

SCHOOL SELF-EVALUATION POLICY AND PRACTICE

Introduction

The Sir John Colfox School is committed to self-review and self-improvement through a systematic process of self-evaluation. This is supported by a meeting structure which focuses on development rather than administrative issues, and an open management structure whereby all colleagues (teaching and support staff) are encouraged to contribute to leadership and management processes.

Why have a self-evaluation process?

1. To give us evidence on which to base our judgements about the school and its future direction.
2. To recognise and celebrate good practice and use this to help others.
3. To raise the performance of the school and it's students - a characteristic of "improving schools" is good self-evaluation processes.
4. To help us fulfil our leadership role and extend this role to other staff such as subject leaders, the student support staff etc.
5. To develop more reflective practice.
6. To assess value for money in the allocation of resources in line with Ofsted.

Self-evaluation links to all key aspects of school improvement - planning, training, quality of teaching and learning, raising achievement and breaking down the barriers that hinder achievement.

Who should be involved?

All stakeholders need to be involved in evaluating the school to make it effective

- leadership team
- staff
- governors
- students
- parents

School Improvement Planning Cycle

- | | |
|------------------------|--|
| September -
October | <ul style="list-style-type: none">- Whole School and Departmental Reviews amended in light of results- Whole School and Departmental One year and Three year Plans finalised and agreed with Governors- Training Review amended in light of results- Whole School and Departmental Training Plan agreed with Governors- Partnership plans agreed with outside agencies |
|------------------------|--|

- (linked to student outcomes).
 - Performance Management annual reviews submitted to Head
 - Performance Management targets negotiated in line with School Improvement Plan
 - School budget monitored and one and three year budget predictions submitted to Governors
- January/February
- Whole School and Departmental Improvement Plans monitored. Report on progress to Governors
- March
- Review of School Improvement Plan and Training Plan in Annual Governors' Report to parents
- May/June
- Reviews of Whole School and Departmental Improvement Plans drafted.
 - Training Plan reviewed against outcomes
 - Targets and priorities for Whole School and Departmental Improvement Plans agreed

Monitoring and Evaluation are the key to the success of any plan. Each term progress data will be reviewed and intervention plans drawn up for targetted students. Informal review should be on-going and this should inform all planning in the school.

- Whole School Plans
- Reviewed monthly against target dates by Leadership Group
 - Termly by School Improvement Group
 - Governors review sections of the plan as a standard agenda item in relevant committees. The Head's report to the full Governing Body in February and June will include a report on progress towards School Improvement targets.
- Departmental Improvement Plans
- Reviewed as appropriate informally in meetings
 - Formal review with line managers and the Head in January and May

Departmental Reviews

From 2004 all faculties and years will undergo a formal review using OFSTED guidelines. Three departments will be reviewed each year on a rolling programme. The review will include student and staff interviews, document and policy review, book sampling, lesson observations and data analysis. Post-16 courses will be reviewed in both the Sir John Colfox and Beaminster Schools and the Heads and Heads of Sixth Form of both schools will form part of the review team. The review will be open, supportive and developmental at all stages. A full report will be shared with the team and the Governors.

The section of the review which refers to post - 16 will be open to the Department, Leadership and Governors of both schools.

Policy Review

All school and LEA policies are allocated to appropriate committees of the Governing Body. Reviews will seek to draw on rigorous and specific evaluation data where appropriate. Policies will be reviewed by the Leadership Group in advance of the committee meeting.

Performance Management

Performance Review and management exists at all levels and for all staff in the school (see Performance Management policy). All performance review includes self-evaluation, task/lesson observation, review of data as appropriate and a formal review meeting.

Target-Setting and Data Analysis

A year group profile establishes the targets for performance across the year. Each student has a target grade set at the beginning of the year and a current work grade to evaluate progress. These targets are monitored against termly progress checks which are reported to parents. They form the basis of regular progress discussions between tutors and students.

This same data is used to generate targets for classes and departments. Heads of Department produce formal reports comparing actual with expected achievement, (based upon Fischer Family Trust estimates or ALIS results) which are the basis of discussions with the Headteacher and Line Manager in the Autumn Term. These reports identify strengths and weaknesses, together with strategies for improvement which form the basis for line management activity in the coming year. If there are areas of under performance, then there will be closer monitoring for a specified period by line managers, with regular reports being written for the Governing Body's Teaching and Learning Committee.

Line Management

Each Head of House and Head of Department has a Leadership Team Line Manager with whom they will meet on a monthly basis. The line manager will also support the day-to-day leadership of the area through lesson observations (each teacher at least once annually), Departmental Improvement planning and review.

Lesson Observation

The school recognises the critical importance of structured observation in raising achievement. All teachers will be observed annually by their Team Leader for Performance Management, the Head of Department (if not the same person) and their Leadership Team Line Manager. Learning Support Assistants will be observed in action by the SENCO or Learning Support Line Manager. Peer observation is also

strongly encouraged. Training is regularly organised to ensure staff have the skills necessary for effective observations and feedback.

Book and Homework Review

Heads of Department will regularly sample exercise books, homework and other examples of students' work. The Senior Leadership Team will undertake monitoring of homework each half term and work scrutinys each term.

Supporting Policies

School self-evaluation is underpinned by the following policies and documents:

Assessment
Continuing Professional Development
Performance Management
School Improvement Plan
Staff Handbook
Teaching and Learning Policy
Anti-bullying Policy
School Behaviour and Attendance Policy

Involving Students and Parents

The attitudes and feedback from students and parents are crucial to self-evaluation. The analysis of questionnaires to parents will inform planning. Parents' clinics or workshops on issues will be used to garner the views of parents if policy changes are being considered. Students will be consulted through the Student Council and in interviews during departmental/year reviews. The Head Student team in the Sixth Form will have regular review and planning meetings with the Head, Deputy Head and Head of Sixth. School Council members are involved in senior staff appointments.

September 2004