

Monitoring and School Self-evaluation Policy

Probus Primary School

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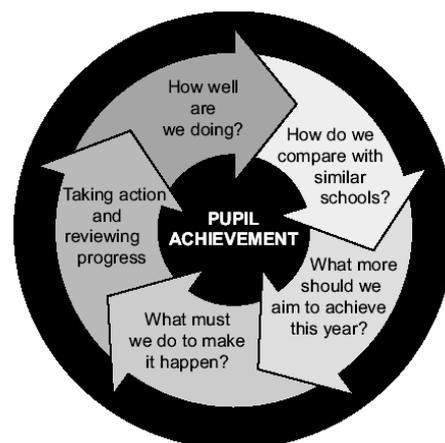
1 Introduction

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.

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 or an external review. While we celebrate success enthusiastically, we nevertheless, establish systems which gather evidence of critical self-evaluation. In other words, 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 children, 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?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

We have many systems in place to monitor and evaluate our performance but we also ensure we gather the views of parents through an annual questionnaire, specific questionnaires and an exit survey.

3.2 Standards of attainment

We carry out an annual data analysis during the 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, RaiseOnline and the OFSTED Dashboard to find out how well children in our school are achieving, compared with children in similar schools. 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?
- Is the progress of the pupils 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?

This statistical analysis is carried out by the Headteacher, and a Data Summary report is prepared for discussion with the SLT, staff and the governing body.

3.3 The quality of teaching

- The Headteacher (HT) and Assistant Headteachers (Asst HT) observe all teachers working with classes.
- Teachers negotiate the observation date and the focus of the observation reflects an agreed whole-school focus that is linked to the school development plan and the performance management process. Usually the lesson focus is core subject or curriculum responsibility linked.
- 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 incorporated into the SIDP and addressed in the school's training programme for continuing professional development.

3.4 The quality of children's learning

- In the course of their lesson observations, the HT and Asst HTs, gather evidence about the children's attitudes to work and the standards that they are attaining in lessons.
- Lesson observations are completed by HT, Asst HT and, if required, by subject coordinators. Formal lesson observations are usually completed during the Summer Term.
- The school carries out regular scrutiny of pupils' work during moderation sessions in teams and as a whole school.
- The learning environment is monitored through drop-ins by both Asst HT and the HT and discussed regularly at team meetings.
- The HT monitors children's work during the Autumn Term through detailed book scrutiny.
- A summary of the work scrutiny process is provided for governors and discussed during the Main Governors Meeting in the Autumn Term.
- TA observations are completed by the HT, Asst HT and SENCo to monitor the quality of small group and SEN intervention.
- The HT teaches every class in the school in order to model planning, teaching strategies, assessment for learning, marking and display and to monitor work books, attitudes to learning, classroom organisation, accessibility of resources, effectiveness of systems, children's behaviour and progress.
- Levels of engagement and enjoyment are monitored by observing lessons, talking to the children and through children's own written reviews.

3.5 The quality of teachers' planning

- Long term plans are taken from the Cornerstones Curriculum and are delivered through year group Imaginative Learning Projects which are 'thematic' in nature.
- Short term, daily and weekly plans are monitored by the appropriate Assistant Headteacher.
- The HT monitors planning during the Spring term by sampling a weeks plans for every aspect of delivery from all staff; weekly plan, daily overviews, TA planning for intervention groups, SEN planning for statemented children and plans given to parent volunteers/students.

3.6 The monitoring role of governors

- Governors are all linked to a specific subject area.

- Governors complete a feedback proforma for the HT and the subject coordinator – this forms the basis of subject development for the SIDP.
- Governors of the core subjects negotiate observation time across all phases and feedback to the HT.
- Governors receive HT summaries of attainment and make year on year comparisons.
- Governors liaise with SIP and ensure HT PM targets are linked to School Improvement; PM termly review monitors progress against targets.
- Weekly HT/Chair briefing monitors school development and pupil progress.

4 Establishing priorities and target-setting

- 4.1** The school sets itself challenging 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 presently agreed between the LA and the Headteacher, shared with the governing body.
- 4.2** All children have personal learning targets for literacy and numeracy. The teacher reviews these half-termly. The teacher also reviews the children's National Curriculum levels at the end of each school year, sets and agrees the targets with the HT. The Asst HT/Team Leader and the class teacher review these targets, and the progress that the children are making toward them, every half-term.
- 4.3** The auditing process and target setting informs the priorities for the school improvement plan (SIDP). Where a subject has been identified in the SIDP as a priority area, the subject leader observes all relevant teachers once a year as they teach the subject in question.
- 4.4** The HT gives the governors a termly report in which she identifies progress against the targets within the SIDP. Governors make regular visits to the school as part of a planned programme of monitoring, and together with the Headteacher they agree the focus of these visits, the HT also supplies monthly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement as identified in the school development plan. The planning cycle involves the governing body in evaluating the progress of the current school development plan as part of the development of the next plan. This gives governors a clear view of the school's strengths and weaknesses.

5 Action planning

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

6 Implementation

- 6.1** Each priority identified in the SIDP has a named person responsible for its implementation. This 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.

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 senior team and the governors annually review progress against the targets set out in the school improvement plan.

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 similar schools. We first analyse the trends in our school performance, using the LA Autumn Package. We then:

- examine national summary results;
- examine national value-added information;
- make comparisons with similar schools.

8.2 We determine end-of-key-stage targets, both for the whole school and for individuals, and we agree statutory targets with the SIP and Governing Body.

8.3 During the Autumn and Spring Terms we implement the SIDP and gather data on the quality of teaching, and on pupil standards, through work scrutiny, planning snap-shots and lesson observations.

8.4 In the Summer Term we complete all formal lesson observations, review progress made and adjust the SIDP accordingly.

9 Performance Management

9.1 The Performance Management Cycle provides the mechanism through which pupil targets, school priorities and subject development is managed and organised. The process begins in the Autumn Term by setting targets linked directly to school improvement with each staff member the planning, reviewing and evaluation progress toward meeting these targets throughout the year.

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 two years, or earlier, if considered necessary.

Signed: