The Trent-Rylands Federation

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School

POLICY FOR MONITORING AND EVALUATION (QUALITY ASSURANCE)

INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for the monitoring and evaluation of all aspects of the school's performance at Trent Vale Infant and Nursery School and Beeston Rylands Junior School
- **IT WAS DEVELOPED** in 2008 through a process of consultation with teaching staff and governors and was revised in 2012 and 2017
- **IT HAS BEEN** continuously reviewed, updated and approved by the Governing Body and Senior Leadership Team
- This policy will be **REVIEWED ANNUALLY**

Date of review	Spring 2026	Spring 2027	Spring 2028
Signed			

PURPOSE OF SELF-EVALUATION

The schools' main aim is to ensure all pupils achieve their potential. This is encompassed in our school mottos 'Helping each other towards excellence in all that we do' (Trent Vale) and 'Excel, Enjoy, Be Proud' (Beeston Rylands). School self-evaluation and the effective monitoring of learning, teaching and other key aspects of provision, are important ways of improving the school. Monitoring and review information is used to ensure that the **School Improvement Plan (SIP)** and other school improvement work lead to continual development. The school is committed to **improving the quality of learning and teaching**. The school's **staff development** programme and timetable (training plan) are based on what is found out by monitoring and evaluating the quality of provision.

THE PURPOSE OF MONITORING, SELF-EVALUATION AND REVIEW

THE SCHOOL IMPROVEMENT CYCLE

Self-evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the school. This is not an end in itself, but a means of checking the school is performing as it should be and is the key way of identifying areas that require improvement. Areas for improvement that are likely to have the greatest impact on the overall quality of provision are then prioritised. A plan of action is then prepared. The actions are carried out. The plan also includes details of how actions will be monitored and the impact of actions will be evaluated. The evaluation of the action plan thus becomes part of the school's processes of self-evaluation and review.

ROLES IN THE SCHOOL IMPROVEMENT CYCLE

HEADTEACHER

Responsible for making effective links between:

- monitoring (gathering information)
- self-evaluation (analysing information within the school's annual cycle)
- planning improvement - mainly through the production and implementation of the school improvement plan (SIP).

SENIOR LEADERSHIP TEAM

Supporting the Headteacher in carrying out the responsibilities listed above by managing a clear plan and programme for monitoring, evaluation, review and improvement.

SUBJECT LEADERS

Carrying out specific roles for gathering, analysing and disseminating information within the school's policy, programme and timetable. Leading relevant improvement action programmes. (Subject action plans within the SIP)

ALL STAFF

Focusing priorities in work, (especially teaching), within the agreed areas.

GOVERNORS

Governors support, monitor and evaluate all aspects of school life in order to:-

- challenge and support Headteacher and Senior Leadership Team
- ensure effective monitoring, evaluation, review and improvement work takes place
- know strengths and weaknesses identified in monitoring and evaluation findings
- ensure monitoring findings lead to well focused actions
- check the progress and impact of actions

DEFINITIONS

MONITORING

This is the process of checking whether or not planned actions are happening. This is led by the leader for the action plan, is supported by the Headteacher and is regularly reported to governors via the termly Headteacher's report to governors. Monitoring arrangements are indicated against each action. Each action has a timeline which makes monitoring a more straightforward process – often simply checking out whether what was planned has actually taken place.

EVALUATION

The process of making clear judgements concerning the **impact** of the action programme. The key question is '*What are these actions leading to?'* Success criteria are included in each action programme and these provide clear benchmarks against which impact can be measured.

SUCCESS CRITERIA

These are always designed to be as specific and measurable as possible. At best they provide **criteria against which pupils' achievements and attainment will be evaluated**. Wherever possible these should be expressed in terms of **pupils' achievement and attainment**. For example X percent of pupils will achieve the AT expected standard for their relevant year group. Success criteria for an action programme often become appraisal targets for individuals or shared whole team targets.

APPRAISAL, PERFORMANCE MANAGEMENT, STAFF DEVELOPMENT AND TARGET SETTING

The SIP needs to relate to ensuring the school meets its targets for learners' academic and personal development and attendance.

The SIP provides the context and priorities for whole school or individual performance management objectives (targets).

Many actions of the school improvement plan provide staff development activities. A staff development programme and timetable is appended to the SIP.

LINKS WITH RESOURCES INCLUDING BUDGET

Each action plan is costed and details of the costing of individual actions are included in the plan.

WHAT IS MONITORED, EVALUATED AND REVIEWED

Every aspect of school life is monitored, evaluated and reviewed. These follow the areas of school life that are identified in the most recent Ofsted framework. Our evaluations will be documented in the Trent Vale Self Evaluation Form.

- the outcomes of pupils
- the quality of teaching, learning and assessment
- the personal development, behaviour and welfare of pupils
- the effectiveness of leadership and management
- the effectiveness of early years provision; quality and standards

The timetable for quality assurance monitoring by school staff and governors is detailed in *Appendix 1*. This includes a variety of monitoring activities undertaken throughout the year.

To ensure this takes place the following broad areas have been identified by the governing body. Specific members of the governing body and staff have been allocated responsibility for each area.

Areas to be monitored

1. Appraisal
2. Inclusion
3. Safeguarding
4. Health & Safety
5. CPD
6. Curriculum
7. Leadership & Management (including Finance)
8. School Ethos (including Behaviour & the School in the Community)

PUPILS' ATTAINMENT AND PROGRESS (see also the school's Assessment for Learning policy)

The school has a comprehensive set of formal assessments that are outlined in the school's assessment policy and timetable/cycle. Assessment information is analysed to identify whole- school strengths and weaknesses and development needs. It is also used to set targets for individual pupils in reading, writing and mathematics throughout the school. These individual targets support the overall target for each year group and inform appraisal objectives for pupils' progress for individual teachers. This tracking information is stored on the school's computerised tracking system. The school also, each year, uses the RAISEonline full report, data from the Fischer Family Trust and the LA Performance Handbook to compare the performance of the pupils from Trent Vale Infant and Nursery School and Beeston Rylands Junior School with national averages and pupils' attainment in similar schools nationally and locally. Pupils are formally assessed each term through the academic year and this data is used to analyse the attainment and progress of individual pupils, year cohorts and the school as a whole. SIMS assessment manager is used for sending in assessment information to the LA. In addition, data is collected each half-term for pupils on interventions and disadvantaged pupils. The Early Excellence Assessment Tracker is used to collect, store and analyse Early Years Foundation Stage Profile data. A monitoring summary report is completed following monitoring activities and this is used to inform School Improvement priorities.

QUESTION LEVEL ANALYSIS

Where there are identified concerns about literacy or numeracy data, a question-level analysis of tests is carried out in English and Mathematics by subject leaders and fed back to individual class teachers and to the staff as a whole, so that we are all aware of where learning is most and least successful within each subject. A **monitoring summary report** is completed following monitoring activities and this is used to inform School Improvement priorities.

MONITORING SUMMARY REPORTS

A Monitoring Summary Report (see *Appendix 2*) is completed for each monitoring activity undertaken by the Head Teacher, staff members or governors. These reports are shared and discussed at staff meetings and governor meetings, as appropriate, and action is agreed. **All** monitoring summary reports are reported to the next meeting of the governors' strategic development committee to ensure that governors remain clear about the school's strengths and weaknesses. Monitoring summary reports are filed by the head teacher and are used by the leadership team to help determine the priorities for the next school improvement plan.

WORK SCRUTINY

The Head Teacher and subject leaders undertake work analysis to a timetabled programme. The particular focus for these scrutinies is discussed and decided upon by the SLT. Work scrutinies are undertaken in other subjects that are highlighted in the SIP.
A **monitoring summary report** is completed following monitoring activities and this is used to inform School Improvement priorities.

THE QUALITY OF TEACHING

The quality of teaching is perhaps the most significant aspect of the school's provision that influences pupils' attainment and progress.

- **Lesson observations** of all teachers are undertaken by the Headteacher, SLT, subject leaders and appraisal team leaders according to the quality assurance timetable and the needs of individual staff. The purpose of this is to ascertain the overall quality of teaching in the school and to identify particular strengths in teaching in the school as a whole or areas that require

attention. Observation findings are recorded on a relevant **Lesson Observation Proforma**. After observation a copy of the notes is given to the teacher and a feedback discussion takes place. These notes remain confidential to the Headteacher and the individual teacher concerned. At the end of the cycle of observations the Headteacher will complete a **monitoring summary report** which will be shared with staff and governors in the normal way.

CURRICULUM PLANNING AND IMPLEMENTATION

Subject leaders are responsible for ensuring the long, medium-term and short term planning in their subject gives appropriate curriculum coverage, progression and differentiation. English and mathematics subject leaders also ensure that agreed actions are implemented during their monitoring activities (during work scrutiny and observation of teaching). The Headteacher also ensures, during monitoring, that teaching in all classes is in line with agreed school policies.

Short-term planning is also evaluated as part of the general observation of teaching and through whole school planning scrutiny.

Whole School Planning Scrutiny is undertaken according to the quality assurance timetable, following which a **monitoring summary report** is completed and used in the normal way to inform improvement activities.

VIEWS OF STAKEHOLDERS

Views of our various stakeholders are continually collected informally. These are recorded in the Comments File. Views of parents on all aspects of school life are collected at least annually via a parental questionnaire. Views of pupils on all aspects of school life are collected continually via school council meetings. In addition they are collected annually via pupil interviews and a year 2 and year 6 questionnaire. A **monitoring summary report** is completed following these activities and this is used to inform School Improvement priorities.

HEALTH AND SAFETY

Health and safety is monitored continually by all staff. This is supported by termly visits by the health and safety governor and annual reviews of all risk assessments, the school emergency plan and the health and safety policy. A **monitoring summary report** is completed following these visits and this is used to inform School Improvement priorities.

FINANCE

Finance is monitored continually by all staff with financial responsibilities. This is supported by termly visits by nominated governors and annual reviews of the financial risk assessment, the financial benchmarking website and the statement of internal control (SIC). A **monitoring summary report** is completed following monitoring activities and this is used to inform School Improvement priorities.

BUILDINGS AND PREMISES

The action plan for the improvement of the buildings and premises is reviewed annually and is informed by the Asset Management Plan which is located on P2 and priorities for the improvement in teaching and learning, as well as available income.

WHO MONITORS WHAT?

The GOVERNING BODY checks (for each of the 8 areas listed previously):

- that appropriate **policies** are in place, have been reviewed, are effective and are being implemented
- that relevant sections of the **Self Evaluation Form** are well written and up to date
- that relevant sections of the **SIP**, including action plans, are being implemented
- that relevant actions from the last **Ofsted Report** are being progressed
- that relevant sections of the **Head Teachers Report** to Governors are reviewed
- that actions from relevant **Monitoring Summary Reports** are being progressed
- that actions highlighted at last governor monitoring visit have been completed

In order to monitor these areas governors will normally:

- communicate with staff, pupils, parents and any other relevant stakeholders.
- study appropriate evidence
- informally attend lessons (but only to check policy implementation and NOT to judge individual teachers)

The HEADTEACHER:

- arranges the overall programme and timetable of quality assurance monitoring and evaluation each year
- provides resources to enable monitoring to take place. An annual quality assurance monitoring timetable is produced indicating who will monitor what and when
- ensures robust data analysis is undertaken to monitor pupil progress
- participates in monitoring attainment and progress through work analysis
- ensures planning is effectively monitored
- undertakes regular observations of teaching
- holds formal and informal discussions with teachers, pupils, parents and governors
- completes, maintains and disseminates (to all staff and governors) each section of the Ofsted SEF as they are reviewed and updated.

SUBJECT LEADERS monitor:

- **attainment and progress** through work analysis and using/undertaking relevant data analysis
- **planning** and implementation of the subject
- **teaching via** regular observations of teaching
- **work undertaken and produced by pupils**
- Subject leaders record monitoring findings in the subject leaders' file on **monitoring summary reports.** A copy of each monitoring summary report is sent to the Headteacher who ensures that monitoring findings are disseminated and actions prioritised within the school's improvement planning

INDIVIDUAL TEACHERS:

- monitor attainment and progress in each subject through work analysis and on-going assessment and marking
- hold discussions with teachers, pupils, parents and governors concerning teaching and learning in the class
- mark and analyse SATs tasks and tests and other test outcomes

- consistently focus closely on pupils' work as a normal part of their teaching
- ensure that pupils are taught to look closely at their work and to be aware of exactly how to make improvements in important areas

WHAT HAPPENS AFTER A MONITORING ACTIVITY?

The purpose of monitoring is to contribute to the continual development of attainment, teaching and learning in the school. All monitoring information is analysed with a view to ascertaining key messages that are then used to inform the school's improvement planning and/or staff development activities.

Each monitoring event undertaken by staff, governors or members of the leadership team leads to the production of a ***monitoring summary report*** (*Appendix 2*). This records the key strengths identified, the key aspects that require attention and a note of any recommended action.

Monitoring summary reports are shared and discussed at relevant staff and governors' meetings and then retained in the Headteacher's file so that these can be used to inform the preparation of the next year's improvement plan.

The SEF is used as the reporting format for reporting self-evaluation to governors and staff. Our school maintains an up-to-date SEF so that we are always ready to send a high-quality document to Ofsted, at short notice, when we get notice of an Ofsted inspection.

Monitoring activities undertaken by school governors will always follow the protocol in *Appendix 3* and lead to the production of a **monitoring summary report**

SCHOOL IMPROVEMENT PLANNING

At the beginning of the autumn term the leadership team considers the SEF and all **monitoring summary reports** from staff, governors and members of the leadership team. The leadership team identifies from all monitoring information the most important areas that require attention and then identifies the four or five key foci of the improvement plan to bring about the necessary improvement. Wherever possible, priorities are linked to raising pupils' attainment in a particular aspect of learning and improving the quality of teaching and learning. The full staff are made aware of the grounds upon which each focus of the improvement plan has been identified and are consulted to ensure that the priorities are agreed as the most important aspects to improve next year. The improvement plan is then drafted ready for further consultation in the autumn term and for implementation by October half term. The identified priorities also form the basis of the appraisal objectives for teaching staff..

SCHOOL IMPROVEMENT PLAN (SIP)

This single plan provides a focus and road map to the key improvement actions for the school. The plan provides a detailed programme of activities for one academic year. The annual plan should focus on only a few key priorities which are selected as a result of school self-review findings in the context of the longer term plan. The issues selected should be those which have the greatest potential to improve achievement and the quality of education.

The action plans in the school improvement plan are organised in a way that enables clear links to be made with the school's processes and procedures for monitoring and self evaluation.

WHO IS INVOLVED IN THE SIP

The following people are directly involved in the SIP:

- Head teacher and senior leadership team (overall development of the SIP)
- Governors (approving the SIP and inputting to it via their monitoring and evaluation role and action plans)
- Subject leaders and coordinators (taking a lead for relevant parts of the plan)

All other stakeholders (i.e. parents, pupils and support staff) contribute to the plan via the various monitoring activities undertaken throughout the year.

CONTENTS AND FORMAT

Our plan is the school's single, integrated improvement document. It is organised under the following headings:

1. Priorities for Improvement
2. EYFS Targets/Predictions for Attainment and Progress
3. KS1 Targets for Attainment and Progress
4. KS2 Targets/Predictions for Attainment and Progress
5. Action plans for each priority detailing context, key objectives, success criteria, actions and monitoring
6. Appendix of other action plans

The Trent-Rylands Federation Quality Assurance Timetable 2025-26

Trent Vale Infant and Nursery School and Beeston Rylands Junior School

Appendix 1

	Tasks Headteachers	Tasks Class teachers	Tasks Subject leaders	SLT Assessment
Autumn 1	**SEF – review and set** **SIP – review and set** **SCR update** **Website update** **Learning walk / environment scrutiny** **Work/ planning scrutiny** **Pupil progress meetings** **Behaviour and attendance analysis** **Health and safety audit with HT** **Governor safeguarding audit**	**F1 Prime areas initial assessment** **F2 baseline RBA** **F2 Prime areas + Reading, Writing Maths** **Pupil progress meetings** **Intervention cycle** **Phonics assessments: half termly** **Phonics decision planner: half termly** **Parents Evening**	**Subject leader to review past action plan** **Review subject specific SEF and amend** **Set action plan** **Priorities for the year – subject specific**	**Review of analysis of data – Data Dashboard and ASP** **Performance portal** **DfE checking exercise** **Pupil premium Strategy Review** **Write Pupil Premium Strategy** **Statutory Data Target Setting - F2, Y1 phonics, Y6.** **Non statutory Data Target setting Year 2**
Autumn 2	**SEF –review** **SIP – review** **Set Appraisal Targets** **Lesson observations/ Learning walk triangulation** **Behaviour and attendance analysis**	**Assessments (NFER – BRJS/ Teacher Assessments TV) and upload to Insight** **Moderation: Family of schools**	**Work scrutiny by subject leaders** **Planning scrutiny** **Governor visits linked to SIP priorities**	**Data analysis from Insight** **Pupil Premium strategy statement published on website**

	HT appraisal review **HT set new appraisal** **NCC & NSCP Safeguarding Children in Education: Annual Self-audit tool 2023-2024** **Governor safeguarding audit** **Governor visits linked to SIP priorities**			
Spring 1	**SEF –review** **SIP – review** **SCR update** **Behaviour and attendance analysis** **Budget reforecast** **Governor safeguarding audit**	**Pupil progress meetings: Assess, do, review**	**Subject leader to review action plan**	**Complete KS2 pupil registration on PAG** **Extra time applications KS2** **Pupil Premium strategy statement-update**
Spring 2	**SEF –review** **SIP – review** **Behaviour and attendance analysis** **Governor visits linked to SIP priorities**	**Parents Evening**	**Governor visits linked to SIP priorities**	**Data analysis from Insight**
Summer 1	**SEF –review** **SIP – review** **SCR update** **Appraisal mid-year review for HTs and staff** **Behaviour and attendance analysis**	**Pupil progress meetings: Assess, do, review** **Moderation: School and Family of schools**		**KS2 SATs** **Pupil Premium strategy statement-update**

Summer 2	**Parent questionnaire** **Behaviour and attendance analysis** **Governor visits linked to SIP priorities**	**End of Year reports**	**Governor visits linked to SIP priorities**	**EYFS profile** **Optional KS1 Assessments** **Yr4 MTC** **Phonics Screening Check** **Data analysis from Insight**

Appendix 2

***** School*

Monitoring Summary Report

Monitoring Activity: Date of Report: Report by:

Key Strengths	Needs Attention	Any Recommended Action/Explanation

Appendix 3

Governor Visit Protocol

All governor visits to the school should be arranged using the following protocol:

Prior to the visit

The governor will contact the Head Teacher to arrange a convenient time to see the appropriate member of staff for the area they are monitoring. The governor will be clear about what they are trying to get out of the visit, (the 'focus'). This could be as simple as "getting a feel for how lessons are delivered" or as complex as a "detailed audit of the policies associated with area X". The governor should make it clear who they would like to talk to during the visit, what they would like to see and how much time will be required, if possible.

The governor may also need the following:-

- policies that are related to that aspect of school life
- School Improvement Plan and action plan(s) related to that area
- Ofsted issues related to the area
- copies of revelvant monitoring summary reports (including the last governor monitoring visit)
- Head Teacher reports
- School Evaluation Form

During the visit

During the visit the governor will focus on the areas that have been decided in advance. The governor will be sensitive to the school environment and not interfere with the activities and running of the school as far as is practicable.

After the visit

Following the visit the governor will prepare a governor **monitoring summary report** using the template in *Appendix 2*. A copy of the report will be sent to the Headteacher and all members of staff involved with that area of school life. When all parties have agreed to the content of the report, a copy will be taken to the next appropriate governing body meeting (either committee or full governing body). The Head Teacher will add any agreed actions to the overall monitoring grid.

If the report cannot be agreed by all parties, (which should be a very rare occurrence), then the governor's report AND the feedback from the staff involved should be presented together at the next full governors meeting for discussion.

Cancellation of visit

The school reserves the right to cancel the visit if, due to circumstances beyond their control, it is neither practical nor safe for the visit to go ahead.