



Collegiate Self-Evaluation

Summary of HGIOS4 Staff Self-Evaluation Activity

May 2018

QI	Strengths	Partial/Underway	Areas for Development
1.1 Self-Evaluation for Self-Improvement 3	<ul style="list-style-type: none"> Staff awareness of self-eval. for continuous improvement. Pupil participation through awards, assemblies etc. 	<ul style="list-style-type: none"> Range of effective approaches to involve stakeholders in self-evaluation activities. HGIOUS 	<ul style="list-style-type: none"> Further involve community/parents in self-evaluation. Systems to consult with stakeholders LC Moderation activities – cancelled or with different expectations. Use of self-evaluation to inform decisions around SSA deployment.
1.3 Leadership of Change 3	<ul style="list-style-type: none"> Whole school commitment to high standards and success. Time protected for professional dialogue, collegiate learning and self-evaluation. Community involvement – information, visits, sports events etc. 	<ul style="list-style-type: none"> Understanding of social/economic context. 	<ul style="list-style-type: none"> Recent changes in SLT have impacted on aspirational vision underpinning all school improvement. Staff unaware of direction or vision. Involve all staff in process of change. Staff inclusion in assemblies etc.
2.3 Learning, Teaching and Assessment 4	<ul style="list-style-type: none"> Positive Ethos and Culture through class charters, assemblies etc. Positive behaviour approaches, Reward systems etc. Making learning relevant e.g. Links to Skills for life Innovative approaches to inclusion. Engagement of pupils in life of school – clubs, charity events etc. 	<ul style="list-style-type: none"> Supporting ‘core’ middle group. Access to Digital Technologies within classroom. Re-establish pupil committees and ‘squads’. Develop consistent approaches to assessment and planning. Further embed NLC Literacy 	<ul style="list-style-type: none"> Further involve the wider community to enhance and develop pupil learning experience. Further expand pupil voice, captains, pupil council etc.



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3.1 Ensuring Wellbeing, Equality and Inclusion 4	<ul style="list-style-type: none"> Improving outcomes – nurture approaches, breakfast club. Communicating with parents e.g. homework diaries Procedures for pastoral care. Assemblies – more welcoming Health and Wellbeing Indicators inform practice/school life. Undertaking of professional learning around statutory duties. 	<ul style="list-style-type: none"> Involving pupils/community further in decision making. Staff understanding of ACEs and the biology of trauma. 	<ul style="list-style-type: none"> Children’s target setting. Strengthen links with wider community. Building relationships with partners.
3.2 Raising Attainment and Achievement 3	<ul style="list-style-type: none"> Almost all children attaining appropriate levels in literacy and numeracy. Focus on literacy/numeracy for improvement priorities. 	<ul style="list-style-type: none"> Develop tracking of attainment beyond literacy and numeracy. Development of Professional Dialogue around teacher judgements. Empowering all children to have a say in their learning. 	Focus on improving attendance and punctuality – linked to SIMD.

Summary of Development Needs:

- Refresh the Vision, Values and Aims following change in SLT and ensure all stakeholders are involved in this work.
- Continue to develop opportunities to engage all stakeholders in self-evaluation and target setting.
- Further embed partnership working and engaging the local community in the wider life of the school.
- Continue to review and further develop consistent and progressive learning, teaching and assessment in Active Literacy.
- Continue to develop approaches to inclusion and awareness of impact of Adverse Childhood Experiences/Nurture.
- Further build on good practice around data and teacher professional judgement (ensuring consistent approach in school and in the LC)