

# Self-Evaluation Policy

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**Formby High School**  
*Determined To Achieve*

## Statement of Intent

The process of self-evaluation plays a vital role in enhancing the performance of the school and makes a significant contribution to the school's development and improvement. In order to improve, schools need to know themselves well.

Self-evaluation should be continuous, planned and rigorous, and apply to all aspects of the school, including the quality of teaching and learning, student performance, routines and procedures.

Self-evaluation should identify, build on and celebrate good practice. Whether it is at the individual, team or whole school level, self-evaluation should be an open process where trust is demonstrated by the people taking part.

Outcomes from self-evaluation can be used to bring about improvements in teaching and learning or curricular changes. At an individual level they can bring about changes or reinforce practice within the classroom so supporting professional development. At curriculum or pastoral team level it should bring about improvements which may involve developing good or innovative practice.

All staff will be required to contribute to whole school improvement and develop consistent practices.

## Monitoring

A successful and effective self-evaluation process is informed and underpinned by consistent and rigorous monitoring procedures (the formative process).

Monitoring is a key aspect of ensuring consistent practice across the range of school activities. The mere fact of monitoring consistent implementation of policy, practice and procedure has been found to provide a consistently high standard of performance, both within Curriculum Areas and across the school.

An agreed whole school programme of monitoring is in place which ensures consistency of practice and experience across all curriculum and pastoral areas. This enables the Senior Leadership Team and Middle Leaders (Curriculum/Subject/Climate for Learning) to:

- make judgments on standards of attainment and progress;
- develop action points about the quality of teaching, the quality of assessment for learning (AfL), curriculum provision, students' learning and progress, behaviour, attitudes to work and the consistency with which the school's policies are implemented.

## Practice

The following are all examples of how the school self-evaluation process is implemented:

- The School Self Review Calendar outlines the monitoring and evaluation schedule for the curriculum year.
- There is a continual cycle of departmental review. This includes a review of documentation (including the Subject Self Evaluation Form (SEF), the Subject Improvement Plan, Schemes of Work, Student Performance Data) and lesson observations.

- The Senior Leadership Team use a range of local and national data to analyse examination results, identify trends and share the findings with staff.
- Middle Leaders are provided with the data to enable them to complete a detailed analysis of examination results for their subject or year group and meet with the Senior Leadership Team to discuss their analysis early in the Autumn Term.
- Subject and Climate for Learning Leaders present annually, in the Autumn Term, the Subject SEF to the Senior Leadership Team. Governors Curriculum and Staffing Committee are kept informed about progress through verbal and written reports.
- Subject Leaders meet with the Headteacher and Deputy Headteacher for an interim review of student progress in February/March each year.
- The Senior Leadership Team update the whole School Self Evaluation Form (SEF) termly, based on evidence gathered from various aspects of monitoring. Areas for improvement feed into the School Improvement and Development Plan (SIDP).
- The School Improvement and Development Plan (SIDP) is monitored twice yearly by the Governors Strategic Review Committee and evaluated against specific success criteria.
- A cycle of lesson observation is carried out on an annual basis. All staff are observed by a member of the Senior Leadership Team or Curriculum/Subject Leader and feedback is given.
- Four Learning Walks take place during the year; the focus for each Learning Walk is linked to the SIDP.
- Regular work scrutiny is carried out by Curriculum and Subject Leaders. Feedback is provided to the Senior Leadership Team.
- Student perceptions of the school are sought via the Junior Leadership Team and School Parliament.
- Parental perceptions are actively sought via Parental Questionnaires, through Parent Consultation Evenings and through other opportunities which present themselves for discussion and correspondence with parents. Information and suggestions received are carefully considered and acted upon, if appropriate.
- Professional Development is linked to Appraisal and co-ordinated by the Headteacher. Individual staff targets are addressed and monitored in this way.
- Behaviour and attendance data is updated on a fortnightly basis and shared with the relevant middle leaders and Senior Leadership Team who take the necessary action.
- Monthly management accounts are produced by the Finance Manager for review by the Headteacher and representatives of the Governors' Buildings and Finance Committee.

## Whole School Self Evaluation Calendar

Term	Area	Action
Autumn Term (1)	Student Achievement	<ul style="list-style-type: none"> <li>Review of L3VA and ALPS Post 16 performance data</li> <li>Review of Year 11 Raising Achievement Plan (RAP) data</li> </ul>
	Teaching	<ul style="list-style-type: none"> <li>Lesson observations (appraisal and quality assurance)</li> </ul>
	Leadership and Management	<ul style="list-style-type: none"> <li>Update of whole school SEF</li> <li>Appraisal review/planning meetings (Teaching)</li> <li>Middle Leader SEF meetings (Curriculum)</li> <li>Approval of School Improvement and Development Plan (SIDP) (Governors Strategic Review Committee)</li> <li>External audit of Annual Accounts</li> <li>Headteacher appraisal monitoring meeting</li> </ul>
	Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> <li>SLT review of behaviour data</li> </ul>
Autumn Term (2)	Student Achievement	<ul style="list-style-type: none"> <li>Review of Fisher Family Trust and RAISEonline Key Stage 4 performance data</li> <li>Review of attainment and progress data for all year groups</li> <li>Review of Year 11 Raising Achievement Plan (RAP) data</li> </ul>
	Teaching	<ul style="list-style-type: none"> <li>Key Stage 3 work scrutiny</li> <li>Learning Walk 1</li> <li>Lesson observations (appraisal and quality assurance)</li> </ul>
	Leadership and Management	<ul style="list-style-type: none"> <li>Appraisal review/planning meetings (Support)</li> <li>Middle Leader SEF meetings (Pastoral)</li> <li>Headteacher appraisal review meeting</li> <li>SLT meeting with Junior Leadership Team</li> </ul>
	Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> <li>SLT review of behaviour details</li> </ul>
Spring Term (1)	Student Achievement	<ul style="list-style-type: none"> <li>Review of Year 11 Raising Achievement Plan (RAP) data</li> </ul>
	Teaching	<ul style="list-style-type: none"> <li>Learning Walk 2</li> <li>Lesson observations (appraisal and quality assurance)</li> </ul>
	Leadership and Management	<ul style="list-style-type: none"> <li>Update of whole school SEF</li> <li>Monitoring of SIDP (Governors' Strategic Review Committee)</li> <li>Link Governor / Curriculum Leader link meetings</li> <li>Headteacher appraisal planning meeting</li> <li>External review of identified area</li> </ul>
	Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> <li>SLT review of behaviour data</li> </ul>
Spring Term (2)	Student Achievement	<ul style="list-style-type: none"> <li>Mid-year review of Year 11 and 13 progress data</li> <li>Review of attainment and progress data for all other year groups</li> </ul>
	Teaching	<ul style="list-style-type: none"> <li>Key Stage 4 work scrutiny</li> <li>Learning Walk 3</li> <li>Lesson observations (appraisal and quality assurance)</li> </ul>
	Leadership and Management	<ul style="list-style-type: none"> <li>SLT meeting with Junior Leadership Team</li> </ul>
	Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> <li>SLT review of behaviour data</li> </ul>

Term	Area	Action
Summer Term (1)	Student Achievement	<ul style="list-style-type: none"> <li>Review of Year 11 Raising Achievement Plan (RAP) data</li> </ul>
	Teaching	<ul style="list-style-type: none"> <li>Learning Walk 4</li> <li>Lesson observations (appraisal and quality assurance)</li> </ul>
	Leadership and Management	<ul style="list-style-type: none"> <li>Headteacher appraisal monitoring meeting</li> <li>Update of whole school SEF</li> </ul>
	Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> <li>SLT review of behaviour data</li> </ul>
Summer Term (2)	Student Achievement	<ul style="list-style-type: none"> <li>Review of attainment and progress data for all year groups</li> </ul>
	Teaching	<ul style="list-style-type: none"> <li>Key Stage 5 work scrutiny</li> <li>Lesson observations (appraisal and quality assurance)</li> </ul>
	Leadership and Management	<ul style="list-style-type: none"> <li>Review of SIDP (Governors' Strategic Review Committee)</li> <li>SLT meeting with Junior Leadership Team</li> </ul>
	Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> <li>SLT review of behaviour data</li> </ul>

#### Weekly Monitoring and Review

- Attendance Data
- Senior Leadership Team line management meetings with middle leaders

#### Monthly Monitoring and Review

- Monthly management accounts
- Behaviour for learning and detention data

#### Parents' Evenings

- Parent questionnaires
- Student questionnaires (post 16)