



# Self Evaluation Policy

Approved by Governors on 29 January 2019

Review Committee: Standards and Effectiveness

Review: On change



## **SELF EVALUATION POLICY**

### **Mission Statement**

*“Love one another as I have loved you” (John, 15)*

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

### **Rationale**

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. 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 etc. The process of self-evaluation is the responsibility of the Headteacher. Other staff with responsibility for carrying out tasks within the process should be clearly identified.

### **Practice**

The following are all examples of how the school self-evaluation process is implemented:-

- There is a continual cycle of Departmental Review. This includes a review of documentation (including Departmental Improvement Plan, Schemes of Work, student performance data) and lesson observations. Feedback is given to the Head of Department and targets set as appropriate.
- Heads of Department meet regularly with a member of the Senior Leadership Team to discuss identified issues.
- School Improvement Plan – all staff have the opportunity to contribute to the School Improvement Plan. Departmental Improvement Plans are the responsibility of the Heads of Department. All Improvement Plans should be regularly monitored and evaluated against set criteria.

- Regular book sampling is carried out by the Senior Leadership Team. Feedback is given to individual staff and Heads of Department as appropriate. Departments regularly standardise students work and monitor Home Learning and marking via Departmental INSET and meetings.
- 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 by their Head of Department and feedback is given.
- Departments keep an up to date Departmental Self Evaluation form. This is discussed with the Headteacher annually. Governors committees are kept informed about progress on important aspects of the school via verbal and written reports to the various Governors committees.
- Student perceptions of the school are sought via the Lancashire Value Added Project Student Questionnaire. Results are analysed, summarised and acted upon as appropriate.
- Parental perceptions are actively sought via Parental Questionnaires, through Parent Consultation Days 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 Staff Appraisal and co-ordinated by the Assistant Headteacher (Teaching and Learning). Individual staff targets are addressed and monitored in this way.
- LA perceptions are sought via the School Adviser.
- School routines and procedures are monitored by the Senior Leadership Team. School security and fire drills are the responsibility of the School Business Manager.
- Students are involved in the process of school review via feedback given to tutor groups from the Student Council.

### **Monitoring and Evaluation**

Issues identified through the school's practices for Self-Evaluation should feed into the School Improvement Plan and the school's Self-Evaluation Form (SEF).

The School Improvement Plan should be monitored regularly and evaluated against specific success criteria.

The School's Self-Evaluation Form should be updated on a termly basis.