

Primary Headteacher Meeting, February 15th 2011

Glyncollen Primary
Anne Lloyd, Headteacher
(now at Parkland Primary)

Self Evaluation processes and procedures and using information to raise standards.

1. Detailed tracking and analysis of data to identify areas for developments at whole school, cohort, group and individual level.

- Methods of tracking every child's progress across literacy, numeracy, verbal and non verbal reasoning and self esteem, identifying trends and gaps, using data to identify specific needs, targeting needs and providing specific follow up action for group and individual needs; monitoring and evaluating progress and impact.

2. The role of monitoring, review, providing feedback, forward planning, taking action and evaluating the impact and outcomes

- The role of the co-ordinator and subject leader in monitoring, reviewing and evaluating provision and standards. This included monitoring teachers' planning, pupil work, listening to learners, drawing up strengths and developments and action planning. The role this plays within school improvement and improvement planning.

3. Involving all stakeholders in self evaluation; pupils, parents, all staff, governors

- Use of questionnaires to parents and pupils. Use of pupil participation groups in self evaluation and school improvement. Children assessing and grading the school against Estyn's criteria. Staff's role in team leadership, line management and governor involvement in the planned cycle of self evaluation, management and leadership activities.

4. Involving pupils in school improvement and the SEF meeting the Pupil Participation Standards and the Rights Respecting School Award as a process to develop the school.

- Structures and organising methods of including all children across the school in evaluation and improvement. Using a committee of pupils formed from members of pupil participation groups across the school to monitor and evaluate impact and progress.