

# **Lemington Riverside Primary School**

## **Monitoring and Evaluation Policy**

### **Introduction**

Through monitoring and evaluating our performance we seek to

- Establish how well we are performing
- Identify our strengths and areas for improvement
- Celebrate our strengths
- Ensure that our future actions are targeted to address the weaknesses
- Inform the cycle of school development planning
- Allocate resources in the most effective way
- Ensure that children make progress and attain the highest possible standards

It is the responsibility of the Head Teacher to ensure that our monitoring and evaluation exercises are rigorous and thorough.

### **Data Analysis**

The school is provided with a wide range of data throughout the school year, but particularly in the Autumn term. Most of this data is provided by DfE through the Raise On Line analysis and by the LA in more detailed analysis. Ofsted also produce the Data Dashboard on an annual basis.

This data provides a range of information. The most significant information is:

- How we perform compared to all schools nationally
- How we perform compared to similar schools
- How different groups of pupils perform (the characteristics of these groups include gender, ethnicity, Gifted and Talented, Free school meals, SEN)
- The value added by our school compared to other schools
- How we perform compared to other Newcastle Schools
- How we compare financially to all schools and similar school (Financial Benchmark site)
- Term to term in school levels of attainment show how individual children are progressing in the core subjects – see Assessment Policy
- School monitors priorities and achievements

### **Lesson Observations**

All formal lesson observations are planned with a given focus. This focus is linked to the School Development Plan and Performance Management. The quality of Teaching and learning is observed. Feedback is given to teachers individually and general feedback is reported to Governors. The results may inform future plans and training needs.

### **Scrutiny of Children's work**

There is a programme of work scrutiny. There is a focus on each scrutiny of work which is specifically linked to the School Development Plan. We also look generally at the work undertaken. Feedback reports are given to each teacher specifically about their children's work and also a general report is given to the Staff and Governors.

We look at samples of work from each class across the ability range.

### **Monitoring of Progress towards Targets**

At the end of each term we look at the progress each child has made in regard to the end of year targets for their year group. At the Progress meeting we discuss children who are not making the expected progress towards these targets and decide upon appropriate strategies to support them.

We monitor the progress of each child in reading, writing and maths together and identify where they would benefit from extra support to support them in achieving the expected levels in all three subjects. (Venn Diagrams)

Curriculum targets are also set each half term and shared with children and parents. We also monitor the achievement of these targets through progress meetings with parents and in KS2 individual meetings between child and teacher. We monitor the progress of the children across Key Stages and identify groups of children that may at different times need extra support in one or more of the core subjects.

### **Scrutiny of test papers**

There is an annual programme of tests taken by the children, currently SATs and optional SATs. Coordinators analyse the results in terms of strengths and those needing development in the core subjects. The results feed into the School Development Plan for the next year and curriculum targets are set.

### **Other information collected**

- Questionnaires to children, parents, governors
- Informal conversations
- Progress Meetings
- Half termly curriculum evaluations

### **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. This is achieved in the following ways:

- A written report to the full Governing Body once a term from the Head Teacher
- The presentation once a year to the full Governing Body of the School Improvement Partner Report
- The presentation of the termly School Achievement Partner's Report –the Chair attends all AP meetings
- The Presentation once a year to the full Governing Body of the LA School Profile Data Analysis
- The Presentation of data from the Raise On – Line Data and the School Data Dashboard
- Regular reports from the Head Teacher and Coordinators on implementing the sections on the School development Plan to the appropriate committees and Governing Body
- Reports of Governor visits to school
- Reports from the Head Teacher's Performance Management Review Meetings throughout the year
- Presentation of SEF sections throughout the year on a rolling programme

### **Roles of the LA and Ofsted**

The LA has a duty to monitor the school's performance. This is achieved in two main ways:

1. through its own analysis of data
2. 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 SEF once a year through a rolling programme and relevant sections of the completed SEF are presented to relevant Governing Body Committees.

### **Adoption and Review**

This policy was adopted by the Governing Body in June 2010

Date of Review : June 2013

Date of Review: June 2016

Date of next review : June 2019

