

Self-Evaluation Policy



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 (Appendix One) 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 weekly 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.

Formby High School Self-Evaluation (SEF) Calendar 2018/19

Month	Effectiveness of Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Learners	16-19 Provision
September	<p>SEF – update whole school SEF; completion of Subject SEF meetings and subject / department action plans (DMA)</p> <p>HT Appraisal – second interim review meeting (DMA/LFO/Govs)</p> <p>SIDP and SEP – 2018/19 SIDP and SEP approved by Strategic Review Committee (DMA/LFO/Govs)</p> <p>Performance Targets 2018/19 – agreed by Governing Body (DMA/Govs)</p> <p>Pupil Premium Strategy – review previous year and set new year (KBL/Govs)</p> <p>Governors’ Objectives 2018/19 and Update Skills Audit (DMA/LFO)</p> <p>Review of Monthly Management Accounts (FM/DMA)</p>	<p>Teachers’ Appraisal – completion of lesson observation cycle (All teachers)</p> <p>Underperforming Departmental Support Plan(s) – depending on summer exam outcomes (DMA/SLs)</p>	<p>Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST)</p> <p>Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs)</p>	<p>GCSE Results Review / Subject SEFs – review of previous year’s KS4 outcomes, refine RAP cohorts for new Y11 and intervention planning (SLT/AL/CLs/SLs)</p> <p>Analysis of KS3/4/5 Outcomes for Governors (DMA/PSL)</p> <p>Review of DfE Provisional Performance Data (DMA/PSL)</p>	<p>A Level & BTEC Results Review / Subject SEFs – review of previous year’s KS5 outcomes, refine RAP cohorts for new Y13 and intervention planning (SLT/MOS/PLs/CLs/SLs)</p> <p>Sixth Form SEF Updates (MOS/Sixth Form team)</p>
October	<p>Teachers’ Appraisal – end of cycle review meetings (DMA)</p> <p>Review of Monthly Management Accounts (Finance Mgr/DMA)</p>	<p>Subject SEF Review Meetings – identify intervention strategies (DMA/PSL)</p> <p>Underperforming Departmental Support</p>	<p>Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST)</p> <p>Monthly Review of Behaviour</p>	<p>Year 11 RAP update meeting (DMA/KBL/PSL/AL)</p>	

Month	Effectiveness of Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Learners	16-19 Provision
	Governor Visit – tour and KS5 student focus group (DMA/Govs)	Plan(s) Monthly Review – (DMA/SLs)	and Reward Data – by year group, subject and groups of children (KBL/CfLLs)		
November	Finance – external audit of accounts (FM) Review of Monthly Management Accounts (FM/DMA) Teachers’ Appraisal – planning meetings (DMA) Governors’ Remuneration Committee (Teachers) (DMA)	Quality Assurance Week 1 – learning walks, work scrutiny, student voice / Closing the Circle (SCO) Underperforming Departmental Support Plan(s) Monthly Review – (DMA/SLs)	Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST) Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs) Pastoral SEF Meetings (DMA/KBL) Y11 ParentView – feedback questionnaires at parents’ evening (LFO)	Y11 RAP Data Capture / Review / Action Plan (DMA/PSL/KBL/AL) GCSE Results External Data Review – provisional ASP, IDSR and FFT (DMA/PSL)	Review of Y13 PPE Results (Sixth Form team/KBL)
December	HT Appraisal – final review meeting (DMA/LFO/Govs) Review of Monthly Management Accounts (FM/DMA)	Underperforming Departmental Support Plan(s) Monthly Review – (DMA/SLs)	Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST) Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs)		Y13 ParentView – feedback questionnaires at parents’ evenings (LFO) Review of Y12 PPE Results (Sixth Form team/KBL)
January	HT Appraisal – planning meeting (HT/Govs) SEF – update as required (DMA) Governor SEF / Annual	Quality Assurance Week 2 – learning walks, work scrutiny, student voice / Closing the Circle (SCO) Underperforming	Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (KBL/CfLLs/PST)	Review of Y11 PPE Results (PSL/AL) Review of Y11 RAP Cohort based on latest data capture (DMA/KBL/PSL/AL)	

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	<p>Development Day (DMA/Govs)</p> <p>Review of Monthly Management Accounts (FM/DMA)</p> <p>Completion of S175 Safeguarding Audit (KBL/KSM)</p>	<p>Departmental Support Plan(s) Monthly Review – depending on summer exam outcomes (DMA/SLs)</p>	<p>Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs)</p> <p>Year 7 Student Voice Survey (GPA)</p>		
February	<p>Review of Monthly Management Accounts (FM/DMA)</p> <p>Pupil Premium Strategy – interim review of action plan and progress (KBL/Govs)</p> <p>SIDP and SEP – mid-year review to be completed and prepared for Strategic Review Committee (DMA/LFO/Govs)</p>	<p>Underperforming Departmental Support Plan(s) Monthly Review (DMA/SLs)</p>	<p>Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST)</p> <p>Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs)</p> <p>Y9 ParentView – feedback questionnaires at parents' evenings (LFO)</p>	<p>Analysis of KS4/5 Outcomes for Governors – summary of performance based on validated reports (DMA/PSL)</p> <p>Year 11 RAP update meeting (DMA/KBL/PSL/AL)</p>	
March	<p>Review of Monthly Management Accounts (FM/DMA)</p> <p>Governor Visit – staff focus group (DMA/Govs)</p> <p>Support Staff Appraisal – review meetings (SLT)</p> <p>Support Staff Appraisal – review meetings (SLT)</p>	<p>Underperforming Departmental Support Plan(s) Monthly Review (DMA/SLs)</p>	<p>Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (KBL/CfLLs/PST)</p> <p>Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs)</p> <p>Y8 ParentView – feedback questionnaires at parents' evenings (LFO)</p>	<p>Review of Year 10 PPE results (PSL/CfLL)</p> <p>Interim KS4 progress review meetings (DMA/PSL/SLs)</p>	<p>Review of Y12 and Y13 PPE Results (PSL/Sixth Form team/KBL)</p>

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April	<p>Review of Monthly Management Accounts (FM/DMA)</p> <p>Support Staff Appraisal – planning meetings (SLT)</p> <p>Governors’ Remuneration Committee (Support) (DMA)</p> <p>Curriculum Analysis – review of options and curriculum planning (3 yrs) (DMA/SCO/PSL)</p>	<p>Quality Assurance Week 3 – KS3 curriculum review, learning walks, work scrutiny, student voice / Closing the Circle (SCO)</p> <p>Underperforming Departmental Support Plan(s) Monthly Review (DMA/SLs)</p>	<p>Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST)</p> <p>Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs)</p> <p>Y7 ParentView – feedback questionnaires at parents’ evening (LFO)</p>	<p>Year 11 RAP update meeting (DMA/KBL/PSL/AL)</p>	<p>Curriculum Analysis – review of Sixth Form options and curriculum planning (3 yrs) (DMA/SCO/PSL)</p>
May	<p>Review of Monthly Management Accounts (FM/DMA)</p> <p>Budget Review/Forecast next academic year (FM/DMA)</p> <p>HT Appraisal – interim review meeting (DMA/LFO/Govs)</p> <p>Pupil Premium Strategy – interim review of action plan and progress (KBL/Govs)</p>	<p>Underperforming Departmental Support Plan(s) Monthly Review (DMA/SLs)</p>	<p>Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST)</p> <p>Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs)</p> <p>Y10 ParentView – feedback questionnaires at parents’ evening (LFO)</p>		<p>Y12 ParentView – feedback questionnaires at parents’ evenings (LFO)</p>
June	<p>Review of Monthly Management Accounts (FM/DMA)</p> <p>Governor Visit – tour and KS3 student focus group (DMA/Govs)</p>	<p>Open Door Week(s) – lessons donated across two weeks, sharing good practice and linked to individual inquiry model (SCO)</p> <p>Underperforming Departmental Support</p>	<p>Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST)</p> <p>Monthly Review of Behaviour and Reward Data – by year</p>		

Month	Effectiveness of Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Learners	16-19 Provision
	<p>SEF – update as required (DMA)</p> <p>External Review – identified SIDP priority area (DMA)</p>	<p>Plan(s) Monthly Review – (DMA/SLs)</p>	<p>group, subject and groups of children (KBL/CfLLs)</p>		
July	<p>Review of Monthly Management Accounts (FM/DMA)</p> <p>Budget Review/Approval – review of draft budget for Governors’ approval (FM/DMA)</p> <p>SIDP and SEP – end of year review to be completed and prepared for Strategic Review Committee (DMA/LFO/Govs)</p> <p>Link Governor Meetings (Govs/CLs)</p>	<p>Underperforming Departmental Support Plan(s) Monthly Review – depending on summer exam outcomes (DMA/SLs)</p>	<p>Attendance Monitoring – analysis of trends, patterns and anomalies by year group and by groups of children (GPA/CfLLs/PST)</p> <p>Monthly Review of Behaviour and Reward Data – by year group, subject and groups of children (KBL/CfLLs)</p>	<p>Y10 Subject Review Meetings (DMA/PSL/SLs)</p>	<p>Review of Y12 PPE Results (PSL/Sixth Form team/KBL)</p>