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# The Whitby High School

A Specialist Technology College

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## Self-Evaluation and Review Procedures

2017-2018

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## AIMS

*“Where there is no vision, the people perish”*

*Proverb 29 v18*

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to-

**P**REPARE for adult life in a happy, caring and purposeful environment

**A**CHIEVE their full potential regardless of individual need

**C**ARE for everyone and encourage respect and tolerance

**E**NJOY education and rejoice in success

# The Whitby High School Self Review Procedure

## Rationale

At The Whitby High School, we are committed to being 'Outstanding' in every aspect of our provision. We believe that our pupils have a right to expect high quality Learning and Teaching and that consistent and professional self-review will help us to achieve this.

At The Whitby High School, we believe that our approach to self-review should be multi-faceted and gather evidence from a variety of sources in order to gain the fullest possible picture of current practice.

In drawing up these procedures, the following principles have been adhered to:

- Review activities should provide the necessary evidence for the Senior Leadership Team to be able to make summative judgements about the quality of Learning and the quality of Teaching. Data will be used effectively to inform school Development Planning.
- Opportunities should be taken wherever possible, to ensure that the review process has a developmental aspect and works in a positive way to support improvements in Learning and Teaching.
- Review procedures should ensure that effective evidence is gathered for Appraisal purposes (see TWHS Appraisal Policy).

## The Review Process

### Curriculum Self- Review

At the start of each academic year the Curriculum Self Evaluation and Review Calendar (appendix 1) is issued to all colleagues. This calendar provides guidance on the self-review processes identifies SCL and SLT activities and details the expected outcome from each session. The Assistant Headteacher with responsibility for Curriculum self-review collates all the SLT minutes and SCL reports generated under this process. In addition, each area has a folder for all records, reports and discussion documents.

**The calendar and all documentation (appendix 2) used during the process can be located on the J drive (information for staff).** In addition, all documentation relating to the process is issued at the start of the academic year.

## 1. Annual review meeting

Annual review meetings will take place early in the Autumn Term and will take the form of a professional discussion about the strengths and areas for improvement of each department. The discussion will focus on four areas including:

- Achievement of pupils in the subject
- Quality of teaching in the subject
- Quality of the curriculum
- The quality of leadership and management

Discussion will be informed by the evidence which the SCL/HOD provides using the Annual Review Pro-forma (appendix 3). Judgements in each of the four areas will be made by the SCL/HOD. It is anticipated that the SCL/HOD will closely involve his/her department in determining these grades and identifying appropriate evidence. Annual review meetings will be attended by the Deputy Headteacher (Curriculum) and/or the Headteacher together with the SCL/HOD.

## 2. Peer observations

The Whitby High School has a dedicated, hard working and highly effective teaching staff. This represents a huge professional development resource, which we can use to raise standards. Peer observations will usually take place in the Autumn term and will be developmental in nature. Teachers will not be graded as part of this process and observations will **not** be used for Appraisal purposes. Peer observations will simply be an opportunity for colleagues to learn from mutual observation. A distinct Peer Observation Feedback sheet will be completed by the observer (appendix 4). This sheet will highlight observed strengths and one suggestion for improvement. The observer will meet with the observed teacher as soon as possible after the observation in order to discuss the lesson.

The focus for peer observations may be directed by SLT in response to a whole school development need or may be left to individual teachers to identify a personal focus. At the direction of SLT, peer observation schedules may be planned within departments, within learning and teaching trios or be cross curricular in nature. Peer observations will be of 30 minutes in duration.

## 3. Learning walks

A Learning Walk is a tool for school improvement and self-evaluation. They will consist of a relatively large number of classroom 'drop ins' which will be designed to gather information about young people's learning experience at The Whitby High School. Learning walks will be unannounced and will last no longer than 20 minutes. No grading judgement will be made on the lessons visited and visits will follow the TWHS Developing and Evaluating Teaching and Learning at The Whitby High School Protocol (appendix 5). Written

feedback from the Learning walk will be completed and stored using the BlueSky platform, and will highlight good practice observed. Classroom visits will be carried out over a 1 to 6 day period. **Feedback reports (summarising SLT walks) will be generated by the SLT group and shared with SCL's at the next available Curriculum leaders meeting. Feedback during a Department review walk will be summarised and included in the final report shared with the appropriate SCL/HOD.**

#### **4. Appraisal lesson observations**

Teaching colleagues will usually be observed for 50 minutes (minimum of 30 minutes) as part of the Appraisal cycle. Staff may request additional observation or an extension to the planned observation (see TWHS Appraisal policy). Lesson observation evaluations will be recorded on the Lesson Observation Feedback sheet (appendix 6) and completed using Sisra Observe. Lesson observations for Appraisal purposes will usually be carried out in the Spring or Summer Terms.

#### **5. Senior management lesson observations**

All teaching colleagues will be observed for a minimum of 30 minutes on no more than two occasions as part of the School Self Evaluation. Staff may request additional visits or an extension of the observation up to one hour in total. Lesson observation evaluations will be recorded on the Lesson Observation Feedback sheet within BlueSky. Please refer to TWHS Developing and Evaluating Teaching and Learning at The Whitby High School Protocol (appendix 5).

#### **6. Pupil achievement link meetings**

Pupil Achievement meetings will consist of a professional discussion between the SLT link and the SCL/HOD in a particular subject area. Discussion will focus on an agreed set of pupil progress data and follow an agreed agenda (appendix 2). All SLT colleagues will follow this agenda and ensure the completion of minutes (if required) or agree on the content and outcome of the SCL report. This evidence will be used by SLT to help inform judgements about the quality of Learning and Teaching within a department. Emphasis will be placed upon the progress of individual sub groups such as SEN, FSM, and Gender etc. Successes will be celebrated and improvement/intervention strategies will be identified where necessary. Pupil achievement meetings will take place during a two-week period identified on the Curriculum Self-Evaluation and Review calendar. SLT links will feed back achievements/concerns at the SLT Strategy Group meetings in January, April and April.

Senior Curriculum Leaders will also present a mid-year report to the SLT team detailing their area's progress and achievement to date.

## 7. Departmental reviews

Departmental reviews are designed to be multi purpose. They will:

- Allow SLT to rigorously assess departments against the four Ofsted foci of; achievement of pupils in the subject, quality of teaching in the subject, quality of the curriculum and the quality of leadership and management
- Contribute to school self-evaluation.
- Develop the skills of middle managers in self-review and lesson observation.
- Assist in preparing departments for Ofsted monitoring visits.
- Support departmental improvement.

Reviews will consider a range of data and information sources and will take one of following formats:

- **Light touch**

This process will be conducted through Learning walks, Work scrutiny and Student voice activities and departmental process checks. No face to face feedback will be provided to colleagues involved in the Learning walk process. A **short report** will be generated by the SLT lead at the end of the process and shared with the SCL/HOD. The report findings and judgements will be moderated and confirmed by the Senior Leadership team prior to release.

SCL/HOD will provide a full action plan addressing any issues identified within the Departmental review report. This should be forwarded to the review lead and SLT link within ten working days for approval.

- **Full review**

This process will be conducted through **multiple** Learning walks, Work scrutiny, Student voice activities and Departmental process checks. A **detailed** report will be generated by the SLT lead at the end of the process and shared with the SCL/HOD. The report will celebrate good practice and highlight areas for development. The report findings and judgements will be moderated and confirmed by the Senior Leadership team prior to release.

SCL/HOD will provide a full action plan addressing any issues identified within the Departmental review report. This should be forwarded to the review lead and SLT link within ten working days for approval.

Departmental reviews will commence with a meeting with the HOD/SCL and an SLT colleague in order to establish a focus for the inspection and a protocol for how evidence will be collected. The HOD/SCL will be asked to

submit copies of the departments documentation to the SLT member responsible for this carrying out the process. This meeting will be followed by a series of Learning walks over a one/ two week period.

In addition, work scrutiny, pupil questionnaires, Schemes of work, departmental development plans etc. may be used to inform judgements made about a department.

## **8. Work scrutiny**

Work scrutiny is a vital part of the review process and will take two forms, which includes:

### **SCL/HOD work scrutiny**

The Senior Curriculum Leader will produce a work scrutiny plan for the year focusing on an agreed year or focus group. The plan is agreed with the relevant SLT link prior to process commencing. The SCL will use the relevant documentation (appendix 2) to complete the process. The SLT link will discuss the outcome of the process during their SCL link meeting.

### **SLT work scrutiny**

The Senior Leadership Team also completes focused work scrutiny at different times of the year. This can be focused on key groups of students, subjects or specific departments. After the process, constructive feedback is provided to SCL's/HOS detailing any areas of concern or development. Feedback will also be provided at the next available Curriculum leaders meeting.

## **9. Student and colleague voice (attitudinal data)**

**Student Voice** - During the year departments, identify a selection of students to provide feedback on the learning experience within that area. To collect the information a set questionnaire is completed (appendix 2). Departments produce a summary of responses and then pass a copy to the SLT link for discussion.

**Colleague Voice** – Departments are encouraged to discuss areas of success and improvement. This process is completed at the discretion of the SCL. After particular events, the Senior Leadership team seek the opinion of all colleagues

## **10. Climate for learning walk**

A Climate for learning walk will take place three times a year. This will involve the SCL/SLT link walking through the department to identify health and safety issues and to check on the quality of the student learning experience (displays and the celebration of achievement).

**Please see the separate 'Curriculum Self-Evaluation and Review Calendar' for details of when activities take place. This folder also contains all the documentation used during this process.**

### **Pastoral Self-Review**

The pastoral system also plays a key role in the school self-review process. It is important for House Progress Managers to have an oversight of their teams and to be able to make informed judgements, based on clear evidence. The pastoral review process has a number of features:

#### **1. A House Improvement Plan and Year 11 exam review**

These documents will be produced at the start of each academic year. This will be produced by the House Progress Manager, with input from the Assistant Progress Manager. The House Improvement Plan will follow the same format as the main School Improvement Plan, with four sections. This will be shared with the House pastoral team and presented in a meeting with the Headteacher.

#### **2. Interim review and end-of-year review**

Both **documents** contain an overview page with key statistics on attendance, behaviour, welfare and progress measures. The interim review is the most detailed document that House Progress Managers will produce in the year. It outlines progress in a number of areas in the House and points for development are identified. The interim review takes place in January and emerging themes are identified, which are then addressed in the remainder of the year. The end-of-year review entails going through the improvement plan and assessing whether each target/action point has been addressed. Points for development are identified to be included in the following year's improvement plan. Both of these documents are presented to the Headteacher and House pastoral teams.

#### **3. Pastoral learning walks**

These will take place every half term and there will be a different focus for each one. The House Progress Manager will share this with their team before the 'walk' takes place. The focus will be on planners, equipment, uniform, pupil progress, tutor group activities (such as the SEAL programme) and gauging pupil opinions on life in school generally. A general proforma will be completed (one overall) and shared with the House pastoral team. Copies will be forwarded to the SLT line-manager and pastoral Deputy Headteacher. These visits **are not graded**. There will be at least one general 'walk' where all forms in a House are visited in a year, but most of them will focus on a particular year group. This will involve the House Progress Manager focusing on issues, which are pertinent to that year group at the time.

#### **4. Planner checks**



These will take place termly. Each tutor will submit three planners from their group (30 for each House) and House Progress Managers will complete a proforma about the standard of planners in their House (one sheet). The areas of focus will include frequency of homework, parental and staff signatures and whether the pupil is recording key data in their planner. Findings will be shared with the House pastoral team and copies forwarded to the SLT line-manager and pastoral Deputy Headteacher.

## **5. Pupil voice activities**

House Progress Managers will gain pupil feedback through various means throughout the year. This will include exit polls of pupils and individual interviews.

**Please see the separate ‘Pastoral Review Calendar’ for more details of when the above activities take place.**

### **Team Self Review**

Departments take part in a self-review process at the start of the academic year. The HOS/SCL lead colleague’s in a review results and departmental performance. This process then leads to a professional dialogue within teams leading to the assessment of the department’s overall effectiveness. This process results in the setting of departmental targets for the year. Appendix 7 includes the documentation used during the process.

### **Department Intervention Plans**

Departments provide detailed plans for intervention that identifies appropriate strategies to raise the attainment and achievement of Key Stage 4. These plans detail the strategy approach, the activity used by departments and the expected impact. Appendix 8 includes an example of the documents provided by departments.