



Farnborough Road Infant School

School Evaluation and School Improvement Policy

'Learning, Caring and Achieving Together'

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, action plans are amended as necessary and an extensive evidence base for evaluation is developed.

Evaluations will be built into school improvement cycle of planning and target setting and review.

To ensure the leadership school improvement action plans are reviewed and evaluated on a termly basis and the impact reported to Governors in the **School Improvement Committee**.

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 format.

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 areas for development. 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
- School Improvement Partner visits

Pupils make a significant contribution to our self-evaluation and determining our priorities through pupil voice 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 our School Improvement Partner and Ofsted.

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 is based on a good range of 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 the action to achieve our mission statement

Monitoring and review

This policy will be reviewed regularly.

Updated March 2025

Signed _____ **Date** _____ **Headteacher.**

Signed _____ **Date** _____ **Chair of Governors.**