

MERE SCHOOL

Procedures for Self-Evaluation

An effective school which wishes to continue to improve needs to keep constantly questioning and checking what it is doing by asking questions of itself. The OFSTED model of inspection includes a significant focus on the school's own capacity for self-evaluation, and as it develops in the future there is likely to be more emphasis on an external validation of a school's own internal mechanisms for evaluating its practice and performance.

Mere School tries to engage in a systematic process of self-evaluation to gather information about the quality and effectiveness of its work in order to:

- be able to manage the process of change. Schools need to have a clear understanding of their current stage of development so that on the basis of that analysis they are able to make decisions about action is needed to improve. Without a process of self-evaluation it is impossible for a school to make informed decisions about where to put their efforts.
- enable their staff to continue to reflect on and develop their own practice – the reflective practitioner. Unless staff are helped to be reflective about their practice they are unlikely to be able to develop and improve it.
- continue to raise and sustain levels of pupil attainment by achievement by improving the quality of the learning and teaching.
- be accountable to their governing body and through them to the community they serve.

To be able to answer the following questions we need to have systems and processes in place that enable to gather information on a regular basis about all aspects of the school.

Are we effective for all pupils?

Are we more effective for some groups of pupils than others?

Are there some individual pupils for whom we are not effective?

Does our timetable and curriculum offer support to achievement of our aims?

Are we making it possible for parents to work with us in the way we would wish?

Do all pupils feel safe in our school?

Do colleagues feel positive about working in this school?

We monitor and evaluate:

- the progress and attainment of pupils (tracking/assessing value added),
- the wider aspects of school life and the way it supports the core process of teaching and learning,
- the way in which the school is led and managed,
- the implementation of the priorities in the SDP.

As a result of this we are able to:

- identify and disseminate good practice,
- identify difficulties or sticking problems with the processes being used and agree how those will be addressed.

In doing so the school has become a 'learning organisation'.

At Mere School our self-evaluation process is developing by:

- the analysis of attainment data – Panda, Autumn Package, SATs, internal reading, spelling and reading testing, optional maths SATs tests, CATs tests, baseline assessments.
- work sampling – fortnightly at staff meeting according to timetable.
- discussion on learning and how children learn – formal and informal.
- talking to pupils – formally and informally by the class teacher, head teacher, governors and subject leaders.
- target setting in conjunction with the children.
- effective feedback to pupils through marking, discussions and plenary sessions.
- adjusting teaching to take account of assessment results.
- making learning objectives explicit to the children and encouraging them to be involved in self-assessment.
- developing the skills in the whole school community to reflect, evaluate and plan.
- celebrating all the pupils' (and staffs') achievements.
- establishing good relations throughout the school.
- staff peer group reflections.
- the evaluation and construction of the SDP.
- tracking pupil progress throughout the school.
- head teacher classroom observations, termly with clear feedback.
- subject leader monitoring on a cyclical basis including classroom observations, work sampling, monitoring of planning and interviewing the pupils, with clear feedback.
- planned visits from the governing body.
- constructive visits from the SIP and other consultants.
- completing and annotating the children's progression books.
- monitoring the teachers' planning with relevant feedback.
- staff development portfolios – which include the job description, outcomes of lesson observations, details of Performance Management, any information on courses attended and feedback to staff in school.
- the continual development of the Teaching and Learning policies.
- the involvement of Teaching Assistants.
- refining the teachers' planning and making assessment opportunities explicit.
- regular professional development interview for all staff.
- the head teacher teaches all classes on a regular basis.
- yearly completion of questionnaire 'Keeping your Balance' with the Governors Finance Committee acting on issues raised.
- the head teacher reporting half termly to the full Governing body.

- putting examples of work into our Achievement Book.
- keeping a school scrap book.
- the development of the subject leader portfolios.
- annual questionnaires for staff, parents, children and governors.
- staff development portfolio.
- induction procedures for new staff.
- teacher training students on a regular basis.
- regular cluster meetings to level work across the local schools.
- regular, well evaluated cluster activities for the more able child.
- weekly session with the more able KS2 children.
- yearly completion of OFSTED's self evaluation form (SEF).
- frequent in-service training on how children learn.
- head teacher trained as SATs auditor and Consultant Leader.
- advice and support from our SLC teacher.
- termly evidence trails by core subject subject leaders.
- analysis of achievement data collected for foundation subjects, PSRE and RE.

Areas to develop

- continue to strive for a learning community,
- constant professional discussion on how children learn.
- the implementation of APP in reading.
- the feedback from TAs attached to each class.
- to keep the SEF updated.
- validate our self evaluation through the MSSR document.
- to continue the use of the 'So What' sheets and evidence trails.

It is essential that any knowledge gained as a result of self-evaluation is fed back into the school as it affects future practice. There must be 'joined-up thinking' so that the various parts of the system and processes interlink. At Mere School we will continue to develop a culture that is supportive of the self evaluation process.

Spring term 2009

Review: Spring 2010