

CROFTON HAMMOND INFANT SCHOOL

SCHOOL MONITORING POLICY

1. The aims of the policy are to:

- confirm that monitoring is an integral part of the improvement cycle;
- clarify the distinct purposes of auditing, monitoring and evaluating;
- clarify the principles and ground rules of monitoring, in order to secure the shared understanding, commitment and confidence of everyone involved;
- confirm what we need to audit, monitor and evaluate;
- provide a framework for drawing up a manageable and relevant annual monitoring programme;
- clarify roles and responsibilities; and
- confirm the principles for drawing up an annual monitoring programme.

2. The Improvement cycle

Monitoring is an integral part of school's improvement process.

- How well are we actually doing? (Audit) (analyse, evaluate)
- How do we compare with similar schools? (Benchmarking)
- Making meaningful comparisons with local and national data and with the practice and achievements of other schools across the range of provision and standards
- What more should we aim to achieve? (Target Setting)
- What must we do to make it happen? (Action Plan)
- Taking action (Implementation)
- Check progress of the action plan at agreed dates (Monitor)
- Evaluate improvement (Evaluation)

3. The principal purposes of auditing, monitoring and evaluating.

- Provide the information about what the current standards and quality are, how development is proceeding and the extent of the development.
- Secure the information that feeds the process of continuous improvement.
- Secure continuous improvement over time in relation to the school's vision and aims.
- Auditing, monitoring and evaluation provide the information that feeds and supports the process of continuous improvement.
- It is relevant to us because it is about improving on our present performance.
- It will help us maintain the strengths of our school.
- It will help us set realistic and challenging targets based on the reality of our current provision and standards.
- It will help us to demonstrate more clearly to ourselves and to others how and to what extent the quality of our provision and the standards of our pupils' achievement have improved.
- It will clarify the most effective strategies for improvement.

Clarification of Terms

Auditing the collection of data about the school's performance in order to build on strengths and identify weakness.

Monitoring the checking at agreed stages that the implementation of the action plan is running successfully and to time.

Evaluation the applying of the agreed criteria to a completed action plan to judge the degree of improvement.

4. The principles and ground rules, to secure a shared understanding, the commitment and confidence of everyone involved in monitoring.

We believe that it is important:

- that everyone must know what monitoring activities are being carried out, and that they are made explicit on the School Strategic Plan
- that we establish clear ground-rules for the collection, control and use of the data in accordance with the new GDPR Regulations introduced on 25th May 2018.
- that audits are planned carefully indicating the areas of focus, the methods to be adopted, who is involved and when it is to happen;
- that the findings of any audit and their implications are shared appropriately through the School Strategic Plan
- that it is understood that monitoring is a cornerstone of school improvement;
- to be highly selective - to avoid overload;
- to select data that will offer significant return, i.e., valuable information;
- to ensure that the quantitative data collected is precise and clear;
- to ensure that qualitative data is the result of careful observation and rigorous analysis.

5. The Focus

We need to audit, monitor and evaluate:

What is our current performance like?

- How do we know how well our pupils are achieving?
- Is it equally effective for all groups of pupils, particularly vulnerable children?

- Are they as good as others like them, both locally and nationally?

Whether we are improving?

- What evidence do we have to illustrate pupils' progress and achievement?
- How significant and how accurate is this data?
- How do we know that our school improvement efforts are making a difference for pupils?

Whether our future targets for the school are sufficiently ambitious?

- Are an appropriate number of targets focused directly on raising standards?
- Are improvement priorities balanced over time across the broad range of the school's provision?
- Are those priorities that are focused on improved provision linked to subsequent improved standards?
- Are targets set on the basis of a sound knowledge base of current standards?
- Are targets balanced over time across the broad range of the school's provision? Are our targets expressed as outcomes?
- Are targets expressed in a way that enables the school to demonstrate improvement?
- Do plans include details of how improvement is to be evaluated?

In order to avoid overload, whilst at the same time ensuring that all aspects of performance are audited, monitored, and evaluated, it is important to:

- construct a framework
- share the responsibility of auditing, monitoring and evaluation
- draw up an annual programme

6. The framework for whole school monitoring and evaluation

Three levels of monitoring

Level One: Whole School Improvement Priorities related to selected aspects of:

- standards of pupils' attainment (standards include attitudes, behaviour, personal development and attendance as well as in relation to all subjects);
- pupils' progress;
- the quality of provision
(Teaching should be an annual focus; Spiritual, Social, Moral and Cultural; Assessment and the Curriculum, Pupils' Welfare and Guidance, Links with Parents, the Community and with other Schools, Leadership and Management, Staffing, Accommodation and Resources, Efficiency).

It is also clearly important to monitor:

- progress in the implementation of the school improvement plan;
- expenditure in relation to the school's budget plan.

Level Two: Background Monitoring

This is work carried out by subject managers as indicated on their action plans as part of their annual programme of subject improvement.

It would relate to selected aspects of:

- standards of achievement and progress;
- policy and planning;

- staff development needs;
- pupils' learning;
- resources;
- the learning environment;
- monitoring of priorities identified for next year's SSP to secure sound knowledge of current standards and or provision to provide the starting point and against which to measure added value;
- the manager's role with regards to the teaching of the subject across the school needs to be managed carefully. Its appropriateness will vary considerably between and within schools. For many, the opportunity to observe lessons and work with their peers in their classrooms is less about monitoring and more about learning about their subject in action.

Level Three: Additional Monitoring

- Maintenance of previous development priorities.
- Cycle of review and development of policies.
- Monitoring linked to Performance Management

7. Roles and responsibilities

7.1 Professional high quality leadership and management

The headteacher and staff have both strategic and operational responsibilities.

It is the responsibility of the headteacher to provide a clear direction and firm and purposeful leadership.

All staff have leadership roles and are empowered to contribute to shaping, leading and managing the way forward.

The governors have strategic responsibilities.

7.2 Head and Assistant Heads

- Determine, with the Governing Body the annual monitoring programme.
- Delegate monitoring activities to an appropriate level.

- Directly carry out those monitoring activities which cannot be delegated.
- Ensure that the data generated from this monitoring are collated, analysed, evaluated and used both to review progress and achievement and to inform future planning.
- Report to the governing body on a regular basis on what the monitoring is showing and support governors to evaluate the school's performance.

7.3 Subject managers should, over time, monitor and evaluate:

- Standards
- Planning
- Teaching and Learning
- Resources
- The Learning Environment
- Progress of subject improvement priorities

7.4 The Governing Body

It is the responsibility of the governing body to:

- determine, with the headteacher the monitoring programme;
- ensure that it regularly receives monitoring information at agreed times and that it studies that information and considers its implications;
- ensure that reviewing and planning take full account of the data from the monitoring;
- ensure that monitoring and evaluation are built in as a follow up to major decisions;
- ensure that their annual report to parents provides a clear report about the school's monitoring and development programme, its implications and consequences.

7.5 Monitoring and evaluation: The Role of the Governing Body

THE ROLE Governors have an important role to play in that process.
They have a strategic role.

The headteacher and staff have a strategic and an operational role.

7.5.1 First and foremost they should know:

- **the school's aims and values and give full governing body approval**
- **its strengths and development needs**
- **its intentions as expressed in its improvement plan**

It is about; being well informed through:

- receiving information about the results of any monitoring work and clarification of its implications for the school;
- visiting school (discussion, observation, join staff training);
- asking questions;
- knowing and understanding the judgements of the Ofsted Report;
- knowing what the Statutory Requirements are and the school's position with regard to them;
- knowing and understanding the monitoring programme set up as part of the annual improvement plan (ie what areas the school is monitoring / researching this year).

Governors should:

- plan and publish 'The Governors' Monitoring Programme' (this does not rule out informal visits);
- on the basis of this maintain a clear view of the school's strengths and development needs.

7.5.2 Know what the school is proposing to do to address its identified development needs and maintain its strengths

- As interested, well-informed and supportive lay representatives of the community, contribute to agreeing the priorities and drawing up of the annual improvement plan:
 - through committee work leading to whole full Governing Body agreement;
 - understand how and on what basis the priorities for improvement are selected;
 - understand how the school plans to evaluate its progress in fulfilling them.

7.5.3 Take an interest in and support the implementation of the plans

- Through a planned programme of visits / meetings.
- Receive progress reports about how the implementation of action plans is going.

7.5.4 On completion of the initiative receive Evaluation Reports

- Celebrate
- Learn from the process
- Consider with the staff the cost effectiveness of the development (value for money).

8. The annual monitoring programme

It is important that everyone involved understands what is to be the focus of monitoring, why and how it is to be conducted.

In drawing up the programme it is important to:

secure a balance of focus over time;

- be highly selective - to avoid overload;
- select data that will offer significant return i.e. that which will become valuable information and is linked to the School Improvement Plan
- ensure that the quantitative data collected is precise and clear;

- ensure that qualitative data is the result of careful observation and rigorous analysis.

The programme needs to be:

- manageable;
- explicit;
- linked directly to the School Improvement Plan.

Support Papers

Guidance notes on conducting

- Auditing and Reporting: Where are we now?
- Target Setting: Where do we want to be?
- Action Planning: What do we have to do to get there?

Tools for monitoring and evaluation

- Lesson observation
- Scrutiny of work
- Annual monitoring programme
- Reviewing planning
- Assessment / Test results

Support for subject managers

- Job profile for a subject manager
- Framework for subject development

Autumn 1 Monitoring Timetable – 2018 - 2019

Week Beginning	3 rd Sept	10 th Sept	17 th Sept	24 th Sept	1 st Oct	8 th Oct	15 th Oct
Learning Walks			SLT Pop-ins to review transition		Governor Learning Walk – 5th		LLP Visit – 18th
Book Scrutiny				Review of Planning by SLT		English Book Scrutiny	Maths Book Scrutiny
CPD/Training			BST team Curric. Conf. Transition	Bob Cox Excellence 24th			
Staff Meetings	Dates etc	Time for Action Planning	Share Maths and English Action Plan	Bob Cox (Monday 24 th)	Year group moderation whole staff	Open evening – 8th	Parent Open Evenings - 15 th & 16 th
Performance Management		Target Setting for PMR					Target setting – 15th
Parental involvement		Tea'n'Tears Year R – 10th Y1 Curric – 11th Year 2 Curric – 12th		CHIPS AGM/Coffee Morning		New Parent Open Evening – 8th	Settling in open evenings – 15 th & 16th
Data and Progress Reviews							Working Lunches
Governor involvement					FGB – 3 rd Finance – 5 th Gov Learning Walk	Pay and Personnel – 10th	
SLT Meetings	Review SSP	Target Setting for PMR	Data Scrutiny and report	Review of planning	Prepare for LLP visit	English Book scrutiny + Amanda	Maths Book scrutiny + Suzanne

Created: **September 2018**

Signature of Chair of Governors:

Date of next review: **September 2020**