

Mugginton Cof E Primary School – SIP – 2017-2018

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| Priority 2 | <i>Link to Ofsted areas: School Outcomes / Quality of Teaching and Learning.</i> |
| Outcomes <i>How will we do it?</i> <i>What will it look like?</i> | <p>By July 2018</p> <p>Ensure the teaching of early reading is optimised further so outcomes in the Year One Phonics Screening Check are above LA and national averages consistently.</p> <ul style="list-style-type: none"> ◆ Introduce the newly-purchased ‘Read, Write, Inc’ systematic, synthetic phonics scheme across the infant class. Two staff members (LP & DW) to attend the two-day training before training their colleagues in effective delivery of the system. Intervention with pupils at risk of falling behind to use the Read, Write, Inc Intervention materials ◆ Use frequent assessment to identify pupils at risk of falling behind, or of finding work too easy; identify 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. ◆ Monitoring to focus closely on marking feedback, pupils’ response to their teachers’ comments and progress over time. ◆ Maintain the programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by Governors. ◆ Increase the role of support staff (now both qualified HLTAs) and use 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 to amend and frequently review our 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. ◆ Joint lessons to inform the editing of our ‘agreed features which support outstanding teaching and learning over time’ working document. ◆ Half-termly ‘intervention strategies’ to 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. |

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| 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 (Year Two) was Outstanding last year, but Phonics progress was only 'Good'.</i></p> |
| Success Criteria <i>How will we know we have achieved it?</i> | <ul style="list-style-type: none"> ◆ 100% of Year One pupils (3 pupils) will pass the phonics screening check in June 2018, the two Year Two pupils re-taking the test will both pass. ◆ Data, scrutiny of children's workbooks, conversations with pupils, parents and feedback from support staff will evidence outstanding teaching and learning over time. ◆ Scrutiny of children's workbooks will demonstrate the exceptionally 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. ◆ 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. |

| Action Strategy <i>What will we do?</i> | Lead Personnel | Who will monitor? | Resources |
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| 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 | |
| 2. A new 'teaching assistant feedback system' will be developed by staff 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. 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 staff | JG | Read, Write, Inc phonics scheme. Training for two teachings (two-day course), update-training for Teaching Assistants to continue to run interventions. |
| 4. Support staff to run 'intervention' sessions and 'boosters' in line with the intervention planning. Particular focus to be given to Y1 phonics screening. | JG, CCM | JG | Mock Phonics Check papers and 'in-house' ones to be written up. Practice test packs – 'KS1 10-minute tests' to be bought. |
| 5. Focussed joint professional development activities (including team-taught lessons). Review of the agreed features of outstanding planning and workbooks. | 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 (Breadsall, Longford and one other) to see phonics teaching and share findings at staff meeting. | JG, EJ | JG, DW | £400 for non-contact cover to release teachers. |
| 7. Time allocated for 'progress meeting' between the Headteacher and teaching staff to review the assessment data and plan additional support for pupils at risk of not passing the Phonics Check. | JG, 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 | | | |
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| 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"> ◆ Governor FGB minutes to show Governors specific monitoring role as well as the offering of general drop-in opportunities. ◆ 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 and updated. ◆ 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 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> |

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| <p>By 15.12.17</p> | <ul style="list-style-type: none"> ◆ Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term. ◆ Two-day Read, Write, Inc training course for LP and DW. Following staff meeting to be used for training colleagues. One reading interventions, using 'Read, Write Inc' materials, to be fully established with records of progress. ◆ 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 (English) completed during a joint staff meeting with Brailsford, Bradley and Kirk Langley CE. ◆ JG to have conducted Learning Walks with the junior pupils. Findings shared with 'curriculum' Governors committee and the Self-evaluation Summary will be updated. Governors invited to join Headteacher and CoG to conduct pupil interviews in school. ◆ Potential 'Mock-sted' to be conducted by Headteacher of an outstanding school. Progress against target to be judged and next steps identified. ◆ JG to model the work-book scrutiny process again 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>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 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: the percentage of children on target to meet the expected standard/pass the phonics screening check (assessed using previous year's test) and key stage 1 and 2 tests. Intervention-planning to be shared again, with particular reference to diminishing the difference in attainment between disadvantaged pupils in Reception and Year One and their peers. ◆ Visit to a local school with Outstanding phonics outcomes (Breadsall CE) to share best practice in delivery of R, W, I and phonics teaching in general. ◆ TA feedback systems to be reviewed with both HLTAs and monitored by JG. ◆ Pupil progress discussions with KS1 pupils – Governors to join if available. ◆ Support staff to complete second practice phonics screening check with Year One (and 2 Year Two) pupils to identify areas for development in preparation for June. ◆ Intervention strategies to be updated. | <p>Governor records of visits</p> <p>Governors</p> <p>Work Scrutiny –All staff</p> <p>Training evaluation and feedback at staff meeting EJ</p> <p>Monitoring File</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> |

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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. ◆ Third mock phonics check to be conducted. Results to inform intervention planning. ◆ 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 (including phonics session) observed by Headteacher and/or Governors. ◆ 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 to inform 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>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. ◆ School Improvement Partner to join HT to observe phonics teaching in infant class and key parts of lesson in both classes. ◆ 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, phonics and reading to make up at least two of the questions. ◆ Support staff to run daily 'quick' booster sessions in preparation for phonics screening check. ◆ Literacy work scrutiny completed during a joint staff meeting with Breadsall CE. ◆ 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.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p> |

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| <p>By 20.07.18</p> | <ul style="list-style-type: none"> ◆ Evidence for school self-evaluation shows the teaching profile is 100% good and at least 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 100% of Year One pupils and both Year Two pupils have passed the phonics screening check. ◆ Teaching staff in infant class (LP, DW) to prepare report on new phonics scheme, impact, next steps to share with HT and Governors. | <p>Summer Review with SIP</p> <p>SES analysis – Governors and Headteacher</p> <p>PS (SIP)</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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