



Monitoring & Evaluation Policy

Approved by: Headteacher & Governors

Last reviewed: September 2023

Next review: September 2025

Rationale

Through monitoring and evaluating our performance we seek to:

- Establish how well we are performing.
- Identify our strengths and weaknesses.
- Inform the cycle of school improvement planning.
- Allocate resources in the most effective way.

Strategies

1. Data Analysis

The school is provided with a rich variety of data throughout the school year, particularly in the Autumn Term. Most of this data is provided by Ofsted and the DfE, mainly through the annual Analyse School Performance (ASP) and by the Local Authority (LA) in a 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 pupil premium, gender, ethnicity and EAL.

We set targets for each child relating to age related expectations in Reading, Writing and Mathematics progress which is monitored each term.

- Target-setting is a significant strategy in our school for improving the children's achievement. We know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic and take into account each child's starting point.
- Each year, in our school improvement plan, we identify and prioritise the cohort targets. The targets that we set for our children help to determine these priorities. The actions that we then plan are linked to the children's targets.

2. Learning Walks

Informal drop-ins form part of our evidence triangulation. More formal observations may take place where outcomes or progress are a cause for concern, or where requested by teachers as part of CPD.

3. Book Look

A primary strategy to gauge school effectiveness is regular examinations of the children's outcomes, most often by looking at a sample of books from each class. Standards, breadth of curriculum, quality, quantity and expectations can be assessed.

4. We also collect information through a range of other means such as:

- Structured discussions and interviews with the children, parents, staff and governors.
- Questionnaires.
- Interviews.
- Informal conversations and observations.
- Moderation with local schools.
- External services (SIP role, peer review, basic skills assessment etc).

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that our monitoring and evaluation exercises are sufficient to accurately assess the standards of teaching and learning and proportionate to the needs of the teacher, taking care not to cause undue stress.

The Headteacher will use the results of the monitoring and evaluation activities to identify the CPD needs of the teaching staff and areas for future school improvement. The Headteacher will then work with the relevant team members to implement improvement plans.

The role of the Governing Board

In order to fulfil its roles, the governing committee requires information at an appropriate level of detail. This is achieved in the following ways:

- A written report to the full governing committee once a term from the Headteacher.
- Receive and evaluate any reports from external bodies.
- The presentation to the full governing body of ASP and other data analysis.
- Participation in termly monitoring activities for the assigned area (covering all key areas of the school improvement).

The roles of the LA and Ofsted

This is achieved in two main ways:

- Through the schools own analysis of data.
- Through visits from the Standards and Excellence Commissioners should the school be rated amber or red as a result of data analysis, safeguarding or leadership concerns.

Ofsted uses a risk assessment to ensure that its approach to inspection is proportionate and so that it can focus its efforts where it can have the greatest impact. Please refer to the latest school inspection handbook for the most up-to-date approach/risk assessment process.