

Performance Management School's Self Assessment Form

		Developing	Exemplary
School Culture			
Management and acceptance of change/continuous improvement	Change is challenging to us. We do not cope with change very well. We have limited experience of using a 'school team' approach to address change or of using remodelling tools	We cope quite well with change. We have experience of using a 'school team' approach successfully in the past to address change, and are familiar with remodelling tools	We cope well with change and see it as an opportunity to improve. We have a school team that works on change initiatives and it is now embedded as a way of working within the school
Open, professional dialogue throughout the school	We believe our staff communicate well with each other on a professional level.	Our staff communicate and support each other as professionals, through open, honest dialogue.	Discussions between staff, both formal and informal, take place in a professional manner where diverse views are respected and feedback is encouraged. There is an atmosphere of openness and trust between colleagues.
Working framework for internal communications	We communicate regularly with our staff and respond to feedback received	We have an established two-way communication process for our staff. We welcome feedback and regularly review the feedback we receive. We try to respond promptly	Two-way information flows and consultation arrangements are embedded. Staff are encouraged to give feedback at all times and there are arrangements in place to respond promptly.
Shared ownership and involvement	We like to involve our staff in discussions about anything that is likely to affect them.	We have ongoing structures in place for consultation, training and communication on matters affecting our staff.	Our staff are involved in discussions on all matters affecting them in addition to matters affecting the whole school. Through this involvement they feel a real sense of ownership towards the school's plans and targets.
Entry			
Input into, and ownership of, the School Improvement Plan	All our staff know about the school improvement plan and how it is produced. A number of senior leaders are involved in the development of the plan.	We encourage our staff to input into the production of the School Improvement Plan.	Through a culture of shared ownership we give all staff the opportunity to contribute to the development of the school improvement plan. The Plan is at the centre of school life.
The link between performance management and school improvement	We communicate the link whenever we can	The link between Performance Management objectives and the School Improvement Plan is demonstrable.	The link between Performance Management objectives and the School Improvement Plan is demonstrable. Classroom observation takes account not only of personal development needs but also priorities in the School Improvement Plan
How people feel about their Performance Management	It is not seen as a positive experience by everyone.	We believe that Performance Management is a positive, developmental	From evidence gathered, we know that Performance Management is a positive

		experience for all our teachers	experience for our teachers as it is seen to support their professional development in addition to improving pupil progress
Equal Opportunities	We are considering the equal opportunities implications of the revised Performance Management arrangements.	We have considered the equal opportunities implications of the revised Performance Management arrangements and have incorporated these into our Performance Management policy	We have considered the equal opportunities implications of the revised Performance Management arrangements and have incorporated these into our Performance Management policy. EO is part of our monitoring arrangements.
Involvement of Governors and School Improvement Partner or external advisor	We seek to involve the Governors and the SIP in all necessary aspects of school life.	We believe we have an excellent relationship with the Governors and the SIP. We do all we can to proactively involve them in all relevant areas and they are keen to work closely with us.	Our Governors and SIP are excellent, we consider them to be a key part of the school 'team' and we work to involve them wherever possible in life at the school.
Reflective culture	We have limited opportunities to reflect on practice due	We believe discussions take place regularly on what has worked well or not so well	We make time to reflect on what has worked well in the school on an ongoing basis
Performance Management Processes			
School policies and protocols	Review of existing policies is underway in the light of the revised regulations	All related policies reviewed, revised and consulted on	All related policies reviewed, revised and consulted on. Arrangements are in place to regularly review their operation.
Review of current PM practice	A review is underway.	A review has been completed. We have yet to decide how to use and disseminate the findings to staff. .	We have reviewed our current practice with our teachers, taken account of their feedback, and used the review as a basis for the revised policy documents.
Staffing structure	Review of staffing structure underway to ensure it supports the new arrangements	We have concluded our review of the staffing structure and are confident that it will support the new arrangements	We have concluded our review of the staffing structure and have tested it against the requirements of the new arrangements
On going professional dialogue between reviewer and reviewee	Our reviewers and reviewees tend to just to hold the formal meetings according to the regulations.	We are working towards making this ongoing professional dialogue an integral part of school life	Ongoing professional dialogue is an integral part of school life and that is reflected in the relationship between our reviewers and reviewees.
Understanding of roles and responsibilities, timescales and processes.	We have put on training for reviewers and reviewees to outline all elements of the new arrangements.	We believe everyone impacted understands the new arrangements and their responsibilities..	Through training and follow-up actions, we know that everyone impacted understands the new arrangements and their responsibilities..
Writing robust objectives	Training in writing good SMART objectives is underway.	Training in writing good SMART objectives has taken place for all reviewers.	Training in writing good SMART objectives has taken place for all reviewers and reviewees. Staff have worked together to understand how to write objectives linked to the school improvement plan.

What is a performance criteria?	Reviewers/ees are working towards constructing performance criteria which describe what the achievement of objectives would look like	We believe most reviewers/ees are confident in agreeing and setting performance criteria which describe what the achievement of objectives would look like	Evidence shows that all our reviewers/ees are confident in agreeing and setting performance criteria which describe what the achievement of objectives would look like
Priorities in the School Improvement Plan	We have taken steps to ensure all teachers are introduced to the priorities in the School Improvement Plan and identified how they might apply to them	We communicate what the priorities in the School Improvement Plan are and how they impact on teachers' personal objectives	We communicate what the priorities in the School Improvement Plan are and how they impact the teachers' personal objectives. Every reviewee understands their contribution to the School Improvement process.
CPD priorities to support the School Improvement Plan	We have considered what our school's CPD priorities are in order to support the delivery of the school improvement plan	We know what our CPD priorities are in relation to the School Improvement Plan. We are sourcing relevant learning solutions to match our needs.	Training solutions aligned to School Improvement Plan and staff needs
Identification of individual development needs and solutions	Reviewers and reviewees understand how to identify CPD needs	Reviewers and reviewees are familiar with the spectrum of CPD opportunities within the school and can match learning needs with training solutions.	Reviewers and reviewees are familiar with the spectrum of CPD opportunities in school and can match learning needs with training solutions. Methods for monitoring the impact of CPD are in place and used.
Up to date, comprehensive, job descriptions	An audit is being carried to see if everyone has an up-to-date job description	All teachers have up-to-date, comprehensive job descriptions	All teachers have up-to-date, comprehensive job descriptions and we review them all on an annual basis.
Understanding and use of the professional standards	The professional standards are available to every teacher and their use has been incorporated into performance management briefings taken place in school	We believe reviewers are confident to work with reviewees in determining appropriate objectives against the backdrop of the standards	We know that all teachers use the standards as a backdrop to their Performance Management discussions. We support and acknowledge the use of professional standards to map our teachers' professional development
Making the most of classroom observations (1) [Multi-Purpose Observations]	We have produced a classroom observation policy which identifies our intention to use observations for multiple purposes where possible.	We have identified foci of observations for school self-evaluation and school improvement purposes and want these to be aligned with timetabled individuals' performance management observations	We have identified foci of observations for school self-evaluation and school improvement purposes and these will be aligned with timetabled individuals' performance management observations
Making the most of classroom observations (2) [Observing and Assessing Performance]	Most observers are capable of observing, assessing performance, and giving verbal and written feedback. Training has been offered to less confident staff.	All observers are capable of observing, assessing performance, and giving feedback.	All observers are capable of observing, assessing performance, and giving feedback. Our teachers are very willing to be observed in this way to improve their professional practice.
Making the most of classroom observations (3) [Classroom Observation Protocol]	We are drawing up and will consult on our classroom observation protocol	We have drawn up and are consulting on our classroom observation protocol.	We have drawn up our classroom observation protocol following consultation. Our teachers see it as a positive framework for improving their

			teaching practice.
Leadership for Performance Management	Head teacher and senior leadership team have publicised systems for implementing the revised arrangements	Head teacher and senior leadership team provide leadership for implementation of Performance Management and are available to give whatever support they can	Head teacher and senior leadership team provide leadership for implementation of Performance Management and are available to give whatever support they can. Adequate time and resources are provided
Reviewees' voluntary self-review	Staff are encouraged to think about what they are good at and evidence this.	We believe most staff prepare in advance for their planning and review meetings and make a positive contribution.	All our staff prepare in advance for their planning and review meetings and make a positive contribution. A template has been produced to assist self-review for staff who want this
People			
Identifying training needs to ensure the implementation of effective PM practice	Training needs are documented on the annex to the Planning and Review Statement and passed to the CPD coordinator	We consider the CPD requirements for the school as part of our School Improvement process, and these are then fed into the Performance Management process	We consider the CPD requirements for the school as part of our School Improvement process, and these are then fed into the Performance Management process. All our reviewers and reviewees understand how to identify any training needs resulting from objectives set.
Understanding of regulatory requirements	We have carried out briefings for our teachers on the revised regulations and RIG Guidance	We are confident that our briefings on the revised regulations and RIG Guidance have been understood by all teachers	We know that we have briefed all teachers on their roles and responsibilities under the new arrangements and they all understand how they will be impacted from September 2007 onwards
Appointment of reviewers	We have started to identify and appoint our reviewers.	We have identified and started to appoint our reviewers, and given consideration to their training needs.	We have identified and appointed our reviewers, and have a training plan for each so as to ensure they can carry out their roles effectively
Governors training	We have provided the school Performance Management briefing materials to our Governors and encouraged them to attend the Governor training provided by the LA	We have met with the Governing Body and given them the school Performance Management briefing materials. They are to attend the Governor training provided by the LA	We have met with the Governing Body and taken them through the school Performance Management briefing materials. They have also attended the Governor training provided by the LA.
Recording of evidence for review meeting	We have briefed all our reviewers on how evidence should be gathered and used under the revised regulations.	All our teachers know how evidence should be gathered and used.	All our teachers know how evidence should be gathered and used. They see the link between this and the performance criteria set at the outset and base their on-going dialogue around this.
Impact/Effectiveness/Sustainability			
How teachers feel about, and perceive the process	We listen to what people tell us and process any appeals we receive.	We seek feedback from our teachers at the end of each cycle to gauge their reaction.	We consult all our teachers at the end of each cycle on whether the new arrangements are meeting their

			expectations as a positive, developmental experience.
Head teacher's annual report	The annual report outlines how the process is working and summarise the training needs of the teachers	The annual report reflects the quality of the process as measured by achievement of the anticipated benefits.	The annual report reflects the quality of the process as measured by achievement of the anticipated benefits and the outcome of teacher consultation.
Work/life balance	We listen to what people tell us about work life balance issues and respond as appropriate.	We seek feedback from our teachers at the end of each cycle and know that we have successfully maintained satisfactory work/life balance through the implementation of these arrangements	We consult all our teachers at the end of each cycle on whether the new arrangements have brought about any work life balance issues for them. All our staff know that we give this high regard and there are good school processes in place for raising and dealing with concerns.
Evaluation of training and development on practice, standards, and children's educational experience	Our CPD coordinator reviews our training and development needs and impact on an annual basis	We carry out regular reviews of our training and development activity and always try to link activity to outcomes.	The effectiveness of our training and development activity is a key element of the way we review and report the achievement of our school improvement targets.
Quality assurance processes	We are confident that necessary procedures are in place to meet the regulatory requirements.	We have taken action to ensure that all necessary procedures are in place to deliver the expected outcomes.	We are confident that necessary procedures are in place to assure the existence and effectiveness of procedures that attempt to make sure - in advance - that the expected outcomes will be achieved
Ownership of outcomes to improve the operation and effectiveness of performance management in the school	We are implementing everything in the revised arrangements in order to achieve the anticipated benefits	We are setting some benchmarks at school level against which we will assess the operation of our performance management policy covering processes, people and outcomes and impact	We have set ourselves benchmarks at school level against which we will assess the operation of our performance management policy covering processes, people and outcomes and impact. We have appointed named people to lead on collating evidence and reporting on their designated benchmark areas.
Review and assess the quality of learning in the classroom	We believe that the new Performance Management arrangements are improving the quality of learning in the classroom.	There is evidence to suggest that the revised Performance Management arrangements are having a positive impact on the quality of learning in the classroom	All the evidence we have gathered indicates that the emphasis on personal development within our Performance Management arrangements is having a positive impact on the quality of learning in the classroom