St Helena's Church of England Primary School, Willoughby

Policy for School Accessibility and Effectiveness

It is our responsibility to learn and achieve our dreams as a family.
Opening minds, widening horizons and developing a better world.

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 able 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 how 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 form 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
During their lesson observations and learning walks, 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 class 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, learning walks, 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/equality 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	Assessment of Baseline for YR through Profile Analysis of SEND children's reading/spelling ages Lesson observations against agreed criteria Tracking progress and provision for all children Early Sept All teachers with the SENCO review and set Learning Plans for specific SEND and Looked After children when appropriate Lesson observations Learning walks by Leaders	Analysis of children's attainment/progress against school/national/county targets and data Use evidence to set targets, share with SIP Tracking progress and provision for all children Oct Work scrutinies Monitoring of SEND Learning plans Continuous observations/assessments of YR against Profile Learning walks by Leaders	Analysis of SEND children's reading/Spelling ages Continuous observations/assessments of YR against Profile All teachers with the SENCO review and set Learning Plans for specific SEN and Looked After children when appropriate Lesson Observations Learning walks by Leaders	Work scrutinies Analysis of children's unaided writing across the school Tracking progress and provision for all children - February Continuous observations/assessments of YR against Profile Analysis of SEND children's reading/Spelling ages Learning walks by Leaders	Y2-6 Standardised assessment tests Continuous observations/assessments of YR against Profile All teachers with the SENCO review and set Learning Plans for specific SEN and Looked After children when appropriate Analysis of SEND children's reading/Spelling ages Learning walks by Leaders	Analysis of tests for strengths and weaknesses in Basic Skills Y1 National Phonics test Review of long-term curriculum framework and medium term planning Lesson observations Foundation Stage profiles completed Children's annual written reports Records of achievement Analysis of SEND children's reading/Spelling ages Learning walks by Leaders
	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	Head's performance	Subject leaders coach individual	Mid term review for all staff by Head	Subject leaders coach individual	End review Performance

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

			over the financial year Analyse comparative expenditure data for other similar schools	organisation and resources analysis Report to Full Governors		
PREMISES/ LEARNING ENVIRONMENT ACCESSIBILITY	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)		Prioritise premises issues for recommendation to Finance committee	Inspect school Health and safety check with Governors Review accessibility for SEND pupils and inclusion for all stakeholders to inform school spending		Inspect school Health and safety check with Governors
HOME/ SCHOOL LINKS	KS1 Celebration Assembly Newsletter Curriculum Information evenings for Y1-6 Parents/child/teacher set targets for learning Website update Parent mail Facebook page	KS1 Celebration Assembly Newsletter Pre Reception Information Evening Website update Parent mail Facebook page	Parent/Governor Focus groups KS1 Celebration Assembly Newsletter Parents' meetings Website update Parent mail Facebook page	KS1 Celebration Assembly Newsletter Website update Parent mail Facebook page	Parent/Governor Focus groups KS1 Celebration Assembly Newsletter Website update Parent mail Facebook page	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
	Review of our mission statement, aims, 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	Staff and governors will analyse evidence 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**	Focused Governor visit aligned to SDP priorities and roles/responsibilities of individual Governors Staff share progress towards milestones with named Governors. Lesson observations Leaders' Learning Walks Collaborative Partnership Peer review	Staff and governors will analyse evidence 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	Staff and governors will analyse evidence 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	School Development review and planning 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

	Walks **Policy reviews: Well Being/Child safety policies Teaching and Learning policies Fabrics – All Finance policies Collaborative Partnership Peer review**	**Subject specific policies. Collaborative Partnership Peer review**		Collaborative Partnership Peer review		Collaborative Partnership Peer review