



Sample School



Contents

Introduction	1
The evaluation process	1
Summary	3
Responses	3
Most and least effective characteristics	4
Overall characteristic effectiveness	5
Report	6
Interpreting the graphs	6
The leadership of the school/college	7
The communication of vision and goals	7
The organisation of learning and teaching	8
The organisation of resources and the learning environment	8
The management of behaviour and discipline	9
The monitoring and evaluation of student performance	9
The monitoring and evaluation of staff performance	10
The organisation of student care and involvement	10
The organisation of parental involvement and responsibility	11
The organisation of staff training and development	11
The organisation of extra-curricular activities	12



Introduction

This document is a report on the perceived effectiveness of Sample School as indicated by governors in their responses to the *Evaluate* online questionnaire. *Evaluate* asks whether governors agree with a series of statements about how Sample School is run. Careful interpretation of the different levels of data included in this report will enable senior managers to understand the current effectiveness of Sample School.

The report is divided into the following sections:

- **Introduction** – This explains how *Evaluate* gathers governors' 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 has also been 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.

Throughout the report, many items are presented in colour. Various items (such as bulleted results, graphs, etc) are colour-coded so that green indicates positive responses, yellow shows a neutral position and red implies negative responses. Should you wish to copy or print the report, you will need to do so on a colour printer to appreciate it fully.

The evaluation process

These notes explain how *Evaluate* collects and organises data about school effectiveness. It is strongly advised that you read this before analysing the report.

Characteristics

The questionnaire enables governors to rate Sample School'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
- Vision and goals
- Learning and teaching
- Resources and the learning environment
- Behaviour and discipline
- Student performance management



- Staff performance management
- Student care and involvement
- Parental involvement and responsibility
- Staff training and development
- Extra-curricular activities.

Responses

Respondents indicate the extent to which they agree with two statements about each characteristic. They choose one of:

- Disagree strongly
- Disagree
- Agree
- Agree strongly.

This is the 'level of agreement'.

The statements to which governors respond are all positive (eg 'The headteacher and deputy heads lead the school well'), so that a high level of agreement indicates a high level of perceived effectiveness.



Summary

This section summarises the findings of the report in order to highlight key points arising from analysis of the data. This summary data enables you to ask questions about aspects of effectiveness but should not be used as evidence in isolation. You are advised to refer to the main report on pages 6 to 12 for a full explanation of the results shown here.

Please read the explanation of terms on pages 1 and 2 before interpreting the data presented.

Responses

This report is based upon the responses of governors of Sample School.

The number of governors who responded before the administrator requested that the report be generated is 12. 3 of these were parent governors.

Responses were collected between 3 April 2005 and 15 April 2005.



Most and least effective characteristics

The perceived effectiveness is averaged across all governors for each characteristic. The highest and lowest rated areas are listed below. (Note, however, that a characteristic shown here may not necessarily be perceived as effective, it may just not be rated as ineffective as much as other characteristics, and vice versa.)

Characteristics perceived as most effective

- The communication of vision and goals
- The organisation of resources and the learning environment
- The organisation of extra-curricular activities.

Characteristics perceived as least effective

- The organisation of student care and involvement
- The management of behaviour and discipline
- The organisation of parental involvement and responsibility.



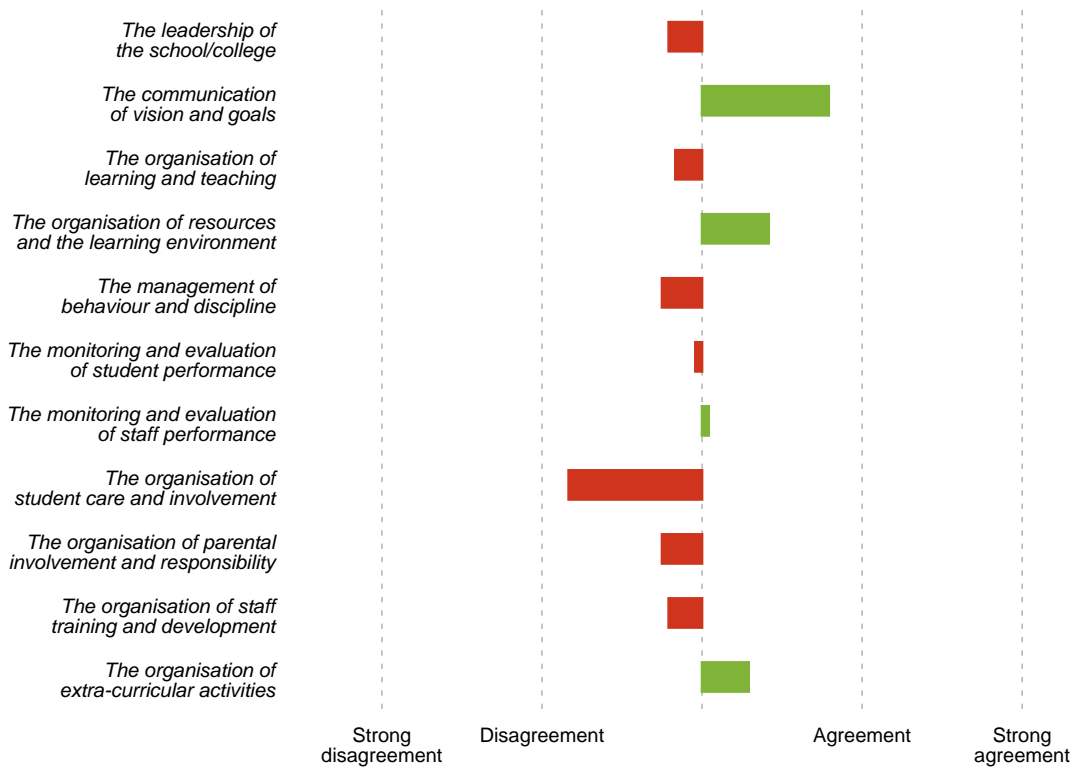
Overall characteristic effectiveness

These graphs show how all governors rate the overall effectiveness of Sample School for each characteristic. Each graph is calculated as an average of all responses. The first bar, for example, averages all responses across both statements relating to leadership and so indicates how leadership is perceived in aggregate.

If any bars are red, this indicates significant levels of disagreement. The larger a red bar, the greater the level of disagreement.

Average level of agreement

This graph shows the levels of agreement about Sample School's effectiveness on each characteristic.



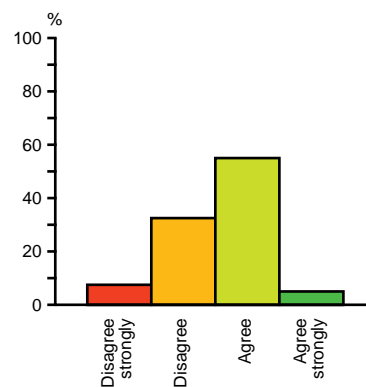


Report

Interpreting the graphs

The following notes explain the sets of graphs presented in the main report, which show detailed data for each characteristic. You should read this before analysing the data.

The responses are shown as columns, with the height of a column indicating the percentage of respondents giving that response.



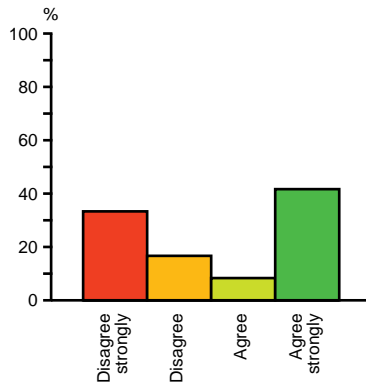
If the highest columns in a graph show that governors have responded 'disagree', then that characteristic may be an area for concern.

Where opinions are negative, or vary, it is important to ask why.



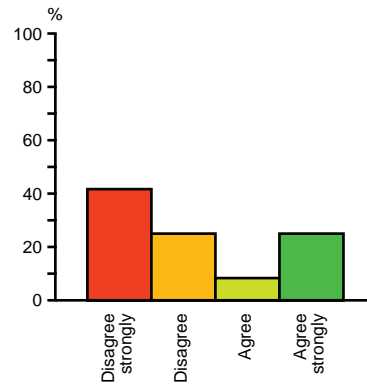
The leadership of the school/college

The headteacher and deputy heads lead the school/college well



- 50% of governors agreed with this statement.

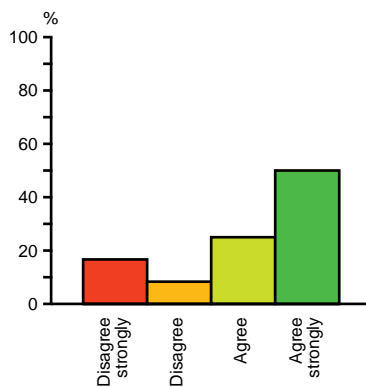
School/college events and activities are well organised and managed



- 33% of governors agreed with this statement.

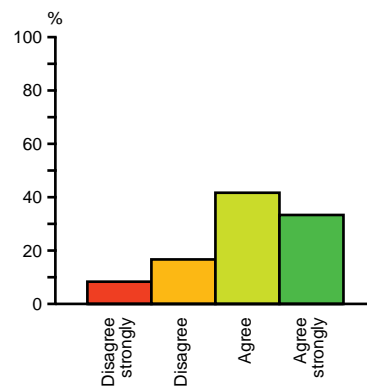
The communication of vision and goals

I know what the school/college is trying to achieve



- 75% of governors agreed with this statement.

Students know what their targets are

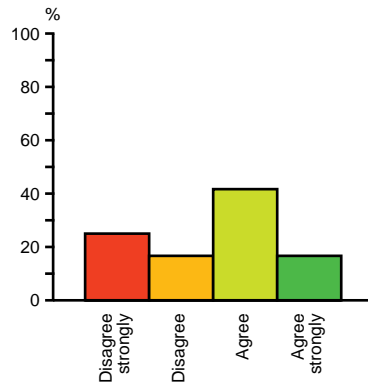


- 75% of governors agreed with this statement.



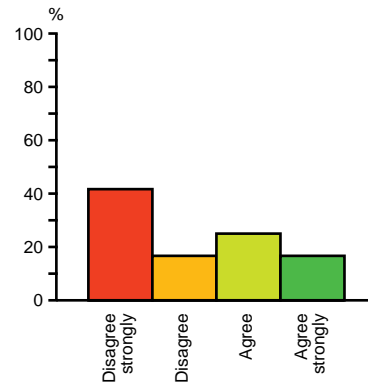
The organisation of learning and teaching

Lessons are well planned and organised



- 58% of governors agreed with this statement.

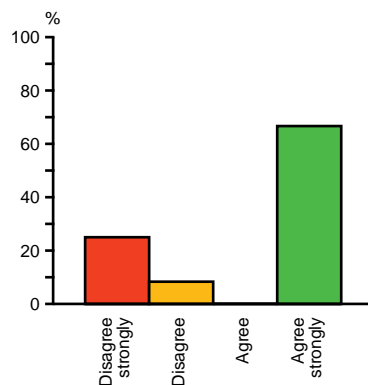
Students know what is expected of them in the classroom



- 42% of governors agreed with this statement.

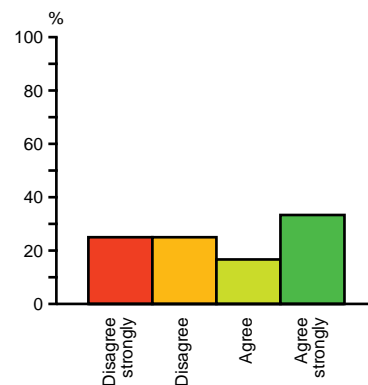
The organisation of resources and the learning environment

Classrooms are attractive and support learning



- 67% of governors agreed with this statement.

Facilities and equipment are good and help learning

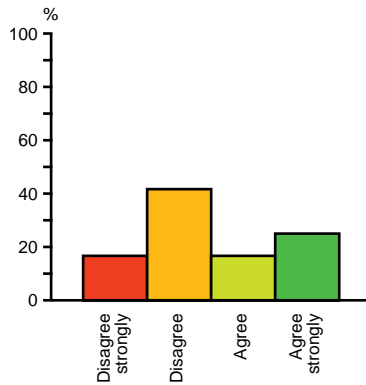


- 50% of governors agreed with this statement.



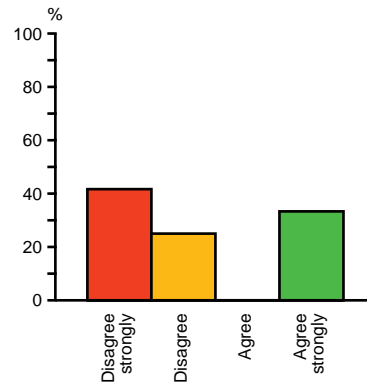
The management of behaviour and discipline

Behaviour and discipline are well managed



- 42% of governors agreed with this statement.

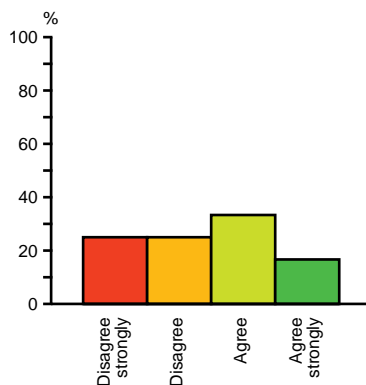
Students and teachers respect each other



- 33% of governors agreed with this statement.

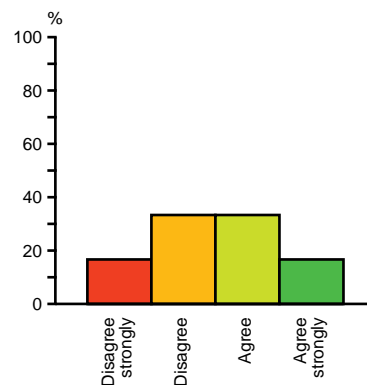
The monitoring and evaluation of student performance

Homework is set regularly and supports learning



- 50% of governors agreed with this statement.

Progress is checked and new goals are set for students

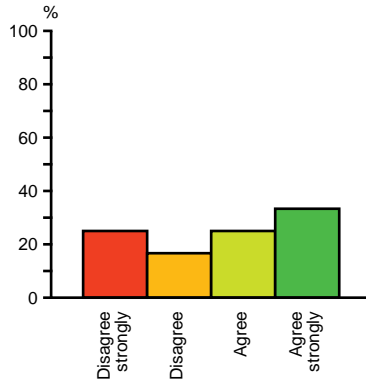


- 50% of governors agreed with this statement.



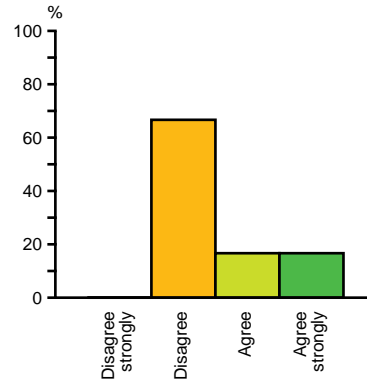
The monitoring and evaluation of staff performance

The school/college keeps a close eye on quality and standards in the classroom



- 58% of governors agreed with this statement.

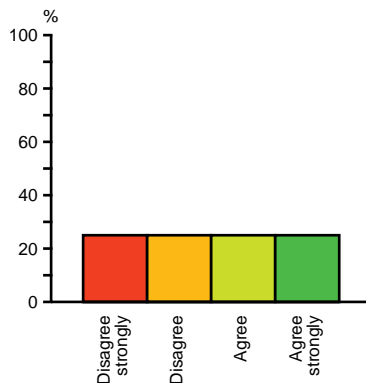
The school/college does not tolerate poor teaching



- 33% of governors agreed with this statement.

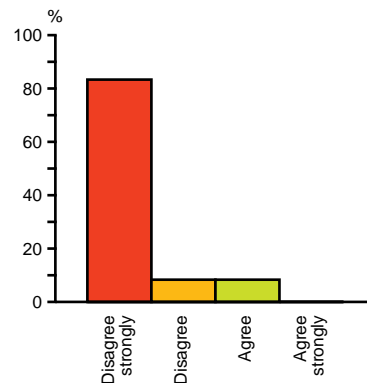
The organisation of student care and involvement

Students feel well cared for at school/college



- 50% of governors agreed with this statement.

Students feel very involved with what is going on at the school/college

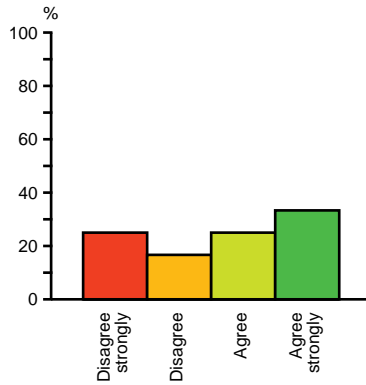


- 8% of governors agreed with this statement.



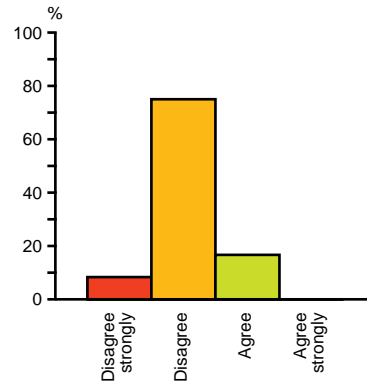
The organisation of parental involvement and responsibility

It is easy for parents/carers to get involved with the school/college



- 58% of governors agreed with this statement.

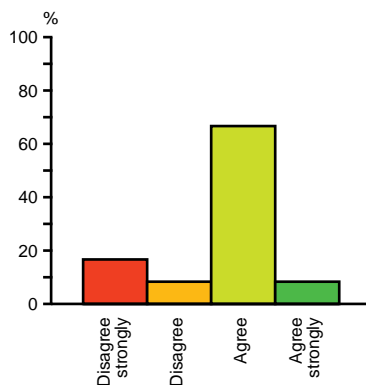
Parents/carers take on responsible roles in the school/college



- 17% of governors agreed with this statement.

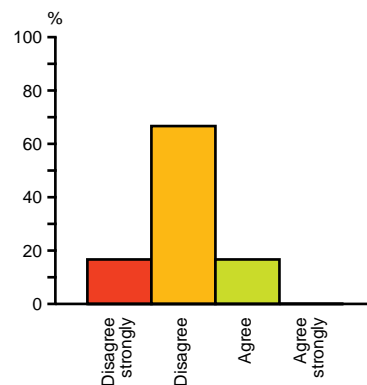
The organisation of staff training and development

The staff are always trying to improve



- 75% of governors agreed with this statement.

The staff try new methods to help students learn better

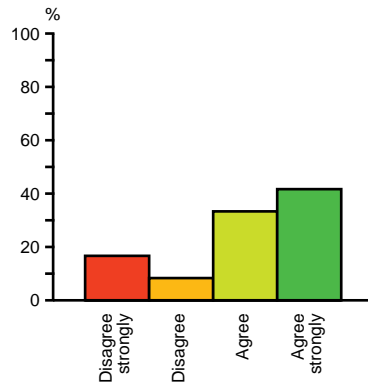


- 17% of governors agreed with this statement.



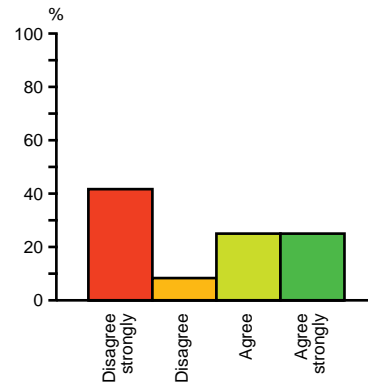
The organisation of extra-curricular activities

The school/college has a range of extra-curricular clubs and activities



- 75% of governors agreed with this statement.

Clubs and activities are well chosen to support learning



- 50% of governors agreed with this statement.