

# An evaluation of performance management arrangements in schools and the contribution of the arrangements to raising standards



Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales



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<b>Contents</b>	<b>Page</b>
<b>Introduction</b>	<b>1</b>
Background	1
<b>Main findings</b>	<b>3</b>
<b>Recommendations</b>	<b>7</b>
<b>The implementation of performance management arrangements in schools</b>	<b>8</b>
Performance management policies	9
Performance management and school improvement planning	11
<b>The performance management cycle</b>	<b>13</b>
The planning process	13
Performance management objectives	14
Setting performance management objectives for teachers	14
Setting performance management objectives for headteachers	16
Monitoring teachers' performance	18
Monitoring headteachers' performance	20
Reviewing teachers' and headteachers' performance	20
<b>The monitoring and evaluation of performance management arrangements</b>	<b>23</b>
<b>The contribution of performance management to raising standards</b>	<b>24</b>
<b>Improving the process of performance management in schools</b>	<b>28</b>
<b>Appendix 1: The performance management cycle</b>	<b>29</b>
<b>Appendix 2: The requirements for setting performance Management objectives</b>	<b>30</b>
<b>Appendix 3: Governors appointed to review the performance of the headteacher</b>	<b>31</b>
<b>Appendix 4: The external adviser</b>	<b>32</b>
<b>Glossary</b>	<b>33</b>

## Introduction

- 1 The Welsh Assembly Government asked Estyn to evaluate the implementation of performance management arrangements in maintained primary, secondary and special schools and the contribution made by these arrangements to raising standards. This report summarises the findings of a survey that was undertaken in order to make that evaluation.
- 2 The findings in this report are based on:
  - an analysis of the inspection outcomes of 336 primary, secondary and special schools during 2003-2004;
  - information gained from interviews with teachers and headteachers in 27 Welsh and English medium, primary, secondary and special schools;
  - interviews with governors in eleven schools, seven external advisers<sup>1</sup> and the co-ordinators of two Performance Management Consortia<sup>2</sup>; and
  - scrutiny of documentation provided by schools, external advisers and three Performance Management Consortia.

## Background

- 3 A national scheme of compulsory teacher appraisal was first introduced in maintained schools in 1991. Its emphasis was on developing and improving the performance of teachers. In the regulation, 'school teacher appraisal' means the system of appraisal of head teachers and other school teachers governed by regulations made under section 49 of the Education (No.2) Act 1986 ('the Appraisal Regulations'). The regulations in force under section 49 at the time of making these Regulations were the Education (School Teacher Appraisal) (Wales) Regulations 2001, S.I.2001/ (W).
- 4 In 2002, the School Government (Terms of Reference) (Amendment) (Wales) Regulations and the School Teacher Appraisal (Wales) Regulations, introduced a new arrangement in schools known as the performance management system. This system is designed to:
  - help schools to improve by supporting and improving the work of teachers as individuals and in teams;
  - demonstrate schools' commitment to develop all teachers effectively to ensure job satisfaction, high levels of expertise and progression in the profession; and
  - help teachers to meet the needs of children and raise standards<sup>3</sup>.

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<sup>1</sup> External advisers provide advice to governors on setting objectives and reviewing the performance of headteachers.

<sup>2</sup> Five regional performance management consortia organise the external adviser service to schools in Wales.

<sup>3</sup> Performance Management Guidance 2002 The Welsh Assembly Government

- 5 The performance management system in schools should operate on a continuous one-year cycle. In the first year (2002-2003), staff were able to be flexible about the way they introduced the arrangements. This flexibility helped them to consider workload implications and the way that the cycle could fit with their other planning arrangements.
- 6 Headteachers decide who acts as an appraiser<sup>4</sup> for the performance management review for each teacher. A senior member of staff, known as the team leader, may undertake this role. A minimum of two governors and one external adviser are responsible for the appraisal of the headteacher. An outline of the performance management system and further details about the process are included in the appendices to this report.
- 7 At present, performance management in schools ‘...sets a framework for teachers and their team leaders to agree and review priorities and objectives in the context of schools’ development plans...’<sup>5</sup>. Across many private and public work sectors, there is usually a broader concept of performance management. In these sectors, performance management is a strategic tool, linked to wider issues, such as bringing about and managing change as well as corporate planning and people management.

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<sup>4</sup> For teachers, the appraiser should be the headteacher or a team leader. For headteachers, the appraisers should include at least two governors and the external adviser.

<sup>5</sup> Performance Management Guidance 2002 The Welsh Assembly Government

## Main findings

- 8 Most schools have successfully introduced arrangements for the management of teachers' and headteachers' performance. In the majority of schools, there are good systems in place to develop and improve the work of teachers and headteachers. However, in over a quarter of schools, the arrangements are not working as well. In these cases, the process is usually not rigorous or effective enough. There are particular problems in agreeing objectives and reviewing progress in schools where staff are absent on a long term basis, or have been temporarily appointed to a post or are sharing jobs.
- 9 The impact of the performance management arrangements on raising standards is difficult to quantify. First, the arrangements have only been in place for a short time, which makes it too early to see the full impact. Second, it is difficult to separate the effects of one initiative from the many others already occurring in schools, which are also intended to help raise standards, such as the Basic Skills Quality Mark or Investors in People Initiative. However, in some schools, it is possible to see that pupils have made gains in their learning because teachers' objectives for pupils' progress are very specific. This has helped teachers to focus their attention on developing these areas and enabled improvements, in terms of pupils' standards, to be measured because clear success criteria are identified.
- 10 There is evidence to show that performance management arrangements are helping to improve teachers' practice. Most teachers consider that the arrangements help to identify their training needs better and make it likely that those needs are met. Some teachers find that the process helps them to focus on the impact of their teaching so that they give even more thought to what would help pupils make better progress. Some staff find that the arrangements have motivated them and rekindled greater enthusiasm for their work. Many staff report that the arrangements contribute to their job satisfaction. An analysis of inspection outcomes for primary schools and secondary schools also shows that performance management makes a positive contribution to developing and improving teachers' practice.
- 11 Almost all schools in the survey started the first cycle in 2002-2003. Although, at first, there was some suspicion about the process, most teachers, headteachers and governors are now very positive about the arrangements.
- 12 Almost all schools have met the statutory requirements for producing a performance management policy. However, the performance management policies of up to one in four schools do not include all of the information needed to meet requirements. Also, in around half of schools, review of the policy by staff and governors has been overdue. As a result, judging the effects of arrangements on teachers' practice and pupils' progress is much more difficult for these schools. Also, staff and governors have not been certain that their school policy was clear and fit for purpose and met statutory requirements.
- 13 Almost three-quarters of schools match the timing of cycles for performance management and improvement planning with the start and end of the school year. A very small number of schools, less than one in ten, link performance management to

other cycles and timescales. It is important that there are clear and effective links between appraisal and whole school improvement planning. School priorities should inform teachers' and headteachers' objectives and the budget should support training costs. If information from appraisal is not available to inform the planning and financial planning cycle, then it is far more difficult to achieve overall objectives in an efficient and timely way.

- 14 In the majority of schools, each teacher and headteacher has three objectives, meeting the recommendations of the regulation guidance. In just under three-quarters of schools, the setting of teachers' objectives for pupils' progress is good or better. In the best examples, teachers' objectives for pupils' progress:
  - are precisely worded;
  - informed by pupils' performance data; and
  - include clear success criteria, which help to measure success.
- 15 In over a quarter of schools, the objectives for teachers are too vague or they are mistakenly related to the teacher's management or subject responsibilities. A minority of teachers do not have any objective related to pupils' progress.
- 16 In almost all schools, the setting of objectives for improving the teacher's practice is good or better. This part of the process is well understood and implemented by schools. The objectives are usually robust and focus on helping the teacher to develop their skills. Many of the objectives contain a good level of challenge and are usually specific with measurable outcomes. Teachers with leadership or management roles in their schools also have well chosen objectives for their roles.
- 17 Many governors carry out their duties effectively. Most governors benefit from training provided by their local education authority. In many schools, the process and effectiveness of setting objectives for headteachers are good or better and meet requirements. In a minority of schools, the setting of objectives for headteachers lack rigour. Governors rely too much on the headteacher to set the objectives for themselves. In a few instances, the routine tasks that headteachers normally undertake are set as objectives for them to achieve.
- 18 In most schools, the headteacher's objectives are suitable and focus on appropriate areas for improvement that are usually already identified in the school development plan. However, senior managers seldom have objectives for wider school improvement issues, such as achieving greater efficiency in providing value for money. Also, they only rarely have more strategic performance objectives for delivering government priorities, such as collaboration with other providers of education and training. Setting objectives for these issues would help the process to contribute more widely to raising standards.
- 19 External advisers contribute well to the performance management arrangements in schools. They provide good-quality advice and constructive support to headteachers and governors. In some schools, external advisers help governors to undertake the process with greater rigour. In other cases, external advisers are able to support

headteachers and governors by engaging them in an open and honest dialogue about the work of the school. Many external advisers also support governors well by helping them to draft the review statement<sup>6</sup> for the headteacher.

- 20 In most cases, external advisers are able to carry out their duties effectively. In a small number of instances, the arrangements do not work so well. In some cases, governors need considerable guidance and support from external advisers to help them undertake their role. Sometimes, this occurs because when governors are appointed as appraisers, they have not had training on the performance management process.
- 21 A majority of schools develop systems to help them monitor teachers' progress towards achieving their objectives. In the best practice, these systems include:
- regular pre-arranged meetings between teachers and their team leaders to discuss progress towards meeting objectives;
  - the maintenance of a portfolio of work by teachers that can be used as evidence of achievement; and
  - at least one lesson observation of each teacher with constructive feedback that is linked to the teacher's objectives.
- 22 In a minority of schools, the arrangements for monitoring teachers' progress have important weaknesses. There is no active review of progress towards achieving objectives. Teachers monitor their own progress with little or no feedback. This practice does not provide enough guidance or support for teachers.
- 23 In many schools, governors establish appropriate arrangements in line with guidelines, which help in reviewing the performance of headteachers. However, some governors rely too much on evidence supplied by headteachers themselves and do not draw on any evidence that they have gained independently. Also, in many schools, governors do not make enough use of information on the performance of pupils, including benchmark data that would help them ask relevant and searching questions of pupils' progress. As a result, in these schools, there is not enough challenge to ensure that progress is made. The arrangements for reviewing the headteacher's performance can be more effective if they are strengthened by governors:
- making better use of wider sources of evidence to measure progress; and
  - regularly reviewing progress through more effective monitoring processes.
- 24 Only around one in seven schools have good procedures for monitoring and evaluating their arrangements for performance management. Even where monitoring and evaluation takes place, work tends to focus on areas such as meeting deadlines or completing records. About one in five schools in the survey do not have any system in place. Few schools examine the quality of their procedures or try to find ways to measure their effect on standards.

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<sup>6</sup> This term is explained in the glossary.

- 25 In a minority of schools, there is scope for the performance management system to contribute much more to raising standards. In these schools, governing bodies do not use the process enough as a strategic lever to help them understand the strengths and weaknesses of the school or to challenge and support the work of the senior management team. In around one in 10 schools, the process is not effective enough for staff to appreciate the benefits brought about by the arrangements and consequently they are unconvinced about the value of the process to themselves or the school.
- 26 The introduction of a performance management process for schools is a positive development. However, there is scope for improving this process so that it can contribute more to developing a culture of continuous corporate improvement. Performance management must be strategic providing direction for longer term organisational as well as national goals; closely linked with key functions of the work of the school, such as planning and people management, include shared expectations and improved quality of relationships. Importantly, the process should engage all staff in the concept that managing people and being managed is constant and on-going. The process should be about optimising the day-to-day effectiveness of the work of staff, contributing to higher levels of success and sustained improvements in organisational performance and the management of change in direction and culture.

## Recommendations

- 27 In order to contribute further to effective practice, schools should:
- R1 make certain that performance management policies are fit for purpose, meet statutory requirements and are reviewed on an annual basis;
  - R2 ensure that objectives for teachers and headteachers are informed by priorities in the school improvement plan as well as pupil performance data;
  - R3 synchronise the cycles of performance management and school improvement planning so that they inform each other;
  - R4 make sure that each teacher has at least one specific objective that refers to pupils' progress with clear success criteria so that improvement can be measured;
  - R5 monitor progress in achieving objectives, in line with guidelines;
  - R6 evaluate the impact of performance management on raising standards;
  - R7 make sure that governors receive appropriate early training, including interpreting performance data, to help them manage the performance of headteachers; and
  - R8 focus performance management objectives more on key performance indicators that have measurable outcomes.
- 28 In order to contribute further to effective practice, the Welsh Assembly Government should:
- R9 consider how the process can embrace a wider definition of performance management so that it can contribute more effectively to change management and corporate planning.

## **The implementation of performance management arrangements in schools**

- 29 Most schools have been successful in introducing the performance management arrangements for teachers and headteachers. While, the original teacher appraisal scheme was no longer fully operating in many schools, staff were able to build on what was in place as well as other established practices, including monitoring school performance through lesson observation. Many of the schools that have also participated in the Investors in People (IIP) initiative find that they are particularly well prepared for introducing the arrangements. This is because they already have a number of the features of the performance management arrangements in place.
- 30 In over a quarter of schools, the arrangements are not working as well. In these cases, the process is usually not rigorous or effective enough. As a result, the process does not contribute as much as it could to school improvement. There are also particular difficulties in agreeing objectives and reviewing progress when staff are absent on a long-term basis, have been temporarily appointed to a post or are sharing jobs.
- 31 The arrangements for performance management began in 2002-2003. Schools in the survey were either within their second annual cycle or had just started the third cycle of the process. At first, the cycle for headteachers and the cycle for teachers started and finished at different times during the year. Over the past two years, the timing of the cycles for teachers and headteachers has become much better aligned. In the majority of schools in the survey, the cycle for teachers and headteachers usually occur at the same or a similar time.
- 32 Almost all staff and governors are positive about the value of performance management and the contribution the process can make to improving teachers' practice and raising standards. A significant minority of teachers and headteachers report that, at first, they had been concerned about how the arrangements would affect them. They were also concerned that there would be appropriate confidentiality about outcomes. In a small number of schools, headteachers worked hard to develop trust and openness among staff, which helped to overcome hostile opinions to the process. Encouragingly, they have found that this critical view quickly changed because they have been able to convince staff that the arrangements will support teachers' training needs and be a valuable tool for school improvement. Often, because the school has already been developing a culture of self-evaluation, this helps to persuade staff to see the benefits of the arrangements to themselves and the school. As a result, in almost all of the schools visited in the survey, staff value the process as a positive experience and believe it is supportive of their work.
- 33 A very few schools find the performance management process burdensome and of limited value. In some cases, this is because schools are experiencing severe staffing difficulties. There are difficulties in fully implementing the system when staff are absent on a long term basis, when job-sharing takes place or when staff are appointed to a post in a temporary capacity.

**Performance management policies**

34 Governing bodies must make certain that the school has a written performance management policy. This policy is a requirement of the School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002 and the School Teacher Appraisal (Wales) Regulations 2002. To comply with regulations, the policy should include information about how the school will implement the arrangements.

**Table 1: The percentage of schools with performance management policies and the percentage of schools whose policies fully comply with requirements**

	<b>The percentage of schools with a written performance management policy</b>	<b>The percentage of schools whose performance management policy fully complies with regulations</b>
Schools inspected 2003-2004	99%	Data not available
Schools visited in the survey	100%	74%

35 Table 1 above, shows that almost all of the schools inspected in 2003-2004, had a performance management policy in place. In the very small number of instances where this was not the case, inspectors recommended that the school put a policy in place. All of the schools visited in the survey have performance management policies. However, around a quarter of these policies do not fully comply with requirements. These policies omit important information, such as how the process is to be monitored and evaluated.

36 In producing the performance management policy, staff have drawn on guidance and model policies provided by the Welsh Assembly Government<sup>7</sup> and their local education authorities. All of the schools value this advice. In most schools, staff adopt the model policy without changing or adapting it. However, others use it as a starting-point from which to develop a policy that is personal to their school. In these cases, the policies are usually very good because they are specific about the arrangements agreed for the school, which is helpful to staff and governors. The case study below gives an exemplar of good practice in agreeing a policy.

<sup>7</sup> Performance Management Guidelines 2002 The Welsh Assembly Government

## **GOOD PRACTICE**

In a primary school, staff have produced a performance management policy that is adapted from an exemplar model supplied by their local education authority. They have made sure that the policy is distinctive to their school and provides the kind of guidance and information that staff and governors need to help them implement the process. This policy, which fully meets requirements, clearly explains the:

- aims and objectives of the process;
- roles and responsibilities of all those involved;
- performance management cycle with details about the timetable for the year;
- link with the school improvement plan as well as the training plan for staff;
- appeals procedures;
- need for confidentiality and how teachers could have access to the outcomes;
- relationship between performance management and disciplinary capability;
- relationship between performance management and other policies, such as pay; and
- for monitoring and evaluating the policy.

The policy also includes helpful additional material, such as examples of questions for teachers to use to evaluate their performance as well as additional guidance for team leaders on observing lessons.

37 The most common shortcomings in school policies are:

- a lack of information about how arrangements for performance management are linked to the school's planning cycle;
- little or no detail about the timing of the review process for teachers;
- no information about the confidentiality of the process or explanation about teachers' right of access to outcomes;
- no explanation of how the performance management process relates to other areas, such as career stages;
- a lack of supporting documentation, such as observation sheets or prompts to help teachers evaluate their performance to help ensure that everyone is appraised against the same criteria; and

- no information about how the policy is to be monitored and evaluated.

38 In around half of the schools in the survey, the review of the policy by staff and governors is overdue. Usually, this delay is because there had been other demands or pressures of work and occasionally staff have overlooked the date of the review. This task is important because it can help schools to judge the effect of the arrangements on teachers' practice and pupils' progress. It also provides an opportunity to make certain that the policy is clear, fit for purpose and arrangements meet statutory requirements.

### **Performance management and school improvement planning**

- 39 Almost three-quarters of schools in the survey match the timing of the cycle of performance management to the timing of their improvement planning. In these schools, the timing usually matches the school year. The cycle begins in September and finishes in July. Commonly, review of the work of the school and teachers' evaluation of their own performance takes place around the end of the summer term. Formal reviews of teachers' and headteachers' performance and the setting of new objectives follow in the autumn term<sup>8</sup>. In these schools, the timing coincides with the finalisation of their school improvement plans. A further one in five schools also has a fairly close match between the timing of their school planning and performance management cycles. A very small number of schools, fewer than one in 10, link performance management and financial planning cycles, which starts in April and finishes in March. Some of these schools are planning to change this approach so that planning and performance management cycles coincide with each other.
- 40 There should be clear and effective links between performance management and school planning cycles. The positive impact of performance management will be reduced without this important connection because:
- the school's priorities should inform each teacher's and headteacher's objectives; and
  - financial and staff development plans should support the achievement of the school's priorities and the teachers' and headteachers' objectives.
- 41 The case study that follows describes the advantages of synchronising improvement planning and performance management cycles.

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<sup>8</sup> One Performance Management Consortium also found that July and October were the most common times for the review of headteachers' objectives.

## GOOD PRACTICE

In a secondary school, the cycles of performance management and school improvement planning are very closely linked and mutually supportive of priorities.

TIMING	ACTIVITY	OUTCOME
June -July	Senior staff evaluate the school's performance and the success of the priorities in the school improvement plan.	A first draft of the school improvement plan for the next academic year.
	On an individual basis, teachers consider their personal needs and what will help them to ensure pupils make good progress. This occasion gives them an opportunity to consider the new objectives they would like to agree for the following year.	Teachers are clear about what they would like to do in order to build further on their progress. They are well prepared for the review meeting in the autumn term.
Early September	On the first day of the new term, the school holds a training day known as 'Looking backwards- looking forwards' Subject departments review their work and staff examine the draft school improvement plan.	Subject departments set their priorities for improvement based on an analysis of previous work and future needs.
Mid September	Teachers and team leaders meet for the review.	Each teacher's performance is reviewed and new performance management objectives are agreed. Subject department priorities and whole school targets inform the setting of these objectives.
	Subject department improvement plans are analysed to inform the priorities in the school improvement plan.	The draft school improvement plan includes priorities from subject department plans.
Late September	Governors examine the draft school improvement plan.	Publication of the school improvement plan.
Early October	The headteacher evaluates own performance.  The headteacher, external adviser and governors meet for the review.	New performance management objectives are set for the headteacher based on the targets in the school improvement plan.
Mid October		The process is complete and the new cycle begins.

## The performance management cycle

### The planning process

- 42 The performance management cycle starts with the planning stage. Teachers begin the process by analysing their own training needs. Undertaking a self-analysis gives teachers an opportunity to reflect on their work over the previous year and consider their future training needs as well as the needs of pupils they will teach in the following year. This prepares teachers to meet their appraiser to discuss and agree objectives for the next year.
- 43 In many schools, teachers undertake this part of the process in an informal way. Often, teachers take advantage of appraisal to reflect on issues, such as the possible demands on their skills over the forthcoming year or their performance in the past year before a review meeting. In around a quarter of schools, this activity is formalised by the use of questionnaires and other devices to help teachers analyse their needs.
- 44 While it is not essential to formalise this part of the process, it is important for teachers to have an opportunity to reflect on their work and development needs before meeting their appraiser. In this way, they can gain the maximum benefit from the arrangements. The case study below outlines the benefits of undertaking a formalised self-assessment exercise before a review meeting with a team leader.

### GOOD PRACTICE

In a primary school, a recent inspection has identified serious weaknesses in the school's work. The recently appointed headteacher recognises that she needs to persuade staff of the benefits of performance management so that they can see the arrangements as helpful to them. She understands that part of the teachers' concern is that they lack confidence and knowledge about how to analyse their own performance and training needs. Drawing on a wide range of published material to help analyse performance, she produces a straightforward questionnaire for teachers to use. The questionnaire includes questions and prompts such as:

“Do you stimulate and challenge all pupils to achieve excellence through:

- 1 the challenge and motivation of the tasks you set;
- 2 the suitability of time limits you give for tasks;
- 3 the support strategies you provide for pupils; and
- 4 effective intervention strategies?”

Teachers are released from their classrooms so that they can reflect on their work. When they meet the headteacher to discuss their work and consider objectives, they are well prepared. They are confident about identifying areas of their teaching they need to improve. In this school, teachers report that they value the performance management process. They no longer see the process as threatening but recognise that it can help them to improve.

## **Performance management objectives**

- 45 The guidelines for the implementation of performance management arrangements recommend that teachers and headteachers should have objectives that are challenging but realistic. The objectives should take account of a teacher's or headteacher's job description, as well as their existing skills and knowledge base. Details about the requirements for the setting of objectives are included in appendix 2. In brief, teachers' objectives should refer to ways of improving their own practice as well as pupils' progress. The teacher and the appraiser should discuss and agree objectives. Teachers with additional responsibilities for leadership as well as those with management allowances are also set objectives for these areas. The headteacher's objectives should take account of school leadership and management as well as pupils' progress.
- 46 Performance management objectives are confidential to the teacher and team leader or headteacher in the school. During the survey, many teachers and almost all headteachers agreed that HM Inspectors could examine these objectives. Paragraphs 47 to 67 are based on a smaller sample of 24 schools because not all staff allowed their objectives to be examined.

## **Setting performance management objectives for teachers**

- 47 All of the schools visited in the survey have established procedures for setting performance management objectives for teachers. This finding is in line with the outcomes of inspection, which confirmed that almost all schools have an appropriate process in place. Overall, schools are clear about the need to set two types of objectives for teachers, including those that relate to pupils' progress and those that relate to improving teachers' practice.
- 48 Almost all schools set the recommended number of objectives for teachers. This is usually three or four objectives. Only a very few teachers have two or fewer objectives or more than seven objectives. Where it is appropriate, teachers also have a leadership or management objective related to their role in the school. These objectives are usually well chosen and clearly relate to the teacher's job description as well as the priorities in the school development plan.
- 49 In just under three-quarters of schools, the setting of objectives that relate to pupils' progress is good or better. Staff draw on data about pupils' performance, often at a whole school as well as a class level, so that they can be specific about the wording for the objective. This practice leads to some very precise objectives, such as in a year 6 class in a primary school where the teacher's pupils' progress objective is:
- 'to ensure that 91% of pupils attain level 4 or higher in English and mathematics by the end of the year'.
- 50 In a secondary school, the use of pupils' performance targets also leads to the setting of a very specific objective for pupils' progress, which is:
- 'to improve the number of pupils in key stage 3 gaining level 6 in science by 10 percentage points'.

- 51 In about a quarter of the schools in the survey, there are shortcomings in objectives that relate to pupils' progress. These shortcomings include:
- no objective for the teacher that relates to pupils' progress;
  - a mistaken belief that teachers' objectives refer to pupils' progress, such as when they merely require teachers to 'sit on the children's annual review panel', or 'produce a report that can be used for nursery children';
  - little or no use of quantitative data on pupils' performance to inform objectives for pupils' progress; and
  - objectives that are too general, such as 'focus on children with identified needs' or objectives that are too narrow, such as 'improve pupils' handwriting'.
- 52 In these schools, performance management does not contribute as much as it can to raising standards. In some cases, there are no success criteria. Without precisely worded objectives and clear success criteria, it is difficult for schools to judge the effect of performance management on raising standards.
- 53 In almost all schools, the setting of objectives that relate to improving teachers' own practice is good or better. These objectives are usually robust, frequently linked to the teacher's job description as well as clearly related to priorities in school improvement plans. This part of the process is well understood and implemented by schools. Many of the objectives contain a good level of challenge and are usually specific with some measurable outcomes, such as:
- 'develop own knowledge and understanding about materials and friction in order to improve teaching and learning in science in key stage 2'.
- 54 In this example, a primary teacher who has just taken on responsibility as a subject leader for science wants to improve her knowledge and understanding of scientific concepts. This knowledge will help her update the school's scheme of work for science; introduce more challenge into the activities she plans for her class and help pupils to achieve higher standards. Attending a local education authority in-service course, visiting a school to observe good practice and researching the internet for ideas for lessons were some of the suitable actions that had been identified to help her reach this objective.
- 55 In a small number of cases, the objectives set for teachers to improve their practice are too vague, such as 'meet with the specialist in autism'; or 'organise the school library'. Also, in some cases, it is difficult to measure the improvement. This is because there are no clear success criteria that can measure the quality or impact of the outcomes of the work.
- 56 In most schools, teachers' objectives agreed at the start of the cycle remain unchanged throughout the year. This finding suggests that most schools agree objectives for teachers that are suitable to the timescale. In a small number of schools, it is necessary to change teachers' objectives during the cycle. Usually, these changes take place because teachers have already achieved the objectives, or

the objectives prove to be unrealistic. Occasionally, circumstances have changed in the school making the objectives no longer appropriate. Agreeing suitable objectives for teachers who are sharing jobs or acting in a temporary capacity proves difficult to manage for many schools.

- 57 In a very few schools, teachers' performance management objectives remain exactly the same for more than one cycle, often over several years. The arrangements allow teachers' and headteachers' objectives to be set for a period longer than one year. However, in order to measure achievement of the objectives, success criteria should identify annual milestones. Without this feature, appraisal is of limited value for the teacher and the school and in a few schools this aspect of performance management seems to have been misunderstood.

### Setting performance management objectives for headteachers

- 58 In most schools, the process of setting objectives for headteachers is good or better. External advisers make very useful contributions to this process. They provide advice of good quality and give constructive support to headteachers and governors. The great majority of headteachers and governors report that they value the role of the external adviser who can give them an independent external perspective. External advisers also help governors and headteachers by making certain that there is a good degree of challenge to the objectives that are agreed. In some schools, external advisers play an important role in helping to define objectives that are more specific in nature and ensure that objectives draw more accurately on performance data. An evaluation of the work of external advisers by one Performance Management Consortium<sup>9</sup> also comes to similar conclusions.
- 59 Most headteachers agree between three and five objectives with their appraisers, which are in line with requirements. In most schools, the headteacher's objectives are derived from:
- the school improvement plan;
  - an analysis of whole school performance data; and
  - any action plan following the most recent school inspection.
- 60 In many schools, senior managers rarely have objectives for achieving greater efficiency in providing value for money or more strategic performance objectives for delivery on government priorities, such as collaboration with other providers of education and training. Including these aspects would help the process be an even more effective driver for improvement. Setting objectives for these issues would help the process to contribute more widely to raising standards.
- 61 Many objectives are specific, measurable and included clear success criteria. In one primary school, a governor explained that the external adviser's advice had been invaluable. He had helped governors to understand and apply the **SMART** approach

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<sup>9</sup> Report by the South West and Mid Wales Consortium (2005).

to setting objectives, which stands for:

**Specific**  
**Measurable**  
**Achievable**  
**Relevant**  
**Time related**

- 62 By using this process, governors ensure that the headteacher's objectives are targeted at school improvement. Identifying specific success criteria makes the task of measuring the headteacher's achievement of the objectives easier. Governors can also begin to apply these principles to other areas of work, which mean that there are wider benefits for the school.
- 63 The case study below outlines the benefits to governors of monitoring progress against a specific and measurable performance outcome.

#### **GOOD PRACTICE**

The recent inspection of a large primary school identifies shortcomings in pupils' standards of achievement in physical education in key stage 2. This area becomes a priority for the school and is one of the headteacher's objectives for performance management. During the year, he supervises the revision of the scheme of work and makes certain that staff attend in-service training to improve their skills. Governors observe the work in progress through their regular visits to the school. The headteacher also gives termly updates to governors on the progress made by the school. At the end of the year, the school's local education authority (LEA) link officer is invited to review the teaching and learning of physical education. The review shows that the school is making good progress in improving standards. In September, when governors review the headteacher's performance, they are better placed to judge how well he has tackled the issues as well as determining the degree of success that has been achieved.

- 64 Most governors carry out their duties effectively. Governors report that they have received good-quality training from their local education authority, which has helped them to understand how to implement performance management arrangements. A few governors are appraisers for the headteacher because they already know a lot about performance management processes. In most cases, this experience adds to their understanding and management of the process.
- 65 In a minority of schools, although governors are well-meaning, they do not discharge their responsibilities rigorously enough. In some cases, there is a long history of relying on the headteacher to provide advice and guidance. On occasion, this practice can lead to a lack of challenge in the objectives that are set for school improvement. Also, when governors decide not to meet with the external adviser without the headteacher present<sup>10</sup>, there is not always the objectivity and rigour necessary to avoid compromising outcomes.

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<sup>10</sup> One Performance Management Consortium reported that almost all headteachers had a pre-review meeting with their external advisers, but only just over a half of governors had a similar meeting with the adviser.

- 66 In some cases, it is difficult for governors to be proactive in setting the headteacher's objectives because they do not know enough about the work of the school. In a few other cases, usually when the support of the external adviser has been less useful, governors do not provide an appropriate level of challenge and ensure there is rigour in the process. In a few instances, objectives are set for headteachers that identify tasks that are already a part of their routine duties. These kinds of objectives do not provide suitable challenge that will bring about the improvements intended by the process. In some other cases, headteachers' objectives are not precise enough statements and there is a lack of clear success criteria.
- 67 In a small number of schools, the process of setting objectives for headteachers is adversely affected by one or more of the following factors:
- a lack of timely information for external advisers so that they cannot prepare for meetings with the headteacher and governors,<sup>11</sup>;
  - difficulties in arranging suitable dates and times for pre-review meetings with governors and headteachers;
  - no opportunity for governors and the external adviser to meet without the headteacher being present;
  - a high turn-over of governors resulting in a lack of continuity in the process and difficulties because governors have not received training;
  - the long-term absence of headteachers;
  - uncertainties about the position of acting headteachers, which mean that objectives cannot be set;
  - delays and difficulties in communication between external advisers and headteachers; and
  - complications in the arrangements for headteachers of federated schools, which can result in as many as twenty performance management objectives for headteachers.

### **Monitoring teachers' performance**

- 68 The monitoring of teachers' performance is required as part of the arrangements. Schools in the survey use a number of ways to monitor teachers' performance during the year. The majority of schools use systems that follow the recommended guidelines, which include one observation of a teacher's lesson by the team leader. In the best practice, in a minority of schools, monitoring systems are well developed and keep teachers' progress under active review.

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<sup>11</sup> In one Performance Management Consortium, over a third of external advisers reported that they had to scrutinise documents on the spot without having seen it previously.

These systems include:

- regular pre-arranged meetings between teachers and their team leaders that give opportunities to discuss progress towards meeting objectives;
- opportunities for team leaders to analyse the teachers' portfolio of evidence; and
- lesson observations with constructive feedback on performance that links to the teacher's objectives.

69 The case study below describes the way in which a school introduced in-year reviews to help monitor teachers' progress.

### **GOOD PRACTICE**

In a special school, teachers recognise that performance management can be a positive tool for their development. They value opportunities to analyse their own practice, receive detailed accounts of their lessons as well as meet with their appraiser to review progress at the end of the cycle. However, they feel that in-year reviews with their appraiser would be a useful addition to the process.

Senior managers decide that there will be a termly review for each teacher. This meeting will provide an active and collaborative review of progress on a regular basis. Also, this practice will help supportive action to be available much earlier to teachers if needed. The headteacher manages the additional time needed for the reviews carefully to avoid over-burdening her staff.

70 In many schools, the team leader or headteacher observed a teacher's lesson on one occasion in the cycle, which is the minimum requirement of the arrangements. In about a third of schools, the team leader or headteacher observed teachers' lessons on two or three occasions during the cycle. Most of these schools had decided to combine observing lessons for performance management with observing lessons for other purposes, such as monitoring areas of the curriculum. Although this is an efficient use of time, on occasion, feedback to teachers does not always focus enough on their own objectives for it to be of value to the performance management process.

71 A minority of schools rely on teachers to monitor their own progress during the year. In around one in ten schools, there is no monitoring of teachers' lessons. There are various reasons for this, including:

- in very small schools, when staff work closely together, they feel that formal observation is not necessary;
- other school matters have taken priority; and
- observations already take place as part of curriculum monitoring.

72 When this aspect is not a part of the process, it can significantly diminish the benefits of performance management. Discussing lessons in terms of what went well and what might be done differently next time can contribute to improvement in the quality of teaching and learning as well as helping to identify teachers' training needs.

### **Monitoring headteachers' performance**

- 73 Governing bodies are responsible for monitoring the performance of headteachers with the help of external advisers. In general, the guidelines for monitoring headteachers are similar to the arrangements for monitoring the performance of teachers. This includes the active review of headteachers' progress throughout the year. While there is no lesson observation of the headteacher, governors should agree with the headteacher what types of information and key performance indicators would be helpful for them to undertake this work, and when in-year discussions might take place.
- 74 In most schools, discussions take place between governors and headteachers as part of a general consideration of the work of the school throughout the year. Most governors rely on evidence supplied by headteachers. This evidence usually takes the form of a termly report. Generally, these reports focus more on the operation of teachers' appraisal at the school, and do not include a clear focus on the achievement of the headteacher's own objectives. Governors need more specific information from headteachers on the performance of pupils. This information needs to be easy to understand and interpret and include benchmark data so that governors can compare the school's performance with other similar schools. Using performance data in this way will help governors to ask relevant and searching questions and make certain that the process is suitably challenging and rigorous.
- 75 In some schools, external advisers help governors to consider how they can monitor the headteacher's progress. Overall, however, few governors draw on evidence that has been gained independently. In a few schools there is no evidence of any kind of monitoring during the cycle. Governors rely solely on an end-of-year report from the headteacher. Although it is not necessary for governors to set up elaborate, formal systems to monitor the performance of headteachers, the process could be more effective if it was strengthened by:
- better use of evidence to measure progress, obtained from a wider range of sources, including that gained independently by governors; and
  - more effective monitoring processes in order to review progress more regularly.
- 76 These improvements would help to ensure that the process of performance management for all headteachers is robust and transparent as well as make certain that there is an appropriate system for evaluating the work of the school's senior leader.

### **Reviewing teachers' and headteachers' performance**

- 77 At the end of the performance management cycle, each teacher and headteacher is required to have a review meeting with their appraiser(s). Many schools chose to use this meeting to combine the review of teachers' performance with agreeing objectives for the following cycle. This approach makes sensible use of time and works well when the meeting is long enough to give proper attention to both aspects.

- 78 Within 10 days of the review meeting, the appraiser(s) should prepare a written review statement recording the main points and the conclusions reached. A copy of this review statement must be given to the appraisee who can add comments. All schools follow these guidelines and made certain that the outcome is confidential.
- 79 Most of the schools in the survey use the review meeting for teachers to consider:
- the extent to which the objectives set at the beginning of the cycle have been met;
  - any areas for further progress;
  - new objectives for the next cycle; and
  - future development needs as well as ways of meeting these needs.
- 80 A small minority of schools in the survey do not make best use of review meetings. In a few schools, including those where no observation of teachers' lessons has taken place, there is not enough consideration of different sources of evidence to review teachers' performance. When review meetings lack clear focus and intent, teachers are less inclined to value the arrangements and recognise the benefits.
- 81 In most schools, review meetings for headteachers are well established and managed. Usually, a pre-review meeting takes place between the headteacher and external adviser without governors being present. Often, there is also a pre-review meeting between governors and the external adviser when the headteacher is not present. This practice is in line with guidelines. Almost all headteachers value the opportunity to discuss contextual information, such as school performance data with their external adviser. In particular, headteachers value the constructive suggestions and guidance external advisers are able to offer. As many external advisers are experienced headteachers, they have credibility with their colleagues and are able to offer sound advice. A very small number of headteachers are dissatisfied with the support of their external adviser. Often in these cases, this is because there have been difficulties in making contact with the adviser to begin the process.
- 82 In the majority of schools, governors report that they value the pre-review meetings they have with external advisers. A significant minority of governors believe that as they approach the third cycle of the process, and are increasingly more confident, they do not need a pre-review meeting with the external adviser in future. Although the process may still be effective in these circumstances, external advisers, headteachers and governors should continue to have rigorous, robust and challenging discussions about the school's work so that the process leads to setting appropriate objectives for headteachers to raise standards.
- 83 Within 10 days of the review meeting, the appraiser(s) should prepare a written review statement recording the main points and the conclusions reached. A copy of this review statement must be given to the appraised who can add to it comments in writing. Governors make certain that they follow these guidelines.

- 84 Almost all governors report that the external adviser has played an important part in helping them to evaluate the headteacher's performance. It is evident that some external advisers have helped governors to undertake the process with greater rigour than others. In some cases, external advisers are able to support headteachers and governors in having a more open and honest dialogue about the work of the school. Usually, there is a good match between the objectives proposed for the headteacher, by the external adviser on the basis of scrutiny of the documentary evidence supplied by the school, with those proposed by governors and headteacher. Many external advisers also support governors well by helping them to draft the review statement<sup>12</sup> for the headteacher. It is also evident that, in some schools, external advisers have been instrumental in encouraging governors and the headteacher to address major issues because they have asked challenging questions about the school's work. Most of these findings are similar to the findings of evaluations carried out by Performance Management Consortia.
- 85 In most cases, external advisers receive detailed, contextual information from the school in time for them to carry out their duties effectively. In a small number of instances, arrangements do not work so well. For example, some contextual information is very limited or not received in time for scrutiny before meetings. In some cases, governors need considerable support from external advisers in order to undertake their role effectively. Usually, it is newly appointed governors who have not received training on performance management who most need this kind of extra support.

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<sup>12</sup> This term is explained in the glossary.

## **The monitoring and evaluation of performance management arrangements**

- 86 Schools' procedures for monitoring and evaluating performance management arrangements and the part it has played in helping staff to raise standards are the least well developed aspects of their work. Only about one in seven schools has useful procedures for monitoring and evaluating performance management arrangements. In these schools, senior managers and governors systematically analyse a range of evidence, including records of meetings, review statements and hold discussions with staff and team leaders. Even in the schools where monitoring and evaluation arrangements are established, strategies tend to concentrate on the implementation of systems, such as meeting deadlines or completing records. Few schools examine the quality of their procedures or the overall impact in terms of raising standards.
- 87 Around a half of schools report that discussion between staff is the most common means of monitoring the arrangements. In other schools, staff combine review of the effectiveness of their performance management arrangements alongside other initiatives, as part of their overall strategy for school improvement.
- 88 About one in five schools in the survey do not have any system to monitor and evaluate their performance management arrangements. The policies of some of these schools omit information about this important aspect. An evaluation by one Performance Management Consortium also finds that external advisers report some shortcomings in the way that schools monitor and evaluate this area<sup>13</sup>.

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<sup>13</sup> Interim evaluation report on the work of external advisers in the review of the performance of headteachers (2005) South East Wales Consortium for Performance Management.

## The contribution of performance management to raising standards

- 89 Performance management is an important process intended to help promote high standards. When governing bodies, headteachers and teachers are clear about what they expect pupils to achieve, standards are helped to improve. However, it is difficult to determine the contribution of performance management to raising standards for two reasons. First, the arrangements have only been in place for a short time, which makes it too early to see the full impact. Second, it is not possible to separate the effects of this initiative from the many other initiatives already occurring in schools that aim to improve teaching and learning. Nevertheless, in schools where there is a robust and effective performance management system, benefits are emerging in terms of increasing teacher and headteacher effectiveness and whole school improvement.
- 90 Most teachers, headteachers and governors in schools in the survey, believe that performance management is having a positive effect on their work although, in many cases, they do not have specific evidence to show this. When teachers' objectives for pupils' progress are very specific and include clear success criteria, in terms of the gains expected of pupils' performance, then it is possible for schools to measure the effects on pupils' progress. For example, where a teacher's objective has been to improve boys' reading and writing skills, the gains in literacy skills made by these pupils, have become evident in boys' end-of-year test scores.
- 91 In many schools in the survey, it is evident that teachers:
- are becoming more focused on what they are doing in the classroom, and can explain how this is helping to improve pupils' learning;
  - have objectives that are linked to whole school targets for improvement, which help to tackle issues on a more collective and coherent basis;
  - readily take on challenging objectives to improve their work as well as accepting accountability for success;
  - believe that the system provides more and better opportunities for reflection on and evaluation of their own teaching, which helps them improve their performance;
  - consider that their training needs are discussed openly and honestly and are better planned and provided for;
  - find that the arrangements have motivated and re-kindled greater enthusiasm for their work; and
  - report that the process has given them greater job satisfaction.
- 92 Performance management aims to contribute to greater job satisfaction for teachers and headteachers and to help them achieve higher levels of expertise and

progression. By demonstrating a commitment to developing all teachers effectively, schools should be better placed to meet the needs of pupils and raise standards.

- 93 In a small number of primary and secondary schools in the survey, the success of the arrangements and the benefits in terms of school improvement have encouraged senior managers to introduce a similar process for support staff. The case study below illustrates the success of one such process.

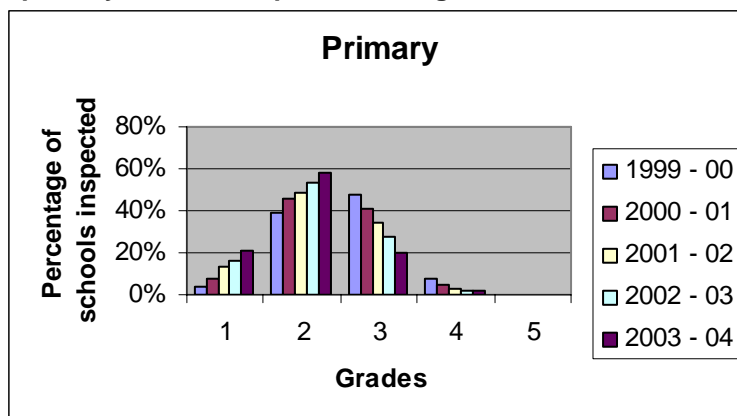
### GOOD PRACTICE

In 2004, senior managers in a large secondary school introduce performance management arrangements for learning support assistants (LSAs) as well as teachers. This development is part of their strategic vision for school improvement. The model of annual review for these staff matches the performance management arrangements already in place for teachers. With the benefits of performance management becoming evident in the school, senior managers are convinced that LSAs would also gain from being included in the process. They know that these staff already make a vital contribution to the school's strategy and believe that this is an opportunity to help them develop that role and raise standards further.

The school's improvement plan identifies the targets and actions for this work. The school's budget has an allocation to meet the training needs of these staff, which means that LSAs are able to attend courses to improve their skills and meet their objectives. By July 2005, the first cycle of objective setting and review for LSAs is completed. Using a process already well established in the school helps to smooth the introduction of arrangements for all staff. An early evaluation of the process shows that the system has been successful and is bringing benefits to the school.

- 94 An analysis of the inspection outcomes for primary schools during 1999-2004, shows that the impact of appraisal<sup>14</sup> arrangements has been steadily improving in schools. Table 2 below displays these findings.

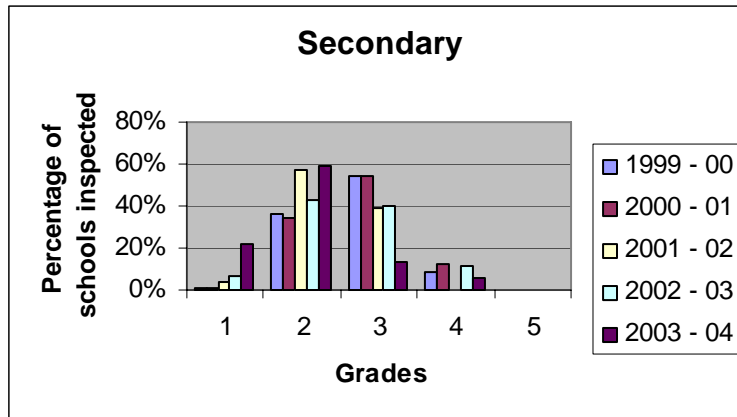
**Table 2: The impact of induction, appraisal and continuous professional development in primary schools inspected during 1999-2004.**



<sup>14</sup> In the inspection framework, judgements about induction and continuous professional development are also included in this area.

95 While, in secondary schools, over the same period of time, there were significant increases in the percentage of schools gaining very good and good (grade 1 and grade 2) for the impact of their appraisal arrangements. Table 3 displays these findings.

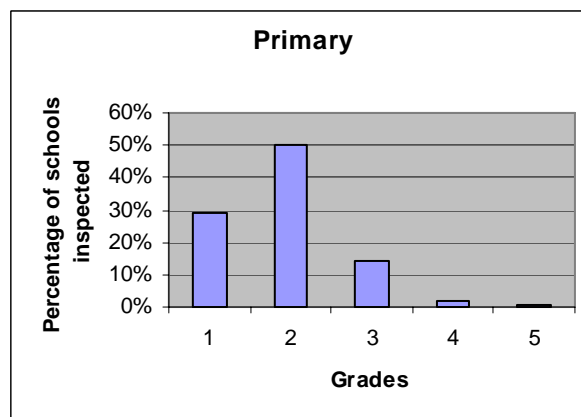
**Table 3: The impact of induction, appraisal and continuous professional development in secondary schools inspected during 1999-2004.**



96 In September 2004, we introduced a new inspection framework for schools. Inspectors judge the way that schools use staff appraisal or review to promote improvements in teachers' practice and the quality of provision. This area does not include judgements about induction as in previous years. Therefore, it is not possible to make a direct comparison with data on the inspections of schools in previous years, displayed in tables 2 and 3.

97 The findings displayed in table 4 below show that in 2004-2005, the proportion of primary schools with good or better arrangements in place for performance management was similar to that of previous years. During this time, there were slightly fewer primary schools with shortcomings in this area of their work.

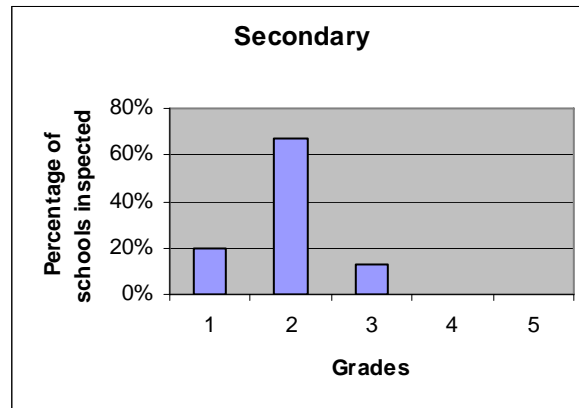
**Table 4: Effective staff appraisal or review used to promote their professional development and improve the quality of provision.**



98 The findings are similar for secondary schools. Table 5 shows that in 2004-2005, the proportion of secondary schools with good or better arrangements in place for

performance management was a little higher than in previous years. There were no important shortcomings in this aspect of the work of secondary schools.

**Table 5: Effective staff appraisal or review used to promote their professional development and improve the quality of provision.**



- 99 These findings support most schools' views that performance management is making a positive contribution to school improvement.
- 100 In a minority of schools, there is scope for performance management to contribute much more to raising standards. In these schools, governing bodies do not use the system enough as a strategic lever to help them understand the strengths and weaknesses of the school or to challenge and support the work of the senior management team. In around one in ten schools, processes are not effective enough for staff to appreciate the benefits of the arrangements and consequently they are unconvinced about the value of the system to themselves or the school.

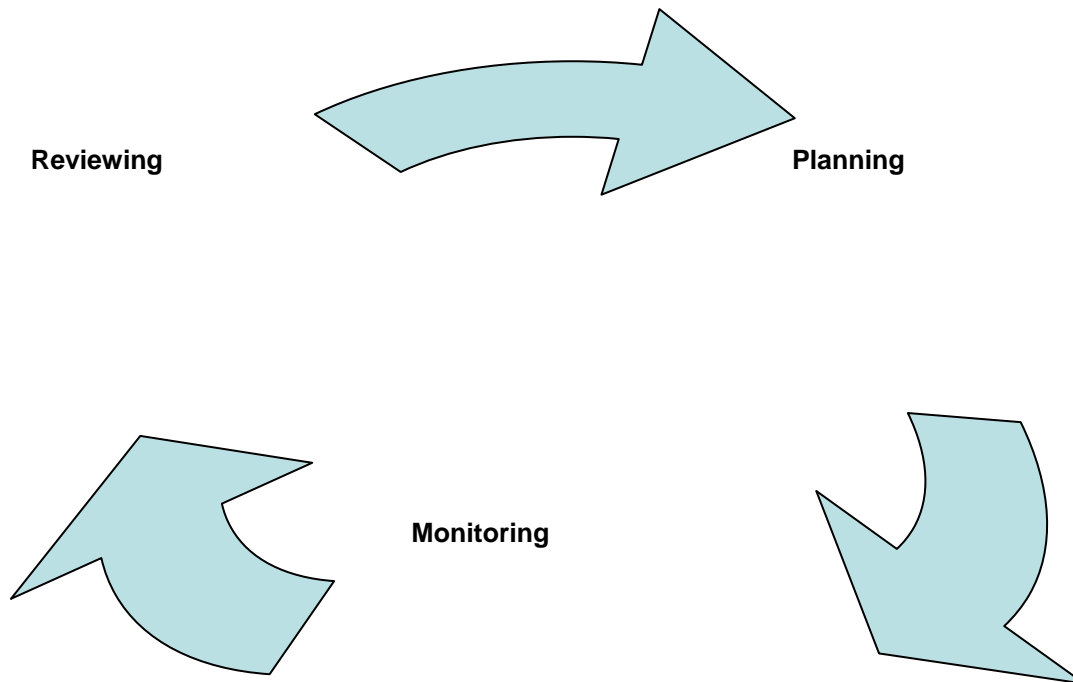
## Improving the process of performance management in schools

- 100 There is scope for improving performance management in schools so that it contributes more to developing a wider culture of continuous process. At its best, performance management should ensure that managers manage effectively and the people they manage know what is expected of them. These staff should have the skills, competences and abilities to do what is expected, be well supported and given feedback on how they are doing.
- 101 However, performance management should also be concerned with sharing expectations, improving the quality of relationships, including the development of individuals and teams to ensure that staff are encouraged to behave in a way that allows and fosters better working relationships. Importantly, the process should engage all staff in the concept that managing people and being managed is constant and on-going. It should be about more effective management of individuals and teams, which contribute to high levels of success and organisational performance.
- 102 If performance management is to help develop a culture of continuous improvement then it must be corporate and strategic and link with all of the important aspects of the work of the organisation, including planning and people management. The process should:
- provide strategic direction for longer-term organisational and national goals;
  - focus on corporate and strategic performance indicators; and ensure that organisational objectives are linked to individual goals and measures of performance;
  - be inextricably linked to the key functions of the work of the school so that the entire system works efficiently and effectively;
  - ensure day-to-day effectiveness is optimised so that overall performance can be improved;
  - incorporate the key elements of planning, coaching, reviewing, appraising and developing performance;
  - challenge and manage staff to perform to the best of their abilities; and
  - help to bring about and manage change.
- 103 By including more of these elements in the process, performance management could make a greater contribution to the school improvement and modernisation agenda.

## Appendix 1

### The performance management cycle

Performance Management should be a continuous process occurring over a year. The process begins with planning, then monitoring and finally reviewing at the end of the process, before the cycle begins again as shown in the diagram below.



#### Planning

To help staff gain the maximum benefit from the performance management system, they should begin by undertaking a self-analysis. Teachers are required to consider the likely demands on their skills in the next year against the background of their current skills and the needs of their pupils. Following this self-analysis, team leaders discuss, agree and record priorities and objectives with each of the teachers in their team. These objectives should relate to ways of improving the teacher's practice as well as pupils' progress.

#### Monitoring

The teacher and the team leader should regularly review progress throughout the cycle. One observation of the teacher's lessons should be undertaken each year as a minimum. This is not a requirement for headteachers with teaching responsibilities.

#### Review

The annual performance review is a formal opportunity for the teacher and team leader to recognise achievements and discuss areas for improvement. This meeting, which takes place at the end of the cycle, should lead to a review statement.

## **Appendix 2**

### **The requirements for setting performance management objectives**

Teachers' objectives are expected to cover:

- (1) ways of developing and improving the teacher's practice; and
- (2) pupils' progress.

Teachers and their appraiser must discuss and agree objectives for performance management. The appraiser can be the headteacher or a senior teacher in the school designated as a team leader.

Teachers who have leadership and management responsibilities should also have objectives relating to these additional responsibilities.

Headteachers objectives are expected to cover:

- (1) school leadership; and
- (2) pupils' progress.

Headteachers and their appraisers must discuss and agree objectives for performance management. The appraisers for headteachers must include at least two appointed governors and an external adviser.

There is a recommendation that not less than three and not more than six or seven objectives are appropriate for teachers and headteachers.

For the first year, schools' governing bodies had to ensure that objectives had been set or agreed for the headteacher by 31 January 2003. Schools had the option of setting the length of the first cycle with the only requirement being that the cycle must end no later than 31 October 2004.

## **Appendix 3**

### **Governors appointed to review the performance of the headteacher**

The governing body of the school must appoint two or three governors to carry out the appraisal of the headteacher. The responsibilities of these governors are to:

- seek advice from the external adviser when setting objectives and reviewing the performance of the headteacher;
- meet with the headteacher and adviser at the start of the performance management cycle to plan and prepare for the performance review;
- set and record headteacher objectives relating to school leadership and management and pupils' progress;
- seek to agree procedures with the headteacher for monitoring performance during the cycle;
- meet with the headteacher and adviser at the end of the review cycle to review the headteacher's performance and identify achievements;
- write a performance management review statement;
- provide the headteacher and chair of the governing body with a copy of the headteacher's performance review statement; and
- on request, provide a copy of the headteacher's statement to those governors who are responsible for taking decisions in relation to promotion and pay.

Governors, who have been appointed to act as appeals officers for the headteacher, are required to:

- carry out an appeal review within 10 school days of the appeal being made; and
- take into account any representations made by the headteacher.

## Appendix 4

### The external adviser

The governing body of each school must appoint an external adviser to assist the governors, who are the appraisers for the headteacher. The external adviser is a nationally trained expert who will advise and support the governing body on reviewing the headteacher's performance.

Local education authorities' consortia for each region, train external advisers and allocate an external adviser to each school from their list of advisers. Each school has an allocation of one day's advisory service (a maximum of eight hours). The external adviser:

- assists governors in analysing school data;
- meets separately with the headteacher and governors prior to the review meeting if required;
- attends the formal review;
- assists the governing body to set objectives for the headteacher;
- advises on the monitoring process through the year; and
- can offer to draft the review statement.

External advisers are required to complete two record books for each review process they undertake for a headteacher. These books record the external adviser's advice given to governors and the objectives for the headteacher for the following year. The appointed governors and the consortium office should each have a copy. Local education authorities' consortia analyse the content of these books as part of their quality assurance of the work of external advisers.

## Glossary

Appraisal	A review of the teacher's or headteacher's performance.
Appointed governors	Two or three governors who have been appointed to agree and set annual performance objectives as well as review the headteacher's performance.
Continuous Professional Development (CPD)	An entitlement for all involved in education to receive up-to-date and ongoing training and development throughout their career.
External Adviser	An external adviser is an accredited expert who advises and supports the governing body on reviewing the headteacher's performance. Each school is entitled to an adviser for the equivalent time of one day (eight hours) during each review cycle.
Objectives	Teachers' objectives should cover pupils' progress and ways of developing their own practice. Headteachers' objectives should cover school leadership and management as well as pupils' progress. The recommended number of objectives for teachers and headteachers is between three and six.
Review statement	An appraisal report, provided for each teacher and headteacher, which summarises their overall performance at the end of the yearly cycle.
School Improvement Plan (SIP)	A strategic plan that sets out priorities for improving the school's provision and performance.
Team leader	This term relates to teaching staff only. The team leader is the person who carries out the performance review. Each team leader works with a small number of teachers, discusses and agrees objectives and gives objective feedback to teachers on their progress. The headteacher is usually the team leader in small schools.