



# Clarendon Primary School & Children's Centre

## Self-Evaluation Policy (Benchmarking)

- This policy is written in order to both reflect and guide the school's processes in self-evaluation.
- The school defines self-evaluation as a means of improving itself further.
- It is mainly through self-evaluation that we continuously improve our provision in order to pursue the highest quality in everything that we do.
- However, it is also the principle means by which we fulfil our professional accountability to all of our stakeholders.
- Self-evaluation is complex. All processes and practices 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 is expected to contribute towards self-evaluation.

### **Aims**

To ensure that all the facets of school life promote the very best education and welfare of those within the community.

What we want to know is: 'Does it work really well or not?'

- How well are we doing?
- How well do we compare to similar schools/nationally?
- What more do we need to do?
- What must we do to make it happen?
- Our monitoring and review processes - is it impacting upon standards?
- Evaluating outcomes - How well do we do?

### **Review**

What is currently happening in our school? We expect all professionals to reflect on this practice. This is done by:

- Lesson evaluations from both children and staff

- School Improvement meetings - professional dialogue to reflect and review whole school practice
- Pupil assessment data
- Analysis of data
- Performance Management reviews
- Subject Leader Reviews

## **Consultations**

We consult by:

- Workshops
- Parental questionnaires
- Children and staff questionnaires
- Interviews
- PTA meetings
- Parents Forum
- Governors meetings
- Informal discussions

We listen to and respond to children's views by:

- School Council
- Eco Council
- Assemblies
- Circle Time
- Questionnaires
- Informal discussions
- Formal discussions

Performance Data is used in the following ways:

- Set individual, group, cohort targets
- Identify staff training needs
- Identify Gifted and Talented
- Identify SEN

Senior Leadership maintains a continuous overview of the work of the school by:

- Reviewing performance of staff and children
- Reviewing teaching and learning

- Professional dialogue with staff - Subject leaders; Staff meetings; Self-evaluation meetings
- Analysing children's work
- Analysing data
- Professional dialogue with Governors, parents and children.
- Reviewing planning files
- Analysing stakeholders questionnaires
- Self-Evaluation with the SIA
- Reviewing the SDP

Subject Leaders review the quality and standards by:

- Monitoring teaching and learning
- Discussing teaching with the DH/HT following Subject Leaders observations and HT/DH observations
- SPD review
- Reviewing policies, scheme of work, children's targets, assessment and performance
- Analysing data for their subject area

We value the view of the School Governors and help to develop their understanding by:

- Termly Full Governing Body meetings
- Curriculum meetings in line with the SDP
- Subject Leaders dialogue with subject Governors
- Lesson observations by Governors in line with the SDP
- Informal governor visits to school celebrations/events
- Reviewing the SDP and Self-evaluation documents

## Monitoring

The addresses the question 'How are we doing what we agreed to do'.

Subject Leaders and senior staff monitor by:

- Professional dialogue during meetings
- Lesson observations
- Performance management
- Monitoring of teaching and learning
- Talking to all stakeholders
- Monitoring progress of SDP priorities

- Monitoring progress and data within their own subject
- Evaluating schemes of work and policies

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

- Children - through the school council, Eco Council, Assemblies, circle time
- Parents help monitor via the parents forum, EAL groups
- Governors through FGB meetings, observations, discussions with subject leaders

The Headteacher supports the monitoring roles of others by releasing staff to monitor, attend courses, visit other schools and also directly by:

- Sampling children's work
- Monitoring teaching and learning
- Talking to children
- Analysing data
- Evaluating policies
- Conducting professional dialogue with all stakeholders

Evaluation addresses 'What is the value of what we do?' It involves making informed judgements about the quality and standards and is carried out through our processes for review and monitoring.

Standards of achievement and attainment are evaluated by:

- Data from Raise, FFT, Surrey Data
- Formative and summative assessment information
- KS1 SATs/Phonics assessment
- End of topic assessments
- Diagnostic marking
- IEP target success
- Individual, group, cohort target success
- SDP review

Leadership, Management and efficiency are evaluated by:

- Questionnaires to all stakeholders
- SIA visits
- Standards of attainment and achievement

- HT reports and subject leader reports to FGB
- Performance Management
- Financial Audits
- Budget
- Resources
- Evaluating the SDP

Ethos is evaluated by:

- School council
- Eco Council
- Circle Time
- Visitors to school
- Questionnaires
- Professional/Informal dialogue with all stakeholders

Quality of Teaching and Learning is evaluated by:

- Performance Management
- Lesson observations
- Monitoring of learning by subject leaders
- Policy into practice
- Data reviews

Quality of curriculum is evaluated by:

- Standards and achievement
- Local Authority Advisors
- Monitoring of teaching and learning
- Subject Leaders work

Partnerships are evaluated by:

- Parents
- Governors
- Children
- SEN outside agencies
- Social Services
- SST
- Cluster schools

Support for Learning is evaluated by:

- SENCo

- SEN agencies
- Social Services

We are developing ways of involving all members of the school community in helping us make our judgements. Every term the Headteacher presents a report to the *Governors* based on the Ofsted framework.

### **Review**

Date discussed by staff: Spring term 2014

Date reviewed by governing body: Spring term 2014

Date due for review: Spring term 2017