THE FULHAM
BOYS SCHOOL

Policy Title	Self Evaluation Policy
Policy Author	Alun Ebenezer
Reviewed By	SLT
Approved By Personnel Committee	Spring 2018
Date of Approval by Governing Body	Summer 2018
Version Approved	Summer 2018
Date of Next Review	Summer 2020

Revisions Table

Version	Date	Edited by	Description of Change
Summer 2018	Spring 2018	Alun Ebenezer	The following items were amended: 1.3 2.2, 2.2.1, 2.4, 2.5.1, 2.5.2 3.5, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.5.1, 3.5.5.2

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.

SELF EVALUATION AND SCHOOL IMPROVEMENT POLICY

Date of Next Review: Summer 2020

CONTENTS:

1. INTRODUCTION

1.1 Self-Evaluation and School Improvement is at the very core of The Fulham Boys School.

1.2 Our self-evaluation will have many lines of enquiry (see point 2).

1.3 This will feed into the school's shared area which will have folders for each department in the school with the documentation of their reviews, lesson observations, data reports, ownwork trails, minutes of meetings, self-evaluation reports, Department Development Plans etc.

1.4 Departments will only have access to their own department folder; SLT will have access to all folders.

1.5 All of this evidence will be the basis of Department Self Evaluation Reports and the School Self-Evaluation Report.

1.6 The Self Evaluation Reports will dictate the Departmental Development Plans (DDP) and the School Development Plan (SDP).

1.7 School INSET will be devised based on the information collected.

2. LINES OF ENQUIRY

2.1 Departmental Review and Development (see Departmental Review and Development Policy).

2.2 Data Checks (see Assessment policy)
  2.2.1 Every term boys will receive a progress level/grade in all subjects. This data will be analysed by SLT, Heads of Department, Heads of House, Classroom teachers and Form Tutors.

2.3 Mock Examinations:
  2.3.1 SLT will analyse Mock examination results and highlight pupils in need of mentoring and other interventions.
  2.3.2 Heads of Department will analyse mock examination results to identify pupils who need subject specific support.

2.4 End of Key Stage 3 levels will be compared results to cohort targets and results in high achieving schools, private schools, high achieving girls schools, local schools and nationally. (see Assessment policy).

2.5 External examination results:
  2.5.1 SLT will compare the cohorts results to cohort targets and results in high achieving schools, private schools, high achieving girls schools, local schools and nationally.
  2.5.2 Departments will compare the cohorts results to cohort targets and results in high achieving schools, private schools, high achieving girls schools, local schools and nationally.

2.6 Learning Walks

2.7 Lesson Observations (see Teaching and Learning policy):

2.8 Recording Teaching and Learning (see Teaching and Learning policy)
  2.8.1 All teachers will be encouraged, from time to time, to ask for cameras to be set up in their room to record them teaching and the Teaching and Learning Team will work with them in highlighting strengths and suggest ways of improving.

2.9 Performance Management and Staff Appraisal (see Performance Management and Staff Appraisal policy):
  2.9.1 Teachers will be set 3 targets every year. The process will establish that teachers are meeting all reasonable expectations in respect of the discharge of their responsibilities.

2.10 Book Looks

2.11 Ownwork Trails (see Ownwork policy):

2.12 More Able and Talented (MAT)
  2.12.1 SENCO will carry out book reviews and pupil interviews with a cross section of boys in every subject and year group on the register.

2.13 SEN (see SEN policy):
  2.13.1 SENCO will carry out book reviews and pupil interviews with a cross section of boys in every subject and year group on the register.

2.14 Literacy across the curriculum reviews

2.15 ICT across the curriculum reviews

2.16   Numeracy across the curriculum reviews

2.17   Enterprise Reviews

2.18   Sport Reports

2.19   Student Leadership:
  2.19.1   Subject Councils
  2.19.2   Form Councils
  2.19.3   House Councils
  2.19.4   Whole School Councils
  2.19.5   Prefects
  2.19.6   Pupil Questionnaires

2.20   Community

2.21   Parents:
  2.21.1   Parents will be asked to fill in questionnaires at target-setting meetings
  2.21.2   On-line questionnaires such as Survey Monkey

2.22   Attendance records:
  2.22.1   Staff
  2.22.2   Pupils

2.23   Annual Department Review Meetings
  2.23.1   Departments will have an annual meeting with the Headmaster/Line Manager to discuss their exam results, their self-evaluation and their Department Development Plan for the forthcoming year.

3.   KEY INDICATORS

3.1 Achievement targets will be set annually as part of the School Improvement planning cycle in consultation with the Governing Body.

3.2 The basis for the setting of achievement targets will be prior attainment and Fischer Family Trust data.

3.3 The school aims to achieve the most challenging targets for individuals and the whole school since one of its main intentions is to raise achievement for boys.

3.4 The school's termly results will enable the school to measure progress and check that the school is on target to achieve the agreed outcome targets.

3.5 The school will set the following achievement targets annually:
3.5.1   Cohort Targets
3.5.2   Individual Pupil Targets
3.5.3   Subject Targets
3.5.4   Enterprise Diploma Targets
3.5.5   Sport Targets
3.5.5.1 how many boys are taking part in sports clubs
3.5.5.2 the success of our sports teams and individual sportsmen

3.5.6   Parent Targets:
3.5.6.1 All parents will attend target-setting meetings with teachers
3.5.6.2 All parents will be able to access and use on-line communication
3.5.6.3 95% parents will express satisfaction with the school (Questionnaires at target-setting meetings and on-line such as Survey Monkey)
3.5.6.4 100% first choice preferences for admissions

3.5.7   Community Targets:
3.5.7.1 0% local residents complaints
3.5.7.2 Positive feedback on the conduct of the vast majority of our boys and 100% positive feedback on how we deal with complaints

3.5.8   Staff Targets:
3.5.8.1 All staff will express satisfaction with the school (Questionnaires, Wellbeing focus group)
3.5.8.2 Staff attendance records are excellent
3.5.8.3 Retention rates are excellent with teachers/support staff only moving on for promotion

4.   THE GOVERNING BODY

4.1 The Governing Body will be able to monitor the progress being made through reports and performance data provided to the four Governing Body Committees – Resources, Personnel, Pupil and Community and through Governors link visits.

4.2 The areas will include those overseen by non-teaching staff as well as teaching and will cover all the school's activities such as use of premises, accident monitoring, pupil and staff absence monitoring.

4.3 Every department in the school will have a governor linked to it, as will each of the four school houses and each area of the School Development Plan.

4.4 The annual school achievement targets will be set in conjunction with the Governing Body

4.5 The targets will be measurable and monitored by the Governing Body annually.

4.6 Progress will be measured termly by the Governing Body's Committees

5. PARENTS

5.1 The school will report on the meeting of targets to parents annually and will include information on targets in the school prospectus and on the school's web-site.