

Mugginton CofE Primary School – SIP – 2017/2018

Priority 1	<i>Link to Ofsted areas: School Outcomes / Quality of Teaching and Learning / Early Years</i>
<p>Outcomes</p> <p><i>How will we do it?</i></p> <p><i>What will it look like?</i></p>	<p>By July 2018</p> <p>To build on our success optimising the EYFS curriculum and quality of teaching so a minimum of 80% of children achieve a good level of development at the end of the year:</p> <ul style="list-style-type: none"> ◆ Improving the indoor and outdoor learning environment further to promote greater independent learning and engagement. ◆ Focussing closely on two learning domains: reading and writing. ◆ Introduce ‘intervention strategies’ into planning and teaching so the more-able are provided with challenge and those at risk of not achieving a GLD are supported to accelerate progress. ◆ Further embedding the new programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by key Governors. ◆ Increasing the role of support staff and using support staff to promote a freer ‘flow’ for the children between their classroom and outdoor area. ◆ Visiting at least three further EYFS units to share best practice and work closely with an EYFS county lead (Milly Shawcross) to promote outstanding practice. ◆ Conducting joint lessons for either a colleague or for a visiting governor as a means to share best practice in the EYFS. ◆ Amend our list of ‘agreed features’ which support outstanding teaching and learning over time in line with our successes this academic year. ◆ Further embed our online learning journal/assessment and tracking of EYFS pupils (Tapestry) ◆ Optimise our phonics teaching by purchasing ‘Read, Write, Inc’, and training two teachers to lead our phonics provision. This training to be shared with all staff.

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 the end of EYFS is consistently 'good' but not yet outstanding. Outcomes in Key Stage 1 and 2 are higher.</i></p>
Success Criteria <i>How will we know we have achieved it?</i>	<ul style="list-style-type: none"> ◆ At least 80% of the EYFS cohort will achieve a Good Level of Development by the end of the year. ◆ External judgments of EYFS provision from the Headteacher, School Improvement Partner and during a support visit from another Headteacher in Term 2 will confirm that the EYFS is consistently 'good' in all areas and often outstanding. ◆ Robust and clear assessment and tracking data and intervention planning will identify quickly areas for development during the year and allow for successful transition to key stage one. ◆ Teaching and support staff will be able to describe their role in the EYFS and the strategies they use to promote independent, structured learning. ◆ Quality assurance of 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 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. ◆ Parental and pupil-feedback over the year, as well as attendance data, will demonstrate that the children are happy and engaged learners who make excellent progress.

Action Strategy <i>What will we do?</i>	Lead Personnel	Who will monitor?	Resources
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 tracking systems.	Joseph Green All Governors	JG	Time to plan monitoring timetable and share findings with staff.
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 September INSET day to plan and agree recording system for each classroom.
3. Further develop '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	Staff meeting time to plan for intervention strategies.
4. Infant staff to visit at least three schools with good and better EYFS units (Longford, Breadsall and one other). A focussed list of strengths to be drawn up and incorporated into the SIP and into our daily provision.	JG, CM,		Cover (HLTA) for teaching staff.
5. Discuss with LA EYFS specialist how best to build further on the outstanding progress made in the EYFS and how to move it to consistently outstanding over time.	All teaching staff	JG DW (CoG)	Training courses as available. Time and funding for Milly Shawcross (EYFS LA lead) to visit school
6. Staff to access appropriate training and resources: Phonics instruction (Read Write Inc (LP & DW); 'in the moment' planning; assessment and tracking. Resources: 'Focus Education' and 'ABCDoes'.	JG, EJ	JG Don Walton	Non-contact cover to release teachers.
7. Continue to conduct 'progress meeting' between 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,	JG	Cover (HLTA) for teaching staff.
8. EYFS Governor (ST) to visit school and discuss EYFS provision with staff. Records of visits will support self-evaluation and contribute to governor training.	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
By 20.10.17	<ul style="list-style-type: none"> ◆ Governor FGB minutes to show all Governors allocated a specific role (monitoring opportunities to be offered to all) alongside general drop-in opportunities. ◆ EYFS pupils' baseline to be completed, shared with staff and Governors and used to inform future provision. ◆ Work-book scrutiny (and photographs from Tapestry/Learning Journals) conducted by Headteacher and individual feedback shared with teachers. ◆ Agreed features of planning and agreed features of workbooks to be reviewed. ◆ 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. 	<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 15.12.17</p>	<ul style="list-style-type: none"> ◆ 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. ◆ Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term. Progress of EYFS pupils to be closely monitored and planning to be amended to ensure accelerated progress for all. ◆ Two-day Read, Write, Inc training course for LP and DW. Following staff meeting to be used for training colleagues. Reading interventions, using 'Read, Write Inc' intervention materials (alongside full scheme), to be fully established with records of progress. ◆ Pupil progress discussions with 3 groups of pupils: new starters, more-able and mixed infant/junior. Potential 'Mock-sted' to be conducted by Headteacher of an outstanding school. Progress against target to be judged and next steps identified. ◆ Work-book scrutiny (English across the age range) completed during a joint staff meeting with Brailsford, Bradley and Kirk Langley CE. Date to be set. ◆ JG has conducted Learning Walks, one with School Improvement Partner and confirmed the consistency and quality of the outdoor learning provision for the EYFS. ◆ JG to again model the work-book scrutiny process to key 'curriculum' Governors, including the scrutiny of EYFS progress via learning journals. Importance of triangulating judgments to be emphasised. 	<p>Governor record of visits - All Governors Work Scrutiny – All staff</p> <p>LP and DW to train colleagues in R, W, I at staff meeting</p> <p>Monitoring/school improvement file JG All staff</p> <p>Governors: Curriculum committee minutes</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 in spring.</p>
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<p>By 16.02.18</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, including the percentage of children on target to achieve a Good Level of Development at the end of the academic year. How close are we to our 80% target? Can we achieve 90% ◆ 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. ◆ Meeting with both HLTA support staff to discuss feedback systems and check on progress. ◆ Pupil progress discussions with KS1 pupils – Governors to join. ◆ Staff to have visited one other school and booked EYFS training as required. ◆ Contact made with LA EYFS specialist and date for audit confirmed. ◆ Support staff to complete second 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. ◆ Intervention strategies updated – focus on Early Learning Goals 9 (Reading), 10 (Writing) & 11 (numbers). 	<p>Governor records of visits</p> <p>Work Scrutiny –All staff</p> <p>Training evaluation and feedback at staff meeting EJ</p> <p>Governors</p> <p>Monitoring File</p>	<p>Spring 1 Full GB Meeting:</p> <p>Assessment and progress data. SEND Training</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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<p>By 23.03.18</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. ◆ Headteacher to meet with teachers for mid-year data meeting. Progress against 17 ELGs to be reviewed and provision altered as necessary. ◆ Writing work scrutiny across age ranges and EYFS moderation to be completed in a joint staff 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 will have been reviewed and overview/update provided for Governing Body. ◆ Feedback from informal monitoring analysed by staff at a staff meeting and informs the SES. ◆ Intervention strategies to be updated 	<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>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 25.05.18</p>	<ul style="list-style-type: none"> ◆ Governors' records of visit are providing a robust evidence-base for school self-evaluation. ◆ If significant building project is completed, Governors and parents to be invited to an 'Open Day' to see our new provision areas for the EYFS. Children to introduce to parents. ◆ School Improvement partner to observe phonics teaching and EYFS learning in infant class. ◆ 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. ◆ Support staff to run focussed additional activities focussing on ELGs 9, 10 and 11 as required. ◆ Mathematics Work scrutiny (including EYFS provision, including assessment and tracking) completed during a joint staff meeting with The Curzon School. ◆ Intervention strategies to be updated. ◆ Review of Tapestry online learning journal by Headteacher confirms that 100% of pupils are on target to achieve a Good Level of Development. 	<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>

