

School Self-Evaluation Policy



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

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This policy links to:	<ul style="list-style-type: none"> - Equal Opportunities Policy - Teachers Pay Policy - Capability Policy - Teachers' Standards - Classroom Observation Protocol
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Deyes High School
School Self-Evaluation Policy 2017

Statement of Intent

The purpose of self-evaluation at Deyes High School is to encourage reflective practice to bring about improvements in teaching and learning and thus improve outcomes for all learners.

Deyes High School is dedicated to identifying, building on and celebrating good practice in our drive to provide a relentless focus on teaching and learning. Our aim is to embed a learning culture within the school, which maximises the potential of all.

School self-evaluation involves monitoring, evaluating and reviewing performance and standards of provision, on a planned basis, across the whole school, in order to drive our effectiveness and efficiency. Our aim is to enable all students to meet or exceed targets and to become well-rounded citizens, who are self-managers, team workers, reflective learners, effective participators, creative thinkers, and independent enquirers and who are fully prepared for the world in which they live.

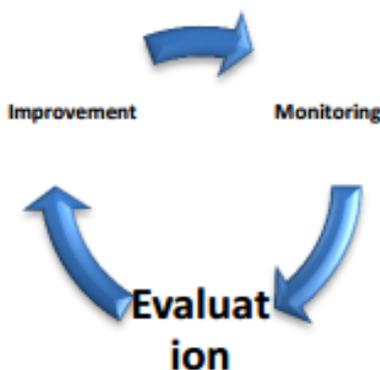
Outcomes from self-evaluation are used to bring about improvements in teaching and learning and curricular changes. At an individual level they bring about changes and reinforce practice within the classroom, so supporting professional development. All staff are required to contribute to whole school improvement and to develop consistent practices.

Senior and middle leaders are tasked with three main roles:

- **Making judgements** about the standards of students' achievement
- **Evaluating teaching and learning** and setting priorities for improvement
- **Leading sustainable improvement** by identifying targets for improvement, developing and leading strategies to achieve these targets and by quality assuring the curriculum

All staff are tasked with **raising student achievement**.

The cycle of self-evaluation:



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Our self-evaluation process:

- Gives evidence on which judgements about the school and its future direction are based
- Recognises and celebrates good practice and disseminates this to all • Raises the performance of the school and its students
- Improves teaching and learning
- Helps to support all staff in their leadership roles
- Supports professional development
- Develops reflective practice
- Informs planning – at all levels
- Supports in the drive to achieve ‘value for money’ across the school
- Supports in the drive to establish a school community that is fit for purpose

Who is involved in School Self-Evaluation?

For this policy to be effective and sustainable, **all** stakeholders must be involved:

- SLT
- Senior and middle leaders
- Teaching staff
- Support staff
- Students
- Parents
- Governors

Monitoring

To watch, to observe, to check

As teachers and leaders and managers, are we doing what we have agreed to do?

Our successful and effective self-evaluation process is informed and underpinned by consistent and rigorous monitoring procedures (the formative process) to ensure consistent practice across all aspects of the school. There is an agreed whole school programme of monitoring in place which ensures consistency of practice and experience across all academic and pastoral areas.

This enables managers to:

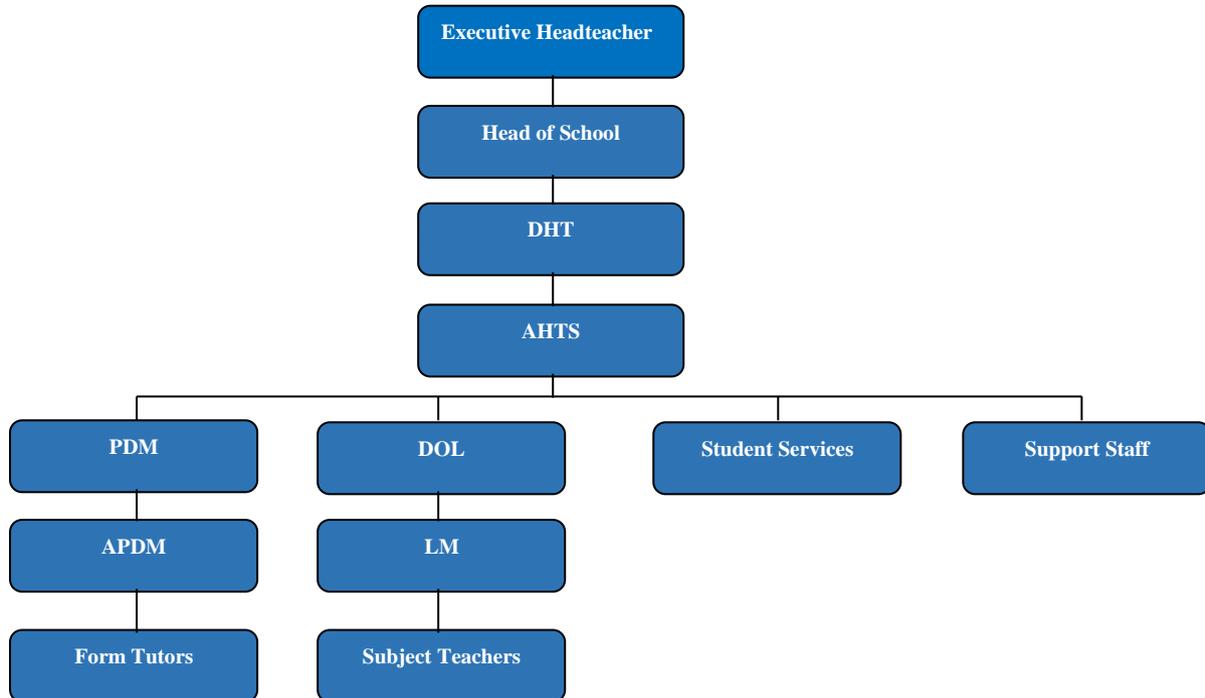
- make judgments on standards of attainment and degrees of progression;
- develop action points about the quality of teaching, the quality of assessment for learning (AfL), curriculum provision, students’ learning and progress, their attitudes to work and their behaviour in class and around school.

There are many ways in which leaders and managers can monitor the work of colleagues:

- Observation of lessons (see Appendix 1 - ‘Classroom Observation Protocol’)
- Sampling of student’s work
- Listening to students
- As subject teachers and form tutors
- Through the School and Year Council meetings
- Through student voice

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- Staff voice (questionnaires etc.)
 - Learning Walks
 - Staff meetings and line management meetings
- Staffing Structure Every member of staff has a line manager who supports them and challenges them in their role.



Role of the Executive Headteacher, Head of School and the Senior Leadership Team (SLT)

The SLT is charged with drawing together all forms of self-evaluation throughout the school. As line managers they are responsible for the monitoring and oversight of all faculty, pastoral and support structures. SLT as a team provide a comprehensive and thorough view of the performance of the overall school, which, in turn, identifies the targets for the School Improvement Plan. CPD priorities are monitored and extensive programmes are implemented to support colleagues’ development.

Role of the Progress Development Manager (PDM)/HOYs

PDMs, and their assistants, are responsible for the day-to-day management of their year group and, as such, are responsible for the monitoring and self-evaluation of their year team in collaboration with their SLT line manager. They each provide a comprehensive and thorough view of the performance of their year team, which, in turn, identifies the targets for the Year Improvement Plan. CPD priorities are monitored and colleagues are supported in their development.

Role of the Form Tutor

The form tutor has daily contact with each student in their form and, as such, is, very often, the first line of contact with home. The form tutor plays a vital role in self-evaluation. Through their professional involvement they have opportunities to reflect on their own contribution to the work of the school and their year team.

Role of Directors of Learning (DoLs) and Learning Managers (LMs)

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DoLs and LMs are responsible for the day-to-day management of their faculty/department and, as such, are responsible for the monitoring and self-evaluation of that faculty/department in collaboration with their SLT line manager. They each provide a comprehensive and thorough view of the performance of their faculty/department team, which, in turn, identifies the targets for the Faculty/Department Improvement Plan. CPD priorities are monitored and colleagues are supported in their development.

Role of teacher

The role of the teacher is pivotal in our self-evaluation. Through their professional involvement they have opportunities to reflect on their own contribution to the work of the school and their department/faculty.

Role of support staff

Support staff work in every area of the school, supporting teaching staff, managers and students, and, as such, they have a central role in self-evaluation. Through their professional involvement they have opportunities to reflect on their own contribution to the work of the school.

Role of parents

Parents play an invaluable role in supporting our school and ensuring that we are constantly improving our practice for the benefit of the students. We consult parents regularly and value the contributions they make to the school

- Individual contact with form tutor, subject teacher, PDM, DoL/LM
- Annual Parents' Consultation meetings
- Termly progress review reports and annual reports
- Weekly newsletter
- Web-site
- Parental workshops
- Events' evenings

Role of the students

We listen and respond to the views of the students through:

- Form tutors, subject teachers, PDMs, DoLs/LMs, Support staff
- Year Council and School Council
- Student voice
- Student Support Services
- Individual and group conversations

Role of Board of Directors and Local Governing Body

The Governors have a role in monitoring the performance of the school and this is undertaken at full Governors' meetings and at the Teaching and Learning Governor committee. Governors receive presentations and briefings on all areas of school self-evaluation; they set school targets and provide a clear strategic vision for the school.

Evaluation

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To assess, to appraise, to cost

What is the value of what we do?

How do we make informed judgements about the quality and standard of:

- The curriculum
- Teaching and Learning
- Support for learning

The Cycle of School Self-Evaluation

School self-evaluation is seamless. As one period of evaluation is complete, the next starts. Deyes High School has a calendar of self-evaluation that shows where trigger points are hit. Within the calendar, there are additional schedules (i.e. the Faculty Inspection Schedule and the Pastoral Schedule)

Senior staff have particular responsibilities in terms of review. The Head of School maintains a continuous overview of the work of the school and delegates lines of management responsibilities to the SLT and to the senior middle leaders.

Policies

All policies are allocated to appropriate committees of the Board of governors and Local Governing Body and are reviewed as per the agreed schedule.

Standards & Achievement

Data analysis is an on-going aspect of self-evaluation and is led by the Deputy Headteacher. Every teacher is responsible for the standards and achievement of the students that they teach. This is managed by their DoL/LM, who, in turn, is responsible for the standards and achievement of all of the students in their faculty/department. PDMs support students in their year group by monitoring their progress, liaising with subject staff and parents.

- External examination analysis is on-going and robust.
- The School's external advisor reviews the examination performance and anticipated or actual RAISE and LAT indicators.
- Annual reviews of each faculty and department, led by the Executive Headteacher, Head of School and SLT line manager, take place at the start of each academic year, to review the results and progress from the previous year. Performance data is used to analyse past student performance, inform and support the future performance of individuals and groups and inform curriculum planning and development.
- Targets are set at all levels to drive whole school improvement and to maximise student outcomes.
- The school's internal assessment process supports regular tracking and monitoring of progress
- Standards and Achievement are shared with the Board of Directors, Governors and the Standards and Achievement Link Governor meets with SLT three times per year to review the data and to challenge performance.
- Pupil Premium students are identified and their progress reviewed throughout the year. Pupil Premium strategies are identified, implemented and reviewed regularly to determine impact
- The Standards & Achievement policy, the SEN policy and the More Able policy are reviewed annually.

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Teaching & Learning

Teaching and Learning is at the heart of what we do. The Assistant Headteacher, responsible for T&L, line manages the Director of Teaching and Learning and has a comprehensive programme of INSET and CPD opportunities in place.

- Line Managers conduct annual Performance Management reviews to enable all staff to reflect on their work and to have meaningful conversations about their progress and development. New objectives are set in line with the School Improvement Plan, Faculty and Year Improvement Plans and RAISE. Relevant CPD needs are audited and a comprehensive programme of training is put into place.
- As part of the Faculty review, each faculty and department is reviewed annually by a member of SLT who acts as 'lead inspector'. The key focus for these inspections is teaching and learning and the findings support the future developments of the faculty/department and inform their improvement plans.
- Teaching and Learning developments and reviews are shared with Governors and the Teaching and Learning Link Governor meets with SLT three times per year to review and challenge performance. The T&L Link Governor will visit lessons.
- There is a rolling programme of faculty/department presentations to the Teaching & Learning committee of the Local Governing Body, where Governors hold middle and senior leaders to account for the progress and development of the students in their subject area.
- An external Inspector supports and reviews the T&L programme.
- The Teaching & Learning policy, the Homework policy and the Literacy and Numeracy policies and practices are reviewed annually, following consultation with staff.

Behaviour & Safety

Behaviour & Safety and Safeguarding underpin all that happens in school. The Assistant Headteacher who is responsible for Behaviour & Safety and Safeguarding meets regularly with the Head of School to ensure a consistency of approach and rigour.

- All documentation related to Behaviour and Safety are reviewed annually
- Behaviour and Safety are shared with Governors and the Behaviour and Safety Link Governor meets with SLT three times per year to review and challenge performance.
- Safeguarding is shared with Governors and the Safeguarding Link Governor meets with SLT at least three times per year to review and challenge the safeguarding procedures of the school.
- Attendance and punctuality data is reviewed weekly by PDMs and SLT, with appropriate action taken.
- As part of the Pastoral review, each year team is reviewed annually by a member of SLT who acts as 'lead inspector'. Student voice, staff voice, form tutorial observations, assembly observations and data analysis are analysed. A detailed report, with appropriate action points is produced.
- SMSC policy and practice is reviewed annually.
- SLT Learning Walks are carried out each week to review the behaviour of students across the school. The issues raised from these walks are discussed at senior and middle leaders' level with action points addressed at whole school level.
- The Behaviour policy, the Safeguarding policy, and the ICAG policy and practice is reviewed annually.

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Leadership and Management

Each member of the SLT has particular responsibilities in terms of review. The Executive Headteacher and Head of School maintains a continuous overview of the work of the school and delegates lines of management responsibilities to the SLT and to the senior middle leaders. All leaders (both senior and middle) have responsibility for the staff that they manage

- The School Development Plan, Faculty and Department Improvement Plans, and Year Improvement Plans are reviewed annually to meet the changing needs of the school. Long term planning takes place with Governors and the Trust Board agree the improvement plan.
- Leadership and Management is shared with Governors and the Leadership and Management Link Governor meets with SLT at least three times per year to review and challenge the leadership procedures of the school.
- The work of the Executive Headteacher, Head of School and each member of SLT is reviewed annually. Objectives are set in line with the School Improvement Plan. Relevant CPD needs are audited and appropriate training and support is provided.
- Minutes of line management meetings with action points for review.
- As part of the Faculty review, each faculty and department is reviewed annually by a member of SLT who acts as 'lead inspector'. Student voice, staff voice, lesson observations, students' work, the learning environment and the data are analysed. A detailed report, including appropriate action points is produced.
- The curriculum is reviewed annually to ensure that it is fit for purpose, that it meets the needs of all learners and that progression routes are clear.
- The web-site is continually under review. Stakeholders are regularly consulted regarding content and trained regarding use.
- The staffing structure is reviewed annually to ensure that staffing meets the curriculum needs and is cost effective.
- The School's Self-Evaluation policy and practice and the Examination policy are reviewed as per the schedule.
- In addition to this wide range of strategies for continuous review, there are also annual focussed evaluations to review certain aspects of the school's work.

Learning Environment, Resources and Finance.

- The Single Central Record is reviewed three times a year.
- The School Improvement Plan is reviewed and costed annually.
- The Budget is reviewed annually with Governors and approved by Trust Board.
- The budget, staffing and environment are reviewed weekly at SLT meetings.
- Staff attendance is reviewed twice each year with appropriate action taken.
- Environment reviews are conducted as part of every faculty and department inspection.
- The Health & Safety, Security and Premises are reviewed three times each year.

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Appendix 1

Deyes High School



Classroom Observation Protocol

This protocol supports the following agreed policies:

- Appraisal Policy
- School Self-Evaluation Policy

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Introduction

Classroom observation at Deyes High School is one of a repertoire of strategies which help staff and the school as a whole, to:

1. Gather information about the core work of learning and teaching.
2. Develop as an individual
3. Provides appropriate CPD and professional development strategies
4. Develops teams working within faculties, departments or other groupings.

Classroom observation at Deyes High School should always be carried out sensitively and professionally and should involve staff in consultation about the purposes and format of the exercise so that everyone involved is clear and fully informed about their role in the activity.

Purposes of classroom observation

1. To improve learning and teaching as part of individual staff member, subject department, faculty, whole school self-evaluation procedures.
2. To give teachers the opportunity to reflect on and discuss their practice with each other and with school management
3. To share and celebrate success and good practice.
4. To promote a collegiate approach to developing learning and teaching
5. To allow everyone to have a better understanding of the work and professional practice of teachers.
6. To contribute to standards and quality reporting, including evidence for OFSTED.
7. To contribute to the process of professional review and development, as appropriate.
8. To contribute to the process of professional development at the request of the member of staff.

Principles of classroom observation

1. It will be strictly within the context of learning and teaching.
2. The purpose, method and timing of the visit will be subject to prior consultation, and may be linked to the school or department improvement plan, to issues raised in an OFSTED report, to exploring alternative ways to deliver a topic, to supporting a colleague, to diagnosing or working out a solution to a problem.
3. It will take place only after consultation/discussion between the observer and the class teacher, and other senior managers as appropriate, with the expectations being clearly agreed.
4. It will be followed soon after, ideally within 24 hours by a meeting between the observer and the class teacher in order to discuss the observation process. Both parties should endeavour to meet this deadline.
5. All observations will take place in normal teaching time.
6. It may be undertaken by staff members in the school, peers or external visitors e.g. OFSTED, HMI, evaluation supporters depending on the purpose of the observation.
7. It will be on a strictly professional basis, reinforcing the mutually respectful relationship with professional colleagues and with students.
8. It will involve a general process of classroom interaction involving the observer, the class teacher and any other staff present.
9. The agreed department/faculty observation pro forma should be used. Brief notes may be kept, but should be done unobtrusively, and should not impede the observer's engagement with the learning and teaching process.
10. An individual teacher is free to request that all general lesson observations be unannounced if they so wish.

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* When the observation is used as part of the monitoring process of Learning and Teaching a written record, as appropriate, should be produced by the observer, giving the class teacher the opportunity to record his/her comments on the process. Where there is disagreement, this should be recorded and referred to the direct line manager. The observer, in this case must have the relevant and appropriate skills to observe.

Within these principles all observers should demonstrate professionalism, integrity, courtesy and objectivity in the conduct of observation activities.

Important points to note

- Classroom observation as described in this protocol should be part of the normal professional support and quality assurance processes which are part and parcel of the relationship between any class teacher and his/her manager(s). As such, it should be nonthreatening and flexible.
- There will be times when a 'broad brush' view of a specific aspect will be taken, through a series of short classroom observations. A written record may be made of the overall evaluation, and not necessarily of the brief classroom observations, unless specific individual requests are made. Feedback should be provided which may be to individuals or to the whole school community.
- A teacher's observation record will be confidential to his/her immediate manager, and the senior management of the school.
- Personalising the observation process will lead to targeted and tailored staff development and training. Teaching and learning approaches will then reflect the core values and qualities of the school.
- Whilst observations can be conducted by one individual there is often great value in two professionals discussing the evidence that they can provide.
- Additionally, it could be considered good practice to ensure that aspiring school leaders and other senior leaders have the opportunity to develop their skills alongside a more experienced colleague.
- Observations should include no more than two observers in a classroom at any one time.
- The planned curriculum (the learning pedagogy) should not be adjusted to accommodate the needs of the observation.
- The number and length of observations must be proportionate to the teacher's need.
- It is in the teacher's best interest to prepare a plan and a seating plan for the observer and submit relevant student profiles and data.

Observations & Evidence Protocol to support the School Appraisal Policy

Deyes High School recognises that lesson observations play a part in the gathering of evidence for the appraisal process for individual teachers and also in the gathering of evidence to evaluate the quality of Teaching & Learning across the school.

Teacher Appraisal requires the appraiser to make a judgement of teacher's progress towards agreed objectives and also the totality of their performance against relevant standards.

Evidence may come predominantly, but not exclusively, from the following sources:

- Scrutiny of student work
- Lesson Observation
- Student Voice Panels
- Themed Learning Walk Observations
- Performance data

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For appraisal purposes the observations conducted as part of departmental inspections will be used to evaluate progress towards agreed objectives unless the appraiser requests an additional 60 minute observation. This will be agreed as part of the target setting process.

The school also has a published cycle of observations to evaluate the quality of teaching and learning across the school. These observations are usually graded under the existing OFSTED Inspection Framework. These observations will usually be announced and be for approximately 30 minutes.

It may be the case that a teacher teaches across more than one Faculty, and therefore a second observation to gather evidence to evaluate the quality of teaching and learning in the second subject may be deemed necessary.

The school also conducts “Themed Learning Walks”. These arise from areas for development highlighted in the self-evaluation process and may involve visits to a number of classrooms of no more than 20 minutes to focus on one aspect of the school’s practice rather than on the performance of any one teacher (e.g. Literacy, behaviour for learning).

NQT’s & I.T.T

As a school and in support of our SCITT we would aim to support all NQT’s and trainees as far as is possible and one of the strategies deployed may be to welcome NQT’s and trainees into our classrooms to observe and participate.

In addition observations are a very important part of the statutory induction process for NQT’s themselves.

Ofsted

As part of an Ofsted classroom observation is used to gain evidence to inform inspectors’ judgements on the quality of teaching and learning provided by the school. This is a statutory requirement and such observations are outside the scope of this protocol.

Classroom observations which fall within the protocol, however, should not be scheduled to take place in the ten days after an Ofsted observation.

During an Ofsted inspection, the Executive Headteacher, Head of School or member of the senior leadership team will usually be invited to undertake at least two ‘joint observations’ with a member of the inspection team. The purpose of these joint observations is to assess the quality of senior leadership member’s observation and evaluation skills, rather than the quality of the teacher’s teaching. Feedback on the lesson itself is given by the inspector who will also give the senior leadership team member feedback on the accuracy of their judgements.

Peer Observation

Peer observation involves a teacher observing another teacher’s practice. It is developmental. It involves teachers learning from each other. It offers first-hand experience and direct evidence about what happens in other classrooms. It is a practical and powerful way to support teachers’ practice and knowledge about teaching and learning.

Peer observation works best when colleagues choose to work together on a voluntary basis, identifying and focusing on the issues they have agreed to address. It is a professional development activity.

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Governor Visits

Governor visits are different from informal and formal observations of lessons, as they are not statutorily required or professionally generated, therefore they do not fall within this classroom observation protocol.

Deyes High governors may wish to visit classrooms to become familiar with the school or to observe specific aspects of the curriculum. Such visits should always be by prior arrangement and follow procedures agreed and specified by the head teacher and the governing body following consultation with the teaching staff. Such procedures should specify that governor visits are not observations, but visits. Governors should not evaluate the work of teachers. No report by a governor evaluating the work of a teacher, or teachers, should be presented to the governing body.

Drop-ins

At Deyes High School drop-ins will be undertaken by the Executive Headteacher, Head of School supported by the leadership team and assigned Directors as and when appropriate. They will focus on a strand associated with School Improvement priorities e.g. observation of a group in a specific year. Generic prior notice will be issued to staff in advance.

A “drop in” will not be in excess of 15 minutes and forms part of the executive Headteacher’s, Head of School statutory accountability for standards of teaching & learning.

Other Leadership Visits to Lessons

There will be other occasions in the school year when those with leadership responsibilities are present in lessons. The principle objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which the curriculum or everyday support procedures can be improved.

Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.

If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met at the appropriate career stage, a special support arrangement will apply.

Provision of additional support where observations deem learning to be inadequate or satisfactory

At Deyes High we aim to consistently deliver lessons in which the learning and progress is always outstanding. However, we accept that on occasions this may be good. In situations where this is not evident the following support could apply:

- The appointment of a support partner from the Senior Leadership Team
- The development of an appropriate support package that targets main areas for development support could include:
- Focussed observations of outstanding practice within, or beyond, the faculty in which the teacher works

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- Support with designing appropriate learning activities • Attendance at training appropriate to need
- Coaching and shared experience (NB This is not an exhaustive list and at Deyes High we aim to provide support that is specifically tailored to need.)

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