



Effective Self- Evaluation Guiding Principles

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WRAT Guiding Principles to Effective Self-Evaluation

1. Introduction

The purpose of this document is to provide leaders with clear guidance on the processes and procedures in relation to our Trust-wide approach to effective Self-Evaluation.

This system has been co-constructed with Principals and Senior Leaders across the Trust to support the accurate evaluation of our schools, using a clear framework which draws on a broad evidence base of quantitative and qualitative information we have available about our schools.

By **quantitative information** we mean: Headline data sets as referenced in Table 2. This will include key headline data used to assess the quality of provision such as attainment, progress, behaviour headlines and wider metrics which are indicative of the quality of a provision.

By **qualitative information** we mean: The information provided through external/internal reviews which provide a narrative of strengths, recommendations and next steps. This is inclusive of AIP reports, Peer Review, Collaborative Review and any externally brokered review activity which is undertaken.

School self-evaluation is a process by which professionals can reflect on their practice and identify areas for action to stimulate improvement in practice in relation to pupil and professional learning. The Self-Evaluation Framework (SEF) has been developed to support leaders to identify, at both local and Trust level, where there are strengths and areas for development in the organisation which enables the Trust to:

- Provide strategic support where required
- Secure improvements at pace
- Broker external support where the Trust does not have internal capacity
- Recognise, celebrate and disseminate best practice
- Foster effective collaboration and genuine school-to-school support

The framework should be implemented with the intention of facilitating a genuine culture of academy improvement which recognises the importance of accountability, external and internal scrutiny, open honest relationships and the power of collaboration to facilitate effective school-to-school support.

2. The Structure of the Self-Evaluation Framework

The framework is informed by six broad principles detailed below:

1. **Establishment of a common language:** Across the Trust we will commit to using a common language to evaluate and describe our current assessment of provision in

relation to each of the four areas of the Ofsted framework of Leadership and Management, Quality of Education, Behaviour and Attitudes and Personal Development, as shown in Table 1.

Table 1: Trust-wide evaluative language for effective self-evaluation

Trust Descriptor	Definition
Intervention	Both qualitative and quantitative information about the academy would suggest that targeted support is required. The area reviewed may have also demonstrated little or no improvement made over time, and leadership, including local governance, may lack the capacity to make the necessary improvements with sufficient urgency. Intervention is required to secure urgent improvement. The intervention support may be brokered from within or outside the Trust.
Action/Attention	Both qualitative and quantitative information about the academy would suggest that this area must be prioritised for improvement by academy leaders. Academies at this stage may demonstrate some initial signs of improvement, but further capacity is required to ensure improvement continues in all areas, and at pace. This will be achieved through collaborative planning and engagement with a bespoke programme of school improvement activities supported by the Trust.
Assured	Qualitative and quantitative data indicates leadership has the capacity to secure improvements. Academies within this phase of evaluation will be able to demonstrate impact of school improvement actions in aspects of the academy's practice. Strategic targeted support will add additional capacity to increase the pace and breadth of this ongoing improvement – this support will be led locally. Academies considered 'assured' will have the ability to provide support in a limited range of areas where strength has emerged.
Highly Assured	Qualitative and quantitative data shows that improvement has been made over time and that practice is strong. Leaders are able and have capacity to secure further improvements and are in a position to provide strategic support and share best practice in this area across the Trust and beyond.

The Trust-wide common language does not replace the Ofsted judgements but is used to inform targeted school improvement activity when a particular threshold is met.

2. Informed by the Ofsted Framework: The specific areas for evaluation link directly to the effectiveness of provision in relation to the quality descriptors for:

- i. Leadership and Management
- ii. Quality of Education
- iii. Behaviour and Attitudes
- iv. Personal Development

The Trust-wide approach to Effective Self-Evaluation is structured to provide opportunities for granular level evaluation against each criteria of the four areas of the Ofsted framework. Each criteria will be considered in isolation and then collectively to form an overarching evaluative judgement of the effectiveness of each academy.

3. Impact Evidenced Through Key Performance Indicators: The impact of leaders' actions and successful implementation of their strategy will be tracked and monitored through the development of a standardised Impact Summary Report template which can be accessed [here](#). The Impact Summary Report will feature a bespoke set of Key Performance Indicators (KPIs) established for each academy across the Trust, which is relative to their point in the academy improvement journey.

A range of quantitative data targets will be set against each of the four areas of the Ofsted framework and the strategic plan to support leaders' tracking and monitoring of specific areas identified for improvement. Table 2 provides an overview of data sets which may be appropriate to set as KPIs against each area of the Ofsted framework.

Table 2: Headline Data

Leadership & Management	Quality of Education	PDB&A
<ul style="list-style-type: none"> Staff Retention Figures Staff Attendance Percentage Staff Satisfaction Survey Results Student Recruitment Figures Delivery of End of Year Budget Exit Interviews 	<ul style="list-style-type: none"> Headline Progress 8 Figure Headline Attainment Figure Progress and Attainment Figures for Key Cohorts Attainment Measure for Basic at the 4+ and 5+ Grade Boundary Reading Age Improvements Internal Quality Assurance Percentages Student Voice 	<ul style="list-style-type: none"> Attendance Data Lates Data PB Consequences Internal Inclusion Referrals Stamps and Rewards FTS Data NEET Figures Student Voice

The data should demonstrate the measurable impact of leaders' actions over time in response to the intended actions of the strategic plan.

4. Supported by Clear Processes and Procedures: Successful and accurate completion of the SEF is supported by a calendared programme of events which ensures and assures leaders, inclusive of the LAB and Trust Board, that there is confidence in leaders' work, that leaders are focused on the correct priorities and that evaluative judgements are accurate. The programme of events includes:

- Participation in the strategic planning process:** Each academy must have an Academy Development and Improvement Plan (ADIP) which provides an overview of the academy's strategic priorities for the next one to three years. Governors are responsible for fulfilling the three core functions of: Setting the strategic direction, holding the Principal to account and ensuring financial probity. The Academy Development and Improvement Plan must have governors' input and enable the Local Accountability Board to effectively hold the Principal to account against performance and financial metrics. The ADIP should be reviewed on a regular basis, progress against priorities systematically reported upon and must be a standing agenda item at three Local Accountability Board (LAB) meetings over the course of the academic year. The plan can be presented in a format of the academy's choice and must identify local level priorities which are instrumental to the improvement of the academy. The ADIP for the following academic year must be an agenda item at the last LAB meeting during HT6 of the current academic year. The ADIP must receive LAB approval at this meeting. Once LAB approval has been received, a copy of the ADIP must be added to the academy SharePoint so that the ADIP can be accessed by the Trust Central Team.
- Establishment of a local and Trust-wide calendar of QA activities:** Across all academies, leaders will implement a robust and bespoke calendar of Quality Assurance activities. The Quality Assurance activities are to be agreed at the discretion of the WRAT Board/LABs/Executive Principal/Principal/senior leadership teams however, the QA activities undertaken must support leaders to accurately assess the provision against the four areas of the Ofsted framework.
- Access to the Trust-wide School Improvement Entitlement:** A Trust-wide calendar of carefully curated activities will be delivered over the course of the year which balances opportunities for cross Trust collaboration, expertise development, internal and external scrutiny, challenge and targeted strategic support. The programme will be structured under the headings detailed in Table 3. A key strand of this work is overseen by the Academy Improvement Partner and the establishment of the 4R cycle of:

- **Cycle 1 Review:** The AIP, Principal and Executive Principal meet to discuss and agree an area of focus. A schedule is planned and date of the visit confirmed. All review activity should include a focus on the experience of our most vulnerable learners and inclusive practice. The review takes place on the agreed date and verbal feedback is provided to the Principal and key leaders involved at the end of the day of the review. The Director of School Improvement oversees this process.
- **Cycle 2 Report:** The standardised Trust template is used to provide the academy with a detailed report of the review undertaken which identifies strengths, areas for development and the key recommendations to be taken forward. An evaluative judgment is made of the area reviewed using the Trust-wide language of intervention, action/attention, assured or highly assured. If the evaluative judgment meets the threshold of action/attention and intervention a period of refinement commences as outlined in cycle 3. If the area is evaluated as assured/highly assured, the recommendations agreed become a standing item at Line Management meetings and adoption of recommendations monitored by the Executive Principal.
- **Cycle 3 Refine:** If an area has been evaluated as action/attention or intervention a timebound period of refinement commences which is overseen by the Director of School Improvement this includes:
 - A post review planning meeting with the AIP, Director of School Improvement and leader of reviewed area to discuss and agree a clear set of actions.
 - Implementation of a Rapid Improvement Plan which outlines the key actions to be undertaken informed by the planning meeting to secure rapid improvements. All actions are time-bound and carefully monitored to ensure improvements are made, completed on the Trust-wide standardised template which can be accessed [here](#)
 - Targeted strategic support provided by the AIP
 - Regular monitoring visits to ensure the actions are being completed and taken forward
- **Cycle 4 Re-visit:** The area identified as requiring intervention, action/attention is re-visited by the AIP to monitor the progress being made. The second visit will inform any further action required or will demonstrate that the necessary improvements have been made resulting in an evaluative judgement of assured/highly assured.

A fifth R of Relationships will be embedded within this piece of work as part of our approach to developing a culture of psychological safety and ethical leadership across the organisation.

Table 3: School Improvement Entitlement Overview

Standards	<ul style="list-style-type: none"> Internal and external Standards Reviews (x1 each year in most cases) Academy Improvement Partner (2 days per month at each academy + reporting time) Peer Review (once per year at each academy)
Expertise Development	<ul style="list-style-type: none"> Collaborative Review (takes place 3 points across the year) ADIF Meetings (once per HT) Bespoke Schedule of School Improvement Activities (as agreed with Principals) WRAT CPD Programme Network Leaders (once per HT) Practitioner Networks (once per HT – in baskets) Externally recognised courses and qualifications Professional leadership coaching and academy-directed strategic support
Accountability, Reporting and External Assurance	<ul style="list-style-type: none"> Line Management/ Accountability Meetings (once per fortnight) Local Accountability Board and Trust Board Meetings (once per HT) Stakeholder Engagement

The School Improvement Entitlement document will be reviewed yearly and shared with Principals during HT5 to ensure refinements reflect feedback and Trust-wide priorities.

The full School Improvement Entitlement offer can be accessed [here](#).

The School Improvement Calendar 2023.24 can be accessed [here](#).

- Attendance at Accountability Meetings:** These meetings will occur each half term during the Principals' Line Management (LM) meeting and will involve a detailed review and discussion of the key headline data sets referenced in Table 2, in addition to any perceived risks identified by the Principal regarding each area of the Ofsted framework. The accountability meeting will align with the first two weeks back after each half term.
- The rationale for the timing of the meetings is to ensure that at each accountability meeting Principals are reporting on a full data set from the previous half term. It is expected that Principals will have this information pre-prepared to inform meaningful discussion about patterns/trends/strengths and risks at the provision.

5. Standardised Operational Expectations: Guiding Principles: All aspects of the framework are underpinned by clear Trust-wide policies and guiding principles which

provide clear operational guidance regarding Trust-wide procedures. The Guiding Principles documents have been designed to ensure that there is clarity on where procedures are aligned and where there are opportunities for autonomy, to codify the way we work, and are co-constructed to ensure collective responsibility.

Our schools are strongly rooted to the communities we serve and are responsive in design to their needs. Each of our schools have their own unique identity. We are committed to supporting our schools to retain this degree of autonomy.

- 6. Accessible Information and Annual Reporting Cycle to LABs and the Trust Board:** The platforms of ARBOR, SISRA and PowerBI will be used to generate Trust-wide and local data for reporting to LABs and the Trust Board. The data will be collated in line with the annual reporting cycle and presented in an accessible dashboard format. The maintenance of the dashboards will be overseen by the Trust's Data and Systems Leader and the data will be shared with LABs and Trustees in line with the annual reporting cycle detailed below:

The full reporting cycle can be accessed [here](#).