

**Model for Evaluating the effectiveness of Leadership & Management as part of the Annual School Self Evaluation cycle**

Ofsted criteria	Self-evaluation tools & evidence	Indicators of effectiveness
<p>how well leaders, managers and governors pursue excellence, modelling professional standards in all of their work</p>	<ul style="list-style-type: none"> <li>• School Mission Statement</li> <li>• School Prospectus</li> <li>• School Improvement Plan – monitoring of implementation</li> <li>• Annual Cycle of Self-Evaluation</li> <li>• Key Performance Indicators</li> <li>• Review of school policies</li> <li>• Analysis of Feedback from parents, pupils and staff – surveys, questionnaires, focus groups</li> <li>• Staff survey on effectiveness of Leadership &amp; Management</li> <li>• Parent View</li> <li>• School Website</li> <li>• Letters from Head to parents</li> <li>• Headteacher’s briefings for staff</li> <li>• Reviews of behaviour and pupil attitudes</li> <li>• Staff well-being surveys</li> <li>• Monitoring of staff grievances &amp; complaints</li> <li>• Learning Walks</li> <li>• Complaints</li> <li>• Allegations against staff</li> <li>• SEN policy and requirements re reporting SEN on school website (new draft SEN CoP)</li> </ul>	<p>GB, Staff, parents and pupils understand and support the Headteacher’s vision for the school</p> <p>Staff, parents and pupils subscribe to the culture of high expectations and aspirations, academically and socially</p> <p>Rigorous and systematic self-evaluation enable the SLT and GB to identify and implement priorities for improvement, leading to consistently improving outcomes for pupils</p> <p>School policies underpin the high quality of educational provision, especially in promoting rapid improvement in literacy and numeracy</p> <p>School meets new draft SEN CoP requirements</p> <p>Very positive pupil attitudes to learning</p> <p>High levels of commitment to the work of the school by staff</p>
<p>the effectiveness of monitoring and evaluation and the extent to which it is shared with governors</p>	<ul style="list-style-type: none"> <li>• Monitoring reports to the Governing Body</li> <li>• Key Performance Indicators</li> <li>• Headteacher Reports to GB</li> <li>• Lesson observations – performance management evidence</li> </ul>	<p>A regular cycle of monitoring underpins the work of the school and leads to continuous improvement of standards</p> <p>Performance Management lesson observations, supported by an effective programme of coaching and mentoring,</p>

	<ul style="list-style-type: none"> <li>• External or LA advisor monitoring reports</li> <li>• Commissioned professional review reports</li> <li>• Planning for the use of Pupil Premium Funds</li> <li>• Monitoring of the impact of pupil premium funds on learning and rates of progress in literacy and numeracy</li> <li>• School website statement on use of pupil premium</li> <li>• Annual Report on achievement &amp; progress for the previous academic year</li> <li>• Achievement &amp; progress termly monitoring reports to governors</li> <li>• Parental satisfaction monitoring reports</li> <li>• Pupil voice monitoring reports</li> <li>• Monitoring of Primary PE and Sport provision funding</li> </ul>	<p>result in regular improvements and increased standards in teaching and learning</p> <p>Teaching and learning leads to all groups of pupils, including pupil premium pupils making the same rate of progress as similar groups and schools nationally</p> <p>Pupil Premium funding is used effectively and is having a significant impact on raising standards and narrowing gap for PP pupils, especially in Literacy and Numeracy</p> <p>The outcomes of pupils in all key stages are in line or exceeding national expectations for all groups of pupils</p> <p>Parents and pupils have high levels of satisfaction with the school</p> <p>Primary school sport funding is used very effectively to increase the healthy lifestyles of pupils and raise their performance levels in PE</p>
<p>the use of performance management and effectiveness of strategies for improving teaching, including the extent to which the school takes account of the 'Teachers' Standards'</p>	<ul style="list-style-type: none"> <li>• Performance Management and Pay Policies</li> <li>• Spreadsheet / monitoring report of Performance Management (giving details of PM targets, lesson observations, support, grades etc. teacher by teacher)</li> <li>• Lesson Observation records &amp; analysis of T&amp;L data</li> <li>• Learning Walks</li> <li>• T&amp;L monitoring reports to Governors</li> <li>• Key Performance Indicators</li> <li>• Performance Management monitoring reports to Governors</li> <li>• Examples of teacher support plans</li> </ul>	<p>SLT leadership for teaching and learning means that the professionalism and commitment of all teachers is such that they meet Teachers Standards very well.</p> <p>Performance Management procedures have a positive impact on increasing standards of teaching &amp; learning</p> <p>Underperformance of teachers is tackled effectively</p> <p>The link between performance management, appraisal and salary progression leads to effective improvement in the standard of teaching &amp; learning</p>

	<ul style="list-style-type: none"> <li>• Appraisal systems for Teaching Assistants</li> <li>• School CPD programme</li> <li>• Arrangements for support for NQTs</li> </ul>	<p>The quality of Teaching Assistant support and their contribution to learning is continually improving</p> <p>The programme of professional development is effective and ensures that the needs of all teachers, including NQTs are met well. CPD enables teachers to maximise their opportunities for promotion</p>
<p>how well leaders and managers ensure that the curriculum is appropriate and meets the needs of pupils</p>	<ul style="list-style-type: none"> <li>• Curriculum and subject policies, especially Literacy and Numeracy policies</li> <li>• Curriculum model – and how it relates to different SEN needs</li> <li>• Curriculum planning</li> <li>• Learning Walks</li> <li>• Subject Leader monitoring reports</li> <li>• Subject leader action plans for improvement</li> <li>• SMSC monitoring and evaluation records</li> <li>• Curriculum reports to Governing Body</li> <li>• SEN &amp; Pupil Premium provision mapping models</li> <li>• Behaviour &amp; Attendance monitoring reports to Governing Body</li> <li>• KPIs re behaviour</li> <li>• Pupil participation monitoring (extra-curricular, volunteering, community etc.)</li> <li>• Evidence of Information, Advice and Guidance including Careers Guidance for KS4 and KS5, plus work experience and college links</li> </ul>	<p>The curriculum model is appropriate and effective for the context of the school and the needs of the pupils</p> <p>The curriculum places a high focus on literacy and numeracy</p> <p>The curriculum complies with National Curriculum requirements</p> <p>Interventions are used effectively and equitably to close the gap in learning for groups of pupils</p> <p>Pupils' behaviour and attitudes to learning are exceptionally positive</p> <p>The quality of the SMSC opportunities within the curriculum is exceptional and contributes to the holistic development of the pupils</p> <p>Pupils have good support to make successful transitions from KS4 to KS5 and KS5 to the next phase of learning or training</p>
<p>how well leaders and managers demonstrate the capacity to bring about further improvement</p>	<ul style="list-style-type: none"> <li>• KPIs</li> <li>• Monitoring of SIP</li> <li>• Monitoring of use of Pupil Premium funding</li> <li>• Monitoring of T&amp;L reports</li> </ul>	<p>The SLT have a positive track record and good evidence as to how they have the capacity to bring about further improvements in</p> <ul style="list-style-type: none"> <li>• Progress and Achievement</li> </ul>

	<ul style="list-style-type: none"> <li>• Annual Cycle of Self-Evaluation programme and reports</li> <li>• School SEF</li> <li>• Priorities for improvement</li> <li>• Monitoring of Citizenship opportunities and school's work to prepare pupils to prepare for life in a modern democratic Britain</li> <li>• Monitoring of partnerships with other schools, external agencies and the local community</li> <li>• Monitoring of parent/carer views and reports on how the school has responded to their views (especially those indicated on Parent View)</li> <li>• Monitoring reports on how well the school has responded to the recommendations in the last Ofsted Report</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning</li> <li>• Behaviour &amp; Safety</li> <li>• Leadership &amp; Management</li> </ul>
<p>the quality of middle leadership in the school</p> <p>the extent to which schools are adequately developing their middle leadership</p> <p>succession planning and the development of future leaders in the school</p>	<ul style="list-style-type: none"> <li>• Subject Leader Action Plans</li> <li>• Subject Leader SEFs</li> <li>• Subject Leader Curriculum Policies &amp; Plans</li> <li>• Subject Leader monitoring reports</li> <li>• CPD opportunities for middle leaders</li> <li>• GB and HT plans for succession planning</li> </ul>	<p>SLT are clear about the strengths and weaknesses of middle leadership, and have a systematic strategy for improving and developing middle leaders</p> <p>There is good evidence of delegation of responsibilities to middle leaders, coupled with strong SLT mentoring and monitoring</p> <p>There is a culture of growing middle and senior leaders within the school to ensure a consistently high &amp; sustainable standard of leadership and management at all levels within the school</p>
<p>the effectiveness of governance</p>	<ul style="list-style-type: none"> <li>• Governing Body Minutes</li> <li>• School Mission &amp; Values Statement</li> </ul>	<p>Governors make a key contribution and provide a strong drive to the ethos, values and direction of the school</p>

	<ul style="list-style-type: none"> <li>• Governors SEF</li> <li>• Governors Annual Training programme</li> <li>• KPIs</li> <li>• Annual Achievement &amp; Progress Report</li> <li>• Headteacher Report</li> <li>• Learning Walks</li> <li>• Visits to the School</li> <li>• Discussion with teachers – individual, groups</li> <li>• Discussions with parents</li> <li>• Headteacher Performance Management Reviews &amp; Objectives (including records of interim reviews)</li> <li>• Report/spreadsheet on impact of teacher Performance Management</li> <li>• Financial planning and reporting</li> <li>• Annual Record of compliance with all statutory duties</li> <li>• Examples of consultations with stakeholders</li> <li>• Report on effective use of pupil premium funding</li> <li>• Pupil premium funding statement on school website</li> </ul>	<p>Governors have a detailed knowledge of the strengths and weaknesses of the school, including how well groups of pupils progress and achieve against national expectations</p> <p>Governors know how effective they are in carrying out their accountability responsibilities</p> <p>Governors have a training programme that enables them to strive for continuous improvement in their effectiveness</p> <p>Governors use a variety of activities to monitor standards in the schools and fulfil their accountability responsibilities</p> <p>The Governors carry out their performance management responsibilities for staff and the Headteacher very effectively, which leads to continuous improvements in school standards</p> <p>Governors use the school budget very effectively to bring about continuous improvement</p> <p>The governors' use of pupil premium funding is very effective leading to demonstrable evidence of closing the gap and rapid improvement in rates of literacy and numeracy</p>
<p>how effectively the school promotes the confidence and engagement of parents, including by encouraging the use of Parent View</p>	<ul style="list-style-type: none"> <li>• Parent View analysis</li> <li>• Surveys, questionnaires of parents' views</li> <li>• Focus groups</li> <li>• Newsletters</li> <li>• Information on the School Website</li> <li>• Parent Groups</li> <li>• Reports from Family Liaison Officer / Parental</li> </ul>	<p>Parents have high levels of confidence in the school</p> <p>Parents recognise the quality of support provided by the school when their child experiences difficulties</p> <p>Parents/carers make an active contribution to the life of the school</p>

	Liaison Officer	
the extent to which leadership contributes towards school improvement in the local or wider area, such as through system leadership, by working in partnership or by sharing of advanced skills practitioners, mentoring or shadowing opportunities for new middle leaders, or sharing best practice or offering other support and challenge on self-evaluation	<ul style="list-style-type: none"> <li>Records of school partnership group meetings</li> <li>Reports to governors on school partnership initiatives</li> <li>Records of school to school quality assurance initiatives, e.g. moderation, school evaluation</li> </ul>	<p>There is good evidence that effective school partnership has led to further raising of standards within the school</p> <p>Effective school partnership opportunities are developing the capacity of senior and middle leaders</p>
the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe .	<ul style="list-style-type: none"> <li>School Safeguarding Policy</li> <li>Monitoring reports on effectiveness of safeguarding</li> <li>External Review reports on Safeguarding, Behaviour &amp; Safety</li> <li>Single Central Record</li> <li>Monitoring reports re referrals to Children’s Services</li> <li>Analysis of effectiveness of CAFs</li> <li>Reports of monitoring of alternative provision</li> <li>School E-Safety policy</li> <li>Monitoring report on E-Safety within the school</li> <li>Monitoring report on bullying and harassment</li> <li>GB monitoring of bullying, racist, homophobic incidents etc.</li> </ul>	<p>The school meets all requirements well relating to safeguarding and safe recruitment and keeping pupils safe</p>