Draft School Self-Evaluation Policy
September 2003

SCHOOL SELF-EVALUATION – A SUMMARY

- Based on 7 key questions from the Common Inspection Framework
- Will be a 3 year cycle / nine term schedule
- A concise report will be produced at the end of each year
- Will be based on a comprehensive evidence base
- Based on principle of openness and transparency
- Will include explicit linkage between SSE and SDP

INTRODUCTION

School self-evaluation is an essential part of our approach to the improvement in standards at Ysgol Afan Nedd. The self-evaluation process is defined within a nine-term schedule that outlines our approach to ensuring that all aspects of the school's activities and responsibilities are evaluated and assessed consistently and systematically.

The process will address the essential linkage between the self-evaluation process and school improvement planning. Whole-school evaluation is not an end in itself, but the first step in the process of school improvement and quality enhancement. Whole-school evaluation is the cornerstone of the quality assurance system in our school. This approach provides the opportunity for acknowledging the achievements and for identifying areas that need attention.

The school's self-evaluation process will include the monitoring of performance against the 7 key questions from the Common Inspection Framework -

Standards
1. How well do learners achieve?

The quality of education and training
   2. How effective are teaching, training and assessment?
   3. How well do the learning experiences meet the needs and interests of learners and the wider community?
   4. How well are learners cared for, guided and supported?

Leadership and management
   5. How effective are leadership and strategic management?

6. How well do leaders and managers evaluate and improve quality and standards?
7. How efficient are leaders and managers in using resources?

The process is managed in such a way that all areas will be addressed at least once during the three-year cycle and will include contributions from all interested parties – pupils, parents, staff, GB and the wider community where appropriate.

The school will assess its performance against the criteria set in the Common Inspection Framework using the judgements (1-4) identified in the framework. Issues judged to be a 3 or a 4 during the process will feature as priorities 1 or 2 in the school's current School Development Plan. The SDP will mainly highlight issues identified as priorities through the school's self-evaluation process. Our SDP will include a minimum of issues and will focus on those activities where there is a declared intention to bring about specific outcomes and achievements.

The audit document will be used as a running account of areas that have been assessed and of areas identified as priorities for our improvement planning. A concise end of year report will be produced based on the 7 key questions from the Common Inspection Framework recounting areas that have been addressed and that remain to be addressed. The report will be shared with all interested parties including staff, parents, GB and the LEA.

EVIDENCE BASE
The evidence base for making judgements will include the following sources of information –

- School data
- Target setting data
- Pupils' assessments
- Subject leaders' monitoring - curriculum
- SMT monitoring – teaching and learning
- External monitoring and inspection
- SEN reviews
- SDP reviews
- MSP reports
- Questionnaires used with pupils, parents and others
- Governing Body sub-committee reviews
- Policy and procedure reviews
- Staff meeting minutes

SPECIFIC RESPONSIBILITIES

- Subject leaders will monitor curriculum provision in accordance with the agreed subject monitoring timetable. A report will be prepared and shared with all members of staff and the Governing Body.
- The headteacher and the senior management team will co-ordinate questionnaires used to canvass the views of all interested parties, will analyse whole school data, will monitor the school's self-evaluation processes and report on all these issues to the staff and the GB. The headteacher and the senior management team will take responsibility for co-ordinating all other issues relating to the SSE process.
- The Governing Body will delegate responsibilities to sub-committees as necessary to monitor issues relating to sustainable development, extra-curricular activities, financial management, health and safety and any other matters as appropriate. Sub-committee reports will be shared with the full GB and the whole staff.

Agreed reporting conventions
End of year reports will be concise and precise. They will be produced in bullet point format and will relate to the 7 key questions. The report will be shared with:
- Staff
- Parents
- GB
- LEA
- Any other interested parties on request and with the agreement of the Chair of Governors

Subject leader reports will be concise and precise. They will be produced in bullet point format and will relate to curriculum provision across the school. The report will be shared with:
- Staff
- GB
- Any other interested parties on request and with the agreement of the Chair of Governors

Sub-committee reports will be concise and precise. They will be produced in bullet point format and will relate to matters as directed by the full GB. The report will be shared with:
- Staff
- GB
- Any other interested parties on request and with the agreement of the Chair of Governors

MSP and School Review reports produced by the Primary Development Officer will also contribute to the SSE process. The reports will be shared with:

- Staff
- GB
- Any other interested parties on request and with the agreement of the Chair of Governors

All reports will focus on the quality of performance and standards at the school. They should not relate to or identify any individual member of staff or school community.

This policy adopted by the school on _____ with the agreement of the staff and the GB.

Headteacher - _____ Chair of Governors - _____

'Self-evaluation is a continuing and continually revealing process. This is where school improvement takes root.' (John McBeath)