

# Mugginton Church of England Primary School

<b>Priority 3</b>	Link to Ofsted areas: School Outcomes / Quality of Teaching and Learning / Early Years		
<b>Outcomes</b> <i>How will we do it?</i>  <i>What will it look like?</i>	<p><b>By July 2017</b></p> <p><b>To further optimise the EYFS curriculum and quality of teaching so a higher percentage of children achieve a good level of development at the end of the year:</b></p> <ul style="list-style-type: none"> <li>Improving the indoor and outdoor learning environment further to promote greater independent learning and engagement.</li> <li>Focussing closely on two learning domains: reading and writing. 62.5% of the 2015/2016 cohort achieved a good level of development in these two domains.</li> <li>Further embedding the new programme of monitoring, evidence triangulation and evaluation. Monitoring to focus closely on early letter formation/creative literacy experiences recorded in books, in the classroom and outside.</li> <li><b>Further embedding the new programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by key Governors.</b></li> <li>Increasing the role of support staff and using support staff to promote a freer 'flow' for the children between their classroom and outdoor area.</li> <li>Visiting at least two further EYFS units to share best practice.</li> <li><b>Conducting joint lessons for either a colleague or for a visiting governor as a means to share best practice in the EYFS.</b></li> <li>As a result of our joint lessons, staff to draw up a list of 'agreed features' which support outstanding teaching and learning over time.</li> <li>Further embed our online learning journal/assessment and tracking of EYFS pupils (Tapestry)</li> <li>Optimise our phonics teaching by visiting at least two other schools and exploring Focus Education teaching resources.</li> </ul>		
<b>Background</b>	<p><i>The Ofsted inspection of December 2013 concluded that our school is not yet outstanding because not enough teaching is outstanding. In addition, it was noted that children are sometimes set work which is too hard or too easy for them. Performance at the end of EYFS is much improved but not yet consistent. An audit in February 2016 identified outdoor learning and phonics teaching as two areas for development within the EYFS.</i></p>		
<b>Success Criteria</b> <i>How will we know we have achieved it?</i>	<ul style="list-style-type: none"> <li>100% of the EYFS cohort will achieve a Good Level of Development by the end of the year.</li> <li><b>External judgments of EYFS provision will confirm that it is consistently 'good' in all areas. Judgments of staff, governors, headteacher, School Improvement Partner and visiting headteacher conducting 'mock' inspection to be collated giving clear description of 'good' provision with identified priorities to push towards 'outstanding'.</b></li> <li>Robust and clear assessment and tracking data will identify quickly areas for development during the year and allow for successful transition to key stage one.</li> <li>Teaching and support staff will be able to describe their role in the EYFS and the strategies they use to promote independent, structured learning.</li> <li>Quality assurance of monitoring by School Improvement Partner and work with partner schools will validate judgements made by staff.</li> <li><b>Governors will be able to describe the key features of good and outstanding teaching within the EYFS. They will also be able to describe how the headteacher monitors the quality of work across the school.</b></li> <li>Infant staff will successfully achieve their performance management targets (linked explicitly to the EYFS).</li> </ul>		
<b>Action Strategy</b> <i>What will we do?</i>	<b>Lead Personnel</b>	<b>Who will monitor?</b>	<b>Resources</b>
1. Half-termly monitoring timetable will be shared with staff. Monitoring will focus closely on factors relating to outstanding teaching and learning and improved outcomes: planning, assessment data.	Joseph Green <b>All Governors</b>	JG	Agenda Item in Summer FGB meeting for staff to report on progress of EYFS and the disadvantaged pupils. Time to plan monitoring timetable and share findings with staff.
2. A new 'teaching assistant feedback system' will be 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. Introduce 'intervention strategies' to track the progress of and plan additional interventions for pupils at risk of falling behind in both classes. Use this format to scrutinise the progress of the 3 EYFS pupils mid-way through the year.	All teaching and support staff	JG	

4. Infant staff to visit at least three schools with good and better EYFS units (two to be EYFS-specific units). A focussed list of strengths to be drawn up and incorporated into the SIP and into our daily provision.	JG, CT, CM, RM		Cover (HLTA) for teaching staff.
5. Audit the current situation in the EYFS by buying in an LA EYFS specialist.	All teaching staff	JG DW (CoG)	As above for professional development through coaching. £200 for training course on monitoring and self-evaluation.
6. Staff to access appropriate training and resources: Phonics instruction; 'in the moment' planning; assessment and tracking. Resources: 'Focus Education' and 'ABCDoes'.	JG, CT, EJ	JG Don Walton	£400 for non-contact cover to release teachers.
7. Time will be set aside for a 'progress meeting' between the headteacher and teaching staff to review the assessment data and plan additional support for pupils at risk of not reaching a Good Level of Development or who may exceed expectations.	JG, CT	JG	Cover (HLTA) for teaching staff.
8. <b>EYFS Governor (ST) to visit school and discuss EYFS provision with staff. Records of visits will support self-evaluation and contribute to governor training.</b>	Teaching staff All Governors	Joseph Green Don Walton	Time for Governors to attend school to carry out monitoring activities. Time at each Governing Body Meeting to feedback monitoring reports.

#### Performance Milestones

Date	Expected Stage	Monitoring and Evaluation <i>When and who?</i>	Governing Body Monitoring and challenge
<b>By 21.10.16</b>	<ul style="list-style-type: none"> <li>• <b>Governor FGB minutes to show all Governors allocated a specific monitoring role as well as general drop-in opportunities.</b></li> <li>• <b>EYFS pupils' baseline to be completed, shared with staff and governors and used to inform future provision.</b></li> <li>• <b>Performance Management objectives set for all staff and to include a quantitative, data-driven target and a EYFS-specific target. An overview provided for the chair of governors.</b></li> <li>• Work-book scrutiny (and photographs from Tapestry/Learning Journals) conducted by headteacher and individual feedback shared with teachers.</li> <li>• Agreed features of planning and agreed features of workbooks to be reviewed.</li> <li>• Lesson observation (minimum 30 mins) of both staff to be conducted by JG. Focus on outdoor learning and opportunities for EYFS children to exercise independence in their learning within a structured, 'rich' environment. Written feedback for staff.</li> </ul>	<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</p>	<p><b>Autumn 1 Full Governing Body Meeting:</b></p> <p>JG provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p>

<p><b>By 20.12.16</b></p>	<ul style="list-style-type: none"> <li>• Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term. Progress of EYFS pupils to be considered on more informal basis before review at mid-point of the year.</li> <li>• Reading interventions, using 'Read, Write Inc' materials, to be fully established with records of progress.</li> <li>• Work-book scrutiny (English across the age range) completed during a joint staff meeting with Brailsford, Bradley and Kirk Langley CE.</li> <li>• JG has conducted informal Learning Walks and confirmed the consistency and quality of the outdoor learning provision for the EYFS.</li> <li>• <b>JG to model the work-book scrutiny process to key 'curriculum' governors, including the scrutiny of EYFS progress via learning journals. Importance of triangulating judgments emphasised.</b></li> </ul>	<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><b>Autumn 2 Full GB meeting:</b></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><b>By 10.02.17</b></p>	<ul style="list-style-type: none"> <li>• <b>Visit to school and discussion with infant staff to be completed by EYFS Governor (ST). A record of visit to be shared with the Head Teacher and infant staff prior to Full Governing Body Meeting for discussion.</b></li> <li>• Headteacher's report to FGB to include comprehensive update on the academic progress of children across the school, including the percentage of children on target to achieve a Good Level of Development at the end of the academic year.</li> <li>• Headteacher to train support staff in the use of three reading diagnostic assessments, including a phonics screening check equivalent, a word reading test and a comprehension test.</li> <li>• Visit to a local outstanding school to share best practice in mathematics teaching across the age ranges.</li> <li>• Teaching assistant feedback systems to be introduced in both classes and monitored by JG.</li> <li>• <b>Pupil progress discussions with KS1 pupils – governors to join.</b></li> <li>• Staff to have visited one other school and booked EYFS training as required.</li> <li>• Contact made with LA EYFS specialist and date for audit confirmed.</li> <li>• Support staff to complete a practice phonics screening check with year 1 pupils to identify areas for development in preparation for June. This to be used to inform current phonics provision in the EYFS.</li> <li>• Intervention strategies updated – focus on Early Learning Goals 9 (Reading), 10 (Writing) &amp; 11 (numbers).</li> </ul>	<p>Governor records of visits</p> <p>Work Scrutiny –All staff</p> <p>Training evaluation and feedback at staff meeting EJ</p> <p>Monitoring File Governors</p>	<p><b>Spring 1 Full GB Meeting: Assessment and progress data. SEND Training</b></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"> <li>Monitoring activities completed by Governors and records given to Head Teacher prior to Full Governing Body Meeting for discussion.</li> <li>Potential 'Mock-sted' to be conducted by headteacher of an outstanding school. Progress against target to be judged and next steps identified.</li> <li>Headteacher to meet with teachers for mid-year data meeting. Progress against 17 ELGs to be reviewed and provision altered as necessary.</li> <li>Writing work scrutiny across age ranges and EYFS moderation to be completed in a joint staff meeting with Brailsford, Kirk Langley and Bradley.</li> <li>Staff to have completed at least one team-taught lesson observed by either headteacher or governors.</li> <li>Following team-taught lessons, headteacher and staff to draw up an agreed list of features which contribute to outstanding teaching and learning.</li> <li>Progress against Performance Management objectives will have been reviewed and overview/update provided for Governing Body.</li> <li>Feedback from informal monitoring analysed by staff at a staff meeting and informs the SES.</li> <li>Intervention strategies to be updated.</li> </ul>	<p>Governor record of visits All Governors</p> <p>Work Scrutiny –All staff</p> <p>Training evaluations - teachers</p> <p>Performance Management records</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"> <li>Governors' records of visit are providing a robust evidence-base for school self-evaluation.</li> <li>School Improvement partner to observe phonics teaching in infant class and key parts of lesson in both classes: introduction of LO and success criteria and mini-plenary/plenary.</li> <li>Monitoring (informal and formal) continues to be carried out by JG in line with half-termly monitoring timetables. This to provide a robust evidence base for school self-evaluation. Written and verbal feedback given to staff.</li> <li>Support staff to run focussed additional activities focussing on ELGs 9, 10 and 11 as required.</li> <li>Mathematics Work scrutiny (including EYFS provision, including assessment and tracking) completed during a joint staff meeting with The Curzon School.</li> <li>Intervention strategies to be updated.</li> <li>Review of Tapestry online learning journal by Headteacher confirms that 100% of pupils are on target to achieve a Good Level of Development.</li> </ul>	<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>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"> <li>• Evidence for school self-evaluation shows the teaching profile is at least 50% outstanding and progress and attainment for all groups of pupils in all year groups is never less than good.</li> <li>• In line with PM target, infant teacher shares with staff written report and action plan to outline progress this year and further optimise EYFS provision over next twelve months. Copy also shared with governors.</li> <li>• Second formal visit of year by EYFS governor (ST) confirms that the outdoor learning environment has been further optimised to promote independence and motivation. Assessment and tracking is clear and easy for governors to access and understand.</li> <li>• Pupil discussion with three EYFS pupils demonstrates that pupils are insightful and active in their learning.</li> <li>• Discussion with support staff and analysis of intervention pupils' data leads to focussed evaluation of teaching assistant feedback system and of the efficacy of the intervention and booster provision.</li> <li>• School Self-evaluation is insightful and accurate.</li> <li>• Assessment data shows that 100% of pupils achieve a GLD.</li> </ul>	<p>Summer Review with SIP</p> <p>SES analysis –Governors and headteacher</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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