

INGLEBY MILL PRIMARY SCHOOL

POLICY FOR MONITORING AND EVALUATION

Date of Review	Date of Next Review
March 2016	March 2019



INGLEBY MILL PRIMARY SCHOOL

Monitoring and evaluation policy

Introduction

In our school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:

- Promotes effective learning and teaching throughout the school;
- Ensures effective planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

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 improvement 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 Head Teacher, members of the school's leadership team and the Governing Body to ensure that our monitoring and evaluation exercises are rigorous and thorough.

Roles and Responsibilities

Senior Leadership Team

- Ensure that the Leadership Team, all staff and Governors understand that the purpose of monitoring and evaluation is to enable Ingleby Mill School to develop and improve;
- Identify areas that need to be monitored;
- Delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- Carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Performance Management, budget monitoring);

- Ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Leaders

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

- Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated;
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some of the monitoring and evaluation data to inform parents about the school's progress and performance through Newsletters and the school website;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school improvement.

How do we monitor and evaluate our performance?

We analyse data.

The school is provided with a rich variety of data throughout the school year, but particularly in the autumn term. Most of this data is provided by Ofsted and Dfe, 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.

We conduct lesson observations.

- i. Termly observations according to Ofsted criteria of teaching and learning in all classes, carried out by members of the school's Leadership Team;

We scrutinise pupils' work and talk to pupils.

Scrutiny is undertaken by individual subject leaders, by teams (e.g. humanities, arts/SLT). Pupils interviews are undertaken by subject leaders/team leaders/SLT members and include subject or aspect specific interviews.

We monitor targets.

We set 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.

We scrutinise test papers.

There is an annual programme of tests taken by the pupils, currently Year 1 Phonics, Year 2 and Year 6 Tests, PIRA, PSA and online tests.

We conduct other observations.

From time to time we may conduct other observations, such as looking at the behaviour of pupils in the playground or around school, learning walks, and immersion enquiries. External visitors will be invited to work alongside school staff in evaluating our work: head teachers, local or national leaders, members of the Local Authority and/or education consultants.

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 head teacher.
- The presentation once a year to the full governing body of the LA Annual Profile data analysis and Raiseonline data analysis by members of the SLT;
- Regular reports on progress in implementing all of the actions in the school improvement 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 Adviser.

The SIA then produces a report about the school's development and performance.

The school is part of Ofsted's programme of regular inspections of schools. Ofsted suggested that schools complete a summary SEF (self-evaluation form) to assist in the process of inspection and review. We revise the self evaluation statement once a term on a rolling programme and relevant sections of the completed Self Evaluation statement are presented to relevant governing body committee.

How do we ensure that monitoring and evaluation is rigorous?

Each year the Head Teacher produces an evaluation cycle and it is the responsibility of the Head Teacher to ensure that monitoring and evaluation exercises are rigorous by ensuring that the cycle is implemented.

Equality statement.

The governors and staff are committed to providing the full range of opportunities for all pupils. Regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping. This policy has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality.

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

This policy was adopted by the governing body in March 2016 and will be reviewed again in March 2019.