



## Sample School



# Contents

<b>Introduction</b>	<b>1</b>
The evaluation process	2
<b>Summary</b>	<b>4</b>
Breakdown of responses	4
Most and least effective characteristics	5
Overall characteristic effectiveness	6
Overall dimension effectiveness	8
Perceived effectiveness by group	9
<b>Report</b>	<b>10</b>
Interpreting the graphs	10
Characteristic summary graphs	12
Dimension summary graphs	16
The leadership of the school/college	18
The communication of vision and goals	20
The organisation of learning and teaching	22
The organisation of resources and the learning environment	24
The management of behaviour and discipline	26
The monitoring and evaluation of student performance	28
The monitoring and evaluation of staff performance	30
The organisation of student care and involvement	32
The organisation of parental involvement and responsibility	34
The organisation of staff training and development	36
The organisation of extra-curricular activities	38
Differences in perception	40



# Introduction

This document is a report on the perceived effectiveness of Sample School as indicated by staff in their responses to the *Evaluate* online questionnaire. *Evaluate* asks whether staff agree with a series of statements about how Sample School is run, and how much they feel Sample School is changing. Staff are classified into five groups according to their role or level of responsibility within Sample School.

The report also indicates how opinions vary between groups of staff. 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 staff 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 effectiveness and improvement. It is strongly advised that you read this before analysing the report.

### Characteristics and dimensions

The questionnaire enables members of staff 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.

Respondents rate each of these 11 'characteristics' on five dimensions:

- Clarity
- Motivation
- Organisation
- Standards
- Equal opportunities.

Effective schools are therefore those where, in each of the 11 characteristics, aims and objectives are clear; people are involved and motivated; procedures and systems are effective; high-quality outcomes are emphasised and achieved; and equal opportunities are available.



## Responses

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

- Disagree strongly
- Disagree
- Agree
- Agree strongly.

This is the ‘level of agreement’.

The statements to which staff respond 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 on the rated dimension.

Staff also indicate how each of the five dimensions (eg ‘aims and objectives are clear’) is changing in that characteristic. Change can be described as:

- Declining
- Steady
- Improving.

This is the ‘perceived change’.

## Staff

Staff are classified into five role or responsibility groups:

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

Every staff member should have rated every statement, with the exception of support staff members, who may enter ‘Not applicable’ to certain characteristics (see *Appendix 1*). When ‘Not applicable’ is selected, all responses from that respondent for the characteristic are set to ‘Not applicable’ and the results are discarded from later calculations.



# 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 and improvement but should not be used as evidence in isolation. You are advised to refer to the main report on pages 10 to 41 for a full explanation of the results shown here.

Please read the explanation of terms on pages 2 and 3 before interpreting the data presented.

## Breakdown of responses

This report is based upon the responses of members of staff of Sample School.

When preparing to collect data through *Evaluate*, Sample School specified how many staff members would be involved and the group (eg support staff) to which they belong. The table below indicates the number of staff members who responded before the administrator requested that the report be generated.

Category	Number	Responses	Response (%)
Headteacher	1	1	100
Leadership Team Member	10	7	70
Team Leader	4	3	75
Subject or Class Teacher	21	16	76
Support Staff	19	13	68
<b>Total</b>	<b>55</b>	<b>40</b>	<b>73</b>

Support staff are given the option not to respond to the characteristics shown below. The table indicates the percentage who chose to respond in each characteristic.

Characteristic	Response (%)
The organisation of learning and teaching	77
The organisation of resources and the learning environment	100
The monitoring and evaluation of student performance	100
The organisation of student care and involvement	85
The organisation of parental involvement and responsibility	92

Responses were collected between 11 March 2003 and 4 April 2003.



## Most and least effective characteristics

The perceived effectiveness and the perceived change are averaged across all staff and all dimensions 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/improving, it may just not be rated as ineffective/declining as much as other characteristics, and vice versa.)

### Characteristics perceived as most effective

- The organisation of learning and teaching (and improving)
- The monitoring and evaluation of student performance (and stable)
- The organisation of resources and the learning environment (and stable).

### Characteristics perceived as least effective

- The management of behaviour and discipline (and declining)
- The organisation of parental involvement and responsibility (and stable)
- The communication of vision and goals (and stable).

### Areas of greatest improvement

- The organisation of learning and teaching (improving)
- The organisation of student care and involvement (stable)
- The organisation of resources and the learning environment (stable)
- The monitoring and evaluation of student performance (stable).

### Areas of least improvement

- The management of behaviour and discipline (declining)
- The leadership of the school/college (stable)
- The organisation of parental involvement and responsibility (stable).

Graphs of the average perceived effectiveness and perceived change across all dimensions are shown on pages 6 and 7, with graphs of averages across all characteristics on page 8. Differences in average perceived effectiveness between staff groups are shown on page 9.



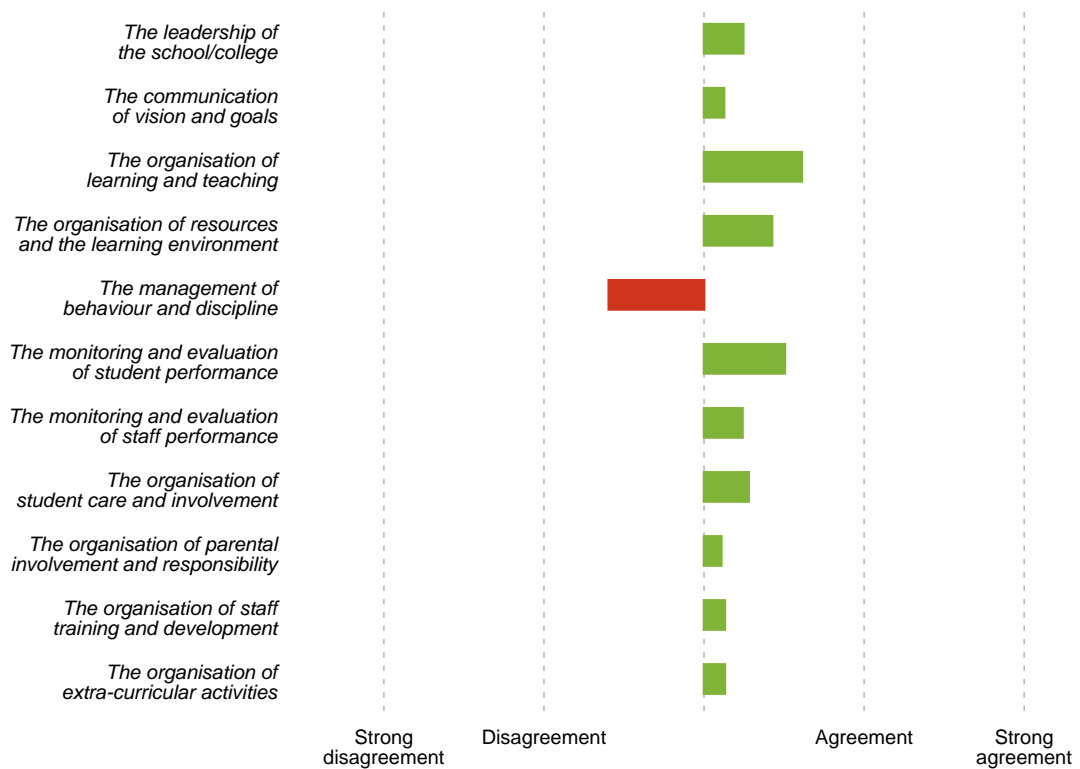
## Overall characteristic effectiveness

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

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

### Average level of agreement

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

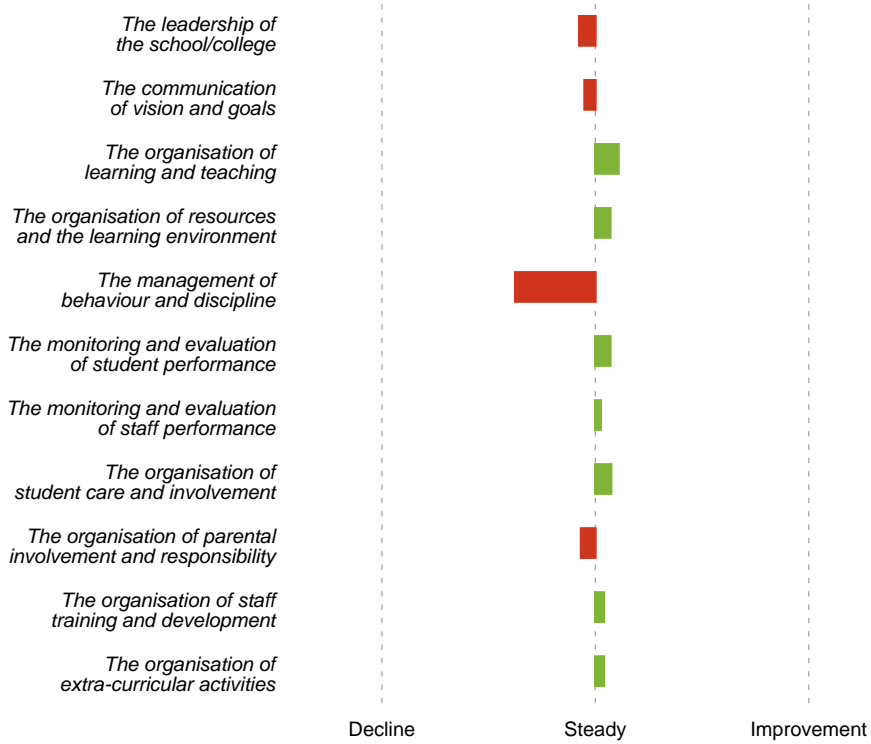






### Average perceived change

This graph shows the perceived change for each characteristic.





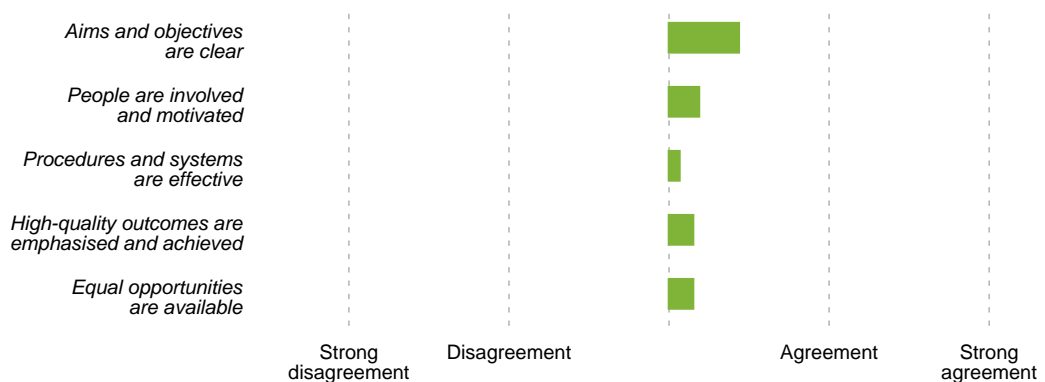
## Overall dimension effectiveness

These graphs show how all staff rate the overall effectiveness of Sample School for each dimension. Each graph is calculated as an average of all characteristics and all responses. The first bar, for example, averages all responses relating to clarity across all 11 characteristics, and so indicates how the clarity of aims and objectives is perceived in aggregate. This is especially important for identifying perceived effectiveness across the breadth of school/college activities.

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

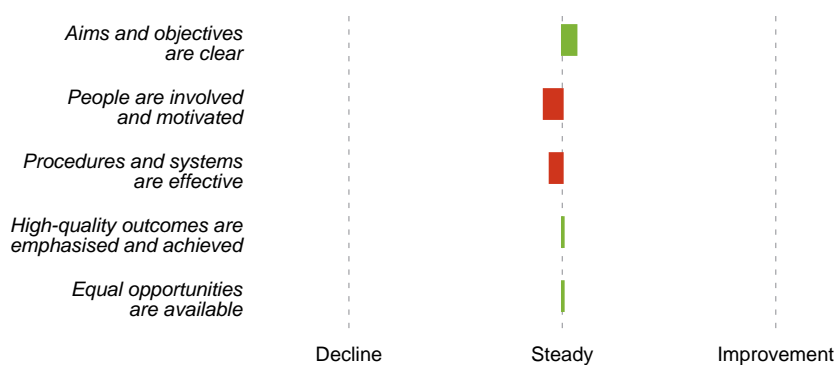
### Average level of agreement

This graph shows the levels of agreement for each dimension averaged over all characteristics and all responses.



### Average perceived change

This graph shows the perceived change for each dimension averaged over all characteristics and all responses.





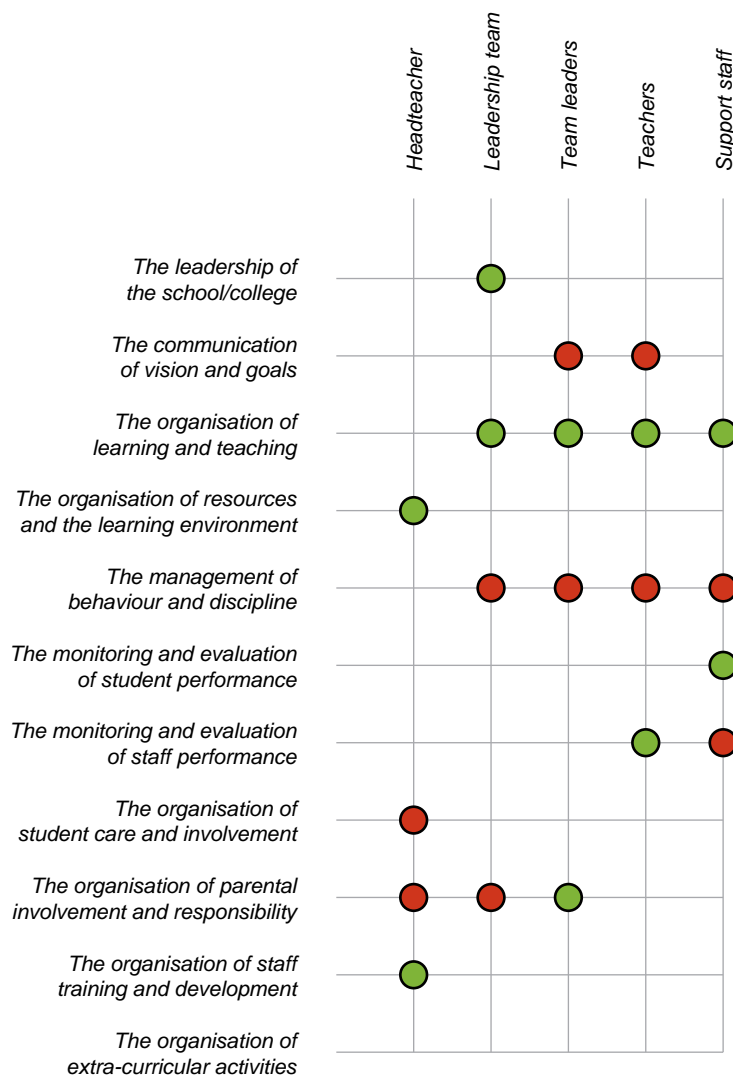
## Perceived effectiveness by group

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

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 18 to 39 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 the group averaged across all five dimensions, with the perception of how it is changing being used to select between any characteristics otherwise rated equally.

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 groups of staff.



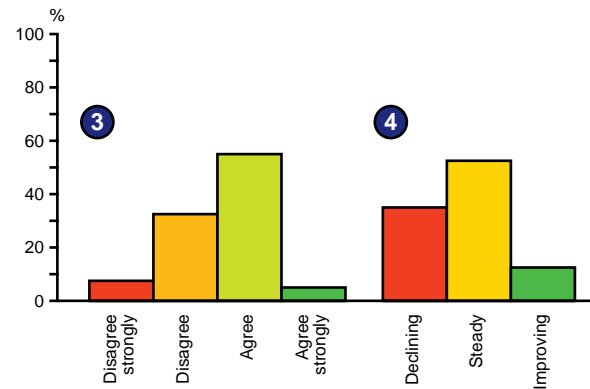
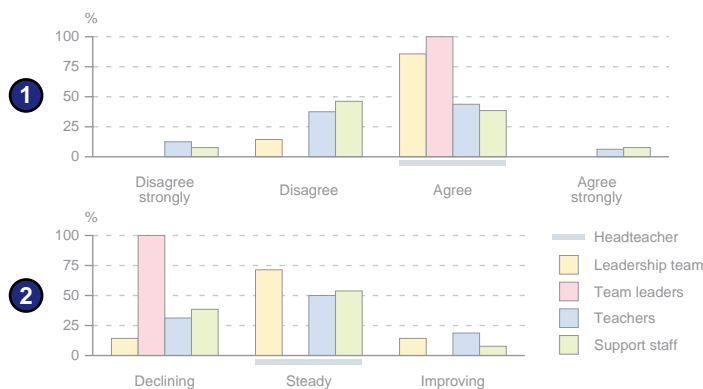


# Report

## Interpreting the graphs

The following notes explain the sets of graphs presented in the main report, particularly those on pages 18 to 39. You should read this before analysing the data.

These graphs show data for the perceived effectiveness (graphs 1 and 3) and perceived change (graphs 2 and 4) for each dimension. Graphs 1 and 2 show the breakdown of responses for the various staff groups; graphs 3 and 4 give the percentages of responses for all staff.



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

In graphs 1 and 2, the columns show the responses of each group (eg support staff). Two bars of the same height therefore show that the percentage response was the same for those two groups. The headteacher's response is shown as a horizontal line under the axis.

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

If the highest columns in graphs 3 and 4 for a dimension show that staff have responded 'disagree'/'declining', then that dimension may be an area for concern. You should also look out for any significant differences in opinion between groups of staff in graphs 1 and 2. You may wish to consider whether opinions varied within a particular group of staff.

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



Summary graphs of the perceived effectiveness and perceived change across all dimensions are shown on pages 12 to 15, with graphs of summaries across all characteristics on pages 16 and 17. Pages 18 to 39 then show detailed data for each characteristic. Finally, differences in perception between combinations of staff are shown on pages 40 and 41.



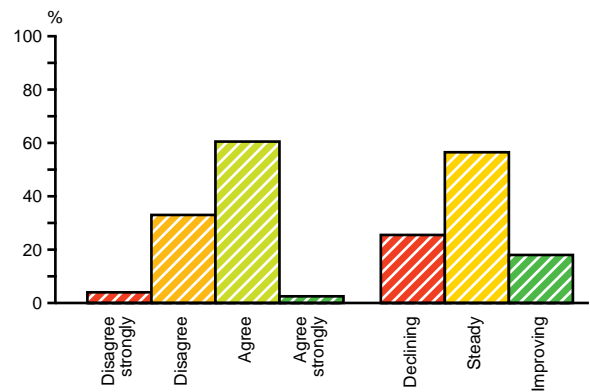
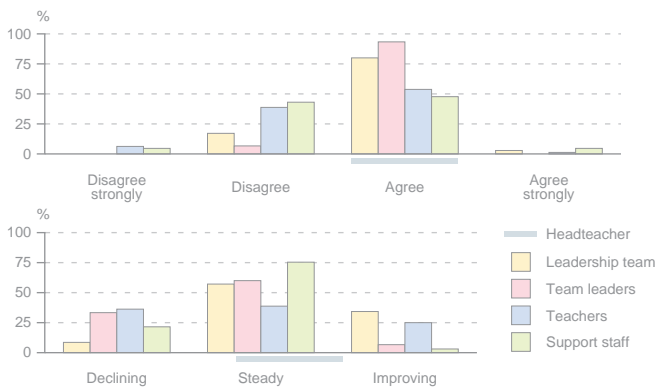
## Characteristic summary graphs

These graphs offer summaries of the perceived effectiveness and perceived change across all dimensions for each characteristic. Summaries for the five staff groups for each characteristic are shown on the left; with summaries for all staff on the right.

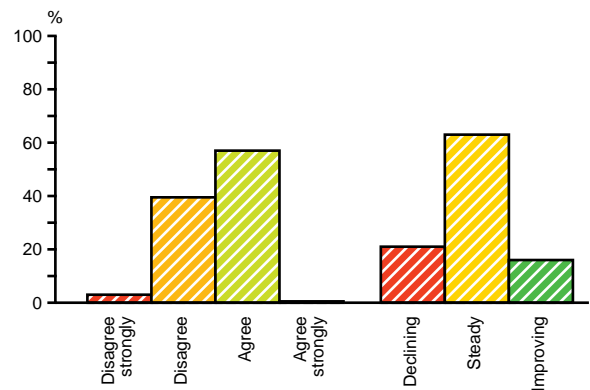
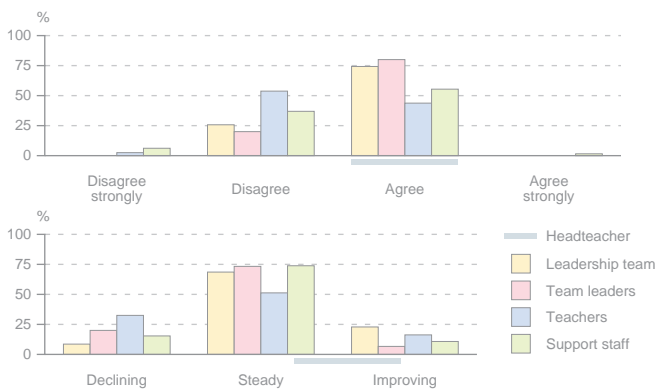
Note that the line under the axis for the headteacher in the graphs on the left may not be exactly aligned with a particular response. Instead, it indicates the average of the headteacher's responses.

Inferences drawn from these graphs should be confirmed by examination of the more detailed graphs on pages 18 to 39. Further guidance on how to interpret these graphs can be found on page 10.

### The leadership of the school/college

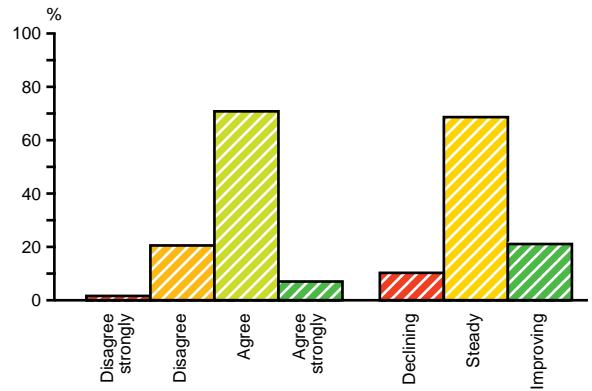
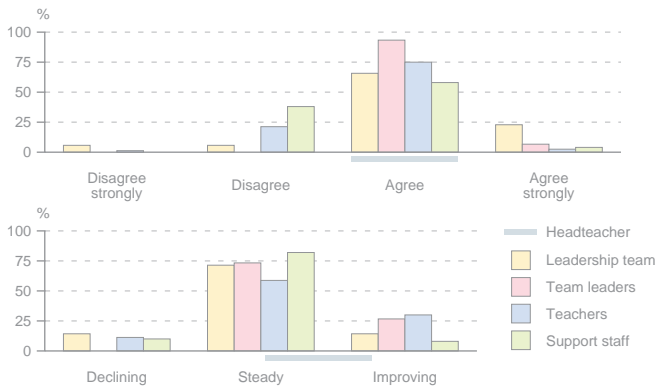


### The communication of vision and goals

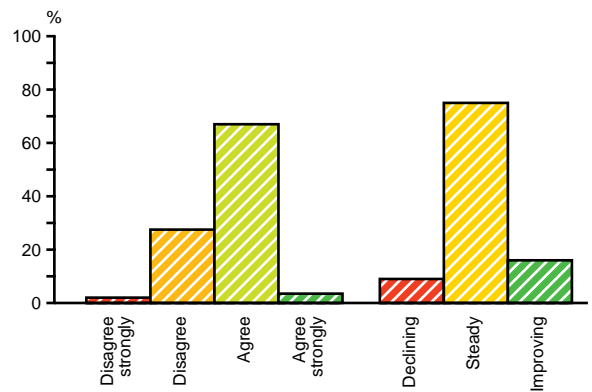
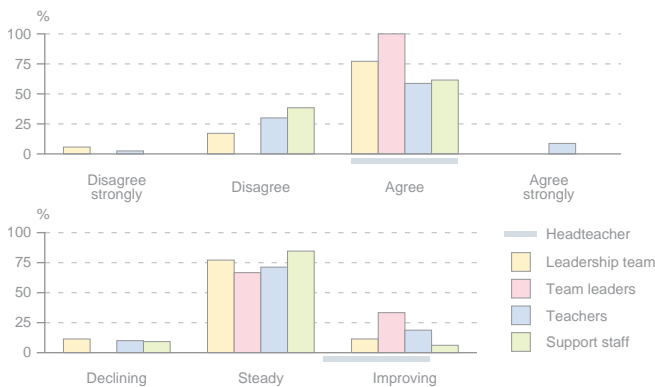




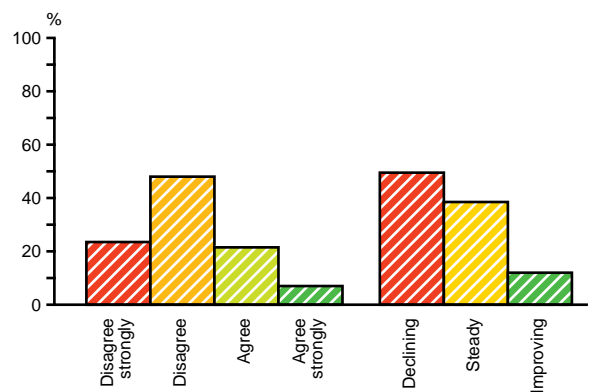
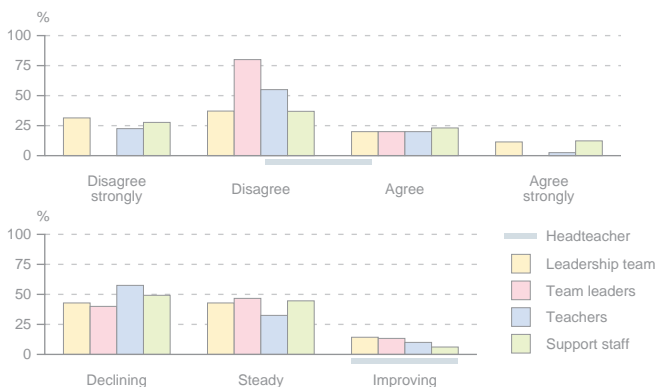
### The organisation of learning and teaching



### The organisation of resources and the learning environment

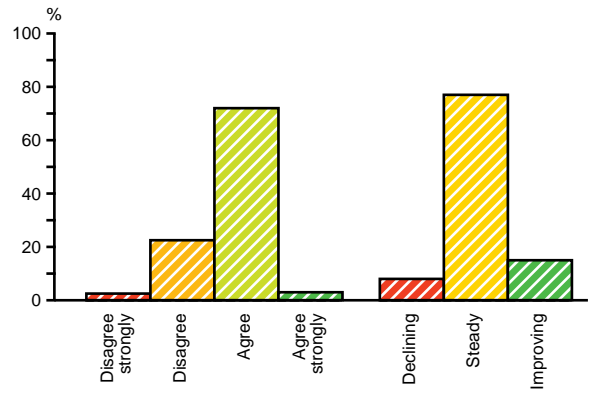
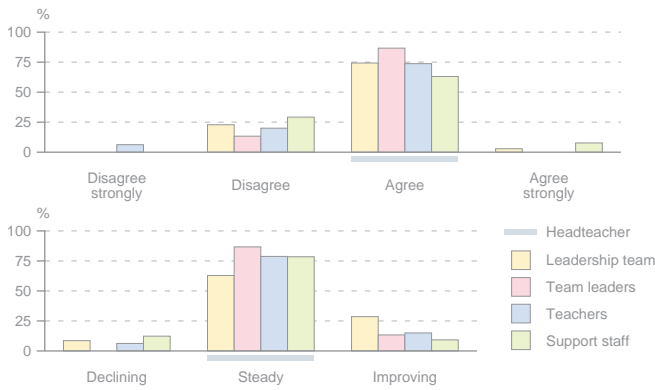


### The management of behaviour and discipline

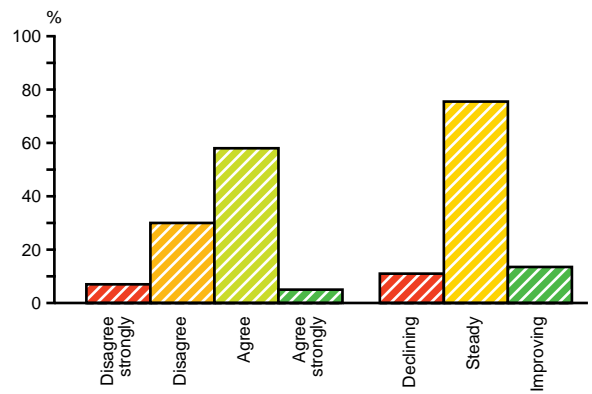
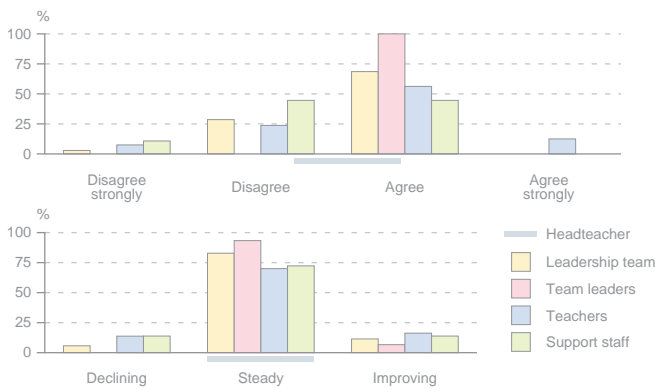




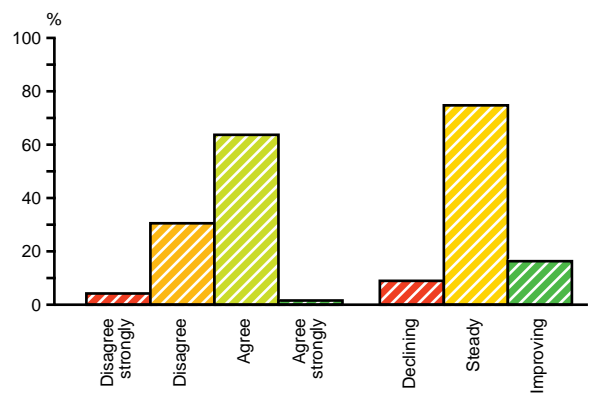
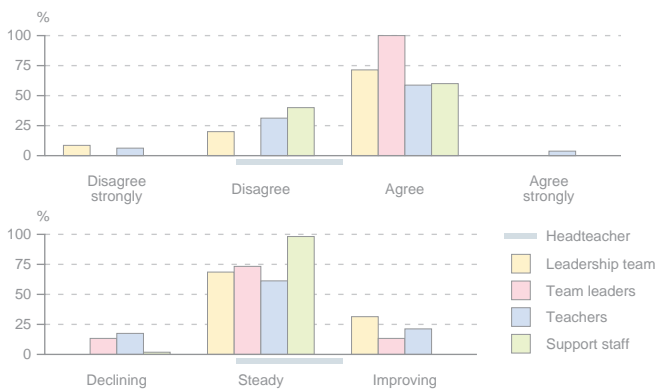
### The monitoring and evaluation of student performance



### The monitoring and evaluation of staff performance



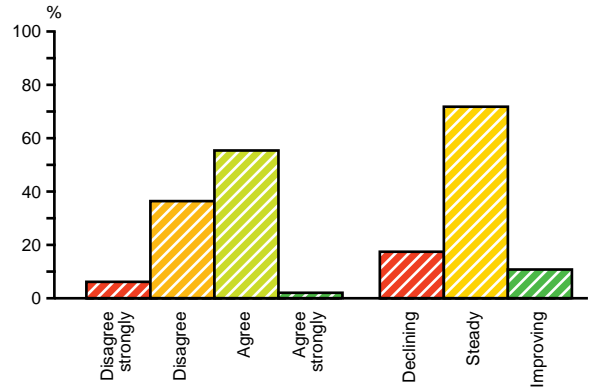
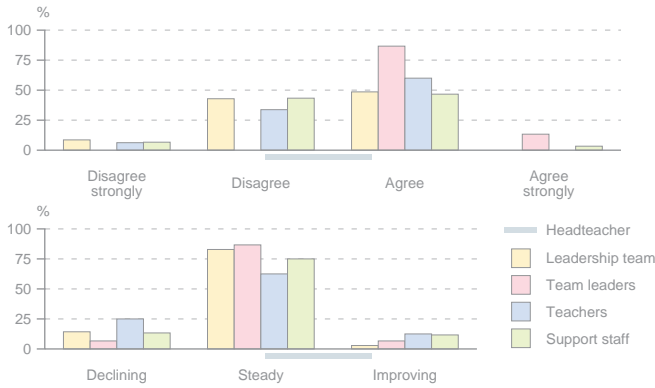
### The organisation of student care and involvement



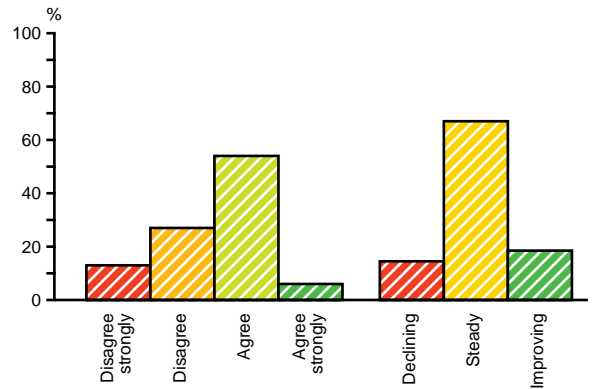
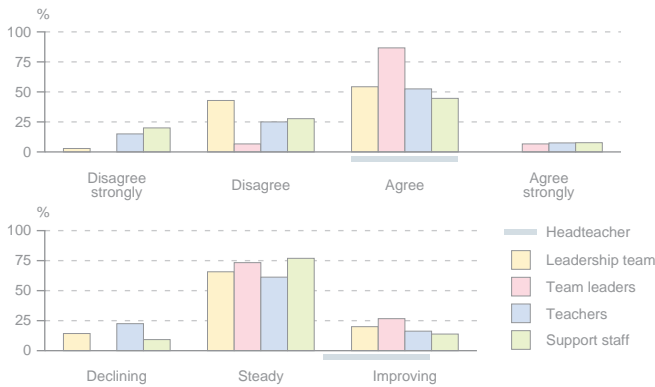




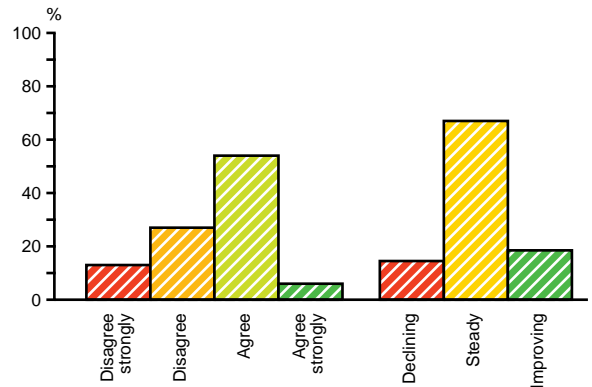
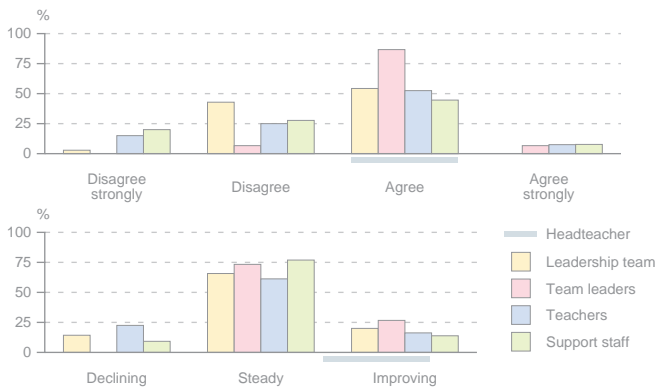
### The organisation of parental involvement and responsibility



### The organisation of staff training and development



### The organisation of extra-curricular activities





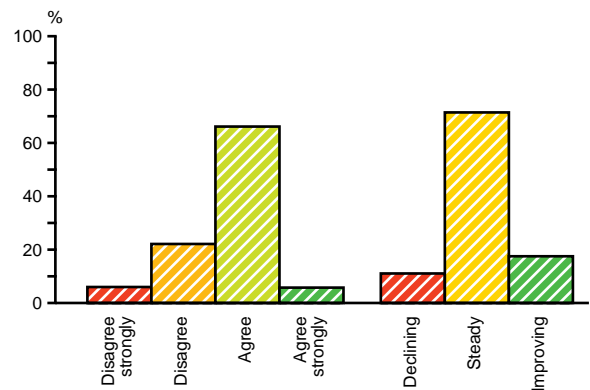
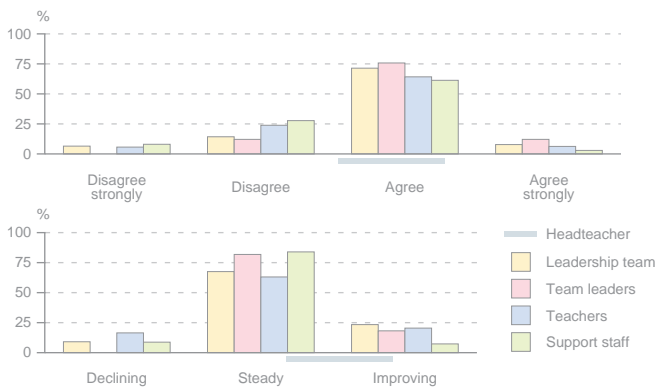
## Dimension summary graphs

These graphs offer summaries of the perceived effectiveness and perceived change across all characteristics for each dimension. Summaries for the five staff groups for each dimension are shown on the left; with summaries for all staff on the right.

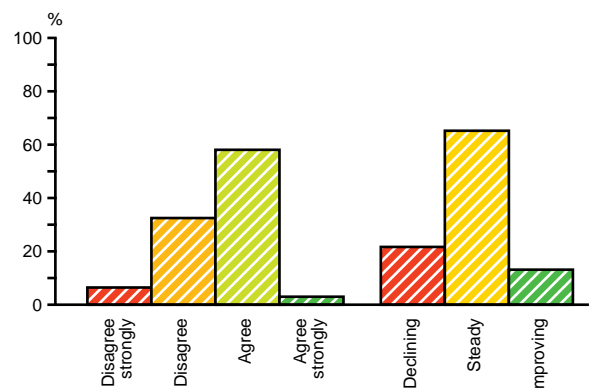
The line under the axis for the headteacher in the graphs on the left may not be exactly aligned with a particular response. Instead, it indicates the average of the headteacher's responses.

Inferences drawn from these graphs should be confirmed by examination of the more detailed graphs on pages 18 to 39. Further guidance on how to interpret these graphs can be found on page 10.

### Aims and objectives are clear

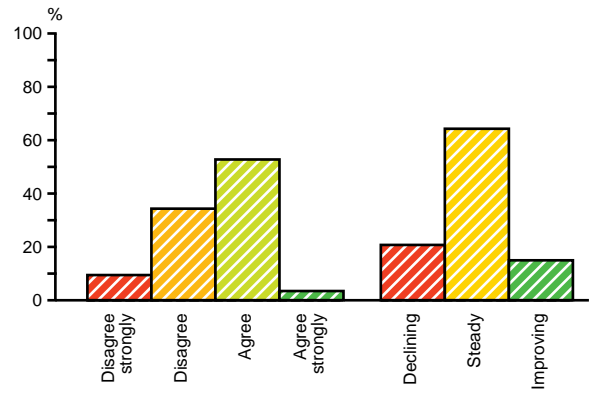
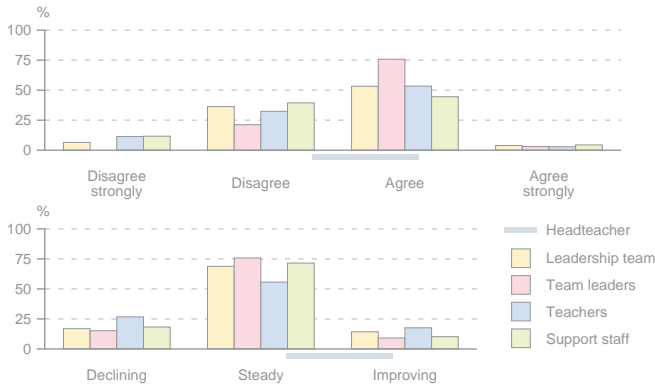


### People are involved and motivated

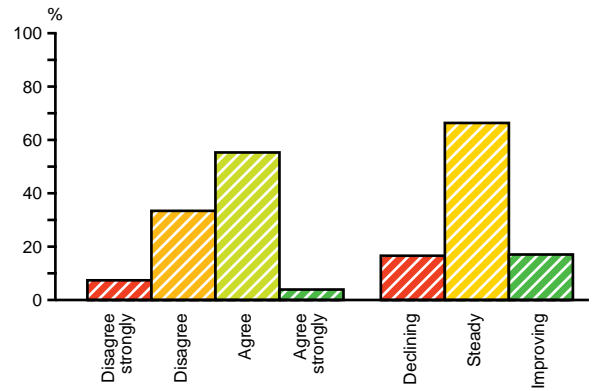
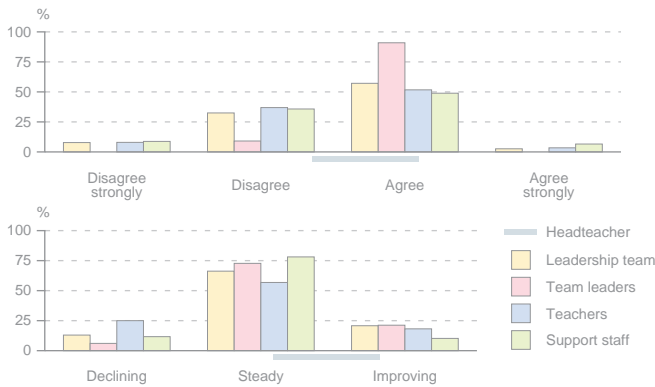




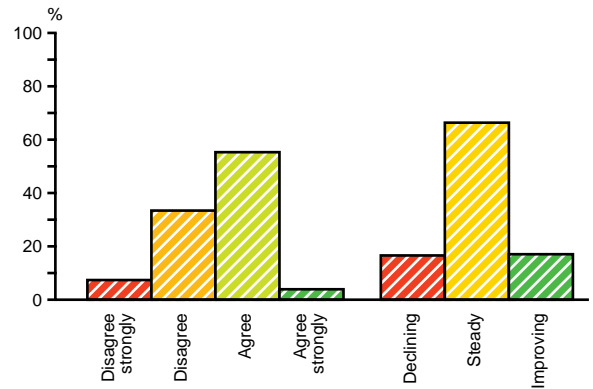
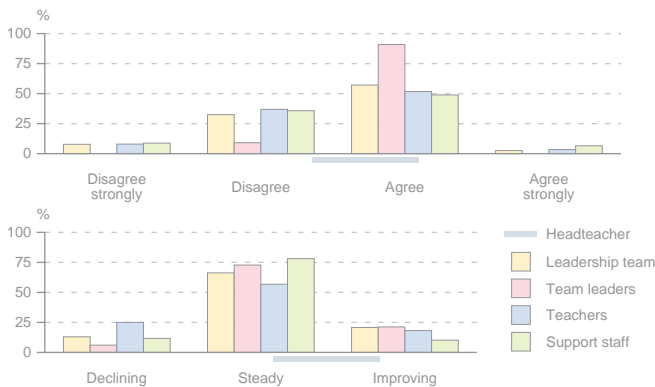
### Procedures and systems are effective



### High-quality outcomes are emphasised and achieved



### Equal opportunities are available



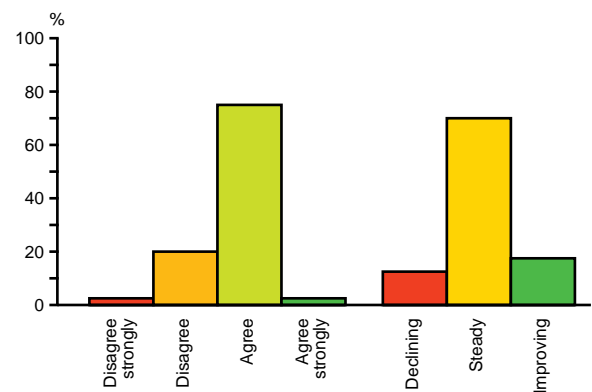
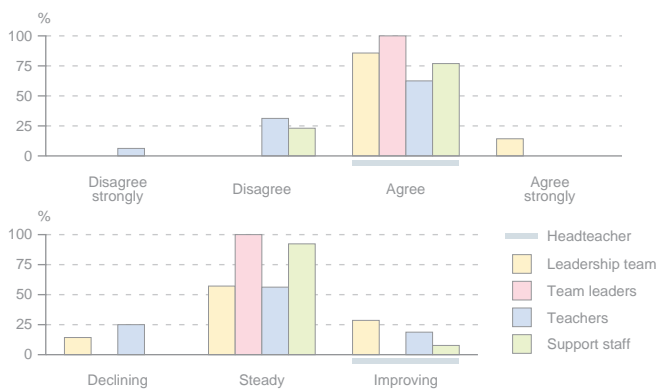


# The leadership of the school/college

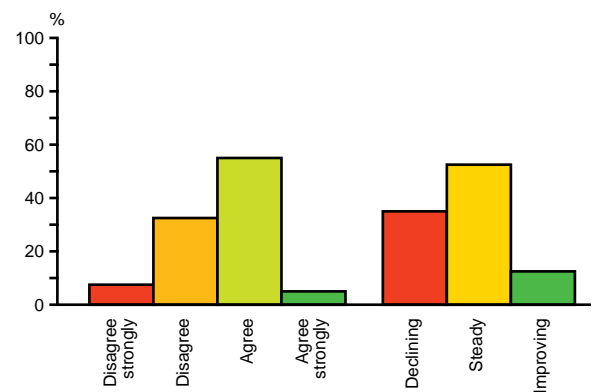
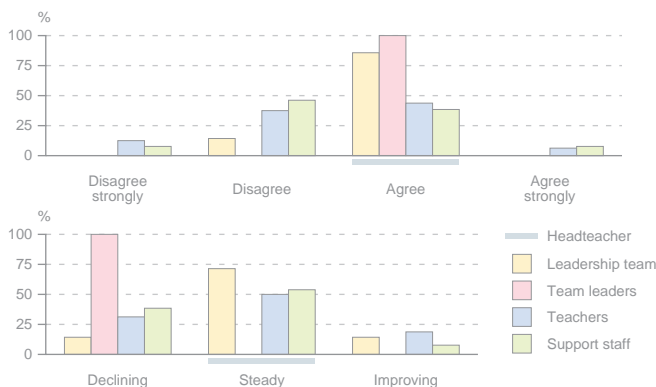
All support staff had to respond to this characteristic.

- 78% of staff agreed that aims and objectives are clear.
- 60% of staff agreed that people are involved and motivated.
- 48% of staff agreed that procedures and systems are effective.
- 65% of staff agreed that high-quality outcomes are emphasised and achieved.
- 65% of staff agreed that equal opportunities are available.

## Aims and objectives are clear



## People are involved and motivated

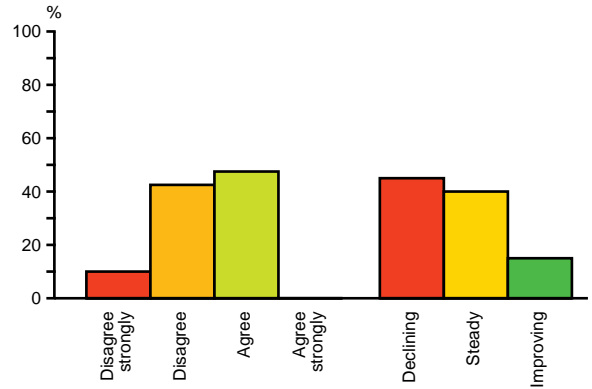
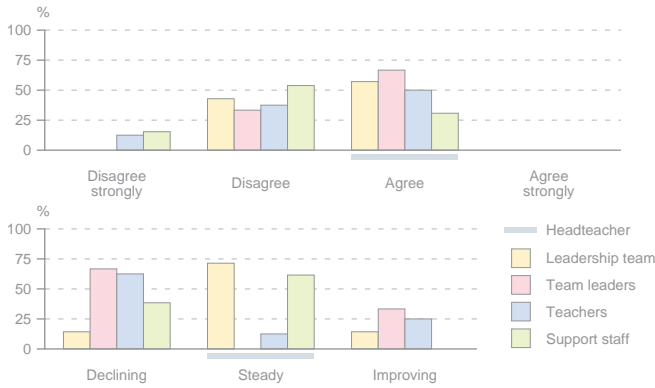


Significant disagreement between:

- team leaders and teachers.
- team leaders and support staff.



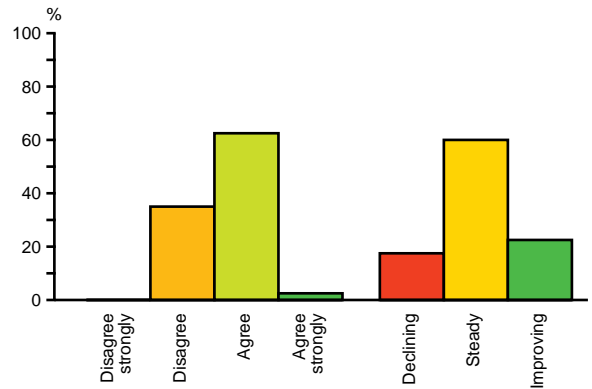
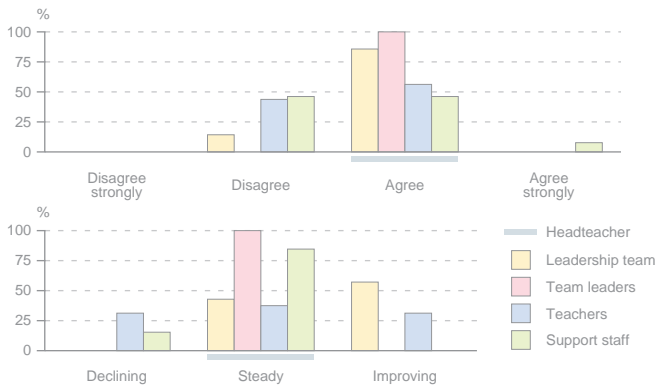
### Procedures and systems are effective



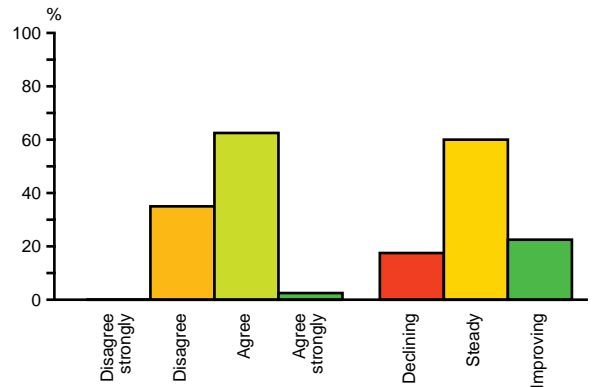
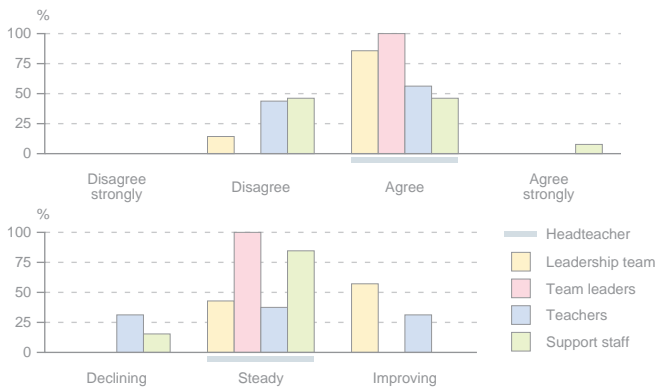
Significant disagreement between:

- headteacher and support staff.

### High-quality outcomes are emphasised and achieved



### Equal opportunities are available



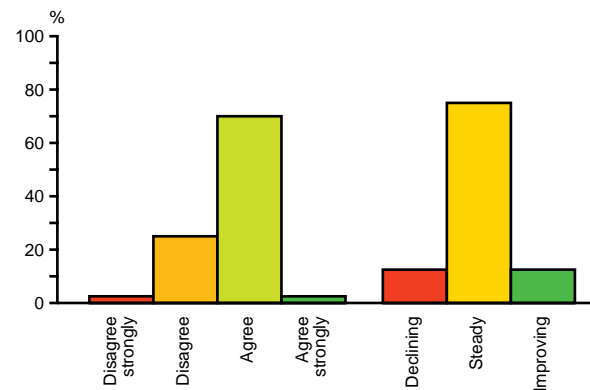
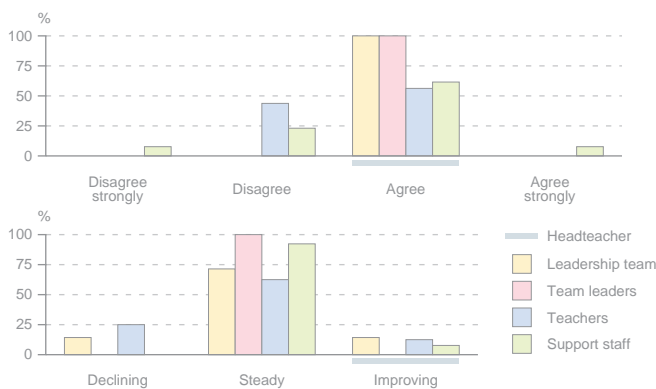


# The communication of vision and goals

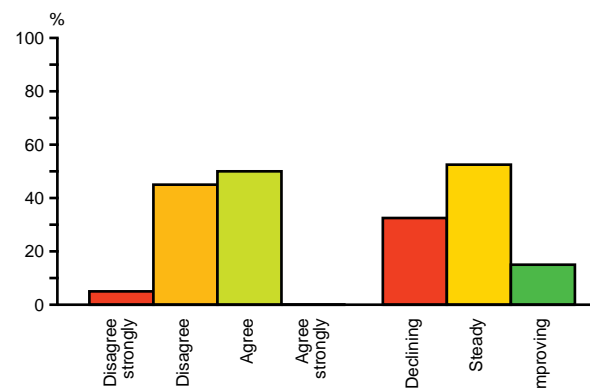
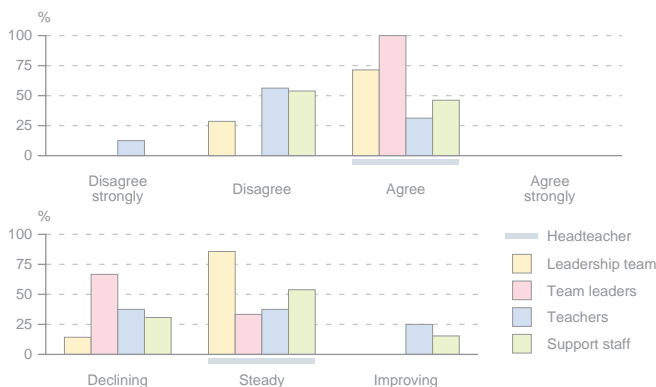
All support staff had to respond to this characteristic.

- 72% of staff agreed that aims and objectives are clear.
- 50% of staff agreed that people are involved and motivated.
- 40% of staff agreed that procedures and systems are effective.
- 62% of staff agreed that high-quality outcomes are emphasised and achieved.
- 62% of staff agreed that equal opportunities are available.

## Aims and objectives are clear



## People are involved and motivated

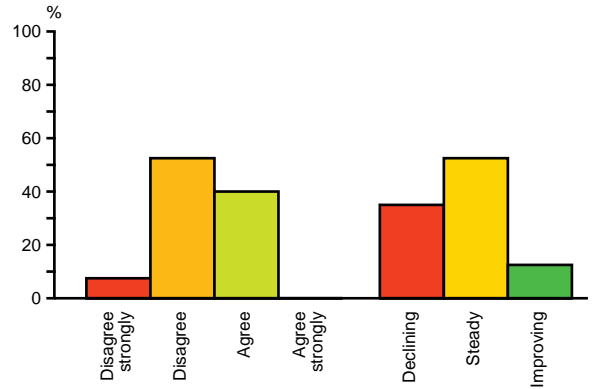
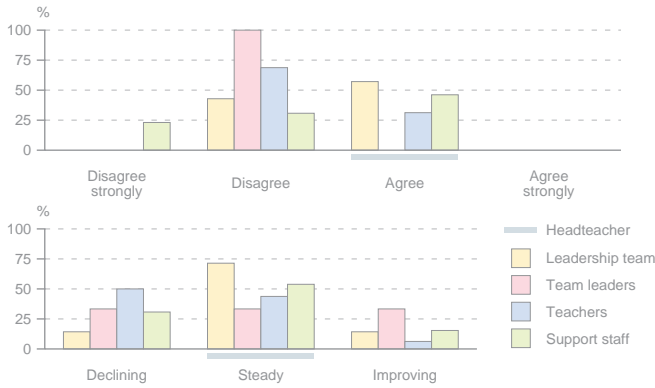


**Significant disagreement between:**

- headteacher and teachers.
- team leaders and support staff.
- team leaders and teachers.



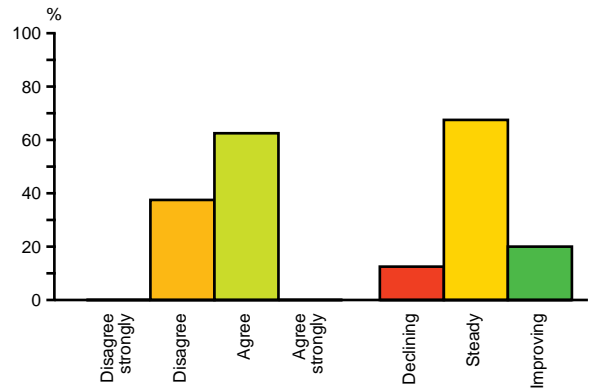
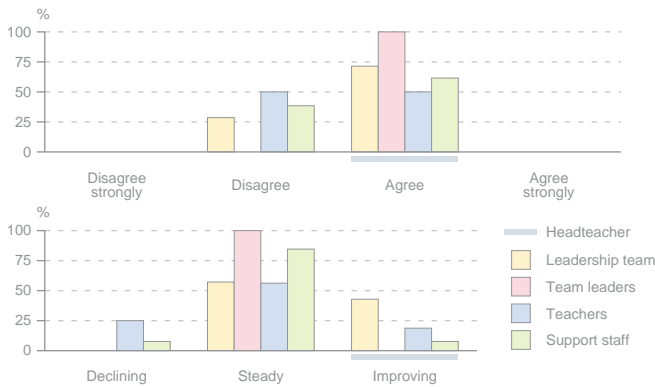
### Procedures and systems are effective



Significant disagreement between:

- headteacher and team leaders.
- leadership team and team leaders.

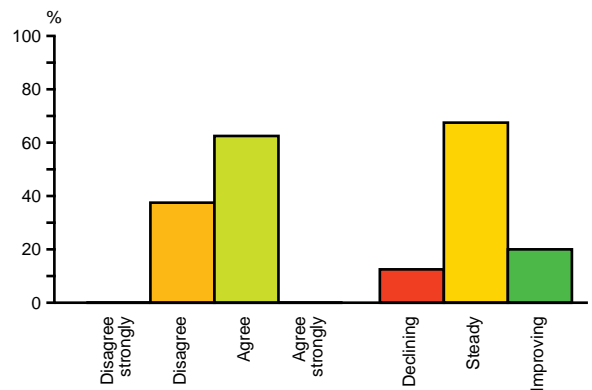
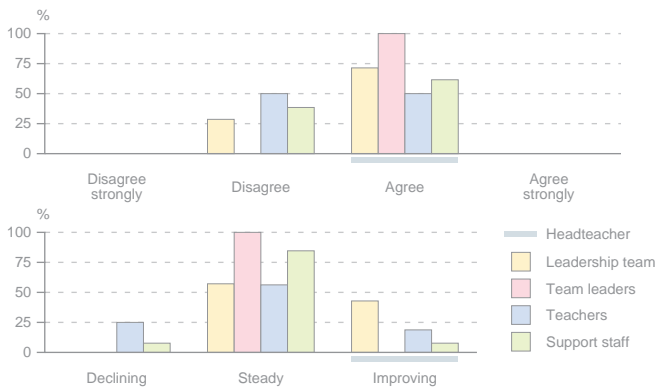
### High-quality outcomes are emphasised and achieved



Significant disagreement between:

- team leaders and teachers.

### Equal opportunities are available



Significant disagreement between:

- team leaders and teachers.

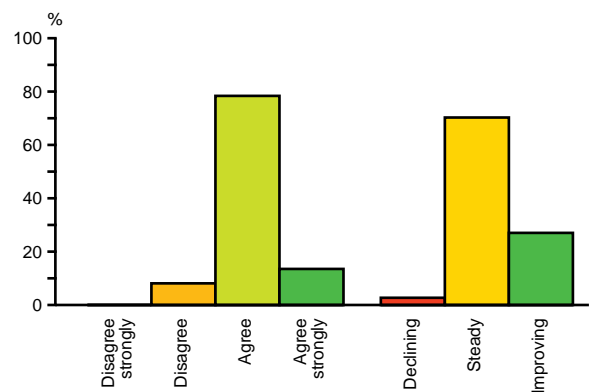
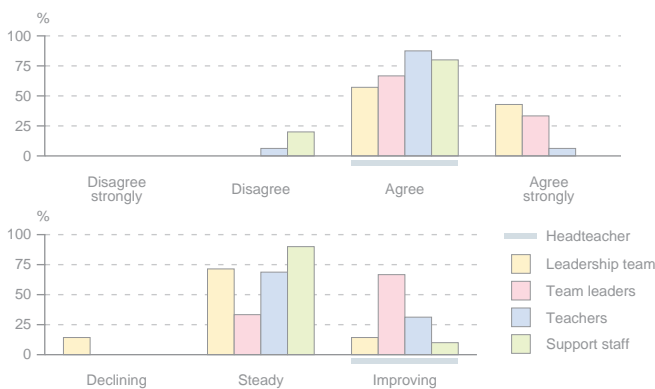


# The organisation of learning and teaching

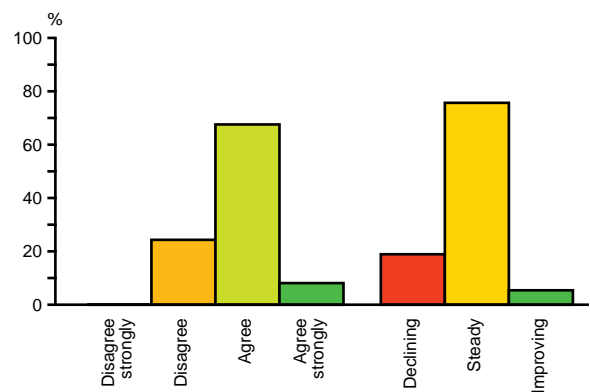
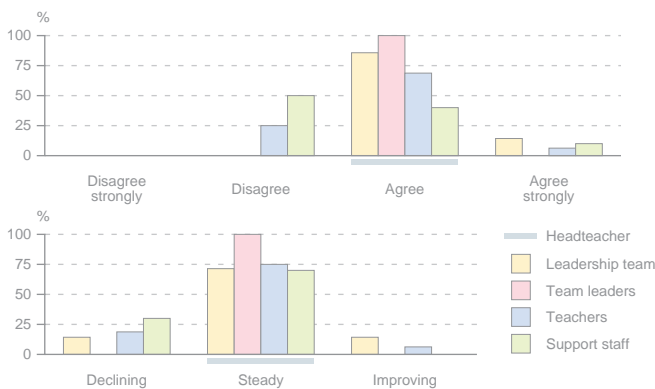
10 out of 13 support staff responded to this characteristic.

- 92% of staff agreed that aims and objectives are clear.
- 76% of staff agreed that people are involved and motivated.
- 76% of staff agreed that procedures and systems are effective.
- 73% of staff agreed that high-quality outcomes are emphasised and achieved.
- 73% of staff agreed that equal opportunities are available.

## Aims and objectives are clear



## People are involved and motivated



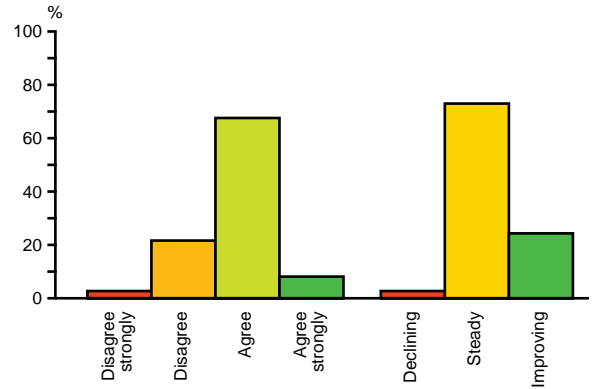
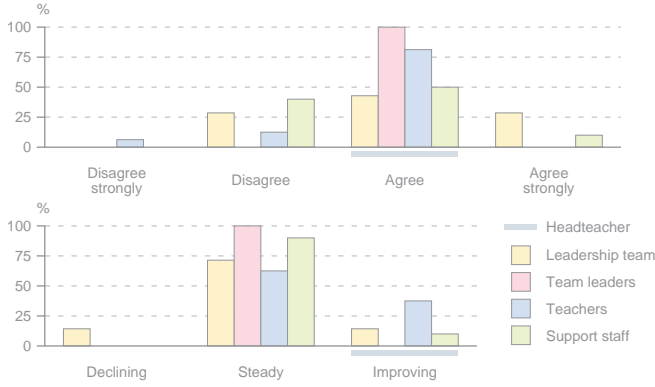
Significant disagreement between:

- leadership team and support staff.

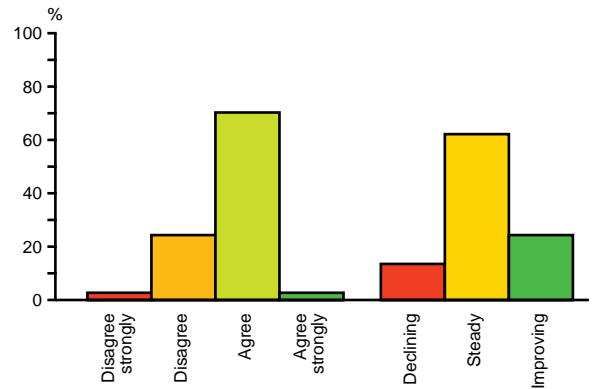
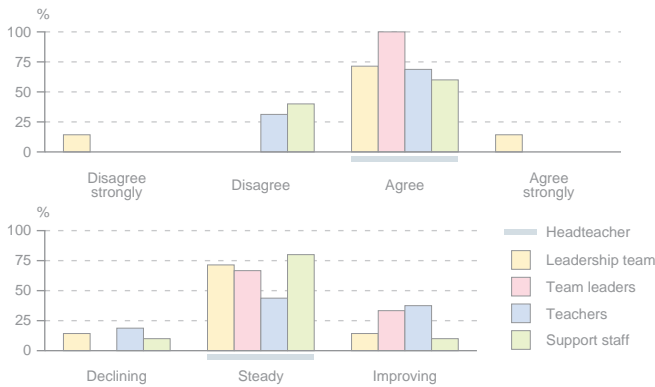




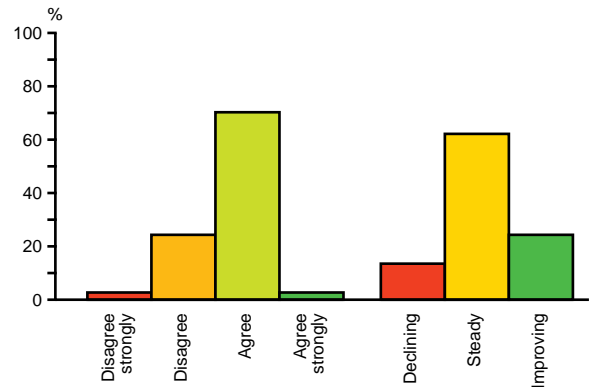
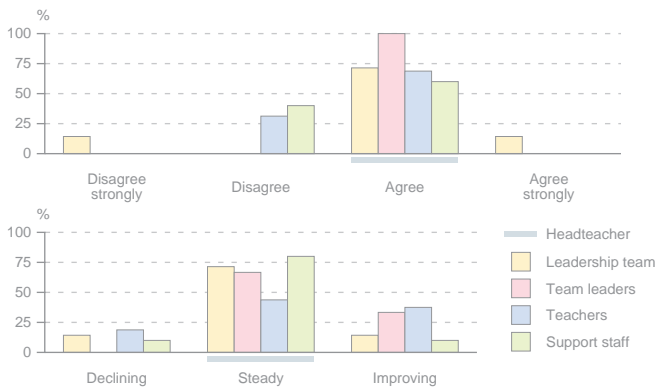
### Procedures and systems are effective



### High-quality outcomes are emphasised and achieved



### Equal opportunities are available



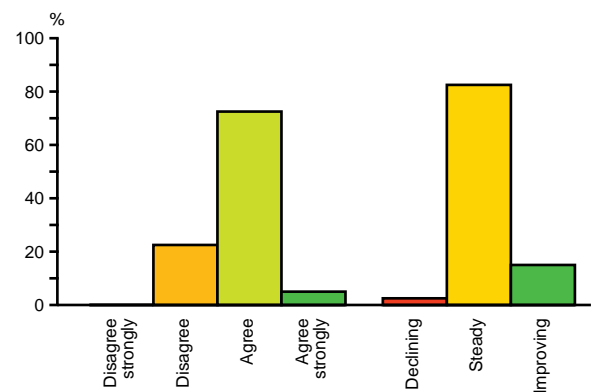
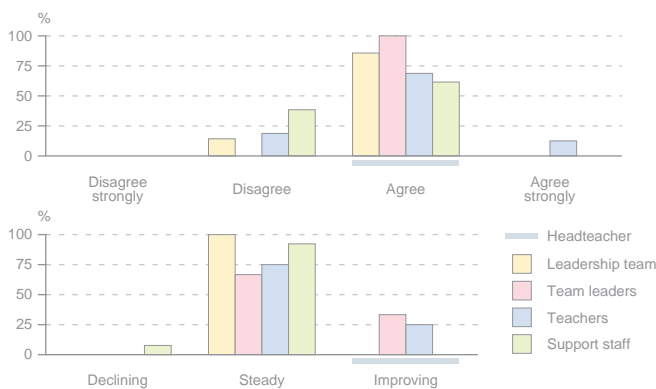


# The organisation of resources and the learning environment

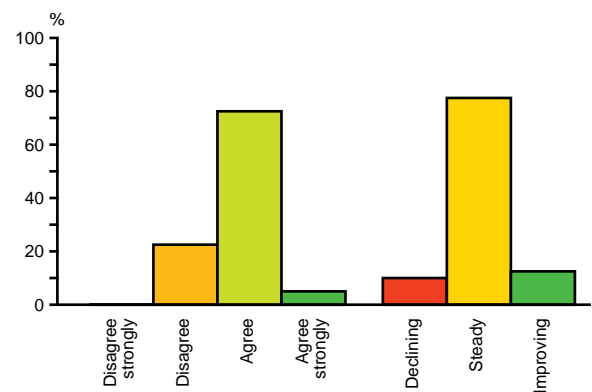
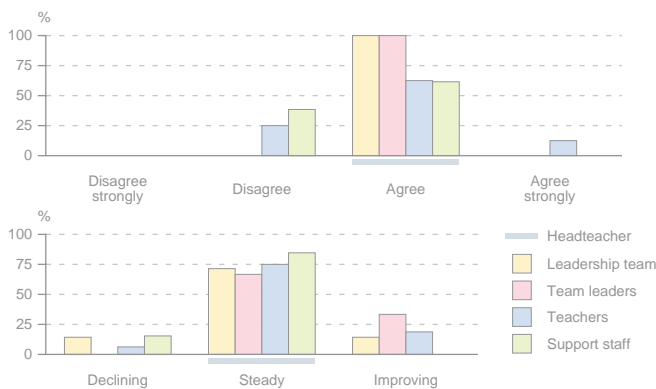
All 13 support staff responded to this characteristic.

- 78% of staff agreed that aims and objectives are clear.
- 78% of staff agreed that people are involved and motivated.
- 68% of staff agreed that procedures and systems are effective.
- 65% of staff agreed that high-quality outcomes are emphasised and achieved.
- 65% of staff agreed that equal opportunities are available.

## Aims and objectives are clear

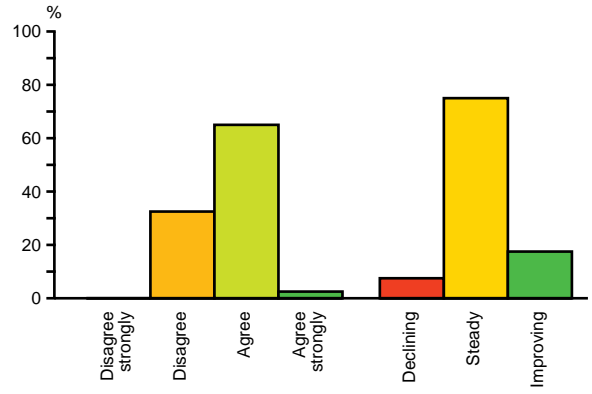
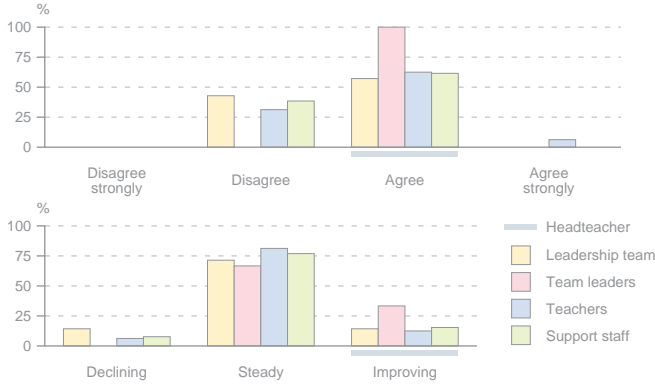


## People are involved and motivated



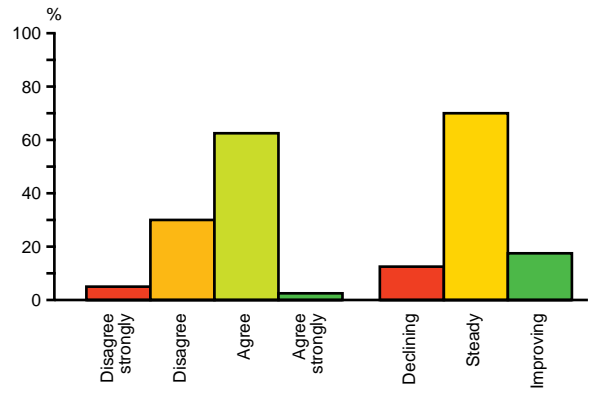
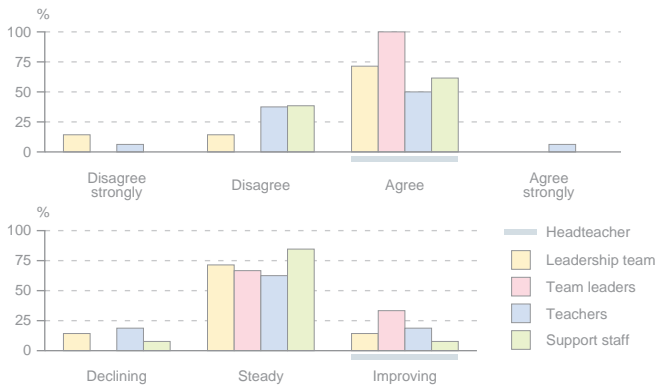


### Procedures and systems are effective

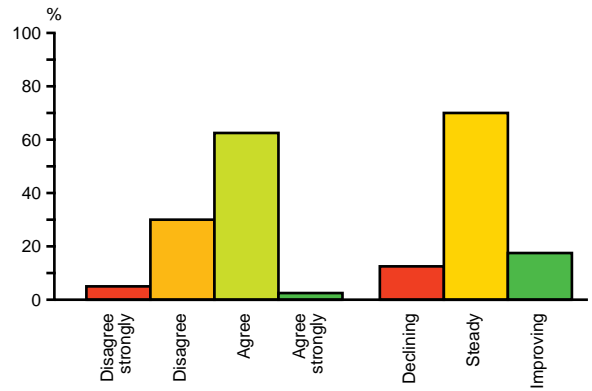
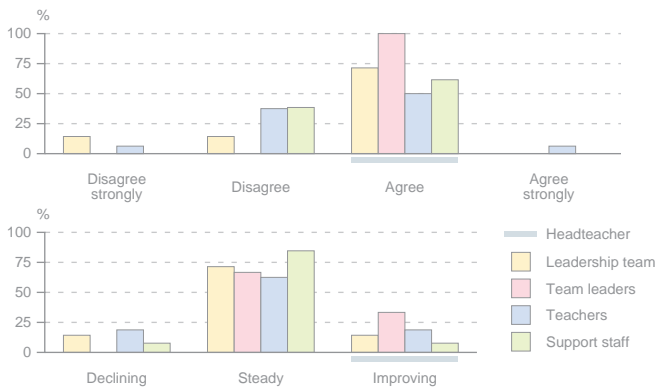


Staff  
25

### High-quality outcomes are emphasised and achieved



### Equal opportunities are available



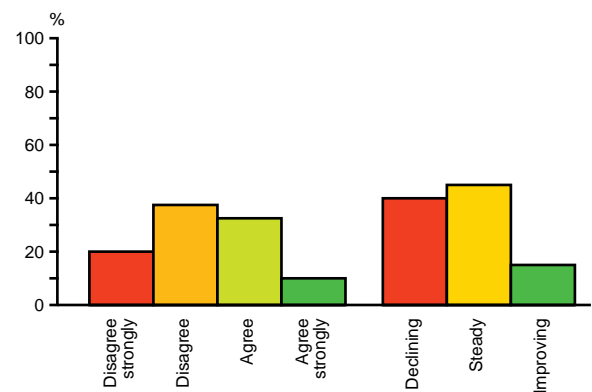
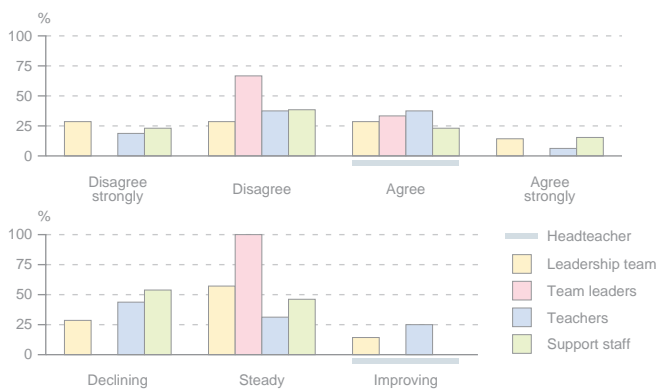


# The management of behaviour and discipline

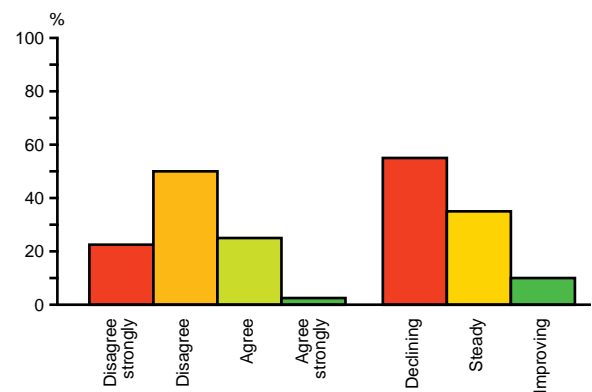
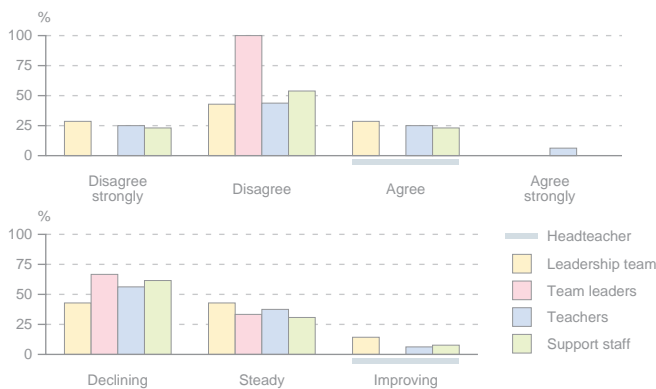
All support staff had to respond to this characteristic.

- 42% of staff agreed that aims and objectives are clear.
- 28% of staff agreed that people are involved and motivated.
- 18% of staff agreed that procedures and systems are effective.
- 28% of staff agreed that high-quality outcomes are emphasised and achieved.
- 28% of staff agreed that equal opportunities are available.

## Aims and objectives are clear



## People are involved and motivated

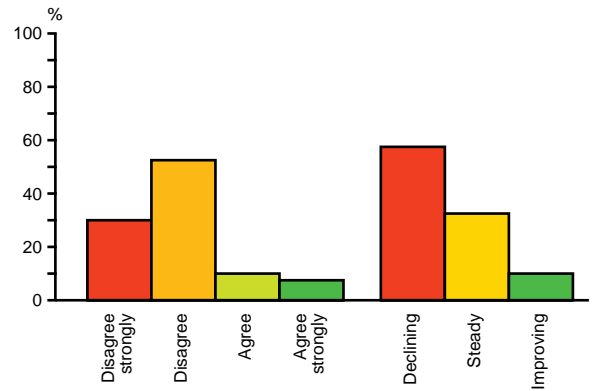
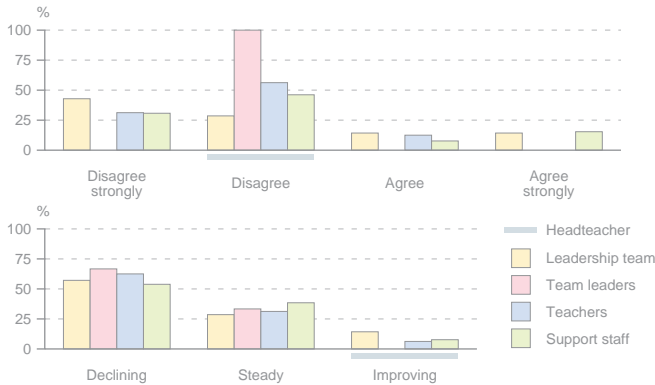


### Significant disagreement between:

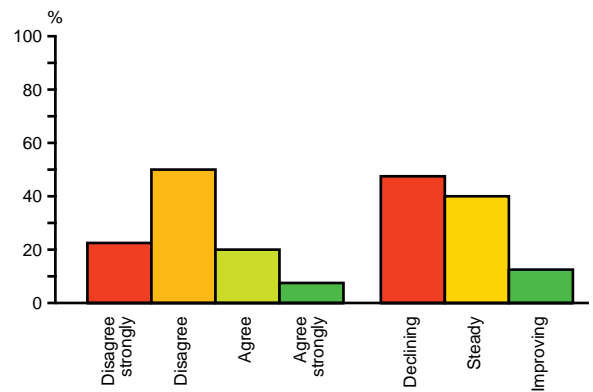
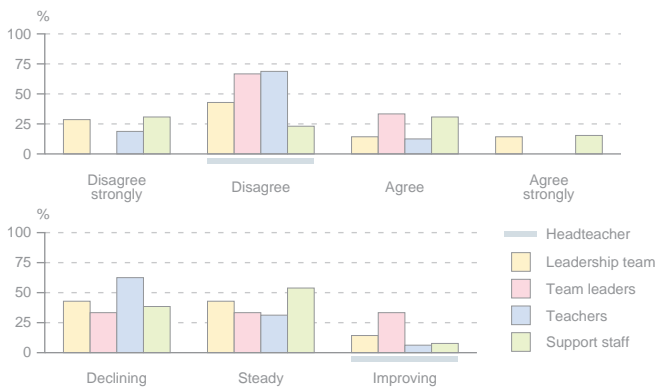
- headteacher and leadership team.
- headteacher and team leaders.
- headteacher and teachers.
- headteacher and support staff.



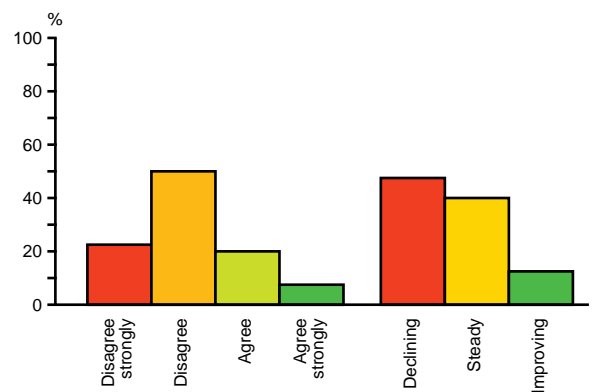
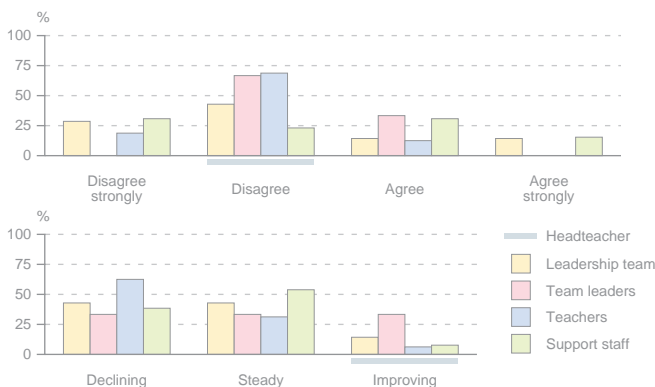
### Procedures and systems are effective



### High-quality outcomes are emphasised and achieved



### Equal opportunities are available



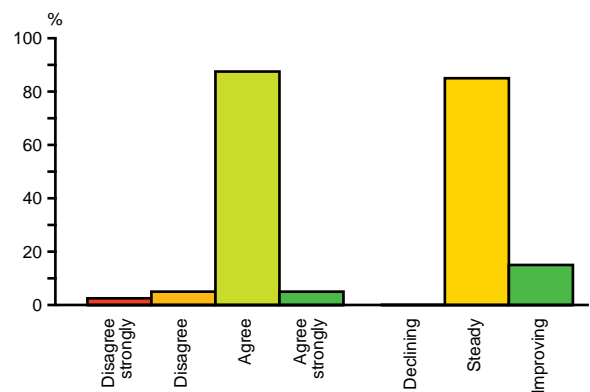
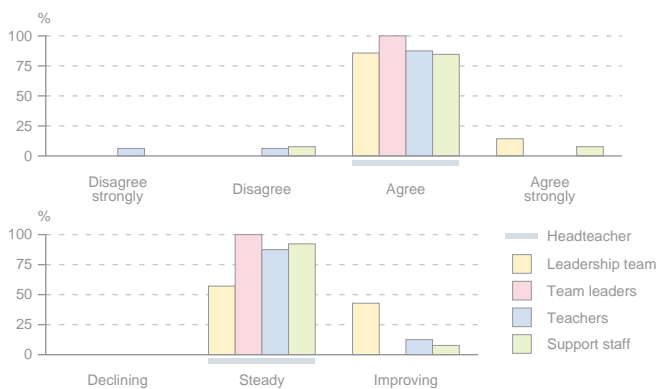


# The monitoring and evaluation of student performance

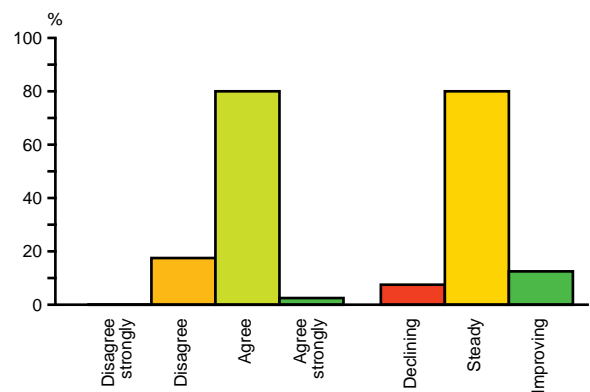
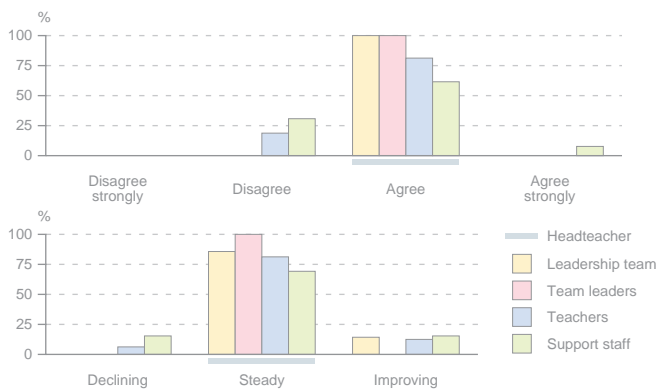
All 13 support staff responded to this characteristic.

- 92% of staff agreed that aims and objectives are clear.
- 82% of staff agreed that people are involved and motivated.
- 70% of staff agreed that procedures and systems are effective.
- 65% of staff agreed that high-quality outcomes are emphasised and achieved.
- 65% of staff agreed that equal opportunities are available.

## Aims and objectives are clear

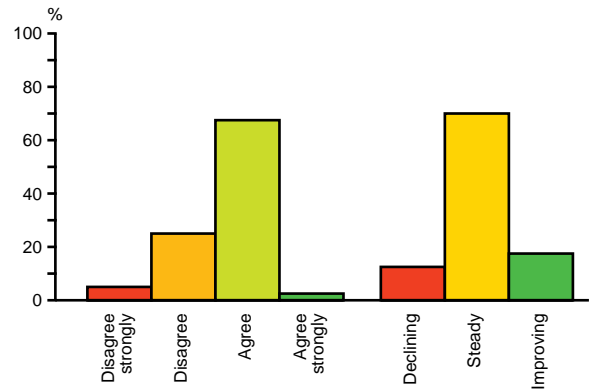
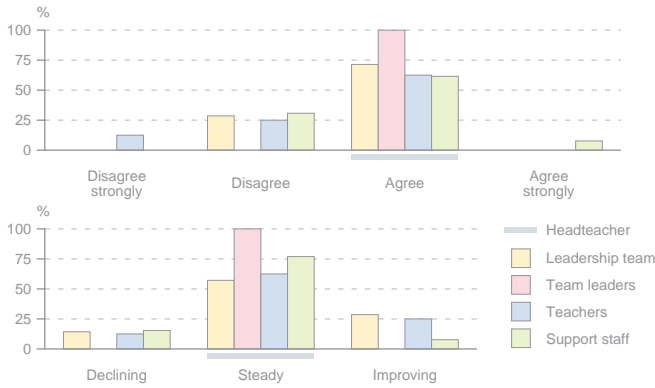


## People are involved and motivated

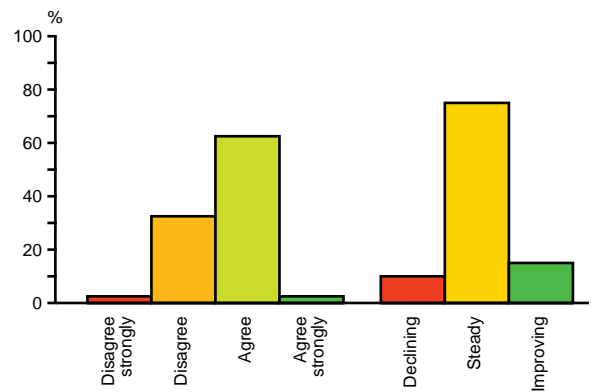
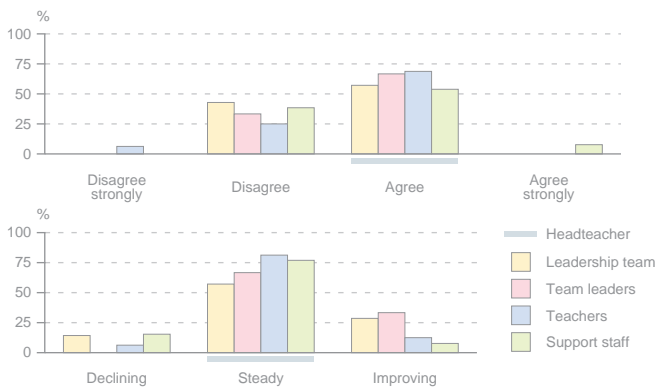




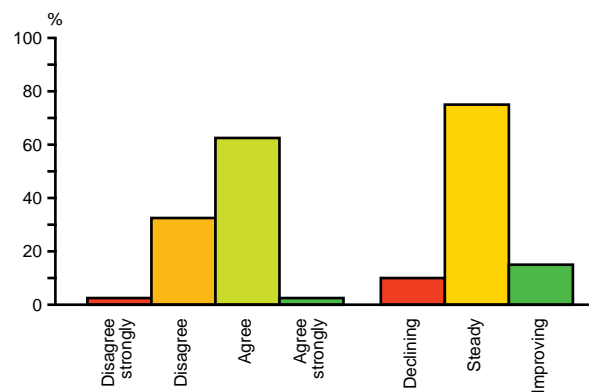
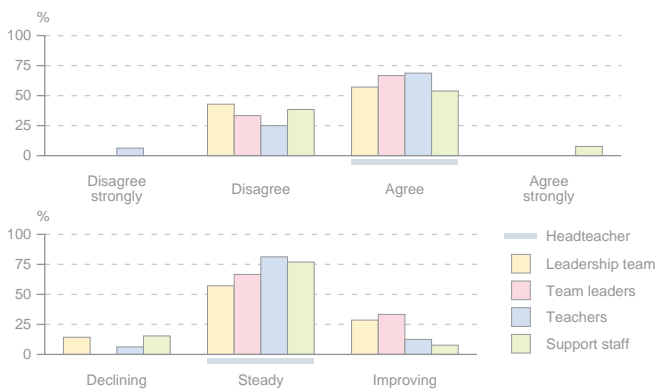
### Procedures and systems are effective



### High-quality outcomes are emphasised and achieved



### Equal opportunities are available



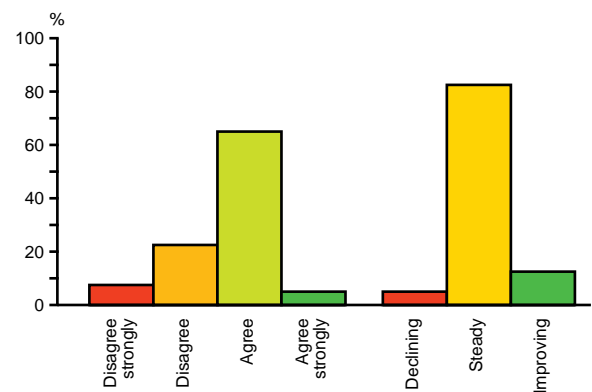
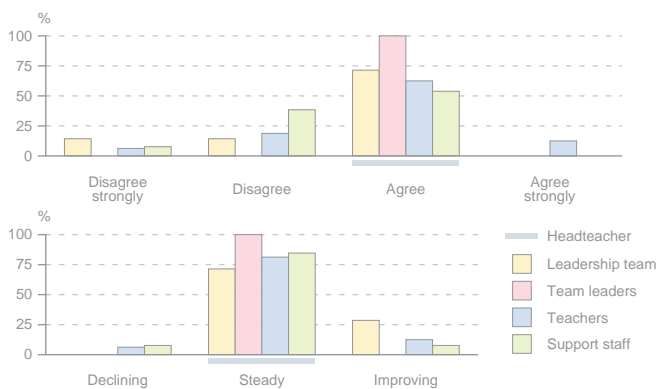


# The monitoring and evaluation of staff performance

All support staff had to respond to this characteristic.

- 70% of staff agreed that aims and objectives are clear.
- 65% of staff agreed that people are involved and motivated.
- 65% of staff agreed that procedures and systems are effective.
- 58% of staff agreed that high-quality outcomes are emphasised and achieved.
- 58% of staff agreed that equal opportunities are available.

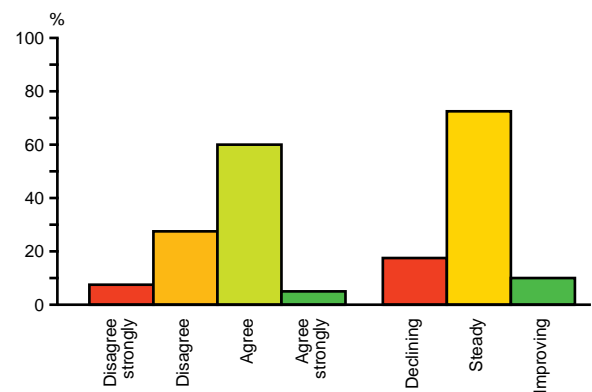
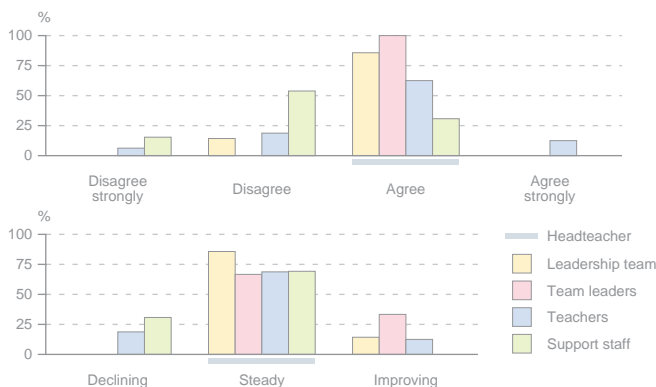
## Aims and objectives are clear



Significant disagreement between:

- team leaders and support staff.

## People are involved and motivated



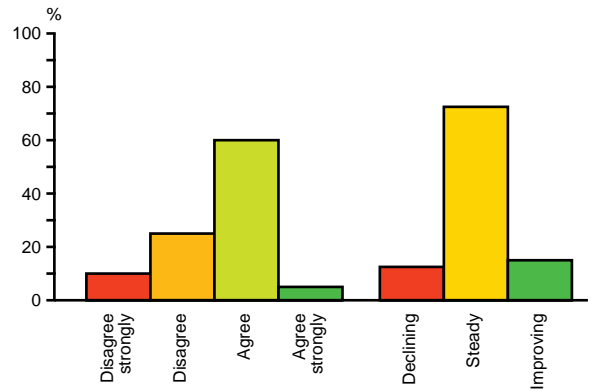
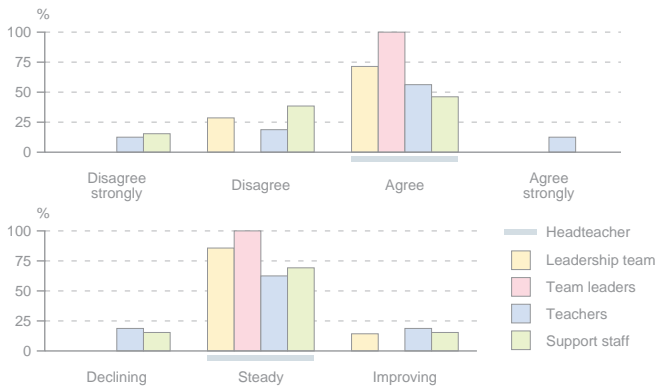
Significant disagreement between:

- headteacher and support staff.
- leadership team and support staff.
- team leaders and support staff.
- teachers and support staff.





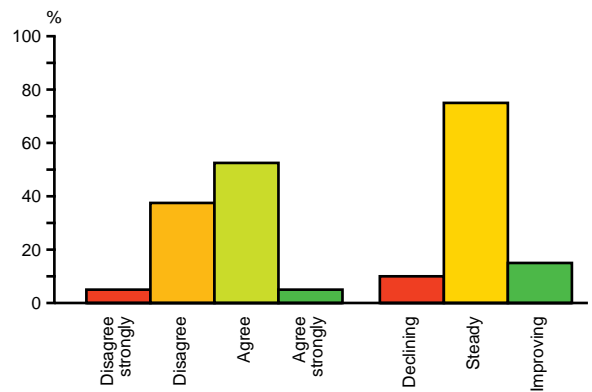
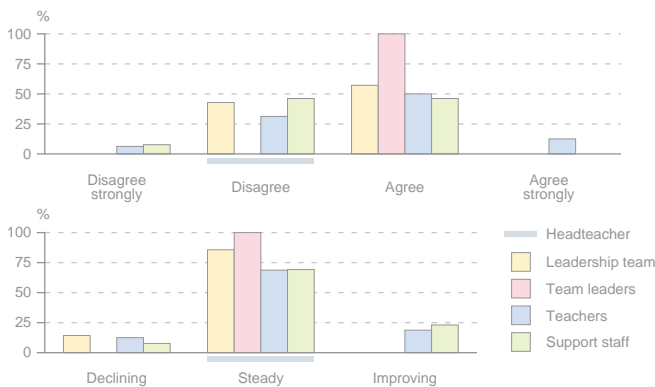
### Procedures and systems are effective



Significant disagreement between:

- team leaders and support staff.

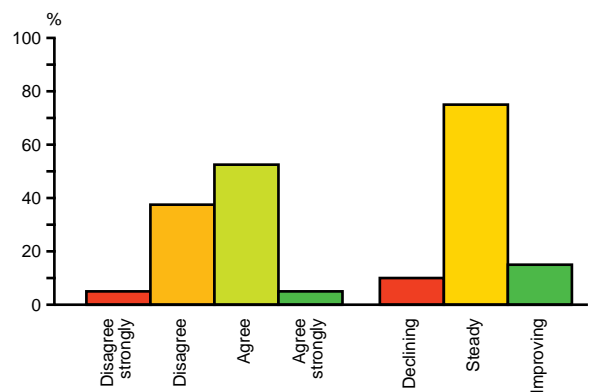
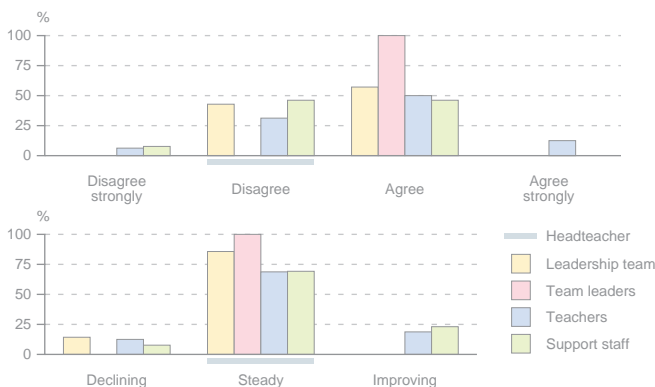
### High-quality outcomes are emphasised and achieved



Significant disagreement between:

- headteacher and team leaders.
- team leaders and support staff.

### Equal opportunities are available



Significant disagreement between:

- headteacher and team leaders.
- team leaders and support staff.

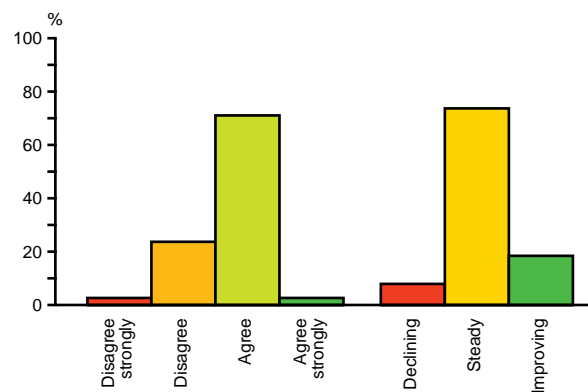
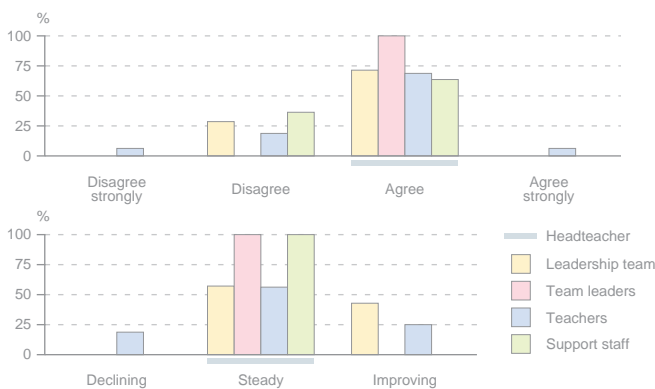


# The organisation of student care and involvement

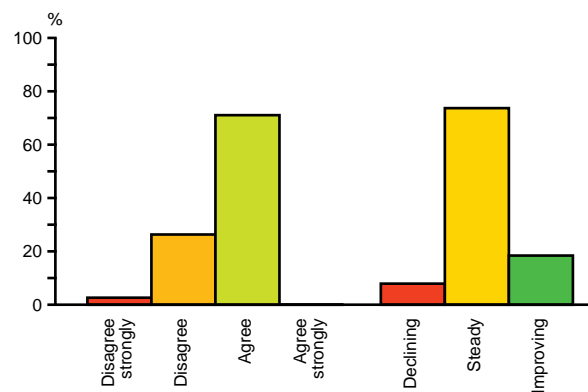
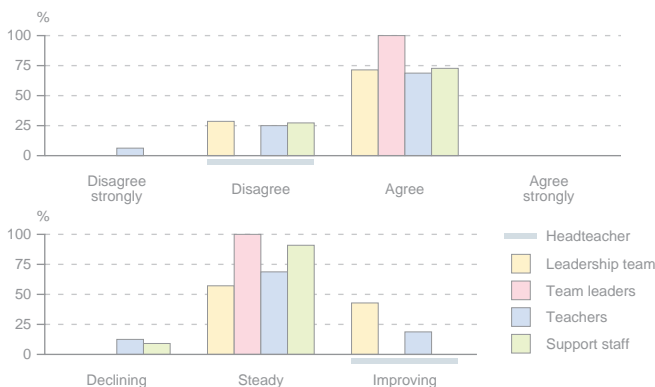
11 out of 13 support staff responded to this characteristic.

- 74% of staff agreed that aims and objectives are clear.
- 71% of staff agreed that people are involved and motivated.
- 61% of staff agreed that procedures and systems are effective.
- 61% of staff agreed that high-quality outcomes are emphasised and achieved.
- 61% of staff agreed that equal opportunities are available.

## Aims and objectives are clear



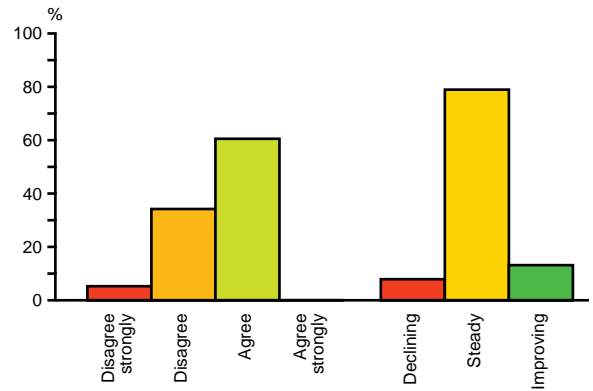
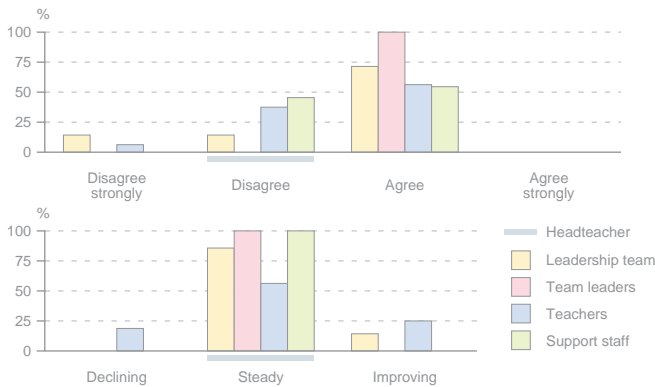
## People are involved and motivated



- Significant disagreement between:
- headteacher and team leaders.



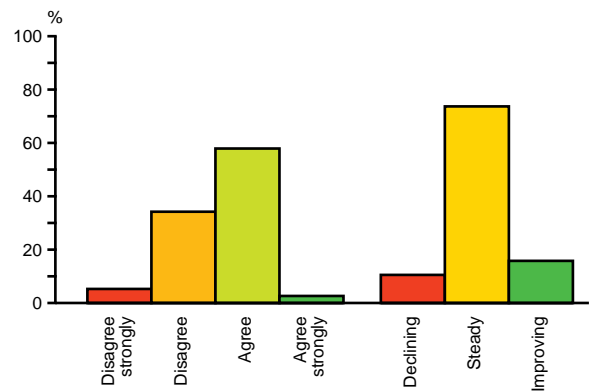
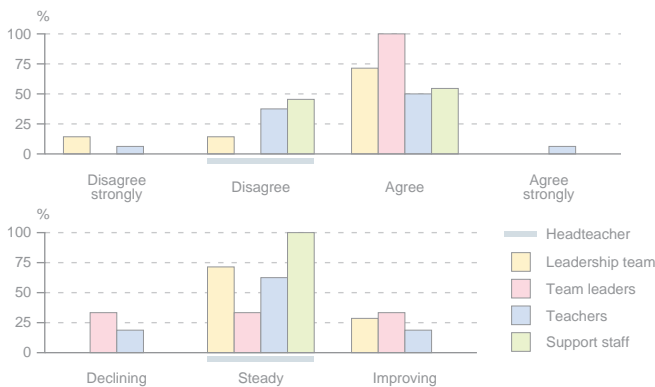
### Procedures and systems are effective



Significant disagreement between:

- headteacher and team leaders.

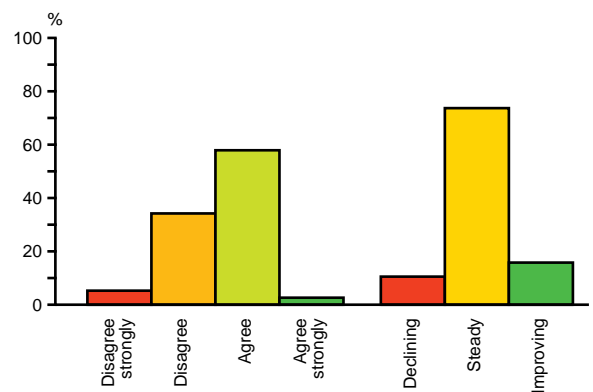
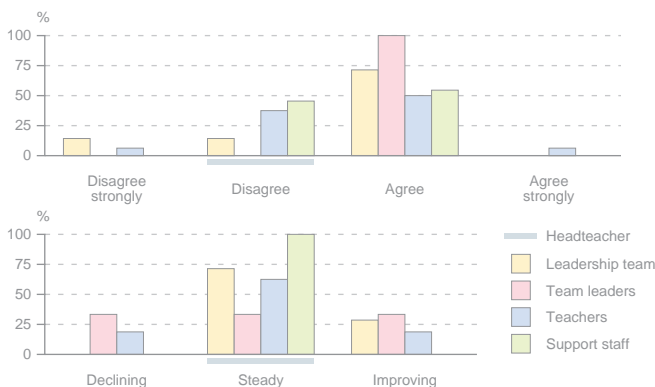
### High-quality outcomes are emphasised and achieved



Significant disagreement between:

- headteacher and team leaders.

### Equal opportunities are available



Significant disagreement between:

- headteacher and team leaders.

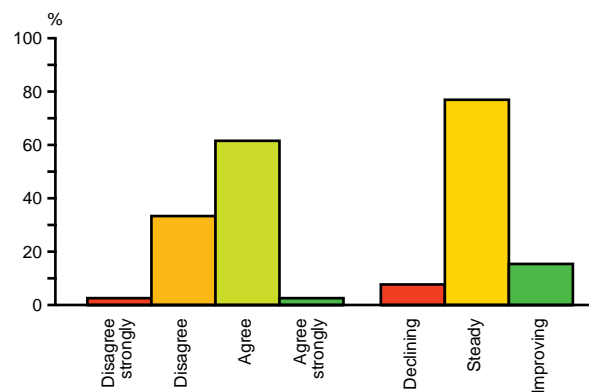
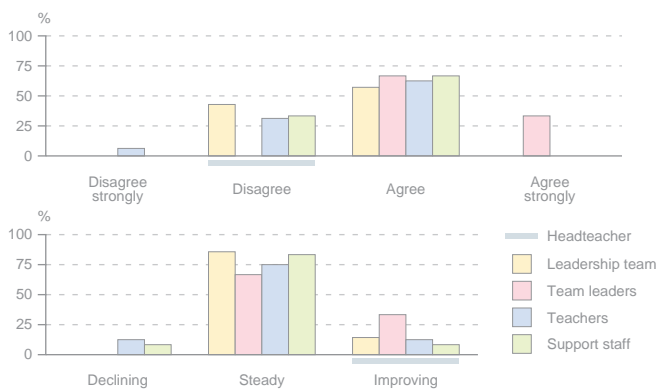


# The organisation of parental involvement and responsibility

12 out of 13 support staff responded to this characteristic.

- 64% of staff agreed that aims and objectives are clear.
- 49% of staff agreed that people are involved and motivated.
- 62% of staff agreed that procedures and systems are effective.
- 56% of staff agreed that high-quality outcomes are emphasised and achieved.
- 56% of staff agreed that equal opportunities are available.

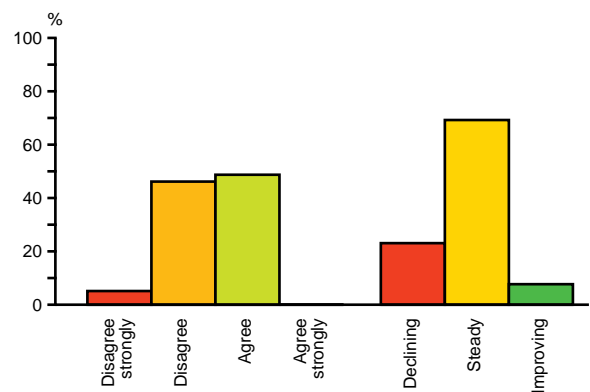
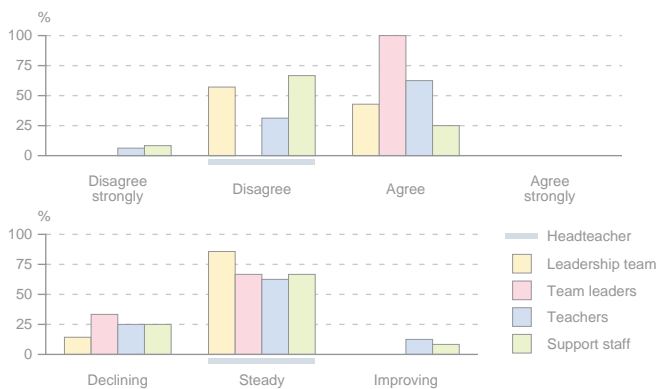
## Aims and objectives are clear



### Significant disagreement between:

- headteacher and team leaders.
- leadership team and team leaders.
- team leaders and teachers.
- team leaders and support staff.

## People are involved and motivated

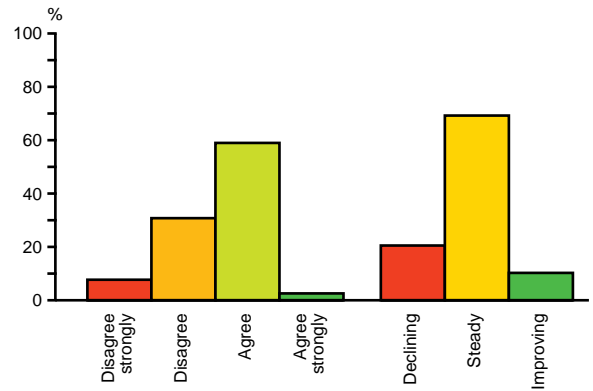
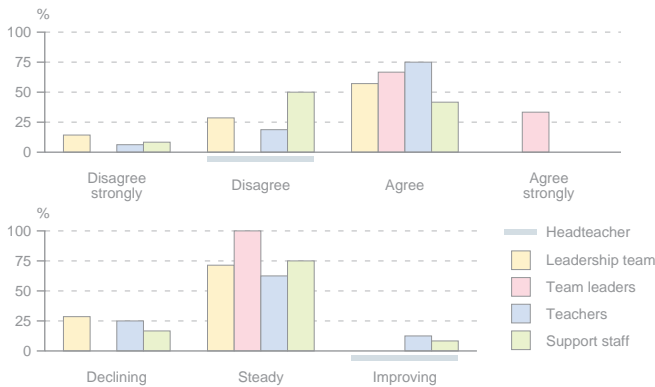


### Significant disagreement between:

- headteacher and team leaders.
- leadership team and team leaders.
- team leaders and support staff.



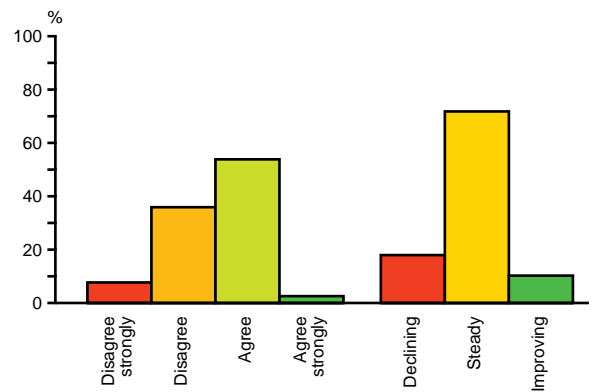
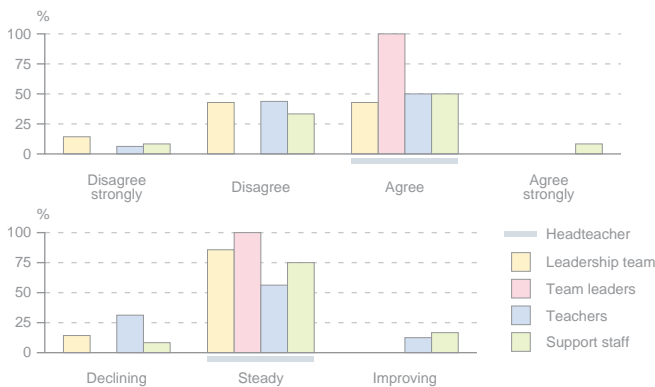
### Procedures and systems are effective



**Significant disagreement between:**

- headteacher and team leaders.
- leadership team and team leaders.
- team leaders and support staff.

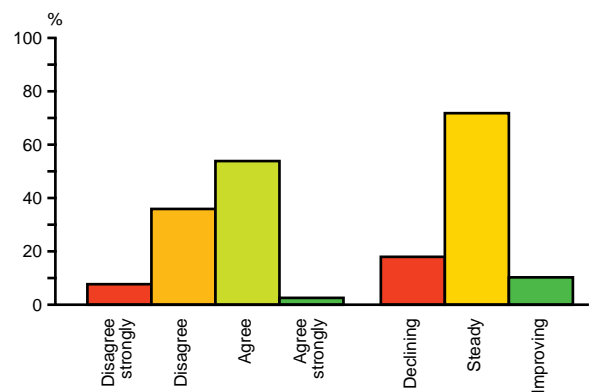
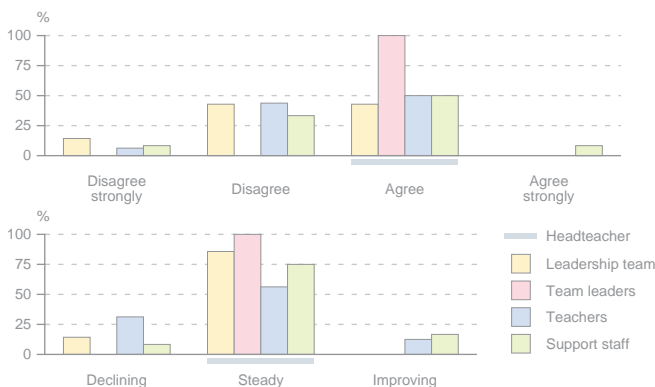
### High-quality outcomes are emphasised and achieved



**Significant disagreement between:**

- leadership team and team leaders.
- team leaders and teachers.

### Equal opportunities are available



**Significant disagreement between:**

- leadership team and team leaders.
- team leaders and teachers.

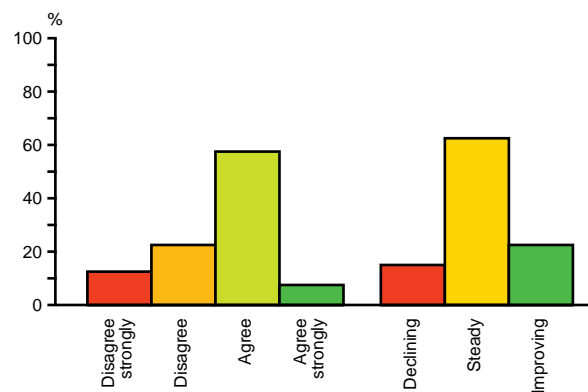
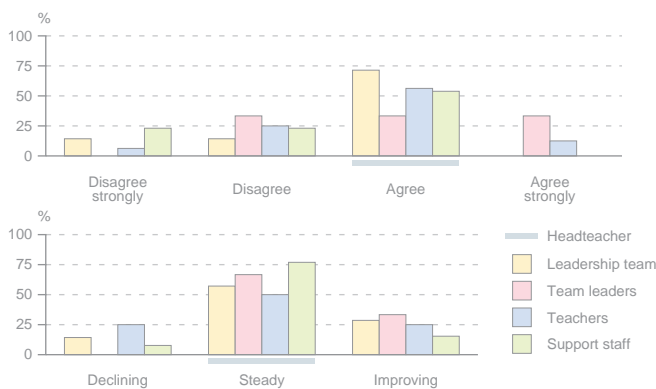


# The organisation of staff training and development

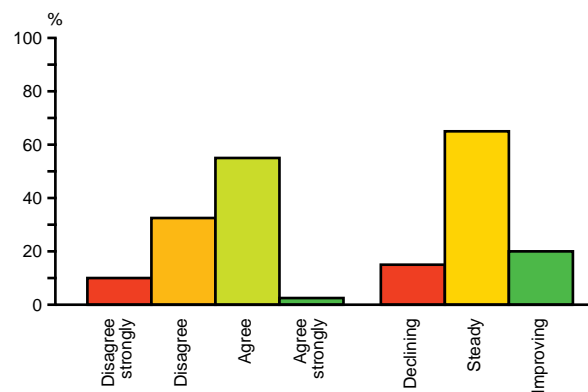
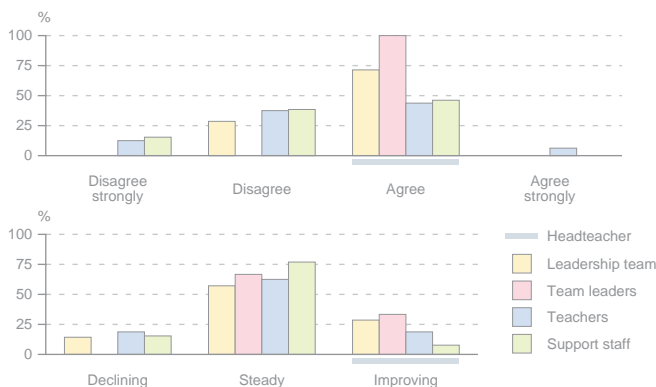
All support staff had to respond to this characteristic.

- 65% of staff agreed that aims and objectives are clear.
- 58% of staff agreed that people are involved and motivated.
- 58% of staff agreed that procedures and systems are effective.
- 60% of staff agreed that high-quality outcomes are emphasised and achieved.
- 60% of staff agreed that equal opportunities are available.

## Aims and objectives are clear



## People are involved and motivated

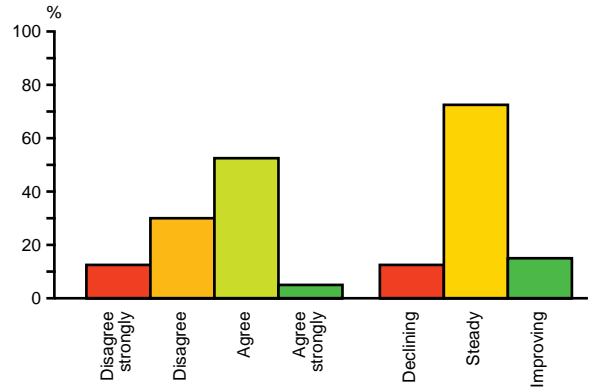
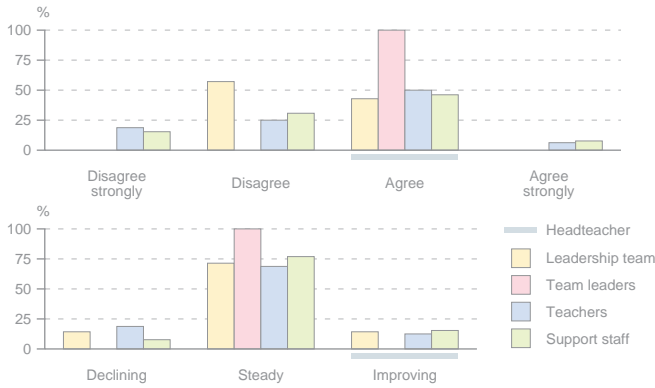


Significant disagreement between:

- team leaders and teachers.
- team leaders and support staff.



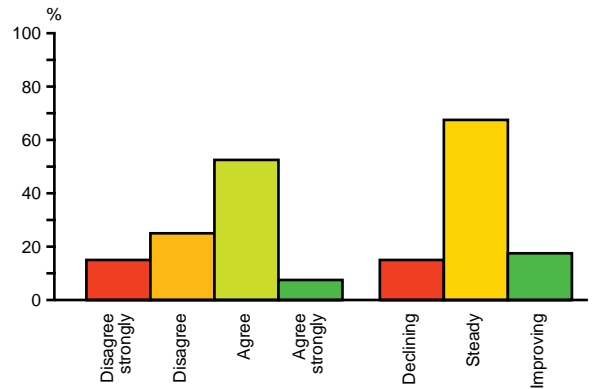
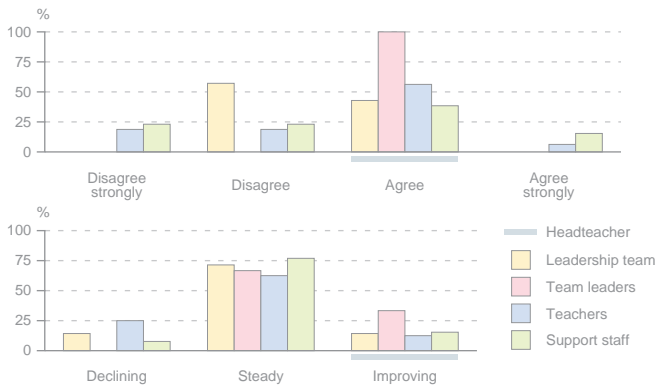
### Procedures and systems are effective



**Significant disagreement between:**

- leadership team and team leaders.
- team leaders and teachers.
- team leaders and support staff.

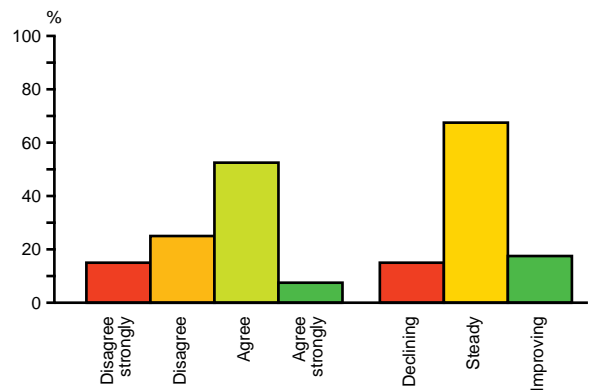
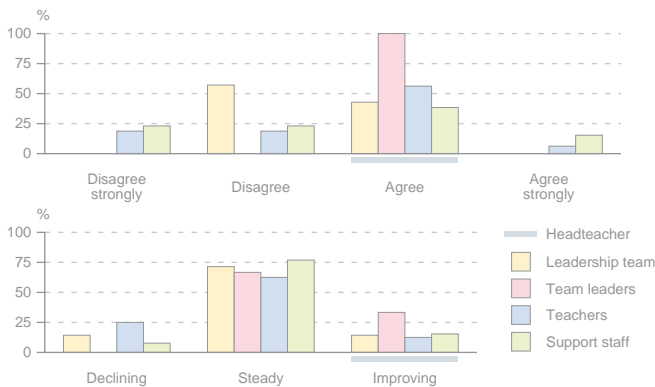
### High-quality outcomes are emphasised and achieved



**Significant disagreement between:**

- leadership team and team leaders.
- team leaders and support staff.

### Equal opportunities are available



**Significant disagreement between:**

- leadership team and team leaders.
- team leaders and support staff.

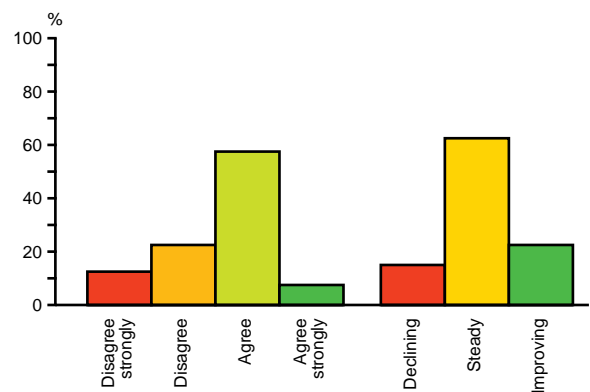
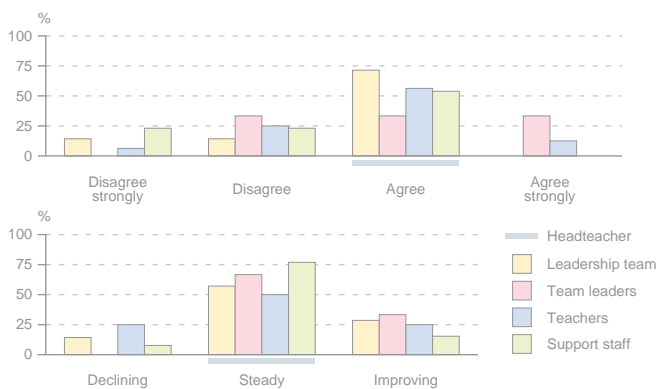


# The organisation of extra-curricular activities

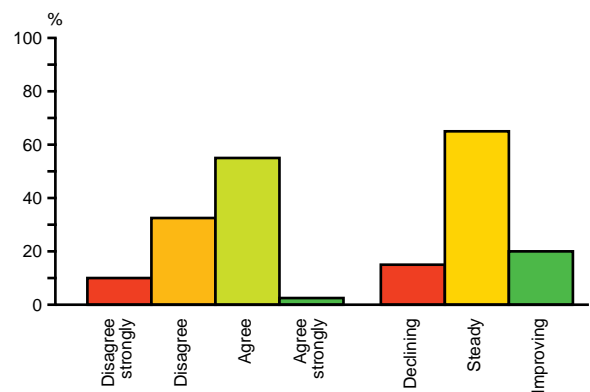
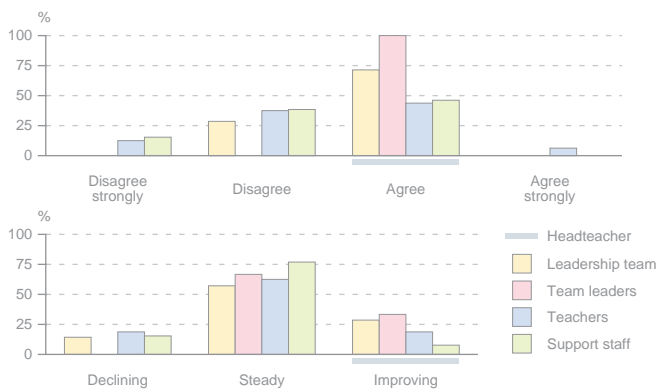
All support staff had to respond to this characteristic.

- 65% of staff agreed that aims and objectives are clear.
- 58% of staff agreed that people are involved and motivated.
- 58% of staff agreed that procedures and systems are effective.
- 60% of staff agreed that high-quality outcomes are emphasised and achieved.
- 60% of staff agreed that equal opportunities are available.

## Aims and objectives are clear



## People are involved and motivated



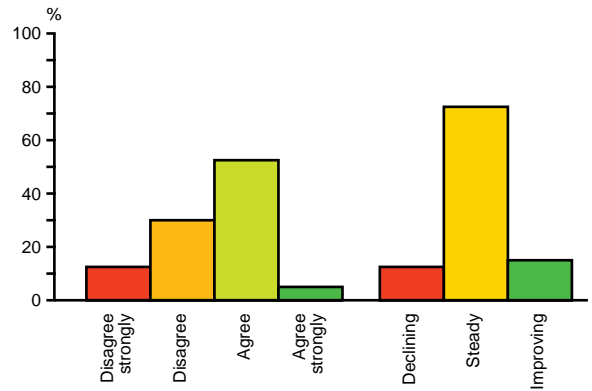
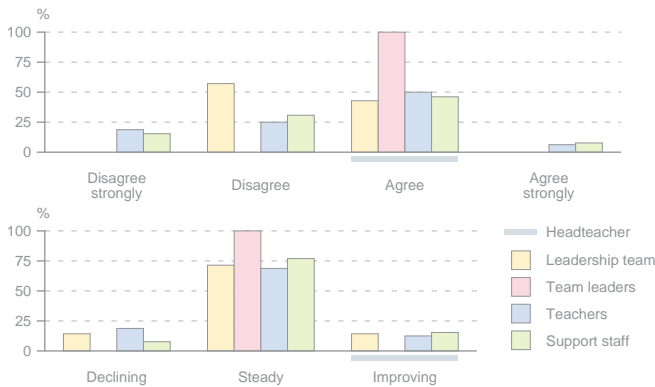
**Significant disagreement between:**

- team leaders and teachers.
- team leaders and support staff.





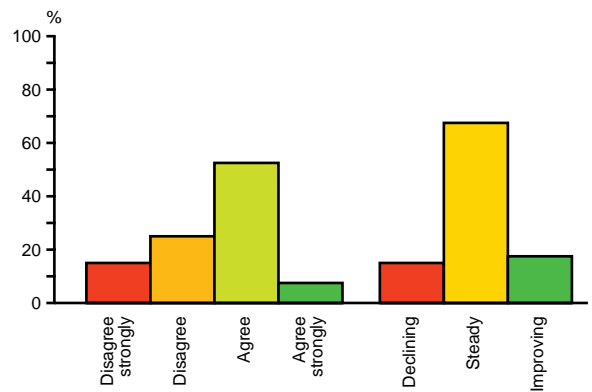
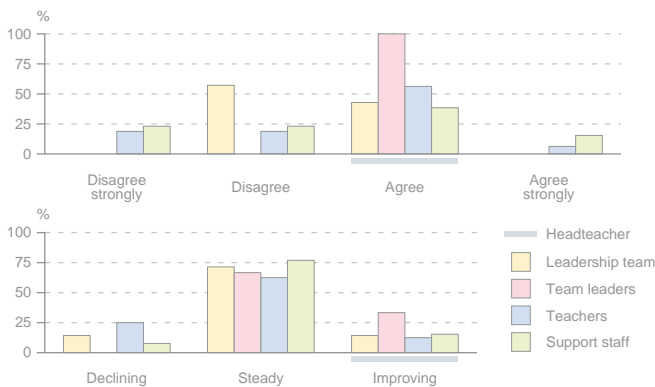
### Procedures and systems are effective



**Significant disagreement between:**

- leadership team and team leaders.
- team leaders and teachers.
- team leaders and support staff.

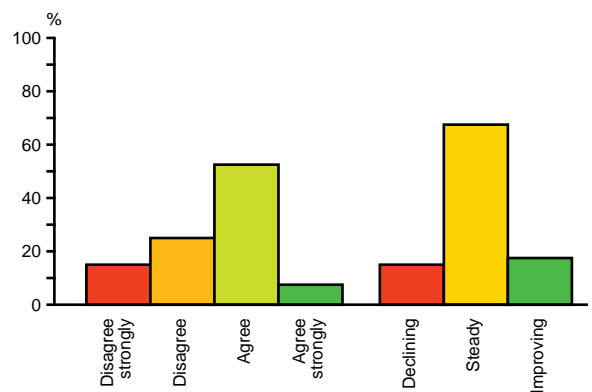
### High-quality outcomes are emphasised and achieved



**Significant disagreement between:**

- leadership team and team leaders.
- team leaders and support staff.

### Equal opportunities are available



**Significant disagreement between:**

- leadership team and team leaders.
- team leaders and support staff.



## Differences in perception

The charts below and on page 41 show the six greatest differences in perception between selected combinations of staff groups. The combinations are:

- headteacher compared to leadership team
- headteacher and leadership team compared to teachers and support staff
- team leaders and teachers compared to support staff.

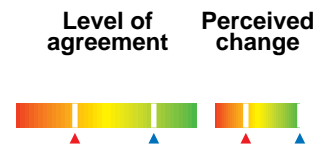
The statements are ordered by the difference in average level of agreement, and then by the difference in average perceived change. The average response of each combination of staff is shown by a red or blue triangle. The red end of the scale indicates that the staff disagreed with the statement/felt that it was declining; the green end shows that they agreed/felt that it was improving.

Where two groups are combined (eg team leaders and teachers), they are treated as a single population for the purposes of averaging, rather than combining the averages of the separate groups.

Disagreements between groups of staff are also shown with the report graphs on pages 18 to 39.

### Statements where the headteacher was in disagreement with the leadership team

Behaviour and discipline are managed so that people are involved and motivated



Student care and involvement is organised so that people are involved and motivated



Behaviour and discipline are managed so that aims and objectives are clear



Student care and involvement is organised so that high-quality outcomes are emphasised and achieved



Student care and involvement is organised so that equal opportunities are available



Student care and involvement is organised so that procedures and systems are effective

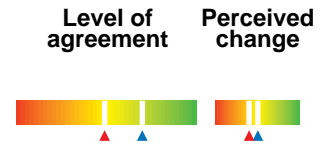


Headteacher ▲  
Leadership team ▲

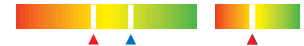


**Statements where the headteacher and leadership team were in disagreement with teachers and support staff**

The school/college is led so that people are involved and motivated



Vision and goals are communicated so that people are involved and motivated



The school/college is led so that aims and objectives are clear



Vision and goals are communicated so that aims and objectives are clear



Learning and teaching are organised so that people are involved and motivated



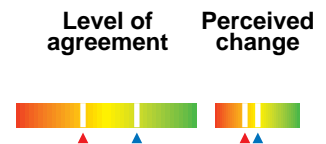
Staff performance is monitored and evaluated so that people are involved and motivated



Headteacher and leadership team ▲  
Teachers and support staff ▲

**Statements where the team leaders and teachers were in disagreement with support staff**

Staff performance is monitored and evaluated so that people are involved and motivated



Parent involvement and responsibility are organised so that people are involved and motivated



Parent involvement and responsibility are organised so that procedures and systems are effective



Staff performance is monitored and evaluated so that procedures and systems are effective



Staff performance is monitored and evaluated so that aims and objectives are clear



Staff training and development are organised so that aims and objectives are clear



Team leaders and teachers ▲  
Support staff ▲