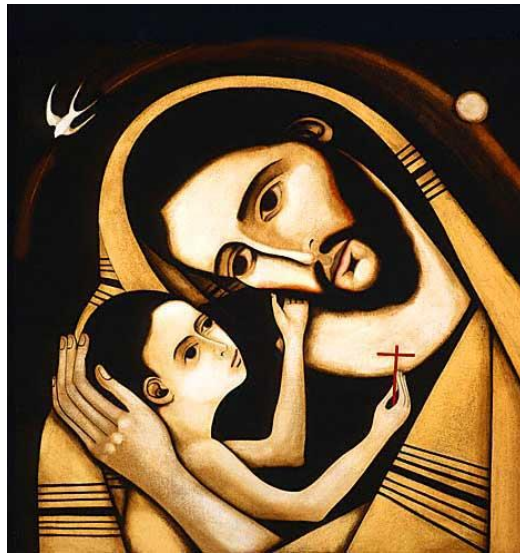




St. Joseph's Catholic Primary School Clydach



Self Evaluation Policy

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School Mission Statement

‘Together in Christ – Living, Learning and Growing.’

‘ Courtesy and consideration to others at all times ’

INTRODUCTION

The School defines self evaluation as a term to describe all the processes by which a school gets to know itself better in order that it can improve still further. It is mainly through self evaluation therefore that we continuously improve our provision in order to pursue the highest quality in everything we do. However it is also the principal means by which we fulfil our professional accountability to our children, parents, governors and each other. Self evaluation is complex. In order to present this document as clearly and concisely as possible, it is presented under the following headings: Review, Monitoring and Evaluation. All the processes and practices described below are carried out in such a way that they build a culture within the school of trust, respect, openness and collaboration. Every member of the school community is expected to make a contribution towards this.

REVIEW

This addresses the question, ‘What is currently happening in our school?’ We expect all professionals within the school to reflect on their practice. This is done by:

- Questionnaires, various grants, INSET on teaching for learning, ADDs sessions focusing on classroom practice, produce subject leader position statements;

We consult regularly with parents by:

- Termly Parent’s meetings, Questionnaires, Daily discussions, Home/School link books, Newsletters, School correspondence, Individual Educational Plans, Informal support meetings, school website, Friends of St. Joseph’s meetings.

We listen and respond to the views of children by:

- School Council, Class Circle Time, P4C sessions, Subject Leader questionnaires, Pupil review comments, Pupil Questionnaires, Reports/views that input the School Development Plan

Performance data is used in these ways:

- Informs teaching and learning/planning, informing the school development plan
- Creating the school profile, informing subject leader action plans, identifying training needs, identifying resource allocation.

Senior staff have particular responsibilities in terms of review. The headteacher maintains a continuous overview of work by the school by:

- Monitoring planning/pupils work/assessment data and talking with pupils
- Leading INSET and ADDs sessions
- Discussing practice with all staff, performance management
- Delegating responsibilities to senior staff and regularly receiving feedback on initiatives and issues
- Checking against the success criteria listed in the SIP
- Ensuring that the work of the school is in line with the three year strategic plan
- Monitor subject leader action plans and position statements
- Review all data compiled from a stakeholders e.g. parent questionnaires

- Networking with other colleagues from cluster schools feeding our local comprehensive.

Subject Leaders review quality and standards by:

- Monitoring their subjects
- Preparing 'Position Statements' that allows them to consider elements of the 3 Key Questions when preparing their statements
- Interviewing children and staff
- Creating leveled portfolios of children's work
- Liaising with colleagues in other schools through the work of the feeder cluster schools
- Agree schedule to monitor and observe and share teaching practices

We value the views of school governors and we develop their understanding of the school by:

- Involving them in the decision making process (School Development Planning)(Senior Management Meetings)
- Inviting them to INSET and ADDs sessions
- Asking for relevant input on issues facing the school, e.g. (key skills working party)(Governors Meetings)
- Giving regular and detailed progress reports in Governors meetings
- Inviting governors in to participate in lessons, events and celebrations, class governors.

Each year we have a focused area of review. This can lead to several initiatives that are now included in our School Development Plan as well as a significant addition to our school aims.

MONITORING

This addresses the question, 'How are we doing what we have agreed to do?' 'What we have agreed to do' is always clearly defined or described in school policy and documentation.

Therefore monitoring is about learning from each other about how that aspect of policy is interpreted.

Subject leaders and senior staff monitor by:

- Class exchange – A subject leader will take a class in the school to get a 'feel' for the standards in their subject.
- Performance management is carried out by the Headteacher and Deputy against an agreed criteria of which staff are fully aware.

Each term a structured monitoring exercise is carried out. This always includes classroom observation.

Members of the school community are involved in monitoring in the following ways:

- Children – through the school council, questionnaires, assemblies, P4C, circle time
- Parents – questionnaires, discussions, newsletters, correspondence.
- Governors – governors meetings, the Headteacher's Performance Management, and Performance Management and Job Reviews.

The Headteacher actively supports the monitoring of roles of others by delegation and directly by:

- Sampling children's work

- Listening to children read
- Monitoring planning
- Performance management
- Analysing data
- Listening to children's news/opinions

EVALUATION

Evaluation addresses the question, 'What is the value of what we do?' It involves making informed judgements about quality and standards and is inevitably carried out to some extent through our processes for Review and Monitoring. Overlap is unavoidable and desirable. Nevertheless, we evaluate specifically under these headings, in the following ways:

Standards of achievement:

- NFER
- All Wales Data Core Packs
- School Profile
- All Wales Reading Survey
- Teacher Assessment
- SEN Survey
- Speech/Lang Tests - IEPs
- Baseline
- LNF test results

Leadership, management and efficiency:

- Performance Management (Headteacher's)
- SIP – Reports/Reviews
- Subject leaders reports
- Committee reports

Ethos

- Questionnaire etc.
- Family homework

Quality of Teaching and Learning:

- Performance Management of teachers etc.

Partnerships:

- Commitment to Community events etc.

Quality of the curriculum:

- Subject Leaders monitoring etc.

Support for Learning:

- SEN survey etc.
- SEN annual data

We are developing a range of ways of involving all members of the school community in helping us make judgements. For example, although parents have completed evaluative questionnaires we are now extending our range of compiling data from all stakeholders.

Child Protection - The United Nations Convention on the Rights of the Child (CRC)
is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39, 42
(CRC)



