

## Executive Summary

Title of the Work	MA Education (School Based Route) Module PDT 4170: Developing Professional Practice	
Author	Karen Millar	Date of Completion: May 2010
Institutional Contextual Details E.g. Phase (Optional)	Secondary – High School	
Major Needs Identified	<ul style="list-style-type: none"> <li>• Raise standards and achievement for all students at end of KS4</li> <li>• Develop the effectiveness of middle leaders to lead learning and teaching</li> <li>• Develop effective self-evaluation that is consistent and leads to improved provision and outcomes</li> </ul>	
Methods used to collect data.	<ul style="list-style-type: none"> <li>• Audit of existing practice</li> <li>• Focus Group</li> <li>• Pilot Project</li> <li>• Calendar of planned self-evaluation activities, with analysis of effectiveness of actions (including two whole school reviews)</li> <li>• Interviews with middle leaders</li> <li>• Questionnaires</li> <li>• Sampling of middle leaders' self-evaluation pro-formas - MERs</li> </ul>	
Summary of Major Findings (Or recommendations to others)	<ul style="list-style-type: none"> <li>• Distributed leadership has been successful overall – middle leaders have embraced many self-evaluation activities and these have led to improvements in their capacity to lead learning and teaching</li> <li>• Clear robust systems are required to underpin a consistent approach, with timetables for completion being helpful</li> <li>• Support and coaching by line managers and colleagues is invaluable</li> <li>• The most effective self-evaluation activities by middle leaders appear to be: the monitoring, evaluation and review of regular assessment data according to identified criteria, such as groups, gender, EAL, SEN etc; frequent student voice activities which ask searching questions about learning and teaching; and regular rigorous work scrutiny to interrogate the impact of effective formative assessment</li> <li>• Disseminating information and involving all</li> </ul>	

	<p>members of a team is crucial to embedding self-evaluation practice as a meaningful activity, rather than an exercise to be completed</p> <ul style="list-style-type: none"> <li>• Sharing the findings appears to be important in securing 'buy-in' and celebrating success as well as identifying areas for improvement</li> <li>• The involvement of all middle leaders and particularly Heads of Year is vital.</li> </ul>
<p><b>Impact of the Project</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Practice</li> <li>• Student learning Experience</li> <li>• Student Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Middle leaders increased their knowledge and understanding of what constitutes effective self-evaluation practice and are rapidly gaining the skills to be effective leaders of learning</li> <li>• All teachers increased their knowledge, skill and understanding of raising attainment and achievement and their use of context sheets, introduced as part of this project, demonstrates that they are planning to meet the needs of all students in a more targeted way</li> <li>• Self-evaluation is already embedded into school practices and will continue to develop</li> <li>• I increased my knowledge of change management and use of different leadership styles</li> <li>• I was able to coordinate and write an effective school SEF, validated by an Ofsted inspection in April 2010, which rated the leadership and management at all levels as Outstanding and the school overall as Outstanding</li> <li>• Students have been involved in the self-evaluation activities, particularly in student voice, and their learning experience has been enhanced by more effective formative assessment and personalised learning activities, evidenced in the two Whole School Reviews. The MERs in the Appendices section gives evidence of improved outcomes</li> <li>• Students have been kept informed at all times, via assemblies and lessons of this project and its outcomes</li> </ul>
<p>Contact E mail or address (Optional)</p>	