

PORTHCAWL COMPREHENSIVE SCHOOL

SELF EVALUATION POLICY

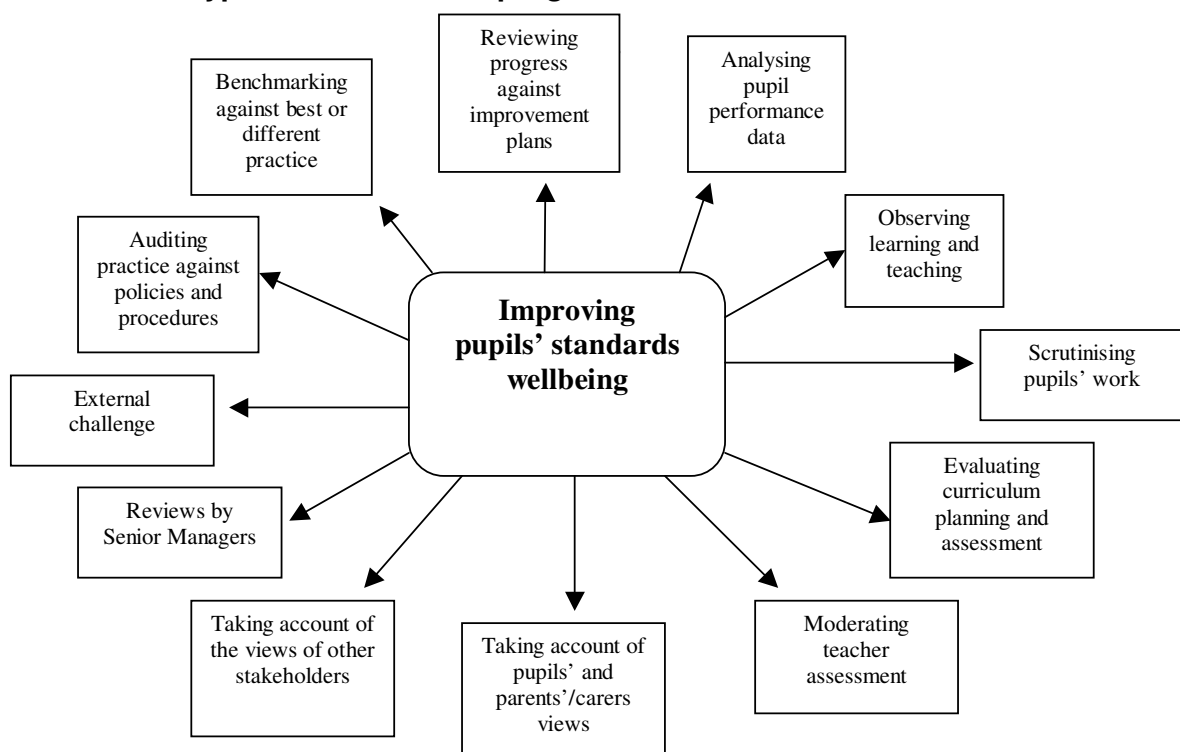
PREAMBLE

The process of self evaluation embraces all aspects of school life. The purpose of this policy is to ensure that this is an accurate, up-to-date assessment of school performance that can inform future planning, and hence improve standards.

Effective self-evaluation is:

- Open and honest;
- Has pupils' achievements and experiences as the principal focus;
- Is a continuous process and not just a 'snapshot';
- Is embedded in strategic planning and draws on regular quality assurance procedures;
- Involves all staff at all levels in assessing outcomes and performance;
- Systematically seeks the views of pupils and consults other stakeholders, such as partners and employers, where appropriate;
- Seeks to make judgements in the light of measureable performance data and to identify trends over time;
- Leads to improvement plans which are monitored against clear targets and success criteria; and
- Results in improvements in standards and quality for pupils.

Typical activities in a programme of school self-evaluation



POLICY

This policy brings together a wide range of individual activities which have a common theme, that of self evaluation and school improvement.

Each element of self evaluation is linked to

- 1 an area in the C.I.F. 2010
- 2 a report and action plan
- 3 a receiver of the report / action plan
- 4 a time plan for processing activities.

Further details of each element is identified and together constitute a whole school self evaluation process which involves pupils, all staff, parents and governors.

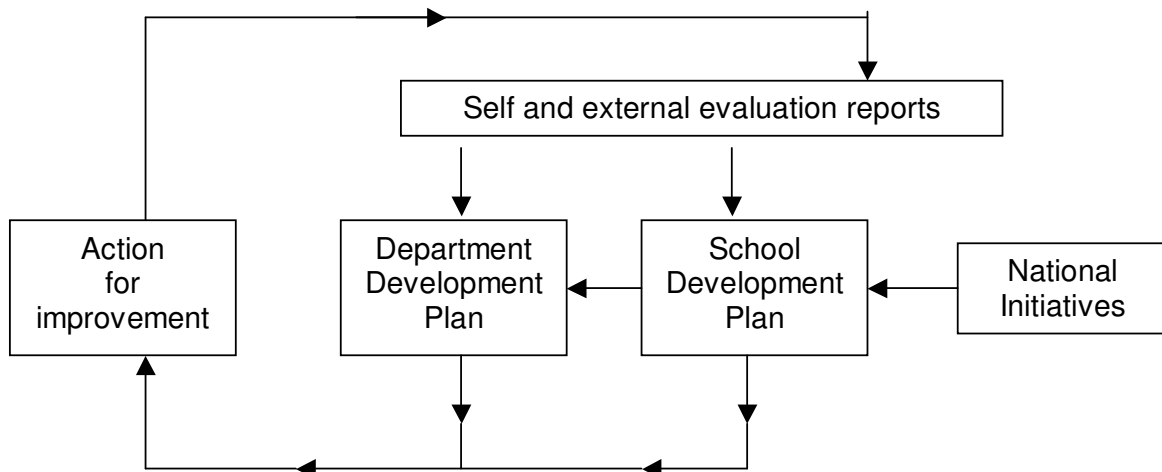
PROCEDURES

The procedures of self evaluation in the school covers a wide range of activities. Each of these activities involves reviewing present performance, making an evaluation and professional judgement in order to inform development planning and hence to raise standards.

Each element of the self evaluation procedure involves a group of staff collecting evidence and data (which can be presented on demand), making judgements and making decisions and/or an action plan.

A key feature of the self evaluation procedures is the moderation and verification of self evaluation judgements by overseeing staff. This element of the process ensures an element of consistency across the school. This occurs at faculty and whole school level.

A summary of the self evaluation procedures is as follows:-



REPORTING

The end product of these processes is a set of action plans which can inform future development planning at several levels of management, i.e.

- Department level
- Faculty level
- Senior management
- Governing body

Detail of the elements of self evaluation process and the associated time plan for delivery are as follows:-

PROCESSES

ELEMENTS OF SELF EVALUATION

1. DEPARTMENTAL EVALUATION

This is a common theme across each of the three C.I.F key questions.

Each department meets to review its work with regard to each area. This is done on an annual programme. Departmental reports are written, and levels awarded. These reports are, in discussion with the head of department and head of faculty, moderated by the SMT link.

The findings of these reports are used to inform departmental and school development plans.

The reports are also used by the SMT and Headteacher to plan whole school initiatives and inform the governing body.

[See Appendix 1 for further detail.]

There are a range of Departmental/Faculty reports that cover a whole series of C.I.F. aspects. Each department will meet and review its contribution to the school under the terms of reference of the report in question. Each report is available as a template with prompts. Upon completion departmental reports are combined to form a faculty report which is then moderated by the S.M.T link person. Each of these themed reports is then stored on the school "Self Evaluation Website". The reports and their outcomes are used by S.M.T, Headteacher and Governing Body to plan for strategic improvements.

It is important to remember the Pastoral Faculty and ALN Faculty will complete specific reports over the annual cycle. This is so for Senior Managers in selected reports.

- A. "Autumn Report to Headteacher" (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 3.2.2, 3.2.1)
- B. "Skills, Welsh and ESDGC" (1.1.4, 1.1.5, 2.1.3, 2.1.4)
- C. "Wellbeing" (Pastoral Faculty Only) (1.2.1, 1.2.2, 1.2.3, 1.2.4)
- D. "Care Support and the Learning Environment" (2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.4.1, 2.4.2)
- E. "Leadership, Local and National Priorities" (3.1.1, 3.1.3)
- F. "Care Support and Guidance" (Pastoral Faculty Only) (2.3.1, 2.3.2, 2.3.3)
- G. "Meeting A.L.N" (ALN Department Reports) (2.3.4)
- H. "Improving Quality and Resource Management" (3.2.1, 3.2.2, 3.4.1, 3.4.2)

- I. "Safeguarding at Porthcawl" (CS) (2.3.3)
- J. "Partnership and Resource Management" (S.M.T report) (3.2.3, 3.3.1, 3.3.2, 3.4.1, 3.4.2)

2. LISTENING TO LEARNERS/STAKEHOLDERS

During the self evaluation cycle a number of focus groups will be asked for their views on elements of the school. In many cases the "SELS" software will be used to complete online questionnaires.

- A. "Evaluation Report of Transition" (Completed by Year 7 learners and parents/carers)
- B. "14-19 Q.D.P. Questionnaires" (completed by year 10 & 12 Learners) over the course of the year
- C. "Learner Evaluations of Wellbeing" (Completed by learner focus groups)
- D. "ALN listening to Learners Report" (completed by learners with ALN)
- E. "Year 6 Views upon transition" (completed by Year 6 primary learners)

3. STATISTICAL ANALYSIS OF RESULTS

An analysis of examination results is made at the beginning of the year. The analysis considers subject entries, pass rates. A*-C, A*-G etc. as well as an ipsitive analysis. Where available local and national comparative data is included This data is shared with all staff. Comparisons over time as well as gender are also considered in this section. This is achieved with use of All Wales core data sets.

This information is used by departments in the compilation of their reports to the Headteacher.

4. ESIS REVIEW OF SCHOOL RESULTS

This is a report received by the school. It is created by the schools' ESIS advisor, who in this context is working for the LEA, and is received by the school towards the end of the Autumn term.

The content of the report is reviewed by the SMT and communicated to the Governing Body. Any issues raised can be considered for inclusion in future development plans.

5. HEADTEACHER SUMMARY REPORT ON EXAMINATIONS

This is a report written as a summary of the schools performance for an academic year and is delivered to the Governing Body in the Autumn term.

See governors' minutes for details.

6. LESSON OBSERVATION

Lesson observation normally takes place as part of the performance management process.

Other occasions may also arise e.g. visits by head of department / SMT link, peer observation and NQT requirements. All formal visits would be by mutual arrangement and the standard documentation used.

7. BOOK REVIEWS

These reviews take place during PSE lessons by SMT, Heads of Year and Form Tutors. A pro-forma is used and when completed an evaluation report is produced by N Thomas (PSE Co-ordinator). This report is distributed to SMT, Heads of Year and Form Tutors for discussion. Any issues which may arise from the review of the report are noted and action is taken to improve the progress of pupils and departmental practice. Also departments organise, complete and report upon book monitorings.

8. ESIS REVIEW OF DEPARTMENTS

These are pre-planned visits from an external assessor.

They give another perspective to the internal evaluation of each department.

Reports received are shared with the staff, head of department, SMT, Headteacher and a summary to the Governing Body.

Action points are noted for possible inclusion in the department development plan and school development plan.

9. PEER OBSERVATIONS

Request sheets are issued to staff wishing to undertake peer observation. Dates are then established, taking into consideration any timetabling / cover issues. A peer observation record sheet is completed and a copy given to the teacher observed, one copy kept by the observer and one copy issued to SMT.

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Peer observations to take place during the autumn and summer terms.

Data collected is used to spread good practice amongst teaching staff individually, to departments via feedback in meetings as well as informing the learning group on whole school issues.

10. CURRICULUM REVIEW

This takes place throughout the year. It takes into account:

- 1 performance of pupils in examinations
- 2 national initiatives
- 3 staffing resources
- 4 pupil option choices

The data collected is used to inform the school / department development plans and the structure of the curriculum.

11. ATTENDANCE DATA

Attendance data is collected daily and passed to the senior staff and Heads of Year. Weekly attendance checks are completed. At the end of each month data is collected for attendance and punctuality. This monthly data is used as part of the target-setting and comparison processes. End of year statistics are prepared for WAG and reports for the Governing Body.

12. BEHAVIOURAL STATISTICS

The PPMS system is used to note the use of 'D' codes. At the end of each term a custom report is run which collates pupil data in a format which is used by the relevant Head of Year. Fixed and permanent exclusions are recorded in school. The data is returned to the LEA who compile statistical returns.

13. PARENTAL QUESTIONNAIRES

Questionnaires are issued on a two year rota basis to the parents of all pupils, except for year 7, which are issued annually. The questionnaires are issued 2-3 days prior to the Parents' Evening for each year group and collected in at the Parents' Evening.

Results are collated and a summary issued to the Headteacher, SMT, Staff and Governing Body.

Points for action are noted and considered for inclusion in the school development plan.

Parents/Carers/Learners views are sought over the school year by means of questionnaires completed via 'SELS'.

14. PUPIL SELF ASSESSMENT

Questionnaires are issued during 'Self-Assessment Days' for Year 9 to both pupils and providers. These are then analysed and a report produced. The information engendered plans for the event to be repeated the following year.

In many departments the views of Learners are sought. Learner views on lessons, contents and approaches are used to uniform the future planning of sequences of work.

The report is given to the Headteacher, SMT, Heads of Year and Form Tutors who may report back to pupils. Providers are able to consider the results and report this to their agency. School Council is also informed. Points for action are noted and considered for future plans.

15. PUPIL PURSUITS

A pro-forma is produced detailing points for observation and completed after a decision is made regarding the pupils, year group and period of time for the observation. Parental permission is requested and the result of the observation is collated and a summary issued to the Headteacher, SMT, Staff and Governing Body. Any issues raised are discussed and, where necessary, action is taken.

16. SCHOOL COUNCIL

The School Council meets every 2 weeks. Minutes are taken and pupils are appointed as members by the Heads of Year, Form Tutors and pupils. The year representatives attend and report back to their respective year group with the minutes. All pupils' viewpoints are established by means of questionnaires. These are collated and a report completed for the School Council. A summary is issued to the Headteacher, SMT, Staff and Governing Body. Issues raised are considered and action taken where necessary.

17. PERFORMANCE MANAGEMENT

The school meets the statutory requirements of performance management.

See individual policy for details.

18. SMT MODERATION REPORTS

The departmental reports are moderated by the SMT link and head of faculty, and used to inform the whole school self evaluation reports to the governing body.

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19. QUALITY INDICATOR REPORTS TO GOVERNING BODY

A summary of the moderated departmental self evaluation reports are reviewed by the SMT and Headteacher to create reports to the various sub-committees of the governing body.

The reports are used to inform the school development plan.

20. SCHOOL DEVELOPMENT PLAN

The initiatives of the previous year are evaluated for progress and considered together with the national and local initiatives to produce a set of priorities for the future. At times of the year formal review plans are undertaken.

Some items are moved in status in the plan from a point of development to an annual review and assessment and others removed when they become part of day-to-day working.

The school development plan, or a summary, is communicated to all staff, parents, and the governing body.

21. DEPARTMENT DEVELOPMENT PLAN

The initiatives of the previous year are evaluated for progress and considered together with the points for development identified in departmental self evaluation and the initiatives of the school development plan to produce a set of priorities for the future.

Some items are moved in status in the plan from a point of development to an annual review and assessment and others removed when they become part of day-to-day working.

The department development plan, is communicated to all departmental staff and the SMT. A stakeholder leaflet is produced and distributed.

22. STAFFING REVIEWS

The expected roll together with any planned curriculum changes are analysed to identify the staffing needs of the future.

This process informs the future staffing appointments strategy.

23. SCHOOL ROLL PROJECTIONS

The school roll is calculated at the beginning of the school year together with similar data from our catchment primary schools. The projected roll for the next five years can then be estimated.

These estimates are reviewed during the year using PLASC data and taking into account requests for new entrants from outside the catchment area.

This data is used to inform curriculum planning, staffing levels and budget estimates.

24. FINANCE REPORTS

These are produced at varying levels throughout the year.

A monthly analysis of expenditure is produced for the Headteacher and regular updates for the finance sub committee of the governing body.

Also included in the annual cycle are

- a) an historical review of expenditure, half way through financial year
- b) an end of year review and the setting of the school budget in April.

25. HEALTH AND SAFETY REPORTS

Annually during the summer term, a health and safety audit is carried out. The school uses the LEA audit document and we engage an external person to act as a 'critical friend'.

The outcomes of the health and safety audit are the content of a report produced for the Governing Body. An action plan prioritises the actions needed.

26. SCHOOL SITE REPORTS

An annual site survey is conducted by A Slade and the Site Manager. All issues are noted in a report to the Headteacher which is presented annually to the Finance Sub-Committee of the Governing Body.