

Mugginton Church of England Primary School

Priority 1	Link to Ofsted areas: Leadership and Management / Quality of Teaching and Learning.		
Outcomes <i>How will we do it?</i> <i>What will it look like?</i>	By July 2017 To increase the proportion of the overall teaching, learning and assessment profile which is 'Outstanding' by : <ul style="list-style-type: none"> Introducing meaningful Assessment for Learning strategies into our daily planning, teaching and assessment cycles. In particular, by using frequent assessment to identify pupils at risk of falling behind, or of finding work too easy; by identifying key pupil groups on all planning; by introducing lessons with clear learning objectives and success criteria and by offering the children the opportunity to reflect upon their learning via plenaries and mini-plenaries. Further embedding the new programme of monitoring, evidence triangulation and evaluation carried out by the headteacher and jointly with teaching staff. Monitoring to focus closely on marking feedback and pupils' response to their teachers' comments. Further embedding the new programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by key Governors. Increasing the role of support staff by making clear their role in every part of the lesson and by introducing a 'teaching assistant feedback form' so the performance of pupils working with support staff is closely monitored. Giving pupils greater 'voice' in their learning by introducing termly 'pupil discussion' groups with staff and governors. Staff jointly drawing up and frequently reviewing and amending a list of 'agreed features' which outstanding planning and outstanding workbooks must contain. Making performance management more of a tool to drive forward school improvement by introducing a 'shared' objective which all work towards (AfL). Conducting joint lessons for either a colleague or for a visiting governor as a means to share best practice in using assessment for learning strategies. As a result of our joint lessons, staff to draw up a list of 'agreed features' which support outstanding teaching and learning over time. Staff jointly rewriting the marking and feedback policy in line with our increased focus on assessment for learning strategies. Pilot a 'December Progress Update' for junior parents: A 'mini-report', to share children's progress and offer advice on how to help their child continue to make progress. Introducing half-termly 'intervention strategies' to track the progress of and plan additional support for pupils identified as at risk of not making expected progress. 		
Background	<i>The Ofsted inspection of December 2013 concluded that our school is not yet outstanding because not enough teaching is outstanding. It was noted that children are sometimes set work which is too hard or too easy for them. Marking and feedback was described as 'inconsistent' and it was noted that teachers do not always make sure that pupils follow the advice they have been given.</i>		
Success Criteria <i>How will we know we have achieved it?</i>	<ul style="list-style-type: none"> The teaching profile will have increased to 100% good and 50% outstanding for 2016-17, in line with our agreed features of outstanding teaching and learning. Data, scrutiny of children's workbooks, conversations with pupils and feedback from support staff will show increased outstanding teaching and learning over time. Outcome at the end of each key stage and progress across all year groups will never be less than good. All teaching staff will be able to describe what an outstanding lesson should contain, in line with our joint professional development work (team-taught lessons, agreed features for planning, workbooks and for teaching). Support staff will be able to describe the system used to ensure their 'voice' is heard in the teaching, learning and assessment cycle. Quality assurance of monitoring by School Improvement Partner and work with partner schools will validate judgments made by staff. After visiting school, joining lessons and looking at work-books, governors will be able to describe the key features of outstanding teaching as identified by our staff. They will also be able to describe how the Headteacher monitors the quality of work in the children's workbooks. Informal monitoring will show actions raised are addressed and do not re occur. All staff will successfully achieve their performance management targets. 		
Action Strategy <i>What will we do?</i>	Lead Personnel	Who will monitor?	Resources
1. A half-termly monitoring timetable will be shared with staff. Monitoring will focus closely on factors relating to outstanding teaching and learning: planning, assessment data, children's workbooks and pupil voice. All teaching staff will contribute to the monitoring/school improvement cycle via a performance management focus and will report this to Governors.	JG CT EJ All Governors	JG	Agenda Item in Summer FGB meeting for staff to report on progress of EYFS and the disadvantaged pupils (as per Appraisal targets). Time to plan monitoring timetable and share findings with staff.

2. A new 'teaching assistant feedback system' developed by staff in both classrooms and used on a daily basis to inform the planning cycle.	All staff	JG	Time during January INSET day to plan and prepare recording system for each classroom.
3. Focused joint professional development activities. Review agreed features of outstanding planning and workbooks. Develop a new agreed features sheet for teaching, after team-taught lessons.	All teaching staff	JG, DW (CoG)	Time to review agreed features and prepare joint lessons. Professional development through coaching. £200 for training course on monitoring and self-evaluation.
4. Benchmark teaching and learning and the school self-evaluation by visiting at least three local schools and sharing findings at following staff meeting.	JG, CT, EJ	JG, DW	£400 for non-contact cover to release teachers.
5. Staff to have a record of monitoring feedback and actions taken can be evidenced.	JG, PS (SIP), DW	JG	Time for Headteacher and other teachers to conduct informal monitoring, feedback to staff and revisit.
6. Governors to be invited to join JPD team-taught lessons in both classrooms. Records of visits will support self-evaluation and contribute to governor visits/training log.	Teaching staff All Governors	JG, DW	Time for Governors to attend school to carry out monitoring activities. Time at each Governing Body Meeting to feedback monitoring reports.
7. Introduce 'intervention strategies' to track the progress of and plan additional interventions for pupils at risk of falling behind in both classes.	All teaching and support staff	JG	
8. Invite governors to join the Headteacher and conduct pupil discussions focussing on what helps the children to learn in Mathematics and English.	JG, DW, ST, CS, SW	JG, DW	Time for governors to visit school. Opportunities to take small groups of pupils outside class to talk about their learning.
9. Pilot a December progress update for junior pupils' parents. Feedback from parents to be collected.	All junior staff	JG	Time for junior teaching staff to write progress updates
10. All staff (teaching and non-teaching) to have appraisal review and objectives which will include a whole school target (AfL) and two further individual targets.	Joseph Green Don Walton (CoG)	JG Governing body	2 half day non-contact times for DHT to carry out Performance Management activities with Teaching Assistants.

Performance Milestones

Date	Action and Expected Stage	Monitoring and Evaluation <i>When and who?</i>	Governing Body Monitoring and challenge
By 21.10.16	<ul style="list-style-type: none"> Governor FGB minutes to show discussion of specific governor monitoring roles as well as more general drop-in opportunities. Mathematics Mastery session with Kirk Langley, Brailsford, Bradley and St. Oswalds. Performance Management objectives set for all staff and to include a whole school shared target focussing on quality of teaching. An overview provided for the chair of governors. Work-book scrutiny (Mathematics and English) conducted by Headteacher and individual feedback shared with both teachers. Feedback from monitoring shared with staff and the agreed features of planning and agreed features of workbooks to be reviewed. 	<p>Governor minutes</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>Performance management Records JG DW</p> <p>Agreed features sheet JG, CT, EJ</p>	<p>Autumn 1 Full Governing Body Meeting:</p> <p>JG provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Governor visits to school to be formalised – specific purpose to be made clear to all prior to visit.</p>

	<ul style="list-style-type: none"> Lesson observation (minimum 30 mins) of both staff to be conducted by JG. Focus on AfL during opening part of lesson: clear introduction of learning objectives and differentiated success criteria to provide challenge and motivation for all pupils. Written feedback for staff. 		
<p>By 20.12.16</p>	<ul style="list-style-type: none"> Monitoring activities feedback completed by Governors (CS) and records shared with Head Teacher and at Full Governing Body Meeting for discussion. Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term. Work-book scrutiny (English) completed during a joint staff meeting with Brailsford, Bradley and Kirk Langley CE. JG to conduct informal Learning Walks and a learning questionnaire with junior pupils. Findings shared with 'curriculum' governors and the Self-evaluation Summary will be updated. JG to model the work-book scrutiny process to 'curriculum' governors. Importance of triangulating judgments to be emphasised. December Progress Updates to be prepared for all junior parents. Governors to visit school for learning walk, focussing on classroom environment. 	<p>Governor record of visits - All Governors</p> <p>Work Scrutiny – All staff</p> <p>All staff</p> <p>Monitoring/school improvement file JG</p> <p>Governors: Curriculum committee minutes</p> <p>JG, EJ, HS</p> <p>JG, DW, ST, CS</p>	<p>Autumn 2 Full GB meeting:</p> <p>HT provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p> <p>Curriculum governors sub committee to discuss book-scrutiny procedure with JG.</p>
<p>By 10.02.17</p>	<ul style="list-style-type: none"> Monitoring activities completed by EYFS Governor (ST) and record of visit given to Head Teacher prior to Full Governing Body Meeting for discussion. Visit to a local outstanding school to share best practice in mathematics teaching EJ has attended training on monitoring and evaluation of disadvantaged pupils' progress. Teaching assistant feedback systems to be introduced and monitored by JG by the end of the term. Feedback from monitoring is given to staff. SES updated/amended as necessary. Governors to join JG for pupil discussions focussing on their Literacy and Mathematics learning. Staff meeting used to review and amend the marking and feedback policy. Intervention strategies to be completed 	<p>Governor records of visits</p> <p>Work Scrutiny –All staff</p> <p>Training evaluation and feedback at staff meeting EJ JG</p> <p>Monitoring File Governors</p> <p>JG, DW, ST</p>	<p>Spring 1 Full GB Meeting</p> <p>HT provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p>

<p>By 7.04.17</p>	<ul style="list-style-type: none"> • Monitoring activities/visits completed by Governors and records given to Head Teacher prior to Full Governing Body Meeting for discussion. • Potential 'Mock-sted' to be conducted by Headteacher of an outstanding school. Progress against target to be judged and next steps identified. • Visit to outstanding EYFS unit (phonics and independent learning focus) and a local school to share work-book and marking/feedback ideas. • Writing work scrutiny and moderation completed jointly with Brailsford, Kirk Langley and Bradley. • Staff will have completed at least one team-taught lesson observed by either Headteacher or governors. • Progress against Performance Management objectives to be reviewed in one-to-one meeting with JG. Overview/update provided for Governing Body. • Feedback from monitoring analysed by staff at a staff meeting and informs the SES. • Teachers have a clear view of their own strengths, progress against appraisal targets and can explain this to governors if asked. • Intervention strategies to be completed 	<p>Governor record of visits All Governors</p> <p>Work Scrutiny –All staff</p> <p>Training evaluations -teachers</p> <p>Performance Management records JG, CT, EJ</p> <p>JG, CT, EJ</p> <p>JG, CT, EJ, HS, CM, RM</p> <p>CT, EJ, JG, DW, ST</p>	<p>Spring 2 Full GB Meeting</p> <p>HT provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p>
<p>By 26.05.17</p>	<ul style="list-style-type: none"> • Governors' records of visit are providing a robust evidence-base for school self-evaluation. • School Improvement partner to observe key parts of lessons: introduction of LO and success criteria and mini-plenary/plenary. • Monitoring continues in line with half-termly monitoring timetable. This to provide a robust evidence base for school self-evaluation. Written and verbal feedback given to staff. • AfL 'basics' now embedded into daily teaching and learning cycle. Staff confident drawing up an 'agreed features' list which promotes outstanding teaching and learning over time. • Mathematics Work scrutiny completed during a joint staff meeting with The Curzon School. • Governors to join JG for pupil discussions focussing on their Literacy and Mathematics learning. • Intervention strategies to be completed 	<p>Governor record of visits All Governors</p> <p>Monitoring File PS</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>JG, DW, ST, CS, SW</p>	<p>Summer 1 Full GB Meeting</p> <p>HT provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p>

<p>By 21.07.17</p>	<ul style="list-style-type: none"> • Evidence for school self-evaluation shows during the year 2016-17 the teaching profile is 50% outstanding. • Governors and Headteacher to draw up a 'Vision' for our school – our key features of Outstanding teaching and learning to be written in to this. • Pupil discussion demonstrates that pupils are insightful and active in their learning. • Discussion with support staff leads to focussed evaluation of teaching assistant feedback system. • School Self-evaluation is insightful and accurate. • Teachers have a sound knowledge of their own development points and strengths and can describe what AfL strategies they now use in lessons and how these improve outcomes for pupils. • Both teachers to prepare a report for governors in line with their performance management targets (EYFS and disadvantaged/key pupil groups). 	<p>Summer Review with SIP</p> <p>SES analysis –Governors and headteacher</p> <p>HS, CM, RM</p> <p>CT, EJ, DW</p>	<p>Summer 2 Full Governing Body Meeting.</p> <p>HT provides a summary of SIP progress in HT Report for questioning. HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p>
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