

St Ivo School – Self-Evaluation Policy Statement

Self-evaluation at St Ivo School is based around the following general principles

School self-evaluation:

- Is an important part of school improvement. Successful schools, like all successful organisations, seek constantly to find ways of improving.
- Originates from the concept of the reflective practitioner. Working as individuals or in teams we need to review our organisation and teaching, monitoring and evaluating the impact of our work.
- Works well if focused on classroom practice and the factors that impact upon planning, preparation and resources for teaching.
- Should be non-threatening and become part of the culture and ethos of St Ivo School. The most effective form of evaluation is self-evaluation with mentoring and support. The least effective is when it is imposed by senior management and provokes hostility from staff.
- Should cover all aspects of school from management, departments, year teams, individual teachers to students and support staff. If we are not looking at the success, worth or impact of what we do, then why do it?
- Should highlight our strengths and areas for development and feed into the whole school development plan so that best practice is identified and shared.

The context of Self-Evaluation at St Ivo

Self evaluation at St Ivo School stems from the need for continual professional development and whole school improvement. This is achieved through:

- Improved use of data throughout the school
- Focused support for new and aspiring middle managers
- Departmental/year team reviews with clear guidance and support
- Department/year team development linking closely to whole school development, taking into account national developments and initiatives
- Strengthening links between observations, priority setting, development planning, professional development and action planning.
- Improved use of pupils', parents'/carers' and other stakeholders' views

The process of self-evaluation at St Ivo School was initially developed in 2001/2002 and further refined in 2002/2003. Initially volunteer departments were involved in a thorough self-evaluation process which linked to staff, department and whole school development and improvement. In 2003 the self-evaluation process was frozen as the school went through a full OFSTED inspection, the outcomes of which informed staff, department and whole school developments for the years 2003/2004 and 2004/2005. In the autumn of 2005 the process was reviewed and the new St Ivo School Self Evaluation Framework developed.

The St Ivo School Self-Evaluation Framework

Aims:

- To review and evaluate systematically the work of all departments/year teams/management.
- To improve the quality of teaching and learning throughout the school.
- To encourage teams to reflect on, identify, promote and share best or innovative practice.
- To provide a quality-assurance tool for Heads of Departments/Heads of Year to evaluate their team's performance in line with best practice locally and nationally.
- To link departmental/year team priorities with wider school priorities.
- To ensure we are confident and prepared for external review e.g. by OFSTED.

Process:

- Each department/year team will be reviewed within a four year cycle.
- The review will consist of 8 stages as detailed below.
- People involved with the review will be:
 - The whole department/year team, including Teaching Assistants as appropriate
 - The Head of Department/Head of Year
 - The SMT line manager
 - The governor linked to the department
 - Parents/carers through 'parent voice' activities
 - Students through 'pupil voice' activities
 - Another Head of Department/Head of Year for CPD purposes if agreed
 - Where relevant, outside agencies such as consultants, LA Assigned Inspector etc.
- Outcomes from departmental/year team review will feed into whole school development and the SEF (the school 'Self Evaluation Form').
- The departmental/year team review should be approximately three days **in total** (could be spread over a 2 week period).
- Feedback to the Head of Department/Head of Year and the department/year team as a whole should be within one month of the review.
- Final outcomes and documentation to be given to the Head and the relevant governors.

St Ivo Self-Evaluation Framework – the 8 stages of a departmental review

- Stage 1: The Head of Department/Head of Year leads a discussion with the team on the process and identifies strengths and areas for development. The SMT line manager does the same with the SMT team. The Head of Department/Head of Year and the SMT line manager meet to discuss and compare outcomes and identify priorities for the review. The focus and process of evidence gathering is also discussed at this stage.
- Stage 2: An observation schedule is drawn up by the Head of Department/Head of Year and SMT line manager. Each member of the teaching team/year team is observed by the Head of Department/Head of Year and/or the SMT line manager.
- Stage 3: Observations are recorded on agreed documentation. As soon after the observation as possible, the observer gives brief oral feedback to the teacher observed. Lesson observation notes are passed to the SMT line manager writing the report. If a colleague asks for brief written feedback, e.g. for a professional development portfolio, this is provided.
- Stage 4: The Head of Department/Head of Year and SMT line manager (and governor where possible), discuss findings from observations, department/year team documentation (including the department/year team development plan) and any other relevant paper based evidence.
- Stage 5: Where relevant, parental survey, sampled pupils' work and any outside agency information is incorporated into the review.
- Stage 6: The written report is drafted to a common framework by the SMT line manager in discussion with both the Head of Department/Head of Year and SMT. The report is structured to include information about accommodation and learning environment, personnel, resources, standards of teaching and learning, student progress (including examination performance), leadership and management, summary of lesson observations, summary of interviews and surveys, strengths and areas for development with recommendations.
- Stage 7: The Head of Department/Head of Year attends an SMT meeting to discuss the outcomes of the review and agree the action plan. Following this, the report findings are discussed with the department/year team.
- Stage 8: Progress and monitoring of the action plan is mapped through department/year team and line manager meetings. The annual development plan of the department/year team also checks progress against the review action plan.