

SCHOOL SELF-EVALUATION, TARGET SETTING AND IMPROVEMENT PLANNING

School self-review is a central feature of practice at St. Nicholas School. It is seen as a key way of ensuring school improvement, the raising of standards and the preparation for inspection. St. Nicholas is committed to raising standards and being judged an outstanding school.

Self-review is important because:

- It will improve school performance
- It will improve teacher performance
- It will improve pupil performance
- It will celebrate achievement

School self-review is based on a number of principles:

- It is founded on the school's views of how well it is serving its pupils and its priorities for improvement
- Self-evaluation is embedded in the school's day-to-day practice
- It asks the key questions about pupils' learning, achievements and development
- It uses a range of evidence to answer these questions
- It endeavours to benchmark school performance against best practice elsewhere
- It involves all stakeholders
- It is integral to the school's systems for assessing and developing pupils and for managing and developing staff
- It leads to action

The school's self-review processes will be evaluated against these principles. We analyse the data and prioritise ones for development. The school Improvement partner looks at the same data.

The information for self-review is drawn from:

Pupils

- School Council (11-16) - Meets once per term
- Consultative Group (16-19) - Meets once per term
- Primary Assembly – three times per year

Parents

- Annual Questionnaire
- Annual Review meeting feedback
- Parent Governors

- Early Years Parents Group
- PTFA

Staff

- School communication/consultation systems
 - Staff meetings
 - Whole staff (Three per year)
 - Termly cycle of meetings for
 - Teachers
 - Key Stages
 - Senior Management Team
 - Class teams (once per term)
 - HLTAs (once per term)
 - Primary TAs (once per term)
 - Secondary TAs (once per term)
 - Therapy Team (weekly)
 - M-S-U
 - Staff Questionnaire (annual)
 - Performance Management (annual)

Governors

- Committee oversight role
- Focused governor visits

Data

- Teaching and Learning classroom monitoring (three times per year per teacher)
- Teacher File monitoring (three per year)
- Pupil work Scrutiny (three per year)
- Curriculum Monitoring (once per year per teacher)
- IEP targets review (three times per year)
- Pupil Tracker system (SOLAR) (twice per year)
- Early Years e-profile (yearly)
- Need type progress data (twice per year)
- Keystage/ cohort progress data (twice per year)
- Subject data (once per year)
- Vulnerable groups progress data (once per year)
 - CIC
 - Free School Meals
 - Social and Emotional Development
 - Monitoring Behaviour
 - Minority communities

External advisers and agencies

- Ofsted (once per three years)
- LA Early Years monitoring (yearly)
- Commissioned surveys
 - Local Authority (LA)/ School Improvement Advisor) (three times per year)

- Peer Reviews
- Mulberry Programme
- EDT
- Investors in People
- Healthy Schools Mark
- Arts Mark
- Multi-Agency Meetings
 - NHS
 - Transition programme (three times per year)
 - Social Services (SS)
 - Termly SCARF meetings

Community

- Canterbury College
- School Partners
 - Chartham Primary
 - Community College Whitstable
 - Herne Bay High School
 - Spires Academy
 - Canterbury Academy

This leads us to the school's target setting and improvement cycle:

1. Establish Baseline
 - a. Assessments using SOLAR – PUPIL ASSET
 - b. CASPA (Comparison and Analysis of Special Pupil Attainment)
 - c. Assessments using National Curriculum (NC) and/or P-Levels/Medium Term Planners (NM)
 - d. Birth to Five/Statutory Assessment tools
 - e. Pre-entry and Core Standards / Pathways to Independence
 - f. Transition TACs (Team Around the Child) from Early Support
2. Set targets
 - a. In core areas for year
 - b. Using shared goals for pupils with complex needs
 - c. Behaviour Goals
 - d. In core areas and curriculum areas for term (the Individual Education Plan) for Educational Health Care Plans
3. Implement strategies for improving progress
 - a. Changes in practice that will improve progress
4. Revisit targets
 - a. Review IEP targets at the end of each term
 - b. Revise yearly targets in light of the termly review
5. Evaluate strategies
 - a. At end of year review evaluate strategy
 - b. Continue and /or amend strategy as appropriate

All of this information is summarised in the – SEF.

The SEF is then used to inform the SDP.

School Development Plan

- 1.The SDP will run from September to July of each academic year.
- 2.It will be the more detailed part of an overall three year plan.
- 3.The plan will highlight the key priorities for the year.
- 4.The plans progress and input will be reviewed regularly and updated to the Governors three times.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Head Teacher to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Teaching and Learning PARRC/ Monitoring and Evaluation Behaviour Children in Care Curriculum Policies

DANIEL LEWIS REVIEWED TERM 6 2017
