

The National Strategies' Programmes of Support for the National Challenge

Stronger Management Systems **Self Assessment Materials**

Self-assessment materials

Element 1

Quality standards in effective line management

This exercise may be completed individually or in groups. Make a judgement against each of the quality standards and use the evidence section to make notes on links between your judgements, the evidence and available professional development materials.

Quality standards	Red Amber Green	Evidence to support judgement and notes for action	CPD support
a. The headteacher and governors have established and communicated a compelling vision and positive culture for change and improvement.			CPD 1
b. Every aspect of the school's work is part of a chain of line management and accountability that leads via the leadership team to the headteacher.			CPD 2
c. There are strong and productive relationships between line managers and those they manage permitting both support and challenge at the appropriate times.			CPD 3
d. There are regular and monitored meetings between line managers and those they manage, which take place at least once a month. These are timetabled, have agendas to which each party contributes, and actions are recorded.			CPD 4
e. Formal and calendared performance management review meetings are carried out at least twice a year and are informed both by outcomes of monitoring by the manager and self-evaluation by the reviewee.			Element 2
f. Senior leaders use information from the Venn analysis and other tracking systems to hold middle leaders and teachers rigorously to account.			CPD 5
g. The senior leadership line management role includes monitoring of whole-school policy and practice in relation to teaching and learning, behaviour and attendance, through lesson observation, work scrutiny, pupil interviews and attendance at department or team meetings.			SMS Element 8

Self-assessment materials

Quality standards in effective performance management

Performance management for headteachers and teachers has its basis in regulation and therefore all schools are expected to be compliant. The self-assessment below can be used by schools to make a judgement on the quality of implementation beyond statutory compliance. This exercise may be completed individually or in groups representing a range of perspectives across the school. Make a judgement against each of the quality standards and use the notes to make links between your judgements and the use of the professional development materials provided.

Quality standards	Evidence of quality of implementation, notes for action	CPD support
a. The school is compliant with regulations, and has developed a culture whereby teachers/headteachers feel confident and empowered to participate fully in performance management.		CPD 1
b. The planning stage of the PM cycle is used effectively to ensure that all elements of performance management are agreed up front and recorded in the planning statement.		CPD 2
c. Challenging, yet achievable, objectives are agreed. They clearly set out what is to be achieved and how it will be measured.		d. CPD 3
d. the school's improvement priorities influence and inform the objectives set for individuals.		
e. Every teacher views performance management as a developmental, supportive process that is part of everyday activity; review feedback is ongoing, honest and informed.		CPD 4
f. Performance management is linked to the provision of timely and relevant professional development. The school's priorities are translated into continuing professional development (CPD) opportunities that meet the needs of the school and the individual.		SMS Element 3
g. Performance review and development planning involves the whole workforce.		CPD 5

Element 3

Quality standards in effective professional development

This exercise may be completed individually or in groups representing a range of perspectives across the school. Make a judgement against each of the quality standards and use the notes to make links between your judgements and available professional development materials.

Quality standards	Red Amber Green	Evidence of judgement and notes for action	CPD support
a. Professional development for teachers is directly related to high quality first teaching and, for the whole workforce, leads to changes that have a positive impact on pupil learning and attainment.			CPD 1 CPD 2
b. A range of types and styles of learning opportunities are provided making good use of all occasions where staff come together at whole-school, team and individual levels.			CPD 2 CPD 3
c. Every member of the workforce has a professional development plan closely linked to their needs as identified through the performance management process, the subject/aspect needs and school needs as identified in the RAP.			CPD 3
d. There is a clear link between professional development, performance management objectives and the priorities of the strategic improvement plan (the RAP).			CPD 3
e. The school makes time for staff to learn together.			CPD 4
f. All professional development opportunities are evaluated for impact on and changes in teacher behaviours that result in improved outcomes for pupils.			CPD 5

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Element 4
Quality standards in securing behaviour for learning

This exercise may be completed individually or in groups. Make a judgement against each of the quality standards and use the notes to make links between your judgements and available professional development

Quality standard	Red Amber Green	Evidence of judgements and notes for action	CPD support
a. A robust school behaviour policy that details the aims, expectations and responsibilities of the school, parents/carers and students.			Core day 1 session 1
b. Senior staff who support the school in leading and managing behaviour by promoting an emotionally healthy school and a positive climate for learning.			Core day 4 Activity 4 Core day 2 Session 3
c. Clear and agreed systems of rewards and sanctions consistently applied and used by all staff.			Toolkit 2 Activity 2&4
d. A dynamic learning environment both within and beyond the classroom that encourages positive behaviour.			Toolkit 7 Activity 1&2
e. An understanding by all staff of the links between behaviour, attendance and pupil progress and attainment.			Core day 1 Session 4
f. A workforce who are confident in managing all aspects of behaviour.			Core day 2 session 2
g. Partnership working with other schools and relevant support services to share provision, expertise and resources			

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Element 4

Quality standards in securing good attendance and reducing persistent absence

This exercise may be completed individually or in groups. Make a judgement against each of the quality standards and use the notes to make links between your judgements and available professional development

Quality standard	Red Amber Green	Evidence of judgements and notes for action	CPD support
a. A senior leadership team that actively promotes attendance, and includes one member with the role of school attendance leader who takes a strategic approach to attendance and understands the school's legal responsibilities.			CPD 2 CPD 1
b. The school has an escalation of interventions which are used systematically, applied consistently by all teaching and non-teaching staff and the impact of these interventions is known to the SLT. These are reflected in the school's attendance (or behaviour and attendance) policy.			CPD 3 CPD 4
c. A senior leadership team with a clear understanding of the links between attainment and attendance. The profile of attendance at pupil and key stage level is understood and acted upon.			CPD 5 CPD 2
d. Use of data to provide a clear profile of absence, and identify vulnerable groups with clear actions taken as a result of the findings.			CPD 1 CPD 5
e. Quality of provision for pupils which encourages regular, high levels of attendance.			CPD 5
f. Views of learners, parents, carers and other stakeholders are considered and used to promote positive attendance.			CPD 3
g. Partnership working with other schools and relevant support services to share provision, expertise and resources.			

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Element 5

Quality standards in assessment for learning

This exercise may be completed individually or in groups. Make a judgement against each of the quality standards and use the notes to make links between your judgements and available professional development materials

Quality Standards	Red Amber Green	Evidence of judgements, notes for action	CPD support
a. The leadership team give priority to and lead on assessment for learning across the school. They have a clear understanding of the principles and practice and ensure all teachers are supported to develop their skills through focused, high quality professional development.			CPD 1 and SMS Element 1
b. All teachers have a shared understanding of AfL and how it impacts on learning and standards and use this to inform their planning.			CPD 2
c. In core subjects teachers use the secondary Frameworks' learning objectives to plan sequences of lessons, and criteria from the Assessing Pupils' Progress materials (APP), to inform learning outcomes			Core plus 4a Eng 4 Maths
d. All teachers have a good understanding of progression in their subject and use it to inform planning			
e. All pupils have a clear understanding of what they are trying to learn (learning objectives) and how they can recognise achievement (learning outcomes)			CPD 3
f. Every pupil knows what progress they are making, and understands what they need to do to improve and how to get there.			CPD 3
g. Classroom dialogue (questioning, whole class, group or paired discussion) is a strategy commonly planned for and used in lessons.			CPD 4

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h. All teachers provide clear feedback on pupils' work which identifies pupils' next steps and providing opportunities in lessons to respond to feedback.			CPD 5
i. All pupils are involved in setting their own learning targets and evaluating their own understanding and progress and that of their peers			CPD 6
j. Every parent and carer knows how their child is progressing, what they need to do to improve, and how they can support the child and their teachers.			CPD 7

Element 6

Quality standards in pupil identification and intervention – the Venn analysis

This exercise may be completed individually or in groups. Make a judgement against each of the quality standards and use the evidence section to make notes on links between your judgements and available professional development materials.

Quality standards	Red Amber Green	Evidence of evaluation and notes for action	CPD support
a. Pupils' progress in relation to their ambitious targets, including English and mathematics, is monitored and tracked across time and compared between specific pupil groups related to ethnicity, gender and FSM.			CPD 1
b. Pupils' attainment is benchmarked against national data with regards to gender, FSM and ethnicity.			
c. All staff work collaboratively to gather, share and use information about pupils' progress, comparing rates of progress in all subjects to enable early, rapid and accurate identification of pupils' underperformance and reduce in-school variation.			CPD 2
d. Teaching, intervention and professional development are informed by regular tracking of progress and adjusted in the light of pupils' needs.			CPD 3
e. Pupil attainment and rates of progress of individual and groups of pupils is a standing item for discussion on line management, department and year group meeting agendas.			SMS Element 1
f. Senior leaders use information from the Venn analysis and other tracking systems to hold middle leaders and teachers rigorously to account.			
g. There is a shared understanding of what constitutes good progress.			SMS Element 5
h. Pupils and parents have regular opportunities to discuss pupil progress and achievement. Teachers actively involve pupils in setting their own targets.			

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Element 7

Quality standards in lesson planning

This exercise may be completed individually or in groups. Make a judgement and note the evidence against each of the quality standards. Use the notes to make links between your judgements and available professional development materials.

Quality standards	Red Amber Green	Evidence of judgements and notes for action	CPD support
a. There is a common understanding and agreement of the essential characteristics of a good lesson among all staff and these characteristics are regularly and consistently applied in all lesson planning and lessons.			CPD 1
b. All staff regularly employ a wide range of teaching strategies to maintain pace and actively engage all pupils in lessons.			CPD 2
c. All lessons are planned for inclusion, taking into account the learning needs of specific pupil groups, for example, gender, FSM and ethnicity.			CPD 2
d. Appropriate challenge is visible in all lessons, planning allows all pupils to make good progress, taking account of the full range of ability from low attaining to gifted and talented pupils.			CPD 2
e. There is a clear and agreed teaching and learning policy that reflects the stated aims of the school and which is consistently applied by the whole workforce.			CPD 3
f. Account is taken of the need for high-quality long-, medium- and short-term planning in all subjects. The planning cycle involves collaboration of staff at all levels.			CPD 4
g. Planning takes account of the need to use Assessment for Learning (AfL) to make each pupil a partner in their learning.			SMS Element 5
h. There is close, targeted and frequent scrutiny of teachers' planning and pupils' work to monitor the impact of planning and teaching and a comprehensive programme of lesson observations to ensure quality and consistency.			CPD 5 & SMS Element 9

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Element 8
Quality standards self-evaluation

This exercise may be completed individually or in groups. Make a judgement against each of the quality standards and use the notes to make links between your judgements and available professional development materials.

Quality standards	Red Amber Green	Evidence of judgement and notes for action	CPD support
a. Headteachers and senior leaders give priority to and lead self-evaluation personally. They have a clear overview of their school, based on an accurate understanding of strengths and weaknesses.			CPD 1
b. The views, particularly of learners, but also parents and carers, are actively sought and taken into account.			CPD 2
c. Self-evaluation is integral to the culture of the school. Staff at all levels are committed to it and fully involved.			CPD 3
d. Self-evaluation is a continuous process, governed by the needs of the school and its pupils rather than the requirements of external bodies.			CPD 4 & SMS Element 1
e. Self-evaluation is at the heart of the key management systems of the school, operates to an agreed policy and leads to action to achieve the longer-term goals for sustained school improvement.			
f. A range of performance indicators is used to enhance the quality of self-evaluation.			CPD 5
g. The school compares itself with similar schools nationally and uses this information to set targets.			
h. Rigorous analysis of strengths and weaknesses, particularly of teaching and learning and behaviour and attendance, lead to the clear identification of priorities and strategies for improvement.			SMS Element 9 Element 4
i. Sharply focused monitoring, based on clear indicators, helps schools to measure the extent to which their work improves outcomes for pupils.			SMS Element 6 Element 9

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Element 9
Quality standards in effective monitoring and evaluation

This exercise may be completed individually or in groups. Make a judgement against each of the quality standards and use the notes to make links between your judgements and available professional development materials.

Quality Standard	Red Amber Green	Evidence of judgement and points for action	CPD support
a. There is a monitoring strategy which involves managers at all levels in the school that ensures all the school's basic policies and procedures are adhered to.			CPD 1
b. There is an agreed self-evaluation policy that identifies work scrutiny and lesson observation as key elements of the evidence base and sets out the processes, procedures and expectations of this aspect of the school's work. Responsibilities are clearly assigned for the organisation, management, coordination and evaluative summarising of these activities.			CPD 2
c. There is a clear and explicit focus, hypothesis or lead question for each monitoring activity that takes place.			CPD 3
d. A specific sample for scrutiny or observation is selected, based on existing knowledge, which provides the best evidence within the constraints of time available.			
e. Discussion and agreement takes place between key staff about the main features that emerge from the scrutiny or observation.			CPD 4
f. Outcomes from monitoring and evaluation lead to an action plan implemented by subject departments, and impact is tracked by subject leaders and senior leaders through repeat observation and re-sampling work over time.			
g. Outcomes are monitored and evaluated by senior leaders through normal line management arrangements.			CPD 5

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h. The views of pupils on the quality of their work are actively sought and evaluated.			CPD 6
i. Monitoring and evaluation activities lead to improving quality of pupils' work and accelerated progress as a result of improving standards and consistency from teachers and other members of the school workforce.			CPD 7

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Element 10
Quality standards in tracking pupil progress

This exercise may be completed individually or in groups. Make a judgement against each of the quality standards and use the notes to make links between your judgements and available professional development materials.

Quality standards	Red Amber Green	Evidence of judgements and notes for action	CPD support
a. All staff work collaboratively to gather, share and use information about pupils' progress, comparing rates of progress in all subjects to enable early, rapid and accurate identification of pupils' underperformance and reduce in-school variation.			CPD 1
b. Teaching, intervention and revision programmes are informed by regular tracking of progress and adjusted in the light of pupils' needs.			CPD 2
c. Pupils' progress in relation to their ambitious targets is monitored and tracked across time and compared across subjects using a range of performance measures including accurate and moderated teacher assessments and test results.			
d. Pupil attainment and rates of progress of individual and groups of pupils is a standing item for discussion on line management, department and year group meeting agendas.			CPD 3
e. Pupils' attainment is benchmarked against local and national data and there is a shared understanding of what constitutes good progress.			
f. Through the line management chain, information from RAISEonline and other national and local data is used to hold senior leaders, middle leaders and teachers to account for the progress of pupils.			
g. Pupils, parents and carers have regular opportunities to discuss pupils' progress. Teachers actively involve pupils in setting their own targets.			SMS Element 5