

## St Mary's C of E Primary School, Chiddingfold

### Key Issue 1 : Improve the quality of teaching to consistently good or better

**Start Date: January 2013**

**Completion Date: December 2013**

Actions (persons responsible in brackets)	Monitoring and evaluation Arrangements	Success Criteria including interim milestones
<p>Improve the quality of teaching, by:</p> <ul style="list-style-type: none"> <li>• Teaching and learning review focusing on maths at KS2 and writing at KS1 (HTs / Surrey)</li> <li>• Training regarding good and outstanding teaching (HTs / Surrey)</li> <li>• Training, coaching and mentoring of teachers, linked to appraisals; (HTs)</li> <li>• Providing a coaching programme to develop the role of middle leaders; (Link school / Guildford Diocese)</li> <li>• Devise and implement a programme for monitoring teaching (HTs)</li> <li>• Using a range of evidence to evaluate the quality of teaching termly and giving clear feedback to teachers with next step targets. (HTs)repeats the above</li> <li>• Audit teaching in maths and devise/ implement an action plan (Maths Leader / Surrey)</li> <li>• Training re: teaching of writing (All / Surrey)</li> <li>• Training re: effective questioning for all groups of children (All / Surrey)</li> </ul>	<p><b>School Monitoring</b> Monitoring of teaching and learning by headteacher and subject leaders, based on the school monitoring schedule is maintained and strengthened. <b>Governors</b> monitor and challenge school leaders on the half-termly outcomes. <b>LA Monitoring</b> Surrey will monitor progress with the headteachers through half-termly monitoring visits <b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<p>The quality of teaching is improved and expectations are raised to enable all pupils to make good or better progress, so that:</p> <ul style="list-style-type: none"> <li>• <b>By end of March 2013</b>, at least 50% of teaching is good or better.</li> <li>• <b>By July 2013</b>, 80% of teaching is good or better.</li> <li>• <b>By December 2013</b>, 100% of teaching is at least good and there is an increased percentage of outstanding teaching compared with December 2012.</li> </ul>
<p>Use assessment more systematically as the basis for planning to meet pupils' needs by:</p> <ul style="list-style-type: none"> <li>• Delivery of training on               <ul style="list-style-type: none"> <li>- age-related expectations and expected rates of progress</li> <li>- strategies for day-to-day assessment</li> </ul> </li> <li>• Provision of support for teachers with lesson planning, ensuring that activities are well-matched to the learning needs of all pupils</li> <li>• Support for the use of assessment as part of a programme of tailored support to develop maths teaching in KS2 and the teaching of writing in KS1</li> <li>• Training in the use of assessment for planning in English and maths</li> <li>• High expectations and challenge for all pupils.</li> </ul>	<p><b>School Monitoring</b> Monitoring by headteacher and SLT includes:</p> <ul style="list-style-type: none"> <li>• weekly planning scrutiny</li> <li>• lesson observations and learning walks</li> <li>• scrutiny of work</li> </ul> <p>Monitoring by subject leaders includes:</p> <ul style="list-style-type: none"> <li>• half-termly review and evaluation of planning</li> <li>• termly moderation activities</li> </ul> <p>Half-termly pupil progress meetings to include review of on-going assessment Monitor and evaluate progress of all groups but especially less able. Discussions with pupils are carried out termly to gain their view of the challenge in their work. <b>LA Monitoring</b> SIA will monitor progress with the headteachers through half-termly monitoring visits</p>	<p><b>By March 2013</b> There is a baseline from an audit of pupils' view of challenge. <b>By July 2013</b>, teachers' planning is based on half termly assessments. Lesson observations and pupil questionnaire show that at least 70% of pupils find their learning has challenge. <b>By December 2013</b> Lesson observations, data analysis, work scrutiny and discussion with pupils show that:</p> <ul style="list-style-type: none"> <li>• teachers make consistent use of assessment information for planning and tracking</li> <li>• teachers can and do adjust teaching and tasks during the lesson when appropriate</li> <li>• half-termly pupil progress meetings have</li> </ul>

	<p><b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<p>been held and demonstrate increased progress</p> <ul style="list-style-type: none"> <li>The majority of pupils recognise and value the challenge in their learning.</li> </ul>
<p>Ensure pupils know what they are learning and what will make their learning successful by:</p> <ul style="list-style-type: none"> <li>training on the effective use of assessment for learning, focused on the use of success criteria (HTs / Surrey)</li> <li>developing a consistent approach to effective marking and feedback and providing opportunities for pupils to respond and improve their work (HTs)</li> </ul>	<p><b>School Monitoring</b> Monitoring by headteachers, SLT and subject leaders includes:</p> <ul style="list-style-type: none"> <li>book scrutiny and planning scrutiny</li> <li>lesson observations and learning walks</li> <li>discussion with pupils</li> </ul> <p><b>LA Monitoring</b> Surrey will monitor progress with the headteachers through half-termly monitoring visits</p> <p><b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<p>Teachers are clear about the learning and communicate this to pupils, so that:</p> <ul style="list-style-type: none"> <li><b>By March 2013</b> teachers have a secure understanding of the purposes and use of success criteria. They are developing their ability to define them so that they refer to learning outcomes.</li> <li><b>By July 2013</b> teachers' planning includes clear success criteria for learning outcomes and these are referred to throughout lessons, so that children can say what they are learning and how they will be successful. Marking and feedback are against the success criteria.</li> <li><b>By December 2013</b> teachers use success criteria effectively with a range of strategies to involve pupils in agreeing, wording or adjusting these. Pupils are able to use the success criteria themselves to evaluate their learning.</li> </ul>
<p>Improve the quality of teaching, by:</p> <ul style="list-style-type: none"> <li>training teachers on effective questioning for all abilities of pupils (HTs / Surrey)</li> </ul>	<p><b>School Monitoring</b> Monitoring by headteachers, SLT and subject leaders includes:</p> <ul style="list-style-type: none"> <li>lesson observations and learning walks</li> <li>half termly pupil progress meetings</li> </ul> <p><b>LA Monitoring</b> Surrey will monitor progress with the headteachers through half-termly monitoring visits</p> <p><b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<p>Teachers use of questioning has improved so that:</p> <ul style="list-style-type: none"> <li><b>By March 2013</b> teachers have a secure understanding of effective ways to question pupils of all abilities to enable them to use higher order thinking skills.</li> <li><b>By July 2013</b> teachers' questioning skills have improved so that pupils' learning, and that of lower ability pupils in particular, is supported by good questioning, so that they understand their tasks, have time to complete them and make good progress.</li> <li><b>By December 2013</b> teachers have also ensured that their teaching assistants question skilfully.</li> </ul>

## Key Issue 2: Accelerate pupils' progress in mathematics in Key Stage 2 and writing in Key Stage 1

**Start Date: January 2013**

**Completion Date: December 2013**

<b>Actions (persons responsible in brackets)</b>	<b>Monitoring and evaluation Arrangements</b>	<b>Success Criteria including interim milestones</b>
<p>Ensure appropriate pitch and challenge for all pupils by:</p> <ul style="list-style-type: none"> <li>• training on the effective use of assessment for planning; (HTs / Surrey)</li> <li>• Implementation of the school plan for development of a systematic approach to teaching writing using the Big Write/Big Talk approach.</li> <li>• use of assessment as part of tailored support to develop maths teaching in KS2</li> </ul>	<p><b>School Monitoring</b> Monitoring by headteachers and subject leaders includes:</p> <ul style="list-style-type: none"> <li>• Scrutiny of planning and books</li> <li>• lesson observations and learning walks</li> <li>• half termly pupil progress meetings</li> </ul> <p>Governors monitor and challenge school leaders on the termly outcomes.</p> <p><b>LA Monitoring</b> Surrey will monitor progress with the headteachers through half-termly monitoring visits</p> <p><b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<p>Use of assessment is improved so that pupils' learning is developed systematically and tasks provide the correct pitch and level of challenge:</p> <ul style="list-style-type: none"> <li>• <b>By March 2013</b> teachers' planning is based on half termly assessments and provides systematic sequences of learning, based on the Big Write approach.</li> <li>• <b>By July 2013</b>, monitoring shows that planned sequences of learning are adjusted as a result of daily assessments in/after lessons.</li> <li>• <b>By December 2013</b>, tasks based precisely on pupils' needs enable all pupils to make good progress.</li> </ul>
<p>Review and evaluate the curriculum, using a curriculum audit tool to inform planning for change (HTs / Surrey) Improve curriculum planning so that it enables pupils to apply learning in English and mathematics, by:</p> <ul style="list-style-type: none"> <li>• support for revision of the long term curriculum plan (Surrey / all teachers)</li> <li>• training teachers on planning that enables practise and application of English and mathematics learning in other subjects (HTs / Surrey)</li> </ul>	<p><b>School Monitoring</b> Monitoring by headteachers and subject leaders includes:</p> <ul style="list-style-type: none"> <li>• Scrutiny of planning and books</li> <li>• lesson observations and learning walks</li> <li>• half termly pupil progress meetings</li> </ul> <p><b>LA Monitoring</b> Surrey will monitor progress with the headteachers through half-termly monitoring visits</p> <p><b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<p><b>By March 2013</b>, curriculum audit identifies development priorities and an action plan with clear targets and timescales is completed.</p> <p><b>By June 2013</b> the long term curriculum map has been revised to ensure that the sequences of units in different subjects enable appropriate links to English and mathematics.</p> <p><b>By July 2013</b>, teachers include defined learning objectives for writing and or mathematics in medium and short term plans in planning for all subjects. There is evidence from pupils that they see increased relevance and purpose in their learning.</p> <p>Medium term plans are completed <b>by July 2013</b> Monitoring shows that the curriculum excites and engages pupils, through experiences that are locally relevant and purposeful. Links are made across the curriculum, including opportunities for high quality writing and for applying maths in other subjects. As a result achievement is accelerated in all subjects.</p>

**Key Issue 3: Improve the quality of leadership and management at all levels, including governance, so that leaders continue to drive improvement more effectively:**

**Start Date: January 2013**

**Completion Date: December 2013**

<p align="center"><b>Actions (persons responsible in brackets)</b></p>	<p align="center"><b>Monitoring and evaluation Arrangements</b></p>	<p align="center"><b>Success Criteria including interim milestones</b></p>
<p>Put in place a rigorous monitoring schedule to provide evidence of impact of actions on children's progress and learning, ensuring:</p> <ul style="list-style-type: none"> <li>roles and responsibilities for monitoring are clearly defined within the cycle and that outcomes are documented with clear evidence to support judgements <i>(HTs / Partner school)</i></li> </ul> <p>Create a regular programme of observation of teaching and learning by headteachers, including scrutiny of planning, formal classroom observations and drop-ins, work scrutiny, learning walks, pupil discussions and pupil progress data <i>(HTs)</i></p> <p>Following lesson observations identify areas for development, ensuring that feedback is given to staff to enable improvements in teaching and learning <i>(HTs)</i></p> <p>Set up support plans, for teachers where teaching is less than good, with time-scaled targets focusing on the quality of teaching and learning and progress for all groups of pupils. <i>(HTs)</i></p> <p>All teachers complete a personal Continued Professional Development (CPD) plan focused on improving teaching and learning <i>(HTs)</i></p> <p>Support teaching and learning development through the creation of a clear CPD programme, including:</p> <ul style="list-style-type: none"> <li>observing good practice already in school, observing good practice in the Partner school, and other schools where appropriate</li> <li>Learning and Teaching Adviser and Partner School support for planning and teaching</li> </ul>	<p><b>School monitoring</b> Headteachers review and evaluate impact of actions on children's progress and learning Lesson observations by middle leaders will be evaluated by headteachers / partner school Headteachers will monitor and give feedback on all aspects of teaching and learning in line with monitoring schedule Headteachers will monitor the impact of training and other professional development on improving practice. Teachers will be expected to provide evidence through their personal CPD records.</p> <p><b>LA Monitoring</b> Surrey will monitor progress through half-termly meetings</p> <p><b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p> <p><b>School monitoring</b> Headteachers and governors monitor and evaluate the effectiveness of leadership on improving the quality of teaching and learning and on pupil progress Performance management process used to monitor development and effectiveness of leadership capacity</p> <p><b>LA Monitoring</b> SIA will monitor progress through half-termly meetings</p> <p><b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<p><b>By March 2013</b>, outcomes of monitoring and evaluation are included in HTs report to GB.</p> <p>A termly summary will give a working grade for teaching for each teacher based on a range of evidence from monitoring and will provide evidence of the percentage of good or better teaching</p> <p><b>By July 2013</b> all teaching to be at least good</p> <p><b>By December 2013</b> an increased percentage of outstanding teaching</p>
<p>Develop the leadership capacity and effectiveness of middle leaders by</p> <ul style="list-style-type: none"> <li>Implementing a middle leadership development programme to</li> </ul>	<p><b>School monitoring</b> Headteachers review and evaluate impact of actions on</p>	<p><b>By June 2013</b>, middle leaders are reviewing and analysing pupil</p>

<p>strengthen leadership skills of subject leaders, initially for English and maths (HTs and Partner school / Surrey)</p>	<p>children's progress and learning Lesson observations by middle leaders will be evaluated by headteachers / partner school Headteachers will monitor and give feedback on all aspects of teaching and learning in line with monitoring schedule Headteachers will monitor the impact of training and other professional development on improving practice. Teachers will be expected to provide evidence through their personal CPD records. <b>LA Monitoring</b> Surrey will monitor progress through half-termly meetings</p>	<p>performance data, are confident in evaluating a range of evidence for learning, including observations, and provide feedback to teachers, and use the information from these activities to plan for improvement in their subjects to promote accelerated progress. <b>(Link to success criteria for key issue 3a)</b></p>
<p>Develop the capacity of governors to challenge and hold the school to account more robustly by:</p> <ul style="list-style-type: none"> <li>establishing a small monitoring group consisting of the current Chair and two Additional Skills governors, plus one other. This will be the core group that takes decisions and holds the heads to account.</li> <li>Providing training to ensure that all members of the GB understand and fulfil their roles effectively.</li> </ul>	<p><b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<p><b>By March 2013</b>, the GB monitoring group evaluates the outcomes of HTs monitoring and evaluation and demonstrates that the group provides challenge and holds school leaders to account. <b>By July 2013</b>, all members of the GB are involved in providing challenge and holding school leaders to account. <b>By December 2013</b>, the whole GB is fully effective and there is no longer a need for support.</p>
<p>Provide a programme of support to ensure that headteachers, SENCo, and teachers use the additional funding through the pupil premium to provide high quality, precisely targeted interventions so that pupils entitled to this resource close the gaps with others</p> <ul style="list-style-type: none"> <li>An audit of provision and identification of training needs, with support for writing and implementing an action plan (SENCo / Surrey)</li> </ul>	<p><b>School monitoring</b> Headteachers review and evaluate impact of actions on children's progress and learning. SENCo evaluates assessments and the data from pupil progress meetings to ensure that interventions are effective in ensuring accelerated progress. <b>LA Monitoring</b> SIA will monitor progress through half-termly meetings <b>LA Evaluation</b> Evaluation will be by the Lead Officer through half-termly progress meetings and documented in minutes.</p>	<ul style="list-style-type: none"> <li>Pupils eligible for FSM make accelerated progress</li> <li>Pupils with SEND make at least expected progress.</li> <li>There is a reduced tail of underachievement.</li> </ul>