

School Self Evaluation: why do it?

A sample of Moodle Plus resource Workshop for Governors or SLT

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March 2018

Moodle Plus preview

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Overview

In this document

There are a series of slides that can be used to stimulate discussion about why robust self evaluation is important and worthwhile, not just an activity for “Ofsted”.

It could be used with senior or middle leaders, governors or whole staff groups

WE WILL BE THINKING ABOUT

- ***What do we mean by school self-evaluation?***
- ***Why self-evaluate?***
- What do you need to evaluate?
- The process, monitoring and gathering data...evidence
- How self-evaluation fits with school improvement
- The role of governors in school self evaluation

Activity 1

1. What do we mean by school self evaluation?

Discuss with colleagues and agree a 'working definition' that you are happy with.....

2. Why self-evaluate?

Discuss and come up with 5 reasons why we should self-evaluate

Why do we need to evaluate?

- Informs and energises school actions
- Helps the school prioritise its resources (including time)
- Helps prevent reliance on snapshots from outsiders, links to school stakeholders
- Generates interest, insights and creative thinking
- Celebrates achievements and progress
- Builds capacity for continuous improvement
- Engages and gives ownership to those involved

Key questions to be asked of leaders

- How are leaders at all levels involved in the self-evaluation process?
- How do you know every pupil is making appropriate progress?
- What do you see as the strengths of the school?
- What are the school's weaknesses?
- What are the key priorities for improvement?
- How will you address the priorities?

OFSTED

Ofsted believes you are best placed to recognise your own strengths and weaknesses.

“This is why we have introduced a new inspection system which allows you to demonstrate to inspectors that you can not only diagnose where your strengths and weaknesses are, but **more crucially, do something about improving and developing them.**”

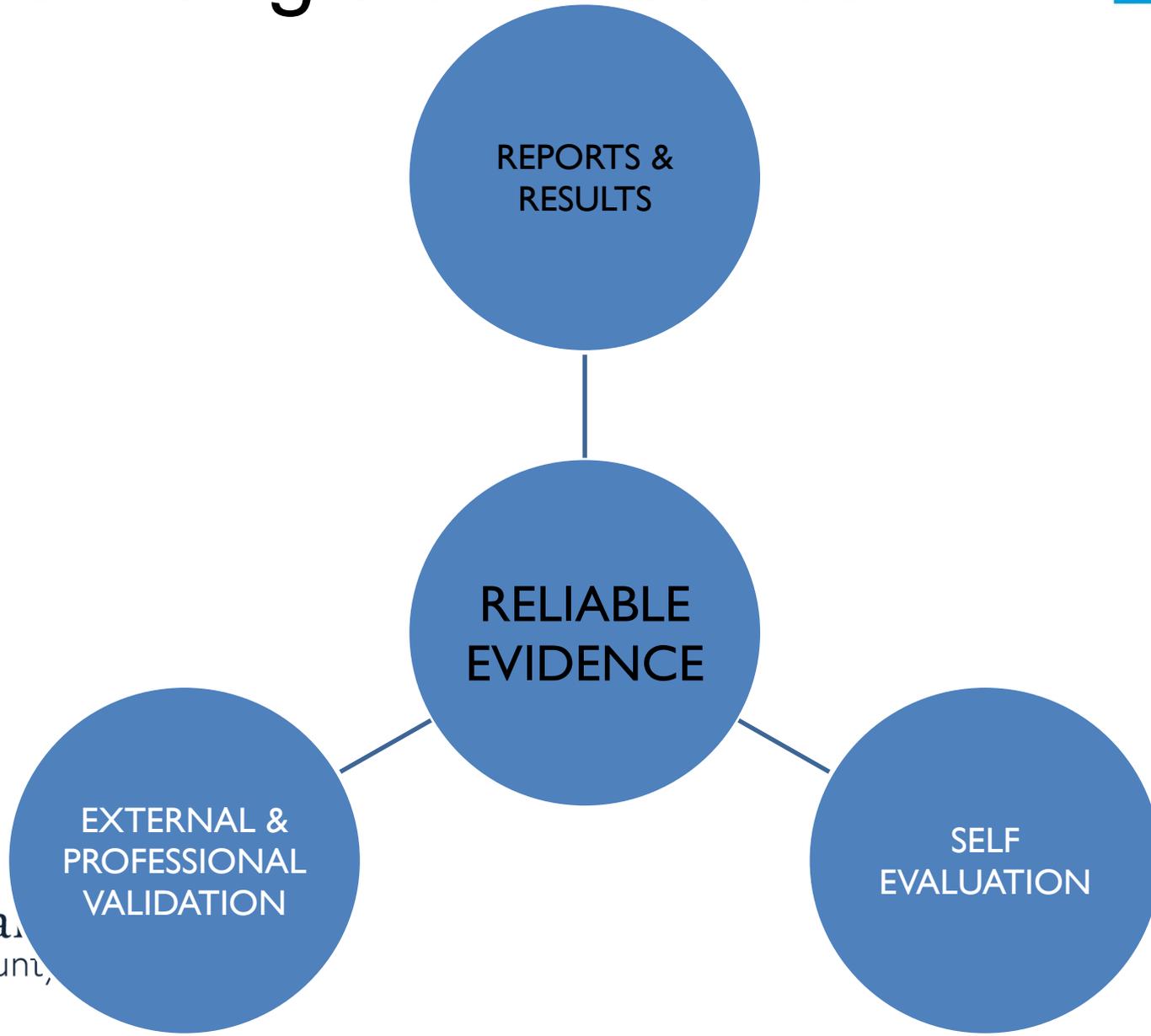
When self evaluation goes wrong?

- Sometimes Ofsted disagree with a school's self evaluation, (and at times they are right!)

Discussion Point

- What are the risks of a school evaluating itself?
- How might a school keep the benefits and minimise the risks?

The triangle of evidence



Inspection: A window through which others see the school?

Self Evaluation: The mirror in which the school sees itself, as others see it



Principles of effective self evaluation

- A school's **own views** of how well it is serving its pupils and its priorities for improvement should be the basis of its accountability
- The school uses **evidence** systematically in order to be **clear and critical** of what is happening and what needs to be done in response.
- Self-Evaluation should be **embedded** in **everyday practice**, including **assessment systems** and should ask the most important **questions about learning and achievement of all pupils**

More principles

- A range of **suitable evidence** should be used that provides the most **accurate picture**. The person leading the change is not also the evaluator
- Engenders a culture of openness, honesty and trust so that it is **acceptable to challenge** perception and practice
- Schools should **benchmark performance** against the best comparable schools and seek some external critical friend to provide **validation and verification** of the outcome of **self-evaluation**.



.....and yet more

- Self-evaluation should **involve staff, governors, pupils and parents.**
- Self-evaluation should **ALWAYS provoke action that leads to improvement.** It should be linked to the management and development of staff
- The best schools have **simple processes** which enable their leaders to **measure progress in practical ways** through their day-to-day work. This means planning in advance.

.....and yet more

- **Benchmarks** against **starting points**, against **milestones** along the way towards **clear goals**
- The governing body both **supports and challenges** the actions of the school by **requesting relevant reports** and getting **first hand experiences**. This means they can hold the school **accountable** for its targets and progress towards them.

Hampshire Inspection and Advisory Services

HIAS is able to support you in all aspects of leadership development linked to self evaluation and action planning:

- How to collect robust evidence of school performance
- How to analyse performance data
- How to engage all stakeholders in school self evaluation
- Ensuring self evaluation leads to manageable and time bounded actions
- How to track progress, review impact and report to a range of audiences
- And more.....

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk

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