

Mugginton Church of England Primary School

Priority 2	Link to Ofsted areas: School Outcomes / Quality of Teaching and Learning.		
Outcomes <i>How will we do it?</i> <i>What will it look like?</i>	<p>By July 2017</p> <p>Ensure consistent outcomes which exceed national expectations at key stage 1 over time by: 1) increasing the proportion of children who achieve the required standard in the Year 1 Phonics Check. 2) Ensuring outcomes at end of Key Stage 1 are consistently above LA averages, particularly in reading:</p> <ul style="list-style-type: none"> • Introducing meaningful Assessment for Learning strategies into our daily planning, teaching and assessing 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. Monitoring to focus closely on marking feedback, pupils’ response to their teachers’ comments and progress over time. • Further embedding the new programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by Governors. • Increasing the role of support staff and using support staff to run ‘intervention sessions’ and booster work to prepare year 1 pupils for the phonics screening check and year 2 pupils for the end of key stage assessments. • Staff jointly drawing up and frequently reviewing and amending a list of ‘agreed features’ which outstanding planning and outstanding workbooks must contain. • Conducting joint lessons for colleagues or a visiting Governor to share best practice in using assessment for learning strategies to improve outcomes. • 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, to improve outcomes. • Introducing half-termly ‘intervention strategies’ which track the progress of and plan additional support for pupils identified as at risk of not making at least expected progress. Particular focus on progress in reading and arithmetic, the phonics check and key stage 1 assessments. 		
Background	<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 key stage 1 over time is improving and is roughly in line with the local authority averages. Last year, 63% of our EYFS cohort (the current Y1s) achieved a Good Level of Development. Most common Early Learning Goal areas for development were Reading and Mathematics.</i></p>		
Success Criteria <i>How will we know we have achieved it?</i>	<ul style="list-style-type: none"> • A minimum of 85% of year one pupils will pass the phonics screening check in June 2017. 100% of year 2 pupils will reach the expected standard in reading, writing and mathematics. • Data, scrutiny of children’s workbooks, conversations with pupils and feedback from support staff will evidence increased outstanding teaching and learning over time. • Scrutiny of children’s workbooks will demonstrate the high standards we expect of pupils in all year groups, in terms of quantity of written work and quality of feedback. • Termly monitoring of phonics provision and intervention strategies will demonstrate the efficacy of our teaching and evidence at least ‘Good’ progress over time. • 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 their role running intervention/booster groups and the systems used to report on pupils’ performance with the class teacher. • Monitoring by School Improvement Partner and work with partner schools will validate judgements made by staff. • 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 and will be able to explain the academic progress of pupils, in terms of progress and attainment. • Monitoring will show actions raised are addressed and do not re-occur. • All staff will achieve their performance management targets. 		
	Lead Personnel	Who will monitor?	Resources
1. Half-termly monitoring timetable shared with staff. Monitoring to focus closely on outstanding teaching and learning and improved outcomes: planning, assessment data, children’s workbooks and pupil voice.	JG All Governors	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 progress and plan interventions for pupils at risk of falling behind.	All staff	JG	Read, Write, Inc phonics intervention pack. Training for two teaching assistants to run interventions.
4. Support staff to run 'intervention' sessions and 'boosters' in line with the intervention planning. Particular focus will be given to Y1 phonics screening and key stage 1 assessments.	JG, CT, CM	JG, CT	Practice test packs – 'KS1 10-minute tests' to be bought.
5. Focussed joint professional development activities (including team-taught lessons). Review the agreed features of outstanding planning and workbooks. Develop a new agreed features sheet for teaching.	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 visit at least three local schools and share findings at staff meeting. Focus on workbooks & phonics provision.	JG, CT, EJ	JG, DW	£400 for non-contact cover to release teachers.
7. Time allocated 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 the expected standard.	JG, CT, EJ		
8. Governors invited to join JPD team-taught lessons in both classrooms. Records of visits will support self-evaluation by providing a clear evidence trail of governor visits/training.	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.

Performance Milestones

Date	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 governors specific monitoring role as well as general drop-in opportunities. Mathematics Mastery joint professional development with Kirk Langley, Brailsford, Bradley and St. Oswalds. Performance Management objectives set for all staff and to include a quantitative, data-driven target in both key stages. An overview provided for the chair of governors. Work-book scrutiny (Mathematics and English) conducted by headteacher and individual feedback shared with both teachers. Agreed features of planning and agreed features of workbooks to be reviewed. Lesson observation of staff to be conducted by JG. Focus on AfL: clear introduction of learning objectives and differentiated success criteria to provide challenge and motivation for all pupils. Written feedback for staff. Children who require additional support to meet the expected standard in years 1 and 2 to be identified and provision for following half-term prepared. 	<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>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>By 20.12.16</p>	<ul style="list-style-type: none"> • Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term. • Year one reading interventions, using 'Read, Write Inc' materials, to be fully established with records of progress. • Work-book scrutiny (English) completed during a joint staff meeting with Brailsford, Bradley and Kirk Langley CE. • JG has conducted informal Learning Walks and a learning questionnaire with the junior pupils. Findings shared with 'curriculum' governors sub-committee and the Self-evaluation Summary will be updated. • JG to model the work-book scrutiny process to key 'curriculum' governors. Importance of triangulating judgments emphasised. 	<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>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>By 10.02.17</p>	<ul style="list-style-type: none"> • 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. • Headteacher's report to FGB to include comprehensive update on the academic progress of children across the school: the percentage of children on target to meet the expected standard/pass the phonics screening check and key stage 1 and 2 tests. Intervention-planning to be explained, with particular reference to diminishing the difference in attainment between our disadvantaged pupil and her peers. • 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 (January inset). • Visit to a local outstanding school to share best practice in mathematics teaching. Scrutiny of Y1/2 books at local school and visit to an outstanding EYFS unit to focus on phonics. • Teaching assistant feedback systems to be introduced in both classes and monitored by JG. • Pupil progress discussions with KS1 pupils – governors to join. • Staff meeting used to review and amend the marking and feedback policy. • Support staff to complete practice phonics screening check with year 1 pupils to identify areas for development in preparation for June. • Intervention strategies to be updated – particular focus given to progress of disadvantaged pupil. 	<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>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 completed by Governors and records given to Head Teacher prior to Full Governing Body Meeting for discussion. Visit to outstanding EYFS unit (phonics and independent learning focus) and a local school to share work-book and marking/feedback ideas. Potential 'Mock-sted' to be conducted by headteacher of an outstanding school. Progress against target to be judged and next steps identified. Headteacher to meet with teachers for data meeting. Phonics screening check and key stage 1 assessments, along with work books to be scrutinised. Additional pupil-support, if required, to be planned. Writing scrutiny and moderation to be completed in joint meeting with Brailsford, Kirk Langley and Bradley. Staff to have completed at least one team-taught lesson observed by either headteacher or governors. Following team-taught lessons, headteacher and staff to draw up an agreed list of features which contribute to outstanding teaching and learning. Progress against Performance Management objectives to be reviewed in pupil-progress meeting. Overview/update provided for Governing Body. Feedback from monitoring analysed by staff at a staff meeting and informs the SES. Intervention strategies to be updated – particular focus given to progress of disadvantaged pupil. 	<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. 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 phonics teaching in infant class and key parts of lesson in both classes: introduction of LO and success criteria and mini-plenary/plenary. Monitoring 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. Pupil interviews (KS1 and KS2) with headteacher and governors. Support staff to run booster sessions in preparation for KS1 1 assessments and the phonics screening check. Literacy work scrutiny completed during a joint staff meeting with The Curzon School. Intervention strategies to be updated. 	<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. 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 the teaching profile is 100% good and 50% outstanding over time. Progress and attainment for all groups of pupils in all year groups is never less than good. • Pupil discussion demonstrates that pupils are insightful and active in their learning. • 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. • School Self-evaluation is insightful and accurate – quality-assured by SIP. • Assessment data shows that at least 85% of Y1 pupils have passed the phonics screening check. Any children who miss the bench mark to have additional support plan prepared immediately. • 100% of the Y2 cohort achieve at least the expected standard in reading, writing and mathematics. 	<p>Summer Review with SIP</p> <p>SES analysis –Governors and headteacher</p> <p>PS (SIP)</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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