ST NINIAN'S HIGH SCHOOL

School Policy No.12

SELF EVALUATION

Introduction

Self-evaluation is not a bureaucratic or mechanistic process. It is a reflective professional process through which we get to know the school well and identify the best way forward for the pupils. Self-evaluation is forward looking. It is about change and improvement and is based on professional reflection, challenge and support. It involves taking considered decisions about actions which result in clear benefits for our pupils.

Aim

Our aim is to ensure that systematic self-evaluation is embedded consistently in all aspects of school life.

How Good is Our School?

At the heart of self-evaluation are three questions:
- How are we doing?
- How do we know?
- What are we going to do now?

All staff reflect on the quality of their work. Self-evaluation also involves groups of teachers reflecting on their work together.

Managing Evaluation

It is important to have reasons for evaluating and a clear idea of exactly how an evaluation will be carried out, when and with whom. There is no need to evaluate everything at once. However, we do need to be systematic so that important aspects of the school's work do not "slip through the net". We also need to keep focusing on the key work of the school – Learning and Teaching.

Evidence for Self-Evaluation

Quantitative Data

There is a range of quantitative data which could be used to help reach an evaluation. This list is neither prescriptive nor exhaustive:
- examination results
- Insight Analysis
- value-added measures of performance
- pupils' progress from prior levels of attainment
- pupils' progress in meeting targets
- overall progress towards set targets
- data collected nationally or locally
- analysis of other key performance data, such as pupil attendance, pupil exclusion rates, progression rates and leaver's destinations.

People's Views

Ask people what they think. This list provides some suggestions:
- individual interviews with members of staff
- individual interviews with parents
- group discussions
- discussions with members of the pupil forum
- focus groups
- working parties
- questionnaires and surveys to gauge satisfaction and to elicit suggestions for improving effectiveness
- written responses and detailed comments
- team meetings at all levels

Direct Observation

Engage in direct observation of learning and teaching. For example:
- shadow individual pupils
- follow a class
- observe lessons
- video record your own teaching
- exchange classes
- observe each other in pairs
- work alongside other teachers

Engage in direct observation of a range of documents. For example:
- pupils' work
- reports to parents
- profiling of pupils' responses to tasks
- diaries or records of work
- programmes of study or schemes of work
- teachers' plans
- progress reports on the improvement plan
- course materials across the ability range
- policies and guidelines
- minutes of meetings

Methods of Self-Evaluation

(i) School Self-Evaluation Calendar

A copy of the school's Self-Evaluation Calendar is attached. This provides an overview of all evaluation activities carried out throughout the year.

(ii) Monitoring Learning and Teaching Calendar

Departments and individual teachers will have developed their own methods of evaluating the work of pupils in their classes. These methods will be captured in each department's Monitoring Learning and Teaching Calendar. This will be constructed at the beginning of each session and will form the basis for regular discussions at departmental meetings.

(iii) Classroom Observation

There are a number of opportunities throughout the year for self-evaluation using classroom observation. These include:

- Sharing Good Practice visits within departments where teachers visit each other classes.
- Regular (weekly) visits by SMT to classes to monitor pupil progress and to support staff.
- Formal SMT classroom visits focusing on a particular theme. These are followed up with a discussion with the teacher and with an overall report on issues arising from the visits.
- Learning Visits involving staff visiting classes across departments to view and discuss a specific aspect of classroom practice.

(iv) Monthly Focus

A whole school focus where all staff are asked to consider a particular aspect of school policy or practice.

(v) Whole School Focus on Quality Indicators

Each department will focus on particular themes from key Quality Indicators in HGIOS4 each month, thus gathering important information that will lead to improvement. The information gathered from this is then used when producing the department's Standards and Quality Report and Improvement Plan.

Review

This policy will be reviewed annually.

Updated July 2025
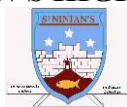
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SELF EVALUATION – QI MACHINE

Introduction

As part of our ongoing self evaluation, each department has been asked to consider evaluative statements each month and comment on them and assign a rating. Sources of evidence should also be noted.

Evaluative Statements

(i) The evaluative statements relate to QIs:

1.1	Self-evaluation for self-improvement
1.2	Leadership of learning
2.2	Curriculum
2.3	Learning, teaching and assessment
2.4	Personalised support
3.2	Raising attainment and achievement

(ii) In addition the Pupil Support Department will look at aspects of QIs:

2.1	Safeguarding and Child Protection
2.4	Personalised Support
2.5	Family Learning
2.6	Transitions
3.1	Ensuring Wellbeing, Equality and Inclusion

(iii) Departments will also be asked to consider some aspects of Developing in Faith in the Catholic School.

Process

Departments are asked to consider the evaluative statements at a departmental meeting each month. Following discussion, areas of good practice and areas for development should be identified and recorded together with sources of evidence. Ratings should also be recorded at this stage.

Follow Up

The areas for development should be addressed by the department either by putting strategies in place immediately if appropriate or by including them in next session's Departmental Improvement Plan.

Link SMT

The link member of SMT will be fully involved in all discussions.

Monitoring

SMT will collate all results and discuss responses at an SMT meeting once per month.

Standards and Quality Report

The areas highlighted as good practice should be used to assist with the departmental Standards and Quality Report at the end of the session.