SCHOOL IMPROVEMENT
Through
SELF-EVALUATION
At

ST. GREGORY'S
CATHOLIC PRIMARY SCHOOL

The Self-Evaluation Process…

1. Monitoring and Evaluation Policy

2. School Development Planning

3. Leadership and Management
- **Curriculum Leadership**

4. Policy for Raising Achievement (including Target-setting)

5. Staff Development/Performance Management Policy

The Self-Evaluation Process

We believe that self-evaluation is the key to fulfilling our Mission Statement by improving the quality of education provided by our school.

Rationale

The self-evaluation process will provide us with the framework for a professional and systematic reflection on practice leading to individual and collective development. It will help us to know our school well and how effective it is. It will enable us to evaluate the impact on pupils' achievement of:

- leadership and management at all levels;
- curriculum planning and implementation;
- teaching and learning;
- the effectiveness of the school's ethos in encouraging and enabling commitment to high attainment, positive attitudes and good behaviour.

We will establish the climate, understanding and methods to provide the essential features of self-evaluation and school improvement :

- **monitor** performance;
- **analyse** findings and standards;
- **evaluate** provision against agreed criteria to diagnose strengths and weaknesses;
- **plan** and **set targets** for improvement;
- **act** on plans to promote improvements through support and development.

This will be a continuous process, which will inform the School Improvement Plan - the vehicle for school improvement. It will also inform the statutory Target-setting process and Performance Management.

Monitor → **Analyse**

Act

Plan & Set Targets
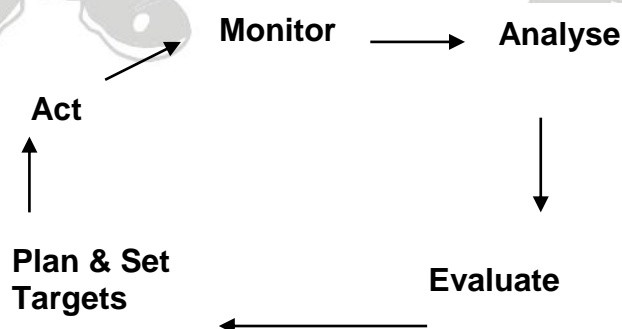
Evaluate

At the heart of the self-evaluation process there are three basic questions:

1. Where are we now?
2. Is this where we should be?
3. What should we do:
   a) to make further improvements?
   b) to take us to where we should be?

1. Where are we now? *(Monitor)*

This will be answered through our school's monitoring process, which demands collection and analysis of quantitative and qualitative data. e.g. Test results, documentation, observations, surveys.

2. Is this where we should be? *(Evaluate)*

Evaluation of evidence gathered against agreed criteria will identify areas of strength and areas of concern.

3. What should we do
   - to take us to where we should be?
   - to make further improvements?   *(Plan and set targets)*

Targets for development and/or for maintenance will be set and plans for improvement drawn up, usually within the context of the SDP. Support and professional development for staff, often in the context of Performance Management, will enable individual, group and whole school targets to be met.

Principles of Self-Evaluation

These basic principles will underpin the process of self-evaluation in our school:-

1. Self-evaluation will be a process that is shared by the whole school community. It will **not** be an internal inspection.

2. We will endeavour to establish a culture in our school which promotes a quality conscious climate and aims to provide the best possible education for all our pupils.

3. We will establish a climate of trust and openness where discussions can be frank
    but supportive.

4. We will establish a manageable system of self-evaluation which is developed and
    understood by all staff and Governors.

5. We will develop a system that is characterised by a reflective, consultative, self-critical
    approach to our work.

6. We will involve staff at all levels in self-evaluation at an individual, class and whole
    school level and link this to professional development and *Performance Management*

Monitoring and Evaluation Policy

Monitoring and Evaluation

Purpose:

We believe that monitoring and evaluation are essential to effective teaching and learning, to standards of attainment and to good management and governance.

Monitoring and evaluation enable us to identify priorities and targets in our SDP and are therefore the cornerstone of the self-evaluation process and school improvement.

Findings from monitoring and evaluation will also be used to:-

- give feedback to teachers, governors and parents
- promote professional discussion
- confirm teacher assessment
- identify and celebrate success.
- ensure that the needs of all children (S.E.N and the more able) are being met

The Cycle of Monitoring and Evaluation

The pattern of monitoring and evaluation will be dictated by:-

1. The School Development Plan and/or Post-Ofsted Action Plan
2. The Performance Management Cycle
3. Our school's Annual Cycle of Monitoring and Evaluation
4. Analysing school data
5. Staff appointments (Especially N.Q.T's)

These may, in fact, overlap, but all will be specific in terms of: -

- **What** is to be monitored and evaluated

- **Who** is responsible. (This can be Head/SMT/staff/Adviser/Governors)

- **When** it is to be carried out (This can be over the short or long term)

- **How** monitoring and evaluation will take place. (It is useful to specify evaluation procedures at the outset as this can affect what and how monitoring takes place)

1. The SDP/Post-Ofsted Action Plan

The areas prioritised for development could be diverse but will be identified through the self-evaluation process, through inspection, data and by national initiatives. The plan will detail the monitoring and evaluation cycle for each target.

2. Performance Management Cycle

The Performance Management cycle is annual and involves 3 stages – planning, monitoring and review. The Performance Management Policy will detail the process for our school.

3. <u>The Annual Cycle of Monitoring and Evaluation</u>

In our school we have identified an Annual Cycle of Monitoring and Evaluation which will focus on 3 key areas: -

- a) **Standards of Attainment**
- b) **Teaching and Learning**
- c) **Curriculum Planning**

Monitoring

The purpose of monitoring these 3 areas are: -

a) Standards of Attainment

- to analyse key, measurable outcomes, such as test results, which will result in evaluation that examines the quality and impact of what we provide in our school.
- to accurately inform the statutory target-setting process
- to monitor standards of work in all subjects and set improvement targets for Literacy and Numeracy.

b) Teaching and Learning

- to secure improvement in teaching and learning
- to ensure that whole-school policies are being followed consistently e.g. marking, presentation, assessment, and behaviour.
- to ensure all pupils' needs are met in schemes of work, lesson plans, IEP's and behaviour plans
- to ensure that the moral, spiritual, cultural and personal development of pupils are addressed
- to ensure that pupils develop the basic skills of literacy, numeracy, ICT
- to ensure that pupils are developing appropriate skills and attitudes to learning
- to ensure that the learning environment and class organisation and management are of a high quality
- to ensure that resources, especially support staff, are used to further pupils' learning

c) Curriculum Planning

- to ensure that policies and schemes of work meet statutory requirements
- to ensure that the school offers a broad, balanced curriculum which is appropriate and worthwhile for all our pupils.
- to ensure that our planned curriculum is coherent and shows continuity and progression
- to ensure that our schemes of work assist staff in preparing lessons

Evaluation

The purpose of evaluation is to make judgements on how effective we are.

A thorough **analysis** of information gathered through monitoring will be evaluated to diagnose strengths and weaknesses against agreed criteria for each of the 3 key areas.

The criteria for evaluation will be drawn from:-
- National and Local comparative data
- Literacy and Numeracy Strategy objectives
- Nationally agreed criteria included in the Ofsted Framework Evaluation Schedule
- Lancashire Model of School Self-Evaluation
- Drafted to meet the specific features of our school
  e.g. Teaching and Learning Policy, Curriculum Plans

Evaluation will take place as part of the agreed cycles, usually after a period of monitoring, but will also be:-

- on-going
  e.g. by class teachers to evaluate progress after each lesson; informally by co-ordinators when observing display round school

- at particular times
  e.g. by governors through Headteacher's Report; by teachers after a professional development activity;reviewing the SDP.

NB The self-evaluation cycle must then continue and all evaluations translated into targets and plans for action if improvement is to take place. This applies as much to individual evaluation after each lesson as well as to major whole-school developments.

MONITORING ROLES

The **Headteacher** has the responsibility for monitoring and managing the quality of teaching and learning and will often use the school adviser as part of this work.

School Governors should receive regular updates as a result of these monitoring activities, from the Headteacher. He will make the Governors aware of the range of monitoring activities and the focus areas identified.

As a result of monitoring teachers' planning, pupils' work, lesson observations and pupil discussions, the **Senior Management Team** within school and the **LEA Adviser,** will offer feedback on the quality of teaching provided by the individual teachers and the progress and attainment achieved by pupils.

The **Subject Leaders** will also need to monitor their subject areas in the ways described above in order to evaluate their subject and plan for improvement. Monitoring will identify strengths and priorities for their subject and should not be used to judge individual teacher effectiveness, although it may lead to providing individuals with advice and support.

School Governors need to know that the school is delivering the curriculum entitlement to all children. To do this, they will receive feedback about the monitoring activities from subject co-ordinators and the Headteacher. They will also gain knowledge from: visits to school, seeing completed work, talking to pupils and involvement in curriculum activities.

This Policy will be reviewed in September 2017
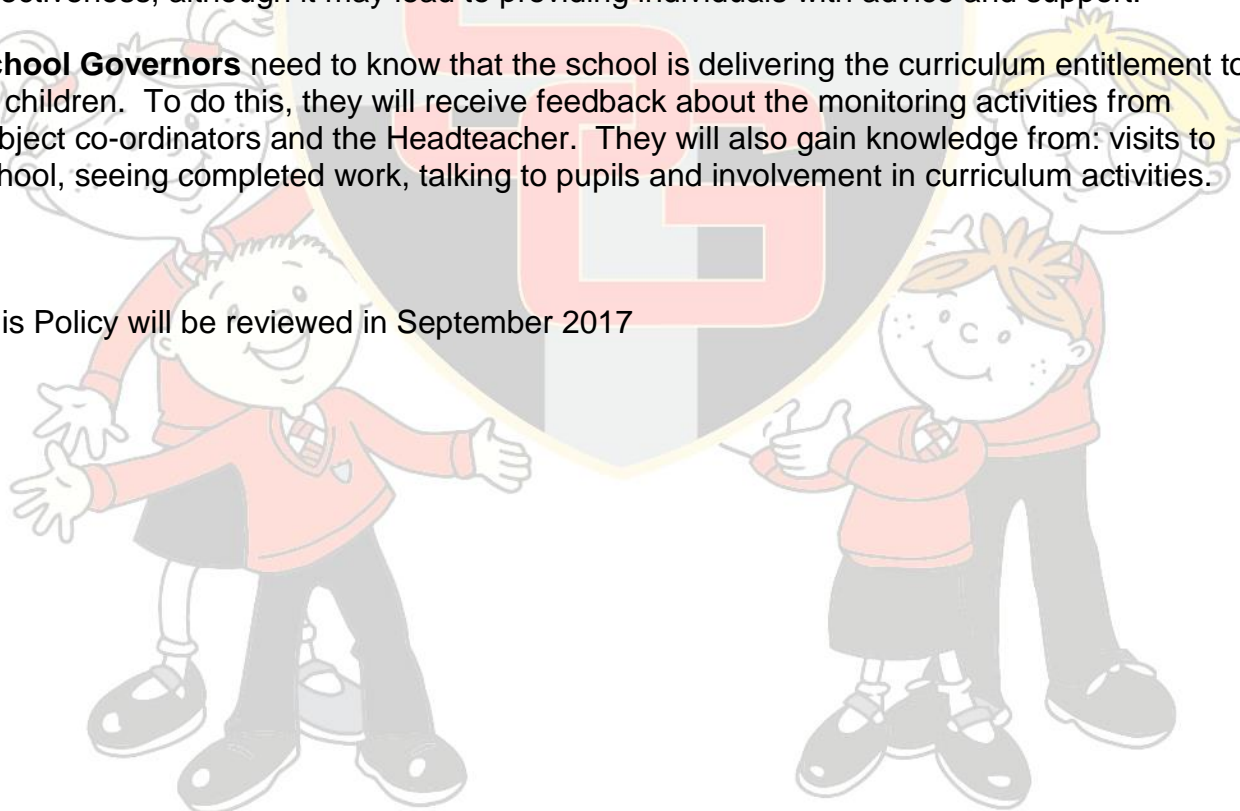
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Annual Cycle of Monitoring and Evaluation

Standards of Attainment				

What	Who	How	When	Reported to:
Baseline Assessment	HT/DHT Reception Teacher Nursery Nurse	Analyse results	November / December	Governors All Staff Reception Parents SENCO
Standards	HT/DHT Subject Co-ordinators Class Teachers	Assessment Data Work Sampling Pupils Discussions	Core Subjects termly Foundation Subjects as per annual timetable	Governors Curriculum Committee Link Governors SENCO
Class/Group Learning Targets in Core Subjects	Class teachers Subject Co-ordinators Assessment Co-ordinator	Assessment tests Work sampling	Termly for maths Literacy- every unit	Co-ordinators HT/DHT Pupils & Parents SENCO
End of Key Stage Assessments Baseline, ***Y1 Phonics & End of Foundation*** Other test data available	HT/DHT Governors LEA	Analysis of data to set statutory and school targets using Raise on line, PIPS, Optional SAT's, SAT's KS2&KS1	July and then October/November	Governors LEA Parents SENCO

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Ann uation

Teaching and Learning

What	Who	How	When	Reported to:
The quality of teaching and its impact on learning	HT/DHT Co-ordinators Advisers	Class observation Work sampling Evaluating lesson plans	1. As per School Development Plan 2. Annual Observation by HT/DHT for Performance Management	Individual staff HT/DHT Summary to all staff and Governors
Coverage of Programme of Studies, subject specific skills, pupil progress and teaching strategies	Co-ordinators	Lesson observations Planning Scrutiny of Work Discussions	Core Subjects termly Foundation Subjects as per schedule	HT/DHT/Staff Governors Curriculum Committee

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Annual Cycle of Monitoring and Evaluation

Curriculum Planning

What	Who	How	When	Reported to:
Curriculum balance and Timetables	HT/DHT	Evaluate times allocated to subjects and the implications for class timetables	July	Class teachers (Staff Handbook) .
Curriculum Overview	HT/DHT Co-ordinators Governors	Evaluate curriculum Overviews to see if they remain appropriate. Visits by arrangement with HT	July As scheduled	Class teachers Parents via termly overview for each class. Governors Curriculum Committee
Policies Schemes of Work	Co-ordinators	Full evaluation of Policy and Scheme of Work Audit Resources.	In agreed SUBJECT CYCLE (see timetable)	HT/DHT Governors Curriculum Committee
Medium and short term planning to ensure they translate schemes into appropriate learning objectives and activities.	Subject Co-ordinators SENCO	Collecting and monitoring plans from all classes. Evaluate effectiveness of planning	Half-termly (Core) Foundation (Termly)	Individual staff HT/DHT Summary to all staff.

SUBJECT CYCLE

	Autumn	Spring	Summer
Subject Leader Monitoring of CORE SUBJECTS	**ENGLISH R, Y4, Y6** **MATHS Y2,Y1, Y5**	**SCIENCE R, Y1, Y4, Y6** **COMPUTING Y1, Y4, Y5** **R.E. Y2, Y6**	ENGLISH Y1, Y2, Y5, **MATHS R, Y3, Y4,** **R.E Y3**

Essential Activities:
• as per Mon. and Ev. Cycle (Standards, Teaching, Planning)
  -Invite Govs into lessons/Report to Curriculum Committee
  -Resource audit
  -Staff INSET/consultant
  -Display feature
		Other activities to promote and celebrate subject:-
		• see 'Foundation Subjects' below	

FOCUS	Autumn	Spring	Summer
Subject Leaders Monitoring of FOUNDATION SUBJECTS 2 YEAR ROLLING PROGRAMME	2017 - HISTORY 2018 – MUSIC 2019 – HISTORY 2020 - MUSIC	**2017 – P.E** **2018 – GEOGRAPHY** 2019 – PE 2020 - GEOGRAPHY	**2017 – PSHE** 2018 – DT/ART 2019 – PSHE 2020 – DT/ART
Essential Activities:- • as per Mon. and Ev. Cycle (Standards, Teaching, Planning) • Resource audit • Staff Inset/consultant • Invite Govs into lessons/Report to Curriculum Committee • Display feature		Other activities to promote and celebrate subject:- • Parents workshop or booklet for parents on subject • Invite visitors – authors, theatre groups, artists, conservationists etc for children • Get press coverage to promote the subject and the school. • Dress up etc – get the children enthused about your subject!	

	Autumn	Spring	Summer
HT/DHT Monitoring And Evaluation	**ENGLISH Y1,Y2, Y3, Y5** **MATHS R, Y3, Y4,Y6** **EARLY YEARS FOCUS**	**SCIENCE Y2, Y3, Y5** **ICT R, Y2, Y3, Y6** **R.E. Y4, Y5** **EARLY YEARS FOCUS**	ENGLISH YR, Y1, Y3, Y4 **MATHS Y2, Y1, Y6** **R.E R, Y1** EARLY YEARS FOCUS

Essential Activities:-

- as per Mon. and Ev. Cycle (Standards, Teaching, Planning)
  - one lesson observation per teacher per subject
  - scrutiny of lesson plans
  - work sampling

Most of the activity will take place alongside the co-ordinator

NB. ALL SUBJECT LEADERS WILL SAMPLE WORK TERMLY TO MONITOR STANDARDS.