

Mugginton Church of England Primary School

Priority 1	Link to Ofsted areas: Leadership and Management / Quality of Teaching and Learning / School Outcomes		
Outcomes <i>How will we do it?</i> <i>What will it look like?</i>	<p>By July 2019 Maintain our excellent outcomes across school by increasing the proportions of pupils who make better-than-expected progress across year groups by:</p> <ul style="list-style-type: none"> • Introduce the new Mathematics teaching scheme: 'Maths No Problem' in the junior classroom. • Further develop the children's ability to Problem-Solve using STEM activities and 'problem solving and reasoning' resources. • In-lesson adjustment to present children with clear challenge in every lesson to be clear in book scrutiny and a focus in lesson observation. • Ensure opportunities for children to learn in more individualised fashion by moving to a three-group system for English and Mathematics. • 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. • Maintaining the new programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by key Governors. • Giving pupils greater 'voice' in their learning by introducing termly 'pupil discussion' groups with staff and governors and the Faith Council. • Performance management to contain a 'shared' objective – focussing on the more-able. • 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. • As a result of our joint lessons, staff to amend our list of 'agreed features which support outstanding teaching and learning over time' document. • Continue to communicate with and support parents to support their child academically in the form of Parent Information Evenings and the 'December Progress Update'. • 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	Our Ofsted target from November 2017: increase the proportions of pupils who make better-than-expected progress, particularly in mathematics, by holding teachers and teaching assistants rigorously to account for the achievement of all pupils in their class.		
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 be above national averages. • 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. • Outcomes – progress – to continue to be as strong in Mathematics as in other subjects. • All teaching staff, including our trainee, 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). • Quality assurance of monitoring by School Improvement Partner and work with partner schools will validate judgments made by staff. • After visiting school, joining lessons and looking at work-books, 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. • All staff will successfully achieve their performance management targets. • In-lesson adjustment to be clearly marked in teachers' 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. • Review of the new three-class system for Mathematic and English will demonstrate Outstanding pupil progress over time. 		
Action Strategy <i>What will we do?</i>	Lead Personnel	Who will monitor?	Resources
1. 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 will report this to Governors.	JG EJ DW All Governors	JG	
2. 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.
3. Further embed the use of 'Maths No Problem' resources into the Junior class.	JG, EJ, DW	JG, DW	£400 for non-contact cover to release teachers.
4. In lesson adjustment to be clear in all books. Opportunities for reasoning/extended challenge made clear in teachers' pen.	JG, PS (SIP), DW	JG	Time for Headteacher and other teachers to conduct informal monitoring, feedback to staff and revisit.
5. Governors to be invited to join JPD team-taught lessons. Records of visits will support self-evaluation and contribute to governor visits/training log.	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.
6. '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 staff	JG	
7. Governors to join JG 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, LG	JG, DW	Time for governors to visit school. Opportunities to take small groups of pupils outside class to talk about their learning.
8. DW mentor training and time to be made for planning and preparation with LC.	All junior staff	JG	Time for junior teaching staff to write progress updates
9. Phonics and greater focus on first 300HF words in Infant classroom (and middle teaching group) to increase fluency and decoding skills.	DW, LC, HS, CMc, JG	JG Governing body	

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"> • Governor FGB minutes to show discussion of specific governor monitoring roles as well as more general drop-in opportunities. • 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? • 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. • 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. • 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’. 	<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>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 15.12.17	<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. • Performance Management objectives set for all staff and to include a whole school shared target focussing on quality of teaching. An overview provided for the chair of governors. • First ‘STEM afternoon’ – moving vehicles to be conducted – building on EJ’s science work. • Christmas Bazaar: children to plan stalls, ‘invest’ their money with aim of creating profit for school. Faith council to plan. • 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. • JG to conduct Learning Walks looking at challenge in mathematics. Findings shared with ‘curriculum’ governors and the Self-evaluation Summary will be updated. • Governors to be invited to join HT and CoG for pupil interviews – questions on new maths scheme. • JG to model the work-book scrutiny process to ‘curriculum’ governors again. Importance of triangulating judgments to be 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>JG, EJ, HS</p> <p>JG, DW, ST, CS</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>Curriculum governors sub committee to discuss book-scrutiny procedure with JG.</p>

	<ul style="list-style-type: none"> December Progress Updates to be prepared for all parents. Governors to visit school for learning walk, focussing on classroom environment. 		
<p>By 16.02.18</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. Aim to establish link with QEGS 'STEM Ambassador' to join our school and run a STEM afternoon. Visit to a local outstanding school (Gill Gorman, Kniveton CE, to be approached) to share best practice in mathematics teaching EJ has attended training on monitoring and evaluation of disadvantaged pupils' progress. Feedback from monitoring is given to staff. SES updated/amended as necessary. Governors to join JG for second set of pupil discussions focussing on their Literacy and Mathematics learning. Staff meeting used to review and amend the marking and feedback policy. Intervention strategies to be completed 	<p>Governor records of visits</p> <p>Work Scrutiny –All staff</p> <p>Training evaluation and feedback at staff meeting EJ JG</p> <p>Monitoring File Governors</p> <p>JG, DW, ST</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 23.03.18</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' to be conducted by the Headteacher and SIP. 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. Tracking data demonstrates pupils' progress and attainment in Mathematics matches other subjects. Feedback from monitoring analysed by staff at a staff meeting and informs the SES. Teachers have a clear view of their own strengths, progress against appraisal targets and can explain this to governors if asked. Intervention strategies to be completed 	<p>Governor record of visits All Governors</p> <p>Work Scrutiny –All staff</p> <p>Training evaluations -teachers</p> <p>Performance Management records JG, EJ, DW, LP</p> <p>JG, EJ, DW, LP</p> <p>JG, EJ, HS, CM, RM, LP, DW</p> <p>EJ, JG, DW, ST, LP</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>

<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. • 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. • Mathematics Work scrutiny completed during a joint staff meeting with Breadsall CE. • Governors to join JG for final pupil discussions focussing on their Literacy and Mathematics learning. • Intervention strategies to be completed • Children to apply their reasoning/problem solving skills to their end of key stage SATS assessments. 	<p>Governor record of visits All Governors Monitoring File PS</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>JG, DW, ST, CS, SW</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 20.07.18</p>	<ul style="list-style-type: none"> • Evidence for school self-evaluation shows during the year 2017-18 the teaching profile is 50% outstanding. • 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. • Pupil discussion demonstrates that pupils are insightful and active in their learning and show very positive attitudes to Mathematics. • Discussion with support staff leads to focussed evaluation of teaching assistant feedback systems. • School Self-evaluation is insightful and accurate. • 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, RM</p> <p>EJ, DW, JG, LP</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>