



Self-Evaluation Policy

Key staff members:	All staff
Responsible body:	Project Steering Group/Local Governing Body
Adopted:	June 2017
Last reviewed:	n/a
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1. Introduction

“an institution congenial to reflective practice would require a learning system within which individuals could surface conflicts and dilemmas and subject them to productive public enquiry, a learning system conducive to the continual criticisms and restructuring of organisational principles and values.” MacGilchrist, Myers and Reed, 1997

The principles underpinning the school self-evaluation process at Mulberry UTC reflect a commitment to providing the best education for each individual pupil in relation to his/her specific needs. The school’s policy on self-evaluation, together with its emphasis on teaching and learning, assessment for learning (personalised learning) and professional development work together to provide a rigorous framework of pedagogical understanding and data information for classroom practice. Performance is improved through teachers’ critical awareness informed by data tracking, evaluation and planning.

The results of this can be seen in classroom practice and students’ attainment. Therefore, the review and self-evaluation process is an essential component of the school’s work. In order to raise standards and proceed effectively in teaching and learning, Mulberry UTC seeks to review and evaluate performance on an ongoing cyclical basis thus providing the information necessary to make revisions to policy and adjust practice where appropriate.

2. School Self-Evaluation (SEF) Cycle: Subject Departments

A school self-evaluation calendar is published every year as part of the academic calendar. Each half term, there is a different focus for self-evaluation as determined by the whole school strategic plan. This model enables a consistent approach whereby all subjects are focused on the same area of school improvement but allows for flexibility within the system in recognition of the specific needs of subjects and their teams. The cycle is underpinned by regular, purposeful monitoring and tracking of pupil progress data so that colleagues are able to respond to and adapt practice immediately in light of their explorations.

Every half term the following SEF cycle takes place:

1. Classroom teachers and Heads of Department (HODs) scrutinise current data and identify key areas for intervention and specific students that require additional support.
2. HODs meet with the senior leaders to discuss the following questions (see Appendix 1 for more detail):
 - a. What does the current data tell us about the learning landscape in your subject?
 - b. Why does the current learning landscape exist? What more do we need to know?
 - c. What actions and/or interventions are required? How will we know whether these have been successful?
 - d. Review of the quality of teaching and professional learning
 - e. Focus for next Self Evaluation (SEF) Period
3. HODs then lead a SEF fortnight to learn more about the agreed hypotheses for exploration. The SEF fortnight includes a learning walk; pupil voice survey and book check.
4. HODs have a follow up meeting with their senior line manager to report findings and agree on action required.

To support the self evaluation process, the following meetings are calendared throughout the year:

- School Leaders Forum (SLF): provide CPD opportunities for school leaders to share effective self- evaluation activities and develop strategies to lead learning and raise attainment in their areas of responsibility. The specific content for these forums is responsive to the emerging needs of subject and year leaders throughout the year.
- Teaching and Learning Communities: HODs lead their teams on how to best utilise this directed time in order to develop teaching and learning within the team in response to the findings of their self evaluation activities. They may choose to run subject-specific workshops, arrange peer coaching, peer observations etc

3. Progress of Year Groups and the role of Directors of Progress

Directors of Progress also conduct half termly self-evaluation cycles. They are encouraged to review the quality of tutor time and registration activities during the allocated SEF fortnight for each half term. This cycle is overseen by their senior line manager through the existing line management structure.

When a Director of Progress's year group is the focus for the SEF cycle, they are invited to all progress meetings and encouraged to participate in subject specific SEF fortnight activities where appropriate.

Each Director of Progress uses progress data to identify a targeted intervention group and, in liaison with subject leaders, intervention coordinators and other key staff, creates an appropriate strategic plan to support this group.

Directors of Progress also meet with the Vice Principal in charge of Raising Standards each half term to monitor and evaluate the progress of the TIG in their year group.

4. School Self Evaluation: Personalised Professional Development Plans

Mulberry UTC is a professional learning community and every teacher is encouraged to reflect on their own classroom practice and refine it in order to ensure high quality learning for all students.

Therefore every teacher at Mulberry UTC completes a Personalised Professional Development Plan (PPDP) which focuses on an area of teaching and learning that they would personally like to develop over the year. It is advisable that they focus on an area of practice that complements their Department Improvement Plan and SEF cycle priorities. Colleagues are also encouraged to attend professional learning opportunities that will complement their PPDPs. They may also choose to use their PPDP target as one of their Appraisal targets but this is not compulsory.

5. School Self-Evaluation (SEF) Cycle: senior leadership team

The senior leadership team supports the SEF cycles outlined above through their line management of subject and year groups. At the end of each SEF cycle they discuss findings at the senior leadership team meeting and identify common trends and respond accordingly. There is a verification system in place operated by the senior leadership team (SLT) which cross-checks the quality of practice across the school and ensures consistency. Evidence of this monitoring is provided to the Principal. Where inconsistency is identified, the line managing Vice Principal is informed and he/she addresses this with the HOD/Director of Progress.

In addition, the following SEF activities take place:

- Whole school Self Evaluation Form and summary statement of evidence: is regularly updated by the senior leadership team to provide a comprehensive summary of the school's work. The following headings are used:
 - The achievement of students
 - The quality of teaching
 - Behaviour and safety of students
 - Leadership and management
 - School context

- Marking checks: take place every half term. A selection of books are randomly selected and scrutinised to monitor the regularity and quality of marking and feedback. Findings are then shared and fed back into the SEF cycle.
- Review of the quality of teaching: every term the Vice Principal with responsibility for teaching and learning reports to the senior team and Governors on the quality of teaching based on formal lesson observations conducted as part of the Appraisal process.

6. Annual Performance Review and evaluation:

In addition to the regular SEF cycle, the following annual reports are completed:

- Appraisal Process: a review meeting is held in which Appraisal targets for the previous year are reviewed and new targets are set in line with the Appraisal Policy. Throughout the course of the year, two formal lesson observations are conducted. If a lesson is judged less than good, a support plan and further observation is scheduled. The Appraisal process is line managed by individual senior leaders who take responsibility for quality assuring the review, evaluation and action planning process. They also ensure that monitoring is being carried out within departments over the course of the year.
- Annual Subject Exams Analysis: Heads of Department produce a written document that analyses and reports on pupil progress and attainment at all key stages. This is done by heads of department using comments from subject teachers about the performance of individual students and using data they are provided with such as 4 Matrix and SIMS marksheets. The exam analysis is completed as part of the SEF document (see Appendix 2). Heads of Department also discuss results with the senior leadership team and identify key strengths and areas for improvement
- Annual Self Evaluation Review: Heads of Department and Directors of Progress produce a written document that evaluates each subject area or year group under the following headings:
 - o Summary of Self Evaluation Review
 - o The achievement of students
 - o The quality of teaching
 - o Behaviour and Safety of Students
 - o Leadership and Management. (See Appendix 2)

Guidance is provided to ensure that reviews are evidence based, measure the impact of previous action plans and that data is used accurately and forensically in forming judgements and areas for improvement.

- Annual Department/Year Improvement Plans: a written document that outlines key targets and tasks as a result of the Self Evaluation Review, SEF cycle and whole school strategic plan and targets agreed after consultation at the annual School Improvement Planning Conference for all senior and middle leaders.

Senior leaders write school improvement plans for each key strand of the whole school strategic plan and review progress to these targets regularly. Senior leaders record their end of year SIP reviews of all strands which are presented to the Governing Body annually

7. Performance Review and Evaluation: External Verification

External consultants (who are often Ofsted trained) are regularly commissioned to standardize internal judgements and to develop robust verification systems. For example:

- Joint formal lesson observations with senior leaders
- Scrutiny of internal self evaluation systems
- Development of internal CPD accreditation systems

Senior leaders keep up to date with Ofsted inspection protocol and policy, regularly liaise with Ofsted trained consultants and keep all staff informed of relevant policy change. Internal self-evaluation procedures are closely aligned with Ofsted requirements so that colleagues are fully prepared for external inspection.

Appendix 1: Raising Standards Review Meetings and SEF fortnight

On a monthly basis, each Head of Department will meet with the VP: Raising Standards and VP: Learning and Teaching to review learning and progress in the subject areas which they line manage. The most recent current data will be used to inform discussions.

Each meeting will explore the following:

Part A: What does the current data tell us about the learning landscape in your subject?

1. Who are the high achievers (exceeding expected levels of progress)?
2. Which students are making expected progress (meeting expected levels of progress)?
3. Which students are underachieving?
4. How does attainment compare to national trends?
5. Have patterns changed since the last meeting?

The following micro populations should be analysed to identify any patterns:

- High/middle/ low ability (KS2 data)
- Class (quality of teaching?)
- Pupil Premium/Non Pupil Premium
- SEN
- LAC
- G & T
- Ethnicity

Part B: Why does the current learning landscape exist? What more do we need to know?

1. Is there any variation in the quality of teaching?
2. Are existing schemes of work and lesson plans appropriate for the learning and progress required for different learners?
3. Are the same students underachieving in all subjects or is it a subject-specific pattern?
4. What are the students' perceptions of the subject area?
5. Has the learning landscape shifted since the last meeting? Why? What has been the impact of plans/interventions planned in the previous meeting?

6. What is the impact of intervention strategies on attainment?
7. What is the rationale for Early Entry and what are the outcomes? (if relevant)

Part C: What action and/or intervention are required? How will we know whether this has been successful?

1. How will you develop a deeper understanding of the reasons for underachievement?
2. What can be learnt from high achieving students?
3. How will you use the self-evaluation period to implement the action required?
4. In one month's time what will success look like? How will you measure impact?

Part D: Review of the quality of teaching and professional learning:

HODs should complete the attached 'Quality of Teaching' summary document to aid this discussion

How would you describe the quality of teaching in your department? (You may wish to use PADDLE to structure your discussions):

1. What are the key strengths?
2. Are there any areas of concern? Do any colleagues require a personalised support plan? Updates on existing support plans?
3. Has anything changed since the last meeting? Why?
2. What is the focus for department CPD and what impact has it had on the quality of teaching? How do you know? (this should link to the Department Improvement Plan)
3. How are PPDPs being used to enhance pedagogy? How do you know?
4. Coaching in the department:
 - i. How has coaching been organised in the department?
 - ii. How have the six calendared coaching meetings been utilised so far?
 - iii. How has coaching in the department led to improvements in the quality of teaching and learning in the department? How do you know?
5. Next steps?

Self Evaluation Fortnight:

A self evaluation fortnight has been calendared each half term. During this time, HODs must conduct a self-evaluation activity which builds on the issues raised in the most recent raising standards review meeting. This might include:

- Learning Walk
- Student voice survey
- Evaluation and amendment of SOWs
- Work scrutiny
- Peer learning
- Formal lesson observations.

The outcome of the self evaluation period will be discussed at the next raising standards review meeting. All supporting templates can be found on the staff shared area of the network.

Appendix 2: Guidance on completing the annual self evaluation analysis document

The annual SEF document summarises the strengths and areas for further development of a subject area or year group. It should be prepared with the whole department and give direction to the department and Year Improvement Plans that follow (FIP/YIP).

department SEF documents must include key headlines and supporting evidence including analysis of exam results and patterns in rates of progress for KS3, 4 and 5.

Year group annual SEF documents must also include key headlines and supporting evidence as above for the specific year group in question.

When completing the annual SEF document, use the Ofsted evaluation framework and subject specific Ofsted guidance (copies of which can be found in the SEF folders) to structure bullet point responses.

In addition, further prompts have been provided in each section below to assist colleagues in the completion of the document.



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Summary of self evaluation review

_____ Department/Year group

Overall effectiveness		
Achievement of students		
Quality of teaching		
Behaviour and safety of students		
Leadership and management		

This is a _____ department/year group

This section must summarise the key strengths and areas of improvement for KS4 and 5 and will prioritise they key headlines from the four sections that follow. This section may be easier to complete after the other sections.

The quality of social, moral, spiritual and cultural education must also be summarised here.

The achievement of students

The achievement of students is _____

This section is a summative commentary of what the data tells us about KS4 and 5 attainment and rates of progress. It should not just be a list of data but must also include evaluative comments and reflections.

The following data sources should be used when completing this section:

- o Department mark sheets and trackers (SIMs)
- o Individual Teacher comments
- o 4Matrix for KS4
- o Whole school exams analysis report
- o ALPS reports

Attainment:

For each key stage comment on:

- o Actual attainment against target grades/levels?
- o Actual attainment against predictions. How accurate is the department/department in assessing attainment?
- o Trends over time?
- o How did different micro populations perform?

- o Summary of class residuals?

Progress:

- o Which micro populations made most progress? Why?
- o Which micro populations made least progress? Why?
- o Actions?

Interventions:

What interventions (wave 1, 2 and 3) took place and how successful were they? Actions?

The Quality of Teaching

The Quality of Teaching is _____

This section summarises the quality of teaching over time and should highlight any shifts in the quality of teaching and practice over the course of the year.

The following data sources should be used when completing this section:

- o Formal lesson observations (Appraisal)

- o Learning walks
- o Work scrutiny (marking audits)
- o Pupil voice surveys

- o Personalised Support Plans (if relevant)
- o PADDLE RAGing grids
- o Personalised Professional Development Plans (PPDPs)

Key questions:

1. What is the quality of teaching now at each key stage? How do you know?

2. How does the quality of teaching at each key stage now compare to the previous year?

How do you know?

3. What professional learning opportunities have taken place this year and how have they contributed to improving the quality of teaching?

4. Key strengths of teaching?

5. Areas for further development and actions?

Behaviour and safety of students

The behaviour and safety of students is _____

This section should respond to the issues raised in the Ofsted framework but should also be used to highlight the outstanding enrichment opportunities provided for students together with a statement about the impact they have, in terms of achievement, development of confidence, creativity, leadership and love of learning.

The following data sources should be used when completing this section:

o Formal lesson observations (Appraisal)

o Learning walks

o Work scrutiny (marking audits)

o Pupil voice survey

o Records of trips, visits, competitions and other enrichment offers o Behaviour referrals, actions and outcomes

o Records of praise and rewards.

o Parental engagement activities

Key questions:

1. What is behaviour typically like?

2. What are students' attitudes to subject teachers and support staff?

3. What are students' attitudes to their learning?

4. What are the reasons for poor behaviour, if any, and how are they being dealt with?

5. Are students being well supported?

6. Do students respond positively around issues of SMSC?

Leadership and management

Leadership and management is _____

In this section, evaluate the effectiveness by which department improvement plans are implemented by the whole team. Explain how issues of concern are addressed and followed up.

The following data sources should be used when completing this section:

- o Meeting minutes
- o Records of department CPD

- o PPDPs
- o INSET evaluations

Key questions:

1. What is the shared vision of the team?
2. To what extent does the whole team engage in identifying, co-constructing, contributing to and evaluating improvement plans?
3. How does the curriculum design and offer respond to the needs of the learners?
4. What is the capacity for improvement? (Consider CPD opportunities and staffing structures).
5. How are students encouraged to develop and demonstrate leadership skills and attributes?