RADLEY

Self-Evaluation Policy

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Context

There is a new ISI inspection framework (ISI Framework 23, September 2023) [LINK](). In the past, schools have had the option to complete a Self-Evaluation Form (SEF). Within the new framework, ISI is giving schools greater flexibility and in the new inspection process inspectors will discuss self-evaluation *in any form* that the school undertakes for their own internal quality assurance processes. Within the new framework, emphasis is now placed on *dynamic self-evaluation* which forms part of a school's *ongoing review process, supporting schools over time* in their pursuit of excellence alongside *providing assurance to governors and relevant external agencies. Decision making* and *impact evaluation* forms the main part of the new self-evaluation process. Any self-evaluation documentation must accompany the **Regulatory audit (Part 1)** (page 6 of the guidance) [LINK]().

Aims

The primary purpose of self-evaluation **(Part 2: Decision making and impact evaluation)** is for CMT and for Council to evaluate the totality of provision, to provide assurance, and to inform priorities for improvement over time. It also provides an opportunity for CMT and for Council to capture milestones in reaching intended outcomes and record evidence of impact. Our self-evaluation methodology is designed to be:

- *dynamic*, *ongoing*, and an *embedded* part of the College's internal assurance process
- collaborative, drawing on the collective strengths of the College community
- reflective, showcasing very best practice and outcomes whilst also identifying areas for development

and to reference relevant external legislation.

Methodology

Summary prompt tables:

As part of the new Inspection Framework, ISI has provided schools with self-evaluation guidance LINK. Within this guidance, it has provided an evaluation template, the summary prompt table (page 16 of the guidance). We have decided to use this as the basis for our self-evaluation. With reference to the ISI framework sections (page 14 of the guidance), fifteen areas of College life will be reported on:

1. Academic (DH Academic)	Curriculum, Teaching, Learning, Performance, SMSC
2. SEND (SENCO)	Including any EHCPs and relative performance of SEND/ EAL
3. RSE / PSHE (Head of PSHE)	To include regulatory aspects of Careers
4. Co-Curricular (DH Co-Curricular)	Including Partnerships
5. Safeguarding (DH Pastoral)	Including reference to use of the Safeguarding Policy checklist, links with other agencies
6. Behaviour (Sub-Warden)	Including Rewards and Punishments, Search, Use of Force, Bullying and Anti-bullying strategy
7. Health & Safety (Head of Facilities and Compliance)	Including RIDDOR reporting, COSHH, Risk Assessment, Fire, Accessibility Plan, Maintenance, Training
8. Medical (Lead Nurse)	Including Records, Facilities, First Aid
9. Boarding (DH Pastoral)	Including Supervision, Attendance
10. Suitability of Staff (HR Director)	Including Safer Recruitment, SCR, Equality Act
11. Leadership & Management (Warden)	Including Governance, Complaints, Provision of Information
12. Strategic Direction (Warden)	Including Delivery of aims/ethos
13. Filtering and Monitoring (DH Pastoral)	
14. Futures (Development Director)	To include regulatory aspects of Careers
15. Pupil Voice (Sub-Warden)	

Guidance given to authors

When writing or reviewing your summary prompt table, particular focus should be on any relevant ISSRs / NMS. Responses should be written in a way that makes it clear that you are aware of the relevant legislation. You should also take into consideration the following:

- The four sections of the new ISI framework, referring to pages 10-18 of the Framework LINK For more detail you can also refer to the ISI Inspection Handbook LINK where the Standards and Regulations appear on pages 29-56 and to Regulations Schedule 2014 LINK
- This table is a *summary* of where we are now and our plans for moving forward: it does not need to be a detailed document
- The new framework places emphasis on ongoing *decision-making processes* and on *impact*: links to appropriate evidence should be included in the table

- This table may be used to signpost significant strengths (include in the significant outcomes / achievements section)
- Your completed table will be shared with those on the Compliance Team: information of a confidential nature should be discussed with the DH Systems before inclusion
- The Action Log may be updated at any time in the academic year
- The Head of PSHE is happy to provide further advice at any time during the academic year

Review Process

Authors should ask three members of staff to review and comment on their summary prompt table ahead of the annual College Compliance Review. They should select:

- an appropriate middle leader
- an experienced member of staff
- a new member of staff (in their second or third year in the College)

Time Frame

September: updated guidance given to authors

November: summary prompt tables to be completed and reviewed

February: summary prompt tables used as part of College Compliance Review

March: summary prompt tables available for Council sign-off