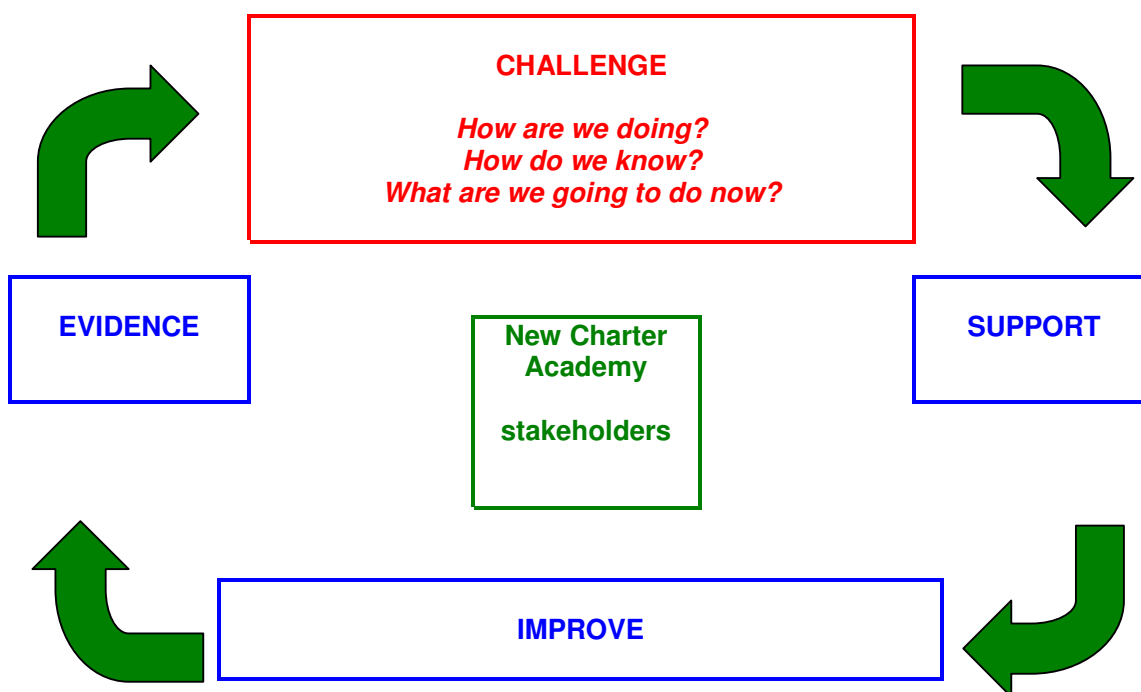


**Rationale:**

- robust self-evaluation process
- fit for purpose and linked with the Self Evaluation Form process
- the architecture of QA being systemic within the Academy from the start
- a manageable cycle that is not a burden
- appropriate intervention strategies that will impact on standards

**(1) Robust self-evaluation**



The three key questions in the red box will be applied to their work by every member of staff at the Academy in the context of appropriate Self Evaluation Form (SEF) sections/subsections, and will form the basis of line management discussions, performance review, professional development planning etc., feeding continually upwards, as it were, to inform updating of the SEF and strategic development/improvement planning. Furthermore, these questions will also be applied by students to their own progress, by parents/governors to their involvement in/understanding of New Charter Academy's work

To provide robust answers to the first of the key questions monitoring and review will be structured around clearly defined quality indicators identified in the Scottish Office's - ***How Good Is Our School? - The Journey to Excellence***. Amongst other helpful ideas, this document provides performance or level descriptors for 33 quality indicators on a 6-point scale, which is useful even in the context of the current Ofsted 4-point scale, since it allows discrimination between what is better than good but not necessarily excellent

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(i.e. very good), and between what is weak – and hence not satisfactory – but not necessarily inadequate in terms of overall impact. Although you have to make a 4-point decision in the SEF grading, there is nothing to stop us using 2+/1- or 3-/4+ for our own purposes; in the Scottish model, illustrations of each quality indicator are usefully provided for levels 2 and 5, i.e. the ‘missing links’ (very good and weak) compared the Ofsted 4-point model.

The Academy Strategic Management team will amend (and prioritise) the Scottish indicators, to reflect the Ofsted framework and structure the SEF more on the student voice and the ECM agenda. Alongside the cycle described above, the Scottish indicators and descriptors, used alongside Ofsted documentation, offer a potentially very powerful set of Quality Assurance benchmarks for the New Charter Academy.

## **(2) Fit for purpose and linked with the SEF process**

Since the SEF is so central a document, we will structure systems around it. The strategic leader responsible for a particular section of the SEF / specific Key Performance Indicators / parts of the Academy Development Plan takes each appropriate box on a regular basis electronically and checks through its contents to maintain an overview of progress and of emerging areas that are stalling / falling behind, amending the SEF itself as appropriate.

It will be expected that a broad overview such as this to be taken half-termly. Such a process would ensure the big picture – and lots of evidential detail – is not overlooked while concentrating on individual developments.

Separate SEFs for each subject/aspect team will be developed. This is more sensible than general reviews/specific development plans that do not tie in directly with sections of the SEF; it also avoids inventing yet another reporting format, and familiarises all Academy staff with the SEF. **Training all leaders to compile relevant evidence and to analyse it cogently and concisely will be a priority.**

*Note re intervention: these constantly evolving documents could be the basis for half-termly line management interviews that have a direct link to – and impact on New Charter Academy improvement (see below).*

## **(3) The architecture of QA being systemic within the Academy from the start**

Quality depends on leaders at all levels – including support staff – being equally good at, and being held accountable for, contributing to improvement (and being competent to compile and evaluate evidence of it). All review activities will be linked to the SEF (with a simple section cross-reference) and either (i) feed directly into the SEF if they provide headline evaluations, or (ii) be cross-referenced as self-standing documents from within the SEF, if they provide background/supporting/secondary evidence. The same will apply to development/improvement plans and Key Performance Indicators. This will be very simply done by including at the top of every document produced or acquired a simple grid, e.g.

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File copies as appropriate				
Date and initial:				
Self Evaluation Form sections				
Key Performance Indicators				
Academy Development Plan sections				

The person responsible for the document (be it minutes, an analysis, a costing proposal, an idea for change, for example) should be required to enter the relevant numbers alongside the headings.

*Note re intervention: minutes of meetings – these follow a common format with clearly identified action points/timescales/person responsible/monitoring & evaluation etc. – but also that admin staff prepare for each line manager a half-termly cut-and-pasted digest of these action points relevant to her/his area of responsibility so that (a) progress can be measured and (b) the SEF can be updated either directly or by cross-referencing. A collated copy of all action grids is useful for Strategic leadership team/governors. This again can be done by providing a simple grid within the minute template something like the following:*

Meeting		Date	Line manager responsible	
Action Point no.	Action to be taken	By whom	Timescale	Success criteria

***Not only does this (i) bolster line management and monitoring/evaluation procedures and (ii) keep the SEF up to date, but if it turns out that a particular meeting – or layer of meetings – is not producing significant impact, then there is an opportunity to consider the relevance of the meeting(s) and/or the effectiveness of the manager(s) responsible, and/or of agendas.***

**(4) A manageable cycle:**

**Autumn**

- Analyse: - summer results in public tests/examinations  
 - leavers' destinations  
 - intake numbers (including post-16 returnees and mid-course leavers)  
 - progress towards Y9/Y11/post-16 test/exam targets (half termly)  
 - new students'/parents' perceptions of Academy induction (questionnaire)
- Confirm: - test/exam analysis against RAISEonline; revise earlier analysis/future targets if appropriate  
 - observation schedules/teacher support arrangements where necessary
- Review: - staff performance management objectives and amend where necessary  
 - work of sample of departments by line managers (common format of questions focused on appropriate SEF headings, including ECM agenda)

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- Academy induction arrangements (see students'/parents' perceptions)
  - Self Evaluation Form (half termly)
- Consult: - on changes to rolling 3-year strategic plan, including curriculum/staffing changes, budget implications
- Publish: - half termly Academy progress report (see below)

**Spring**

- Analyse: - progress towards Y9/Y11/post-16 test/exam targets (half termly)
- Curriculum/timetable requirements for next school year
  - Parent/carer views of Academy provision
- Review: - progress towards Y9/Y11/post-16 test/exam targets
- effectiveness of student/parent questionnaires ready for next issue
  - work of sample of departments by line managers (common format of questions focused on appropriate SEF headings, including ECM agenda)
  - CPD needs for next academic year with reference to ongoing SDP process and performance management outcomes
  - SEF (half termly)
  - overall progress of Academy and effectiveness of QA processes (consider engaging external consultant between inspections)
- Consult: - on next short term (1-year) priorities plans (in subject/aspect teams and across the whole Academy), in context of outcomes of ongoing consultation on changes to rolling 3-year strategic plan
- Publish: - budget for next school year
- half termly Academy progress report (see below)

**Summer**

- Analyse: - progress with 1-year short term and 3-year strategic plans
- students' views of post-18 transition/exit arrangements
  - initial KS3 results and other feedback re e.g. exam coursework marks
- Review: - transition/exit procedures in light of students' feedback
- work of sample of departments by line managers (common format of questions focused on appropriate SEF headings, including ECM agenda)
  - SEF (half termly)
- Publish: - 3-year strategic plan
- short term (1-year) priorities plan for implementation in autumn (whole Academy and subject/aspect teams) in light of progress with current plan and new rolling 3-year strategic plan
  - timetable for next school year
  - half termly Academy progress report (see below)

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**(5) Appropriate intervention strategies that will impact on standards**

See boxed, italicised sections/ suggested annual cycle above. Intervention might also involve:

- being clearly focused on agreed priorities and strategies (as defined in the 1-year and 3-year plans) and regularly publishing/displaying updates on progress (e.g. using simple traffic lights system) including where students can see them
- filtering monitoring and evaluation and analyses, as it were, through the structure of the SEF (whole Academy SEF, via subject/aspect SEFs)
- being sufficiently specific, rigorous and demanding, for example, through measuring progress in Key performance Indicators (KPIs) and again publishing/displaying a regularly updated traffic light coding
- reporting/publishing/displaying format needs to be simple but linked to the QA processes used; so, for example using KPIs, it might look something like:

**New Charter Academy Improvement Report 08/01 (October 2008)**

KPI	Linked to SEF	1-year plan	3-year strategy	Overall progress
12: Engaged learning	4c 4d 5a 5c	Item 2a	Item 5a	
14: Effective assessment	5c	Item 2b	Item 5b	
16: Hearing the student voice	2a 2b 2c 2d 5b	Item 4	Item 6	

KPI Key Performance Indicator (the most important aspects of our work)

SEF The Self Evaluation document, used by Academy managers to gain an overview of how well we are doing and to justify this to external bodies (such as Ofsted)

1-year plan The things we need to concentrate on this academic year to make sure the Academy is successful

3-year strategy Our longer-term ideas for how we might improve what the Academy does

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Progress **Good** **Adequate** **Unsatisfactory**  
Colours used throughout the table follow this code

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# **New Charter Academy**

## **Quality Assurance Framework**

### **Departmental Self Improvement**

#### **Self Evaluation Form (SEF)**

***Executive Directorate March 2008***

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# New Charter Academy

## Departmental/Team Self-Evaluation

<b><u>Department/team:</u></b>	
<b><u>Team Leader:</u></b>	<b><u>Date submitted:</u></b>
<b><u>Line Manager:</u></b>	<b><u>Date signed off:</u></b>

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Self-evaluation is forward looking. It is about change and improvement, whether gradual or transformational, and is based on professional reflection, challenge and support. It involves taking considered decisions about actions which result in clear benefits for students.

At the heart of self-evaluation are three questions:

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

Excellent schools focus these questions on learning. Learning is at the heart of an excellent school. Learning is its core business.

In this self-evaluation questionnaire, which provides answers to the first two of the above questions so as to inform discussion of the third, a series of statements is listed under **FIVE KEY AREAS** across which New Charter Academy will continually evaluate its success and improve its practice. The Key Areas correspond to the Ofsted SEF and inspection reports as indicated:

	<b>KEY AREA</b>	<b>SEF</b>	<b>INSPECTION REPORT</b>
1.	How well do students achieve?	Section 3	Achievement and standards
2.	How well do we support students and develop the learning climate?	Sections 1b, 2, 4, 5c and 7	Personal devpt and well-being Care, guidance and support
3.	How effective are learning and teaching?	Section 5a	Quality of provision
4.	How relevant and coherent is the curriculum?	Section 5b	
5.	How effective are leadership and management and our quality assurance systems?	Sections 6 and 7a, b, d, e, f	Leadership and management Overall effectiveness

Against each statement in each Key Area you should evaluate provision/outcomes within your team or department using the six-point scale described below, putting a tick in the relevant box on the grid. You should also provide (or refer precisely to) specific supporting evidence in the space below the grid and cross-reference between Key Area statements where this helps to provide a fuller picture of your team's strengths and/or areas for development.

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## The six-point scale

The quality of what you observe for each statement should be evaluated against six levels:

Level 1	<b>Outstanding</b>	<b>Exemplary; excellent overall</b>	[Ofsted grade 1]
Level 2	<b>Very good</b>	<b>Major or significant strengths</b>	
Level 3	<b>Good</b>	<b>Important strengths with some areas for improvement</b>	[Ofsted grade 2]
Level 4	<b>Satisfactory</b>	<b>Strengths just outweigh weaknesses; adequate overall</b>	[Ofsted grade 3]
Level 5	<b>Weak</b>	<b>Important or significant weaknesses</b>	
Level 6	<b>Inadequate</b>	<b>Major weaknesses; unsatisfactory overall</b>	[Ofsted grade 4]

***Awarding levels using a quality scale is a professional skill rather than a mechanical measure. However, the following guidelines should be consistently applied to judgements about the work of your department/team, bearing in mind the security of evidence available to support them.***

An evaluation of **outstanding** applies to provision which is sector-leading. Students' experiences and achievements are of a very high quality. An evaluation of *outstanding* represents an excellent standard of provision which exemplifies very best practice and is worth disseminating beyond the team. It implies that very high levels of performance are sustainable and will be maintained. This level corresponds to Ofsted grade 1 and is further described within the Ofsted document, *Using the Evaluation Schedule*.

An evaluation of **very good** applies to provision characterised by major strengths. There are very few areas for improvement and they do not significantly diminish students' experiences. Whilst an evaluation of *very good* represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is appropriate to continue to make provision without significant adjustment. However, there is an expectation that the team will take opportunities to improve and strive to raise performance to excellent. This category lies between Ofsted descriptors for grades 1 and 2 and is a useful refinement where practice or outcomes are clearly more than just good, but could be improved in some aspects, for example, or where the capacity to sustain achievement might be strengthened in a few areas.

An evaluation of **good** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of students' experiences is sometimes diminished by aspects in which improvement is required. It implies that the team should seek to improve further the areas of important strength, but take action also to address the areas for improvement. This level corresponds to Ofsted grade 2 and is further exemplified within the Ofsted document, *Using the Evaluation Schedule*.

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An evaluation of **satisfactory** applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of *satisfactory* indicates that students have access to an adequate level of provision. It represents a standard where the strengths have a positive impact on students' experiences. However, while the weaknesses are not important enough to have a significantly adverse impact, they do constrain the overall quality of students' experiences. It implies that the team should take action to address areas of weakness by building on its strengths. This level corresponds to Ofsted grade 3 and is further exemplified within the Ofsted document, *Using the Evaluation Schedule*.

An evaluation of **weak** applies to provision which has some strengths, but where there are important weaknesses. An evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, important weaknesses will, either individually or collectively, be sufficient to diminish students' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the team. This category lies between Ofsted descriptors for grades 3 and 4 and is a useful refinement where practice or outcomes are not good enough – but there is understanding of the need, and there is the capacity to, improve. In other words, in the whole-school context, it might be seen as a judgement corresponding to Ofsted's Notice to Improve.

An evaluation of **inadequate** applies when there are major weaknesses in provision requiring immediate remedial action. Students' experiences and achievements are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as *inadequate* will require support from middle and senior leaders in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the team and the Academy. This level corresponds to Ofsted grade 4 and is further exemplified within the Ofsted document, *Using the Evaluation Schedule*. In a whole-school context, this judgement might well result in Special Measures.

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**KEY AREA 1:1**

**HOW WELL DO STUDENTS ACHIEVE?**

This Key Area relates to the team’s overall performance in terms of raising standards and improving learners’ progress and achievement in relation to individual needs and potential. The application of this quality indicator should take account of the nature of the Academy, its student population and its context.

STATEMENTS	JUDGEMENTS					
	1	2	3	4	5	6
1.1 We have raised attainment and/or maintained consistently high standards of attainment for learners.	Green	Green	Yellow	Yellow	Red	Red
1.2 Learners in our area make good progress from their prior levels of attainment.	Green	Green	Yellow	Yellow	Red	Red
1.3 The attainment of individuals and groups in our area has improved over time.	Green	Green	Yellow	Yellow	Red	Red
1.4 Our attainment trends compare well with similar schools and with national levels of attainment in, for example, tests and examinations.	Green	Green	Yellow	Yellow	Red	Red
1.5 We have raised the attainment of those who are at risk of missing out, such as LDD students, the gifted and talented or those from ethnic minority groups.	Green	Green	Yellow	Yellow	Red	Red
1.6 The standards students achieve and the progress they make, relative to their starting-points, are consistent across all teaching groups in our area.	Green	Green	Yellow	Yellow	Red	Red
1.7 We set challenging targets based on high expectations of learners and teachers.	Green	Green	Yellow	Yellow	Red	Red
1.8 We record and report on students’ attainment and progress accurately and helpfully as required.	Green	Green	Yellow	Yellow	Red	Red
1.9 We seek to praise and foster an ethos of achievement.	Green	Green	Yellow	Yellow	Red	Red
1.10 We analyse outcomes honestly and openly, acting upon areas of identified weakness.	Green	Green	Yellow	Yellow	Red	Red

**EVIDENCE (either detail here, or headline and clarify where detail may be found in other documents; cross reference to other key areas/statements as appropriate):**

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**KEY AREA 2: 1**

**HOW WELL DO WE SUPPORT STUDENTS AND DEVELOP THE LEARNING CLIMATE?**

This Key Area relates to the five Every Child Matters outcomes and to the broader spiritual, moral, social and cultural development of students. It is also concerned with the quality of guidance they receive regarding their own achievement. Overall, it concerns the ‘feel’ that students experience as learners within the Academy and, more broadly, as members of local, national and international communities.

STATEMENTS	JUDGEMENTS					
	1	2	3	4	5	6
2.1 Students enjoy being in our area; they are motivated and actively involved in their own learning and development.	Green	Green	Yellow	Yellow	Red	Red
2.2 We offer support to students in understanding their potential and helping them to achieve it, including progression to further education, training or employment.	Green	Green	Yellow	Yellow	Red	Red
2.3 Students adopt safe practices, act responsibly and feel secure in our area.	Green	Green	Yellow	Yellow	Red	Red
2.4 Students would confidently discuss any academic or personal difficulties with a member of our team.	Green	Green	Yellow	Yellow	Red	Red
2.5 Students are encouraged to develop and practise healthy lifestyles.	Green	Green	Yellow	Yellow	Red	Red
2.6 Students develop social and moral responsibility, displaying mature attitudes and behaviour and involve themselves in the community when possible.	Green	Green	Yellow	Yellow	Red	Red
2.7 Students develop good functional skills that will support their future education and economic well-being.	Green	Green	Yellow	Yellow	Red	Red
2.8 We help students develop a genuine appreciation of different cultures and of the spiritual aspects of life.	Green	Green	Yellow	Yellow	Red	Red
2.9 Procedures relating to child protection, safeguarding and welfare meet current requirements and are known to, and adhered to, by all.	Green	Green	Yellow	Yellow	Red	Red
2.10 We actively involve students in our work and respond positively to their feedback.	Green	Green	Yellow	Yellow	Red	Red

**EVIDENCE (either detail here, or headline and clarify where detail may be found in other documents; cross reference to other key areas/statements as appropriate):**

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**KEY AREA 3: 1**

**HOW EFFECTIVE ARE LEARNING AND TEACHING?**

This Key Area relates to the impact on learners of teaching; how well teachers' planning for individual needs, varied methods of delivery, use of appropriate resources, fostering purposeful classroom relationships, and assessment of students' future needs in relation to current progress, aid the development of students' independence and sense of personal responsibility as learners.

STATEMENTS	JUDGEMENTS					
	1	2	3	4	5	6
3.1 Teachers' planning uses available evidence to meet individual and group learning needs.	Green	Green	Yellow	Yellow	Red	Red
3.2 Lesson plans comply fully with Academy requirements.	Green	Green	Yellow	Yellow	Red	Red
3.3 Classroom routines and behaviour management follow agreed procedures and foster productive relationships.	Green	Green	Yellow	Yellow	Red	Red
3.4 Lessons offer varied activities and methods to engage and sustain students' interest with appropriate resources, including ICT.	Green	Green	Yellow	Yellow	Red	Red
3.5 We take opportunities to develop and enhance students' functional skills.	Green	Green	Yellow	Yellow	Red	Red
3.6 Students enjoy lessons; they are actively engaged in their learning and make good progress in developing knowledge, understanding and skills.	Green	Green	Yellow	Yellow	Red	Red
3.7 Our assessment methods enable students to know the quality of their current achievement, the standards they might reach, and how to get there.	Green	Green	Yellow	Yellow	Red	Red
3.8 We encourage peer- and self-assessment to develop students' self-esteem and confidence.	Green	Green	Yellow	Yellow	Red	Red
3.9 We set and respond to homework effectively to consolidate and develop students' learning.	Green	Green	Yellow	Yellow	Red	Red
3.10 We value and use effectively additional support in the classroom.	Green	Green	Yellow	Yellow	Red	Red

**EVIDENCE** (either detail here, or headline and clarify where detail may be found in other documents; cross reference to other key areas/statements as appropriate):

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**KEY AREA 4: 1**

**HOW RELEVANT AND COHERENT IS THE CURRICULUM?**

This Key Area relates to both the taught curriculum – its breadth, structure and relevance to students’ needs in this Academy – and to other elements, such as enhancement, enrichment and extra-curricular activities, that go to make up the students’ day-to-day experience.

STATEMENTS	JUDGEMENTS					
	1	2	3	4	5	6
4.1 Our curriculum has a convincing rationale; it reflects statutory requirements and the specific needs of our students and our community.						
4.2 Our curriculum offers progression and continuity and provides students with a coherent experience within, across and between key stages.						
4.3 Our curriculum offers opportunities to enrich and enhance students’ experiences in order to deepen their understanding and broaden their enjoyment.						
4.4 We regularly review our curriculum to ensure that it meets the needs of all students and motivates them as learners.						
4.5 Our curriculum takes account of students’ personal development as well as their academic progress.						
4.6 We look for cross-curricular links wherever possible to consolidate students’ learning and understanding.						
4.7 We ensure that our curriculum reinforces students’ functional skills to equip them for their future.						
4.8 We encourage creativity, innovation, independence and responsibility in teaching and learning.						
4.9 We regularly review examination courses to ensure that they are most appropriate to the needs of, and relevant to the interests of, our students.						
4.10 All staff within our team participate in extra-curricular activities that enhance the students’ achievement and enjoyment.						

**EVIDENCE (either detail here, or headline and clarify where detail may be found in other documents; cross reference to other key areas/statements as appropriate):**

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**KEY AREA 5: 1**

**HOW EFFECTIVE ARE LEADERSHIP AND MANAGEMENT AND OUR QUALITY ASSURANCE SYSTEMS?**

This Key Area relates to the overall effectiveness of the Academy as secured by leaders and managers at all levels, including external bodies and agencies; it concerns strategic planning and day-to-day delivery, and the impact that monitoring and evaluating has on continually improving the Academy's performance in all Key Areas.

STATEMENTS	JUDGEMENTS					
	1	2	3	4	5	6
5.1 We fulfil all statutory requirements and comply with relevant legislation and financial regulations.						
5.2 Improvement/development plans set out a clear vision and strategy, are prioritized, costed and practicable; we analyse their impact regularly.						
5.3 We have professional and productive relationships with all partners, providers and the community.						
5.4 We regularly seek and act upon the views of stakeholders and inform them of our actions.						
5.5 We promote health and safety, inclusion, equality and fairness within our team.						
5.6 Our purchase and management of resources follows agreed procedures, is efficient and cost-effective, providing value for money.						
5.7 We use management information effectively and with due regard to security, confidentiality and privacy.						
5.8 We are committed to the professional development of adults working in the team, including the fostering of leadership and management potential at all levels.						
5.9 We are committed to formal monitoring and honest self-evaluation and to acting upon the outcomes to improve the team's performance.						
5.10 As a team, we have good capacity to improve.						

**EVIDENCE (either detail here, or headline and clarify where detail may be found in other documents; cross reference to other key areas/statements as appropriate):**

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