



## Self Evaluation and Improvement Planning

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Please see [Brighton College Dubai Policies and Guidelines](#)

### 1. Policy Statement

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Brighton College believes that rigorous, frequent and transparent self-evaluation and strategic planning are vital components of ongoing improvement.

### 2. Aims

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In short, the aim of self-evaluation and strategic planning at Brighton College is to ensure constant improvement in the quality of education provided by:

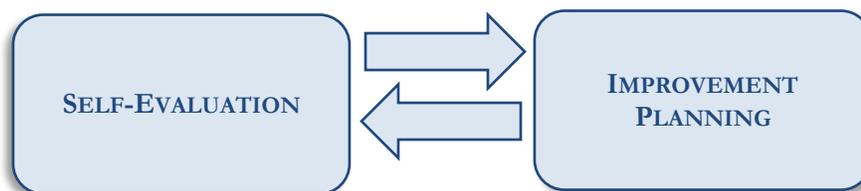
- Ensuring that areas for development within the College's provision are rapidly identified and mitigated;
- Encouraging all members of staff working within the College to be reflective practitioners and professionals;
- Ensuring that the College has a constantly evolving short, medium and long term strategic vision;
- Ensuring that self-evaluation and strategic planning are non-threatening processes which are central to a dynamic and forward-thinking organisational culture.

### 3. Practice and Procedure

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This Self-evaluation and improvement planning at Brighton College are inextricably linked. Targets for improvement are identified through a wide range of self-evaluation mechanisms and initiatives aimed at achieving these improvement targets are implemented through strategic planning. The results and/or progress of the initiatives are then reviewed through further self-evaluation mechanisms.

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### 3.1 Self-Evaluation Mechanisms

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A wide range of self-evaluation mechanisms are used to inform the College's *root and branch* approach to assessing its own performance. These mechanisms include:

- **Lesson observations**, to make judgements on the quality of teaching and learning at the College;
- **Learning walks**, to either inform judgements on an agreed area of focus or identify more general areas for review;
- **Work trawls**, to assess the quality of work produced by pupils of all ages and abilities;
- **Assessment and marking scrutiny**, to make judgements on the quality of assessment and the effectiveness of the **College Marking Policy**;
- **Planning scrutiny**, to make judgements on the quality of planning and the effectiveness of **Teaching and Learning**;
- **Pupil focus groups** and discussions with pupils about their work, to either inform judgements on an agreed area of focus or identify more general areas for review;
- **Pupil pursuits**, to make judgements on the provision for and experiences of identified groups of pupils;
- Parents, pupil and staff **questionnaires**, to ascertain the views of key stakeholders;
- **Statistical analyses** of a range of data sources (including: admissions, assessment, progress, value added, attendance, punctuality, behaviour, lesson observations, performance management, rewards and sanctions, and complaints and grievances);
- **Policy scrutiny**, to make judgements on the effectiveness of key policy documentation;
- **Case studies**, to provide a narrative for identified areas for improvement;
- **Curriculum reviews**, to make judgements on the quality of provision;
- An analysis of the progression and effectiveness of any specific **action plans** that may be in place.
- An analysis by **Inclusion Governor(s)** to include SEN review, IEPs and the tracking or provision.
- External Reviews by Bloom Education and Brighton College UK.



Many of the self-evaluation mechanisms require the recording of judgements with associated supporting evidence in standard proformas, such as Lesson Observation Sheets, which are developed along KHDA and ISI guidelines. This data is used by the College Leadership Team to inform their judgements in the **Self-Evaluation Form (SEF)**.

### 3.2 Self-Evaluation Form (SEF)

The College Self-Evaluation Form (SEF) is designed to meet the requirements of the UAE inspection framework. The Brighton College SEF is designed to be an organic document, which is inspection-ready at any point, but which is constantly being updated and reviewed to reflect evolving judgements.

### 3.3 Strategic and Improvement Planning

Academic strategic and improvement planning is designed to constantly raise the quality of educational provision provided at the College. Strategic and improvement planning at Brighton College is informed by the self-evaluation process (see section 3.1) and is concentrated on three timescales:

- Short term – within the current academic year;
- Medium term – within the next academic year;
- Long term – after the next academic year.

The governing board systematically monitors the work of the school. Through surveys, discussions with groups of parents, and the information from reviews, governors have a detailed knowledge of the work of the school. Governors use the information to hold school leaders to account and to influence the direction of school improvement.

Strategic developmental or improvement planning is articulated within the College Action Plan (CAP). Within the plan, a number of key priorities are identified each with their own specific action(s) with success criteria, timescale and leadership.

Priority	Action	Success Criteria	Timescale	Leadership
	1.			
	2.			
	3.			

Table 3.1 Format of Academic Strategic Plan



### 3.4 Teaching and Learning

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Teaching and learning is a primary focus of both self-evaluation and strategic planning. The quality of teaching and learning at the College is seen as the main indication of College success, and, as a result, planning initiatives are prioritised according to their potential impact on teaching and learning

### 3.5 Differentiative/Inclusion

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The self-evaluation framework requires an assessment of the provision for all groups of pupils within the College. Judgements on the provision for pupils with special educational needs (SEN), English as an additional language (EAL) and those that are identified as gifted and talented (G&T) are all outlined within the SEF along with those for any other identified groups within the pupil population.

## 4. Assessment and Record Keeping

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A large quantity of data is produced during the self-evaluation process, much of which is entered onto or produced from the College database (iSAMS). Judgements on the quality of provision are regularly moderated and triangulated by considering a range of data sources, and by ensuring that judgements are fair and consistent.

## 5. Staffing and Resources

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All members of staff at the College are responsible for evaluating their own performance and working on strategies to improve areas that need developing. Teachers are responsible for providing evidence on request. The Heads of School are responsible for co-ordinating the self-evaluation processes within their school and the CLT is responsible for reviewing and analysing the evidence to make judgements in the SEF. The CLT is responsible for producing and implementing the College Action Plan.

## 6. Monitoring and Review

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This policy is monitored on a termly basis by the Heads of School and is under constant review.

## 7. Approved by

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Verify that this is the correct version before use



Head Master on behalf of the College:

Simon Crane, Head Master

On behalf of the Governors:

Mrs Nilay Ozral, Board Member

### Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Annual Update	Head Master	April 2022
2.0			
3.0			

### Brighton College Dubai Policies and Guidelines

#### Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

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At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

### **Policy Structure**

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

### **Policy Development**

Policies will continue to be developed as strategic priorities are set.