NEYLAND COMMUNITY SCHOOL

MONITORING POLICY

At Neyland Community School, we believe that each child should achieve the highest standard possible. We aim to enhance all aspects of pupils' achievement and development, maintaining these effects consistently over time. In our desire to raise standards, we need to engage in a systematic process to gather information about the quality and effectiveness of performance across the whole school.

We consider self-evaluation to be cyclical- Review, monitor and evaluate. Reviewing addresses the question, ‘What is currently happening in our school?’, Monitoring is ‘How are we doing what we have agreed to do?’ and Evaluate is ‘What is the value of what we do?’. We always ask “Where do we want to be?” “How will we get there?”

The school reviews, monitors and evaluates:

- the progress and attainment of pupils (tracking progress and assessing value added)
- teaching and learning
- the wider aspects of school life and the way that it supports the core process of teaching and learning
- the way the school is led and managed
- the implementation of the priorities in the School Development/Improvement Plan.

As a result, we can:

- identify and disseminate good practice
- identify difficulties, constraints and areas of weakness.
- plan an effective way forward at pupil, teacher and whole school level.

Setting targets for pupils is an important part of the monitoring process, and the teachers set individual targets for the children in their care. The pupils' scores and targets are entered on tracking sheets for easy referral. This comprehensive tracking system enables the school to monitor the progress of all the pupils in the school, including groups within the school – for example, the progress being made by the pupils with Special Needs and FSM pupils. The tracking system also enables the early identification of underachievement.

Monitoring and self-evaluation is a continuous process, as plans and all aspects of children's work/performance are assessed and analysed. Each year, after the teacher assessments and Welsh Government tests, we consider how Neyland Community School is performing and, from this, we establish those areas that are to become targets in the School Development Plan. Each target in the School Development Plan is monitored and evaluated against success criteria.

To help us identify target areas we use information from:

- Teacher Assessments
- DAWN comparative information
- G2 tracking
- Core Data Sets
- GL reading and spelling tests
- PIPs data
- Aspects data
- GL VR and NVR tests
- PASS data
- attendance and exclusions
We consult regularly with parents via open evenings, surveys and questionnaires.

We listen and respond to the views of children via circle time activities, questionnaires and surveys and our school council.

We look at:
- behaviour and attitudes
- staff morale and commitment
- staff development interviews
- staff performance management
- views of parents and community.
- work scrutiny
- Classroom observations
- Planning, Policies and Schemes of Work

We ask: How does the school’s performance compare with other schools:
- locally?
- nationally?
- that are similar?

The aspects of school that are monitored are:
- standards of achievement
- quality of teaching
- quality of learning
- behaviour
- attendance
- Curriculum provision and quality
- Assessment
- Reporting
- resources
- finance
- budget
- Special Educational Needs
- equal opportunities
- health and safety
- premises
- management
- professional development of staff.

Monitoring and Self-evaluation Processes

It is the responsibility of the Head Teacher, Deputy Head Teacher and Senior Management Team to have an overall view of the school and the Curriculum. All staff have clearly defined roles, with Co-ordinators monitoring the standards in their areas of responsibility. The outcome of this monitoring is shared with individuals, all the staff and the Governors.
**Head Teacher**
The Head Teacher and Deputy Head Teacher monitor closely and appraise the standards in school. Performance Management Meetings with the teacher are held at the start of the year and then again in June, at which standards of work, objectives, professional development and future needs are discussed and recorded with the Performance Management assessors.

Regular formal and informal meetings with staff are held throughout the year when the need arises. The Head Teacher observes lessons using selected Estyn criteria, commenting orally and completing written observations. In September, January and May a review of pupils’ work in the core subjects is completed. This gives the Co-ordinators and Head Teacher the opportunity to look at the standards of work throughout the school, making sure there is consistency and progression. Once again, oral feedback is given.

Medium-term Plans and Short-term Plans are reviewed on a regular basis as when necessary during planning meetings. Pupil tracking sheets are ongoing throughout the year and detailed pupil reports are completed in June. The Senior Management Team complete an analysis of data, which is used to indicate areas of strength and weakness. The detailed analysis includes gender, SEN, EAL, ALN, Basic Skills and MAT, and can track cohort or individual pupil performance.

**The Co-ordinators**
At Neyland Community School, the role of the Co-ordinators in monitoring standards is central. The Co-ordinators can access copies of the medium-term plans and review the short-term plans at regular intervals as they are readily available on the school’s intranet site. In addition, they have planned opportunities to observe lessons or “exchange” classes to talk to pupils on the work they have done and discover the knowledge and skills they have developed is appropriate to their age. Co-ordinators give oral feedback to individual members of staff or identify issues in staff meetings. The Co-ordinators review the pupils’ work with the Head Teacher in January and July. The English and Maths Co-ordinators complete detailed analysis of the Welsh Government tests, looking for specific areas of strength and weakness using the diagnostic tools available from Welsh Government. This information is used to develop teaching for the following year, providing INSET where necessary. Their contribution is cyclical; Quality Control leads into State of the Nation reports and key areas from this inform the writing of the School Development Plan.

**TLR posts**
These personnel are responsible for reviewing planning and any aspects of delivering the curriculum and report to the SMT.

**SENCO/ALNCO**
The SENCO participates in observing and reporting on the progress made by pupils with Special Educational Needs. Teachers/LSAs monitor the progress made by pupils with SEN/ALN, towards the objectives in their Individual Education Plan. The SENCO collates the overall progress the child is making and takes into account any extra information from separate assessments.

Termly meetings with the SENCO, Pastoral Support Officer and class teacher are held. For children of concern, regular Consultation, Planning and Review meetings are held with the Educational Psychologist to discuss pupils in order to move them to the most effective position on the SEN register, with the ultimate aim of removing them from the register where possible. The SENCO reports termly to the Governing Body as part of the Head Teacher’s report.

More Able and Talented pupils have their progress monitored by the MAT co-ordinator, who evaluates their progress to ensure that they are meeting their targets. MAT/FSM have a mentor who meets with them to discuss progress and any issues they may have.
Governors
The Governors supervise progress through review and discussions at committee meetings. Some Governors have specific monitoring roles as:

- SEN Governor
- English/Literacy Governor
- MAT Governor
- Pupil Participation Governor
- Mathematics/Numeracy Governor
- ICT Governor
- Health & Safety sub-Committee

At Neyland Community School, these Governors liaise with the Co-ordinators. Once a year, the Governors receive a report, prepared by the co-ordinators, on the progress made in each Curriculum area.

The Headteacher provides a report once a term to the Governors on progress made towards the school targets and the SDP.

It is the duty of the Governors to give an account in the Annual Report to Parents of the progress made towards the Inspection Action Plan and the school targets. The Governors also publish the provision for Special Educational Needs and the National Curriculum. School performance is also made available in the report.

Local Authority
The LA has a duty to monitor standards and performance of the school. The LA takes an active role when the school is setting the targets for pupil performance at end of key stage and phase with a data visit in the autumn term from the LA Challenge Advisor. The school’s performance and capacity to improve is also discussed and the school placed on a matrix of support and challenge.

A second entitlement visit takes place in the Spring term which has a different focus, literacy, numeracy, work scrutiny etc. The focus of the visit is decided by ERW.

The LA also monitors ongoing targets and pupil performance by the use of the G2 system and the evaluative DAWN system.

Monitoring through Assessment
To monitor progress, a wide range of assessment procedures is in place. Assessment and evaluation is built in to weekly planning so that it informs future planning. Use of the “2Profile” system at Foundation Phase supports ongoing assessment.
Neyland Community School Monitoring Timetable

Continuous

1. Review of Medium-and Short-term Plans in planning meetings (fortnightly)
2. Senior Management Team meetings
3. Pastoral Support meetings

Autumn Term

1. Performance Management Meetings *with all staff to set objectives.
2. Lesson observations
3. Job descriptions reviewed during the meeting.
4. School Self-evaluation Report complete, including full analysis of results for previous year. Use of Core Data Sets.
5. Ist LA Entitlement visit focusing on Key Question 1 – “How good are standards?”
7. Self-evaluation and SDP discussed with Governors.
8. PIPs Assessment for Reception.
9. Aspects assessment for Nursery
10. Individual Targets set for pupils. Tracking sheets updated with WG standardised scores.
11. IEPs set and reviewed
12. MAT register updated
15. Internal assessment tests administered.
16. Coordinator subject audits. – Quality Control
17. PASS assessments
18. GB finance sub-committee meeting
19. RW Inc reviews

Spring Term

1. Individual core subject targets set for pupils. Mid term reviews.
2. Internal assessment tests administered.
3. LA NVR tests administered.
4. Analysis of Special Needs provision and progress. PRIP
5. Work scrutiny - coordinators identify strengths and weaknesses and devised if appropriate an Action Plan for their subject for SDP. Head Teacher’s review of pupils’ work in the core subjects. Co-ordinators to review work at the same time.
6. Head Teacher/Deputy Head Teacher/ Team Leader observation of classes, with a defined area of focus.
7. Evaluation of progress of MAT pupils linked to targets.
8. IEPs reviewed and set
9. 2nd LA Entitlement visit
10. GB finance sub-committee meeting
11. RW Inc reviews
Summer Term

1. Start collating information for the School Self-evaluation Report for the current year.
2. Welsh Government tests during May.
3. Analyse result for any areas of weakness that need to be included in the SDP.
5. “Listening to Learners” – co-ordinators
6. Co-ordinators’ review of their Curriculum area (State of the Nation - review of previous year’s subject targets, and setting next year’s targets/areas for development). Written report submitted to Governors and included in the SDP where appropriate.
7. RW Inc reviews
8. Staff meetings on Review of the School Year and School Improvement.
9. Co-ordinator interrogation of data and results.
10. Final IEP reviews.
11. PASS assessment to measure progress and success of interventions.
12. Performance Management Review to:
   - discuss results and progress made by the pupils in their care during the year
   - review objectives.

*Performance Management Review Meetings

- Review of targets previously set and progress being made.
- Discussion on progress of pupils’ targets.
- Review completion dates for objectives, if necessary.
- Update INSET provision, including courses completed.
- Discuss observation of lessons, noting areas of strength and weakness.
- Budget setting – taking into consideration the areas of high priority for raising standards.

As part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme.

Policy Date: March 2012
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