

## Eliot Bank School Cycle of Monitoring and Evaluation Linked to SEF

revised September 11

Identifies when this aspect is featured in the SAR cycle

<b>A1.1 The context in which the school works</b>						
<b>The school's context and, particularly, any significant changes in its circumstances since the last inspection</b>						
Who	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SLT	Use: School profile Ward maps Nursery baseline Reception baseline Awards Extended schools Children's centre	Use: Raise on line Special features: After schl club SSCP	PLASC			

<b>A2: Outcomes: how well are pupils doing, taking account of any variation?</b>						
<b>A2.1 Pupils' attainment</b>						
<b>A2.2 The quality of pupils' learning and their progress</b>						
<b>A2.3 The quality of learning for pupils with special educational needs and/or disabilities and their progress</b>						
<b>A5.1 Outcomes for children in the Early Years Foundation Stage</b>						
Who	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SLT/Govs/ LEA	Continue Process of Evaluation of key performance data (school level) Baseline/End of year data KS data Ethnicity /gender data/ UA SEN data Mobility and Family Structure info Value added data Progress data Attendance data	Raise on line				Begin Process of Evaluation of key performance data (school level) Baseline/End of year data KS data Ethnicity /gender data/ UA SEN data Mobility and Family Structure info Value added data Progress data Attendance data

	Language Census EMAS data					Language Census EMAS data
Curriculum Team Leaders	Analysis of end of KS data Question analysis KS1/2 conversions					
SLT + class teacher	Pupil Progress meeting Analysis of assessment data against targets (pupil level) Pupil tracking		Pupil Progress meeting Analysis of assessment data against targets Pupil tracking		Pupil Progress meeting Analysis of assessment data against targets Pupil tracking	
SLT	Tracking of underachieving groups and target children		Tracking of underachieving groups and target children		Tracking of underachieving groups and target children	
SLT	Performance Management Objective setting based on data analysis					Performance Management Reviews – progress of target groups/children
<b>A2.9 Pupils' attendance</b>						
Ch and Family worker	Attendance data	Attendance data PA	Attendance data	Attendance data PA	Attendance data	Attendance data PA

<b>A2: Outcomes: how well are pupils doing, taking account of any variation?</b>						
<b>A2.11 The extent of pupils' spiritual, moral, social and cultural development</b>						
Who	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A2.5 The extent to which pupils feel safe</b>						
<b>A2.7 The extent to which pupils adopt healthy lifestyles</b>						
HT + ECM coordinator	Parents' questionnaire					
ECM Team	Feedback from school council, class council sessions  ECM coordinator to share SIP priorities with school council reps. School council reps to consider	----->	----->	----->	----->	----->
		Bullying Survey	Learning Survey	Bullying Follow up to survey		

	proposals, amend as appropriate. Feedback to HT					
<b>A2.6 Pupils' behaviour</b>						
SLT + Phase	Structured Drop ins focussing on Quality of learning, behaviour, relationships, routines, learning environment (inclusion), outside planning, multi cultural, use of shared planning					
SLT	Review of playground records Meeting with Sr MDA Ongoing observations re behaviour	----->	----->	----->	----->	----->
ECM Team	Feedback from school council, class council sessions  ECM coordinator to share SIP priorities with school council reps. School council reps to consider proposals, amend as appropriate. Feedback to HT	----->  Bullying Survey	----->  Learning Survey	----->  Bullying Follow up to survey	----->	----->
Govs		Reports on exclusions		Reports on exclusions		Reports on exclusions
HT + ECM coordinator	Parents' questionnaire					
HT/ Premises manager		H and S audit		H and S check		H and S check
<b>A2.4 Pupils' achievement and the extent to which they enjoy their learning</b>						
HT	Parents' questionnaire					
HT		Exclusions Reported to GB		Exclusions Reported to GB		Exclusions Reported to GB

HT		Racist Incidents Reported to GB		Racist Incidents Reported to GB		Racist Incidents Reported to GB
Pupil Voice team	Class and school council	-----→	-----→ Learning questionnaire	-----→	-----→	-----→ Children's comments back page of report
Teachers	Planning for learning review  Feedback at the end of lessons	-----→	-----→	-----→	-----→	-----→
<b>A2.8 The extent to which pupils contribute to the school and wider community</b>						
PSHE Co-ordinator	Clean and green evaluation	-----→	-----→	-----→		
	Litter patrol	-----→	-----→	-----→	-----→	-----→
	Mediators	-----→	-----→	-----→	-----→	-----→
<b>A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>						
Arts Team Leader	SSCO online survey					
Learning mentor HT	Attendance/ Punctuality	Attendance/ Punctuality	Attendance/ Punctuality	Attendance/ Punctuality	Attendance/ Punctuality	Attendance/ Punctuality

<b>A3: How effective is the provision?</b>						
<b>A3.1 The quality of teaching</b>						
<b>A3.2 The use of assessment to support learning</b>						
<b>A5.2 The quality of provision in the Early Years Foundation Stage</b>						
Who	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SLT	Structured Drop ins focussing on Quality of learning, behaviour, relationships, routines, learning environment (inclusion), outside planning, multi cultural, use of shared planning  Book looks (EMS) + plans	Book looks(EMS) + plans	Book looks (EMS) + plans	Book looks (EMS) + plans	Book looks (EMS) + plans	Book looks (EMS) + plans

	3 children at random from each class each half term. Literacy, Numeracy Science, Marking and feedback  NQT observations	3 children at random from each class each half term Literacy, Numeracy Science, Marking and feedback  NQT observations	3 children at random from each class each half term Literacy, Numeracy Science, Marking and feedback  NQT observations	3 children at random from each class each half term Literacy, Numeracy Science, Marking and feedback  NQT observations	3 children at random from each class each half term Literacy, Numeracy Science, Marking and feedback  NQT observations	3 children at random from each class each half term Literacy, Numeracy Science, Marking and feedback  NQT observations
SLT + TEAM LEADERS Planning Work Sampling Assessment Quality of teaching and learning Observation) Pupil voice		Writing Use of Pie Corbett strategies Full observations	Use of Mental Maths to support numeracy teaching Full observations	MLE (ICT) Review and peer coaching	Writing As before Selective observations.	
TEAM LEADERS Observations	Cultural Curriculum	----->	----->  Science Peer Coaching	----->  ----->	----->	----->
TEAM LEADERS Worksampling/ Planning scutiny	Writing – planning follow up to PDM	Art sampling/displays  E and E: C4L, History and cross curricular writing	Guided Reading Folders	Art sampling/displays  E and E: C4L, ICT and RE		Art sampling/displays  E and E: C4L, ICT and Geography
ECM coordinator					Discuss issues with School Council reps and generate new SIP priorities.	Review of end of year records - children's comments
Ex and Et Team						Review of curriculum map
KS2 DH + G and T coordinator		Review all after school activities linked to G and T				
KS2 DH	Evaluate and review booster clubs					
Team Leaders		Review medium term plans and sow		Review medium term plan and sow		Review medium term plan and sow
Team Leaders + Governors		SIP priority review and evaluate		SIP priority review and evaluate		SIP priority review and evaluate
KS2 DH		Review assembly with ch		Review assembly with ch		Review assembly with ch

KS1 DH		Review assembly with ch		Review assembly with ch		Review assembly with ch
Teachers	Planning for learning review with ch	Planning for learning review with ch	Planning for learning review with ch	Planning for learning review with ch	Planning for learning review with ch	Planning for learning review with ch
Teachers	AFL: Plenary/ learning diaries Daily, weekly feedback and response	----->	----->	----->	----->	----->
<b>A3.4 The effectiveness of care, guidance and support</b>						
ECM team leader	SIP priorities shared with SC reps. What do we do well? What is stopping you from learning? How could we help?	Anti-Bullying Survey.	Learning Survey	Bullying Follow up	School Council reps contribute to new SIP priorities.	Review of end of year records children's comments  SIP priorities generated by children
KS1 DH	Analysis of Attendance at parents meetings (UA groups)		Analysis of Attendance at parents meetings (UA groups)			Analysis of Attendance at parents meetings (UA groups)
Teachers + reps	School council Class council Display board	----->	----->	----->	----->	SMT to attend meeting
Child and family worker	Ongoing discussions with children, parents, staff	----->	----->	----->	----->	----->
Child and family worker HT	attendance	attendance	attendance	attendance	attendance	attendance

<b>A4: How effective are leadership and management?</b>						
<b>A4.1 The effectiveness of leadership and management in embedding ambition and driving improvement</b>						
<b>A4.2 The leadership and management of teaching and learning</b>						
<b>A5.3 The effectiveness of leadership and management of the Early Years Foundation Stage</b>						
<b>A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination</b>						
<b>A4.9 The effectiveness with which the school deploys resources to achieve value for money</b>						
Who	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GB						SIP review
GB	HT and DH Performance management					

Team Leaders +GB		Review SIP action plan		Review SIP action plan		Review SIP action plan
SLT	Tg staff Performance Management Objectives Set			Tg staff mid year Performance reviews		Tg Staff Performance Management Reviews
SLT + Senior TAs			Support staff Performance management			
SAO/ HT/ GB		Finance		Finance		Finance
<b>A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>						
Governors	Governance Review					
<b>A4.4 The effectiveness of the school's engagement with parents and carers</b>						
HT	OFSTED questionnaire  Induction interviews – why Eliot Bank?	-----→	-----→	-----→	-----→	-----→
KS1 DH		Analysis of Attendance at parents meetings (ethnicity)		Analysis of Attendance at parents meetings (ethnicity)		Analysis of Attendance at parents meetings (ethnicity)
KS2 DH	Analysis of parents' comments on end of year records					
SLT	daily meetings with parents	daily meetings with parents	daily meetings with parents	daily meetings with parents	daily meetings with parents	daily meetings with parents
<b>A4.5 The effectiveness of partnerships in promoting learning and well-being</b>						
All staff	Written feedback requested From professionals	-----→	-----→	-----→	-----→	-----→
SENCO	Feedback from visiting professionals	-----→	-----→	-----→	-----→	-----→
HT + after school provider	Review of after school provision		Review of after school provision		Review of after school provision	
<b>A4.7 The effectiveness of safeguarding procedures</b>						
Governors			Review all procedures			
<b>A4.8 The effectiveness with which the school promotes community cohesion</b>						

ECM team		SIP review		SIP review		Sip review
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