

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.

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 CRIS framework
- 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.

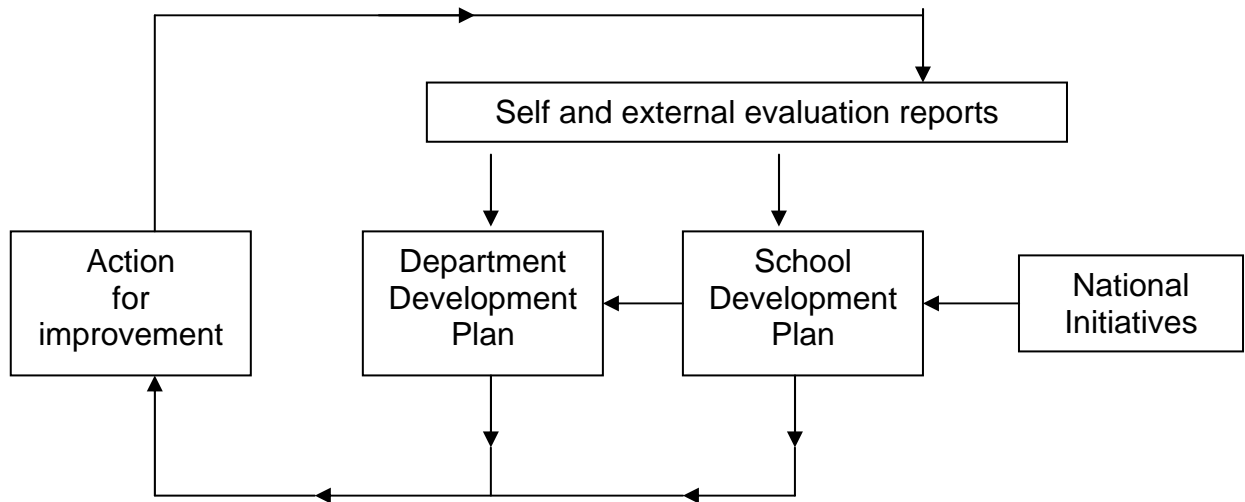
PROCEDURES

The process 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 staff evaluation process 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 process 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.

A summary of the self evaluation processes 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:-

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ELEMENTS OF SELF EVALUATION													
										Report and Action Plan produced by		Report Presented to	
LEARNING OUTCOMES													
Department Evaluation								Department staff,HOD				SMT link	
Head of department report								HOD				HT	
Statistical Analysis								SMT				HT and All Staff	
Esis Review of School Results								External Link Advisor				HT / Governing Body	
Headteacher Summary Report								HT				Governing Body	
TEACHING AND LEARNING													
Department Evaluation								Department staff,HOD				SMT link	
Lesson Observation								SMT Department Link				HT	
Book Reviews								SMT				SMT,HT	
Esis review of Departments								External Subject Advisor				HOD,SMT,HT	
Peer Observations								SMT				SMT link	
CURRICULUM													
Department Evaluation								Department staff,HOD				SMT link	

				Report and Action Plan produced by	Report Presented to
ETHOS					
	Department Evaluation			Department staff,HOD	SMT link
	Attendance Data			DH,DS	SMT, HT
	Behavioural Statistics			DH,DS	SMT, HT
	Parental Questionnaires			AH,CS	STAFF,SMT, HT
	Pupil Self Assessment			AH,MC	SMT, HT
CARE AND SUPPORT					
	Department Evaluation			Department staff,HOD	SMT link
	Pupil pursuits			AH,MC	HT
	School Council			AH,MC	HT
LEADERSHIP AND MANAGEMENT					
	Department Evaluation			Department staff,HOD	SMT link
	Performance Management			Team Leaders	HT
	SMT moderation reports			SMT	HT
	QI reports to Governing Body			HT	GB
	School Development Plan			Staff,SMT,HT	GB
	Department development Plan			Department staff,HOD	SMT link, HT
MANAGEMENT OF RESOURCES					
	Department Evaluation			Department staff,HOD	SMT link
	Staffing Reviews			DH,GCW	HT
	School Roll Projections			DH,GCW	HT,GB
	Finance Reports			DH,GCW	HT,GB
	Health and Safety Reports			DH,DS	HT,GB
	School Site Reports			DH,DS	HT

SELF EVALUATION TIME PLAN		AUTUMN TERM								2 0 0 6								SPRING TERM								2 0 0 7								SUMMER TERM								2 0 0 7									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39											
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Book Reviews																																																			
Esis review of Departments		See individual schedule of ESIS visits																																																	
Peer Observations																																																			
CURRICULUM																																																			
Department Evaluation		See 2 year plan																																																	

ELEMENTS OF SELF EVALUATION – INDIVIDUAL PROCEDURES

DEPARTMENTAL EVALUATION

This is a common theme across each of the seven CRIS areas.

Each department meets to review its work with regard to each area. This is done on a two year rolling 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.

LEARNING OUTCOMES

HEAD OF DEPARTMENT REPORT ON EXAMINATION RESULTS

At the beginning of the year each Head of department produces a report, based on set criteria, on the departments achievements during the previous year.

This report is the basis of a meeting between the Head of department, SMT link and Headteacher to review the past year and plan for the future.

A summary of these meetings contributes to the Headteachers' report to governors in the Autumn term.

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.

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

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.

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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.

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.

TEACHING AND LEARNING

LESSON OBSERVATION

Lesson observation normally takes place as part of the performance management process. (See policy for further details)

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.

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 M Crockett (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.

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.

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.

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.

CURRICULUM

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.

ETHOS

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.

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.

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.

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.

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.

CARE AND SUPPORT

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.

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.

LEADERSHIP AND MANAGEMENT

PERFORMANCE MANAGEMENT

The school meets the statutory requirements of performance management.

See individual policy for details.

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.

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.

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.

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.

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.

MANAGEMENT OF RESOURCES

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.

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.

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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.

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.

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.

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.