

Strategic Priorities

Supports our schools to deliver an exceptional, inclusive, educational experience

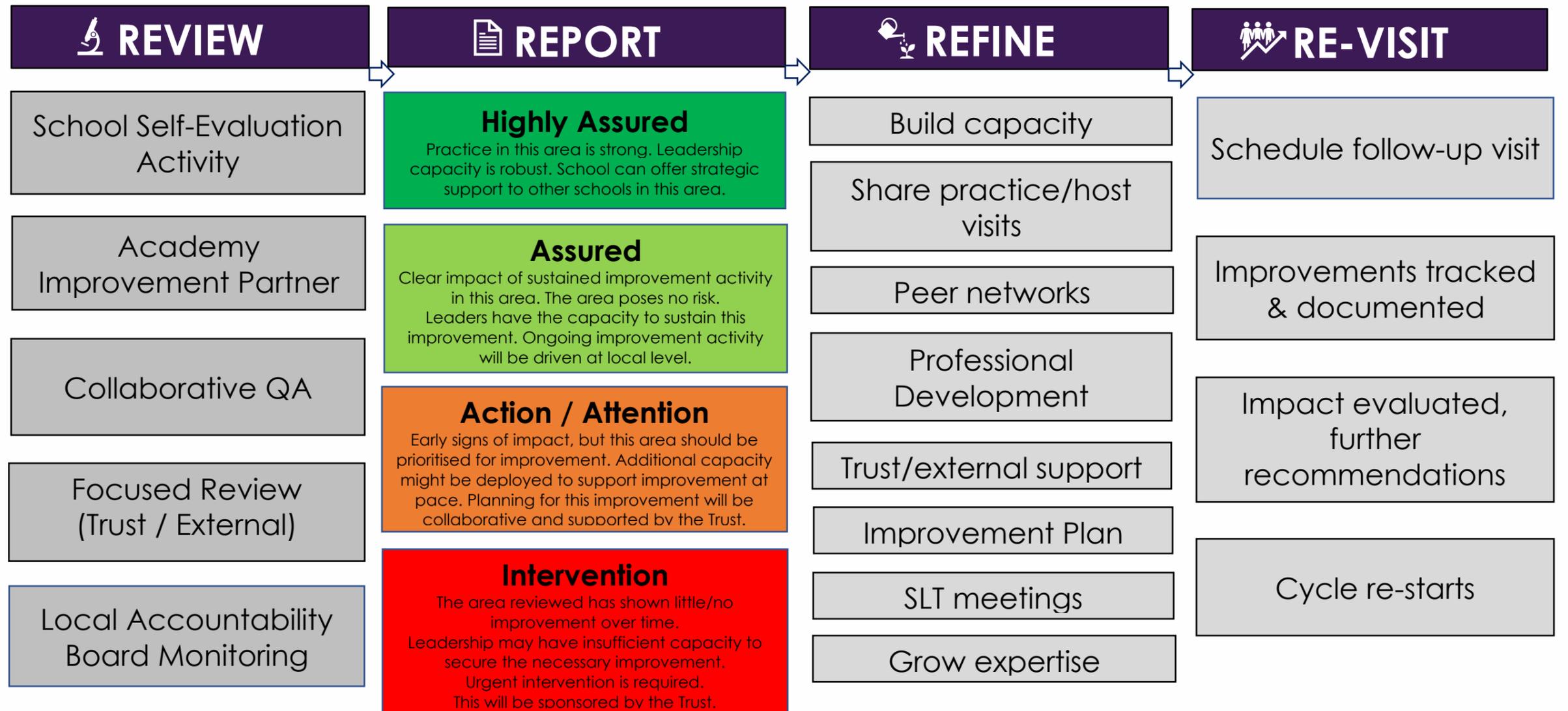
Ensure the Trust and our schools know their strengths and where they need to grow, placing continuous improvement at the heart

Embed robust data management systems that empower leaders to promote strong school culture, high performance and highly effective

Purpose

Ensure a shared understanding of systems and processes that underpin and enable school improvement in our Trust, drawing on a broad base of quantitative and qualitative information about our schools. This framework helps us to determine and agree levels of assurance against key aspects of our work and ensure self-evaluation drives the precise identification of areas for improvement and effective school-to-school, trust and external support.

Our Approach: The Four 'R' Model



'JUST CULTURE'
A process driven system, transparent and developmental in nature, in which challenge and accountability are embraced through candid and supportive dialogue. Leaders are empowered to collaborate to determine the priorities that will lead to successful outcomes over time.

School Self-Evaluation Activity

Purpose

Our schools will systematically review the provision of education to maintain and improve its quality, equity, and effectiveness. School self-evaluation will provide another level of accountability and support continuous development of teaching and learning. The process will support teachers and seek to build expertise and capacity in the school to deliver positive outcomes for students.

REVIEW

Schools will map out the **Self Evaluation Activities (QA)** they will conduct in a yearly calendar.

School Self-Evaluation is a process of internal review which provides opportunities for schools to examine their own practices within their respective contexts in order to identify and report on strengths and areas for improvement.

The evaluation activity is likely to focus on the following areas during the SSE cycle:

- EYFS (where appropriate)
- Curriculum/subject area
- Teaching and Learning
- Behaviour / Personal Development
- Leadership / Governance
- A specific area of focus/development

During the review the evidence maybe gathered from

- Lesson Visits
- Book Looks
- Student Voice
- Staff Voice
- Parent Voice
- Data in relation to the area being reviewed.
- Strategic planning documentation.
- School Improvement Plan

Frequency: In Line with each school's calendar

Colleagues involved: Middle Leaders and SLT with periodic Trust involvement to QA



REPORT

When a school completes a Self-Evaluation Activity they will record their findings in a report. Over time this will inform their own self-evaluation judgements.

The report is likely to include the following:

- Details of the activities undertaken during the self-evaluation review
- Strengths identified during the review
- Recommendations on how the focus area may be refined & developed.
- Plan the support/activity to be undertaken during the refine process

School self-evaluation activities and findings will form part of discussions at Collaborative Reviews.

Collaborative Quality Assurance

The Trust will periodically be involved in assuring itself of the robustness of school self-evaluation activities through participation in Collaborative Quality Assurance activities.

This framework will be used by The Trust when conducting activities to evaluate the curriculum.

Following such involvement, the Trust will discuss levels of assurance with school leaders and agree a level of assurance:

HIGHLY ASSURED
ASSURED
ACTION/ATTENTION
INTERVENTION



REFINE

The report from the self-evaluation activity will identify good practice to be shared and provide areas for development of practice.

A period of refinement commences in which any good practice is shared and key recommendations from the activity are taken forward.

Key actions will be included within the School/Department/Area Improvement Plan.

The refinement process identifies.

- What good practice can be shared?
- What needs to change either at a school, department, or individual level?
- What are the CPD needs?

Description of action/ intervention

- What is the essential aspect/s of the action/intervention that is key to the success for change?
- What activities and behaviours will you see when it is working?

Implementation of actions/intervention

- How will the refinement be done?
- What support is required?

Outcomes of action/intervention

- How will you know it is working in the short/medium/long term

A time is agreed to evaluate the impact of the refinement process.



RE-VISIT

For each self-evaluation process there must be a re-visit to evaluate the success of the refinement process and if this has led to improvement.

The **Re-visit** may take a variety of forms (*e.g. self-evaluation activity, line management meeting, sharing evidence of impact*) and schools will identify the most effective method depending upon their context.

The Revisit should focus on:

- Has the refinement activity led to improvement?
- What impact has CPD had?
- How has the focus area moved forward against the recommendations prioritised at a school/department or individual level?
- Any supporting evidence generated which demonstrates the impact of actions taken?
- Next steps for the school, department or individual.

External or cross trust support maybe brokered.

Following the Re-Visit school leaders will agree a report and level of assurance based on findings.

