

# Introduction to *Evaluate*

## The reports

The *Evaluate* service provides the school/college with reports showing the data from each set of respondents they have chosen, ie staff, governors, parents/carers and/or pupils, plus an overview report which gives comparative information. The reports outline the perceived effectiveness of the school/college as indicated anonymously by respondents in their responses to the *Evaluate* online questionnaire. *Evaluate* asks whether respondents agree with a series of statements about how the school/college is run, and, in the case of staff, how much they feel the school/college is changing (improving/declining). Careful interpretation of the different levels of data included in the reports will enable leadership teams to understand the current effectiveness of the school/college.

The reports are divided into the following sections:

- **Introduction** – This explains how *Evaluate* gathers respondents' opinions.
- **Summary** – This summarises the key points arising from analysis of the data.
- **Report** – This presents in graphic form a full analysis of the data collected. The original data from which the report was created is also provided on the *Evaluate* CD-ROM, as CSV files, for use in a spreadsheet. You may wish to use this data to focus on a particular area in greater depth.

## The evaluation process

The online questionnaire enables respondents to rate the school/college's current performance against key characteristics. These characteristics have been identified by international research into school effectiveness as relating strongly to successful performance. Research has found that effective schools/colleges perform well in the following 11 areas:

- Leadership of the school/college
- Communication of vision and goals
- Organisation of learning and teaching
- Organisation of resources and the learning environment
- Management of behaviour and discipline
- Monitoring and evaluation of student performance management

- Monitoring and evaluation of staff performance management
- Organisation of pupil care and involvement
- Organisation of parental involvement and responsibility
- Organisation of staff training and development
- Organisation of extra-curricular activities.

Respondents are asked to indicate whether they agree strongly, agree, disagree or disagree strongly with a number of statements related to these 11 characteristics. This is the 'level of agreement'. The statements are all positive (eg 'The school/college is led so that aims and objectives are clear'), so that a high level of agreement indicates a high level of perceived effectiveness. Staff are also asked to indicate whether they feel the situation in each case is declining, steady or improving. This is the 'perceived change'.

For pupils, gender and year group comparisons are made, and for parents, comparisons take into account the gender and year group of their eldest child. The school may also opt to have comparisons made between different ethnic groups and whether or not pupils have any additional educational needs.

In order to include the vital dimension of comparison between the management and the rest of the school, staff are categorised as one of the following:

- Headteacher
- Leadership team member
- Team leader
- Subject or class teacher
- Support staff member.

The staff report therefore also indicates how opinions vary between groups of staff. (Note: Support staff members may enter 'Not applicable' to certain characteristics.)

## The questionnaire

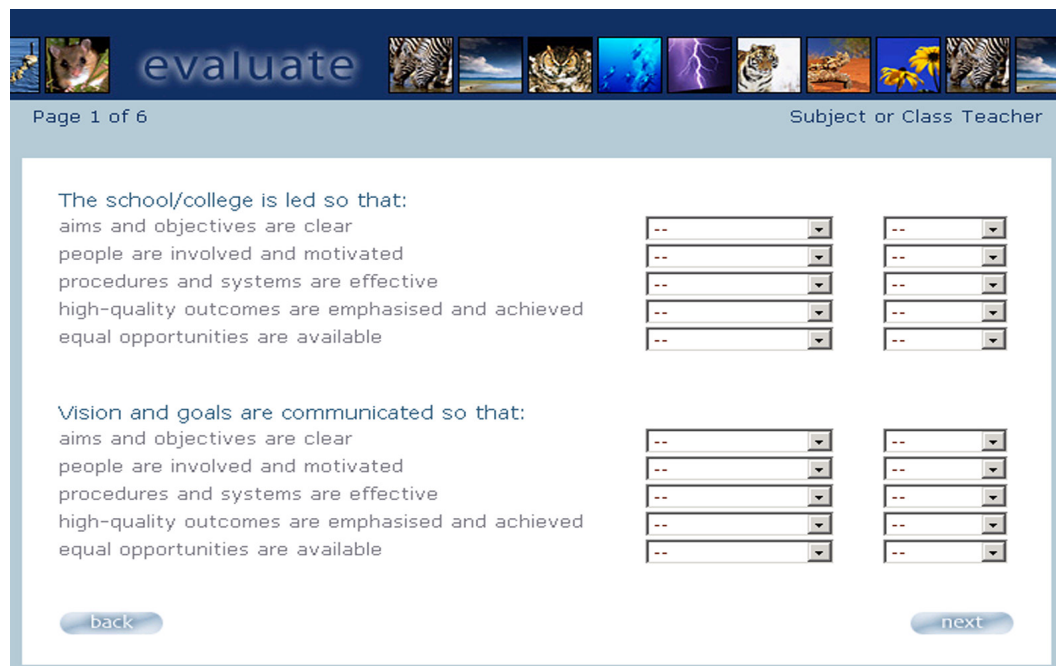
The *Evaluate* online questionnaire is easy to access and quick to complete. All respondents' data is submitted anonymously. Help is provided throughout the process for respondents and for the person administrating the system in the school.

The questions that the different types of respondents are asked to answer are given on below.

### Staff questionnaire

Staff rate each of the 11 characteristics on the following five 'dimensions':

- aims and objectives are clear
- people are involved and motivated
- procedures and systems are effective
- high-quality outcomes are emphasised and achieved
- equal opportunities are available.



Page 1 of 6 Subject or Class Teacher

The school/college is led so that:

aims and objectives are clear	--	--
people are involved and motivated	--	--
procedures and systems are effective	--	--
high-quality outcomes are emphasised and achieved	--	--
equal opportunities are available	--	--

Vision and goals are communicated so that:

aims and objectives are clear	--	--
people are involved and motivated	--	--
procedures and systems are effective	--	--
high-quality outcomes are emphasised and achieved	--	--
equal opportunities are available	--	--

back next

## **Governors questionnaire**

Governors rate each of 11 characteristics by answering two statements per characteristic, as follows:

### **The leadership of the school/college**

- The headteacher and deputy heads lead the school/college well
- School/college events and activities are well organised and managed

### **The communication of vision and goals**

- I know what the school/college is trying to achieve
- Students know what their targets are

### **The organisation of learning and teaching**

- Lessons are well planned and organised
- Students know what is expected of them in the classroom

### **The organisation of resources and the learning environment**

- Classrooms are attractive and support learning
- Facilities and equipment are good and help learning

### **The management of behaviour and discipline**

- Behaviour and discipline are well managed
- Students and teachers respect each other

### **The monitoring and evaluation of student performance**

- Homework is set regularly and supports learning
- Progress is checked and new goals are set for students

### **The monitoring and evaluation of staff performance**

- The school/college keeps a close eye on quality and standards in the classroom
- The school/college does not tolerate poor teaching

### **The organisation of student care and involvement**

- Students feel well cared for at school/college
- Students feel very involved with what is going on at the school/college

### **The organisation of parental involvement and responsibility**

- It is easy for parents to get involved with the school/college
- Parents take on responsible roles in the school/college

### The organisation of staff training and development

- The staff are always trying to improve
- The staff try new methods to help students learn better

### The organisation of extra-curricular activities

- The school/college has a range of extra-curricular clubs and activities
- Clubs and activities are well chosen to support learning



evaluate

Page 1 of 3 Governor

**The leadership of the school/college**  
The headteacher and deputy heads lead the school/college well --  
School/college events and activities are well organised and managed --

**The communication of vision and goals**  
I know what the school/college is trying to achieve --  
Students know what their targets are --

**The organisation of learning and teaching**  
Lessons are well planned and organised --  
Students know what is expected of them in the classroom --

**The organisation of resources and the learning environment**  
Classrooms are attractive and support learning --  
Facilities and equipment are good and help learning --

back next

## **Parents/carers questionnaire**

Parents rate each of 11 characteristics by answering two statements per characteristic, as follows. They are asked to respond in relation to their eldest child at the school.

### **The leadership of the school/college**

- The headteacher and deputy heads lead the school/college well
- School/college events and activities are well organised and managed

### **The communication of vision and goals**

- I know what the school/college is trying to achieve
- I know what my child's targets are

### **The organisation of learning and teaching**

- Lessons are well planned and organised
- I know what is expected of my child in the classroom

### **The organisation of resources and the learning environment**

- Classrooms are attractive and support learning
- Facilities and equipment are good and help learning

### **The management of behaviour and discipline**

- Behaviour and discipline are well managed
- Students and teachers respect each other

### **The monitoring and evaluation of student performance**

- Homework is set regularly, marked punctually and supports learning
- Progress is checked and new goals are set for students

### **The monitoring and evaluation of staff performance**

- The school/college keeps a close eye on quality and standards in the classroom
- The school/college does not tolerate poor teaching

### **The organisation of student care and involvement**

- I feel my child is well cared for at school/college
- My child feels very involved with what is going on at the school/college

**The organisation of parental involvement and responsibility**

- It is easy for parents to get involved with the school/college
- Parents take on responsible roles in the school/college

**The organisation of staff training and development**

- The staff are always trying to improve
- The staff try new methods to help students learn better

**The organisation of extra-curricular activities**

- My child takes part in school/college clubs and activities out of lessons
- Clubs and activities are well chosen to support learning



Page 1 of 3 Parent/carer

**The leadership of the school/college**  
 The headteacher and deputy heads lead the school/college well    
 School/college events and activities are well organised and managed

**The communication of vision and goals**  
 I know what the school/college is trying to achieve    
 I know what my child's targets are

**The organisation of learning and teaching**  
 Lessons are well planned and organised    
 I know what is expected of my child in the classroom

**The organisation of resources and the learning environment**  
 Classrooms are attractive and support learning    
 Facilities and equipment are good and help learning

## **Secondary school pupils questionnaire**

Secondary school-age pupils rate each of 11 characteristics by answering two statements per characteristic, as follows:

### **The leadership of the school/college**

- The headteacher and deputy heads lead the school/college well
- School/college events and activities are well organised and managed

### **The communication of vision and goals**

- I know what the school/college is trying to achieve
- I know what my targets are

### **The organisation of learning and teaching**

- Lessons are well planned and organised
- I know what is expected of me in the classroom

### **The organisation of resources and the learning environment**

- Classrooms are attractive and support learning
- Facilities and equipment are good and help learning

### **The management of behaviour and discipline**

- Behaviour and discipline are well managed
- Students and teachers respect each other

### **The monitoring and evaluation of student performance**

- Homework is set regularly, marked punctually and supports learning
- Progress is checked and new goals are set for students

### **The monitoring and evaluation of staff performance**

- The school/college keeps a close eye on quality and standards in the classroom
- The school/college does not tolerate poor teaching

### **The organisation of student care and involvement**

- I feel I am well cared for at school/college
- I feel very involved with what is going on at the school/college



**The organisation of parental involvement and responsibility**

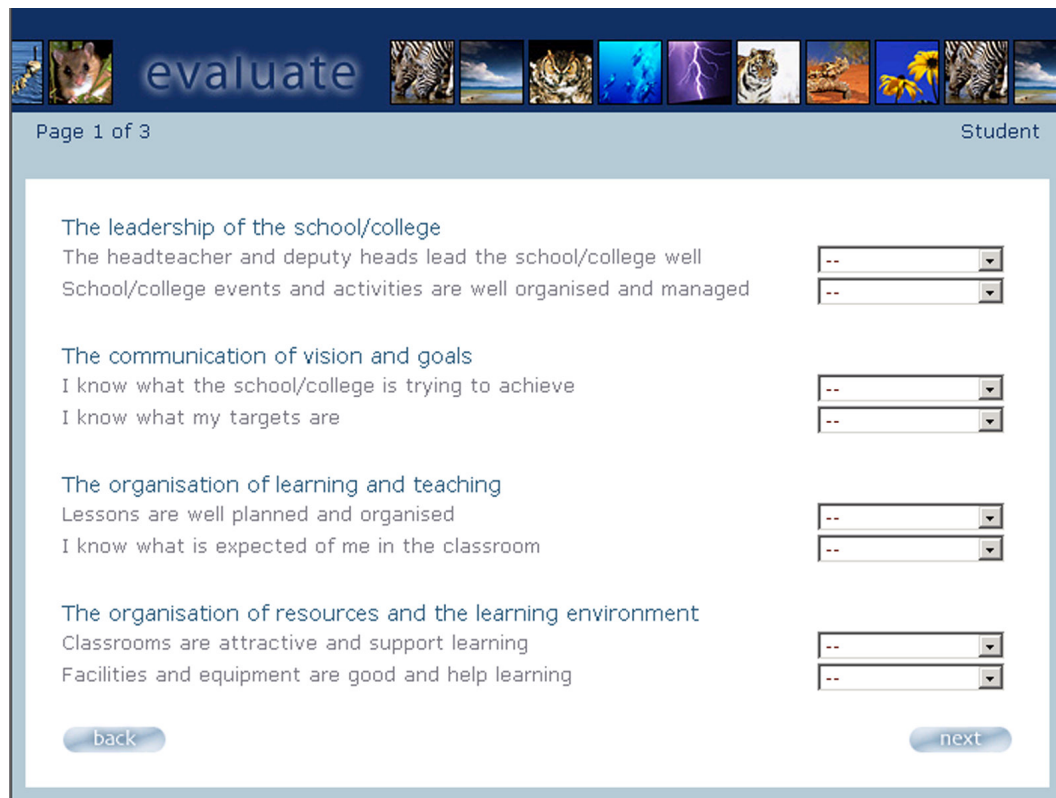
- It is easy for parents to get involved with the school/college
- Parents take on responsible roles in the school/college

**The organisation of staff training and development**

- The staff are always trying to improve
- The staff try new methods to help students learn better

**The organisation of extra-curricular activities**

- I take part in school/college clubs and activities out of lessons
- Clubs and activities are well chosen to support learning



The screenshot shows the 'evaluate' software interface. At the top, there is a navigation bar with the word 'evaluate' and several small images. Below this, the page is labeled 'Page 1 of 3' and 'Student'. The main content area contains four sections, each with a title and two statements, followed by two dropdown menus for each statement. The sections are:

- The leadership of the school/college**
  - The headteacher and deputy heads lead the school/college well
  - School/college events and activities are well organised and managed
- The communication of vision and goals**
  - I know what the school/college is trying to achieve
  - I know what my targets are
- The organisation of learning and teaching**
  - Lessons are well planned and organised
  - I know what is expected of me in the classroom
- The organisation of resources and the learning environment**
  - Classrooms are attractive and support learning
  - Facilities and equipment are good and help learning

At the bottom of the form, there are two buttons: 'back' on the left and 'next' on the right.

## **Primary school pupils questionnaire**

Primary school-age pupils rate each of 11 characteristics by answering two statements per characteristic, as follows. The interface and language level are tailored so as to be suitable for younger children.

### **Leadership**

- The headteacher (and deputy head) are good at their jobs
- Staff organise school events and activities well

### **Goals**

- I know what the school is trying to do better
- I know what my targets are

### **Learning**

- My lessons are interesting and fun and help me to learn
- I know that I have to work hard and behave well in class

### **Classroom and equipment**

- My classroom is a lovely place to learn in
- There are lots of nice things in school that help me learn

### **Behaviour**

- The staff make the children behave
- The teachers and children like and help each other

### **School work**

- The homework I get helps me learn
- My teacher looks at my work and helps me get better

### **Teachers**

- The headteacher knows if children and teachers are working hard and doing their best
- Our teachers are very good at their job

### **Pupils**

- I am looked after well at school
- The adults at school listen to our ideas

**Parents and carers**

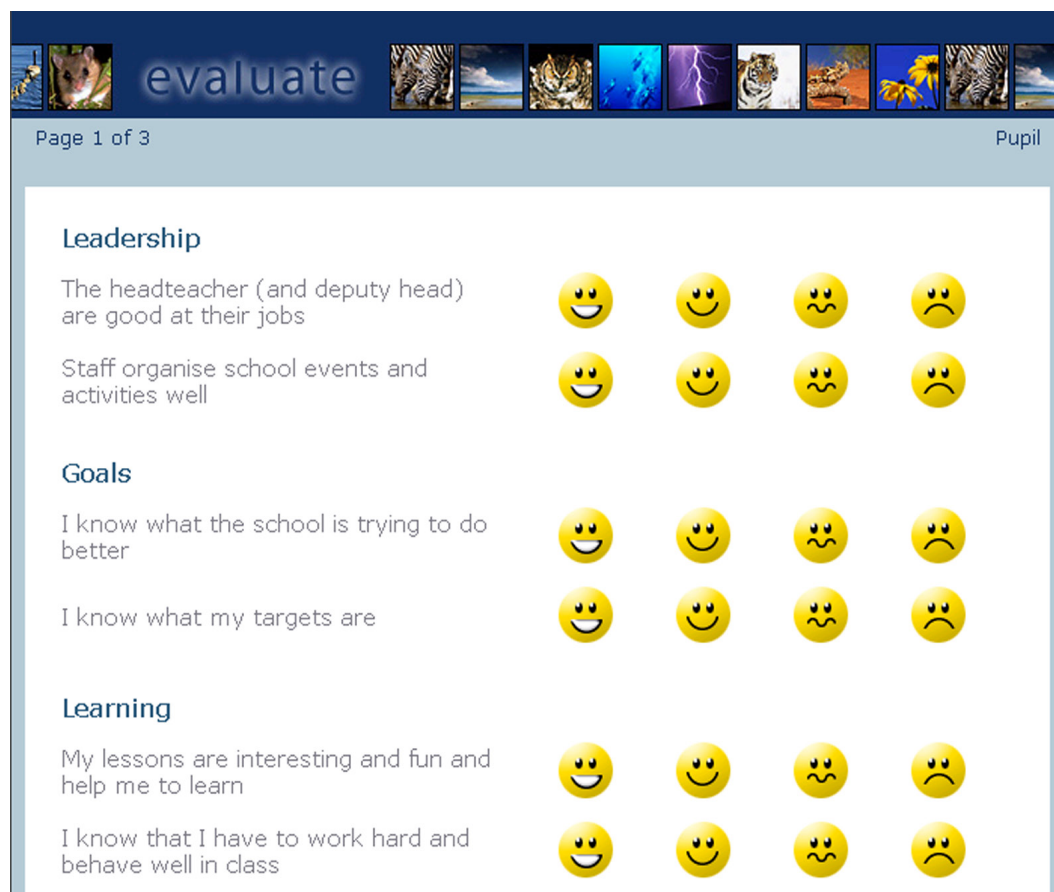
- Parents and carers can help with activities at school
- Some parents and carers carry out important jobs at school

**Teaching**

- My teacher sometimes goes on courses or tries new things in class
- My teacher uses lots of different ways to help us learn





**Clubs and activities**





- I take part in a club or activity in school at lunchtime or after lessons
- The lunchtime and after-school clubs and activities help children learn things







Page 1 of 3 Pupil





**Leadership**

The headteacher (and deputy head) are good at their jobs    





Staff organise school events and activities well    

**Goals**

I know what the school is trying to do better    

I know what my targets are    

**Learning**

My lessons are interesting and fun and help me to learn    

I know that I have to work hard and behave well in class 