

School Evaluation Check with/for Governors Spring 2016

Who	Activity	Impact	Outcome	
<p>Throughout these activities we will refer to the teaching, UPS, TLR and leadership standards. This will support the development and understanding by all staff of how these interlink with our roles in school.</p>				
<p>HT/DHT's/AHT's</p>	<p>Governors working with the senior leaders analysing the school self-evaluation and its strengths and weaknesses. Are there clear priorities for improvement? Can this document be easily linked into the school improvement plan? How are these priorities linked to the school's monitoring</p>	<p>Governors have regularly taken opportunities to verify school policies in assessment, self evaluation process and recommendations, which were fully understood and fit for purpose. Priorities were discussed by</p>	<p>School self-evaluation document - reviewed and linked to the new framework. SSE is accurate and reflects impact.</p>	

	<p>and review cycles? How do the school measure the impact of their priorities? Is the school self evaluation based on secure evidence? Is it accurate?</p>	<p>Governors and clearly they were linked to the appropriate review cycle. Throughout the year the tracking system was modified and sophisticated with governor oversight.</p>		
<p>Curriculum Leaders/Governors/SLT</p>	<p>Effective monitoring systems: Look at the schools monitoring cycle and formats. How do the school identify their priorities over a monitoring cycle? How does this link to the school self-evaluation? Share some good examples of these - how can we involve staff ?</p>	<p>Governor Curriculum meetings highlighted and verified the school's monitoring process. New Governors were helped by more experienced ones and it was pleasing to see</p>	<p>Monitoring schedule and systems reviewed and re structured if needed.</p> <p>Govs/Staff aware of value of monitoring and how this can impact on school improvement.</p>	<p>School has priorities set each term in line with the data, and following discussion during Pupil Progress Meetings.</p> <p>Through book scrutinies and Pop Ins, we concentrate on the data outcome, and vulnerable group priorities.</p> <p>Our short term foci is linked to the School Self Evaluation, in order to improve outcomes (mini plans and Front Pages) The Front Page has just been introduced, and is more succinct.</p>

	Monitoring pupil progress. What does this look like linked to the new curriculum? How are the new expectations being measured and progress reported? How is this being reported to parents? How is the information linked to performance management?	more staff involved than just the SLT.	Expectations were monitored by the Link Governor for Leadership in verification of the appraisal process and the recommendations for Performance Related Pay.	Pupil progress briefings, Performance Management linked to Teachers' Pay Scales, which are differentiated. Learning Passports are sent out to parents. School webpage with information, parents evening, transition meetings, phonic meetings , Parent workshops, Open Days, Parent/Family Learning Days. Monitoring and evaluation is closely linked to ongoing targets for Performance Management.
HT, DHT's, AHT's subject and year group teachers.	Look at the new schedule for Ofsted		Leaders and staff aware of new changes to the framework	
Need external help here - possibly John Hattie Conference will support? Or an Ofsted Inspector ? Or Neil Plimmer?	Effective monitoring of teaching, learning and assessment in lessons and over time -What system do the school use? Are these effective? How is	Throughout the year Governors have had many opportunities to see Teaching and Learning in practice. Children have been	School has a clear system of monitoring teaching in lessons and over time linked to	School uses Pop Ins, in order to ensure consistency, and actions/targets put in place where appropriate. Performance management utilized. Introduction of joint PPA. Appointment of Lead teachers and Phase Leaders. Increased opportunities for staff to

the new framework used to support these observations? What is the purpose of lesson observations? How is this information used to support the progress made by pupils and groups of pupils.

Is the school triangulating its evidence base to secure its judgements in teaching and progress over time?

Look at book scrutiny formats. Are these effective? What is their purpose? Do they look at pupils' progress and expectations? Share some good examples of book scrutiny formats. What

observed to be engaged fully and clearly know the standard that they are at, and know what they need to do to improve. This was observed across the curriculum.

SLT has become more focused and specific to pupil progress assessment tracking in closing the gap, as a result of restructure at Easter.

The SLT , through a variety of inputs have brought together a

new Ofsted expectations.

For senior staff to know and be confident to judge teaching, assessment and learning under the new framework.

School ethos and vision for improving teaching, assessment and learning clear and shared with staff.

For the school to review the purpose and

moderate.

Improved monitoring of planning to increase the effectiveness.

Purpose of lesson observations is to inform professional development needs, to support the closing of identified gaps, and to sign post peer support.

School has recognized the need for a more manageable format for the scrutiny of books - this will be in place from September 2106.

Book scrutinies highlights the strengths and areas for

	<p>information does this give about the teacher/pupil?</p> <p>SLT Carry out a book scrutiny with staff.</p> <p>SLT Carry out joint lesson observations with staff - discuss observations and outcomes from the observation. How is this information used to support the school in developing pupil progress and teaching?</p>	<p>clearer view of pupil progress , and managed to focus it more clearly, from both internal and external support.</p>	<p>effectiveness of lesson observations and book scrutinies? What impact do they have?</p>	<p>development, which are followed up with evidence.</p> <p>Observation of teaching has now been extended to include Phase Leaders and Lead teachers with SLT. The Link Teaching and Learning Governor has been included.</p> <p>These observations have helped staff meet their Performance Management objectives, and therefore help improve Teaching and Learning.</p>
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Discussion with the curriculum leaders.	Evaluation of the schools current curriculum provision based on new expectations and curriculum. Is the curriculum broad and balanced. What information is contained in		Evaluation of the curriculum completed and strengths and developments identified.	Each curriculum team leader has completed a front page on their subjects strengths and weaknesses. They are producing a case study on Mastery. The regular pink posters also give an evaluation from the partnership between

the curriculum map? Is this on the website/shared with parents? How does it meet the needs of our pupils? Can we involve parents and pupils in the further development of our curriculum?

How are extra curricular activities used to enhance the curriculum, pupils' progress and their personal welfare and development - this is new in the Ofsted framework.

Look at the school assessment system - How are they assessing pupil progress in all areas of the curriculum? Is this effective? Manageable for

In recent observations by four governors the creative curriculum culture and ethos was seen in Year Two, Four, Five and Six in Maths and History, and in its differentiation clearly met the needs of pupils.

A review of extra curricular activities completed in line with the new Ofsted expectations.

Review of assessment system to ensure they are effective.

Sharing good practice and professional development.

teachers and children.

The school support the most vulnerable children's personal welfare and development by providing such personal bespoke programmes, that enhance all areas of the curriculum within and outside of school.

After school clubs are available to all pupils, as appropriate.

	<p>staff?</p> <p>Carry out some joint lesson obs/book scrutinizes/Pink Posters looking at a broad and balanced curriculum - Learning Irresistible.</p>	<p>Governors and staff have experienced first hand Learning Irresistible and the clear full engagement of pupils to this form of learning. Governors felt that this is embedded and a strength, and must not be lost.</p>		<p>Many of these clubs enhance the pupils learning, for example Science. Children are also introduced to new opportunities that are not on offer in their domestic life. It helps school attendance as pupils enjoy this extra dimension to school life.</p> <p>Sunrise to Sunset is much valued by parents.</p> <p>Following staff consultation, Pink Posters have been reviewed and the new format will be used from September to evaluate the curriculum.</p>
	<p>Look at how the school involves governors in school improvement. What do they do on a weekly, monthly yearly cycle?</p>	<p>From the start of the school year Governors have been kept fully informed on initiatives, regular data</p>	<p>Review of governor involvement in the school.</p>	<p>The school has sought to provide governors with a wide range of evidence to inform and to support our actions, ethos and vision, in our drive for ever increasing school improvement. The Headteacher has been instrumental in strengthening</p>

		<p>updates, and have had the opportunity to clarify and verify the multi-faceted school improvement initiatives, throughout the school year, in a variety of ways, including formal meetings and school visits.</p>		<p>the governing body with new members who have a variety of appropriate skills. It has given a clear and more succinct profile to governors, to understand the present state of school improvement and involve them in recognizing the new priorities for this year.</p>
<p>External support? Tim Gallagher?</p>	<p>This could be followed by a session with governors on: Their roles and responsibilities under the new framework. How can they strategically challenge the school? What is expected from them? How can we ensure they are effective in carrying out their statutory responsibilities?</p>	<p>The governors had a training session by a NCL Lead Governor, which involved a governor audit, with discussion and commentary to fully inform both experienced and new governors, to the most up to date expectations of governors from</p>	<p>Governors to be aware of their changing role and what the new expectations are.</p>	<p>A front page has been drawn up with Link Governor as an action plan to move forward as a governing body following the review.</p>

	<p>How do they support school improvement?</p>	<p>national government and OFSTED.</p> <p>The most recent new governor has had some induction sessions to further inform specific ways in which the new governor could contribute towards the school, and this will be ongoing.</p>		
<p>UP Teachers with Data Manager and AHT</p>	<p>Analysing data - ROL and the data dashboard.- train staff on how to analyse the data and identify priorities. - This could be completed at the end of the school data with governors present.</p>	<p>Governors have been fully informed of the new school tracker system and regularly consulted and updated as the system has</p>	<p>Staff more confident in analysing the ROL and the data dashboard.</p>	<p>School has consistently given governors data information and updates.</p>

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