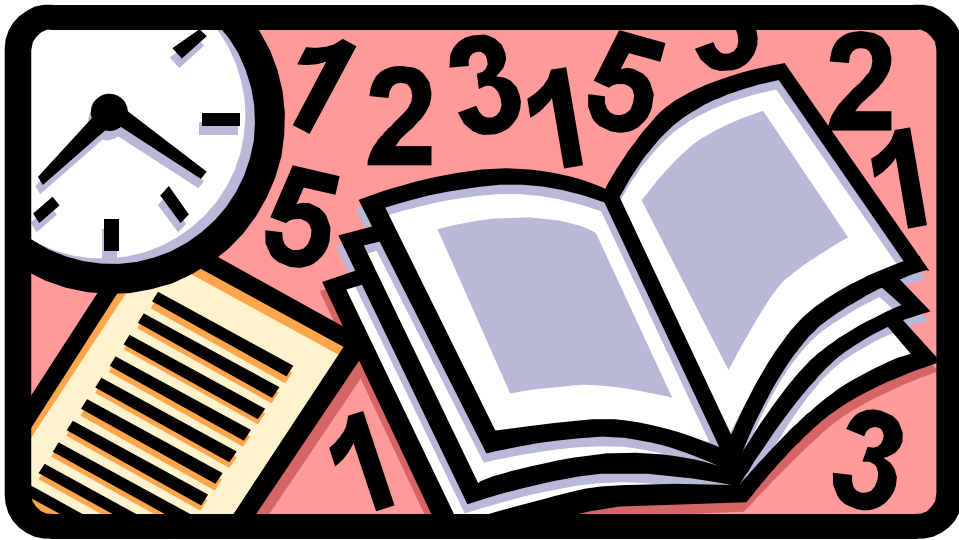


Neath Port Talbot EDS

Self-Evaluation



Subject Profiles for Primary Schools

Self-Evaluation

Self-evaluation is a central element of any school's improvement programme. Furthermore, Estyn's new Common Inspection Framework will place increasing emphasis on self-evaluation and, from September 2004, schools' self-evaluation reports will become the starting point for inspections.

Self-evaluation allows teachers, subject areas and senior management teams to; -

- ensure consistency of teaching and learning;
- identify strengths and weaknesses;
- develop targets and action points to address weaknesses;
- determine appropriate professional development for staff;
- provide relevant evidence for performance management;
- fulfil the requirements of the external inspection process.

Some schools have developed very effective whole-school evaluation procedures in recent years and this is reflected within enhanced and detailed School Development Plans. In addition, some schools have effective lesson monitoring / observation procedures involving senior staff (and subject co-ordinators). However, these observation programmes tend to focus on quality of teaching rather than standards within subjects. This is unsurprising given that subject specialist experience may not be present within the monitoring team. In addition, although considerable emphasis has been given to lesson observation in training programmes e.g. for Performance Management, it has mainly focused on quality of teaching rather than subject standards. EDS believe it would be beneficial to school development if subject co-ordinators, senior managers, headteachers focused on subject standards within their self-evaluation procedures.

As a consequence of the above situation, EDS has developed a series of **self-evaluation subject profiles** which more easily allow primary staff to determine standards across the curriculum. The profiles are based on Estyn criteria and so schools can be confident that they are using the same approach and standards as external inspectors.

The profiles are not intended to replace established lesson observation programmes but to run parallel with them e.g. lessons observed as part of the school's Performance Management procedures might contribute to judgements on the quality of teaching in subjects.

The profiles have a relatively simplistic design compared to many other self-evaluation models which often appear over-complex / over-detailed to be used effectively and are very time demanding.

Using the Subject Profiles

There are **4 basic Subject Profiles**. They are: -

- 1. Subject Standards**
- 2. Teaching Effectiveness**
- 3. Key Skill Development**
- 4. Assessment, Recording & Reporting**

There is an additional profile for core subject evaluation only on **Use of Data**

Also, there is an optional profile for Physical Education on **Extra-curricular Activities**

There are simple subject descriptors within the profiles are graded from 'weak' to 'excellent'.

The profiles can be used by the subject co-ordinator / SMT in order to determine strengths and weaknesses within that subject area – effectively carrying out a **subject audit**.

Not all the points in every subject profile need be addressed – some may not be applicable in every school – simply try to address as many of the criteria as possible

Preferably, all **subject co-ordinators should participate in this process**. In this way, specific areas of weakness can be determined and expenditure of time and effort directed towards improving them rather than being spent within already strong areas. Specific **development / action points** may be identified and included in the co-ordinator's **development plan for the subject**. The most important of these points might then be included in the **School Development Plan**.

The Profiles do not include detailed development points that might be necessary to **address identified weaknesses**. EDS believe that **school staff are best placed to deal with detailed plans and requirements at this level**. However, EDS will be pleased offer advice and support if required.

Overall, the Subject Profiles are an attempt to help and simplify the self-evaluation procedures being developed within schools. They essentially address the need to determine subject standards alongside the evaluation of teaching within lesson monitoring / observation programmes. They will form a part of a school's wider ranging self-evaluation processes that will include whole school areas e.g. SEN provision; Spiritual, Moral, Social & Cultural; Staffing, Resources & Accommodation aspects. We hope that they prove of use to teachers, subject co-ordinators and senior management teams.

Neath Port Talbot EDS

Self-Evaluation Subject Profiles

Index

- 1. Art**
- 2. Design & Technology**
- 3. Geography**
- 4. History**
- 5. Information Technology**
- 6. Language (English & Welsh)**
- 7. Mathematics**
- 8. Music**
- 9. Physical Education**
- 10. Religious Education**
- 11. Science**
- 12. Welsh (2nd Language)**