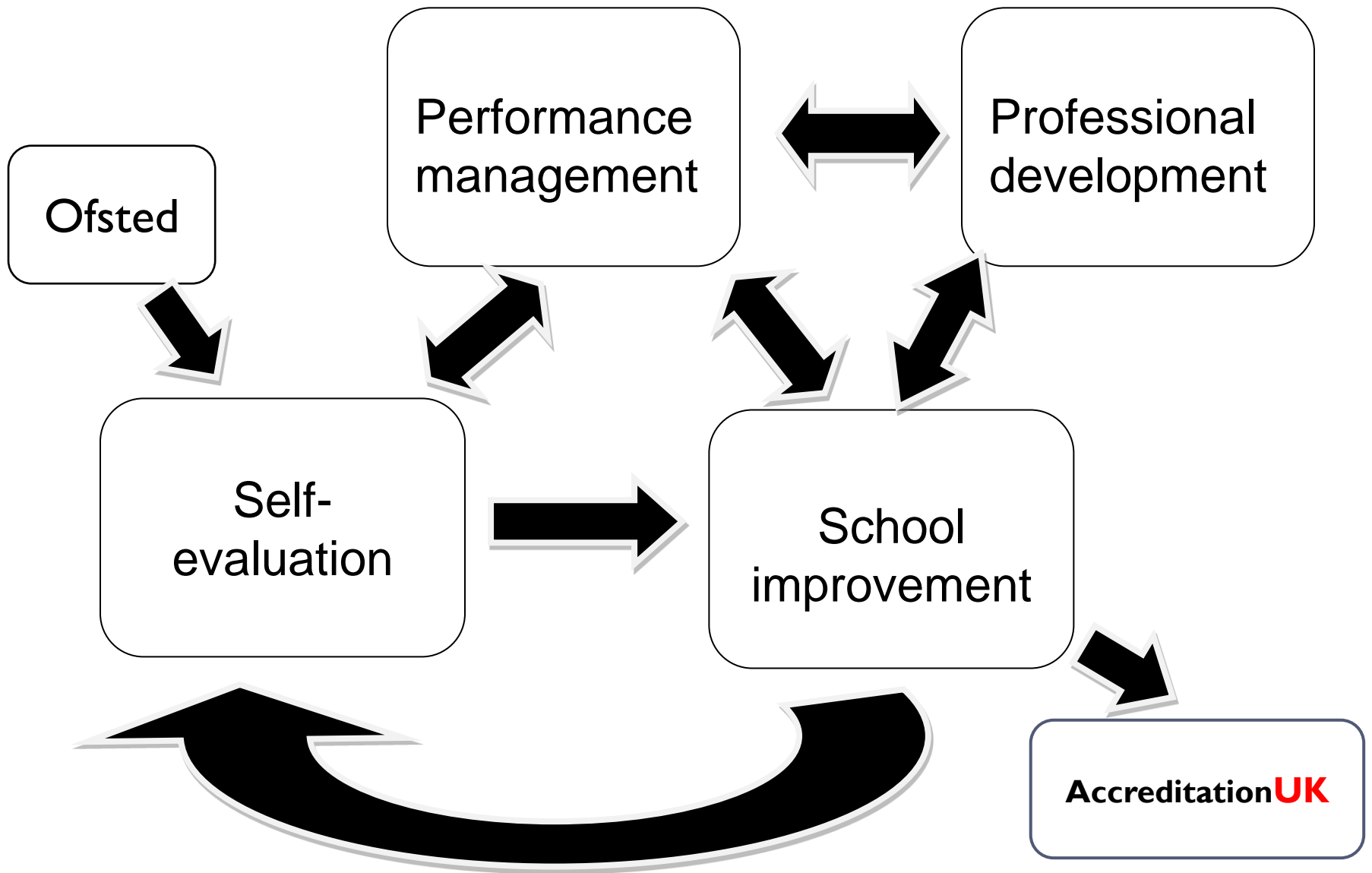




Things can only get better!



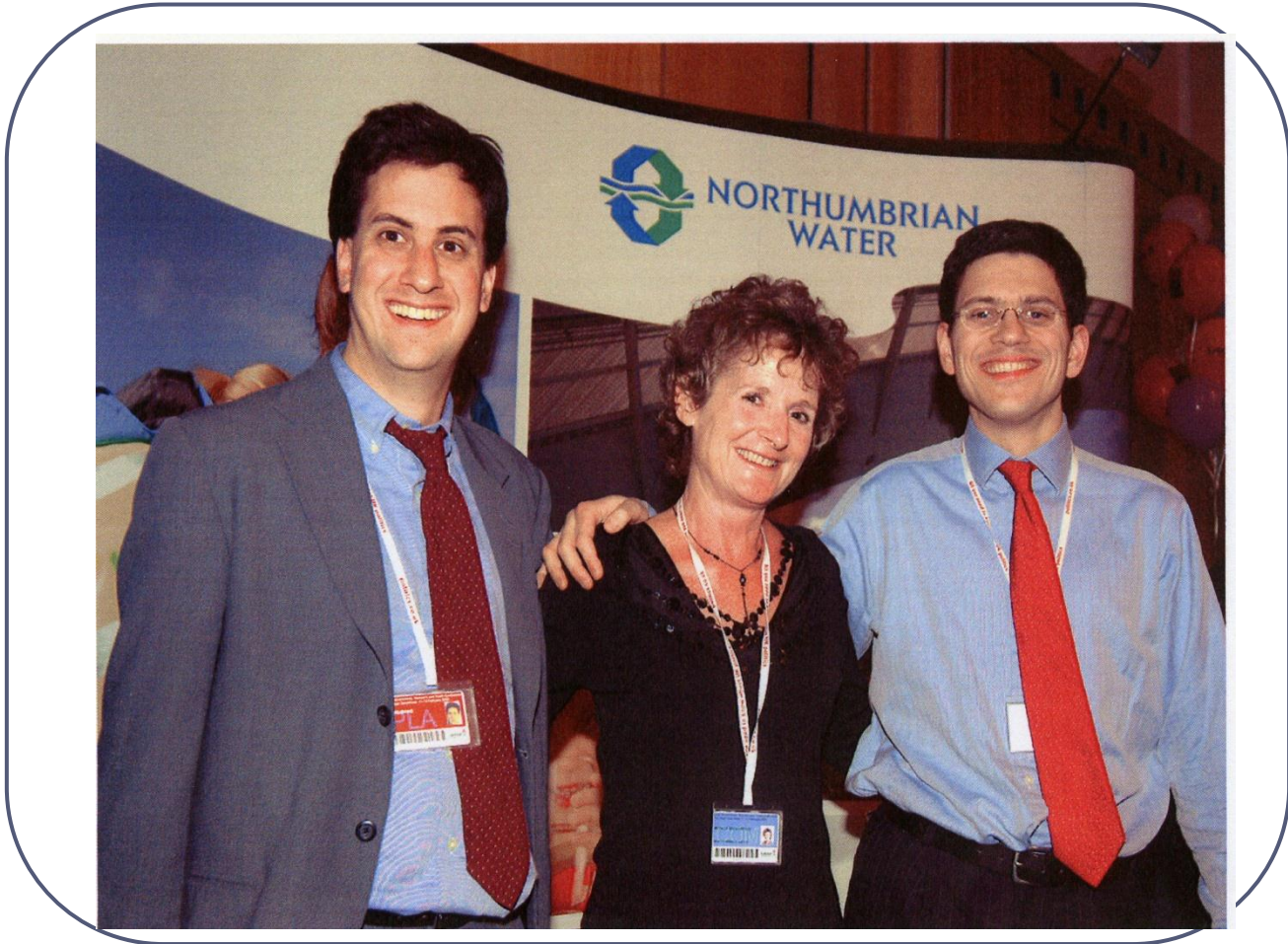
Practice not theory

Action and not just an idea

How?



Dr Brian Cox OBE



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Personalised learning speech in 2004 David Miliband Minister of State for School Standards 8 January 2004

The key aspects to this are: first, an accountability framework, which puts a premium on ensuring **effective and ongoing self-evaluation...** linked closely to the improvement cycle of the school; second, a simplified school improvement process, where every **school uses robust self evaluation to drive improvement**

SEF and SIP

Self-Evaluation Form

(for Ofsted)

School Improvement Plan

(after Ofsted for governors and LEAs – points to be addressed in AccreditationUK)

The plan is normally drawn up by the senior management team at the school and should reflect the key priorities on a timescale of two to three years, identifying areas for improvement, actions to be taken, resources required and the means by which the impact of improvement will be measured.

www.ofsted.gov.uk).

The evaluation schedule for schools is available on the Ofsted website (self-evaluation can now be done on line)

Each question starts by asking schools to grade aspects of their work on a four-point scale, as follows:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Inadequate.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade.

Ofsted descriptors - sample

▶ **Outstanding**

(1)
The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects.....

Good

(2)
The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects.....

Satisfactory

(3)
The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively in a range of subjects when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work.....

Completed SEF - example

3a How well do learners achieve, and how high are their standards? For example:- test and examination results; whether learners reach challenging targets

- the standards of learners' current work (noting any significant differences between past results and current work)

Please enter text here

STANDARDS and ACHIEVEMENT: At KS3 2006 saw the school post its highest SATs ever, mostly in line with FFT Band D targets and exceeding agreed Band B targets set by the LA. 51st. Maths performance remains exceptional. Overall, maths outperforms English and science. En is less successful moving on low ability boys. All 3 subjects are significantly higher with middle and upper boys and lower girls. girls. En and Sc are in line with expectations.

From self-evaluation to planning for improvement

1. Targets
2. Actions
3. Leadership and responsibility
4. Timescale
5. Resources required
6. Monitoring (who, when and how)
7. Evaluation (who and how)
8. Success criteria

Sample school improvement plan – sample

Key Issue 1: to improve leadership and management at all levels

Objective	Actions	Lead person	Timescale from to	Resources	Monitoring (who, when, how)	Evaluation	Success criteria
1.1 Identifying strategies which provide clear goals for the achievement of the school's targets for attainment	<p>(i) restate and reinforce mission statement and development priorities through documentation, staff meetings and INSET days and information to parents</p> <p>(ii) ensuring that main targets (literacy, numeracy, KS3 SATs and GCSE) are clear and corporate across the school</p>	HT Assessment co-ordinator	Apr 99 - March 2000 reviewed termly with departments	<p>Reprographics and time cost of reviewing and reprinting revised documents (20 hours). Time for staff briefings (3 hours)</p> <p>INSET costs for HoDs + costs of developing Lit & Num policies £250 from Standards fund to part INSET day.</p>	<p>Governing body via HT reports and documents</p> <p>GB via standing item on GB agenda</p>	<p>Senior staff team (SST)</p> <p>SST and governors via half-termly written reports</p>	<p>School meets agreed targets of 32% 5+ A*-C at GCSE & av. points score of 32 by July 00 45% achieve level 5+ in maths KS3 in May 2000</p> <p>45% achieve level 5+ in Sci KS3 in May 2000 56% achieve level 5+ in Eng KS3 in May 2000.</p>
1.2 Increasing governors' contribution to the monitoring of standards and quality	<p>(i) review monitoring role of governors - agree and implement new protocols and documentation for governor visits and observations</p> <p>(ii) governors undertake visits to departments and classroom observations as the start of a continuing monitoring programme.</p> <p>(iii) governors review and evaluate visits by end of summer term and establish visits programme for autumn and spring terms.</p> <p>(iv) governors establish and implement clear procedures to monitor delivery of the agreed action plan.</p>	HT Link governor co-ordinator Link governor co-ordinator Chairman of governors	<p>May 99 - Apr 99 review termly</p> <p>Mar 99 - July 99</p> <p>Apr 99 - July 99</p> <p>Apr 99 - Mar 2000 review half-termly</p>	<p>Meeting time for governor training. GB buy into LEA GB programme for 99/00 via Standards fund cost - £490</p> <p>Time for individual governor visits</p> <p>Meeting time (6 hours)</p> <p>Meeting time (6 hours)</p>	<p>GB via standing item on GB agenda</p> <p>GB via standing item on GB agenda</p> <p>GB via standing item on GB agenda</p> <p>LEA adviser + GB via standing item on GB agenda</p>	<p>SST via half termly review meeting with HT</p> <p>SST reviews monitoring work of GB each half-term</p> <p>SST via half-termly review meeting with HT</p> <p>SST via half-termly review meeting with HT</p>	<p>Governor visits are half-termly, structured and part of the evaluation and review process</p>
1.3 Developing more effective links between senior and middle managers	<p>(i) review and revise management structure</p> <p>(ii) HT and DH have timetabled weekly meetings with HoD science and maths</p> <p>(iii) all departments have</p>	HT HT & Dep H (curriculum) Link SMT	<p>Mar 99 - Apr 99</p> <p>Mar 99 - Jul 99</p> <p>Apr 99 - Mar</p>	<p>Time for meetings and consultations</p> <p>1 hr meeting per week per subject</p> <p>1 hr meeting per team per</p>	<p>SMT at weekly meetings</p> <p>Link govts (Ma and Sci)</p>	<p>SST via half-termly report to governors</p> <p>SST as above</p> <p>SST as above</p>	

Ofsted to AccreditationUK ?

1. Self-evaluation process not a requirement
2. Improvement = points to be addressed + timescale

Ofsted and AccreditationUK priorities



New criterion in 2011

MI 8 Providers will **review systems, processes** and practices with **a view to continuing**

improvement

Self evaluation and
improvement combined for
Accreditation**UK**

- 1) Download the criteria in a Word table
- 2) Adapt the word table so that you can add the appropriate number of additional columns
- 3) Record your self-evaluation and improvement plans against the relevant criteria

1=not met 2=partly met 3=met (25%, 50% met etc.)

Criterion	Evaluation	Action	Timing	Resources	Evaluation	Success criteria
T13 There will be effective arrangements for the observation and monitoring of teachers' performance, including appropriate feedback and action planning. Particular care will be taken to monitor and guide inexperienced teachers, those whose classroom performance exhibits weaknesses and those whose student feedback indicates dissatisfaction with their teaching.	Rating=2 Teachers are only observed once a year. Feedback at the moment is not followed-up. Teachers don't document how they are going to improve any weaknesses observed. New teachers are observed although very difficult in the summer. Need to re-write policy on what happens if there is a complaint about a teacher or there is negative feedback	DoS to hold meeting with all teachers to discuss increasing the number and types of lesson observations. Current feedback form needs revising. Document all procedures and explore other options such as peer observation, 10 minute checks, self-evaluation	Before summer 2011	Non-contract staff to be paid to attend two additional teachers' meetings. DoS to attend EnglishUK workshop on observing teachers	DoS and ADoS write report for principal and academic staff. Interim reporting back at quarterly management meetings	More observations in place More peer observation Positive feedback from teachers Better documentation of observation process More links between observations and professional development of teachers Individual action plans
T17 There will be a coherent and appropriate course structure described in writing for teachers' guidance. Objectives, syllabuses or plans of study, methods and levels will take the needs of the students into account and will be demonstrated in plans and classroom delivery.	Rating=2. Teachers' handbook needs rewriting . Teachers need more support turning course books into courses. Plans of work need to include non course book items and more guidelines for teachers on techniques	DoS to draft a new teachers' handbook this with ADoS	Autumn 2011	ADoS released from teaching in November	Teachers to be asked for feedback in end of year interviews. DoS to report to Principal and Directors	Observations to reveal a more coherent course structure. Look for more evidence of analysis of students' communicative and learning needs
T33 Teachers will use appropriate feedback and correction techniques	10%. In observations teachers don't correct students' mistakes in spoken English	More training sessions on diagnosing student error and on the methodology of dealing with student mistakes			DoS to summarise results of lesson observations	More appropriate correction taking place as observed in teaching

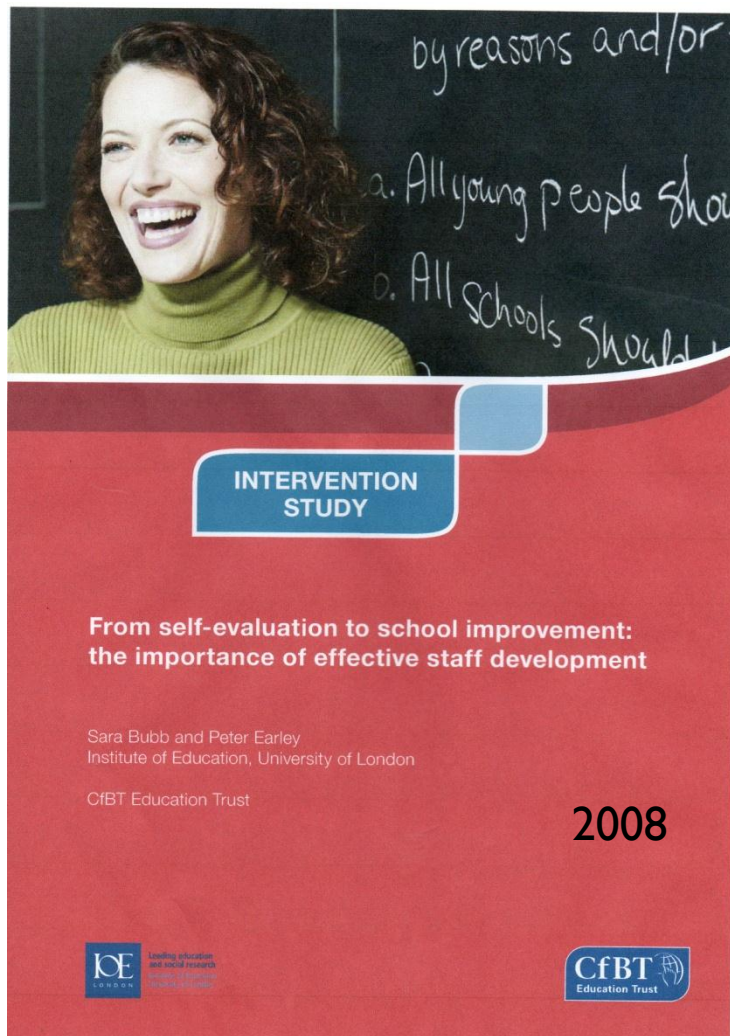
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Criterion	Evaluation	Action
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Problems

1. **Resources**
 1. Time and money
2. **Teachers' conditions of service**
3. **No standardised ways or measuring improvement**
4. **Culture**
 1. resistance to change
 2. independence and accountability
5. **Leadership and authority**
6. **Winning hearts and minds ~ involving all the stakeholders**
7. **Managing teaching performance**
 1. basic training
 2. isolation of teachers
 3. observation, feedback, self-evaluation, appraisal, action planning

Research



Research question

What practical steps can schools take to ensure that self-evaluation of their practice and performance leads, through the effective development of their staff, to genuine improvement?

Nine schools (39) from (primary to large comprehensives) over 20 months

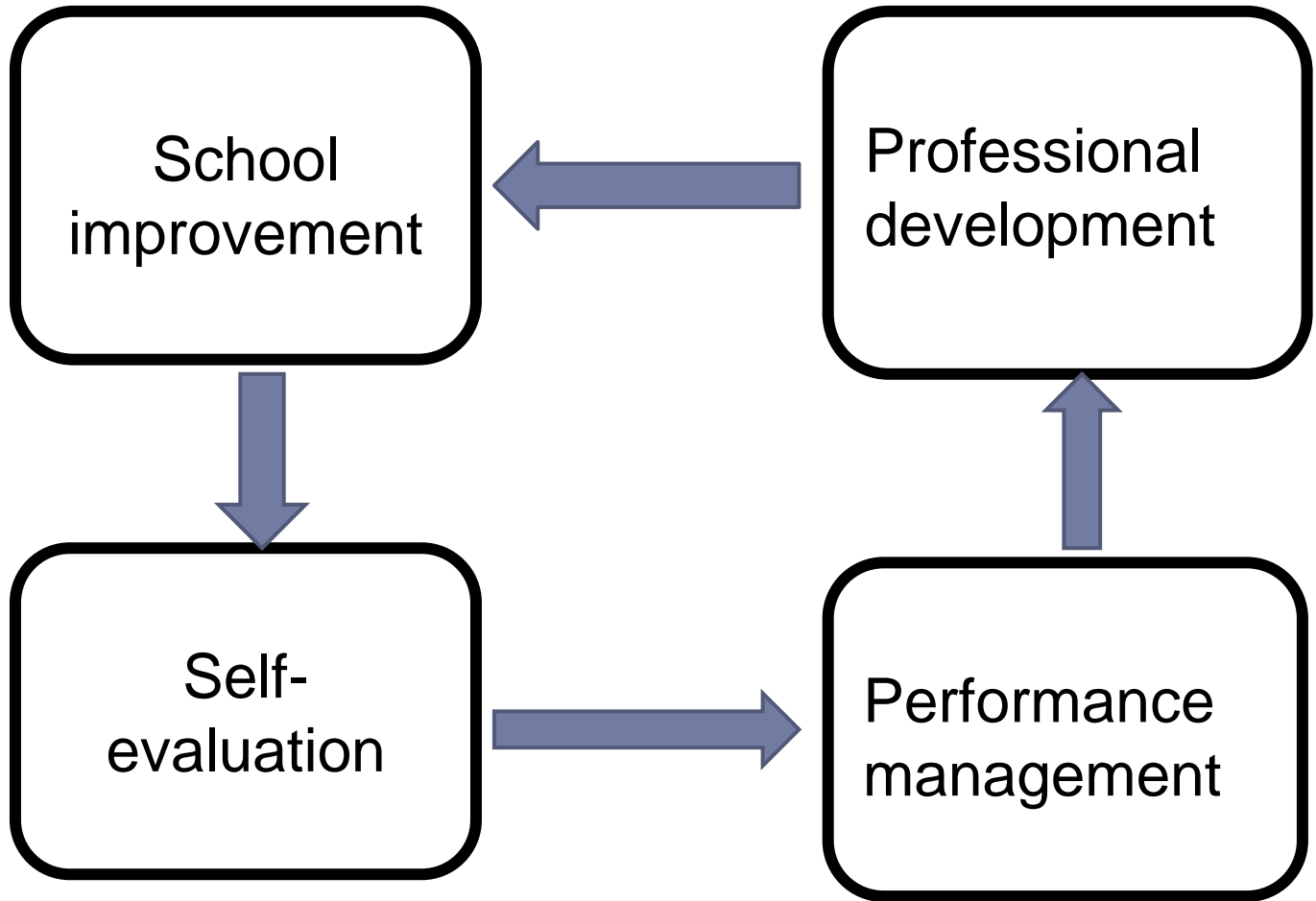
Some conclusions

- ▶ Completing the SEF can make people realise the need to change the strategic direction of the school and rethink their improvement priorities and reinforce the logic of the link between improvement plans and those for staff development and training.
- ▶ A crucial factor in creating a successful launch for school improvement initiatives and programmes was winning hearts and minds. This involved convincing staff that the proposed changes were both desirable and possible. Strategies used involved:
 - ▶ a) sharing data b) establishing individual accountability c) targeting the right people d) sustaining morale and meeting individual needs.
- ▶ We found that sustaining momentum and achieving success were more likely when there was active support from the school's leadership team
- ▶ Staff learning strategies included: a) lesson observation with developmental feedback b) modelling teaching (sharing best practice through observation of peers or teachers with advanced skills) with subsequent time for reflective discussion.

Thoughts on staff development

- 1) Evaluating the impact of continuing professional development (CPD) was found to be the weakest link in the 'logical chain' of any training and development cycle.
- 2) CPD was conceived conventionally in terms of activities to be engaged in (inputs) rather than as the actual development of knowledge and expertise (outcomes).
- 3) The question 'what will happen as a result of this staff development activity, including any changes effected in staff thinking and learner progress?' was rarely asked. Staff development is not the same as following a course of training.
- 4) Rather, learning is the outcome that may result from any or all development activities and from the individual's reflection on the day-to-day experience of doing the job.

- 5) Individuals' professional development should be linked to the analysis of needs through performance management and career development as well as self-evaluation and school improvement.
- 6) Staff development that involves discussing, coaching, mentoring, observing and developing others is highly effective.
- 7) Learning and development should be shared, acknowledged and celebrated for improvement to be sustained.



Things can only get better

