



Barrowby Church of England Primary School

Monitoring & Evaluation Policy

1. The Importance of Self-evaluation/review

- 1.1 Barrowby School recognises the importance of self-evaluation to its school improvement and in providing an accurate appraisal of the quality and standards of the school. We work hard to develop the processes by which self-evaluation is carried out in this school. We evaluate the work of the school as part of a cycle of development identifying priorities through regular monitoring and evaluation. The school's review is moderated by reference to evidence from external sources, for example LA advisors or external consultants, Inspection findings, or cross referencing and exchanging experiences with other schools.
 - 1.2 It is recognised that it is important to create a climate within which self-evaluation is viewed in a positive light, one in which staff appraise and reflect on their own work critically. It should be recognised that self-evaluation underpins the school's improvement planning and development priorities. Openness and consultation are viewed as an integral part of this process.
 - 1.3 The school's self evaluation process is based on valid and reliable pointers/indicators to areas or issues which need further investigation or to aspects of practice which need to change. It is a process of identifying needs for improvement, monitoring provision and evaluating initiatives.
 - 1.4 The school will endeavour to base its self evaluation on the Ofsted criteria for self-evaluation as this defines a useful range of criteria to assess the quality and impact of what the school provides for its pupils.
 - 1.5 Four questions underpin the evaluation of the school's work:
 - Are all the pupils in this school learning as much as they are capable of learning?
 - What can we do to find out?
 - When we find out, what can we do – how do I know I am right?
 - What do we do about it when I have the answer?
 - 1.6 To ensure that self-evaluation impacts on standards we will try to:
 - Take an objective look at pupils' achievements and pinpoint areas of underachievement.
 - Account for outcomes in the school by identifying strengths and weaknesses and then consider how to support learning.
 - Use this information in completing the School Development Plan.
- ### **2. Identification of areas or issues as priorities for raising standards include:**
- 2.1 Areas identified by the Senior Leadership Team, Staff, or the Governing Body as a result of monitoring performance, subject evaluations, data analysis, problems arising, questionnaires e.g. parents, or other reasons.

- 2.2 Areas of strength or development areas which can be evaluated, and reasons for success or lack of it diagnosed.
- 2.3 An inspection report in which issues are identified and need to be investigated further for possible action.
- 2.4 Staff development/performance management may identify areas/issues for further development.

3. The Process

- 3.1 The following aspects are covered in this school's self evaluation process:
- Arts Summary
 - Educational Advisor Support
 - Diocesan Associate Advisor/Officer
 - Governor Engagement & Feedback
 - Parental Surveys
 - Peer to Peer Review
 - Pupil Outcomes
 - Pupil Premium Report
 - School Development Plan
 - SIAMS (Statutory Inspection of Anglican and Methodist Schools) Evaluation
 - School Improvement Group Partners
 - Sport Premium Report
 - Resources
 - Finances
 - Attendance
 - Health and Safety
 - Premises/grounds
- 3.2 A broad range of evidence is produced and used from the school's self-evaluation processes e.g. attainment data, lesson visits, work samples, unit analysis, moderation and subject evaluation.
- 3.3 Performance data is shared for discussion and analysis with staff and governors as widely as possible. We make good use of the GRACE Schools Collaboration and advisors where appropriate.
- 3.4 Tracking individual and cohort progress, value added information and target setting are integral to our monitoring system.

4. Responsibilities and Involvement

- 4.1 The School's Self Evaluation process is the shared responsibility of:
- Senior Leadership Team
 - Subject Leaders
 - Teachers
 - School Business Manager
 - Governors
- 4.2 We aim to continually improve the quality of education through the development of teaching, subject knowledge and skills.

- 4.3 Our objectives are:
- To provide opportunities for staff to share their expertise and good practice.
 - To provide staff with the skills to undertake subject audits/evaluations and to monitor and evaluate their subjects.
 - To develop staff skills to enable them to offer advice and support to colleagues.
 - To provide opportunities for staff to discuss their subjects with governors.

5. Strategies used for effective Monitoring and Evaluation of the Curriculum

- 5.1 Looking at documentation e.g.
- Looking at children's work, outcomes, sampling.
 - Moderating work, agreement trialling.
 - Talking to children.
 - Lesson visits.
 - Working alongside colleagues: Coaching & Mentoring.
- 5.2 Sampling children's work, e.g.
- One pupil's work.
 - Samples across ability and age range.
 - Other examples
 - During lesson observations.
- 5.3 Monitoring the Curriculum:
- The Senior Leadership Team will check for overall coverage in the Long-Term Planning/Curriculum Framework, ensuring match between policy and framework and the maintenance of an overall balance of subjects. The Senior Leadership Team will also sample MTP/SOW as well as lesson plans to ensure they are appropriate.
 - The Subject Leaders will:
 - monitor and evaluate curricular intention, implementation and impact;
 - ensure Curriculum Plans reflect the curricular intention and demonstrate progress;
 - support with the development of and monitor the effectiveness of Medium Term Plans/Schemes of Work and impact on pupils;
 - develop and communicate development priorities through action planning.
 - Subject Leaders will be provided with release time to:
 - monitor and evaluate subject priorities;
 - review pupil standards;
 - work alongside colleagues supporting and sharing expertise, through coaching and mentoring opportunities, lesson visits etc; and
 - evaluate impact of curriculum on pupils.
 - to report findings to the governors.

6. Governors

- 6.1 The Chair of Governors will have overall responsibility for Monitoring and Evaluation of the school, with the Senior Leadership Team.
- 6.2 The Governors will be encouraged to visit the school and to participate in monitoring

development in the school.

7. Evaluating Teaching

- 7.1 The monitoring and evaluation and support of teaching is central to school effectiveness and improvement. Reference should be made to Performance Management Policy and Ofsted Guidance.
- 7.2 Feedback and ongoing support will include targets for improvement.

8. Monitoring and Evaluation Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: February 2026

Next review: February 2029