

# **KILLERMONT PRIMARY SCHOOL**



**QUALITY ASSURANCE**

**MONITORING & SELF  
EVALUATION**

**POLICY**

**April 2009**

## **1 Introduction**

Killermont Primary School is committed to ensuring the provision of a quality education service for its pupils, parents and staff.

This school policy endorses the guidance given in the East Dunbartonshire Council document A *Quality Assurance Policy For The Education Service* issued in February 2003.

## **2 Rationale and Aims**

### **2.1 Rationale**

What we mean by *quality* changes over time in response to changes in society and our own experiences. In education we are engaged in a constant process of learning and developing our ideas. Self-evaluation, change and improvement are essential to maintain us as an effective school and require us to ask ourselves questions such as:

- What outcomes have we achieved?
- How well do we meet the needs of our school community?
- How good is the education we provide?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

Effective self-evaluation provides a strong basis for good planning. Consultation is an essential stage in the process of planning and at Killermont we regularly take into account the views of parents, the Parent Council and pupils.

We recognise well managed planning:

- Promotes effective learning and teaching
- Focuses on improving the quality of pupils' attainment and experiences
- Ensures that change is managed and monitored by those implementing it
- Helps us to be realistic in setting priorities, targets and timescales
- Helps us to make best use of our school budget and resources.

### **2.2 Aims**

Our aim at Killermont is to have systems in place to help us to identify strengths and areas for improvement in our practice, report on standards and quality and draw up plans for actions so that we can produce robust evidence to answer the question *How good is our school?*

## **3 Procedures**

To help us make a judgement on how we are doing we use the Quality Indicator's (QI's) from the How Good is our School (HGIOS) and the Ten Dimensions from The Journey To Excellence.

The four main ways that we collect evidence are

### Ask people what they think

- Individual interviews
- Group discussions
- Working parties
- Surveys and questionnaires
- Team meetings
- Focus groups

### Look at documentation and resources

- Pupil's work
- Forward Plans
- Minutes of meetings
- Reports to parents
- Programmes of study
- Policies and guidelines

### Engage in direct observation

- Observe lessons
- Shadow individual pupils
- Exchange classes
- Observe each other in pairs
- Work alongside other teachers

### Analyse Data

- 5-14 levels of attainment
- Progress from prior levels of attainment
- Overall progress towards school targets
- Benchmark against data collected locally and nationally
- Pupils' progress in meeting targets
- Analysis of other key performance data such as finance, pupil attendance, exclusion rates

## **4 Roles and Responsibilities**

### **4.1 Management**

Monitoring and self evaluation is a key role for the SMT. An annual monitoring calendar is produced indicating the QI's to be examined and the frequency and date of all monitoring activities.

Before all classroom visits a pre meeting will be held with all staff to discuss the precise and explicit purpose of the visit including a plan, aims and expected outcomes. Verbal feedback will take place at the end of the visit and a brief report on the visit will be prepared by the member of the SMT conducting the visit and agreed with the class teacher involved. Action points from the visits will be discussed and agreed on a collegiate basis.

Collective written reports will be produced by the SMT after they have sampled pupil's work and looked at displays, their findings will be shared at staff meetings. Written reports will be issued to individual staff after Forward Plan monitoring.

A School Improvement Plan and Standards and Quality Report is produced annually in June by the SMT after consultation with and evaluation by the staff.

The Standards and Quality Report indicates progress in meeting targets within the improvement plan and provides a summary of strengths and areas for development across all key areas of HGIOS.

The school plan is the main vehicle for all development work that goes on in the school, it is set out using EDC's model and includes an Aims, Audit and Action section. The Action section lists the school priorities in terms of:

- Targets
- Outcomes
- Measures of success
- Timescale and identified individuals/teams responsible for implementation
- Resource and CPD requirements
- Implementation Strategies

The School Plan reflects the EDC Education Service Plan.

#### 4.2 Staff

All staff have a responsibility to ensure quality provision within Killermont Primary. As well as the continuous assessment and evaluation of children's progress they will participate in systematic evaluation and discussion of their own practice as part of the Professional Review and Development or Performance Management & Development Planning process. In addition all staff are involved in the evaluation of the overall work of the whole school. These evaluations include an annual high level review of 12 key quality indicators of HGIOS, a 3 year review of 9 further quality indicators and a proportionate review of the nine remaining quality indicators as and when required. The Journey To Excellence dimensions will also be considered in the collation and analysis of evidence to improve the educational experience for our pupils. This evidence will also be used for the EDC Education Quality & Development Service visits and HMIE Inspections.

#### 4.3 Parents/Carers

Parents are represented by the Parent Council and they are involved in consultation regarding the school Improvement Plan and kept updated on progress towards meeting school plan targets. All parents are notified of School Plan priorities via the newsletter.

All parents/carers will be given an opportunity to comment on the work of the school via a triennial questionnaire. Parent's/carer's views will also be collected on a regular basis via monthly newsletter, response pro-formas to pupil reports, focus groups etc.

#### 4.4 Pupils

Pupil's contribution to school evaluation is encouraged and valued. The Pupil Council is consulted regularly and all pupils can comment on school issues through the Killermont 3C's. There is an annual sampling of pupil opinion via questionnaires, focus groups etc

### **5 Resources**

How Good Is Our School?

The Journey to Excellence

Part 1 - Aiming For Excellence and Part 2 - Exploring Excellence (2006) HMIE

Part 3 - How Good Is Our School (2007) HMIE

Part 4 - Planning For Excellence (2007) HMIE

Part 5 - Journeys To Excellence (2007)HMIE

### **6 Monitoring and Evaluation**

This policy will be monitored and evaluated by school staff during the session 2012-13.