Monitoring and Evaluation Policy

POLICY FOR MONITORING

This policy is written in order to both reflect and guide L.E.A.D Academy processes and practices in self-evaluation and will be reviewed and revised periodically in light of experience.

L.E.A.D Academy Trust defines self-evaluation as a term to describe all the process by which an academy gets to know itself better in order that it can still improve further. It is mainly through self evaluation that we continuously improve our provision in order to pursue the highest quality in everything we do. However, it is also the principal means by which we fulfil our professional accountability to our children, parents, those responsible for governance and each other. Monitoring and self-evaluation are essential aspects in the life in all academies. In order to raise standards throughout our academies in all areas, especially in teaching and learning, progress is monitored closely by the Director of Schools, the Headteacher and the Senior and Middle Leaders. Self-evaluation is complex. All the processes outlined in this policy are carried out in such a way that they build a culture within the academies of trust, respect, openness and collaboration. Every member of the academy community is expected to make a contribution towards this.

Philosophy

In the L.E.A.D Academy Trust, 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 academy.

We consider self-evaluation to be cyclical - review, monitor and evaluate, and take action. Reviewing addresses, the question, 'What is currently happening in our academy?' Monitoring is 'How are we doing against what we have agreed to do?', and Evaluate is 'What is the value of what we have done?' Take Action is 'What are we now going to do about it?'

Each academy will review, monitor and evaluate:
- the effectiveness of its safeguarding procedures and practice including health and safety
- the progress and attainment of pupils and specific groups of pupils (tracking progress and evaluating the impact of any intervention, including those in receipt of Pupil Premium or SEND funding)
- the quality of teaching and learning
- the wider aspects of academy life and the way that it supports the core process of teaching and learning
- the behaviour and personal development of its pupils
- spiritual, moral, social and cultural education
- the quality of the curriculum including the use of the government Sports Premium
- the way the academy is led and managed
- the effectiveness of performance management
- the implementation of the priorities in the Academy Improvement Plan (AIP)
- the impact of financial planning and resourcing.

As a result, we can:
- identify and disseminate good practice
- identify difficulties, constraints and areas of weakness
- develop appropriate plans to take action and secure improvement.

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 the Trust's tracking system for easy referral. Individual academies are encouraged to operate their own in house tracking systems which best support formative assessment. The Trust tracking system enables the academy and the Trust to monitor the progress of all the pupils in the academies, including groups, for example, the progress being made by pupils with SEND. The tracking system also enables leaders to explore the early identification of underachievement.

Monitoring and self-evaluation is a continuous process, as plans and children's work are assessed and analysed. Each year, after the teacher and test assessments, we consider how each academy is performing and, from this, we establish those areas that are to become priorities in the Academy Improvement Plan. Each academy will undertake its own academy self-evaluation which leads to the development of a comprehensive Academy Improvement Plan. Each priority in the Academy Improvement Plan is monitored and evaluated against success criteria.

To help us identify priority areas we use information from:
- teacher assessments
- commercial reading, spelling and maths tests
- baseline data for Early Years Foundation Stage
- attendance and exclusions data
- admissions data
- pupil characteristic data
- financial information and benchmarking

Each academy consults regularly with parents via open evenings, PTA meetings, surveys and questionnaires and parent pupil progress consultations.

Each academy develops its own systems for listening and responding to the views of children via pupil voice activities, questionnaires and surveys or school councils.

Each academy will also consider:
- behaviour and attitudes of pupils
- staff morale and commitment
- staff development interviews
- staff performance management
- views of parents and community.
- sampling pupils work
- classroom observations
- planning, policies and schemes of work in the curriculum.

The Trust will refer to the Ofsted Inspection Handbook to provide guidance and consider a range of questions. https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook

Ofsted guidance for inspecting the curriculum is also helpful:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814685/Inspecting_the_curriculum.pdf

- Are some parts of the academy more effective than others?
- What is the impact of the teaching?

- What is the impact of any additional funding for particular groups of pupils?
- How do we know?
- Why is it so?
- How does achievement now compare with achievement in the past?
- Is there change over time?
- Is there consistency?
- How does the academy's performance compare with other schools or academies both locally and nationally?

Support questions and frameworks for improving the quality of monitoring are available in Appendix C and D.

Monitoring and Self-evaluation Processes

It is the responsibility of the Headteacher and their leadership teams to have an overall view of the academy and the curriculum. All staff have clearly defined roles, with leaders monitoring the standards in their areas of responsibility. The outcome of this monitoring is shared with individuals, all staff, and the Director of Schools.

Each term a structured monitoring exercise is carried out following the monitoring framework for each academy. It is the responsibility of the Headteacher to decide upon the monitoring strategy to deploy and allocate the most appropriate and effective method of gathering evidence. It is essential that each academy's monitoring schedule covers all aspects of the academy's work, i.e. those areas referenced in the Ofsted Handbook. (See Appendix B for suggested template for how to build a schedule.) When monitoring teaching and learning the headteacher will use a range of strategies to gather evidence and will then 'triangulate' this evidence when making evaluation judgements about the effectiveness of the school.

Monitoring may include any of the following activities:
- classroom observation which usually focuses on an aspect of teaching and learning set out in the academy teaching and learning policy.
- A *learning walk* which might include short drop in observations to gather evidence for consistency of teaching or delivery of the curriculum
- Work scrutiny of pupils' learning in books to evaluate coverage, standards, progress and progression of the taught curriculum and attitudes to learning
- Analysis of pupil outcomes data, including the use of standardised assessments
- Pupil interviews to review learning and understanding of pupils
- Teacher interviews and questionnaires to evaluate confidence, skills and capabilities.
- Use of IT, where available, to review teaching skills. (For example, IRIS)
- Moderation evidence from Trust or LA moderation meetings.

This is not an exhaustive list.

Each academy will share the framework with the Director of Schools who will support and challenge the appropriateness of the activities.

Through the termly QA processes each academy and Director of Schools will review the effectiveness of the academy using the Ofsted criteria as criteria to make judgements.

Roles and Responsibilities

Headteacher

The Headteacher and the senior leaders will closely monitor and appraise the standards in the academy. Performance management meetings with teaching and non-teaching staff are held throughout the year at the appropriate intervals decided by the team leaders, at which standards of work, objectives, professional development and future needs are discussed and recorded with the Headteacher.

Regular formal and informal meetings with staff are held throughout the year when the need arises. The Headteacher observes lessons using selected criteria, commenting orally or in written feedback as agreed in each academy practice. Each term a review of pupils' work in the core subjects is completed which informs the teacher assessments submitted to the Trust. Each academy, according to need, will formulate its own monitoring timetable targeting its monitoring focus to the priorities identified in the Academy Improvement Plan.

The Assessment Leader and Headteacher complete an analysis of data, which is used to indicate areas of strength and weakness. The detailed analysis includes gender, SEND, EAL and mobility and for disadvantaged pupils and will track cohort or individual pupil performance. Each academy will develop its own systems which best suit the needs of the academy which will enable teachers to access this information in readiness for planning lessons. The report will be prepared in readiness for the termly QA visits by the Director of Schools who will review the evaluations.

The Headteacher will nominate, or undertake themselves, effective monitoring of the Sports Premium.

The Headteacher will nominate, or undertake themselves, effective monitoring of the Equality Act duty. A published action plan will identify the minimum of three objectives that each academy will be undertaking to promote their drive to eradicate inequality. (Links to Equality Policy)

The Headteacher will monitor and review the curriculum provision and academy site to ensure those with disabilities are not unfairly discriminated against. (Links to DDA Duty Policy)

The Headteacher will nominate, or undertake themselves, effective monitoring of attendance of all pupils. They will ensure analysis of groups of pupils and individuals informs actions taken to improve attendance.

Senior Leaders
In each academy, the role of the subject leader in monitoring standards is central to the academy improvement process. These leaders can access copies of the medium-term plans and review the short-term plans at regular intervals. In addition, they have 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. Leaders provide oral feedback and coaching to individual members of staff or more formally record their evaluations to present as monitoring evidence for the academy self-review. The leaders review the pupils' work with the Headteacher at least twice a year. The English and mathematics leaders complete detailed analysis of the tests, looking for specific areas of strength and weakness. This information is used to develop teaching for the following year, providing INSET where necessary. These leaders, with the support of the Headteacher, also complete a written annual review of standards. This is which is circulated to the rest of the staff, the Director of Schools and the local Academy Advisory Board.

Team Leaders
In addition to their roles as teachers and curricular subject leaders, certain members of staff also carry responsibility as team leaders in the context of performance management.

Team leaders are directly responsible to the Headteacher, who ensures they carry out their responsibilities. The Director of Schools ensures that the performance of teachers is reviewed regularly and that the process takes place as planned. A summary of practice and compliance is shared with the Trust Board.

Designated Lead for Safeguarding
There is a separate role description for the designated leader for Safeguarding. Refer to the Safeguarding Policy. The designated leader will also monitor the effectiveness of the academy procedures and analyse and evaluate the entries to the *MyConcern* recording systems annually. A report and recommendations will be shared with senior leaders and the Director of Schools and uploaded to the Trust Safeguarding shared area.

SENCo
The Special Needs Coordinator (SENCo) will liaise with the Headteacher to ensure the funding allocated for the educational provision for SEND pupils is planned effectively. The SENCo participates in observing and reporting on the progress made by pupils with Special Educational Needs. Teachers/Support Staff monitor the progress made by pupils with SEND, towards the objectives in their plans. The SENCo collates the overall progress the child is making and takes into account any extra information from separate assessments.

Progress made by the pupils with English as an additional language (EAL) is monitored by a nominated staff member, who identifies patterns of achievement and proposes actions as necessary.

Gifted and talented pupils have their progress monitored by a nominated staff member, who evaluates the achievement, providing valuable information for future planning.

The individual class teachers assess transient pupils/new arrivals in English, mathematics and science and reviews their progress during their first year. Pupils believed to have Special Educational Needs are referred to the SENCo.

At the end of the year the SENCo will review the progress of pupils with SEND and provide an evaluation for the Headteacher which will support the academy self-evaluation. The SENCo will ensure the SEND Report and SEND Local Offer is reviewed and is available on the academy website. The SENCo will ensure that the website is linked to the Local Authority Local Offer.

Designated Leader for Pupil Premium
A nominated teacher/leader will liaise with the Headteacher to ensure that there is an appropriate strategy for the use of the Pupil Premium. Once agrees the designated leader will ensure that the strategy and action plan is shared with staff and published on the academy website.

The designated leader will monitor the progress of disadvantaged pupils analysing the tracking information for all identified pupils. They will provide termly reports for each year group which highlights progress and any actions that may need to be taken. These reports are used to inform the termly report in preparation for the Director of Schools QA visit.

At the end of each academic year the designated teacher will ensure that the plan is evaluated and shared with the Headteacher. The final evaluation will be published on the academy website.

Academy Governing Body
The governors on the Academy Advisory Body (AGB) monitor progress through review and discussions at committee meetings. Some members have specific monitoring roles.

The Headteacher provides a report once a term to the AGB on progress made towards the academy priorities and the Academy Improvement Plan. The Headteacher will also provide an annual report on curriculum development and an overview of the curriculum is published on the academy website.

The Headteacher and/or the designated person given oversight of Pupil Premium allocation will provide a report on how funding has been spent and what the impact of the strategies that were chosen. Similarly, the Headteacher will provide a report to the AGB on how the Sports Funding has been allocated and spent.

It is the responsibility of the MAT Board Performance and Standards committee to ensure that, through the Director of Schools, to ensure the academy is continually improving or maintaining a high level of performance.

Advisers and Consultants
Sometimes an academy will make use of Advisors, consultants or National and Local Leaders of Education (NLE / LLE) to provide expert monitoring information about as aspect of the academy provision. For example, how it spends it Pupils Premium or SEND funding. Arrangement for monitoring is agreed with these consultants however detailed reporting of monitoring is expected by the Trust.

The Trust receives focused input from a Performance Management Consultant to facilitate the Headteacher performance management process.

Monitoring through Assessment
To monitor progress, a wide range of assessment procedures is in place. Assessment is built in to weekly planning so that it informs future planning. Teachers complete regular informal assessments, including end of module assessments in core subjects as well as weekly spelling and times-tables tests. This helps them to form judgements about how well pupils are doing against the National Curriculum. Phonics teaching is monitored in EYFS, Year 1 and Year 2. Pupils are tested in all year groups. These tests provide information to help teachers make judgements about pupil progress and to identify the areas that need to be developed further. At the end of Key Stage 2 (Year 6) pupils are tested formally in nationally agreed tests. These tests are externally marked.

In all academies we use the following national tests:

- Early Years Foundation Stage Profile
- Phonics Screening at the end of Year 1
- Teacher Assessment at Key Stage 1 in Reading, writing, mathematics and grammar, punctuation and spelling.
- Key Stage 2 National SATs Tests, (If available), in reading and mathematics and grammar, punctuation, vocabulary and spelling. Teacher assessment in Writing.
- GL Assessments in Reading and Mathematics
- PASS Test Pupil attitudes to school and self
- GL Transition Tests
- National GCSE using AQA Board (If available)
- National A Levels where applicable
- Vocational courses where applicable in Secondary Academies

Record Keeping

Teachers maintain detailed records of the pupils' progress in the core subjects. They also keep reading records and other progress information that helps them plan lessons. For example, notes added to planning after pupils have engaged in the day's learning. Pupils are set individual targets, reviewed regularly, in the core subjects. The National Curriculum standards in the core subjects for each year group are recorded on the Trust's tracking system. Staff keep weekly records of their training and meetings attended. During lesson observations, Team Leaders complete observation forms. After attending courses, an INSET record is completed.

We would expect school leaders to devise an approach to ensure the following areas are covered.

Academy Monitoring Timetable – Subject to change to meet the needs of the Academy

Termlet 1			
Monitoring Focus:	**Monitoring Activity:**	**Staff to complete:**	**Date Completed:**
Behaviour	Learning walk		
Learning Environment	Learning walk		
Outcomes	Baseline data analysis – DC Pro		
Sports Premium Review	Documentation reviewed & published on website		
Pupil Premium Review	Documentation reviewed & published on website		
Quality of teaching and learning	Book scrutiny		
Pupil Progress Meetings	Individual teacher & TA meetings		
Website	Compliance checks & update		
Safeguarding	Compliance check & Audit		
Performance Management	Individual meetings		
Attendance	Data analysis		

Termlet 2			
Monitoring Focus:	**Monitoring Activity:**	**Staff to complete:**	**Date Completed:**
Pupil voice	Pupil discussion		
Quality of teaching and learning	Lesson observations		
Parent voice	Parent questionnaire – parents eve		
CPD	Analysis of uptake & need		
Quality of teaching and learning	Book scrutiny		
Subject leadership	Individual subject leader meetings		
Outcomes	Autumn 2 assessment data analysis – DC Pro		
Review progress of AIP	Document review		
Safeguarding	Compliance check & Audit		
Attendance	Data analysis		

Termlet 3

Monitoring Focus:	Monitoring Activity:	Staff to complete:	Date Completed:
Pupil Progress Meetings	Individual teacher & TA meetings		
Performance Management Reviews	Individual meetings		
Learning environment	Learning walk		
EYFS	Learning walk		
Quality of teaching and learning	Book scrutiny		
Website	Compliance checks & update		
Outcomes	Spring 1 assessment data analysis – DC Pro		
Safeguarding	Compliance check & Audit		
Attendance	Data analysis		

Termlet 4

Monitoring Focus:	Monitoring Activity:	Staff to complete:	Date Completed:
Subject leadership	Individual subject leader meetings		
Curriculum	Planning analysis & pupil discussion		
Parent voice	Parent questionnaire – parents eve		
Quality of teaching and learning	Lesson observations		
Pupil voice	Pupil discussion		
Outcomes	Spring 2 assessment data analysis – DC Pro		
Review progress of AIP	Document review		
Safeguarding	Compliance check & Audit		
Attendance	Data analysis		

Termlet 5

Monitoring Focus:	Monitoring Activity:	Staff to complete:	Date Completed:
Performance Management Reviews	Individual meetings		
Pupil Progress Meetings	Individual teacher & TA meetings		
Quality of teaching and learning	Book scrutiny		
Website	Compliance checks & update		
Distinct Groups – SEND & PP	Data analysis, pupil discussion, learning walk		
Behaviour	Learning walk		
CPD	Analysis of uptake & need		

Outcomes	Summer 1 assessment data analysis – DC Pro		
Safeguarding	Compliance check & Audit		
Attendance	Data analysis		

Termlet 6

Monitoring Focus:	Monitoring Activity:	Staff to complete:	Date Completed:
Subject leadership	Individual subject leader meetings		
Quality of teaching and learning	Lesson observations		
Pupil voice	Pupil discussion		
Outcomes	Summer 2 assessment data analysis – DC Pro		
Review progress of AIP	Document review		
Safeguarding	Compliance check & Audit		
Attendance	Data analysis		

Appendix A

Example Template

Monitoring and Evaluation Framework for Core Areas of the Academy

What	By Whom	How	Frequency	Report Format/Criteria	Reporting Dates	Reporting Audience
Policy Implementation	HT	Desktop	Annual (or as need)	Policy Schedule	Annual	AGB/Trust DOS
Safeguarding	All HT/DHT	Desktop	As need Termly	Myconcern QA Visit report	Termly	DOS
School ethos and spirituality	HT, RE Ldr + whole staff	Walk around Discussion with pupils	Twice a year	HT Report to AGB Staff meeting minutes and actions Evaluation within SEF	Termly Within 1 week Annual	AGB DOS
School aims and SIP priorities/Milestones Action Plans	SLT-led by HT (Supported by DOS)	*To be completed*	½ Termly	Milestones Plan	AGB meetings	AGB Trust
Pupil attendance and retention	DHT EWO Office staff	*To be completed*	*To be completed*	Internal memo Written report	Immediately ½ Termly	Class teachers HT DOS
Pupil achievement and development	Class teachers SLT Year Group Ldrs		*To be completed*	Data tracking- SIMs Monitoring books	Vary from ongoing to ½ termly and annual.	Staff Parents AGB

	SENCO DHT HT			Dialogue with colleagues at planning meetings Obs of pupil learning SEN Data report SATS analysis- Raise on Line HT reports- AGB QA visit reports Parent reports Website statutory information		DOS/Trust
Quality of teaching and learning	SLT Year Grp Leaders Sub Leaders DHT/Headteacher DOS	Weekly learning walks Iris snap shots QA Visit Termly Annual PM Report	Performance Management (3 lesson obs per year for each teacher min)	Lesson Observations by H+SLT, Agreed feedback report- comments and areas for development. Monitoring of planning by subject ldrs. Feedback from subject leaders to individual teachers and generic feedback via staff meeting/summary to T+L ldr. -QA Visit report Performance Management Report for governors	Autumn 2 Spring 2 Summer 2 (Within 2 weeks of observation) QA Termly Annual	Teachers HT AHT (T+L) DOS DOS
Pupil Progress	Teachers Leaders Headteacher DOS	*To be completed*	Daily Half termly Termly	Lesson planning AFL Headteacher reports Reports to Trust QA Reporting Public reporting on website AGB	Daily Half Termly	Pupils Teachers Leaders Parents AGB Trust

Sports Premium	PE ldr/designated ldr Business Manager HT		Annually	Report for website/AGB	July	Parents AGB DOS
Pupil Premium	PP Ldr Business Manager HT AHT (Assessment)		½ termly	QA visit report Report for website/AGB	End of Terms and annual- July	Parents AGB DOS
SEND Provision	SENCo		½ termly	Report	End of Half terms	Headteacher Parents DOS
Behaviour and Personal Development	Teachers Support Staff Yr Ldrs DHT+ PSHE ldr HT		Daily and ½ termly log review	DHT report/input for QA visit Report	Within 1 week of incident Autumn 1 Spring 1 Summer 1	Whole staff DOS
Budget and Finance	HT + Business Manager		Informal 2 weekly ½ Termly	Termly report for QA visit + AGB	Autumn 1 Spring 1 Summer 1	AGB Trust
Site	Business Manager Site agent Headteacher		Termly	Trust Site Director Finance	End of terms	Trust
Parent Perceptions	HT		Annually	Questionnaire at the same time as school report	Annually –feedback to parents + AGB	Parent/AGB
Pupil perceptions	Class Teachers HT/DHT/SENCo PSHE Ldr		PSHE Circle Time *Schools council* Safeguarding Team (inc pupils) *Curriculum Crew*	Dialogue Minutes and actions PASS Survey Newsletters	Weekly Various for teams	SLT Staff Parents
Staff perceptions	HT/SLT/Cof G		Annual via PM	HT summary report to inform new SIP and staffing structure	Within 1 month of PM	AGB

Quality of leadership and management (inc Early Years Foundation Stage)	AGB DOS Headteacher EYFS Ldr		Termly	QA Report SEF	Termly	AGB Trust

Appendix B

Monitoring and Evaluation Schedule Template- example for Headteacher – add to suit own staffing structure. Include all staff members who undertakes monitoring, e.g. Site Agent, Lunch Supervisors.

	AUTUMN 1	Autumn 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Head Teacher	1. Lesson observations as per arranged schedules linked to Action plan. 2. Establish and monitor tasks for SLT (Leadership plan) 3. Establish appropriate whole school training opportunities to match SIP/Action Plan priorities (Milestones Doc) 4. Weekly monitoring meetings with whole staff and SLT 5. Evaluate pupil performance in relation to KS2 SATs/in year data Raise on Line 6. Health and Safety Audit and evaluations leading to actions. 7. Buildings Audit and evaluations to establish Asset Management Plan. 8. Monitor Budget.	1. Monitor actions against Milestones Action Plan Populate with actions	1. QA Visit Report Populate with actions	 Populate with actions	1. QA Visit Report Populate with actions	1. Evaluation of Summer outcomes Evaluation of Teacher performance Populate with further actions

	9. Evaluate budget and make forecast for new year. -**add to fit your own.**				
Deputy Head					
Senior Leader Maths					
SENCo					

Appendix C

Leadership Support Framework

Aim: To improve monitoring systems

Considerations for Policy and Process:			
1. Pupil outcomes:	2. Teaching:	3. Leadership and management:	4. Behaviour and personal development

Possible Strategies:			
• teacher assessments and test data for the core areas of the curriculum- EYFS, Y1-6 Reading, writing, maths and GPVS • teacher assessments for Foundation subjects at least annually • progress shown from starting points for teacher assessments and test data • progress shown in the work in pupil books • emotional literacy for vulnerable pupils • monitoring of behaviour; conduct and attitudes • attendance including tracking of groups and persistent absentees • communication- can pupils articulate their knowledge and understanding clearly in an age appropriate way; can the school provide opportunities for pupils to engage in thoughtful conversations • do children read extensively, widely and regularly • how effective are transition arrangements- does progress slow at these transition points • are disadvantaged and vulnerable pupils doing as well or improving rapidly?	Observation of teaching should not be seen as an isolated activity. (Think carefully about what leaders are learning from an observation. Is the information seen matching other evidence such as work in books or test outcomes- triangulation?) How skilled are your teachers? • pedagogical and content and knowledge. The most effective teachers have deep knowledge of the subjects they teach and where it falls below it has significant impact. (See Sutton Trust Report) • teachers must understand the way children think learn and understand the common misconceptions • the quality of instruction. How well do teachers use questioning, assessment and planning? • is teaching delivering progression in learning with concepts introduced developmentally? • the quality of the classroom climate. What are the teacher expectations? Does the classroom climate consistently demand more of pupils? Do teachers celebrate and promote determination and resilience? • classroom management is effective (Teachers can coordinate resources, use time effectively and provide clear rules that are consistently enforced)	• plans that communicate vision and priorities for the improvement of the school- action plans may vary in format however should target the actions that are required to bring about improvement and explicitly describe the outcomes/milestones that are expected. • plans should include monitoring opportunities detailing who is to undertake the monitoring • monitoring frameworks that identify the roles within a school and the monitoring activities that they are required to do • monitoring schedule for leaders so that it is clear when monitoring takes place • performance management systems incorporate leadership objective • explicit opportunities set out in an SDP that engage governors in monitoring • systems that include time to evaluate the evidence of monitoring • governors should receive succinct and clear information about how pupils are doing • clearly defined schedule of financial monitoring at differing levels- local governing body and at Trust level.	• monitor punctuality and attendance-are any groups disadvantaged by lower attendance/is attendance improving? • monitor conduct behaviours and evaluate the information-tale action to improve systems • monitor trends and for high risk pupils ensure incidents are monitored for triggers and environmental factors • where behaviour is outstanding evaluate systems to maintain good systems • monitor programmes of teaching relating to bullying, cyber-bullying and sex education- take action as a result of evaluations • provide opportunities for pupils to give their views • develop opportunities for pupils to engage in collaborative and charitable activities- autonomous decision making rather than coercion, (see Participation Ladder reference below) • what are your pupils like? -are they confident, self-assured learners? -do their attitudes have a strong positive impact? -are they proud of their achievements? -can they discuss and debate in a considered way? -show respect for the ideas of others?

	- teacher beliefs- what do your teachers know about particular practice? Do they read and understand educational research? - Do teachers and leaders understand theories of learning and models of teaching? - Professional behaviours-are teachers eager to improve by learning from each other? - Peer-peer monitoring provides low stakes/non-threatening process. Sometimes there will be a need for challenge and use of experts or senior experienced teachers is required. - Pupil feedback- useful if collected fairly.		

Appendix D

Work scrutiny questions – wider aspects of pupils' books

Leadership and management
Is marking and assessment carried out in line with the school's policy and used effectively to help teachers improve learning?
How stimulating is the curriculum? Are the topics/themes being covered interesting and engaging?
Is there evidence that pupils' work is being monitored by senior leaders?
How do senior leaders' views, of pupils' work, compare with those of inspectors?

Behaviour and safety
Are pupils making an effort? Do they present their work neatly? Is their work set out appropriately and well organised?
Do pupils look after their books? Do they take pride in their work?
How well do pupils respond to, and benefit from, the comments their teacher makes on their work?

Teaching
How high are expectations of presentation and handwriting?
How well do the tasks which have been set for pupils build on previous learning?
Are tasks too easy, have the right level of challenge or are they too hard?
Is there a variety of work that maintains pupils' interest? Include examples of the range/quality of resources used.
How effectively are tasks reshaped or modified to help pupils overcome misunderstandings?
Do marking and the comments that teachers make result in pupils improving their work and making faster progress?

Achievement (include examples from a range of groups, for example, DSEN and disadvantaged pupils)
Attainment: How high are standards? Are pupils attaining below, in line with or above those expected for their age? How effectively are pupils acquiring knowledge and developing and applying a wide range of skills in reading, writing, communication and mathematics?
Progress: Are pupils making slow progress, expected progress or exceeding expected progress?
What evidence is there to illustrate their progress over the last 3, 6 or 9 months? Include an evaluation of the range of skills pupils are developing in the subject which forms the focus of the scrutiny. Include telling examples of the gains in skills and knowledge pupils have made/or illustrate lack of progress.

Evidence of SMSC
Does the work in pupils' books illustrate their SMSC development? Is there evidence that pupils are being prepared for life in modern Britain? Does pupils' work in RE reflect the religious traditions in Britain, in the main, Christian, taking account of the teaching and practices of the other principal religions? In English, is their writing growing in confidence, are they developing an awareness of points of view and a balanced argument, is there evidence of a growing appreciation of poetry or literature? In mathematics, do pupils appreciate patterns and relationships and respond to increasing challenge? In science, do pupils explore topics that allow them to reflect on growth/life; in history do they appreciate the achievements of past civilisations, and in geography do they reflect on the environment?