



**Horbury School**  
**A Specialist Language College**

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# **SELF EVALUATION POLICY**

# **SELF EVALUATION POLICY**

## **Purpose**

This policy is designed to set out and explain what self evaluation may consist of and to state any necessary codes of practice relating to activities of self evaluation. Under the new Ofsted regulations which came into force in September 2005, the school is required to produce and keep up to date a Self Evaluation form which will be used as initial evidence in the event of an inspection. The inspection will be planned and based upon the evidence within the self evaluation form (henceforward known as the SEF) and it is, therefore, imperative that it contains accurate and recent statements of fact based upon substantiated evidence. During each school year there needs to be a cycle or programme of self evaluation in order to provide this evidence, and this is set out in this policy.

## **Principles**

- All staff working at Horbury School are accountable for their professional approach to their work, their standards and their performance. Individual performance will be monitored and rewarded through the performance management process; however, monitoring of standards of all staff should happen routinely by middle and senior leaders.
- All activities related to self evaluation should be fair, equitable and non-threatening. They should be carried out according to the law, to DCFS guidance and to the code of practice set out in this document.
- All staff at the school should constantly strive to raise standards of attainment by the students at the school
- The head teacher has overall responsibility for the self evaluation process in the school and completion of the SEF, aided by the other members of the leadership team

## **Self evaluation activities**

There are a variety of ways in which staff of the school may collect evidence for the SEF. These include;

- Lesson observations
- Learning walks
- Homework scrutiny
- Class work scrutiny ( or in the case of PE, Drama and Music, performance scrutiny)
- Planner scrutiny
- Questionnaires or surveys (of staff, students, parents, other users of the school)
- Writing of school or area improvement plans and the regular review of the objectives set out in these plans
- Reports from educational consultants, LA advisors or other outside agencies
- Parental forums
- School council discussions
- Minutes of meetings
- Scrutiny of attendance data (for both students and staff)
- Scrutiny of behaviour data (from PD)
- Exit interviews (for staff)

- SIP review and reports
- Examination results and other frequent attainment data collections
- Departmental reviews and SEFs

Evidence from all these activities should be included in or referred to in the SEF

## **Code of Practice**

### **Lesson Observations**

- There should be no more than three lesson observations of any one member of staff per year, unless the teacher is a newly qualified teacher or who has been identified as causing concern or in capability procedures.
- The school's agreed proforma (Appendix A) should be used whenever a full observation takes place (this has been consulted upon and agreed with staff and unions)
- Any observation may be used for self evaluation purposes even if it is primarily for individual performance management
- All lesson observations must be fed back to the member of staff observed orally within 48 hours and a copy of the observation and grading (based on Ofsted criteria) should be given to the member of staff and to the Assistant Head – T + L for self evaluation purposes
- All observed lessons require a lesson plan ( as this is a requirement by Ofsted)
- Lesson observations should be carried out according to Appendix C, Procedures for Lesson Observations.
- If the lesson observation is for Performance Management purposes, it should be carried out in line with procedures in the Performance Management Policy.

### **Learning Walks**

- Learning walks should involve visits to lessons lasting no longer than 10 minutes
- Learning walks allow the head teacher or other senior or middle leaders to monitor the quality of provision and learning in the school on a weekly basis
- The school proforma should be used to record evidence for the SEF and passed on to the Assistant Head (SC)
- No evidence from learning walks should be kept on staff files
- Staff who are carrying out learning walks should be respectful to the member of staff teaching or assisting the class and should not criticise any practice openly in front of students but (unless any dangerous practice is observed) at a later time in private
- A copy of the learning walk proforma should be copied to Curriculum Leaders and SLT links

### **Checking Planning**

- Curriculum Leaders are required to produce a monitoring calendar and share it with the SLT link. This includes a cycle for checking lesson plans, work scrutiny, assessment for learning, lesson observations and learning walks

### **Work or planner scrutiny**

- Work scrutiny should usually be carried out by prior arrangement
- There is a cycle of work scrutiny in curriculum team meetings
- Leaders may check planners or look at work and discuss them with students during a learning walk
- During work scrutiny, leaders may check that the marking and assessment policies are being adhered to
- Written record should be kept of formal scrutiny and returned to the Deputy head for inclusion in the SEF

### **Questionnaires**

- Questionnaires or surveys may be carried out at any time by any curriculum or pastoral areas
- The school conducts a full and comprehensive questionnaire of staff, parents and students every two years
- Results and summaries of all questionnaires should be returned to the Head teacher's PA for inclusion in the SEF

### **Improvement Plans**

- Improvement plans should be reviewed at least once a term and the review returned to the Head teacher's PA
- The School Improvement plan is reviewed once a term by Senior Leaders with each leader reporting on his/her area of responsibility. It is then reviewed by the governing body every term.
- Each curriculum area and pastoral area is required to have a current improvement plan

### **School Improvement Partner**

- The School Improvement Partner will visit school at least three times a year. He will discuss the SEF document and procedures with the Headteacher and other Senior Leaders and give advice and guidance.

### **Curriculum Reviews**

- Every term one curriculum area will be reviewed using Ofsted methodology and criteria. During this review all teachers in that department will be

observed, there will be a student voice survey, a leadership review and work scrutiny.

### **Governors**

- Every term the Governors receive feedback on & discuss progress in the following areas:-
  - Every Child Matters
  - The School Improvement Plan
  - Data and Attainment
  - Exclusions & Behaviour
- At least once a year they will be provided with an updated version of the SEF document and will discuss its contents.
- Once a year the Governors will carry out a Self Evaluation audit of their own skills and procedures.
- School policies are reviewed and updated on a rolling programme, with each policy being reviewed every 1-3 years by Governors.

### **Other forms of evidence**

- Any other evidence deemed relevant to the SEF or of interest to inspectors should be forwarded to the Head teacher's PA for retention and for inclusion in the SEF
- Behaviour and attendance data is reviewed at least once a term and a brief report produced. This is also shared with governors
- A review of attainment data takes place across the whole school every 6-7 weeks. Reports on these reviews should be forwarded to the Headteacher and the Senior Leadership Team link person. The review of each data collection should inform intervention and details of underachieving students should be forwarded to the underachievement panel. This information also feeds into an update of departmental action plans.

### **General**

- All curriculum and pastoral areas are required to have an up to date area SEF in electronic form at all times
- The school SEF should be reviewed and updated in September after the public examination results have been scrutinised and once more during the year
- A diagram of the self evaluation cycle can be found in Appendix B

# HORBURY SCHOOL – A SPECIALIST LANGUAGE COLLEGE

## OBSERVATION EVIDENCE FORM

<b>Teacher</b>		<b>Date</b>		<b>Period</b>	1 2 3 4 5
<b>Observer</b>		<b>Group</b>		<b>Grouping</b>	Mixed/Set
<b>Subject</b>		<b>LSA in room?</b>		<b>Students in class</b>	
<b>Focus (i.e. the main purpose of observation?)</b>			<b>Context of lesson</b>		
<b>Evaluation:</b>					
<b>Summary of Main Points</b>					
<b>Judgment on overall quality of the lesson:</b> 1 = Outstanding                      4 = Inadequate					1 2 3 4
<b>Particular evaluations related to Every Child Matters': safety, health, enjoyment, contribution to the community, economic well-being</b>					



8. Effective learning taking place

**Areas of strength**

**Areas for development**

**Teacher's comments**

**Signature of observer**

**Signature of teacher**

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## SYSTEMS FOR MONITORING AND EVALUATION

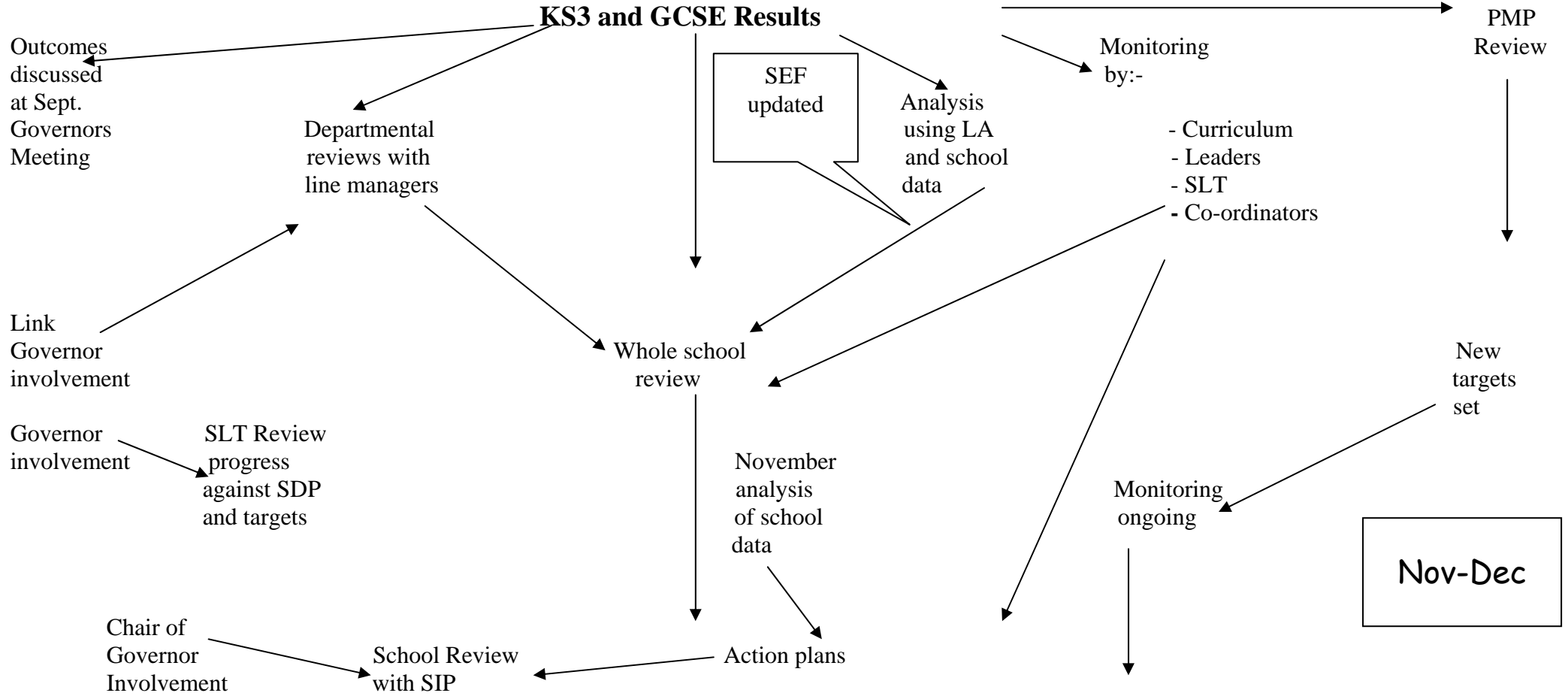
### Termly Monitoring

#### Autumn Term

<b>By Curriculum Leaders</b>	<b>By SLT</b>	<b>By Co-ordinators</b>
Observe each member of the team teach.	Testing the water around issues/themes.	Focus on learning of students and student behaviour not judgemental around teaching and learning.
Conduct a work scrutiny.	Rigorous monitoring of under performing areas of the curriculum.	
Conduct a homework. monitoring exercise		
Conduct a departmental review exercise. (All departments seen in a three year cycle)		

## SYSTEMS FOR MONITORING AND EVALUATION

Monitoring and evaluation by Governing Body.	Whole school and departmental review process.	Data Collection and Analysis	Termly Monitoring
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## SYSTEMS FOR MONITORING AND EVALUATION

### Termly Monitoring

#### Spring and Summer Terms

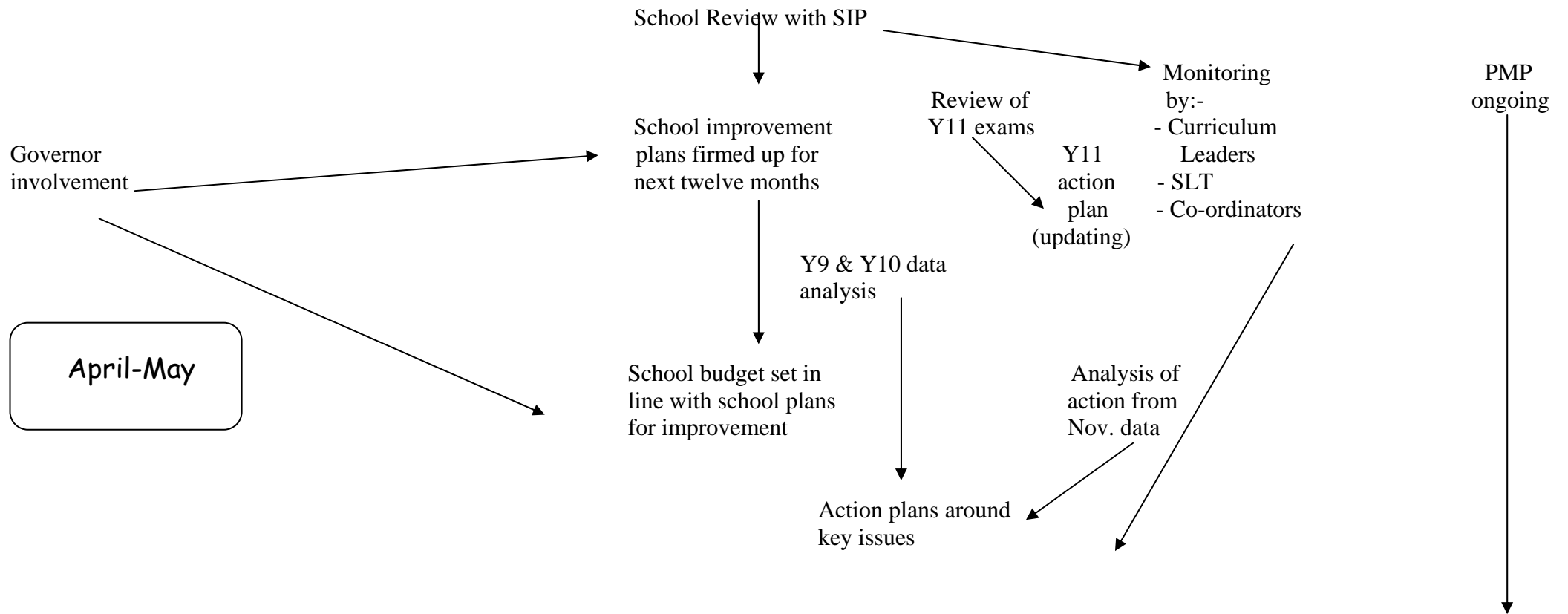
<b>By Curriculum Leaders</b>	<b>By SLT</b>	<b>By Co-ordinators</b>
Observe each member of the team teach once.	Testing the water around issues/themes.	Focus on learning of students and student behaviour not judgemental around teaching and learning.
Conduct a work scrutiny.	Themes/Strands related to curriculum-teaching and learning	
Conduct a homework. monitoring exercise	Whole school policies	
Conduct a departmental review exercise. (All departments seen in a three year cycle)		

# SYSTEMS FOR MONITORING AND EVALUATION

Monitoring and evaluation by Governing Body.	Whole school and departmental review process.	Data Collection and Analysis	Termly Monitoring
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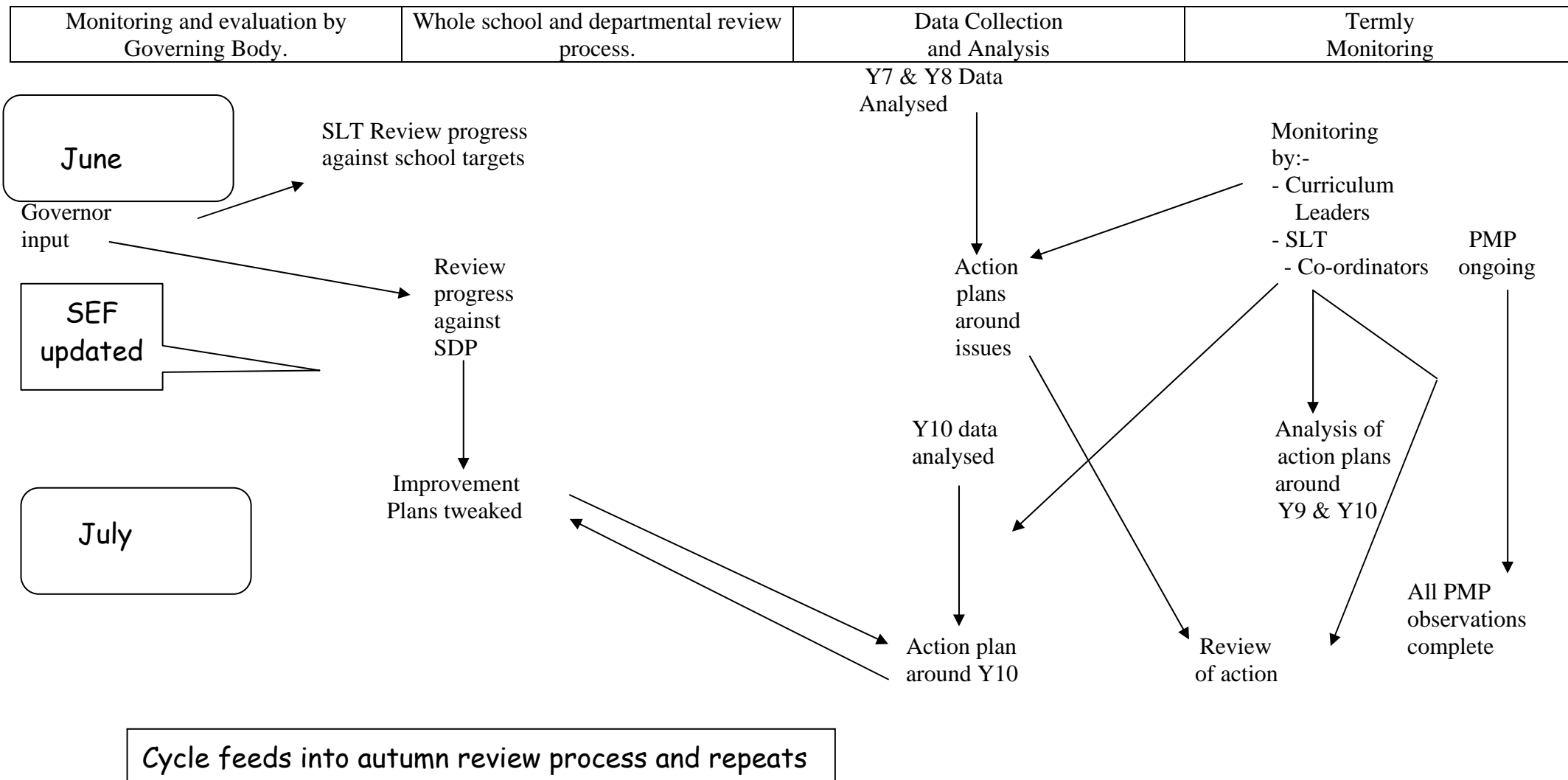
January

Major revision of SEF



April-May

## SYSTEMS FOR MONITORING AND EVALUATION



**PROCEDURES FOR LESSON OBSERVATIONS**

- All observations will be announced and by prior arrangements, except during a departmental review
- All observations will take place using the agreed school observation pro-forma
- Members of staff will receive a copy of the completed observation pro-forma within 24 hours of the observation.
- Oral feedback will always be provided within 48 hours of the observation.
- The results of individual observations will be shared with SLT and the appropriate line manager.
- At the end of the academic year all observation pro-forms held by the Assistant Headteacher – T + L will be placed in individual teachers’ confidential files.
- Each member of the teaching staff will be observed three times during the academic year as follows:-
  - Once by a member of the SLT
  - Once by the Line Manager and linked to performance management targets in learning and teaching
  - Once by a colleague (however, this Peer observation will not involve a grade or be recorded on their file).
- All observations may be considered for the purposes of performance management.