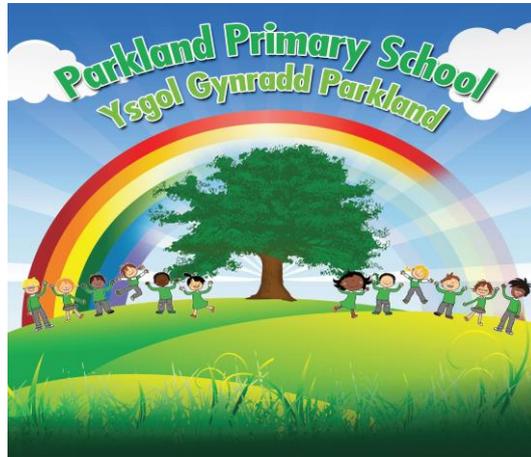


Parkland Primary School



Self-Evaluation Policy

“Together we strive”

“Ffynnu gyda'n gilydd”

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PARKLAND PRIMARY SCHOOL
POLICY FOR SELF EVALUATION
INCLUDING MONITORING AND REVIEW

Rationale for Evaluation

Self-evaluation lies at the heart of the improvement process. It highlights the school's strengths whilst also providing the crucial information we need to improve.

Self-evaluation must include everyone; all staff, children, parents/carers, governors, the LA and, where appropriate and possible, the community. The ways in which these different groups of people will be involved will necessarily differ. Co-ordinating and seeking the input of these different groups is the responsibility of the headteacher.

Staff will have direct involvement, evaluating their teaching as part of their core function. Children too will be involved in the reviewing and evaluating of their own and others' work. On a wider level, staff will often evaluate during meetings planned as part of the evaluation process. Questionnaires are used to glean the views of staff, children and parents/carers. Co-ordinators will gather information from a variety of sources, including work samples to monitor standards, planning samples to monitor provision and talking to colleagues and children. The information gathered will give rise to new needs which will include staff development. This will ensure staff have the necessary skills to fulfil new initiatives.

All staff are entitled to receive Performance Management as part of their development; while individuals cannot be identified as the process is confidential, the information gleaned can be used to assess the impact of developments and evaluate progress. Portfolios are maintained and used to monitor standards, progression and coverage. In addition to gathering qualitative information quantitative data is used to track whole school, cohort, class, group and individual progress, to identify trends and diagnostically for difficulties.

Through the gathering of information staff input directly into the self-evaluation report which details the school's current position, according to the criteria used by Estyn, highlighting areas we feel we need to improve, and long-term development objectives are thus formulated. These are then prioritised and broken down into more manageable targets for the year. This forms the basis for the School Improvement Plan (SIP), which must include a timescale, the person(s) responsible and involved, the actions undertaken, the cost of the activity and monitoring arrangements. At the end of the cycle the SIP is reviewed.

Throughout the process the school needs to constantly refer to its aims, to ensure that everything that is being done is to achieve these. These, with the vision and mission statement, form the focal point of the direction of the school.

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Monitoring Evaluation and Review:

is an integral part of the school's development and comprises of:

- Monitoring - looking to see what we are doing, to check it is what we had intended to do.
- Evaluating – checking that what we are actually doing is worthwhile, has an impact, and reflects our school Aims and Objectives.
- Review – making any changes to what we are doing in the light of our monitoring and evaluation.

The Importance of Monitoring, Evaluation and Review

It is essential that we monitor our work in all aspect of School Improvement to ensure we are working towards our agreed Aims and Objectives and our vision statement.

We need to evaluate what we are doing in order to raise awareness of:

- where we are now
- where we are trying to get to
- how we are going to get there.

And more specifically:

- what the learner is actually doing
- what the learner is actually learning.

In order for us to achieve this awareness it is necessary for us to establish a collaborative culture of collective review in every aspect of school life.

The primary aim of our school is to enhance pupil learning experiences and hence pupil attainment and achievement. At Parkland the process of self evaluation and review is carried out with this as its core function. It should:

- take an objective look at children' achievements and pin point areas of underachievement
- account for results by identifying strengths and weaknesses in the quality and effectiveness of any part of the schools' work, particularly teaching and learning
- provide information for the school improvement plan which is a vehicle for raising standards and improving quality.

In an effort to ensure that the bureaucratic burden resulting from monitoring and evaluation is reduced to the minimum we have agreed that we will not produce unnecessary written records on all aspects of our work in this area: the data, action plans and reports which result will often suffice. Whilst we will record what we specifically need to facilitate good communication, we also acknowledge that much information gleaned may be ephemeral (eg unplanned and informal conversations, observations, etc) but is no less valuable for that.

The Monitoring Evaluation and Review process will be:

- positive (seen as a means of school improvement)
- 'non-threatening' (it will only be effective where relationships are based on mutual respect existing between the individuals involved)

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- inclusive (effective communication between headteacher, staff, governors, parents/carers and children is crucial)
- focused (clear identification of shared goals, aims and objectives)
- collaborative (working together as a team in a supportive atmosphere where team teaching, mentoring, peer coaching, joint planning and mutual observation are a normal part of our working practice).

As stated above we will monitor and evaluate all aspects of our improvement work. With regard to the three key questions asked of schools during Estyn inspections, in order to achieve a consistency of approach, we will use the questions as follows:

Key Question 1 - Outcomes

- 1.1 Standards
- 1.2 Wellbeing

Key Question 2 - Provision

- 2.1 Learning experiences
- 2.2 Teaching
- 2.3 Care, support and guidance
- 2.4 Learning experiences

Key Question 3 - Leadership

- 3.1 Leadership
- 3.2 Improving quality
- 3.3 Partnership working
- 3.4 Resource management

We will carry out Monitoring Evaluation and Review at Parkland in the following manner:

Key Question 1. How good are outcomes?

1.1 Standards (How do we evaluate standards?)

WHAT

We will consider:

1.1.1 Results and trends in performance compared with national averages, similar providers, and prior attainment (How good are results and trends in performance compared with national averages, similar providers and prior attainment?)

- Are we doing as well, or even better, than we were three years ago?
- Are we doing as well as we could or is there any room for improvement?
- Does our performance compare well with other schools in our family?
- Are there schools in our family where performance is consistently better?
- Does our performance compare well with similar schools in the FSM benchmark group over the last three years?

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- Are children making enough progress from one key stage to another? In which subjects or performance indicators do children do best?
- In which subjects or performance indicators do children do less well?
- Does attainment compare to predictions from Fischer Family Trust (FFT) or other analyses?

1.1.2 Standards of groups of learners (How good are the standards of groups of children?)

- How well does the performance of our FSM children compare with non-FSM children in the school?
- How does the difference in performance between our FSM and non-FSM children compare with local or national differences?
- Is the gap between boys' and girls' performance bigger or smaller than national trends?
- Do more able and talented children achieve their potential? Do these children attain the higher grades and national curriculum levels?
- Do children with SEN achieve agreed learning goals?
- How well do other particular groups of children achieve (including children with EAL)? Do they make as much progress between key stages as other children? Do any groups perform better than the cohort as a whole? How well does their performance compare with the same groups locally or nationally (if data can be accessed to compare to)?

1.1.3 Achievement and progress in learning (How good are children' achievement and progress in learning?)

- How well do children achieve in lessons?
- Do children recall previous learning?
- Do children acquire new knowledge, understanding and skills?
- Do children apply their knowledge, understanding and skills to new situations?
- Are children making the progress expected at their stage of learning?

1.1.4 Skills (How good are children' skills?)

- Do all children, including those with English as an additional language, have the skills in communication, numeracy and ICT needed to access the whole curriculum?
- Do children develop skills well in the wider curriculum?
- Do children achieve well in other relevant assessments, such as those of their reading ability?
- Do children apply their skills without support?
- Do children who are involved in 'catch-up' programmes achieve well?

1.1.5 Welsh language (How good are children' Welsh language skills?)

- Do children attain well at key stages 1 and 2, in Welsh or Welsh second language, as applicable, when compared with similar schools and previous attainment?
- Do children make progress in lessons in Welsh second language?

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- Do children make progress in using Welsh in different contexts beyond their Welsh lessons, for example in other subjects, during registration periods and assemblies, and in extra-curricular activities?

HOW

Strategy	Who	Outcome
<p>Analysis of data found in:</p> <ul style="list-style-type: none"> • Baseline assessment documents • End of key stage teacher assessment results including school data tracking documents, the Core Data Pack and Fischer Trust • National Test data • Classteachers' data analyses including records for target groups • SEN tracking sheets shared with all staff and governors • My Selfie data 	<ul style="list-style-type: none"> • Headteacher, assessment co-ordinator, classteachers, emotional well-being co-ordinator 	<p>Consideration of trends and comparisons such as:</p> <ul style="list-style-type: none"> • Boy / girl achievement and performance • Performance of SEN / ALN / EAL children • Performance of children in receipt of intervention • Levels achieved in individual core subjects • Comparisons with family group, local and national figures • Tracking of individual cohorts • Tracking of groups and children and individual pupil performance
<ul style="list-style-type: none"> • Classroom observations (formal and informal) 	<ul style="list-style-type: none"> • Headteacher, SLT members as part of regular monitoring • Subject leaders periodically as part of subject reviews • Team leaders as part of performance management • Colleagues as part of peer observations and team teaching 	<ul style="list-style-type: none"> • This monitors many aspects of school life including assessment, standards, behaviour, planning, teachers subject knowledge, provision, skills across the curriculum, Welsh Language Development
<ul style="list-style-type: none"> • On-going professional involvement over a range of issues and developments 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Provides direct knowledge of current initiatives and developments
<ul style="list-style-type: none"> • Listening to Learners – children spoken to as individuals, in groups and as whole classes at circle time, class council meetings, School Council Meetings, focus groups and individually by subject leaders as part of monitoring. 	<ul style="list-style-type: none"> • Class teachers daily • Headteacher and SLT on a regular basis • Subject leaders • Support staff as part of their roles / interaction with the children. 	<ul style="list-style-type: none"> • Effectively monitors standards, progress, learning skills, children' views and attitudes

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Group and individual discussions with staff. 	<ul style="list-style-type: none"> All staff discuss standards with each other as appropriate, informally, formally as part of moderation / standardisation and during planned events. Staff feed back directly to governors via curriculum sub-committee and full governing body meetings 	<ul style="list-style-type: none"> Insight into priorities, initiatives currently being pursued and standards achieved
<ul style="list-style-type: none"> Scrutiny of children's work 	<ul style="list-style-type: none"> SLT and subject leaders, all teaching staff during Book Looks 	<ul style="list-style-type: none"> This monitors marking quality, assessment, standards of achievement and attainment, behaviour, quality of experience, use and quality of AfL, Skills across the curriculum, continuity and progression
<ul style="list-style-type: none"> Scrutiny of Assessment records 	<ul style="list-style-type: none"> SLT, assessment co-ordinators, classteachers, support staff 	<ul style="list-style-type: none"> Monitors consistency and use of assessment
<ul style="list-style-type: none"> Scrutiny of End of Year reports 	<ul style="list-style-type: none"> Partner teachers, headteacher – when adding own comments prior to release 	<ul style="list-style-type: none"> Provides overview of curriculum coverage, progression, continuity and standards achieved.
<ul style="list-style-type: none"> Evaluation of subject leaders' summaries and action plans 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Standards in subjects are graded by Subject Leaders Action points from these reports are prioritised and may be included in the SIP

1.2 Wellbeing (How do we evaluate wellbeing?)

WHAT

We will consider:

1.2.1 Attitudes to keeping healthy and safe (How good are children' attitudes to keeping healthy and safe?)

- How well do children understand how they can become healthy, both through what they eat and through physical activity?
- To what extent do children take up healthy options in school lunches or through their own packed lunches?
- How many children engage in regular physical activity, for example for at least two hours each week?

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- To what extent do children feel free from verbal abuse in school?
- Are there incidents of bullying or harassment? Is the number increasing or decreasing over time?

1.2.2 Participation and Enjoyment in Learning (How much do children participate in and enjoy their learning?)

- whether children' views about what and how they learn are taken seriously;
- how children discuss the topics to be covered and help to plan schemes of work and activities; and
- whether children make choices about how and what they learn.

Attendance:

- How well do overall attendance rates compare with the national figure and similar schools (using WG benchmark figures)?
- Are there significant variations between particular groups of children?

Behaviour and attitudes:

- Do children demonstrate good behaviour in lessons and around the school?
- Do children demonstrate positive attitudes to their learning?
- Do rates of fixed-term exclusions compare well with national figures and those of similar schools?
- Is the trend in the number of referrals for poor behaviour and poor work improving?
- Do children with a history of exclusion show good behaviour and attitudes to learning?

Children's input into what and how they learn:

- To what extent do children make choices about how and what they learn?
- Are children' views about what and how they learn taken seriously?
- Do children discuss the topics to be taught and help to plan schemes of work and activities?

1.2.3 – Community Involvement and Decision Making (What is the extent of children' community involvement and decision-making?)

- To what extent do children take part in extra-curricular activities, such as school plays, music and sports?
- How often do children take part in activities in the community outside the school, or participate in fund-raising for charities?
- Do many children volunteer to help with school events?
- To what extent are children involved in discussions about learning and teaching and what impact does this have?
- Are all children, including those from different groups, involved in making decisions about their life in school, for example through promoting environmental issues and healthier lifestyles?

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- Are children involved in influencing policy development, such as contributing to aspects of the school improvement plan, or appointing new staff members where applicable?
- Are there structures to ensure good liaison between pupil representatives and the governing body?
- Are children involved in school self-evaluation?
- Does the school council have an impact? Does it have a track-record of success as a result of its work?

1.2.4 – Social and life skills (How good are children’ social and life skills?)

- How well are children prepared for life and work outside school?
- Do children show respect, care and concern for others?
- To what extent do children take responsibility for their actions and their work?
- How well developed are the emotional skills of children, including their self-confidence and self-esteem?
- Do children have the skills needed to improve their own learning, work with others, solve problems and develop their thinking to move on to the next stage of learning?

Strategy	Who	Outcome
<ul style="list-style-type: none"> • Monitor behaviour and feedback on areas which need to be addressed • Expectations and actions taken to maintain good behaviour patterns are expressed clearly in policies • Daily participation in restorative practices including check ins and check outs • Children who require it are provided with intervention 	<ul style="list-style-type: none"> • All staff and children • Intervention staff and classteachers 	<ul style="list-style-type: none"> • Variations in patterns of behaviour quickly and easily monitored and improvements made.
<ul style="list-style-type: none"> • Children participate in a wide range of extra curricular and community activities 	<ul style="list-style-type: none"> • All classteachers, relevant support staff, voluntary and clubs which charge, children 	<ul style="list-style-type: none"> • Children are engaged in a range of activities which extend, consolidate and provide new skills and experiences
<ul style="list-style-type: none"> • Classroom Observations (formal and informal) 	<ul style="list-style-type: none"> • SLT as part of regular monitoring programme • Subject leaders as part of subject review • Team leaders as part of Performance Management • Colleagues as part of peer observations and team teaching 	<ul style="list-style-type: none"> • This monitors many aspects of school life including assessment, standards, behaviour, planning, teachers subject knowledge, progression, continuity, skills across the curriculum, provision, Welsh Language Development

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Liaison with parents, children and outside agencies on a regular basis using a variety of methods including questionnaires, partnership group, learner voice groups, response slips, verbal feedback, etc. This provides feedback enabling us to evaluate progress and adjust work practices if necessary 	<ul style="list-style-type: none"> Headteacher , governors and all staff 	<ul style="list-style-type: none"> Improved communication and partnership.
<ul style="list-style-type: none"> Children input their views and ideas into planning regarding what they will learn, how they will learn it and how they will present their learning at appropriate times Children self evaluate and participate in the school's self evaluation 	<ul style="list-style-type: none"> All classteachers and children All children and learner voice groups 	<ul style="list-style-type: none"> Children are motivated and interested in their learning and develop independent learning and self help / improvement skills

Key Question 2: Provision? (How good is provision?)

2.1 – Learning Experiences (How do we evaluate learning experiences?)

WHAT

We will consider:

2.1.1 - Meeting the needs of learners and employers / community (How well do we meet the needs of children, employers and the community?)

- To what extent does the curriculum allow children to receive learning experiences that are engaging, challenging and stimulating?
- What is the effect of our systems for grouping children, taking account of gender balance and class sizes?
- If withdrawal classes are used in particular year groups or subjects, what is the impact on children' learning experiences? If any children are disapplied from aspects of the National Curriculum, do they have access to an appropriate and balanced curriculum?
- Does the curriculum build appropriately on children' knowledge, understanding and skills as they move from the Foundation Phase to key stage 2?
- Are we successful in overcoming barriers to children' learning?
- Is community participation a part of the learning in our curriculum?
- Do out-of-school learning and extra-curricular activities impact on children' experiences and learning?

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2.1.2 – Provision for skills (How well do we provide for skills?)

- To what extent do learning activities across the curriculum meet children' needs in gaining and using skills, particularly the literacy skills reading and writing?
- Do we make sure children' development of skills takes place equally well in Welsh and English?
- Is the provision for skills properly co-ordinated so that there is coherence in children' experiences across the curriculum?
- Is the provision for skills monitored and evaluated across the curriculum?

2.1.3 – Welsh language provision and the Welsh dimension (How well do we provide for the Welsh language and the Welsh dimension?)

- To what extent does our provision for Welsh language development enable children to achieve good standards, taking account of the linguistic background and context of the school?
- How well do we reflect Welsh Government policy, objectives and guidelines?
- How well do we contribute to children' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales?

2.1.4 – Education for sustainable development and global citizenship (How well do we provide education for sustainable development and global citizenship [ESDGC]?)

- How well do we ensure that ESDGC occurs in individual subjects and across the curriculum as a whole?
- To what extent do we give children opportunities to develop ESDGC through extra-curricular work and projects?
- How well do we measure the impact of ESDGC?
- As a school, do we act sustainably?
- Do we enable children to recognise the importance of taking individual responsibility and action to make the world a better place?
- Do we enable children to gain an appropriate level of awareness and understanding about sustainable development, and the knowledge, understanding, skills, attitudes and values necessary to become a global citizen?

Strategy	Who	Outcome
<ul style="list-style-type: none">• Classroom Observations (formal and informal)	<ul style="list-style-type: none">• SLT as part of regular monitoring programme• Subject leaders as part of subject review• Team leaders as part of Performance Management• Colleagues as part of peer observations and team teaching	<ul style="list-style-type: none">• This monitors many aspects of school life including assessment, standards, behaviour, planning, teachers subject knowledge, progression and continuity

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Listening to Learners – children spoken to as individuals, in groups and as whole classes at circle time, class council meetings, School Council meetings, focus groups and individually by subject leaders as part of monitoring. 	<ul style="list-style-type: none"> Class teachers daily Headteacher and SLT on a regular basis Subject leaders Support staff as part of their roles / interaction with the children. 	<ul style="list-style-type: none"> Effectively monitors provision, progress, learning skills, children' views and attitudes
<ul style="list-style-type: none"> Scrutiny of pupil work and teacher planning (against guidance and statutory documents) 	<ul style="list-style-type: none"> Senior leadership and management team and subject/area leaders as part of regular monitoring programme 	<ul style="list-style-type: none"> Monitors marking quality, quality of experience, use and quality of AfL
<ul style="list-style-type: none"> Evaluation of extra-curricular and enrichment activities (including those which involve community participation) 	<ul style="list-style-type: none"> Leader of the extended curriculum 	<ul style="list-style-type: none"> Stimulating and motivating activities provided which extend and consolidate children' skills and experiences
<ul style="list-style-type: none"> Monitoring and evaluation of cross curricular activities and the development of transferrable skills used across the curriculum 	<ul style="list-style-type: none"> Headteacher, senior leadership and management team, leaders of literacy, numeracy and subject leaders 	<ul style="list-style-type: none"> Quality curriculum delivered fostering the transference of skills, maximising learning opportunities and raising standards
<ul style="list-style-type: none"> Regular review of curriculum policy documents and schemes of work 	<ul style="list-style-type: none"> Subject leaders, whole staff 	<ul style="list-style-type: none"> Ensures these are regularly updated to meet changing requirements
<ul style="list-style-type: none"> Annual review of subjects 	<ul style="list-style-type: none"> Subject leaders 	<ul style="list-style-type: none"> Checks coverage and quality of curriculum and learning experiences
<ul style="list-style-type: none"> Allocation of responsibility for all statutory curricular areas 	<ul style="list-style-type: none"> Headteacher 	<ul style="list-style-type: none"> Ensures all statutory orders are responded to
<ul style="list-style-type: none"> Liaison with and feedback from users of premises, regular feedback from caretaker, children, staff, peripatetic teachers and visitors to headteacher. 	<ul style="list-style-type: none"> Headteacher, caretaker, school secretary 	<ul style="list-style-type: none"> Provides information on value of school to community and its support for meeting the needs of the community. Continued use of premises indicates that the systems used are working effectively.

2.2 – Teaching (How do we evaluate teaching?)

WHAT

We will consider:

2.2.1 – Range and Quality of Teaching Approaches (How well do we evaluate the range and quality of teaching approaches?)

- Do we have high enough expectations of all children?
- Do our teachers have good, up-to-date subject knowledge?
- Do teachers plan effectively and have clear objectives for taught sessions and other learning experiences?
- Do teachers have a range of teaching and training methods and resources to interest children and to stimulate and to challenge them to achieve highly?
- Are we successful in providing demanding work to meet the needs of all children, for example those with ALN?
- Do we provide good language models for children?
- Do we establish good working relationships that foster learning?
- Do we manage children' behaviour effectively?
- Do we use learning support staff effectively?

2.2.2 – Assessment of and for learning (How well do we raise children' achievement through assessment of and for learning?)

- Do children regularly review their own learning, understand their progress and contribute to setting their own learning targets?
- Do we use different forms of feedback effectively to inform children about their learning?
- Are we consistent in the quality and amount of feedback given to children?
- Do we encourage children to take note of feedback?
- Do we make sure that assessments are valid and reliable?
- How well does the assessment process inform future planning?
- How well do we analyse assessment findings, including National Curriculum assessments?
- Do we maintain clear, systematic, manageable and useful records on each pupil?
- Do we use records to effectively track children' progress, compare outcomes with benchmarks and intervene in individual cases if necessary?
- Do we produce reports on children that are clear, consistent and informative, and set out areas for improvement?
- Do we enable children to contribute to the contents of reports, where appropriate?
- Do parents/carers understand assessment procedures and have access to records and reports relating to their children?
- Do we encourage parents/carers to respond to reports on progress?

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Classroom observations (formal and informal) 	<ul style="list-style-type: none"> SLT as part of regular monitoring programme Subject leaders periodically as part of subject review Team leaders as part of Performance Management Colleagues as part of team teaching and peer observations 	<p>This monitors many aspects of school life including assessment, standards, behaviour, planning, teachers subject knowledge, progression and continuity</p>
<ul style="list-style-type: none"> Scrutiny of Assessment records 	<ul style="list-style-type: none"> SLT, assessment co-ordinators, classteachers, support staff 	<ul style="list-style-type: none"> Monitors consistency of assessment
<ul style="list-style-type: none"> Scrutiny of pupil work, self/peer assessment and feedback/teachers' marking and feedback 	<ul style="list-style-type: none"> Head teacher, deputy headteacher and subject leaders as part of regular monitoring programme 	<ul style="list-style-type: none"> This monitors marking quality, assessment, standards of achievement and attainment, continuity, progression, behaviour, quality of experience, use and quality of AfL, skills across the curriculum
<ul style="list-style-type: none"> Scrutiny of teachers' planning and the use of evaluation and assessments to inform planning 	<ul style="list-style-type: none"> SLT and subject leaders as part of regular monitoring programme 	<ul style="list-style-type: none"> This monitors marking quality, assessment, standards of achievement and attainment, continuity, progression, behaviour, quality of experience, use and quality of AfL, skills across the curriculum
<ul style="list-style-type: none"> Scrutiny of reports 	<ul style="list-style-type: none"> Partner teachers and headteacher – when adding own comments prior to release 	<ul style="list-style-type: none"> Provide overview of curriculum coverage, continuity, progression and standards achieved in key objectives across all subjects.
<ul style="list-style-type: none"> On-going professional involvement over a range of initiatives, developments and issues 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Provides direct knowledge of current developments

2.3 – Care, Support and Guidance (How do we evaluate care, support and guidance?)

WHAT

We will consider:

2.3.1 – Provision for health and wellbeing, including spiritual, moral, social and cultural development (How well do we meet the provision for health and wellbeing, including spiritual, moral, social and cultural development?)

- Do we have appropriate and effective policies and arrangements for promoting healthy living and children' emotional and physical wellbeing?
- Do we help children to manage their feelings and develop self-awareness and self-respect?
- Do we consider the views of children and parents/carers often enough?
- Does our provision for education about sex and relationships and about substance misuse support children' development and understanding?
- Do we have suitable arrangements to report health and safety issues?
- Do we have effective arrangements for dealing with harassment and bullying?
- Is our personal and social education (PSE) provision effective and well-delivered, and do children benefit enough from it?
- How well do we help children to improve their own learning and work with others?
- Do our children enjoy life in school?
- How effectively do we promote good behaviour and attendance?
- How well are policies to promote good behaviour and prevent exclusions clearly understood by all children, parents/carers and teachers, and how consistently are they applied?

How well do we provide for spiritual, moral, social and cultural development?

- Do we encourage our children to develop a sense of curiosity through reflection on their own and other people's lives and beliefs, their environment and the human condition?
- Do we consider life's fundamental questions with reference to the teachings and practices of religions as well as from children' own experience and viewpoint?
- Do we foster values such as honesty, fairness and respect for truth and justice?
- Do we promote principles that help children to distinguish right from wrong?
- Do we encourage children to take responsibility, show initiative and develop an understanding of living in a community?
- Do children learn how to relate to others and take responsibility for their own actions?
- Do we have processes for children to discuss and agree group rules?
- Do our children contribute to decision-making in the school?
- Do we contribute well to the local community, including through regular extra-curricular activities?

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Do we encourage children to engage with the arts, sports and other cultural activities through their studies and extra-curricular activities?

How well do we provide for collective worship

- Do our acts of collective worship contribute effectively to children's spiritual, moral, social and cultural development?
- Do our acts of collective worship meet statutory requirements?

2.3.2 – Specialist Services, Information and Guidance (How well are children supported with specialist services, information and guidance?)

- Do we provide children with individual support on educational and other issues?
- Do we provide access to a wide range of information for children?
- How well do we fulfil our responsibilities for guidance?
- Do we enable children to make use of professional support both from within the school and from specialist services?
- Do we liaise effectively with specialist agencies such as the police, health, psychological, counselling and social services?
- Does the quality of information provided to children and parents/carers in school handbooks and other materials provide appropriate guidance?
- Do we consider the overall coherence and effectiveness of the provision for personal and specialist support?

2.3.3 – Safeguarding Arrangements (How good are our safeguarding arrangements?)

- Are our arrangements for safeguarding children and/or vulnerable adults appropriate and do we comply with our safeguarding arrangements?
- Does our policy set out:
 - the named senior member of staff's responsibilities for dealing with child protection and safeguarding issues and for providing advice/support to other staff;
 - the designated governor's responsibilities for child protection and safeguarding, clear procedures that reflect the All Wales Child Protection Procedures 2008; and
 - arrangements for training?
- Do we have effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers, and do our arrangements meet legal requirements?

2.3.4 – Additional Learning Needs (ALN [How well do we meet the needs of children with ALN?])

- Do we have effective arrangements for the identification and monitoring of ALN?
- Do our children with ALN receive the short-term or long-term support that they need?
- Do we offer children with ALN access to all areas of the curriculum, including the subjects of the National Curriculum unless disapplication is specified in individual statements?

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- Do grouping and support systems meet the range of children' needs without adversely affecting the breadth, balance and continuity of the children' curriculum?
- Do we integrate, support and provide for children with ALN within mainstream classes and in special groups, so that they can achieve appropriate standards?
- Does the quality of support for children help them achieve the objectives set in individual education plans?
- Do we conduct regular reviews of progress, including annual reviews?
- Do our assessment, recording and reporting procedures satisfy statutory requirements?
- Do we consult parents/carers regularly?
- Do we evaluate the adequacy and usefulness of contributions from learning support assistants, support teachers, educational psychologists, medical, paramedical and nursing specialists and other external agencies?

Strategy	Who	Outcome
<ul style="list-style-type: none"> • Scrutiny of data, records, policies (and procedures), portfolios, awards, class and school charters, learning walls, staff handbook and prospectus, observation of children around the school, in lessons and assemblies, discussion with children 	<ul style="list-style-type: none"> • SLT, subject/area leaders, SENCo, classteachers, Wellbeing Co-ordinator, support staff 	<ul style="list-style-type: none"> • Quality assurance regarding ethos, expectations and school culture which underpins all the school's work
<ul style="list-style-type: none"> • Evaluation of extra curricula and enrichment activities 	<ul style="list-style-type: none"> • Leader of the extended curriculum 	<ul style="list-style-type: none"> • Quality enrichment and extra curricular activities offered consistently
<ul style="list-style-type: none"> • Evaluation of ALN incorporating the use of data and records, outside agencies and specialist services • This is reinforced by regular discussion and review of pupil progress between staff, parental consultation, and review of financial implications of support 	<ul style="list-style-type: none"> • SENCo, SLT • Headteacher, classteachers, support staff and parents 	<ul style="list-style-type: none"> • High quality provision for children with ALN • Head, SENCO, classteachers and support staff have close and detailed knowledge of children with special needs, the strategies and staffing applied to support them and the operation of policies relating to special needs of all kinds
<ul style="list-style-type: none"> • Regular review of attendance 	<ul style="list-style-type: none"> • Headteacher, Family liaison Co-ordinator, EWO, class teachers, Wellbeing Co-ordinator 	<ul style="list-style-type: none"> • Attendance is monitored on a daily/weekly basis and action taken • Attendance percentages, trends and patterns are analysed

2.4 – Learning Environment (How do we evaluate the learning environment?)

2.4.1 - How well do we evaluate the ethos, equality and diversity of our school?

- Have we established a school ethos that is inclusive and contributes towards community cohesion?
- Do we take into account and value the diversity of children’ backgrounds and act appropriately on this information?
- Do we offer equal access to the curriculum and challenge stereotypes in children’ attitudes, choices, expectations and achievements?
- Do we analyse and where appropriate address gender gaps in subjects?
- Do we develop tolerant attitudes and ensure that all children and staff are free from harassment?
- How well do we promote the prevention and elimination of oppressive behaviour including bullying, sexism, racism, homophobia and violent extremism?
- Are our policies and procedures effective in dealing with specific instances of discrimination or oppressive behaviour?
- Do we take reasonable steps to ensure that current and prospective children with disabilities do not suffer less favourable treatment in school or in respect of admissions and exclusions?
- Do we have a well-understood equality scheme that promotes equal opportunities and human rights? Does our policy meet statutory requirements? Do we have an action plan that ensures delivery of the policy?
- Do we provide appropriate equality training for staff?
- Do we monitor and effectively address any related issues or complaints that arise?

2.4.2 – Physical Environment (How well do we ensure that the physical environment is appropriate for children’ needs?)

- Are resources well matched to children’ needs?
- Does the accommodation provide a stimulating and well-maintained learning environment to support teaching and learning?
- Is the accommodation sufficient for the number of children and the activities offered?
- Are the toilet and changing facilities appropriate for children’ needs?
- Are the buildings and grounds maintained appropriately?

Strategy	Who	Outcome
<ul style="list-style-type: none"> • Implementation of restorative practices 	<ul style="list-style-type: none"> • All staff and children 	<ul style="list-style-type: none"> • Consistently high standards of behaviour and positive ethos
<ul style="list-style-type: none"> • Practising of school values, class charter, learning wall behaviours and restorative practices 	<ul style="list-style-type: none"> • All staff and children 	<ul style="list-style-type: none"> • Maintenance of positive ethos and productive and positive attitudes to learning

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Scrutiny and analysis of data, forward planning and taking action to address underperformance of any groups/individuals 	<ul style="list-style-type: none"> SLT, assessment co-ordinators, classteachers, support staff 	<ul style="list-style-type: none"> Raised standards and maintenance of high standards
<ul style="list-style-type: none"> Resource audits 	<ul style="list-style-type: none"> Subject leaders 	<ul style="list-style-type: none"> All curriculum areas are well resourced
<ul style="list-style-type: none"> Scrutiny, monitoring and regular review of policies, schemes, procedures (including equality and accessibility) resources and facilities Changes in guidance and legislation are included in the training schedule for staff 	<ul style="list-style-type: none"> Headteacher and all staff as appropriate 	<ul style="list-style-type: none"> As part of the normal life of the school, observation, monitoring of effectiveness of polices, processes and procedures improves services and work of the school
<ul style="list-style-type: none"> Liaison with and feedback from users of premises, caretaker, children, staff and peripatetic teachers and visitors to Headteacher Premises committee regularly 'walks the school' 	<ul style="list-style-type: none"> Headteacher, Premises sub committee, school secretaries 	<ul style="list-style-type: none"> Provides information on value of school to community and its support for meeting the needs of the community, continued use of premises indicates that the systems used are working effectively.
<ul style="list-style-type: none"> Agreed policies and procedures in daily use are monitored by staff Annual and termly premises audits and fire risk assessments, educational visit risk assessments and classroom observations. 	<ul style="list-style-type: none"> Headteacher, H&S governor, fire inspectors, and all staff H&S sub-committee and full governing body meetings allow opportunities to evaluate progress and agree future action 	<ul style="list-style-type: none"> Regular review of the effectiveness of H&S and related policies, processes and procedures in action ensures all H & S requirement are adhered to
<ul style="list-style-type: none"> The complaints policy and procedure, outlined in the prospectus is followed regarding any complaints raised. The headteacher makes herself available to any parent / carer to discuss concerns and is happy to do this via telephone, email or in face to face meetings 	<ul style="list-style-type: none"> Governing body, headteacher, deputy headteacher 	<ul style="list-style-type: none"> Issues and complaints are resoled swiftly and satisfactorily

Key Question 3: How good are leadership and management?

3.1 – Leadership (How do we evaluate the effectiveness of our leadership?)

WHAT

We will consider:

3.1.1 – Strategic Direction and the Impact of Leadership (How good is our strategic direction and what is the impact of our leadership?)

- Do we have clear aims, strategic objectives, plans and policies that are focused on meeting children' needs?
- Are our plans appropriately focused and are they being implemented and monitored in a timely way?
- Are roles and responsibilities clearly defined, and are the spans of responsibility in the school leadership group viable and balanced?
- Do all staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities?
- Do leaders manage their own time effectively and prioritise activities responsively?
- Do meetings focus on important issues about performance and core business, and generate clear action points which are carried out as agreed?
- Are our management and committee structures coherent with the strategic direction of the school and do they address core issues?
- How well do we use data to monitor performance?
- Do we communicate high expectations to those we manage?
- Do we agree and achieve challenging and realistic targets for ourselves and others?
- Do we negotiate and co-operate well with internal staff and outside agencies?

Questions we should consider about the impact of our leadership

- Do we communicate the vision for our school well and explore how to achieve it, in collaboration with others?
- Do we model and promote behaviours and values that contribute positively to creating a school ethos in which our children and staff feel valued?
- Do we actively support and challenge everyone to do their best?
- Do we build on shared understanding and distributed leadership to create a responsive, learning culture in our school?
- Do we share convincingly, with our stakeholders and others in our school community, a common mission to deliver education of the best quality?
- How well do we manage the performance of our staff in order to help them to improve their practice?
- Do we address underperformance robustly and directly where necessary?
- Does our performance management identify individual and whole-school training and development needs clearly?

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- Do we prioritise these appropriately and address them fully?
- Do all our staff have targets for improvement that support the delivery of the strategic aims in our school improvement and other action plans?
- Do performance management processes help to improve the quality of our teaching and learning, as well as pupil outcomes?

3.1.2 – Governors and or other supervisory boards (How good is the work of our governors?)

- How well do our governors understand their roles?
- How well do they fulfil their statutory obligations and take account of relevant legislation and guidance?
- Do they have good information about the performance of our school and issues that affect it?
- Do they provide a sense of direction for the work of our school?
- Do they support our school as critical friends, and hold us to account for the standards and quality we achieve?
- Do they take reasonable steps to inform children, members of staff, parents/carers or any other person of the procedures if they wish to make a complaint or appeal?
- Do they make sure that complaints are dealt with promptly by disinterested parties?

3.1.3 – Meeting National and Local Priorities (How well do we meet national and local priorities?)

- Are we clear about local and especially national priorities, and do we have a consistent and systematic view and strategy about how we will respond to them?
- Are we successful in delivering to national priorities, including:
 - the School Effectiveness Framework;
 - the Foundation Phase Framework for Children’s learning for 3 to 7-year-olds in Wales;
 - the Welsh Government’s seven core aims based on the United Nations Convention on the Rights of the Child;
 - the Children and Young People’s Partnership plan; and
 - local partnerships and consortia agreements?
- Do we appreciate the purpose of these priorities and how they can improve pupil outcomes and wellbeing?
- Do we respond to the educational challenges of the local area by working with other schools, agencies and the local authority?

Strategy	Who	Outcome
<ul style="list-style-type: none"> • Positive internal relationships and with outside agencies 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Effective co-operation and development
<ul style="list-style-type: none"> • Development of the school improvement cycle, following self-evaluation activities which include all stakeholders 	<ul style="list-style-type: none"> • Governing body, children, all staff, children, parents / carers, relevant community members 	<ul style="list-style-type: none"> • Effective self evaluation activities which take place in planned, timely ways and result in impact

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Strategy	Who	Outcome
<ul style="list-style-type: none"> • Reviewing and monitoring of vision / mission statements, aims, plans policies and staff handbook • Stakeholders are included in the process of reviewing vision / mission and aims and views and ideas sought • Plans include actions and those responsible • Maintenance of records and minutes 	<ul style="list-style-type: none"> • All staff and children, governing body, parents, interested community members and partners • All relevant staff • Relevant staff 	<ul style="list-style-type: none"> • A unified direction of progression • Consistent understanding of roles and responsibility for all relevant staff
<ul style="list-style-type: none"> • Performance management is: <ul style="list-style-type: none"> - focused to meet strategic direction/school priorities - individual training needs - to set challenging and realistic targets - to support and challenge everyone to improve their practice, impact upon teaching and learning and pupil outcomes and achieve their best. • Roles and responsibilities are discussed and sometimes reviewed as part of performance management with high expectations underpinning the process • Data is closely scrutinised to monitor performance at a whole school, class, group and individual pupil basis 	<ul style="list-style-type: none"> • All staff • SLT, assessment co-ordinators, classteachers, support staff 	<ul style="list-style-type: none"> • School progresses effectively in planned direction, in a timely way
<ul style="list-style-type: none"> • Underperformance is addressed swiftly and appropriately 	<ul style="list-style-type: none"> • Classteachers, headteacher, deputy headteacher, support staff 	<ul style="list-style-type: none"> • Increased and maintained high standards
<ul style="list-style-type: none"> • Governors scrutinise data, self evaluation documents and subsequent improvement planning documents and hold the school to account for standards and fulfil their statutory obligations fully 	<ul style="list-style-type: none"> • Governing body, headteacher, assistant headteacher, Foundaion Phase leader subject leaders 	<ul style="list-style-type: none"> • Governors understand their roles, participate in and provide strategic direction for the school

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Regular reviewing of complaints procedure and prospectus to ensure it is current and fit for purpose 	<ul style="list-style-type: none"> Governing body 	<ul style="list-style-type: none"> Procedure is robust, effective and fit for purpose
<ul style="list-style-type: none"> Inclusion of local, national and school priorities in the improvement cycle, management of these to ensure success ensues and standards continue to raise 	<ul style="list-style-type: none"> Headteacher, all staff, governing body 	<ul style="list-style-type: none"> Local, national and school initiated priorities are managed to ensure success and raising standards
<ul style="list-style-type: none"> Partnership working with cluster schools, Communities First, LA, local community groups etc, ensures the school responds well to the educational challenges of the local area 	<ul style="list-style-type: none"> Leadership and management team, all relevant staff 	<ul style="list-style-type: none"> Partnership working impacts upon experiences for children and standards of well being and outcomes
<ul style="list-style-type: none"> All school staff act according to school values and behaviours outlined in staff handbook 	<ul style="list-style-type: none"> All school staff and children 	<ul style="list-style-type: none"> All staff are effective role models, impacting upon school ethos and pupil behaviour
<ul style="list-style-type: none"> Devolvement of responsibilities and delegation of tasks results in distributes leadership across the school, developing a reflective and responsive learning culture 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> All staff are motivated, feel valued and have ownership

3.2 – Improving Quality (How do we improve the quality of what we do?)

WHAT

We will consider:

3.2.1 – Self Evaluation, Including Listening to Learners and Others (How well do we carry out self-evaluation, including listening to children and others?)

- Do we use evidence to identify underperformance or coasting performance?
- Is self-evaluation a regular part of our school's working life and embedded in our strategic planning?
- Do we carry out thorough evaluation and monitoring of data on standards and the quality of education, including consideration of trends and progress over time?
- Do we draw on first-hand evidence about the quality of teaching and learning?
- Do we involve all staff in assessing outcomes and their own performance?

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- Do we encourage children to share their views and raise issues?
- Do we take account of the views of our staff, parents/carers and other stakeholders?
- Where appropriate, do we draw upon reviews by external agencies?

3.2.2 – Planning and Securing Improvement (How do we plan and secure improvement?)

- Does our self-evaluation activity lead to the formulation of our improvement plans?
- Do we use information from self-evaluation to set priorities and appropriately challenge targets for improvement?
- Have we prioritised the matters that we wish to improve?
- Are we implementing sound strategies that are likely to bring about the desired improvements?
- Do all staff play their part in implementing the strategies?
- Where necessary, do we act quickly and provide support to improve performance?
- Have we defined the actions for improvement in specified and realistic timescales, and allocated responsibility for their delivery?
- Have we made sure that our priorities are supported by the allocation of resources?
- Have our actions had a positive effect and, where relevant, led to measurable improvements in standards and quality?
- Do we have a good or excellent track record in making improvements over recent years?

3.2.3 – Involvement in Networks of Professional Practice (How are we involved in networks of professional practice?)

- Are staff involved in professional learning communities within and beyond the school?
- Does our involvement in professional learning communities give us access to emerging knowledge about school leadership, learning, teaching and wellbeing?
- Are we developing as a strong learning community and achieving a culture of collaboration within our own and with other schools?
- Do our arrangements support the active engagement of all our staff in increasing their professional knowledge, understanding and skills, including participation in whole-school professional learning experiences?
- Are all our staff supported by continuous professional development?
- Are all our staff acquiring new knowledge and skills to develop innovative approaches to learning and teaching?
- Are all our staff appropriately involved in direct classroom observation?
- Do we share good practice with other teachers and adults within and beyond our school?
- Do we reflect on our own practice and evaluate the impact of professional learning on our children' learning and wellbeing?

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Governors use a range of information gained from strategic self evaluation including data and trends analyses to identify coasting and underperformance 	<ul style="list-style-type: none"> Governing body 	<ul style="list-style-type: none"> Effective self evaluation activities result in clear understanding of the school's strengths and development needs
<ul style="list-style-type: none"> Lesson observations, informal visits to classes, work and planning scrutiny provides first hand evidence and knowledge about the quality of teaching and learning 	<ul style="list-style-type: none"> Headteacher when informally visiting classes SLT as part of regular monitoring programme Subject leaders periodically as part of subject review Team leaders as part of Performance Management Colleagues as part of team teaching and peer observations 	<ul style="list-style-type: none"> This monitors many aspects of school life including assessment, standards, behaviour, planning, teachers' subject knowledge, skills across the curriculum, Welsh language development
<ul style="list-style-type: none"> Following self evaluation activities, clear and comprehensive school development plans are set which regularly undergo processes of MER, improvements are priorities according to need and affordability – these are achieved via strategies which are amended when the needs arise, specific staff take responsibility for timely improvement objectives 	<ul style="list-style-type: none"> All stakeholders 	<ul style="list-style-type: none"> Provides picture of success of plans
<ul style="list-style-type: none"> Staff analyse data, assess outcomes and reflect upon their performance 	<ul style="list-style-type: none"> Class teachers and all other relevant staff 	<ul style="list-style-type: none"> Reliable evaluation of effectiveness as a practitioner and part of continually seeking to improve
<ul style="list-style-type: none"> Regularly review all plans set up, eg: <ul style="list-style-type: none"> School Improvement plan Performance management targets Action is swiftly taken and support provided when necessary to ensure fulfilment of objectives and raising of standards 	<ul style="list-style-type: none"> All relevant staff 	<ul style="list-style-type: none"> Provides overview of goals and priorities set over time within the school

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Governors self evaluation of activities and roles 	<ul style="list-style-type: none"> Governing Body 	<ul style="list-style-type: none"> Assists governors to evaluate their effectiveness and to what extent they are successful in meeting their responsibilities
<ul style="list-style-type: none"> Children share their views and raise issues via the learner voice groups Questionnaires and meetings are used to harvest the views of stakeholders External reviews are used, where appropriate Parents' and community stakeholders' views are harvested via questionnaires and meetings 	<ul style="list-style-type: none"> Leadership and management team, all staff and children, parents and other involved stakeholders 	<ul style="list-style-type: none"> Stakeholders' views are used as part of effective evaluation activities
<ul style="list-style-type: none"> Staff are engaged in a variety of development opportunities, including collaboration within the school and with colleagues in other schools, providing development 	<ul style="list-style-type: none"> All relevant staff 	<ul style="list-style-type: none"> Staff are reflective as part of continual development and improve their practice through collaborative reflection
<ul style="list-style-type: none"> Colleagues collaborate informally and formally for planning and more formally through team teaching and peer observations. Weekly phase meetings provide opportunities to discuss and share progress and time to reflect upon progress and developments. Project and collaborative working with other colleagues outside school provide further opportunities for development 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Staff collaborate effectively and share good practice, impacting upon outcomes

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Strategy	Who	Outcome
<ul style="list-style-type: none"> Professional development for all staff is linked to the school improvement plan and staff's individual needs. 	<ul style="list-style-type: none"> Leadership and management team, all staff 	<ul style="list-style-type: none"> Very high standards of teaching and learning across the school
<ul style="list-style-type: none"> All staff are involved in direct classroom observations. 	<ul style="list-style-type: none"> Management and leadership team Subject leaders Class teachers and relevant support staff as part of team teaching and peer observations 	<ul style="list-style-type: none"> Very high standards of teaching and learning across the school
<ul style="list-style-type: none"> Good and excellent practice is shared with colleagues within school and visitors on a regular basis. 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Other interested colleagues and parties benefit from us sharing our good practice, this provides time for discussion and reflection, moving our development on further
<ul style="list-style-type: none"> Professional reviews enable staff to reflect on their practice and the impact it has had on children's learning and well-being. 	<ul style="list-style-type: none"> SLT, all staff 	<ul style="list-style-type: none"> All staff are provided with the opportunity to discuss and reflect upon their performance and development and forward plan

3.3 – Partnership Working (How do we evaluate the effectiveness of our partnership working?)

WHAT

We will consider:

We all share the aim of working in partnership to improve provision, standards and wellbeing. To be effective at working with others, schools need to:

- be relevant to our local community and to the lives of children and young people outside school and school hours;
- engage with families and the broader community, including businesses, external agencies and the voluntary sector; and
- work in a joined-up way with other providers and agencies to improve the standards and wellbeing of individual children.

3.3.1 – Strategic Partnerships (How strategically do we work with our partners to improve children's standards and wellbeing?)

Partners include:

- parents/carers;
- partner secondary schools;
- other schools;
- the local authority education services for children and young people;
- the community;

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- a range of multi-disciplinary agencies and voluntary organisations; and
 - initial teacher training institutions.
- Do we play a key role in relevant and effective partnerships that benefit our children?
 - Do we work in a joined-up way with other providers and agencies to improve the standards and wellbeing of individual children?
 - Are we clear about our role and responsibilities within our partnerships?
 - Do we use strategic partnerships to help us build our capacity for continuous improvement?
 - Do we ensure that there is good liaison, trust and clear communication between our school and our partners?
 - Do we engage with families and the broader community, including businesses, external agencies and the voluntary sector, to benefit our children?

3.3.2 – Joint Planning, Resourcing and Quality Assurance (How well do we collaborate with partners to deliver coherent programmes and choices?)

- Joint planning, resourcing and quality assurance
 - Do we have effective structures and processes which contribute well to joint working practices?
 - How well do we work with partners to plan, manage and assure the quality of provision?
- Work with partner schools
 - How well do we work with our partner schools to develop continuity in learning and wellbeing?
 - How well do we work with our partner schools to develop continuity in learning and wellbeing?
 - How well do we work with our partner schools to moderate and assure the quality of the assessment of children' work and courses?
 - How well do we work with our partner schools to use and share resources effectively?

Strategy	Who	Outcome
<ul style="list-style-type: none"> • Consultation and open evenings 	<ul style="list-style-type: none"> • Teachers, Parents/carers 	<ul style="list-style-type: none"> • Provide opportunities to receive feedback from the community
<ul style="list-style-type: none"> • Visits from parents, governors, children, SDA, representatives of the LA and Inspectors. Staff feedback is vitally important here 	<ul style="list-style-type: none"> • All staff and relevant stakeholders 	<ul style="list-style-type: none"> • Provides opportunities to receive feedback from a range of professionals
<ul style="list-style-type: none"> • Parental questionnaires on a variety of issues are collated and evaluated – feedback given to Staff and governors 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Provides opportunities to receive feedback

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Strategy	Who	Outcome
<ul style="list-style-type: none"> • PPA meets regularly and as needs arise, staff and parents / carers support joint events with children 	<ul style="list-style-type: none"> • PPA, staff, other supportive parents 	<ul style="list-style-type: none"> • Provides opportunities to receive feedback
<ul style="list-style-type: none"> • Parents' curriculum experience/workshop evenings 	<ul style="list-style-type: none"> • Classteachers, parents, governors 	<ul style="list-style-type: none"> • Provides opportunities to receive feedback
<ul style="list-style-type: none"> • Representatives of the School Council are able to feedback regularly to whole school in assemblies, the evidence of their work is high profile within the school and class council meetings enable all children to contribute 	<ul style="list-style-type: none"> • School Council 	<ul style="list-style-type: none"> • Provide children's perspective on the work of the school
<ul style="list-style-type: none"> • Work with Communities First, Hazel Court, and other statutory and voluntary partners provides the school with opportunities to benefit children and enrich their experiences, improve outcomes and well-being and assure the quality of provision 	<ul style="list-style-type: none"> • Relevant and interested partners 	<ul style="list-style-type: none"> • Pupil outcomes and well being is impacted upon positively
<ul style="list-style-type: none"> • Feedback on the Prospectus, Website and all aspects of the school from new parents visiting is given directly to the Headteacher during initial visits. 	<ul style="list-style-type: none"> • Interested partners and stakeholders 	<ul style="list-style-type: none"> • Provide opportunities to receive feedback from a potentially huge group of perspective parents.
<ul style="list-style-type: none"> • Parental input into school life; attending parent consultations, communication using Home School Learning Journals/Letters and telephone calls from local community. 	<ul style="list-style-type: none"> • Headteachers, Teachers, Support Staff, Parents 	<ul style="list-style-type: none"> • Provide opportunities to receive feedback from and input by the community
<ul style="list-style-type: none"> • Partnership group used to include parents/carers in school's development 	<ul style="list-style-type: none"> • Relevant staff and parents/carers 	<ul style="list-style-type: none"> • Provides opportunities to receive feedback and input into developments
<ul style="list-style-type: none"> • Regular newsletters and letters on a variety of issues 	<ul style="list-style-type: none"> • Headteacher and relevant teachers 	<ul style="list-style-type: none"> • Develops school partnerships

Strategy	Who	Outcome
<ul style="list-style-type: none"> Planning for EIG, PDG and moderation provides a focus for all cluster schools to work together to share resources, develop continuity and quality in the assurance the of assessment of pupil work. 	<ul style="list-style-type: none"> Cluster schools 	<ul style="list-style-type: none"> Continuity and progression across the cluster and improved opportunities through collaboration and sharing

3.4 – Resource Management (How do we evaluate resource management?)

WHAT

We will consider:

3.4.1 – Management of Staff and Resources (How well do we manage our staff and resources?)

- Managing staff and resources

- Is our school appropriately staffed to teach the curriculum effectively?
- Do we deploy our staff to make best use of their time, expertise and experience?
- Do we identify and meet the development needs of all our staff through appraisal and performance management systems?
- Do we make effective use of planning, preparation and assessment (PPA) time?
- Do we employ appropriate strategies and processes to meet the statutory requirements of the National Agreement on ‘Raising Standards and Tackling Workload’ (January 2003)?
- How well do we manage and deploy our teaching assistants and non-teaching staff?
- Do we provide the best standards of accommodation possible within our budget?
- Do children have enough appropriate learning resources?

- Financial matters

- Are our spending decisions and broad financial planning based on priorities for expenditure and improvement over time?
- Do we know the costs of existing programmes and activities, keep them under review and question whether they are cost-effective, for instance in relation to non-viable class sizes?
- Do we identify priorities and areas for development, and allocate resources appropriately and according to clear criteria that reflect our agreed objectives?
- Do we have systematic and accurate budgeting arrangements, including appropriate arrangements for contingencies?
- Do we have a sensible balance between the responsibilities undertaken by governors and those delegated to the headteacher and staff?

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3.4.2 – Value for Money (Do we provide value for money?)

- Is our provision effective in securing appropriate outcomes for our children?
 - Do we balance the effectiveness of our provision against costs, including staffing costs?
 - Do we make good use of the funding we receive?

Strategy	Who	Outcome
Staffing		
<ul style="list-style-type: none"> • Individual feedback from Staff during meetings, ADDs, briefing meetings, performance management reviews, professional development reviews and staff questionnaires 	<ul style="list-style-type: none"> • Headteacher, Governors, children and initiative / subject leaders 	<ul style="list-style-type: none"> • Effective organisation of classroom environment, hall, corridors, staffroom, resource rooms, office, disabled facilities, stage area, etc.
<ul style="list-style-type: none"> • Headteacher regularly reviews staffing in the school and effectiveness of various options and discusses with the governing body 	<ul style="list-style-type: none"> • The Staffing Sub-Committee 	<ul style="list-style-type: none"> • Effective review of allocation of staff and new appointments when needed
<ul style="list-style-type: none"> • Lesson observations 	<ul style="list-style-type: none"> • SLT, subject leaders and classteachers and relevant support staff as part of team teaching and peer observations 	<ul style="list-style-type: none"> • Provides opportunity to assess accommodation and training needs
<ul style="list-style-type: none"> • Questionnaires to: <ul style="list-style-type: none"> - staff - children - parents analysis of these 	<ul style="list-style-type: none"> • Headteacher, subject leaders, parents, children, staff 	<ul style="list-style-type: none"> • Produces evaluative information on a range of staffing, resource and accommodation issues
<ul style="list-style-type: none"> • Performance Management –meetings and discussions with team leaders to address on-going development needs 	<ul style="list-style-type: none"> • Team leaders, all staff 	<ul style="list-style-type: none"> • Produces evaluative information on a range of staffing, resource and accommodation issues
<ul style="list-style-type: none"> • Each class is within guidance and statutory ratios, unless the school has been instructed to accept children • Staff are carefully deployed and PPA is fully covered according to providers' expertise and strengths • Teaching assistants are deployed carefully to support children and raise standards. 	<ul style="list-style-type: none"> • Leadership and management team, team leaders, all classteachers, PPA providers and support staff 	<ul style="list-style-type: none"> • Quality teaching and learning and experiences and good work life balance raises standards across the school

Self Evaluation Policy

Strategy	Who	Outcome
Accommodation and resources		
<ul style="list-style-type: none"> Liaison with users of premises, indicates that the systems used are working effectively, regular feedback from caretaker, children, staff, peripatetic teachers and visitors to Headteacher. 	<ul style="list-style-type: none"> Headteacher, caretaker and school secretary 	<ul style="list-style-type: none"> Provides information on value of school to community and meeting the needs of the community.
<ul style="list-style-type: none"> There is currently a focus on improving the standards of accommodation and quality and quantity of resources to support teaching and learning. Audits of premises and external visits provide opportunities to evaluate and plans. 	<ul style="list-style-type: none"> LEA, Fire Service, Health and Safety Sub-committee 	<ul style="list-style-type: none"> Continual updating of needs and opportunities to improve accommodation
<ul style="list-style-type: none"> Regular review of school improvement plan targets and success criteria link to all aspects of our work 	<ul style="list-style-type: none"> Headteacher, staff, governors, children 	<ul style="list-style-type: none"> Produces evaluative information on a range of staffing, resource and accommodation issues
<ul style="list-style-type: none"> Whole school plan for ADDs sessions and INSET days reviewed regularly, based on needs of school and staff 	<ul style="list-style-type: none"> Headteacher 	<ul style="list-style-type: none"> ADDs sessions and INSET days updated half-termly based on needs of school and staff
Finance		
<ul style="list-style-type: none"> Governing Body regularly review financial progress of the school and effectiveness of various options for achieving priorities over time 	<ul style="list-style-type: none"> The leadership sub-committee 	<ul style="list-style-type: none"> Effective review of expenditure and revised budget as appropriate
<ul style="list-style-type: none"> Governing body meeting with parents and end of year financial statement included in the end of year report that parents receive 	<ul style="list-style-type: none"> Governing body, parents 	<ul style="list-style-type: none"> Opportunity given for parental feedback
<ul style="list-style-type: none"> Use of EIG and PDG grant resources 	<ul style="list-style-type: none"> Headteacher 	<ul style="list-style-type: none"> Effective review of expenditure and revised budget as appropriate
<ul style="list-style-type: none"> General observations around school 	<ul style="list-style-type: none"> Staff, children, parents/carers and governors 	<ul style="list-style-type: none"> Identification of future priorities
<ul style="list-style-type: none"> Regular review of school improvement plan, targets and success criteria linked to all aspects of our work 	<ul style="list-style-type: none"> Head, staff, governors, children 	<ul style="list-style-type: none"> Produces evaluative information on a range of financial issues, and helps set future priorities

Self Evaluation Policy

Strategy	Who	Outcome
Finance cont/d		
<ul style="list-style-type: none">• Regular monitoring of expenditure, including staffing against the effectiveness of provision.	<ul style="list-style-type: none">• Governing body, headteacher, school administrator, PSO	<ul style="list-style-type: none">• Confirms whether agreed budgets are being observed
<ul style="list-style-type: none">• Funding received is used to maximise school improvement	<ul style="list-style-type: none">• Governing body, headteacher, school administrator, PSO	<ul style="list-style-type: none">• Best use is made of income

Conclusion

The ways in which we self monitor, evaluate and review the various aspects of school life will vary according to purpose.

The information we gather is of different types and in different forms. The presentation of our findings will, therefore, vary accordingly.

We will share this information with staff, parents, children, governors and the community as appropriate.

It will, of course, inform the actions and priorities set in the annual School Improvement Plan and other strategic plans, in order to bring about school improvement.