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**Bath & Wells**

Living the story. Telling the story.

# Monitoring - How governance monitoring is different to HT monitoring. What it looks like and why do it.

Bath & Wells Governor Conference 2021

Friday 5th & Saturday 6th November

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# MONITORING - WHY IT'S IMPORTANT

- The knowledge and skills required for effectiveness in setting the strategic direction of the organisation, planning and prioritising, monitoring progress and managing change.
- Holding leaders to account is about establishing clear expectations, ensuring clear lines of responsibility, putting in place systems for monitoring appropriately, ensuring evaluation and taking action in response to that evaluation.
- The relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints.
- Interprets budget monitoring information and communicate this clearly to others



# 'Twenty outstanding primary schools: Excelling against the odds' (Ofsted, 2009)

## *Definition of monitoring and evaluation*

"The two terms 'monitoring' and 'evaluation' have a close relationship and are often used interchangeably. In the school management context, it may be appropriate to think of monitoring as a process which keeps track of performance, whether static – as in monitoring compliance with policies – or dynamic, such as monitoring progress towards established targets. Monitoring shows whether a system or process is functioning efficiently, as planned or designed. Evaluation is more to do with effectiveness and improvement, with judging the quality and impact of processes so as to learn from them or identify ways of improving them. Constant evaluation of teaching and learning was a feature of the work of the transformational leaders described."

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# MONITORING



- Performance monitoring involves tracking data about an intervention to see how performance compares to identified targets and goals.
- Rigorous evaluations measure the effectiveness of an intervention, answering questions about the impact of a specific intervention on relevant outcomes.
- Performance monitoring involves regularly collecting and analysing data to track progress against targets and goals.
- Performance monitoring can help identify whether key elements of a school's SIP are being implemented as planned and whether the intervention is meeting interim goals and milestones and suggests ways the intervention could be changed for continuous improvement.

# Differences between HT monitoring and Governor monitoring

Headteacher Monitoring	Governor Monitoring
Lesson observations	Be a part of a whole school self-evaluation strategy
Lesson Drop Ins	Focus on strategic role
Learning walks	Ensure familiarised with SDP/SIP
Scrutiny of assessment data	Decide with HT key areas of work to be monitored
Scrutiny of pupils' work and discussion with pupils	Agree with HT what evidence required to demonstrate progress/improvement
Structured discussions and interview with pupils, parents and governors	Observe lessons but not to offer or make any professional judgement/s
Questionnaires and surveys	Spend time in school ensuring visits are structured, productive and informative
Performance management	Link governor visits - emphasis on gathering information (monitoring)
CPD programme	Monitor school data, tracking and trends for improvement
Other data sources, e.g. attendance, exclusions	

# Strategic Development Plan - Case Study

What we will do this year	Why will we do it	We will know when we are successful when
<p>Ensure our curriculum develops high levels of literacy across all students, ensuring those students who need it are provided with additional support.</p>	<p>Over the past year, literacy levels nationally have been significantly impacted by school closures</p> <p>Research consistently indicates that literacy underpins achievement across all subject areas, and can be a powerful tool to overcome social disadvantage.</p> <p>Furthermore, research indicates the potential of broadening vocabulary to accelerate learning in all areas, and to address social disadvantage.</p>	<p>Lesson observations, learning walks and student voice show 'Responsive Reading' is embedded within our curriculum and valued by students and staff.</p> <p>Methods of explicitly teaching new vocabulary are embedded within teachers' daily practice.</p> <p>Reading ages for all students show accelerated improvement from their starting point at the beginning of the academic year.</p> <p>A robust screening process ensures that students with low literacy levels receive additional support and make accelerated progress.</p> <p>Overwhelming majority of students read for at least 3 and half hours per week or more (daily 30 minutes), outside of school.</p>

# Strategic Development Plan - Case Study

What we will do this year	Why will we do it	We will know when we are successful when
<p>Ensure consistency in promoting our high standards of behaviour, at all times.</p>	<p>To ensure consistently exemplary behaviour in our community, and therefore an excellent environment for learning.</p>	<p>Consistent application of Behaviour for Learning and Rewards Policy across all departments, year groups and classes.</p> <p>The above leads to consistently exemplary behaviour, reflected in stakeholder feedback (90%+, on relevant questions).</p>



**Questions**

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# Thank you

- You will receive an email at the end of the conference with a link to the following:
    - Feedback form – we would really like to hear what you think of our conference sessions
    - Power-point slides used in all sessions
    - Any resources referred to from all sessions
  - Further CPD opportunities
  - Please visit our website for more information  
<https://www.bathandwells.org.uk/schools/>
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