



Gwlady's Street Community Primary and Nursery School Monitoring and Evaluation policy

Why do we conduct monitoring and evaluation exercises?

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing;
- identify our strengths and weaknesses;
- celebrate our strengths;
- ensure that our future actions are targeted to address any weaknesses;
- inform the cycle of school development planning;
- allocate resources in the most effective way.

Who is responsible for leading the school's work on monitoring and evaluation?

It is the responsibility of the Headteacher to ensure that our monitoring and evaluation exercises are rigorous and thorough.

How do we monitor and evaluate our performance?

1. We analyse data.

The school is provided with a rich variety of data throughout the school year, but particularly in the autumn term. In addition to our own robust PIMS data system and subsequent internal tracking, data is provided by Ofsted and DfES, mainly through the annual RAISEonline analysis, and by the Local Authority (LA) in more detailed analysis.

The data provides a range of information. The most significant information is:

- how we perform compared to all schools;
- how we perform compared to similar schools;
- how different groups of pupils perform, (the characteristics of these groups include gender, ethnicity, social background and English fluency.
- the value added by our school compared to other schools.

2. We conduct lesson observations.

There is a programme of lesson observations with two strands;

- i. an annual audit according to Ofsted criteria of teaching and learning of English and mathematics in all classes;

ii. one further focused lesson observation arising from other action sheets of the school improvement plan.

3. We scrutinise pupils' work and talk to pupils.

A key feature of the subject action sheets of the school development plan will be regular examinations of pupils' work, most often by looking at a sample from each class and talking the work through with pupils.

4. We monitor targets.

We set numerical targets for each child in English and Mathematics which are monitored in progress review meetings each term and steps put in place, where necessary, to ensure children reach their targets. We evaluate the number of pupils that have reached their targets at the end of the year and plan any further action required.

5. We scrutinise test papers.

There is an annual programme of tests taken by the pupils, currently SATS and QCA optional tests.

6. We conduct other observations.

From time to time we may conduct other observations, such as looking at the behaviour of pupils in the playground.

7. We also collect information through a range of other means.

There is a range of other means of collecting information, such as:

- structured discussions and interviews with pupils, parents, staff and Governors;
- questionnaires;
- interviews;
- informal conversations;
- surveys;
- progress reviews.

What is the role of the Governing Body?

In order to fulfil its dual role of making strategic decisions and acting as a critical friend the Governing Body requires information at an appropriate level of detail. This is achieved in the following ways:

- a written report to the full Governing Body once a term from the Headteacher.

- the presentation once a year to the full Governing Body of the LA School Profile data analysis;
- regular reports on progress in implementing all of the action sheets in the school development plan to the appropriate committees of the governing body, unless these have already been reported to the full Governing Body;
- participation in actual monitoring activities.

What are the roles of the LA and Ofsted?

The LA has a duty to monitor the school's performance. This is achieved in two main ways:

- i. through its own analysis of data;
- ii. through visits from the LA appointed School Improvement Partner.

The LA then produces an annual report about the school's development and performance.

The school is part of Ofsted's programme of regular inspections of schools. Ofsted suggest that schools complete their SEF (self-evaluation form) to assist in the process of inspection and review. We revise the whole SEF once a year through a rolling programme and relevant sections of the completed SEF are presented to relevant Governing Body committee.

How do we ensure that monitoring and evaluation is rigorous?

Each year the Headteacher and Deputy Headteacher produces an evaluation cycle and it is the responsibility of the Headteacher to ensure that monitoring and evaluation exercises are rigorous, by ensuring that the cycle is fully implemented.

Whole School Development Overviews are written by the Senior Leadership Team in collaboration to evaluate all monitoring and the subsequent impact, all closely linked to termly whole school data analysis.

When was this policy adopted and when will it be reviewed?

This policy was adopted by the Governing Body in May 2013 and will be reviewed again in September 2014.

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The policy should be reviewed every two years. The key questions should be:

- Has every Governor visited at least one lesson during the year?
- Has each Governor made links with their allocated class?
- Has every Governor had a conversation with the subject leader they are linked to?
- Are our visits achieving the potential benefits identified in this policy?
- Have there been any unexpected benefits?
- How can we make policy and practice even better?

This policy to be reviewed in