

Self-Evaluation Policy



Date Policy Approved by the FGB	19 th January 2015
Date of Next Review	Spring 2016
Committee Responsible for the Policy	School Improvement Committee

1. Associated policies

1. Teaching and Learning Policy
2. Governors Visits
3. Assessment and Feedback Policy
4. Behaviour Policy
5. Performance Management Policy

2. Introduction

Intelligent accountability should be founded on schools' own views of how well they are serving their learners. All schools should be able to answer the questions:

How well are we doing? – and – How can we do better?

At Peel Common Nursery and Infant School we view School Self-Evaluation as an on-going process and as an essential element of good Leadership. It is not an end in itself but as a means to an end, namely: improving outcomes for children.

Self-evaluation helps the school to answer a number of questions about;

1. the quality of educational provision;
2. the standards of pupils' achievement;
3. areas of strength in the school;
4. the rates of progress of different groups of pupils;
5. whether the priorities for action identified in the Strategic Plan are the right ones;
6. whether the school is succeeding in its plans to improve outcomes for children.

3. Definitions and Terminology

School Self-Evaluation is a 5 step cyclical process:

- Monitoring** – finding information
- Analysing** – unpicking the information
- Evaluating** - making judgements
- Planning** - priorities and strategies for improvement
- Action** - implementing strategies/action plans

Key areas to monitor and evaluate are:

1. Standards of pupil attainment and progress

2. Quality of teaching and learning
3. Quality of curriculum provision (including SMSC)
4. Standards of pupil behaviour and safety
5. Quality of leadership and management

Key processes/sources of information/evidence are:

1. Analysis of pupil performance data
2. Lesson observations
3. Learning walks
4. Pupils' work scrutiny and conferencing (with appropriate planning when requested)
5. Discussions/interviews/questionnaires
6. Scrutiny of documentation.

4. Aims and Objectives	
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4.1 The purpose of School Self-Evaluation is to help to improve (or maintain) the standards and quality in school by:

1. Confirming how well the school is performing
2. Identifying strengths, what is working effectively, celebrating successes
3. Identifying what is not working so well and focus areas for development
4. Generating action to improve weaknesses
5. Providing a firm basis for accountability

4.2 If School Self-Evaluation is to have value and contribute successfully towards school effectiveness, the processes must be:

1. Focused with a clear purpose;
2. Built into the strategic plan and processes of the school;
3. Based upon appropriate strategies and methods;
4. Systematic and manageable;
5. Owned by everyone with clear accountabilities;
6. Open, honest and fair;
7. Used to maintain and develop good practice, standards and quality.
8. A way to involve all the stakeholders in the school

4.3 The benefits of School Self-Evaluation include:

1. Maintenance and improvements being based on secure foundations
2. Enhancing school and team effectiveness;
3. A common sense of purpose being generated;
4. An ethos of a self-evaluative, self-developing school being created.

4.4 Aims:

1. To ensure the school delivers a broad, balanced and relevant curriculum which ensures all pupils achieve their full potential.
2. To ensure all pupils receive an appropriate curriculum, which caters for each child according to his/her needs.
3. To ensure the school has strategies for ensuring continuous improvement
4. To ensure the school provides a quality education for all pupils.

4.5 Objectives:

1. To provide strategies for evaluating teaching and learning.
2. To provide strategies for evaluating the pastoral procedures within the school.
3. To provide strategies for evaluating the effective use of resources including the school premises.
4. To ensure that these strategies feed into the Strategic Plan
5. To develop reflective practice within the school.

5. Responsibilities

All members of the school community have a responsibility to ensuring outcomes for children are as good as they can be and so have a responsibility towards self-evaluation.

The Headteacher ultimately has responsibility for ensuring that self-evaluation takes place and is both rigorous and manageable. The Governing Body hold the Headteacher accountable for the quality and robustness of self-evaluation. In turn the Headteacher and Governing Body are accountable to external bodies such as the Local Authority and Ofsted and will communicate the outcomes of self-evaluation to the appropriate people.

However self-evaluation is the responsibility of everyone in the school at a variety of levels.

1. The Leadership Team are responsible for conducting key self-evaluation activities, analysis of data and outcomes and leading teams evaluating areas of the school.
2. The SENCo is responsible for the evaluation of SEND provision in the school and is accountable for the progress and attainment of pupils with additional needs and vulnerable pupils.
3. Subject Leaders are responsible for monitoring the provision and curriculum coverage of the subject they lead and for tracking standards in the relevant subject.
4. Class Teachers are responsible and accountable for the progress and attainment of the pupils in their class and those they have direct contact with. They are responsible for carrying out self-evaluation activities which ensure high quality teaching and learning and analysing outcomes to ensure all pupils are meeting their potential.
5. All staff are responsible for self-evaluation of their own practice to ensure they are delivering high quality teaching and learning. They are responsible for tracking the learning of the children they work with and ensuring that in their interactions with pupils they move learning forward.
6. Governors are responsible for engaging in a range of activities which allow self-evaluation and monitoring to happen and that they hold the school accountable through support and challenge.
7. Pupils and Parents are responsible for following the key guidelines and rules set by the school which enable pupils to have the best conditions for learning. Pupils also have responsibility for their own learning and engaging in positive learning behaviours, including self and peer assessment activities enabling them and others to make good progress.

6. Appendix 1 – Key Self-Evaluation Activities

Monitoring and Evaluating Quality of Teaching and Learning (Discover)

1. Observations of lessons
2. Learning walks
3. Work scrutiny
4. Pupil interviews/ conferencing
5. Planning exploration
6. Performance management

Monitoring and Evaluating Achievement and Progress (Grow)

1. Tracking progress charts
2. Data analysis
3. Tracking of vulnerable groups
4. Absence data
5. SEN provision
6. Pupil progress meetings
7. Moderation activities

Monitoring Behaviour and Safety (Place to be me)

1. Pupil questionnaires
2. Parent questionnaires
3. Health and safety audit
4. Child protection audit
5. Measuring evidence and impact of RRR
6. Analysis of absence data
7. Analysis of vulnerable groups
8. Analysis of behaviour management, (including bullying and racist incident data)

Monitoring Leadership, Including Subject Monitoring (Together/ Discover)

1. Subject position statements and action plans
2. Work and planning scrutiny
3. Learning walks
4. Curriculum maps
5. Governors reports
6. Performance management

SECTIONS		SUMMARY EVALUATION	
1	INTRODUCTION	School context, Key strengths and areas for improvement	
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT		
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES		
4	ACHIEVEMENT	Strengths	*Good
		*Key stage 1 results have been above or broadly in line with national averages over last 5 years	
		*Foundation stage profile results improving as a result of improved provision	
		* Writing remains an area of strength for the school	
		Areas for Development	
		*Improve maths results so that the high achievement is equal in all areas	
		*Continue upward trend in Early Years particularly in light of differing cohorts	
		*Continue to track disadvantaged children as small numbers lead to trends not being reliable	
		*Consider progress in light of new curriculum and levels changing	
5	TEACHING	Strengths	Good
		*100% of teaching judged to be at least good with AFL embedded into teaching Increasing evidence of outstanding practice	
		*Strengths in teaching writing (shown in consistently high achievement)	
		*Recent developments in feedback and marking shows good teaching strategies that move learning forward	
		Areas for Development	
		*Continue good teaching levels in light of changing curriculum and increase evidence of outstanding teaching	
		*develop children's response to marking and feedback and awareness of next steps	
		*Year group action research projects for school improvement	
6	BEHAVIOUR AND SAFETY	Strengths	*Good
		*Children are generally polite and show an understanding of their responsibilities.	
		*Children with complex needs are dealt with well in partnership with outside agencies.	
		*Children display good attitudes to and behaviours for learning.	
		Areas for Development	
		*Further embed RRR in all aspects of school, including school charters and into Yr R	
		*Continue to work with outside agencies to ensure children with complex needs do not impact negatively on other children	
		*Continue to Improve attendance figures	
7	LEADERSHIP/ MANAGEMENT	Strengths	*Good
		*Range of leaders involved in strategic planning and self-evaluation.	
		*Leadership has a clear vision for the school which is shared by all.	
		*Good systems for performance management linked to school improvement.	
		Areas for Development	
		*further develop accountability of all leader including middle leader development.	
		*Develop strategic role of governors	
		*Continue to develop new Peel Common curriculum in response to new National Curriculum	
8	OVERALL EFFECTIVENESS	Judgement	O.E. * GOOD

Overall effectiveness	Overall grade	Good
Key strengths	<ul style="list-style-type: none"> • Attainment at all levels showing improvements and good comparisons with national averages • Progress data shows children make good progress during their time at the school • Quality of teaching improving with planning and curriculum provision related to this as well as improvements in AFL • Development of Leadership with a wider range of staff leading to shared accountability and drive for improvement 	
Key areas for development	<ul style="list-style-type: none"> • Maintain results in light of changing expectations and curriculum with a higher emphasis on improving maths (SSP priority 2) • Tracking vulnerable children so that the gap in progress and attainment continues to close and is reactive to individual situations(SSP priority 3) • Improve Quality of teaching particularly by developing action research projects in year groups (SSP priority 5) • Develop accountability of teachers especially middle leaders/ UPR teachers • Continue to develop positive behaviours for learning and active participation in learning (SSP priority 3) 	