

# Mugginton CofE Primary School- SIP – 2017-2018

<b>Priority 3</b>	<b>Link to Ofsted areas: Leadership and Management / Quality of Teaching and Learning / School Outcomes</b>
<p><b>Outcomes</b></p> <p><i>How will we do it?</i></p> <p><i>What will it look like?</i></p>	<p><b>By July 2018</b></p> <p><b>Ensure More-Able children achieve as well in Mathematics as they do in Reading and Writing by developing reasoning skills, further in-lesson challenge and by using Science, Technology, Engineering and Mathematics (STEM) resources and activities:</b></p> <ul style="list-style-type: none"> <li>◆ Introduce the new Mathematics teaching scheme: ‘Maths No Problem’ in the junior classroom.</li> <li>◆ Building up a bank of STEM and ‘problem solving and reasoning’ resources. Use STEM ambassador website, NCETM, NRich and 3<sup>rd</sup> Space Learning Mathematics resources.</li> <li>◆ In-lesson adjustment to present children with clear challenge in every lesson to be clear in book scrutiny.</li> <li>◆ Ensure opportunities for children to apply their reasoning skills are built in to Mathematics work from term one. Offer opportunity for More-Able Year Two pupils to work with juniors on some activities. Workbooks and workbook scrutiny to evidence this.</li> <li>◆ Building on last year’s success using meaningful Assessment for Learning strategies in 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.</li> <li>◆ Further embedding the new programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by key Governors.</li> <li>◆ Giving pupils greater ‘voice’ in their learning by introducing termly ‘pupil discussion’ groups with staff and Governors and the Faith Council.</li> <li>◆ Offering termly ‘STEM’ afternoons to supplement ‘Forest Fridays’. First activities to include ‘moving vehicles design and building’ and planning to run stalls at our Christmas Bazaar.</li> <li>◆ Performance management to contain a ‘shared’ objective – focussing on further challenge in Mathematics for the more-able.</li> <li>◆ 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.</li> <li>◆ As a result of our joint lessons, staff to amend our list of ‘agreed features which support outstanding teaching and learning over time’ document.</li> <li>◆ For the second year, write ‘December Progress Updates’ for parents: A ‘mini-report’, to share children’s progress and offer advice on how to help their child continue to make progress.</li> <li>◆ Half-termly ‘intervention strategies’ to track the progress of and plan additional support for pupils identified as at risk of not making expected progress and also plan opportunities for More-able.</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. 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></p>
<b>Success Criteria</b>  <i>How will we know we have achieved it?</i>	<ul style="list-style-type: none"> <li>◆ The teaching profile will have increased to 100% good and 50% outstanding for 2017-18, in line with our agreed features of outstanding teaching and learning.</li> <li>◆ Data, scrutiny of children's workbooks, conversations with pupils and feedback from support staff will show increased outstanding teaching and learning over time and frequent opportunity for the children to apply their reasoning/problem solving skills to their maths and science work.</li> <li>◆ Outcomes – progress – to be as strong in Mathematics as in other subjects.</li> <li>◆ 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).</li> <li>◆ At least termly STEM afternoons and weekly Forest Friday activities to promote mathematical thinking and reasoning. Efficacy to be measured via pupil interview, workbook scrutiny and assessment data.</li> <li>◆ Quality assurance of monitoring by School Improvement Partner and work with partner schools will validate judgments made by staff.</li> <li>◆ After visiting school, joining lessons and looking at work-books, <b>Governors will be able to describe the key features of outstanding teaching as identified by our staff.</b> They will also be able to describe how the Headteacher monitors the quality of work in the children's workbooks.</li> <li>◆ Informal monitoring will show actions raised are addressed and do not re occur.</li> <li>◆ All staff will successfully achieve their performance management targets.</li> <li>◆ In-lesson adjustment to be clearly marked in teachers' pen so children are given appropriate challenge in class.</li> <li>◆ Children's books will show evidence of reasoning/problem solving activities from the first term onwards – particularly in the junior class.</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. 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 <b>will report this to Governors.</b>	JG LP EJ DW <b>All Governors</b>	JG	
2. ‘Teaching assistant feedback system’ will be clear in both classrooms, staff will identify how best to share feedback on children’s progress.	All staff	JG	Time during January INSET day to plan and prepare recording system for each classroom.
3. Focussed joint professional development activities. Review agreed features of outstanding planning and workbooks.	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. Introduce the Mathematics scheme – ‘Maths No Problem’ into the juniors (to be purchased for infants next year, if successful).	JG, EJ, LP, DW	JG, DW	£400 for non-contact cover to release teachers.
5. In lesson adjustment to be clear in all books. Opportunities for reasoning/problem solving activities in all books.	JG, PS (SIP), DW	JG	Time for Headteacher and other teachers to conduct informal monitoring, feedback to staff and revisit.
6. <b>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.</b>	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. ‘intervention strategies’ to track the progress of and plan additional interventions for pupils at risk of falling behind and for the more able 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 how they find the new scheme.	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. STEM afternoons and weekly Forest Friday activities to promote reasoning and mathematical thinking.	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 20.10.17	<ul style="list-style-type: none"> <li>◆ Governor FGB minutes to show discussion of specific Governor monitoring roles as well as more general drop-in opportunities.</li> <li>◆ Maths No Problem lesson to be team-taught by JG and EJ. Next steps to be agreed – do we ‘supplement’ scheme with own materials because of mixed age class?</li> <li>◆ Work-book scrutiny (Mathematics and English) conducted by Headteacher and individual feedback shared with both teachers. Opportunities for reasoning/problem solving in juniors and additional challenge for infants to be looked at.</li> <li>◆ Feedback from monitoring shared with staff and the agreed features of planning and agreed features of workbooks and planning to be reviewed in week one.</li> <li>◆ 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, focussing on ‘challenge’.</li> </ul>	<p>Governor minutes</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>Agreed features sheet JG, EJ, DW, LP</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>Governor visits to school to be formalised – specific purpose to be made clear to all prior to visit.</p>

<p><b>By 15.12.17</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Monitoring activities feedback completed by Governors and records shared with Head Teacher and at Full Governing Body Meeting for discussion.</b></li> <li>◆ Performance Management objectives set for all staff and to include a whole school shared target focussing on quality of teaching. <b>An overview provided for the CoG.</b></li> <li>◆ First 'STEM afternoon' – moving vehicles to be conducted – building on EJ's science work.</li> <li>◆ Christmas Bazaar: children to plan stalls, 'invest' their money with aim of creating profit for school. Faith council to plan.</li> <li>◆ Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term.</li> <li>◆ Work-book scrutiny (English) completed during a joint staff meeting with Brailsford, Bradley and Kirk Langley CE.</li> <li>◆ <b>JG to conduct Learning Walks looking at challenge in mathematics. Findings shared with 'curriculum' Governors and the Self-evaluation Summary will be updated.</b></li> <li>◆ <b>Governors invited to join HT and CoG for pupil interviews – questions on new maths scheme.</b></li> <li>◆ <b>JG to model the work-book scrutiny process to 'curriculum' Governors again. Importance of triangulating judgments to be emphasised.</b></li> <li>◆ December Progress Updates to be prepared for all parents.</li> <li>◆ <b>Governors to visit school for learning walk, focussing on classroom environment.</b></li> </ul>	<p>Governor record of visits - All Governors</p> <p>Work Scrutiny – All staff All staff Monitoring/school improvement file JG Governors: Curriculum committee minutes</p> <p>JG, EJ, HS JG, DW, ST, CS</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 committee to discuss book-scrutiny procedure with JG.</p>
<p><b>By 16.02.18</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Monitoring activities completed by Governors and record of visit given to Head Teacher prior to Full Governing Body Meeting for discussion.</b></li> <li>◆ Aim to establish link with QEGS 'STEM Ambassador' to join our school and run a STEM afternoon.</li> <li>◆ Visit to a local outstanding school (Gill Gorman, Kniveton CE, to be approached) to share best practice in mathematics teaching</li> <li>◆ EJ has attended training on monitoring and evaluation of disadvantaged pupils' progress.</li> <li>◆ Feedback from monitoring is given to staff. SES updated/amended as necessary.</li> <li>◆ <b>Governors to join JG for second set of pupil discussions focussing on their Literacy and Mathematics learning.</b></li> <li>◆ Staff meeting used to review and amend the marking and feedback policy.</li> <li>◆ Intervention strategies to be completed</li> </ul>	<p>Governor records of visits</p> <p>Work Scrutiny –All staff</p> <p>Training evaluation and feedback at staff meeting EJ JG Monitoring File Governors JG, DW, ST</p>	<p><b>Spring 1 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 23.03.18</b></p>	<ul style="list-style-type: none"> <li>◆ Monitoring activities/visits completed by Governors and records given to Head Teacher prior to Full Governing Body Meeting for discussion.</li> <li>◆ Book scrutiny focussing on evidence of 'In-lesson adjustment' to be conducted by the Headteacher and SIP.</li> <li>◆ Staff will have completed at least one team-taught lesson observed by Headteacher and joined by Governors if available.</li> <li>◆ Progress against Performance Management objectives to be reviewed in one-to-one meeting with JG. Overview/update provided for Governing Body.</li> <li>◆ Tracking data demonstrates pupils' progress and attainment in Mathematics matches other subjects.</li> <li>◆ Feedback from monitoring analysed by staff at a staff meeting and informs the SES.</li> <li>◆ Teachers have a clear view of their own strengths, progress against appraisal targets and can explain this to Governors if asked.</li> <li>◆ Intervention strategies to be completed</li> </ul>	<p>Governor record of visits All Governors Work Scrutiny –All staff Training evaluations - teachers Performance Management records JG, EJ, DW, LP  JG, EJ, HS, CM, LP, DW  EJ, JG, DW, ST, LP</p>	<p>HT provides a summary of SIP progress in HT Report for questioning.  HT provides monitoring evidence for discussion. Lead Governors feedback to Full Governing Body.</p>
<p><b>By 25.05.18</b></p>	<ul style="list-style-type: none"> <li>◆ Governors' records of visit are providing a robust evidence-base for school self-evaluation.</li> <li>◆ 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.</li> <li>◆ Mathematics Work scrutiny completed during a joint staff meeting with Breadsall CE.</li> <li>◆ Governors to join JG for final pupil discussions focussing on their Literacy and Mathematics learning.</li> <li>◆ Intervention strategies to be completed</li> <li>◆ Children to apply their reasoning/problem solving skills to their end of key stage SATS assessments.</li> </ul>	<p>Governor record of visits All Governors Monitoring File PS  Work Scrutiny –All staff Monitoring File JG JG, DW, ST, CS, SW</p>	<p><b>Summer 1 Full GB Meeting</b> HT provides a summary of SIP progress in HT Report for questioning. HT provides monitoring evidence for discussion. Lead Governors feedback to Full Governing Body.</p>

<p><b>By</b> <b>20.07.18</b></p>	<ul style="list-style-type: none"> <li>◆ Evidence for school self-evaluation shows during the year 2017-18 the teaching profile is 50% outstanding.</li> <li>◆ <b>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.</b></li> <li>◆ Pupil discussion demonstrates that pupils are insightful and active in their learning and show very positive attitudes to Mathematics.</li> <li>◆ Discussion with support staff leads to focussed evaluation of teaching assistant feedback systems.</li> <li>◆ School Self-evaluation is insightful and accurate.</li> <li>◆ Teachers have a sound knowledge of their own development points and strengths and can describe what strategies they use in lesson to provide challenge and how these improve outcomes for pupils.</li> </ul>	<p>Summer Review with SIP SES analysis – Governors and Headteacher</p> <p>HS, CM,</p> <p>EJ, DW, JG, LP</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>
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