



## Beaconside Primary and Nursery School

### Our Approach to Self-Evaluation

#### Introduction

At Beaconside we use 'Leadership Lenses' as a framework for self-evaluation. We believe that this approach will provide an accurate picture of the provision that we offer and its value. This framework works alongside our monitoring cycle and makes a clear distinction between monitoring and evaluation.

Monitoring: observe and check the progress or quality of provision over a period of time; keep under systematic review.

Evaluation: the making of a judgement about the value of our provision.

#### Monitoring and Evaluation – OfSTED Requirements

Although the published self-evaluation might look different to lengthier narrative heavy SEFs, we feel that it gives us an in-depth insight into our school's effectiveness. In the document '*Guidance - Ofsted inspections: myths, Updated 13 October 2017*', it states that 'Ofsted does not require self-evaluation to be graded or provided in a specific format. Any assessment that is provided should be part of the school's business processes and not generated solely for inspection purposes. The same document also confirms that:

- Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes.
- Ofsted does not expect schools to use the Ofsted evaluation schedule to grade teaching or individual lessons.
- Ofsted does not require schools to undertake a specified amount of lesson observation.
- Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.
- Ofsted will take a range of evidence into account when making judgements, including published performance data, the school's in-year performance information and work in pupils' books and folders, including that held in electronic form. However, unnecessary or extensive collections of marked pupils' work are not required for inspection.
- Ofsted does not expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format that the school would ordinarily use to monitor the progress of pupils in that school.

- Ofsted will usually expect to see evidence of the monitoring of teaching and learning and its link to teachers' performance management and the teachers' standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
- Ofsted does not require schools to predict their progress scores. It is impossible to predict progress as test results are compared nationally and this cannot be done until after the tests.

## Evaluation at Beaconside

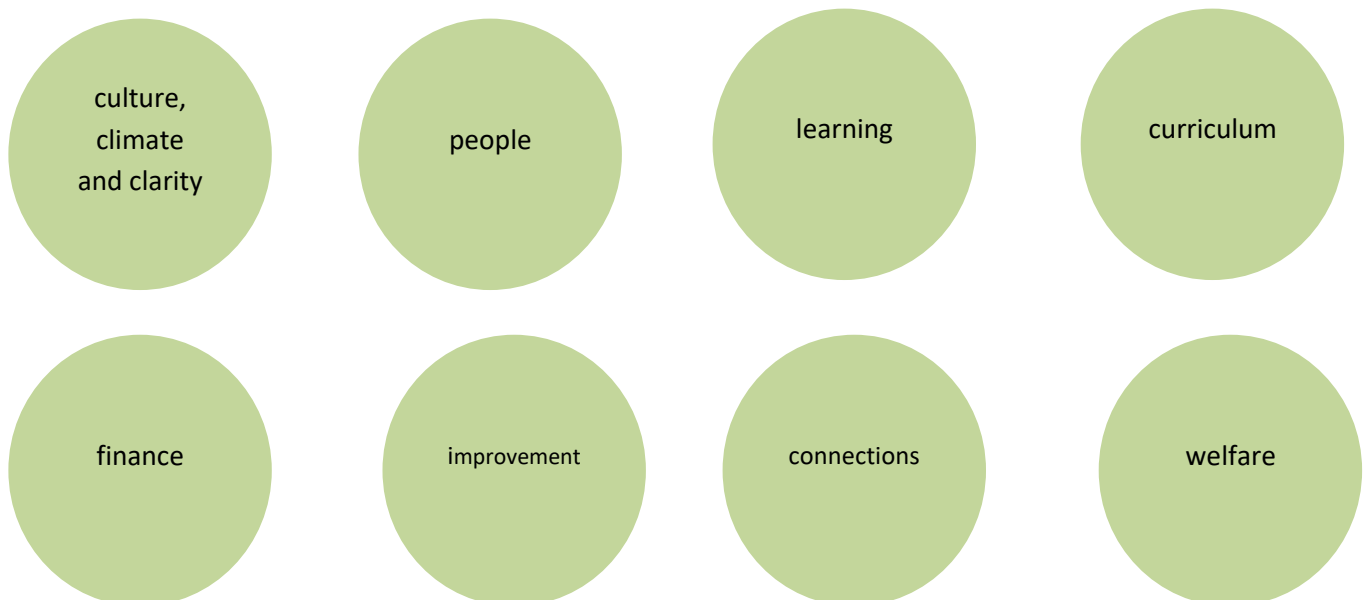
When evaluating our provision we look at two key areas: **outcomes** and **how comes**.

- Outcomes – the standards pupils are working at and the progress they are making in both academic and personal development.
- How comes – the reasons why the outcomes are as they are.

## How comes

When we evaluate provision we look at eight different areas to pinpoint those that make a positive contribution to pupils' outcomes and those that need to change in order to further improve outcomes. This improvement could range from refinement, replacement, removal, reinforcement to reinvention. These eight areas are known as 'lenses'.

## Lenses



## Culture, Climate and Clarity

Culture: this aspect of the lens focuses on how relevant people contribute to, understand and champion the values of the school.

Climate: this aspect helps leaders to focus on the conditions in which staff work and in which pupils learn. It helps them to understand how the conditions contribute to staff motivation, the feeling of excitement about what they are involved in, enthusiasm for experimentation and support and encouragement for staff. Leaders are encouraged, in this aspect, to consider the extent to which staff feel they are treated as valued professionals who debate and discover effectiveness together.

Clarity: this helps relevant people to explore the extent to which policies are clear so that all involved know what is expected of them and why.

## People

This lens focuses on whether staff are the right 'fit' for the culture of the school, whether they are deployed appropriately, developed well and have opportunities to develop their career. This lens also helps leaders to understand whether the relevant people have the curiosity and skills to examine what is effective. Do they take responsibility for outcomes and accept accountability? Crucially, do they have the opportunity to do what they are required to do? Those with leadership responsibility should understand their role in monitoring standards and evaluating provision.

## Learning

This lens focuses on how leaders gain an overview of the strengths and limitations of teaching and its impact on learning. Do leaders understand what teachers do well and what is required to improve? What is their role in creating staff development opportunities based on their findings?

## Curriculum

This lens focuses on two main aspects: content and design.

Content: Does the content drive the culture of the school? Is it customised to the requirements of the pupils? Does it capitalise upon the unique locational factors associated with the school and meet national requirements around things such as SMSC and promoting British values?

Design: Is the design of the curriculum maximising learning opportunities, given the huge weight of curriculum content? Is the nature of a 'mastery curriculum' understood, and if so, how does its design reflect this?

## Finance

This lens looks, in relation to outcomes, at whether the use of the core budget is effective. Do leaders question how the core budget is deployed and whether it is efficient? There is the use of special funding (e.g. the pupil premium, the sports premium, etc.) to consider. How effectively is this deployed? School generated income is also considered here... How well is this deployed?

## Improvement

This lens focuses on governance, and strategic and improvement planning. How well do leaders have a clear strategic direction for the future development of the school? How helpful and effective is improvement planning and its implementation? How well is planning based on rigorous monitoring and evaluation?

## Connections

This lens focuses on how well leaders connect with and secure positive, meaningful and effective relationships with parents, children's support services, the community, staff in the school and other schools. Do leaders learn from and share expertise with like-minded schools?

## Welfare

This lens focuses on the welfare and safety aspects of school life. Do leaders focus sufficiently on welfare issues to ensure all pupils are in a safe, positive, nurturing and supportive environment whilst providing suitable challenge on which pupils can thrive?

## **The Process of Evaluation**

Three principles inform our evaluation:

- situational awareness
- accuracy of situational awareness
- a non-judgemental approach

Situational Awareness. For each lens, we discover the extent to which we have clarity (relevant people understanding the key criteria) and expertise (relevant people having the necessary expertise to fulfil the criteria).

Our perception of the current situation regarding clarity and expertise is graded from -3 to +3 with the scale being: 1 to some extent, 2 generally, 3 absolutely.

Alongside this, we find out how established the current situation is (emerging, establishing, established).

Accuracy of Situational Awareness. We gain this through corroboration with leaders within school, peers from other schools, external bodies and by giving greater value to direct observation than documents and assertions. We ensure that evaluation is a systemic process rather than a one-off event and that time is given to ensure the process is carried out rigorously. All those taking part in the process are very clear about the differences between monitoring and evaluating.

Non-judgemental Approach. We feel it is important that we focus solely on learning about current school effectiveness so that it may be improved further or shared with others. This will ensure that we can identify a coherent plan for strategic improvement rather than focus on a label.

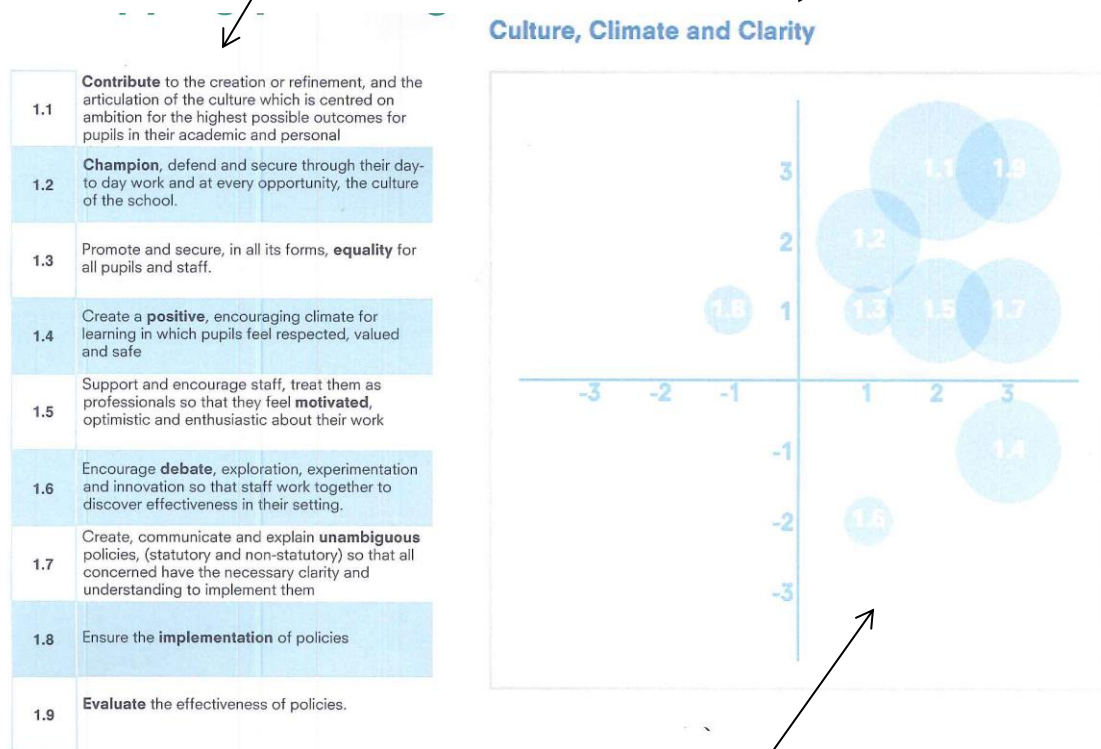
## **Evaluation Quadrants**

After a 'lens' has been evaluated using the above three principles and a series of indicators for each 'lens', the findings are represented in a quadrant with a circle for each indicator within the lens. This then identifies for each indicator if the clarity needs to be more complete, the expertise needs to improve and how established the current situation is.

The clarity and expertise are plotted according to the perceived grade and the extent to which the situation is established is reflected in the size of the circle.

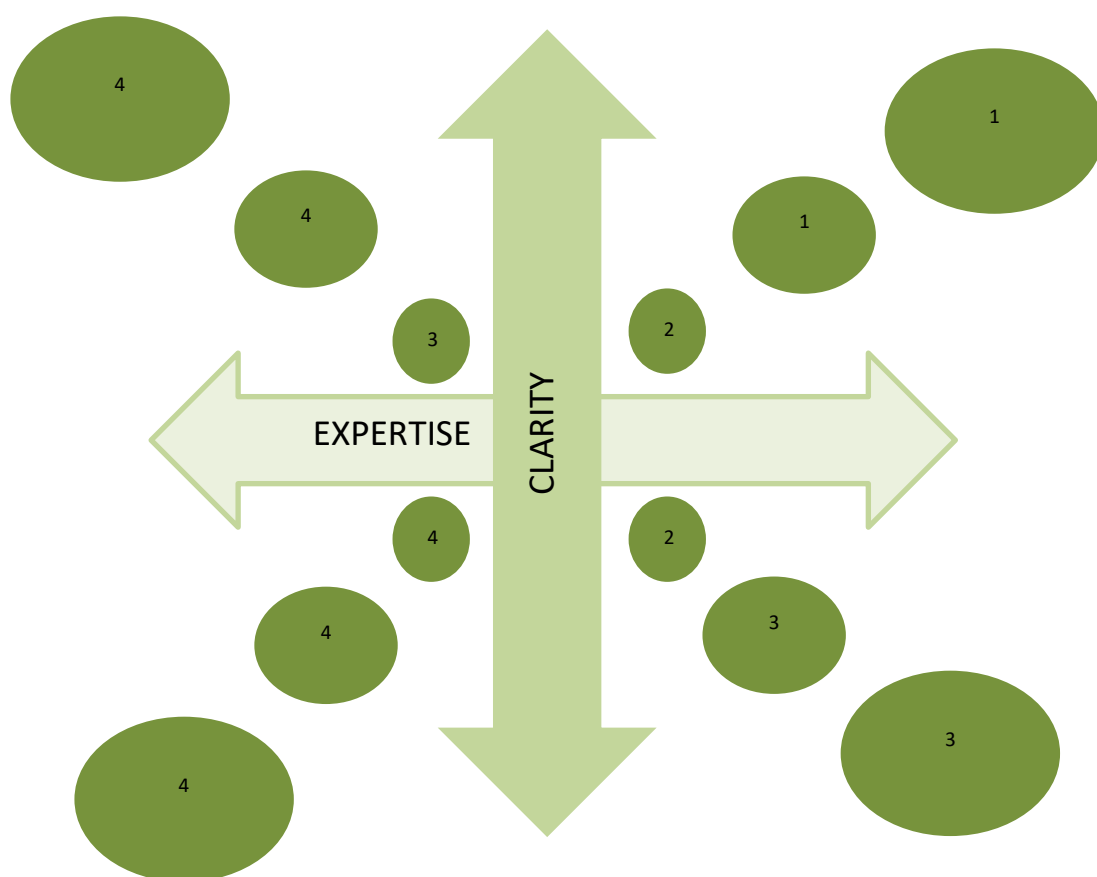


Example



Situational awareness (clarity, expertise and how established).

## Quadrants and OfSTED Grades



## Lenses and OfSTED Framework

Lens	OfSTED Framework
Culture, Climate and Clarity	Leadership and Management
People	Leadership and Management
Learning	Leadership and Management Quality of Education Personal Development Behaviour and Attitudes
Curriculum	Leadership and Management Quality of Education Personal Development Behaviour and Attitudes
Finance	Leadership and Management
Improvement	Leadership and Management Quality of Education
Connections	Leadership and Management
Welfare	Leadership and Management Personal Development Behaviour and Attitudes

