School Self Review
RDA Quality Assurance Checklist - Primary

	Y/N	NOTES
SCHOOL CONTEXT		
Characteristics of the intake		
Attainment on entry		
Special features of the school including partnerships		
The school in the community		
1a. How high are standards?		
Attainment:-		
• Evidence Base		
Judgements by Key Stage plus Foundation Stage:		
• Comparison with averages or expectations for all schools		
• Comparison with Similar Schools (FSM)		
• How well the school is doing in relation to its targets		
• Reasons for higher or lower attainment in relation to targets		
• Trends over time		
• Where attainment does not fairly represent the performance of the school, indication of the evidence to support this view		
• Match of text to overall grade		
1b. How high are standards?		
Achievement:-		
• Evidence Base		
• Subjects and stages where pupils do best		
• Reasons why pupils achieve well in subjects and stages		
• Subjects and stages where improvement is needed		
• Action being taken to raise standards		

• Comparison with averages for similar schools prior attainment	
Analysis of how different groups of pupils perform	
- Boy/Girl	
- Ethnic minority groups	
- Gifted & Talented	
- SEN	
- Travellers	
- Looked after children	
• If there is evidence of differential achievement according to gender, ethnic background or another group then a statement on action being taken is needed	
• Match of text to overall grade	

2. How good are pupil's attitudes, behaviour, personal development and attendance?	
• Evidence Base	
• Indication of the strongest features	
• Reasons why these features are a strength	
• Areas for improvement identified	
• Actions being taken to bring improvement outlined	
• Attendance comparison with national averages	
• Exclusions comparison with LEA averages	
• Action being taken to improve attendance where attendance is low	
• Action being taken to reduce exclusion where exclusion is high	
• Reference to how well the school enables pupils spiritual, moral and cultural development	

• Reference to how well school promotes good relationships and racial harmony		
• Reference to how well the school deals with incidents such as bullying, racism and other forms of harassment		
• Reference to the extent to which children in nursery and reception classes are on course to achieve the early learning goals in personal, social and emotional development.		
• Match of text to overall grade		
3. How well are pupils taught and how well do they learn?		
• Evidence Base		
• Overall judgement on the quality of teaching and learning		
• Strongest features of teaching and learning		
• Reasons why these areas are a strength		
• Aspects of teaching and learning which most need improvement		
• Action being taken to improve teaching and learning		
• Strongest features of assessment		
• Aspects of assessment needing improvement		
• Action being taken to improve assessment		
• Match of text to overall grade		
4a. How good are the curricular opportunities and other opportunities offered to pupils?		
• Evidence Base		
• Best and most innovative aspects of the curriculum		

• Why these aspects are strong	
• Areas of the curriculum needing improvement	
• Action being taken to improve the curriculum	
• Impact of National Strategies	
• Extent to which statutory requirements are met	
• Quality of provision for SEN	
• Quality of provision for PSHE including sex and relationships education with attention to alcohol and drug misuse	
• How well the school supports learning outside the school day	
• How well the school promotes the participation in sport, the arts and other interests	
• Impact of workforce remodelling to support the curriculum	
• Accommodation and resources best features and impact	
• Aspects in need of improvement and why	
• Match of text to overall grade	
4b. How well does the school ensure equality of access and opportunity for all pupils	
• Evidence base	
• Overall judgement on the schools approach to inclusion and evidence of impact	
5. How well does the school care for, support and guide its pupils?	
• Evidence base	
• Most effective aspects of guidance and support	
• Reasons why these aspects are strong	
• Areas requiring improvement	

• Action being taken to bring about improvement	
Quality of:	
• Child protection arrangements	
• Arrangements for health and safety	
• Match of text to overall grade	

6. How well does the school work in partnership with parents?	
• Evidence base	
• Reference to the strongest features of partnership and why these are strong.	
• Areas in need of improvement and action being taken.	
• Match of text to overall grade	

7. How effective is the leadership of the school by:	
a) The governing body -	
• Effectiveness of Governors in shaping the vision and direction of the school	
• Extent to which statutory duties are met	
• Governors understanding of strengths and weaknesses of the school	
• Evidence of how well Governors challenge and support the senior management team	

b) The headteacher and key staff	
• Extent to which leadership at all levels sets high aspirations and has a focus on pupils' achievement	
• Quality of strategic planning to promote the school's ambitions and goals	
• Evidence that leaders inspire and motivate staff and pupils	
• Evidence of effective team work	

• Evidence of knowledgeable and innovative leadership of teaching and learning	
• Evidence that leadership ensures inclusion	
• Evidence that leaders are good role models to other staff and pupils	
• Match of text to overall grade	

c) How well is the school managed	
• Quality of self evaluation	
• Evidence of the use of performance data and its impact on raising standards	
• Quality of performance management and evidence that it is effective in bringing about improvement	
• Evidence of the impact of professional development on improving the quality of education and raising standards	
• Progress in implementation of Primary Strategy CPD audit material	
• Progress in implementing workforce remodelling	
• Quality of financial and resource management	
• School's success in applying the principles of Best Value	
• The value for money provided by the school	
• Aspects of the management of the performance of the school which work best	
• Reasons why these aspects are effective	
• Indication where the management of performance needs improvement	
• Action being taken to bring about improvement	
• Match of text to overall grade	

Improvement since the last inspection:	
• Indication of what has improved most and why	
• Reference to what still needs improvement and the action being taken to bring improvement	
• Identification of the most significant aids to improvement	
• Identification of the most significant barriers and their effect	

STRATEGY FOR FEEDING INFORMATION FROM SCHOOL SELF REVIEW ACTIVITIES INTO
OFSTED FORM S4 AND NORFOLK SCHOOL SELF REVIEW - PRIMARY

Note - All evaluation reports produced by school managers should have a summary including the following sections:
- How do you know?
- Which features are the strongest and why?
- What needs improvement and what action needs to be taken?

This will allow text to be directly pasted into the Norfolk School Self Review and Ofsted Form S4. In addition a section should be included that considers whether the school is improving.

EVALUATION REPORTS	ACTIVITIES	SOURCE OF EVALUATION CRITERIA (to ensure rigour)	CONTRIBUTION TO OFSTED FORM S4 AND NORFOLK SCHOOL SELF REVIEW
EXAMPLES:			
Headteacher's Autumn Term Report to Governors	Analysis of PANDA data, Fischer Family Trust data, teacher assessments, other school performance data	Ofsted Handbook for inspecting primary schools Section 3.1 pages 36,43	Ofsted Form 4 - 3.1 How well do pupils achieve? NSSR – 1a, 1b.
Subject leader reports to Governors Curriculum Committee	Curriculum leaders monitoring and evaluation	School teaching and learning policy. School assessment policy National Curriculum Programmes of Study. Ofsted Handbook for inspecting primary schools Section 5 pages 76, 79, 84, 85.	Ofsted Form 4 – 5a How well does the curriculum meet need's of pupils? 5b How well do the school's accommodation and resources meet the needs of the curriculum? NSSR – 4a
Headteacher's annual evaluation report on the quality of teaching and learning	Senior managers monitoring of the quality of teaching Scrutiny of teachers' planning RDA monitoring	School teaching and learning policy. Ofsted Handbook for inspecting primary schools Section 4 –	Ofsted Form 4 – 4a How effective are teaching and learning? NSSR - 3

		pages 60,62.	
Feedback from Governors Health Check	Governors meeting to review practice and prepare an action plan	Norfolk LEA Governors Self Review Checklist	Ofsted Form 4 – 8a How effective is the leadership of the school? NSSR – 7a
Headteacher's Spring term report to governors' finance committee	Analysis of budgets and review of Best Value.	Ofsted Handbook for inspecting primary schools p 126 Audit Commission ' Keeping Your Balance'	Ofsted Form 4 – 8b How effective is the management of the school? NSSR – 7c
Report to Governors on pupils' views and attitudes	Pupil questionnaire Feedback from School's Council	School aims and values Ofsted Handbook for inspecting primary schools Section 3.2, pp 48, 52 and Section 6 p 94	Ofsted Form 4 – 3.2 How well are pupils' attitudes' values and other personal qualities developed? NSSR - 2
Governors report on the quality of links with parents	Parent Questionnaire Parent Governor discussion with parents	School aims and values Ofsted Handbook for inspecting primary schools Section 7, p 96,99.	Ofsted Form 4 – 7 How well does the school work in partnership with parents? NSSR – 7a
Moderation report	Scrutiny of pupils' work	National Curriculum levels Ofsted Handbook for inspecting primary schools Section 3.1 p36,43 (how well pupils achieve)	Ofsted Form 4 - 3.1 How well do pupils achieve? NSSR - 6
SEN Evaluation report	Review of SEN provision Feedback from LEA support services	Norfolk School Self Review evaluation tool	Ofsted Form 4 – 3.1 How well do pupils achieve? 6 How well are pupils cared, guided and supported? NSSR – 4a

Ofsted Form S3	Governors meeting to verify all statutory requirements are met	Ofsted Form S3	Ofsted Form 4 – 8a How effective is the leadership of the school? NSSR – 7a
Governors Health and Safety Audit	Completion of Health and Safety Check list	School health and safety policy Ofsted Handbook for inspecting primary schools Section 6, p88, 90.	Ofsted Form 4 - 6 How well are pupils cared, guided and supported? NSSR - 5
School Improvement and Development Plan priorities	Analysis of evaluation reports Review of achievement of the success criteria of the current plan. Review of national and local development priorities	School aims and values Success criteria in the current school improvement and development plan	Ofsted Form 4 – 1b How effective is your school overall? NSSR – 7c
Once the above template is completed the Headteacher should check that the evaluations undertaken by the school provide sufficient information for completion of both Ofsted Form S4 and the Norfolk School Self Review.			

RDA AUTUMN TERM AGENDA 2004

1.   School Self Review Process

   1a   Discussion of PANDA / Pupil Achievement Tracker (PAT).
   1b   Monitoring activity linked to self review areas negotiated between schools and the RDA.
   1c   Completion with the Headteacher and Chair of Governors of the self review summative form and negotiation of the LEA category for the school.

2.   Target Setting

   2a   Analysis of Performance Data
   For each key stage:-
   - Size of cohort
   - Test and teacher assessment results / exam results
   - Trends over time
   - Attainment against the school's targets
   - Any anomalies in these results
   - Autumn package analysis (if available)

   2b   Target Setting
As per target setting timetable and guidance to be sent to schools / RDAs at the start of the Autumn Term 2004 and completion of target setting proforma.

3.   Other School Agenda Items

4.   Key Issues and Recommendations