



*This is to certify that*

**Garston Manor Special School**

*Has been awarded the Quality Mark  
for Secondary Schools for the second time*

*The Elements of this Quality Mark are:*

- |  |   |
|--|---|
| 1. A whole school action plan to improve performance in basic skills.                                | 6. Access to nationally recognised accreditation of these skills for each pupil receiving help with basic skills. |
| 2. An objective assessment of the need for help with basic skills in the school.                     | 7. Access to training for staff involved in teaching or supporting basic skills.                                  |
| 3. A target setting for the continuous improvement of the school's performance in basic skills.      | 8. The use of appropriate teaching and learning approaches and material to improve basic skills.                  |
| 4. An individual plan for improvement for each pupil receiving help with basic skills.               | 9. The involvement of parents in developing their children's basic skills.  |
| 5. Regular objective assessment of the progress made by each pupil receiving help with basic skills. | 10. An effective method for monitoring planning and assessing improvement in performance in basic skills.         |

*This Quality Mark is valid for three years*

*from*

10-Jul-11

*to*

10-Jul-14



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## Preparing for the self-audit of an existing Quality Mark by a secondary school

This is a sample template for the self-audit which should be undertaken by a secondary school prior to a Secondary Quality Mark (SQM) award. It can also be used as the basis of a final submission to an assessor, or as the assessment visit 'check-list' for an assessor. However it is used, the format of the template is illustrative only and should be used as a 'working document'. It can also easily be customised to any layout which better suits the needs of those choosing to use it.

Copies of this can be purchased, quoting ref: A2235 and using credit card or PayPal, from Tribal Shop <https://shop.tribalgroup.co.uk/> (£7.05 incl p&p) or ordered via [enquiries@qm-alliance.co.uk](mailto:enquiries@qm-alliance.co.uk) if raising an invoice is preferred. It can be downloaded for free as a PDF file from [www.qm-alliance.co.uk](http://www.qm-alliance.co.uk). An all-through special school, eligible for both PQM and SQM awards, may prefer to complete a single, hybrid renewal template, also downloadable from the website.

**Note:** The recommended order for undertaking a review of the 10 QM Elements for a self-audit/renewal assessment visit is:-  
1<sup>st</sup> step: Elements 2, 3, 1 & 10 (the elements relating to assessment, target setting, planning, monitoring, evaluating impact);  
2<sup>nd</sup> step: Elements 4 & 5 (the elements relating to underattainment and/or underachievement);  
3<sup>rd</sup> step: Elements 6, 7, 8 (the elements relating to teaching and learning);  
4<sup>th</sup> step: Element 9 (the element relating to the involvement of parents and carers).  
At renewal, evidence of developments, progress and impact is required as well as that for validating the core criteria.

# Garston Manor

28 June 2011

2	AN ANALYSIS OF THE ASSESSMENT OF PUPIL PERFORMANCE IN BASIC SKILLS	Summary of current practice / provision / performance	Evidence source
	<ul style="list-style-type: none"> <li>it makes use of an appropriate range of summative data in basic skills;</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>* Add use of Progression Guidance to the analysis.</li> </ul>
	<ul style="list-style-type: none"> <li>it makes use of an appropriate range of formative data throughout the school year e.g. moderated teacher assessment;</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Examples are from English. Also need to include maths.</li> </ul>
	<ul style="list-style-type: none"> <li>it uses the outcomes from the analysis of data to identify and track learners who are underattaining and/or underachieving;</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>* Ensure analysis has emphasis on identifying underachievement.</li> </ul>
	<ul style="list-style-type: none"> <li>it uses ongoing assessment to inform planning processes (school development planning; provision mapping and teachers' planning);</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of pupils' levels on entry informs schemes of work, e.g. preparation of resources designed to be accessible at different levels.</li> </ul>
	<ul style="list-style-type: none"> <li>it has a procedure for assessing the basic skills needs of learners whenever they join the school;</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Resources are organised by level rather than year group.</li> </ul>
	<ul style="list-style-type: none"> <li>learners are involved in the assessment of their own progress;</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Good differentiation across ability range.</li> </ul>
	<ul style="list-style-type: none"> <li>it uses information from assessment of learners to make appropriate provision.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Termly assessment for all pupils is in place but started fairly recently on SIMS. A good process but too soon to evaluate impact from it. Pupils are involved in discussion of their target review and target setting. Progress in using Assessment for Learning strategies is sound.</li> </ul>

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<p>Possible sources of evidence include:</p> <ul style="list-style-type: none"> <li>• Self Evaluation Form</li> <li>• last inspection and/or SIP report</li> <li>• outcomes of on-entry assessment procedures</li> <li>• KS2, 3, 4 English &amp; maths task/test results from previous years</li> <li>• optional QCA test results and reading and spelling test results</li> <li>• Cognitive Abilities Tests (CATs) results</li> <li>• analysis and comparison of teacher assessment and test results</li> </ul>	<ul style="list-style-type: none"> <li>• national comparative data (e.g. RAISEonline)</li> <li>• local authority data analysis and benchmarking</li> <li>• Fischer Family Trust (FFT) data and value added analysis</li> <li>• pupil tracking</li> <li>• class teacher records</li> <li>• special needs register</li> <li>• teachers' planning</li> <li>• work scrutiny analysis</li> <li>• discussion with key staff and governors</li> </ul>
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3	TARGET SETTING FOR THE IMPROVEMENT OF SCHOOL'S PERFORMANCE IN BASIC SKILLS	Summary of current practice / provision / performance	Evidence source
• it has targets for improving performance in basic skills that are quantifiable, measurable, realistic and evidence based;	✓	* Examples from English - need to include maths. Maths using minimum and challenging targets.	
• targets are set at whole school, cohort, group and individual levels;	✓	Make sure the assessment is a whole school process.	
• individual learners are involved in the target setting process at an appropriate level;	✓	Governors' involvement.	
• individual pupil targets are shared with relevant staff;	✓	Assessment should include discussion with member of governing body. There is good	

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<ul style="list-style-type: none"> <li>• targets have a positive impact on learning.</li> </ul>	<p>This is an area to find evidence for. Consider lesson observation evidence. Is there evidence from parents?</p>	<p>support for English in other subject areas. Good use of observations to evaluate sp + list. Skills with feedback evident.</p>	
<p>Possible sources of evidence include:</p> <ul style="list-style-type: none"> <li>• Self Evaluation Form</li> <li>• local authority negotiated targets</li> <li>• intervention programme targets (where applicable)</li> <li>• curricular targets for English and mathematics</li> <li>• examples of staff (anonymous) performance management targets</li> <li>• Fischer Family Trust estimations</li> <li>• outcomes of on-entry assessment procedures</li> </ul>		<ul style="list-style-type: none"> <li>• KS2, 3 and 4 English and mathematics task and test results from previous years</li> <li>• teacher assessment and predictions – end of KS3 and KS4</li> <li>• value added analysis</li> <li>• tracking records of school and cohort performance</li> <li>• discussion with headteacher</li> <li>• discussion with key staff</li> <li>• <u>discussion with a member of the governing body</u></li> <li>• discussion with learners about their own targets (Learning Walk)</li> </ul>	

1	A WHOLE SCHOOL STRATEGY AND PLANNING TO IMPROVE PERFORMANCE IN BASIC SKILLS	Summary of current practice / provision / performance	Evidence source
<ul style="list-style-type: none"> <li>• based on self evaluation - which will include an audit of underattainment or underachievement in literacy and mathematics of learners in the school;</li> </ul>	✓	<p>* SEf evidence should be included for assessment. English and maths SEFs and SIPs seen. Confirm assessment and planning in place.</p>	Discussion with headteacher.

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• takes into account the performance and needs of different groups of learners;	✓	* Success criteria on SIP are not measurable outcome measures. Disentangle process and outcome targets. This is a strength.	
• has realistic and measurable targets for improving performance;	✓		
• specifically mentions both literacy and mathematics (although both have to be mentioned it is acceptable to give greater priority to either; however, this has to be supported by evidence that the decision has been reached after careful analysis);	✓	There is a strong focus on communication across the curriculum. Makaton across the school could be considered as part of the evidence base.	
• demonstrates there is commitment and involvement of the leadership and management team;	✓	Focus is on individual progress. Governors view is that this is addressed well. Example of governor discussion on this regarding staff provided.	
• specifically states that improving basic skills is the responsibility of all staff;	✓		
• reflects the school's commitment to equal opportunities and inclusion;	✓		
• includes a description of the measures to be taken to raise standards, including any provision beyond the normal school day;	✓	Examples CLA, BMe Use of pupil premiums.	
• sets a realistic but challenging time-scale for achieving the objectives of action planning;	✓		
• details the resources, including materials and equipment, staff and teaching time, and funding to be devoted to literacy and/or mathematics;	✓	SIP shows good planning for development. Clear and specific criteria are in subject documents - SEF and planning in place.	
• has clear and specific success criteria;	✓		

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<ul style="list-style-type: none"> <li>describes how the planning will be monitored and how progress and impact on learners will be evaluated.</li> </ul>	✓	<p>Are there referenced documents which show this?</p> <p>Planned in monitoring and evaluation cycle.</p> <p>New 'class room monitor' programme will help with this.</p>	<p>Seen in practice on Learning Walk. Value Added grid shows planning for individuals.</p>
<p>Possible sources of evidence include:</p> <ul style="list-style-type: none"> <li>Self Evaluation Form</li> <li>main school development and improvement planning</li> <li>departmental action planning for literacy and mathematics</li> <li>planning for literacy and learning across the curriculum</li> <li>planning for numeracy across the curriculum</li> <li>planning for intervention</li> <li>planning for 14-19 pathways</li> <li>planning for school information/learning resource centre and library</li> <li>post inspection action planning</li> </ul>		<ul style="list-style-type: none"> <li>Intensifying Support Programme (ISP) for secondary schools (where applicable)</li> <li>staff development or CPD planning</li> <li>learning network action planning</li> <li>school aims and curriculum statement</li> <li>inclusion policy or equal opportunities statement</li> <li>assessment policy</li> <li>target setting summaries</li> <li>discussion with headteacher</li> <li>discussion with key staff and governor(s)</li> </ul>	

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10	AN EFFECTIVE PROCEDURE FOR MONITORING PLANNING AND ASSESSING IMPROVEMENT IN PERFORMANCE IN BASIC SKILLS	Summary of current practice / provision / performance	Evidence source
• it has a procedure for monitoring and evaluating its strategic approach and assessing progress and impact of the resulting plans;	✓	Value Added grid. Subject SEF and SIPs show monitoring and evaluation in place.	
• monitoring includes self-evaluation, external viewpoints and analysis of current data and trends;	✓		
• there is evidence of moderation of the school's self-evaluation;	✓	Special schools work together on this. (County level). * Now beginning to moderate across staff and strengthen practice. Is it in SIP?	
• the school's procedure includes regular discussion by all staff of the progress being made to achieve the success criteria of the basic skills action planning;	✓	* This has been done once and should be annual. Backed by a governor visit.	
• a report is made to the governing body on progress and impact in basic skills and discussion is held about basic skills planning, at least once a year;	✓	Literacy report to governing body from head of faculty. Headteacher reports to governing body. There is good challenge. Curriculum committee continuing to develop this area.	
• all stakeholders are informed about the school's performance in basic skills.	✓	Good strategy to focus on maths.  Consider how other professionals are informed about pupils' communication skills. Also work experience provider. There is good dialogue with SLT about needs of individuals.	

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<p>Possible sources of evidence include:</p> <ul style="list-style-type: none"> <li>• Self Evaluation Form</li> <li>• school profile</li> <li>• inspection reports</li> <li>• national comparative data (e.g. RAISEonline)</li> <li>• intervention reports (where applicable)</li> <li>• School Improvement Partner (SIP) report (where applicable)</li> <li>• local authority adviser and/or consultant reports of visit reports</li> <li>• headteacher's report to governors</li> </ul>	<ul style="list-style-type: none"> <li>• governing body committee reports</li> <li>• individual governor monitoring reports</li> <li>• staff meeting and leadership team minutes</li> <li>• departmental reviews</li> <li>• information from parent and carer surveys and questionnaires</li> <li>• monitoring and evaluation procedures</li> <li>• discussion with headteacher</li> <li>• discussion with key staff</li> <li>• discussion with chair of governors or other member(s) of the governing body</li> </ul>
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4	BASIC SKILLS IMPROVEMENT PLANNING FOR PUPILS UNDERATTAINING AND/OR UNDERACHIEVING	Summary of current practice / provision / performance	Evidence source
	<ul style="list-style-type: none"> <li>• there is specific planning to meet the needs of identified groups and individuals who are underattaining/underachieving in basic skills;</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• planning and provision are informed by assessment;</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• all learners are aware of what they have to do to improve in respect of basic skills;</li> </ul>	✓	

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<ul style="list-style-type: none"> <li>identified learners have specific written improvement plans which               <ul style="list-style-type: none"> <li>have specific, agreed targets and learning goals for literacy and/or mathematics based on assessment of need;</li> <li>cover a specified period of time;</li> <li>include details of steps to be taken to help learners reach their targets;</li> <li>identify materials and resources needed and personnel to be involved;</li> <li>outline skills to be learned through the plan;</li> <li>build in review and revision of the plan;</li> </ul> </li> </ul>	✓		
<ul style="list-style-type: none"> <li>the school shares its plans for underattaining and/or underachieving pupils with their parents.</li> </ul>	✓	<p>Parents' evenings and annual reviews.</p> <p>* Maths asks for direct home learning which includes parents.</p> <p>* Consider how to further develop home learning.</p>	
<p>Possible sources of evidence include:</p> <ul style="list-style-type: none"> <li>Self Evaluation Form</li> <li>provision mapping for underattaining/ and or underachieving pupils</li> <li>school-devised support, intervention or mentoring strategies</li> <li>intervention programmes</li> <li>sample individual, group education/learning plans (IEPs, GEPs or ILPs)</li> </ul>		<ul style="list-style-type: none"> <li>pupil targets (individual, group, cohort) including 'P' scales (if appropriate)</li> <li>assessment and review outcomes</li> <li>differentiation evident in lesson planning</li> <li>discussion with key staff and appropriate governor(s)</li> <li>discussion with sample pupil(s) receiving additional support</li> <li>observation of an intervention group</li> </ul>	

5	REGULAR REVIEW OF THE PROGRESS MADE BY PUPILS UNDERATTAINING AND/OR UNDERACHIEVING IN BASIC SKILLS	Summary of current practice / provision / performance	Evidence source
	<ul style="list-style-type: none"><li>• progress in basic skills is reviewed as part of an ongoing assessment cycle;</li></ul>	✓	Annual reviews. Home school books. Data on progress and attainment is shared with governors.
	<ul style="list-style-type: none"><li>• a written record of the knowledge and skills learnt or improved since the last review is made;</li></ul>	✓	
	<ul style="list-style-type: none"><li>• there is evidence that pupils, parents and professionals are engaged in a shared partnership to review progress.</li></ul>	✓	
Possible sources of evidence include: <ul style="list-style-type: none"><li>• Self Evaluation Form</li><li>• sample ILPs / IEPs / GEPs, showing evidence of review</li><li>• records from intervention programmes</li><li>• pupil conferencing notes</li><li>• records from tutor interviews</li><li>• sample pupil annual report</li></ul>		<ul style="list-style-type: none"><li>• sample pupil self evaluation and review</li><li>• records of reviews from parents evenings</li><li>• pupil planners/homework diaries</li><li>• discussion with key staff and governor(s)</li><li>• discussion with a learner receiving additional support</li><li>• discussion with a parent of a pupil receiving additional support</li></ul>	

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6	PROVISION TO ENABLE ALL PUPILS TO GAIN APPROPRIATE NATIONAL ACCREDITATION IN BASIC SKILLS	Summary of current practice / provision / performance	Evidence source
	<ul style="list-style-type: none"> <li>• qualifications available in basic skills at KS4 meet the needs of all pupils, catering for a range of abilities;</li> </ul>	✓ Maths and English offer entry level and GCSE. 10/24 got GCSE (D-G) in 2010 100% got entry level English and most in maths in 2010. Good planning for learning in maths and good progress made by pupils.	
	<ul style="list-style-type: none"> <li>• links are made with the wider community;</li> </ul>	✓ Links with neighbouring main stream secondary. Drama day at St Michaels Example of governor from local church. Community governor is a parent. Further links are being planned as part of Basic Skills programme.	
	<ul style="list-style-type: none"> <li>• there are opportunities for pupils to develop skills for enterprise and employability;</li> </ul>	✓ Example gardening includes marketing ICT, English, communication, punctuality.	
	<ul style="list-style-type: none"> <li>• pupils have direct experience of the workplace and employers;</li> </ul>	✓ Year 11 do work experience.	
	<ul style="list-style-type: none"> <li>• there is evidence of work related learning.</li> </ul>	✓ ASDAN accreditation. All have college links or ASDAN/gardening etc.	

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Possible sources of evidence include: <ul style="list-style-type: none"> <li>• school prospectus</li> <li>• involvement with Young Enterprise Scheme</li> <li>• options booklet</li> </ul>		<ul style="list-style-type: none"> <li>• minutes of meetings of 14-19 Consortium</li> <li>• pupil questionnaires</li> <li>• details of work experience placements</li> <li>• provision mapping / planning over-view of vocational &amp; academic pathways</li> </ul>	
<b>7</b>	<b>A COMMITMENT TO IMPROVING THE SKILLS OF ALL STAFF TO TEACH AND EXTEND BASIC SKILLS</b>	<b>Summary of current practice / provision / performance</b>	<b>Evidence source</b>
<ul style="list-style-type: none"> <li>• CPD for all staff, including leaders &amp; managers, in teaching or improving basic skills is linked with planning for basic skills and is included in the school's staff development programme;</li> </ul>	✓	Example of Tracks training with focus pupils linked to language used on works meets across curriculum.	
<ul style="list-style-type: none"> <li>• CPD planning is clearly based on an analysis of need of individual members of staff and of the school as a whole;</li> </ul>	✓	Good example of guidance for teachers on literacy in all areas.	

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<ul style="list-style-type: none"> <li>• CPD opportunities, as appropriate to the currently identified needs of the school, are likely to include:             <ul style="list-style-type: none"> <li>○ learning how to develop, use and apply skills in literacy and mathematics;</li> <li>○ assessing the suitability of teaching materials, equipment and resources;</li> <li>○ using specific teaching materials, equipment and resources;</li> <li>○ assessing pupil progress;</li> <li>○ using Information and Communication Technology (ICT) to promote basic skills across the curriculum;</li> <li>○ meeting the specific needs of individuals and groups.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<p>Lesson planning/SoW include specific objectives which use ICT to develop language skills.</p>	
<p>Possible sources of evidence include:</p> <ul style="list-style-type: none"> <li>• Self Evaluation Form</li> <li>• main school development and improvement planning</li> <li>• Investors in People portfolio / assessment report (where applicable)</li> <li>• audit of staff skills and training needs</li> <li>• staff CPD planning</li> <li>• strategies for disseminating and evaluating course content or other CPD</li> </ul>	<ul style="list-style-type: none"> <li>• evidence that training and dissemination have taken place</li> <li>• evaluations of impact of CPD</li> <li>• monitoring systems and outcomes</li> <li>• performance management policy</li> <li>• sample staff (anonymous) performance management targets which have a basic skills focus</li> <li>• discussion with headteacher / CPD coordinator</li> <li>• discussion with staff about CPD experiences</li> </ul>		

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8	THE USE OF A RANGE OF TEACHING AND LEARNING APPROACHES, STYLES AND MATERIALS TO IMPROVE BASIC SKILLS	Summary of current practice / provision / performance	Evidence source
•	a range of teaching approaches and learning styles is evident through planning and observation;	✓	Discussed but evidence e.g. lesson observation to be included.
•	pupils are involved in the assessment of their own learning;	✓	
•	teaching approaches and choice of materials are based on an analysis of the learning needs of a particular pupil, group or class;	✓	
•	a range of ICT is used to promote and support basic skills and actively engage learners;	✓	Used well in English and maths lesson. Mylexia/Education City and success maker in use. Learning Walk evidence. Good examples of this in English room - workshop models of display.
•	there is evidence that teaching and learning resources and the physical environment are used effectively to support learning;	✓	
•	materials and equipment are of good quality, sufficient in quantity and well maintained;	✓	
•	there are systematic procedures for monitoring the effectiveness of teaching and learning and use of resources.	✓	Learning Walk

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<p>Possible sources of evidence include:</p> <ul style="list-style-type: none"> <li>• Self Evaluation Form</li> <li>• inspection reports</li> <li>• School Improvement Partner (SIP) reports</li> <li>• local authority adviser / consultant reports of visit</li> <li>• teaching and learning policy</li> <li>• departmental reviews</li> <li>• lesson observation (anonymous) feedback</li> <li>• annotated teachers' planning with evidence of differentiation</li> <li>• work sampling</li> </ul>	<ul style="list-style-type: none"> <li>• school library audit / report from School Library Service</li> <li>• teaching &amp; learning policy</li> <li>• curriculum resources audit (for quality and quantity)</li> <li>• a 'learning walk' around the school</li> <li>• observation of teaching and learning in sample lessons or intervention sessions</li> <li>• discussions with learners</li> <li>• observation of ICT in use with and by learners</li> <li>• observation from review of classroom / corridor displays</li> <li>• photographs illustrating range of activities undertaken</li> </ul>
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9	THE INVOLVEMENT OF PARENTS AND CARERS IN DEVELOPING THEIR CHILD'S BASIC SKILLS	Summary of current practice / provision / performance	Evidence source
• the school's approach to improving basic skills is communicated to parents and carers;	✓	Parents' evenings includes explanation of Tracks and how they are involved/Annual reviews.	
• it actively engages with parents and carers on how they can help to support, sustain and extend the basic skills of their child;	✓		
• the basic skills opportunities offered by extended services (where available) are communicated to parents and carers;	✓	Communication skills for at risk students. Support for pupils with CAF?	
• induction procedures for parents and carers include providing information about the ways the school teaches and extends basic skills;	✓		

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<ul style="list-style-type: none"> <li>the school regularly consults parents and carers to seek views about their child's progress in basic skills.</li> </ul>	✓		
<p>Possible sources of evidence include:</p> <ul style="list-style-type: none"> <li>Self Evaluation Form</li> <li>school profile</li> <li>inspection reports</li> <li>main school development and improvement planning</li> <li>home - school partnership agreement</li> <li>school prospectus</li> <li>homework policy</li> <li>examples of annual pupil reports</li> <li>examples of planners and homework diaries</li> <li>details of open evenings, curriculum workshops which have been run</li> </ul>		<ul style="list-style-type: none"> <li>evidence of family learning activities</li> <li>examples from newsletters</li> <li>parent questionnaire responses</li> <li>references from minutes of the governing body</li> <li>extended service planning / records of activity</li> <li>out of hours provision / homework clubs / breakfast clubs</li> <li>details of any partnerships with other agencies / providers</li> <li>monitoring of the home use of the school website</li> <li>discussion with sample parent(s) or parent governor(s)</li> <li>photographs showing parental involvement</li> </ul>	

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