

# **Saints Peter and Paul Catholic Primary School**



## **School Self Evaluation Policy**

Agreed by Governors February 2012

Date for Review February 2015

Signed

*J. Mousley*



## Saints Peter and Paul Catholic Primary School

### School Self Evaluation Policy February 2012

#### INTRODUCTION

School Self Evaluation is an essential part of our push for improvement in standards throughout Saints Peter and Paul Catholic Primary School. The process of Staff Development is an integral and highly important part of the School Self Evaluation process.

School Evaluation is one part of the overall push for Improvement in Standards.

As a school we aim to conduct a process of School Self Evaluation and Assessment

This School Evaluation will include monitoring of:

- Teaching and learning including planning, observations and book scrutiny
- Assessment – APP, progress and attainment. External Information eg Raise online, FFT, LA Assessment Data
- Curriculum Areas; coordinators role, resources progress
- Behaviour
- Staff / Professional Development.

We aim to provide appropriate Staff / Professional Development for all staff whether teaching or non – teaching. Information from the School Self Evaluation process may feed into the Professional Development process Performance Management and become an area of focus for an individual member of staff

Specific Professional Development will be linked to the requirements of the School Development Plan and the particular focus of that time.

Through establishment of our School Self Evaluation Policy, we introduce an annual cycle of:

- Monitoring
- Review

**Confidentiality:**

Confidentiality exists at different levels.

In School Self Evaluation matters, the Headteacher will always have access to feedback from observation. This aside, for specific feedback from lessons, the confidentiality will exist between the observer and the teacher.

Successes, Targets for development, areas of major concern and general observation of the whole teaching force may be shared with part or all of the Senior Leadership Team and Governors.

**School Self Evaluation involves:**

- Providing information in order to improve the school's performance
- Answering the questions: "What are we doing" and "How well are we doing it."

**In Individual Terms**

We aim:

- To help staff to do their job more effectively
- To enable them to keep up to date
- To encourage a positive response to change
- To broaden experience
- To increase job satisfaction
- To identify and prepare for school development

## **In School Terms**

We aim:

- To increase the school's capacity to predict and cope with change effectively
- To increase the quality of pupil learning/attainment
- To facilitate curriculum development and evaluation
- To promote a greater appreciation of the school's goals and priorities (School Development Plan)
- To encourage the staff to build links with other schools
- To be involved in the development of a positive school climate

## **MONITORING BY HEADTEACHER AND ASSISTANT HEADTEACHERS**

The Headteacher and The Assistant Head teachers will monitor;

- A) Core Subjects – planning and lesson observations
- B) Pupil Behaviour
- C) Performance Management

### **A) Core Subjects**

#### **Monitoring of Long, Medium and Short Term Plans.**

Long Term plans are produced by teachers and SLG have access to them in order to monitor curriculum coverage.

Annotated Medium Term Plans are collected electronically every half term. Headteacher and Assistant Headteacher will plans every half term to monitor coverage of; age/ability related, target related work. And assessment/achievement against objectives at end of Medium Term Plan.

Short term plans are collected electronically every half term when annotated. Headteacher and Assistant Headteacher will scrutinise these plans every half term to monitor objectives, activities, differentiation and achievement against objectives.

Each Half Term 3 books of higher ability, middle ability and lower ability will be collected for Core Subjects on a rolling programme.

#### **Classroom Observations of Core Subjects:**

Staff are used to classroom observations connected with Performance Management. Classroom observations are a vital part of the monitoring process. Since this is the arena for delivery of the curriculum, it is clear that monitoring of the curriculum would be incomplete without it.

The Headteacher will observe an aspect of Literacy, Numeracy, Science or RE each term.

The lesson observations will provide vital feedback to the Headteacher and hopefully demonstrate that we are all subject to evaluation, monitoring, celebration of success and consideration of areas for development.

### **B) Pupils Behaviour**

Each class teacher fills in a behaviour audit in October and March, rating every child's behaviour from their own class. Red is for very disruptive behaviour, amber is for low level disruption and green is generally no behavioural problems.

The Learning Mentor and Headteacher will analysis these audit and provide intervention strategies for children rated red and amber, the interventions will be monitored in March when the new Behaviour audit is completed

Pupil Questionnaires will be complete in annually

Pass data will be collected in June

Playground monitoring will be conducted termly by the Headteacher.

### **C) Performance Management**

Headteacher will conduct Performance Management for all Assistant Headteachers. Assistant Headteacher will conduct Performance Management for the staff within their department as stated in the Performance Management Policy.

### **MONITORING OF THE CURRICULUM BY CO-ORDINATORS**

At Saints Peter and Paul School, members of staff are allocated a Curriculum Area, they have a team of teachers and TAs from different key stages to assist in monitoring the subject and collecting plans, children's work and evaluations of the topics completed within the curriculum area. Appendix one shows curriculum teams for current academic year and meeting dates for the team meetings

Member of staff can be involved in monitoring their area of the curriculum. The extent of monitoring can vary according to the subject ( eg Core subjects require a greater level.)

Every co-ordinator should be involved with the following basic monitoring of their subject area:

- Lesson observations and feedback of subject  
If co-ordinators are new to post the Headteacher will be responsible for observations until appropriate training for co-ordinators is given.
- Monitoring of pupils, through, observation, discussion and questioning: A systematic process of interviewing children from KS1 and KS2 departments to establish their thoughts, ideas and attitudes to school life will follow observations. This will be led by the co-ordinators as part of their monitoring roles, with results fed back to SLG and all staff.  
This provides information about children's perceptions to the curriculum, school life and behaviour etc.

Children’s attitudes and views are highly important and self-evaluation cannot be complete without taking them into account.

- Examination of Long, Medium and Short Term Plans at agreed intervals; Long, medium and short term plans are produced by teachers and co-ordinators have access to them in order to monitor curriculum coverage. All plans are available to co-ordinators from the assessment pens, stored in metal cupboard in main school office. Examination of plans by co-ordinators is an essential part of their monitoring role. Every year these plans are archived stored on an external hard drive – also available from metal cupboard in main office.
- Collection and examination of exercise books and other work on the subject from across the age range
- Evaluation of the level of resources and awareness of future resources management i.e. an audit.
- Monitoring Timetables for allocated time for their curriculum area
- Monitoring the use and balance of any agreed budget for the subject / area

### THE MONITORING CYCLE

Saints Peter and Paul Catholic Primary School has a cycle of monitoring the curriculum areas. Whole school monitoring take place in three subjects each year.

#### **Three Year In Depth Monitoring Plan**

One Core Curriculum Subject

Three Foundation Subjects per term

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	Maths	Literacy	Science
Term 1	Geography	Music	Art
Term 2	Citizenship	History	ICT
Term 3	PE	DT	RE

During the time period allocated to each subject, a lesson observation in KS2 and Foundation Stage and KS 1 would take place involving the coordinator and an observed member of staff from the agreed department.

The classes observed from term to term would vary and moderation of results would occur through discussion with Headteacher about outcomes of observations.

The purpose of the classroom observations would be to:

- Establish a link between the planning received and practice within the classroom
- Establish a similar link between quality of work observed and practice in the classroom.
- ***Ensure that agreed accelerated learning practices are being implemented in relation to that subject area.***

General observations about improvements necessary in a particular subject would not exclusively relate to an easily identified person in a particular class, but, in consultation with the headteacher, would take account of the complete monitoring process ie.

- Classroom observation
- Planning scrutiny
- Children's work scrutiny
- Pupil interviews

At every age level within the school.

Consequently a robust and thorough scrutiny of subjects at the agreed times would contribute greatly to the overall judgement in relation to Leadership and Management within the school and would equip coordinators to demonstrate their individual leadership skills and attributes.

### **Monitoring of Test / Exam / Task Results:**

The Senior Leadership Group and other members of staff and governors will be involved in monitoring information from external agencies eg:

- **Raise Online**
- **LA Data analysis**
- **FFT**

Internal data will also be examined ie.

- **APP analysis. Teacher assessment analysis and assessment spreadsheets**
- **KS 1 Test and Teacher Assessment scores**
- **KS 2 Test and Teacher Assessment scores.**

The specific focus may be adjusted according to areas of concern of any particular time.



Test, CLLD and APP results are a vital part of the monitoring jig-saw. Results are collected as new information becomes available. APP occurs in November, March and June. The scores are listed on electronic spread sheets and class tracking sheets, allowing year on year – term on term progress to be checked.

Since every level or sublevel has an APS (average point score), it becomes easy to track a child's development. Any patterns of individual or class variation in scores are noted. Information from this process may direct us towards school focus for future development.

Minimum information stored includes:

- Nursery (unofficial) Baseline Assessment Information (School's true baseline!)
- Reception Baseline Assessment Information
- FS profile scores
- KS1 Test and Task scores/Teacher assessment
- APP levels
- QCA tests
- KS 2 Tests results
- CLLD results in Dec, March and July

Additionally, SMT and Governors examine basic information from the school's Raise Online in light of national and local comparisons.

We look, most especially to compare our school with schools of a similar type as defined by free school meals.

As part of our push to improve standards, certain children may be targeted for closer scrutiny/interventions throughout the year, following collection of test results. Agreed opportunities for updates on those children's progress will be set annually.

### **LINK GOVERNORS**

Link Governors have been appointed for following areas;

Foundation Stage,

Key Stage 1

Key Stage 2,

RE,

Literacy

Numeracy

Health and Safety

The appointed governor will meet with coordinators at least once a term.