

NLE Support Plan: Howard Park Primary School



Outstanding Teaching Schools

NLE	Michelle Lee- Heaton Avenue Primary School	Date	November 2015
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Objective	Agreed Action	Success Criteria	Review / Evaluate Impact upon Teaching & Learning
<p>Further develop the skills of leaders by ensuring that:</p> <p>there is a greater rigour for leaders and governors in checking that learning is good for all pupils in all subjects</p> <p>subject leaders play a leading role in driving improvements in teaching and learning and raising pupils' achievement</p> <p>ensuring that governors gain the skills they need to challenge and support the school in its bid to improve.</p>	<ul style="list-style-type: none"> Staffing structure- roles/ responsibilities Expectations of team leaders -MLT to meet counterparts at Heaton Avenue – to provide mentors Monitoring plan to be developed and shared with staff Peer review Governor Presentation Review of internal assessments HT&DHT and CoG & Vice to undertake book scrutiny at HA 	<ul style="list-style-type: none"> Review and create leaders of learning (Phase) Team leaders meet , action plans created and HA to provide challenge Skeletal plan identified and shared with staff and governors Howard Park to have review – Summer Term New team leaders to present at the beginning of GB meeting information about their KS- staffing, routines, expectations, communication, planning, learning and assessment SLT to review all outcomes , cohort, group and individual- moderate with book scrutiny CoG & Vice understand the purpose of feedback and how to monitor whether policy they set are being followed and have impactor need reviewing 	<ul style="list-style-type: none"> There is greater rigour in leader's and governors checking that learning is at least good for all pupils in all subjects. Leaders and Governors are strict in following an annual timetable (although there is opportunity to divert) which covers the needs identified by OFSTED in 2015, HMI in 2016 and Raise Online year by year. Governors are well briefed prior to scrutiny of senior leader's findings. They interview pupils and staff and look in books and folders. They produce purposeful reports following this and feedback to the GB. Leaders, very regularly, check the quality of learning via the staff Green Files. The scrutiny includes books, folders, planning, pupils voice, staff voice, lesson obs, drop ins, walks, wall walks and very regular pupils progress meetings. Governors have gained far greater skills to enable them to challenge and support in the school's bid for improvement. They are very well informed through regular training and at their GB meetings. Training is regular and governors are always told the truth. They are pushed to challenge and ask questions. Governors regularly monitor the school through meetings, class visits, staff visits, pupil interview etc. Governors feel that they have a much greater knowledge of the schools input and output. Subject leaders have begun to play a greater role in leading school improvements. Ideas are promoted, training is valued and staff feel safe to make challenging decisions. Leaders have been particularly productive in spelling, maths strategies, G&T, challenge and are beginning to be more proactive in other areas including science.
<p>Improve the quality of teaching in Key Stages 1 and 2, so that more teaching is good or better, by</p> <p>strengthening the quality of feedback given to pupils so that they know how well they are learning and understand more clearly how to improve their work</p> <p>using questioning in lessons to help deepen and accelerate learning as well as to check pupils' understanding</p>	<ul style="list-style-type: none"> Train key staff on CQ Essentials- SLT attend CQ training Initial book scrutiny, learning walks and observations to focus on pupil progress Staff to monitor/moderate children's work with equivalent staff at HA Staff to meet across the schools to undertake book scrutiny- impact of marking on progress 	<ul style="list-style-type: none"> SLT/ MLT to attend training from CQ and support from HA SLT, MLT and NLE to triangulate information to enhance pupil progress Staff to look at the clarity of objectives, impact of marking and feedback to raise attainment, the use of resources, and the productivity of pupils Staff to use peer review strategies to challenge, support and improve each other's progress 	<ul style="list-style-type: none"> The school has developed its further refined 'Marking Policy' which is key to all marking in school. The system is simple and well-liked by staff and pupils. Pupils very clearly know how well they are learning and they understand, through useful feedback and prompts, how to improve. Pupils tell us that they like it when they have green pen work to complete and they feel that their teacher is interested in their work. Some work has been held in developing questioning skills and will continue in Summer 2017.
<p>Speed up pupils' progress, especially in writing, by:</p> <p>setting challenging work for all pupils and especially the most able</p> <p>expecting pupils to write at length more frequently to further develop</p>	<ul style="list-style-type: none"> Staff R,Y1&2, 5&6 in first instance to visit Heaton Avenue to observe outstanding teachers- Focusing on pace, quality of resources, clarity of objectives, marking and feedback and the pupils outcomes Develop use of working walls, talk for writing strategies and SPaG strategies 	<ul style="list-style-type: none"> Programme of staff to observe and work alongside outstanding teachers- support provided by team leaders including discussions for visiting staff to identify what they can take back to improve their practice, email support and return visits (individual action plans) 	<ul style="list-style-type: none"> This is worked on alongside colleagues at Heaton Avenue Primary School and Shelley First School. The action plan pertaining to Writing should be used in evaluation of this work.

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<p>their skills in spelling, punctuation and grammar</p> <p>placing more importance on high standards of presentation of pupils' work.</p>		<ul style="list-style-type: none"> Staff to feel they have a wide set of 'tools' in their basket. Children to be using all available strategies at an 'Advancing' stage 	
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Meeting / Communication Information:

Date:	Lesson Observation / Meeting / Communication Staff:	Staff Initials:	Notes:
5 th November	Meet HT	ML	Discuss areas to develop
8 th Jan	Meet HT	ML	Agree plan and support with Exclusion process
23 rd Feb/ 1 st March	Y2 and Y6 moderation of writing	DG, JR, SD, LP	Create National standards and Working Above
24 th March	CQ training at HA	ML- (CQ)	
19 th /26 th April	Y2 & Y6 moderation of Mathematics	DG, JR, SD, LP	Create National standards and Working Above
	CoG & Vice to HA		
	MLT meet		
	Writing strategies		
	Develop Essentials		
	Learning walk		
	Programme GB		