

West Monmouth School



Self-evaluation and School Improvement Policy

Updated: April 2022

CoG Signature:

Core Principles:

Self-evaluation and improvement planning are ongoing and inclusive processes based on professional reflection, challenge and support among practitioners. Effective self-evaluation is not an end in itself but is necessary to inform school – improvement strategies about which result in clear benefits for the progress and wellbeing of learners. This policy has been developed in light of the Welsh Government’s publication of the National Resource for Self-evaluation & Improvement (NRSI) and also Estyn’s revised Common Inspection Framework (CIF).

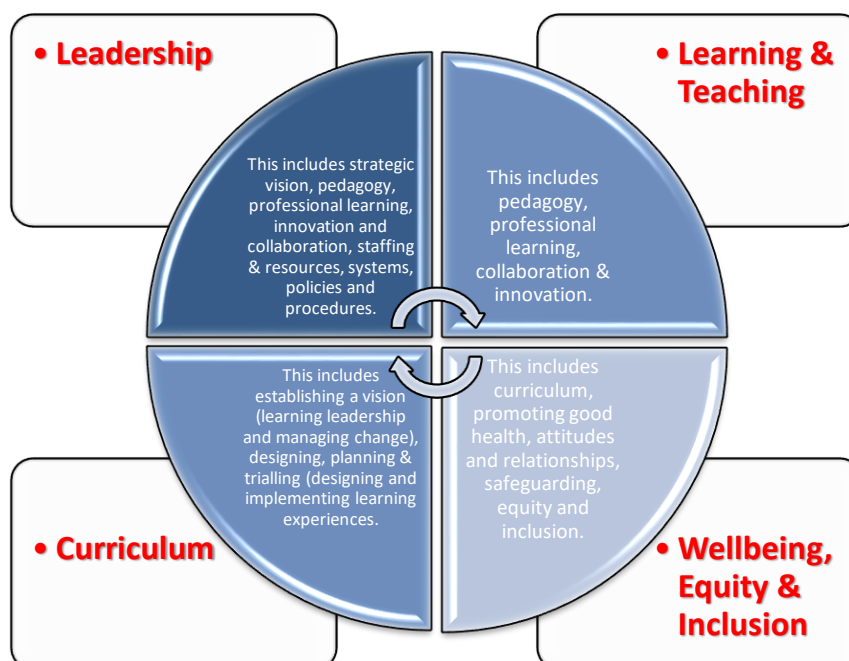
As identified in the NRSI, effective self-evaluation processes should be built around the following key questions and features:



- a focus on achieving the best for all learners.
- Alignment with the work of all other institutions/initiative
- flexibility and responsiveness to school context
- clear links to professional learning
- an ongoing process and not a 'snapshot'
- sustainability and manageability
- transparency and honesty
- useful and worthwhile
- a bilingual approach throughout
- the process is created by those who use it

What will we evaluate?

All elements of the school’s work should be subject to rigorous evaluation and improvement planning. The NRSI identifies 4 broad areas of provision as follows:

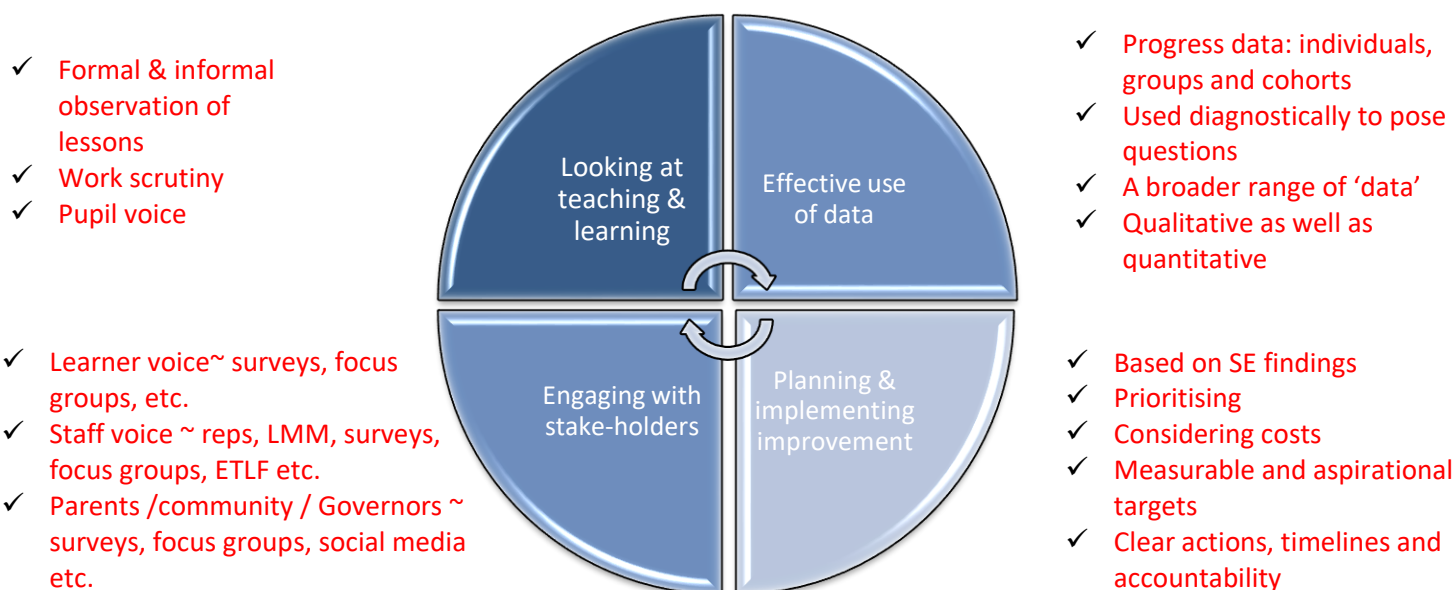


These are further exemplified by the prompts found in **appendix A** and will be used by the school to inform self-evaluation processes and activities. In addition, school processes will draw upon the revised CIF (shown below) and, for the sake of ease and familiarity, it is this document which will be used to structure all WMS self-evaluation documentation.

<p>Inspection areas</p> <p>IA1 Learning</p> <ul style="list-style-type: none"> • 1.1 Standards and progress in learning and skills <p>IA2 Wellbeing and attitudes to learning</p> <ul style="list-style-type: none"> • 2.1 Wellbeing • 2.2 Attitudes to learning <p>IA3 Teaching and learning experiences</p> <ul style="list-style-type: none"> • 3.1 The breadth, balance and appropriateness of the curriculum • 3.2 Teaching and assessment <p>IA4 Care, support and guidance</p> <ul style="list-style-type: none"> • 4.1 Personal development • 4.2 Safeguarding <p>IA5 Leadership and management</p> <ul style="list-style-type: none"> • 5.1 Quality and effectiveness of leaders and managers • 5.2 Self-evaluation processes and improvement planning • 5.3 Professional learning

How will we evaluate?

The NRSI identifies 4 key elements to be included in effective self-evaluation and improvement processes as shown below. Text in red outlines how each element will be realised at WMS and further details can be found below:



Core Elements of self-evaluation:

Lesson Observation ~ Teaching staff are subject to a maximum of 3 classroom observations each year, one of which forms part of the performance management process. Typically, one of these observations will be carried out by the HoF / LP one by the faculty's SLT line manager and one by a peer. Rounds of lesson observations are calendared on a termly basis and have an agreed focus. All formal visits are by mutual arrangement with the teacher and findings are recorded and analysed using the bespoke WMS tools housed on the Excellence in Teaching online platform. No lessons are graded and feedback is focused on identifying strengths and areas for development. HoFs are required to analyse findings across their teams in order to identify areas for development and opportunities to share good practice. The SLT lead for teaching & learning analyses findings at whole school level and uses them to inform planning for professional learning.

Work scrutiny ~ A formal work scrutiny takes place each half term. These are calendared and a focus and/or year group is established in advance. Work scrutiny is carried out first within faculties and then by SLT line managers. Skills Leads are also involved on a rotational basis. The sample of pupils selected are interviewed alongside their books as part of the process. As above, findings are recorded and analysed using the bespoke WMS tools housed on the Excellence in Teaching online platform. HoFs are required to analyse findings across their teams in order to identify areas for development and opportunities to share good practice. The SLT lead for teaching & learning analyses findings at whole school level and uses them to inform planning for professional learning.

Data capture and analysis ~ Professional predictions based on pupils' progress in each subject area will be collected on a termly basis in KS3 and half termly in KS4. (Further detail on this can be found in the Assessment, Recording & Reporting Policy) These data are analysed by HoFs, senior leaders and Heads of Learning to review the impact of provision and the progress of individual pupils and groups of learners.

A thorough analysis of examination results is carried out following each examination season. The analysis considers all key performance indicators. Where available local and national comparative data is included and the contextual and progress data provided by FFT is also considered. Comparisons over time as well as gender, fsm, ALN & LAC status are also considered. This analysis is shared with all staff and governors and is also made available to stakeholders via the annual report to parents.

Pupil / Stakeholder Voice ~ During the self-evaluation cycle, the views of pupils, parents and staff will be regularly sought both on the general work of the schools and on specific issues. Opportunities for pupil and stakeholder voice are planned for on a termly basis. The Pupil Council are also regularly consulted on specific issues. The PASS survey is also used annually to capture pupils' attitudes to school and learning.

Faculty Reviews ~ Faculty reviews are carried out on a rotation with 3 being carried out each year on a needs basis. These are led by the headteacher and the faculty line manager and also involve a peer HoF. Faculty reviews draw on evidence gathered from lesson observations, pupil/staff voice, work scrutiny, data analysis, and scrutiny of faculty documentation. Findings are presented as a commentary structured around the CIF and key areas of strength and development are identified in consultation with the Hof. 'Key actions required' are also identified for inclusion in the faculty improvement plan and school improvement plan. A plan for 'follow-up' is also agreed which may include the faculty being re-visited within 12 months. Where this is the case, appropriate support / training will be provided in the intervening period. Reports produced are shared with faculty staff, SLT and Governing Body.

Pupil Wellbeing ~ this is monitored via a number of mechanisms including the analysis of attendance and behaviour data and pupils' PASS survey responses. Attendance data is collected and analysed via the SIMs system and behavioural data using the ClassCharts system – further details can be found in the attendance and behaviour policies respectively. Fixed and permanent pupil exclusions are recorded in school using SIMs and Excel. All the above data is reviewed regularly by Heads of Learning and SLT leads.

Staff Wellbeing ~ the headteacher monitors staff wellbeing via ongoing dialogue with staff representatives with whom she meets formally on a half-termly basis. Staff wellbeing is also a standing agenda item in faculty line management meetings with SLT line managers. In addition, the school uses the 360 staff wellbeing tool within the Excellence platform as a means of monitoring and analysing issues relating to staff wellbeing.

Performance Management ~ the school meets the statutory requirements of performance management. See individual policy for details.

The Governing Body ~ the headteacher keeps the governing body aware of the outcomes of ongoing self-evaluation activities via termly reports and also occasional reports on specific issues. In addition, members of SLT are required to present to GB committees on the areas of provision on which they lead.

School Improvement Plan ~the actions and improvement priorities identified via self-evaluation processes are addressed via the School Improvement Plan. National and local priorities are also considered when identifying core strategic priorities. All staff are then involved in devising strategies to address the identified priorities. The school improvement plan is communicated to all staff, the governing body and is available to all stakeholders via the school website. Progress against the SIP is reviewed regularly by SLT.

Faculty Self-evaluation:

The requirements for self-evaluation and improvement planning at faculty-level are as follows:

Self-evaluation:

- ✓ An SE calendar planning SE activities throughout the year.
- ✓ Regular engagement with and analysis of provided pupil progress data.
- ✓ Contribution to formal lesson obs. and work scrutiny processes.
- ✓ Informal observation of teaching & learning within faculties.
- ✓ Analysis of findings / data within Excellence Platform to identify strengths / areas for development.
- ✓ Evidence of ongoing pupil & stakeholder voice activities.
- ✓ Participation in a faculty review process at least once every 3 years on a needs basis.
- ✓ Produce an annual Faculty SE Summary Document against the CIF.

Improvement Planning:

- ✓ Use the above to identify strategic priorities at faculty level.
- ✓ Ensure these are understood by all colleagues.
- ✓ Produce a 3 year Faculty Improvement Plan and undertake regular progress checks.

There is a general expectation that all members of faculty teams participate in self-evaluation and improvement planning activities and have a clear understanding of findings and strategic plans.