

Mugginton Church of England Primary School		By July 2021	
Priority 1	Link to Ofsted areas: Leadership and Management / Quality of Education / School Outcomes		
Outcomes <i>How will we do it?</i> <i>What will it look like?</i>	<p>To make sure the coronavirus lockdown affects our children's academic and mental health as little as possible by:</p> <p>a) Thorough baseline testing to identify gaps in learning and targeted, rapid responses to any deficit uncovered;</p> <p>b) Maintaining our Mugginton-ness - keeping safety measures as unobtrusive as possible whilst observing all necessary precautions stringently.</p> <ul style="list-style-type: none"> • Build on our successful summer reopening by maintaining the safety procedures we established to guarantee children lose as few school days as possible this academic year. Parents to receive 'Covid Update' document in September to reinforce aims of reopening and to reassure and manage their concerns. A half-termly attendance report to be shared with governors. • Use the thorough academic baseline measures taken in July 2020 to plan and implement focussed intervention and 'catch-up' work following the national lockdown. • Appoint a 'Catch-Up Lead Teacher' to become SENCO and run interventions for a minimum of three days per week. To be in post by the end of September 2020. • Improve pupil-adult ratios by extending the hours of two outstanding teachers (one Early Years Teacher) and appointing a new teacher to work for two mornings every week. • Half-termly assessment weeks in penultimate week of term before Pupil Progress Meetings in final week (staff meeting). Progress discussed and interventions put in place to accelerate progress for those who need it. • Review the existing curriculum policy, timetable and plan to make sure it is broad and balanced, equipping children with the learning experiences, cultural capital and resilience to succeed in the future. • Introduce Progression document pro-forma, identifying when Skills and Knowledge are taught, to all subjects, beginning with English, Mathematics, Science, P.E. and PSHCE. • Use 'Special Needs Tracker' to clarify SEND starting points and to set ambitious academic targets. • Maximise progress for More-Able, particularly in Mathematics, by employing a secondary school mathematics teacher to baseline and plan individualised curricula for 10% of our pupils, including one Disadvantaged pupil. • In-lesson adjustment across the curriculum but particularly in English and Mathematics (marked in green pen) to offer children ambitious, clear challenge in every lesson. • Maintain opportunities for children to accelerate progress and learn in more individualised fashion by using a three-group system for English and Mathematics. • Use 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. • Maintaining the new programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by key Governors. • Giving pupils greater 'voice' in their learning and their curriculum experience by introducing termly 'pupil discussion' groups with staff and governors and the Faith Council. Anxieties regarding covid-precautions/changes to be discussed to investigate the possibility of a less obtrusive alternative. • 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. • Performance management to contain a 'shared' objective – focussing on classroom teaching, work in books and academic outcomes. • As a result of our joint lessons, staff to amend our list of 'agreed features which support outstanding teaching and learning over time' and 'planning' documents. • Continue to communicate with and support parents to help their child academically: Parent Information Evenings, 'December Progress Update' and progress sheets for Parents' Evening (completed remotely in October). • 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 . 		
Background	<i>The new Education Inspection Framework (2019) places great emphasis (rightly) on the curriculum via the new Quality of Education descriptor. Can staff explain the rationale behind curriculum provision clearly?</i>		
Success Criteria <i>How will we know we have achieved it?</i>	<ul style="list-style-type: none"> • Attainment and progress across Key Stages will continue to be above national averages. • Attendance will remain above national averages • Triangulation of the children's workbooks, the Wider Curriculum Folder and pupil and staff voice will demonstrate the clear, ambitious and broad curriculum we continue to offer our children. • Learning walks will demonstrate the purposeful, supportive and resilient culture we have at Mugginton. • Data, scrutiny of children's workbooks, conversations with pupils and feedback from support staff will show 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. • Quality assurance of monitoring by School Improvement Partner and work with partner schools will validate judgments made by staff. SIP interviews with staff and governors will demonstrate the clear rationale behind decisions about curriculum progression in knowledge and skills and when over-learning is appropriate • All staff will successfully achieve their performance management targets. • In-lesson adjustment to be clearly marked in teachers' green pen so children are given appropriate challenge in class. • Children's books will show evidence of reasoning/extended challenge from the first term onwards – particularly in the Junior class. • Internal and external data will show the three-class system for Mathematics and English leads to Outstanding pupil progress over time. 		
Action Strategy <i>What will we do?</i>	Lead Personnel	Who will monitor?	Resources
1. Scrutinise July baseline data and plan focussed intervention to close academic gaps which have been identified.	JG, ED, DW, LC HS, CMc	JG	Time. Cover to free staff for non-contact time to prepare skills progression documents
2. Mrs Dennis to begin new role as our 'Catch-Up Lead' and SENCO. Timetable of interventions, linking with baseline data analysis, to be shared with all staff by end of week two.	ED	JG, DW, CS	
3. Use penultimate week of half-term as assessment week to review term's progress. Feedback to parents via remote parents evening and use information to plan intervention strategies.	JG, ED, DW, LC, AH, NF	JG, Govs	
4. Curriculum Knowledge and Skills document to be developed for every subject, beginning with English, Mathematics, Science, PE and RSE	JG, ED, DW, LC	JG, SIP	Time!

5. Consult with parents, staff and children on return to school. Do parents understand the procedures in place to respond to reports of poorly children. Send home 'Covid Update' document to parents to reassure and report on success of return to school	JG	JG, DW	Parent Voice
6. School Improvement Partner to work with staff & Governors – book scrutiny and learning walk.	Teaching staff All Governors	JG, DW	LA School Improvement Package
7. 'Intervention strategies' to track the progress of and plan additional interventions for pupils at risk of falling behind/the more able in both classes.	All staff	JG	
8. Governors to join JG and conduct pupil discussions focussing on curriculum, what helps the children to learn and what makes them happy in school. Records of Governor visits will support self-evaluation and contribute to governor visits/training log.	JG, DW, CS, LG	JG, DW, CS	
9. Focussed joint professional development activities. Review agreed features of outstanding teaching, planning and workbooks.	All teaching staff	JG, CS, DW	
10. Training for Staff and Governors on the new Special Needs Tracker and the Education Inspection Framework and its implications for our school. PM targets focussing on workbooks	JG	JG Governing body	FGB meeting

Performance Milestones

Date	Action and Expected Stage	Monitoring and Evaluation <i>When and who?</i>	Governing Body Monitoring and challenge
By 23.10.20	<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. Performance Management preparation. Inclusion of shared target focussing on accelerating pupil progress Develop questionnaire/form to collect parent and child voice regarding our return to school and the children's attitudes to school. Work-book scrutiny (Mathematics and English) conducted by Headteacher and individual feedback shared with three teachers. Opportunities for creativity, vocabulary usage and additional challenge to be evaluated. Feedback from monitoring shared with staff and the agreed features of planning and agreed features of workbooks and planning to be reviewed and updated. Mrs Dennis to begin her role formally, developing intervention timetable and teaching small group and individual lessons as a response to pupil need. Staff to review lists of 30 'must reads' for different age ranges/abilities ready for introduction of Bronze, Silver, Gold and Platinum Reading Awards after half-term. Staff meetings set aside for curriculum review and redesign/optimisation. Key questions: 'Is our curriculum broad and balanced?' Governor update on the new staffing arrangement, baseline/assessment systems and the Special Needs Tracker. Develop Knowledge and Skills Progression Pro-forma to be used across the curriculum. Ensure final draft of the 20 objectives we as a staff believe should be achieved by all pupils by the time they leave Mugginton is complete and shared with all staff.. Pupil Progress Meetings in Week Seven following Assessment Week. Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term. 	<p>Governor minutes</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>Agreed features sheet JG, ED, DW, LC, AH, NF</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>
By 18.12.20	<ul style="list-style-type: none"> Monitoring activities feedback completed by Governors and records shared with Head Teacher and at Full Governing Body Meeting for discussion. Collate parent and pupil views on our return to school systems/teaching to inform future planning and policy. Performance Management objectives set for all staff and to include a whole school shared target focussing on children's workbooks, identifying gaps and offering challenge to accelerate academic progress. Overview provided for the chair of governors. 	<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>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>

	<ul style="list-style-type: none"> Staff meeting to review intervention programme, adjust SEND register and plan future additional support Employ secondary school teacher to assess up to 10% of pupils and use results to plan individual challenge curricula. Full data profile compared with July baseline, October assessment and shared with governors. School Improvement Partner to visit school, scrutinise selection of workbooks and discuss progress with staff and governors. Staff to complete Skills and Knowledge Progression sheets for English, Mathematics, Science, PE and PSHCE. All to include 'Key Vocabulary' and extension for more able. Pupil Progress Meetings in Week Six following Assessment Week. 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 if possible. December Progress Updates to be prepared for all parents. 	<p>Governors: Curriculum committee minutes</p> <p>JG, EJ, HS</p> <p>JG, DW, CS</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 12.02.21</p>	<ul style="list-style-type: none"> Monitoring activities completed by governors and record of visit given to Head Teacher prior to Full Governing Body Meeting for discussion. JG/Govs to conduct Learning Walks looking at challenge across the curriculum, vocabulary, skills and knowledge teaching in line with curriculum documents. Findings shared with 'curriculum' governors. Self-evaluation Summary updated. GRIP applications, if successful, to be planned and additional support plan in place. Two staff meetings set aside for writing moderation. Wider Curriculum Portfolio 70% complete and includes sections on Cultural Capital and British Values. Staff have drawn up contents list of key documents for each subject and are agreed on common, simple method for tracking pupil progress in their subject. Skills and Knowledge Progression documents updated. Progress shared with Governors. Feedback from monitoring is given to staff. SES updated/amended as necessary. Review of progress against Performance Management Targets. Governors to join JG for second set of pupil discussions focussing on their Literacy (reading) and Mathematics progress/learning. Staff meeting used to review and amend Curriculum and Marking & Feedback Policy. Pupil Progress Meetings in Week Six following Assessment Week. Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term. 	<p>Governor records of visits</p> <p>Work Scrutiny –All staff</p> <p>Training evaluation and feedback at staff meeting ED JG</p> <p>Monitoring File Governors</p> <p>JG, DW, ED GRIP applications</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 1.04.21</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. Book scrutiny focussing on evidence of 'In-lesson adjustment' and vocabulary to be conducted by the Headteacher and SIP, in line with 'Agreed Features' document. 'Mock' phonics check conducted on all Reception, Year 1, Year 2 resits and children on the SEND register. Additional Intervention for those at risk of not making at least expected progress. Staff will have completed at least one team-taught lesson observed by Headteacher and joined by governors if available. Progress against Performance Management objectives to be reviewed in one-to-one meeting with JG. Overview/update provided for Governing Body. 	<p>Governor record of visits All Governors</p> <p>Work Scrutiny –All staff</p> <p>Training evaluations -teachers</p> <p>Performance Management records JG, ED, DW, LP</p> <p>JG, ED, DW</p> <p>JG, ED, HS, CM, AH, NF, DW</p> <p>ED, JG, DW AH, NF</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>

	<ul style="list-style-type: none"> • Learning walk and book scrutiny demonstrates the early impact of Knowledge and Skill Progression planning on vocabulary usage and understanding in Science, Geography and History. • Governors to be invited to join HT and CoG for pupil interviews – questions on curriculum breadth and quality. • Tracking data demonstrates pupils’ progress and attainment is Outstanding. • Teachers have a clear view of their own strengths, progress against appraisal targets and can explain this to governors when asked. They can talk through their Skills and Knowledge Progression and the rationale behind the decisions they have taken in their subject. • Intervention strategies to be completed following Assessment Week and Pupil Progress Discussion. • Easter holiday SATS Booster for Year Six. 		
<p>By 28.05.21</p>	<ul style="list-style-type: none"> • Governors’ records of visit are providing a robust evidence-base for school self-evaluation. • Children to sit assessments in KS1 & 2; the Multiplication Tables Check and the Phonics Check and perform above national expectations. In event of cancellation of assessments, 2019 papers to be used and marked in-house. • Two staff meetings set aside for writing moderation for final assessment. • Wider Curriculum Portfolio is complete. Each subject contains clear, consistent contents: rationale for decisions, three key actions, skills and knowledge progression, key national guidance and assessment system/tracking. • Monitoring continues in line with monitoring timetable. This provides a robust evidence base for school self-evaluation. Written and verbal feedback given to staff. • Foundation Subjects work scrutiny completed during a joint staff meeting with Breadsall CE. • Scrutiny of the Reading Awards and Parental Feedback to evaluate impact of initiative on Reading • Intervention strategies to be completed • Children to apply their vocabulary, reading, reasoning/problem solving skills to their end of key stage SATS assessments. 	<p>Governor record of visits All Governors</p> <p>Monitoring File</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>JG, DW, ED</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 22.07.21</p>	<ul style="list-style-type: none"> • Special Needs Tracker demonstrates that all pupil groups, including More-Able, are making better-than-expected progress. • Assessment outcomes demonstrate outstanding progress and attainment. • Evidence for school self-evaluation shows that the teaching profile is over 50% outstanding and never less than good. • Governors, SIP and Headteacher to review Wider Curriculum folder. Do we offer a broad and balanced curriculum with experiences which provide the cultural capital necessary to succeed in life? How do we know? • Pupil discussion demonstrates that pupils are insightful and active in their learning and show very positive attitudes to Reading and to the curriculum more generally. • School Self-evaluation is complete, insightful and accurate and in-line with new Education Inspection Framework. • 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. 	<p>Summer Review with SIP</p> <p>SES analysis – Governors and Headteacher</p> <p>HS, CM</p> <p>ED, DW, JG, AH, NF</p>	<p>Summer 2 Full Governing Body 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>