

St Helena's Church of England Primary School, Willoughby

Policy for School Accessibility and Effectiveness

Valuing Community, Compassion, Endurance, Friendship, Hope, Respect, Thankfulness, Wisdom

1 Introduction

1.1 In our school we plan teaching and learning with a view to enabling every child to seek the highest level of personal achievement. To ensure that this happens, we will regularly monitor and evaluate our core purpose, so that we are in a position to make a judgement about how accessible and effective we are. This gives us information on which we can base future decisions about the development of our school.

In addition to striving for academic excellence, we will never lose sight of the personal, individual needs of each child and their well-being. Learning is primarily about enjoyment, excitement and wonder.

We believe that all our children:

- are of equal value regardless of their sex, race, background, creed, faith or ability,
- should have an inclusive education with equal access to opportunities and resources,
- should progress at a pace appropriate to them,
- are entitled to high quality, well planned and well organised teaching throughout the school, where learning is an enjoyable, challenging, reflective experience,
- should be supported to be caring, curious, confident and creative learners
- should be involved in and contribute to the daily life at school, the local community and the World beyond.

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

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

1.4 Monitoring and evaluation in our school are part of a planned process to ensure school effectiveness, involving a range of different people over the course of a school year. However we will aim to be open to the unexpected and flexible throughout the cycle.

2 School Development Plan

2.1 Our self-evaluation process is a cycle for School Development. The components are:

- how well are we doing?
- how do we compare with similar schools?
- what more should we aim to achieve?
- what must we do to make it happen?
- taking action and reviewing progress.

The outcomes from the School Development Plan are recorded in the Ofsted self-evaluation form, Head's reports and SMART priority action plans.

3 Monitoring and evaluation activities

3.1 The quality of teaching

Staff and Governors are all involved in Teaching and Learning visits, Planning and Work Scrutinies, discussions with pupils and Pupil Progress Meetings. Teaching of all staff will be formally observed three times a year, details of which are in the Performance Management Policy.

3.2 The quality of children's learning

In the course of their lesson observations, Teaching Staff, the Headteacher and Governors will gather evidence about the children's attitudes to work and the skills they are learning (the Values-led Learning). This will be reported back to staff and evaluations made about the impact to the School Development Plan. (See Governor Visit Guidelines) Parents, staff and children are involved in at least two formal discussions throughout the year about their child's learning. All colleagues will undertake, where appropriate, a scrutiny of children's written work in English, Maths and Theme. This involves the sampling of children's work from a range of abilities within each studio to inform the School Development Plan. Our children will be encouraged to reflect upon their own progress and self-evaluate their learning skills. They will also be taught how to moderate and support others. Children learn best from their peers!

3.3 Leadership responsibilities on school priorities

All staff are responsible for developing an enriched curriculum, purposeful and personal to our children. However, the roles and responsibilities of those assigned to lead specific priorities for development will be to:

- Support colleagues with the long and medium term planning process
- Scrutinise children's work samples and feedback points for discussion on a weekly basis
- Hold pupil discussions to evaluate their understanding and knowledge
- Co-ordinate staff development when appropriate
- Co-ordinate the action planning and review process when applicable to the School Development Plan
- Liaise with other professional agencies and Partnership colleagues to support school development

3.4 The standards attained and achieved by children

During lesson observations, work scrutinies and pupil progress meetings staff and governors will gather evidence about the standards that the children are attaining and achieving in lessons.

The children's assessment results will be analysed by staff at least three times a year. The outcomes will be reported and discussed with Governors. Future targets for pupil and curriculum improvement will be set in relation to the children's performance, LA and national benchmarks and teachers' forecasts.

3.5 The quality of teachers' planning

Teachers will share their planning on the S drive for the Head teacher and other colleagues. Planning is evaluated alongside the children's learning outcomes.

3.6 Policy Review

All policies will be reviewed annually. Finance and Staffing policies will be reviewed by staff and the Fabrics committee. Well Being and Teaching and Learning policies will be reviewed by staff. All will be presented to full Governors for ratification. A spirituality impact assessment may be used to analyse new school policies against our Church School's vision and values.

3.7 The actions set in our School Development Plan

In July, all staff, Governors and a representative group of children meet to review and plan our priorities for the next three years. In the Autumn term staff devise action plans and milestone achievements against several key priorities. Twice a year staff and Governors evaluate progress towards these milestones and changes are made to the plans if necessary.

3.8 The Budget

The Headteacher and School Bursar present the governors with budget updates, representing best value. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school development plan. The planning cycle involves the governing body in evaluating the progress of the current School Development Plan as part of the next plan. This gives governors a clear view of the school's strengths and weaknesses.

3.9 Other related policies

The School Accessibility and Effectiveness Plan will contribute to the annual review and revision of related school documents:

- "Inclusion - Equal Opportunities for All" policy
- Equality and Diversity plans
- Staff Development and performance reviews
- Health & Safety (including online safety)
- Special Educational Needs and Disabilities
- Positive Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Philosophy for Teaching and Learning Policy

The Headteacher and staff will review this policy annually in the light of national, local and school priorities.

CALENDAR for monitoring and evaluating school accessibility and effectiveness	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
ASSESSMENT OF TEACHING AND LEARNING	<p>Assessment of Baseline for YR through Profile</p> <p>Analysis of SEND children's reading/spelling ages</p> <p>Lesson observations against agreed criteria</p> <p>Tracking progress and provision for all children Early Sept</p> <p>All teachers with the SENCO review and set Learning Plans for specific SEND and Looked After children when appropriate</p> <p>Lesson observations</p> <p>Learning walks by Leaders</p>	<p>Analysis of children's attainment/progress against school/national/coun ty targets and data</p> <p>Use evidence to set targets, share with SIP</p> <p>Tracking progress and provision for all children Oct</p> <p>Work scrutinies</p> <p>Monitoring of SEND Learning plans</p> <p>Continuous observations/assess ments of YR against Profile</p> <p>Learning walks by Leaders</p>	<p>Analysis of SEND children's reading/Spelling ages</p> <p>Continuous observations/assess ments of YR against Profile</p> <p>All teachers with the SENCO review and set Learning Plans for specific SEN and Looked After children when appropriate</p> <p>Lesson Observations</p> <p>Learning walks by Leaders</p>	<p>Work scrutinies</p> <p>Analysis of children's unaided writing across the school</p> <p>Tracking progress and provision for all children - February</p> <p>Continuous observations/assess ments of YR against Profile</p> <p>Analysis of SEND children's reading/Spelling ages</p> <p>Learning walks by Leaders</p>	<p>Y2-6 Standardised assessment tests</p> <p>Continuous observations/assess ments of YR against Profile</p> <p>All teachers with the SENCO review and set Learning Plans for specific SEN and Looked After children when appropriate</p> <p>Analysis of SEND children's reading/Spelling ages</p> <p>Learning walks by Leaders</p>	<p>Analysis of tests for strengths and weaknesses in Basic Skills</p> <p>Y1 National Phonics test</p> <p>Review of long-term curriculum framework and medium term planning</p> <p>Lesson observations</p> <p>Foundation Stage profiles completed</p> <p>Children's annual written reports</p> <p>Records of achievement</p> <p>Analysis of SEND children's reading/Spelling ages</p> <p>Learning walks by Leaders</p>	
	Teaching and learning observations occur at least three times in every class. Medium term planning is monitored focusing on progression, coverage and curriculum balance.						
PERFORMANCE MANAGEMENT	Head reviews teachers' job description, plan and review individual	Head's performance management with 3 Governors and an external adviser	Subject leaders coach individual staff following Performance	Mid term review for all staff by Head	Review staff training needs	Subject leaders coach individual staff following Performance	End review Performance Management discussion

	<p>objectives Plan CPD opportunities Set key targets Report to <i>Governors</i> Teachers undertake support staffs' appraisals Complete <i>Governor Skills Audit</i> through appraisal of an individual's effectiveness within their roles & responsibilities.</p>	<p>Subject leaders coach individual staff following Performance Management discussion</p>	<p>Management discussion Mid-term review of the effectiveness of the <i>Governing Body</i>.</p>	<p>Review of Head's performance management with 3 <i>Governors</i> Report to <i>Governors</i></p>	<p>Management discussion</p>	<p>Pay related decisions discussed and presented to <i>Governors' Pay</i> Evaluate the work of the <i>Governing Body</i> and set the strategic direction of its work over the next academic year.</p>
<p>NUMBERS ON ROLL/ ATTENDANCE</p>	<p>Attendance monitored Parents informed</p>	<p>Attendance monitored Parents informed EWO involvement if necessary Set attendance and absence % targets using National/LA information</p>	<p>Attendance monitored Parents informed School attendance panel meetings -EWO involvement if necessary</p>	<p>Attendance monitored Parents informed EWO involvement if necessary</p>	<p>Attendance monitored Parents informed School attendance panel meetings - EWO involvement if necessary Consider Staffing and class organisation for September</p>	<p>Attendance monitored Parents informed EWO involvement if necessary Class organisation decided Parents informed</p>
<p><u>BUDGET</u></p>	<p>Monitor budget expenditure</p>	<p>Monitor budget expenditure with Finance committee</p>	<p>Analyse expenditure for each budget head over the financial year Analyse comparative expenditure data for other similar schools</p>	<p>Set budget according to staffing, class organisation and resources analysis Report to Full <i>Governors</i></p>	<p>Monitor budget expenditure with Finance committee</p>	<p>Monitor budget expenditure with Finance committee</p>

<p><u>PREMISES/</u> <u>LEARNING</u> <u>ENVIRONMENT</u> <u>ACCESSIBILITY</u></p>	<p>Inspect school Health and safety check with Governors LA Health and Safety assessment Review accessibility for SEND pupils and inclusion for all stakeholders Fire Safety Inspection (every 3 years)</p>		<p>Prioritise premises issues for recommendation to Finance committee</p>	<p>Inspect school Health and safety check with Governors Review accessibility for SEND pupils and inclusion for all stakeholders to inform school spending</p>		<p>Inspect school Health and safety check with Governors</p>
<p>HOME/ SCHOOL LINKS</p>	<p>KS1 Celebration Assembly Newsletter Curriculum Information evenings for Y1-6 Parents/child/teacher set targets for learning Website update Parent mail Facebook page</p>	<p>KS1 Celebration Assembly Newsletter Pre Reception Information Evening Website update Parent mail Facebook page</p>	<p>Parent/Governor Focus groups KS1 Celebration Assembly Newsletter Parents' meetings Website update Parent mail Facebook page</p>	<p>KS1 Celebration Assembly Newsletter Website update Parent mail Facebook page</p>	<p>Parent/Governor Focus groups KS1 Celebration Assembly Newsletter Website update Parent mail Facebook page</p>	<p>Home/school agreement review Parent and pupil questionnaires (annual) Dreaming and Scheming meeting for all stakeholders to set SDP Parents Open evening Foundation Stage profiles shared with parents Written reports YR Curriculum Information meeting Celebration Assembly Newsletter Website update Parent mail Facebook page</p>
<p>SCHOOL SELF</p>	<p>Review of our mission statement, aims,</p>	<p>Staff and governors will analyse evidence</p>	<p>Focused Governor visit aligned to SDP</p>	<p>Staff and governors will analyse evidence</p>	<p>Staff and governors will analyse evidence</p>	<p>School Development review and planning</p>

REVIEW AND DEVELOPMENT PLANNING (GOVERNOR INVOLVEMENT IN PROCESS)

values, vision.
SDP key actions planned for against strategic intentions
Academic milestones drawn up against key action plans.
Agree Governor Visit priorities and monitoring calendar for the academic year.
Focused Governor visits aligned to SDP priorities and roles/responsibilities of individual Governors
Lesson observations
Leaders' Learning Walks
Policy reviews:
Well Being/Child safety policies
Teaching and Learning policies
Fabrics - All
Finance policies
Collaborative Partnership Peer review

for Achievement and Standards, Leadership/Management and Collective Worship will be reviewed and outcomes will be reported in the SEF
Focused Governor visits aligned to SDP priorities and roles/responsibilities of individual Governors
Leaders' Learning Walks
Policy reviews:
Fabrics - Staffing/Premises
Safety policies
Subject specific policies.
Collaborative Partnership Peer review

priorities and roles/responsibilities of individual Governors
Staff share progress towards milestones with named Governors.
Lesson observations
Leaders' Learning Walks
Collaborative Partnership Peer review

for Achievement, Pupil Premium and Behaviour
Outcomes will be reported in the SEFs
School improvement issues will be reviewed and key actions amended and planned against strategic intentions
Focused Governor visit aligned to SDP priorities and roles/responsibilities of individual Governors
Leaders' Learning Walks
Collaborative Partnership Peer review

for leadership and management
Outcomes will be reported in the SEFs.
SIP issues will be reviewed and key actions against strategic intentions
Focused Governor visits aligned to SDP priorities and roles/responsibilities of individual Governors
Leaders' Learning Walks
Collaborative Partnership Peer review

with all stakeholders will determine the strategic direction of the school.
Achievement and Standards will be analysed by staff and Governors.
School Development issues will be prioritized.
Focused Governor visits aligned to SDP priorities and roles/responsibilities of individual Governors
Leaders' Learning Walks
Collaborative Partnership Peer review