

# **MONITORING, EVALUATION AND IMPROVEMENT POLICY** **AT FOUR OAKS PRIMARY SCHOOL**

## **PRINCIPLE CONCERNS**

The staff at Four Oaks Primary School are totally committed to the provision of the highest quality of all round education and care for the children in our school. We recognise the need for formal systems of monitoring and evaluation across the school in terms of management, organisation, all curriculum areas and all aspects of school life. At the same time, we recognise that our system for monitoring and evaluating quality has to be both realistic and manageable. The importance that the school places on monitoring and evaluation and continuous improvement is reflected in the employment of three non-class based teachers. This enables the school to provide PPA time for all teachers as well as trying to ensure management time for senior managers to support them discharge their responsibilities.

## **AIMS**

- The policy is part of the school's regular cycle of analysis, planning, implementation, monitoring, evaluation and improvement of all aspects of our school.
- The outcomes of the operation of this policy will be used to inform the Governing Body and also the creation of the School Development Plan.
- The policy will enhance the professional expertise and experiences of all staff at our school.
- Operation of this policy will provide all teaching and non-teaching staff with accurate information on which to base judgements for future developments.
- The policy will be manageable within the school organisation.
- The policy will provide evidence for scrutiny of the quality of education provided at our school.
- This policy relates to our commitment to providing an equitable and inclusive school, in which every individual matters.

## **OPERATION OF THE POLICY**

### **1. CLASSROOM OBSERVATIONS**

To achieve our whole school commitment to continued improvement, co-ordinators, the Head and Deputy Head will undertake lesson observations as part of the on-going monitoring of curriculum and pastoral areas. Classroom observations also enable the observer to identify teacher knowledge and possible areas for professional development. The co-ordinators are responsible for working out the range of lessons s/he wishes to see and the focus for the observations, both of which should be discussed with the Head teacher. Following all classroom observations, there must be a brief feedback session, taken from directed time, and the Head must be informed of the outcomes. The findings are used to inform the compilation of the next School Improvement / Continuity Plan. Classroom observations also include the monitoring and evaluation of the environment for learning to try to ensure a rich and varied environment, that is meeting the needs of all our pupil.

### **2. PLANNING**

Co-ordinators are responsible for regular reviews of their long and medium term curriculum plans to ensure that the plans continue to meet the needs of all our pupils, irrespective of ability, learning difficulties, language acquisition or ethnicity.

Staff file copies of weekly planning sheets in the appropriate folders near the photocopiers as well as being available on the school intranet. Plans are examined by co-ordinators, the Head and Deputy at least once every term. These folders are easily accessible and available for co-ordinators to examine in relation to fulfilling their role as subject co-ordinators.

Co-ordinators are also responsible for ensuring the high profile of their area within the school, including ensuring it is regularly displayed in the corridors and hall, in liaison with the art co-ordinator.

The Head teacher and deputy head teacher are responsible for the provision of a well conceived whole school creative curriculum where cross-curricular links are identified and used to strengthen pupil overall development. The Head teacher also provides a framework where staff are encouraged to work collaboratively and creatively to enhance the development of all pupils.

### **3. CHILDREN'S WORK AND PROGRESS**

Monitoring of children's work and progress is carried out by the Head, Deputy and the co-ordinators. They endeavour to take in samples of work from across the range of ability, attainment and age for each class. They complete a monitoring form to help scrutinise the work and also help in feeding back to staff and the Head teacher as well as acting as aide memories during the compilation of the School Development Plan. In the last half term the Head teacher reads and adds her own comments to each pupil report. The Special Needs Co-ordinator / support assistants also play a continuous monitoring role throughout the year in accordance with our "Special Needs, Additional Support and Gifted and Talented Policy," checking planned activities and progress.

### **4. SCHOOL ENVIRONMENT**

The Head teacher & co-ordinators visit classrooms / undertake "learning walks" on a more informal basis and provide feedback on the classroom environment and the extent to which it facilitates learning. This monitoring of the environment also includes the corridors, the hall, the entrance area & the school grounds. Again the information helps to inform the development of the SDP.

### **5. DATA ANALYSIS**

There is a thorough and detailed analysis of a wide range of data:

- Achievement / attainment – based on cohorts of pupils
- Achievement / attainment based on gender, ethnicity, date of birth
- Achievement / attainment trends
- Achievement benchmarks – local and national
- Achievements / attainment – value added
- Attendance
- Exclusions
- Behaviour / bullying / harassment
- The school seeks to reflect the ethnic make up of its community in all appointments; staff and Governors
- SEN data
- Mobility
- Expenditure – using the national benchmarking programme / facility

### **6. NEWLY QUALIFIED TEACHERS**

All newly qualified teachers will have a mentor and a detailed plan of support throughout their first year. For further details please see the NQT Induction Policy.

### **7. ROLE OF GOVERNORS**

We have a fundamental belief that in order for the Governors to be able to contribute to and support the effective management of the school, and to be able to make relevant and credible decisions, they need to have a knowledge and understanding of the school. This cannot be achieved by attendance at meetings alone and consequently we have a "Policy for Involving Governors in the Life of the School." This helps the Governors in their role of monitoring the work of the school and also helps them to be able to support the further development of the school as a whole. A named Governor is allocated to each priority within the School Development Plan and it is the responsibility of the Governors as well as the member of staff to keep each other up-to-date with progress in relation to the SDP.

### **8. PUPILS**

It is essential that we take account of the views of our pupils. The school council raises issues which are of concern / areas that pupils wish to be improved and these are acted upon as appropriately. Each year the pupils are asked to complete a pupil questionnaire and these are analysed and the results are used to support the development of the School Development Plan. Pupils are also asked to indicate which extra curricular activities they attend – whether they are provided by the school or by an outside agency at our school or at an alternative venue. Some of these have been sourced by the parents and others are as a result of our Extended Schools partnership / Children's Centre.

## **9. ROLE OF PARENTS**

Parents are fully involved in the monitoring and evaluation of life at our school. Every year parents are invited to complete a questionnaire and comment in relation to our strengths and areas for development, which are used during the compilation of the School Improvement Plan.

Parents of Reception children are also asked for their views on the Induction process and these comments are used to improved and develop the whole Induction Process.

The school has an “Open Door Policy” whereby parents are very welcome to come and talk to staff, including the Head and deputy, to express their views – concerns and compliments.

Furthermore at the end of each weekly newsletter, parents are encouraged to ask question of the content of each letter; “if you have a queries about any of the above, please do not hesitate to contact me.”

## **10. OTHER AREAS**

As the aims of this policy states it is “part of the school’s regular cycle of analysis, planning, implementation, monitoring and evaluation of all aspects of our school,” and consequently there are numerous other areas of school that are constantly monitored.

These include:

- ❖ School policies
- ❖ Performance management
- ❖ Staff development
- ❖ Equal opportunities
- ❖ Health and safety
- ❖ Financial management
- ❖ Principles of best value
- ❖ Enrichment activities
- ❖ Deployment of the workforce
- ❖ Conditions survey re buildings
- ❖ Liaison
- ❖ Inclusion and use of external agencies

## **EQUAL OPPORTUNITIES**

This policy is written in accordance with the school’s Equal Opportunities Policy and recognises that all children have a right to equality of access to a quality education and that all staff have a right to be treated equitably.

## **ROLES AND RESPONSIBILITIES**

Everybody has a responsibility for monitoring, evaluating and improving life at Four Oaks – and by this we mean the pupils, all staff, parents, Governors, our School Improvement Partner as well as the local community. Everybody is invited to make contributions to our constant efforts to improve on our previous best and so meet the aims of our school.

It is the application of this policy and the resulting information that enables us to compile a School Development Plan that meets the needs of our pupils and reflects our constant drive to improve the education of everyone involved with life at Four Oaks.

The Head teacher and deputy head teacher are responsibility for overseeing the operation of all areas of this policy.

Please see appendices which support the operation of this policy.

This policy was reviewed in Summer 2014

It will be reviewed again in Summer 2016



AREA	AIMS OF MONITORING AND EVALUATION	METHOD
Safeguarding	Ensure pupils and staff are safe	<ul style="list-style-type: none"> <li>• Comply with latest CRB regulations including safer recruitment guidelines</li> </ul>
Enrichment activities	To ensure a wide range of additional activities to support all curriculum areas	<ul style="list-style-type: none"> <li>• Check take-up of extra curricular activities, choir, music tuition, sporting activities</li> <li>• Monitoring range and cost of visitors to school</li> <li>• Monitoring range and cost of visits</li> </ul>
School policies	Review and update all school policies according to the need / schedule / new legislation. Including: Performance management - improved staff performance Staff development - improved staff performance Equal Opportunities - equality for all Health and Safety - safety of everybody on the site Feedback and assessment - pupil progress	<ul style="list-style-type: none"> <li>• Whole staff discussion</li> <li>• Cross check to LA / National guidelines</li> <li>• Discussion with Governing Body</li> <li>• LA advice and support</li> <li>• SIP termly support</li> </ul>
Financial Management	Ensure principle of best value are employed Ensure meeting Financial Standards	<ul style="list-style-type: none"> <li>• External audit and reports to the Governing Body</li> <li>• Purchase financial support from private company</li> </ul>
Health and Safety	Ensure the health and safety of everybody on the site: staff, pupils, parents, Governors and visitors.	<ul style="list-style-type: none"> <li>• Undertake risk assessments of all situations</li> <li>• Take advice from the LA and follow LA guidelines</li> <li>• Follow-up any incidents and take necessary action</li> </ul>
Staff Development / Performance Management	Ensure all staff have the skills and information necessary to fulfil their role in our school and, as far as is reasonably possible, for their future careers	<ul style="list-style-type: none"> <li>• Annual interviews</li> <li>• Open management style</li> <li>• Equality of access to staff training</li> </ul>
Conditions Survey / buildings	Ensure the safety and appropriateness of our building for the purposes required.	<ul style="list-style-type: none"> <li>• Detailed examination of LA Conditions Survey</li> <li>• Appropriate support for BSS – training etc</li> </ul>
Equality of opportunity	Ensure equality of opportunity for everybody on the site: staff, pupils, parents, Governors and visitors	<ul style="list-style-type: none"> <li>• Regular up-date of equal opportunities policy</li> <li>• Implementation of equal opportunities policy</li> </ul>
Liaison	Ensure good liaison with all parties involved with the education of our pupils.	<ul style="list-style-type: none"> <li>• Regular meetings with all parties</li> <li>• Open management style to enable freedom of ideas</li> </ul>
Inclusion and use of external agencies	Ensure good liaison with all parties involved with the education of our pupils to enable inclusive education.	<ul style="list-style-type: none"> <li>• Regular meetings with all parties</li> <li>• Open management style to enable freedom of ideas</li> </ul>
Deployment of the workforce	Ensure skills of staff are fully and appropriately utilised.	<ul style="list-style-type: none"> <li>• Annual discussions with all staff for up-to-date knowledge of staff skills to try to ensure they are fully and appropriately utilised</li> </ul>

