



**MELLERS PRIMARY SCHOOL
MONITORING AND EVALUATION
POLICY
MAY 2010**

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 and Leadership Team to ensure that our monitoring and evaluation exercises are rigorous and thorough.

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 fluency in English)
- the value added by our school compared to other schools

We conduct lesson studies

There is a programme of lesson studies:

- Termly lesson studies focusing on the school improvement priority for that year
- Annual lesson studies undertaken by senior leaders with core curriculum responsibility

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.

Class Teachers regularly conduct APP (Assessing Pupil Progress) on pieces of work from identified groups of pupils to moderate levels of achievement in Writing, Reading and Maths.

We monitor planning

The headteacher monitors class teachers' planning half termly, at the end of the half term to which the planning applies, looking specifically at Assessment for Learning, differentiation and the creative curriculum.

Curriculum teams also monitor planning according to their action plans.

We monitor targets

We set age-related curricular, layered targets for each child in English and Mathematics which are monitored in pupil 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. This information informs our School Improvement Planning for the year.

We scrutinise test papers

There is an annual programme of tests taken by some pupils, namely SATs in Year 6 at the end of Key Stage 2.

We conduct other observations

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

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.
- Each member of the Governing Body is linked to a Curriculum Team and monitors provision in that curriculum area through discussion with the team

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:

- through its own analysis of data
- 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 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.

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

Approved by Strategic Development Committee: May 2010

To be reviewed: May 2013