

*"Stranraer Academy will be a school where **EVERYONE**
is encouraged and supported to do their best;
a school in which the whole community takes pride."*



Stranraer Academy

Self-Evaluation Policy and Procedures 2015



***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Strategic Overview

The prime purpose of our self-evaluation is to improve the outcomes for our pupils. In Stranraer Academy, the SMT have a strategic overview of the whole self-evaluation process linked to the cycle of development and review. It is our role to establish, sustain and enhance the culture of self-evaluation for school improvement. The school leadership team are committed to building robust self-evaluation and develop the school's capacity for further improvement. To be effective, our self-evaluation will:

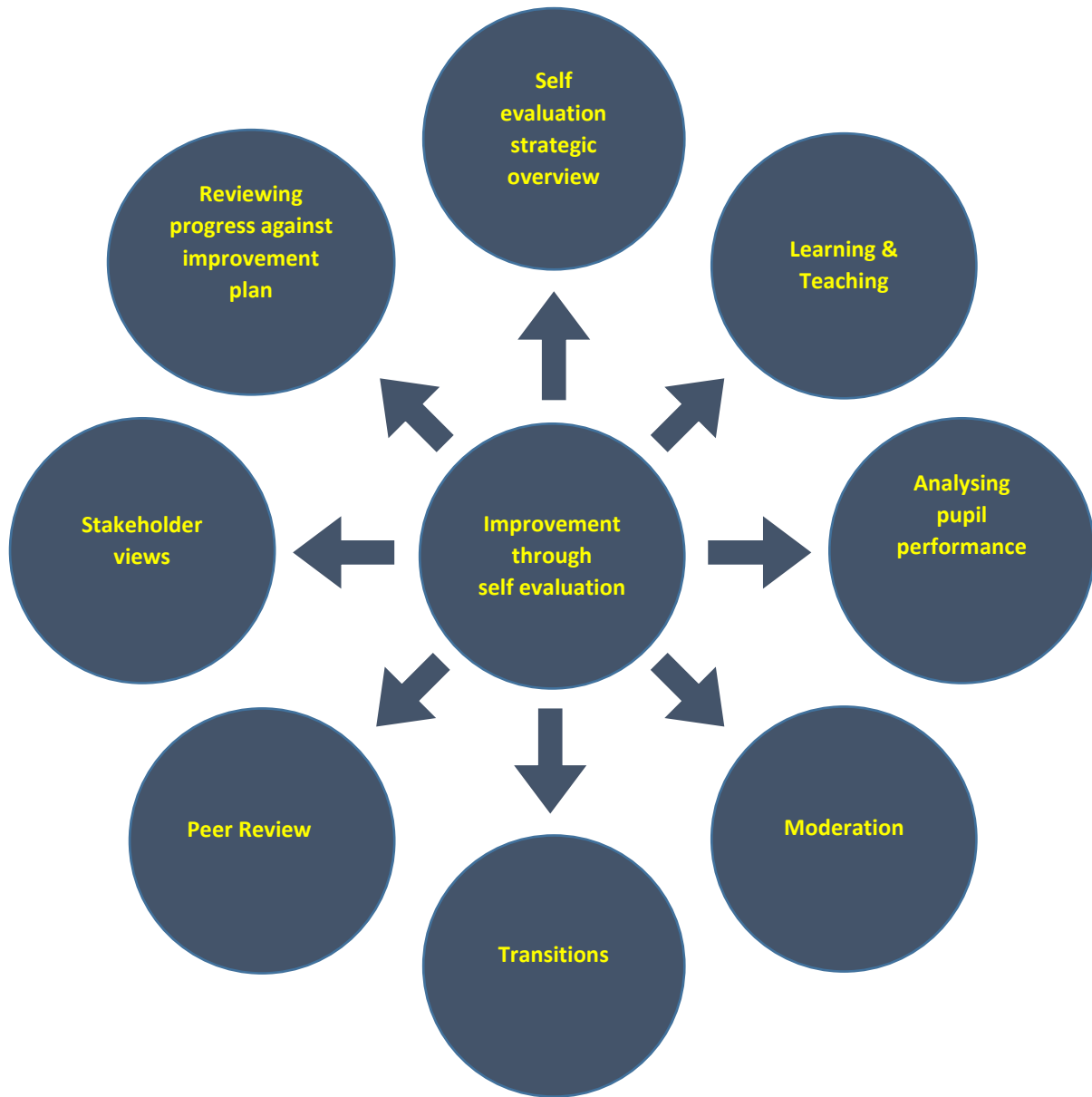
- be embedded in the culture of the school;
- be rigorous, comprehensive, systematic and transparent;
- be focused on identifying strengths, weaknesses and areas for improvement;
- be based on a wide range of evidence;
- involve a wide range of stakeholders;
- lead to targeted action and improvement;
- be recorded and reported;
- be a continuous, systematic process.

What we are doing:

- Self-evaluation strategic overview
- Learning and teaching
- Analysing pupil performance
- Moderation
- Transitions
- Peer review
- Stakeholder views
- Reviewing progress against Improvement Plan

*"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."*

The activities in our school self-evaluation programme are illustrated below:



***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Learning and Teaching

Learning and teaching is the core business of Stranraer Academy. Delivering quality learning and teaching is the most effective way of improving both pupil performance and pupil opportunity. In order to deliver quality in the classroom every teacher needs to evaluate and reflect on their practice. They do this by engaging with others in professional dialogue which has a focus on classroom practice, keeping up to date with current research and developments and observing the best practice. Pupils, teaching staff and management all have vital roles in ensuring that quality learning and teaching is taking place. In order to focus self-evaluation on learning and teaching pupils and staff need to work in a collegiate climate where the importance of reflective practice is understood by everyone.

What we are doing:

Work with our pupils so that they:

- have a positive attitude to learning
- take an active part in lessons
- have positive relationships with others
- have high aspirations
- review their learning

Our Classroom teachers:

- engage in professional dialogue and are reflective practitioners - meetings, discussions focussed on learning and teaching (formal and informal)
- take part in TLC's – faculty based, pedagogical discussion
- use formative assessment techniques – for example, questioning, effective feedback, active learning
- take part in peer observation – within/outwith faculty/outwith school
- engage with moderation activities – sharing standards, marking and feedback, professional discussion
- take part in CLPL – courses, in house inset/working groups

Our Principal teachers:

- promote and participate in professional dialogue with their faculty and with peers
- keep up to date with and share current developments
- share best practice
- quality assure through drop in observation
- sample pupil work and teacher marking
- engage with pupil focus groups to sample views
- provide effective inset/development for department/faculty

***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Our Senior managers:

- set the priority focus on learning and teaching
- promote an ethos of collegiate working, sharing good practice, distributed leadership and quality learning and teaching
- support teaching staff in the delivery of quality learning and teaching
- quality assure through planned direct observation
- seek stakeholder views on the quality of learning and teaching and act on them

***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Analysing Pupil Performance

Determining how pupils are performing against their peers at local, regional and national level can be used as one benchmark for our school improvement. In S4/5/6 SQA results can be used not only to compare pupils in Stranraer Academy against the national and/or regional results but also against pupils of similar characteristics in other schools. Standardised tests can be used in the Broad General Education. As well as benchmarking against others, this also allows us to compare cohorts of pupils and predict future results.

The following tools are used:

- CATs
- SoSCAs
- InCAs
- SEEMIS (mini Stacs)
- STACs
- Alasdair Fyfe analysis data
- Insight
- Class comparison tool
- Leaver Destinations
- SEEMIS reporting, targeting & tracking

The process starts in August as soon as SQA results are known. The Seemis mini Stacs give a very quick indication of overall performance. Teachers complete a pro-forma with their comments on their own classes performance. More details follow and, before the October holiday, Principal Teachers are required to give a presentation on their Senior School results to other PTs & SMT. In December, the SMT give a presentation to other Secondary HTs as well as Authority staff on performance. Annually there is also a report on results submitted to the Wigtownshire Area Committee (and the HT attends every second year to answer follow up questions). The introduction of Insight in 2014 allows for increased analysis of specific groups of pupils, such as looked after children and school leavers.

Tracking & monitoring of pupils throughout the session is carried out by teaching staff. There is a Parents Evenings and one full Report Card for each pupil per session. Teachers and pupils set target grades at the start of the course and Teachers complete short Tracking & Monitoring reports monthly to allow PTs (curriculum & support) to monitor pupil progress. These are shared with parents on a bi-monthly basis. Interventions are recorded when staff have discussions with pupils about progress. Where pupils are failing to reach their targets in two or more subjects, parents are contacted by Pupil Support.

Wider achievement is also analysed. A spreadsheet is used to monitor pupils' involvement in other activities and awards both in and out of school.

***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Moderation

Effective moderation starts with the planning process. Teachers should spend time planning together. This process includes planning the delivery of quality learning experiences as well as the planning of appropriate and varied assessments. Teachers need to have a shared understanding of what constitutes quality learning and teaching and a shared understanding of standards. It is a requirement that teachers meet to discuss standards and to moderate judgements. Formal moderation meetings need to be recorded but a collegiate climate will promote informal discussion which can be just as valuable.

Teachers:

- plan together
- deliver quality learning and teaching consistently
- engage in professional dialogue
- seek pupil views
- have a shared understanding of standards

Managers:

- set the priority focus on moderation activities
- provide opportunities for collegiate time
- share best practice
- keep up to date with and share latest developments e.g. progression frameworks, SAL
- quality assure through professional dialogue, participating in faculty development time, reading minutes of meetings, sampling views
- share standards across the cluster and across the authority

***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Transitions

Transitions and changes are part of every young person's life. All young people participate in planned programmes of transition e.g. from home to nursery, from stage to stage (through the CfE levels), from primary to secondary, between schools, and from secondary to further education and beyond. When these transitions work well they help pupils to develop confidence and acquire skills to manage future change in their lives. The vast majority of pupils look forward to moving on, in learning and in life, and these moves almost always turn out to be positive experiences. However, transitions can also be challenging and support from parents and staff at school can help the transitions go more smoothly.

In Stranraer Academy parents and staff are encouraged to support pupils as they make these important transitions. Some may need particular help, perhaps including other agencies to ensure that they feel confident about the transition. Stranraer Academy holds meetings for parents before key points of transition; these are very important opportunities for parents to learn about their child's transition and to support them through it.

The main stages of transitions relating to Stranraer Academy pupils are:

- Primary to secondary school;
- Stage to stage;
- Broad General Education to the Senior Phase (S4-S6);
- Preparing to leave school;

What we are doing:

At every stage of transition the aim is always to ensure that:

- Every pupil is supported and has a positive experience;
- Information about each pupil's learning and wider achievements will be passed on to make sure that every pupil's broad general education and senior phase continues uninterrupted at the correct level and at an appropriate pace for them;
- Parents/carers speak with the staff involved to ensure that they understand any concerns or circumstances that might affect the pupil's progress;
- Parents get information about their son/daughter's progress and the curriculum, at parents' nights and through formal reports, interventions, newsletters information booklets and website/App from the Academy.

***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Peer Review

In 2013 it was agreed that all secondary schools would be involved in a process of peer review. Initially the plan was for review to take place every three years with schools being involved either by being reviewed or being part of the review team. Subsequently, the time frame has been shortened to 18 months. Staff from Stranraer Academy were involved in reviewing Lockerbie Academy in September 2014. Our first peer review should take place around March 2016.

***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Stakeholder Views

The school involves a range of partners in evaluating the work of the school. The Senior Management Team of Stranraer Academy establish and use processes to gather valid information from stakeholders to inform improvement strategies. Our approach to our stakeholders is:

'We want to know what you think, because we value what you have to say.'

Crucial, however, is our follow-on statement:

'We have listened, taken note of what you have said, and, based on the information we have, this is what we intend to do.'

Establishing a genuine communication loop will engender trust and help move our self-evaluation culture forward. We seek the views of a wide range of stakeholders including teachers, parents/carers, CLD and our wider partners serving the school. In doing this we gain a greater insight into our strengths and areas for improvement.

What we are doing:

- Listening to people – parents, pupils and partners
- Facilitating focus groups
- Questionnaires
- Building a culture of collegiality and capacity building
- Engagement of home and trust through phone calls and face-to-face meetings
- Utilise the professional standards to encourage teacher self-evaluation as part of continuous learning
- Utilise the national practice Model within GIRFEC to support learning, as well as the pastoral and emotional needs of learners
- Parent and pupil councils serve as a forum for reflective practice and consultation
- Work with CLD to evaluate our learning community

***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Reviewing Progress against the Improvement Plan

The School Improvement Plan, which is a statutory requirement, is central to the way in which the Academy operates and is therefore informed by a number of agreed principles.

The School Improvement Plan will:

- be realistic and achievable both in terms of the timeframes for its contents and the time resource made available for Plan-related work to be undertaken.
- have regard to CfE and to the local authority plan, the academy will determine its own priorities within this framework.
- take account of issues of teacher workload, in particular through the management of teachers' working time.
- be sufficiently detailed and costed to allow for an evaluation of its feasibility when measured against the available resources:
- set out focused priorities for establishments, relatively few in number, and avoid developing lengthy wish lists.
- involve a certain amount of devolution of decision-making and implementation e.g. faculties/departments will have a direct input to the process of formulating the draft Plan and a direct role in implementing specific elements within the approved Plan.
- Take into account all aspects of the work of the school, including ongoing maintenance and consolidation of work, resource and financial management, workload issues and staff support.

The Planning Process will:

- reflect the good practice within the Academy and seeks to ensure that all teachers have the opportunity to have an input.
- be the basis of both prior and continuing consultation with all teaching staff.
- be planned in advance to ensure that identified collegiate time is made available for all staff to have an appropriate input at an appropriate time to the planning process.
- relate to all aspects of work and decision-making within the schools e.g. curriculum development, staff CLPL, staff PRD and devolved school management.
- take into account the workload of teachers to ensure the plan is capable of being undertaken within the time available.
- include costing of resource requirements (e.g. time, materials, staff development, and finance) and the clearly-identified resources to be provided will be made available to all staff prior to approval of the Plan.

***"Stranraer Academy will be a school where EVERYONE
is encouraged and supported to do their best;
a school in which the whole community takes pride."***

Cycle of Self-Evaluation

The strategic self-evaluation calendar shows the overview of what we are doing.

It names the person or persons responsible for ensuring the activity takes place and also shows those who are involved in each process.

It is the responsibility of the named person/persons to provide an annual review/summary of the activity. This information will be gathered from those who are involved in each activity and will outline what has taken place and the impact.

For example

Topic - Learning and Teaching

Sub topic - TLC's

Responsible - AL/RL

Summary reports provided on progress of each TLC over the year (November, February, April) provided by TLC leaders, to include:-

Topics covered, what went well/didn't go well, impact, next steps

SMT and PT's then meet to review progress.

A similar process will be followed in each focus area in order to plan a future programme which informs the ongoing strategy for self-evaluation. By completing these reviews we ensure that impact is a top priority and the self-evaluation process is cyclical.