

SCHOOL SELF EVALUATION

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FOREWORD

This is the second edition of School Self Evaluation Guidance. The Teaching and Learning Sub Group of the Croydon Primary Leadership Group has revised the Guidance originally developed in May 2001 to take account of recent national and local developments and initiatives.

The purpose of the document remains the same: to provide support for schools in evaluating their own effectiveness. The document can be downloaded from the Croydon Council website: www.croydon.gov.uk and the Croydon QDI website: www.croydonqdi.co.uk to enable schools to customise the materials to suit their own specific needs.

References are made in several sections to other Croydon documents which could be used to evaluate in further depth. A list of these are included, along with a list of useful published materials, on the final pages.

February 2003

ACKNOWLEDGEMENTS

In developing this guidance document the production group consulted materials from a range of sources. In particular the findings of the Hay McBer research on effective teaching informed the section on the Quality of Teaching and Learning.

A RATIONALE FOR SCHOOL SELF-EVALUATION

“The school that knows and understands itself is well on the way to solving any problems it has self-evaluation provides the key to improvement.”

[Ofsted Handbook for Inspecting Primary and Nursery Schools]

Key Principles:

- Self evaluation starts from where a school is;
- It helps a school to decide what it values and believes in;
- It originates within a school, so the school owns the result;
- It can involve the whole community;
- It can work to analyse and celebrate success as well as identify areas for improvement;
- It generates open information which can improve leadership and management;
- It enables each school community to agree what it means by achievement, learning etc.

School self evaluation works best when there is:

- A supportive environment where all staff feel valued and able to participate and share their views;
- A commitment to equality of opportunity for all;
- A management style which generates a commitment among staff to be reflective, appraising critically their own work and that of others;
- A whole school positive approach to school improvement where a culture of self-evaluation and target setting at all levels is a recognised factor;
- A learning organisation where all members (adults and children alike) are confident to evaluate their own performance;
- A shared understanding of vision and values, strengths and areas for development;
- A shared view of what constitutes ‘best practice’;
- The agreed priorities of the School Improvement Plan provide the main focus for development /action planning;
- The professional development of all staff is a priority for the school leadership;
- Evaluations are based on a range of evidence and observations which lead to decision making and action;
- The school leadership demonstrates a real willingness to listen and act upon feedback and evidence.

“School self-evaluation is about diagnosis and change in the way people work, and this is particularly so for teaching and its impact. But it must carry a ‘health warning’. It can be a mistake to ‘do a self-evaluation’ of the whole school, treating it as one event like ‘having an inspection.’ It is far better that inspection complements a process of identifying and nibbling away at priorities through regular monitoring and evaluation.”

[Ofsted Handbook for Inspecting Primary and Nursery Schools]

It makes sense to base school self-evaluations on the same criteria as those used by Ofsted, using a common language which has been developed to describe the work of schools and is expressed through criteria which reflect the things that matter in a school. The use of Ofsted Self Evaluation Form S4 enables a school to maintain a record of their own effectiveness. Schools have found it most useful when staff and governors have contributed to its development.

Key Questions

The sections on key questions, formulated by a group of Croydon Headteachers, Inspectors and Advisers, in discussion with schools, may be helpful starting points for self-evaluation and will serve to help a school in answering the ultimate questions about their performance:

- Are all the pupils in the school learning as much as they are capable of learning?
- How can we find out?
- When we answer the questions, how do we know if we are right?
- What do we do about it when we have the answer?

Strategies

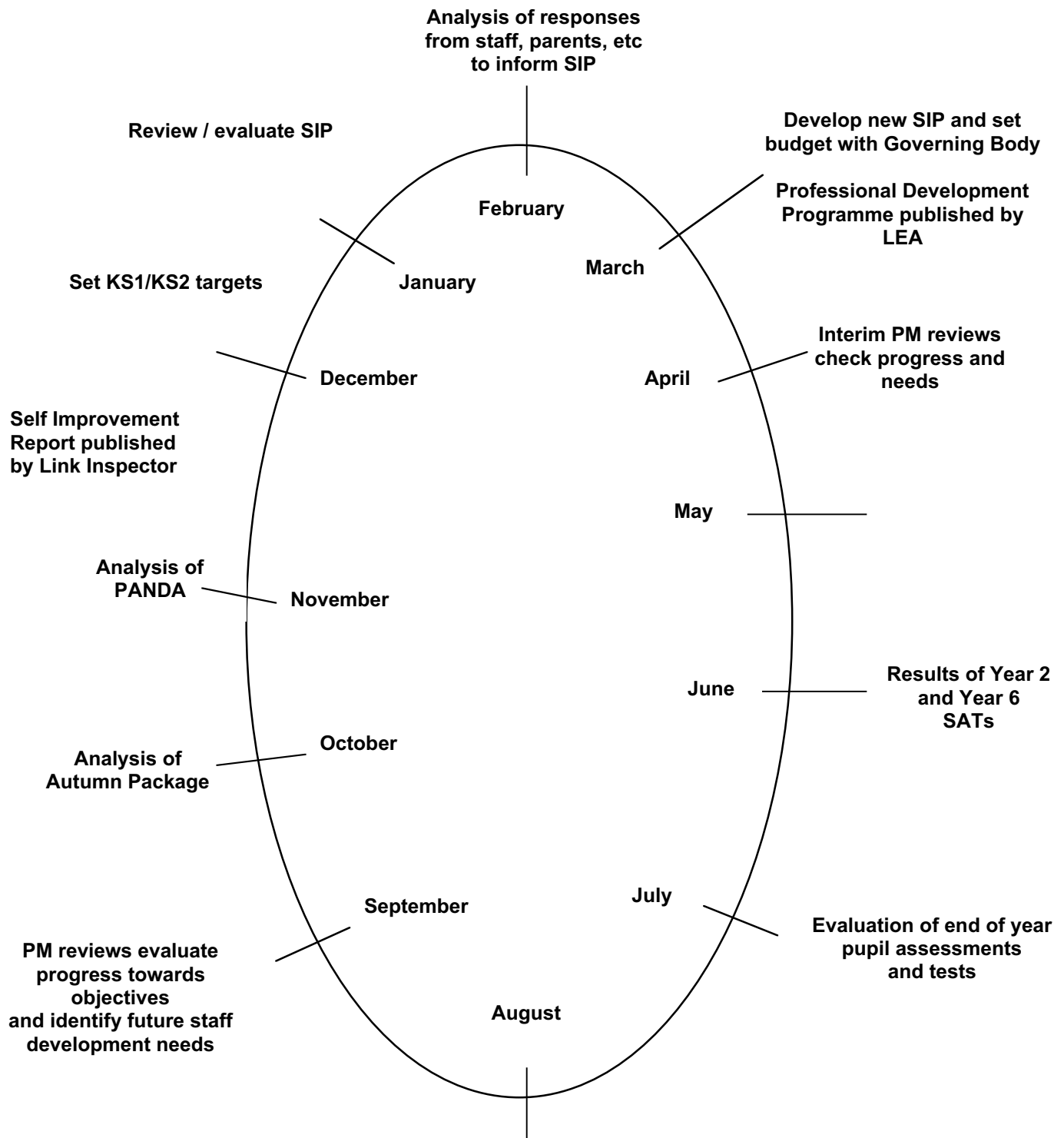
In order that self-evaluation has the maximum impact on standards, schools will need to:

- take an ongoing objective look at pupils’ achievements, pinpointing areas of under-achievement and vulnerable groups;
- account for outcomes in the school by identifying strengths and weaknesses in teaching, before looking at what else the school provides to support learning, (the self-evaluative teacher is key);
- use the information gained from the process to devise the school improvement plan, which should always be seen as primarily a means of raising levels of achievement.

“Each school should be expected to take the lead in working out for itself – albeit in discussion with the LEA and others – what needs to be done to raise standards and get on and do it Part of the LEA role is to foster in every school the skills and willingness to monitor their own performance, work out what needs to be done to raise standards and to act effectively to do it.”

[Code of Practice for LEA-School Relations]

SCHOOL SELF-EVALUATION SHOULD BE THE BEDROCK OF THE SCHOOL IMPROVEMENT PROCESS



Suggested timetable for school improvement cycle

SCHOOL SELF EVALUATION

THE QUALITY OF TEACHING AND LEARNING

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>1. Effective Teachers Set High Expectations</p> <p>a. Is there a consensus about what constitutes high expectations?</p> <p>b. Are there <u>high</u> expectations in the classroom?</p> <p>c. Are these communicated directly to the pupils?</p> <p>d. Are the expectations clear and consistent?</p> <p>e. Are the pupils challenged and inspired?</p> <p>f. Do they know what is expected of them?</p> <p>g. Is the teacher relentless in the pursuit of a standard of excellence for <u>all</u> pupils?</p> <p>h. How is work differentiated to meet the needs of all pupils?</p> <p>i. How are the needs of the more/less able child met?</p> <p>Does the teacher</p> <p>j. Vary motivational strategies for different individuals, taking account of different learning styles?</p> <p>k. Provide opportunities for pupils to take responsibility for their own learning?</p> <p>l. Draw on pupils' experiences or ideas relevant to the lesson?</p> <p>m. Encourage high standards of effort, accuracy and presentation?</p> <p>n. Review and adapt their teaching style through observing other teachers teaching?</p> <p>o. Does the teacher make clear their commitment to equality of opportunity?</p>	<ul style="list-style-type: none">• Classroom observations• Monitoring practice• Ofsted reports• Notes of Visit• Quality of pupils' work• Teachers' planning• Displays•

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>2. Effective Teachers Are Skilled Planners</p> <p>a. Is work planned in short, medium and long-term in line with school policy?</p> <p>b. Is there a clear framework and learning objectives for each lesson/activity?</p> <p>c. Is the lesson planned in the context of the broader curriculum and longer-term plan?</p> <p>d. Is there evidence that the planned lesson is structured in the light of the evaluation of previous lessons?</p> <p>e. Does the teacher communicate a clear plan and learning objectives at the start of the lesson/activity?</p> <p>f. Are learning objectives and the lesson content shared with pupils?</p> <p>g. Is each activity preceded by clear and explicit instructions where appropriate?</p> <p>h. Does the lesson planning take account of <u>all</u> children with special educational needs and the needs of EAL pupils?</p> <p>i. Is there clarity for the pupils of what they are doing, where they are going and how they will know when they have achieved the objectives of the lesson?</p> <p>j. Does the teacher plan/create the time to review learning objectives/outcomes at the end of a lesson?</p> <p>k. Are lesson plans/learning objectives shared with support staff/parent/volunteer helpers?</p>	<ul style="list-style-type: none"> • Monitoring planning • Monitoring lessons • School planning policy • Talking to staff and pupils • IEPs • • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>3. Effective Teachers Employ a Variety of Teaching Strategies</p> <p>a. Does the teacher empower other adults to support effective teaching?</p> <p>b. Does the teacher employ a variety of strategies to engage pupils and keep them on task?</p> <p>c. Does the teacher engage in <u>active</u> teaching? Convey enthusiasm? Present information clearly?</p> <p>d. Do lessons proceed at a brisk pace? Is the exposition lively, informative and well structured?</p> <p>e. Are individual and small group activities used to reinforce pupil learning through practice and reflection?</p> <p>f. Are teachers constantly monitoring the pupils' focus?</p> <p>g. Are content and presentation varied to suit the needs of the class and the nature of the learning objectives?</p> <p>h. Is there a significant amount of whole class teaching interspersed with collaborative group/individual work?</p> <p>i. Is there a great deal of interaction between teacher and pupils? meaningful dialogue using the 'language of learning'?</p> <p>j. What is the level of questioning? eg. brief questions to check main points? Multiple questioning of individuals to promote greater understanding/challenge?</p> <p>k. How does the teacher involve <u>all</u> the pupils in classroom discussions? Does the questioning style engage <u>all</u> pupils?</p> <p>l. Does the teacher use skilful questioning to monitor pupils' understanding and to challenge their thinking?</p> <p>m. Does the teacher provide opportunities for pupils to use a variety of problem-solving techniques? To take risks?</p> <p>n. Is there a focus on active/independent learning where practical activities have a clear purpose in furthering pupils' knowledge and understanding?</p> <p>o. Does the teacher listen and respond to the pupils in a 'learning dialogue'?</p>	<ul style="list-style-type: none"> • Classroom observations • General monitoring of teaching and learning • Teachers/year group plans • Ofsted reports/Notes of Visit • Pupil responses/Pupil questionnaires • Achievement assemblies • Informal evidence, displays etc • Classroom environments • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>4. Effective Teachers are Skilled in Pupil Behaviour Management</p> <p>a. Is the classroom orderly? Do the pupils feel safe and secure in their classroom environment?</p> <p>b. Is minimal teacher time spent on issues of pupil management?</p> <p>c. Are pupils on task, maximising learning opportunities?</p> <p>d. Are there clear boundaries for behaviour in the classroom?</p> <p>e. Does the teacher exercise authority clearly and fairly from the outset?</p> <p>f. Does the teacher's style of presentation hold the pupils' attention?</p> <p>g. Is any inappropriate behaviour "nipped in the bud"?</p> <p>h. Is appropriate/on task behaviour recognised and reinforced?</p> <p>i. Does the teacher have 360° vision? Fully aware of everything which is going on?</p> <p>j. Is any disruption to pupil learning minimised through skilled pupil management?</p> <p>k. Does the teacher provide opportunities for pupils to decide class rules/set class expectations?</p> <p>l. Is there mutual respect between teacher, other adults and pupils?</p>	<ul style="list-style-type: none"> • Classroom observations • Children referred to headteacher for behavioural reasons • Consistent approaches consistent with the school's behaviour policy • Class rules explicit • Expectations explicit • Talking to pupils/pupil questionnaires • Talking to parents/support staff • • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>Does the teacher</p> <ul style="list-style-type: none"> m. Keep pupils on task throughout the lesson? n. Correct inappropriate behaviour immediately? o. Praise achievement and effort? p. Treat different children fairly? q. Use agreed strategies for positive feedback/reward systems: r. Manage other adults/classroom support effectively? s. Exercise authority clearly and fairly from the outset? t. Hold the pupils' attention and involve them in the work in hand, encouraging focus on and completion of the task? u. Stress the importance of self-discipline? 	<ul style="list-style-type: none"> •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>5. Effective Teachers Manage Time and Resources Skilfully</p> <p>a. Is full use made of planned teaching time? Do lessons start on time and go at an appropriately brisk pace?</p> <p>b. Is time allocated fairly amongst pupils?</p> <p>c. Are pupils encouraged/taught and given opportunity to manage their own time well and achieve what is required in the time available?</p> <p>d. Are transitions smooth and brief?</p> <p>e. Is little time lost in getting organised/dealing with disruptions?</p> <p>f. Is best use made of other adults?</p> <p>g. Are appropriate learning resources used to enhance pupils' opportunities for first-hand experiences?</p> <p>h. Does the lesson flow naturally with an appropriate balance between:</p> <ul style="list-style-type: none"> ➤ whole class interactive teaching? ➤ individual work? ➤ collaborative group work? ➤ assessing learning? <p>i. Does the use of resources stimulate learning and sensitively reflect different groups/cultures?</p>	<ul style="list-style-type: none"> • Classroom/lesson observations • Ofsted reports/Notes of Visit • Classroom management/routines • Resources accessible • Talking to staff, pupils and parents • Questionnaires • • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>6. Effective Teachers are Skilled in Assessing Learning</p> <p><i>Are methods of assessment well matched to clearly identified purposes?</i></p> <p>Does the teacher.....</p> <p>a. Regularly use a range of methods/techniques, formal and informal, to monitor pupil progress? Tests? Questioning? in line with school policy?</p> <p>b. Give critical, supportive feedback to pupils in accordance with the school's marking policy? Is information about progress and attainment regularly transmitted by teachers to pupils?</p> <p>c. Make effective use of constructive feedback to raise self-confidence?</p> <p>d. Continually look to identify gains in learning? Gaps in knowledge? Areas of misunderstanding? Constantly seeking to find out how individuals are dealing with key learning aims and tasks?</p> <p>e. Encourage pupils to become self-evaluating learners? To judge the success of their own work and set their own targets for improvement, using the language of learning/assessment dialogue?</p>	<ul style="list-style-type: none"> • School's assessment policy in practice • Clear links with planning for differentiation • Response to homework tasks/making policy/practices • Use of assessment information to target groups: SEN etc • Pupils' self assessment journals/peer assessments • Pupil targets • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>f. Give time opportunities and encouragement to talk about learning?</p> <p>Focus on:</p> <ul style="list-style-type: none"> ➤ understanding and meaning? ➤ factual memory? ➤ skills mastery? ➤ application of learning to 'real life' settings? <p>g. Recognise misconceptions and clear them up?</p> <p>h. Value pupils' views about their own learning?</p> <p>i. Continually encourage pupils to improve on their own previous best?</p> <p>j. Make effective use made of homework? Is it integrated with classwork? Tailored to individual needs? Is constructive feedback given to pupils? Is the homework which had been previously set, followed up and fed into the taught curriculum?</p> <p>k. Explain the learning intentions of the homework etc? Are parents made aware?</p> <p>l. Where appropriate use National tests to confirm judgement about progress towards learning targets.</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>m. Enable pupils to articulate their own learning targets and discuss what they will need to do in order to achieve them? Is information about prior attainment used to inform target-setting?</p> <p>n. Put an emphasis on valuing individual achievement and identifying next steps in learning?</p> <p>o. Use summaries and records to inform pupils, provide a basis for reporting to parents on progress and to foster continuity?</p> <p>p. Make good use of assessment information when evaluating the effectiveness of the teaching and learning policy?</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>7. Quality of Learning</p> <p>a. Do the pupils find tasks demanding, but achievable with effort? Is use made of investigations and problem-solving activities helping pupils to apply and extend their learning in new contexts?</p> <p>b. Are different learning styles taken into account?</p> <p>c. Do pupils take responsibility for and are active in their own learning?</p> <p>d. Are pupils expected to think for themselves? To reflect on ideas, issues and experiences?</p> <p>e. Are pupils able to work collaboratively in a variety of circumstances involving groups of different composition and size, taking a range of roles within the group, including leading it?</p> <p>f. Does the pace of learning enable pupils to achieve appropriate targets?</p> <p>g. Do pupils show they understand something by sharing what they can do that they couldn't do before?</p> <p>h. Can the pupils apply previous knowledge in a new context?</p> <p>i. Do pupils know <u>why</u> they are doing what they are doing? Do they feel a personal responsibility for their own learning?</p> <p>j. Do pupils see the links with their earlier learning and have some idea of the next steps in learning.</p>	<ul style="list-style-type: none"> • Talking to pupils/pupil questionnaires • Class discussions on leaving • Monitoring practice • Ofsted reports/Notes of Visit • Levels of pupil achievement • Self-assessment practices/journals etc • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>k. Do pupils understand what is good about their own work and how it might be improved?</p> <p>l. Is the learning environment interesting? Lively? Challenging? Purposeful? Business like?</p> <p>m. Do pupils support one another's learning and know where to go to ask for help? Is there purposeful interaction with others sufficient <u>time</u> given for pupils to work things out for themselves?</p> <p>n. Is there pace and rigour in the lesson? Are there maximum opportunities for learning and minimal time-wasting?</p> <p>o. What is the quality of the interaction between adults and children?</p> <p>p. Is time created for meaningful interaction between adults and children?</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>7. Teaching and Learning Policy</p> <p>a. Is there a teaching and learning policy? Is there evidence of its consistent implementation? How is it evaluated? When was it last reviewed?</p> <p>b. Does it provide clear guidance for teachers on planning, setting objectives, accessing resources?</p> <p>c. Is it explicit about what the school values in terms of achievement? About how children learn most effectively?</p>	<ul style="list-style-type: none"> • T/L Policy is evident in classroom practice
<p>8. Staff Development</p> <p>a. How well are our teachers teaching?</p> <p>b. How good is their current subject knowledge?</p> <p>c. How effective is the Performance Management Policy in terms of improving classroom practice?</p> <p>d. How effective is the Staff Development Policy in meeting the ongoing and changing needs of the school?</p> <p>e. Are additional responsibilities well-defined for teaching and support staff?</p> <p>f. Is the staffing balance between teaching and support staff efficient, particularly in the use of time?</p> <p>g. Are staff performing a significant number of tasks below their skills level?</p> <p>h. Are staff effectively organised across the school to deliver consistent SEN and behaviour policies?</p>	<ul style="list-style-type: none"> • Performance Management Policy is being implemented • Talk to staff • Staff review and development discussions • Job/role descriptions • Clear policy on CPD for all staff • Investors in People • Staffing structure/team structures • • •

SCHOOL SELF EVALUATION

THE CURRICULUM

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>1. Breadth and Balance</p> <p>a. How does the school provide a broad range of worthwhile opportunities which meet the interests, aptitudes and particular needs of pupils, including those with SEN</p> <p>b. How does the school ensure that all subjects are given sufficient/appropriate time?</p> <p>c. What is a pupil's curriculum experience in a day/week?</p> <p>d. What is the balance of worksheets/pencil and paper/investigational work in year groups throughout the school?</p>	<ul style="list-style-type: none">• Curriculum map• Time-tables• Planning• Pupils' work
<p>2. Core Skills</p> <p>a. What strategies does the school use to teach the basic skills of literacy and numeracy and ICT - and are they effective?</p> <p>b. How does the school ensure that opportunities to teach the key skills are maximised?</p> <p>c. How is the teaching of the skills made explicit in planning?</p>	<ul style="list-style-type: none">• Implementation of literacy and numeracy• Evidence of literacy and numeracy across curriculum• Teacher assessment - Evidence of pupils progress• Curriculum map• Planning

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>3. Enrichment</p> <p>a. How does the school provide enrichment through its extra-curricular provision, including support for learning outside the school day?</p>	<ul style="list-style-type: none"> • Homework policy • School Prospectus • Newsletters
<p>4. Access and Equality</p> <p>a. How does the school ensure equality of access and opportunity for all pupils?</p> <p>b. Is there evidence that the inclusion statements are being addressed in the teacher planning?</p> <p>c. Which of the statements are most frequently addressed - in which parts of the school/curriculum?</p> <p>d. How is the school addressing the inclusion statements in practice?</p> <p>e. Has the school used the "Index for Inclusion" as part of school self evaluation?</p> <p>Recommended: "Index for Inclusion"</p>	<ul style="list-style-type: none"> • School policies • Planning • SEN Register • •
<p>5. Spiritual Moral Social Cultural (SMSC)</p>	

<p style="text-align: center;">KEY QUESTIONS</p> <p>a. How does the school provide pupils with knowledge and insights into values and beliefs, and enable them to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge?</p> <p>b. How does the school promote principles which distinguish right from wrong?</p> <p>c. How does the school encourage pupils to take responsibility, show initiative and develop an understanding of living in a community?</p> <p>d. How does the school teach pupils to appreciate their own cultural traditions and the diversity and richness of other cultures?</p> <p>Appendix A: Ofsted checklist for SMSC</p>	<p style="text-align: center;">POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Assemblies • Resources • Planning - across the curriculum • Ethos • Assemblies • Behaviour code • Evidence of pupil role from N-Y6 eg. register, display responsibility for others, induction policy for pupils. • Community links • Resources • Display • Curriculum content
<p>6. Personal Social Health Education</p> <p>a. How does the school provide for personal and social education, including health education, sex education and attention to drug misuse.</p> <p>Recommended: Croydon Guidelines for Sex and Relationship Education</p>	<ul style="list-style-type: none"> • PSHE policy • Sex education policy •
<p>7. Community Links</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
a. What links does the school have with the community which contribute to pupils' learning? b. How can the school demonstrate constructive relationships with partner institutions such as link schools?	<ul style="list-style-type: none"> • Record of visitors and visits • Transfer procedures • Record of visits •
8. Aims a. How are the school's aims reflected through the curriculum - in terms of time and content? b. How do staff, parents, governors, pupils know what the aims are? c. How frequently are the aims reviewed and with whom? How inclusive is this process? d. Do your school aims address the requirements of the Race Relations Amendment Act?	<ul style="list-style-type: none"> • Curriculum map • School brochure • Reflected in policies • Staff handbook • Display of aims • Minutes of governor and staff meetings
9. Assessment a. What assessment arrangements are used to gain information i) to move the child on and ii) to report to parents? b. How is this used? c. What part do parents/children play in this?	<ul style="list-style-type: none"> • Assessment and reporting policy • Sample of reports
10. Monitoring	

<p style="text-align: center;">KEY QUESTIONS</p>	<p style="text-align: center;">POSSIBLE SOURCES OF EVIDENCE</p>
<p>a. How are staff made aware of the school's monitoring policy?</p> <p>b. Who monitors what, when and how?</p> <p>c. How effective is it, in terms of impact and value for money?</p> <p>d. How does the school ensure that co-ordinators have the appropriate skills for monitoring?</p> <p>e. Which monitoring activity (eg planning, classroom observation, children's work) is most frequently used?</p> <p>f. How is monitoring linked to the development plan?</p> <p>g. How do co-ordinators/teams analyse data and feedback to individual staff as a group and plan for next steps?</p>	<ul style="list-style-type: none"> • School improvement plan • Monitoring policy • Record of meetings • Record of observations made • Evaluation of records • Staff development policy • •
<p>11. Staff Development</p> <p>a. What training and development strategies does the school use for school improvement?</p>	<ul style="list-style-type: none"> • Staff development policy • Record of INSET
<p>12. Transition</p> <p>a. Have effective links been established with feeder early years settings or Infant schools?</p> <p>b. Are there effective links with receiving Junior or Secondary schools?</p>	<ul style="list-style-type: none"> • Transition documents • Pupil records •

SCHOOL SELF EVALUATION

ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>1. Attendance and Punctuality</p> <p>a. Are attendance and punctuality rates good?</p> <p>b. Is the Educational Welfare Officer involved?</p> <p>c. Are registers monitored eg by gender and ethnicity?</p> <p>d. Is the information analysed and evaluated to identify the impact on attainment and progress?</p> <p>e. Are there strategies and targets for improving attendance if it is below the national average?</p> <p>f. Is there a designated member of staff with a clearly defined role?</p> <p>g. Does the school have an attendance policy that has been revised and shared among all staff?</p> <p>h. Is there induction training for new teachers on completing registers?</p> <p>i. Does the school use its EWO in a consultancy and advice role and offer opportunities for them to offer information and training for staff?</p>	<ul style="list-style-type: none">• Registers• OMR printouts• EWO's records• Referral forms• Attendance policy and procedures•

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>2. Extra Curricular Activities</p> <p>a. What extra curricular opportunities are available?</p> <p>b. Are registers kept of attendance?</p> <p>c. Is there a range of clubs to meet differing needs?</p> <p>d. Do a range of children attend eg balance of gender/ethnicity?</p> <p>e. Does the school make good use of the available additional funding?</p>	<ul style="list-style-type: none"> • List of clubs offered • Policy related to extra curricular activities • Records of attendance • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>3. Behaviour</p> <p>a. Is there a whole school behaviour policy?</p> <p>b. Is it consistently applied?</p> <p>c. Do parents/carers have a copy of the policy?</p> <p>d. Are expectations/rules displayed around the school?</p> <p>e. Are incidents recorded?</p> <p>f. What is the quality of relationships and conduct within the school?</p> <p>g. How do children interact with each other?</p> <p>h. How do adults treat children?</p> <p>i. Are non-teaching staff (especially dinner supervisors) supported in their management of children?</p> <p>j. Are children interested and motivated?</p> <p>k. Are children engaged/on task during lessons?</p> <p>l. What strategies are in place to support pupils at risk of exclusion?</p> <p>m. Does the school make use of the "Behaviour Self Review" framework published by Croydon Education?</p> <p>Recommended: "Behaviour Self Review - Creating a positive learning environment" Croydon Education.</p>	<ul style="list-style-type: none"> • Behaviour policy • Audit of behaviour around the school • Behaviour monitoring records • Incident/accident book • Content of letters to parents • Behaviour particularly at playtime and dinner time • Classroom observations • Pastoral support plans •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>4. Race Equality and Anti-Racism</p> <p>a. How does the school monitor and assess the effectiveness of its Race Equality Policy in promoting racial equality, equality of opportunity and good race relations between people of different racial groups?</p> <p>b. Does the school's aims or mission statement include specific reference to promoting race equality in response to the Race Relations (Amendment) Act 2000?</p> <p>c. Do all whole school policies include specific reference to the promotion of race equality?</p> <p>d. Is there an effective policy to address racial harassment?</p> <p>e. Is it consistently applied?</p> <p>f. Do children and staff adhere to the policy?</p> <p>g. Do parents/carers have a copy of the policy?</p> <p>h. How many incidents of racial harassment are recorded?</p> <p>i. Are procedures followed in line with LEA guidelines?</p> <p>j. Have all pupils in your school been allocated the appropriate ethnic codes?</p> <p>Appendix B: Section I of the "Preventing Racial Harassment In Schools Policy" Recommended: "Preventing Racial Harassment In Schools Policy" published by Croydon Education "Learning For All - Standards for Racial Equality" published by the Commission for Racial Equality in 2000.</p>	<ul style="list-style-type: none"> • Race Equality Policy • All relevant whole school policies • Racial harassment policy • Feelings/opinions from minority ethnic groups • Records of incidents • Images/role models around the school • • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>5. Child Protection</p> <p>a. Is there a child protection policy?</p> <p>b. Do all staff know about the child protection policy and related issues/procedures?</p> <p>c. Do all staff know the named people responsible for child protection and looked after children?</p> <p>d. Are all procedures carried out effectively?</p> <p>e. Is confidentiality observed when dealing with child protection issues?</p> <p>f. Are outside agencies involved appropriately?</p> <p>g. Have the named people received recent and relevant training?</p>	<ul style="list-style-type: none"> • Child Protection policy • Child Protection records (kept confidential to named person) • Record of looked after children • Personal education Plans
<p>6. Equality of Opportunity</p> <p>a. Is there a policy for equal opportunity?</p> <p>b. How are needs of different groups met?</p> <p>c. What evidence is there of the curriculum being planned to meet individual needs?</p> <p>d. What evidence is there of active commitment to equality of opportunity?</p> <p>e. Are there arrangements for full access for all pupils?</p> <p>f. Is due regard given to the Special educational Needs and Disability act?</p> <p>g. How is the school's access policy monitored?</p>	<ul style="list-style-type: none"> • GB's Annual Report to Parents • Interview pupils/parents about their perception of the school's commitment to meet the needs of all • Teachers Planning • Policy for equality of opportunity • Classroom observations • Resources • Policy for access
KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>7. Involvement of Parents and Carers</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>a. Are there regular opportunities for parents and carers to be invited into school?</p> <p>b. Are there photographs around school as a record of events attended by parents/carers?</p> <p>c. Is there a range of events to which parents are invited?</p> <p>d. What provision is made for parents/carers who have English as an additional language?</p>	<ul style="list-style-type: none"> • Ask parents/carers if they feel they are involved in the life of the school? • Photographs • Displays • Letters home to parents • Questionnaires •
<p>8. Pupil Involvement</p> <p>a. Is there a school council/pupil forum?</p> <p>b. What opportunities do pupils have for taking responsibility?</p> <p>c. How do these opportunities impact on self esteem?</p> <p>d. Do children feel they have a “voice” in the school?</p>	<ul style="list-style-type: none"> • Minutes from meetings • Talking with children • Evidence in classrooms/around school of children, for example, being monitors/helpers •
<p>9. School Aims and Values</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
a. Are the school aims/mission statement displayed around the school? b. Which groups did you involve in formulating or reviewing the aims? c. Are the aims reviewed annually? d. What evidence do you have that you are meeting your aims?	<ul style="list-style-type: none"> • Aims displayed around school • Ofsted and Assigned Inspector Reports • Talking with members of school community
10. Personal, Social and Health Education a. Is there a PSHE policy? b. Is this policy reflected in practice? c. Are children's needs met through an effective pastoral system? d. Has the school incorporated citizenship into its PHSE Policy?	<ul style="list-style-type: none"> • PSHE policy • Procedures in place • Classroom practice
11. Spiritual, Moral, Social and Cultural Provision a. Is there evidence of sensitivity towards the feelings, values and beliefs of others? b. How are cultural and religious differences recognised and celebrated? c. Are parents and children actively involved and their beliefs and practices valued? Appendix A: Ofsted checklist for SMSC	<ul style="list-style-type: none"> • SMSC policy • Assemblies/collective worship • Displays around school • Ofsted and Assigned Inspector Reports • Talking with parents • Teachers' planning

SCHOOL SELF EVALUATION

THE MEASUREMENT OF PUPIL PROGRESS

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>1.</p> <p>a. Has the school identified the factors that influence attainment e.g. mobility, term of birth, attendance and punctuality, ethnicity, free school meals, gender, SEN</p> <p>b. How is the information used to promote pupil progress and raise attainment?</p> <p>c. Which groups are underachieving in the school?</p> <p>d. How are these groups identified?</p> <p>e. What support is offered to these groups?</p> <p>f. How effective is the support in terms of raising standards?</p>	<ul style="list-style-type: none">• GB Annual report to Parents• PANDA• Link Inspector's annual school improvement report• Attendance data• Exclusions data• Governing Body minutes• Target Setting• In house analysis of data• Pupil tracking• Baseline assessment• P levels
<p>2.</p> <p>a. How does the school use the Foundation Stage Record?</p>	<ul style="list-style-type: none">• Pupil records• LEA data•

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>3.</p> <p>a. How do SATs results compare with National/LEA data?</p> <p>b. Has the school made comparisons with similar schools?</p>	<ul style="list-style-type: none"> • PANDA • CRISP • Autumn Package • Local Information
<p>4.</p> <p>a. How did SATs results compare with targets set?</p> <p>b. What is the relative achievement of targeted groups?</p>	<ul style="list-style-type: none"> • Target Setting with LEA • School database
<p>5.</p> <p>a. Are there any obvious/significant trends in the school's baseline and/or SATs results?</p> <p>b. Does the school make good use of the full range of data available on pupil progress and attainment?</p>	<ul style="list-style-type: none"> • PANDA • Assessment records • In-House analysis • Autumn package
<p>6.</p> <p>a. What provision is made to establish a baseline on casual entry to school?</p>	<ul style="list-style-type: none"> • Assessments • Monitoring • Records transferred from previous setting • Teacher assessment

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>7.</p> <p>g. How are strengths and weaknesses identified in teaching and learning?</p> <p>h. What systems are in place to measure the value added provided by the school at the different key stages?</p>	<ul style="list-style-type: none"> • Regular monitoring • Target setting • Moderation • School database • Optional SATs
<p>8.</p> <p>a. In what ways does the school make regular progress checks on pupil attainment in order to identify changes required in teaching and learning?</p>	<ul style="list-style-type: none"> • School database • Target setting • Co-ordinators •
<p>9.</p> <p>a. How does the school achieve coherence between pupils' targets, year/class targets, school improvement targets and teachers' objectives?</p> <p>b. How does the school use data to look at the difference between groups i.e. boys/girls, SEN or EAL?</p> <p>c. What systems are in place to measure the difference the school makes at different key stages?</p>	<ul style="list-style-type: none"> • Class records/targets • Individual targets • School targets • Teachers objective (performance management) •

SCHOOL SELF EVALUATION

LEADERSHIP AND MANAGEMENT

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>1. Leadership</p> <p>a. Are the school's aims and values documented, regularly reviewed and monitored for their impact by the senior team and governors?</p> <p>b. Does the headteacher have a long term vision for the school?</p> <p>c. Is the vision shared by the whole-school community?</p> <p>d. Does the HT's vision anchor the structure and systems of the school?</p> <p>e. Does the HT use an appropriate range of leadership styles?</p> <p>f. Is there evidence of the HT's commitment to and contribution to raising standards and improving provision?</p> <p>g. Do staff and pupils and parents share a common concern for raising standards and understand the reasons for development initiatives?</p> <p>h. Does the HT enable the GB to fulfil its key roles of holding the school to account for the standards it achieves, of strategic planning and of critical friend?</p> <p>i. In the school improvement plan (SIP) are the priorities appropriately focused on pupil outcomes?</p> <p>j. Have the areas for development identified by the last Ofsted inspection been successfully addressed?</p>	<ul style="list-style-type: none">• Prospectus• GB minutes• Classroom monitoring by HT and others• AI reports• Ofsted report• SDP/SIP• PM targets and records of progress• Link Inspector's reports• Feedback from staff, pupils, GB and wider community

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>k. Have the strengths identified by the inspection been maintained?</p> <p>l. Is there a manageably small range of development priorities in the SIP?</p> <p>m. Are there detailed action plans to support each priority?</p> <p>n. Is there a systematic programme of review of progress towards the objectives/targets in the plan?</p>	
<p>2. Equality of Opportunity</p> <p>a. In what ways does the school demonstrate that a commitment to equality of opportunity underpins the school's practices?</p> <p>b. How does the school set and maintain high standards and expectations of staff and pupils?</p> <p>c. How does the school acknowledge the concerns of staff and give them opportunities for open discussion and consultation on the direction the school is taking?</p> <p>d. In what ways does the school demonstrate that a commitment to 'good relationships' underpins the school's practices?</p> <p>e. Is inservice training of good quality provided for staff?</p> <p>f. Is the school's culture reinforced through the curriculum and assemblies?</p> <p>See also previous sections: Race Equality and Anti-Racism in section on "Attitudes, Values and Personal Development" Access and Equality in section on "The Curriculum"</p> <p>Recommended: "Learning For All - Standards for Racial Equality In Schools" published by Commission for Racial Equality in 2000</p>	<ul style="list-style-type: none"> • EO policy and all other policies • Clear role descriptions • Staff involvement in decision making • Staff identify and address needs of underachieving pupils • Assembly planning •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>3. English as an Additional Language (EAL) and EMAG Funding</p> <p>a. What methods does the school use to monitor and evaluate its performance with regard to the achievement of all pupils? Including those learning EAL and minority ethnic groups?</p> <p>b. How has the school used that monitoring to improve the attainment of all groups?</p> <p>c. How does the school ensure that EMAG funding is used effectively for its designated purpose?</p> <p>d. How does the school monitor to ensure that value for money is achieved in relation to EMAG funding and the achievement of minority ethnic groups?</p> <p>e. Do all staff have access to high quality training and have they taken it up?</p> <p>f. Are appropriate assessment procedures in place to identify the level of English language competence of bilingual pupils?</p> <p>g. Is the programme of support enabling the pupils with EAL to make appropriate progress?</p> <p>h. To what extent are the home language skills being recognised, valued and developed?</p> <p>i. For refugee and asylum seeking pupils:</p> <ul style="list-style-type: none"> - Are the school's admissions procedures effective? - Does the pupil feel valued as an individual with a home language, culture, life experience and intellect? 	<ul style="list-style-type: none"> • Data analysis using information from national tests and school assessments against national results and those of similar schools • AI's reports • Whole-school targets • Group targets • Curriculum targets • EMAG Action Plan • Evaluation of progress of EAL pupils • Annual GB Report to parents • Evaluation of SDP • Teachers' planning • Resources

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<ul style="list-style-type: none"> - Does the teacher's classroom management ensure the confident involvement of bilingual pupils? - Does the teacher's planning take into account the pupils' language needs and curricular needs as they are bound together? - Are pupils' languages, cultures and experiences reflected in resources? - Are the teacher's interactions with pupils effective in promoting learning? <p>Appendix C: Croydon Education EAL monitoring checklist under Ofsted headings</p> <p>Appendix D: "Survey - Supporting Underachieving groups in Croydon Schools" distributed to all schools Autumn 2002.</p> <p>Recommended:</p> <p>"School Self Evaluation - framework for EAL and EMA" published by Croydon Ethnic Minority Achievement Service.</p> <p>"Good Practice Guidelines" for the support offered to underachieving groups in schools published by Croydon Education Inspectorate December 2002</p> <p>Checklist for evaluating the learning environment - published in the "Refugee Handbook", LcaS publications L.B.Enfield</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>4. Special Educational Needs (SEN)</p> <p>a. To what extent does the school make the best strategic use of its resources and specific funding, with regard to SEN?</p> <p>b. How does the school know that it is getting value for money?</p> <p>c. Do pupils with SEN make appropriate progress and what evidence does the school have to demonstrate this?</p> <p>d. Are "P" levels used to map progress for pupils working at "W" and below?</p> <p>e. Are annual reviews for statemented pupils properly completed?</p> <p>f. Does the Governors' Annual Report to parents meet legal requirements?</p> <p>g. Is the percentage of pupils identified with SEN comparable to similar schools?</p> <p>h. Is there a regular review process in place for all SEN pupils?</p> <p>i. To what extent are IEPs targets related to specific needs e.g. behaviour, mathematics and aspects of English other than reading?</p> <p>i. Is the current CoP implemented effectively?</p> <p>j. Has the school identified the causes of behaviour which are the focus for a child's special educational needs.</p> <p>Recommended: "SEN - self evaluation framework" to be published by Croydon Education, Spring 2003.</p>	<ul style="list-style-type: none"> • Progress of SEN pupils in meeting IEP targets • Analysis of pupils with SEN moving down/off the register • Tracking of pupil progress within whole school systems • Termly and annual reviews • IEPs • PANDA •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>5. Monitoring and Evaluation</p> <p>a. Is there an established programme of regular classroom monitoring that is understood by all teachers?</p> <p>b. Have senior managers and co-ordinators carried out classroom monitoring?</p> <p>c. In what ways has classroom observation and feedback been used to improve the quality of teaching and pupil attainment?</p> <p>d. What other forms of monitoring (e.g. work sampling or the monitoring of planning) have been used to raise standards or improve teaching?</p> <p>e. What use is made of published data, including the Autumn Package, PANDA and CRISP, in analysing the school's performance and setting challenging targets for improvement?</p> <p>f. Does the school have a data system for tracking pupil progress and setting individual attainment targets?</p> <p>g. How does the school modify its teaching and learning programme in response to assessment information?</p> <p>h. How does the school involve pupils in the understanding of targets and their achievement?</p> <p>i. Is there a clear identification of the school's strengths and weaknesses?</p> <p>j. Can the impact of decisions be traced through the school's work?</p>	<ul style="list-style-type: none"> • Monitoring file • Performance Management (PM) policy • Classroom observations • Targets for PM • Planning files and monitoring of coordinators • Records of work sampling and moderation • Data analysis and target setting • Coordinators' action plans • SDP • Individual pupil and group targets and IEPs • SDP • Minutes of staff, SMT and GB meetings • • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>6. Staff Personnel and Performance Management</p> <p>a. Do all staff have clear and agreed job descriptions that support the PM process?</p> <p>b. Is the work of the senior management underpinned by specific task and job descriptions?</p> <p>c. Are line management structures defined and understood?</p> <p>d. How does the school ensure that the work of senior management is used to progress school improvement targets?</p> <p>e. How does the school develop the management/leadership skills of others eg through delegation and feedback?</p> <p>f. Do teachers' objectives relate to priorities in the SIP?</p> <p>g. Is there consistency of practice by team leaders?</p> <p>h. What has been the impact of the PM process on school improvement?</p> <p>i. Does PM feed into the SIP cycle?</p> <p>j. Is PM used to celebrate and share good practice?</p> <p>k. Are the criteria for Threshold Assessment incorporated into the school's PM policy?</p>	<ul style="list-style-type: none"> • Job descriptions • HT and SMT targets • PM policy, staff development policy, management development policy • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>7. Staff Development</p> <p>a. What induction process is in place for all new staff, including newly qualified teachers?</p> <p>b. What systems does the school have to support students in training eg student teachers, nursery nurses?</p> <p>c. Is there a programme for staff development linked to PM and to the SIP?</p> <p>d. What use is made of ICT in supporting school improvement eg setting up a web-site, linking with Beacon schools, the use of data spreadsheets etc?</p> <p>e. In what practical ways has the HT ensured wide commitment to improvement eg from staff, governors, parents, pupils and the wider community?</p>	<ul style="list-style-type: none"> • Staff development policy • Induction policy • Policy for student development • PM policy • SDP • Prospectus, Annual GB Report, Reports to GB, Minutes of school council •
<p>8. Statutory Responsibilities of the Governing Body</p> <p>a. Are the procedures and practices of the GB effective in allowing them to carry out their statutory duties?</p> <p>b. Are the governors involved in setting statutory targets for pupil performance?</p> <p>c. Do governors receive sufficient information on a regular basis to allow them to take an active part in monitoring the progress of the school towards identified developments and performance targets?</p> <p>See also the various GB questions under sections 10-15 that follow.</p>	<ul style="list-style-type: none"> • GB minutes • HT's reports to GB • Ofsted Form S3

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>9. Resources</p> <p>a. In what ways has the school used the site and accommodation to ensure optimum curricular and extra-curricular use and access for all?</p> <p>b. How does the school ensure that the curriculum is adequately resourced to meet the needs of all pupils (including SEN, EAL, minority ethnic groups)?</p> <p>c. How well is the SIP/SDP costed and linked to the financial plan?</p> <p>d. What systems are in place to evaluate the impact of financial decision making on pupils' progress and achievement?</p> <p>e. How does the school identify and plan for future spending?</p> <p>f. How does the school's spending compare with that of similar schools?</p> <p>g. What steps does the school take to measure the value for money provided in relation to standards achieved and the resources available?</p> <p>h. Does the school review its Best Value statement annually?</p> <p>i. How effectively does the school apply the four principles of Best Value in its management and use of resources?</p> <p>j. How well is the application of Best Value principles interwoven into the school's management practices to secure improvement?</p> <p>k. Does the school challenge existing routines by stepping back and questioning its practices?</p>	<ul style="list-style-type: none"> • SDP • Budget • Evaluation of success criteria of SDP • Self evaluation processes and SDP • Comparisons with statistical neighbours • Evaluation of targets and SDP priorities • GB minutes •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>i. Does the school compare its performance, using sound evidence, with what it should be achieving and with the achievements of other schools?</p> <p>m. Does the school consult stakeholders in order to better meet their educational needs?</p> <p>n. Does the school engage in competition, either through its own activities or in purchasing services from competing providers?</p>	
<p>10. Chair of Governors</p> <p>a. Are governors aware of the improvements made by the school since its last inspection? Have governors reported annually on the school's progress in implementing the key issues for action documented in the last Ofsted report? Has the school regressed in any of the key areas?</p> <p>b. What was the involvement of the GB in the setting of the school's aims?</p> <p>c. To what extent are governors able to monitor that the school's aims are being met?</p> <p>d. Are governors able to visit the school during the working day? Is there a formal programme of governor visits? Are governors attached to a class or to particular development targets? What sort of things have they observed in school, and how are these fed back to the GB as a whole?</p> <p>e. How are governors involved in the process of development planning?</p>	<ul style="list-style-type: none"> • Annual Report of GB • AI's reports • Monitoring column of Post Ofsted Action Plan or SDP • Monitoring file • GB Minutes • GB Curriculum committee minutes • HT's report to GB • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>f. How are governors involved in matters relating to curriculum (literacy and numeracy) or to special educational needs, exclusions, admissions etc?</p> <p>g. Are the governors aware of the school's improvement targets for pupils' attainment - particularly in literacy and numeracy? Are they involved in deciding the suitability of targets based on the ability of the current year cohort together with the school's improvement trends in previous years? Is there an element of challenge in the targets?</p> <p>h. How do governors find out if development plan targets are on line and are having an impact on children's achievements in the classroom?</p> <p>i. Are governors aware of any complaints about the curriculum, or on any other issues that have been received by the school?</p> <p>j. What do governors see as the main development priorities for the school at present?</p> <p>k. The GB is charged with 'holding the school to account for the educational standards attained by pupils'. How do governors discharge this important responsibility?</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>l. How does the sub-committee structure of the GB work?</p> <p>m. How has the GB worked to improve the site's security and the safety of pupils?</p> <p>n. To what extent are governors involved in the preparation of the school's prospectus for parents?</p> <p>o. What role do the governors take in the preparation of the annual report to parents?</p> <p>p. To what extent are governors involved in training? How are the lessons learned on training and governor development programmes fed back to the rest of the GB?</p> <p>q. How are assessment results shared with governors? How are the results analysed in order to aid governors' understanding? Do governors receive information regarding boys and girls separately? Is any minority ethnic group monitoring carried out?</p> <p>r. Does the GB fulfil its statutory responsibilities (as set down in Ofsted Form S3)?</p>	
<p>11. Chair of Curriculum</p>	

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>Many of the above questions plus:</p> <p>a. What is the role of the governors in agreeing curriculum aims?</p> <p>b. How do governors maintain an oversight of curriculum development (including the update of policies and schemes of work) at the school?</p> <p>c. Do governors know whether schemes of work are adequately resourced in all areas? Where are the shortfalls? What impact on children's attainment?</p> <p>d. Have recent curriculum initiatives and targets had a positive (measurable?) impact on children's attainment?</p> <p>e. Have the literacy and numeracy governors managed to monitor the school's progress in implementing the National Strategies?</p>	<ul style="list-style-type: none"> • Curriculum committee minutes • Evaluation of SDP • Monitoring file • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>12. Chair of Finance</p> <p>a. What is the Chair of Finance's involvement in the setting of development plan targets?</p> <p>b. How are competing priorities met? How are decisions made? Who is involved?</p> <p>c. What financial decisions are delegated to the HT? What is her/his spending limit without reference to the GB?</p> <p>d. How do governors know whether the decisions they make are cost effective in terms of getting the best deal available (best value)?</p> <p>e. How does the school's finance officer support the work of the GB?</p> <p>f. How does the Chair of Finance monitor spending and committed expenditure?</p> <p>g. Have governors tried to raise additional funds? How? What are funds used for?</p> <p>h. What is the policy and impact of lettings?</p> <p>i. Have the governors had to look at any particular areas to secure financial savings for the school?</p> <p>j. Is there a policy regarding the subsidy of pupils on school trips or journeys, or for the cost of instrumental tuition?</p> <p>k. Does the school have a predicted underspend for the financial year? Is this 'earmarked' for future projects or staffing? Is the Chair of Finance aware of the permissible carry forward suggested as a maximum by the Audit Commission?</p> <p>l. When was the school last audited? Is the Chair of Finance aware of the audit recommendations? Have they been carried out?</p> <p>m. (If the school is part of a networked group, eg EAZ, EiCC etc.) To what extent has the Chair of Finance been involved in looking at the targeting and spending of generated funds?</p>	<ul style="list-style-type: none"> • Minutes of finance committee • Finance policy • Best value policy/statement • Policy for lettings • Budget • Minutes of EAZ meetings and GB meetings • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>13. Governor Responsible for Special Educational Needs</p> <p>a. Is there a nominated governor for SEN?</p> <p>b. What is the role of this governor and how is it discharged?</p> <p>c. Is the governor aware of the SEN funding that is given to the school as part of its formula budget and of the ways in which this is used by the school?</p> <p>d. Does the nominated governor discuss regularly with the SENCO the numbers of pupils at each stage of the SEN Code of Practice Register?</p> <p>e. Is the governor aware of the numbers of pupils with statements of SEN or of the needs of those on School Action Plus?</p> <p>f. Is this governor involved in preparing the annual report to parents - to ensure inclusion of the required SEN information (and also in the school's prospectus)?</p> <p>g. Is the governor aware of the school's SEN policy - was the governor involved in its formulation?</p>	<ul style="list-style-type: none"> • Minutes of meetings • SEN Action Plan • SEN Policy • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>14. Chair of Site and Buildings/Health & Safety</p> <p>a. How is the GB involved in ensuring the safety of buildings and site?</p> <p>b. Does the GB currently have any concerns relating to health and safety issues?</p> <p>c. Do governors know the procedures whereby issues relating to H&S are identified and dealt with?</p> <p>d. Has the school had a regular fire drill? How is this reported to governors?</p> <p>e. Is there a security system for visitors and/or working adults in school (workpeople, visitors, and helpers such as students and volunteers)?</p> <p>f. Are governors aware of the safety procedures regarding first aid within school? Do they know how many staff are qualified (both teaching and support staff) to administer first aid?</p> <p>g. Is the GB aware of any serious medical needs at the school - asthma, epilepsy, anaphylaxis etc?</p> <p>h. Is there a H&S policy? Was there governor involvement in it's writing?</p> <p>i. Is there a policy regarding the safety of pupils on visits away from the school or on residential journeys?</p> <p>j. Are governors aware of the risk assessment procedures within the LEA and when the last risk assessment was carried out?</p> <p>k. How is the GB discharging its new responsibilities regarding building maintenance?</p>	<ul style="list-style-type: none"> • Minutes of premises committee and H&S committee • H&S reports • HT report to GB • H&S policy • Policy for school visits • Risk assessments • •

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
<p>15. Chair of Personnel</p> <p>a. Is there an appointment sub-committee? How is it involved in appointments of teaching and support staff?</p> <p>b. Is there a pay policy? How was it devised?</p> <p>c. Is there a staff handbook? Is the GB aware of its contents? Has the GB been involved in training for PM?</p> <p>d. Have key messages been given to the full GB? Have governors been involved in writing the school's policy on PM? What procedures do Governors have for monitoring its effectiveness?</p> <p>e. Has the school established appropriate procedures for the annual review of the HT's salary? Are appropriate targets set? How are judgements made about the successful completion of targets? Has use been made of the External Adviser?</p> <p>f. Is the GB aware of the changes to school teachers' pay and conditions of service with the advent of Performance Threshold procedures?</p>	<ul style="list-style-type: none"> • Staffing policy • Pay policy • Staff handbook • PM policy • •

SCHOOL SELF EVALUATION

PARTNERSHIP WITH PARENTS AND THE SCHOOL COMMUNITY

KEY QUESTIONS	POSSIBLE SOURCES OF EVIDENCE
1. Communication	
a. In what ways are parents regularly informed about the curriculum?	<ul style="list-style-type: none">• Year Group letter• Parents evenings and workshops• Guidance Booklets• Questionnaires• Attendance at meetings
b. In what ways does the school make contact with parents?	<ul style="list-style-type: none">• A range of written documents e.g. letters, reports, notices, posters, and telephone calls and daily contact
c. What effective systems are in place to encourage 2 way communication?	<ul style="list-style-type: none">• Parents suggestion boxes• Home-school diaries• Parent governors and class representatives• Official documentation to register essential information
d. How are parents provided with quality information about their child?	<ul style="list-style-type: none">• Targets• Parent evenings• Record of achievement• Marked homework and written comments on work• Certificates of achievement

<p>e. How does the school keep in touch with parents who speak no/little English, who have poor literacy skills or who are travellers?</p>	<ul style="list-style-type: none"> • Interpreters (children, parents, official personnel, EMAS staff • One to one basis discussions • Multilingual signs, generic information, visual information
<p>f. In what ways does the school inform parents of all procedures and statutory information?</p>	<ul style="list-style-type: none"> • Agendas • Meetings e.g. new parents, governors • AGM reports • Ofsted reports • LEA monitoring
<p>2. Involvement</p>	
<p>a. How does the school know that parents are satisfied with what it provides and achieves?</p>	<ul style="list-style-type: none"> • Questionnaires via questions at time of admission • Informally • Listening circles and focus groups • Parent governors and Parent representatives
<p>b. How are parents involved in the day to day life of the school?</p>	<ul style="list-style-type: none"> • PA • Supporting in class
<p>c. Does the school undertake the appropriate checks on volunteers?</p>	<ul style="list-style-type: none"> • Working parties • Attendance at assemblies and festivals

<p>d. To what extent do parents contribute to pupils learning at home and school?</p>	<ul style="list-style-type: none"> • Homework, including reading • Targets with supporting ideas • Bringing items from home
<p>e. What opportunities are there for parents to become familiar with key school policies e.g. homework, behaviour?</p>	<ul style="list-style-type: none"> • Policies sent home and discussed at parents meetings • Summaries in school brochure • Easily accessible in school
<p>f. What opportunities are there for the whole school community to review and update the Home-School agreement?</p>	<ul style="list-style-type: none"> • SDP • Minutes at meetings • Sampling parental views and opinions • Official documentation to register essential information
<p>g. To what extent are parents involved in decisions about SEN provision and writing of IEPs?</p>	<ul style="list-style-type: none"> • Parents views on documentation • Minutes of review meetings • Notes of meetings • Invitations to attend meetings with other professionals
<p>h. What are the existing links with new parents, pre-school groups, voluntary and private sector groups?</p>	<ul style="list-style-type: none"> • Home-School Policy • Agendas • Minutes • Sample letters, invites, posters, diary dates of home-school/playgroup visits and new children visiting the school