

LEADERSHIP AND MANAGEMENT

Sage Educational Trust

The role:

LEADERSHIP = a clear vision, having a range of purposes, high aspirations and relentless focus on pupils' achievement.

MANAGEMENT = the organisation, monitoring and evaluation of all aspects of performance, including teacher effectiveness.

SUPPORT = providing advice on:

- Planning
- Resources (availability + adequacy)
- INSET provision
- Where information can be obtained
- Visitors and visits
- Policy

CRITICAL FRIEND = Encouraging
Praising
Being honest
Giving constructive comments
Providing strategies for improvement

The role

LEADERSHIP – judged by assessing the effect to which:

- Shows good vision, a sense of purpose and high aspirations for the school, with a focus on pupils' achievement and attainment
- Strategic planning reflects and promotes the school's ambitions and goals
- Leaders inspire, motivate and influence staff and pupils
- Leaders create effective teams
- Are knowledgeable and innovative in the teaching of their subject
- Are a good role model for other staff and pupils

MANAGEMENT – effectiveness of which is assessed by the extent to which:

- There is rigorous self-evaluation and the findings used effectively
- Performance is monitored, data analysed and action taken
- Staff performance is monitored and improvement is brought about

Effective subject co-ordinators:

- Encourage pupils to develop positive attitudes to their learning in the subject
- Ensure that all pupils are engaged in their learning so that they learn more effectively
- Help teachers become more effective practitioners in their subject
- Raise attainment for all pupils
- Raise attainment for specific groups of pupils

They encourage, enthuse and inspire other teachers and ensure that lesson plans match the learning needs of all pupils and that levels of achievement and standards are as high as they can possibly be.

The file

Could contain:

- Job description
- Policy
- Relevant information regarding your subject
- Schemes of work
- Planning guidelines
- Audit of resources (location and availability)
- Audit of staff expertise (internal and external) (INSET)
- Inset attend by self
- Summaries of audits (planning, children's books, classroom observations)
- Performance data and analyses
- Pupil tracking
- Action plans/diaries

Why self-evaluation?

A good school knows:

- What it is aiming to do
- Whether it is meeting its aims successfully
- Whether developments are effective
- What to maintain; what to stop; what to develop and what to initiate

School self-evaluation and review is knowing:

- How are we doing in this school?
- How are we doing in this team?
- How are we doing in this classroom?
- How are we doing with this pupil?

School self-evaluation involves a broad review of performance across the whole organisation: a close look at specific areas on a planned basis.

From "How Good Is Your School?" a Scottish Audit Office publication.

Strategies for self-review

- Questionnaires
- Interviews
- Group discussions
- Direct observation and analysis
- Diaries and logs e.g. diary of use of time
- Videos and photographs
- Analysis of written documentation e.g. work sampling
- Analysis of quantitative evidence:
 - Attendance figures
 - Lateness
 - Test data
 - Base-line data
 - Monitoring of pupil attainment and progress
 - Value-added data

Monitoring and Evaluation

- What do you monitor?
- How do you monitor?
- What sources of data do you refer to?
- How do you use the information to improve teaching and learning and raise standards?
- What improvement strategies or processes do you use/engage in?

MONITORING

=

Checking that what the school says it does is happening

EVALUATION

=

Making a judgement on the quality of what is happening

How?

- Lesson observations – to determine teacher skills and knowledge and the themes and strategies being used for promoting pupils' interest and enthusiasm for the subject
- Scrutiny of pupils' workbooks and classroom displays – to determine engagement and productivity of pupils and standards being achieved
- Analysis of assessment and tracking data – to measure progress against pupil targets
- Pupil surveys – to assess their attitudes towards the subject
- Bench marking - comparing practices and standards achieved with similar schools.

Monitoring Procedures:

Monitoring:

- Checking progress against targets
- Noting trends from performance indicators
- Confirming recommended strategies are being implemented

Evaluation:

- Gauging effectiveness
- Noting strengths and weaknesses and interpreting how well things are going
- Appraising staff competence, including the effectiveness with which learning assistants are deployed

Diagnoses:

- Noting what needs to be done and when to do it

Improvement planning:

- Setting priorities
- Determining what support and resources are required
- Deciding how improvements are to be implemented

Attainment and Achievement:

What are the significant variations in attainment in your subject between:

Classes
Subjects
Key Stages
Gender
Ethnic Groups
FSM
SEN
LAC

And combinations of the above?

- What are the trends in your subjects over the last 4 years?
- How do you compare with other schools locally and nationally?
- What proportion of pupils achieved L5+ in your subject this year?
- Would you judge attainment in your subject in your school as

Outstanding
Good
Satisfactory
Inadequate

- How well do pupils progress in your subject, in your school:

From foundation stage to end of KS1?
From year 3 to year 6?
- How do you know?
- What do you do about those pupils who are underachieving or plateauing?
- What can you do as a subject leader/middle manager to improve the “value added” for your school?

ATTAINMENT

=

The standards learners reach in national tests

ACHIEVEMENT

=

The progress pupils make, taking account of their capacity

DATA only raises questions

“It’s the answers that raise standards”