

Self Evaluation Guide

It is important to acknowledge the wide range of health promoting activity currently underway in your school. Consequently you can be reassured that you will not need to reinvent or contort yourself to achieve health promoting schools status

A true health promoting school values a whole school approach when taking forward any aspect of school life. It is therefore essential that the whole school is involved in the self evaluation process (and evidence of this will be required at all stages).

By highlighting your strengths and weaknesses it will give you a clear picture of where you are at in terms of health promotion. From here you will be able to make important joint decisions as to how the whole school community needs to progress with health promotion including your accreditation.

If done correctly a whole school self evaluation can be a highly dynamic and positive process, which can stimulate debate and empower individuals to express their views. It is important that you select an evaluation method:

- that **suits your setting**
- that is **manageable**
- will give **meaningful** results

Whilst questionnaires have traditionally been used as the principle evaluation method, feedback from the pilot schools have indicated that, whilst suitable for some school settings, such methods were found to be cumbersome, time consuming and sometimes ineffective.

Self Evaluation Toolkit

You must use a self evaluation method that suits you. We have included some information on a range of alternative methods as a guide. This guide is not exhaustive and we would encourage schools to be creative and where possible link to activity you are already undertaking.

The whole school will be involved in self evaluation of its health promotion. We have included examples of evaluative methods that you can use for your setting:

- Circle Time
- Talking Mats
- Interviews
- Draw and Write – Confidence to Learn
- Write and Talk – Confidence to Learn
- Peer Education
- Questionnaires
- Staff Self-Evaluation
- Big Brother Diary Room
- School / Teacher Checklist for External Agencies, Groups or Speakers Who Want to Work With Schools

Circle Time *(More to be added to this section)*

This resource uses the practice of circle time, effective in Primary education, to further develop students' communication skills, self-esteem and confidence. Whole-class activities, based around the format of a circle in which each pupil has a turn and a role to play, are ideal for planning and assessment of individual needs and aptitudes.

Quality Circle Time (QCT) is a democratic and creative approach used to support teachers and other professionals in managing a range of issues that affect the whole learning community. Teaching staff, children, support staff, parents and governors can be actively involved.

QCT has been proved to promote better relationships and positive behaviour, two of the most effective improvements to both learning and the smooth and harmonious running of a school.

The QCT model involves a commitment from schools to set up an ongoing process of Circle Meetings for adults and children, at which the key interpersonal and organisational issues that affect school development can be addressed. The sessions for children may be linked to the PSHE curriculum, and often consist of weekly meetings lasting half an hour where children sit round in a circle.

QCT meetings for children involve carrying out activities, games and the practice of speaking and listening skills, often in a round.

There are several key elements in the model, namely:

Improving the morale and self-esteem of staff

- Listening systems for children and adults alike
- The Golden Rules: a system of behavioural rules for children
- Incentives: a weekly celebration to congratulate the children on keeping the Golden Rules
- Sanctions: the partial withdrawal of the Golden Time incentive
- Lunchtime Policy

Talking Mats

Talking Mats is an established communication tool, which uses a mat with pictures symbols attached as the basis for communication. It is designed to help people with communication difficulties to think about issues discussed with them, and provide them with a way to effectively express their opinions.

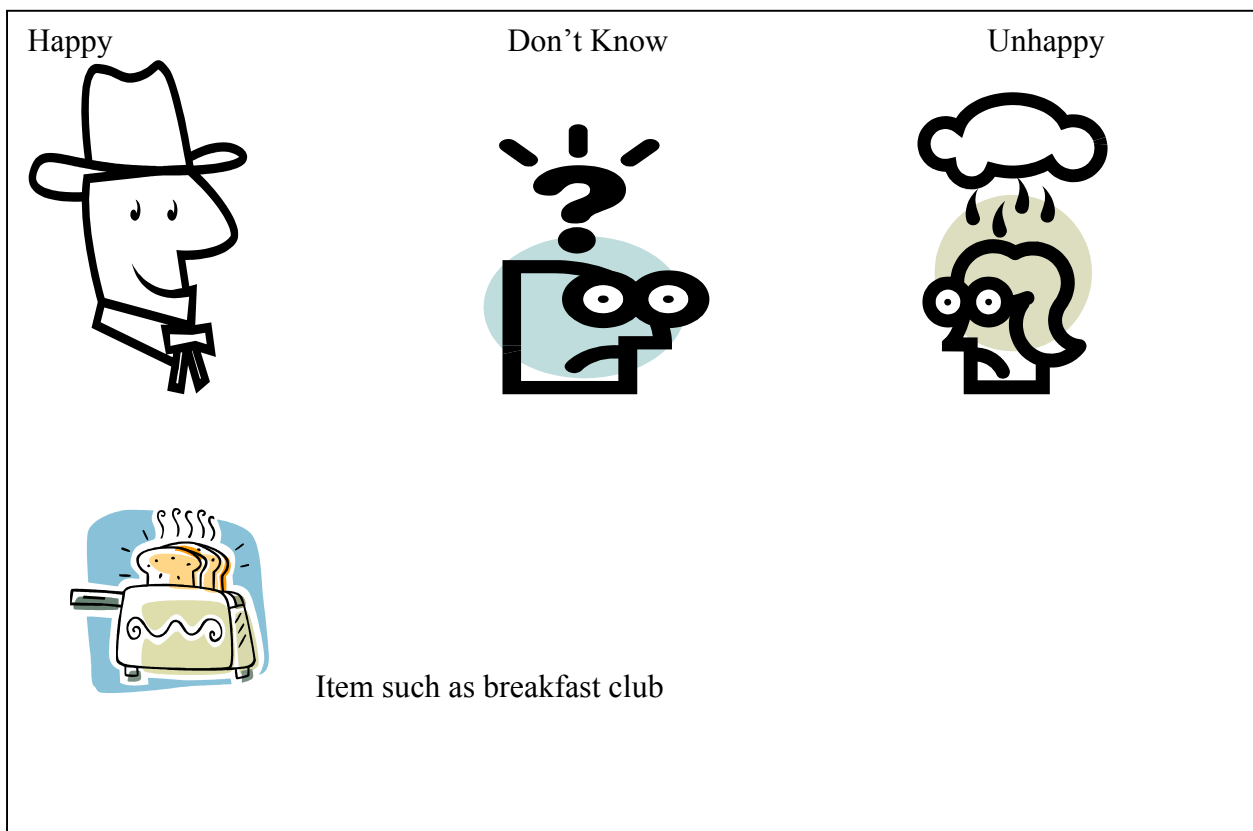
Talking Mats can help people arrive at a decision by providing a structure where information is presented in small chunks supported by symbols. It gives people time and space to think about information, work out what it means and say what they feel in a visual way that can be easily recorded

Talking Mats Example

Guide to using talking mats

1. Pick the image that is relative to the topic you are working on
2. Ask the pupils to place or staff can place under instruction, the image on the mat under the happy, don't know or unhappy
3. Evaluate the response of the pupil and add to overall results

(The illustrations used in this example are from clip art and would not be the illustrations used in Talking Mats, which has an image package of its own)



Interviews

Through the process of interviews, observation and discussions with the pupils evaluate their responses to the health promotion statements and collate the evidence.
(More to be added to this section)

Pupil Consultation on the Health Promoting School

Proposed Activity: “Roving Reporters” - Use pupils to consult with other pupils on their opinion on the 6 elements of the Health Promoting School. See question guidelines for the actual questions.

Location: School grounds

Time: This was done shortly before, during and just after the allocated lunchtime. Could also been done during a PSHE session or during house time/ registration class.

Personnel: Staff or other pupils can do the “interviewing”. The pupils may need some support before hand to help them understand the questions they are asking.

Equipment: microphones, tape recorders, clipboards, pen, and questionnaires

Draw and Write (Confidence to Learn)

This resource has been designed to help extend the work in the area of health education. It seeks to develop the concept of the health promoting school which enables children to be happy confident learners. The resource has been developed an evaluative method for children and young people in the primary setting using the Draw and Write method.

Reference: "A guide to extending health education in the primary school" (a big orange book!)

Authors: Noreen Wetton and Michele McCoy

Published by: Health Scotland

(More to be added to this section)

Write and Talk

Write and Talk is related to the nursery setting. Write and talk is based around Confidence to Learn, however rather than asking the pupils to draw, a drawing is presented to the pupil to gather their insights and perceptions of their nursery setting. A use of focus groups to reiterate the message can also be used at this stage.

Peer Education or "Buddying"

Peer education, helping children and young people to educate one another. The term "peer educator" refers to someone who shares characteristics of his or her peers but receives special training to function in a different way.

(More to be added to this section)

Questionnaires

A sample of questionnaires have been attached for the schools to use as part of the whole school self evaluation. A baseline recommendation for sample size is:

Pupils	1/3 (random samples from each year)
Staff	1/3 (per 100 staff) smaller schools a common sense approach
Parents	

Question Guidelines

1. Curriculum/ PSHE

- What types of things do you learn about health:
 - in the classroom?
 - in other places in the school?
- What types of activities in the classroom do you enjoy doing?
- What do you want more of (relating to health)?
- What makes you feel good in the classroom? (also relates to Ethos)

2. Environment

- What are some of the things around you that keep you healthy?
 - In the classroom?
 - In the school ground?
- What are some of the ways you can find out information about health?
- Is there anything you want to improve?
 - In the classroom?
 - In the school ground?

3. Ethos

- Who supports/helps you in school?
- How do you support each other?
- How do you get to have your say in school?
- What do you like about school?
- What makes you feel good about being at school?
- What makes you feel not so good about school? How would you change these things?

4. Parents/Carers [Partnership working]

- Do your parents or person that looks after you come to the school to do anything? Describe

5. Links [Partnership working]

- Who comes to your school to talk about health?
- What do they do?
- Who else do you want to invite?
- Are there school trips or visits that you can go on? Describe these

Core Criteria- Staff Self Evaluation

We require each school to carry out the self evaluation as part of the core criteria section. This process will give you a direct route to the main accreditation phase when you will be selecting and working on individual health promotion topics. It will highlight your strengths, which you could later select to be accredited for. It may also flag up areas of your school that require improvement, which you may wish to develop through the scheme.

Using the health promotion statements from the pack, place each statement on the self evaluation chart as an area of strength, improvement or weakness. Record these results for evidence

There are three boxes on the Staff/Parent Self-Evaluation sheet, red amber and green (based on a traffic light).

Strength

Area/s of health promotion that is already established as part of the schools practice i.e. Eco Schools Award or Health Education Programme etc

Improvement

Area/s of health promotion where progression has been made, but needs to be developed

Areas to be addressed

Area/s within health promotion where little or no practice has taken place

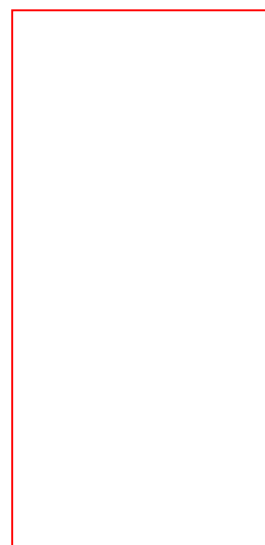
Strength



Improvement



Areas to be addressed



1. Place each statement in an area that you consider is relevant to your school, strength, improvement etc
2. Once you have placed the statement tick where you have placed the statement on the progress chart
3. Use the Progress Chart to produce a summary report
4. Pull together the pupil and parent summary and submit final report in the submission folder

CARD GAME PROGRESS CHART – LEARNING AND TEACHING

Names in Group

Statement	Strength	Improvement	Areas to be addressed	Comments
<p>1. In health education appropriate learning and teaching methodology is practiced</p> <p>2. Pupils learn in ways which health them to build and experience healthy relationships and develop self-respect for others in a climate which enables them to develop</p> <p>3. Visiting contributors work is planned and appropriate co-operation with pupils and teachers</p> <p>4. There is flexibility within the curriculum for the consideration of specialist health topics as identified by pupils, staff and parents</p> <p>5. In Health Education there is appropriate education about nutrition, physical education/activity, sexual health, drugs and mental health for pupils at all stages</p>				

CARD GAME PROGRESS CHART – MANAGEMENT

Names in Group

Statement	Strength	Improvement	Areas to be addressed	Comments
<p>1. Management have systems in place to actively listen and value the ideas and contributions of others</p> <p>2. Management ensures that there is effective co-ordination of health promotion</p> <p>3. Management works collaboratively with the whole school community developing effective partnerships in relation to health promotion</p> <p>4. Management is committed to healthy lifestyles and actively promotes the health and well-being of staff, pupils and parents</p> <p>5. The management involves others, both inside and outside the school in developing policies and aspects of the school plan</p> <p>6. Management ensure that staff participate in appropriate continuous professional development</p> <p>7. Management ensures that there are policies for sexual health, drugs, nutrition, physical education/activity and mental health are in place and staff are aware of available training</p> <p>8. All staff are aware of school policy and procedure which are in place regarding abusive behavior, e.g. child protection, domestic abuse anti-racism, anti-bullying/sectarianism</p>				

CARD GAME PROGRESS CHART – ETHOS

Names in Group

Statement	Strength	Improvement	Areas to be addressed	Comments
<p>1. Pupils take an active role in the decision making process</p> <p>2. Personal support for employees is available</p> <p>3. Parents explore and engage in health activities offered by the school</p> <p>4. There is open lines of communication with parents in relation to health</p> <p>5. The school values curricular and extra-curricular achievement of pupils</p> <p>6. Staff and pupils recognise that the way they treat each other is important for their health</p> <p>7. All staff are sensitive to all areas of pastoral care for pupils</p> <p>8. Health activities are promoted by the school and into the community</p> <p>9. Mental health and wellbeing is actively promoted throughout the school to pupils, staff, parents and the wider community</p>				

CARD GAME PROGRESS CHART – ENVIRONMENT

Names in Group

Statement	Strength	Improvement	Areas to be addressed	Comment/s
<p>1. The school environment is welcoming, orderly and attractive with good displays promoting health related messages. It is clean , free of letter and signs of vandalism</p> <p>2. Pupils are encouraged to become actively involved in establishing a safe, clean environment</p> <p>3. Schools have dedicated areas to effectively promote related messages for pupils, staff and the community</p> <p>4. There is a whole school responsibility of Health and Safety Procedures</p> <p>5. Schools adopt a whole-child, whole school approach to food</p> <p>6. Every effort is made to provide accommodation for services, taking into consideration privacy, support and comfort</p> <p>7. The school environment should be healthy, safe , comfortable and pleasant for work and leisure</p> <p>8. The school playground is developed as a safe, social area to meet the needs of children and young people</p> <p>9. The school actively promotes safe travel to and from its premises and specifically encouraged active and healthy travel options</p> <p>10. Schools take an active role in developing and caring for the environment within the local community</p>				

Big Brother Diary Room

The use of the “Diary Room” can be most effective when gathering views of children and young people about any particular issue. Children and young people particularly like the idea of a “voice box” being an alternative to any form of written feedback

You need to have a room which is relatively quiet for interviews. Set up a video recorder and place the seats in an appropriate position which could be easily captured on video. Set no more than 5 specific age appropriate questions for the children and young people to respond to relevant issue you wish to collate information.

Some young people like to respond to questions in groups and this can often be beneficial to the interviews as information is often teased out further than individual interviews.

It is a good idea to give the children and young people the question they are to be asked a few minutes before the interviews to allow them to gather their Thoughts

Be direct when asking the questions. The children and young people like the directness used on the Big Brother reality shows and often respond better to this technique

The interviewer should sit behind the camera when asking the questions and if the children and young people do not want their faces to be identified you may want to use screens or have them sit with their back to the camera.

Video clips can be cut so don't worry if the children and young people act up a bit during the interview

Remember to have appropriate consent from the children and young people and they understand fully the purpose of the diary room and how their information is to be used.