



Self Evaluation at Pen y fro Primary School



- ❖ Pen y fro Primary School is situated at the western end of the village of Dunvant. The school serves both private housing and a large housing association site. We have approx 170 children on role from 3 – 11 years. We have 12 statemented children at school. 8 of whom are preferred placements. Children leave us in year six to attend Gowerton Comprehensive. I have been head at the school for four years
- ❖ We had our last inspection in Nov 2009. It was the tail end of the last cycle of inspections. We had six grade ones and one grade two in the inspection. (Grade 2 for Key Question 1).
- ❖ Self Evaluation was judged under Key Question 6 in the last cycle of inspections “How well do leaders and managers evaluate and improve quality and standards?” Two quotes from this section of our inspection report are :-
“A culture of striving for continuous improvement is firmly embedded in the school’s ethos. Constructive, rigorous self evaluation is at the heart of the school’s approach to improving the quality of education it offers its pupils. There are many outstanding features in the school’s self evaluation process.” (*Estyn Nov 09*)

“The way in which the school actively seeks the views, in a variety of ways, of interested parties such as pupils, parents, governors and staff is outstanding” (*Estyn Nov 09*)
- ❖ When I became head at Pen y fro, as I was previously deputy, I knew that we had a variety of valuable procedures and processes in place to self evaluate what we did and these fed into our annual whole school self evaluation. What I wanted to do was to audit, organise and develop these to ensure that all procedures were effective. I wanted to ensure that all stakeholders were effectively involved in the process and were clear about how procedures would be used to evaluate what we do. We organised all our processes into a timetable, identifying which stakeholders were involved, in what ways and how regularly. We then identified where there were gaps or areas for improvement.
- ❖ The senior management team brainstormed improvements to our current procedures and tried to devise new and creative ways in which all stakeholders could be involved purposefully in self evaluation. We looked at ways we could self evaluate on a daily, weekly, monthly, half termly, termly and annual basis. We analysed if the procedures were formal or informal and how evidence from these self evaluations was recorded and used. As a result of this process we produced a Whole School Self Evaluation Timetable.
- ❖ I wanted it to be clear to all stakeholders what our view of self evaluation was, its purpose and how and when it would take place. We formulated a Self Evaluation Policy which included a self evaluation statement and the Whole School Self Evaluation Timetable. This is a concise timetable of processes and procedures on one A4 sheet which is colour coded to show the involvement of the different stakeholders.
- ❖ “At Pen y fro Primary School we define self evaluation as a term to describe all the processes by which we get to know our school better in order that we can improve still further. It is mainly through self evaluation that we continuously improve our provision in order to pursue the highest quality in Teaching and Learning and in everything we do. It is also the principle means by which we fulfil our professional accountability to our children, parents, governors and staff.” (*Self Evaluation Statement - Pen y fro Primary School Self Evaluation Policy*)
- ❖ When we are updating our whole school self evaluation document we find that, through this structure and timetable, we have a wealth of sources of evidence. We are able to say – this is our evaluation of what we do and this is how we know. If we want to evaluate a specific area we also have established avenues with different stakeholders with which to do this.
- ❖ Through the policy and timetable, the inspection team were able to clearly identify the information and evidence on which we had based our judgements for our self evaluation report, which stakeholders had been involved and in what ways.
- ❖ We know that true self evaluation can only take place in a culture of trust, mutual respect and openness where everyone involved with the school is committed to reflecting honestly on what we do and looking for ways to improve. Reported in our inspection report is also the quality of relationships at all levels within our school - this facilitates an ethos where we can self evaluate effectively and plan to develop successfully in all areas of school life.

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