



Sample School



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Introduction

This document is an overview of the opinions of various groups about the perceived effectiveness of Sample School as indicated in their responses to the *Evaluate* online questionnaire. *Evaluate* asks whether respondents 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 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 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 respondents 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 statements about each characteristic. They choose one of:

- Disagree strongly
- Disagree
- Agree
- Agree strongly.

This is the 'level of agreement'.

The statements to which users respond are all positive (eg 'The headteacher and deputy heads lead the school/college 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 5 to 22 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 various groups related to Sample School.

The table below indicates the number of users who responded before the administrator requested that the report be generated.

Category	Responses
Governors	12
Parents/carers	1003
Students	1000
Staff	40
Headteacher	1
Leadership Team Member	7
Team Leader	3
Subject or Class Teacher	16
Support Staff	13

Responses were collected between 11 March 2003 and 16 April 2005.



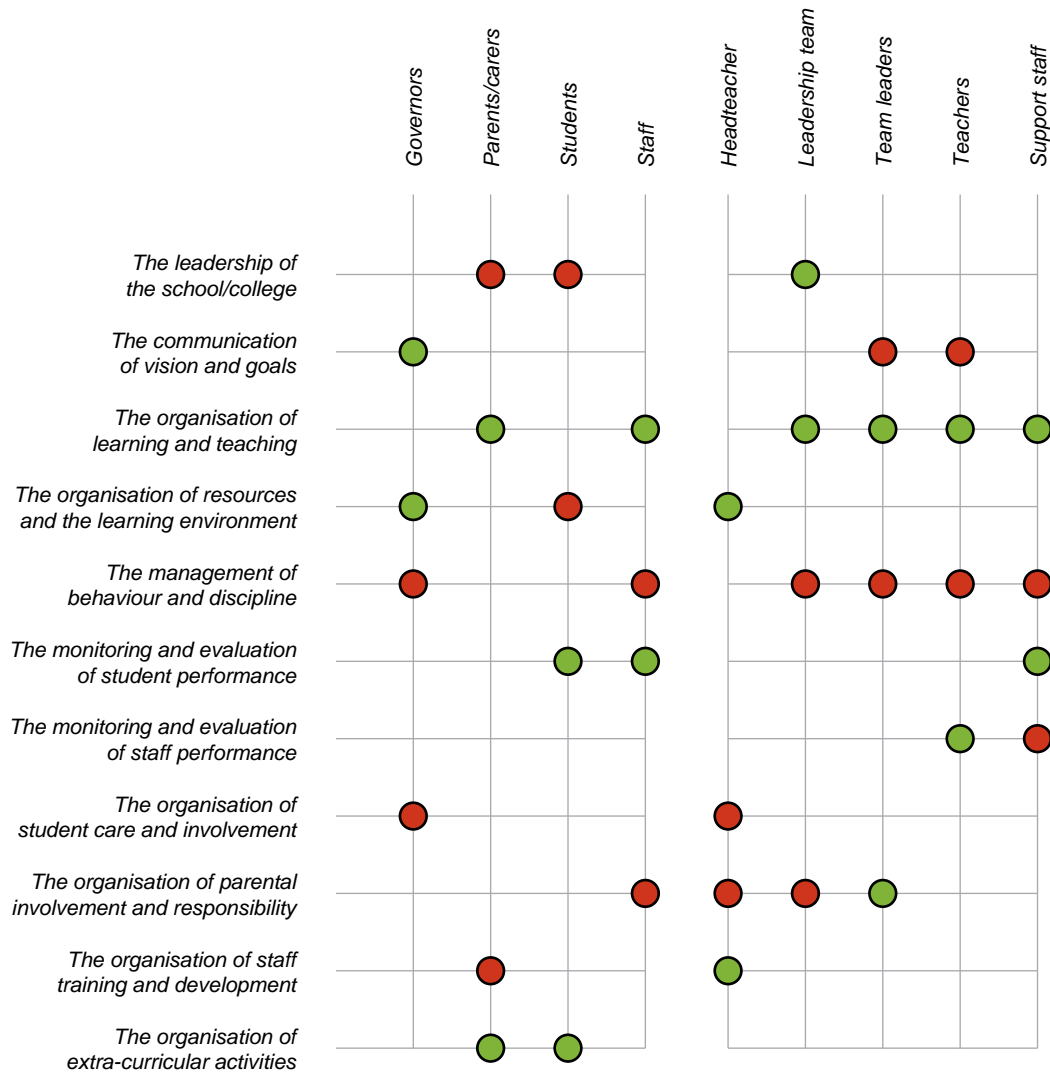
Perceived effectiveness by respondent type

This table indicates which characteristics are considered to be the two most effective (green) and two least effective (red) by each group of respondents.

This says nothing about whether the characteristic was deemed effective or ineffective, merely how it was rated compared with the other characteristics. Further examination of the detailed graphs on pages 10 to 20 is recommended to investigate fully any conclusions drawn from summary graphs.

The choice of most and least effective characteristics is made by looking at the agreement of each group of respondents averaged across all statements.

Characteristics with a number of red circles might therefore be cause for concern. This graph can also be used to discover any potential differences of perception between different groups of respondents.



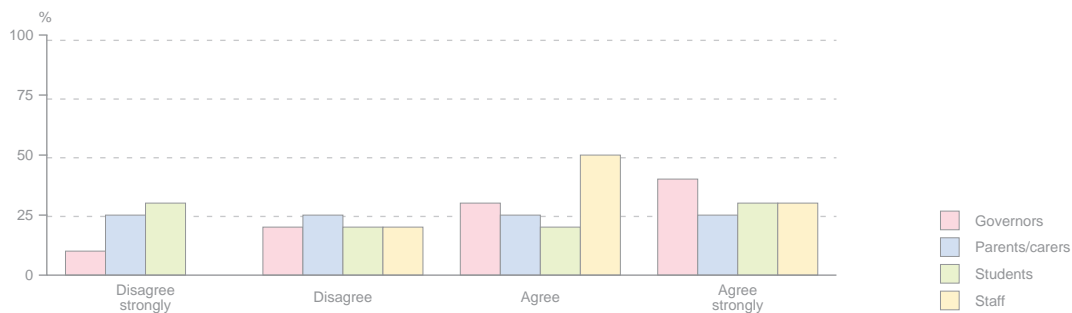


Report

Interpreting the graphs

The following notes explain the sets of graphs presented in the main report, particularly those on pages 10 to 20. You should read this before analysing the data.

The graphs show the breakdown of responses for the various groups of respondents.



The responses are shown as columns, with the height of a column indicating the percentage of respondents giving that response. Two bars of the same height therefore show that the percentage response was the same for those two groups.

You should bear in mind, when interpreting these graphs, that there may be very different numbers of respondents in the various groups.

If the highest columns in a graph show that users have responded ‘disagree’, then that characteristic may be an area for concern. You should also look out for any significant differences in opinion between different groups of respondents.

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

Summary graphs of the perceived effectiveness are shown on pages 6 to 9. Pages 10 to 20 then show detailed data for each characteristic. Finally, any differences in perception between the different groups of respondents are shown on pages 21 and 22.

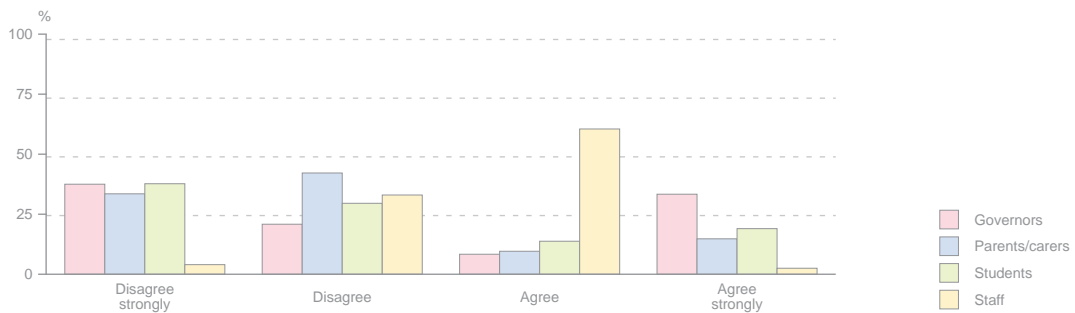


Characteristic summary graphs

These graphs offer summaries as indicated by each type of respondent of the perceived effectiveness for each characteristic.

Inferences drawn from these graphs should be confirmed by examination of the more detailed graphs on pages 10 to 20. Further guidance on how to interpret these graphs can be found on page 5.

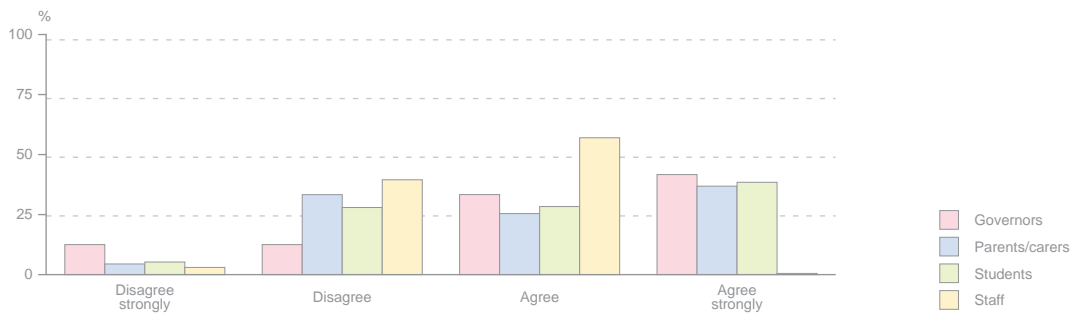
The leadership of the school/college



Significant disagreement between:

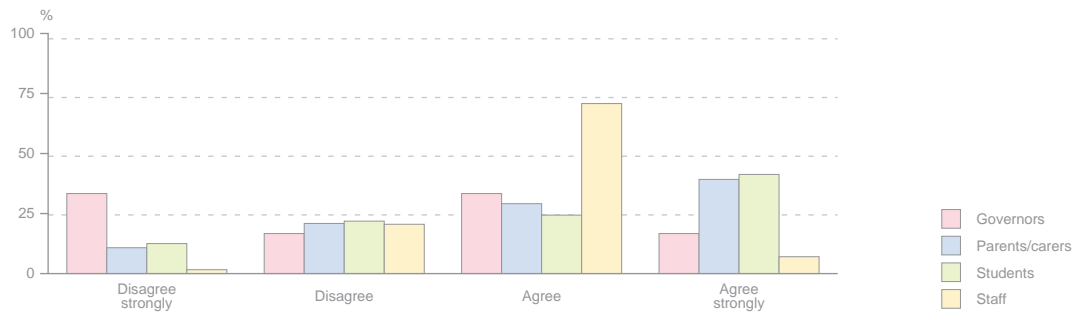
- staff and parents/carers.
- staff and students.

The communication of vision and goals





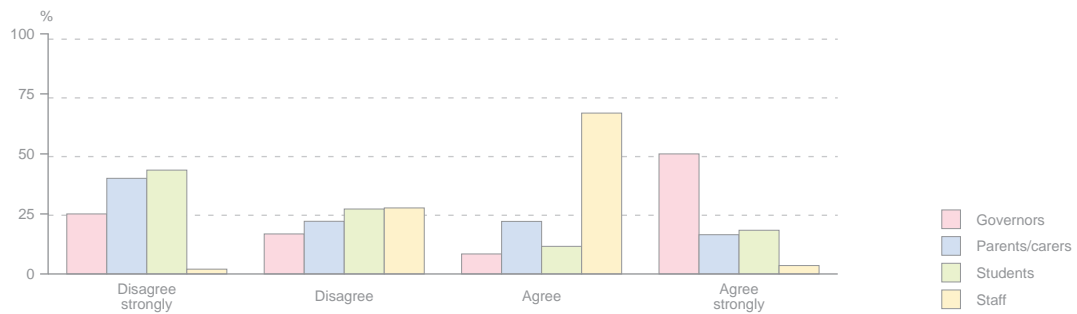
The organisation of learning and teaching



Significant disagreement between:

- parents/carers and governors.
- students and governors.
- staff and governors.

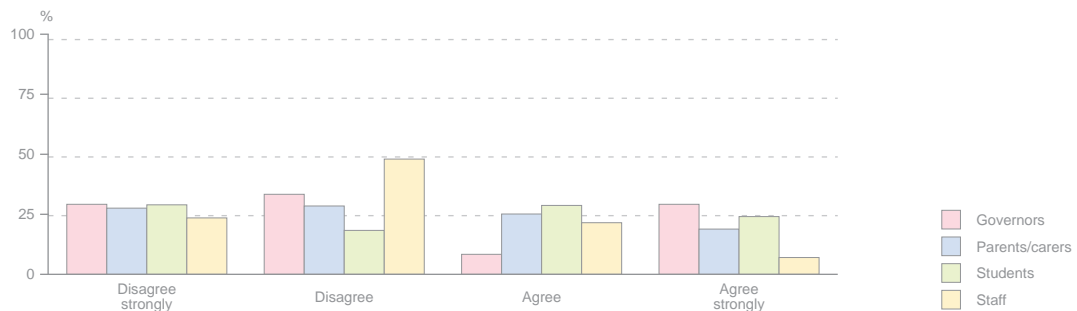
The organisation of resources and the learning environment



Significant disagreement between:

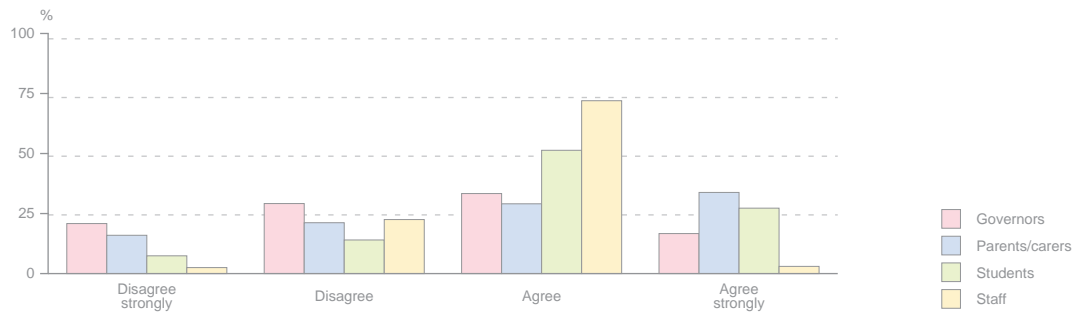
- parents/carers and governors.
- students and governors.
- staff and parents/carers.
- staff and students.

The management of behaviour and discipline





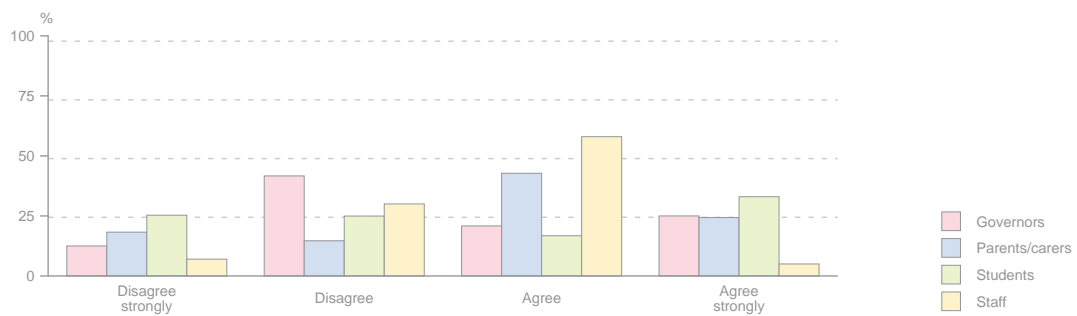
The monitoring and evaluation of student performance



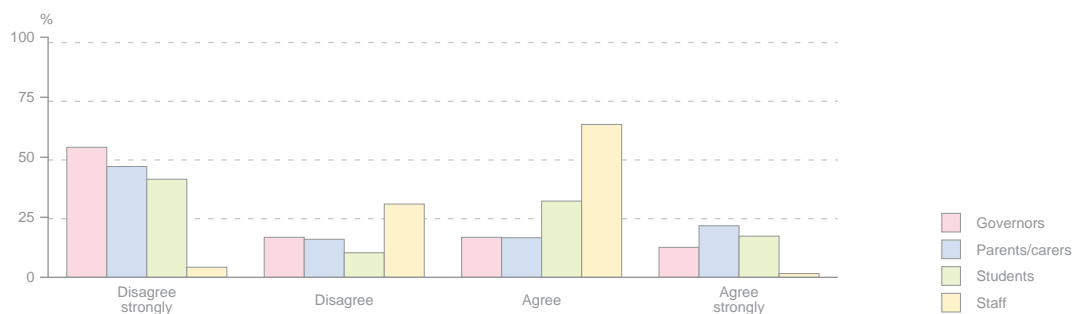
Significant disagreement between:

- students and governors.

The monitoring and evaluation of staff performance



The organisation of student care and involvement

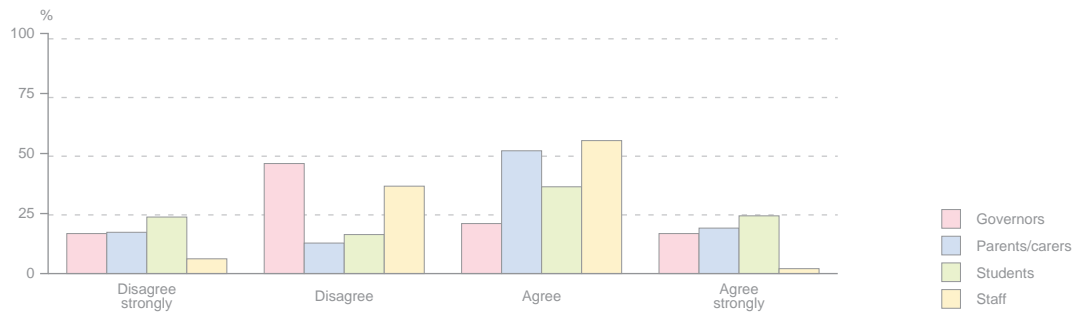


Significant disagreement between:

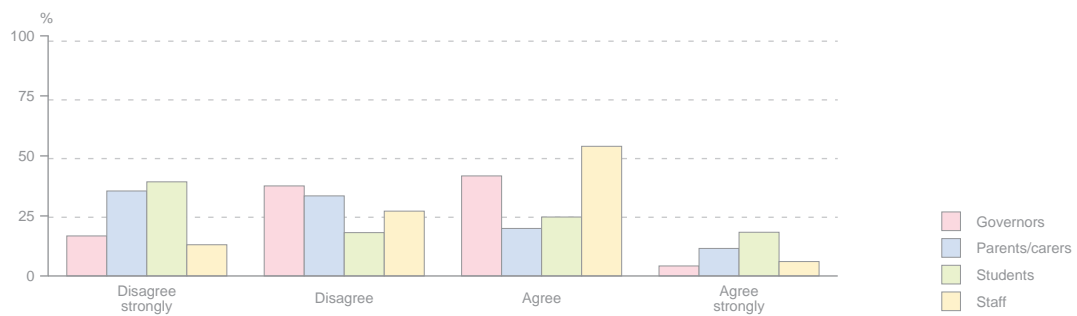
- staff and governors.
- staff and parents/carers.



The organisation of parental involvement and responsibility



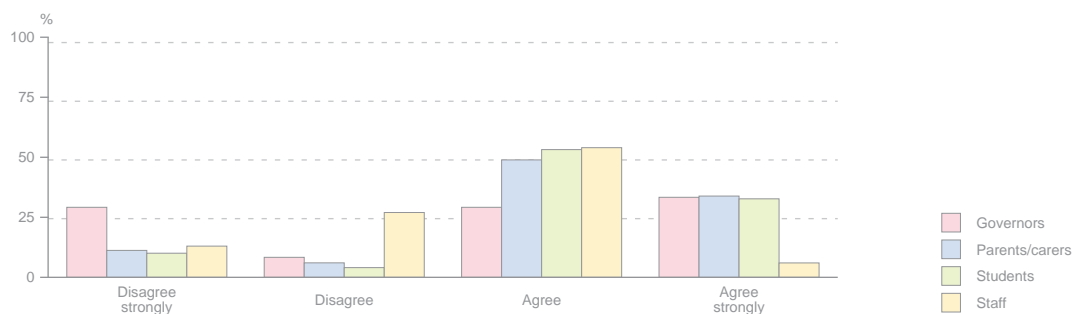
The organisation of staff training and development



Significant disagreement between:

- staff and parents/carers.

The organisation of extra-curricular activities



Significant disagreement between:

- staff and parents/carers.
- staff and students.

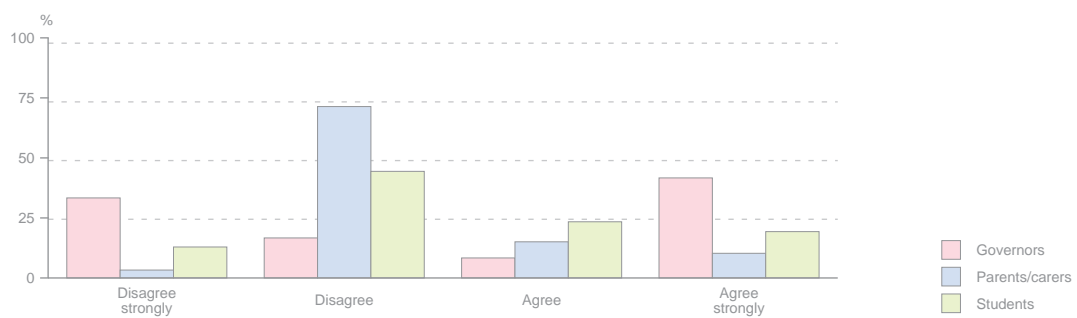


The leadership of the school/college

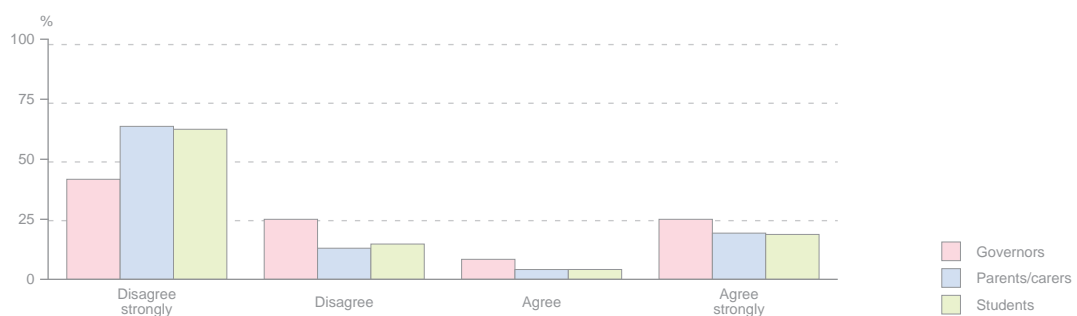
- 43% of students, 25% of parents/carers, and 50% of governors agreed with the statement “The headteacher and deputy heads lead the school/college well”.
- 23% of students, 23% of parents/carers, and 33% of governors agreed with the statement “School/college events and activities are well organised and managed”.

For details of staff responses, please see the staff responses report.

The headteacher and deputy heads lead the school/college well



School/college events and activities are well organised and managed



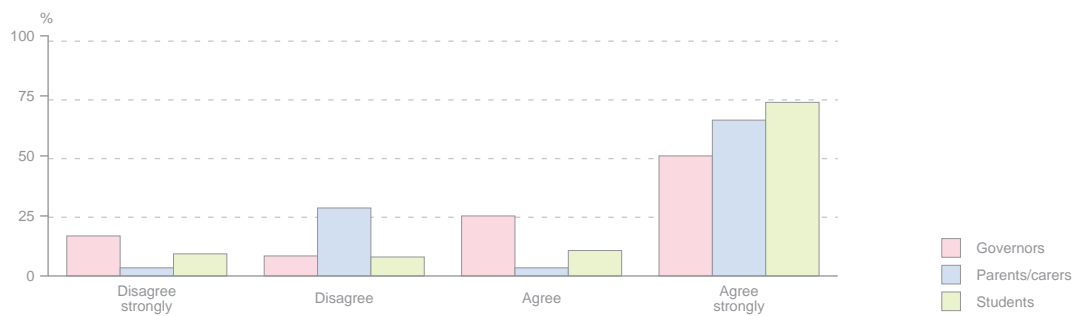


The communication of vision and goals

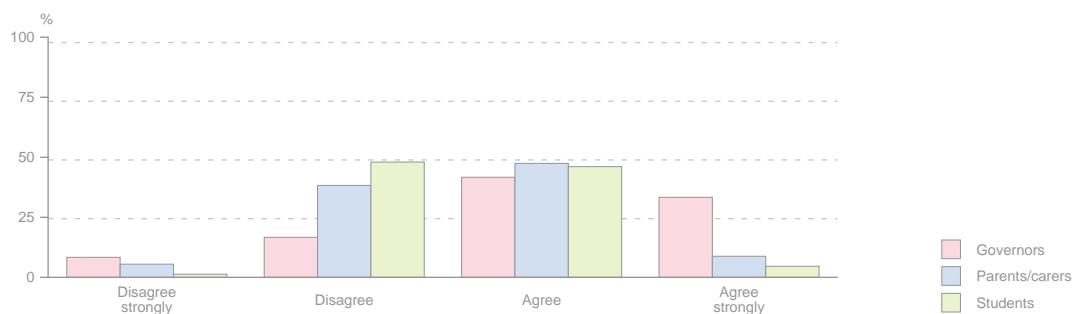
- 83% of students, 68% of parents/carers, and 75% of governors agreed with the statement “I know what the school/college is trying to achieve”.
- 51% of students, 56% of parents/carers, and 75% of governors agreed with the statement “Students know what their targets are”.

For details of staff responses, please see the staff responses report.

I know what the school/college is trying to achieve



Students know what their targets are



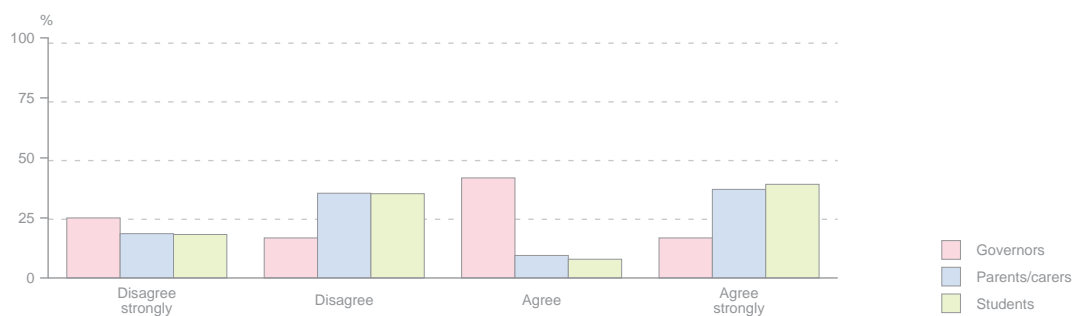


The organisation of learning and teaching

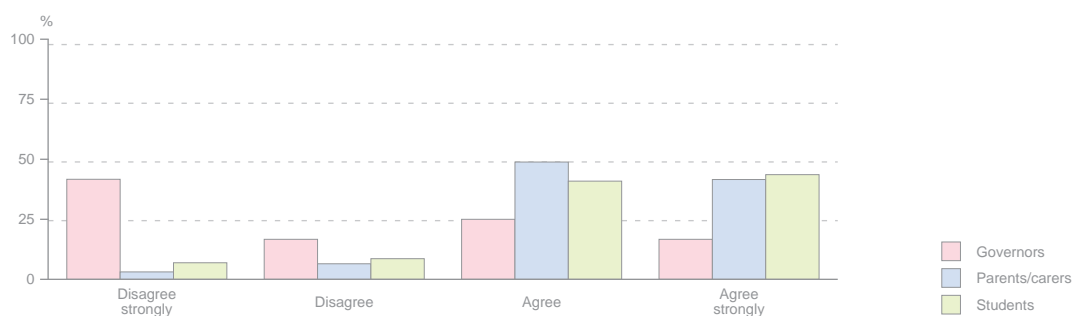
- 47% of students, 46% of parents/carers, and 58% of governors agreed with the statement “Lessons are well planned and organised”.
- 84% of students, 90% of parents/carers, and 42% of governors agreed with the statement “Students know what is expected of them in the classroom”.

For details of staff responses, please see the staff responses report.

Lessons are well planned and organised



Students know what is expected of them in the classroom



Significant disagreement between:

- parents/carers and governors.
- students and governors.

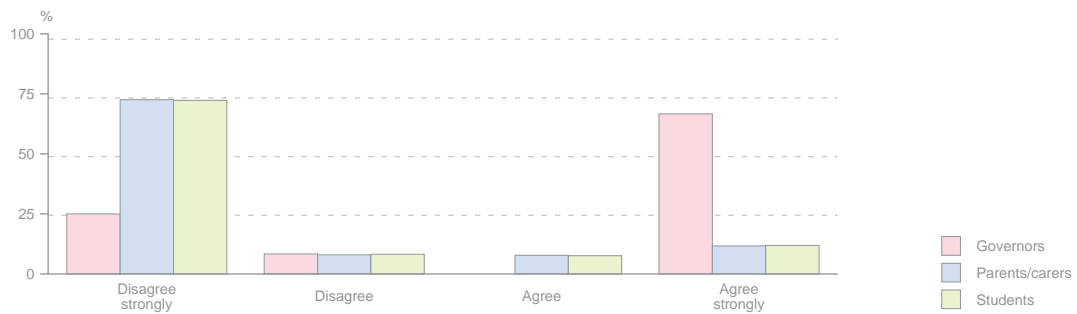


The organisation of resources and the learning environment

- 20% of students, 19% of parents/carers, and 67% of governors agreed with the statement “Classrooms are attractive and support learning”.
- 40% of students, 57% of parents/carers, and 50% of governors agreed with the statement “Facilities and equipment are good and help learning”.

For details of staff responses, please see the staff responses report.

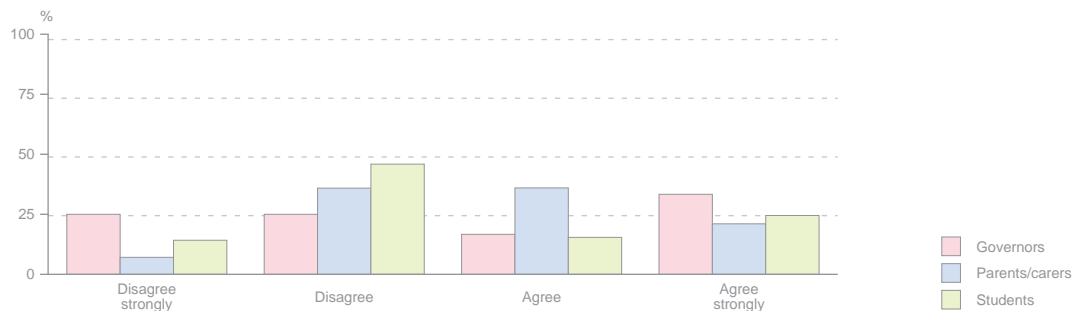
Classrooms are attractive and support learning



Significant disagreement between:

- parents/carers and governors.
- students and governors.

Facilities and equipment are good and help learning



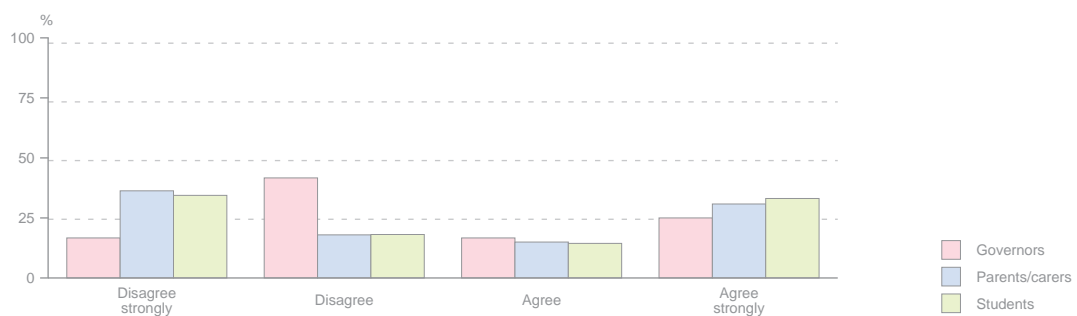


The management of behaviour and discipline

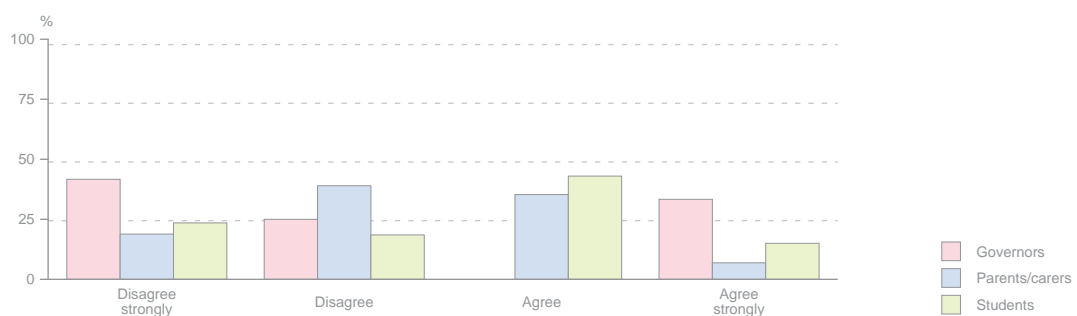
- 48% of students, 46% of parents/carers, and 42% of governors agreed with the statement “Behaviour and discipline are well managed”.
- 58% of students, 42% of parents/carers, and 33% of governors agreed with the statement “Students and teachers respect each other”.

For details of staff responses, please see the staff responses report.

Behaviour and discipline are well managed



Students and teachers respect each other



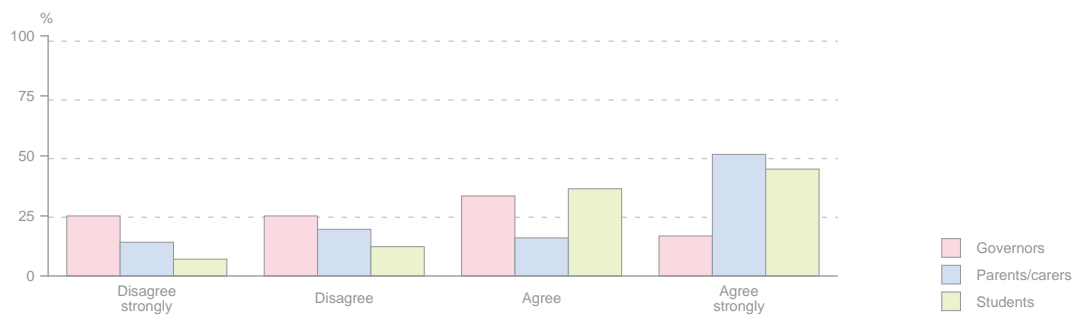


The monitoring and evaluation of student performance

- 81% of students, 67% of parents/carers, and 50% of governors agreed with the statement “Homework is set regularly and supports learning”.
- 76% of students, 59% of parents/carers, and 50% of governors agreed with the statement “Progress is checked and new goals are set for students”.

For details of staff responses, please see the staff responses report.

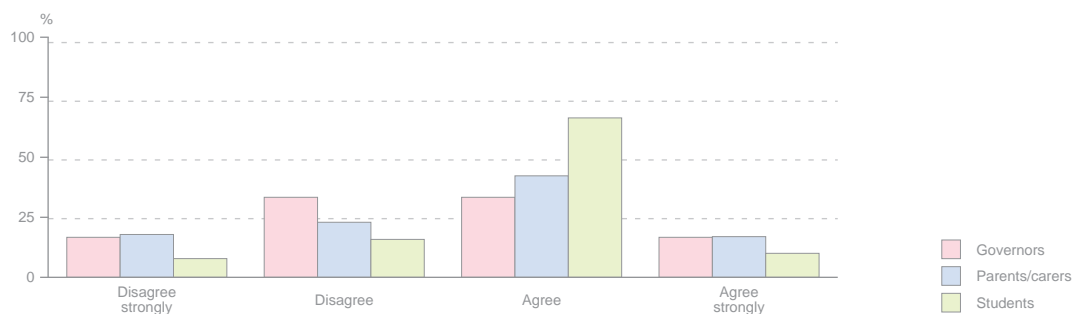
Homework is set regularly and supports learning



Significant disagreement between:

- students and governors.

Progress is checked and new goals are set for students



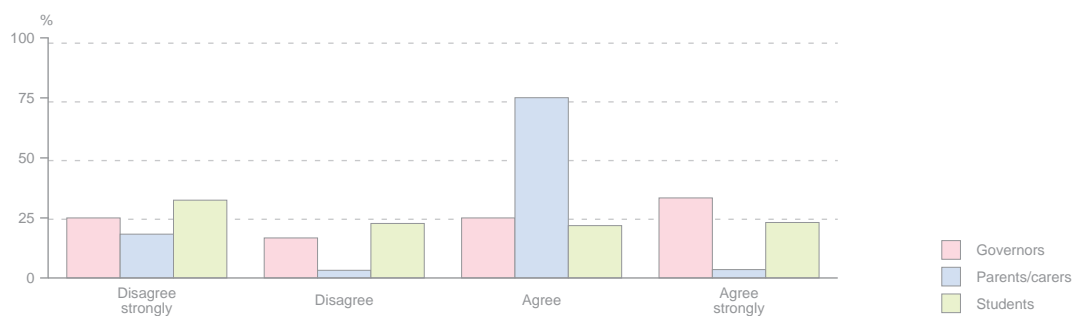


The monitoring and evaluation of staff performance

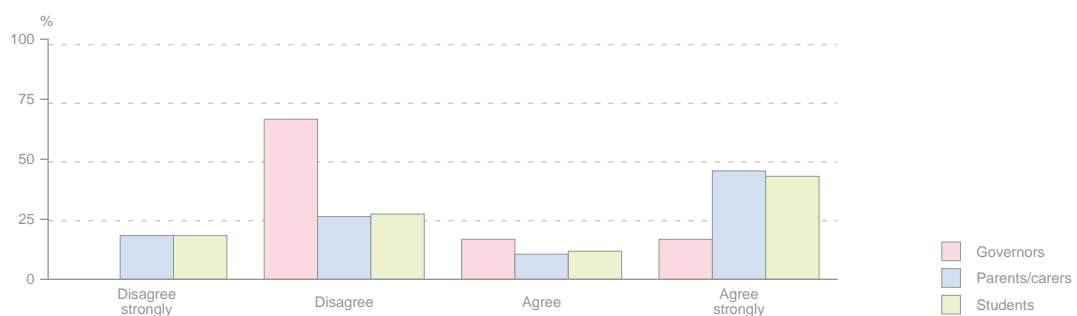
- 45% of students, 79% of parents/carers, and 58% of governors agreed with the statement “The school/college keeps a close eye on quality and standards in the classroom”.
- 55% of students, 56% of parents/carers, and 33% of governors agreed with the statement “The school/college does not tolerate poor teaching”.

For details of staff responses, please see the staff responses report.

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



The school/college does not tolerate poor teaching



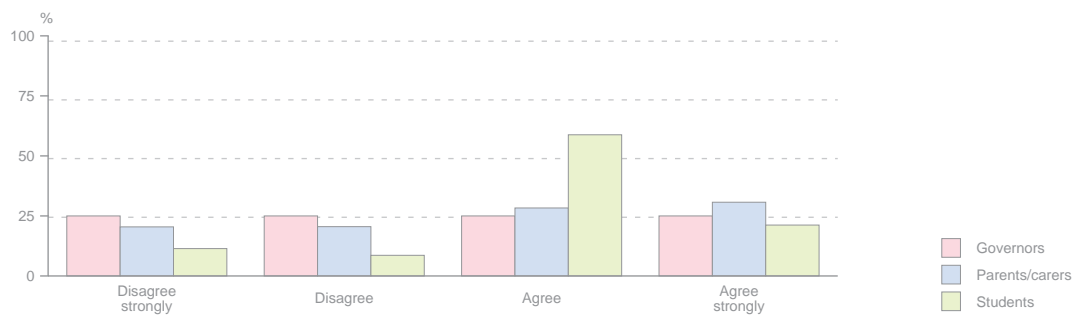


The organisation of student care and involvement

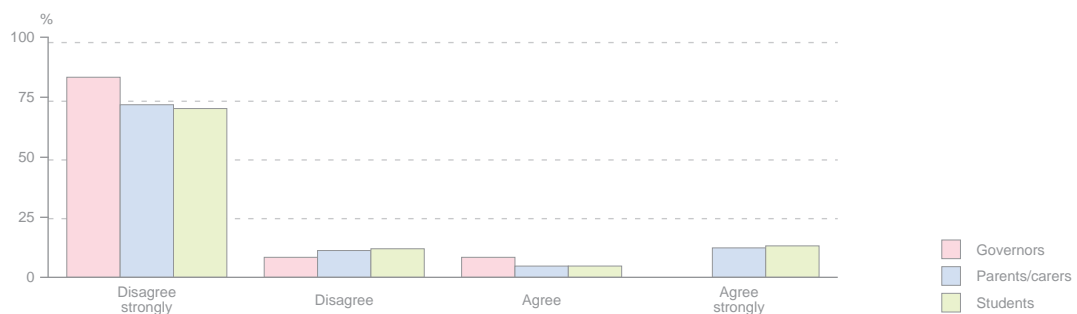
- 80% of students, 59% of parents/carers, and 50% of governors agreed with the statement “Students feel well cared for at school/college”.
- 18% of students, 17% of parents/carers, and 8% of governors agreed with the statement “Students feel very involved with what is going on at the school/college”.

For details of staff responses, please see the staff responses report.

Students feel well cared for at school/college



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



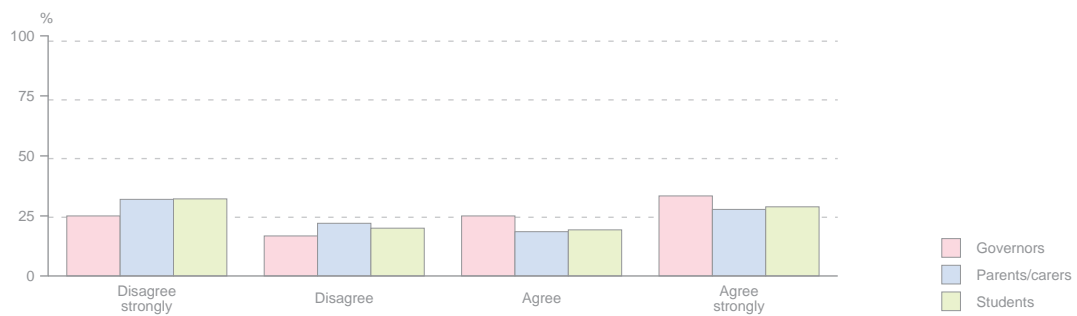


The organisation of parental involvement and responsibility

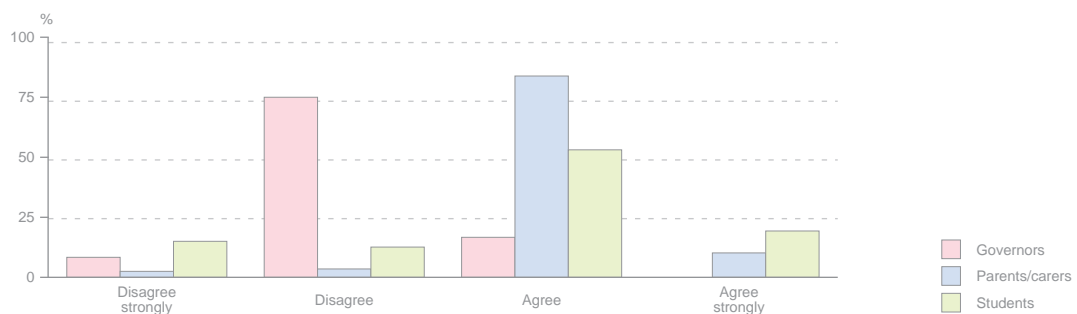
- 48% of students, 46% of parents/carers, and 58% of governors agreed with the statement “It is easy for parents/carers to get involved with the school/college”.
- 72% of students, 94% of parents/carers, and 17% of governors agreed with the statement “Parents/carers take on responsible roles in the school/college”.

For details of staff responses, please see the staff responses report.

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



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



Significant disagreement between:

- parents/carers and governors.
- students and governors.

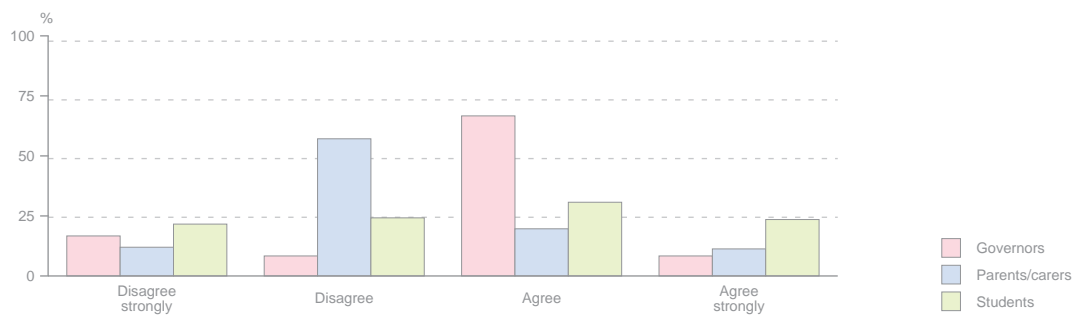


The organisation of staff training and development

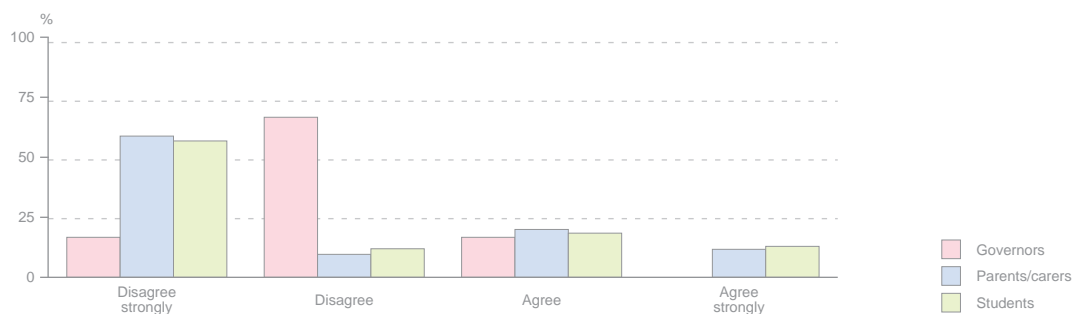
- 54% of students, 31% of parents/carers, and 75% of governors agreed with the statement “The staff are always trying to improve”.
- 31% of students, 32% of parents/carers, and 17% of governors agreed with the statement “The staff try new methods to help students learn better”.

For details of staff responses, please see the staff responses report.

The staff are always trying to improve



The staff try new methods to help students learn better



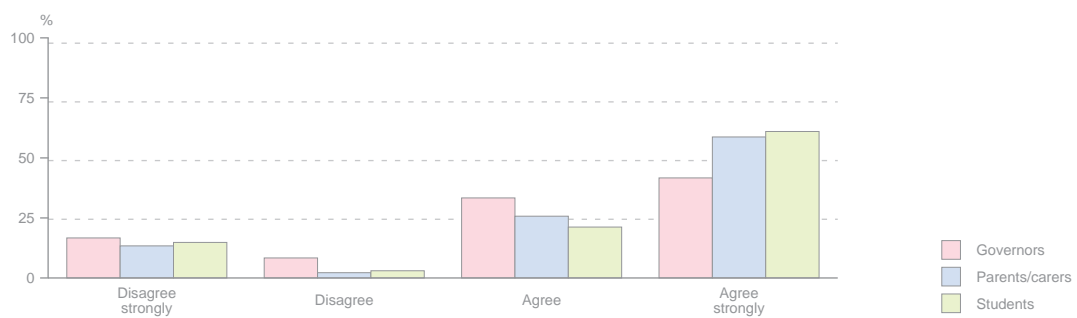


The organisation of extra-curricular activities

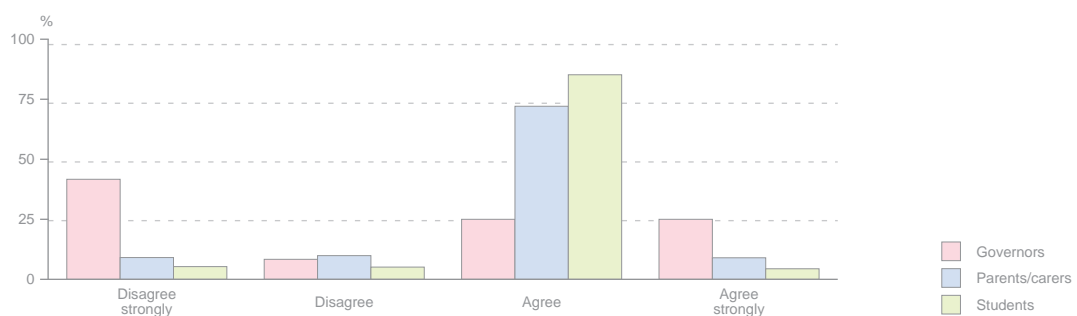
- 82% of students, 84% of parents/carers, and 75% of governors agreed with the statement “Students take part in school/college clubs and activities out of lessons”.
- 90% of students, 81% of parents/carers, and 50% of governors agreed with the statement “Clubs and activities are well chosen to support learning”.

For details of staff responses, please see the staff responses report.

Students take part in school/college clubs and activities out of lessons



Clubs and activities are well chosen to support learning





Differences in perception

The charts below and on page 22 show the six greatest differences in perception between governors, parents/carers, and students.

The statements are ordered by the difference in average level of agreement. The average response of each group of respondents is shown by a red or blue triangle. The red end of the scale indicates that the respondents disagreed with the statement; the green end shows that they agreed.

Any major disagreements between the groups of respondents are also shown with the report graphs on pages 6 to 20.

