Rationale

The aim of self evaluation in our school is to raise standards by focusing more clearly on our strengths and areas for development. Through monitoring the school will ensure that agreed policies are implemented as intended, amend action plans as necessary and develop an extensive evidence base for evaluation. Evaluations will be built into school improvement planning and target setting. To ensure the quality of leadership and management, outcomes for pupils, teaching, learning and assessment and personal development, behaviour and welfare are monitored and evaluated on a termly basis and the impact reported to Governors in the relevant committees.

Principles

Self-evaluation will be carried out in a spirit of openness and honesty. Self-evaluation is about professional dialogue. Monitoring answers the question: “Have we done what we said we would do?” Evaluation addresses impact: “Have our strategies raised standards?”

Procedures

The school uses a self evaluation form. All aspects of the school’s work will be evaluated. A detailed analysis of standards will be carried out each year to identify relative strengths and weaknesses. This will be linked to the identification of priorities in our school improvement plan.

Pupil progress will be monitored and evaluated using a range of methods, which include:
- Scrutiny of pupils’ work
- Tracking pupil progress
- Presentations and displays of work
- Lesson observations / Learning Walks

Pupils make a significant contribution to our self-evaluation and determining our priorities through discussion, samplings and questionnaires.

Parents will be consulted through questionnaires and consultation.

Other stakeholders will be consulted to provide their perspective of how we meet our pupils’ needs.

The school welcomes external scrutiny and validation of its self-evaluation from the Local Authority and Ofsted.

Visits from the Authority’s advisers/School Improvement Partners will be linked to the school cycle for evaluation.

Roles and Responsibilities

Successful implementation depends upon a whole-school approach. The Governing Body will provide clear educational direction for this initiative by supporting the identification of priorities and the timescale for review. At key points in the cycle it will act as a critical friend when receiving reports.
The Headteacher has overall responsibility for evaluating standards across the school. She will manage the deployment of staff and resources and collate judgements.

All members of the Leadership Team will be actively involved in monitoring and evaluating according to their areas of responsibility. They will also co-ordinate the monitoring and evaluation of generic teaching skills and classroom management.

Subject Leaders are responsible for monitoring and evaluating work in their subject in order to raise standards.

All staff are responsible for evaluating their specific contribution to the range of pupils' achievements as part of the school’s performance management policy.

**Evaluation Criteria**

- Our school's self-evaluation based on a good range of telling evidence
- Our procedures identify the most important questions about how well our school serves its learners
- We know how our school compares with others, locally and nationally
- Our self-evaluation and planning involve key people in the school and seek the views of key groups, e.g. learners, parents/carers and the community.
- Self-evaluation is integrated into our management systems
- Our self-evaluation leads to action to achieve our mission statement

**Monitoring and review**

This policy will be reviewed regularly.

**Updated February 2019**

Signed __________________________ Date __________________________ Headteacher.

Signed __________________________ Date __________________________ Chair of Governors.