Section 1: Self-evaluation grid

Rationale for the self-evaluation grid

The self-evaluation grid forms part of a professional development programme for literacy and mathematics coordinators. It is both a tool for personal and school reflection and self-evaluation, and a basis for future subject development. The grid is an intrinsic part of the specific training modules within the coordinator programme. Participants will have been asked to complete the grid prior to attending training.

The grid identifies four key areas of subject leadership and is closely aligned to the TTA published '**National Standards for Subject Leaders**' document (1998) and the '**Effective Leadership and Management**' self-evaluation form produced by the National College for School Leadership for the National Numeracy Strategy.

The principle of self-evaluation upon which the grid is based reflects the emphasis on self-evaluation and review embedded within and promoted by the Ofsted *Handbook for Inspecting Primary and Nursery Schools*, the NCSL approach to improving management and also other publications and research evidence related to effective school improvement processes.

The grid should be completed by both the literacy and mathematics coordinators, in partnership with the headteacher, before attending the first training module. This evaluation process will help the coordinators, supported by the headteacher, to share their perceptions of where they are on the continuum of development in the four identified key areas of leadership in their individual subjects.

The self-evaluation grid will also be available on the National College for School Leadership website (www.ncsl.org.uk).

What does the grid focus on?

The grid focuses on the identified four key areas of subject leadership:

- *Key area 1*
  Establishing priorities, analysing results and reviewing progress
- *Key area 2*
  Continuing to improve the quality of teaching and learning
- *Key area 3*
  Management and deployment of resources
- *Key area 4*
  Professional development into practice

Schools and LEAs may wish to add further areas to the grid as part of their development of school and subject self-evaluation, and according to specific local priorities.

How does the grid work?

Under each of the key areas, there are four columns which represent a continuum of development and effectiveness. Within each column there are written prompts which serve to provide a moderated illustration of the elements which will be present at each stage of development. By highlighting the relevant prompts, or parts of the prompts, across the grid, coordinators can identify their school's current strengths and areas for development.

The table below illustrates the stages of the continuum represented on the grid.

	Focusing	Developing	Establishing	Enhancing
Key area identified	At this stage, the coordinator recognises that the school is at the beginning of a process. The coordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage, the school has started to address some aspects of the key area, but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage, there still remain some issues to address in terms of whole-school consistency and cohesion but many things are now in place and are becoming embedded. There has been significant development of the quality of provision and a real impact on standards.	At this stage, the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole-school consistency and cohesive practice and the impact on standards and progress is evident.

These prompts provide moderation to support self-evaluation.

It is important to recognise that whole-school development is not always a straightforward linear process – schools are changing communities and judgements about positions on the developmental continuum may change as a consequence of changing contexts. It is also important to stress that the purpose of this activity is to acknowledge not only what has been achieved but importantly also to provide a basis for future development, whatever prompts are highlighted at this stage. Planning for development from the current position is the key issue.

It is also important to acknowledge the different school contexts in which coordinators work. For example, some coordinators have regular release time to carry out their responsibilities; others have very limited time in which to carry out their coordinating role. In some schools there is a very close relationship between the senior management team and literacy/mathematics coordinators; in other schools, coordinators are more isolated and have less opportunity to impact on policy and whole-school development.

How do I use the grid?

A version of the self-evaluation grid is available to download on the CD-ROM that accompanies this handbook.

- Use the grid to support reflection on your school's current stages of development in each of the four key areas.

- Work with your coordinator colleague, and headteacher wherever possible, to share perceptions and analyse patterns of development across both literacy and mathematics in these key areas.

- Highlight those prompts, or parts of the prompts, which best reflect your perception of where your school is now in each of the four key areas.

- Discuss any obvious issues arising from this initial self-evaluation in terms of patterns of strength and areas for development in the two subjects in the light of your whole-school context.

- Bring the grid to the coordinator training to support you in reflection and action planning in order to consolidate your practice or move forward along the continuum of development.

- Following the coordinator training, coordinators and headteachers will find it helpful to reflect on appropriate priorities and key action points to secure further subject development within the context of whole-school improvement.

- From the self-evaluation process, it will be possible to see clearly the relative strengths and areas for development in the leadership and management of the two core subjects of English and mathematics and to decide on priorities for action in the context of whole-school as well as subject needs.

- It is expected that the self-evaluation grid should take no more than an hour to complete and discuss.

Generic prompts to support completion of the self-evaluation grid

- As an immediate, instinctive response, where do I place the school on this grid? Are we focusing, developing, establishing or enhancing?

- Which parts of the written prompts can I highlight with confidence?

- How do I know? What is my evidence base for highlighting the prompts?

- Are there areas I would prefer to underline at this stage and re-visit after further reflection and discussion?

- How far would other staff agree with my perceptions and evaluations?

Raising standards in literacy and mathematics

Self-evaluation to establish priorities

The purpose of the self-evaluation grid is to support coordinators in recognising the current stage of development and identifying key priorities for development across the school.

- **Key area 1: Establishing priorities, analysing results and reviewing progress**
- **Key area 2: Continuing to improve the quality of teaching and learning**
- **Key area 3: Management and deployment of resources**
- **Key area 4: Professional development into practice**

Key area 1: Establishing priorities, analysing results and reviewing progress

	Focusing	Developing	Establishing	Enhancing
1a Establishing priorites, action planning and review	An audit of literacy/mathematics provision, professional development needs and quantitative outcomes, in terms of standards and progress, has been carried out. As a result, key priorities for action have been identified.	Using the audit, an agreed action plan that addresses identified priorities and appropriate resources has been developed and is being implemented.	The impact of the action plan is monitored and evaluated. The plan is refined following the outcome of evaluation.	The school's priorities for improving literacy/mathematics are part of the whole-school improvement programme with clearly identified subject-specific priorities and systematic review and evaluation.
1b Knowing about standards	Teachers assess children's work regularly and national/other tests are in place. There is access to relevant data on standards, e.g. baseline assessment, data on statutory and optional tests, ongoing teacher assessments and work samples. There is limited confidence in the use of this data.	There is a systematic structure for assessing children's work and progress. Data is starting to be used to inform judgements on standards across the school, noting patterns in children's achievement.	There is work across the school to moderate teacher assessments and to analyse data to inform teachers' planning, set targets and monitor progress in a comprehensive and systematic manner.	School assessment systems are rigorous and effective. There is close co-operation between the headteacher, staff and governors in using data to raise standards in literacy/mathematics.
1c Target setting	There is as yet no systematic whole-school approach to the setting of numerical and curricular targets to track children's progress and raise standards in literacy/ mathematics.	Teachers are supported in setting realistically challenging numerical targets for each year group. They are supported in tracking children's progress by setting curricular targets based on a clear identification of learning needs.	There is an effective process for setting and reviewing numerical and curricular targets in each year group. All teachers are able to use targets to track children's progress, inform their teaching and raise standards.	There is an effective, coherent and manageable whole-school system for setting and revising targets against children's progress.

1d Monitoring and evaluating the development of literacy/mathematics	A start has been made in monitoring and evaluating a range of aspects of subject responsibility.	There is a clear structure for monitoring and evaluating literacy/mathematics in order to identify key priorities for improving standards of teaching and learning.	The outcomes of the monitoring and evaluation of aspects of literacy/mathematics are used to inform future school improvement planning.	Monitoring and evaluating is embedded within the school improvement plan and is effective in celebrating success and identifying areas for further improvement.

Key area 2: Continuing to improve the quality of teaching and learning

	Focusing	Developing	Establishing	Enhancing
2a Evaluating the quality of the teaching of literacy/mathematics and giving appropriate feedback	Classroom observations and/or scrutiny of children's work has raised awareness of: • the quality of teaching of literacy/mathematics across the school; • the strengths and weaknesses of teachers' subject knowledge.	There is a developing programme to monitor the quality of teaching of literacy/mathematics. Weaknesses in teaching are recognised and staff are given feedback. Actions to be taken are identified and incorporated into the literacy/mathematics action plan or school improvement plan.	Systems are in place for monitoring and evaluating the quality of teaching. This is impacting positively on classroom practice. Some areas of weakness in teaching remain but are being addressed through feedback and professional development.	There is systematic and structured evaluation of literacy/mathematics teaching across the school. The literacy hour and daily mathematics lesson are taught well. Weaknesses in subject knowledge, and teaching and learning are being addressed effectively. There is appropriate feedback, support and related training for all staff.
2b Support for planning; monitoring the process; evaluating outcomes	Teachers' weekly plans are sampled.	Teachers are supported in their planning and given feedback to help them to moderate and amend as appropriate.	Medium- and short-term plans are reviewed and teachers are supported in ensuring plans match the expected levels of achievement of children.	Colleagues are supported in producing plans which are coherent, succinct and effective in addressing learning needs. Plans are evaluated in the light of learning outcomes.

2c	**Using ICT to support literacy/mathematics**	Staff are aware of the need to incorporate ICT as an appropriate resource to support the teaching of literacy/mathematics.	Staff are aware of NLS/NNS training materials and a range of other ICT resources to support the teaching of literacy/mathematics. With the ICT coordinator, the professional development needs of teachers in the use of ICT to support teaching have been identified.	There is close collaboration with the ICT coordinator to support teachers in planning for the appropriate use of ICT in the teaching of literacy/mathematics and in monitoring and evaluating the use of ICT in a range of literacy/mathematics teaching.	ICT is being effectively integrated into teachers' planning for literacy/mathematics. Joint evaluations show that ICT is being used effectively in literacy/mathematics teaching.

Key area 3: Management and deployment of resources

		Focusing	Developing	Establishing	Enhancing
3a	**Establishing an effective learning environment**	The importance of an effective environment to support the teaching and learning of literacy/mathematics in all classrooms is recognised.	Through classroom observations and an audit of resources, key areas for action have been identified in order to promote an effective environment which will support children's learning of literacy/mathematics.	A systematic plan is in place to support improvement of the environment in which children learn literacy/mathematics.	The school environment makes a key contribution to literacy/mathematics learning for all children.
3b	**Deployment of additional adults**	The expertise and skills of additional adults are matched to identified needs for support in literacy and mathematics across the school.	Support systems are developing between additional adults and teachers for planning support and reviewing the progress of individuals/groups of children.	The impact of support by teachers and additional adults is evaluated against both quantitative and qualitative learning outcomes.	Monitoring of the impact of additional adult support shows that a difference is made to children's attainment and progress. There is a clear understanding between the teacher and additional adult of the learning needs of children.

Key area 4: Professional development into practice

	Focusing	Developing	Establishing	Enhancing
4a Identifying CPD (Continuing professional development) needs	Information about training is selected and staff are encouraged to attend relevant courses.	Staff are helped to be more selective about the type of professional development in which they participate and relate this closely to the literacy/mathematics action plan.	A CPD policy which relates to individual and school needs with clear links to the development of literacy/mathematics is in place. Most staff are committed to the policy and understand how it will impact on their own professional development.	The planned CPD programme supports school, LEA and national priorities and meets the needs of all staff. The impact of the CPD programme is monitored and evaluated systematically.
4b Supporting colleagues	Resources to support colleagues in improving the teaching of literacy/ mathematics are managed and organised. Individuals are supported on request to help them to improve the quality of the teaching of literacy/mathematics.	A planned programme of support is being developed in order to address whole-school and individual needs. This support programme includes trainee teachers and other additional adults.	There is a coherent support programme in place and all staff are involved in a review and evaluation of the professional development and support they have received. When appropriate the impact of professional development is evaluated through visits to classrooms and informal feedback. A planned programme of support has been devised, responding to whole-school and individual needs.	All staff are supported in developing high quality teaching and learning in literacy/mathematics. Evaluation of the support shows positive impact on teaching and learning.