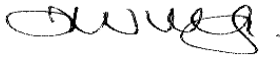





Wootton Community Primary School GOVERNORS' MONITORING AND EVALUATION POLICY

Approved on:	17 th May 2023
FGB/Committee:	FGB
Responsibility:	Headteacher
Review Date:	May 2025
Signed by Headteacher:	
Signed by Chair of Governors:	

Introduction

The key role of the Governing Body is to be involved with the strategic direction of the school. Information is required from a variety of sources to enable governors to make informed decisions. This will involve monitoring and evaluating the work of the school to identify information, which offers evidence of success and progress in the school.

The role of the Governing Body is summarised below:

- To provide a **STRATEGIC VIEW**. Provide a strategic direction for the work and management of the school.
- To act as a **CRITICAL FRIEND**. Support, monitor and evaluate the effectiveness of the school.
- To ensure **ACCOUNTABILITY**. Hold the school to account for the standards achieved and the quality of education.

Purposes of monitoring

Monitoring is a key aspect of the Governors' remit, it is necessary So that Governing Bodies can carry out their strategic function effectively and is central to their role as a critical friend. Monitoring enables Governors to know the situation of their school, keeping track of how initiatives and schemes are progressing. However, it should be remembered that Governors are not required to inspect the school and are not responsible for monitoring the quality of the teaching, this is the responsibility of the Headteacher. Monitoring should lead to evaluation which is forming a judgement on the impact of any new initiative or project.

The monitoring or critical friend is the second major function of the Governing Body. We are 'friends' through our support and knowledge for the school but critical in that we provide an element of challenge by asking appropriate questions (see appendix 1) to establish the facts in order to make secure judgements about the effectiveness of the school.

Responsibilities of the Governing Body

- To determine with the Headteacher the monitoring programme.
- To ensure that it regularly receives monitoring information at the agreed times and it studies that information and considers its implications.
- To ensure that review and planning take full account of the data from monitoring.
- To ensure that monitoring and evaluation are built in as part of major decisions and initiatives.
- To ensure that the School Profile provides information about the school's current performance in relation to OFSTED issues.
- To ensure that monitoring and evaluation are used to establish targets for continuous improvement.
- To work through a Governor Self Evaluation criteria annually.

Role of the Governing Body

- To consider the information generated by monitoring and use it to identify achievement, to ask pertinent, relevant questions and to support the process for improvement.
- To determine any aspects of the school's performance where it may be appropriate for governors to be involved in monitoring directly or by working alongside staff.
- To support the Headteacher and staff in the processes of school improvements.

- To work through the Ofsted SEF with the SLT.

There are certain things a Governing Body should monitor as a matter of course. These include the following:

- Pupil Premium – use and impact
- Pupil Progress
- Agreed plans and policies
- Post Ofsted Action Plan
- School Integrated Development Plan
- Performance Management Policy
- Pupil assessment data
- School Curriculum
- School budget
- Leadership and management
- Teaching and learning
- Effectiveness of the Governing Body
- Pupil behaviour and self-esteem
- Number of exclusions
- Pupil attendance
- School ethos
- Pupil involvement in extra curricular activities
- Staff morale, attendance and commitment
- Number of applications for admission
- View of pupils, parents and the community
- Premises

Appendix 2 lists the possible evidence sources for the above.

Monitoring Programme

A monitoring programme including visits to the school will be planned in the Autumn term and will be based on the School Development Plan.

Monitoring Visit Reports

Following a monitoring visit, Governors should complete a Monitoring Visit Report form and send this to the Clerk to Governors.

Appendix 1

Key Questions to Guide Analysis for Governors

The Governing Body has a responsibility to monitor many different aspects of school life, so it must receive information which offers evidence of success and progress in the school.

The Governing Body should be able to ask pertinent, relevant questions in order to make secure judgements about the effectiveness of the school.

The following questions are suggestions of what could be asked.

Resource Management

How does the proposed staff structure relate to the identified needs of the school?

What are the responsibilities of the staff, in relation to main scale and Threshold 1, 2 and 3?

Are these duties clearly defined, known to all staff and reflect the school's priorities?

At the end of the year, is the budget under or overspent and if so, why?

Does the school have clear strategies for monitoring the use of resources, including the deployment of teaching and support staff?

How is waste of materials and under-use of resources avoided?

Is what we are spending, having an impact on standards and quality?

School Development Plan

What are the criteria for setting priorities when making budget decisions?

Is there sufficient relevant information about the school to enable an informed assessment of its strengths and weaknesses?

How are the results being used to improve standards of achievement?

What would realistically constitute as evidence of improvement in various areas of the School's work?

How is the school's success to be measured?

Are initiatives resourced realistically to enable them to succeed?

How well do the school's achievements match its aims?

Curriculum

Are the statutory requirements of the National Curriculum being met?

Have subject leaders planned in reporting to the Governing Body about the achievements and developments of their curriculum subject areas?

What provision is made for continuity and progression in each subject area?

How is pupils' work assessed, recorded and reported?

Is there monitoring of progress towards agreed targets?

What provision is made for those learning English as an additional language?

Policy Implementation

Are all pupils provided with genuine equality of access to the school's curriculum?

How are pupils with learning difficulties identified and helped?

What is done to extend the more able pupils?

Are all policies in place?

Are policies on record-keeping and assessment clearly understood and followed by staff?

Is the school successfully implementing the Special Educational Needs Code of Practice?

Community Links with Parents

What visitors from the local community have come into school during the last year?

How active is the Friends of West Hove?

What is the relationship with the Governing Body?

How informative is the school's prospectus?

How are the parents informed about the school and its activities?

Do all parents know the procedures for gaining help and advice?

What is done to give parents and the community an understanding of what the school is trying to do and their part in it?

What form of reporting to parents about a child's progress is used?

Can parents comment on this report?

Is the information easy for parents to understand?

How user friendly is the School Profile?

Do we cater appropriately for those families who have English as an additional language?

How does the school respond to complaints from parents?

School Visits by Governors

Do governors focus on key area of development or the priorities of the School Integrated Development Plan when making visits?

Are the purposes and practice of school visits agreed and understood by all staff and governors?

Do governors who have made visits to school ensure feedback to the Governing Body?

Are these visits to school organised in advance?

Are the visits being used to develop closer links with subject leaders and classes?

Do visits have any impact on school improvement?

Appendix 2

Governor Responsibilities for Monitoring and Evaluation

Monitoring and Evaluation tasks	Information sources
Agreed plans and policies: Post Ofsted Action Plan School Integrated Development Plan Performance Management Policy	Governor classroom observations Headteacher's report to Governors 'Impact' documentation OFSTED
Pupil assessment data	LEA data analysis RaiseOnline Report School generated data
School curriculum	Governor classroom observation OFSTED LEA reports Discussions with Subject Leaders Presentations by Curriculum Co-ordinator
School budget	Annual Budget Monitoring Statements SBM's report to Governors Audit reports Finance Governor monitoring
Leadership and management	School monitoring info, through self-review Governor monitoring info, through self-review
Teaching and learning	Governor classroom observation/other focussed visits School monitoring information OFSTED LEA information
Effectiveness of Governing Body	Governor self-review monitoring School self-review – monitoring of governing body
Pupil behaviour and self-esteem	Governor classroom observation/other focussed visits OFSTED LEA School monitoring information
Number of exclusions	Headteacher's report to governors
Pupil attendance	Headteacher's report to governors RaiseOnline
School ethos	Governor classroom observation/other focussed visits School monitoring information
Pupil involvement in extra-curricular activities	School monitoring information
Staff morale, attendance and commitment	Absence return sheet Governor informal class visits
Number of applications for admission	Headteacher's report to governors
Views of pupils, parents and the community	OFSTED School data
Premises	Health & Safety reports i.e. fire, PE equipment Premises reports from LEA visits Visits to the school