Self-Evaluation Policy

Context

There is a new ISI inspection framework (ISI Framework 23, September 2023) https://www.isi.net/inspection-explained/inspection-framework/.

In the past, schools have had the option to complete a Self-Evaluation Form (SEF). Within the new framework, ISI is giving schools greater flexibility and in the new inspection process inspectors will discuss self-evaluation in any form that the school undertakes for their own internal quality assurance processes. Within the new framework, emphasis is now placed on dynamic self-evaluation which forms part of a school's ongoing review process, supporting schools over time in their pursuit of excellence alongside providing assurance to governors and relevant external agencies. Decision making and impact evaluation forms the main part of the new self-evaluation process. Any self-evaluation documentation must accompany the **Regulatory audit (Part 1)** (page 6 of the guidance) https://www.isi.net/site/uploads/self_evaluation_master.pdf

Aims

The primary purpose of self-evaluation **(Part 2: Decision making and impact evaluation)** is for SMT and for the Governance Advisors to evaluate the totality of provision, to provide assurance, and to inform priorities for improvement over time. It also provides an opportunity for SMT and for GA's to capture milestones in reaching intended outcomes and record evidence of impact. Our self-evaluation methodology is designed to be:

• *dynamic*, *ongoing*, and an *embedded* part of the school's internal assurance process
• collaborative, drawing on the collective strengths of the school community
• reflective, showcasing very best practice and outcomes whilst also identifying areas for development and to reference relevant external legislation.

Methodology

Summary prompt tables:

As part of the new Inspection Framework, ISI has provided schools with self-evaluation

guidance https://www.isi.net/inspection-explained/inspection-report/self-evaulation-guidance

Within this guidance, it has provided an evaluation template, the summary prompt table (page 16 of the guidance). We have decided to use this as the basis for our self-evaluation. With reference to the ISI framework sections (page 14 of the guidance), fourteen areas of school life will be reported on:

1. Academic (Directors of Studies) Curriculum, Teaching, Learning, Performance, SMSC

2. SEND (SENCO) Including any EHCPs and relative performance of SEND/ EAL

3. RSE / PSHE (Head of PSHE) To include regulatory aspects of Careers

4. Co-Curricular (Head of Co-Curricular) Including Partnerships

5. Safeguarding (Deputy Head/DSL) Including reference to use of the Safeguarding Policy checklist, links with other agencies

6. Behaviour (Deputy Head) Including Rewards and Punishments, Search, Use of Force, Bullying and Anti-bullying strategy

7. Health & Safety Including RIDDOR reporting, COSHH, Risk Assessment, (Bursar) Fire, Accessibility Plan, Maintenance, Training

8. Medical (Nurse) Including Records, Facilities, First Aid

9. Boarding (Head of Boarding) Including Supervision, Attendance

10. Suitability of Staff (Bursar) Including Safer Recruitment, SCR, Equality Act

11. Leadership & Management (Headmaster) Including Governance, Complaints, Provision of Information

12. Strategic Direction (Headmaster) Including Delivery of aims/ethos

13. Filtering and Monitoring (Deputy Head)

14. Pupil Voice (Headmaster and Deputy Head)

Guidance given to authors

When writing or reviewing your summary prompt table, particular focus should be on any relevant ISSRs / NMS. Responses should be written in a way that makes it clear that you are aware of the relevant legislation. You should also take into consideration the following:

• The four sections of the new ISI framework, referring to pages 10-18 of the Framework

https://www.isi.net/site/uploads/isi_inspection_framework.pdf For more detail you can also refer to the ISI Inspection Handbook https://www.isi.net/site/uploads/ISI%20Inspection%20Handbook%20Dec%2024%20MASTER_241209.pdf where the Standards and Regulations appear on pages 29-56 and to Regulations Schedule 2014 https://www.legislation.gov.uk/uksi/2014/3283

• The summary prompt table https://www.isi.net/inspection-explained/inspection-report/self-evaulation-guidance is a *summary* of where we are now and our plans for moving forward: it does not need to be a detailed document

• The new framework places emphasis on ongoing *decision-making processes* and on *impact*: links to appropriate evidence should be included in the table

• The summary prompt table may be used to signpost significant strengths (include in the significant
outcomes / achievements section)

• Your completed summary prompt table will be shared with those on the SMT: information of a confidential nature should be discussed with the Deputy Head before inclusion

• The Action Log (which forms part of the table) may be updated by adding a new section at any time in the academic year but should be reviewed termly

• The Head of PSHE is happy to provide further advice at any time during the academic year

Review Process

Authors should ask three members of staff to review and comment on their summary prompt table ahead of the annual school Compliance Review. They should select:

• an appropriate middle leader
• an experienced member of staff
• a new member of staff (in their second or third year in the school)

Time Frame

September: updated guidance given to authors
November: summary prompt tables to be completed and reviewed
February: summary prompt tables used as part of school Compliance Review
March: summary prompt tables available for the GA's sign-off

The summary prompt table: a suggested method for distributed self-evaluation

1. There is no preferred method for self-evaluation. Inspectors will be interested to see self-evaluation in whatever form the school chooses. The following <mark>summary prompt table</mark> is provided as a suggested method.

2. If leaders and governors choose to use the <mark>summary prompt table</mark> below, it can be used for each area of focus (refer to ISI's optional school self-evaluation guidance document). It can form the basis for self-evaluation of a focus area and contribute to the whole school self-evaluation process.

3. Individual <mark>summary prompt tables</mark> may be combined into a whole-school self-evaluation document where any/all areas of focus are being evaluated by school leaders and/or assured by governors (see final row).

Summary prompts	Evaluation of focus area: [insert area of focus here]	Start date: [insert date here]
Aim and impact: **'so that pupils…'** impact for pupils linked to framework/standards/school development aims		
Where are we now? **(**decisions/actions already taken)		
Current impact for pupils with evidence		
Any unintended consequences? / Current risk management		
What do we want to achieve?		
Who needs to be involved?		
Timeframe/milestones		
Unintended consequences? Potential risks or barriers?		

Mitigation	
Who is responsible?	
Assurance and reporting	
Latest update with evidence: [date] *(copy this row for each update)*	
Latest update with evidence: [date] *(copy this row for each update)*	

Overview of self-evaluation at: [date]		
Insert bullet point summary here – overview of latest self-evaluation review (RAG rating optional)	•	🟥
	•	🟧
	•	🟩