

Glyndwr University

Evaluation of the Peer Observation Pilot: September 2012-March 2013

For: Denbighshire Local Authority

Dr Phil Bassett: Dean of Education
4/4/2013

Peer Observation of Teaching

Denbighshire Pilot Programme: September 2012 – February 2013

Introduction

The Pilot was established with the main purpose being to:

*establish the role of Observation in sharing effective teaching,
raising standards and developing a 'community of learning'
engaged with pedagogic exploration.*

The local authority selected the schools to be involved in the pilot to ensure that there was a satisfactory representation of the variety of schools within the county. This involved a large secondary school, a large primary school, a Welsh Medium primary school, a group of small primary schools and two primary schools in a federated structure.

Initial Training and Findings

Four training days were held in September (details of the programme are available and an officer did attend two of these days), with different groups of teachers attending each day, prior to any of the schools embarking on the Peer Observation work. The evaluation of the training sessions was undertaken by the local authority officers and is presented in Appendix 1. At the start of each training day the group of teachers was asked to note on a 'post-it' any concerns they had about being observed and, on a different coloured 'post-it' what they hoped to benefit from undertaking Peer Observation. The analysis of these comments provides interesting information in relation to teachers' views on the observation process as they have experienced it to date and, some enlightening comments on what they believe they will benefit from undertaking observations and being observed by colleagues.

An analysis of the comments recorded on being observed produced a majority of statements that relate to their anxiety at being observed. These are spread along a continuum from an attitude of hostility towards being observed, to the extreme of being afraid of exposing their weaknesses (a full analysis is available). When asked to identify what they see as potential benefits when being observed by a colleague, there was far greater agreement: help offered to improve areas of their practice and to gain reinforcement that what they are doing is 'good'.

Before embarking on the actual training, each participant was asked to complete an initial questionnaire (Appendix 2), designed to gain an insight into their attitudes towards observations and their experiences of being observed to date. Again, the analysis of these

questionnaires has identified a number of interesting aspects (full analysis is available). The majority of teachers had been involved in observing another individual, predominantly a student-teacher on placement as part of their mentoring role. Interestingly, some 47% of participants had observed a colleague as part of the performance management requirements and had made the criteria for the observation available to the observed and had provided feedback after the observation. However, when asked to identify whether this feedback had been helpful to them, 39% believed it to be only 'slightly helpful' and 3% (1 participant) not helpful. Whilst 57% of participants had observed a colleague as part of a developmental observation within their school, only 21% had ever received any training in this work. Again, when undertaking the semi-structured interviews with staff and headteachers, it is evident that some staff involved in performance management observations have received no training in this requirement and others make clear that their training was some time ago.

When asked whether they believed that they would learn from observing another teacher, 98% indicated that they would. Interestingly, this figure dropped to 88% when asked whether they thought that somebody observing them would learn from them. Again, the significant majority believed that they would learn from someone from 'another school teaching in the same age phase', but some 25% did not believe that they would learn from someone from 'another school teaching in a different age phase'. The 25% responding negatively to this option were from the primary sector.

Finally, each participant was asked to identify what they believed 'good practice' to be in terms of what could be observed in lessons. Main themes emerging from these responses were:

- Differentiation within lessons;
- Pupils achieving the learning outcomes;
- Reward systems used to motivate pupils;
- Pacing of lessons;
- Classroom organisation;
- Lesson management.

This demonstrates that there is a clear view of what they would wish/expect to benefit from when undertaking peer observations.

Interim Support

Each school/ group of schools was visited during December, as agreed, to provide an opportunity for the staff to explore any issues they encountered or to receive any additional input they had identified as a need. With the exception of the Secondary School, where it was not possible to arrange a visit due to internal staff issues, all of the schools were

positive about their experiences but did explain that due to the high level of staff and pupil illness and the preparations for Christmas, most were not as advanced in the process as they had intended. In all visits, staff and headteachers were clear what was expected within the framework for Peer Observation established during the training. There were no concerns and none of the staff indicated any confusion over the purpose or process. Issues discussed related to the design and use of any forms and written records (each school was free to design their own forms). Additionally, clarification was sought in relation to staff from their school possibly observing staff in another school. With very few exceptions, schools did not need to make contact with myself for any additional support; all were confident following the training.

End of Pilot Evaluations

The final phase of the evaluation was conducted using two instruments. Initially, all participants were invited to complete a questionnaire (Appendix 3). 26 completed questionnaires were returned. No headteachers had participated in the actual observations which accounts for a significant reduction in the number of completed questionnaires when compared against those completing the initial questionnaires. Semi-structured interviews were then conducted with the headteacher of each school or the representative from the group of small schools (with the exception of the secondary school where the senior staff member who attended the training was interviewed), and at least one member of the school's staff who had participated. Each semi-structured interview lasted for approximately half an hour and the discussion was audio recorded for analysis at a later time.

Significantly, whilst some 50% of the participants returning the questionnaires confirmed that they had received some training for performance management observations prior to their involvement in this pilot, 80% confirmed that they had received no training for any other form of classroom observations. In the initial questionnaire, 57% confirmed that they had undertaken developmental observations for another teacher and 68% confirmed that they had undertaken developmental observations of a student-teacher. Evidently, a number of teachers have been undertaking such evaluations with no training.

Within this pilot phase, the significant majority of teachers (92%) had undertaken at least one observation of a colleague and had, in turn, been observed by a colleague. All teachers confirmed that they had undertaken a pre-observation meeting and all rate this aspect of the process as either very important or important. When asked to explain their views on this aspect, some of the comments given were:

To understand my colleague's concerns and know which area to concentrate on;

Made us feel at ease about the observation;

To establish the area that the colleague wanted to focus on and make it most effective;

It gave us a chance to discuss what we wanted observed, what to look for and why;

We established the focus of the observation and highlighted specific issues which we felt we wanted to improve in our teaching.

The time scale for the actual observations varied from less than 30 minutes (67%) to a maximum of one hour (33%). When discussing this with headteachers and staff during the semi-structured interviews, most were surprised at the actual time needed to undertake the observation when the focus had been set beforehand: not being as lengthy as they were expecting, even though this had been addressed at the training. From the questionnaire and interview results, a period of approximately 30 minutes appears to be most appropriate. Participants indicate that having a clear focus and using the time wisely means that they remain 'on task' and do not attempt to cover too much else within the observation.

In all but one instance, feedback was given to the observed: no reason was given for the individual not providing feedback. The majority of participants arranged for the feedback to be immediately after the observed session (54%). In all other instances, with one exception, the feedback was given within three days. When asked to indicate what time period was appropriate to provide feedback, responses included:

No more than 3 days so that the lesson can be easily recalled. Not immediately – it's good to have time to reflect and evaluate what you have observed;

Sufficient time to reflect but within 1 to 2 days so that it is still fresh in the memory;

As soon as possible to ensure that it is effective and the teacher can begin working on any aspects considered.

Immediately, to be able to act on any feedback.

Whilst the majority of comments were supportive of the need to feedback within a short time span, that would enable the observed to benefit from the discussion and points raised, a small minority of respondents also alluded to the anxiety issues related to observations that were identified earlier:

ASAP – takes away any tension so that 'normal life' can resume;

Within one day so that it has an impact and not build up anxiety.

When asked to indicate the benefits of being an observer, the majority of respondents were fulsome in their responses. It is evident that these aspects, and the opportunity to be observed, were seen as positive by the significant majority of respondents. Many of the

respondents indicated that the opportunity to learn from the good practice of others was a key factor in the process and, both the staff and headteachers interviewed reiterated this benefit as a common theme. Similarly, during the interviews, the issue of 'confidence building' was given priority with staff acknowledging that their views and comments were welcomed during the feedback to the observed. Evidently, the observer was learning as well as providing feedback to the observed:

Whilst looking at the aspects requested, I was also able to gain new teaching ideas. It also gave me confidence to think that my opinion was valued;

To observe somebody else's approach, techniques used and new ideas. Also to note the development of children in a different age group;

Can notice things that they may not be aware of;

Opportunity to share good practice, to see lessons out of one's normal curriculum area. Interesting to see how SIP priorities are met in other subject areas (e.g. literacy and numeracy);

Gained confidence in knowledge of other year group's expectations;

It's a really good way to ensure that we are all working in the same way and using the same strategies;

We can learn a great deal from witnessing good practice. We can see a lesson unfolding from the 'outside' for a change, and can focus on one aspect of the teacher's provision;

I consider my peers to have many ideas that I can adapt and use to enhance my own practice.

Similar comments were recorded when the respondents were asked to identify the benefits to themselves as a result of being observed.

I could explain my concerns confidently to my colleague and felt comfortable being observed;

They bring suggestions for me to consider;

You get the point of view of a fellow professional which can contribute to helping your own practice;

My colleague helped me overcome a problem and came up with new ideas;

The feedback from colleagues and areas that I need to improve on gathered from the discussions;

It gave me advice on one aspect I felt I wanted to improve in my class;

Honest feedback to improve my practice. Short periods of observation which are focussed on aspects I wish to improve;

Getting a colleague's views/advice and some positive feedback – makes you feel 'good' and valued;

Opportunity to get feedback from a colleague who is objective i.e. not focussing on our subject area and judging our competence in our subject but seeing the bigger picture;

Can get useful feedback to move my teaching forward.

The next set of questions asked the participants to identify which aspects they found most challenging when undertaking the observation process. Many of the participants found the actual giving of feedback challenging as they were 'trained' not to be judgemental but to steer the discussion in a way that would enable the observed to start to identify issues and offer solutions rather than the observer giving immediate advice: the aim being to encourage reflective and analytic practice. Approximately 30% of the statements recorded identified an element of giving non-judgemental feedback as an area where they found greatest difficulty but were also positive about the process. Clearly, this is an area where additional support would be of value as the training emphasised the need to be honest but in a non-judgemental way:

Giving useful feedback sensitively – hopefully, this will improve with time and confidence;

To not give the impression that you are judging someone but to also be honest in the feedback session;

Knowing how to give non-judgemental feedback.

From the responses to the questionnaires and the interview sessions, whilst this is an issue for the observers, it was not identified as an issue for the significant majority when being observed, as they indicated that the feedback they received was positive and helpful in encouraging them to think about the issues raised in their feedback discussion. Some indicated that they would prefer to have been 'told up front' but did concede, during the discussion, that thinking about the aspects raised was very helpful and did then enable the observer to offer suggestions in an advisory and collegiate way.

Interestingly, the responses to this question also identified the need to remain focussed on the areas identified in the pre-observation meeting as an issue:

To not focus on other things that are going on and interesting e.g. the children's work. We are so used to multi-tasking that it was difficult to stay on task;

To stick to observing and not get too involved with the children myself;

To pin-point the issue that we agreed on at our pre-observation meeting and to only focus on that;

To avoid losing the main focus of the observation when everything is going on.

A telling outcome from the responses to both the questionnaire and the interviews was the view that the teachers had to restrain themselves from over-preparing for the observation. Initially, many considered it to be similar to a performance management observation where they admit that they would give additional attention to their forthcoming lesson. Here they did appreciate that they needed to 'do what they normally do' as they realised that this was a non-judgemental process and, if they were to do things differently, the purpose of identifying their focus would be obscured for the observer:

To get over the fact that it is a colleague who is watching me and to realise that this process is to help me – I chose the focus;

To not 'over plan' for the lesson and, therefore, create a 'fake' lesson;

Not to do anything differently before the observation.

As a result of the observations, question 15 asked the participants to identify what they would incorporate into their teaching as a result of observing or receiving feedback from being observed. In all but two cases, each teacher has provided a clear and detailed statement of the areas they will be concentrating on the near future. Whilst these vary considerably, there are some common themes that have emerged, including: the use of questioning; use of more incidental Welsh; more attention to literacy development opportunities; mental mathematics; use of ability grouping; and, lesson pacing. A selection of the actions to be undertaken can be seen from the following:

Think more about the balance between lesson pace and the time allowed for students to answer the questions;

Be specific to the children before the lesson so that they are more aware of what they are learning about and better able to reflect on the activities after. To ensure that all children are included in the reflection – to ask more open-ended questions of capable children and to encourage the less confident children by gently leading them in their responses;

To be more aware of the involvement of all pupils during sessions;

Use more than one method when introducing work/tasks in the classroom;

Incorporate more reflection and assessment for learning strategies into my teaching and planning;

Use of bilingualism in maths;

Plan for more effective grouping. My ability groups need to be more flexible so that each individual is working at his/her level;

I will extend the teaching method I used during my observation to other subject areas after the positive feedback I received.

In addition to setting specific actions for their teaching, some teachers have identified learning objectives for themselves e.g. find an IT course, identify a teacher who is good at ... so that I can observe in the next round. One teacher has already identified a specific course and has received the support of the headteacher to attend.

On Reflection

It is interesting to note the initial concerns that the participants expressed during their first stages of the training day. When asked to write their concerns on a 'stick it' note and post them for all to see, it was evident that certain concerns were expressed by a majority. An analysis of this show that their initial concerns could be identified as:

- Too many observations with 3 performance management observations – a culture of 'being watched';
- Pressure of too many observations;
- Lack of time
- Don't know what observers are looking for in the observations I've had so far!
- Not living up to expectations
- Am I doing the right thing?
- 'Observation' means performance management in people's minds, always judging performance by their standards.

Generally, these initial concerns have not been realised or commented on in the responses received to either the questionnaire or the interviews. The time issue was raised by a minority but in relation to either finding time for the pre or post observation sessions. Certainly, the participants express a positive view of the process and a number of them have found innovative ways to address the time issue.

When asked whether they feel more confident being observed, as a result of this process, 55% stated that they did and no individual indicated that they were less confident than before. Moreover, having experienced the peer observation process, in the way in which it was recommended during the training, 87% (4% undecided) believe that 'Peer Observation of colleagues will help to raise standards of teaching'. What is apparent from the positive responses is that the teachers' concerns over 'not knowing what the observers are looking for', 'not living up to expectations' and 'am I doing the right thing?' have been addressed. Clearly, they see that they set the focus of the observation and they implement the actions arising from their reflective analysis of the feedback discussion.

When originally asked what Benefits they feel they would gain, they identified the following:

Potential Benefits identified from group

- Reinforcement that what I am doing is right
- Help me to become a more effective teacher (CPD)
- Improve my teaching and the children's learning
- Learn new techniques and strategies
- Good ideas that I can use from seeing others teach and talking to them about teaching.
- Know who is good at what in our school
- Will make for better and more confident teachers
- To create an open and less fearful approach to being observed.- less stressful
- Learn not to be afraid of asking for help

Overall, it is evident from this pilot that the above have to a greater extent been realised. A note of caution is to recognise that within any sample group there will be a 'Hawthorne effect', something that has been recognised by the teachers themselves. This will be addressed further in the recommendations section.

Recommendations

It will be for the officers of the County to decide whether, following this evaluation, they wish to proceed with a more comprehensive roll-out of the Peer Observation process, however, from the results obtained to date, the pilot has established a positive attitude towards learning from and with colleagues. As identified at the start of this pilot, results, in terms of the impact value on pupil learning and teacher skills, will require a longer time scale to evaluate and make informed decisions. Whatever the final decision, I would urge the County to continue to monitor the schools involved in the pilot. During the interviews it was clear that the teachers valued the County's support for this initiative and were conscious that it was designed to recognise the capabilities of its teachers. I would recommend the following for this group:

1. Inform the participating schools that the results are seen as positive by the County;
2. Inform the schools that there will be a follow-up evaluation at the end of the Summer Term (this will maintain momentum);
3. Organise two separate meetings (these need only be brief, approximately 1 hour):
 - For headteachers to consider the impact value they have observed from the process;
 - For at least 1 member of staff from each participating school to gain their views since this initial evaluation.

If the County decides to roll-out this initiative more widely, I will offer the following for consideration:

1. All headteachers and their staff have valued the structured training. Clearly, it will be necessary to provide training for the remaining schools. Given the number of schools, this may necessitate a 'Train the Trainers' model;
2. The trainers, or a designated individual, should be available to support the newly trained schools in their initial stages of implementation. This will ensure that the process is undertaken appropriately and that the schools know that there is support. I do not believe that the schools will require an individual visit but it could be that a telephone conversation or a brief after-school meeting would be more than sufficient. Certainly, the 3-phase process needs to be conducted as all respondents were clear that this was the effective structure;
3. It should be anticipated that not all schools will be as willing to engage as these initial pilot schools. It may be necessary to phase the introduction of schools and to use the results obtained from the pilot group as evidence of the success – a further reason for maintaining the impetus and continuing the evaluations from this current group;
4. The schools should be involved in an initial and end-of-year evaluation process to demonstrate the effectiveness of the roll-out and to identify issues that may arise with the wider implementation. The questionnaires should be concise and targeted to specific requirements. Essentially, it will be necessary to use these evaluations, over time, to measure the impact value. This will also be seen during performance management and Estyn outcomes. ;
5. The County should, as soon as a decision to roll-out is made, agree a policy document that makes clear the purpose of the Peer Observation process and the essential attributes and requirements. This will ensure that all interested parties are aware of the purpose and process (certainly, there has been no adverse comment from any of the teacher unions that I am aware of and the staff recognise this as valuable CPD which accords with the teacher union advice on observations).

Final Comments

I am available to discuss these recommendations in greater detail and have the evidence to expand on my reasoning should the officers of the County wish me to do so. Additionally, I would be willing to participate in the roll-out, advise on or conduct further training and evaluations, and attend any meetings where this evaluation and future planning is discussed.

Finally, I would add a personal opinion, that I believe the pilot has been a success. Listening to the teachers talk about their experiences and the clear learning that they have gained has been very impressive. Moreover, many of the concerns they expressed about being observed have not manifested themselves in the implementation: quite the opposite has been the case. In discussion with the headteachers, there is a demonstrable commitment to the continuation of the process from the majority. The group of small schools are now planning to arrange a training event for other small schools in the area which were not part of the pilot, whatever the final decision on the roll-out by the County.

Certainly, the primary schools see the value of extending their observations across schools, identifying the 'specialist' teachers in a variety of areas, and using this expertise.

Dr Phil Bassett

Dean of Education

Glyndwr University

Peilot Arsyliwi Dosbarthiadau Classroom Observation Pilot

Adborth / Feedback

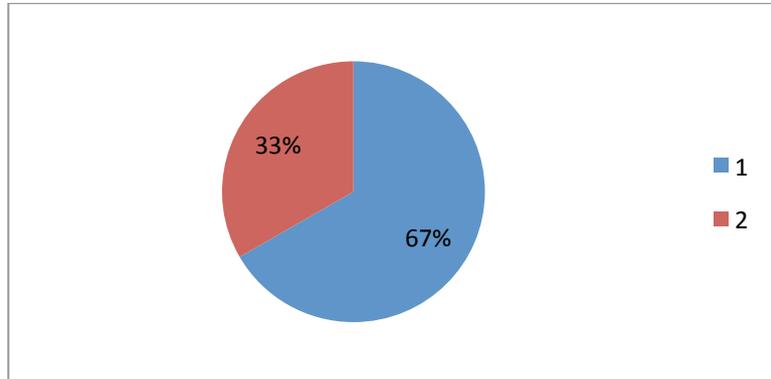
2012

Sylwadau cyffredinol am y gweithgaredd hwn

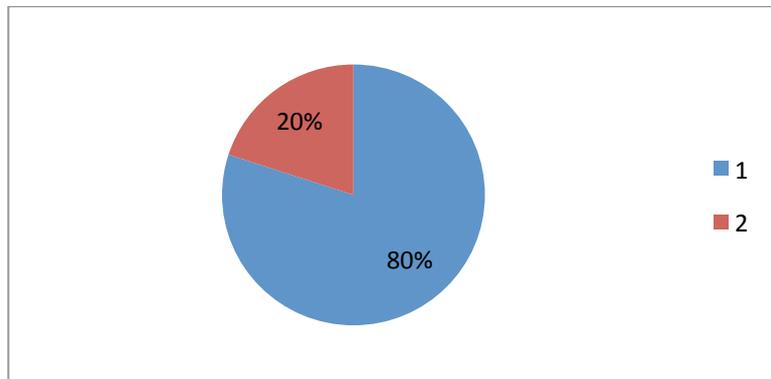
General comments on this event

1 = da / good, 4 = gwan / poor

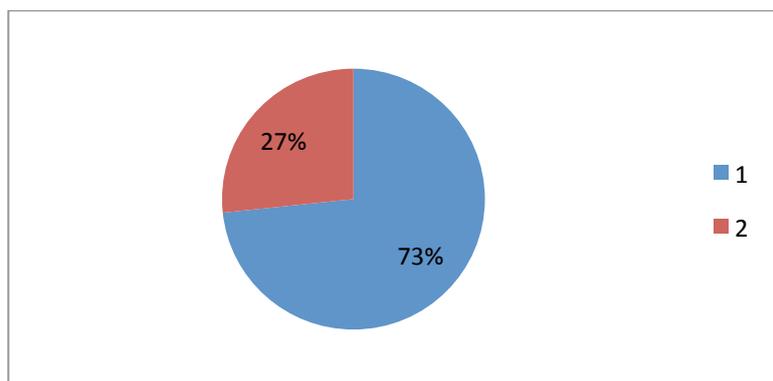
Cynnwys/Content



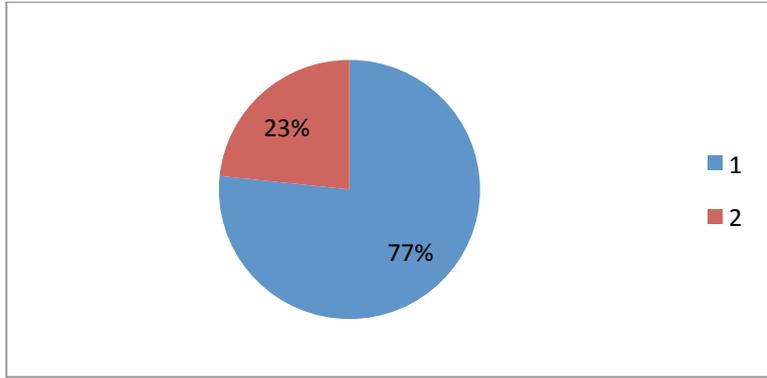
Trefniadaeth/Organisation



Cyflwyniad/Presentation



Perthnasoedd/Relevance



Beth aeth yn dda?
What went well?

- Chwarae rol yn agoriad llygad i'r broses o arsylwi
- Y cyfle i drafod a rhannu syniadau/profiadau
- Cyfle i cyfathrebu gyda cyd-weithwyr. Gwylio y fideo a gwrando ar barn eraill
- Y cyfle i gael sgwrsio a cyfarfod efo athrawon eraill
- Dysgu beth oedd 'peer observation'
- Rwyf yn teimlon llawer gwell ynglyn ar broses o gael fy mentro
- Face activities/scenario's
- Role play to gain understanding and empathy with observer, observed
- Group worked together well, content clearly presented
- Good presentation, roll play team activities
- I feel as though my understanding of the peer observation procedure has been enhanced significantly, lots of opportunities to express our views
- Role play activities, discussion between foundation phase KS2, KS3
- Excellent information given throughout, lots of clear instructions and advice given about peer observation
- Group work tasks were very informative and valuable. Presenter was very clear and reassuring about what was quite a daunting idea
- I enjoyed having an honest and frank discussion about our areas for development/weaknesses. It's nice to be able to discuss things we don't usually feel comfortable with

- Information relating to pilot – no prior knowledge given
- Getting group to 'gel' together. Getting positive message across
- A well organised training session, lots of interactive activities
- Clips shown were interesting stating points
- Everything- a mixture of slides and activities
- Whole session very informative – including information re the difference between Performance vs Peer Observation
- Useful to have the opportunity to work in groups and put ideas into practice. Understanding that the observations are more about finding solutions rather than making judgements
- Role play activities and watching others teach
- The video of the lady teaching was very useful
- Working through the observation process eg: pre observation meeting/feedback meeting
- Listening to the ideas of others, watching the video and being given the opportunity to give feedback
- Discussion with colleagues, learning how to question diplomatically

Sut y gellir gwella ar y gweithgaredd?

How could the event be improved?

- Cwrs yn y Gymraeg
- Disgwylir i'r taflenni fod ar gael yn ddwyieithog
- More than one speaker
- Video observation too long

- ICT technician on site to support when things go wrong
- Warmer room
- Could peer observe a clip of teach at the end of session to use what had been learnt
- Possibly the training over 2 days
- It would be useful to see a video of someone giving effective feedback. More advice on styles of questioning would be helpful
- No pre course information provided examples of appropriate techniques

Nodwch, os gwelwch yn dda, unrhyw syniadau parthed digwyddiadau yn y dyfodol

Please list any ideas for future events

- Angen i bawb fynychu isicyrhau cysondeb mewn arylwi
- Trainer exemplify role play situation
- Feedback on how the pilot went
- Review meeting to discuss progress/success/concerns

Sylwadau

Comments

- Diddorol iawn, diolch yn fawr
- Well run informative/relative, I am going away with an understanding of what the pilot is about and how to action it – thank you
- Excellent – just hope all staff feel the same when they have attended
- A very informative and enjoyable day, thank you
- An interesting and thought provoking session
- A very well organised and well put together pilot
- Very informative, opportunities to discuss and ole play
- Useful, encouraging
- A relevant course to improve teaching practice and student learning
- Thoroughly enjoyed today, I felt totally different at the en of the day than I did walking into the room at the beginning of the day
- Can really see potential benefits, just wish there was training later in term for staff who are of at present
- A good day
- Looking forward to being part of the pilot

- The course gave me an excellent understanding of what is expected of me in this pilot
- I think that peer observations could work if the non judgemental attitude is carried out by all observers
- I feel that the course has given me a deeper understanding of the pilot scheme as I came here with little understanding
- Very thought provoking

Appendix 2

Peer Observation of Teaching

Questionnaire 1

Male Female *(please circle)*

Number of years teaching: _____ years

Phase: Primary Secondary *(please circle)*

1. Have you ever mentored:

A student teacher? Yes No *(please circle)*

A Newly Qualified Teacher? Yes No *(please circle)*

An experienced teacher new to your school? Yes No *(please circle)*

2. Have you been observed for:

Developmental peer observation? Yes No *(please circle)*

Performance Management? Yes No *(please circle)*

If you answered YES to this question go to 3,4 and 5, if not go to question 6.

3. When you were observed, did you know the criteria applied to the observation i.e. what was being looked for and recorded?

Yes No *(please circle)*

4. After being observed, did you receive feedback? Yes No *(please circle)*

5. How helpful was this feedback?

Very helpful Slightly helpful Unhelpful

6. Have you observed a teacher(s) for:

Developmental peer observation? Yes No *(please circle)*

Performance Management? Yes No *(please circle)*

If you answered YES to this question go to 7, 8 and 9, if not go to question 10

7. When you were observing, did you have criteria for the observation?

Yes No (please circle)

8. Did you share these criteria with the person you observed?

Yes No (please circle)

8.i. Was this shared with the observed: before after the observation?

9. After observing, did you provide feedback? Yes No (please circle)

10. Do you believe that you would learn from observing other teachers?

Yes No (please circle)

11. Do you believe that other teachers would learn from observing you?

Yes No (please circle)

12. Do you believe that you would learn from someone who teaches in:

Another school teaching in the same age phase? Yes No (please circle)

Another school teaching in a different age phase? Yes No (please circle)

13. We often use observations to identify 'good practice'. How would you define Good Practice?

Appendix 3

6. How important do you feel this pre-observation meeting was?

Very important

Important

Unimportant

(please circle)

Please give reasons for your answer:

7. What period of time did you spend observing your colleague's lesson?

Less than 30 mins

45 – 60 mins

more than 60 mins

(please circle)

8. Did you arrange a feedback session?

Yes

No

(please circle)

9. Was this held:

Immediately following the observation?

Yes

No

Within 3 days of the observation?

Yes

No

More than 3 days after the observation?

Yes

No

(please circle)

10. What timescale do you believe is most effective to feedback/receive feedback from an observation (please give your reasons)?

11. Please indicate the benefits to you of being an **observer** in your colleague's lesson.

12. Please indicate the benefits to you of being **observed** by a colleague.

13. What have you found to be the most challenging aspect of this work?

When being observed:

14. When observing:

15. Please identify what **you will incorporate into your teaching** as a result of either observing another teacher or receiving feedback from your colleague's developmental feedback.

16. Having experienced the Peer Observation process, do you feel:

More at ease with being observed?	Yes	No
Less at ease with being observed?	Yes	No
No different?	Yes	No

(please circle)

17. Do you believe that Peer Observation of colleagues will help to raise standards of teaching?

Yes No *(please circle)*

18. Do you have any comments on any aspect of this work that you would wish me, or the local authority officers to consider?
