OVERSTONE PARK SCHOOL

Self-Evaluation & School Improvement Policy

School Self-Evaluation& School Improvement

Date	Review Date	Coordinator
September 2025	August 2026	Mrs M Brown Mrs D York Miss A West Ms V Brown Ms K Gorton

We believe this policy relates to the following legislation:

- Education (Schools Act) 1992
- School Inspections Act 1996
- Education (School Inspection) Regulations 1997
- School Standards and Framework Act 1998
- Education Act 2005
- Education Act 2011
- The Independent School Standards 2014

The following documentation is also related to this policy:

We believe that self-evaluation is at the centre of continuous school improvement as it identifies good features and those issues where further work is needed in order to raise standards and improve the quality of education. School self-evaluation is an established part of the development planning cycle and is essential to good management. This results in a self-evaluation statement which is based on the inspection judgements in the Ofsted evaluation schedule. From this statement we are able to write a school improvement plan that is constantly monitored and clearly sets out how the school will address the identified priorities of school improvement.

Self-evaluation is a regular part of the school's working life. Everyone connected with the school must assist with the identification of priorities of improvement, monitoring provision and assessing outcomes. Therefore, self-evaluation should involve staff at all levels and take account of the views of pupils, parents, governors, employers and the local community. To be effective the self-evaluation process must be open and honest with judgments being made by using measurable performance data, which will identify trends over a period of time.

As part of the school self-evaluation process we will use lesson observations, discussions and questionnaires with all stakeholders,scrutiny of pupils work and inspection trails to provide evidence for the school self-evaluation statement and the school improvement plan.

By undertaking a thorough school self-evaluation process we aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To have in place a process that links self-evaluation and school improvement.
- To have in place a school improvement plan that is constantly monitored and clearly sets out how the school will address the identified priorities of school development.
- To work with other schools and the local authorityin order to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- organise systematic monitoring of teaching and learning in order to evaluate standards and the quality of provision;
- seek the views of all stakeholders;
- compare this school with the best bench mark schools;
- use a variety of school data to evaluate how well the school is doing;
- identify areas for development which will become areas priorities for the school improvement plan;
- work closely with the senior leadership team;
- monitor the effectiveness of this policy;
- annually report on the success and development of this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- work closely with the Principal to ensure the school self-evaluation statement and the schooldevelopment plan are of a high standard;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- will be responsible for monitoring and evaluating their own work and the areas for which they have responsibility;

- take part in discussions regarding the self-evaluation process;
- complete questionnaires to provide evidence for the self-evaluation and school improvement plan;
- undertake appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Parents/Carers

Parents/carers will:

- be aware that the school undertakes thorough self-evaluation which is at the centre of continuous school improvement;
- take part in discussions regarding the self-evaluation process;
- complete questionnaires to provide evidence for the self-evaluation and school improvement plan

Role of Pupils

Pupils will:

- take part in discussions regarding the self-evaluation process;
- complete questionnaires to provide evidence for the self-evaluation and school improvement plan

Raising Awareness of this Policy

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
  - Facebook
  - Twitter
  - Virtual pin boards
  - School blog

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

    - the school self-evaluation process
    - school improvement
    - target setting
    - using data
    - equal opportunities
    - inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal:	**Mrs M F Brown**	**Date:**	**September 2025**