# SCHOOL SELF-EVALUATION FORM

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| **SCHOOL** |  | | |
| **HEADTEACHER** |  | **REVIEW DATE** |  |

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| **SECTION1: INTRODUCTION** |
| * **Context** * **Key Strengths** * **Areas for Improvement** |

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| **SECTION 2: AREAS FOR WHOLE SCHOOL DEVELOPMENT** |
| **SDP: Areas for Improvement (additional details)** |

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| **SECTION 3: PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION** |
| **Key Issue One:**  **Key Issue Two:** |

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| **SECTION 4: OUTCOMES FOR CHILDREN**  **Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils** |
| **Key Strengths**  **Areas for Development**  **Updates (time ordered)** |

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| **SECTION 5: TEACHING ,LEARNING & ASSESSMENT**  **Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.** |
| **Most recent monitoring shows:**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **% Outstanding** |  | **% Good** |  | **% Satisfactory** |  | **% Inadequate** |   **Key Strengths**  **Areas for Development**  **Updates (time ordered)** |

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| **SECTION 6: PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE**  **Including conduct in lessons and around the school, attendance and punctuality, attitudes to others, how well protected from bullying, views of pupils, parents and carers.** |
| **Key Strengths**  **Areas for Development**  **Updates (time ordered)** |

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| **SECTION 7: LEADERSHIP AND MANAGEMENT**  **How leaders and managers demonstrate ambition for pupils in their achievement, improve teaching and learning, support/develop staff, and capacity for improvement. Also accuracy of SSE, appropriateness of curriculum, governance, safeguarding, equality of opportunity, parental engagement and partnerships** |
| **Key Strengths**  **Areas for Development**  **Updates (time ordered)** |

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| **SECTION 8: OVERALL EFFECTIVENESS** |
| **Summative School Statements**   * Quality of education provided by the school * EYFS Statement: Children’s entry level. Children’s exit level from the school: Statement * Staffing structure: Statement * Ambition Vision for school improvement * SMSC: Statement * Outcomes: Statement   **Summary Statement** |

