



Self-Evaluation for Self-Improvement Policy

As a community we grow

RAISE THE BARR



BARRHEAD HIGH SCHOOL

Quality Assurance and Self-Evaluation for Self Improvement Policy

Rationale

How Good is Our School (4th Edition) states that :

Excellent schools have robust internal approaches to self-evaluation and also value the objectivity which external partners can bring. Excellent schools understand that self-evaluation should be an on-going process. They continually reflect and evaluate their work and use the evidence from these activities to plan future improvement. Thus, the direction for future improvement comes from the school and its partners. This is the definition of self-improvement.

Quality Assurance and Self-Evaluation for Self Improvement are linked but they are not the same process.

Understanding this concept is vital to empower staff to undertake effective activities in both areas. (Appendix 1)

Quality Assurance is a process of regular and robust checks that the class/ department/ school activity is running effectively.

It is about achieving a standard of service and **maintaining** that standard.

Self Evaluation for Self Improvement (Quality Improvement) is the process of evaluating performance and using the information gathered to decide on what needs to be done to improve.

It is about making **changes** to **improve** service quality.



Aims of Policy

To ensure that pupils attending Barrhead High School receive the best possible education by using quality assurance approaches to ensure that our high standards across all aspects of school life are maintained.

At the same time, in a structured manner, we will use self-evaluation approaches to capture a meaningful picture of 'how we are doing' and 'how do we know' (HGIOS4, p. 9) in order to look forwards to plan 'what are we going to do now' in order to improve learning and teaching and the whole school experience.

We aim to ensure that we deliver the 'collaborative approaches to self-evaluation' set out in HGIOS4 to engage all staff and stakeholders. Pupil participation should be a strong feature of our approach to self-evaluation and continuous improvement.



Description of Activities

Annual Programme – see Appendix 1 for a calendar of whole school self-evaluation activities (Appendix 2)

Curriculum

Essential to on-going quality assurance of the curriculum is self-evaluation and monitoring carried out by faculties. It is an expectation that all Faculty PTs maintain a Self-Evaluation and Monitoring Calendar, based on the common school template (Appendix 3)

Professional Review and Development

Every academic session, each member of staff has a PRD interview. Teaching staff are supported to undertake Professional Update in terms of their GTCS registration every five years in line with the GTCS rolling programme.

Monitoring of Statistical Information

SQA results and teacher judgements about progress through the levels of the broad general education phase [BGE] are analysed by faculties and on a whole school basis. Departments make an annual report on their SQA results and meet to discuss this with the Head Teacher and link SMT member. A plan of action points is drawn up at this meeting.

Our Principal Teacher of Attainment maintains an extensive school tracking database which allows all staff to access very detailed information about individual pupil progress and support staff to analyse data year on year. This information is combined with the national Insight tool to ensure attainment and progress are carefully tracked. In turn this allows staff to plan appropriate support and interventions when pupils are noted as performing below their potential.

Support Plans

Reviews of pupil wellbeing plans are undertaken each term. Pupils with CSPs are supported through staff, pupil, parent and partner agency formal reviews at least once per academic session.



Attendance and Late-coming data

Pastoral Care staff and Year Head DHTs monitor attendance and late-coming on a daily basis and deal with individual problems in line with school procedures. Each term statistics are analysed and data is kept for comparison from year to year. Gender, ethnicity and LAC status are considered as part of this analysis to ensure pupils receive the support required.

Behaviour Monitoring

Exclusions are analysed each term by gender, ethnicity (where available) and LAC status. Data is held for comparison from year to year. In addition analysis of bullying/ racist incidents and children's plans relating to behaviour related support needs are reviewed on a termly basis as part of our GIRFEC protocols.

Extra-Curricular Participation

The uptake of extra-curricular clubs is analysed by gender, ethnicity and LAC status. Our achievement tracking database is also used to monitor the level of extra-curricular involvement for all pupil.

Peer Observation

All teachers arrange to visit the class of at least one other teacher in the course of an academic session. This programme of peer visits and learning rounds is overseen by the Learning and Teaching PT and is directed by staff themselves to allow the agreed focus to be on an aspect of learning and teaching which is self-selected.

Evaluation of views of pupils, parents and staff.

Each department carries out pupil evaluations of courses every session. Results are collated and maintained by Principal Teachers and used to inform departmental plans.

Pupils contribute to the self-evaluation in Barrhead High School through our Student Council and Learner Ambassadors programme.



Each year parents are surveyed on issues related to school life. These returns are summarised and discussed at SLT meetings and at Parent Council meetings. Parents are also represented on the Parent Council. Their views are regularly sought.

Views of staff are sought regularly through informal discussion with line managers, Forms to inform improvement plan and WTA, discussion at departmental and whole school meetings, focus groups etc.

Action points for the following session are identified and included in the school's improvement plan.

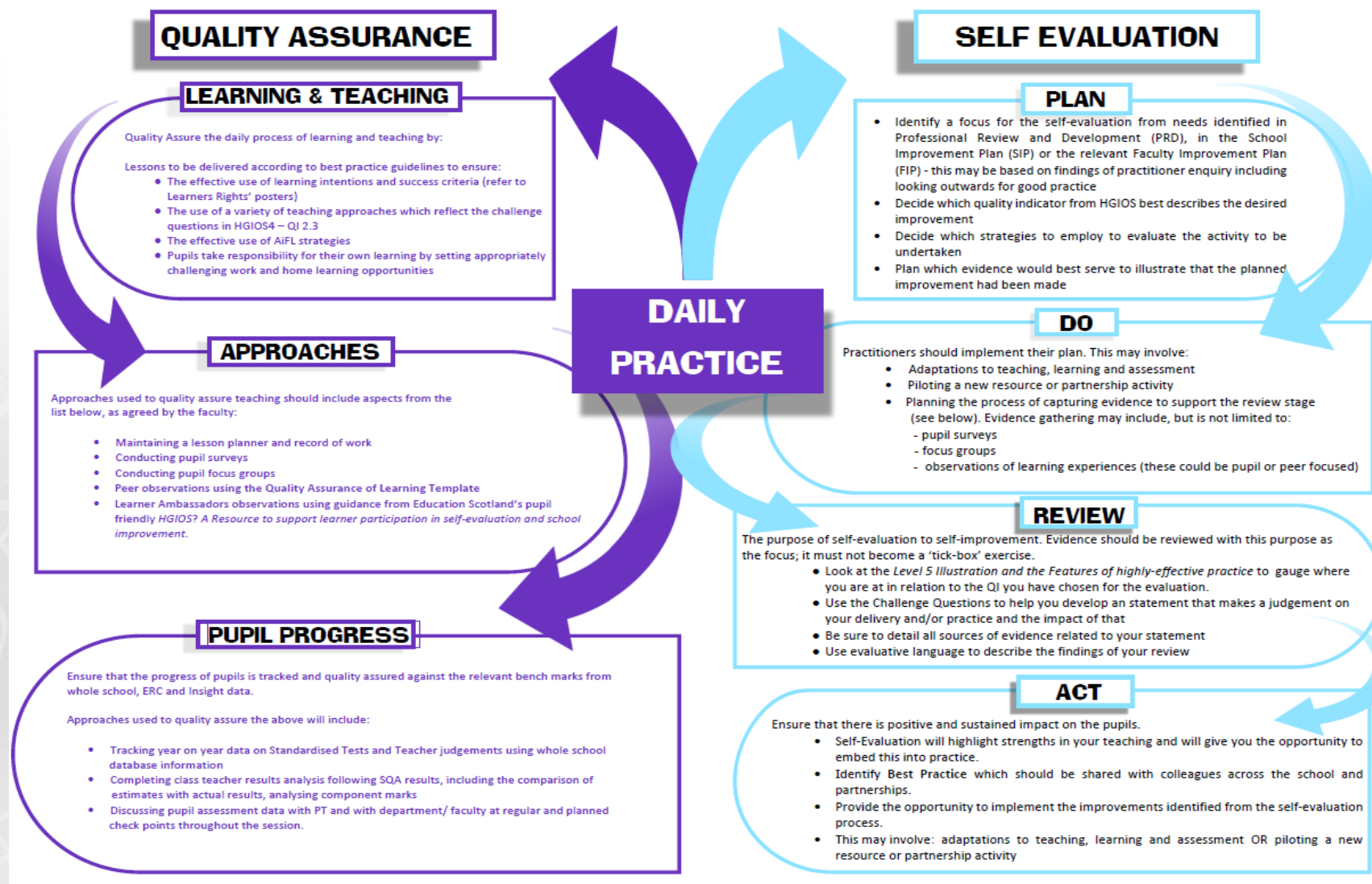
Collaborative Improvement Visits

ERC secondary schools visit Barrhead High departments to validate our self-evaluation. In advance of the visit, faculties receive feedback through pupil questionnaires, and during the visits colleagues speak to focus groups of learners and staff. Lesson throughout the stages are observed.

Standards and Quality Reports

An annual report is written and submitted to East Renfrewshire Council. A summary version is made available to parents. All staff are fully involved in the writing of the whole school S & Q report. All staff have a responsibility to reflect on their work and to contribute to whole school evaluations.

Appendix 1: QUALITY ASSURANCE VS SELF-EVALUATION





Appendix 2: CALENDAR OF MONITORING ACTIVITIES WHOLE SCHOOL

How well do we do?	QI's	Frequency	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
The Curriculum	2.2	Annual Programme			✓								✓
Subject Attainment data and analysis of National qualifications and other forms of accreditation	2.3, 3.2	HT Analysis with PTs. Regular check points with DHT using database analysis to ensure subjects on track re attainment		✓			✓			✓			
Sampling parents' views to promote partnership and improvement	1.1, 2.7	Planned programme of focus groups and consultation events			✓	✓		✓	✓			✓	
Review progress towards targets in school improvement plan and compile school standards and quality report	1.1,1.3, 2.7	Termly	✓				✓					✓	
Quality Assurance of Reporting to parents and Pupil Progress (Tracking) including analysis of actions to support home learning	2.3, 2.5, 2.7	As per current session's monitoring and tracking calendar											
Classwork (in dept)	2.3	Monthly sample	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learning observations	1.1, 2.2 2.3, 2.4	Planned programme organised by faculties/SLT											
Monitoring Child's Plans and other child centred support	2.1, 2.4, 2.5	Termly											



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plans													
Attendance	2.1, 3.1	Weekly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff views	1.1, 1.3, 1.4	Bi-Annually		✓								✓	
Sampling pupils' views	1.1, 2.7	Planned Programme											
Health and Safety checks	1.5, 2.1	Annually	✓										
PRD reviews	1.4	Annual Programme											✓
Pupil Evaluations (by departments)	1.1, 2.7	Termly					✓			✓			✓
Recognising Achievement	3.2	Values celebrations POM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Appendix 3: EXAMPLE OF FACULTY QA CALENDAR

QA Activity	How?	QI	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Follow up Actions
Quantitative Data														
Faculty Results Analysis	FH & dept staff analyse EMIS and Insight data	1.1, 3.2	x	x	x									
S3 - S6 Data Review	FH & staff use S4 - S6 prelim, S3 exam data and school tracking databases to track and monitor presentation levels and progress. (x indicates ongoing monitoring across S3 - S6)	1.1, 3.2	x	x	x	x	x/ S4	x/ S4	x/ S5&6	x/ S5&6	x	x/ S3	x	
Moderation of Assessments - BGE and Senior Phase	Moderate the work of minimum 5% of learners.	2.3, 3.2			S3 LfLW (T)	S1 (T+W)	S3 (T+W)	S2 (W) & S4 (W)	S4 (T)	S5 (T+W) and S4 (T)	S2 (T)	S3 LfLW (T)		
Analysis of Behaviour Data	Analyse CFCs and other Faculty data	1.1, 2.5	x	x	x	x	x	x	x	x	x	x	x	
People's Views														
Sampling of Pupil Views - Questionnaires	Sample 25% of pupils across the faculty (UG/CL/JR)	1.1, 1.2		S5/6		S2		S3		S4		S1		
Sampling of Pupil Views - Focus Groups	Sample 5% of pupils across the faculty (CN)	1.1, 1.2			S5/6		S2		S3		S4		S1	
PRD Meetings	All staff to participate in PRD and review of CLPL	1.3, 1.4				Review CLPL						x	x	
Direct Observation														
Whole School Peer Visits Programme/Sharing Good Practice.	All staff members to be visited once by a colleague from another department.	1.2, 1.3			x									
Faculty Head Class Visits	All faculty members to be visited at least once per session by FH (year group/	1.2, 1.3	x	x	x	x	x	x	x	x	x	x	x	
Peer Class Visits	All faculty members to visit at least one other faculty member per session (year group/ classes/ dates tbc) and all faculty members to be visited at	1.2, 1.3	x	x	x	x	x	x	x	x	x	x	x	
FH Learning Walks	FH to support staff with regular class drop ins	1.2, 1.3	x	x	x	x	x	x	x	x	x	x	x	
SLT Learning Walks	SLT to support staff with regular class drop ins.	1.2, 1.3	x	x	x	x	x	x	x	x	x	x	x	
Sampling of pupil jotters and work on GCs.	FH to sample jotters or work and displays in all classes. (approx 10% of each class)	2.3, 2.4		S5/6		S2		S3		S4		S1		



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Appendix 4: WHOLE SCHOOL THREE YEAR PLAN: SELF-EVALUATION

Quality Indicators 3 Year Cycle

Year 1

- 2.1 Safe Guarding & Child Protection
- 2.6 Transitions
- 2.5 Family Learning

Year 2

- 2.7 Partnerships
- 3.3 Increasing employability and creativity

Year 3

- 1.5 Management of Resources to Promote Equity
- 1.4 Leadership and Management



Ongoing Annual Cycle

1.1 Self-evaluation

1.2 Leadership of Learning

1.3 Leadership of Change

2.2 Curriculum

2.3 Learning, Teaching & Assessment

2.4 Personalised Support

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising Attainment & Achievement



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