

Monitoring and evaluation

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Establish a sound monitoring and evaluation system for your community activities at the outset. This will help you keep on track and ensure its ongoing financial sustainability.

Having basic performance data will help the governing body to recognise which activities and programmes have worked well and which have not; and which community groups targeted at the outset have been attracted and which have not.

This data will enable the school to make informed decisions on its future programme development, help to support future funding applications to other agencies and provide evidence of achievement to existing funders, the school community and the wider community.

If the management of your project is contracted to a third party, ensure that there is a requirement in the transfer of control, PFI or other agreement to monitor and report against agreed key indicators. With external management, ensure the contractor maintains records and reports on failures in areas such as opening hours, cleaning, maintenance and overall user satisfaction levels. In some contract arrangements, failures to meet the required standards can lead to financial penalties.

The statutory purposes for school inspection already include a requirement to evaluate and report on schools' contributions to the Every Child Matters outcomes. This includes an evaluation of the extent to which enrichment activities and extended services contribute to children's and young people's enjoyment and achievement.

During Ofsted's new shortened inspections, it will not be possible for inspectors to visit all extended activities, but evidence about their quality and take-up will form part of inspectors' discussion with the school, and of their consultation with parents and some of the agencies which work with the school to provide the services. Ofsted will be asking the school leadership team:

- Why did the school decide to offer these particular extended opportunities?
- How are they impacting on standards and achievement?
- How well are the activities and services used?

Key principles

- Establish key performance indicators at the outset: these should relate to your aims and be simple to collect.
- Collect the data and review the findings regularly.
- Use the data to inform decisions on changes to your programme or other aspects of your business plan and to showcase your successes to Ofsted and others.

Sources of guidance

Best for...	Who/what...	How to find...
Introduction to the principles of measuring performance	Section 2.13 'Measuring Performance' on the 'Get Funding Making It Happen' section of Sport England website	http://www.sportengland.org/index/get_resources/resource_downloads/club_resources.htm
Sport England KPI's, definitions of terms, practical resources, guidance on monitoring and evaluation	Sport England M&E Toolkit	www.aelz.org (Active England Learning Zone website)
Focus on evaluation of arts education but also useful for anyone who organises, funds, delivers or takes part in participatory arts projects	'Partnerships for Learning: A guide to evaluating arts education projects', Arts Council England 2004	www.artscouncil.org.uk
Tips and hints on simple monitoring techniques for sports projects	renewal.net, on-line guide to what works in neighbourhood renewal. Documents on the site include how to guides, case studies and project summaries	www.renewal.net/toolkits/SportsToolkit
Advice on evaluating success in areas such as pupil inclusion and the development of confidence and competence in PE and sport	'High-quality PE and sport for young people: A guide to recognising and achieving high-quality PE and sport in schools and clubs', DfES March 2004	http://publications.teachernet.gov.uk
How to evaluate the effectiveness of extended school services in accordance with the Ofsted inspection framework	'Evaluation Know-How Leaflet'	http://www.teachernet.gov.uk/wholeschool/extendedschools