YSGOL Y LAWNT

Policy on School Self Evaluation and School Improvement Planning

I Introduction

1 . 1This school improvement policy involves the following processes:

- auditing our present performance and practice; o Regular updating of the school's Self Evaluation Form [SER];
- agreeing our priorities and setting targets for improvement
- action planning to ensure that resources are deployed appropriately; o implementing change;
- monitoring and reviewing the progress made; o setting targets for pupil achievement..

2 Aims and objectives

2. 1 In our school, we aim for excellence in all we do. Our most important aim is to enable every child to reach his or her highest possible level of individual achievement. To this end, we implement a policy of self evaluation and school improvement. We aim to be a self-improving school, although we naturally take account of all external evaluations, such as an Estyn inspection or an LA review. While we celebrate success enthusiastically, we nevertheless submit ourselves to critical self evaluation. In other words, we are continually looking for ways in which we can improve the educational provision in the school. We involve all members of the school in this process, including the children, whom we regularly invite to comment on decisions which affect their education.

3 Auditing

3. 1 We ask ourselves the following questions when auditing our current performance:

- o How well are we doing?
- o How do we compare with similar schools? o What more should we aim to achieve? • What must we do to make it happen?

3.2 All monitoring judgements are recorded on the Self-Evaluation Form (SER). This document is updated termly, so that records are kept up to date, and the school is prepared for an Estyn inspection at any time. The SER contains school judgements about our own performance. It also contains references to where the evidence exists for our judgments. The SER is a key document, as it sets out what we as a school do well, and where we want to improve. The SER therefore indicates the key priorities for inclusion in our School Improvement Plan (SIP).

3.3 Standards of attainment – this is to be revised further in line with the CFW.

We carry out an annual data analysis during the autumn term, when we study the school's National Curriculum teachers' assessments, in each of the core subjects. We use the data provided in Data Exchange Wales (DEWi) to find out how well children in our school are achieving, compared withchildren in similar schools. We analyse the statistics to help answer the following questions:

- What are the trends over time in each core subject, and are standards rising in line with our expectations?
- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- Is the progress of the pupils good across all Key Stages?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?

This statistical analysis is carried out by the senior management team, and a report is prepared for discussion with the governing body.

3.4 The quality of teaching

The headteacher, deputy headteacher, assistant headteacher, ALENCo or subject leader observes all teachers working with classes at least once a term. The criteria that we use have been agreed by all teachers and are part of our teaching and learning policy. Teachers negotiate the observation date and the focus of the observation reflects an agreed whole-school focus that is linked to the SIP. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The headteacher uses the information gained from this monitoring process to help to identify common development points which can be addressed in the school's training programme for continuing professional development. This evidence is also used to inform the judgements included in the SEF.

3.5 The quality of children's learning

In the course of their lesson observations, the headteacher, deputy headteacher and subject leaders gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. The school carries out regular scrutinies of pupils' work, and these enable us to make evaluations about the progress being made by the children.

3.6 The quality of teachers' planning

- Teachers give their medium-term planning to the appropriate subject leader at the beginning of each term. The subject leader records any common issues, passes on information about these to the headteacher, and gives verbal feedback to the teachers.
- The teachers hand their weekly planning to departmental leads on Monday morning, and the departmental leads returns the planning by the end of the school day with any written comments.

4 Establishing priorities and target-setting

4.1 The school sets itself challenging but realistic targets, always aiming for the highest possible standards. These targets are based on the evidence and data gathered through the monitoring and review process.
The targets are agreed by the headteacher with the governing body in the autumn term.

4.2 All children have personal learning targets for literacy and numeracy. The teacher also reviews the children's National Curriculum levels and updates the school tracker system INCERTS half termly and at the end of each school year, sets the targets for the end of the next school year. INCERTS is converting to Taith 360 as of September 2022. School is going to review the use of this system and compare it with other systems available to track progress against the CFW. The headteacher (or deputy headteacher) and the class teacher review these targets, and the progress that the children are making, .

4.3 The auditing process and target-setting inform the priorities for the SIP. Where a subject has been identified in the SIP as a priority area, the subject leader observes all relevant teachers once a year as they teach the subject in question. Each year, we identify two subjects as priority areas. Subject

leaders monitor the quality of teaching in their subject and select a specific focus for the observation. This gives feedback about the progress of specific actions in the SIP.

4.4 The headteacher gives the governors a termly report in which s/he identifies progress against the targets within the SIP. Governors make regular visits to the school as part of a planned programme of monitoring, and, together with the headteacher, they agree the focus of these visits when formulating the SIP. Governors focus on one particular curriculum area or aspect of the school, and the headteacher supplies them with monthly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement as identified in the SIP. The planning cycle involves the governing body in evaluating the progress of the current SIP as part of the development of the next plan. This gives governors a clear view of the school's strengths and weaknesses.

5 Action planning

5. 1 We plan for our school improvement on a three-year cycle, and our planned actions are set out in the SIP. The plan is reviewed and updated annually by the senior staff and governing body. The SIP is outcome-focused, in that it sets out clearly what our priorities are, what we are aiming for in terms of pupil achievement, and how we plan to deploy the resources available to the maximum benefit of our children.

6 Implementation

6.1 Each priority identified in the SIP has a named person responsible for its implementation. This involves organising staff training, disseminating new practice, and monitoring the process of change in the school. A report on progress will form part of the school's monitoring and review process, and will be discussed by governors in their annual review.

7 Monitoring and evaluating progress

7.1 Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

7.2 Evaluation is a judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

7.3 We regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective our actions have been. This gives us information on which we can base future decisions about the development of our school.

7.4 The senior team and the governors annually review progress against the targets set out in the SIP.

8 Key tasks in the improvement cycle

8.1 In the autumn term, we analyse performance data,

8.1 We determine end-of-Key-Stage targets, both for the whole school and for individuals, and we agree statutory targets with the governing body.

8.2 During the autumn and spring terms, we implement the SIP and gather data on the quality of teaching, and on pupil standards, through lesson observations and work scrutinies.

8.3 In the summer term, we review progress made and adjust the SIP accordingly.

9 Performance management

9. 1 The Performance Management Cycle provides a framework for implementing the processes of target-setting, planning, monitoring and evaluation from the School Improvement Cycle for each teacher and each class on an annual basis.

10 Monitoring and review

1 0. 1 This policy will be monitored by the chair of governors in conjunction with the headteacher. It will be reviewed by the governing body every two years, or earlier, if considered necessary.

Signed:

Date: