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Models, Tools and Examples of Practice

Self-evaluation

Contents

This document seeks to explore different models, tools and examples of schools' practice to enable the reader to base method selection from an informed basis.

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This comprises an introduction to, and short commentary on, a range of self-evaluation mechanisms available to schools comprising:

- online data entry models
- Kitemark models

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This provides an overview of the many tools that can be used for asking the questions as part of self-evaluation. It draws on a range of sources, from government departments to those created by teachers and pupils themselves. It provides 10 examples of such tools.

The table included in this section highlights each tool's:

- context and fitness-for-purpose
- potential advantages
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These brief commentaries on schools' practice exemplify self-evaluation practice, as well as reflecting the climate and culture that exist in these schools:

- A DVD self-evaluation: Birley Spa Community Primary School in Sheffield
- Laying the groundwork for a new school: Sweyne Park Secondary School in Rayleigh, Essex
- Photo evaluation: Oaklands Secondary School in Tower Hamlets, London
- Self-evaluation in professional development: Claypool Primary School in Bolton
- Self-evaluation as peer review: Moat Hall Primary School in Staffordshire

33 Useful sources

Section 1: A range of models

As self-evaluation assumes a higher priority profile, numerous models emerge to make life easier for schools to compile and record data. A growing number of private agencies are entering this field and as ICT becomes more sophisticated and accessible to schools, the transition from paper and pen to online data entry is now more commonplace. The majority of these use the Ofsted model as the template.

The Ofsted model

The self-evaluation form (SEF), is designed to be filled in before inspection. It is concerned with statutory requirements, school background data and covers all aspects of the school's work.

It takes the form of a set of indicators which address the effectiveness of the whole school, pupil achievement, teaching and learning, curriculum, pupil guidance and support, the school in the community, leadership and management, and where inspection should be focused to be of most benefit to the school. Staff rate each aspect of the school on the same four-point scale as used by Ofsted – inadequate, satisfactory, good and outstanding. It can be printed out from the Ofsted website or filled out online at www.ofsted.gov.uk/inspectors/index.cfm?fuseaction=sforms

As it is filled out by one person, it raises the question, not who fills it out, but on what basis, following what process and with reference to what body of evidence?

It may be seen and treated as self-evaluation or be regarded simply as a summary of a body of data existing elsewhere. As the form is a mechanism with primarily an accountability purpose, a school may choose to be selective in what is included. Other models described below complement the SEF, broadening its focus or offering complementary processes which schools can use on an ongoing basis rather than simply for review.

The NCSL/Becta matrix

The matrix is an example of an online tool to support self-evaluation and action planning. Developed by NCSL and Becta, it allows schools to review their current position against a set of statements arranged on a six-stage continuum from 'not yet decided' to 'embedded' and 'innovative'. The matrix can be accessed under a number of areas, each one of which contains further subdivisions. Once an area and a sub-category have been selected (for example Assessment for Learning), the user can then make an assessment in that category against the various scenarios provided. An action plan is generated automatically, based on the responses entered, together with support and guidance. A walk-through tutorial can be downloaded, taking the user through the process.

The entry to self-evaluation looks like this:

1 Begin self-evaluation

Complete the matrix by answering the questions in each category. This will generate an action plan that you can follow to meet the needs identified during your matrix self-evaluation.

2 Review an action plan

Review the action plan that is generated from your matrix self-evaluation. You can allocate tasks and set deadlines to ensure that you meet the needs identified during your matrix self-evaluation and progress to the next stage of the matrix.

Once registered, the matrix saves the user's work and allows them to edit it according to their individual needs. The example below is from the Learning and Skills sub-category.

Not yet decided 

Localised 

Learner access to e-learning is limited to external internet sites. E-learning material is not specifically linked or recommended to learners.

Co-ordinated 

Some e-learning resources are available within the college network. Plans are in place to extend access to curriculum content and to increase delivery through e-learning.

Transformative 

Web pages for learners, with links to both internal and web-based e-learning resource areas, are set up or planned in most programme and subject areas. Flexible delivery targeting the community and workplace learners is being piloted.

Embedded 

Subject and course based websites link to a wide range of e-learning materials and resources, including external purchases. Web-based curriculum materials are referenced and indexed within a formal intranet or learning platform or virtual learning environment structure.

Innovative 

E-learning resources form part of a blended learning delivery strategy across the curriculum for local and distance learner target groups. Teaching staff take an active role in content management and review.

The matrix can be accessed via <http://matrix.ncsl.org.uk>

Self-evaluation and organic planning

Cambridge Education

Cambridge Education (formerly Cambridge Education Associates) has developed an online self-evaluation and school improvement framework which allows schools to draw everything together into a single system including school development plans, literacy and maths action plans, self-evaluation and an attached evidence base. Staff are able to access all the material from the desktop, creating organic plans that grow and evolve in time. The process is also designed to encourage distributive leadership because any member of staff from a support assistant to the headteacher may log on to, and make their own contribution to, self-evaluation and to the school improvement plan. With their own log-in password, they can update their own personal actions and responsibilities. The evidence library allows documentation to be uploaded and stored against the school improvement plan, which can be printed out or exported to Word and pdf. Likewise, the Ofsted self-evaluation form can be printed automatically, 'perfect for the new 48-hour notice inspections'. Accessed through www.schoolcentre.net

Transforming Learning: The Hay Group

Transforming Learning is a professional development service for teachers, team leaders and headteachers delivered through the internet. The Hay Group worked with schools and local education authorities to develop a private password-protected account through which relevant school staff could access an instrument that would help them evaluate aspects of the school and classroom environment. It provides teachers and headteachers with feedback from colleagues and pupils on:

- the motivational climate teachers create in their class
- the climate team leaders create in their teams
- the context for school improvement that headteachers create in their schools
- the leadership styles demonstrated by headteachers and their leadership teams

In the light of this feedback it offers tailored advice, development guidance and action planning.

At classroom level teachers can nominate pupils to evaluate classroom climate on nine dimensions that have been correlated by Hay McBer research with more effective pupil learning. Using symbols as well as written text, children as young as seven are able to use the online tool to rate their classrooms on these nine dimensions. The system analyses their answers and provides feedback to the teacher. The instrument may be used privately by teachers as an opportunity for individual development or as part of a planned, targeted approach to raising standards by collating anonymous, aggregated data on classroom climate across the school. The schema is based on research by Hay McBer into teacher, team leader and headteacher effectiveness.

Transforming Learning is at www.haygroup.co.uk/Expertise/downloads

Teacher effectiveness can be found on www.teachernet.gov.uk/educationoverview/briefing/strategyarchive/modelofteachereffectiveness/

The European Self-evaluation Framework

The Standing International Conference of Inspectors brings together inspectors from all over Europe to try to agree some common approaches to inspection and self-evaluation. The European School Self-evaluation (ESSE) Framework is intended to guide inspectors or external agents visiting a school in which self-evaluation has recently been implemented. The main purpose of the ESSE Framework is to enable the collection of evidence and the formation of judgements about the effectiveness of the process of self-evaluation within schools, and of the effectiveness of the external support provided by countries or regions to school self-evaluation. Although the Framework focuses on the effectiveness of self-evaluation, rather than self-evaluation itself, the documentation is used by schools in Europe in conducting self-evaluation, in particular with reference to Part 2 which sets out the quality indicators.

ESSE Framework

Part One	Provides the rationale for the ESSE Framework
Part Two	Sets out the quality indicators
Part Three	Provides guidelines for conducting evaluation visits using the ESSE quality indicators
Part Four	Explores the balance between internal and external evaluation
Part Five	Contains country reports which set out the strengths in self-evaluation in the countries and regions that participated in the project. The reports also identify some possible areas for improvement for each country and region
Part Six	Features case studies of effective school self-evaluation

The ESSE Framework can be accessed at <http://sici.org.uk/ESSE/>

The Scottish model: How Good is Our School? Self-evaluation using performance indicators

Scotland moved to self-evaluation in 1991 and since then has been progressively refining and slimming down the approach in response to feedback from teachers. How Good is Our School?, most recently revised in 2002, describes how HMI evaluates the quality of provision in schools and provides a framework for schools to evaluate themselves. Seven key areas are outlined with a cluster of indicators under each of these themes:

- curriculum
- attainment
- learning and teaching
- support for pupils
- ethos
- resource management, leadership and quality assurance

Schools evaluate themselves on a four-point scale from major strengths to major weaknesses, with two intermediate categories that indicate the balance of strengths and weaknesses: strengths outweigh weaknesses and weaknesses outweigh strengths. Rather than spelling out a description for each of the four levels, descriptors for only items 2 and 4 are given, allowing schools to devise their own descriptors for the other two levels.

How Good is Our School? or HGIOS, as it is widely referred to in Scotland, has been used widely in schools in England and been translated into a number of other languages, in German for example, *Wie gut ist unsere Schule?*

The pdf version can be accessed at

www.scotland.gov.uk/deleted/hmie/schoolsfolder/SchoolsFolder/HGIOS.pdf

Investors in People

The Investors in People (IIP) Standard is a business improvement tool 'designed to advance an organisation's performance through its people'. It has been both applied and adapted for use in schools and many of them have been evaluated and hallmarked with the IIP award. A step-by-step manual to achieving recognition is presented in a binder for easy reference, explaining both the thinking behind the Standard and taking users through the process, from the first steps, to action plan, to implementation and evaluation. As well as its use through external validation, Investors in People is designed as a flexible framework which a school can adapt for its own requirements, mirroring the business planning cycle of plan, do, review. The website at **www.iip.co.uk** gives access to The Standard Overview.

Other similar models widely used in business, and now in some schools, are:

Charter Mark

The Charter Mark is the government's national standard for excellence in customer service. Like Investors in People it gives a registered certification hallmark. It differs in orientation from IIP by being directed to external, rather than internal, quality of care. The Charter Mark Team, part of the Prime Minister's Office for Public Services Reform, determines the policy and administration of the scheme and describes it as both a self-evaluation tool as well as offering external validation on the quality of public service. Organisations that undertake the formal assessment process are independently evaluated and assessed by one of four accredited assessment bodies.

ISO 9000

ISO 9000 is the generic name given to the family of standards for Quality Management Systems or QMS. As with Charter Mark and IIP, its focus is on customers. The current set of standards, revised in 2000, suggest a core set of eight quality management principles around which the quality of an organisation, or a school, may be evaluated. These act as a common foundation for all standards relating to quality management. The ISO 9000 or 9001 is relatively uncommon in the school sector but provides a source of criteria that apply specifically to leadership and management.

School self-review: Emotional Needs, Achieving, Behaving and Learning in Education

The European Business Excellence Model

The European Foundation for Quality Management (EFQM) Business Excellence model, sometimes known as the European Quality Award, was developed in the early 1990s and adopted for use in the UK in 1992. Its three central planks are leadership, processes and key performance outcomes. The model, while broadly applicable to a school context, is heavily biased to customer satisfaction.

An example of a model specifically for special schools or special needs is offered by the organisation ENABLE (standing for Emotional Needs, Achieving, Behaving and Learning in Education). It provides guidance on the review of school life against a checklist of good practice. Seven aspects of good practice are identified with accompanying indicators:

- admission
- site safety
- policies
- parental involvement
- curriculum
- monitoring progress
- continuing professional development

The forms provided can be used to carry out an audit of current provision, generate discussion, and begin the process of self-evaluation and recording progress in school improvement. They can be used to support managers and staff to identify areas for development. As such, they can support schools to focus on improving the provision for emotional and social development within their school development planning process. The ENABLE review materials are at www.enable-online.com/program/school_self-review.htm

Other commercial models include the following.

Tricostar has ‘an interactive, online self-evaluation package designed specifically for education’ that is based directly on Ofsted criteria and ‘ensures that effective monitoring and evaluation become part of the day-to-day running of a school and puts that process at the heart of decision-making’. Accessible at www.tricostar.co.uk

Serco learning has School Self Review, a tool designed to help measure the effectiveness of the organisation through the use of frameworks such as Ofsted’s or self-defined frameworks, created to be more suitable for the unique qualities of the school. A school can develop its own questions to contribute to a new or existing framework. Accessible at www.sercolearning.com

Angel Solutions – have a self-assessment portal called Perspective which is used to help a school gain insight into the probable outcome of its next inspection, or ‘to simply give a better understanding of areas that require development efforts’. Accessible at www.angelsolutions.co.uk

The balanced scorecard

The balanced scorecard was developed in the mid-1990s in the United States as a management system that enables organisations not only to self-evaluate but in so doing to clarify their vision and strategy and translate these into action. Although initially applied to financial management, its compass was extended to include a customer perspective, a business process perspective and a learning and growth perspective. The 'balance' is in how well the organisation is able to perform across these key domains. Applied in an educational context it may be related as views of stakeholders, professional development, school improvement processes, and management and leadership including financial management.

The balanced scorecard is widely used in the United States in management of school districts and in some individual schools. It measures and monitors various indicators of success in schools including test scores and stakeholder data from parents, teachers, other staff members, students, principals and district administrators. An example of how it is applied to an individual school in Henry County may be accessed through the web address below, which gives access to an actual scorecard laid out in the various categories of student performance, stakeholder views and other sources of evidence. Accessible at www.henry.k12.ga.us/Balanced%20Scorecard.htm

Section 2: A repertoire of tools for self-evaluation

The range of tools in use in schools is vast and continually growing as schools discover new ways of evaluating aspects of school life economically and powerfully. The following is not an exhaustive summary but covers some of the main variations on a theme. Some examples of tools are included at the end of the section. The tools shown are taken from a range of sources including government departments, website offerings, published exemplars and tools created by teachers and pupils themselves.

Tools of evaluation	Context and fitness-for-purpose	Potential advantages	Potential disadvantages
Analysis of quantitative data	Quantitative data covers a range of indicators of school effectiveness, including attendance and attainment and numerous disaggregations, for example by sex, social indicators and prior attainment; value-added analysis is providing a further source of data to be considered	Data on attainment can offer a summative, diagnostic and formative purpose and give teachers information previously unavailable to them; these data need to be used discriminately and selectively, accompanied by expert advice on their potential and limitations	Requires expertise and confidence in dealing with quantitative data and multiple, and sometimes contradictory, sources; can be very time-consuming and can overwhelm other sources of evidence
Questionnaires	A versatile tool which can serve a range of purposes, generally used in whole-school context but may refer specifically to classroom, out of hours learning or other contexts for learning	Provide quantitative data; are quick to use; easy to analyse; offer a broad overview; are anonymous; can also be used to gather qualitative data	Can limit responses; are usually open to a variety of interpretations; may encourage random answers rather than considered reflection; are context sensitive and not hugely reliable
Individual interviews	May be used for a variety of purposes and be conducted by external critical friends, teachers or by pupils interviewing one another, often older pupils interviewing younger peers; training is an important prerequisite	Can provide in-depth insights in a context where there is anonymity and no need to conform to classmates' or teachers' expectations	On the part of the interviewee, requires verbal skills, a willingness to open up and trust the interviewer; can be uncomfortable and exposing for pupils; relies on high level interviewer's skills; is time-consuming and not very cost effective
Group interviews	Used to cover greater ground and in less time than individual interviews; well-handled, allows for rich dialogue, consensus and challenge	Pupils, teachers and parents may be more relaxed in a group setting; ideas are sparked and insights gained which might not emerge from an individual interview; more cost effective than individual interview	Dangers of peer pressure and conformity to mainstream views; difficult to quantify unless voting or other recording systems are used

Tools of evaluation	Context and fitness-for-purpose	Potential advantages	Potential disadvantages
Focus groups	Used, and often confused, with group interviews but they have a more structured protocol, usually led by someone with trained expertise	Is able to extract the maximum information by virtue of its tight structure	Requires expertise in managing a group and relies on training
Observation	One of the most commonly used methods for evaluating quality; may be open or highly structured; may be used by senior and middle leaders, by peers, or in some cases by pupils	Gives direct access to what teachers and pupils are actually doing rather than what they say they do; can be used for a variety of purposes with differing focuses.	Reliability is low as people see different things; observation schedules are hard to follow and can become so detailed they miss the whole picture
Group card sorts	Card sorts come in many forms but usually involve a group choosing or prioritising items that they agree on as representing their view of practice	Its hands-on format benefits people who are more reserved or less articulate; stimulates dialogue.	May allow stronger members of the group to dominate; the end result may be meaningless without a record of the dialogue leading up to it
Q sort	The Q sort is an individual card sort in which a pupil, or teacher, goes through a set of cards, placing them in one of three or four piles which might be similar to the categories found on a questionnaire.	Is particularly useful with children and young people because of its hands-on nature; is less intimidating than a questionnaire	Is hugely time-consuming in collation and analysis of data
Sentence completion	Providing a prompt such as 'I learn best when...' can be a helpful starter for pupils but also for a range of other users (teachers or parents for example)	Provides the stimulus for an open-ended response and can tap into feelings	Low in reliability as it depends a lot on context, recent events and feelings at the time

Tools of evaluation	Context and fitness-for-purpose	Potential advantages	Potential disadvantages
Drawing and paintings	Very useful with young children but can also be powerful when used with adults to portray their school, their job, or their relationships, for example	Is creative; no right and wrong answers; generates insights less easily accessible through paper and pencil or conversation; pupils are more likely to talk about things they have created themselves	May be highly ambiguous, difficult to analyse and requiring high inference, unless used as a basis for a more extended individual or group interview
Photo evaluation	May take a number of forms; is particularly revealing when pupils work in groups with a camera to record places or people that are most rewarding and those that are least rewarding	Allows a school to see itself through a different and graphic lens; is an enjoyable activity for pupils; can be empowering.	Is limited by the medium to what can be seen and by the perceptiveness of those with the camera; may be threatening and reveal things some people would rather not have exposed
Spot checks	An instrument which gives immediate feedback on what is happening at a given moment in the classroom or elsewhere, such as in study support or homework, for example	Gives an instant snapshot of pupil engagement and feelings and provides the basis for a rich conversation about teaching and learning	Can expose practice and accentuate differences in teachers' and pupils' perceptions, which may be discomfoting
Force field analysis	A tool with a wide application in business and education, the force field examines the conditions which either inhibit or facilitate development, applied to a school or classroom culture or any other learning setting	Is easy to use and economic; a simple tool which pupils or teachers can complete in a few minutes, it can reveal the 'toxins' and 'nutrients' in a school culture, leading to consideration of how these may be addressed	May be threatening in what it reveals and by virtue of its selectivity may leave a lot unsaid
Pupil work	The actual work produced by pupils in its various written, visual, musical and dramatic forms provides one of the most tangible sources of evidence on the quality of learning; critical discussion of selected exemplars among a group of staff also serves a larger formative purpose than self-evaluation	The product of pupils' work is one of the ultimate tests of quality and provides a range of artefacts that are not revealed by most forms of standardised assessment	Involves subjective judgement; is time-consuming and is best served when there is longitudinal evidence of progression

Tools of evaluation	Context and fitness-for-purpose	Potential advantages	Potential disadvantages
Shadowing	Shadowing usually takes place over a day or longer; it may take the form of shadowing a pupil, a teacher or headteacher; it is a way of getting a broad cross-sectional view of their experience	Allows the observer to see classroom and school life from the inside, as it were; rather than a single snapshot, it allows a more extended moving picture	Is time intensive; requires an ability to know what to focus on and how to make the most of reflective conversation with pupils or teachers; when shadowing a pupil over a day it can become tedious and it is easy to lose concentration
Critical incident analysis	Used to replay an event and unpack it in detail to reveal what went wrong or what could have been done differently	Potentially very powerful in analysing key moments or sequences of events in school and classroom life	Requires skills in critical analysis, openness and suspension of blame
Role play	An extension of critical incident analysis, used to recreate a situation, replaying it through drama to illustrate a pupil's perception, or to examine some detail or aspect of the event	Enjoyable; a break from pencil and paper routines. Can be very revealing in holding up a mirror to a teacher or to the school	Requires skills and confidence on the part of the players and can meet with resistance is limited to what can be represented in this medium
Diaries and logs	Keeping a record of events, successes, problems raised, solutions found, can be used by pupils, teachers, middle or senior leaders, governors or parents	Provides an ongoing record for self-evaluation; can be rich in detail and insight	Diaries and logs are necessarily subjective and portray things through a single lens

Section 2a: Examples of tools: classroom, school and community

1 Frequency and effectiveness of learning

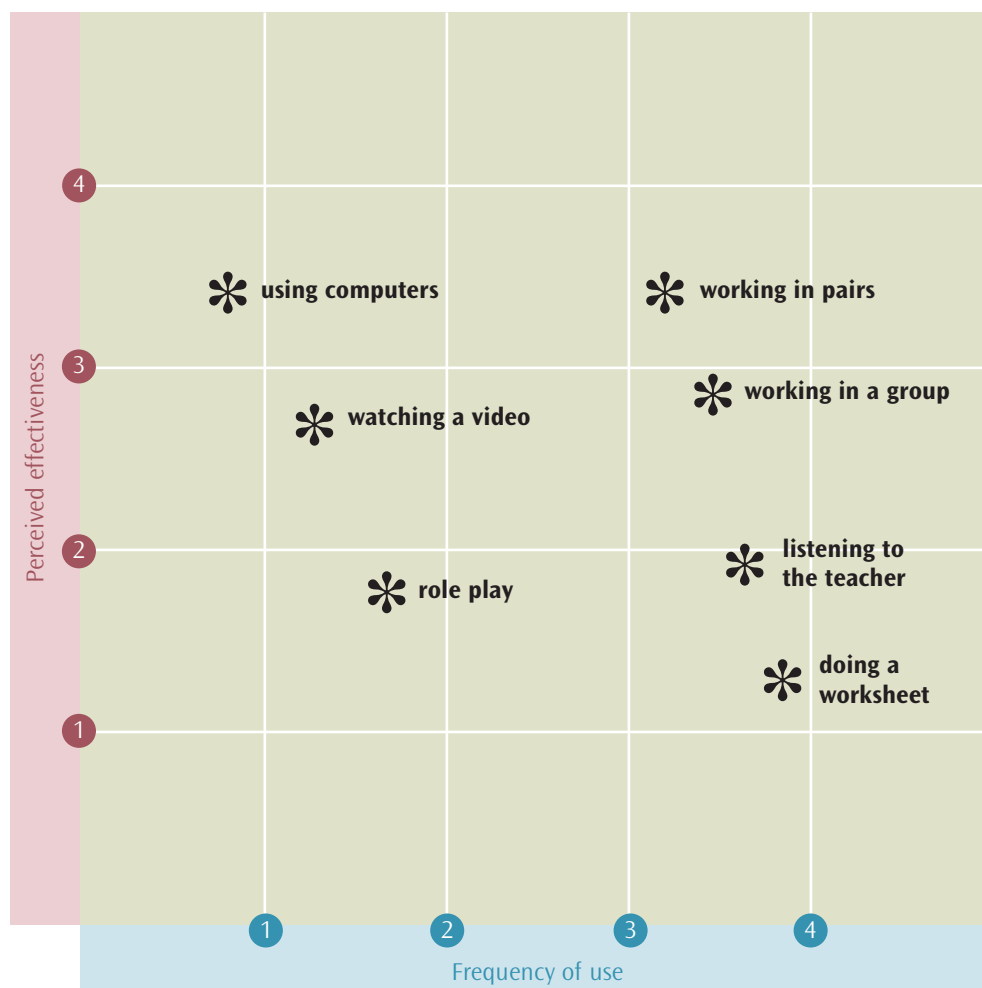
This short questionnaire works on a double-sided format. Each question requires two responses so that it may be analysed in terms of the gap between frequency of use and perceived effectiveness of learning. It can generate a two-dimensional graph as shown overleaf, providing a basis for class discussion on improving learning and teaching.

Tick the 2 boxes in each line that best explains what you think.

	VERY OFTEN	QUITE OFTEN	ONLY SOMETIMES	RARELY OR NEVER	LEARN A LOT	LEARN QUITE A LOT	LEARN A LITTLE	LEARN NOTHING
Answering the teacher's questions								
Doing experiments								
Working on the computer								
Watching a video								
Listening to a tape								
Acting out or doing a role-play								
Taking notes while the teacher talks								
Taking notes from a book or worksheet								
Making things (like models)								

The two-dimensional graph

On the basis of responses to the questionnaire a teacher, or pupils, may plot these as points on a graph, with perceived effectiveness as the vertical axis and perceived frequency as the horizontal axis. The essential purpose of this is to foster a classroom dialogue about teaching and learning styles and how they intersect. Involving pupils in creating the graph from the raw data is a useful exercise in mathematics.



2 Exploring success and challenge

This is an example of an interview schedule, semi-structured so as to allow pupils to articulate their feelings. The headings are guidance for the interviewer. The original context for its use was with disaffected Year 8 pupils.

Something successful

- I want you to tell me about something that you did in a lesson this term that you were really pleased with.

Learning something that is difficult

- I want you to think of something that you found really difficult to learn.
 - What was it? Why was it so difficult?
 - Did you manage it in the end? (If so, what helped?)
 - What usually helps you to learn when it's a bit of a struggle?

Blocks on learning

- Do you sometimes find that it is difficult to concentrate in the classroom? (If so, what is it that gets in the way?)
- Do you sometimes find that it is difficult to concentrate when you are doing school work at home? (If so, what is it that gets in the way?)
- Are there other things that get in the way of your learning at school or at home?

Subjects that are 'hard'

- Are some subjects harder than others? (If so, which? What makes them so hard?)
- What could teachers do to make it easier for you to learn in these subjects?

Motivation to work hard

- Is there anything that encourages you to work hard, even when the work is difficult? (If the pupil finds the question difficult, explore the possibility of: targets, comparison with others, help or pressure from teachers, parents, friends.)
- Is there anything else you would like to say about your learning?

These two examples are based on tools which appear in: MacBeath J, Demetriou H, Rudduck J and Myers K, 2003, *Consulting Pupils: a toolkit for teachers*, Harlow, Pearson Education

3 The spot check

This instrument was developed by school students who used it in six different countries where it was translated into Japanese, German, Czech and Swedish. The student researchers gave it to pupils at the beginning of the lesson at which point the smiley faces were filled out. Then at an arbitrary point in the lesson all pupils were asked to complete the spot check form. The teacher did the same, matching her judgements to the aggregated scores from the class. Results from different countries are shown in John MacBeath and Hidenori Sugimine's Self-evaluation in the Global Classroom (2003), written by school students and available from Routledge.

Before you start the lesson please circle the word most relevant to you:

too cold / too hot / happy / sad / lethargic / bored / excited / tired / hungry / angry / scared

Tick or colour in one of the faces below to show your level of interest in what you are about to learn.



CONCENTRATING	1	2	3	THINKING ABOUT OTHER THINGS
ALERT	1	2	3	DROWSY
RELAXED	1	2	3	ANXIOUS
WISHING TO BE HERE	1	2	3	WISHING TO BE SOMEWHERE ELSE
HAPPY	1	2	3	SAD
ACTIVE	1	2	3	PASSIVE
EXCITED	1	2	3	BORED
TIME PASSING QUICKLY	1	2	3	TIME PASSING SLOWLY
FULL OF ENERGY	1	2	3	VERY LITTLE ENERGY
SOMETHING AT STAKE	1	2	3	NOTHING AT STAKE
SOCIABLE	1	2	3	LONELY
EASY TO CONCENTRATE	1	2	3	DIFFICULT TO CONCENTRATE
CHEERFUL	1	2	3	IRRITABLE
EASY TO BE CREATIVE	1	2	3	DIFFICULT TO BE CREATIVE

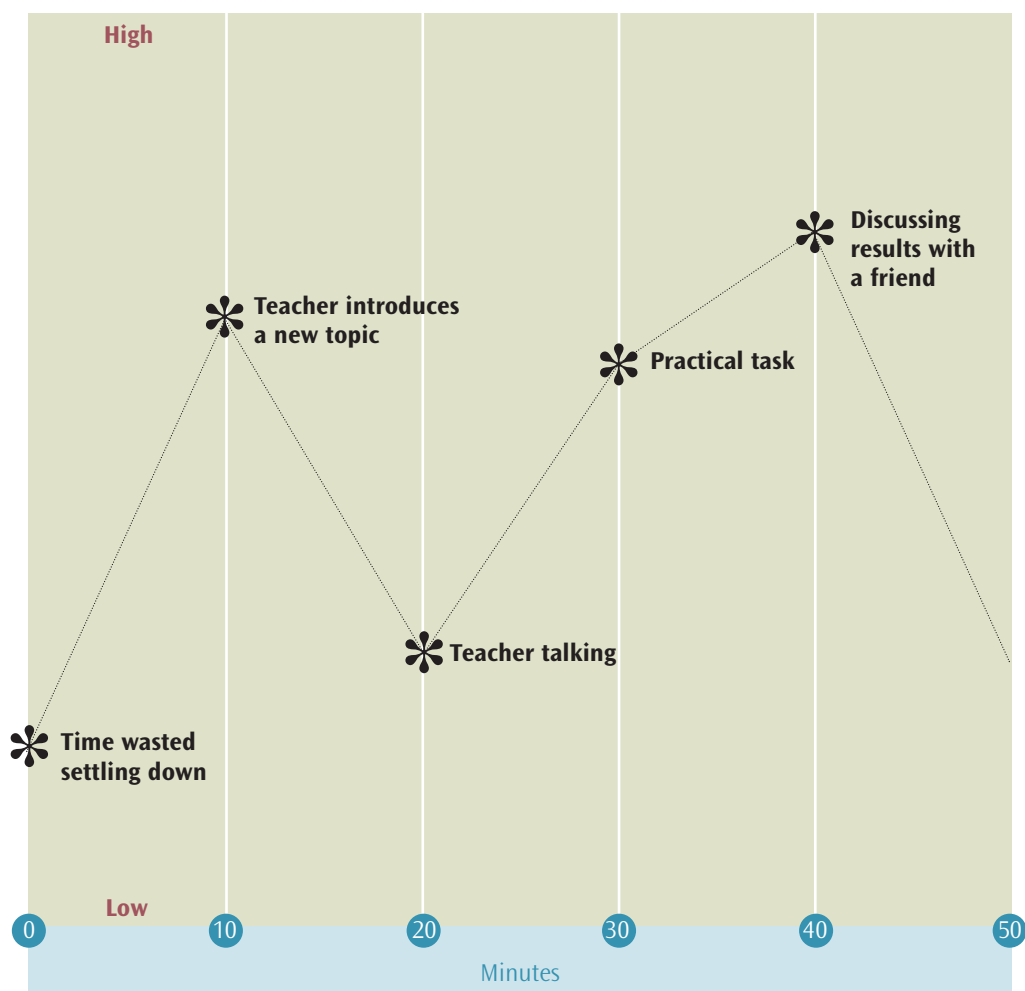
At the end of the lesson tick or colour in one of the faces below to show what you feel you have benefited from the lesson.



4 Graphing a lesson

This further variation on the spot check was also designed by student researchers to get a closer view of pupil engagement over the course of a day, or in this case in one specific lesson. It illustrates what kind of activity is most and least engaging or most and least likely to be a flow experience, ie one in which there is high challenge and high competence in meeting the challenge.

The spot check is used six times at regular intervals and the results noted against what was happening on each of those six occasions. The example below illustrates one student's experience.



5 Assessment for learning using grids

The grid below is produced by DfES to help schools evaluate assessment for learning (AfL) using the four-point scale from focusing to enhancing. It is primarily designed to be used by teachers and middle or senior leaders but could also be used by older pupils.

Elements of AfL	Focusing	Developing	Establishing	Enhancing
Conditions for learning, including: <ul style="list-style-type: none"> • ethos • attitudes • learning environment • routines and behaviours 	<p>Teachers or practitioners promote positive attitudes to children and to learning</p> <p>Learning objectives are clear and appropriately challenging, and teaching is well focused</p> <p>Display emphasises and supports learning</p>	<p>There is an expectation on the part of teachers or practitioners that all children will take an active part in learning</p> <p>A 'can do' culture is promoted</p> <p>The layout of the classroom supports an inclusive, interactive teaching approach</p> <p>Learning objectives are explicitly shared with children</p> <p>There are opportunities for reflection and discussion throughout the day and also, if appropriate, in the plenary of a lesson</p> <p>Children talk as part of their learning and about their learning</p>	<p>Teaching uses a range of approaches that ensures all children take part. There is a culture of collaborative learning</p> <p>Children know where they are in their learning and what they need to do to improve</p> <p>Learning and teaching resources promote children's involvement and shared learning</p> <p>Display reflects the learning process as well as the content and the product of children's learning</p> <p>Opportunities for reflection at different points throughout the lesson, and throughout the day, support for children in peer and self-assessment</p> <p>Children talking with adults and other children is a key feature of the learning process, and teaching approaches promote and guide this</p>	<p>There is an expectation on the part of both teachers or practitioners and children that learning is important and enjoyable and that everyone can improve</p> <p>Teachers or practitioners are ambitious for children and expectations of learning are high</p> <p>The learning process is valued – there is a supportive atmosphere that allows children to make and learn from mistakes. There is an emphasis on shared learning, analysis and discussion</p> <p>Children get feedback on their learning in a range of ways. They know what 'good' looks like and are motivated to be 'the best that I can be'</p>

6 Learning out of school

The form below may be used by pupils to evaluate their own learning when they are not in class. It may be used in a homework or home learning setting or in study support.

1 Most of the time 2 Some of the time 3 Rarely 4 Never

	1	2	3	4
I concentrate on what I am expected to learn.				
I take notes of key points.				
I make an effort to understand rather than just get through it.				
I think through the problem carefully.				
I explain it to myself to understand it better.				
I identify blocks or difficulties with learning.				
I ask myself questions about what I'm learning.				
If there's a problem I leave it and come back to it later.				
I look for someone who can help me.				
I explain to others what I am learning.				
I work hard at overcoming difficulties.				
I relate what I am learning to my experience.				
I am able to ignore distractions.				
I try to relate what I'm learning to things I've learned before.				
I work in a place where I am most comfortable but also alert.				
I try to make the subject matter interesting.				
I play background music while I am studying.				
I experiment with ways of memorising things well.				

7 Observing and being observed

The following set of guidelines was developed in an American context (the University of Washington) but offers a useful guide for both observer and observed and parallels much of what would be advised in a UK context.

If you are being observed

Before

Be prepared to discuss with the observer:

- goals for the class
 - what you plan to do in class that day
 - what you want the observer to pay attention to
-

Tell the observer:

- where you'd like the observer to sit
 - if you'd like the observer to take part in class
 - where the class meets, and when
-

During

Introduce the observer to the class.

Explain the purpose of the observation.

Explain the observer's role to the students.

Soon after class, write down your reflections on the class so that you will be prepared to discuss it with the observer.

After

With the observer, reconstruct what happened in class.

Think about goals for the class and the specific class session that was observed. Be prepared to describe:

- what you felt went well
 - what you would change
 - what was typical or atypical about the class
-

Ask for specific descriptions and constructive suggestions.

If you are the observer

Before

Clarify the purpose of the observation:

- for reappointment, promotion, tenure
 - for individual teaching development
-

Meet with your colleague or teaching assistant (TA) to discuss:

- what will happen in class that day
 - what to pay attention to
 - what you'll be doing during the observation
-

Schedule a meeting to discuss the observation.

During

Record observations:

- what is the instructor doing or saying?
 - what are students doing or saying?
-

Record your impressions and questions; for example:

- "Is there another way to present that concept?"
 - "Seems clear, but students look confused. Why?"
-

Note time intervals of what you observe in your notes.

Participate in the class only if invited to do so.

After

With the instructor, reconstruct what happened in class.

Ask your colleague or TA to describe:

- what he or she felt went well
 - what he or she would change
 - what was typical or atypical about the class
-

Listen to your colleague or TA.

Describe rather than evaluate what you saw.

Finally, offer constructive suggestions.

Section 2b: Examples of tools: whole school

1 Monitoring and measuring attainment

Using attainment and other quantitative data aggregated to whole school is made easier by having data in an accessible form and being able to use such data for both self-evaluation purposes and to inform planning and school improvement processes.

The Pupil Achievement Tracker (PAT) is one such instrument, accessible online at www.standards.dfes.gov.uk/performance/pat/

Teachers can use it to ask questions about the effectiveness of their classroom practice, looking at graphical data on the progress made by their pupils. They can set pupil targets informed by the progress made by similar pupils nationally; and understand fully what pupils can achieve by the diagnostic analysis of test papers.

Headteachers and senior managers can view recent performance against other similar schools to help set development priorities; ask questions about the achievement of different groups within the school; and review the success of different initiatives, particularly through the ability to group pupils and look at their achievement and progress.

School level analyses allow staff to compare the school's results in the key stage tests and teacher assessments with schools similar to them (in terms of either free school meal eligibility or prior attainment).

Pupil level value added package uses data to compare the progress of individual pupils or groups of pupils between key stages with progress nationally (or within key stages if the school has pupils' optional test results).

Target setting assists the school to set targets for individual pupils in the light of projections based on progress by similar pupils in the best performing schools with a similar baseline.

Question level analysis allows schools to see how their pupils performed in each of the questions in the national curriculum tests compared to performance nationally.

2 Ethos in a word

This instrument is used to give a profile of school ethos as seen from the point of view of teachers, pupils, parents or any other stakeholders whose views may be sought. The user simply goes down the list scoring 1 to 5 circling a number for each of the characteristics mentioned. Room is provided at the end to add one or more descriptors of one's own. As the purpose of the scale is to stimulate dialogue, items on the left and right are not arranged as 'good' (left) or 'bad' (right). In any case, what is and isn't 'good' is often a matter of opinion and a question of context. However, if a school wanted to use the scale to arrive at a set of scores, it could compose its own list with a continuum from undesirable factors on the left and highly desirable factors on the right.

TIDY	1	2	3	4	5	UNTIDY
WARM	1	2	3	4	5	COLD
PARENT-FRIENDLY	1	2	3	4	5	PARENT-UNFRIENDLY
COLOURFUL	1	2	3	4	5	DRAB
AUTHORITARIAN	1	2	3	4	5	DEMOCRATIC
COMFORTABLE	1	2	3	4	5	UNCOMFORTABLE
ORDERLY	1	2	3	4	5	DISORDERLY
SENSITIVE	1	2	3	4	5	INSENSITIVE
STRICT	1	2	3	4	5	EASY-GOING
HIGH STRESS	1	2	3	4	5	LOW STRESS
PESSIMISTIC	1	2	3	4	5	OPTIMISTIC
TENSE	1	2	3	4	5	RELAXED
HELPFUL	1	2	3	4	5	UNHELPFUL
COMPETITIVE	1	2	3	4	5	UNCOMPETITIVE
FORMAL	1	2	3	4	5	INFORMAL
REACTIVE	1	2	3	4	5	PROACTIVE
LIKES CHANGE	1	2	3	4	5	DISLIKES CHANGE
STIMULATING	1	2	3	4	5	BORING
PUPIL-FRIENDLY	1	2	3	4	5	PUPIL-UNFRIENDLY
INFLEXIBLE	1	2	3	4	5	FLEXIBLE
CLEAR VALUES	1	2	3	4	5	NO CLEAR VALUES
AVOIDS CONFLICT	1	2	3	4	5	RESPONDS WELL TO CONFLICT
ADVENTUROUS	1	2	3	4	5	CAUTIOUS
USES TIME WELL	1	2	3	4	5	TIME USED BADLY
RISK-TAKING	1	2	3	4	5	AVOIDS RISKS
OPEN TO NEW IDEAS	1	2	3	4	5	SCEPTICAL OF NEW IDEAS
IDEALISTIC	1	2	3	4	5	PRAGMATIC
PURSUES LONG-TERM GOALS	1	2	3	4	5	PURSUES SHORT-TERM GOALS
LOOKS TO THE PAST	1	2	3	4	5	LOOKS TO THE FUTURE
.....	1	2	3	4	5

This is one of 37 instruments contained in the *Self-evaluation File: Good ideas and practical tools for teachers, pupils and school leaders*, published by Learning Files Scotland, email learningfiles@tiscali.co.uk

3 The school evaluation profile

This format was used in the European Project on Quality in Education involving 101 schools in 18 countries. It was completed by groups of pupils, groups of parents and groups of teachers, each group sending one or two representatives to a combined focus group in which their task was to arrive at a consensus on the four-point scale. The scores are arranged from double plus to double minus (or from 'very good' to 'very poor'). Then a further rating is agreed, using the three arrows to indicate whether the school is seen as improving, declining or exhibiting 'no change'. The ratings from the three groups of stakeholders provide a broad overview of a school, a basis for choosing one or two key areas to examine in depth, which the school takes as a priority focus for the following year.

	++	+	-	--	↑	↔	↓
Outcomes							
academic achievement							
personal and social development							
student destinations							
Process at classroom level							
time for learning							
quality of learning and teaching							
support for learning difficulties							
Process at school level							
school as a learning place							
school as a social place							
school as a professional place							
Environment							
school and home							
school and community							
school and work							

A fuller description of the use of the instrument can be found in MacBeath J with Schratz M, Meuret D and Jakobsen L, 2001, *Self-evaluation in European Schools*, London, Routledge.

4 How good is leadership in our school?

The Scottish approach to self-evaluation uses the framework of indicators in How Good is Our School? to give a broad picture of school quality and effectiveness. Under each heading only two indicators are given (Level 4 is equivalent to major strengths and Level 2 is equivalent to strengths outweigh weaknesses). Schools are asked to provide the other two themselves. This item is on leadership.



Level 4: Illustration

He or she demonstrates a high level of professional competence and commitment based on wide-ranging up-to-date knowledge and skills, including the ability to initiate, direct, communicate, manage staff and their development and delegate effectively. Where applicable, his or her teaching is a model of good practice.

He or she has a wide range of relevant personal qualities, including the ability to create confidence and inspire others; he or she is a positive influence on his or her area of responsibility. He or she has the ability to evaluate objectively the qualities of staff and their contributions to teamwork. He or she demonstrates breadth of vision and can take difficult decisions effectively when necessary.

He or she has very good relationships with pupils, parents and staff. There is a planned development of teamwork, staff are involved in policy development and his or her dissemination of information is clear and prompt.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.



Level 2: Illustration

He or she demonstrates a degree of professional competence based on relevant knowledge, although this is not always successfully applied in practical contexts. There are difficulties in communicating and/or delegating effectively and attempts at initiating and directing are only partially effective. Where applicable, his or her teaching provides a good model in a number of respects.

He or she demonstrates leadership but is not wholly successful in inspiring confidence in others and a number of staff do not respond to his or her management style, either because he or she is not wholly successful in inspiring confidence or does not provide a clear sense of direction. He or she lacks breadth of vision and tends to avoid difficult decisions.

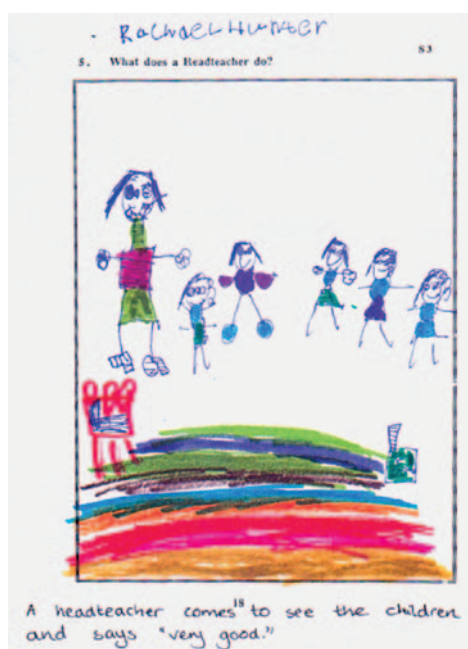
Difficulties arise at times in his or her relationships with pupils, staff and/or parents. He or she has difficulties at times in creating a team approach and while there are attempts to do so, in practice there are only occasional instances of effective teamwork, and dissemination of information is not always clear or prompt.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

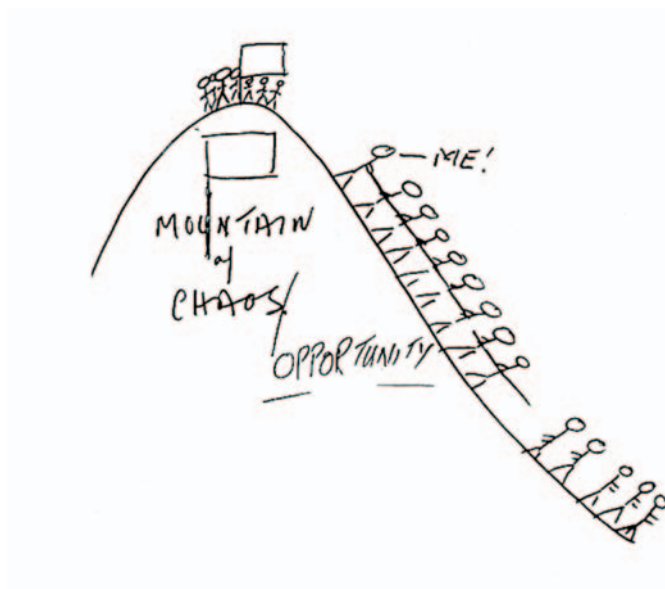
5 Scenes through different lenses

Drawings and paintings

Drawings can be used for a range of purposes, with adults as well as children and with varying focus. They offer an alternative medium to the written and spoken word. They offer a medium for children to express their views on a wider canvas and often more vividly than through other media. The first image below from a seven year old shows the richness of detail that can be captured through a simple drawing. This one item of evidence, when taken together with images from a whole class of 30 children, offers the basis for a wide-ranging discussion.



The visual medium is not only a vehicle for children but can be equally telling with adults. The image below was the work of a headteacher, depicting how she saw herself and the challenges of her school. While much in the picture speaks for itself there was immense scope for exploration of deeper meaning.



Section 3: Vignettes of practice

A DVD self-evaluation : Birley Spa Primary School in Sheffield

Birley Spa's story is told in *School Self-evaluation: A reflection and planning guide for school leaders*. Following their presentation at the NCSL seminar, *Developing Inclusive Practice* was published by Granada Learning www.granada-learning.com. The 78-page document illustrates the work of five schools in the Birley consortium and contains a range of self-evaluation tools which other schools can use to examine the inclusiveness of their culture in school, classroom and playground.

The pack comes with a DVD which tells the school's story in vivid and dramatic terms. Working together with pupils from Birley Spa and its neighbouring family of schools, Ian Read, Special Educational Needs Coordinator at Birley Spa made a video of school life, focusing specifically on its inclusive ethos.

The 25-minute video is constructed in the form of a news broadcast with two presenters, male and female, acting as anchor and introducing the reporting team, all of them children from the family of schools and all aged between 4 and 14. The pupils conduct short interviews with teachers, the headteacher and fellow pupils and take the viewer on a guided tour through playground, classrooms, school's council meetings and other sites where learning takes place, and relationships are tested and forged.

Skilfully edited, the video captures in a space of 25 minutes the ethos and character of the school, illuminating its many strengths, providing graphic evidence through words and images that go to the very heart of what the school is about.

While the video does not highlight weaknesses or areas of concern, it does not claim to tell the whole story nor provide a standalone evaluation of the school; what it does provide is a summary document which lays the foundations for the dialogue and invites critique. It illustrates that self-evaluation need not be a dutiful chore and that pictures can sometimes say more than a thousand words. It is a reminder of Albert Einstein's much-quoted aphorism that 'not everything that counts can be counted and not everything that can be counted counts'.

**Laying the
groundwork for a
new school: Sweyne
Park Secondary
School in Rayleigh,
Essex**

The **Sweyne Park** story is briefly told in *Self-evaluation: A reflection and planning guide for school leaders*. The task faced by Kate Spiller, assuming headship and requiring to amalgamate two schools on one site is an illustration of where self-evaluation has its origins and gains its momentum – from the ground up. The starting point was with teachers' and pupils' expectations as to what they saw as the potential of the new school, its latent strengths and challenges to be met. Pupils were key players in this exercise, their concerns centring largely on the internal and external environment of the school. Progressively, however, they began to express concerns which came closer to the core business of learning and teaching. A key question they were asked to address was 'What makes a good lesson?'

Over time pupils have become more used to addressing questions about their own learning, developing and enhancing their vocabulary of learning, with sharpened insight and a terminology with which to express their views. Allowing pupils to be honest and for teachers to accept honest feedback is dependent on establishing a climate of trust, a precondition of staff, governors, parents and pupils, having the confidence to air their views and a belief that their voice will be heard and taken seriously.

Although it is now increasingly commonplace for schools to involve pupils in the appointment of new staff, Sweyne Park was one of the pioneers when that was still regarded as either too risky or seen as heresy to involve pupils in such a delicate matter. The senior leadership team testifies to being consistently impressed by the perceptiveness, honesty and fairness of young people. The school has also instituted a Question Time on a parliamentary model in which the head occupies the hotseat and is open to questions from the pupil body.

Sweyne Park exemplifies a process of development from the bottom up, growing gradually from the roots in consultation with the key stakeholders and from their concerns. It is not a simple laissez-faire process but one in which leadership shapes and scaffolds the process so that there is a progression in thinking and language and in the use of tools of self-evaluation. Keeping a finger on the pulse of the school is not only a task for the regular and intensive senior leadership team, but a responsibility that is distributed through the whole staff and student body.

**Photo evaluation:
Oaklands School in
Tower Hamlets,
London**

A group of Year 8 pupils in **Oaklands School** used photo evaluation to portray the places they felt happy in, the people and things they were proud of and the unique or unusual things about their school.

All of the 40 photographs are accompanied by captions such as:

“We are proud of our clubs because they give you an opportunity to do things you can’t do in school hours.”

“Our Prayer Room - we are lucky that Muslims have somewhere to pray.”

“Learning support because it gives help to students who need extra help to improve and become more confident in their work.”

“Illustrating art work on the walls - “Hard work by Years 10 and 11 are something different.”

“The art room is filled with colour and life and a lot of equipment for everyone.”

“New science labs which look good and have lots of facilities.”

“Our teachers.”

A theme that runs through all of these is the importance of an attractive environment, of the people who make a school, of hands-on resources and activities such as musical instruments, art, drama, sports and experiments in science. Desk-bound paper and pencil activity is noticeable by its absence.

**Self-evaluation
in professional
development:
Claypool Primary
School in Bolton**

Claypool Primary School combines self-evaluation with professional development for its staff so that they serve a joint purpose. A range of sources is used to inform self-evaluation, all which are seen as learning opportunities for staff and for the school as a whole. Self-evaluation is about self-improvement at both individual and institutional level, reflected in the range of perspectives the school draws on. As well as self-evaluation surveys, there is a suggestion box for parents and for pupils. Subject co-ordinators are also given time to monitor their subjects being taught across the school, offering a learning opportunity for the observers as well as those observed.

At the end of the spring term, subject co-ordinators write a report reviewing the previous 12 months and outlining what they want to achieve in the next 12. These reports inform the school development plan and performance management targets.

At the beginning of the year a day is spent by each teacher with their performance management co-ordinator. The morning session takes the form of a professional dialogue about the previous year's targets, while the afternoon session sets targets for the next 12 months. Following this, each teacher is given a morning of non-contact time in order to write an action plan to outline how they are to address their targets. Later in the year, the team leader and the teacher have another morning together for classroom observation. Finally, a morning is set aside to work on the teacher's chosen target. Investment in supply cover provides for the time off that enables teachers to make their targets meaningful.

**Self-evaluation
as peer review:
Moat Hall School
in Staffordshire**

Moat Hall is a very large 4-11 primary school in Staffordshire. When a review in 1999 noted that in some classes the National Literacy Strategy was being applied mechanically without consideration for the varying abilities of the pupils, the school decided to have a closer look at its procedures. The process of school improvement, it was felt, had become too management-led, with staff complying with planned developments without any real commitment. Their skills of self-evaluation and independent planning had particularly suffered. As a consequence, the evaluation and reporting of classroom observations, while accepted, was not producing significant changes in practice.

When the LEA offered opportunities for schools to participate in a pilot project on school self-review, the school applied to be involved, adopting a systematic focus on moderated peer review. The purpose was to explore peer review as an effective tool to develop the analytical and evaluative skills of teachers in reviewing their own and colleagues' teaching and in improving the quality of teaching and learning.

An evaluation framework was written collaboratively over three in-service evenings by the whole teaching staff, focusing on observations of children's learning. It provided narrative prompts for each lesson, focusing on the desired learning behaviours of children at each stage of a lesson and the teaching strategies which it was felt would enable the children to learn effectively. Following lesson observations and feedback there was teacher-wide discussion of the strengths of the peer review project and the issues that would need to be addressed as this process was extended to the whole school. The project group prepared a report to the whole staff on both their own experiences of the process and the key aspects of the good practice they had observed. This provided the basis for extending self-evaluation more widely and feeding into the school's annual self-review, a process involving all staff and a prelude to the school improvement plan.

Critical to the success of the initiative was that the peer review project reflected the school's own evaluation of its needs and that of its staff. It was not imposed either on the staff or school as a whole. The support of the LEA and the allocation of additional resources to carry out the project effectively were also crucial to its success.

Useful sources

Initiating Change through Self-evaluation

Michael Schratz, 1991, CIDREE, Dundee

Although dated, this A4 40-page document provides a very informative and lively introduction to the purposes, methodology and instruments of self-evaluation. The instruments described cover a wide range of school and classroom contexts and it also contains a number of short school case studies.

Taking Photographs as a Medium of Self-evaluation

Ulrike Steiner Loffler, 1991, CIDREE, Dundee

This is a helpful step-by-step guide to using photo evaluation, with many examples of how the approach has been used in Austrian schools, with a summary of lessons learned and seven proposals for supporting self-evaluation more generally.

School Self Review Manual

Colin McCall, 1998, Pearson Education, Harlow

This book poses the question: 'Can your school meet government demands and carry out an effective self-review in a focused and economic manner?' The School Self Review Manual offers a set of proven principles, advice and procedures that a school can use to form the basis for 'a rigorous self-review strategy'.

School Must Speak for Themselves

John MacBeath, 1999, Routledge, London

This book arises out of work commissioned by the NUT to replicate the pilot study for the Scottish approach. Working with 10 primary, special and secondary schools, the research team developed an approach and tools subsequently adopted by local authorities and individual schools. Translated into Danish and Greek.

Raising Attainment in Schools: a handbook for school self-evaluation

Lesley Saunders, B Stradling and Peter Rudd, 2000, National Foundation for Educational Research, Slough

This handbook guides schools through various approaches to evaluating what they are doing to raise levels of attainment of their students. The materials show the range and kinds of evidence that can be used in evaluating process as well as outcomes, and provide practical evaluation instruments for use in classroom observation, discussion with students, scrutiny of policy documents and so on. The handbook is designed with secondary students and their curriculum particularly in mind, though the material could also be used in the upper primary sector.

Improving Schools and Inspection: the self-inspecting school

Neil Ferguson, Peter Earley, Brian Fidler, Janet Ouston, 2000, Routledge, London

This book looks at the relationship between school inspection and school improvement, giving critical consideration to Ofsted inspections and suggesting a need for a change, arguing that the school's own evaluation processes should play a greater part in the arrangements for inspection, and that self-inspection is ultimately more effective than external inspection.

Self-evaluation in European Schools: a story of change

J MacBeath, M Schratz, D Meuret and L Jakobsen, 2001, Routledge, London

This book arose out of a European project involving 101 schools in 18 countries in which parents, pupils and teachers were centrally involved. It is in two halves, the first half portraying self-evaluation through the eyes of a pupil, her teacher, her mother, the headteacher and a critical friend. The second half of the book contains a range of different tools used by the participating schools. Now translated into German, Italian, Polish, Greek, Czech, Slovakian, Hungarian and Portuguese.

Evaluating School Self-evaluation

Deborah Davies and Peter Rudd, 2001, National Foundation for Educational Research, Slough

This study by NFER reviews the effectiveness of self-evaluation strategies. It provides a critical evaluation of what schools were doing under the generic headings of self-evaluation and self-review. It highlights some of the difficulties schools and teachers faced: workload, innovation fatigue and preparation for Ofsted inspection. It contains a number of key recommendations for action by schools.

The Intelligent School

Barbara MacGilchrist, Kate Myers and Jane Reed, 1997 and 2004, Paul Chapman Publishing, London

While not written as a manual for self-evaluation, *The Intelligent School* has been used to reflect on the school's corporate intelligence. Drawing on Howard Gardner's theory of multiple intelligences, the authors translate these into a set of dimensions of school practice, providing a very useful self-evaluation framework. An updated version was published in 2004 on the strength of popularity of the first volume.

Self-evaluation in the Global Classroom

John MacBeath and Hidenori Sugimine with Gregor Sutherland and Miki Nishimura and the students of the Learning School, 2002, Routledge, London

This book, written almost entirely by school pupils, describes possibly one of the most innovative projects in self-evaluation ever undertaken. School students took a year out of their studies to travel to seven countries, living with host families, spending four weeks in each school, shadowing pupils and using a range of tools to evaluate learning and teaching. Chapters contain personal stories of students' experience as well as the outcomes of their research and exemplars of the tools they used.

Leading for Learning: Reflective tools for school and district leaders

Michael Knapp, Michael Copeland and Joan E Talbert, 2003, University of Washington

Together with a companion volume workbook, this document focuses specifically on leadership and its role in promoting learning. Using the 'wedding cake' model it guides the evaluation of learning at individual pupil level, professional level and system level. It can be downloaded online at www.ctp.web.org

Self-evaluation: What's in it for schools?

John MacBeath and Archie McGlynn, 2003, Routledge, London

Co-written by a former chief inspector of schools and Cambridge academic, this small pocket-size book draws on experience in Scotland, England and in other countries and contains a range of tools applied to classroom, school and leadership. Translated into Swedish.

Consulting pupils: a toolkit for teachers

John MacBeath, Helen Demetriou, Jean Rudduck and Kate Myers, 2003, Pearson Publishing, London

Arising from an ESRC project, the toolkit of strategies for consulting pupils came primarily from classroom practices of teachers and pupils working with a critical friend. The booklet also contains a CD with most tools downloadable and photocopiable.

Improvement through Evaluation: a bright new future for schools?

2004, National College for School Leadership, Nottingham

This small accessible publication (15 pages) contains case studies from 3 secondary schools (Sandringham, Sarah Bonnell and Swayne Park), and commentaries from David Bell, John Dunford and John MacBeath. It is a useful starting point for staff room conversation or more formal professional development.

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