

Case Study: Lossiemouth High School

School-based Evaluation Processes in Scotland

May 2006

Lossiemouth High School in Moray is one of the second tranche of schools to be included in the School of Ambition Programme in Scotland.

A radical agenda for change was designed to increase skills and capacity in individual pupils and staff within the school by challenging conventional ways of thinking and working. By using values assessment data to formulate a shared vision and purpose for the school we hoped to be able to raise morale and improve school culture, ethos and behaviour.

Our values based work was synchronised with the development of leadership at all levels in the school underpinned by coaching and mentoring.

We believe that Ethos is an underestimated, essential element in the transformational process in any school and that insufficient emphasis is placed on the evaluation of Ethos by HMIe using HGIOS criteria.

AIM OF EVALUATION

“ORGANISATIONS DON’T CHANGE – PEOPLE DO!”

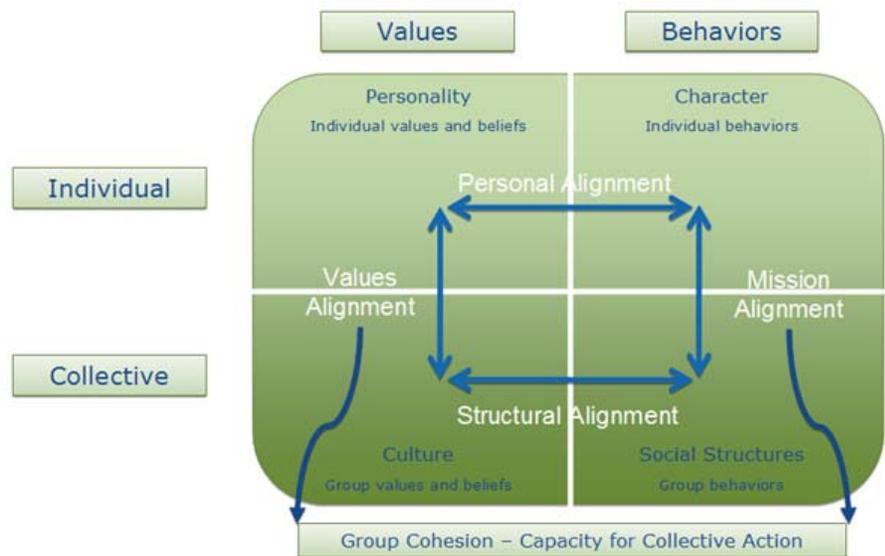
Believing that sustainable change cannot be imposed from above we aimed to measure the existing culture of the school in order to use the data to influence a change in future culture. We set out to raise awareness of the fact that empowered individuals can actively contribute to conscious action making change not only possible but inevitable.

We asked three key questions.

1. Which values and behaviours most represent who we are?
2. Which values and behaviours most represent the way the organisation operates at the moment?

3. Which values and behaviours most represent the way that we would like the organisation to operate?

We aimed to achieve Cultural Transformation by aligning personal and institutional values with personal and institutional behaviours. We hoped that by creating greater Group Cohesion we would enhance the schools capacity for collective action and at the same time increase group resilience and joint capacity to cope with change.



EVALUATION APPROACH

In consultation with the school, an on-line Culture and Values Assessment was customised for us by Phil Clothier from Barrett Values Centre The Cultural Transformation Tools (CTT). A values assessment using the Cultural Transformation Tools was customized with values including those which may have been currently limiting our progress, was opened for a period of five weeks. The data was analysed by the team at Barrett Values Centre and a very detailed report, highlighting areas for action was prepared and fed back to the school.

Evaluation is based upon the identification of the current position and status of the school on a scale described as The Barrett Seven levels of School Consciousness Model. These range from Survival to Service, the challenge being to move to level seven in order to achieve maximum potential. An institution achieving all seven levels illustrated is described as operating at Full Spectrum Consciousness. At this stage the

school would have achieved its goal of becoming a Values Driven Organisation

 Seven Levels of Organisational Consciousness



Lossiemouth High School – Values Assessment May 2006

Personal Values	Current Culture Values	Desired Culture Values
1. friendship (105)	1. bullying (70) (L)	1. respect (71)
2. caring (102)	2. celebration (62)	2. co-operation (65)
3. honesty (90)	3. teamwork (56)	3. academic excellence (61)
4. family (80)	4. leadership (55)	4. discipline (54)
5. trust (79)	5. co-operation (54)	5. kindness (52)
6. humour/fun (71)	6. respect (44)	6. celebration (51)
7. co-operation (66)	7. parent involvement (43)	7. fairness (48)
8. respect (66)	8. encouragement (41)	8. continuous improvement (47)
9. being liked (60) (L)	9. life skills (41)	9. honesty (47)
10. creativity (59)	10. creativity (39)	10. character development (45)
		11. creativity (45)
		12. teamwork (45)

Collectively, who are we and what is most important to us as people?

How do we experience the culture now?

What are our desires for a high performing school?

Using this scale gives a very clear and visible base line against which to measure progress in future evaluations.

METHODOLOGY

It was important that the approach to the introduction of Values Assessment was tackled in a number of sequential stages. Many teachers were not familiar with a values centred way of working because, in the past, many change strategies in education have been strongly biased towards the

reorganisation of systems rather than people. It was therefore vital to build several preparatory steps to raise awareness of potential and at the same increase confidence by providing tangible evidence of improvement in areas of weakness. The following steps were essential in helping to create a climate conducive and receptive to new ways of thinking and were necessary to facilitate the alignment of all agendas for improvement, including those set by HMIe in our initial inspection.

INCREMENTAL DEVELOPMENT PROCESS

1. New Behaviour System based on values.
2. Solution Oriented Practice based on values.
3. Departmental core values (Curriculum for Excellence).
4. Values Assessment.
5. Appreciative Enquiry.

The data base designed by Phil Clothier, was set up and letters of invitation to participate were sent to all parents, pupils, teaching and support staff and also to officers from the local authority. We felt that it was very important that everyone had the opportunity to participate in the evaluation so that we had a clear understanding of a wide range of perspectives. We also knew that we could be far more effective as a Values Driven Organisation if everyone could subscribe to the shared vision.

Each person was asked to select 10 values under each of the three categories, Personal Values, Current Institutional Values and Desired Institutional Values.

Lossie - Comparison of Current Culture – May 2006

LEA	Parents
1. <i>celebration</i> (3)	1. sense of community (14)
2. <i>continuous improvement</i> (3)	2. <i>continuous improvement</i> (13)
3. making a difference (3)	3. <i>discipline</i> (12)
4. <i>parent involvement</i> (3)	4. <i>parent involvement</i> (12)
5. <i>teamwork</i> (3)	5. <i>student achievement</i> (10)
6. character development (2)	6. values awareness (10)
7. <i>compassion</i> (2)	7. <i>character development</i> (9)
8. encouragement (2)	8. community service (9)
9. fairness (2)	9. co-operation (9)
10. leadership (2)	10. <i>encouragement</i> (9)
11. life skills (2)	11. <i>open communication</i> (9)
12. participation (2)	

Pupils	Teachers	Non teaching staff
1. bullying (54) (L)	1. <i>celebration</i> (16)	1. bureaucracy (7) (L)
2. <i>teamwork</i> (43)	2. student centered (10)	2. celebration (6)
3. <i>co-operation</i> (39)	3. <i>continuous improvement</i> (9)	3. peer group pressure (6) (L)
4. <i>respect</i> (38)	4. encouragement (9)	4. bullying (5) (L)
5. leadership (36)	5. over-scheduled (9) (L)	5. opting-out (5) (L)
6. <i>kindness</i> (32)	6. accountability (8)	6. short-term focus (5) (L)
7. <i>celebration</i> (31)	7. conflict resolution (8)	7. manipulation (4) (L)
8. <i>creativity</i> (30)	8. professional growth (8)	8. over-scheduled (4) (L)
9. <i>fairness</i> (30)	9. <i>adaptability</i> (7)	9. parent interference (3) (L)
10. cheating (29) (L)	10. bureaucracy (7) (L)	10. professional growth (3)
	11. <i>leadership</i> (7)	11. reputation (3)
	12. life skills (7)	12. risk-taking (3)
	13. personal recognition (7)	13. territorial behavior (3) (L)

This data was collated by CTT and Phil fed back to all members of staff, some pupils and parents and members of the education authority during an excellent in-service day.

There was a great buzz throughout the day and a real sense that together we really could make things happen.

OUTCOME AND IMPACT

The outcome of the evaluation was very reassuring in that it highlighted the fact that there was co-hesion between perspectives as far as parents, teachers, pupils and the authority were concerned. It clearly illustrated that we were a school in transformation and that was extremely encouraging. It reaffirmed our view that strategies we had already put in place were having a positive impact on improvement and we were certainly beginning to be aware of a shared sense of responsibility for change.

We were shocked, however, to realise that the perception of the support staff was very different and that there was a great deal to be done to improve the working experience for them.

We had already decided that the next logical step towards becoming a Values Driven School was to engage in Appreciative Enquiry and this had been presented to everyone by another friend of the school Robin Shohet from The Findhorn Foundation during the same in-service training day.

Using Appreciative Enquiry we were also able to work through an in depth personal evaluation with each member of the support team and to consult with them as a group.

This has greatly improved the level of morale within this team and helped us to focus on several improvement strategies guided by much wider consultation.

A very strong "Can Do" culture has grown and developed in the school. There is a much stronger sense of purpose and synergy permeating our work, strengthening our resolve to persevere in our ambition to become a Values Driven organisation.

We are also delighted that the Local Authority has adopted Values Assessment as a means of moving forward their mission : "Living to Learn, Learning to Live"

Values Focus

- Newly appointed staff.
- Staff welfare.
- Professional development.
- Columba 1400 values development for children
- Pupil and staff leadership.
- Follow up Values Assessment.

2011 STATUS UPDATE

Lossiemouth was selected as one of very few Schools of Ambition which brought three years of additional funding of £100,000 per year. This was awarded for our values driven work and our development of distributive leadership at all levels within the organisation.

We linked with Norman Drummond from Columba 1400, another values driven organisation and now we run leadership academies for staff and pupils from other schools in Scotland. We have been invited to present at many National and

International Conferences and our pupils love telling their story because the journey has been really quite amazing. Values education is now embedded into our formal curriculum!!!

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