



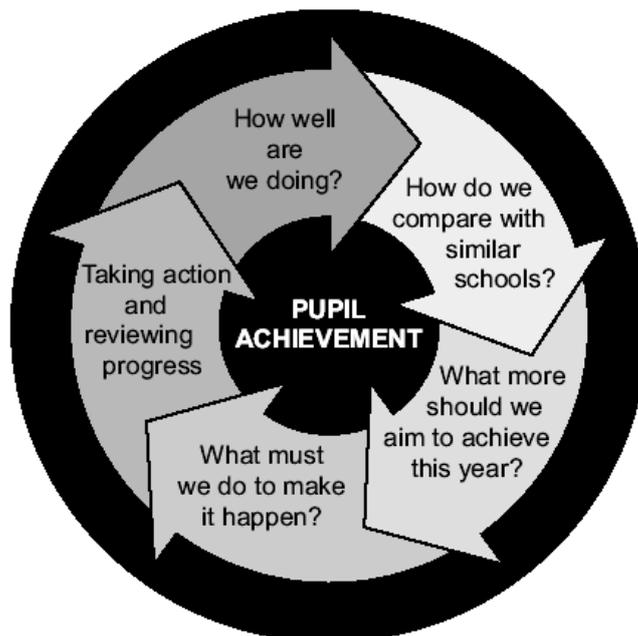
## Monitoring and School Self-evaluation Policy

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#### 1 Introduction

1.1 This monitoring and school self-evaluation policy follows guidance from both the DfE and Ofsted on school self-evaluation. It involves the following processes:

- Auditing our present performance and practice;
- Agreeing our priorities and setting targets for improvement;
- Action planning to ensure that resources are deployed appropriately;
- Implementing change;
- Monitoring and reviewing the progress made.



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## *Cyclical, reflective and evaluative school improvement*

### **2 Aims and objectives**

- 2.1** In our school we aim for excellence in all we do. Our most important aim is to enable every child to reach their highest possible level of individual achievement. To this end we believe in the concept of 'improving on previous best'. We aim to be a self-improving school, although we naturally take account of all external evaluations, such as an Ofsted inspection, a Trust or LA review. While we celebrate success enthusiastically, we nevertheless submit ourselves to critical self-evaluation. We are continually looking for ways in which we can improve the educational provision in the school. We involve all members of the school in this process, including the pupils, whom we regularly invite to comment on decisions which affect their education.

### **3 Monitoring**

- 3.1** We ask ourselves the following questions when auditing our current performance:

- How well are we doing year on year?
- How do we compare with similar schools nationally?
- How do we compare with similar schools in Cornwall?
- How are individuals and specific groups achieving?
- What are the trends in progress and attainment demonstrating across all national curriculum subjects?
- What more should we aim to achieve?
- What must we do to make it happen?

We have many school systems in place to monitor and evaluate our performance but we also ensure we gather the views of parents and pupils through an annual questionnaire, specific questionnaires and through pupil and parent voice meetings.

### **3.2 Standards of attainment**

We carry out formal, annual data analysis during the first week of Autumn Term, when we study the school's National Curriculum test results, and teachers' assessments, in each of the core subjects. We use the data provided by the STATs team at County and RAISEonline to find out how well children in our school are achieving, compared with children nationally and locally. We analyse the statistics to help answer the following questions:

- What are the trends over time in each core subject, and are standards rising in line with our expectations?
- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances or children with SEND?
- Are there significant differences between the performance of children entitled to Pupil Premium funding and those who are not?

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- Is the progress of the pupils at least good across all key stages?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Based on their individual baseline, are our children in EYFS making achieving a good level of development?
- What can we learn from the results of the Year 1 phonics check?

This statistical analysis is carried out by the senior leadership team and the governor responsible for monitoring assessment and data. A report is prepared for discussion with the full governing body at the autumn term meeting. Any areas of improvement identified form part of the School Development and Improvement Plan (SDIP) and are addressed through the annual cycle of Performance Management. Progress towards the improvement objectives are led and managed in school by the SLT and are monitored by governors at the termly meetings of the Quality and Standards Committee. A Self-Evaluation form, based on the Ofsted judgment criterion, is updated regularly by the SLT and governors as part of ongoing evaluation of our school's current strengths and areas for development.

## 3.3 The quality of teaching

- The Headteacher(HT) and Assistant Headteachers(AHT) formally observe all teachers working with classes. The criteria that we use to make judgments is in line with the latest guidance from Ofsted and has been agreed by all teachers.
- Teachers negotiate the observation date and the focus of the observation reflects an agreed whole-school focus that is linked to the SDIP and the performance management process.
- The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher.
- The HT uses the information gained from this monitoring process to help identify common development points which can be addressed in the school's future training programme for continuing professional development (CPD), to evaluate the impact on teaching and learning of recent CPD, to monitor whole school progress towards specific objectives in the SDIP and also for performance management evidence.

## 3.4 The quality of children's learning

- In the course of their lesson observations, the HT and AHTs gather evidence about the children's attitudes to work, behaviour for learning, personal learning and thinking skills (PLTs), progress in the lesson and across time and the standards that they are attaining.
- Formal lesson observations are completed by the HT and AHTs. Additionally, subject coordinators complete annual observations. Formal lesson observations are completed termly.

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- The SLT carries out termly scrutiny of pupils' work in books and the learning environment and these enable us to make evaluations about the quality and standard of work being produced by the children and the level of enjoyment and engagement. Subject coordinators undertake annual scrutiny of pupil's work for each national curriculum subject area and report on this to the SLT. This forms part of the annual Governor Forum discussion in summer term.
- TA observations are completed by the AHTs and Inclusion Leader to monitor the quality of small group and SEND/Pupil Premium/G&T intervention.
- The HT teaches every class in the school during each academic year to monitor attitudes to learning, classroom systems, behaviour and progress.

## 3.5 The quality of teachers' planning

- Long term plans are taken from the IPC, agreed by the whole school and are 'thematic' in nature.
- Daily and weekly plans are monitored by HT every Monday with a focus on reflection and evaluations of learning and progress from the previous week.

## 3.6 The monitoring role of governors

- Governors are all linked to a specific subject area.
- All governors commit to an annual 'Governor Review and Discussion Forum' alongside the Subject Coordinator each summer term – this builds relationships, trust and a real awareness of attainment, strengths and development points within a subject.
- Governors complete a feedback proforma for the HT and the subject coordinator – this forms the basis of subject development for the SDIP.
- Governors negotiate informal observation time in school to monitor their SDIP responsibilities and feedback to the HT.
- Governors receive HT summaries of attainment and achievement for evaluation and to provide support and challenge.
- Governors liaise with SIP and ensure HT PM targets are linked to School Improvement; PM mid-term review monitors progress against targets.
- HT and Chair monitor overall school development and pupil progress through regular updates and report at Trust meetings together to share with other Penwith Education Trust (PET) directors.

## 4 Establishing priorities and target-setting

- 4.1** The school sets itself challenging, aspirational but realistic targets, always aiming for the highest possible standards. These targets are based on the evidence and data gathered through the monitoring and review process. Pupil performance targets are based on value-added data, so that the school has ownership of them. The targets are agreed between the SLT and Quality and Standards Committee and are shared with the SIP and full governing body in the autumn term.
- 4.2** All children have personal learning targets for English and Maths. The teacher reviews these when appropriate, depending on progress made. The teacher also reviews the children's National Curriculum levels at the end of each term. Each

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September the SLT sets and agrees pupil targets with class teachers. The AHTs and the class teacher review these targets at the end of each term in progress meetings.

- 4.3** The auditing process and target setting informs the priorities for the SDIP. Where a subject has been identified in the SDIP as a priority area, the subject leader observes teaching and learning in each class once a year as they teach the subject.
- 4.4** The HT gives the governors a termly report in which she identifies progress against the targets within the SDIP. Governors make regular visits to the school as part of a planned programme of monitoring, and together with the HT they agree the focus of these visits. Termly meetings of the Finance and Premises Committee allow members of the governing body to monitor and evaluate spending patterns against the priorities for improvement as identified in the school development plan and report to the full governing body. The planning cycle involves the governing body in evaluating the progress of the current SDIP as part of the development of the next plan. This gives governors an opportunity to raise issues for consideration in the SDIP and provides clear view of the school's strengths and weaknesses.

## **5 Action planning**

- 5.1** We plan for our school development on a three-year cycle, and our planned actions are set out in the SDIP. The plan is reviewed and updated annually by the senior staff and governing body. The SDIP is outcome- focused, in that it sets out clearly what our priorities are, what we are aiming for in terms of pupil achievement, how we plan to deploy the resources available to the maximum benefit of our children and identifies the governors accountable for monitoring each area.

## **6 Implementation**

- 6.1** Each priority identified in the SDIP has a named person responsible for its implementation and a governor ultimately responsible for monitoring impact. Implementation often involves organising staff training, disseminating new practice, and monitoring the process of change in the school. A report on progress will form part of the school's monitoring and review process, and will be discussed by governors in their annual review.

## **7 Monitoring and evaluating progress**

- 7.1** Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.
- 7.2** Evaluation is a judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

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**7.3** We regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective our actions have been. This gives us information on which we can base future decisions about the development of our school.

**7.4** The SLT and the governors review progress against the targets set out in the SDIP termly.

## **8 Key tasks in the improvement cycle**

**8.1** In the autumn term we analyse performance data, and review how the children are doing in our school compared to Cornwall schools, similar schools and nationally across all schools. We first analyse the trends in our school performance. We then:

- examine national summary results;
- examine national value-added information;
- evaluate performance of specific groups such as Pupil Premium, SEND etc...
- make comparisons with similar schools.

**8.2** We determine end-of-key-stage targets, both for the whole school and for individuals, and we share targets with class teachers in target setting meeting. This information is then shared with the SIP and Governing Body in the autumn term meetings.

**8.3** During the autumn and spring Terms we implement the SDIP and gather data on the quality of teaching and learning and the impact on pupil standards, through work scrutiny, planning scrutiny, teaching and learning walks, pupil and parental forums and lesson observations.

**8.4** In the second half of each term the SLT meet to complete an impact evaluation of all monitoring. The AHTs meet with class teachers to review progress made and then the SDIP is evaluated and adjusted accordingly.

## **9 Performance Management**

**9.1** The Performance Management Cycle provides a framework for implementing the processes of target-setting, planning, monitoring, reflection and evaluation from the SDIP cycle for each teacher and each class on an annual basis. It also ensures that pay progression is clearly reflected in performance. CPD opportunities identified are linked to current SDIP priorities during these meetings.

## **10 Monitoring and review**

**10.1** This policy will be monitored by the Chair of Governors in conjunction with the HT. It will be reviewed by the governing body every three years, or earlier, if considered necessary.

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Signed:

Date: