



# Ed.D Thesis

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***School Self-Review and Evaluation: A Way to School Effectiveness. A case study of three schools to examine the introduction and impact of self-review and evaluation.***

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## **ABSTRACT**

With the growing interest in school improvement and target setting this study focussed on one route to greater effectiveness, that of school-based self-review and evaluation. Much has been said about the differential effectiveness of schools and comparisons made with pupil levels of attainment internationally. However little advice, at a practical level, has been offered on how to achieve this greater effectiveness.

This study looks at current practice in school-based self-review and evaluation, its impact on school culture and how this translates into classrooms. It undertakes a survey of all Essex secondary schools looking at their current involvement in self-review and evaluation and their plans for future work in this area. Three case studies are then reported, to show the practical impact of self-review and evaluation using quantitative and qualitative methodology. These aim to provide applicable information for schools. Many of the challenges and successes will be readily accessible to practitioners.

The findings reflect an increase in self-review and evaluation in the majority of schools and suggests the positive effect this has on the culture of the schools. Where schools are actively involved in self-review and evaluation this helps create the learning institution required for genuine effectiveness. Finally, practical advice is given to the stakeholders in education about their role in this process.

# **Contents**

	<b>Page No</b>
<b>Chapter 1</b>	<b>Introduction</b>
	<b>1-3</b>
<b>Chapter 2</b>	<b>The History and Development of School-based Self-review and Evaluation</b>
	<b>4-18</b>
<b>Chapter 3</b>	<b>Literature Review: The Management of Change to School Effectiveness</b>
	<b>19-46</b>
<b>Chapter 4</b>	<b>In search of a School Management Culture</b>
	<b>47-62</b>
<b>Chapter 5</b>	<b>The Research Questions</b>
	<b>63-66</b>
<b>Chapter 6</b>	<b>Research Methodology</b>
	<b>67-84</b>
<b>Chapter 7</b>	<b>What use is currently being made of School-based Self-review and Evaluation and how is this changing?</b>
	<b>85-96</b>
<b>Chapter 8</b>	<b>Case Study School 1: High School</b>
	<b>97-124</b>
<b>Chapter 9</b>	<b>Case Study School 2: Middle School</b>
	<b>125-146</b>
<b>Chapter 10</b>	<b>Case Study School 3: Low School</b>
	<b>147-168</b>
<b>Chapter 11</b>	<b>The Message from the Research</b>
	<b>169-183</b>
<b>Chapter 12</b>	<b>The Way Forward for School-Based Self-review and Evaluation</b>
	<b>184-194</b>
	<b>Bibliography</b>
	<b>195-202</b>

## **Figures**

<b>Figure No</b>		<b>Page No</b>
2.1	The GRIDS process	8
2.2	The School Evaluation Process	10
3.1	Gender Differences in Achieving 'good' GCSE passes by Schools	29
3.2	Differences in Average Points Scores: Boys and Girls	29
5.1	Models of Educational Management: Bush	54
5.2	Hargreaves School Culture Typology	55
5.3	Hargreaves Ten Culture Complexes	59
7.1	Exercise Book Review by Departments	87
7.2	SMT Lesson Observation prearranged	88
7.3	Governor Lesson Observations	89
7.4	Planned Future Development	93
8.1	High School: Year 8 NFER against Average Report Grades	106
8.2	High School: The Subject Review Process in Detail	107
8.3	High School GCSEs	109
8.4	High School Value-added	110
8.5	High School: More Successful Department Option Numbers	111
8.6	Pupil Attitudes to learning: Sample compared with Keele database	112
8.7	Pupil Attitudes to learning: High, Middle and Low Schools	113-4
8.8	Change in Pupil Perceptions of Learning Styles in Six Months. High School More Successful Department	114-5

8.9	Change in Pupil Perceptions of Learning Styles in Six Months: High School Less Successful Department	116
9.1	Middle School GCSEs	135
9.2	Middle School Value-added	136
9.3	Middle School: More Successful Department: Option Numbers	136
9.4	Middle School: Less Successful Department A Level Option Numbers	137
9.5	Pupil Perceptions of the difficulty of their work: Sample compared with Middle School	140
10.1	Low School GCSEs	157
10.2	Low School: Less Successful Department A Level Option Numbers	158
10.3	Low School: More Successful Department A Level Option Numbers	158
10.4	Pupil Perceptions of their Lessons: Sample Compared with Low School	160
10.5	Change in Pupil Perceptions of Learning Styles in Six Months: Low School More Successful Department	161
11.1	Lancashire Value-added Project: Pupil Culture Year 9 and Year 11 Value-added Scores	174

# **Chapter 1**

## **Introduction**

The path to school effectiveness is a current challenge for all in education today. The characteristics of the effective school have been very thoroughly researched and disseminated. The problem now is how to ensure all schools reflect these characteristics and identify an appropriate route for schools to take.

When reflecting on this issue I am reminded of the Class of '93, the group of bright-eyed, bushy-tailed new headteachers with whom I started my first headship. We all shared the challenges of our new schools and the ways we intended to solve them. The problem was our routes were almost opposites, one school moving from heads of department to faculties, one from no meeting pattern to several directed meetings a week, whilst another from several meetings to only one a week. Schools with similar problems were looking to very different solutions. All of this was based upon the new head's personal preferences.

The weakness in the system would appear to lie in a lack of clear advice on the way forward for schools, which has been thoroughly researched and is readily available to new headteachers. This thesis is aimed at offering advice on a route to school improvement that can be tailored to meet each individual schools need. A route which focuses on the primary activity of schools, that of teaching and learning.

School-based self-review and evaluation offers a template for school improvement helping schools cope with the paradoxes of change and continuity in which our schools currently work (Handy 1994 and A. Hargreaves 1995). Schools need to ensure that change efforts are going to have positive outcomes rather than just a different appearance.

For the purpose of this thesis I will be utilising the term self-review and evaluation as a combination of the two distinct processes. Firstly, self-review, the processes schools use to gather data on their day to day work in both quantitative and qualitative forms through an extensive range of bespoke methodology to allow close examination of the learning experience. This data can then inform the evaluation, which involves the making of informed judgements of the impact and value of an activity or process. It is my view these need to be combined as a single process to be truly effective.

The thesis is based upon research in Essex schools undertaken during 1995-7, using a survey and then a case study approach in two outlier schools and a third more representative school. The intention is to identify the effect of a range of self-review and evaluation techniques and their impact on the learning in the classroom.

In chapters 2 and 3 a review of the literature relating to school effectiveness and change is undertaken alongside an examination of the history and development of school-based self-review and evaluation. In Chapter 4 I have examined the literature base on school management culture and the links to school effectiveness.

Chapter 5 sets out in detail the research questions and Chapter 6 sets out the research methodology employed to allow the reader to assess its appropriateness and, if desired, replicate the research.

In chapter 7 I set out the findings of the survey which was undertaken with all Essex secondary schools, both GM and LM. This survey looks at the nature and frequency of self-review and evaluation techniques current employed in the schools and their future plans.

Chapters 8-10 set out the three case study reports. I hope the reader will be able to gain an intimate understanding of the three schools and, from this, recognise the impact of self-review and evaluation on the culture and effectiveness of the schools. The opportunity to gain a detailed working knowledge of any school in this competitive age has value for practitioners, who, I am sure, will empathise with many of the challenges faced by these schools in their journey to greater effectiveness.

The final two chapters look at the messages from my research and offer advice to the various stakeholders in education. They are intended to add to the debate regarding raising standards and offer a practical way to school improvement through a focus on the classroom. There are currently plenty of targets and means of accountability but all too few clear ideas on how to help all schools make tangible progress. Hopefully this thesis may offer assistance in applying theory and practice.

## **Acknowledgements**

I would like to express my thanks to my wife Christine for her patience with my moods during writing and her critical proof reading. To the staff in the three case study schools for giving so freely of their time to answer my questions, allowing me

to undertake my questionnaires, access to their minutes etc. and inviting me to so many interesting events. I really felt part of their culture and gained immensely from the experience. To my colleague Gerry Gurhy for undertaking a number of the interviews for me. Finally, to Dr Mark Lofthouse for his wise counsel and guidance throughout the past three years of research; a tremendous thank you!

## **Chapter 2**

# **The History and Development of School-based Self-review and Evaluation**

For the purposes of this thesis I have defined self-review and evaluation as an internally initiated systematic, rigorous examination of the school processes which foster learning. Evaluation in education terms has been defined as

'the purposeful gathering, analysis and discussion of evidence from relevant sources about the merit, quality of provision and the impact of courses or experiences on students'

Employment Dept (1993)

The gathering of data is only the first part of the process. In performing an evaluation of the work of a school the data has to be analysed and interpreted to make judgements about the nature, impact and value of the provision. Evaluation should have an effect on the future decision-making and be reported as appropriate.

The development of school-based evaluation in Britain probably originated in the 1960s and 1970s as a result of the evaluations associated with Schools Council curriculum projects. The later projects saw real change in pupil learning emanating from teachers in their classrooms and were therefore more focussed in schools. Alongside this was the notion of the teacher as the "extended professional" (Hoyle 1970) which saw self-evaluation as part of individual or institution development and having an intrinsic value.

The work came to prominence in the late 1970s and early 1980s through a number of strands: accountability, curriculum development, curriculum review and staff development in particular (Clift et al 1987).

Accountability - The Great Debate, stemming from Callaghan's Ruskin College speech placed the question of school's performance and accountability at the centre of the political arena. Two responses to this were calls for more testing and increased inspection. (The resultant testing can now be seen in all schools and will soon exist on entry at five!) An initial increase in the profile of the HMI inspections and LEA inspection activity was not welcomed by many LEA officers and therefore they produced, what they believed to be, more school-friendly, professionally acceptable, self-evaluation documentation.

**Curriculum development** - In response to the early, centrally-produced Schools Council curriculum development materials, in the later developments, many of those involved advocated an approach based on the idea that real change in pupil learning would only emanate from teachers in their classrooms. The most notable of these was Lawrence Stenhouse and his ideas on the teacher as researcher. That is teachers carrying out investigations in their own classroom to develop ways of improving teaching and learning, thus evaluating their own practice.

**Curriculum review** - The late 1970s saw a growing debate about the curriculum encouraged by a series of central initiatives and documents eventually culminating in the present National Curriculum. These made recommendations and encouraged schools to review their curriculum. LEAs produced their own documents and schools were, and still are in Essex, required to respond to them with their own statement.

**Staff development** - In-service training for teachers moved from LEA-wide training courses to school-based, school-focussed and school-centred approaches. This change mainly resulted from a dissatisfaction with, and an awareness of, the limitations of the traditional methods of delivery. Focussing the attention on institutional development and provided funding for it.

Possibly a fifth strand, not recognised by Clift, was the Manpower Services Commission's resource-driven development of the Technical and Vocational Education Initiative (TVEI). This was seized upon by advisors and co-ordinators as an opportunity to review teaching methodology and required regular and detailed evaluations to be undertaken to release funding. Much of the research on self-evaluation at this time was linked to the TVEI project through significant levels of additional funding. One significant factor in this process was the bringing closer together of the researchers and the schools.

As previously stated, the first systematic approach was developed by a number of LEAs in the late 1970s, early 1980s and consisted mainly of extensive handbooks and paper-based responses. As Wragg comments:

'schools are now being required to send in at intervals a full written self-evaluation. Certain administrators receiving these tomes, up to 40,000 words in length, are said to be disappointed at their bland nature. Apparently more blood-letting had been expected.'

Wragg (1981)

One such system which is particularly well documented and researched was developed in Oxfordshire. This consisted of three booklets setting out the areas for review and questions for the school to ask itself. The process was meant to be undertaken every four years and a confidential report had to be submitted to the Governors meeting at which a representative of the Chief Education Officer would be present. The areas for review were divided into eight sections:

- i Aims and Objectives
- ii Factual Background
- iii Care and Guidance Arrangements
- iv Curriculum Arrangements
- v Pupil Progress
- vi Staff Development
- vii School and Community
- viii Future Direction

Oxfordshire (1979)

As Clift et al (1987) report:

'The rubrics.. made it clear that it is the head of each school who is held solely responsible for implementing the scheme. The assistant teachers' role is portrayed as being more passive: they must be consulted, but are not seen necessarily as active participants in any stage of the process'

In both Clift's case studies of schools undertaking the reviews only key individuals took an active part in the review. In the primary school this was only the headteacher and in the secondary school the head and heads of department wrote most of the report. The majority of the process was reliant on the school's own, often underdeveloped, skills of self-evaluation. Review was mainly undertaken through meetings and discussions of documents either currently in use or often specially produced for the purpose.

Following an evaluation, Oxfordshire modified the process and required schools to evaluate a small number of agreed areas and the length of the final report was limited to ten pages for primary and twenty pages for secondary schools.

Clift et al conclude that the guidelines:

'still do not contain anything to help schools with the evaluation process'

ibid

What use was made of the reports once completed?

'One administrator, when asked what would be done with them, replied that this did not matter, as the main benefit was to the teachers who had been through the exercise.'

Wragg (1981)

The majority of the other LEA models had similar processes involving lengthy checklists, some imposed, some voluntary but Clift et al conclude their study with a very pessimistic conclusion:

'In most of the studies reported it (school self-evaluation) did not prove to be an effective means of bringing about substantial and enduring changes in the schools where it occurred and in none did it prove to be a cost-effective one.'

A significant step forward was taken with the introduction of the Guidelines for Review and Internal Development in Schools (GRIDS 1985). These were produced by the Schools Council and aimed to involve all staff directly in the process of self-evaluation in schools. The Schools Council recognised the need for guidance on the complex process of school self-evaluation. These guidelines, which are still in use in some schools today, focussed on the school as the unit for change, as the International School Improvement Project had emphasised, and the need to separate accountability from school self-evaluation.

'when school evaluation is conceptualized within an accountability framework it produces little evidence of school improvement and indeed tends to inhibit it.'

Hopkins (1987)

The GRIDS guidelines considered the LEA approach to be external accountability rather than school self-evaluation and emphasised the need to evaluate only a small number of aspects of the school at any one time.

They were based on the premise that survey feedback techniques could provide a sophisticated method of identifying staff views and priorities. The process was divided into five stages as shown on figure 2.1. At stage two a co-ordinator was appointed and information was circulated to staff. Staff were then surveyed to decide the priorities for review. A copy of the staff survey is attached as appendix 1. The specific review included the setting up of a team to examine current practice through documentary evidence, questionnaires and interviews in the main. Useful advice is contained with regard to collecting data in this form but little is offered at the next stage on evaluating current practice and making recommendations.

Responsibility for the development was then allocated at stage 4 and a plan of action, including INSET requirements, was drawn up. Resources were allocated and criteria for assessing the effectiveness were agreed upon. The process would then be reviewed itself and if it were felt appropriate restarted.

GRIDS moved school-based self-review and evaluation to the point of a systematic process and gave teachers and managers in schools support and guidance on certain data gathering aspects of evaluation techniques. Many of the processes are still in use today and the development made a significant contribution to school-based self-review and evaluation.

The limitations in the GRIDS process are best illustrated through the case studies contained in the secondary handbook McMahon et al (1984). Firstly the priorities for review were selected by staff perception surveys thus resulting in issues such as

- ' a) staff teaching loads and marking loads
- b) staff cover arrangements
- c) homework procedures
- d) careers education and guidance
- e) health and social education'

McMahon et al (1984)

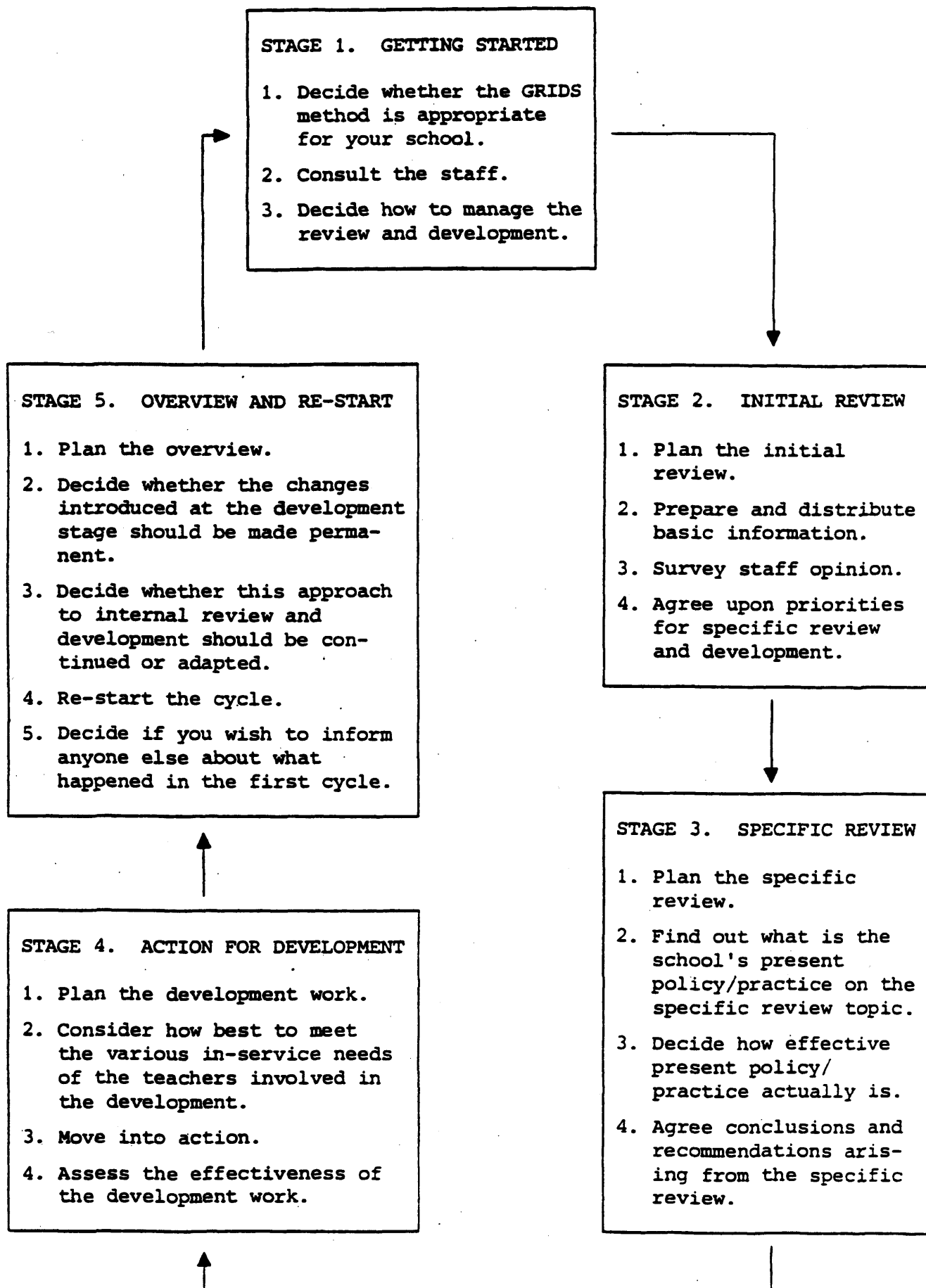
They were mainly management or organisational issues and did not involve the pupils' learning in any significant form. As Wragg put it

'let us do some real self-evaluation, and find the time and money for teachers to sit in each other's lessons, visit other schools, interview parents, invite in outsiders to give an objective view'

Wragg (1981)

Figure 2.1

Diagram 1 The five stages of the internal review and development process



Secondly, there is virtually no mention of classroom observation as a data gathering method and no advice on how this could be undertaken. Surely any self-review and evaluation of schools must include a focus on the main business of teaching and learning and seek data from this source.

Thirdly, very little reference is made to seeking information from parents and pupils as part of the data gathering exercises. Implicitly, if not explicitly, the views of these two groups are not encouraged as part of the self review process.

Fourthly, GRIDS in many ways failed to recognise the complexity of implementing change. Nowhere is an attempt made to create a culture for change as recommended by the likes of Fullan (1991), Hargreaves and Hopkins (1991).

Finally, possibly as a reaction to the increasing inspection role of the LEA advisory service, the advice does not include making use of the advisory team in a curriculum/ learning context.

This was followed by an interest in performance indicators. These gave schools the opportunity to compare their performance with that of other schools.

'A performance indicator is usually regarded as a quantitative measure for judging performance of an individual, group, institution or system. They refer in the main to either inputs or outputs. In reference to schools, an input could be the measured ability or socio-economic status of a student on entry; an output could be a student's examination scores on leaving the school.'

Hopkins (1991)

Their too close links with accountability in England has led to little use in school-based self-review and evaluation whilst they are more widely used in Scotland (SOED 1992) and France (OECD 1995).

A national imposed teacher appraisal system was introduced in 1986 as part of a self-review process for individual teachers. This appraisal system, if it had been successful, would have made a significant contribution to schools' self-review and evaluation processes. Regrettably, a recent, extensive national review of teacher appraisal OFSTED (1996) has shown this not to be the case. I do not intend to examine this issue here as this thesis is concerned primarily with whole-school review processes. Appraisal outcomes do however contribute to the next significant

development in school self-review and evaluation, that of School Development Planning.

In early 1990 the DES supplied all schools with a booklet "Planning for School Development". This publication was the outcome of the School Development Plans project. The aim of school development planning is

'to improve the quality of teaching and learning in a school through the successful management of innovation and change'

Hargreaves & Hopkins (1991)

School Development Planning encompassed the lessons learnt from earlier review exercises and the work on school improvement. It recognised the need for each school to start from where it is and the difficulties in securing change.

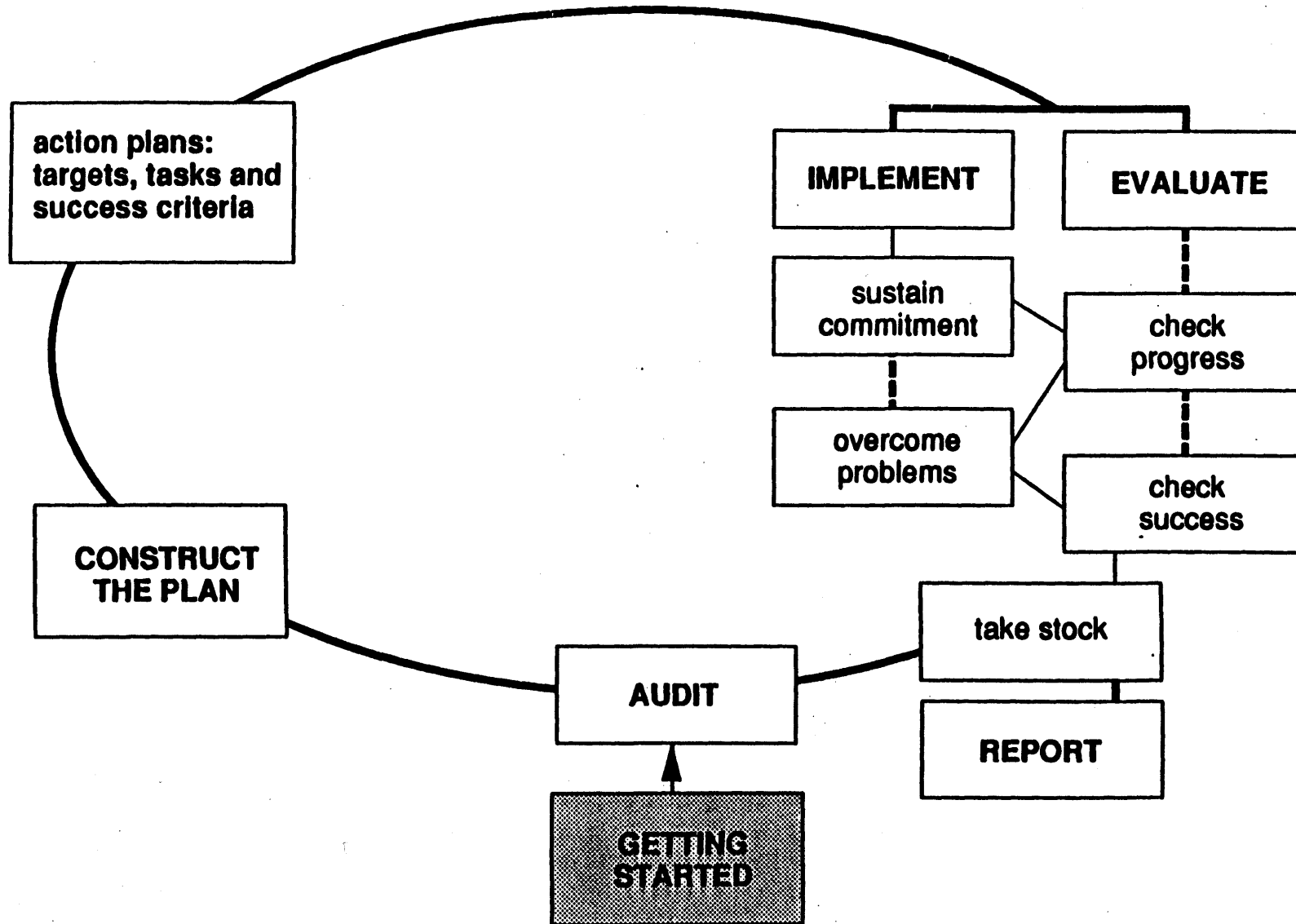
Hargreaves and Hopkins in their very influential book "The Empowered School" proposed a process which involved evaluation of the school's work at the audit stage and again during the implementation stage (Figure 2.2).

Whilst recommending the involvement of all staff in this process, they also see a role for external consultants and make use of both GRIDS and staff appraisal information for data gathering. The emphasis moved to the management of change, ownership of the priorities and ways of successful implementation. This includes the breaking down of plans into smaller targets, the allocation of responsibilities to individuals or groups, the agreeing of timelines and the setting of success criteria at the start to assist in the evaluation.

As part of a systematic evaluation process Hopkins and Hargreaves refer to intuitive, considered and refined professional judgements, and complementing professional judgements with evidence. Intuitive professional judgements are those teachers make in their everyday classroom practice and are developed through teaching. Considered professional judgements are those reached by further investigation or reflection e.g. observing the work of a pupil over a period of time.

All of these judgements are an integral part of the teacher's work in the classroom whilst development planning, they propose, requires refined professional judgements. When implementing innovation, refined professional judgements are required through discussion with others to clarify perceptions, establishing agreement on standards of

Figure 2.2



expected outcome, mutual observation and through the use of research studies or professional documentation.

For certain developments these professional judgements need additional supporting evidence to be certain of the judgement. This evidence may include qualitative and quantitative data from a range of sources. Many of these areas are more familiar in the research field e.g. methodical and systematic observation, use of teacher diaries, seeking views and opinions, including those of pupils, through questionnaires, sampling of pupils and statistical information drawn from the school or other sources. Many of these ideas encompass and extend the earlier model of teacher as researcher.

The guidelines for school development planning supply very effective guidance for school self-review and evaluation. However they may lack the detail on the methodology of classroom evaluation or for obtaining data on parent and pupil perceptions and their contribution to self-evaluation in the school. The work focussed on the planning process and the management of change and offered schools little guidance or support on evaluating classroom practices.

The introduction of an all encompassing centralised inspection process (OFSTED) and the publication of comparative data on schools in the form of league tables in 1993 could well have taken away the impetus for school self-review and evaluation. In fact the reverse seems to have been the case. Since this time a number of developments have occurred which have contributed significantly to the school self-evaluation process.

The reasons for this appear to stem largely from the OFSTED process itself. I would suggest they include the following:

1. The increased competition between schools which the league tables has fostered, has focussed school management's attention on raising academic results at the C/D boundaries and for those pupils capable of securing 5 A-Cs. This has resulted in a greater urgency of school improvement in at least this area.
2. The OFSTED process legitimized classroom observation through professional judgements and forced the debate about the methodology used in the evaluation. It also supplied the tools, in the form of proforma, to record and report the observations. I have shown this in my own empirical research in Essex (Davison 1995).

3. The threat of OFSTED has created a plethora of pre-inspection health checks by external providers and internal departmental assessments.

4. The OFSTED reports have often criticised schools for not undertaking self-review and evaluation and made this a "Key Issue for action". To check how widespread this was I undertook a survey of all the secondary school OFSTED reports in Essex up to February 1996 and found 56% included self-evaluation as a key issue in some form.

I extended this search, through the OFSTED database, to include 407 Records of Inspection Evidence for the period September to April 1995-96 and found specific mention of the need for increased evaluation in 67 of these reports (source OFSTED Research and Analysis Unit).

5. When the OFSTED guidelines were revised, a new emphasis was placed on using school self-evaluation as part of the inspection process. This recognised the advantages found in the work being undertaken in other countries' inspection systems. In particular Frost (1995) in his defence of OFSTED "Improvement through Inspection" refers to work in Southern Australia and he predicted the move in his comments

'It might be that future inspection models should build more on the review and evaluation schools carry out themselves and provide more developmental support for the school.'

Frost (1995)

6. Schools, particularly those with below national average results in any area, in the run up to an inspection, have been furiously seeking quantitative and qualitative data that shows the inspection team that they are providing an effective and efficient education.

I would suggest alongside these reasons that a genuine interest, both in schools and in the area of research for school improvement, to ensure a quality education for all children has also propagated this self-review and evaluation.

At the same time as the growth of the inspection process a growing interest developed in two school-based areas. Firstly, the statistically based work on value-added. A large amount of research time was invested in the development of sophisticated multi-level regression analysis (FitzGibbon 1991, Goldstein 1987, Gray et al 1986 & Jesson & Gray 1991).

A number of LEAs and University-based systems (ALIS, YELLIS & QUASE etc.) were developed to analyse school performance in examinations whilst controlling for factors including sex, month of birth, prior attainment and proxy indicators of social background. These analyses allowed schools to compare performance on a school-by-school, year-on-year and subject-by-subject basis. They claimed to provide a level playing-field for all schools to measure their effectiveness.

School-based software to allow simple comparisons of GCSE performance on a subject by subject basis is readily available to schools to compare outcome measures. Ever more sophisticated methods of comparison are currently being developed both for primary and secondary school measures of value-added.

Whilst giving schools apparent hard data for self-evaluation, potential weaknesses exist in this process. The data itself has a number of limitations:

- a) The accuracy of the measure of prior attainment used can be variable and almost unrelated to the outcome measure e.g. an English comprehension test to compare with Maths or Art GCSE scores.
- b) The size of the sample, particular in single-school analyses or minority subjects, can be too small to be statistically valid.
- c) The outcome measure, generally GCSE, can vary considerably depending upon the examination board or syllabus employed. Analysis in Lancashire has shown variations of up to one grade when controlling for all other factors.
- d) In school-on-school comparisons the outcome measure i.e. total points score or average point is much disputed. If total points score is used, the school's examination entry policy can significantly skew the measure, but if average points score is used single or small number entries can increase the average without the school having added value in these cases.
- e) The results of this work, due to the need to use an average of school's performance, show only a small number of schools are significantly effective or ineffective and the majority are doing as you would expect, thus offering little data of real value for school self-evaluation. As the OECD suggest

**'the vast majority of schools, after an expensive and exhaustive analysis, will come out in the middle range, with very little difference between them'**

**OECD (1995)**

**Additionally, using value-added for school self-evaluation holds other dangers in that it reduces the value of pupils to a very specific and measurable ability.**

**'If "value-added" refers solely to the difference between measured attainment on entry and exit from the school, then the meaning of "quality" has become debased and has little to do with the essential qualities of the individual'**

**MacBeath et al (1996)**

**As a highly influential recent American report stated:**

**'We must learn to measure what we value rather than valuing what we can easily measure.**

**US Congress (1992)**

**Making adjustments for children's sex, background etc. in evaluating school performance may well send out the wrong messages to pupils and teachers, when, as the school effectiveness research so clearly suggests, high expectations of all is an important factor in school effectiveness.**

**Secondly, significant national interest has been shown in seeking the opinions of pupils and parents in school evaluation. The most influential of these emanates from the Keele University Successful Schools Project. Perception surveys have been undertaken with pupils and parents and over 12000 results have been collated to give schools the opportunity to compare their results with national averages. More recently Keele have piloted two more specific surveys with classroom learning as the focus in the first and staff's perception of the school management examined in the second. At the time of writing the last two are not generally available to schools.**

**These surveys can supply very useful management information for schools as part of a self-evaluation process. Clearly they are prone to the weaknesses of any wide-scale survey in that only superficial information can be obtained, the sample of schools undertaking the survey is unlikely to be truly representative of all schools and they give only a snapshot in time and are, as stated, perception surveys not an objective analysis of the school.**

A recently completed research project by Strathclyde University, commissioned by the National Union of Teachers, based upon the Scottish schools' work, produced a framework for self-evaluation. This suggested five key principles:

- '1. have a convincing rationale
2. reflect the key priorities of the school/authority/national priority
3. enable all the "stakeholders" to participate
4. allow for the participation of a "critical friend"
5. lead to action/improvement'

MacBeath (1996)

The authors strongly advocate "ownership" of the process by all those involved in the school as the only way of ensuring lasting and sustainable improvement. This view is supported by much of the research on the subject (Fullan, 1992).

The project recommend schools agree indicators of success (new, acceptable terminology for performance indicators?) to measure themselves against using pupils, parents, governors, staff and the research base. Their own indicators established in the same way are:

'school climate  
relationships  
classroom climate  
support for teaching  
support for learning  
recognition of achievement  
time and resources  
organisation and communication  
equity  
home-school link'

ibid

Criteria are then developed for measuring performance using, a very wide range of quantitative and qualitative methodology including: surveys of local parents, content analysis of policies, records of graffiti, peer observation of lessons, pupil diaries, evaluation forms, time sampling etc. A limited amount of advice is contained about the methodology involved in this data collection.

Clearly this scheme has been developed in light of the processes previously described and, as a result, reflects the strengths of these. It recognises the need for the school to be the centre for change and the involvement of the key stakeholders. Two weaknesses I perceive in this process are firstly its failure to support the development of self-evaluation in the classroom. It can also be accused of not being hard-edged in its evaluation and this may well be a result of its source of funding?

This area of self-evaluation has consistently been a low priority or little advice has been supplied on how to undertake it, or make use of the outcome, in all of the processes I have described to date. Yet as Wragg in 1981 stated (see page 8) and Barber added his weight in 1995:

'there is a recognition of the need to rethink pedagogy.. the next debate may well be about teaching effectiveness and improvement.'

Barber (1995)

A number of LEA based projects have been undertaken in the past two years probably due to the growing interest from schools and government in the process of school self-review and evaluation. They fit into two main strands the first of which centres on the development of quality frameworks. These could be loosely allied with the developing interest in quality assurance in schools through kitemarks like BS5750, Investor in People and, most significantly, Total Quality Management (West-Burnham 1992).

A prominent example of these is the Somerset Successful Schools materials which set out a number of policies for schools to assist in securing quality. Whilst offering a valuable policy framework for schools to consider, they offer very little practical advice on how to achieve quality and appear to contribute little to assist school self-evaluation except exhortation. They appear to be taking a backward step from school improvement to school effectiveness. It has been argued that they ensure a baseline measure for all schools. Surely we should be further on than this some 30 years into the development of school-based self-review and evaluation?

The second strand of LEA based projects are tools for schools to use in school self-evaluation. An example of these was developed by Kent and Surrey LEAs through TVEI extension funding (Saunders et al 1996). Offering a range of proforma to be used in classroom observation, student interviews, an updated GRIDS priorities questionnaire and questions for schools to ask themselves. It is clearly linked to the

OFSTED process and preparation for inspection and is therefore, focussed on OFSTED objectives and shows little of the ownership of the process proposed by MacBeath et al (1996).

The main strength of these guides is the recognition of the importance of evaluating not just the school's processes but also the classroom experience.

The most recent publication in this genre has shown a glimpse of what I believe the future in school-based self-review and evaluation guides will contain. Russell's (1996) Collaborative School Self-Review shows the continuing development seen in the move from GRIDS to School Development Planning and includes a classroom focussed approach. The advice and guidance contained is practical and soundly based on the research base in three key aspects:

- \* School Effectiveness
- \* School Improvement
- \* The Management of Change

The one key weakness is, whilst referring to the research, it does not reflect MacBeath's ideas on use of pupil, parent and staff perceptions in its practical advice.

Similar threads run through West Burnham's work on Total Quality Management(TQM) and the concept of Quality Assurance. In his list of the elements required for Quality Assurance he includes

'the use of quality audits to establish the integrity of provision against specification.'

West-Burnham (1992)

The concepts of collaboration and continuous improvement are also central to TQM for schools.

A final strand is the use of benchmarking and target-setting as proposed in an OFSTED publication "Setting Targets to Raise Standards: A survey of good practice". These are primarily a revival of performance indicators by another name. Schools are supplied a range of mainly statistical information regarding other schools on issues like spending and subject exam performance and they can use this data to set their own targets.

The guidelines, whilst offering some interesting ideas on school use of statistical data, focus purely on academic performance and lack recognition of a need for an understanding of the change process.

Much interest in this process has been shown at a national level with, at the time of writing, the likelihood of a national imposed process by which targets are set by governors in a number of areas which schools have to report on to parents on an annual basis. This imposition is likely to push back the use of benchmarking as a form of self-review and evaluation, to schools only meeting the legal requirements!

# **Chapter 3**

## **Literature Review**

### **The Management of Change to School Effectiveness**

If a school is to become effective, and remain so, the effective management of change will be an integral part of that school's success. As Fullan (1991) says:

**'Change is everywhere, progress is not'**

The way schools cope with the numerous pressures for change, coming as they do from central government, parents, exam boards, pupils and ideally teachers, will determine their ability to encourage effective learning.

**'Successful school improvement involves adapting external change for internal purposes'**

**Hopkins (1995)**

In this chapter I intend to review the literature on effective change management and school effectiveness to provide a theoretical perspective for my empirical research.

The potentially damaging consequences of schools remaining as they are today can be seen in pupil disaffection. Estabrook and Fullan (1977) in their survey of 3,593 pupils in Ontario schools established that substantial numbers (50% in high schools) of pupils found most of their lessons boring. Fogelman (1983) showed that school attendance had an independent influence upon levels of childrens' attainments. This matches the findings of the Keele University Pupil Perception Survey which shows that 66% of Year 11 pupils count the minutes to the end of their lessons in a sample of 30,000 pupils carried out in 1996. Researcher Michael Johnson states:

**'The survey shows that for a substantial minority of pupils, the curriculum holds little interest. The disaffection seems to grow as they get older'**

**Johnson (1996)**

This lack of engagement can best be seen in school dropout rates which Fullan (1991) describes as between 20% and 50% in Ontario and an equally unacceptably high figure is found in this country, according to truancy league tables.

This, in part, must result from teachers being frustrated, bored and eventually burnt out.

'if teaching becomes neither terribly interesting nor exciting to many teachers  
can one expect them to make learning interesting and exciting to students'

Sarason (1971)

Schlechy & Vance (1983) in their research on working conditions of teachers in Canada reported that between 40%-50% of teachers leave the profession before completing 7 years in the classroom. Much of this was due to their feeling of isolation and dissatisfaction with the profession.

In light of these problems a growing body of research suggests that schools can make a genuine difference. This work started in the United States of America in the mid-to-late 1960s, to respond to, and challenge, the popular view of the relationship between education and social inequality. Research examining the rapid growth in education following the second world war, in particular the attempts at "social engineering", had shown that this had failed to change the historically unequal distribution between social classes or ethnic groups. It was therefore generally believed that:

'education cannot compensate for society'

Bernstein (1970)

Coleman (1966) and Jencks (1972) in their research on links between variations in schooling and educational achievement and later income, concluded that schools made little significant difference. Coleman identified the central importance of the home background in explaining educational outcomes and Jencks saw 'luck' as explaining differences in individual income. In Britain similar conclusions were drawn regarding home as the most significant determinant. The influential Plowden Report found little relationship between school characteristics and pupil achievement. The greater variance was believed to be as a result of family background and parental attitudes: Plowden (1967).

Responses to this 'pessimistic' orthodoxy came from two main directions. Firstly, the even more pessimistic genetic explanations for differences in pupil attainment re-emerged in the work of Jensen (1969) and Herrnstein (1973). The other major approach came from research which suggested that teacher expectations of pupil performance played a key role. Most significant in this strand of research was the work of Rosenthal and Jacobsen (1968) which despite severe criticism at the time may well have pointed the way to current research on school effectiveness.

In the United Kingdom the research was retarded in part by the Plowden assertions and certain difficulties in securing access to schools for comparative research purposes as seen in Michael Powers unhappy experience in *Tower Hamlets* (1967). This, allied to the intellectual hegemony of traditional British educational research, with its psychological bias to the primacy of the individual, family and community, led to a very hostile reception for the early research. Its timing was particularly expedient as it corresponded with education becoming centre stage with The Great Debate.

The move towards a belief in the school effect in the United Kingdom owes a great deal to the work of Reynolds (1976) in South Wales and the highly publicised work of Rutter et al in 'Fifteen Thousand Hours' (1979), which took place in London schools. Their work proposed that schools with similar intakes could produce very different educational outcomes for their students. Rutter claimed that effective schools were characterised by:

'the degree of academic emphasis, teacher actions in lessons, the availability of incentives and rewards, good conditions for pupils, and the extent to which children are able to take responsibility.'

Rutter et al. (1979)

Mortimore et al (1988) also proved in their landmark longitudinal study that schools in similar situations with similar resources could produce very different learning outcomes for their pupils. Similar studies in the United States, the Netherlands, Canada, Australia and New Zealand came to the same conclusions. The majority of this research was based on quantitative methodology using intake scores and output measures and comparing school-on-school pupil-gains as a measure of effectiveness. The development of multi-level analyses played a significant part in this process allowing the control for background factors to be modelled. The study became so popular that a new academic journal was devoted exclusively to the subject. In its maiden issue it confidently claimed:

'schools matter, that schools do have major effects upon children's development and that, to put it simply, schools do make a difference'

Reynolds & Creemers(1990)

The search began in earnest to identify the factors which made a school effective. In the 1970s HMI (1977) published their research in 'Ten Good Schools'. This listed factors including:

'quality in its aims, its oversight of pupils, its curriculum design, in standards of teaching and academic achievements and in its links with the local community. What they all have in common is effective leadership and a "climate" that is conducive to growth'

HMI (1977)

Edmonds (1979) developed a five factor theory which identified the following:

- \* high expectations of the potential achievements of the children;
- \* a principal who was an involved and committed instructional leader;
- \* frequent monitoring of students to assess their progress;
- \* an orderly and secure school environment;
- \* an emphasis in the school on the importance of acquiring basic skills.'

Edmonds (1979)

Much of this early work focused on equity and equality and seeking ways in which pupils in poor urban areas could succeed in schools at the same levels as those in more affluent areas.

A similar list of factors was produced by Purkey and Smith (1983) as the "organisational factors" that are characteristic of effective schools.

1. Curriculum-focused school leadership.
2. Supportive climate within the school.
3. Emphasis on curriculum and teaching (for example, maximizing academic learning).
4. Clear goals and high expectations for students.
5. A system for monitoring performance and achievement.
6. On-going staff development and in-service training.
7. Parental involvement and support.
8. LEA and external support.'

Purkey and Smith (1983)

A more recent list of eleven factors was produced by Sammons et al. (1995a) following an international review of all the school effectiveness literature. This

synthesis of the research to date highlighted the commonality of the international findings. The following is a summary of the key characteristics with a brief explanation of each.

- 1. Professional leadership:** Firm and purposeful  
A participative approach  
The leading professional

There is not considered to be one style of leadership associated with an effective school but the leadership must be contextually sensitive. The research literature shows a need for pro-active leadership which pays particular attention to the recruitment and retention of good teachers. It needs to act as a "buffer" between the school and unhelpful change agents whilst fostering the internal climate for school improvement.

The involvement of a wide range of colleagues in the decision-making process and the sharing of leadership responsibilities to encourage a more participative approach is a further characteristic of professional leadership, as is avoidance of both autocratic and over-democratic styles of working.

The leadership needs to be that of a leading professional not just senior administrator, taking an active involvement in the learning processes in the classroom, including the curriculum, teaching strategies and the monitoring of pupil progress. Heads need to have a high profile, or as the National Commission in their report Success Against the Odds(1996) described it "Omnipresence", in supporting and guiding teachers.

- 2. Shared vision and goals:** Unity of purpose  
Consistency of practice  
Collegiality and collaboration

Effective schools build consensus amongst staff on the vision and aims of the school.

'emphasise the importance of shared vision in uplifting aspirations and fostering common purposes'

Sammons et al (1995a)

A coherent approach and consistency of practice in such matters as assessment, codes of behaviour and rewards is also a feature found in much of the research.

As highlighted later in this thesis, collegiality and collaboration should be developed, through high levels of respect for colleagues, support and sharing of ideas and through observation and feedback.

**3. A learning environment:** An orderly atmosphere  
An attractive working environment

The fostering of self-control and low levels of pupil noise are essential to enable effective learning. This was most successful through the reinforcement of positive codes of learning and behaviour rather than punitive actions.

It is no surprise that pupils learn most effectively in an attractive physical environment. This environment affects both the attitude and achievement of the pupils. As Gray (1990) observed

'in twenty years of reading research on the characteristics of effective schools I have only once come across a record of an "excellent" school where the physical environment left something to be desired'

Gray(1990)

**4. Concentration on teaching and learning:**  
Maximisation of learning time  
Academic emphasis  
Focus on achievement

Research findings have shown a considerable difference in schools focus on their primary purpose, that of teaching and learning. The concentration must be on the quality as well as the quantity of teaching.

'time as such is not what counts, but what happens during that time'

Carroll (1989)

The maximisation of learning time refers to issues such as punctuality of lessons, the lack of disruption to learning, percentage of day devoted to academic disciplines, proportion of lesson time actually devoted to learning activities and the teacher time spent on instruction and discussion of pupils' work rather than administrative or behavioural matters.

The academic emphasis includes high levels of pupil industry, the regular setting and marking of rigorous homework, close monitoring of work by senior staff and good teacher feedback. The importance of high levels of entry for GCSE has been seen as a significant feature of highly academically effective secondary schools (Caul 1994, Smith and Tomlinson 1989 and Sammons 1994).

Teacher subject knowledge was seen as

'a necessary prerequisite (although not in itself a sufficient condition) for effective teaching and learning.

Sammons et al (1995a)

Coverage of the curriculum and teacher stability were also significant factors.

As much of the research which has deemed schools effective is based on outcome achievement measures, a focus on achievement is a self-fulfilling prophesy.

**5. Purposeful Teaching:**      Efficient organisation  
   Clarity of purpose  
   Structured lessons  
   Adaptive practice

'It is clear from the research literature that the quality of teaching is at the heart of effective schooling'

ibid

Teachers need to be well organised and clear about their instructional objectives. Well-planned lessons avoid the risks of loss of pupil attention and poor pacing which does not match pupil ability. Pupils need to understand the purpose of each lesson. An overview of the objectives needs to take place at the beginning of the lessons and the main ideas of the lesson should be reviewed at the end.

Lessons need to be structured and purposeful making good use of open-ended questioning techniques with plenty of teacher feedback (Galton and Simons 1980). Scheerens' definition of structured teaching is

'\* making clear what has to be learnt;

- \* splitting teaching into manageable units for the pupils and offering these in a well-considered sequence;
- \* much exercise material in which pupils make use of "hunches" and prompts;
- \* regularly testing for progress with immediate feedback of the results.'

Scheerens (1992)

Learning appears to more effective when teachers are sensitive to the needs of individual pupils and they adapt their practice to allow for this.

**6. High Expectations:**      High expectations all round  
    Communicating expectations  
    Providing intellectual challenge

The causal link between high achievement and high expectations is difficult to disentangle. What is clear is that where teachers have high expectations pupil achievement is raised. This is most effective when linked to expectations heads have of staff in the school.

These expectations need to be communicated to the pupils through the reinforcement of pupil success and teachers' expectations of all individuals.

'There seems little doubt that a common cause of under-achievement in pupils is a failure to challenge them.'

Sammons et al (1995a)

Work in the classroom needs to be challenging and stimulating and the use of higher-order questioning techniques and the development of problem-solving skills was seen to lead to effective schooling.

**7. Positive reinforcement:**    Clear and fair discipline  
    Feedback

A number of the factors inter-relate and here we return to rewards and clear rules which appear to be effective, whilst too much punishment has a downward impact. The orderly climate required is best found from "belonging and participating" Wayson et al (1988).

Feedback in the form of immediate praise was seen to be the most effective but it must be warranted to be successful. Rutter et al (1979) gave three reasons why praise was more effective than rewards, incentives or prizes

- \* it affects a greater number of pupils;
- \* the lack of delay allows more definite links to incentive;
- \* is more likely to increase the intrinsic rewards of that which is being reinforced.'

Rutter et al (1979)

**8. Monitoring progress:**      Monitoring pupil performance  
   Evaluating school performance

An effective school needs to have in place a systematic monitoring of pupil progress on a formal or informal basis. In itself this does not lead to effectiveness but it allows the school to determine whether its aims are being achieved, it focuses the attention of staff and pupils on the goals and informs future planning, teaching methods and assessment.

There is little agreement on the nature of this monitoring in the research and some schools, it has been suggested, appear to waste too much energy on merely the monitoring of performance. The answer to this question is the basis of this thesis. Evaluation on a whole school basis is seen as equally important. Scheerens (1992) argued that proper evaluation is

'an essential prerequisite to effectiveness-enhancing measures at all levels'

The information obtained should then feed into the staff development programme.

**9. Pupil rights and responsibilities:**

Raising pupil self-esteem  
Positions of responsibility  
Control of work

'Levels of self-esteem are significantly affected by treatment by others and are a major factor determining achievement'

Sammons et al (1995a)

Pupils need to be accorded respect and teachers must consider the way they communicate with, and respond to, the needs of individual pupils. Not surprisingly when teachers show enthusiasm for their work and a rapport with the pupils this has a positive impact. British studies showed a positive effect of teachers taking part in activities with pupils happening beyond classrooms.

Early studies suggested pupils' behaviour and exam success were enhanced by large numbers being given positions of responsibility, when they were given some influence over their schooling and opportunities to manage their own work.

#### **10. Home-school partnership: Parental involvement**

Parental involvement, fostered by the school, has been shown to have positive effects. This is not through the traditional parent-teacher associations, which have been shown to be a barrier rather than a help in some situations. Rather it is through assistance with trips, involvement in reading and committees as well as the use of parents' rooms and an open door policy by the school.

#### **11. A learning organisation: School-based staff development**

Effective schools are learning organisations for all concerned. This is most effective when it is school-based or school-wide and is focussed on supporting teacher development in improving classroom teaching and is on-going and incremental. Southworth (1994) stresses the need for five inter-related areas of learning; children's, teacher, staff, organisational and leadership learning.

Two significant areas appear to have been omitted from this list of key characteristics, firstly learning. Teaching and expectations are highlighted but little advice is forthcoming on the fostering of effective learning. Secondly the role governors or governance have on the effective school. This is an important area which many schools would recognise as playing a crucial part in school effectiveness today.

Criticism of the school effectiveness research has come from several areas. Firstly in terms of the input and outcome measures employed in assessing effectiveness. A limited range of measures were used for much of the early research, to establish the nature of the school intake. The more recent research has made extensive use of cognitive measures but still has made limited use of background measures. The most common proxy indicator of social background used in much of the current research is

entitlement to free school meals. A great number of sophisticated regression analyses are being undertaken using a range of prior attainment measures which can also differ in their validity, see Schagen (1995).

Much of the research has used only cognitive outcomes to assess effectiveness. As Mortimore et al (1988) showed, school effectiveness over a range of cognitive and non-cognitive outcomes can vary considerably. Therefore, to consider a school effective purely on cognitive outcomes is a limited measure of true effectiveness which must surely be more than merely GCSE results. Cuban (1983) is concerned that too narrow an interpretation of school effectiveness criteria could lead to standardization and a removal of the need for schools with good examination results to improve.

'How can the broader more complex and less easily measured goals of schooling be achieved as we improve test scores?'

Cuban (1983)

The recent findings and focus have moved from the school as the entity, to the classroom or in the secondary school to the department. Fitz-Gibbon, in her work through the ALIS project, Sammons et al (1995b) and projects in Shropshire, Essex and Lancashire all suggest the need to consider this micro level of effectiveness alongside that of school effectiveness. Any survey of OFSTED reports or value added data will quickly elicit that the majority of schools are neither wholly effective or wholly ineffective; rather they have departments or teachers ranging from very effective to much less effective.

The consistency of the effective school has been questioned in research by Nuttall et al (1989) and my own empirical research in Essex has confirmed this. If schools can be shown to vary in effectiveness over a small number of years, how secure are the factors which are based upon research in apparently effective schools? As greater sophistication of regression analyses take place the volatility of the effectiveness may be shown to increase.

Consistency across different groups within the school is also a concern. Mortimore et al (1989) showed schools could have differential effects on boys' and girls' performance. This is supported by figures 3.1 & 3.2 which show the same for the Essex schools project. Both the Lancashire and Shropshire projects found differences

Figure 3.1

1994

# Gender differences in achieving 'good' GCSE passes by schools

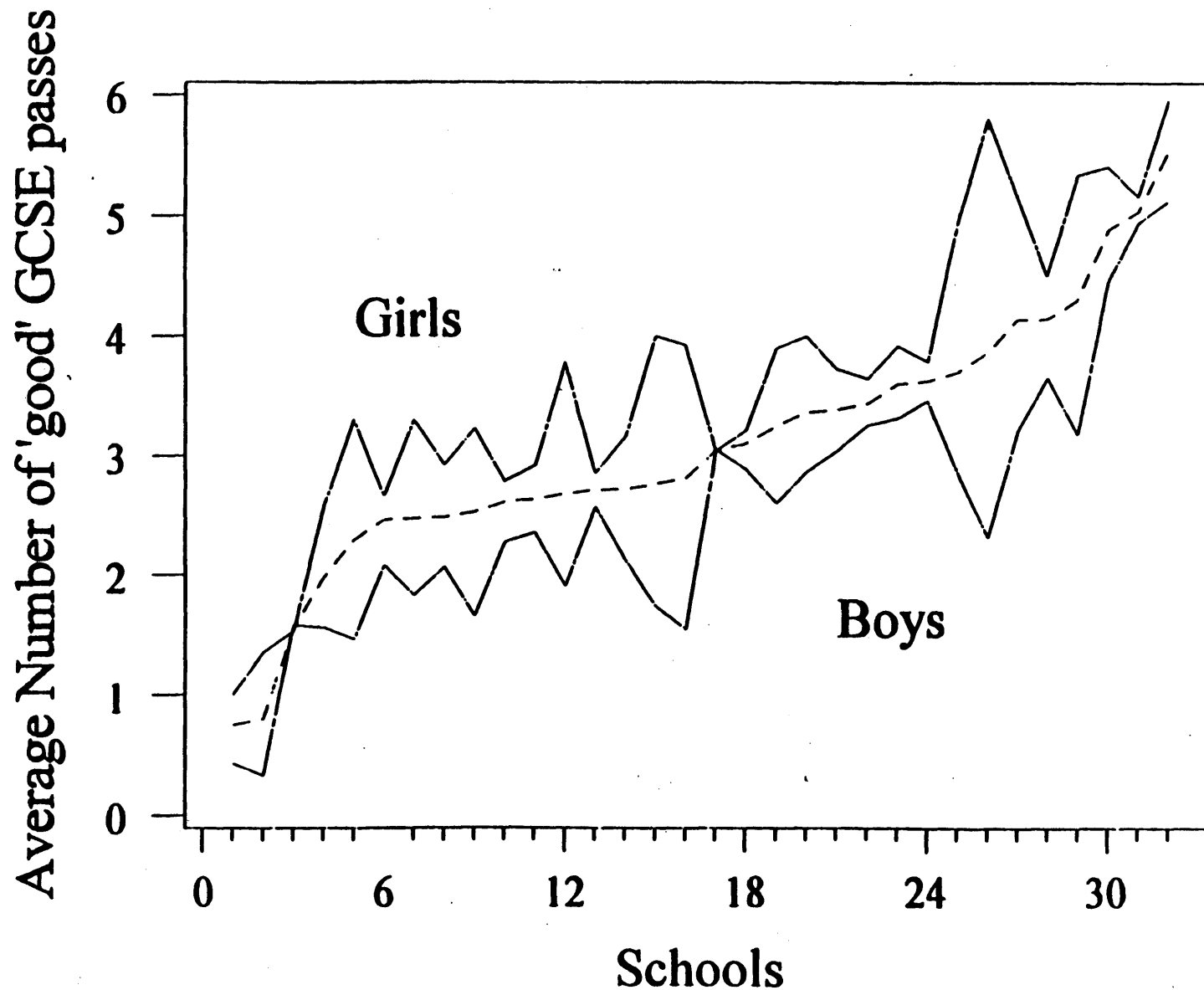
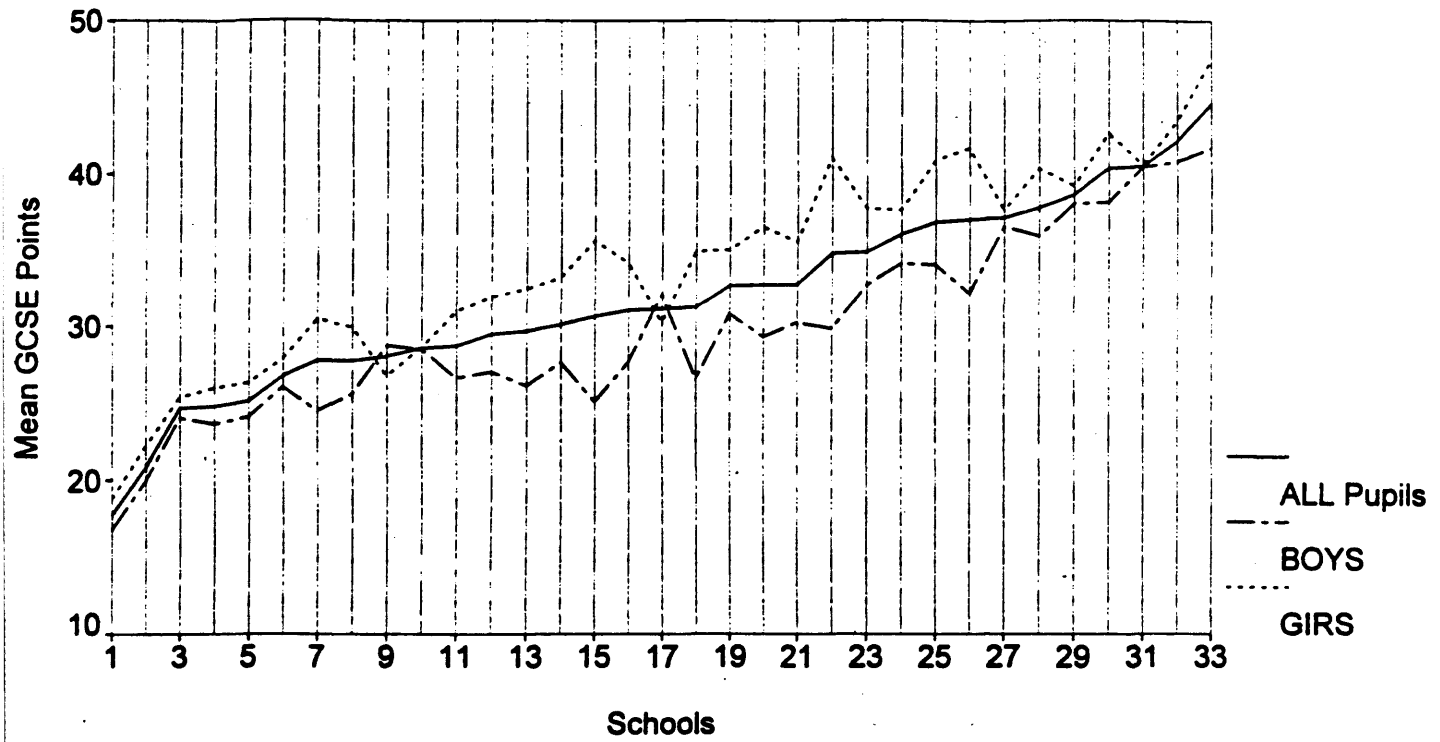


Figure 3.2

1995

### Difference in Average Points Scores

Boys and Girls



in performance in schools and department with cohorts of pupils of differing prior attainment. As Hargreaves and Hopkins say:

'These findings suggest that the school effectiveness criteria lack the comprehensiveness required for a practical whole-school strategy'

Hargreaves & Hopkins (1991)

The sample of schools used for the research would in nearly all cases not be considered representative or comprehensive enough for academic research. Rutter studied twelve schools, Reynold's only eight and Mortimore a more comprehensive fifty. Many of the schools in the studies had previously been deemed effective and no control group was used to check whether these factors did not exist in ineffective schools. Alternatively urban schools were selected and studied in light of their probable under-achievement.

Possibly the most significant criticism of the school effectiveness research is twofold, firstly that it interprets the correlations as evidence of causal mechanisms. As Gray states:

'As a rule, schools which do the kind of things the research suggests make a difference, tend to get better results. The problem is that these are tendencies not certainties. In betting terms the research would be right about seven out of ten times'

Gray (1990)

Merely having evidence of all the key characteristics as identified by the research may not be evidence of an effective school.

Secondly the research does not offer guidance to a school in how to move forward to be more effective. The factors are high levels of abstraction, but lack detail on application to schools.

'in many ways our knowledge of what makes a "good" school greatly exceeds our knowledge of how to apply that knowledge in programmes of school improvement to make schools "good"'

Reynolds & Creemers (1990)

As a result of this much of the research focus and school focus has moved to school improvement which Hargreaves and Hopkins describe as:

'School improvement is therefore about developing strategies for educational change that strengthen the school's organisation, as well as implementing curriculum reforms.. When the school is regarded as the "centre" of change, then strategies for change need to take this new perspective into account'

Hargreaves & Hopkins (1991)

Thus the growing school improvement movement is dependent for its success on schools' abilities to cope with change and benefit from innovation.

Within this review I will focus on this change as it affects the instructional processes in the classroom, or in other words "learning". This is where change will have a direct impact on the aims of education rather than on the fringes of structure or form. This must clearly be the aim of any school-based self-review and evaluation process.

## **The Management of Change**

Fullan in his many books on the management of change promotes the idea of 'Interactive Professionalism'. He sees the need for schools to develop collaborative cultures to increase their capacity to cope with change.

'I see teachers and others working in small groups interacting frequently in the course of planning, testing new ideas, attempting to solve different problems, assessing effectiveness, etc. It is interactive in the sense that giving advice and help would be the natural order of things. Teachers would be continuous learners in a community of interactive professionals'

Fullan (1991)

He is critical of the school effectiveness movement for what he sees as an attempt to over-simplify the highly complex phenomenon of how an institution becomes effective. He sees the focus on too narrow educational goals and offering almost

'nothing about how an effective school got that way, and if it stayed effective'

ibid

This route to effectiveness is the focus of this research and an increasing body of research on school improvement. His criticism here appears a little incongruous in

light of his own proposed approach to school improvement which focuses on similar areas to those specific factors proposed by the likes of Mortimore, Sammons etc. Including:

Professional leadership, a participative approach:

'The principal as collaborative leader.. is the key to his future.'

ibid

The leading professional:

'the long-term institutional development of schools requires that principals help shape the instructional and work climate of the school as an organisation.'

ibid

A learning organisation; school-based staff development:

'Teachers should push themselves to create the professional learning environments they want... Teacher development and student development are reciprocally related.'

Fullan & Hargreaves (1992)

Pupils rights and responsibilities; control of work:

'Involving students in a consideration of the meaning and purpose of specific changes and new forms of day-to-day learning directly addresses the knowledge, skills and behaviors necessary for all students to become engaged in their own learning.'

Fullan (1991)

Home-school partnerships, parental involvement:

'Parents and teachers should recognise the critical complementary importance of each other in the life of the student. Otherwise, we are placing limitations on the prospects for improvement that may be impossible to overcome.'

ibid

The list of factors here is taken from Sammons et al (1995a) as set out in full earlier (pages 23-29). Throughout his writing Fullan makes extensive use of the school effectiveness research to support his views and it is possible to find parallels with numerous other lists of effective school factors.

He identifies a clear need for guidance on selecting appropriate changes to make.

'there are more changes being proposed than are humanly possible to implement'

ibid

He also promotes the need for change to be whole school and not of a single innovation nature. This approach is similar to that found in the effective schools literature.

I will now move on to examine what Fullan and his contemporaries can offer in terms of the effective management of change. Fullan emphasises the importance of those involved in change understanding the meaning. Any change may have a different meaning or reality to individuals involved depending on their subjective realities of the change. He proposes that:

'Ultimately the transformation of subjective realities is the essence of change'

ibid

He argues that each person involved in change needs the opportunity to develop his own understanding of the motives for change and the impact this will have on pupil learning. Each individual's understanding of their world will certainly be different to that of the change agent and their situation will be unique to them. It will be built upon their past experiences, successes and failures and their current situation/school.

All change is threatening and confusing for an individual teacher even if the change is embarked upon on a voluntary basis. It can involve their individual occupational identity, their sense of competence and their self-concept. This could certainly be one potential outcome of self-review and evaluation. This is likely to result from the feeling that their previous practice, which they may have been following for a considerable number of years, is in some way unsatisfactory. It involves risk taking and, as Lortie (1975) states:

**'The teacher ethos is conservative, individualistic, and focused on the present'**

Also the working conditions and workload leave little opportunity for teachers to take on-board change, as their concerns are about how this will affect the classroom and their life outside of the classroom. Other blockages to change include the previous experience most teachers have of unsuccessful or unnecessary change which has often been forced upon them by legislation or someone else's good idea.

A great deal of research has shown that real, positive change is possible even in difficult circumstances. Examples of this include the work of Berman, McLaughlin and colleagues (1979) which describes the change over several years in Lakeville District (a pseudonym). Wilson and Corocan (1988) in their case study of 571 very successful high schools tell a dramatic story of schools which showed significant improvement. In this country the work of the National Commission on Education (1996) gives several examples of once near-failing schools exhibiting high degrees of success against difficult conditions. This research is also supported by considerable anecdotal evidence of schools which have "turned around".

Allowing for the fact that change is not a simple or predictable process Fullan offers 10 assumptions about change in Do or Don't statements. These are summarised below:

1. Do not assume your version of what the change should be is the one that should or could be implemented. Rather assume the main purpose of the change is to exchange your reality of what should be with others.
2. Assume any significant change requires others to work out their own understanding. It will involve an amount of ambiguity, ambivalence and uncertainty for the individual about the meaning of change.
3. Assume conflict and disagreement are inevitable for successful change as any group will have different understanding of the meaning of the change.
4. Assume that pressure is needed to bring about change in all circumstances, but it will only be effective if they have the opportunity to establish their own position to share this with others and obtain support.

5. Allow realistic time-lines for change. Any change develops in stages and persistence is essential for success.
6. Do not assume that rejection or resistance to any change is the reason for lack of implementation. There may be many possible reasons.
7. Do not expect change to happen with the whole group but look for a gradual increase in the numbers who move forward over a period of time.
8. Assume you will need a plan based on the above and which addresses the factors known to affect implementation. The plan will need to develop as the change evolves.
9. Assume that no amount of knowledge will ever make the appropriate actions clear. An understanding of the change process will assist implementation but will not supply all the answers.
- '10. Assume that changing the culture of institutions is the real agenda, not implementing single innovations. Putting it another way: when implementing particular innovations, always pay attention to how the institution is developing or not.'

Fullan (1991)

Several of these assumptions are discussed elsewhere in the thesis. Here I would like to talk about planning as highlighted in number 8. The need to plan change is surely obvious to all those likely to promote innovations, but there needs to be recognition that even "the best laid plans of mice and men" will need to be adjusted to allow for the dynamic nature of change.

Patterson, Purkey and Parker (1986) argue that the planning of change must be based upon the assumption that schools are "nonrational" systems and allowance must be made for:

'adaptation to changing conditions in and out of the organisation; it also accepts the possibility that the final product may not resemble what was initially intended'

Patterson, Purkey and  
Parker(1986)

Louis and Miles(1990) also recognised the "often chaotic" environment in which schools work and advocated leadership-dominated early planning, being moved to a wider group of teachers, whilst evolving. Thus the often elongated planning process, to ensure the success of a project, may be better spent sharing the ideas and commencing implementation.

Real change in teaching strategies, Fullan states, requires

'a sophisticated and none-too-clear dynamic inter-relationship of the three dimensions of change'

ibid

These three dimensions he sees as:

- \* the use of new or revised materials;
- \* new teaching approaches;
- \* the alteration of teacher beliefs.

Without number three it is much more likely superficial change will take place which has no impact on the learning of the students. The teacher belief, is, of course, the most difficult to affect and must be based upon an understanding of the meaning behind the change. It is for this reason, Fullan suggests, it is equally important for change agents to understand not only the innovations they wish to make but also the intricacies of the change process.

Fullan, whilst emphasising the uniqueness of each schools situation, sees four broad phases in the change process -

1. initiation
2. implementation
3. continuation
4. outcome

In short, a specific idea is promoted (initiation), the idea is put into action (implementation), it is then sustained after the initial enthusiasm/resource runs out (continuation) and a degree of school improvement is achieved (outcome).

The uniqueness of the individual setting, referred to above, is a critical factor in the implementation of change. It means innovations, however well thought out and intrinsically valuable, whilst working in one institution, may not work in another.

Rosenholtz (1989) categorised schools into three groups, those that were "stuck", "in between" and "moving". The moving group, who she considered to be continually improving, were schools where teachers had a shared consensus about the goals and organisation of their work and were therefore more able to incorporate new innovations in student learning. They were characterised by being schools where teachers saw themselves having opportunities to learn alongside their students. It is worrying to note that out of 78 schools studied 65 she characterised as "stuck". In "stuck" schools she found:

'Teachers seemed more concerned with their own identity than a sense of shared community. Teachers learned about the nature of their work randomly, not deliberately, tending to follow their individual instincts'

Rosenholtz (1989)

It is interesting to note, as Reynolds confirms, how little research has been undertaken on "ineffective schools"

'Ignorance about these schools is stark. School improvement persons do not visit them because the ineffective school and its pathologies are far more problematic than the effective school. School effectiveness researchers often lose these schools and the knowledge they could furnish because they fail to participate in research through dropping out'

Reynolds(1996)

Therefore if a school is to manage change, and benefit from it, it needs to be a community where learning is considered to be the norm for both teachers and pupils. This is also strongly proposed by Fullan in his practical guidance for teachers and headteachers "What's worth fighting for in your school" and "What's worth fighting for in Headship". He refers to these institutions as "Total Schools" in which "Total Teachers" can evolve:

'schools which value, develop and support the judgement and expertise of all their teachers in the common quest for improvement'

Fullan & Hargreaves(1992)

A key feature of "Total Schools" is the development of a collaborative culture. This he clearly distinguishes from what he calls "Balkanization" where strong, often competing groups of staff emerge who:

'jockey for position and supremacy like loosely-connected, independent city states'

ibid

This competition will lead to division and make change on a whole school basis impossible.

"Comfortable collaboration" He sees as collaboration which only takes place in the safety of the staffroom and meetings, and therefore does not extend into the classroom. It includes:

'advice-giving, trick-trading and material sharing of a more immediate, specific and technical nature'

ibid

The collaboration is uncritical and therefore unthreatening for the individual but by its very nature does not lead to any significant or worthwhile change in classroom practice as it does not challenge teacher beliefs.

"Contrived collegiality"

'is characterised by a set of formal, specific, bureaucratic procedures to increase the attention being given to joint teacher planning, consultation and other forms of working together.'

ibid

At its best, it can be a step towards collegiality, but at its worst, it can reduce motivation by forcing teachers to work together, which they will feel wasteful of their time if genuine sharing of practice and gains in teacher development are not forthcoming.

A strong collaborative culture will involve teachers routinely working together through formal and informal structures. This working together will include all practices, including classroom teaching skills which will be examined critically

within a supportive framework where the norm is for teacher learning, as referred to earlier. This type of collaboration provides a better route to understanding and cooperation and promotes teacher and pupil development. It is not cosy or comfortable, it is challenging. An important element of such cultures must surely be an effective self-review and evaluation process.

'Effective collaborations operate in the world of ideas, examining existing practices critically, seeking better alternatives and working hard together at bringing about improvements and assessing worth.'

ibid

The challenge for schools is the development of genuine collaborative cultures. The research suggests various approaches to this development and I will try to draw these together here. Firstly, and maybe most controversially in light of the predominance of male secondary headteachers, professors, chief education officers etc., is Rothschild's(1990) work which suggests that women's forms of leadership are more likely to lead to collaborative cultures being established in institutions. This assertion resulted from her findings that women, more than men, tend to:

'negotiate conflict in ways that protect ongoing working relationships (as compared to seeing conflict in win-lose terms), and they tend to value relationships in and for themselves as part of their commitment to care'

Rothschild(1990)

This is also found in Shakeshaft's (1987) work on women and educational leadership and the same characteristics are reflected in the writing on transformational leadership Kotter (1990). I do not intend to explore leadership styles in detail in this review, only as they impinge on the management of change.

This leadership role of the headteacher in change is clearly central to successful change:

'All major research on innovation and school effectiveness shows that the principal strongly influences the likelihood of change'

Fullan (1991)

Worryingly Fullan goes on to add:

'but it also indicates that most principals do not play instructional or change leadership roles'

ibid

Leithwood and Jantzi (1990) in their study of principals who developed an improvement culture found six broad strategies:

- \* Strengthened the school's (improvement) culture;
- \* Used a variety of bureaucratic mechanisms to stimulate and reinforce cultural change;
- \* Fostered staff development;
- \* Engaged in direct and frequent communication about cultural norms, values and beliefs;
- \* Shared power and responsibility with others; and
- \* Used symbols to express cultural values.'

For this writer it is particularly interesting and reassuring to note that in his summary of the research on the personal styles of principals Fullan concludes that:

'the personal styles of effective principals differ. They are more or less directive, more or less flamboyant.'

Fullan (1991)

Fullan offers the following guidelines for action by principals:

1. Avoid "if only" statements, externalizing the blame, and other forms of wishful thinking.
2. Start small, think big. Don't overplan or overmanage.
3. Focus on something concrete and important like curriculum and instruction.
4. Focus on something fundamental like the professional culture of the school.
5. Practice fearlessness and other forms of risk-taking.
6. Empower others below you.
7. Build a vision relevant to both goals and change processes.
8. Decide what you are not going to do.
9. Build allies.
10. Know when to be cautious.'

Fullan (1992)

The list, which he supports by a more detailed explanation of each point, although valuable, suffers from the same problem of which he accuses the school effectiveness movement, that of application to an individual headteacher's situation. The support material offers more detail but little practical guidance on, for example, how to empower others.

The role of the headteacher in the management of change is seen as developing a culture in the school which enables change rather than the implementation of single innovations. Hargreaves and Hopkins (1991) use the analogy of "doors" for individual strategies to school improvement which some schools see as "bolt-on" ways to improvement. This route they see as only leading into a "cul-de-sac". Hargreaves (1995) sees a collegial culture as a way towards an improving school whilst recognising that this culture alone will not ensure effective teaching.

'But the effects of culture can be conceptualised as trickling down, so to speak, through the architecture - political and micro-political, maintenance and development and service - until they eventually make some impact on what goes on in the classroom.'

Hargreaves (1995)

This change in culture requires in itself a range of strategies to be employed according to the research. Some of these are within the control of individual institutions, others may require changes in the whole system.

The most significant of these is the role teachers need to play in the change process:

'There can be no improvement without the teacher.... The greatest problem in teaching is not how to get rid of the "deadwood", but how to create, sustain and motivate good teachers throughout their careers'

ibid

For some considerable time much proposed innovation has come from those outside schools. In particular government proposals, university professors, education officers and advisors and much of this innovation, often potentially very valuable, has failed as it has come from outside the world of the teacher:

**'Sometimes innovations are rationally sold on the basis of sound theory and principles, but they turn out not to be translatable into practice with the resources at the disposal of teachers'**

**Fullan (1991)**

This method of change, Fullan suggests, does not involve co-opting or seconding one or two teachers onto a working group as this creates no greater ownership of the outcome by the vast majority of those who have to operate the innovation in the classroom. Many of the recent school improvement strategies have recognised the need for innovation to be institutionally based e.g. TVEI and more recently the work of the Cambridge Institute of Education with its "Improving the Quality of Education for All" (IQEA) project (Hopkins 1995). The IQEA project requires a commitment from all staff to a set of principles for development rather than specific single strategies to be employed. A copy of these principles is attached as appendix 2.

**'Schools working in partnership are more likely to have confidence to innovate and to avoid the demoralising downward spiral that can result from facing overwhelming pressure in isolation'**

**Barber (1995)**

Teacher development into a collaborative culture needs to start with the induction of teachers to schools and the linkage to their professional training at university. MacDonald and Elias (1980) in their detailed study of newly qualified teachers identified the problems faced by this group as:

- \* The majority of new teachers find the early period of their career the most difficult.
- \* The problems encountered are generally related to the management and conduct of instruction. These heavily outweighed the other issues of work with parents, assessment, how the school functions, etc.
- \* The least studied aspect of new teachers life is fear, anxiety and the feelings of isolation and loneliness.
- \* The vast majority of teachers describe going through this difficult period on their own with little or no help unless they deliberately sought it.

They also concluded that:

'There is probably a strong relationship between how teachers pass through the transition period and how likely they are to progress professionally to high levels of competence'

MacDonald and Elias (1980)

A great deal of work has since taken place on the development of induction programmes in recognition of these problems but I am certain many newly qualified teachers today could report similar concerns. Therefore part of the development of a collaborative culture must be the involvement of supportive structures for new teachers which encourage the recognition and discussion of the problems associated with pedagogy in the classroom. Mentoring systems, which have been set up in many counties with the support of local universities, may go a long way to assisting in this process.

Teachers also need to be involved in the developing of collective goals:

'accentuate those instructional objectives toward which teachers should aim their improvement efforts'

Rosenholtz (1989)

Focussing their efforts on pedagogy not management, structural or marketing efforts in an environment that builds trust and confidence and assumes that:

'improvement in teaching is a collective rather than individual enterprise, and that analysis, evaluation, and experimentation in concert with colleagues are conditions under which teachers improve'

ibid

Regrettably this focus on pedagogy is not encouraged by the external climate at present. The increasing focus on compliance, for example OFSTED, has been shown in several pieces of research (Corbett and Wilson 1990 and Moon and Brighouse 1996) to take the important players away from a school improvement focus toward an administrative focus. There is only so much capacity in an institution which must be carefully directed.

In contrast Hopkins (1995) sees real change only taking place following a:

'phase of "de-stabilisation" or "internal turbulence", is as predictable as it is uncomfortable. Yet many research studies.. have found that without a period of de-stabilisation successful, long lasting change is unlikely to occur'

Hopkins (1995)

The literature suggests this induction process must be supported by a high level of commitment to ongoing staff development. Not a series of one-off courses on curriculum content or specific teaching skills but an integrated programme related to individual's teaching situation. This must include time for reflection and ideally coaching:

'for complex new teaching skills to be effectively transferred into a teacher's permanent repertoire, up to twenty-five coaching sessions may be required'

Oldroyd and Hall (1991)

This coaching is most likely to be effective if undertaken by fellow teachers who work in the same context and the nature of the development will vary based upon each individuals stage of development.

'The novice is still learning rules and the contexts in which to apply them.. Expert and experienced teachers may find special difficulty in re-examining practices, and beliefs, especially where they have developed non-deliberative ways of teaching and organising their classes.'

Teacher Training Agency (1996)

This process Fullan suggests holds the key to effective change in schools:

'We will have arrived when professional development as the workshop or course gives way to how the teacher and administrator go about seeking and testing improvements as part of their everyday work inside and outside the school'

Fullan (1991)

Hargreaves and Hopkins, like the majority of school improvement researchers, advocate the need for teachers to take a proactive role in school improvement and wrest the initiative from government or administrators in guiding the direction of this improvement.

This was also the conclusion of McLaughlin (1990) in her re-examination of the "Rand Change Agent" study where she proposed that national change efforts were exceedingly unlikely to create change in practice in schools. She produced a list of effective strategies for change:

- \* concrete, teacher specific and extended training
- \* classroom assistance from local staff
- \* teacher observation of similar projects in other classrooms, schools, or districts
- \* regular project meetings that focused on practical task
- \* local development of project materials
- \* principals' participation in training.'

McLaughlin (1990)

A further group who have a role to play in change within school are consultants or advisors working within or outside the LEAs. Although throughout my review of the research the picture has clearly emerged of the need for change to be an internal process involving the whole school community there is still a place for external change agents according to some researchers.

'The goals of change are becoming more comprehensive and require greater assistance to achieve. More frequently, schools are turning to internal and external "helpers" to fill gaps in expertise and to assist in charting and implementing courses of action.'

Fullan (1991)

Alternatively many problems are associated with this kind of support for change

'Some external consultants are not good; others offer packaged "solutions", which even when appropriate do not go very far; and still others are inspiring, but nothing comes of the ideas once they leave'

Miles et al (1988)

The message from the research about use of consultants is the need for them to be involved in more than just the delivery of ideas, or for internal support to follow through their initial innovation for effective implementation.

One final group involved in the change process in schools is the pupils. Often research on new learning methodology takes no account of pupil perceptions. The recent growth in pupil perception work by Keele University, Barber (1994) does not yet include pupil attitudes to different styles of learning.

'Effective change in schools involves just as much cognitive and behavioural change on the part of the students as it does for anyone else.

Fullan (1991)

Most significantly in this is the change in role relationship when, for example, pupils are required to adopt a more independent learning style or make more use of micro-computers in their learning.

'Those responsible for innovations would be well advised to consider explicitly how innovations will be introduced to students and how students reactions will be obtained at that point and periodically throughout implementation'

ibid

In many ways this may be the most challenging implication of effective management of change for the majority of schools. Not only has little research been undertaken in this area but I believe little attempt has been made to involve pupils in this way.

## **Chapter 4**

### **In search of a School Management Culture**

In my examination of management of change towards school effectiveness in chapter 3, a heavy emphasis on the impact of the school's management culture emerged particularly through the work of Fullan, Hopkins and Hargreaves. In this chapter I intend to review the literature on the school's management culture as it relates to the impact of school-based self-review and evaluation.

Culture has been separately defined as

'institutional dynamics'

Hargreaves (1995)

'the total of the inherited ideas, beliefs, values and knowledge which constitute the shared bases of social action, the total range of ideas and activities of a group of people with shared traditions which are transmitted and reinforced by members of a group'

Chambers Dictionary

Cultural models emphasize the informal aspects of the school rather than the organisational structure. They focus on the values, beliefs and norms of the individuals in the school and how they understand their day to day work. Culture is manifested by symbols and rituals.

'Cultural models assume that beliefs, values and ideology are at the heart of organisations. Individuals hold certain ideas and value-preferences which influence how they behave and how they view the behaviour of other members. These norms become shared traditions which are communicated within the group and are reinforced by symbols and ritual.

Bush (1995)

The roots to the concept of school culture lie in Waller's "The Sociology of Teaching" (1932) from which a limited amount of research has developed. Waller was concerned with school, teacher and student cultures.

This was followed by work on student culture by Hollingshead (1949) and Coleman (1961). Since this time the majority of the literature has focussed on teacher cultures.

This is certainly the case in the most influential recent writer Handy (1984, 1986, 1994, 1995).

Handy's work started in business and during the 1980s he was invited by the Schools Council to examine the applicability of his work to provide

'some new conceptual pictures of the school as an organisation, different from but also similar to other organisations'

Handy (1984)

His work started from early organisation theorists who proposed two-sided organisation models e.g. organic and mechanistic, or calculative and coercive. A fourfold classification was first proposed by Harrison (1972) and developed for business organisations by Handy (1984).

Handy then tested his fourfold model in a range of schools and proposed the model was compatible to schools as organisations. He saw this as a way of helping schools understand themselves. The four culture definitions are:

### **Club Culture**

A club culture is best illustrated by a spider's web. The headteacher is located at the centre of the web, surrounded by concentric circles of colleagues. The closer you are to the spider the more influence you have. The other lines in the web include lines of responsibility but most importantly the intimacy lines which are the important ones as these schools work as clubs built around the head.

The school is there as an extension of the head. Club cultures are rich in personality and stories of the past. They can be exciting places to work. Their great strength lies in their ability to respond quickly and intuitively to new situations as they have very short lines of communication. The danger lies in the dominance of the head. If the head is removed the organisation may well collapse. They can work well in a small school and with a very good head. The key to success in a club culture is the right blend of people who are carefully selected.

## **Role Culture**

Role culture is best represented by structural diagrams found in large schools. The organisation is a piece of construction engineering with role piled on role and responsibility linked to responsibility. Roles and responsibilities are identified on the basis of official position. Job descriptions set clear boundaries for each individuals work.

Communications are formalised to go from role to role, not person to person. Rules and procedures are set out for all activities and eventualities. The school is managed rather than led.

They are suitable for periods of stability but much less successful during periods of rapid change. Staff are trained to fit into a tight structural pattern and fulfil a specific role. Efficiency and fairness in routine tasks requires a role culture. Role occupants, not individuals are required.

## **Task culture**

Task cultures thrive on problem solving. In this teams are formed to complete a task or solve a problem. Groups and teams change as demands require. It is the preferred culture of many competent people. It is generally warm and friendly as it is co-operative, rather than hierarchical. It employs plans rather than procedures and reviews rather than analyses of past failures. Task cultures are therefore forward looking.

Working parties are a feature of task culture schools rather than regular committee structures. Its problem lies in the expense, as professional competent people spend a great deal of time discussing possible solutions to problems over and over again. They offer excitement but not security as they cannot afford to employ people who do not continually meet new challenges successfully.

'Task cultures tend to be full of young energetic people developing and testing talents: people who are self-confident enough not to worry about long-term security - at least until they are a bit older'

ibid

## **Person Culture**

Person cultures put the individual teacher first whereas the others put the school first. The school is the resource for the individual's talents. They are supported by minimal organisations. Person cultures are found when groups of professionals join together for convenience e.g. doctors, barristers etc.

Managers are low status as those with talents are the key players. Expert or personal power is decisive because the school's success is dependent on their ability. They are difficult to run as organisations as professionals require persuasion rather than instructions or bargaining rather than rule books.

Adapted from 'Taken for Granted? Understanding Schools as Organisations', Handy (1984).

He saw the majority of schools containing a mix of the four cultures and individuals being predisposed to one culture with a back-up culture as a possible alternative. He suggested a range of factors influenced the culture of a school:

### *Size*

The larger the school the more likely it is to exhibit a role culture. Thus the majority of secondary schools he argued were dominated by role cultures. Schools of less than 30 staff could operate effectively in the other cultural areas.

### *Work flow*

If the work of an organisation can be undertaken in separate units or independently the club, task or person cultures can exist. If the work needs to be sequential or inter-dependent then a role culture is likely to be required.

### *Environment*

The environment surrounding the organisation effects the culture in terms of the demand for change. If the organisation is able to control this demand then the culture is one that encourages stability - role culture. If change is constant, as education has been in the past decade, a task or club culture is more effective.

### *History*

Schools, as with all organisations, have the reality of the past. Previous appointments, the way it has always been done, effect the current culture significantly.

Handy also identified a number of ways in which schools were different from other organisations:

*No time for management*

He saw schools as lacking in the management paraphernalia; offices, meeting rooms etc. These outward signs reflect the reality that teachers manage in their own time and only a very small number of staff have traditional management roles. This he saw leading to either autonomy or autocracy. Autocracy where all decisions and responsibility rested with the head or autonomy where the need for management is dispensed with through all the work being divided into independent separate units.

*Too many purposes*

Most organisations have clear purposes whereas schools are not so fortunate

"'Education" is an envelope word - we can make it include almost everything we want, and schools can end up at the receiving end of all society's expectations'

Handy and Aitken (1986)

This lack of a clear aim can make management even more difficult. It can also make the measuring of a schools success impossible.

*Role switching*

Teachers, and in particular senior managers, in schools are required to switch roles at an alarming high frequency

'at one moment in the classroom, an authority figure, dominant, the expert (adult among children); from there to the staffroom and professional colleagues (adult among equals); next to the hierarchical staff meeting (subordinate in a team) or to the conflicting values and views of the outside world (salesperson to parents).'

Handy (1984)

*The Children*

The relationship between the children and the organisation was seen by Handy as the most significant distinction between schools and other organisations. Are they workers, clients or products?

'When I asked, in the conversations, how many people there were in the organisation, most teachers replied by telling me the number of staff. The children were not intuitively seen as members of the organisation.'

ibid

The nature of the organisation is therefore effected by how the children are seen to relate to the organisation. As workers they cooperate in the business, as clients they are served by the school or as products they are shaped and developed by the school.

Handy did not see schools exhibiting only one culture. He believed, particularly in large schools, there were a number of competing cultures in play at the same time.

'Schools, like other organisations, are pulled four ways by the demands of the different cultures. Sometimes it must feel as if they are being pulled apart. It is the task of management to gather the cultural forces together, using the strengths of each in the right place.'

ibid

This was supported by Nias et al (1989) in their case studies of primary schools. They found a number of sub-groups who had their own cultures separate from that held by the head.

Interestingly, Handy saw the comprehensive school in a dilemma through their abandoning of many of the symbols and rituals previously adopted in grammar schools - uniforms, prizes, school songs etc. They seemed inappropriate in a time of equality. This lack of identity appears to have been recognised and the trend is reversing in a significant number of areas.

Handy's models are particularly powerful in the way they bring together the theories of management and the culture of the organisation. Bennett (1993) argues that Handy's models are a valuable representation of organisational form but are not about the culture as it does not address what makes a school what it is. Bush (1995) similarly does not believe the definitions explain how values and beliefs are brought together to create the distinctive cultures of schools.

Handy (1994, 1995, 1996) himself has expressed less certainty about his understanding of organisational culture in his recent writings. In his vision of the future for organisations he introduces the idea of the Shamrock organisation,

federalism and the triple I organisation. These all focus on the breaking down of the organisation into small parts or groups and the changing relationship between employer and employees. The organisations of the future he sees needing a culture of consent and a reducing role of management towards collaborative working.

'Intelligent organisations have to be run by persuasion and by consent. It is hard work, frustrating, particularly when the persuasion does not work and the consent is not forthcoming'

Handy (1995)

Aspects of Handy's recent ideas are translated into school cultures in terms of collegial working, although the specifics he offers on re-inventing education (1995) are not in evidence to date. In an examination of school culture today his earlier proposals appear to offer more insight and are more appropriate to schools as they exist as organisations at present.

Hargreaves (1982) argued that secondary schools tend towards individualism through staff working in their own little boxes (classroom) with little sense of co-operation. His was supported by Matthew and Tong (1982) who described schools as

'a series of interrelated independencies .. the collegiate model will seem strange to many staffs and heads'

Beare et al (1989) suggested culture is symbolised in three modes.

1. Conceptually or verbally - for example through the choice of language and nature of the organisation aims.
2. Behaviourally - through rituals, rules, ceremonies, support structures and patterns of social interaction.
3. Visually or materially - through uniform, facilities, shields, equipment etc.

Caldwell and Spinks (1992) in their landmark writing about local management of schools suggested there is a specific 'culture of self-management' which is about the empowerment of leaders and their acceptance of responsibility.

Elements of management	Type of model					
	Formal	Collegial	Political	Subjective	Ambiguity	Cultural
Level at which goals are determined	Institutional	Institutional	Subunit	Individual	Unclear	Institutional or subunit
Process by which goals are determined	Set by leaders	Agreement	Conflict	Problematic May be imposed by leaders	Unpredictable	Based on collective values
Relationship between goals and decisions	Decisions based on goals	Decisions based on agreed goals	Decisions based on goals of dominant coalitions	Individual behaviour based on personal objectives	Decisions unrelated to goals	Decisions based on goals of the organisation or its subunits
Nature of decision process	Rational	Collegial	Political	Personal	Garbage can	Rational within a framework of values
Nature of structure	Objective reality hierarchical	Objective reality Lateral	Setting for subunit conflict	Constructed through human interaction	Problematic	Physical manifestation of culture
Links with environment	May be 'closed' or 'open' Head accountable	Accountability blurred by shared decision making	Unstable external bodies portrayed as interest groups	Source of individual meanings	Source of uncertainty	Source of values and beliefs
Style of leadership	Head establishes goals and initiates policy	Head seeks to promote consensus	Head is both participant and mediator	Problematic May be perceived as a form of control	May be tactical or unobtrusive	Symbolic

**Figure 5.1**

Bush (1995) in the second edition of his *Theories of Educational Management* added cultural to his models of educational management in recognition of its growing importance. He offered six models of management and seven elements of each Figure 5.1 illustrates these.

His contribution focuses on culture as a form of management theory through four areas:

1. Well-stated and clear goals serve to reinforce the school culture. They provide a common vision which can guide the values and beliefs of the staff.
2. Organisational structure he proposes is the physical manifestation of the culture. The values and beliefs being expressed through the roles and role relationships and reinforced through the meeting pattern. The skilled leader needs to ensure the creation of a unitary culture to enable the desired values and beliefs to be transmitted.
3. The external environment is the source of many of the values and beliefs which create the culture. The initial training of the teachers and their experience yield the educational value and tend towards a common culture. Differences in culture are created through their "external interests, professional and personal". In today's education market place it is also essential that schools reflect the values of the local community and therefore a two-way transmission of these values is required.
4. Leadership - as well as fostering the school culture the leader also needs to embody this culture in the local community. He sees maintaining the culture as a central feature of effective leadership. This is supported by Sergiovanni (1984) who proposes that the cultural aspect is the most important dimension of leadership in his "leadership forces hierarchy".

Bush provides three limitations of the cultural model of management. Firstly, the ethical dilemmas of leaders imposing their culture upon the members of the organisation.

'where the culture controls rather than expresses human character, the metaphor may thus prove quite manipulative and totalitarian in its influence.'

Morgan (1986)

Secondly, it may be too mechanistic, making the assumption that leaders can determine the organisational culture. In large schools departmental culture is likely to be a more dominant force and the governors, with their new powers, are also strongly influential.

Finally, the focus on rituals and ceremonies may mean key aspects of the organisation are underestimated. The symbols may not represent the reality and the outward signs of change may be seen without any real change taking place.

The link between school improvement and school culture in this country started with Rutter et al (1979). They employed the expression "school ethos" as a combination of organisational, teacher and student culture. They stressed the importance of ethos in school effectiveness.

Hargreaves (1995) proposed two typologies of school culture to aid understanding of this relationship. The first and more basic model is based upon schools requiring what Lieberman and Miller (1984) call "control norms". These social controls allow pupils and teachers to work together in the process of learning without distraction. This he calls the "instrumental-social control domain" of school life. Alongside this he charts the "expressive-social cohesion domain" the maintenance of social relationships which are satisfying and supportive. He makes the assumptions that these two domains are always in potential tension and constitute the core of school culture and some optimum combination achieves maximum effectiveness for a school. Figure 5.2 illustrates this with letter E representing this optimum position.

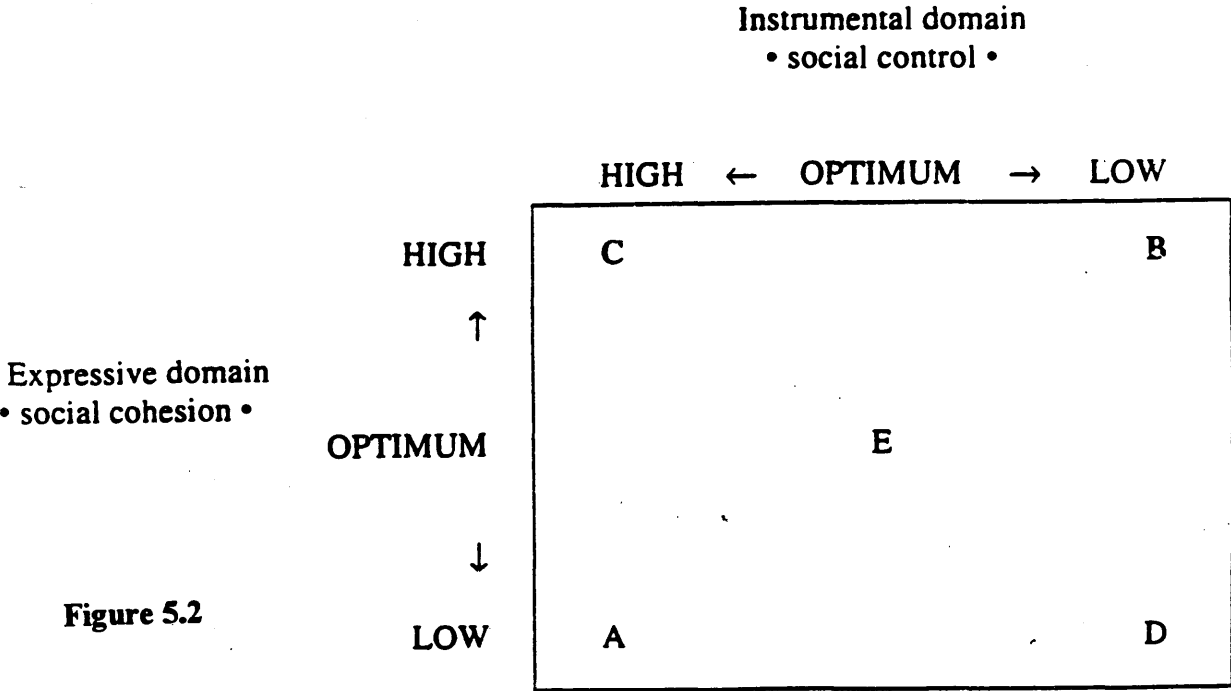


Figure 5.2

Each of the corners represent extremes of school cultures. 'A' shows high in the instrumental domain leading to exceptional pressure on pupils to achieve examination results but weak social cohesion between staff and pupils. School life is orderly and disciplined with a high work ethic.

'To staff, the headteacher appears cold and distant, even authoritarian; to students, staff appear aloof, strict and unapproachable. Each side displays little warmth, whilst valuing institutional loyalty.'

Hargreaves (1995)

Pupils are isolated from the teachers and seek support from peers.

'The tone (ethos) of the institution is custodial: in hard forms (a military academy) it could be described as coercive; in softer versions (the grammar school) as "a tight ship" fostering traditional values'

ibid

A school in the area of letter 'B' places emphasis on informal friendly relationships between staff and pupils with a child-centred approach. The management style is democratic.

'With an aversion to social controls, work pressure is low; academic goals are easily neglected and become displaced by social cohesion goals of social adjustment and life skills'

ibid

This welfarist school culture is most likely to exist in "child-centred" primary schools and "caring" inner-city comprehensives.

'C' school culture is frenetic with high instrumental and expressive emphasis. Everyone is under pressure to participate in everything.

'In this pervasive intimacy, everyone seems to be under surveillance and control. Teachers and students experience anxiety about failing to achieve instrumental goals and about intrusion into privacy with a consequent reduction in independence, autonomy and individuality'

ibid

Finally at D on the chart social control and cohesion are both very weak. He describes this as a "survivalist school culture" which is a school at risk. Teachers struggle to maintain discipline and little academic work is expected. They trade co-operation of the pupils for little work and feel unsupported by senior staff in behavioural or curriculum matters. Pupils feel alienated from work but find no compensation in the relationships with teachers.

'Delinquency and truancy rates are high, as is staff absenteeism, especially of the occasional kind. The ethos is one of insecurity, hopelessness and low morale'

ibid

Real schools he sees as being at some point in-between these extremes and containing a number of sub-cultures since they are "loosely coupled" organisations (Weick 1976).

Hargreaves suggests four advantages for this typology:

1. It moves away from the idea of a continuum between the most and least effective schools. It sees schools becoming ineffective through a range of excesses and the truly effective school avoiding these. Highlighting that the route to effectiveness is not through acquiring the characteristics of effective schools per se.
2. The typology does not see school effectiveness in terms of a list of factors associated with particular outcomes. Improvement would be through schools identifying their current position and working towards the ideal balance.
3. The use of cultural domains ties school effectiveness and improvement to the mainstream social theories. The concerns of under-regulation in social life and ties expressed by Comte and Durkheim and over-regulation and its damage to social relationships and individuality of Marx, Weber, Rousseau. In this way schools working towards effectiveness would be

're-working the great themes explored by Marx and Durkheim. From a Marxian perspective it is the traditional hothouse school with their threat of over-regulation, or excessive social control, that must be avoided; from a

Durkheimian perspective it is the welfarist and survivalist schools with their under-regulation, or inadequate social controls, that pose the threat.'

ibid

4. The typology allows schools' cultural evolution to be traced from the formal culture of the nineteenth-century schools through their variant forms taken-on to cope with the changes over the decades.

'Some schools cling to that heritage; others drift from it; yet others firmly reject it: but none can entirely escape it.'

ibid

His second typology proposes an architecture of five underlying social structures - political, micropolitical, maintenance, development and service. The political and micropolitical referring to the formal and informal structures of the organisation. The maintenance and development structures arise from the need for the dual functions of stability and change in the organisation. The service structures create the social relations between pupils and teachers and define the rights and duties of each.

It organises the variations around two types of schools defined as traditional and collegial. Hargreaves is at pains to point out the difference between collegial and collaborative as these are often used interchangeably in education writing. He highlights the nature of collegial through the dictionary definition of collegium

'organised society of persons performing certain common functions'

whereas collaborative working can exist in transient groups achieving a particular task. These he cross-tabulates in figure 5.3

Thus creating ten structure culture complexes.

In the traditional school the political structure is feudal; the head and senior staff are like the monarch surrounded by barons. Relations are conducted through consultation to establish what will be accepted, followed by the heads decision.

	Traditional School	Collegial School
Political structure	feudal- consultative	egalitarian- participative
Micropolitical structure	fissile- ingratiative	integrative- exclusive
Maintenance structure	bureaucratic- positional	delegative- rotational
Development structure	individualist- hierarchical	institutional- collaborative
Service structure	autocratic- deferential	contractual- accountable

**Hargreaves Ten Culture Complexes**  
**figure 5.3**

The Micropolitical structure is fissile, always likely to break up into factions. The need to be constantly seeking the favour of the monarch makes it ingratiative (Hargreaves 1972)

'the teachers have to learn the art of pleasing, and avoiding displeasing, the principal by a variety of tactics - which simply replicates how students seek to control their relationships with teachers.'

ibid

Maintenance structures are conducted according to bureaucratic principles. Rules and regulations guide decision making and handling of problems. Teachers are assigned as control and positional status is fundamental. Externally imposed change often becomes part of the maintenance structure rather than genuine innovation which is very difficult in these schools. Teachers are able to innovate in their own classrooms within prescribed limits. For change to occur it needs the support of the hierarchy and therefore little innovation takes place.

Little genuine communication takes place between the parents and the school as lines of demarcation are clear. The professionals know best! This autocratic approach to the service structure requires parents to be deferential to the teachers.

In the collegial school the political structure is egalitarian allowing all teachers the right to participate in decision making. The micropolitical structure is disabled by the

integrative push toward consensus. Where a minority emerges which can not be integrated it is quietly excluded or tolerated as eccentric.

Maintenance structures are achieved through the consensual agreement of whole school policies and the responsibilities for implementation are delegated. There is a high level of trust and a rotation of responsibilities on a regular base sharing power amongst a number of staff.

Innovation is not linked to the hierarchy and flourishes in this environment. The institutional focus of development is supported by collaborative working enabling change.

'Leadership is distributed non-hierarchically, a match being sought between opportunities and individual talent and interest, wherever they lie, irrespective of status.'

ibid

External change is taken into the development structure and used for the schools own ends.

Relations with pupils, parents and governors (service structure) are contractual in recognising the rights and responsibilities on both sides. This requires accountability in an open and trusting relationship.

Hargreaves sees schools as moving from the traditional school towards the collegial school with official policy favouring a mixture of both i.e. the political structures of the traditional school and the service structures of the collegial school. This change he believes reflects similar changes taking place in industrial organisations.

Whilst highlighting the importance of school culture to school effectiveness and improvement he recognises the limitations of the current empirical research base and methodological tools.

'No school or teacher culture can be shown to have a direct impact on student learning and achievement, and claims to that end are vacuous'

ibid

But he proposes the impact of culture can enable improvement or prevent it.

Regrettably for this research he offers no advice or guidance on identifying the culture of a school or tracking the change over time.

For both researchers and practitioners, better models and techniques would generate enhanced conceptual, methodological, heuristic and explanatory links between school effectiveness and school improvement as well as hypotheses about their relationship that could be put to empirical test.'

ibid

The Hargreaves models are helpful in identifying potential pitfalls for schools at the ends of continuum. The models clearly identify characteristics of these outlier cultural trends but have less to offer to the bulk of schools whom Hargreaves accepts are somewhere in the middle on each scale. For schools to identify how far down each continuum they are an analysis of the characteristics of the middle would have been helpful alongside the promised guidelines on measurement and advice on changing the culture. He also focuses on weaknesses rather than strengths, which is always easier to do!

Fullan (1991) and Fullan and Hargreaves (1992) also focus on the advantages of collegial cultures in their work on culture and its impact on school improvement. A summary of their work is contained in chapter 3.

## **The Message from the Literature**

The research and literature base to date on managing the change through self-review and evaluation towards school effectiveness highlights the following areas:

1. Pedagogy must be the central function of the self-review and evaluation as it should be in all school activity.
2. The need to develop a collaborative culture which will help schools cope with change rather than introduce specific changes or innovations. This should also reduce the isolation a number of teachers feel.
3. Schools must be learning communities for all who work in them; pupils, teachers, support staff and headteachers. In this the Investor in People initiative may play a role.

4. Imaginative systems to empower teachers and give them genuine opportunities to discuss methodology in a secure but rigorous way must be developed. This can best be achieved through the fostering of a collegial culture.
5. Schools must focus on the nature of the induction process and how this links to initial training.
6. All staff need to develop a clear understanding of the change process and be prepared to take their part in it.
7. Headteachers and governors must be prepared to say no to new ideas which will not directly, positively impact the learning of the pupils or staff.
8. A great deal more research is needed on the nature of effective learning, in the secondary sector, to assist teachers in their search for effectiveness.
9. Headteachers need to develop effective systems for evaluating the classroom experience and be actively involved in them. These must be 'owned' by the school, as their own processes, as the school must be the centre for change.
10. Schools need to be data-rich organisations to enable effective evaluation. In obtaining this data schools should look closely at research methodology.
11. The views of pupils and parents must be included in any schools self-review and evaluation process.
12. The culture matters! Headteachers should look closely at the prevailing cultures and avoid excesses in the social control and social cohesion domains.
13. The culture of a school is amenable to change.

## **Chapter 5**

### **The Research Questions**

This study focuses on the nature of school based self-review and evaluation work in three case study schools. It examines the development of self-review and evaluation in schools over the past three decades and the reasoning behind the early processes and their introduction.

The changing nature of its use in schools is examined with Essex secondary schools through a survey. The literature review also considers the growing number of commercially produced guides to school-based self-review and evaluation.

The links to school effectiveness are considered and also, through case studies, the management of change involved in their introduction. The study primarily examines the effectiveness of the self-evaluation in these schools. The more detailed analyses are undertaken through the case studies.

Outline of research questions:

1. What use is currently being made of school-based self-evaluation and how is this changing?
  - a) What use is being made of the pupil work reviews? Who undertakes them and how frequently are they being conducted?
  - b) Is lesson observation being used, by whom, how frequently and is it pre-planned or unannounced? Are senior managers or middle managers involved? How extensively is peer observation, as distinct from line management observation, being used to develop the teachers 'interactive professionalism' Fullan (1992)?
  - c) How many schools have introduced rigorous, regular reviews of each subject area (sometimes called mini OFSTEDs)? What is the nature of these reviews and who is involved?
  - d) Are external consultants being used as part of school-based self-review and evaluation? In what way and how frequently?

e) How many schools are making use of the growing amount of value-added data available to them? How frequently is this being used and is this with subject areas or cohorts of pupils? What use is being made of it in these areas?

f) What involvement are governors having in reviewing the classroom experience of pupils?

g) Is the line management structures of the school being used for self-review and evaluation?

h) What use is being made of pupil and parent perceptions of schools in light of the growing availability of national produced surveys?

i) Are pupil or parent interviews being used to evaluate school performance?

j) What other review activities are being used by schools in their striving for effectiveness?

k) How do schools see this area developing in the future? Which specific processes are they planning to develop/introduce?

l) Are there any significant differences between school-based self-review and evaluation in Grant Maintained (GM) and LEA maintained (LM) schools?

m) Are these activities being used in a formative or monitoring way?

n) How have OFSTED inspections influenced the processes?

2. How can self-evaluation be effectively introduced, what are the potential pitfalls?

a) How were the self-review and evaluation processes introduced in the case study schools?

b) How did the school's management culture effect their introduction?

c) What problems have been faced particularly in light of teachers traditional professional autonomy? How do teachers view classroom observation?

d) What lessons can be learnt for schools wishing to introduce new self-review and evaluation processes from the case study schools' experience?

3. What impact does self-evaluation achieve through methods such as lesson observations, pupil surveys, book reviews and subject reviews? Particular attention is focussed on the variables of achievement, pupil motivation and staff motivation.

a) What is the impact of a schools self-review and evaluation on pupil achievement as measured by raw GCSE scores and multi-variate value-added data? (Whole school and departmental impact).

b) What impact does self-review and evaluation have on pupil motivation in a particular subject area?

c) What are the schools perceived outcomes of the self-review and evaluation processes?

d) How do the staff perceive the processes? Is it, in their perception, positive and motivational or negative and critical? How does the school culture and the process of introduction effect this?

e) Which particular aspects of self-review and evaluation are seen as the most cost effective?

f) What effect is the self-review and evaluation having on individual teacher development?

4. Whole school impact of self-evaluation. How has this affected the discussions at Senior Management Team meetings, INSET etc.?

a) How is the data used as part of the school's planning processes? Who has access to the data? How does it inform decision making?

5. What lessons can the study provide for school-based self-review and evaluation in other schools?

a) Which processes are worth including in a school programme?

**b) How can their effectiveness be evaluated in a real school context?**

**c) Can school-based self-review and evaluation replace the OFSTED process to foster school effectiveness?**

## **Chapter 6**

### **Research Methodology**

This research project was initiated by Essex County Council's desire to pursue a value added approach to measuring school effectiveness. In January 1994 the Core Team of the education department, in association with David Jesson of Sheffield University, set about analysing the LEA schools' GCSE performance as measured against a range of input factors (NFER test scores at 11, gender, social deprivation and birthdate). The resultant analysis spawned more detailed studies of gender factors and now, in this project, work on the "school effect". The concept of the school effect is highlighted in Sammons et al (1995)

'in terms of pupil progress (value added) school effects are much more important than background factors such as age, gender, and social class (being roughly four times more important for reading progress, and ten times for mathematics progress) '

Sammons (1995)

Through regression analysis three cohorts of schools were identified. Those where pupils on average obtained results below the county average figure, those where there was no statistically significant difference from the county average and a group of six schools whose averages were significantly higher than the LEA average. This last group, for the purposes of this research, were deemed 'effective schools' using Mortimore's definition:

'An effective school is one in which students progress further than might be expected from consideration of its intake'

Mortimore (1991)

'Schools with similar intakes do not promote the progress of their pupils at the same rate, and indeed there are schools that give such a boost to their pupils as to defy all expectations of a more mechanistic or social determinist kind'

National Commission on  
Education (1996)

The project was sponsored by the LEA and a small budget was allocated to facilitate collaborative work to be undertaken to identify any common characteristics of the schools which could usefully be shared with other Essex secondary schools.

The identity of the six schools was protected by a Code of Practice agreed by all participating schools. This ensured the confidentiality of each school's identity. Only one member of the County Council's staff was aware of the identity of these schools. To negotiate access this individual approached all six schools and at the second attempt all agreed to participate in the project.

A series of workshops were then set up to establish suitable areas for further study based upon the 'Eleven Factors for Effective Schools' found in Sammons et al (1995) and the criteria used by the research team in 'Success against the Odds' (National Commission on Education 1996). A copy of these is attached as appendix 3. These were used as a framework for sharing the 'insider' knowledge of the schools of the Headteachers and Deputy Headteachers of the schools involved. A list of areas for investigation (grounded theory) was then established and pairs of schools were set to work. The agreed areas of investigation were:

- Pupil mentoring and the development of study skills;
- Academic organisation including setting and streaming;
- Work ethos - Beating the Boffin Syndrome;
- Behaviour management, effective reward systems and parental involvement;
- Self-review - self evaluation;
- Implementation of change;
- Pupil Choice - Options;
- Staff development and appointments;
- 11-16 factors.

My research focussed on three areas Self-Review and Evaluation, Implementation of Change and 11-16 Factors. The latter proved to be statistically insignificant. On closer examination of the data the 11-18 schools were found to be equally effective as the 11-16 schools.

## **Methodology**

It was essential that the methodology selected was appropriate to achieve the stated aims of the research:

To examine the impact of school-based self-review and evaluation and assess its place in school improvement.

The very nature of the research project lends itself to a case study approach.

'A case study is an enquiry which uses multiple sources of evidence. It investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident'

Johnson (1994)

Self-review is a contemporary phenomenon which is being developed in schools and is an integral part of the schools day to day work. It is therefore difficult to disentangle the impact of self-review and evaluation from other aspects of schools improvement without a in-depth study of a small number of schools.

To establish the impact of self-review and evaluation it is necessary to gain an in-depth knowledge of the processes, how they were introduced and the outcomes of these processes in the classroom. This can best be achieved using multiple sources of information over a period of time.

In Johnson's definition we have reference to blurring of the boundaries between phenomenon and context which is clearly the case in this type of study. The culture of the schools has a very significant effect on the attitudes towards and effectiveness of self-review and evaluation in any school.

The strengths of such an approach for this project which aims to be of immediate value to the other schools include:

1. It is more easily accessible to schools as the accounts will relate to those found in their own schools (Bassey 1981). Readers should recognise the processes found in the three schools and be able to make judgements about their applicability to their own situation.

'Case study data, paradoxically, is "strong on reality" but difficult to organise... This strength in reality is because case studies are down to earth and attention holding, in harmony with the reader's own experience, and thus provide a "natural" basis for generalization'

Adelman et al (1984)

The growing national interest in the accessibility of research findings to teachers and the use of self-review and evaluation in schools were significant factors in the choice of a case study approach.

2. The case study approach made it possible to identify patterns of influence that are too infrequent and therefore could not be identified through traditional statistical methodology. A wider hypothesis at the start allowed the richness of these schools' work to be collected rather than missed in too narrow a focus.

3. It allowed a range of approaches to be collated and brought together as a whole (Cohen and Manion 1994), thus allowing a complex area to be studied and reported by an individual, working within the schools with a limited time budget.

4. It was flexible in that as the study progressed new areas of interest opened up and as a result of this flexibility it was possible to explore them. Certain aspects of the findings would therefore have been missed by more quantitative methodology.

5. The self-review and evaluation processes and their introduction in each school proved to be very different, making the use of a survey approach ineffective and not of interest to readers.

Whilst having these strengths the case study approach also has number of limitations in research terms which had to be avoided:

1. As with all case studies it is open to the accusation of lacking scientific rigour. To reduce the dangers of this a range of methods were employed and the results were triangulated. The selected schools have been established by a survey of all Essex schools to increase the validity. The outcomes were also compared with the findings of similar studies conducting using other methodology as well as being based on the research database available as set out in chapters 2 and 3. Large scale survey work undertaken by Keele University was also used to compare with the other findings. All of these factors have reduced the subjectivity of the findings.

2. The outcome is not easily generalisable. The small size of the original sample makes it necessary for the reader to judge for themselves the value of the outcome. This can only be avoided if the reader can recognise the applicability of the study. It is not possible to say with certainty that the observations and comments will apply in other situations, just that they do in these schools.

For many current managers in schools the richness of the description of what is found in these schools will be a useful source of ideas to consider and questions to ask.

3. A particular difficulty of this study is also a strength, that of an 'insider' researcher. Whilst the writer has detailed knowledge of secondary school management and organisation the great difficulty is "making the familiar strange". It is easy for someone acting as a serving headteacher to miss important evidence, seeing it as unremarkable. The use of semi-structured interviews thus allowing the interviewees the opportunity to contribute their own ideas in a flexible way and a partially ethnographic approach in these interviews reduced this weakness.

4. A feature of the case study genre is the danger of an uneven coverage of all aspects of the phenomenon studied; as Yin (1984) described it, being 'led by the data'. This is a particular difficulty in a study of this nature, due in part to the open nature of the aim and the limited resources. The steps taken to reduce the problems created by this include:

- \* maintaining a fixed pattern of interviews with a wide range of staff in each school;
- \* the use of a defined group of self review activities, based on the survey listing;
- \* the use of the previous work on the area including Macbeath et al (1996), Russell (1996) and Fullan (1991) as a conceptual framework for the study.

This may still leave readers with areas of self-review and evaluation they believe the writer should have pursued but as a result of the restricted resources this limitation must be acknowledged.

### **Frequency Survey**

As the first phase of the research I undertook a frequency survey of all secondary schools in Essex. The purpose of this was twofold:

1. to establish what use is currently being made of school based self-review and evaluation and how is this changing in a large sample of secondary schools (research question 1).
2. to enable three appropriate schools to be selected for the more detailed case study (research questions 2-5).

An initial pilot of the survey was undertaken using a convenience sample, Cohen and Manion (1994). This consisted of a group of twelve schools who attended a workshop on school self-evaluation. This group contained a representative mix of 11-16 and 11-

18 schools from the different parts of the county with a range between 17% and 65% 5 A-Cs at GCSE according to the 1995 league tables. No single sex or grammar schools were included. By attending this workshop the schools showed an interest in school self-evaluation which may make them a biased sample but their interest made them particularly appropriate to pilot this survey.

Information from a large number of schools was necessary and time was limited therefore a survey approach was selected. The information required is predominantly factual in nature and does not require detailed explanation. It is also of a reasonably standard nature in each school. As Johnson defines it, a survey

'elicits equivalent information from an identified population'

Johnson (1994)

The main weakness of this methodology, in this context, is that only certain types of self-evaluation will be surveyed and the use of terminology may vary between schools. To reduce these problems generalised terminology was employed in each case and opportunities were given to add the schools own methodology. The pilot was also undertaken to reduce the risk of misunderstanding. A copy of the original survey sheet is attached as appendix 4.

A simple frequency chart was designed which allowed a high degree of the frequency of activities to be established whilst not taking too much time for the recipient, thus encouraging a good response rate. As a research instrument it matched the three main criteria for suitability for the task as specified by Stringfield (1994) 'reliability, validity and efficiency'. Reliability, it would yield similar results over time and across schools; validity, the language should have the meaning to all completing it and efficiency, the length and complexity should not discourage even the reluctant participants.

The specific types of self-review and evaluation were selected through discussions with a range of education consultants who have experience in working in secondary schools and inspection through OFSTED and a literature search of a range of self-evaluation guides for schools (Saunders et al 1996, MacBeath et al 1996, Piggott et al 1996 and Russell 1996). The focus of this study is whole school self-evaluation therefore macro activities were selected for inclusion which led to the exclusion of appraisal related activities.

## **Lessons from the Pilot**

Several issues arose in the pilot study:

1. The frequency options needed to be changed to include a half termly, termly and annual option and the columns for 'monthly' and 'rarely' were deleted. (see appendix 5)
2. Pupil and parent surveys and interviews needed to be separated to elicit appropriately detailed information.
3. In the parent and pupil surveys the use of Keele University or in-house were more appropriate than frequency options.
4. Pupil interviews as a heading was not clearly understood and information on who undertook the interviews was considered more useful than the frequency. Therefore options of SMT, Form tutors and Consultants were substituted for frequency.
5. Several of the returns indicated that schools planned to increase their use of certain methodologies in the future. This planned, future use was not systematically identified by the survey and therefore no conclusions could be drawn from these comments. Another section was therefore added on planned future use to allow for this.

(A copy of the amended survey sheets are attached as Appendix 5.)

This amended survey sheet was then issued to all secondary schools in Essex. This sample was selected as it represents a very broad range of secondary schools covering selective, partially selective and comprehensives, Grant Maintained and LEA controlled, single sex and mixed, 11-16 and 11-18, large(1600+), medium and small(346), rural, semi-rural and urban schools. Essex was described as having the most advanced education market in the country in the 1995 Audit Commission report. Demographic changes have created a highly competitive environment for schools to operate in. These factors are likely to encourage schools to look closely at their processes and therefore make extensive use of self-review and evaluation. The results of this survey are contained in chapter 7.

The survey findings were used to identify three schools for the case study:

- 1) a school currently using a wide range of the identified self-review and evaluation procedures.
- 2) a school which currently makes limited use of self-evaluation but intends to introduce a range of processes in the near future.
- 3) a school which makes very little use of any of the processes and has no immediate plans to introduce them at present.

This group of schools was selected as an outlier study of 'positive outliers, typical schools and negative outliers' Stringfield (1994) as this allows consideration of three points on a continuum. The advantage of this is it allows the reader to gain a wider perspective of self-review and evaluation where one of the three schools may more closely relate to their own situation. It also allows for a comparison of the effectiveness of self-review and evaluation in schools, alongside schools which are not as actively involved. The disadvantage is that it reduces the amount of time spent studying the one school. I believe the advantages clearly outweigh the disadvantages as can be seen in the outcomes of the research.

One particular problem occurred with the third school, the one making limited use of self-review and evaluation techniques. Having identified a suitable school from the survey my first visit and interviews suggested there was significantly more self-review taking place than had been outlined on the survey thus forcing my withdrawal. My fears proved unfounded when I interviewed a number of other colleagues in the school and I became aware of the rhetoric and reality continuum in the school.

## **The Case Study Schools**

The case study phase of the research addressed the first four research questions but focussed mainly on numbers 2 to 4.

1. What use is currently being made of school based self-review and evaluation and how is this changing?
2. How can self-review and evaluation be effectively introduced, what are the potential pitfalls? What effect does the schools culture have on the effectiveness of self-review and evaluation?
3. What impact does self-evaluation achieve through methods such as lesson observations, pupil surveys, book reviews, subject reviews and departments and

individual teachers? Particular attention was focussed on the variables of achievement, pupil motivation and staff motivation?

4. What is the whole school impact of self-review and evaluation. How has this affected the discussions at Senior Management Team meetings, inset etc.?

To maximise the data gathered in each school a range of methodologies was employed. This also facilitated triangulation to maximise the validity of the outcomes.

1. What use is currently being made of school based self-evaluation and how is this changing?

To confirm the outcomes of the frequency survey two sources of data were used.

a) *Documentary evidence.*

Where available self-review and evaluation policies were analysed as well as minutes of senior and middle management meetings which were relevant. In each case the school development plan was also analysed to see what forms of self-evaluation were employed in compiling the document or were used to evaluate aspects of the plan.

The school development plan was selected as it is the main change instrument in the majority of schools. It is also common to the majority of secondary schools. The format and content of the plan should give some pointers into the way the school encourages change and the staff involved in this process.

The document analysis was undertaken to establish the theoretical review processes in each school. This data was studied before any other data was gathered to inform the other processes and to assist in the focussing of future work. The documents were then returned to following the semi-structured interviews for comparison with the outcomes of the interviews and observations.

The strengths of such an approach for this study lie in the ready availability of this data, the low cost in terms of researcher time and the unobtrusive nature of the research. They are not going to be changed to please the researcher. The weaknesses lie in the documents, in most cases, being produced for a wholly different purpose and therefore needing a deal of researcher interpretation.

#### b) *Semi-structured interviews*

Interviews were conducted with the Headteacher or Deputy Head responsible for self-evaluation and two Heads of Department and a member of each of these departments. This allowed for triangulation of the understanding of the processes and ensured that the schools rhetoric matched reality! Some schools may have produced very grand policies on self-review and evaluation in light of an OFSTED inspection but how much of the evaluation is only paper based? It also allowed a more detailed picture of the self-evaluation within the school to be developed. A copy of the final schedules is attached as appendix 6.

Each interview was tape-recorded to allow for detailed probing to take place and then selected transcriptions were word-processed and sent to the interviewee for confirmation.

The semi-structured interview process was used as it allows equivalent information to be obtained from a number of staff in each school. By keeping to an outline schedule the interviewer can both ensure the necessary coverage of the issues whilst being able to adapt the questions to pursue particularly issues raised by the interviewee. This is particular appropriate as the research is based in a small number of schools and was conducted by only two interviewers. (As I was employed in one of the schools at the time a colleague from another school undertook the interviews and offered his analyses to ensure objectivity).

Additionally the semi-structured interview allows the interview to be adapted to meet the idiosyncrasies of terminology, planning process and staffing structures of each school involved. A fully structured interview is likely to lose key features of each school which may prove to be very significant in the analysis stage. The interview also allows a probing of the level of intensity undertaken in each process and the significance the school places on the process to be assessed.

The use of only two researchers to conduct the interviews ensured areas of commonality could more easily be identified by follow up questions and investigations of areas which the schools had in common or unique features of one school. This led to additional meetings and the study of further documentary analysis.

The main weakness in the use of a semi-structured interview for data gathering is the very limited coverage in each school. An alternative approach to obtaining the

necessary data by questionnaire was considered but this, whilst giving potential access to a larger number of staff, would have the following deficiencies:

- a) It could not be easily tailored to the individual school;
- b) The response rate may bias the data i.e. those in favour of a particular process may respond, whilst those who were unhappy may not, or vice versa;
- c) Only reasonably simple questions can be asked and no follow up can undertaken;
- d) It would not offer support to colleagues involved in what may be perceived by some as a sensitive issue;
- e) It would only provide a limited amount of data for analysis.

There is also the danger of interviewees wishing to please the interviewer, or put another way, give the 'right answers'. The design of the schedule and the choice of colleagues to be interviewed took account of this potential problem.

As self-review and evaluation and its introduction is a complex process involving a multi-faceted approach the research methodology needs to reflect this if accurate and informative data is to be collected.

2. How can self-evaluation be effectively introduced, what are the potential pitfalls? What effect does the school's culture have on the effectiveness of self-review and evaluation?

Two methodologies were employed to examine this question in each of the three schools:

a) *Documentary Evidence*

Where available self-review and evaluation policies were examined and in every school the minutes of Senior and Middle Management Team meetings were examined where they related to the introduction of self-review and evaluation. The reasons for using documentary evidence are as previously stated on page 75.

This analysis was of particular interest in establishing the culture of the school as the minutes revealed a great deal of information about the culture as "inadvertent" sources. As Duffy (1987) described it

'All documents provide "unwitting" evidence, but it is the task of the researcher to assess its precise value'

With the limited time available for the research it was necessary to lean heavily on documentary evidence for indications of the school culture supported by the perceptions gained in the semi-structured interviews and meeting observations. As a serving headteacher known to the interview respondents the reliability of their perceptions needed collaboration.

b) *Semi-structured interviews*

Semi-structured interviews were conducted with the headteacher or deputy headteacher responsible for self-review and evaluation, two heads of department and a member of each of these departments. The questions related to the process of introduction and any problems encountered during the introduction. Within these interviews an examination was undertaken of the underlying management culture of the school as seen through the eyes of these five members of staff.

Only three dimensions of the school's management culture were examined through this process:

- \* The nature of the decision-making processes;
- \* The nature of the communications within the school;
- \* The extent of existing collaborative working.

Additionally all five interviewees were asked to define their perception of the school culture through selecting a statement they felt most appropriately described the culture of the school from a choice of seven see appendix 7 for this list. Insufficient access to the schools and lack of researcher resource forced these limits on the study.

The reasons for using semi-structured interviews are as set out on page 75.

Additionally in analysing this area it is necessary to be more ethnographic in approach to gain an understanding of the school's management culture through these interviews. This is only possible through a less structured form of research like semi-structured interviews where through gentle probing and allowing the individual to talk freely their perception of the 'way things happen around here' can be established more clearly. The use of structured interviews or survey techniques would only have allowed specific culture styles to be examined.

Additionally time was spent in the staffroom and in the reception area waiting for or between interviews which allowed confirmation of the data supplied by the interviews on the schools management culture.

3. What impact does self-evaluation achieve through methods such as lesson observations, pupil surveys, book reviews, subject reviews? Particular attention was focussed on the variables of achievement, pupil motivation and staff motivation?

Within this I examined what the perceived and actual outcomes were. How did it impact upon the work of teachers and departments? Where there any measurable gains in attainment or motivation of pupils or staff?

To enable a detailed qualitative study to be undertaken two departments were selected, one perceived as successful, one not. The decision to select two departments was made to allow comparison of the impact of the self-review and evaluation processes on an apparently effective department and an apparently less effective department. Again the outlier concept was employed as a study of all departments in all three schools would have diluted the depth of study too significantly.

Analysis of each department was undertaken through the following variables:

a) *Pupil attainment:*

Was measured through GCSE performance in 1995, 1996 and 1997 and the difference in performance was measured using raw score data and the SIMS comparison of individual pupil performance against other GCSEs. This allowed a control for changing intake by measuring the points score for each pupil in that subject and comparing this with their average score for all their GCSEs. The use of three year's figures were employed as this is the accepted number to potentially indicate a trend developing.

b) *Pupil motivation:*

i) Percentage of those pupils who choose to continue in the subjects to GCSE and A level were compared over 1995 to 1997 cohorts (again using three years data to check if any trend is evident). These were used as a proxy indicator of pupil motivation. This was based on the hypothesis that when pupils are given a choice they will choose those subjects in which they have been motivated in earlier years. The evidence for this is anecdotal but I am certain will be recognisable to readers as an accurate hypothesis. It was not possible to use this in all cases as certain departments studied were compulsory to GCSE and therefore only A level numbers could be considered.

The limitations of this analysis are the other factors that affect pupils choice:

- \* career options;
- \* option patterns can discourage choice ( this was analysed in each school to mitigate the effect);
- \* pupils can make choices based on their friends' choices;
- \* parental influence.

These limitations are acknowledged and therefore this data can only be considered as an additional factor.

ii) Pupil attitudinal surveys were undertaken with at least one group of pupils in each subject in each school. These were based on the Keele University Centre for Successful Schools Pupils' Learning Experiences survey. Each survey was focussed on a particular area as agreed with the department. Two surveys were conducted at six month intervals to assess what impact the self-review and evaluation had on pupil perceptions and motivation.

The instrument was selected as wider data was available for comparison and this survey has been successfully trailed in a number of other schools in Essex. General questions of motivation were included on each occasion and then specific questions were used relating to the departments chosen area of development. These consisted of a wide range of teaching styles including use of the language assistant, discussion, debating, working in groups, after school lessons, project work, teacher talk and working with textbooks.

Each survey was conducted by the writer to ensure consistency of procedures with the teacher present. Comparisons were made of the two sets of results and these were compared with the Keele results. Thus making allowance for a groups positive or negative attitude at the outset of the research. The same lesson in the week was used on each occasion to avoid the "Friday afternoon" factor.

The limitations of this process, as with any perception survey are:

1. Only giving a shallow coverage of the issue. Pupils had to give a rating out of five choices and were unable to express their own ideas or clarify their understanding of the questions.

2. The previous lesson in this subject, or the lesson immediately prior to this lesson, may have been a particularly positive or negative experience creating a bias in the pupils responses.

3. An outsider coming in is likely to create a supportive response for the teacher if relationships are generally positive or a "get your own back factor" if they are negative. This can be seen in many schools experience of OFSTED.

4. At best you are only gaining the perception of this group of pupils of this change not its impact on learning.

*c) Teacher Development:*

An examination was undertaken of the impact of self-evaluation on teaching styles and the teachers' readiness for change. Through:

*Documentary evidence*

Departmental and whole school development plans were examined for evidence of self-review and evaluation informing them. The staff development plan and records of inset were examined where these were available. The reasons for the choice of documentary evidence for this part of the research are the same as outlined on page 75.

*Semi-structured interviews*

Were undertaken with the Headteacher, the two Heads of Department highlighted earlier and a member of each department to elicit the impact of self-review and evaluation on staff development.

Semi-structured interviews were particularly appropriate for this part of the research as many teachers think of courses only when first asked about staff development but when probed they add significant additional information regarding a wide range of other developmental activities which would unlikely to be elicited through other research techniques.

4. What is the whole school impact of self-review and evaluation. How has this affected the discussions at Senior Management Team meetings, inset etc.?

To examine the impact of self-review and evaluation on the whole school agenda and culture a range of techniques was employed.

### *Documentary evidence*

An examination of the agendas and minutes of Middle and Senior Management meetings was undertaken to identify the nature of the agenda items and the frequency of discussions relating to self-review and evaluation.

### *Meeting observation*

I attended a small number of appropriate Middle or Senior Management meetings and recorded the nature and content of these meetings as it related to self-review and evaluation and the school culture. These meetings were negotiated with the Headteacher as those particularly relating to self-review and evaluation. They also allowed triangulation of the school culture to be undertaken.

The observations were undertaken using a mixture of structured and unstructured techniques. To assist with the culture analysis a simple interactions chart (taken from Bell et al 1984) was completed to confirm the involvement of all participants and who the major players were ( a copy of one of these analyses is attached as appendix 8). Secondly a loose content analysis was recorded using the following categories to identify the nature of the discussions:

- a) Discussions relating directly to the pupil learning experience;
- b) References or use of data emanating from self-review and evaluation techniques employed in the school;
- c) Evaluation of current classroom practice.

It was possible to be relatively unobtrusive as I was by this time well known to a significant number of the participants and I took no active part in the meeting. To increase the reliability of the data I undertook a number of trial observations of meetings in another school to develop the most suitable recording technique.

### *Semi-structured interviews*

Semi-structured interviews were conducted with the Headteacher and Head of Departments to assess their perception of the impact of self-review and evaluation on the whole school processes.

Draft interview schedules for the semi-structured interviews were drawn up and piloted in two other secondary schools in Essex. The original is attached as appendix 4 and the revised version as appendix 5.

This piloting took the form of interviews with the headteacher and a head of department. It became clear that changes in the Headteacher schedule were necessary to elicit the required information in a number of areas. Firstly the expression 'opposition' within question 2 in connection with the process of introduction caused concern to both the headteachers interviewed as they both claimed there had been no opposition. Later discussion elicited certain staff concerns regarding introduction and therefore the expression was changed to 'concerns amongst staff'. Other minor changes to the wording were suggested.

The second question had consultants and unions included as these had an involvement in the pilot schools. A section c was added to this question on how the concerns about introduction were dealt with. Without this additional valuable information on the schools management culture and changes processes would have been lost.

An additional section was added to question 3 to gain the headteachers perception of which of the processes was the most cost effective. Similar changes were made to schedules for Heads of Department and Members of the Department.

Finally during the interview with the Heads of Department the question relating to the school's management culture proved inappropriate as both Heads of Department could offer nothing of real value to such an open question. I therefore amended this to include a list of potential culture descriptions which was more easily understood appendix 7.

## **Triangulation**

Following the data collection a triangulation of the various data was undertaken to check the validity of the outcomes. In each section of the research at least two types of research was employed to allow for triangulation. This ensured that ideas about each schools' processes were not just based upon one type of evidence but are validated from at least one different sources.

'what is involved in triangulation is not the combination of different kinds of data *per se*, but rather an attempt to relate different sorts of data in such a way as to counteract various threats to the validity of our analysis'

Hammersley and Atkinson (1989)

The outcomes of the semi-structured interviews in each school were triangulated for internal consistency and to ensure an accurate picture of each school was established,

not just one person's perceptions. Once completed each case study was sent to the headteacher for comment.

Similarly the data obtained from all three schools' processes was compared to check for similarities across the cohort.

## **Chapter 7**

### **What use is currently being made of school-based self-review and evaluation and how is this changing?**

To establish the current use of school-based self-review and evaluation a frequency survey was undertaken with all secondary schools in Essex. The details of the piloting etc. are contained in chapter 6.

The survey focussed on key areas of self-review and evaluation identified through discussions with a range of education consultants who have experience in working in secondary schools and inspection through OFSTED and a literature search of a range of self-evaluation guides for schools Saunders et al (1996), MacBeath et al (1996), Piggott et al (1996) and Russell (1996).

The areas included exercise book review, lesson observation, subject reviews, use of consultants, value added analysis, review meetings, pupil and parent surveys and interviews. A full copy of the survey is attached as appendix 5.

103 surveys were issued and 62 were returned giving a respectable response rate of 60.2%. The ease of completion and the high level of interest expressed in the requests for copies of this research probably facilitated this. To allow additional analysis the surveys were colour coded for GM and LM schools and numbered to enable a second trawl to be undertaken. Similar response rates were secured from LM (62.5%,20/32) and GM (59.2%,42/71) schools.

The very mixed levels of response, some undertaking an enormous range of high frequency self-review and evaluation and some very little, suggest that the sample obtained is fairly representative of all Essex schools.

Two limitations of the results which need to be taken into consideration when analysing the results are:

1. Schools where little or no self-review and evaluation is taking place are much less likely to respond. No respondent admitted to undertaking no self-review and evaluation.

2. Respondents may have replied in an idealised way rather than with the reality of their situation. As one respondent commented 'As usual you scare me on what I'm not doing!'. A check for this was undertaken in the three case study schools and a high degree of accuracy from the survey was confirmed.

A full set of the responses divided into LM, GM and All schools is attached as appendix 10.

## **A Summary of the Results**

For the purposes of the summary the frequencies were reduced to four groupings:

1. Frequently =                      More than 3 times a week (1)  
   At least once a week (2)  
   At least once a fortnight (3)

2. At least termly =                      Half termly (4)  
   Termly (5)

3. Annually =                              Annually (6)

4. Never =                                  Never (7)

These were used to enable meaningful analysis to take place as numbers were small in certain of the individual frequencies particularly the high frequencies.

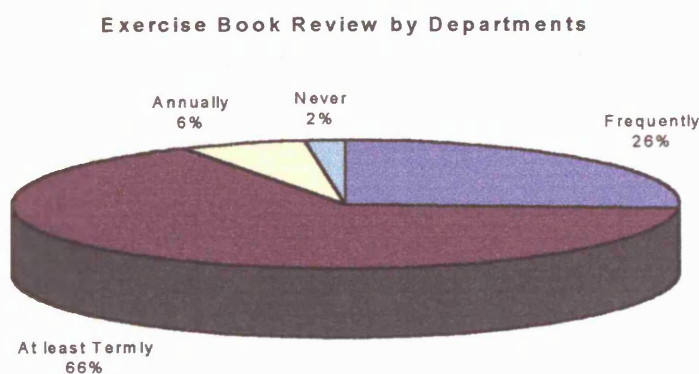
In the following, overall percentages of lesson observations pre arranged and unannounced have been combined to give a composite figure which do not double

count schools which do both. The original choice of frequency categories appears to be satisfactory for purpose in most cases although 4 respondents added twice yearly in a number of categories and 3 added “as part of projects” or “as the need arises” in the lesson observation categories.

Not every respondent completed every section of the survey sheet. In some cases this appears to relate to similar questions e.g. subject review with a minimum of 10 lesson observations and subject review with a minimum of 5 lesson observations; which provided valuable data but a number of schools that responded to the first did not respond to the second or vice-versa. The latter question had the lowest response rate of 42/62 (68%). The maximum response rate was the Head of Subject and SMT meetings re pupil performance 60/62 (97%). A complete set of response rates is included in the chart in appendix 10.

The data produced a fascinating insight into the self-review and evaluation of schools in Essex. I would like to highlight the following key findings:

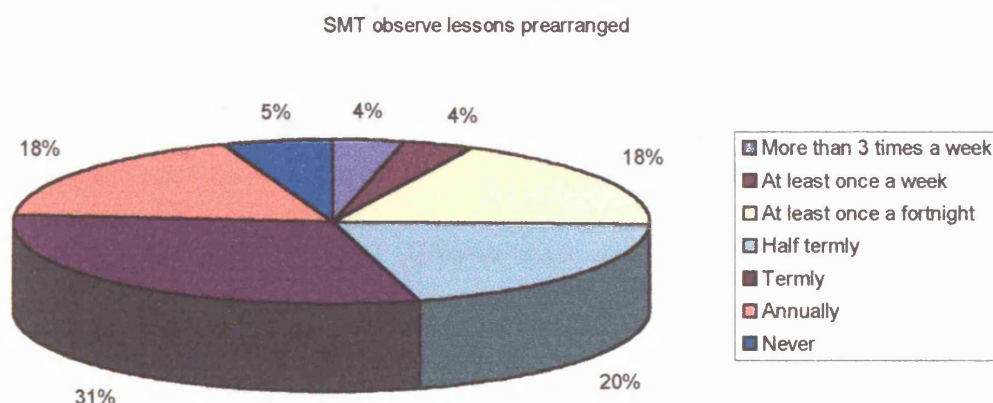
1. In 89% (55 out of 62) of all the schools who responded at least 4 forms of self-review and evaluation are being undertaken at least annually.
2. The most frequent forms of self-review and evaluation are exercise book checking by departments with 92% of the schools conducting this process at least termly and 98% on an annual basis (Figure 7.1).



**Figure 7.1**

3. The least frequent form of self-review and evaluation are subject reviews where only 23% of all the schools undertake either a subject review involving 5 or 10 lessons on at least a termly basis and only 50% on an annual basis.

4. Lesson observation plays a surprisingly significant part in most schools self-review and evaluation process with 63% of SMTs (Figure 7.2) and 49% of middle managers undertaking lesson observation on at least a termly basis and 76.5% of SMTs and 65.5% of middle managers doing so on an annual basis. This was also the highest frequency activity with 27% of all schools undertaking SMT lesson observations at least once a fortnight.



**Figure 7.2**

There is a significant investment in peer observation with 51% using this process on at least a termly basis rising to 86% on an annual basis.

This level of lesson observation did not reflect the findings of the pilot study nor the evidence of the literature review in chapter 2, where limited amounts of lesson observation were considered the norm.

I would offer two possible explanations for these different findings:

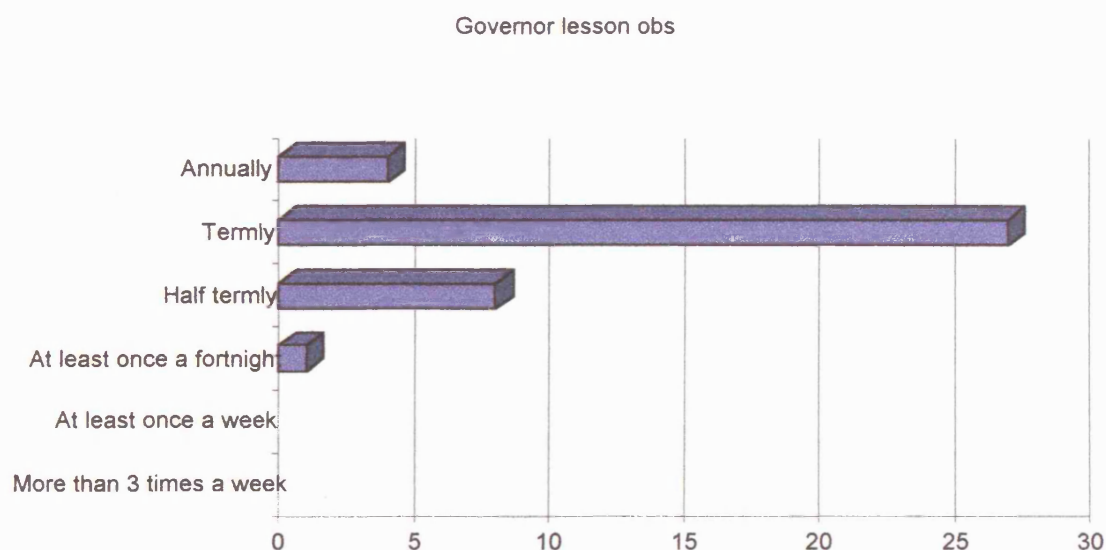
a) Recent pressure on schools to increase their self-review and evaluation through OFSTED (see pages 11-12 for details) have resulted in a significant growth in lesson observation in the past year i.e. since the literature was published.

b) The pilot study was not a representative sample of all schools.

5. A significant number of schools are still using consultants as part of their self-review and evaluation process on an annual basis, 65% in the survey. It is worth noting this is one of the smallest percentages in the survey. This does not significantly vary between GM and LM schools.

6. Value Added data is used with departments on an annual basis in 95% of the schools. The figure is much lower for at least termly (only 27.5%) suggesting that the data may only be used as an outcome measure following GCSE results rather than as a predictor of potential or with internal assessment data.

7. 58% of schools involved governors in lesson observation of any form (Figure 7.3). This was not an area schools were looking to increase in the near future.



**Figure 7.3**

8. A very high percentage used meetings between senior and middle managers as a part of their self-review and evaluation process with 17% meeting at least fortnightly, 36% at least half termly and 97% at least annually.

9. A surprising high percentage of schools (60%) used SMT interviews with pupils as part of their self-review and evaluation process. This may well relate to the growing

popularity of pupil mentoring which was identified in the 'other activities' section by a number of schools ( more details of this are contained on page 90-1).

The use of pupil mentoring has increased significantly in a large number of secondary schools as a result of the pressure to increase the 5 A-C GCSE rate through the introduction of league tables. Schools have recognised the benefits of specific attention focussed on individuals at the right time to tip D grades into C. The concept has been proselytised by a significant number of advisors and headteachers.

To clarify the nature of the activity I contacted a small sample of the schools who had ticked this box or added pupil mentoring to the additional activities. In all the cases the purpose was raising pupil aspirations and offering guidance on learning, revision etc. and contained no element of analysing the schools practices. I would therefore not define this as school based self-review and evaluation.

The numbers of schools who identified Form Tutor interviews as part of the self-review and evaluation was disproportionately small, 58% see this as the role of the tutors, in the other 42% of schools the role would appear to be purely pastoral with little influence on the academic aspects of their tutees school life.

Only 16% of the schools made use of consultants to interview pupils.

The list of review activities included in the survey proved to be comprehensive following a review of the 'other review' activities section. Only two activities were mentioned by more than one school, staff records review and the tutor's review of homework set, the former being a very interesting historical form of self-review and evaluation which I believe is unique to these schools. The review of homework by the form tutor would have been a useful addition to the survey which was regrettably not included. Only 2 schools included these activities.

A total of 15 activities were specified as other activities, the two included above and:

- \* Project review

- \* Extra curricular analysis
- \* Governors Curriculum Committee review
- \* Display
- \* Resource audit
- \* Analysis of attendance statistics
- \* Analysis of behaviour statistics
- \* Whole staff meetings re pupil performance
- \* Staff survey
- \* Grade monitoring by students
- \* Review of staff roles and responsibilities
- \* Review of finance and premises

Included in this list are a number of very interesting items for school self-review and evaluation which would be worthy of further investigation. This is not possible in this study except where they relate to one of the three case study schools.

The pattern of self-review and evaluation appears to be similar between GM and LM schools as appendix 10 shows. The exceptions to this are:

a) GM schools have a significantly higher percentage of SMT lesson observation which are prearranged (GM 82% termly or more frequently; LM 65%). Alternately LM schools have a higher percentage which are unannounced (LM 59% termly or more frequently GM 46%). This may suggest a different management culture in the two types of schools. It would appear the GM schools place greater emphasis on regular evaluation of the classroom experience in a structured form which is supported by other data on governor involvement and subject reviews. The LEA schools would appear to use classroom observation more in a monitoring role than as part of a structured evaluation. There is no available research data on the different management cultures of GM and LM schools at present to compare this data with.

b) A similar pattern can be seen in the Middle Managers lesson observations. The prearranged percentages are very similar but in the unannounced observations LM schools have 29% in the high frequency section and GM schools only 6%.

c) All of the LM schools used Value Added data at least annually, whereas in GM schools 8% made no use of Value Added for departments and 15% for year groups. This may well be explained by the LEA Value Added project being provided free of charge to all LM schools.

d) Significantly more GM schools involve governors in lesson observation on a regular basis than in LM schools. 68% of the GM schools involved governors in lesson observation on at least a termly basis against only 47% in LM schools. 42% of LM schools never involved governors in lesson observation. This may reflect the greater feeling of responsibility governors in GM schools feel for the day to day running of the school? It is not possible to extrapolate a definite reason from the data supplied by this survey.

e) The LEAs influence can be clearly seen in the use of Keele University pupil surveys where 70% of the LEA schools had used Keele whereas only 5% of GM schools had done so. This may reflect a reduction in price negotiated by the LEA as well as their school improvement focus on this aspect bearing fruit.

Some 40% of the GM schools had clearly recognised the value of pupil surveys and had designed their own in-house survey. A number of these were sent with the completed surveys and proved most interesting. The main weakness was the lack of national comparative data.

A similar pattern occurred in the parent surveys, although only 30% of the LEA schools had made use of the Keele survey and only one GM school had done so. 45% of the GM schools had designed and used their own in-house survey.

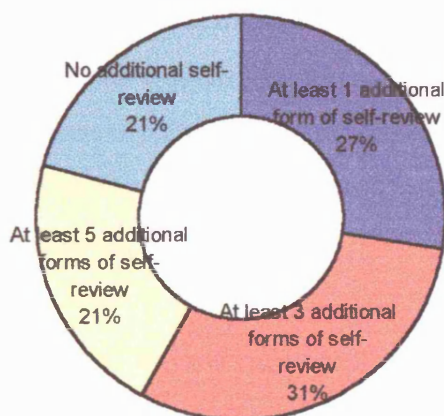
Overall the survey shows that schools are investing significant amounts of time and effort into the process of self-review and evaluation and they intend to extend this investment even further in the near future.

## **Planned Future Developments in School Based Self-Review and Evaluation**

One of the most interesting findings from the survey was the very significant numbers of schools who intend to extend their use of a wide range of self-review and evaluation processes in the future. Figure 7.4 shows 79% of all the schools intend to extend their use of self-review and evaluation in the future. 21% are intending to increase in at least five significant areas of self-review and evaluation.

Of the 13 (21%) schools who did not intend to increase their use of self-review and evaluation, 9 (15%) were already making extensive frequent use of self-review and evaluation processes at this time, thus leaving only 4 (6%) schools who were making limited use of self-review and evaluation who do not intend to extend this use.

**Planned Future Development**



**Figure 7.4**

Combining this with the earlier data on the current use of self-review and evaluation in schools suggests that it is a very significant area of investment for schools.

The most initiatives are in the following areas:

1. In the area of lesson observation where 44% of the schools intend to introduce or increase Middle Management involvement, 37% intend to introduce or increase peer observation and SMT lesson observation.
2. 42% of schools intend to introduce or increase exercise book reviews.
3. 35% of schools intend to introduce a subject review on at least a termly basis. This will mean a total of 58% of the schools in the sample will have in place a systematic review of subjects involving lesson observations.
4. A surprisingly small number of schools intend to introduce pupil (19%) or parent (18%) surveys considering their relative low costs and the importance of pupil numbers for school budgets.
5. Very few schools predicted a growth in governor lesson observation with only 1 (2%) school suggesting at least termly involvement of governors and 6 (10%) on an annual basis. This would still mean only 77% of the schools involving governors in this way

It is worth noting that 19/20 (95%) of the LM schools envisaged developments in school-based self-review and evaluation where as only 30/42 (71%) of GM schools anticipated any developments. This raises the question of the extent of LEA influence on self-review and evaluation and the impact of their School Development Advisors which would appear to be significant.

A complete set of the data is included as appendix 10.

Again when considering this data the possibility is that the respondents were highlighting a "wish list" rather than giving a truly objective future picture. Even allowing for a degree of this the results represent a significant development in these schools.

The future trends reflect the nature of the materials currently being offered to schools in terms of self-review and evaluation. They are generally in the form of 'toolkits' with proforma for lesson observation, pupil, parent and staff questionnaires and value added software and methods of analysis (Saunders et al 1996, MacBeath et al 1996, Piggott et al 1996 and Russell 1996).

The content of these could reflect a genuine interest in schools to examine classroom practice and seek the views of the constituents or be driven by the OFSTED inspection process. The latter regrettably, seems more likely when considering the historical perspective outlined in chapter 6 and in particular the failed French experience of encouraging school-based self-review and evaluation without inspection OECD (1995).

The survey results were used to identify the three case study schools. A number were selected in each of the three categories, that of:

- 1) one currently using a wide range of the identified self-evaluation procedures.
- 2) a school which currently makes limited use of self-evaluation but intends to introduce a range of processes in the near future.
- 3) a school which makes very little use of any of the processes and has no immediate plans to introduce them at present.

Each of these schools was visited to ensure they met the criteria before the final three were selected.

To ensure comparability of the three schools, the following factors were taken into consideration when the selection was made:

Size of school - all three are medium size between 700-950;

Nature of intake - all three are comprehensive schools which have a top-slice creamed off by grammar schools and neighbouring high achieving comprehensives;

Socio-Economic factors - all three have between 8-11% of pupils receiving free schools meals. This is used here as a proxy indicator of community conditions;

Gender - all three schools are mixed;

Location - all three schools are in small to medium size towns and serve surrounding village communities;

GCSE performance - the schools are within the average attainment band for Essex schools between 40-50% 5 A-Cs averaged over the past three years;

Using all these criteria helped to control for extraneous factors when comparisons are being made between schools in the analysis of the findings.

'The complex relationship between family socio-economic status, school characteristics, and student achievement are inevitable. Therefore, for location of alterable school effects variables, it often may be preferable to examine schools within economic strata or community conditions and to make comparative statements within strata.

Reynolds et al (1994)

One significant difference between the three schools is that one is 11-16 whilst the other two are 11-18. This needs to be borne in mind when considering the outcomes. The 11-16 school feeds a local tertiary colleges for post 16 education.

## **Chapter 8**

### **Case Study School 1**

#### **High School**

The format chosen for the description of each of the case study schools and outline data is based upon the National Commission for Education's study 'Success Against the Odds' (1996). Each school is given a pseudonym based upon their use of self-review and evaluation for ease of reading.

High School is an 11-16 school on the fringe of a small town. The school serves a mixed rural and urban community in central Essex.

#### **Basic Data**

Headteacher appointed	1993
Number on roll	704
Number of Teachers (full-time equivalent)	46.3
Percentage of pupils entitled to free school meals	10.36%
Number of pupils with a statement of SEN	36
Ethnic background of pupils (%)	
White	98
Afro-Caribbean	1
Asian	1
Other	0

The school was built in the early 1970s for a growing local community with over 50% of its pupils being bussed in from outlying villages. It has experienced a high turnover of headteachers with the present incumbent being the fourth in only 25 years. Set up as an 11-18 school, with falling rolls and growing costs of 16+ education, the LEA established a tertiary college in the town in 1991 leaving a considerable number of surplus places in the school. This resulted in a reorganisation of the staff and was a contributory factor in the falling rolls, alongside demographic trends and open

enrolment. In the past three years numbers at the school have started to rise through its increased popularity and a demographic upturn following new building in the area.

Pupils are taught in mixed ability groups throughout years 7-9 with the exception of French and Mathematics which set from Year 7 and Science which bands from Year 9. During year 10-11 pupils move into sets for Geography and Business Studies for their GCSE options. The policy on pupil groupings is decided by the Teams.

## **School Management Culture**

The definitions of the school management culture is based on a combination of Fullan and Hargreaves (1992) and Handy and Aitken (1986). Bush's models (1995) were also considered but felt to be less appropriate in this context as they are predominantly related to management style rather than management culture. Hargreaves typology, outlined in chapter 4 was not employed as the definitions were considered too imprecise to be used with practitioners in empirical research and it would have required a measurement of pupil culture which was beyond the resources of this research.

Fullan's definitions of various styles of collaborative cultures:

1. Balkanization;
2. Comfortable collaboration;
3. Contrived collegiality;
4. Collaborative culture.

as explained in chapter 3 were used as the basis for analysis. The weakness with this approach alone is the assumption that Fullan makes that all schools are at least working towards collaborative cultures which is empirically not proven in this study. It was therefore necessary to utilise Handy's:

### *Club Culture*

A club culture is best illustrated by a spider's web. The headteacher is located at the centre of the web, surrounded by concentric circles of colleagues. The school is there as an extension of the head. Club cultures are rich in personality and stories of the past. The danger lies in the dominance of the head. They can work well in a small school and with a very good head.

### *Role Culture*

Role culture is best represented by structural diagrams found in large schools. Roles and responsibilities are identified on the basis of official position. Communications are formalised to go from role to role, not person to person. They are suitable for periods of stability but much less successful during periods of rapid change. Staff are trained to fit into a tight structural pattern and fulfil a specific role.

### *Task culture*

Task cultures thrive on problem solving. In this teams are formed to complete a task or solve a problem. It is generally warm and friendly, as it is co-operative, rather than hierarchical. It is the nearest equivalent to Fullan's collegial culture. Working parties are a feature of task culture schools rather than regular committee structures.

### *Person Culture*

Person cultures put the individual teacher first. The school is the resource for the individual's talents. Managers are low status as those with talents are the key players. Expert or personal power is decisive because the school's success is dependent on their ability.

A more detailed discussion of school management culture is contained in chapter 4.

Each school's management culture was then analysed using a continuum based on the three areas which were empirically researched:

- \* The nature of the decision making processes;

- \* The nature of the communications within the school;
- \* The extent of existing collaborative working.

Thus enabling all the three schools' cultures to be approximately defined. The definitions are based upon the premise that no large school is likely to be exclusively one of the above cultures but will display aspects of a number of the definitions. It is also likely to be perceived differently by individuals depending upon a number of factors including their status, recent success or not, experience and own abilities. I have therefore analysed the cultures through the eyes of the staff at the different levels of management in the schools.

There is a consistent perception of High School's management culture by staff at all levels of management which recognises a level of collegiality, whether that is comfortable, contrived or genuine collegiality depends upon your status and involvement in the wider senior management team.

The more junior members of staff perceive a more comfortable level of collegiality. They see the main form of communication being through the weekly staff bulletin, which is not minuted, and missing this can mean not being aware of key information or decisions. There is some concern that important information is not written down whereas more trivial practical matters are sometimes committed to paper. Other key information is shared through the management structure but receipt of this is dependent on your line manager sharing it with you.

'Information is not always freely available. Subject Co-ordinators can act as a gatekeeper to information if they do not disseminate it'

Member of staff, High School

Staff welcome the easy access they have to meet with the headteacher.

They are consulted on a small number of key whole school issues although there is a view that the outcomes of these consultations is predetermined. Junior staff have little

opportunity to be involved in cross curricular work as the only working groups are dominated by middle and senior managers. The school's structures encourage discussion of learning within the teams which are cross-curricular but the major discussions emanate from the two yearly subject reviews (details follow below).

The middle managers perceived the school's management culture as collegial. They see teachers routinely working together through formal and informal structures. This working together includes discussions of all practices, including classroom teaching skills which will be examined critically by all within a supportive framework, where the norm is for teacher learning. It is not comfortable, but challenging. Much of this occurred as a result of the self-review and evaluation techniques in place and through their involvement in the wider senior management team.

They felt actively involved in most decision making, although there were occasions when issues by-passed them and were taken straight to subject co-ordinators through the meetings process. They felt unable to consult staff on all issues through a lack of prior warning before discussions at wider senior management meetings. This had been raised through an evaluation of the workings of the team by a consultant and was a target in this year's development plan. Whilst most communications were through the structure they also recognised the heavy reliance on the staff briefing.

The deputy headteacher believes the management culture is characterised by a set of formal, specific, bureaucratic procedures to increase the attention being given to joint teacher planning, consultation and other forms of working together. A great deal of time is spent in formal meetings or senior staff organised sessions regarding pupil learning. Teachers are required to work together rather than do so for their own good. There is little opportunity for staff to work in cross curricular groups.

He sees the head as a strong leader who gives a clear direction to where the school is going. Most of the school's day-to-day practices are decided upon by the senior management team and those in close favour with them and given to the staff. There is little opportunity for staff to contribute their ideas for the school's direction. Decisions

are made by those with promoted positions and all communications of these decisions are transmitted via this structure and through staff briefing. There is a hierarchical structure and control in the school.

My research through the interviews, documentary evidence and attendance at a middle management meeting suggests the school's management culture is moving towards collegiality, although in practice, at present is more a mixture of contrived collegiality and role culture.

This can be seen through the nature of the self-review and evaluation techniques which have been introduced in the past two years which have formalised evaluation processes. The school development plan also has centrally driven learning focuses which require discussions about classroom practices to be a part of the school's meeting pattern. The two yearly review of each subject (see subject review below) is a clear focus for these discussions.

Communications are heavily biased to the spoken word which results in staff having difficulty, on occasions, knowing school policy on key issues. The communication through the structure is a real "curate's egg" with different teams having different levels of awareness and knowledge of the whole school decisions.

A central core, the wider senior management team, consisting of the headteacher, three deputies, a senior teacher and five team leaders, have a very high level of involvement in decision making. The rest of the staff have little opportunity to contribute their ideas to whole school policy. In the past six months there has been a number of opportunities for staff to do so with regard to the school aims and a curriculum review which may suggest a move to wider consultation in the future. This, on the whole, has been welcomed by the majority of staff.

'I have found the review of the school aims interesting and rewarding. The process seemed to reflect how change was introduced in the school'

Member of staff, High school

## **Staff profile**

Up until the beginning of this academic year the school has had a long serving experienced staff, many of whom have been in the school for between 9-15 years. The recent growth has resulted in an influx of less experienced staff, both as newly qualified teachers and as staff new to middle management.

## **Management Structure**

The school has an unusual management structure which has attempted to break down the traditional pastoral curriculum divide. Form tutors are the focus of the pastoral role dealing with parents and monitoring the academic progress of their tutees. Tutors are managed by a Team Leader who is responsible for a year group of pupils and the learning in a number of curriculum areas e.g. one team leader manages Mathematics, P.E. and year 10 tutors. The Team Leaders are responsible for the staff development of all members of their teams and are members of a Wider Senior Management Team, which is responsible for the decision making in the school. They are supported by Subject Co-ordinators who develop, with the support of other subject specialists, the teaching inputs within their subject and are responsible for the schemes of work.

Each Team Leader is linked to a Deputy Head or Senior Teacher who supports their professional development and each pair are responsible for monitoring and evaluating the learning in their curriculum and year group areas.

The structure, which was introduced two years ago, has undergone a number of reviews with favourable outcomes from OFSTED, HMI and a local headteacher.

## **OFSTED Report and Self-review and Evaluation**

The school was inspected by OFSTED in February 1996 and received a very positive report.

'High School is a good school, giving good value for money'

OFSTED 1996

The self-review and evaluation was seen by OFSTED as a strength of the school as was the management.

'The headteacher and senior management team provide good leadership'

'the school development plan is a good management tool and clearly identifies priorities, resource implications and outcomes. It is understood well in the school, is linked to departmental development plans and gives a good focus for the school's work. Regular subject reviews are included alongside the outcomes of evaluations and appraisal. The school is heavily involved in monitoring the pupils' achievement and progress through a value-added project, the outcomes of which inform development planning. Overall quality of strategic planning is good'

ibid

The report led to the school being selected for an HMI study of good practice in subject leadership and management.

## **Self-review and Evaluation Processes**

The school uses a very wide range of self-review and evaluation processes on a frequent basis:

### *Exercise Book Reviews*

Team Leaders are responsible for regularly reviewing the pupil's work of every teacher in their team and all of their year group. No set frequency is prescribed and as a result Team Leaders admit that this function is rarely completed and certainly not in a systematic way. The one occasion when a review is undertaken is as part of the school bi-annual full subject review which is described in detail on page 107-108.

### *Pupil, staff and parent questionnaires*

The Keele University pupil and parent questionnaires were undertaken during the 95-96 academic year and it is the school's intention to repeat this process on a two year cycle. Results were generally above national average in both surveys as the summary in appendix 11 shows. The results of the parent survey have been built into the school development plan for 96-97. Action resulting from the pupil survey is not specified in the plan.

Most recently the school has undertaken the Keele University Pupils Learning Experience Survey as part of a project on Raising Boys' Achievement. The results from this have fed into the current school development plan and are clearly contributing to the discussions on teaching and learning.

Staff questionnaires have been used as part of the evaluation of inset, the staffing structure and in preparation for Investor in People accreditation.

### *Value-Added analysis*

The school plays a very active role in the Essex LEA value-added project. This provides the school with comparative data regarding whole school performance using both total GCSE point scores and average points scores. It analyses the gender difference between schools, allowing for month of birth, free school meals and prior attainment (more details of the project are provided in chapter 2). It also provides data for subject comparisons on a value-added basis across the county, controlled for the same factors.

This data is shared with staff and used as part of the subject review process undertaken by senior managers. The formula is used to produce predicted scores for individual pupils, and, from this, predicted subject performance.

High School supports this data with annual value-added data produced from a correlation between internal assessment data and the prior attainment measure of standardised NFER scores at 11 as used in the county project. These allow the school

to identify underachievement on an annual basis and represent this in graphic form to assist staff understanding. A copy of one such exercise is illustrated in Figure 8.1. Pupils are then targeted through a range of processes involving the tutors, and parents have the information shared with them at a meeting.

#### *Senior and Middle Manager meetings*

The school's structure, as set out earlier, gives the team leaders specific responsibility for the learning in a number of subject areas and a year group of pupils. They are supported by a member of the senior management team with whom they meet on a fortnightly basis to discuss their teams performance. These meetings include the review of value-added data and other indicators of pupil performance as well as data supplied through lesson observations.

These individual meetings are supported by the requirement that team and senior management meetings should

'include on a regular basis, the evaluation of teaching, assessment and pupil groupings in the school.'

#### High School's School Self Evaluation Procedures

The review of the agendas and minutes of the two departments and the senior management team showed only limited evidence of this taking place. The majority of the agenda items focussed on the day-to-day organisational matters. Although there was more evidence of these discussions on the senior management team agendas through the subject review process than the other two case study schools.

#### *Classroom observation*

Peer observation is encouraged as part of the staff development process although there was little evidence of observations taking place in any significant numbers with the exception of newly qualified teachers and those experiencing difficulties in classroom management.

Year 8 NFER against Average report grade (1996)

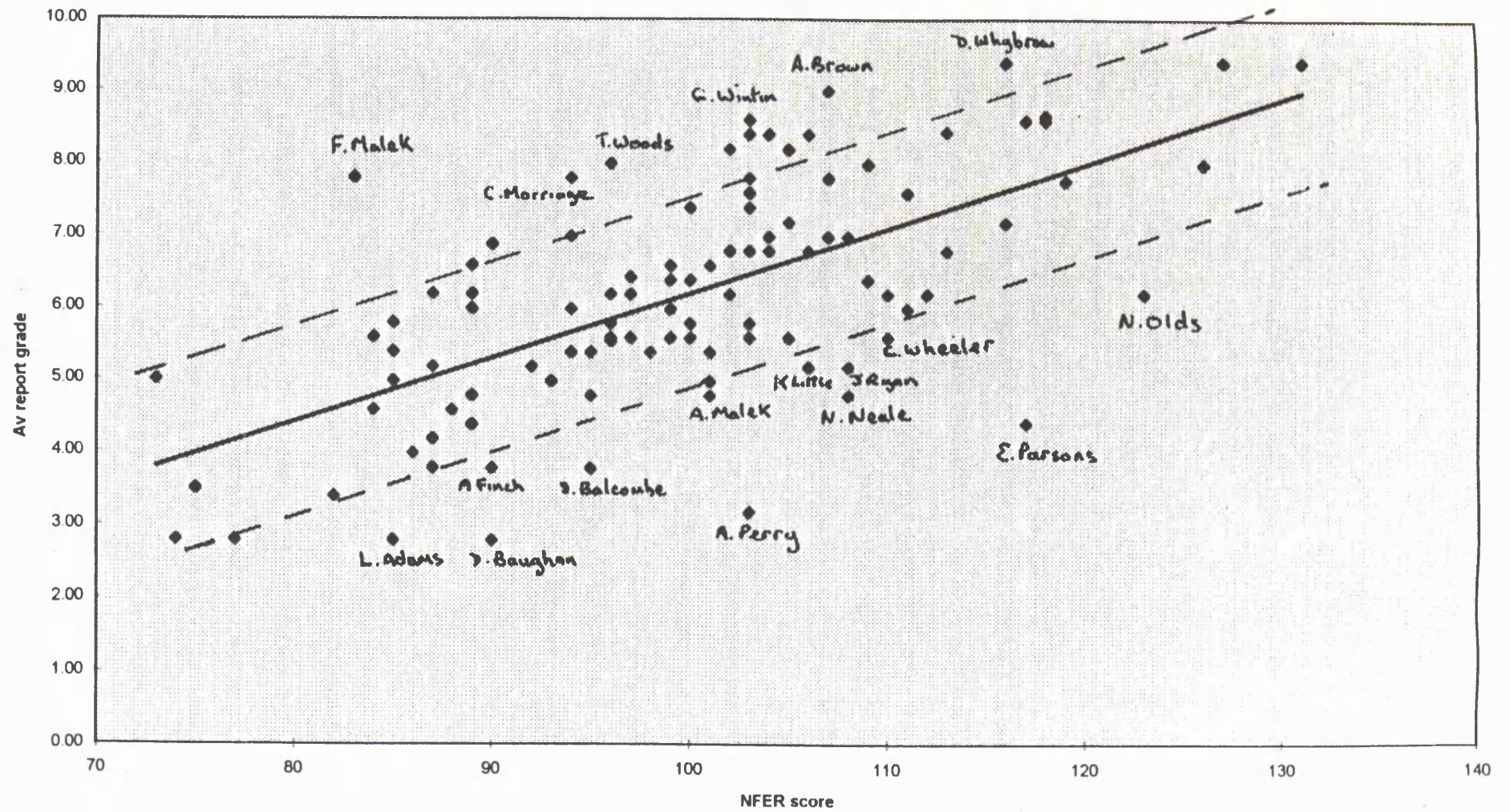


Figure 8.1

Senior and middle managers are involved in a more systematic approach where they observe all members of their teams on an annual basis. This observation is also inclined to be focussed on new staff and those experiencing difficulties.

A more extensive range of classroom observation takes place as part of the subject review process described below.

### *Subject reviews*

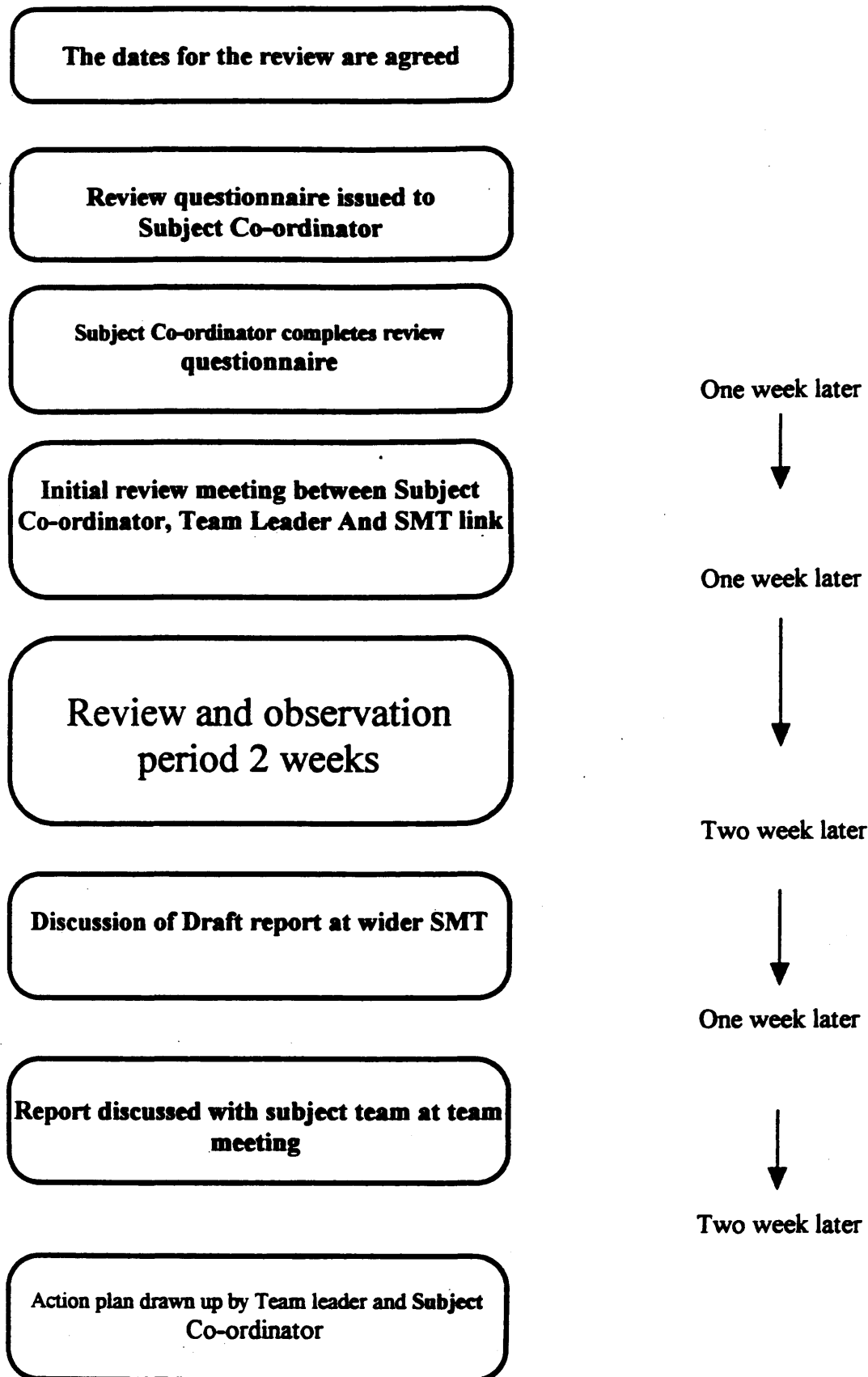
The school operates a systematic subject review process. Each curriculum area is subject to this process on a two yearly basis. The process, which is deliberately and overtly based on the OFSTED inspection model, includes a minimum of 15 lesson observations undertaken by a review team which consists of the headteacher, two senior members of staff (one of whom is linked to the department and leads the team), the team leader, the subject co-ordinator and a member of staff from another subject area. The additional member of staff is involved for their professional development.

Each review examines the schemes of work, pupil's written work, examination performance, assessment, recording and reporting, resources, health and safety and extra-curricular provision. It starts with the subject co-ordinator completing a review questionnaire which is followed by an initial review meeting. At this meeting key focuses are agreed, although all practice in the department is scrutinised during the review process.

The lesson observations are then undertaken by the review team and feedback is given to the individual teacher following each observation. The outcomes of these data collection processes are then analysed by the team leader, subject co-ordinator and the senior link, for key issues for development. At the end of the process a report is written setting out areas for future action which feed into the school development plan. The report is then discussed at the senior management team meeting. These reports are shared with the staff in the department and the governors. They are then monitored by the senior link and discussed at team and senior management meetings. Figure 8.2 outlines the process and timelines.

**Figure 8.2**

**THE SUBJECT REVIEW PROCESS IN DETAIL**



The process is aimed at focusing the team's development activities on learning and creating opportunities for detailed self-evaluation. The reports I read were very detailed and rigorous and the focus was clearly on classroom learning. The action plan both fed into the subject's development plan and was clearly regularly reviewed and acted upon.

#### *Use of consultants*

High School is a subscriber to the Essex Advisory and Inspection Service (EAIS). This entitles the school to eight days consultancy support. In the past two years only 4 out of 16 days have been used in activities that can be described as self-review and evaluation, two relating to one subject area and two on the operation of the wider senior management team. The other days have been used for training activities identified through the schools own self-review and evaluation processes.

These processes are specified in the schools Self-review and evaluation policy, a copy of which is attached as Appendix 12.

### **The way the self-review and evaluation processes were introduced**

When the current headteacher arrived at High School he believed the school's management culture gave almost total autonomy to departments and year groups. Common practice was not expected on issues such as schemes of work, behaviour management and assessment practice. There were parts of the school that had grasped TVEI with open arms and pockets of experimentation within teaching and learning were happening in isolation. Much of this work was successful but was not being shared with other colleagues. In some departments there was no scheme of work and even the sharing of teaching materials between colleagues was not the norm. A pre OFSTED inspection by the LEA, although reasonably positive, had caused a great deal of anxiety amongst the staff and lesson observation was viewed as threatening.

To change this situation a number of projects were instigated to evaluate areas of the school through a range of data gathering exercises. This included classroom

observation by a team of middle and senior managers. From these projects the senior management team developed the concept of regular lesson observations and built the responsibility for undertaking these into the job descriptions of all middle managers during the restructuring. This allowed the school to change the emphasis of the middle managers role and by bringing them into the wider senior management team it gave them the confidence to more effectively evaluate the work of their teams. This, in part, moved the culture forward by creating opportunities for discussion of classroom practice.

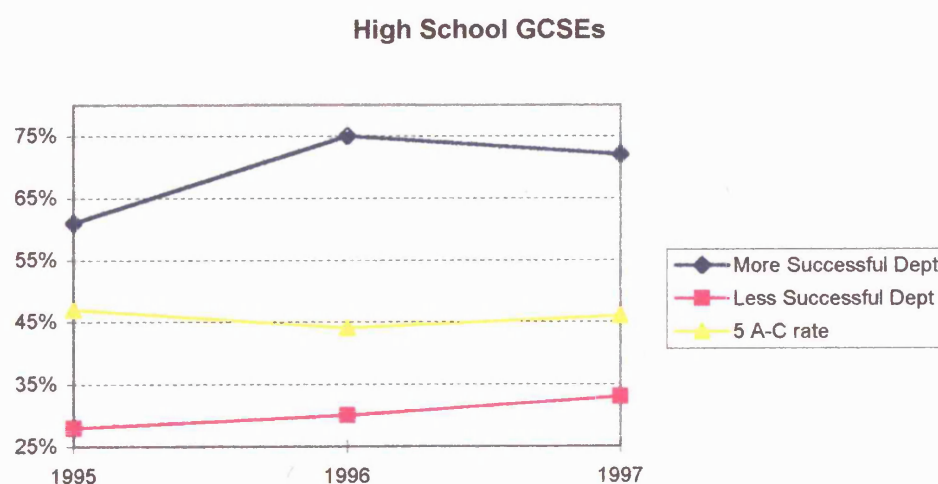
There was no consultation outside of the wider senior management team when any of the processes were introduced.

### **The impact of the self-review and evaluation processes on:**

#### *a) Pupil attainment*

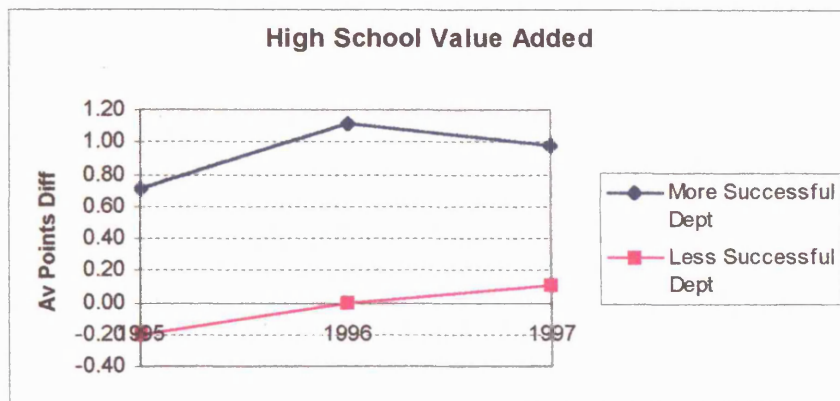
To measure this a number of indicators were employed:

1. An analysis of the raw score GCSEs in the two subjects was undertaken over a three year period. Figure 8.3 shows the progress of the two departments. A control line was added to show the school 5 A-C figure for the same years.



**Figure 8.3**

2. To allow for variations in the prior attainment, gender, socio economic and birth month of the year groups the value-added data for the two departments is also plotted in Figure 8.4. These figures compare performance of the same pupils in the other GCSEs they sat with that of their performance in the particular subject as an average points score difference. Therefore a positive score shows the subject was more successful than the average for all GCSE results, with the cohort of pupils, after allowing for the control factors highlighted above.



**Figure 8.4**

There would appear to be an upward trend in the raw score and value-added performance in the less successful department. On its own this can not show a causal link between self-review and evaluation and examination performance. The trend in the more successful department is less clear with a drop in 1997.

#### b) *Pupil motivation*

To identify any change in pupil motivation numbers choosing the subject when given a choice was used as a proxy indicator. These choices at High school were made at 14 when selecting their GCSE options. It was not appropriate to analyse A level choices as pupils move on to the local tertiary college or other sixth forms, therefore making the data potentially invalid.

The subject which is perceived as less successful is part of the core at key stage 3 and therefore all pupils have to take it. Figure 8.5 shows the percentage of the year group opting for the subject which is perceived as successful in the three years examined. This shows a consistent upward trend.

Year	1995	1996	1997
GCSE	13%	15%	16%

**High School: More Successful Department Option Numbers**  
**Figure 8.5**

This numeric data on pupil motivation was supported by a pupil perception questionnaire which was undertaken with a group of pupils in each department.

In the less successful department the areas focussed on in my questionnaire included:

Teaching methodology and how the pupils believed various methods helped them to learn:

- \* Teacher talking to the class;
- \* Teacher talking to groups or individuals;
- \* Working with the language assistant;
- \* Visits or trips abroad;
- \* Working from a textbook;
- \* Working in groups;
- \* Doing worksheets and
- \* After school lessons.

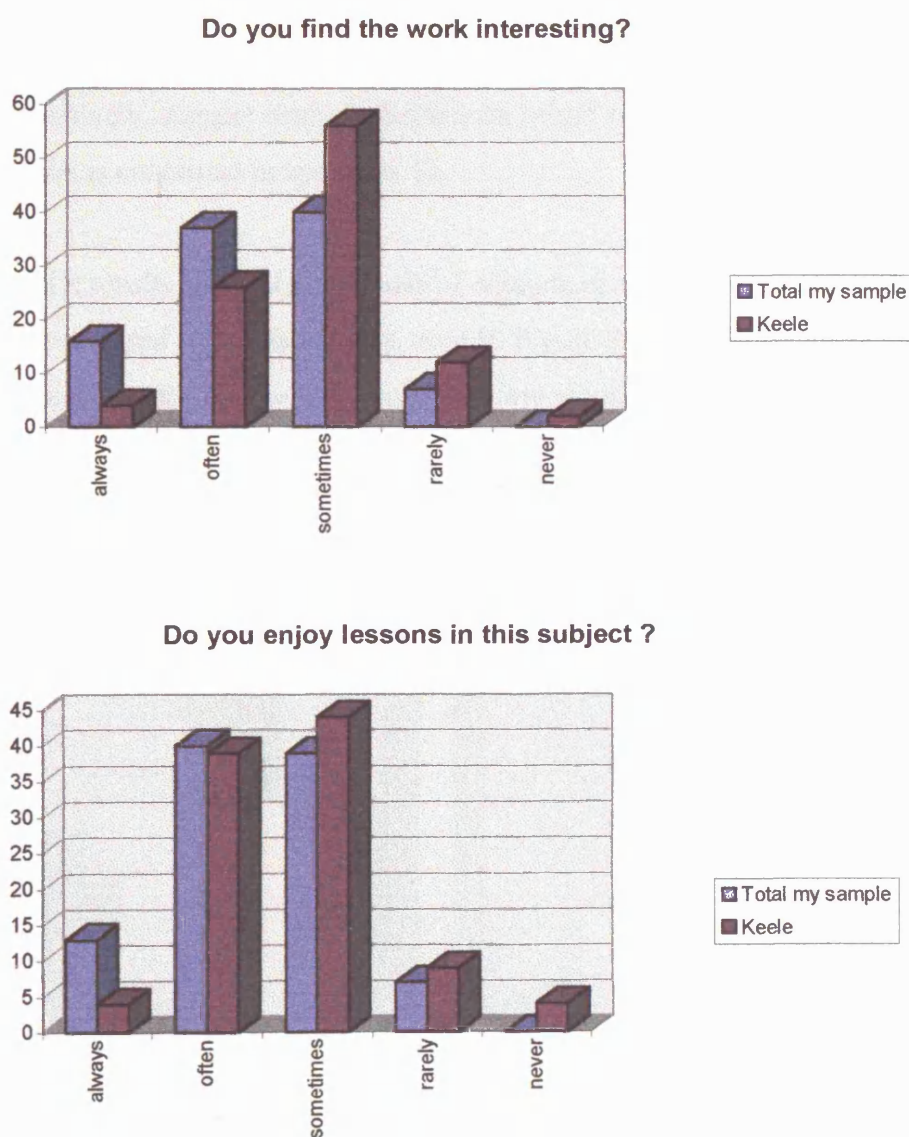
In the department perceived as successful the areas focussed on in my questionnaire included:

Teaching methodology and how the pupils believed various methods helped them to learn:

- \* Teacher talking to the class;
- \* Teacher talking to groups or individuals;
- \* Discussion;
- \* Debating issues;
- \* Working in groups;
- \* Watch and evaluating the work of other pupils and
- \* Working with a partner.

The questionnaire was initially completed in January and then repeated in July with the same group of pupils. The results from the survey were then compared with a wider database compiled by Keele Universities Centre for Successful Schools.

The sample across the three schools proved to be a very positive group of pupils in terms of their attitude to school in general. This is not surprising as the departments involved had only to select one group of pupils for the survey and therefore were always likely to select a positive cohort. Figure 8.6 shows the total sample % for all three schools in the first two questions compared with the wider Keele results.

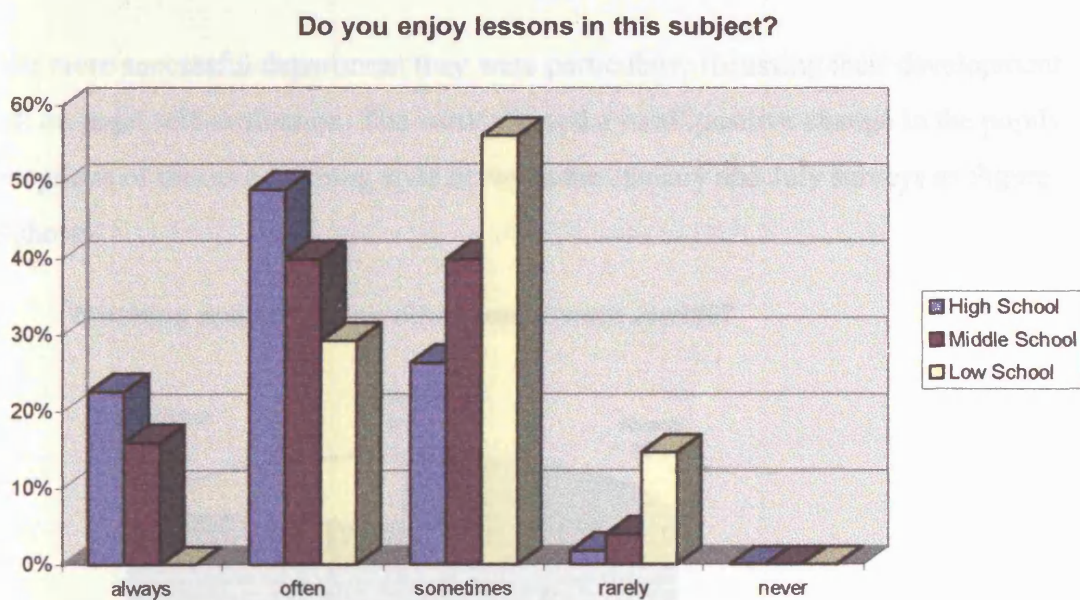


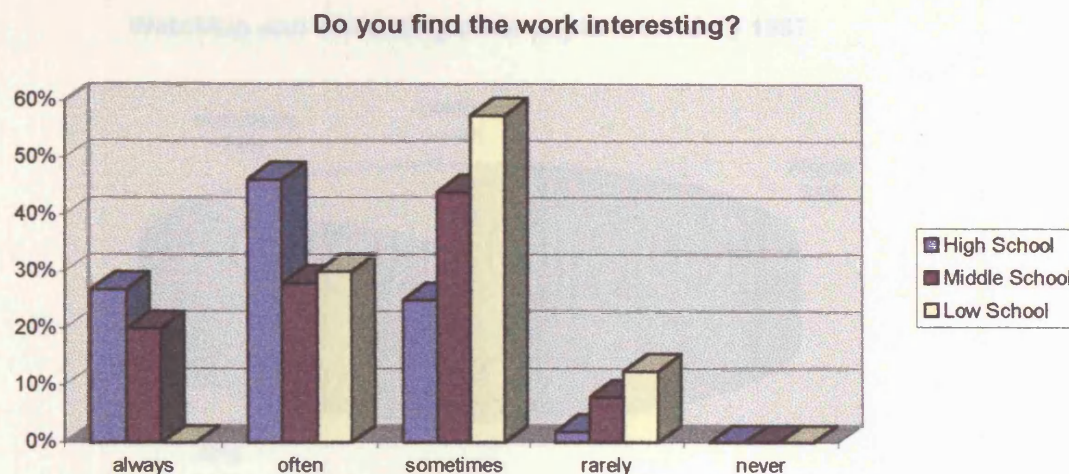
**Figure 8.6**  
**Pupil Attitudes to learning: Sample compared with Keele database.**

The survey also highlighted the differences in preferred learning styles of individual pupils in each teaching group with pupils in the same group believing one teaching style to be particularly effective for their learning whilst others in the same group stated the style to be hardly ever effective for them. Thus highlighting the difficult task teachers in the classroom face!

Finally, on the results in general, in the question on finding the work too difficult none of the sample always found the work too difficult; only 7% often found the work too difficult and 54% rarely find the work too difficult. I believe this outcome warrants further research as, I would suggest, this confirms Sammons et al's (1995) findings regarding work being too often unchallenging for pupils. I recognise, it could, alternatively, suggest over-confidence on behalf of the pupils. A full set of the sample results is contained in appendix 13.

High school's results showed high levels of enjoyment and interest in the lessons, even when compared with this positive sample. Figure 8.7 shows High schools composite results compared with Middle and Low schools.



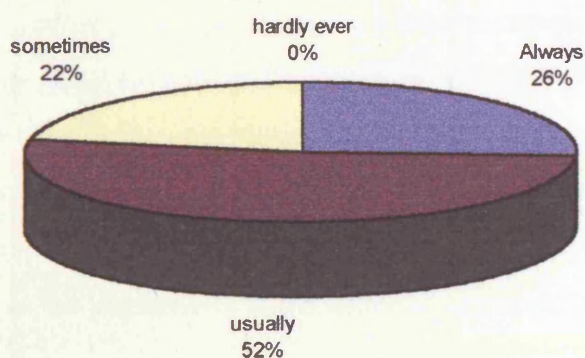


**Figure 8.7**  
**Pupil Attitudes to learning: High, Middle and Low Schools.**

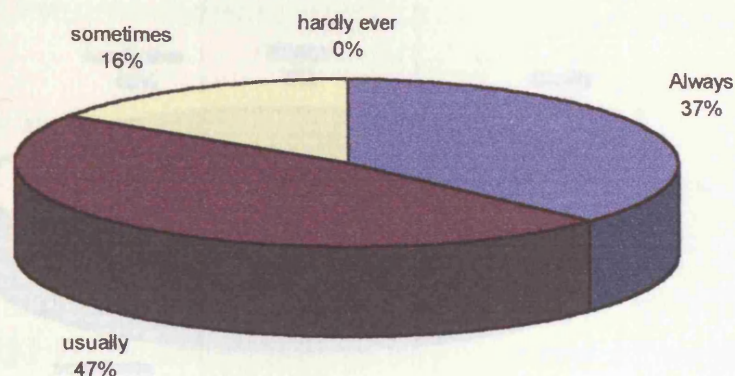
The results in the general areas of interest, enjoyment and understanding what to do were positive in both the more successful and less successful department when compared to the Keele average. There was, however, no change in these areas between January and July. These positive attitudes tend to suggest High schools self-review and evaluation is having a motivational effect on the pupils in both curriculum areas.

In the more successful department they were particularly focussing their development work on pupil self-evaluation. The work showed a small positive change in the pupils perceptions of this as a learning style between the January and July surveys as Figure 8.8 shows.

**Watching and evaluating other pupils' work Jan1997**



### Watching and evaluating other pupils work July 1997



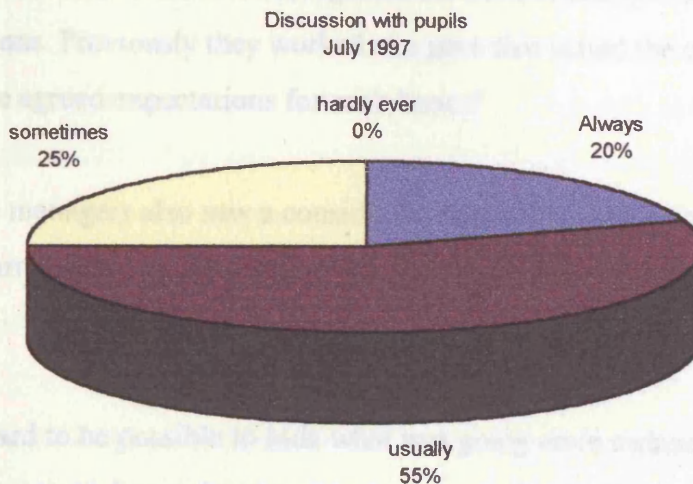
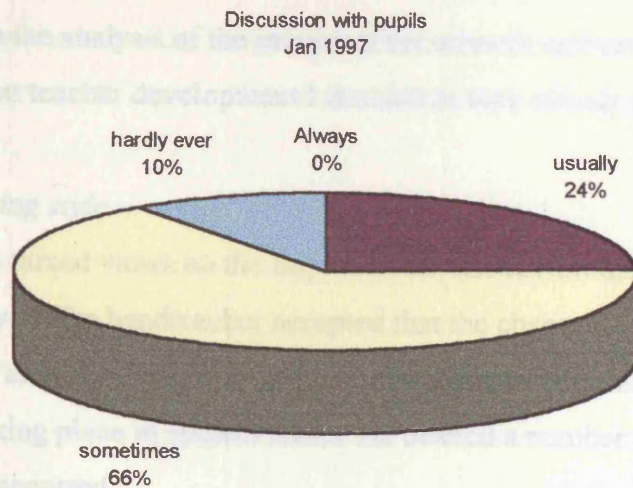
**Figure 8.8**  
**Change in Pupil Perceptions of Learning Styles in Six Months:**  
**High School More Successful Department**

In the future changes desired question a higher percentage of the pupils want the same level of pupil self-evaluation and fewer wanted more. These results suggest the department's change efforts are being noticed and welcomed by the pupils. Other learning styles showed a range of changes in pupil attitudes for example more pupils were positive about 'teacher talking to groups or individuals' whilst less were happy with 'working with a partner'.

In the department which was perceived as less successful they were particularly focussing on the use of discussion to foster language development. Again the pupils showed a more positive attitude towards this over the six months as Figure 8.9 shows.

### Change in Pupil Perceptions of Learning Styles in Six Months: High School Less Successful Department

As with the earlier results fewer pupils wished to see more of the change in the learning style and more the same amount of discussion in one July survey. The same pattern of change was seen in the other learning style with pupils wanting to see less of the change moving from one learning style to another. It would therefore appear that this department was also using self-reflexive and evaluation to put changes into effect effectively in the pupils' eyes. A complete set of results is available in appendix 11.



**Figure 8.9**  
**Change in Pupil Perceptions of Learning Styles in Six Months:**  
**High School Less Successful Department**

As with the earlier results fewer pupils wished to see more discussion in the lessons and more the same amount of discussion in the July survey. The same pattern of change was seen in the other learning styles with pupils aspirations for change moving from one learning style to another. It would therefore appear that this department was also using self-review and evaluation to implement change effectively in the pupils eyes. A complete set of results is contained in Appendix 13.

*c) Teacher development*

To assist in the analysis of the impact of the school's self-review and evaluation processes on teacher development I decided to look closely at a number of key areas:

*i. On teaching style*

There were mixed views on the impact of the self-review and evaluation processes on teaching style. The headteacher accepted that the changes had been small in the majority of areas but he believed there was now more discussion about teaching and learning taking place in subject teams. He offered a number of examples of changes which had occurred:

'The (named team) have recognised the need to change the pace of their lessons. Previously they worked at a pace that suited the children now they have agreed expectations for each lesson'

The middle managers also saw a considerable degree of discussion about how children learn and teaching styles resulting from the self-review and evaluation techniques.

'It used to be possible to hide what was going on in a classroom until there were parental complaints or poor exam results. Now everyone is aware of the importance of planning. They have been helped by being able to discuss problems as they emerge.'

Middle Manager, High School

They also perceived change in the teaching style of individuals in their teams. Even some of the less successful colleagues

'One teacher in particular was very concerned about being "checked up on". He had ducked out of appraisal but had no choice about the subject review. He had worked on some of the concerns raised and made some real progress'

ibid

They found the techniques enabled them to fulfil their evaluation responsibilities by legitimizing classroom observation and discussion about the classroom experience of other teachers. This they had found very difficult previously.

The more junior members of staff were less certain about real change in their teaching style partly as a result of some observers not being subject specialists

'The advice was not given by subject specialists and so tended to concentrate upon pupil behaviour and how to deal with it.'

Member of staff, High School

But they did recognise the value of the reviews and discussions

'There were some helpful reminders of what to do in classrooms from the subject review. This reinforced the informal checks carried out in each lesson'

ibid

Another member of staff commented

'I gained some useful ideas on different ways to approach the delivery of certain topics'

And being involved as an observer in another subject review was

'Fascinating as I was able to see pupils in a different context learning in different ways.'

The school development plan reflected this focus on learning with all but one department having detailed plans focussing on teaching and learning. Examples include:

Focus on improving pupil learning through differentiation, match, engagement and independence;

Schedule review meetings to look at effectiveness of units trialed by team and revise if necessary;

Develop and reinforce strategies to cope with the ability range at GCSE

a) groupwork

b) pairwork

c) role play

d) video'

### High School Development Plan

The major focus of both whole school priorities and departmental plans is the teaching and learning experience in the classroom. Several of the departmental plans include research techniques linked to identifying appropriate strategies for improving learning in the classroom.

#### ii. *Motivation*

A number of staff found the positive feedback from lesson observation motivational. It focused on their key activity of teaching. Crucially staff found this more the case when the observations were undertaken by subject specialists in their own area. Other areas of the school's culture were referred to as motivational, in particular the open management style of the senior management team and the involvement of the head in teaching, duties and cover.

One member of staff felt the book reviews and the subject review were demotivational in that he felt "checked up upon".

#### iii. *Preparedness for change*

All the staff interviewed recognised the need for change in a number of key areas, in particular with regard to teaching and learning. The subject reviews had focused this change into specific targets which were understood by all concerned, if not always

agreed with. Individual lesson observations had also created an understanding of the need for change in delivery style and use of materials.

There was some concern about the rate of change and the headteacher's appraisal had identified a desire for an "expectation ceiling" with regard to exam success. Staff whilst generally feeling supported, felt a pressure to improve in all areas. This drive they saw emanating from the head and the pressure to maintain numbers in a highly competitive local situation.

'I feel challenged and always pressured to achieve. The school has firm leadership and the head has high expectations'

Middle Manager, High School

High school's self-review and evaluation processes appear to make a significant contribution to the staffs' recognition of the need for change and assist in preparing then for it. This was also evident in the school's approach to a recent visit of HMI to look at the subject management which caused little concern in comparison with the tremendous upset brought about by the first practice OFSTED visit by a friendly LEA team some four years earlier.

The staff who have been at High School for a number of years recognised a change in culture over the past four years since the arrival of the current head. This change they saw as a move away from departmental autonomy to a more whole school approach to issues and policies etc.

'Since (name of head) arrived the school has examined all its practices more critically and the focus has been on the classroom experience as well as promoting the image.'

Long serving member of High  
School staff

#### *iv. Involvement in Inset*

High School organises an extensive programme of whole school Inset for the majority of training days and a number of twilight sessions. These are supported by development time which takes place on a Wednesday after school. To facilitate this the school session finishes twenty minutes earlier on this day.

The whole school sessions are predominantly related to the classroom experience making use of internal expertise with some use of consultants and advisors. These sessions have had a mixed response from staff as the generic skills are not always seen as appropriate for all staff.

'Baker days are too often whole school activities which are not relevant to teaching in a workshop. We need more time to prepare schemes of work and plan lessons.'

Teacher, High School

Development time for teams is mainly used as meeting times. In a study of the agenda and minutes of three of the teams some 85% of the items were maintenance issues and only 10% were specifically focused on development of the classroom experience. Lesson observations and subject reviews were featured as agenda items and staff stated that these discussions provided opportunities to discuss learning.

The staff development plan showed a significant number of staff were actively involved in external development activities and about half of these courses related directly to the self-review and evaluation outcomes. There was a surprising low level of staff undertaking award bearing courses, apparently due to cost!

The majority of the staff I interviewed identified the subject review process as leading to targeted inset activities either in school or through externally provided courses. Lesson observation was seen to lead to internal support and guidance and the school had recently introduced a coaching programme based on Joyce and Showers (1988) work. The coaching was undertaken by one of the Wider Senior Management Team

and mainly related to classroom management. This was at an early stage and had not been evaluated. One member of staff commented

'I have found it useful to have regular feedback from (name of deputy head) on my teaching but a little threatening. I would have rather worked with a peer.'

Junior member of staff, High School

None of the other self-review and evaluation techniques were identified as leading to development activities, although understanding value-added was seen as a development need by many staff.

*v. Level of experimentation in the school/department*

The school has embarked upon a number of projects with the LEA. Firstly, work on Raising Boys' Achievement which is being supported by a team of five School Development Advisers working with each of the teams. This project is based upon the learning activities taking place in the classroom and is seen by the head as

'encouraging staff to look again at the nature of the classroom experience and how they can develop. I'm not particularly interested in boys' underachievement, it is just another way of encouraging self-reflection and through this raising achievement for all.'

The staff showed an equal interest in the issue, many speaking very positively about their own learning through the project.

The second major initiative involved the LEA value-added project where the school had been identified as providing significantly higher value-added than the average within the LEA. High School worked with a group of five other schools to identify common factors and share good practice with other schools. This involved a small number of staff and seems to have had little impact on the majority of staff as several were totally unaware of its outcomes.

Two of the teams have independently undertaken experimental work of their own within their subject areas with regard to the teaching of Technology, which was supported by the Open University, and the use of assessment in History and Geography.

The more successful department was taking a more active role in the experimental work and trying out new approaches, whereas the less successful department was only involved in a limited way.

My empirical research showed that High School staff were receptive to new ideas and the majority welcomed the opportunity to be involved as researchers.

*vi. Changes staff would like to see in the future*

Staff expressed a desire for more opportunities for peer observation outside of the subject review process. They felt the pressures of work did not allow them to undertake as many observations, or sharing of practice, as they would like. A small number of staff wished to return to working on their own and to do away with all forms of self-review and evaluation!

There was also a desire to devote more of the whole school development time e.g. training days etc. to subject specific work rather than whole school activities.

**d) Whole school culture**

High School's self-review and evaluation process has clearly had a significant impact on the school culture. The processes have, at least in part, led to the contrived collegiality referred to on page 101. The question raised by Hoyle (1986) of 'innovation without change' may well apply to High School as the level of ownership of the process will take time to ascertain and may only be apparent with a change of leadership.

The structure of the school and the self-review and evaluation policy have created situations where teams are required to examine practice at least through the subject review. The team leaders recognise that the culture enables them to be proactive in the learning of the pupils and opened doors to allow classroom observation. Equally important has been the agenda of the Wider Senior Management Team meetings which have focussed more on development, rather than maintenance issues, which has encouraged teams to do more development than was previously the case.

There is a high level of consistency with regard to self-review and evaluation in both departments studied although the impact of this is variable. In the more successful department the review activities have shown an impact on the classroom through changes in teaching style. In the less successful department the outcomes of the review activities are at a more basic level e.g. develop new materials to stretch the more able in the top sets; and are less strategic in nature. The outcome measures of pupil perception and attainment have similarly also shown some gain.

The qualities of the teachers appear to have a high correlation with the impact of the self-review and evaluation. It would appear, not surprisingly, at High School successful teachers are also more reflective teachers.

## **Chapter 9**

### **Case Study School 2**

#### **Middle School**

Middle school is an 11-18 school on the fringe of a small town. The school serves a mixed rural and urban community in North Essex.

#### **Basic Data**

Headteacher appointed: September 1990

Number on roll: 930

Number of Teachers: 54  
(full-time equivalent)

Percentage of pupils entitled  
to free school meals: 8.2%

Number of pupils with  
a statement of SEN: 8

#### **Ethnic background of pupils**

White	94
Afro-Caribbean	1
Asian	5
Other	0

Middle school was built in the 1940s to serve a growing community in North Essex. The school has had a stable leadership having only four headteachers in just over 50 years. Like the majority of Essex schools it now finds itself in a highly competitive education market with a creaming effect from the grammar schools and a very successful Technology College. It maintained its sixth form whilst the local town moved to a tertiary college which created additional pressure for sixth form numbers.

The majority of teaching is undertaken in mixed ability groups with a limited amount of setting in Science, Mathematics and Design Technology. There is no whole school policy on pupil grouping which is decided by individual departments.

## **School Management Culture**

The definitions of the school management culture employed in this research are based on a combination of the work of Fullan and Hargreaves (1992) and Handy and Aitken (1986) as outlined in chapter 4.

As you might expect in a large secondary school the perception of the school management culture was significantly different dependent on the status of the individual and the department they worked in.

The more junior members of staff perceive the school culture in terms of departmental workings. Thus their perceptions relate to the department they work in and their limited dealings with the senior management team and the head.

They see their learning taking place through their own classroom experience or discussions with peers who they work with through social groupings e.g. one group of newly qualified teachers share their experiences when meeting socially. Their understanding of communications and decision making suggests they see the school tending towards individualism or contrived collegiality with a limited "whole school" feel. The majority of communications are through a twice a week briefing and emanate from the head. Little interest in, or knowledge of, decision making structures was identified.

One commented on how the staff meeting agenda is derived

'SMT put down an agenda then a general invite to contribute is given. In practice very few come from staff - I think people are overwhelmed'

Teacher Middle School

They see few opportunities for staff to genuinely discuss learning with colleagues in other departments and miss the opportunities previously afforded by LEA run subject specific courses.

The middle managers recognise the headteacher as a very strong leader who gives the school a clear direction. They see little cross curricular opportunity for staff to share expertise in teaching or joint planning. This also appears to be the case within the departments. They feel only limited involvement in the decision making processes. They tend to see the culture as a combination of balkanization and role culture. Differences were clear here between the more successful department, where the role of the senior management team was more fully understood and the consultation processes were viewed as more effective than in the less successful department.

The headteacher perceives the culture in terms of a series of strong departments who work independently of the senior management team with the school being tightly organised around the department/year structure. She also recognises that there is little opportunity for cross curricular sharing of ideas or expertise. This tends to confirm the culture definitions of the middle managers as a combination of balkanization and role culture.

My empirical research through the interviews, documentary evidence and attendance at a number of middle management meetings suggests the school is closely structured around a number of stronger and a few weaker departments. Key individuals, particularly heads of year, have a significant impact on the schools day to day running where practice is dominated by these individuals rather than whole school policies.

Communications are largely through staff briefings or the weekly bulletin with little obvious use of the line management structure for communication. Concerns staff have would be directed to the member of staff responsible for the particular area of the school. Few staff raise issues directly with the headteacher. Staff meetings are information giving rather than discursive. Therefore, little opportunity is afforded staff who have no additional responsibilities to contribute their ideas.

Decision making rests with the senior management team and to a limited extent with the middle management group through the Policy Committee. Very few issues are widely consulted on although steering groups do lead a small number of key areas of the schools work e.g. Inset and IT.

'A great deal of discussion takes place but one wonders whether the discussion makes things happen or whether they (SMT) have decided in advance or are forced by circumstances'

Middle Manager Middle School

There is no clearly established forum for the discussion of learning on a whole school basis. This does however occur as part of the annual residential conference through which ideas are formulated and the development plan is collated. The policy group meeting observations I undertook confirmed this with the contributions being heavily dominated by the senior managers and little discussion taking place on any issues. The meeting was almost exclusively information giving. A copy of interaction analysis completed in one of these meetings is attached as appendix 8.

Staff have opportunities to discuss teaching and learning through departmental meetings although this appears to be at best the sharing of ideas on an uncritical basis with little recourse to classroom practice.

'I've learnt a lot from talking to teachers on a social basis.. I know a few teachers and we discuss things'

Young teacher

There is little evidence of the school showing signs of a collaborative culture even on a contrived basis although there is evidence to suggest aspects of comfortable collegiality exist in the more successful department I studied.

## **Staff profile**

The staff profile was described by the headteacher as having a double mean, in other words a large number of staff in the 23-30 and 40-53 years age range. This results from a long established staff being joined by a group of younger, less experienced staff through the promotion and retirement of others. The school is one where colleagues are happy to remain for a large part, if not all, their teaching career.

## **Management Structure**

Middle school has a traditional staffing structure comprising two deputy headteachers with responsibility for discipline and for learning, curriculum, progression and continuity, heads of year with unpaid assistants, heads of curriculum areas with second in departments and a range of other paid responsibilities.

## **OFSTED Report and Self-review and Evaluation**

Middle School was inspected in the first term of the introduction of the OFSTED process. The report states

'The headteacher and senior management team give strong leadership and are well supported by staff and pupils'

OFSTED 1993

On evaluation it identifies that

'There are extensive development plans for the year including departmental plans based on six whole school priorities. Developments are appropriately focused on the provision for pupils, including the requirements of the National Curriculum, and the raising of standards. The monitoring of progress on the plans is variable'

'The evaluation of projects and events such as Insight into Management is undertaken effectively and recommendations inform the planning of future provision. The monitoring and use of key indicators such as examination results is being developed but is not as effectively established.'

ibid

Clearly much progress and change has taken place in the past three years as can be seen from the following case study.

## **Self-review and Evaluation Processes**

Middle school employs a range of self-review and evaluation techniques:

### *Peer Observation*

Peer observation is used on a project basis. That is where a particular issue or concern arises supply cover is bought in to enable colleagues to observe each other and share ideas and expertise. To date these observations have not included the senior management team as the headteacher is not convinced of the value of monitoring observation.

Lesson observation is used as part of the appraisal process and increasingly as part of a more "hard-nosed" induction process for newly qualified teachers. They are required to complete key tasks through their professional portfolio and are formally observed and reported on by their line manager.

### *Book Reviews*

Departments are required to undertake exercise book reviews on a regular basis. This is part of the school's move towards a more rigorous line management structure where the emphasis is on the middle managers being accountable for the work of the staff in their departments.

**'Accountability is the monitoring tool not policing'**

**Headteacher Middle school**

No specific frequency is prescribed and the practice varied in the two departments studied. In the weaker department little real monitoring was occurring as the process was heavily dependent on the individual teachers to provide examples at their discretion.

### *Departmental Review*

The school operates a cyclical major review process of departments. Each department is reviewed on an occasional basis. These reviews are led by one of the deputy heads who acts as a professional consultant to the department. The review consists of a structured conversation looking at issues including examination performance, recruitment at keystage 4 and 5, schemes of work and setting policy.

Where a concern exists as a result of this meeting other methodology may be employed including the use of:

#### GRIDS

lesson observation

pupil surveys

use of external consultants

There was very little evidence of lesson observation being a key part of this process. A report will be prepared and targets set at the end of the review. This documentation will be shared with the Governors' Curriculum Committee.

This process complements the regular link meeting held between the head of department and their senior link. A fixed agenda for the year is agreed by the senior management team to ensure all aspects of the departments work is covered in these meetings.

### *Pupil Surveys*

The school has undertaken a Keele University Pupil Perception Survey which has not been widely shared with staff or pupils. There was a lack of confidence in the process and the results.

As part of a departmental review process pupils in the less successful subject were surveyed about their attitude towards the subject. This was used to help the department

'face up to the truth'

ibid

A specific questionnaire was designed by the link deputy head in consultation with the department to look at:

- pupil attitudes to the subject;
- pupils' beliefs about the subject as a career option;
- pupils' attitudes to a range of teaching techniques.

This data was then collated and used to inform the departmental review process.

#### *Value-Added Data*

Significant use of value-added is made in the sixth form where the school employs the ALIS process and average GCSE performance as a predictor of potential A level grades. The data is used as part of the admission process to A levels and then during 5 key review stages during their two year courses where it is compared to the pupils current level of attainment. The information is also shared with parents in the pupils reports. This data is seen as very valuable by the heads of department I interviewed.

Little use is currently being made of the value-added data available through the LEA project in keystage 3&4 as the school has little, but growing, confidence in the data. This stems from the unreliability of the NFER data from the time when these tests were completed in the primary schools. As the school has a large number of small primary feeders past evidence has shown that pupils have been helped with the tests thus inflating the NFER scores. The school, in keeping with the rest of the county, has now taken responsibility for this testing in year 7 and therefore in 3 years time will have greater faith in the data.

The availability of the NFER data to all staff of year 7&8 has resulted in a review of the allocation of pupils in form groups and alerted some staff to possible underachievement by individual pupils.

### *Staff Conferences*

Middle school uses a significant proportion of its GEST budget to organise an annual staff residential conference. This is used as an opportunity to audit current practice and disseminate ideas for the future. The main contributors are staff at the school who bring ideas from previous schools or from conferences or courses for all staff to use in the school. One such conference introduced the idea of peer observation another focussed on school improvement strategies:

'This gives us the opportunity to talk about what is going on in the classroom'  
ibid

They are clearly seen as media for change in the school.

### *School Development Plan*

The school has moved away from the now traditional school development plan process. After a number of years of the production of a very detailed document listing an extensive range of priorities, this year each department has produced just one target sheet. This is reviewed regularly by the headteacher and the school has focused on two priorities discipline and recruitment.

All of this came about through a dissatisfaction with the impact of development plans where more energy went into the production than the outcomes. Too many priorities meant the staff were not all focused on the same targets.

### *Governor Observation*

As part of their involvement in the school Governors will observe a number of lessons. They have had some training in lesson observation provided by the senior management team. They make notes and give feedback to the head of department at least and then in the Governors' meeting. They are not so keen to give feedback to the individual teachers.

The school does not have a self-review and evaluation policy at present.

## **The way the self-review and evaluation processes were introduced**

The self-review and evaluation processes have been introduced in a variety of ways. The majority have evolved through discussion at the staff residential. This may have resulted from practice observed in another school or through courses attended by members of the middle or senior management team.

Another significant impact on the school self-review and evaluation process was their involvement in TVEI. The processes used in the TVEI evaluation have been embedded in practice and support the internal review processes in Middle School. This is particularly evident in the use of GRIDS as part of the review of subjects. The pupils and parents at the school had no involvement in the introduction of the self-review and evaluation processes.

The peer observations were designed and driven by the senior management team according to the headteacher, but as it was closely associated with departmental development and the staff conference all the staff perceive these to have been introduced by discussion at one of these sessions. The fact that they are not systematically undertaken nor directed by the senior management team may foster this belief. Involvement in peer observation is positively perceived by all staff I interviewed as a valuable developmental activity.

The book reviews on the other hand were introduced by edict from the headteacher and then the responsibility for undertaking them was added to the head of department's job description. This has led to some head of departments doing them because they have to, and degree of unhappiness about the whole process.

The departmental review process is not systematically undertaken and therefore there was no process of introduction. Departments who are seen to be failing in terms of exam results, pupil uptake or behaviour are reviewed by one of the deputy heads in a bespoke fashion. When a department is subject to this process there is considerable

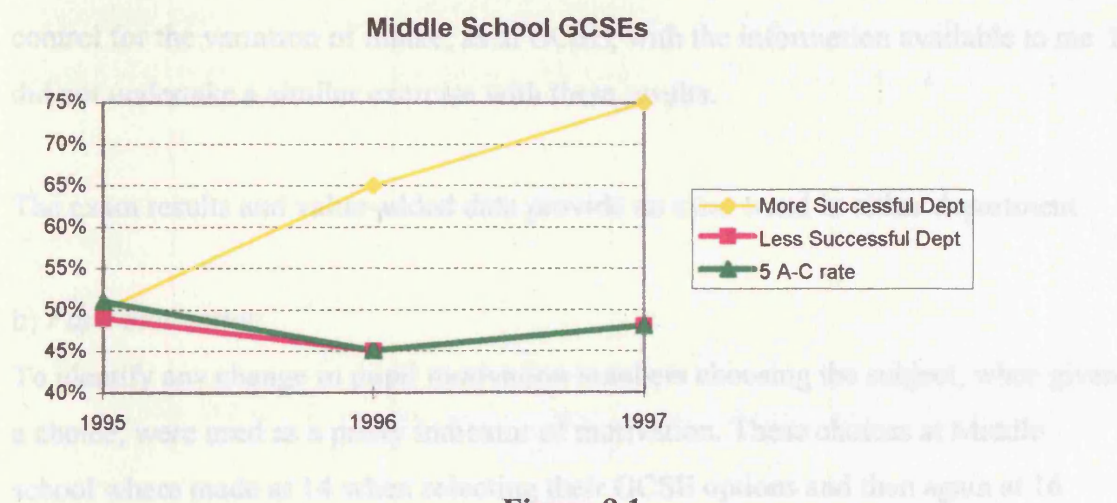
apprehension and the process is viewed more akin to an inspection than an internal review. To date only a small number of these have been undertaken.

### The impact of the self-review and evaluation processes on:

#### a) Pupil attainment

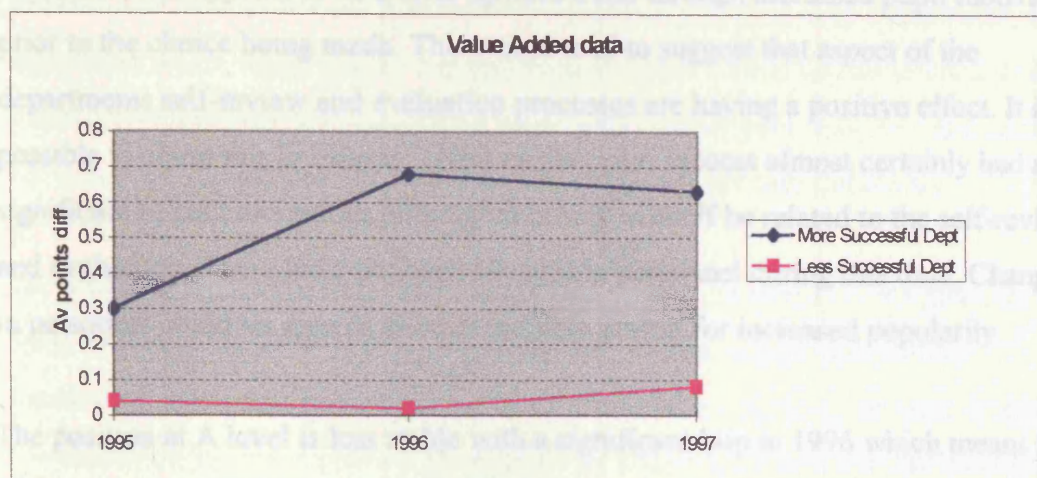
To measure this a number of indicators were employed:

1. An analysis of the raw score GCSEs in the two subjects was undertaken over a three year period. Figure 9.1 shows the progress of the two departments. A control line was added to show the school 5 A-C figure for the same years.



**Figure 9.1**

2. To allow for variations in the prior attainment, gender, socio-economic and birth month of the year-groups the value-added data for the two departments is also plotted in figure 9.2. These figures compare performance of the same pupils in the other GCSEs they sat with that of their performance in the particular subject as an average points score difference. Therefore a positive score shows the subject was more successful than the average for all GCSE results, with the cohort of pupils, after allowing for the control factors highlighted above.



**Figure 9.2**

3. As numbers at A level were so small, and it was impossible for me to effectively control for the variation of intake, as at GCSE, with the information available to me. I did not undertake a similar exercise with these results.

The exam results and value-added data provide no clear trend in either department.

#### *b) Pupil motivation*

To identify any change in pupil motivation numbers choosing the subject, when given a choice, were used as a proxy indicator of motivation. These choices at Middle school were made at 14 when selecting their GCSE options and then again at 16 when selecting their A levels.

The subject which is perceived as more successful is part of an option choice at 14 and 16. Figure 9.3 shows the percentage of the year group opting for it in the three years examined.

Year	1995	1996	1997
GCSE	45%	64%	71%
A level	23%	3%	32%

**Middle School: More Successful Department Option Numbers**  
**Figure 9.3**

At GCSE there appears to be a clear upward trend through increased pupil motivation prior to the choice being made. This would tend to suggest that aspect of the departments self-review and evaluation processes are having a positive effect. It is not possible to claim this is a causal effect as the exam success almost certainly had a significant impact on options although this may in itself be related to the self-review and evaluation. There have not been changes in personnel during this time. Changes in personnel could be seen as another possible reason for increased popularity.

The position at A level is less stable with a significant blip in 1996 which means it will be necessary to await further years' figures to identify any trend.

The subject which is perceived as less successful is part of the core at 14 meaning all pupils must continue with it to GCSE and therefore the data is not relevant. At 16 it offers a choice of three A levels. Figure 9.4 shows pupil choices over the three years.

Year	1995	1996	1997
A level 1	5%	8%	13%
A level 2	8%	8%	6%
A level 3	8%	9%	9%

**Middle School: Less Successful Department A Level Option Numbers**  
**Figure 9.4**

The figures suggest the self-review and evaluation processes undertaken with this department; peer observation, in-depth review, value-added analysis, use of a consultant and high level support of a deputy head, are yet to have a significant impact on pupils' perceptions of the subject. In fairness to subjects 2 and 3 above, national trends as shown in the SCAA GCE Results Analysis 1996, have shown a decline of between 6-25% in the number of students taking these subjects nationally at a time of significant growth in numbers of A level candidates (ibid). Subject 1 has shown a year on year subject growth which would suggest increased pupil motivation in this subject area although national growth has been 16%.

This numeric data on pupil motivation was supported by a pupil perception questionnaire which was undertaken with a group of pupils in each department. In the department which was perceived as less successful the school had developed its own bespoke questionnaire and used this with all pupils in the past year. As I had access to this data it was inappropriate to also undertake my own perception survey.

The initial survey, which was conducted with a sample (a total of 175 approx 25%) of pupils in years 7-10, showed that pupils attitudes to this subject deteriorated significantly from year 7 through to year 10. This was particularly the case in terms of how difficult they felt it became. By year 10 the majority of pupils found it difficult. The results are in keeping with the larger sample undertaken in Keele University's pupil perception survey which show a deterioration of attitudes of pupils from Yr 7-10 (Johnson 1996). Exact correlations can not be made as the questions here relate to a specific subject whereas the Keele work was examining a general attitude to school and the formulation of the questions and responses is significantly different. The second aspect of the survey related to rank ordering the activities they found interesting and enjoyed. These included:

doing experiments	working in groups
using new apparatus	drawing graphs
listening to my teacher explaining	
drawing diagrams	answering questions from books
working quietly on my own	writing up experiments
watching my teacher do experiments	
doing investigations	doing calculations

The pupils had to place these in a rank order of interest and then again to show which they found most enjoyable. Not surprisingly the pupils found the practical activities more interesting and enjoyable than the written tasks, especially answering questions from books which was seen as least interesting or enjoyable. Results were collated by gender and year group. A complete set of the responses is attached as appendix 14.

The results were used to examine the departments approach to the teaching of the subject and a number of changes were made. These mainly related to increasing the use of practical work and decreasing the amount of worksheets employed.

Unfortunately no follow-up survey was undertaken nor is one planned. This would appear to be a missed opportunity for development.

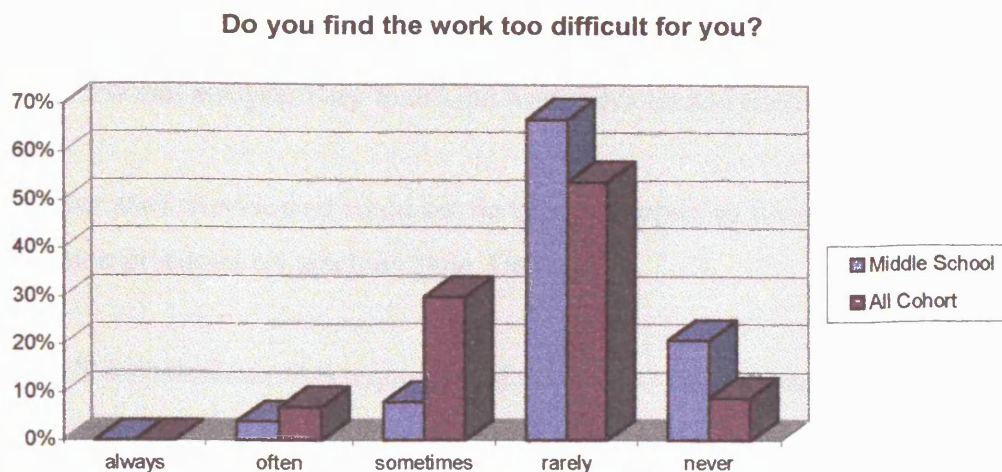
In the more successful department the areas focussed on in my own questionnaire included:

Teaching methodology and how the pupils believed various methods helped them to learn:

- \* Teacher talking to the class;
- \* Teacher talking to groups or individuals;
- \* Discussion with other pupils;
- \* Working from a textbook;
- \* Working in groups;
- \* Doing worksheets and
- \* Debating issues.

The questionnaire was initially completed in January and then repeated in July with the same group of pupils. The results from the survey were then compared with the larger database compiled by Keele Universities Centre for Successful Schools.

The pupils in the more successful department at Middle school expressed cohort average levels of enjoyment of the lessons, which was above the Keele average. They did not find the work as interesting as the cohort average although there was no significant difference. A significant difference was seen on the issue of finding the work too difficult. The figures here show that pupils in this subject were much less likely to find the work too difficult as illustrated in Figure 9.5.



### **Pupil Perceptions of the difficulty of their work: Sample compared with Middle School**

**Figure 9.5**

The department had focused particularly on groupwork as this was perceived by the teachers as an area in need of further development. The pupils in January confirmed their desire for increased groupwork with 70% wanting more groupwork and a small change was recognised by them in the July survey. The change was too small to be able to confirm the effect of self-review and evaluation, or the departments development work. As with High school other areas of the learning styles had also changed both up and down in the pupils' views on how they assisted their learning. A complete set of the results for Middle School is contained in appendix 13.

#### *c) Teacher development*

To assist in the analysis of the impact of the school's self-review and evaluation processes on teacher development I decided to look closely at a number of key areas:

##### *i. On teaching style*

There are mixed views in the school about the impact of the self-review and evaluation processes on teaching style. The head stated:

'not really had an impact. I do not have a mission about teaching'

Within the departments a younger member of staff found the book reviews having an impact

'The main difference the book reviews made is through differentiation, for me personally ensuring that they could complete the tasks. I looked at Year 7 and saw that last year they found the work difficult so I tried to change it this year'

The other staff interviewed could see no tangible impact of the self-review and evaluation processes on teaching style. One stated

'I don't think so, it is a question of the teacher being what they are.'

Another middle manager suggested the detailed review had

'made us more aware of different teaching styles and trying not to get in the rut of always the same sort of lesson, which was worksheet, experiment, question, every lesson'

But when pushed to give concrete examples of change he kept coming back to being more aware rather than giving me example of the way he had changed. The previous quote was from a member of his department!

Peer observation, when it had occurred some years earlier, had been welcomed by all those involved. The way it was introduced, described earlier, and the lack of any systematic approach would appear to have led to it re-inforcing previous practice rather than being a developmental activity. As one member of staff described it

'Observation gave confidence in techniques - others thinking things worked as well as you do'

This was particularly clear in the less successful department where there was little evidence of an understanding of different teaching styles.

Two key factors would appear to have resulted in Middle School's self-review and evaluation having little or no impact on the teaching and learning in the classroom.

Firstly, the headteacher's stated "no mission on teaching". Without interest from the headteacher it is very unlikely such a significant and challenging area will experience any real change. This is an interesting approach from the headteacher in light of the research evidence showing the need for a "leading professional" who is actively involved in the teaching and learning process of the school (Sammons et al 1995a).

Secondly, the lack of any self-review and evaluation processes which focus the attention of staff on the classroom experience. The review processes focus on the outcomes in terms of book reviews and even the department review does not involve senior members of staff embarking on classroom observation. There is no systematic approach to encourage evaluation of the learning process within departments or as a whole school policy.

A clear example of this lack of focus on the classroom and an unchallenging approach to self-review and evaluation can be found in the current school development plan priorities which are

'Discipline, Recruitment and Department Improvement Priority'

Achieving Our Potential, departmental action-planning 1996-7

Where the more successful department has a limited number of references to the classroom experience in the third priority, Departmental Improvement Priority in terms of

'enhanced experience through syllabus modifications at GCSE and A level,  
monitoring developments and setting revised assessment tasks;  
departmental observations to be developed;  
develop work especially for the most able and continue work for SEN'

In the less successful department they appear to have completely missed the point!

'Physical Environment - perspex covering of posters in the corridors -  
December 1996;

Look at improving dept office - remove tables and have desks (tables could go to help improve room 3)

Plot assessment results 1.9.96'

## ii. *Motivation*

Peer observation was seen as motivational by the majority of the staff interviewed. They welcomed the opportunity to have their work recognised and to see other colleagues teach.

'As it is a two way process.. There is the opportunity of being receptive to other peoples' ideas and methods. Making people feel I could try that. An extension of your own horizons, it immediately gets thought processes going. It is rather like when you go to a conference you get buzzing.'

Middle Manager, Middle School

The other activities were seen as less motivational and less significant to the day to day work of the staff. There was little resentment caused by any of the processes with the exception of the book reviews which were not well received in the less successful department. The school's attitude to self-review and evaluation is well summed up in the headteacher's response to the question of motivation.

'I don't think monitoring really motivates people. It drives them.'

## iii. *Preparedness for change*

All the staff felt there had been too much change in recent years and they were looking for stability. They saw change in terms of rewriting of schemes of work to meet the National Curriculum requirements. It was clear from the interviews and the documentary evidence that the school's self-review and evaluation processes were not assisting in preparing staff to cope with or recognise the need for change.

#### *iv. Involvement in Inset*

None of the staff connected the work on self-review and evaluation with staff development activities. The school only takes a limited part in LEA provide INSET activities and the internally organised activities were seen as focussing on maintenance activities e.g. the development of schemes of work. A considerable investment has been made in management development activities focussing on Belbin's work on teams. The headteacher described the situation as

'Inset is largely dead in this school. There are lots of opportunities for training for promotion at all levels. As for reflecting on chalkface practice I think there are few opportunities'

This she blamed on

'The competitive situation has prevented the sharing of practice between schools. If there were good opportunities I would invest in them. Regrettably there are not.'

The primary occasion when practice is evaluated is the annual staff residential conference which soaks up the majority of the schools GEST funding. This takes the staff away from the realities of the classroom and allows discussions of issues. My empirical research suggests little of the outcomes of these discussions has an impact in the classroom experience of the teachers or pupils.

#### *v. Level of experimentation in the school/department*

I could identify no experimentation in the teaching and learning process within the departments I researched. When asked about experimental work in learning the deputy head described how school had recently been exploring use of the OFSTED proforma and rating scale within lesson observations. By the time I finished my research very little had come of this development.

vi. *Changes staff would like to see in the future*

The staff's stated desire was for increased self-review and evaluation targeted on the learning experience. This was particularly the case for recently arrived members of staff who were keen to look closely at classroom practice and target resources in this direction. The main area of interest was additional opportunities for peer observation. The caveat was that this should not be

'someone doing a mini inspection on a class'

added one member of staff.

Other areas for development seen by staff included the increased sharing of assessment data to inform the identification of pupil underachievement, a more detailed review of each department and the use of value-added data in a proactive way.

The headteacher was looking to make self-review and evaluation more part of the school routine, to strengthen the line-management system to make middle managers more accountable for their departments performance and formalise the current processes. Interestingly she at this time could see no value in lesson observations!

**d) Whole school culture**

Middle School's self-review and evaluation clearly reflects or creates the culture as stated earlier. Their method of introduction supports the comfortable collaboration culture which appears to pervade the school as a whole. Staff are happy with the level of self-review and evaluation as it is unchallenging and non-threatening.

The good work which is identified earlier in the more successful department appears to be supported by the culture which revolves around the departments and results in more rigorous review by strong heads of department which leads to greater success in these departments. Whereas in the less successful department a limited improvement

was seen whilst the spotlight of senior management was focussed on them but little long term benefit has accrued as the teachers' understanding and ability to undertake self-review and evaluation has not been enhanced. The culture does not encourage rigorous review for all.

The limited use of self-review and evaluation processes has resulted in a limited impact on the learning processes of the school.

I was interested to note on a return visit to Middle school to discuss the outcomes of the case study so far, the headteacher describing the introduction of a hard-nosed classroom observation process she had introduced recently in which she was personally involved. It may only be coincidence but in the same conversation she also informed me they have received notification of their second OFSTED inspection in the coming year!

## **Chapter 10**

### **Case Study School 3**

#### **Low School**

Low school is an 11-18 school in a small town. The school serves a mainly rural community in South Essex.

#### **Basic Data**

Headteacher appointed: September 1992

Number on roll: 849

Number of Teachers: 53  
(full-time equivalent)

Percentage of pupils entitled  
to free school meals: 8.1%

Number of pupils with  
a statement of SEN: 22

Ethnic background of pupils

White 847

Afro-Caribbean 0

Asian 0

Other 2

Low school was opened in the late 1950s as a secondary modern school serving a growing small town and local villages spread-over a large part of South East Essex. It has benefited from stable leadership with the present headteacher being only the fifth in 40 years.

The school became comprehensive in the early 60s and with the exception of the grammar schools suffers little from the competitive education market in Essex.

Each year-group is divided into two halves and then placed in three broad ability sets; top, middle and bottom. The majority of subjects are taught in these set groupings.

This is the case for years 7&8 at present and is working its way up the school. Years 9-11 are in mixed ability tutor groups but generally set within subjects.

## **School Management Culture**

The definitions of the school management culture is based a combination of Fullan and Hargreaves (1992) and Handy and Aitken (1986) as outlined in chapter 8.

There is a greater consistency of perceptions of the management culture at Low school. The majority of the staff interviewed perceive the centrality of strong departments and the school being tightly structured around these, and an equally strong, at times competing, year structure.

The more junior members of staff have a clear perception of the school as departmentally structured with the majority of the processes and decisions which matter to them being taken through this structure. They are less clear of a central direction for the school. Through a series of working parties, which may more appropriately be defined as standing committees, joint teacher planning and consultation takes place. Much of this work relates to the structures rather than discussions about learning with working parties for Vocational Education, I.T., Learning Support, Inset, Library and Assessment. All staff are expected to attend at least one of these groups in directed time sessions after school on a Wednesday. This formal structure for joint working is reminiscent of contrived collegiality.

The majority of information is communicated through twice weekly staff briefing meetings and to a limited extent through the department meetings. Minutes of all meetings are posted in the staffroom but the more junior staff were unaware of this source of information and certainly were not in the habit of reading any of these minutes.

All staff felt consultation took place over significant issues through the working groups and they were able to raise matters of concern to them with the appropriate

senior member of staff or through a staff meeting. They were less clear, or concerned, about where the decisions were actually made.

On how school aims were decided:

'Suggestions from SMT and then consultation. There was some consultation - not a vast say for staff.'

Member of Staff Low School

By their own definitions they see the school culture as a combination of balkanization and contrived collegiality.

The middle managers confirmed the view that the school is departmentally structured with departments working independently of the senior management. They have the opportunity to influence the direction of the school through involvement in the Assessment working party which was described as the "think-tank" of the school. They had a clearer perception of the head as a strong leader.

Middle managers made little reference to discussions about learning except in the context of "trick-trading, advice giving and material sharing of an immediate, specific and technical nature in the staffroom in an unthreatening way". Divisions were seen to exist between Heads of Year and Heads of Department and as a result the two groups no longer meet in any formal setting. As one Head of Department described it:

'We tried to meet as a group but little constructive was achieved in this forum'

A cross curricular week has been abandoned since the departure of the previous curriculum deputy head three years ago.

They perceive decisions being made by the SMT based upon the recommendations of the working groups which are taken seriously. Communications were predominantly

through the staff briefing. They were also aware of the contents of the minutes of meetings.

The deputy headteacher saw the school as organised tightly around the department/year structure. Decisions are made by those in promoted positions and communications are conducted through the year/department structure. He saw much of the communication taking place through the minutes of meetings or feedback from working parties in department meetings. He agreed there were few opportunities for cross curricular discussions about learning as this was focussed in departments. Thus suggesting the school, in his eyes, is closely allied to a role culture.

My empirical research through the interviews, documentary evidence and attendance at a number of middle management meeting suggests the school's management culture is dominated by the departmental structure. Practice is decided by the department you work in rather than whole school policy. Whilst central direction is clearly evident the day to day working is focussed on the subject specific priorities.

This can best be seen in the school development plan process where all the whole school priorities relating to learning are built into the department plans and very few items are centrally controlled. Those that are centrally focussed relate mainly to pastoral and administrative matters e.g.

'To develop a core entitlement for all;

To raise pupils and staff expectations (the details relate to mentoring, parent/pupil perceptions and bullying);

Further whole school or Senior Management responsibilities.'

School Development Plan, Low

School 1996-7

They are also set out differently in the document and do not have the performance indicators that are a feature of the departmental plan (details of these is set out on page 154-5).

Communications are focussed on the spoken word as minutes are available to all staff but are not read by many and therefore are not seen as significant means of communication. The middle managers act as a block to communications through the structure as much of the information is not shared with their departments. As one member of a department described it

'I believe "name of head of department" is involved in the discussions about the curriculum pattern but I have no idea of the outcome'

Attempts are made to involve all staff in decision making although this is not always perceived as so by the staff. The school development plan recognises this as an issue

'one of the focuses in the Head Master's appraisal was the involvement of other staff in the management and the decision making process'

ibid

There appears to have been significant progress in this area with regard to middle managers but less so with more junior members of staff.

The school's management culture would appear to be a mixture of Balkanization and role culture with elements of collegial working within departments through comfortable collaboration.

### **Staff profile**

The profile of the staff has changed significantly over the past 3-4 years with an influx of new young staff to replace those getting promotion and taking early retirement. The school now has a largely young staff.

### **Management Structure**

The school has a traditional management structure with two deputy heads with responsibility for Upper and Lower school, a combination of heads of faculty and

heads of subjects who have second in areas at present. These are, however, being phased out. Heads of year line manage form tutors for their pastoral work.

### **OFSTED Report and Self-review and Evaluation**

Low School was inspected by OFSTED in March 1994. The report states

'Low School provides a good standard of education in most respects. It is well regarded and supported by its parents and pupils.'

OFSTED 1994

'The school is well led by the governing body in partnership with the headteacher who provides a clear vision'

ibid

Evaluation is described as

'Planning is informed by an accurate analysis of curricular needs. There is a good attempt to evaluate performance and determine measures of value-added... A sophisticated system of performance indicators, relating to all aspects of development is currently being introduced.'

ibid

One of the key areas for action was to

'develop a more effective approach to monitoring the impact of development planning at implementation level;'

ibid

Clearly, as the case study shows the school has attempted to address this issue through the development plan process.

## **Self-review and Evaluation Processes**

### *Classroom Observation*

There is no formal structure for classroom observation in the school with the exception of the appraisal process. A new head of the less successful department studied is in the process of introducing some observations as a means of sharing practice in the department. The school is looking at introducing a more structured approach in the near future.

### *Book reviews*

A process of books reviews was introduced in preparation for the OFSTED inspection. Heads of department had this written into their job descriptions:

'monitor pupils progress within your area by checking evidence'

Deputy Head, Low School

Evidence of the interviews shows that these book checks are not happening in a systematic form nor is the expectation understood by heads of department.

These checks are supported by whole school book checks undertaken by the senior management team and heads of year on an occasional basis.

### *Monitoring meetings*

Each head of department has a senior link with whom they meet on a half termly basis to review the progress of pupils within their subject area. These meetings focus on individual pupils who are causing concern in terms of their progress or behaviour. These departmental concerns are then shared by the senior team as part of the regular meetings. These concerns are based upon regular assessments undertaken half termly by all subjects and teachers' professional judgements.

### *Value-Added data*

Low school makes use of the ALIS project to track the value-added of pupils in the sixth form. The graphs are shared with the departments but I was unable to identify

any other use of the information by the departments in terms of predictions or accountability. This may result from it being the first year the data was available.

The half termly assessments referred to earlier are being used to chart the value-added of pupils in keystage 3&4 in a interesting way within one of the departments. Pupils are being placed in rank order in terms of their verbal reasoning CAT scores and then a similar process is being undertaken following each formal assessments. The rank orders are then being compared to check for pupils who may be underachieving. This does not appear to be common practice in other subject areas. The frequency and the nature of the assessments does not appear to be consistent across subjects either.

The school is not using value-added at GCSE as it is grant maintained and therefore is not part of the LEA value-added project.

#### *Target setting*

In each subject area targets are negotiated between staff and pupils on a termly basis. These targets are then reviewed to assess the progress pupils have made during that term as part of the schools value-added drive. These targets are reviewed within subjects and are not co-ordinated across subject or yeargroup. The practical difficulties of setting individual targets to each pupil has sometimes led to class targets of a general nature being set in certain subjects.

#### *School Development Plan*

Low school's approach to self-review and evaluation appears to have been heavily influenced by Hargreaves and Hopkins (1991). The emphasis is clearly on the school development plan and the setting and reviewing of targets. Each department is required annually to produce a series of targets in response to a menu produced by the senior management team. Each of these targets then has three levels of performance indicators; effective, highly effective and exceptional contribution an example is set out below.

### Key task

To produce a range of differentiated teaching materials for Years 7-9.

### Objective of task

To ensure that differences are exploited positively and not a source of frustration.

### Effective contribution

A fair proportion of schemes of work for years 7-9 are supported by supplies of differentiated materials.

### Highly Effective contribution

All key schemes of work are exemplified by differentiated materials.

### Exceptional contribution

All resources used in the classroom are differentiated in a variety of ways.'

School Development Plan Low School 95-96

The performance indicators are negotiated with the senior link to ensure whole school consistency. The development plan then drives the agenda for the link meetings, the staff development plan and action in the departments. Each plan is reviewed at the end of the year with the senior link and a governor who is also linked to the department.

### *Pupil Perception Surveys*

As part of the year 9 options process the school has just introduced a pupil perceptions survey which includes attitudes to different styles of learning and where these styles of learning occur in the curriculum. It is the intention to analyse this data in two ways. Firstly the perceived preferred learning styles of the pupils and any gender or ability differences in this area. Secondly the impact of the setting structure of the school on the pupils attitudes. The data will be subject specific rather than individual teacher based. It is the intention that the outcomes will be shared with all

staff to help inform planning. As this is the first year of use it is difficult to assess the impact of this development.

#### *Use of consultants*

The school makes limited use of consultants to support departments or individuals when a problem is perceived. This was particularly the case pre OFSTED in one of the departments studied.

#### *Staff surveys*

Extensive use is made of staff perceptions of activities taking place in the school. Bespoke questionnaires are compiled and staff views are sort about a wide range of areas of the schools events e.g. parents evenings, awards evenings, activities week etc. the outcomes are shared with staff and used as part of the planning for future events. These mainly appear to relate to inset and public events.

### **The Way the Self-review and Evaluation Processes were Introduced**

The main vehicle for self-review and evaluation in Low school is the school development plan process. This was introduced by the headteacher soon after his arrival in response to the School Management Task Force guidelines. Staff and governors had the opportunity to influence the format but accepted the idea as a national requirement for all schools.

The unique way it is designed owes its origins to the school senior management team and it is an evolving document based around a core principle of performance indicators. The pupils and parents of the school had no involvement in the design or introduction of any aspect of the school's self-review and evaluation programme.

The other processes, including the target setting, use of value-added data and assessments have been introduced through the outcomes of the school's working parties. Their introduction and design were consulted upon in these groups and consultation was attempted through the departmental meetings. The ideas appear to

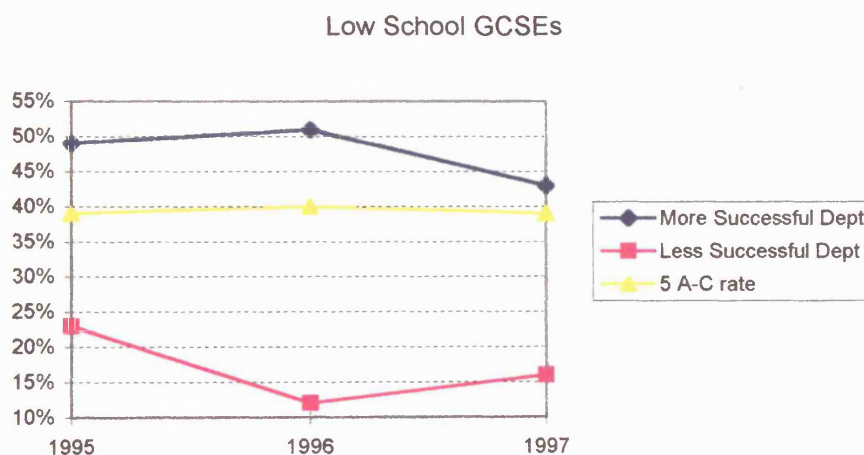
have emanated on the whole from the members of the senior management team. However ownership of the processes by those using does not appear to have resulted in their extensive use in practice.

### **The impact of the self-review and evaluation processes on:**

#### **a) Pupil attainment**

To measure this a number of indicators were employed:

1. An analysis of the raw score GCSEs in the two subjects was undertaken over a three year period. Figure 10.1 shows the progress of the two departments. A control line was added to show the school 5 A-C figure for the same years.



**Figure 10.1**

Regrettably Low school does not make use of any value-added data for GCSE results and therefore I was unable to analyse the results in this form. As numbers at A level were so small and it was impossible for me to effectively control for the variation of intake. I therefore did not undertake an analysis with these results either.

There is no clear trend in these results which can be linked to the self-review and evaluation processes in Low school. It will be necessary to measure this over a greater number of years. It is however worth noting the very low performance at GCSE of the less successful department over the three years.

### b) *Pupil motivation*

To identify any change in pupil motivation, numbers choosing the subject, when given a choice, was used as a proxy indicator of pupil motivation.

Both subjects are part of the school's core curriculum at Key Stage 4 and therefore no choices are made. Therefore these choices at Low school where only made at 16 when selecting their A levels. In the subject that is perceived as being less successful the percentages of pupils choosing the A level for the three years being studied are set out below

Year	1995	1996	1997
A level	5%	0%	7%

**Figure 10.2**

The subject is one where numbers choosing to take it at A level are low nationally and this year's intake is slightly higher than the numbers nationally which was 4% (SCAA 1996). With such small numbers it is difficult to identify any trend but the belief in the school is numbers are now on the rise after a very disappointing nil uptake in 1996.

For the department which is perceived as successful the percentage of pupils selecting this as an A level option are set out below

Year	1995	1996	1997
A level	28%	36%	37%

**Figure 10.3**

This subject is a popular A level option nationally but appears to be growing in popularity at Low School according to the A level choices. The percentage here is well above national averages of 6% (SCAA 1996).

This numeric data on pupil motivation was supported by a pupil perception questionnaire which was undertaken with a group of pupils in each department.

In the more successful department the areas focussed on in the questionnaire included:

Teaching methodology and how the pupils believed various methods helped them to learn:

- \* Teacher talking to the class;
- \* Teacher talking to groups or individuals;
- \* Discussion with other pupils;
- \* Working from a textbook;
- \* Working in groups;
- \* Doing worksheets and
- \* Debating issues.

In the less successful department the areas focussed on in my questionnaire included:

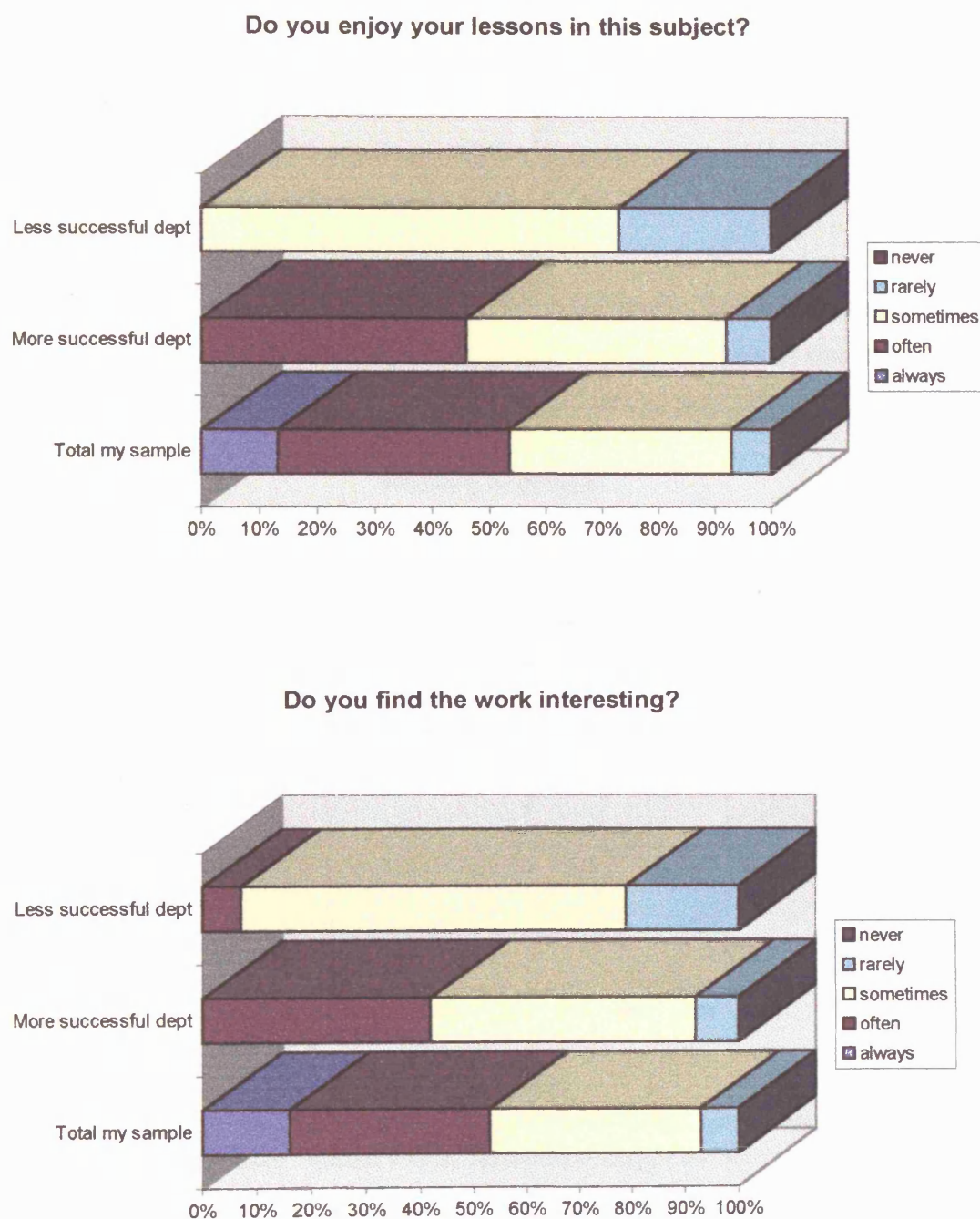
Teaching methodology and how the pupils believed various methods helped them to learn:

- \* Teacher talking to the class;
- \* Teacher talking to groups or individuals;
- \* Discussion with other pupils;
- \* Working from a textbook;
- \* Trips to France;
- \* Working with the language assistant;
- \* Doing worksheets and
- \* Topic or project work.

The questionnaire was initially completed in January and then repeated in July with the same group of pupils. The results from the survey were then compared with the wider database compiled by Keele University's Centre for Successful Schools.

The pupil surveys in general reflected the general perceptions of the departments. In the more successful department the pupils were more positive about their enjoyment

of the lessons and they found the work more interesting although the figures in both cases were below the cohort averages. Figure 10.4 illustrates this.

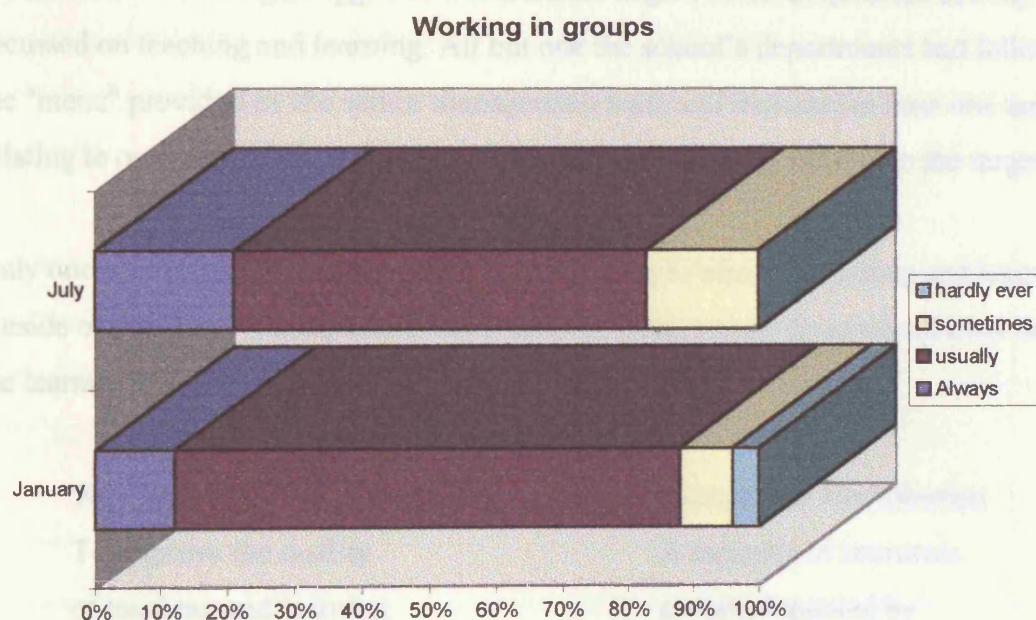


**Figure 10.4**  
**Pupil Perceptions of their Lessons: Sample Compared with Low School**

The pupils in Low school, the survey suggests, are generally less well motivated by the work in lessons than in either of the other case study schools.

The less successful department was focussing on increasing pupil interest through discussion work, the use of language assistants and project work. Progress, in terms of the effectiveness for learning, was perceived by the pupils in project work (Jan 55%, July 62%) but the other areas appear to have been negatively received by the pupils although an increasing number wished to see more discussion work (Jan 39%, July 60%) and spend more time with the language assistant (Jan 29%, July 53%) which could indicate a positive impact.

The more successful department had focussed on increasing the time spent on group work and this had created a small positive effect on pupil attitudes as shown in Figure 10.5 and less pupils wanted more group work (Jan 74% to July 55%).



**Figure 10.5**  
**Change in Pupil Perceptions of Learning Styles in Six Months:**  
**Low School More Successful Department**

The impact of the development work, as can be seen above, was limited, in the perceptions of the pupils. This would appear to reflect the low levels of change, or need for change, perceived by the staff.

As with High and Middle schools the pupils views on which styles of learning they found helpful changed in many areas over the six months. A copy of the questionnaire and the complete results are to be found in appendix 13 and 15.

### **c) Teacher development**

To assist in the analysis of the impact of the school's self-review and evaluation processes on teacher development I decided to look closely at a number of key areas:

#### *i. On teaching style*

A study of the documentary evidence, in particular the school development plan and the minutes of meetings, suggested a reasonable degree of developmental activity focussed on teaching and learning. All but one the school's departments had followed the "menu" provided by the senior management team and included at least one target relating to oracy or differentiation and attributed performance criteria to the target.

Only one department had added additional priorities relating to teaching and learning outside of the senior management menu and this related more to administration then the learning experience:

#### **'Key Task**

To improve the quality of teaching and learning through wider pupil use of resources.

#### **Exceptional Contribution**

A majority of resources are accompanied by teacher's notes giving clear, practical suggestions for effective differentiation.'

School Development Plan 1996-7 Low School

The interviews provided a different picture of the impact of self-review and evaluation in Low School. As one member of staff stated when asked about the impact on his teaching style

**'Not in any vast way as the targets set are not of that nature'**

**Others were more positive**

**'It has led to the pupil perspective being taken more seriously'**

**'It made it more of an issue and made that target something to work for'**

**When pushed to be specific about the nature of change only two areas were offered; "the use of target language" and "working with individual pupils more".**

**As the first member of staff alluded to, the targets in the school development plan do not appear to be aimed at developing the teaching and learning with the exception of the senior management team proposed oracy work. This appears to have been given a low priority by the departments I studied, I believe through their lack of ownership of the target.**

**The meeting agendas and my observation showed the vast majority of time is spent on maintaining the structures and resources with a very limited amount of time spent evaluating teaching and learning. The lack of classroom observation means this area is difficult to evaluate except through numeric analysis of assessment data.**

## **ii. *Motivation***

**The school development plan, focussing the development in the departments, was seen as motivational by the majority of the staff I interviewed. The key issue was having their work recognised by others and to an extent they saw the self-review and evaluation activities as enabling this. One member of staff commented**

**'What is important, as with most professionals, is praise and respect from your peers'**

**This, surely, can only come from internal self-review and evaluation?**

**The head of the department that was perceived as more successful had an interesting slant on this when he added**

**'I believe it has had some effect as a competitive process'**

**The use of performance indicators clearly enabled him to compare his department's performance with that of other departments. I did not explore whether he was a fan of league tables or not!**

**iii. *Preparedness for change***

**On the issue of preparedness for change there were significant differences in perception between the senior management and other staff. The senior managers perceived the school as ready and keen to change, utilising the school development plan as a vehicle for this change.**

**'Five years ago the school like many others was saying every innovation was new. Slowly over the years as we have honed in on particular areas of interest we have been able to let them see that things that have come along are not new, they are really just adaptations of what they are doing'**

**Deputy Head, Low school**

**The perception amongst other staff was more resistant to change. The less successful department recognised the need for change but saw this as a result of**

**'The majority are ready for change as they are sick of being the lowest performing department, rather than through consultants etc.'**

**Head of Department, Low school**

**Others really did not see a need for change**

**'I think the change that is needed is a gradual process towards things, that would be much better than radical change.'**

**A member of the less successful department perceived real change had only occurred with the appointment of a new head of department.**

The nature of the development plan priorities, as highlighted earlier, would also tend to suggest the self-review and evaluation processes have not in themselves significantly helped the staff prepare for, or recognise the need for, change.

#### *iv. Involvement in Inset*

The school has a very active Inset programme. The processes designed to facilitate this are closely linked to the appraisal process and the school development plan priorities. The additional money allocated to GEST as a result of Grant Maintained Status has allowed a sizeable investment in this area.

Staff development needs are reviewed annually as part of the school's move toward Investor in People. An analysis of the returns showed a high level of involvement in outsider provided courses and a significant number of development sessions run by middle and senior managers. The needs identification appears to be exclusively undertaken by the individual and few of the activities relate directly to teaching and learning. The staff I interviewed did not connect the outcomes of the self-review and evaluation processes to staff development activities.

For staff to be allocated funding for Inset the activity must be connected to a school development plan target.

Low School's appraisal process is particularly interesting as it is modelled on the school development plan. This includes the setting of performance criteria for all targets. An example of this is included as appendix 16. According to the handbook the process is undertaken annually rather than every two years as required by the DFEE. The documentation is rigorous in its intent and includes a high degree of self-review for the individual.

The appraisal handbook makes reference to Team appraisal on a termly basis

#### **Team target setting and evaluation**

Teams could be your teams of tutors, departmental teams and/or working party teams such as for Inset or Assessment.

#### **Team Targets**

At the end of each school term the leader of any such team should review progress against previously set targets and negotiate a brief set of targets for the team to try to achieve during the following term. In this way each team will know what it is trying to achieve from the first day of a new term.'

#### **Appraisal Handbook, Low School**

There is no link made to the school development plan target setting or the individual targets resulting from appraisal. I was unable to identify any such termly target setting taking place during my empirical research. In discussion with the SMT it became clear that no such targets had ever been set!

#### ***v. Level of experimentation in the school/department***

Low school is undertaking a significant amount of work on target setting with pupils. Each term pupils are required to agree targets with all their teachers and then review them at the end of term. There is variable practice both within departments and across departments both about the nature of the process and expected outcomes.

The work has had an impact on the classroom experience both of the majority of teachers and all pupils in a number of lessons. The process was introduced after consultation with the assessment working party but was driven by one of the deputy headteachers. I was unable to assess the impact on learning as the work was at an early stage in its development and I would have needed higher level access to the pupils. The resources available for this research negated any further investigation.

One of Low School's key issues for action from their OFSTED inspection was

'seek to develop a more consistent approach to oracy across the curriculum'

This, as I identified earlier, has been built into the school development plan through the senior staff menu and is within all but two subject areas plans. The evaluation of the plans show a number of departments have carried the plan over to another year following no action, or very limited change was planned and therefore success could be claimed.

vi. *Changes staff would like to see in the future*

The senior management team identified the desire to formalise the self-review and evaluation processes in place at present. The deputy head interviewed offered an interesting observation

'We need to train the middle managers in time organisation to allow them to get it done'

Is it the time the middle managers need or a culture which encourages self-review and evaluation?

The rest of the staff were either happy with the level of self-review and evaluation or where interested in two areas. Firstly, lesson observation but as at Middle School they were specific about the nature of this observation

'Not monitoring observation but peer observation with a particular focus'

Member of staff, Low School

The second area they agreed upon was that of more opportunities to reflect on classroom practice as part of the development activities. There was a concern that too much time was spent on paper based activities purporting to relate to change but in fact being an activity in themselves.

These issues were particularly strongly felt by the more junior members of staff who also wished to have more opportunities to air their views on issues.

#### **d) Whole school culture**

As in both previous case studies Low school's self-review and evaluation procedures are a consequence of, or create, the management culture of the school. With the exception of the school development plan, which is strongly centrally driven, the practice on other issues very much depends on the department you work in. In the case of some individuals it was clear that no self-review and evaluation of their practice was taking place with regard to teaching and learning.

The school development plan appears at worst to be a paper exercise and at best focussing on the structure rather than the fundamentals of teaching and learning in the classroom.

There were clear signs of developmental work within Low school but these are dependent on the interest of the individual or the strength of the head of department. The further away, in hierarchy terms, from the senior management the less you know about what is happening, the less you are aware of the planning and development processes taking place.

## **Chapter 11**

### **The Message from the Research**

#### **Increased self-review and evaluation**

My empirical research has clearly highlighted an increasing interest in the area of school-based self-review and evaluation. The initial survey set out in chapter 7 showed a high level of activity in most areas of self-review and evaluation in the majority of the respondent schools. This has been confirmed by the case studies which show a growing interest and enthusiasm for self-review and evaluation. The initial survey response showed a slight over estimate of the activity in all three case study schools. Nevertheless allowing for this to be the case, in all respondent schools, the results of the survey still suggest a high level of activity in a significant proportion of schools.

To test this hypothesis I visited three additional 'outlier' schools who responded to the survey, for a meeting with one of the senior staff to compare the survey outcomes with their views six months later. All three schools gave similar responses to the survey results and indicated some of the planned developments had taken place in the interim period. This suggested that earlier data was reliable.

I was unable to identify any comparable research on self-review and evaluation activity which is taking place at present and will therefore turn to the literature to support my hypothesis. The main indicator to support my findings is the growth of self-review and evaluation toolkits. To date I have examined no fewer than six; NUT (McBeath et al 1996), NFER (Saunders et al 1996, Russell (1996), MIC, Rotherham MBC (1994), Kirklees (1996) and the Scottish Office Education Department (1992). The production of these must, in part, be demand driven.

The education literature also drives, or supports this, with Barber (1996), adviser to the new government on school improvement, seeing self-review and evaluation as the driving force of successful school improvement.

Similar sentiments have been clear in the past three years' Annual Report of Her Majesty's Chief Inspector of Schools. This year he reflected a change

'the culture in schools is more questioning than it once was. Schools are beginning to look hard at the teaching methods and grouping arrangements they use.'

Woodhead (1997)

As highlighted in chapter 3 the school effectiveness characteristics include the idea of self-review and evaluation. Scheerens in a review of school effectiveness research argued that proper evaluation is

'an essential prerequisite to effectiveness-enhancing measures at all levels.'

Scheerens (1992)

A significant further reason for the interest can be found in the OFSTED inspection process. This is particularly the case since the revision of the guidelines to take account of the school's own self-review and evaluation as part of the inspection. A more detailed discussion of the reasons for this is found in chapter 2. Although this year's report still identified that the monitoring and evaluation of school policies and procedures was poor in one-third of schools, with weaknesses found at all levels of management Woodhead (1997).

Also highlighted by my survey was the increasing prominence of classroom observation. Historically the classroom has been the secret garden of many schools with the management focus of the school being on the structures and maintenance issues. The high percentage of schools having an active programme of regular classroom observation suggests this is changing.

Governor involvement in self-review and evaluation featured more highly in the GM schools. This may result from their more acute awareness of their responsibility for

standards and the lack of another body to undertake this on their behalf i.e. the LEA. As the DFE advice states

'an important role for the governing body is to monitor the work of the school'  
DFE (1995)

This monitoring is clearly involving more than attendance at termly meetings, but it would appear now involves lesson observation and participation in subject reviews.

A final significant factor from the survey is the development of subject reviews, something not referred to in the literature or "toolkits" for self-review and evaluation, but prevalent in the schools. These rigorous reviews of the work of a subject, often referred to as "mini OFSTEDs", appear to be a prominent part of the self-review and evaluation process in a growing number of secondary schools. As one member of staff in High School commented

'They are more rigorous than OFSTED as you cannot hide things from your own colleagues.'

## **The Impact on School Culture**

The case studies show the impact of self-review and evaluation on the school culture. In High School a number of elements from the process led to collegial working:

### *Lesson observation and coaching*

The school's clear focus on lesson observation created a significant number of opportunities for pairs or groups of colleagues to discuss the work taking place in the classroom and evaluate the outcomes. This enables expert teaching to be recognised and the skills shared with others. It reduced the sense of isolation felt by teachers which was more prevalent in Low and Middle schools.

Early success in teaching, and recognition by colleagues, is only possible through lesson observation. Without this, praise for the teaching aspect of the job is always going to be a rare event. For teachers to learn new skills in the classroom, they, like pupils, need early success and repeated support or coaching. Thus through self-review and evaluation High school is supporting staff to develop into expert teachers as highlighted by Berliner (1992), through their own classroom context and learning curve.

The process also involved the senior management team in the classroom experience both in observation and feedback discussions. The outcomes of the observation informed planning through the SMT meeting schedule. This was evident both from the agendas and the action points.

### *Subject Reviews*

The subject reviews create opportunities for joint discussions about the nature of the teaching and learning within the departments. They are part of a cycle of activities which ensure a systematic approach to evaluation is undertaken. They include the ideas of target setting and therefore focus the work of the department on improvement.

They provide the structure so the process can be genuinely systematic. The involvement of junior colleagues from other subject areas feed into the culture of a learning organisation.

These regular discussions about the work of the team assisted High School to deal with role ambiguity. Teachers have a clear idea about what is expected of them through regular evaluation. As Handy pointed out, one of the main causes of role ambiguity comes from

'uncertainty about how one's work is evaluated;... uncertainty about others' expectations of one's performance'

Handy (1989)

### *Pupil Perception Surveys*

The data supplied by the pupil perception surveys' contribute to the self-review and evaluation process and encourage a culture of improvement. As Peters and Waterman (1983) found in their study of excellent businesses, closeness to the customer leads to excellence.

Schools have traditionally been reluctant to seek the views of the pupils about teaching and learning but High School, with its culture of self-review and evaluation, has made very profitable use of the outcomes to inform planning.

The interviews at High School also reflected the impact of pupil perception surveys on the individual teacher who were more concerned about the pupils attitude to the work than in the other two schools. As Stoll and Fink suggest

'Consideration of cultural change neglects pupil subcultures at its peril'

Stoll and Fink (1996)

### *Experimentation and Research*

The level of experimentation and involvement in research, by teachers at High School, created a greater awareness of external research data and an interest in the types of methodology that could be productively employed in the classroom. Gray (1990) suggests schools which use research tend to be more effective.

My analysis of the documentary evidence and the interviews showed a high degree of use of data emanating from national research projects and a wide use of research methodology employed in self-review and evaluation work. Teachers saw themselves as working in a learning organisation.

The lack of these activities in both Low and Middle school resulted in a limited number of collegial activities and methods of working which reduced the opportunities for teacher learning. Rosenholtz in her work on stuck and moving schools commented

'We observed that without learning opportunities, task autonomy, and psychic rewards, teachers' sense of commitment seemed choked by a string of broken promises. Most lost their faith in their energies or values.. it seemed a heavy burden to carry this weight of destructive scepticism. Conversely, in learning enriched settings, an abundant spirit of continuous improvement seemed to hover school-wide, and no one ever stopped learning to teach. Principal's frequent and useful evaluations seemed also powerful mechanism for delivery on the promise of school improvement, as they also served as guides for future work.

Rosenholtz (1989)

Evidence of this continuous improvement came from both the examination result trends in High School and the pupil perception survey changes over the six months. Both showed signs of improvement were more significant and consistent in High School as against a less clear picture in both Low and Middle Schools.

Interestingly, recent as yet unpublished research undertaken by Lancashire County Council with the support of the London Institute of Education, charted pupil perceptions against valued added in a sample of 9,000+ pupils. The results on a school by school base showed almost no correlation between positive value added performance and positive pupil perceptions. Figure 11.1 shows the outcomes.

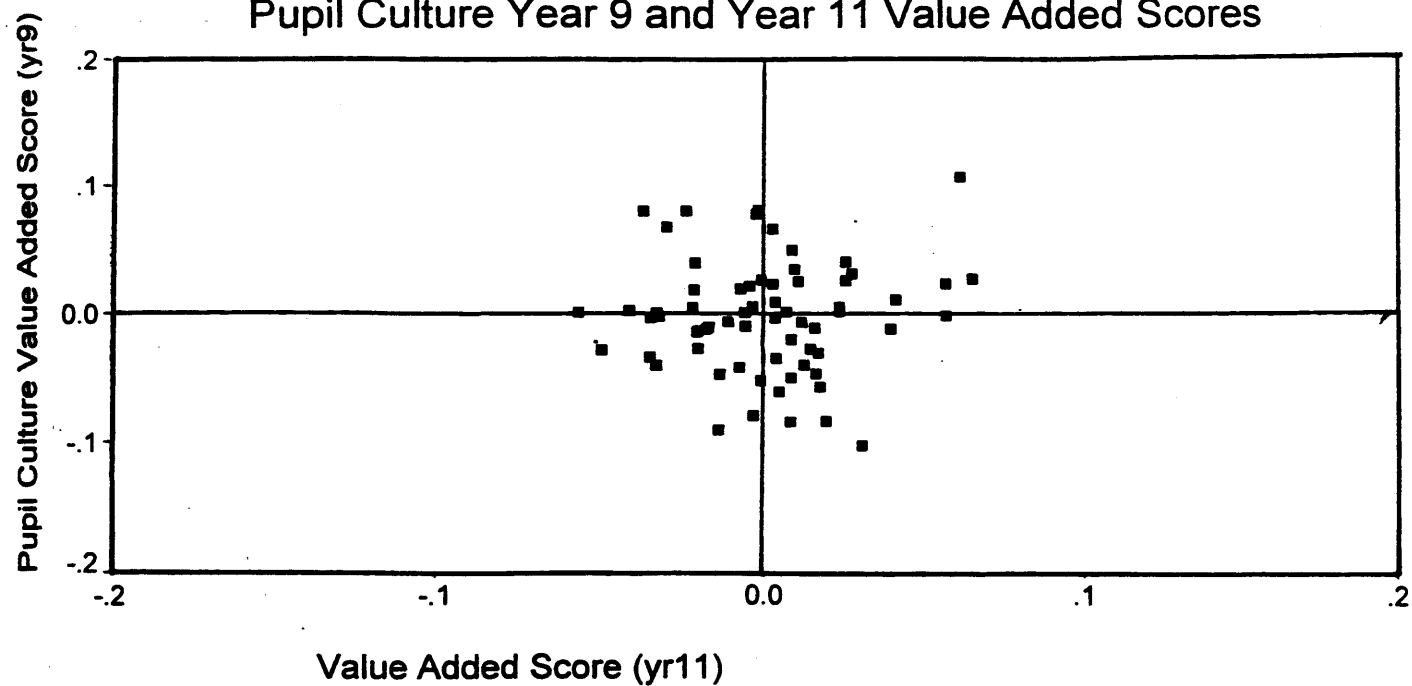
## **The Impact of National Trends**

The main reason for this growth in school-based self-review and evaluation appears to lie in the changing national perspective on education. Firstly, the introduction of mandatory four/six year cycle of inspections by OFSTED. The impact of this on self-review and evaluation is discussed in chapter 2. Here I wish to consider the impact this has had on school improvement.

On the positive side, as highlighted in chapter 2, OFSTED has legitimized classroom observation through professional judgements and forced the debate about

# Lancashire Value Added Project

## Pupil Culture Year 9 and Year 11 Value Added Scores



Correlation = 0.04

**Figure 11.1**

the methodology used in the evaluation. The threat of OFSTED has created a plethora of pre-inspection health checks by external providers and internal departmental assessments. Chris Woodhead has promoted the need for self-review and evaluation in each of his annual reports which are loosely based on the findings of the inspections. The revision of the guidelines placed a new emphasis on school self-evaluation as part of the inspection process.

The need for external pressure in the process of school improvement is widely accepted. Without some disturbance or de-stabilisation successful change does not happen in a school situation Russell (1996).

The major weakness of the process lies in the short-term "knee-jerk" reaction which appears to precede each inspection. The early research on the process suggests that any impact is in the lead up to the inspection and the sigh of relief that follows leads to little sustained improvement.

The reasons for this may lie in the nature of the process itself and the external imposition. Schools lack any ownership of the outcomes and staff may not accept the areas for action as they have not been negotiated with them. As I highlighted in chapter 2, for change to be effective it has to be internal. Even OFSTED's own guide on 'Improving Schools' recognises the dangers of imposing priorities with insufficient attempt to involve staff concerned (1994).

There is therefore a need for inspection to move from imposition to negotiation.

## **Towards School Improvement**

For real change to take place there needs to be a change in the school culture. This, as my empirical research has shown, can be achieved, in part, by school-based self-review and evaluation. The processes help to create a more consistent whole. As shown in chapters 8-10 where the school is actively involved in self-review and

evaluation, the culture is more one of collaboration, creating greater consistency of practice through sharing and evaluating. As Murphy (1992) stated

'better schools are more tightly linked - structurally, symbolically and culturally - than the less effective ones. They operate more as an organic whole and less as a loose collection of disparate sub-systems. An overarching sense of consistency and coordination is a key element'

Murphy (1992)

The Balkanisation which existed in Low and Middle school prevented consistency in practice in the classroom and prevented teachers learning from each other. There was a desire expressed by the majority of staff in all three schools for more opportunities to observe colleagues teaching.

'peer observation.. quickly breaks down barriers and encourages collaboration'

Hopkins et al (1994)

This peer observation was limited by the structure in Middle and Low Schools, and time in High School. There was, however, a caveat expressed by several of those wishing to see more observation

'more direct observation of lessons and discussion about teaching in various teams. Not monitoring observation but peer observation with a particular focus'

Member of staff, Low School

Whilst teachers in the school clearly wished to learn, it has to be in an unthreatening environment. As stated earlier, the likely outcomes of such observation will be no real change. This was seen in my review of the impact of self-review and evaluation in Middle school where the staff could not identify any changes to their teaching following a period of peer observation.

'skilfully handled, classroom observation can benefit both observer and the person observed, serving to inform and enhance the professional skills of both people'

Wragg (1994)

The lesson observation must have a clear purpose and the expected outcomes must be of real value and then be supported by coaching on the change desired. An example of this was found in High School where a member of staff had increased their use of target language through lesson observation, followed by a period of intensive coaching/feedback. This approach is in keeping with the "apprenticeship" model of learning being promoted by Hargreaves. (Essex Headteacher Conference 1997)

A self-review and evaluation process can give these observations a focus and purpose and build in the element of reflection which will enable implementation of any changes. Without a systematic process the growing interest in lesson observation could fall foul of 'faddism' as Slavin (1989) calls it. The case study schools also show that without a systematic process, even with interest, other pressures prevent the observations taking place. All three schools encouraged peer observation but very little actually happened.

'peer observation is proving to be a powerful means of establishing ownership, acquiring new teaching strategies and eventually transforming the culture of the school.'

Hopkins et al (1994)

With such a powerful tool for change this type of observation needs to be built into a systematic approach to self-review and evaluation. This could happen through a structural change, as at High School, in an additive or transformative way as Rossman et al (1988) describe it. Additive in the sense that it can be brought about suddenly through new initiatives which may, or may not, explicitly set about to change the culture. Transformative being explicit and conscious attempts to change the norms, values and beliefs through the structure.

The outcomes of self-review and evaluation also provided data to enable discussions of learning to play a significant part in the meetings structure. In Low and Middle schools there was very little evidence of these discussions taking place either in senior management meetings nor in departments. Agendas and meetings were almost exclusively devoted to maintenance issues. The self-review and evaluation outcomes at High school ensured that teaching and learning were more regularly featured on these meeting agendas, even if this was still below the level of maintenance discussions.

All of these combined in High School to create a more collegial culture through the combined efforts of management and staff. As Hopkins suggests, schools' cultures are amenable to alteration by concerted action on the part of the school staff. This may not be an easy task but teachers and schools have more control than they imagine over their ability to change their present situation Hopkins et al (1994).

This collegial model is not the idealised model often promoted, which is akin to democratic management systems. Rather, a collegial model with regard to classroom learning, which avoids certain of the weaknesses associated with collegial models, being slow and cumbersome in decision-making and the impracticality of reaching consensus on all issues, whilst allowing accountability to exist. It may therefore be described as contrived collegiality by some.

The advantages it offers are encouraging a debate about learning. Promoting the learning organisation appears to enhance learning outcomes, whilst allowing the maintenance and service decisions to be made with minimal consultation.

### **It Depends Upon the Speed of the Learner!**

The more teachers I interviewed in the three case study schools the clearer it became that schools are dependent for their success upon teachers. Crucially it needs to be recognised that teachers learn at different speeds.

The self-review and evaluation techniques offered numerous opportunities for learning and the teachers spoke of being keen to learn. How does this learning take place? As I suggested in chapter 3, there are significant weaknesses in the current arrangements for teacher training. The newly qualified teachers (NQT) I interviewed felt very insecure about their role and relationship with the senior management team. Much of their learning came from their own classroom practice, particularly in Low and Middle schools. They welcomed the opportunity to be involved in self-review and evaluation activities. In High School one of the NQTs had been involved in a subject review outside of his own subject. He commented

'I learnt more from this about different teaching styles than I have throughout the rest of the year.'

Young Teacher, High School

This teacher development needs to be based on the skills and aptitudes of the individual teachers. It is essential that teacher learning continues throughout the careers of all teachers but in particular as young teachers develop. We do not expect all pupils to develop at the same pace, why should we assume that of teachers?

Berliner (1992) in his work on the nature of expertise in teaching proposed a five-stage theory of the development of expertise in teaching:

- \* Novice;
- \* Advanced beginner;
- \* Competent performer;
- \* Proficient performer;
- \* Expert.

Whilst recognising that not all would reach expert status he envisaged this taking 10,000 hours of teaching to develop. This development requires regular feedback as provided by self-review and evaluation in the context of their own classroom. This 'on-the-job' approach to teacher development is in keeping with Hargreaves (1997)

thinking with regard to longer training and an apprenticeship approach to teacher development.

The parallels in the medical profession with the consultant and junior doctors are in stark contrast to the way we train teachers in selecting teaching methodology. When teachers are asked why they employed a particular approach to a specific subject they refer to experience or personal preference. Would we be happy to accept the same reason for a particular operation or course of treatment from a doctor? The doctors' decisions are based firmly on clinical research findings and a regular review of their skills under the close supervision of a expert surgeon. This analogy has messages for research as well as schools. How much of the current research has immediate application to practice in schools?

Success has been claimed for this bringing together of teachers working in collaboration with researchers and the additional partners of industry and the local community in Memphis. Stringfield et al (1996) report that

'The resulting vitality and excitement of students and staff alike are remarkable. Early indications are that the schools are on track and successfully raising the achievement of all'

Stringfield et al (1996)

In this way self-review and evaluation can make a significant contribution to school improvement by contributing to teacher development.

A key issue from the case study was the communication gap between senior managers and junior members of staff. Much of the development planning and policy making in the school was unknown to the junior members of staff. It appeared the two groups did not share a common language for teaching and learning. There was a clear cultural divide between these groups as shown in chapters 8-10. The self-review and evaluation techniques employed in High School enabled a common language to be developed thus helping to reduce this gap. There was still a need for a more effective

information flow in all three schools as much of the data generated by value-added projects was totally inaccessible to all but senior staff in all three schools.

## **The Advantages of Self-review and Evaluation in the Move to School Improvement**

If, as I have argued, school improvement requires a collaborative culture, then a rigorous process of self-review and evaluation offers a number of advantages to a school as a way forward.

1. It can be tailored to meet a school's own situation. Real schools are at different points in their development and therefore have different needs. Hopkins et al (1994), in their adaptation of Rosenholtz's (1989) 'stuck and moving schools', argue, rightly I believe, that most schools are somewhere in-between. They offer two additional types of school, "wandering" where there is the appearance of change and "promenading" where schools are living on past glory and see no reason to change. This complements the work of Hargreaves (1995), referred to in chapter 4 with his continuum of school culture.

Schools having recognised where they are, need ways of moving towards collaborative working and self-review and evaluation is one such method. It does not require the adoption of one particular method, rather it works from where teachers are and assists them in moving to where they desire.

2. Self-review and evaluation can be used to support structural change. As all three case studies have shown schools have been able to introduce various forms of self-review and evaluation without causing unnecessary concern amongst teaching staff. The processes, however, particularly classroom observation, do create the pressure for change. The outcomes provide an element of disturbance which is necessary for change to occur. The development of collaborative cultures do not emerge by chance; they are the result of deliberate actions Hopkins et al (1994).

3. For self-review and evaluation to contribute to school improvement it must be systematic. Teachers, as I have shown, express a desire to learn and improve but without a structure for this learning the day-to-day “busyness” of the job prevents that learning. A systematic approach creates the template for that learning and aids the institutionalisation of the learning which may be lost if an adhoc approach is taken.

'continuation and institutionalisation of innovations depends on whether or not the change gets embedded or built into the structure (through policy, budget, timetable etc.), has (by the time of the institutionalisation phase) generated a critical mass of administrators and teachers who are skilled in and committed to the change'

Huberman and Miles (1984)

Where in High School and the more effective department in Middle School, a systematic approach had been employed more positive outcomes were identified in teacher development, pupil success and pupil motivation.

4. Self-review and evaluation also helps breakdown the isolation many teachers feel in the profession, as it requires discussion about the activities taking place in the classroom. Ideally in a collegial culture discussions about learning will be spontaneous. In reality the majority of schools and teachers do not see this as appropriate in the staffroom or in meetings. The evidence from the meetings agendas and the interviews show that there are few opportunities for this in all three schools. Where these have occurred it has been prompted by the outcomes of self-review and evaluation activities. The structure, of which self-review and evaluation must be part, needs to create opportunities. In fact I would go further, it needs to direct such opportunities to happen on a regular basis. To do this, data needs to be obtained by self-review and evaluation.

5. The message from all the teachers involved in this study was very clear. They wish senior managers to place the classroom at the centre of the school. They were

concerned that too much time and energy was devoted to paper-based and non-classroom focuses. As Heckman (1987) noted the phenomenon of schools

'renewing at the organizational level but not at the classroom level'

It is all very well for academics to promote school development planning. Sadly in schools this can lead to a focus on the paper rather than the classroom. This was the experience of some staff in all three schools, in particular in Low School where the paperwork had little relevance to the classroom activity of the teachers. After all that is the main activity of the school!

'I would like to see less paper about schemes of work, rewards systems and more time spent on the teaching and learning.'

Member of staff, Low School

6. The culture of self-review and evaluation can enable a school to make more extensive use of research data. As seen in High School where high levels of self-review and evaluation are taking place, the culture of experimentation fits more easily with the teachers' working pattern. Through collaborative working and lesson observations the opportunities to question practice arise and research is an obvious source of ideas.

7. The empirical work in the three case study schools' has shown the impact of self-review and evaluation on the data emanating from High School. Their improvement in pupil motivation has been ahead of both Middle and Low school, even if only to a small degree. The most significant difference, however, was seen in teacher learning where High School staff have been more significantly involved in a range of new learning initiatives. This augurs well for school improvement.

## **Chapter 12**

# **The Way Forward for School-Based Self-review and Evaluation**

The movement towards school improvement, my empirical research, and the literature contained in earlier chapters, have collectively shown the potential impact of self-review and evaluation on schools. To assist in this process I now set out key points for interested parties to consider. Firstly:

### **The Government**

Today, probably more than ever, schools are required to demonstrate their effectiveness in the promotion of pupils' development, progress and achievement. To achieve this schools must

'Commit to continuous improvement and perpetual learning'

Fullan & Hargreaves (1992)

Therefore schools need to seek ways to continuously improve. A key message from the school improvement research, referred to earlier in the thesis, is that the school must be the centre for change and this change must focus on the "internal conditions" of the school (Hopkins 1987).

Recognising this, schools need to have a systematic process for improvement and an essential part of this must be self-evaluation, or audit, as proposed in School Development Planning.

My empirical research and the literature suggest that effective school self-evaluation must be of a formative nature allowing the school to reinforce good practice and make improvements to existing practice. The inspection process on the other hand, with its bias towards external accountability, is a summative process giving a picture of a school in a one week snapshot.

As one HMI commented

**'No outsider, even a tenacious and diligent inspector, can possibly know as much about the school as its own teachers and pupils. Of course, any one pupil will only really know about her own class and any one teacher will probably know most about his own subject department, but taken together this in-house store of knowledge and self-critical perceptions ought to make it possible for schools to move in the direction of self-regulation if only this intelligence can be organised, reconciled, moderated and distilled'**

**Marjoram (1989)**

**Therefore inspection, as currently conducted by OFSTED can only provide a limited picture of the school. The early research on the impact of inspections found that there was some evidence of improvement prior to inspections but the evidence for improvement through inspection, the aim of the process, was "less convincing" OFSTED (1995). The OECD (1995) report suggests that inspection can play a role in keeping schools on their toes.**

**'There is little doubt that a thorough inspection or review, in itself, plays an important part in school improvement - and can act as what the Americans have dubbed a "wake-up call" to schools which have become complacent.'**

**OECD (1995)**

**It is often very uncomfortable to undertake an in-depth self-evaluation as we all need to believe we are doing a worthwhile job and, by and large, are successful. This may account for my findings on the limited amount of self-evaluation currently being undertaken in some schools. The French experience highlighted in the OECD report suggests that without some form of external motivator this is always likely to be the case.**

**The inspection process focuses purely on quality control and correction**

'in educational terms, we see quality control as operating totally through inspection of outcomes, throwing out what is poor after it has manifested itself, we see quality assurance as more organic, involving everyone in the organisation seeking systematically, with evidence, to ensure that standards are constantly improving'

Ormston & Shaw (1993)

School self-evaluation is an internal process which allows the school to focus on agreed areas or the schools management, curriculum or pedagogy. The aims should be organic and developmental and focused more narrowly to enable progress in specific areas. It may be undertaken at the level of the department or team or individual teacher. Its focus is school improvement through genuine sustained change.

Significantly the management style in the institution is likely to influence the nature and success of any self-evaluation. Research previously referred to has suggested that it is most effective in a collegial atmosphere where the intended outcome is school improvement rather than internal accountability to governors or senior managers (Clift et al 1987, Kelly 1989 & Fullan 1992).

'when school evaluation is conceptualized within an accountability framework it produces little evidence of school improvement and indeed tends to inhibit it.'

Hopkins (1987)

When the self-evaluation is part of a bureaucratic management style it is likely to have no more impact than external inspection.

This is supported by Stoll (1991) and Glickman (1990) who maintain that school improvement will only happen through the "motivation of professionals". This occurs when they have the choice, collectively, to make informed decisions about their teaching and when they take the responsibility for the implementation of plans for improvement.

Thus for school improvement to occur, school-based self-evaluation must take place alongside any external inspection process. Many believe the current inspection system is unsustainable in the long term for financial and effectiveness reasons. Therefore, some form of school-based self-evaluation should take its place in all but a handful of "failing schools". The Teacher Training Agency's (TTA) decision to make the evaluation and review unit of the new Headteacher qualification compulsory appears to also confirm its importance in the present government's thinking.

The inspection process could be modified to complement school-based review. There is clearly a need to identify failing schools but this could be undertaken, as effectively as at present, through use of more sophisticated value-added data and other quantitative data on attendance, recruitment and exclusions. This data would alert OFSTED to potential problems and trigger a full inspection. This dual process would enable the significant inspection budget to be utilised more effectively to facilitate school-based self-review and evaluation.

The process started by the Teacher Training Agency through the introduction of the National Professional Qualification for Headship (NPQH) and the proposed introduction of a similar programme for subject leaders, should play a vital role in the development of the skills needed for self-review and evaluation. To date very little training has been supplied to teachers at any level in schools on the evaluation process. For this to effectively contribute to school improvement I believe experiential training and coaching in this area are a prerequisite.

## **Initial Teacher Training and Educational Research**

Institutions providing initial teacher training could contribute by ensuring all teachers have a variety of evaluation skills through their teaching practices. At present this mainly consists of the trainee teachers being evaluated. As shown by High School, being involved in evaluating the practice of others is very valuable for individual development. By introducing this process the providers could also potentially have an impact on their partner schools' practice.

Additionally a greater focus needs to be placed on the range of teaching methodology that can be employed in the classroom. This training needs to be based on rigorously researched styles which mostly effectively aid learning in areas of the curriculum. This will require a change in focus of the educational research community to provide the information teachers most need - how we can best facilitate learning. There needs to be a greater understanding of pupils preferred learning styles and more detailed work on the success of various methodologies. We need a research base which aids teachers in the classroom to raise achievement and create expert teachers however difficult or expensive this research may be!

To facilitate this it will be necessary to extend the current training period significantly. It will require extended coaching in the various teaching methodology based more on the consultant/junior doctor model rather than 'try it and see' as at present. The analogy with surgeons, coined by Hargreaves (1997), also applies to the research. We would not expect a surgeon, if asked why he undertook a certain operation in a particular way, to suggest he preferred that way, rather that it was clinically proven to be the most effective. With teachers we accept that their preferred learning style, generally totally unresearched, is the methodology they employ. This is not to suggest that one teaching style will be effective in all cases, or for one curriculum area. Rather that there are already a number of well researched factors in effective teaching which need to be more fully utilised in practice (Scheerens, 1992 and Berliner, 1992).

### **Local Education Authorities (LEAs)**

LEAs need to look at the nature of their support services. Support should be negotiated, based on the school's own self-review and evaluation processes and specifically targeted. In the early stages the in-service programmes will need to support staff in developing evaluation techniques and ideally assist schools in negotiating approaches to observation and criteria for review.

They will also need to be more active in the research field and facilitate schools doing the same. The dissemination of research outcomes on teaching and learning will become a vital role for all advisory staff in their contacts with schools.

## **Schools**

For school improvement to take place I would propose the following areas for consideration before embarking on school-based self-evaluation.

1. The process and rationale must be agreed upon by all of those involved. There needs to be confidence in the nature of the process and the motivation for undertaking it. This will considerably increase the possibility of commitment through a more collegial approach as highlighted earlier.
2. Realistic priorities should be established to allow effective implementation to take place. Too much, too soon can be harmful (Aspinwall et al 1992) and ineffective in the long term.
3. The evaluation skills of all involved need development to assist them in carrying out what can be a very difficult task. Schools, as well as governments, need to take on this training need. The difficulties of evaluation and the skills required are often underestimated.
4. The process must be systematic and regularly undertaken. For those outside of education to have confidence in the effectiveness, the process must be seen as rigorous and objective.

'evaluation remains largely an intuitive process based on teacher's subjective opinions, and there is a clear need for a more structured and formalized approach to departmental or faculty evaluation.'

Earley and Fletcher-Campbell (1989)

If self-review and evaluation is not systematic the everyday pressures of the job will overtake the desire for improvement. As in the case study schools, it will just not take place.

5. The main focus must be teaching and learning. As I have highlighted earlier too often this is not the case and this can lead to frustration for teachers and little real impact on the pupil learning.

6. Involve the use of critical friends. External professional involvement will assist with the credibility of the process for parents and governors and bring additional expertise and objectivity to the process. It is very difficult to step outside of current practice and consider alternatives if the way you have always done it appears to work.

7. Make use of a wide range of data gathering techniques, not just quantitative but also qualitative methodology. Lessons from research can be valuable in this area.

8. Involve pupils and parents in the data gathering process. I have earlier highlighted the wealth of knowledge about the learning experience in a school which pupils can provide.

9. Make use of the research evidence available both on the methodology and the area for improvement.

10. Support self-evaluation with extensive staff development. Self-evaluation must be seen as a developmental process for all and this will require time for the development of new skills, possibly through peer coaching techniques (Joyce and Showers, 1988).

Probably one of the greatest challenges for school-based self-evaluation is the implementation of the outcomes. As I have highlighted earlier this requires the development of a culture in the school which enables change and a greater understanding of the change process.

Assuming a process as set out above, school-based self-evaluation has an important, and I believe developing, role in school improvement in moving from "sound" schools to excellent schools.

'Through our present system we may get "satisfactory" inspections and "satisfactory" teaching. We may identify and deal with the unjustifiably poor and inadequate better than we have in the past. The price of this is that we may not get excellence and excitement in learning'

Russell (1994)

## **Headteachers**

Headteachers need to take an active role in the learning experience of the pupils. This can be enabled by a systematic approach to self-review and evaluation.

'Being the leading professional means taking the lead in monitoring the quality of teaching and the progress of pupils, providing feedback and setting standards.'

National Commission on Education (1996)

As I have already proposed in chapter 11, schools' cultures are amenable to change and this change can be partially achieved through self-review and evaluation. It can be used to foster opportunities for joint working as these are unlikely to occur naturally. Thus assisting in the creation of the cultural norms Stoll and Fink (1996) proposed which influence school improvement

'Shared goals - we know where we're going;  
Responsibility for success - we must succeed;  
Collegiality - we're working on this together;  
Continuous improvement - we can get better;  
Lifelong learning - learning is for everyone;  
Risk taking - we learn by trying something new;

Support - there's always someone there to help;  
Mutual respect - everyone has something to offer;  
Openness - we can discuss our differences;  
Celebration and humour - we feel good about ourselves.'

Stoll and Fink (1996)

This 'co-operative culture' may be more realistically created in schools than the normative total collegial culture proposed by many writers. In this culture I would propose staff work collegially on teaching. However, the majority of the decision making is centralised, involving a core team and where consultation is essential. It must be a culture where the potential of all to develop is recognised, not one which is looking for individuals to blame. In short, an optimistic approach should be adopted.

Self-review and evaluation needs to focus on the classroom experience. This involves the use of peer and line-management observation of lessons to provide accurate data. Equally important is the involvement of the pupils in the evaluation process. Their views need to be regularly sought and the outcomes acted upon. This, the National Commission on Education called 'Inclusive Schools', where:

'schools encourage pupils to take greater control over their work, listening to and responding to their views'

National Commission on Education (1996)

The processes need to be systematic and carefully monitored. All the case study schools believed in self-review and evaluation but without clear structures and accountability many of the processes never took place. By creating a timetable/programme the school can more effectively institutionalise the processes. The headteacher needs to be both actively involved and monitoring other's involvement.

Finally the headteacher has a vital role in enabling the middle managers to discharge their evaluation role. The middle managers in Low and Middle School were reluctant

to observe lessons as they were not sure they had a legitimate right to do so. There is a need to move on from the 'blame to train'. That is through a systematic approach, clear role descriptions, the head's example and guidance, allow middle managers to feel comfortable with monitoring and evaluation.

## **Teachers**

Teachers need to take control of the school improvement process. If we are to be recognised as a profession self-review and evaluation can play a major role in the self-regulation of the profession and we need to show a genuine desire for continuous improvement. If the government, LEAs and parents see a rigorous process of evaluation then the imposed checks, OFSTED, league tables, target setting may give way to a supportive improvement focus and co-operation. This, I hope, may move us towards a General Teaching Council, committed to a focus on school improvement.

## **Future Research**

In reviewing my research the central point is that schools appear to be paying more attention to self-review and evaluation. This has an impact on school culture and through this, school improvement. This is evidenced by the increase in lesson observation, pupil perception work, subject reviews and value-added analysis of exam results. I have also established this, in part, is due to the increasing interest in school accountability at national level shown by OFSTED and league tables. Overall this reflects the growing political interest in education on an international basis.

In approaching my research I took care to find a balanced sample of schools for my case studies. They were all perceived as successful by parents, governors and LEA officers and were of similar size, socio-economic background of pupils, league table position and were mixed schools. I was careful to triangulate the methodology using interviews, visits, meeting observations, examination data both raw-scores and value-added to ensure the objectivity of the outcomes. Obviously the sample could have been increased, but this was at the limits of a single researcher.

I am conscious that due to the relatively short period of time I've been working, the present thesis has focussed on outcome measures. If I, or others, were to continue with the research I would be interested to assess, over time, the impact self-review and evaluation has on the culture of the school and the lasting impact on outcome measures. This longitudinal survey would provide valuable data to ascertain trends. This would necessitate formative judgements about pupils and their learning in the classroom. To achieve this would require a sophisticated research operation including pupil tracking, lesson observation referenced to teachers' aims and objectives. Some aspects of this are envisaged in the work of Hargreaves on school culture which is not published at the time of writing but was discussed with him at the Essex Secondary Headteachers Conference in June 1997.

While these might be the messages for academic research the practical messages relate strongly to the suggestions for LEAs, educational researchers, schools, headteachers and teachers which are contained earlier in this chapter that of the need for all to:

'Commit to continuous improvement and perpetual learning'

Fullan & Hargreaves (1992)

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# Appendix 1

## SURVEY OF STAFF OPINION: SECONDARY SCHOOLS

Please ensure that you have read the information paper distributed a few days ago before completing this survey sheet.

SECTION 1. Please indicate (by ticking in the appropriate column):

- (i) the extent to which you feel the following aspects of the school would benefit from specific review and development;
- (ii) whether you think each aspect is an area of strength or weakness or is satisfactory.

	(i)			(ii)		
	Would benefit from specific review			Strength	Satisfactory	Weakness
	YES	NO	DON'T KNOW			
<u>Curriculum</u>						
1. The curriculum in the lower school (11-14)	.....	.....	.....	.....	.....	.....
2. The fourth- and fifth-year curriculum	.....	.....	.....	.....	.....	.....
3. 16-19 curriculum and provision	.....	.....	.....	.....	.....	.....
4. The balance of subjects/choice for boys/girls	.....	.....	.....	.....	.....	.....
5. Health and social education	.....	.....	.....	.....	.....	.....
6. Careers education and guidance	.....	.....	.....	.....	.....	.....
7. Provision for multicultural education	.....	.....	.....	.....	.....	.....
<u>Pupils</u>						
8. Methods of grouping pupils in the school	.....	.....	.....	.....	.....	.....
9. Procedures for testing and assessment	.....	.....	.....	.....	.....	.....
10. Pupil records	.....	.....	.....	.....	.....	.....
11. Pupil reports	.....	.....	.....	.....	.....	.....
12. Homework procedures	.....	.....	.....	.....	.....	.....
13. External examinations: arrangements	.....	.....	.....	.....	.....	.....
14. External examinations: results	.....	.....	.....	.....	.....	.....
15. Provision for children with special educational needs	.....	.....	.....	.....	.....	.....
16. School rules and regulations	.....	.....	.....	.....	.....	.....
17. Discipline	.....	.....	.....	.....	.....	.....
18. Pupil-teacher relations	.....	.....	.....	.....	.....	.....
<u>Staff and organisation</u>						
19. Staff teaching loads	.....	.....	.....	.....	.....	.....
20. Staff marking loads	.....	.....	.....	.....	.....	.....
21. The role of the senior management team	.....	.....	.....	.....	.....	.....
22. The roles of form group tutors	.....	.....	.....	.....	.....	.....
23. The roles of heads of house/year/section	.....	.....	.....	.....	.....	.....
24. The structure of the pastoral system	.....	.....	.....	.....	.....	.....
25. The roles of heads of department	.....	.....	.....	.....	.....	.....
26. The department/faculty structure	.....	.....	.....	.....	.....	.....
27. Supervision duties	.....	.....	.....	.....	.....	.....
28. The timetable	.....	.....	.....	.....	.....	.....
29. Cover arrangements	.....	.....	.....	.....	.....	.....
30. Communication between staff	.....	.....	.....	.....	.....	.....
31. Consultation and decision-making procedures	.....	.....	.....	.....	.....	.....
32. Staff development and in-service training arrangements	.....	.....	.....	.....	.....	.....
33. Library provision	.....	.....	.....	.....	.....	.....
34. Resource centre arrangements	.....	.....	.....	.....	.....	.....
35. Procedures relating to equipment and materials	.....	.....	.....	.....	.....	.....
36. Capital allocation procedures	.....	.....	.....	.....	.....	.....

## IMPROVING THE QUALITY OF EDUCATION FOR ALL

The underlying principles of IQEA are:

- School improvement is a process that focuses on enhancing the **quality of students' learning**.
- The vision of the school should be one which embraces *all* members of the school community as both learners and contributors.
- The school will see in external pressures for change important opportunities to secure its **internal priorities**.
- The school will seek to develop structures and create conditions which encourage collaboration and lead to the **empowerment** of individuals and groups.
- The school will seek to promote the view that **monitoring and evaluating quality** is a responsibility which all members of staff share.

## **Appendix 3**

# **Success Against the Odds**

## **Features of Success**

1. Strong, positive leadership by the head and senior staff.
2. A good atmosphere or spirit, generated both by shared aims and values and by physical environment that is as attractive and stimulating as possible.
3. High and consistent expectations of all pupils.
4. A clear and continuing focus on teaching and learning.
5. Well-developed procedures for assessing how pupils are progressing.
6. Responsibility for learning shared by the pupils themselves.
7. Participation by pupils in the life of the school.
8. Rewards and incentives to encourage pupils to succeed.
9. Parental involvement in children's education and in supporting the aims of the school.
10. Extra-curricular activities which broaden pupils' interests experiences, expand their opportunities to succeed, and help to build good relationships within the school.

# SELF EVALUATION PROCEDURES

Please circle the frequency of the following self evaluation activities in your school

	More than 3 times a week	At least once a week	At least once a fortnight	Monthly	Rarely	Never
Exercise book reviews by SMT	1	2	3	4	5	6
Exercise book reviews by Departments	1	2	3	4	5	6
Senior Managers observing lessons (pre arranged)	1	2	3	4	5	6
Senior Managers observing lessons (unannounced)	1	2	3	4	5	6
Middle Managers observing lessons (pre arranged)	1	2	3	4	5	6
Middle Managers observing lessons (unannounced)	1	2	3	4	5	6
Peer Observation	1	2	3	4	5	6
Subject reviews including min 10 lessons	1	2	3	4	5	6
Subject reviews including min 5 lessons	1	2	3	4	5	6
Use of EALS? Consultants for subject review	1	2	3	4	5	6
Value added analysis of dept performance	1	2	3	4	5	6
Value added analysis of year group performance	1	2	3	4	5	6

	More than 3 times a week	At least once a week	At least once a fortnight	Monthly	Quarterly	Never
Governors involved in lesson observation	1	2	3	4	5	6
Head of Subject and SMT meetings re pupil performance	1	2	3	4	5	6
Pupils interviewed/surveyed	1	2	3	4	5	6
Parents interviewed/surveyed	1	2	3	4	5	6
Other review activities please specify	1	2	3	4	5	6
	1	2	3	4	5	6

SCHOOL \_\_\_\_\_ (OPTIONAL)

# SELF EVALUATION PROCEDURES

Please circle the frequency of the following forms of self-evaluation in your school.

School \_\_\_\_\_ (Optional)

	More than 3 times a week	At least once a week	At least once a fortnight	Half Termly	Termly	Annually	Never
Exercise book reviews by SMT	1	2	3	4	5	6	7
Exercise book review by departments	1	2	3	4	5	6	7
SMT observe lessons (prearranged)	1	2	3	4	5	6	7
SMT observe lessons (unannounced)	1	2	3	4	5	6	7
Middle Managers observe lessons (prearranged)	1	2	3	4	5	6	7
Middle Managers observe lessons (unannounced)	1	2	3	4	5	6	7
Peer observation	1	2	3	4	5	6	7
Subject review * including a min of 10 lesson observations	1	2	3	4	5	6	7

<i>Subject review including a min of 5 lesson observations</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Use of EAS or other consultants for subject review</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Value added analysis of dept performance</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Value added analysis of year group performance</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Governors involved in lesson observation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Head of subject and SMT meetings re pupil performance</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Other review activities please specify</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Pupils surveyed</i>	<i>Keele University</i>				<i>In house design</i>		
<i>Parents surveyed</i>	<i>Keele University</i>				<i>In house design</i>		
<i>Pupils interviewed</i>	<i>By SMT</i>		<i>By F. Tutor</i>		<i>By consultants</i>		

Subject review in this context refers to a rigorous scrutiny of the work of one subject including lesson observations etc.

*Which areas, if any, do you intend to increase the frequency of or introduce in the future?*

<i>Activity</i>	<i>Please tick if you intend to introduce or increase</i>	<i>Proposed frequency</i>
<i>Exercise book review</i>		
<i>Peer lesson observation</i>		
<i>Middle Management lesson observation</i>		
<i>SM7 lesson observation</i>		
<i>Subject reviews</i>		
<i>Pupil surveys</i>		
<i>Pupil interviews</i>		
<i>Parent surveys</i>		
<i>Parent interviews</i>		
<i>Governor lesson observation</i>		

*We would be prepared to be a case study school in the future YES/NO*

*Thank you for your help with this research if you would like to have a copy of the final outcome please give your name here \_\_\_\_\_*

## **Appendix 6**

### **School Culture Definitions**

**(Titles were not included on final sheet.)**

#### **Individualism**

Teachers in the main work on their own to produce teaching materials and create a disciplined environment in the classroom. Feedback from the management on teaching is sporadic and unsystematic. Most of my learning comes from my own classroom evaluation. Opportunities for experimentation in teaching are not created by the school. Decisions regarding the school are made by others and are passed down to me.

#### **Balkanization**

The school consists of a series of strong departments who work for their own development independent of the senior management. Strong, often competing groups of staff emerge who jockey for position and supremacy like loosely connected, independent city states. This can lead to divisions between staff. Decisions are made centrally but practice is decided more by the department you are in.

#### **Comfortable collaboration**

Discussions about learning take place in the staffroom and consist of advice-giving, trick-trading and material sharing of an immediate, specific and technical nature. Staffroom discussions are uncritical and unthreatening. Teachers support each other rather than challenge others even in a supportive way. Decisions made by the management have little real effect on day to day practice. It is a happy school.

#### **Contrived collegiality**

The culture is characterised by a set of formal, specific, bureaucratic procedures to increase the attention being given to joint teacher planning, consultation and other forms of working together. A great deal of time is spent in formal meetings or senior staff organised sessions regarding pupil learning. Teachers are required to work together rather than do so for their own good.

**Collegiality**

Teachers routinely working together through formal and informal structures. This working together will include discussion of all practices, including classroom teaching skills which will be examined critically within a supportive framework where the norm is for teacher learning. It is not comfortable, but challenging.

**Club Culture**

The head is a very strong leader who gives a clear direction to where the school is going. Most of the schools day to day practices are decided upon by the senior management team and given to the staff. There is little opportunity for staff to contribute their ideas for the schools direction.

**Role culture**

The school is organised tightly around the department/year structure. Decisions are made by those with promoted positions and all communications of these decisions are transmitted via this structure. There is little opportunity for staff to work in cross curricular groups or to contribute their own ideas. The status you have is more important than the abilities you have in this school.

**Person cultures**

In this school the individual teacher is first. The school is the resource for the individual's talents. Managers are low status as those with talents are the key players. Expert or personal power is decisive because the school's success is dependant on their ability. There is little central direction.

## **Appendix 7**

### **Draft Version 1 Headteacher Semi-structured interview**

1. Using survey results to identify tools school employs establish nature, frequency and who does:

Classroom observation  
Book Reviews  
Parent/pupil surveys  
Subject reviews

Monitoring meetings  
Value-added data  
Use of consultants

2. How were these processes introduced?

a) What involvement did the following have in their design/introduction?

Senior managers  
Middle managers  
Teachers  
Pupils  
Governors  
Parents

b) Did you experience any opposition pre or during introduction?

3. What have the outcomes of these activities been within the two specified departments?

Can you please give specific examples of any successes?

4. What has the impact been on teachers in these departments in terms of:

Teaching style  
Preparedness for change  
Motivation  
Involvement in Inset

5. How are the activities discussed in 1 followed up/ monitored?

6. What changes to your monitoring and evaluation do you plan for the future?

### **Decision making**

7. Who decided the school aims?

8. By what process were they arrived at?
9. How are curriculum decisions made i.e. division of period between subjects, assessment policy? Who is involved?
10. What use is made of working groups in the school? How are these made up (cross subject or not)?

### **Communication and levels of collaboration**

11. How is important information communicated to staff?
12. What is the line management structure?
13. How is the agenda for the staff meeting derived?
14. How do staff raise issues they have about the school?
15. What cross curricular work takes place within the school? How was the membership of these groups established?
16. How would you describe the school's management culture?

### **Basic Data**

Pupil Nos

Date of your appointed

Free school meals

Outline Groupings structure (setting/banding etc) how was this policy decided?

Basic management structure

Heads of year	Yes/No
Second/Assistant	Yes/No
Heads of area	Yes/No
Second/Assistant	Yes/No
Heads of Faculty	Yes/No
Second/Assistant	Yes/No
Other	

Age profile of staff

Brief History of school/ management of school

**Draft Version**  
**Head of Department**  
**Semi-structured interview**

1. Using survey results to identify tools school employs establish nature, frequency and who does:

Classroom observation  
Book Reviews  
Parent/pupil surveys  
Subject reviews

Monitoring meetings  
Value-added data  
Use of consultants

2. How were these processes introduced?

a) What involvement did you have in their design/introduction? What involvement did your dept have?

b) Did the school experience any opposition pre or during introduction? Why?

3. What have the outcomes of these activities been within the your department? Can you please give specific examples of any successes?

4. What has the impact been on teachers in your department in terms of:

Teaching style  
Preparedness for change  
Motivation  
Involvement in Inset

5. How are the activities discussed in 1 followed up/ monitored?

6. What changes would you like to see in the schools monitoring and evaluation in future?

**Decision Making**

7. Who decided the school aims?

8. By what process were they arrived at?

9. How are curriculum decisions made i.e. division of period between subjects, assessment policy?

10. What use is made of working groups in the school? How are these made up (cross subject or not)?

**Communication and levels of collaboration**

11. How is important information communicated to staff?

12. What is the line management structure of the school?

13. How is the agenda for the staff meeting derived?

14. How do you raise issues that you have about the school?

15. What cross curricular work takes place within the school? How was the membership of these groups established?

16. How would you describe the school's management culture?

**Draft Version**  
**Member of Department**  
**Semi-structured interview**

1. Using survey results to identify tools school employs establish nature, frequency and who does:

Classroom observation  
Book Reviews  
Parent/pupil surveys  
Subject reviews

Monitoring meetings  
Value-added data  
Use of consultants

2. How were these processes introduced?

a) What involvement did you have in their design/introduction?

b) Did the school experience any opposition pre or during introduction? Why?

3. What have the outcomes of these activities been for you? Can you please give specific examples of any successes?

4. What has the impact been on you in terms of:

Teaching style  
Preparedness for change  
Motivation  
Involvement in Inset

5. How are the activities discussed in 1 followed up/ monitored?

6. What changes would you like to see in the schools monitoring and evaluation in future?

**Decision Making**

7. Who decided the school aims?

8. By what process were they arrived at?

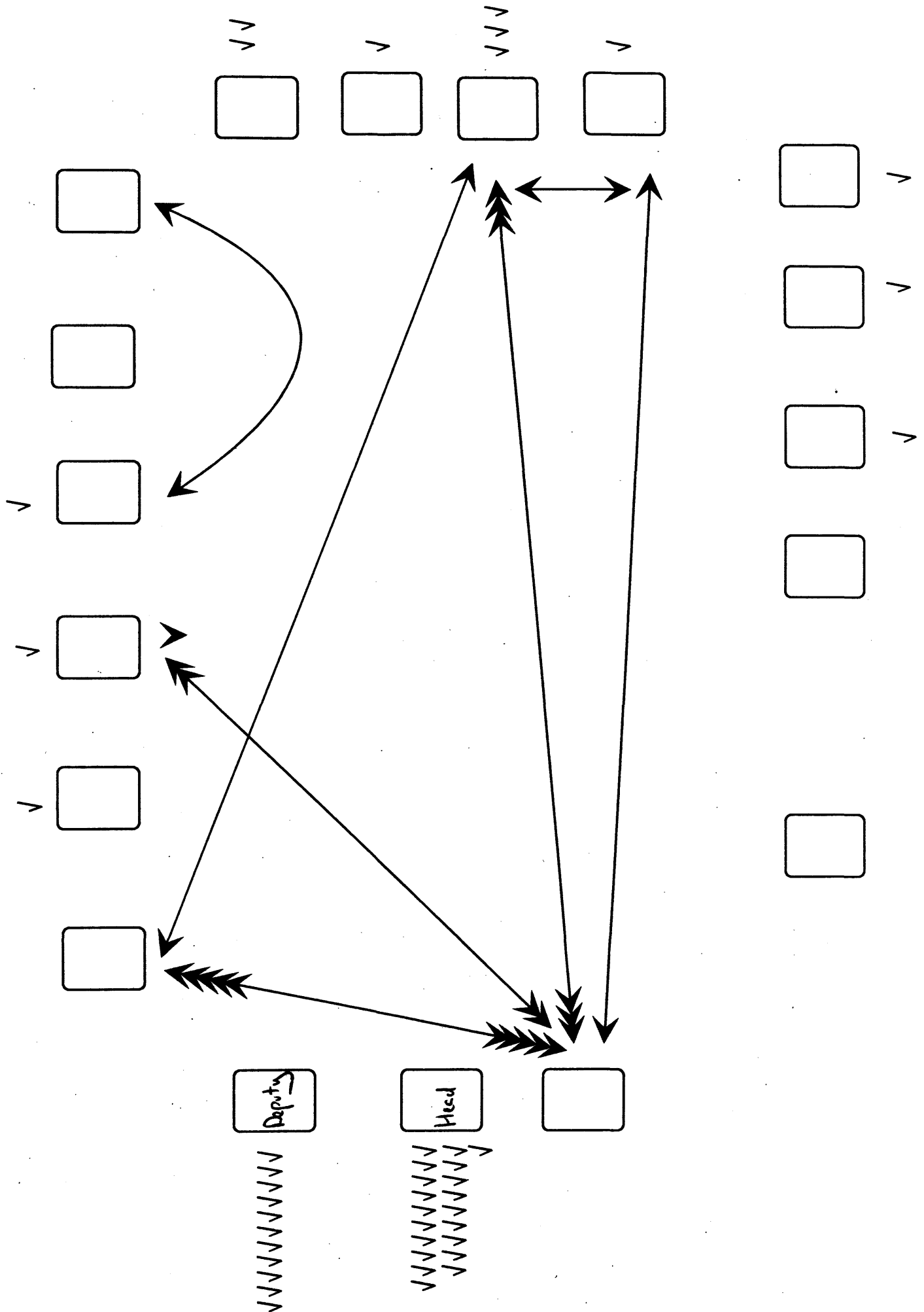
9. How are curriculum decisions made i.e. division of period between subjects, assessment policy?

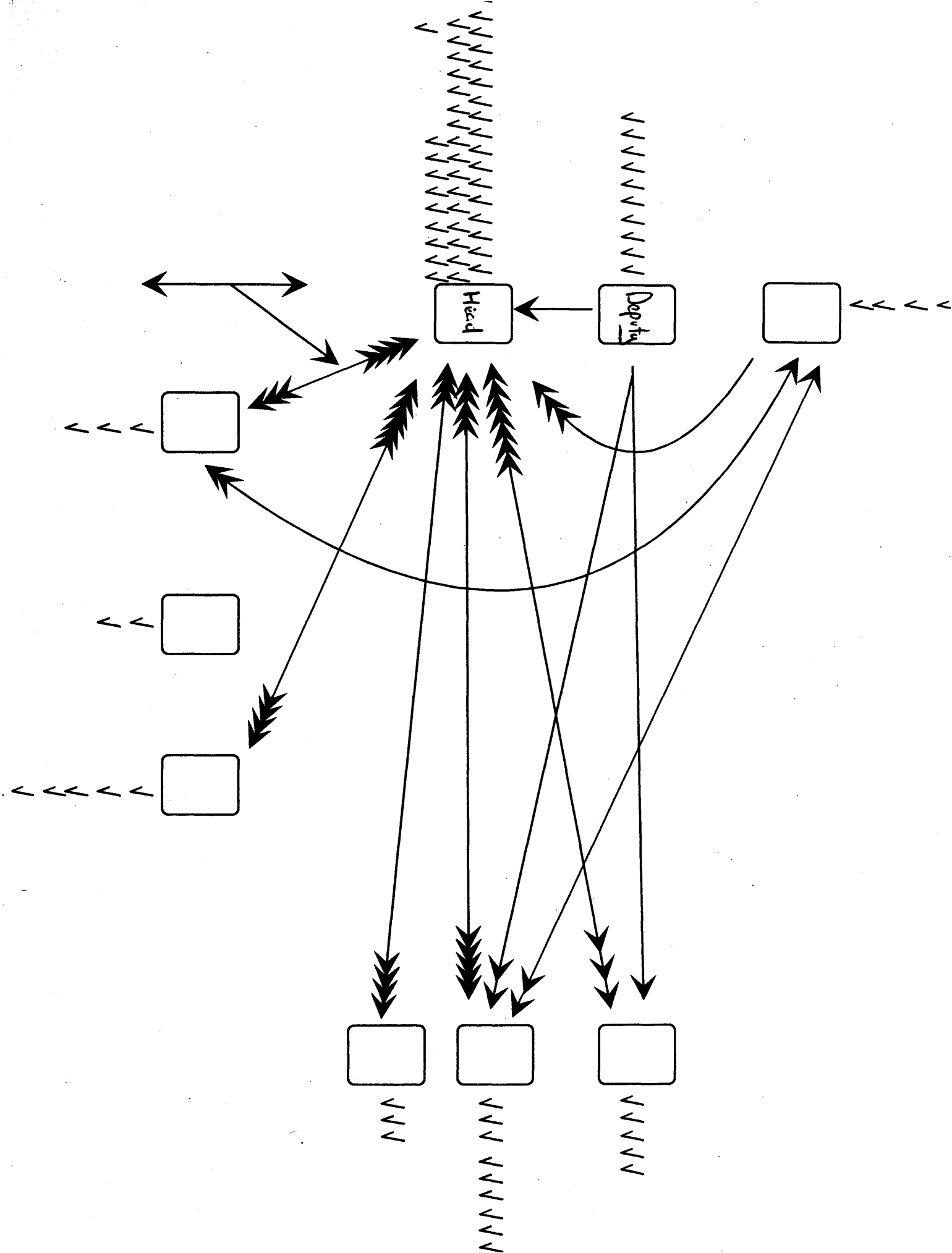
10. What use is made of working groups in the school? How are these made up (cross subject or not)?

## **Communication and levels of collaboration**

11. How is important information communicated to staff?
12. Who is your line manager? What is the line management structure of the school?
13. How do you raise issues that you have about the school?
14. How is the agenda for the staff meeting derived?
15. What cross curricular work takes place within the school? How was the membership of these groups established?
16. How would you describe the school's management culture?

## Appendix 8





**Appendix 9**  
**Headteacher**  
**Semi-structured interview**

1. Using survey results to identify tools school employs establish nature, frequency and who does:

Classroom observation  
Book Reviews  
Parent/pupil surveys  
Subject reviews  
Monitoring meetings  
Value-added data  
Use of consultants

2. How were these processes introduced to the school and by whom?

a) What involvement did the following have in their design/introduction?

Senior managers	Governors
Middle managers	Parents
Teachers	Consultants
Pupils	Unions

b) Did you experience any concerns amongst staff pre or during introduction?

c) How did you deal with these?

3. What have the outcomes of these activities been within the two specified departments?

Can you please give specific examples of any successes?

a) Which processes have you found to be most cost effective?

4. What has the impact been on teachers in these departments in terms of:

Teaching style  
Preparedness for change  
Motivation  
Involvement in Inset

5. How are the activities discussed in 1 followed up/ monitored?
6. What changes to your monitoring and evaluation do you plan for the future?

### **Decision Making**

7. Who decided the school aims?
8. By what process were they arrived at?
9. How are curriculum decisions made i.e. division of period between subjects, assessment policy?
10. What use is made of working groups in the school? How are these made up (cross subject or not)?

### **Communication and levels of collaboration**

11. How is important information communicated to staff?
12. What is the line management structure of the school?
13. How is the agenda for the staff meeting derived?
14. How do you raise issues that you have about the school?
15. What cross curricular work takes place within the school? How was the membership of these groups established?
16. Which of the attached definitions do you believe best describes the culture of the school? (Appendix 6)

# **Head of Department**

## **Semi-structured interview**

1. Using survey results to identify tools school employs establish nature, frequency and who does:

Classroom observation  
Book Reviews  
Parent/pupil surveys  
Subject reviews

Monitoring meetings  
Value-added data  
Use of consultants

2. How were these processes introduced to the school and by whom?

a) What involvement did you have in their design/introduction? What involvement did your dept have?

b) Did the school experience any opposition pre or during introduction? Why?

3. What have the outcomes of these activities been within the your department? Can you please give specific examples of any successes?

a) Which of the processes do you feel have been most useful in developing the learning process?

4. What has the impact been on teachers in your department in terms of:

Teaching style  
Preparedness for change  
Motivation  
Involvement in Inset

5. How are the activities discussed in 1 followed up/ monitored?

6. What changes would you like to see in the schools monitoring and evaluation in future?

7. Numbers of pupils choosing GCSE and A level in subject '95 - '97

## **Decision Making**

8. Who decided the school aims?
9. By what process were they arrived at?
10. How are curriculum decisions made i.e. division of period between subjects, assessment policy?
11. What use is made of working groups in the school? How are these made up (cross subject or not)?

## **Communication and levels of collaboration**

12. How is important information communicated to staff?
13. What is the line management structure of the school?
14. How is the agenda for the staff meeting derived?
15. How do you raise issues that you have about the school?
16. What cross curricular work takes place within the school? How was the membership of these groups established?
17. Which of the attached definitions do you believe best describes the culture of the school?(Appendix 6)

## **Member of Department**

### **Semi-structured interview**

1. Using survey results to identify tools school employs establish nature, frequency and who does:

Classroom observation  
Book Reviews  
Parent/pupil surveys  
Subject reviews

Monitoring meetings  
Value-added data  
Use of consultants

2. How were these processes introduced to the school and by whom?

a) What involvement did you have in their design/introduction?

b) Did the school experience any opposition pre or during introduction? Why?

3. What have the outcomes of these activities been for you? Can you please give specific examples of any successes?

a) Which of the processes do you feel have been most useful in developing the learning process?

4. What has the impact been on you in terms of:

Teaching style  
Preparedness for change  
Motivation  
Involvement in Inset

5. How are the activities discussed in 1 followed up/ monitored?

6. What changes would you like to see in the schools monitoring and evaluation in future?

## **Decision Making**

7. Who decided the school aims?
8. By what process were they arrived at?
9. How are curriculum decisions made i.e. division of period between subjects, assessment policy?
10. What use is made of working groups in the school? How are these made up (cross subject or not)?

## **Communication and levels of collaboration**

11. How is important information communicated to staff?
12. Who is your line manager? What is the line management structure of the school?
13. How do you raise issues that you have about the school?
14. How is the agenda for the staff meeting derived?
15. What cross curricular work takes place within the school? How was the membership of these groups established?
16. How would you describe the culture of the school?

## Appendix 10

<b>ALL SCHOOLS</b>	more than 3 times a week	At least once a week	At least once a fortnight	Half termly	Termly	Annually	Never	Total = 62
	1	2	3	4	5	6	7	
Exercise book reviews by SMT		5	3	18	15	9	6	56
Exercise book review by depts	1	3	9	23	10	3	1	49
SMT observe lessons prearranged	2	2	10	11	17	10	3	53
SMT observe lessons unannounced	3	6	6	10	1	4	22	49
Middle Mans obs lessons prearranged		2	4	18	14	12	4	54
Middle Mans obs lessons unannounced		2	4	4	3	4	28	45
Peer lesson observation		2	2	11	11	18	7	51
Subject Review minimum of 10 lesson obs				5	9	14	26	54
Subject Review min of 5 lesson obs		1		4	4	11	22	42
Use of consultants for subject review			1	1	11	21	18	52
Value Added analysis dept				4	9	42	3	58
Value Added analysis year group				4	16	35	6	61
Governor lesson obs			1	8	27	4	19	59
Head of subject and SMT meetings re pupil performance		3	7	11	18	18	3	60
				%				%
Pupil Survey		Keele	16	25.8		in house	17	27
Parent Survey		Keele	7	11.3		in house	23	37
Pupils interviewed by	Smt	37	F.Ts	36	Cons	10		
<b>THE FUTURE</b>	Frequent ly	At least termly	Annually		Freque ntly %	At least termly %	Annual ly %	Total %
Exercise book review	1	22	4		2	35	6	43
Peer lesson observation	4	21	1		6	34	2	42
Middle Manager lesson obs	1	16	6		2	26	10	38
SMT lesson observation	2	19	2		3	31	3	37
Subject reviews	0	18	4		0	29	6	35
Pupil surveys	3	6	3		5	10	5	19
Pupil interviews	1	1	10		2	2	16	20
Parent surveys	0	0	11		0	0	18	18
Parent interviews	0	1	6		0	2	10	12
Governor lesson obs	0	2	2		0	3	3	6
<b>SCHOOLS PLANNING TO INTRODUCE</b>								
At least 1 additional form of self-review	17							
At least 3 additional forms of self-review	19							
At least 5 additional forms of self-review	13							
No additional self-review	13							

<b>LM SCHOOLS</b>								Total= 20
Question	1	2	3	4	5	6	7	
Exercise book reviews by SMT			2	7	4	5	1	19
Exercise book review by depts		1	4	6	3	1		14
SMT observe lessons prearranged		1	1	4	5	5	1	16
SMT observe lessons unannounced	3	3	2	2			7	11
Middle Mans obs lessons prearranged			2	8	3	2	1	16
Middle Mans obs lessons unannounced		1	3	2			8	13
Peer lesson observation			1	4	1	6	1	13
Subject Review minimum of 10 lesson obs				1	4	2	11	18
Subject Review min of 5 lesson obs					2	4	7	13
Use of consultants for subject review			1	1	6	3	4	15
Value Added analysis dept					2	18		20
Value Added analysis year group					5	15		20
Governor lesson obs				1	8	2	8	19
Head of subject and SMT meetings re pupil performance		2	3	6	6	3	1	19
Pupil Survey		Keele	14	in house		0		
Parent Survey		Keele	6	in house		4		
Pupils interviewed by	Smt	15	Form Tutors	15	Consultants			6
<b>THE FUTURE</b>	Freq uent ly	At least termly	Annually					
Exercise book review	2	8	0					
Peer lesson observation	1	5	1					
Middle Manager lesson obs	0	7	1					
SMT lesson observation	1	8	1					
Subject reviews	0	5	2					
Pupil surveys	1	0	2					
Pupil interviews	3	2	0					
Parent surveys	0	0	5					
Parent interviews	0	2	0					
Governor lesson obs	0	1	0					
<b>SCHOOLS PLANNING TO INTRODUCE</b>								
At least 1 additional form of self-review	7							
At least 3 additional forms of self-review	8							
At least 5 additional forms of self-review	4							
No additional self-review	1							

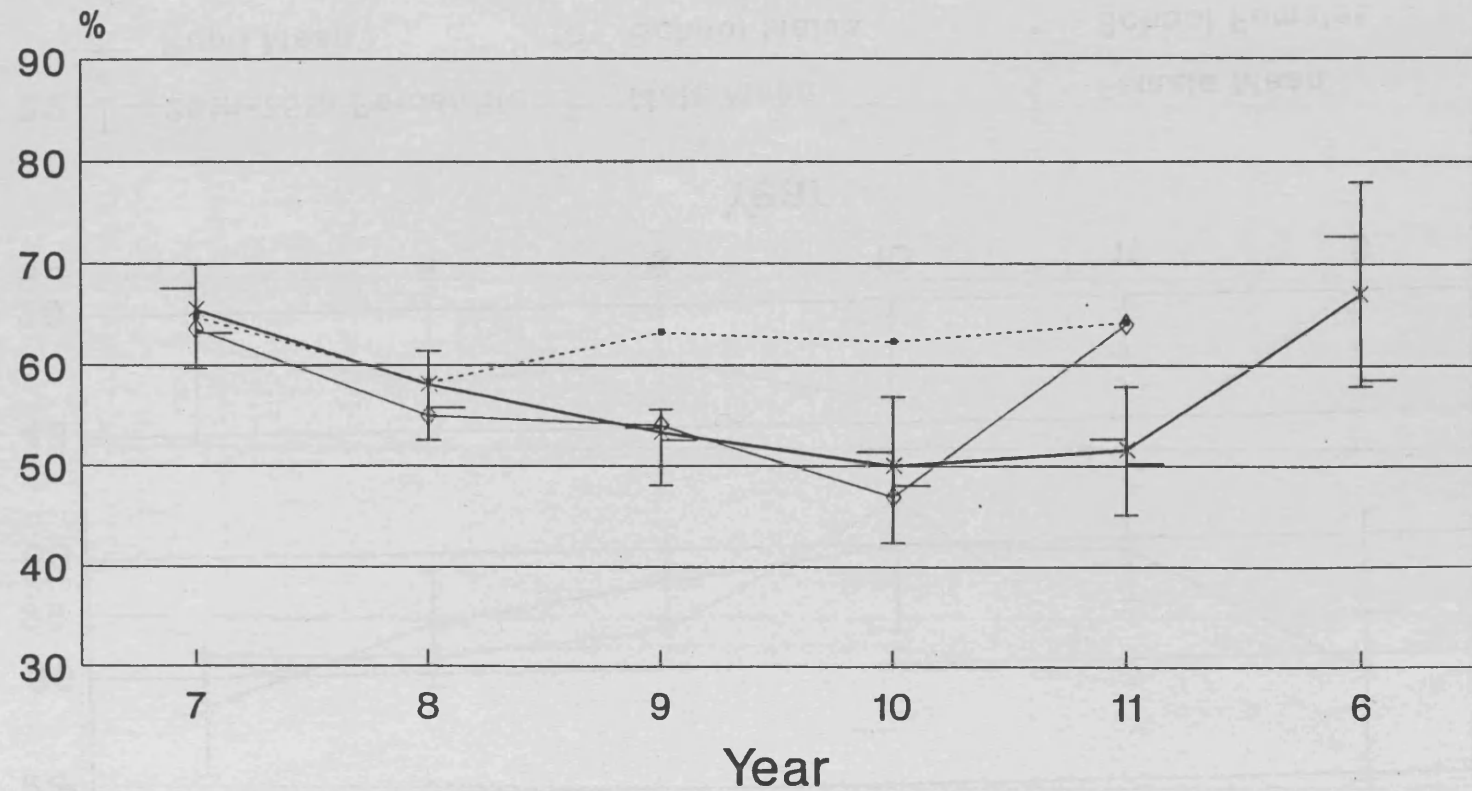
<b>GM SCHOOLS</b>								Total 42
Question	1	2	3	4	5	6	7	
Exercise book reviews by SMT		5	1	11	11	4	5	37
Exercise book review by depts	1	2	5	17	7	2	1	35
SMT observe lessons prearranged	2	1	9	7	12	5	2	38
SMT observe lessons unannounced		3	4	8	1	4	15	35
Middle Mans obs lessons prearranged		2	2	10	11	10	3	38
Middle Mans obs lessons unannounced		1	1	2	3	4	20	31
Peer lesson observation		2	1	7	10	12	6	38
Subject Review minimum of 10 lesson obs				4	5	12	15	36
Subject Review min of 5 lesson obs		1		4	2	7	15	29
Use of consultants for subject review					5	18	14	37
Value Added analysis dept				4	7	24	3	38
Value Added analysis year group				4	11	20	6	41
Governor lesson obs			1	7	19	2	11	40
Head of subject and SMT meetings re pupil performance		1	4	5	12	15	2	39
Pupil Survey		Keele	2 in house			17		
Parent Survey		Keele	1 in house			19		
Pupils interviewed	Smt	22	Form Tutors	21	Consultants			4
<b>THE FUTURE</b>	Freq uently	At least termly	Annually					
Exercise book review	2	13	1					
Peer lesson observation	0	11	5					
Middle Manager lesson obs	1	15	3					
SMT lesson observation	1	11	1					
Subject reviews	0	13	2					
Pupil surveys	0	1	8					
Pupil interviews	0	4	3					
Parent surveys	0	0	6					
Parent interviews	0	0	2					
Governor lesson obs	0	0	6					
<b>SCHOOLS PLANNING TO INTRODUCE</b>								
At least 1 additional form of self-review	10							
At least 3 additional forms of self-review	11							
At least 5 additional forms of self-review	9							
No additional self-review	12							

<b>GM SCHOOLS</b>										
	Frequ ently	At Least t	Annu ally	Never	Total out of 42	Frequ ently %	At least Termly %	Annually %	Never %	Respon se %
Exercise book reviews by SMT	6	22	4	5	37	16%	59%	11%	14%	88%
Exercise book review by depts	8	24	2	1	35	23%	69%	6%	3%	83%
SMT observe lessons prearranged	12	19	5	2	38	32%	50%	13%	5%	90%
SMT observe lessons unannounced	7	9	4	15	35	20%	26%	11%	43%	83%
Middle Mans obs lessons prearranged	4	21	10	3	38	11%	55%	26%	8%	90%
Middle Mans obs lessons unannounced	2	5	4	20	31	6%	16%	13%	65%	74%
Peer lesson observation	3	17	12	6	38	8%	45%	32%	16%	90%
Subject Review minimum of 10 lesson obs	0	9	12	15	36	0%	25%	33%	42%	86%
Subject Review min of 5 lesson obs	1	6	7	15	29	3%	21%	24%	52%	69%
Use of consultants for subject review	0	5	18	14	37	0%	14%	49%	38%	88%
Value Added analysis dept	0	11	24	3	38	0%	29%	63%	8%	90%
Value Added analysis year group	0	15	20	6	41	0%	37%	49%	15%	98%
Governor lesson obs	1	26	2	11	40	3%	65%	5%	28%	95%
Head of subject and SMT meetings re pupil performance	5	17	15	2	39	13%	44%	38%	5%	93%

<b>LM SCHOOLS</b>										
	Frequ ently	At least termly	Annu ally	Never	Total out of 42	Frequen tly %	At least Termly %	Annually %	Never %	Respon ses %
Exercise book reviews by SMT	2	11	5	1	19	11%	58%	26%	5%	95%
Exercise book review by depts	5	9	1		15	33%	60%	7%	0%	75%
SMT observe lessons prearranged	2	9	5	1	17	12%	53%	29%	6%	85%
SMT observe lessons unannounced	8	2	0	7	17	47%	12%	0%	41%	85%
Middle Mans obs lessons prearranged	2	11	2	1	16	13%	69%	13%	6%	80%
Middle Mans obs lessons unannounced	4	2	0	8	14	29%	14%	0%	57%	70%
Peer lesson observation	1	5	6	1	13	8%	38%	46%	8%	65%
Subject Review minimum of 10 lesson obs	0	5	2	11	18	0%	28%	11%	61%	90%
Subject Review min of 5 lesson obs	0	2	4	7	13	0%	15%	31%	54%	65%
Use of consultants for subject review	1	7	3	4	15	7%	47%	20%	27%	75%
Value Added analysis dept	0	2	18		20	0%	10%	90%	0%	100%
Value Added analysis year group	0	5	15		20	0%	25%	75%	0%	100%
Governor lesson obs	0	9	2	8	19	0%	47%	11%	42%	95%
Head of subject and SMT meetings re pupil performance	5	12	3	0	20	25%	60%	15%	0%	100%

<b>ALL SCHOOLS</b>										
	Freque ntly	At least Termly	Annua lly	Never	Total out of 62	Freque ntly	At least Termly	Annually	Never	Resp onse %
Exercise book reviews by SMT	8	33	9	6	56	14%	59%	16%	11%	90%
Exercise book review by depts	13	33	3	1	50	26%	66%	6%	2%	81%
SMT observe lessons prearranged	14	28	10	3	55	25%	51%	18%	5%	89%
SMT observe lessons unannounced	15	11	4	22	52	29%	21%	8%	42%	84%
Middle Mans obs lessons prearranged	6	32	12	4	54	11%	59%	22%	7%	87%
Middle Mans obs lessons unannounced	6	7	4	28	45	13%	16%	9%	62%	73%
Peer lesson observation	4	22	18	7	51	8%	43%	35%	14%	82%
Subject Review minimum of 10 lesson obs	0	14	14	26	54	0%	26%	26%	48%	87%
Subject Review min of 5 lesson obs	1	8	11	22	42	2%	19%	26%	52%	68%
Use of consultants for subject review	1	12	21	18	52	2%	23%	40%	35%	84%
Value Added analysis dept	0	13	42	3	58	0%	22%	72%	5%	94%
Value Added analysis year group	0	20	35	6	61	0%	33%	57%	10%	98%
Governor lesson obs	1	35	4	19	59	2%	59%	7%	32%	95%
Head of subject and SMT meetings re pupil performance	10	29	18	2	59	17%	49%	31%	3%	95%

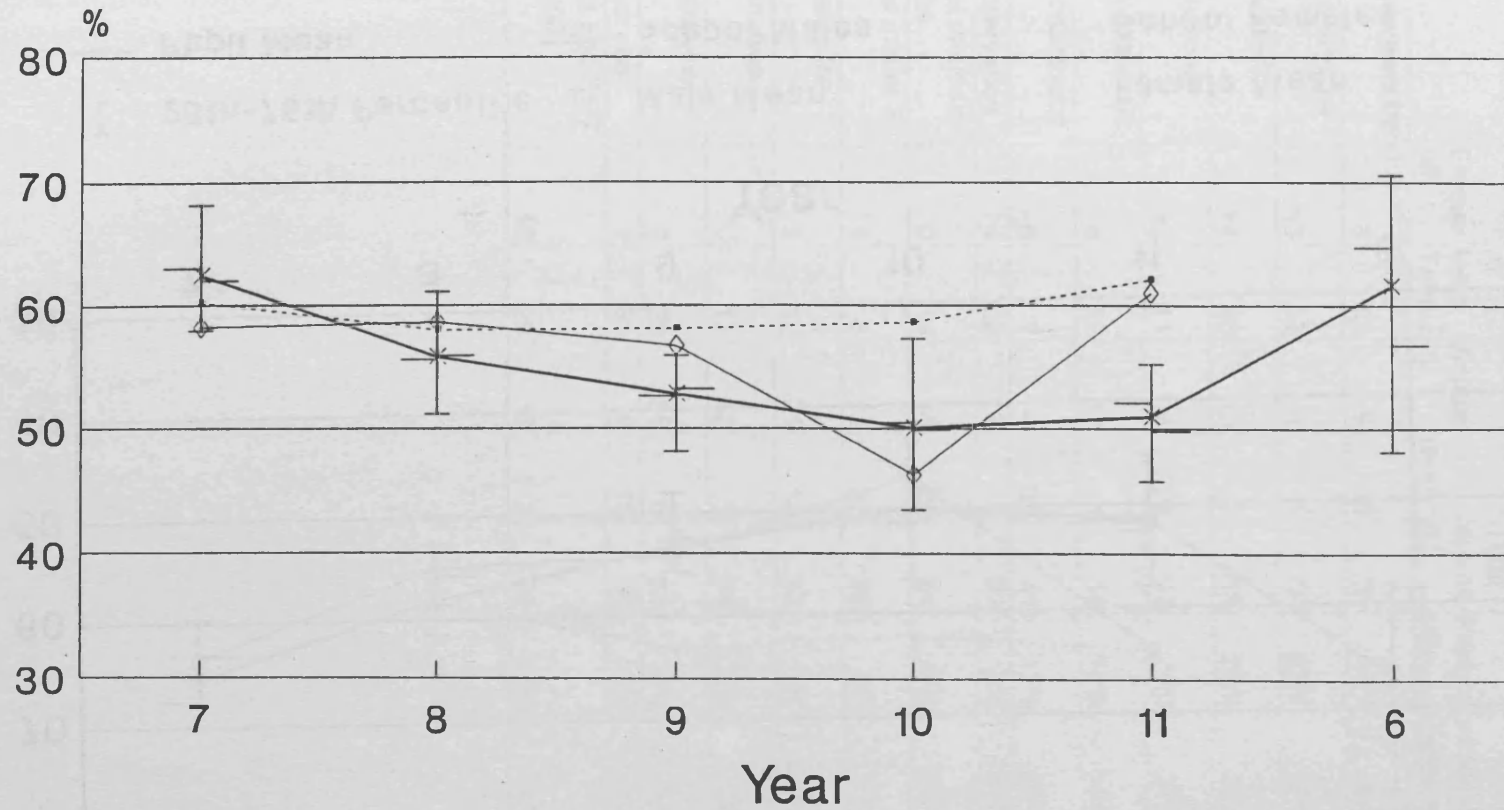
# Pupil Satisfaction



I 25th-75th Percentile I Male Mean I Female Mean  
 x Pupil Mean ◇ School Males ..... School Females

% of maximum score

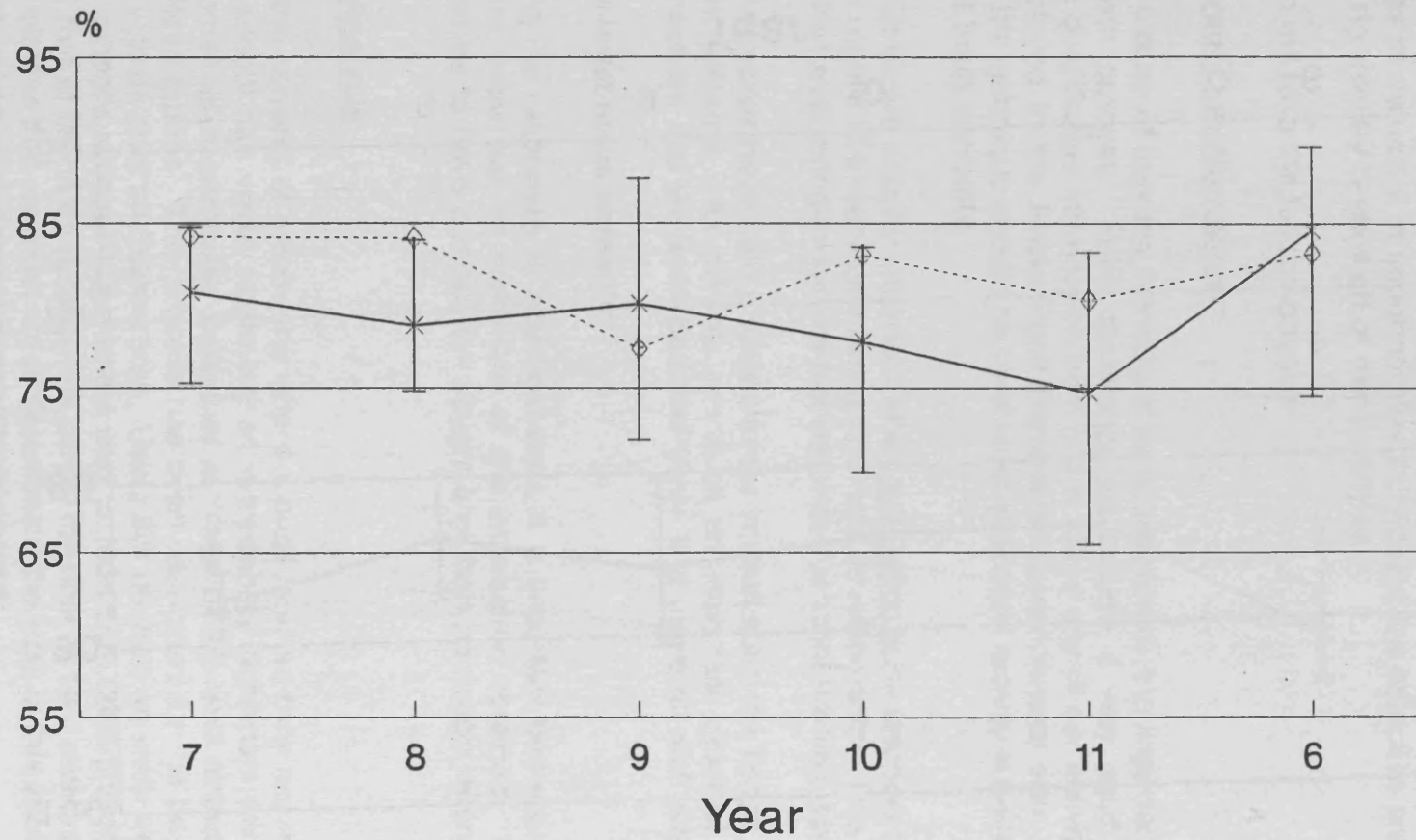
# Pupil Teacher Relationships



I 25th-75th Percentile    I Male Mean    I Female Mean  
 —x— Pupil Mean    —◇— School Males    -.-.- School Females

% of maximum score

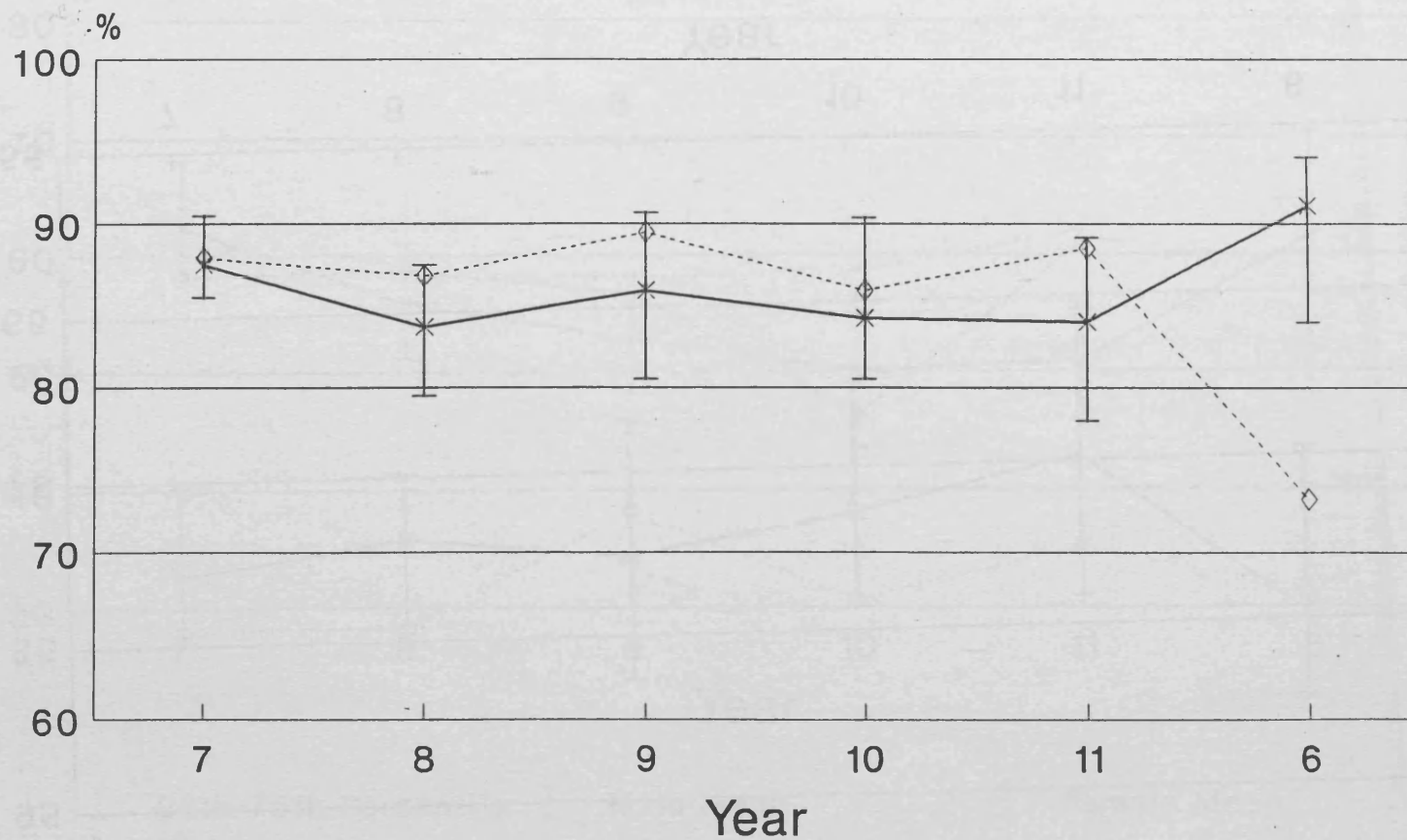
## Parents Perception of School



I 25th-75th percentile —x— Mean Score - - - - - Your School

% of maximum score

## View of Pupil's Experience



I 25th-75th percentile    —x— Mean Score    - - -◇- - Your School

% of maximum score

## **Appendix 12**

### **SCHOOL SELF EVALUATION PROCEDURES**

The Notley High School has a very good track record of evaluating development work and the on-going classroom experience. This work in particular is focused on the School Development Plan, classroom observation and exam analysis. To ensure the school is truly working towards its values, it is important that individuals are reflective practitioners and we **regularly and rigorously review all of our activities.**

This evaluation will take the following forms:

#### **Pupil/Staff/Parent Questionnaires**

To gain a true picture of how the learning is being perceived, it is important to involve pupils in the evaluation process. Pupil questionnaires can be a very good way of obtaining qualitative and quantitative information from pupils about any of our activities. This process has been employed in the Keele Pupil Perception Questionnaire and, the review of the tutorials etc. This technique should be used whenever pupil activity is being evaluated.

**Frequency - at least annually**

Staff questionnaires are equally important when evaluating pupil learning but are particularly significant with regard to in-service training and new developments. This method has been used to date when evaluating in-service training, initial teacher training, appraisal etc.

Parental questionnaires have played a valuable role in evaluating the Image of the School and pupil homework patterns. As parents are such an important client of The Notley High School, it is important that we seek parental views and make all staff aware of these on a regular basis.

**Frequency - at least twice annually**

When compiling the responses to questionnaires, it is important that issues are raised and action plans are drawn up, to make use of the information obtained. We all know how frustrating it can be to have our opinion sought and then no action taken, based upon this opinion.

#### **Value-Added Analysis**

Value-Added, the concept of measuring where a pupil is when they arrive and seeing what difference the school has made, is playing an increasingly significant role in predicting the potential outcomes of a particular individual or Year Group and evaluating the school's success with these groups. This process has been conducted for the past three years and results shared with all staff and Governors. Using this method we were able to evaluate not only the whole school's success but also the work of individual departments and pupils. This is an important role of the team leaders/link senior member of staff meeting and the school's track record is witness that we must not underestimate the work in this area.

**Frequency - following each formal assessment period**

## **Team/Senior Management Discussion**

An important part of our evaluation of learning must be the discussion with all colleagues involved. This sharing of ideas allows critical analysis to take place but also is in itself a developmental activity for the individuals involved. Team and Senior Management Agendas should include on a regular basis, the evaluation of teaching, assessment and pupil groupings in the area of the school. Too often meetings become over concerned with the structural and administrative and therefore undervalue the importance of learning.

**Frequency - every month**

## **Subject Review**

The detail of the Subject Review is attached as Appendix 1.

## **Link Meetings**

Meetings between the team leader and link Senior Management Team member should take place on a fortnightly basis. These meetings should be an opportunity to evaluate the effectiveness of learning, as well as the day to day management of the school. The agendas should include the evaluation of teaching materials, teaching techniques, pupil groupings, assessment results, lesson observation feedback, school development plan progress, and new developments.

## **Role of the Deputy Heads and the Senior Teachers**

In the Notley High School structure the major role of the Senior Management Team is the monitoring and evaluation of learning. This involvement must include a structured programme of lesson observation, monitoring of pupil outputs (including exercise books and folders), regular review of learning with the link areas, and the professional development of all members of staff within their management scope.

## **School Development Plan Outcomes**

The Action Planning process that has been developed over the previous two years requires staff to set out priorities in terms of:-

Priority/Time Line/Action By  
Intended final outcomes  
Evaluation processes

In planning developments staff must, from the outset, consider and build in their methods of evaluation. In some cases the evaluation can be a simple data gathering exercise (quantitative) or in other cases reviews may take place through observation, tracking, questioning etc (qualitative).

Evaluations are then discussed through the link Deputy meetings and fed back annually into the full School Development Plan document.

**Frequency - Annually**

## **Classroom Observation**

This has been an ongoing tool which teachers have used to evaluate teaching and learning issues in the school. In some cases Areas have set up paired observation schedules to observe teaching strategies or to follow the progress of a pupil or class. Classroom observation has formed an integral part of the induction of new staff, particularly NQT's and is included in the Teacher Training programme run with Cambridge University.

More recently Senior and Middle Managers have been involved in focused classroom observation exercises to feedback learning issues in a range of subject areas. Finally, classroom observation is a requirement of the school's appraisal programme where appraisers will observe 1 or 2 lessons for each of their appraisees.

**Frequency - As appropriate**

## **Appraisal**

The school has operated a full appraisal scheme for two and a half years which involves teachers in considerable self evaluation. The format of the scheme follows the widely accepted model of Planning, Self Evaluation, Classroom and/or Task Observation, Data Gathering, Professional Review, Personal Statements and Targets. The process is a professional model used to highlight strengths and weaknesses and which supports staff in their personal development within the school.

**Frequency - Bi-annually**

## **Use of Consultants/Advisers**

Consultants and advisers are "bought in" through the staff development budget to assist managers in the evaluation of curriculum and staffing issues. This could involve staff in the development of specific curriculum programmes eg planning schemes of work or maybe matching curriculum needs to resources. Consultants and advisers can also be used to assist teachers develop their skills and are particularly useful for NQT programmes. Where there is concern over the poor performance of a teacher then a consultant/adviser can bring a valuable independent perspective to assist the teacher and their manager.

In some cases consultants are used for their high level of expertise over a a particular issue eg personnel, and so assist in the evaluation of strategies for improvement.

**Frequency - as appropriate**

## Appendix 13

High School: More Successful Department										
			Jan-97					Jul-97		
	always	often	sometimes	rarely	never	always	often	sometimes	rarely	never
Enjoy lessons	39%	39%	22%	0%	0%	47%	37%	16%	0%	0%
Work Interesting	26%	35%	39%	0%	0%	28%	39%	33%	0%	0%
Find work too difficult	0%	9%	13%	52%	26%	0%	11%	16%	53%	21%
Know what to do	26%	35%	35%	4%	0%	32%	32%	21%	11%	5%
<b>Teaching and learning</b>		<b>Works well</b>						<b>Works well</b>		
	Always	usually	sometimes	hardly	ever	Always	usually	sometimes	hardly	ever
Teacher talk to class	26%	57%	13%	4%		37%	42%	21%	0%	
Teacher talk to gr & Ind	65%	17%	17%	0%		39%	50%	6%	6%	
Discussion with pupils	21%	63%	17%	0%		11%	58%	32%	0%	
Showing work	27%	45%	27%	0%		32%	47%	21%	0%	
Working in group	50%	41%	5%	5%		42%	53%	5%	0%	
Watch and evaluate	37%	47%	16%	0%						
Debating issues	27%	55%	14%	5%		11%	42%	42%	5%	
Working with partner	52%	48%	0%	0%		26%	53%	16%	5%	
<b>Want change</b>										
	More	same	less			More	same	less		
Teacher talk to class	13%	83%	4%			0%	95%	5%		
Teacher talk to gr & Ind	30%	70%	0%			21%	79%	0%		
Discussion with pupils	14%	77%	9%			5%	84%	11%		
Showing work	30%	52%	17%			28%	67%	6%		
Working in group	61%	39%	0%			58%	37%	5%		
Watch and evaluate	26%	61%	13%			21%	74%	5%		
Debating issues	27%	64%	9%			21%	63%	16%		
Working with partner	36%	55%	9%			32%	63%	5%		

High School: Less Successful Department											
			Jan-97					Jul-97			
	always	often	sometimes	rarely	never		always	often	sometimes	rarely	never
Enjoy lessons	10%	57%	30%	3%	0%		21%	54%	17%	4%	4%
Work Interesting	28%	55%	14%	3%	0%		33%	38%	25%	4%	0%
Find work too difficult	0%	10%	55%	34%	0%		0%	8%	46%	38%	8%
Know what to do	67%	30%	3%	0%	0%		83%	4%	13%	0%	0%
Teaching and learning		Works well					Works well				
	Always	usually	sometimes	hardly ever			Always	usually	sometimes	hardly ever	
Teacher talk to class	52%	45%	3%	0%			54%	46%	0%	0%	
Teacher talk to gr & Inc	38%	52%	7%	3%			29%	42%	21%	8%	
Discussion with pupils	20%	55%	25%	0%							
Working with textbooks	31%	45%	24%	0%			27%	58%	15%	0%	
Trips to France	72%	21%	7%	0%			85%	8%	8%	0%	
Doing worksheets	0%	62%	38%	0%			4%	41%	48%	7%	
Topic or project work	52%	48%	0%	0%			48%	37%	15%	0%	
Language Assistant	24%	34%	34%	7%			7%	44%	37%	11%	
Want change											
	More	same	less				More	same	less		
Teacher talk to class	10%	76%	14%				0%	88%	12%		
Teacher talk to gr & Inc	54%	43%	4%				50%	31%	19%		
Discussion with pupils	57%	32%	11%				46%	42%	12%		
Working with textbooks	14%	64%	21%				8%	52%	40%		
Trips to France	54%	46%	0%				100%	0%	0%		
Doing worksheets	29%	57%	14%				8%	27%	65%		
Topic or project work	19%	81%	0%				76%	12%	12%		
Language Assistant	46%	46%	7%				46%	46%	8%		

Middle School: More Successful Department										
			Jan-97					Jul-97		
	always	often	sometimes	rarely	never	always	often	sometimes	rarely	never
Enjoy lessons	16%	40%	40%	4%	0%	13%	46%	38%	4%	0%
Work Interesting	20%	28%	44%	8%	0%	17%	25%	50%	8%	0%
Find work too difficult	0%	4%	8%	67%	21%	0%	4%	13%	58%	25%
Know what to do	28%	40%	28%	4%	0%	33%	38%	25%	4%	0%
<b>Teaching and learning</b>		Works well								
	Always	usually	sometimes	hardly ever		Always	usually	sometimes	hardly ever	
Teacher talk to class	20%	68%	12%	0%		17%	54%	29%	0%	
Teacher talk to gr & Ind	48%	40%	8%	4%		44%	44%	4%	8%	
Discussion with pupils	28%	48%	20%	4%		29%	42%	25%	4%	
Working with textbooks	16%	68%	16%	0%		22%	52%	13%	13%	
Working in groups	44%	32%	20%	4%		50%	38%	13%	0%	
Doing worksheets	20%	68%	8%	4%		17%	67%	8%	8%	
Debating Issues	28%	36%	32%	4%		25%	42%	25%	8%	
Working with a partner	63%	29%	0%	8%		54%	29%	4%	13%	
<b>Want change</b>										
	More	same	less							
Teacher talk to class	21%	54%	25%			25%	50%	25%		
Teacher talk to gr & Ind	50%	46%	4%			46%	42%	13%		
Discussion with pupils	46%	54%	0%			43%	52%	4%		
Working with textbooks	25%	54%	21%			21%	58%	21%		
Working in groups	70%	26%	4%			58%	33%	8%		
Doing worksheets	23%	36%	41%			17%	38%	46%		
Debating issues	42%	38%	21%			46%	29%	25%		
Working with a partner	75%	21%	4%			67%	29%	4%		

Low School: More Successful Department										
			Jan-97					Jul-97		
	always	often	sometimes	rarely	never	always	often	sometimes	rarely	never
Enjoy lessons	0%	46%	46%	8%	0%	0%	34%	55%	10%	0%
Work Interesting	0%	42%	50%	8%	0%	0%	31%	62%	3%	3%
Find work too difficult	0%	4%	31%	65%	0%	0%	10%	14%	72%	3%
Know what to do	8%	42%	31%	15%	4%	7%	64%	14%	14%	0%
Teaching and learning		Works well				Works well				
	Always	usually	sometimes	hardly ever		Always	usually	sometimes	hardly ever	
Teacher talk to class	15%	54%	23%	8%		7%	55%	34%	3%	
Teacher talk to gr & Inc	20%	60%	16%	4%		38%	45%	17%	0%	
Discussion with pupils	27%	42%	31%	0%		17%	48%	34%	0%	
Working with textbooks	8%	19%	50%	23%		3%	21%	38%	38%	
Working in groups	12%	76%	8%	4%		21%	62%	17%	0%	
Using Worksheets	0%	27%	54%	19%		0%	18%	43%	39%	
Debating issues	58%	31%	12%	0%		48%	38%	14%	0%	
Working with a partner	52%	44%	4%	0%		24%	66%	10%	0%	
Want change										
	More	same	less			More	same	less		
Teacher talk to class	15%	54%	31%			10%	48%	41%		
Teacher talk to gr & Inc	36%	64%	0%			28%	69%	3%		
Discussion with pupils	46%	54%	0%			41%	52%	7%		
Working with textbooks	12%	46%	42%			10%	31%	59%		
Working in groups	74%	19%	7%			55%	45%	0%		
Using Worksheets	8%	68%	24%			10%	38%	52%		
Debating issues	73%	15%	12%			76%	17%	7%		
Working with a partner	92%	8%	0%			59%	38%	3%		

Low School: Less Successful Department											
			Jan-97						Jul-97		
	always	often	sometimes	rarely	never		always	often	sometimes	rarely	never
Enjoy lessons	0%	0%	73%	27%	0%		0%	20%	60%	20%	0%
Work Interesting	0%	7%	71%	21%	0%		0%	20%	60%	20%	0%
Find work too difficult	0%	7%	47%	47%	0%		0%	7%	53%	40%	0%
Know what to do	7%	21%	43%	21%	7%		0%	13%	47%	40%	0%
Teaching and learning		Works well					Works well				
	Always	usually	sometime	hardly	ever		Always	usuall	sometimes	hardly	ever
Teacher talk to class	6%	38%	38%	19%			0%	40%	47%	13%	
Teacher talk to gr & Ind	14%	64%	21%	0%			19%	50%	31%	0%	
Discussion with pupils	20%	33%	27%	20%			6%	41%	47%	6%	
Working with textbooks	7%	27%	60%	7%			13%	40%	40%	7%	
Trips to France	54%	38%	8%	0%			41%	6%	29%	24%	
Doing worksheets	0%	53%	33%	13%			0%	44%	31%	25%	
Topic or project work	20%	33%	47%	0%			6%	56%	38%	0%	
Language Assistant	0%	54%	38%	8%			0%	18%	73%	9%	
Want change											
	More	same	less				More	same	less		
Teacher talk to class	0%	60%	40%				0%	73%	27%		
Teacher talk to gr & Ind	27%	60%	13%				60%	33%	7%		
Discussion with pupils	39%	50%	11%				60%	33%	7%		
Working with textbooks	0%	50%	50%				7%	60%	33%		
Trips to France	100%	0%	0%				93%	0%	7%		
Doing worksheets	0%	43%	57%				0%	27%	73%		
Topic or project work	50%	36%	14%				20%	73%	7%		
Work with Language Assistant	29%	43%	29%				53%	33%	13%		

## **Appendix 14**

### **QUESTIONNAIRE ABOUT STUDENT ATTITUDES TO SCIENCE**

This survey is part of a review of the classroom practice of the Science Department. The questionnaire explored student attitudes to Science, and classroom activities students enjoy and find interesting.

The questionnaire was given to a sample of tutorial groups on the 16th February, 1995. The use of tutorials ensured a representation of students in all of the groups and courses offered in Years 9 and 10. The samples were:

<b><u>Tutorials</u></b>	<b><u>Boys</u></b>	<b><u>Girls</u></b>	<b><u>Total</u></b>
7E and 7D	19	24	43
8E and 8H	29	21	50
9E and 9G	21	21	42
10H and 10D	20	20	40
Totals	89	86	175

#### **Student Attitudes to Science**

There are differences in attitude towards Science by boys and girls. Similarly, positive attitudes towards the subject decline from Year 7 to Year 10. The data is summarised in Figure 1.

Boys, except in Year 9, find Science more interesting and feel that it will be helpful in their future lives. The level of enjoyment experienced by boys and girls tends to vary according to their year group. However, there is an increasingly negative attitude towards Science by Year 10.

Year 7 students appear to find Science in a secondary school a real improvement on their experiences at primary school. Their level of enjoyment then tends to diminish steadily.

The revival of enjoyment noted in Year 9 may well be due to unhappy experiences in Year 8. A number of Year 9 students in one class sampled commented on how they had disliked their teacher in Year 8. It may possibly be related to setting.

There is a marked decline in the level of effort of boys from Years 7 to 9 which only revives in Year 10 at the start of GCSE courses. Girls indicate a sustained level of effort to Year 9 which falls away in Year 10.

All students think Science is a difficult subject. This is particularly marked in Years 8 and 10, especially among girls.

There is considerable support for double lessons until Year 10. Possibly this reflects occasions when students undertake practical activities.

## **Interest and Enjoyment in Science Activities**

The data in Figures 2 and 3 indicates similar attitudes between girls and boys to classroom activities. They enjoy and find interesting practical activities involved in undertaking experiments and investigations. These are consistently given a high rank.

Students do enjoy and find interesting watching their teachers do experiments. The one anomaly is the attitude of Year 10 boys. There is a paradox in students finding it increasingly interesting to listen to their teachers, but rarely enjoyable.

Written tasks are not welcomed by students, especially answering questions from textbooks. This is very much reflected in the student comments on how lessons might be improved. An increasing number of students were very critical of being given tasks in class which required them to copy from books.

## **Student Suggestions on Improving Lessons**

The comments of younger students were not very revealing. They tended to want more opportunities to undertake practical activities and to reduce the amount of writing undertaken.

Students in Years 9 and 10 did make some very revealing comments. There was an increasing negativity to the quality of the teaching they felt they were receiving. A number wanted lessons to be more "fun". They did not enjoy copying from books. There were concerns expressed about unclear explanations and the department having a negative image. Two students were worried about examination results.

There were constructive suggestions. A Year 9 boy proposed a Science Club at lunchtime. Several students felt the pace of lessons was slow and that 5 or 10 minutes could be lost while others finished a task. There were several requests for more opportunities to undertake independent activities. Some students felt their work lacked continuity. They wanted to sustain study of topics in units, as they found the practice of an experiment followed by writing up tended to be disjointed. There were suggestions of trips out for Double Science students in Year 10.

Finally, five Year 10 girls requested more comfortable seating.

## **Issues for Further Thought**

1. Students do perceive Science as being significant to their future, however, they view the subject in an increasingly negative way.
2. There is a gender issue. Girls attitudes do seem to be more negative than boys. They also perceive the subject to be more difficult than boys. A very worrying aspect is the sudden decline in effort by girls in Year 10. Why does this happen?
3. There are concerns about the quality of teaching from Years 9 and 10 students. They feel that copying is a regular activity in class. How might they find Science more "fun"?
4. Students are positive about double lessons in Science to Year 9. How should lessons be organised?

Figure 1

# STUDENT ATTITUDES TO SCIENCE LESSONS

	Year 7			Year 8			Year 9			Year 10		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
I find Science interesting	3.21	2.86	3.02	2.86	2.71	2.8	2.9	3.05	2.98	2.7	2.5	2.6
I find Science enjoyable	3.11	3.42	3.07	2.93	2.71	2.84	2.71	2.76	2.74	2.5	2.15	2.33
I think Science will help me in my future life	3.39	2.71	3.0	3.1	3.0	3.06	2.81	3.19	3.0	3.05	2.7	2.88
I enjoy Science more this year than last year	3.81	3.71	3.75	2.83	2.57	2.72	2.9	2.86	2.88	2.45	2.7	2.58
I usually work to the best of my ability in Science	3.47	3.25	3.45	2.86	3.19	3.0	2.76	3.1	2.93	2.9	2.55	2.73
I prefer double lessons of Science to single lessons	3.32	2.83	3.05	3.07	2.76	2.94	3.52	2.95	3.24	2.6	2.05	2.33
I think Science is an easy subject	2.42	2.5	2.47	1.93	1.9	1.92	2.38	2.24	2.31	2.15	1.6	1.88

Mean scores of attitudes

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly agree

Figure 2

RANK ORDER PLACEMENT OF INTERESTING  
ACTIVITIES IN SCIENCE

I find the following activities  
interesting in lessons:

	Year 7			Year 8			Year 9			Year 10		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
- doing experiments	1	1	1	1	1	1	1	5	3	1	2	2
- working in groups	5	2	4	2	2	2	3	1	1	2	1	1
- using new apparatus	2	3	2	3	3	3	2	2	2	2	4	3
- drawing graphs	7	12	10	8	8	8	11	10	11	11	7	8
- listening to my teacher explaining	10	10	11	9	8	10	6	9	7	8	9	7
- drawing diagrams	8	8	8	5	5	5	4	4	4	4	3	4
- answering questions from books	9	5	7	12	12	12	12	12	12	12	10	12
- working quietly on my own	6	8	6	11	11	11	9	11	10	10	12	11
- watching my teacher do experiments	4	3	3	5	6	6	5	3	5	5	6	6
- writing up experiments	12	11	12	9	7	9	8	7	8	9	8	9
- doing investigations	3	8	5	4	4	4	7	5	6	5	5	5
- doing calculations	11	6	9	7	8	7	10	8	9	7	11	10

Figure 3

RANK ORDER PLACEMENT OF ENJOYABLE  
ACTIVITIES IN SCIENCE

I find the following activities enjoyable in lessons:

- doing experiments
- working in groups
- using new apparatus
- drawing graphs
- listening to my teacher explaining
- drawing diagrams
- answering questions from books
- working quietly on my own
- watching my teacher do experiments
- writing up experiments
- doing investigations
- doing calculations

Year 7			Year 8			Year 9			Year 10		
Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
1	1	1	1	1	1	1	2	1	1	2	2
3	2	2	2	2	2	3	1	2	1	1	1
2	3	3	3	3	3	2	3	3	1	3	3
8	12	11	8	9	8	11	10	11	6	8	6
11	10	12	9	10	10	11	8	10	9	9	10
7	11	9	5	6	6	4	7	5	6	5	5
9	8	7	12	12	12	10	12	12	12	10	12
5	7	6	11	11	11	7	11	8	8	11	11
6	5	5	5	5	5	5	4	4	11	4	9
12	6	8	9	8	9	9	9	9	9	6	8
3	4	4	4	4	4	6	6	6	5	6	4
10	9	10	7	6	7	8	5	7	4	11	7

## Pupil Learning Experience Survey

**This is not a test. The questions are designed so that you can let us know how you feel about your lessons in this subject and which styles of learning you believe help you most. Please use the answer sheet provided and try to answer all the questions.**

### Questions 1-4

**Always.. Sometimes... Never...**

*In the following questions choose the answer that is nearest to what YOU think. Put a thick pencil line in the appropriate box on the answer sheet.*

**Example:**

<b>always</b>	<b>often</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>
<b>[   ]</b>	<b>[   ]</b>	<b>[   ]</b>	<b>[   ]</b>	<b>[   ]</b>

1. Do you enjoy your lessons in this subject?
2. Do you find the work interesting?
3. Do you find the work too difficult for you?
4. When the lesson starts do you quickly know what you are supposed to be doing?

### Questions 5-12

*The remaining questions are concerned with different methods of teaching and learning. We want to find out which methods you find most helpful.*

**always works well**

**usually works well**

**sometimes works well**

**hardly ever works well**

*How well do the following methods of teaching and learning suit you?  
For each method please say how well it works for you. Put a thick pencil  
line in the appropriate box on the answer sheet.*

always  
works well  
[   ]

usually  
works well  
[   ]

sometimes  
works well  
[   ]

hardly ever  
works well  
[   ]

5.    The teacher talking to the class
6.    The teacher talking to groups or individuals
7.    Discussing with other pupils
8.    Working with textbooks
9.    Trips to France
10.   Doing worksheets
11.   After school lessons
12.   Working with the language assistant

### **Questions 13-20**

**More wanted...    The same wanted...    Less wanted...**

*Do you think it would be helpful if the teacher used more or less of each of  
these methods in this subject? Put a thick pencil line in the appropriate  
box on the answer sheet.*

More wanted  
[   ]

the same  
[   ]

less wanted  
[   ]

13.   The teacher talking to the class
14.   The teacher talking to groups or individuals
15.   Discussing with other pupils

16. Working with textbooks
17. Trips to France
18. Doing worksheets
19. After school lessons
20. Working with the language assistant

**Thank you for completing this survey.**

### School Appraisal Target Setting Sheet

It is essential that targets fit School Development Plan. Therefore there must be some discussion prior to appraisal dialogue on general targets. Targets should be agreed between appraiser and appraisee during the final appraisal interview. It is important to establish what evidence the appraisee will be expected to produce during the review of these targets in order for levels of performance to be agreed. Guidance is given below.

Appraisal Target	Objective Of Target	Effective Contribution	Highly Effective	Excellent
A key task or intention that the appraisee has agreed to carry out the coming year.	What is meant to be achieved carrying out the target.	The base level of achievement related to this task. The least that can be expected within the available resources. This would probably mean that one or two short term objectives could be achieved.	The next level of performance that could be achieved with even more effort. This would mean that several achievements would be made relating to whole remit of the target.	The highest level of achievement possible within the available resources. This would mean that all the objectives would need to be achieved and performance beyond the original remit of the target reached.

An example of target setting that might appear on a sheet like this one.

To develop a clear scheme of work that is suitable for the pupils and understood by the staff.	To ensure that the curriculum is well planned and pupils are receiving their entitlement and to ensure that the department has a clearly understood sense of direction.	A scheme of work has been written. Evaluation of its worth has begun and some parts needs to be rewritten or changed.	A full evaluation has taken place and dates have been set for completion of any new elements.	The scheme of work has been fully evaluated and is in operation. All elements are being delivered and there is evidence that all staff understand and are happy with the scheme.
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Now use the blank sheets to set and review targets.