

**Confidential**

## Millfield Primary School

The Local Authority plan to support the continued  
improvement of the school

Start date – March 2011

Completion date – March 2013

Clare Stimpson Sue Wilson  Approved by: Head of Service .....Sue Wilson..... Date ...13/04/11.....	Inspector Head of Standards & Effectiveness (3-11)	Version	Date	Created by
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## Contextual statement

Millfield Primary is an average sized primary school serving part of the large village of Littleport which is close to the fenland city of Ely. There are approximately 236 pupils at the school organised into nine classes. The majority of pupils are from a White British heritage and there are equal proportions of boys and girls. Few pupils are from minority ethnic backgrounds and the proportion of pupils known to be eligible for free school meals has increased over the last three years and is now similar to national averages. The proportion of pupils with special educational needs and/or disabilities has increased over the last three years and is now similar to national averages, with a very small proportion of pupils who have a statement of special educational needs. Children come from a range of backgrounds and overall their social and economic circumstances are average. Pupils' ability on entry is in line with those expected for their age although areas of Communication, Language and Literacy and Calculating are weaker.

It has been recognised by the Local Authority that the school required additional support and since September 2005 the school's category has fluctuated between Amber and Dark Amber. The pattern of attainment at Key Stage 2 (KS2) over a three year period has been for outcomes to be significantly below the national average. English and maths average point scores have been below the national average for the past three years and significantly so for maths for two of those years. Average point scores in English in 2010 were significantly below national averages. Key Stage 1 (KS1) scores, relative and contextual attainment, were significantly below the national average in 2009. The KS2 progress indicators are below for English and maths over the past three years and significantly so for the last two years.

The school is now in the second year of the Improving Schools Programme (ISP) and this has resulted in a significant level of support and guidance being provided by Cambridgeshire's Advisory Service and the Standards and Effectiveness team.

In June 2010 and following concerns over the school's predicted outcomes for KS2 in 2010 which were significantly lower than originally targeted and close to floor targets, the LA undertook a review focused on Leadership and Management. Following confirmation of outcomes for 2010, the school was moved to a Red category indicating the highest level of priority.

The most recent Ofsted inspection in February 2011 judged that the school required special measures

## Priorities

- Priority 1: Raise attainment, particularly for the most able pupils in English and mathematics across Years 1 to 6
- Priority 2: Improve the quality of teaching
- Priority 3: Strengthen monitoring of teaching and learning
- Priority 4: Improve attendance

## Monitoring of progress

Progress against this plan will be reviewed termly by the Headteacher and the Inspector. Reports of progress will be sent to the Head of Standards and Effectiveness (3 – 11) at termly intervals. Formal evaluations of the impact of the plan will take place at the end of every term.

## Local Authority Support

To support the plan the Local Authority will increase involvement as specified.

<b>LA Inspector (LAI)</b> Clare Stimpson	<b>LA Consultant Inspector (LACI)</b> Penny Hollowell		<b>ISP Consultant</b> Julie Godfrey	<b>National Leader of Education (NLE)</b> Jan Cobley
<b>Governor Services</b> Carol Peel	<b>Cambridgeshire Advisory Service (CAS) Senior Adviser</b> Nigel Battey	<i><b>Millfield Primary</b></i>	<b>Maths Consultant</b> Julie Godfrey	<b>Literacy Consultant</b> Anna Gordon
<b>CAS FS Adviser</b> Jane Gedny	<b>PSHE Service</b> Annabel Talbot	<b>ICT Strand Manager</b> Maggie Dutton	<b>Attendance Manager</b> Sue Stubbings	<b>Locality Manager</b> Tanya Edgell

**Priority 1: Raise attainment, particularly for the most able pupils in English and mathematics across Y1 to 6**

**Target: Attainment is improved for children in Y1 to Y6 in English and mathematics by:**

- Providing opportunities for extended writing especially in KS1
- Using demonstrations to show pupils how to organise their text into paragraphs that use a range of sentence structure and punctuation marks
- Giving pupils opportunities to apply their mathematical skills by doing more problem solving and investigative work

**Success Criteria:**

- Meet targets for 2011 in English and mathematics at end of KS2

Cohort: 30	%	Pupil numbers
Targeted Level 4 in English and Maths (combined)	77%	23
Expected to achieve 2+ levels of progress in English	87%	26
Expected to achieve 2+ levels of progress in Maths	83%	25

- Meet revised predictions for end of KS1 in 2011 especially at the higher levels in writing (Current predictions below)

Cohort size 40	Level 2C+		Level 2B+		Level 2A+		Level 3+	
	%	Pupil numbers	%	Pupil numbers	%	Pupil numbers	%	Pupil numbers
Reading	88%	35	62%	25	28%	11	14%	6
Writing	88%	35	48%	19	18%	7	5%	2
Maths	88%	35	66%	26	28%	11	17%	7

- The percentage of children attaining at least 78+ points and 6+ points in all PSED and CLL is at least in line with national averages at the end of EYFS in 2011
- Tracking identifies that agreed targets for 2012 in English and mathematics at the end of KS2 are likely to be at least met and that predictions for KS1 are agreed and appropriately challenging

**KS2 targets for 2012**

Cohort: 18	%	Pupil numbers
Targeted Level 4 in English and Maths (combined)	83%	15
Expected to achieve 2+ levels of progress in English	93%	17
Expected to achieve 2+ levels of progress in Maths	80%	14

Tasks	Personnel			Resources	Milestones by when	Monitoring Process
	Development and Implementation	Monitoring	Evaluation			
1.1 Further develop the recently established Education Partnership with the NLE at The Lantern school	LAI	Implementation Group	Primary Head of Service (HoS)	20 days allocation for an NLE	Revised parameters of partnership agreed by April 4 <sup>th</sup> 2011	Implementation meetings chaired by HoS

1.2 Support improving the quality of teaching of writing	<b>Literacy Leader</b> LA Consultant/ Leading Teacher	Headteacher	LAI	LA Literacy Consultant/ Leading Teacher Leadership time from within allocation	<p>Agreed action plan in place by April 27<sup>th</sup> 2011 with an initial focus on KS1</p> <p>PDMs delivered during first half of Summer term 2011</p> <p>Monitoring within 2 weeks of PDMs and ongoing throughout summer term</p> <p>Improved outcomes reported through TA (using APP) from Autumn 2011</p> <p>CPD and use of writing – Steps in learning to support progression</p> <p>Reviewed action plan with ongoing support for KS1 and targeted support in KS2 to be agreed for Sept 2011 including EcaW in Years 3 and 4</p>	<p>Pupil progress meetings</p> <p>Termly review</p> <p>Analysis of outcomes</p>
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1.3 Deliver effective phonics sessions throughout KS1	<b>Literacy Leader,</b> CAS EY Adviser	SLT	Headteacher	CAS EY Adviser 2 days	Half termly Pupil Progress meetings identify agreed and accelerated rates of progress in phonics are being made throughout KS1 from April 2011  Following monitoring consider supporting understanding of CLLD requirements into KS2	Pupil Progress meetings
1.4 Implement agreed principles of effective Guided Group work	<b>English and maths subject leaders,</b> LA Consultants/ Leading Teachers	SLT, LACI	LAI	LA Consultants/Leading Teachers Leadership Time from within allocation	Follow up PDMs planned for February and March for Literacy  Use of ASTs/LTs to model effective practice  Plan PDMs for mathematics for the summer term 2011  Monitor within 2 weeks of PDMs and ongoing to ensure consistency	LAI and SLT to monitor aspects of guided group work 16 <sup>th</sup> March 2011 (Maths), 23 <sup>rd</sup> March (Guided Reading)

1.5 Establish agreed Calculations policy and practice	<b>Maths Subject Leader,</b> LA Consultant/ Leading Teacher	SLT	Headteacher	LA Consultant from within allocation	Agreed action plan following delivery of PDMs in January to be in place by April 27 <sup>th</sup> 2011  Calculations Policy to be reviewed by April 8 <sup>th</sup> 2011  Monitoring of implementation of calculations policy to take place before June 10 <sup>th</sup> 2011	Discussions with children Lesson observations Planning and work scrutiny
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1.6 Support improving the quality of mathematics teaching including problem solving and investigations	<b>Maths Subject Leader</b> LA Consultant/ Leading Teacher	Headteacher	LAI	LA Consultant/ Leading Teacher Leadership time from within allocation	<p>Agreed action plan in place by April 27<sup>th</sup> 2011 with an initial focus on KS2</p> <p>PDMs delivered during first half of Summer term 2011 building on prior work supporting the use of Steps to Success compendium</p> <p>Monitoring within 2 weeks of PDMs and ongoing throughout summer term</p> <p>Improved outcomes reported through TA (using APP) from Autumn 2011</p> <p>Reviewed action plan with ongoing support for KS2 and targeted support in KS1 to be agreed for Sept 2011</p>	<p>Pupil progress meetings</p> <p>Termly review</p> <p>Analysis of outcomes</p>
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1.7 Improve the use of the outdoor environment with a particular focus on supporting literacy and maths	<b>KS1 Leader</b> EYFS Consultant	Headteacher	LAI	LA EYFS Consultant x 2days	<p>Review of outdoor provision completed by April 8<sup>th</sup> 2011</p> <p>Action plan agreed and CPD identified by April 27<sup>th</sup> 2011</p> <p>CPD completed by July 22<sup>nd</sup> 2011</p> <p>Focus group identified using EYFS outcomes July 2011</p>	Pupil Progress meetings, focused observations
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<b>Priority 2: Improve the quality of teaching</b>
<b>Target: Ensure that the majority of teaching is good or better by:</b> <ul style="list-style-type: none"><li>• Matching provision closely to the individual needs of pupils</li><li>• Ensuring introductions are brisk and actively involve pupils in their learning</li><li>• Improving the use of pupils' targets in lessons to make learning more individual</li><li>• Providing more opportunities for pupils to assess their own work</li></ul>
<b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Monitoring identifies that 80% of observed teaching is at least good</li><li>• Agreed aspects of Quality First Teaching (QFT) are consistently applied and evident throughout the school</li><li>• Monitoring of planning identifies that teaching is appropriately differentiated to support all groups of pupils</li><li>• Tracking identifies that all vulnerable groups make sufficient and agreed rates of progress</li><li>• Agreed aspects of Assessment for Learning (AfL), including curriculum targets, are consistently evident and support children to understand the next steps in their learning</li></ul>

Tasks	Personnel			Resources	Milestones by when	Monitoring Process
	Development and Implementation	Monitoring	Evaluation			
2.1 Develop teachers' use of data to identify improvement priorities at class level	<b>Phase Leaders</b> MIS Consultant, NLE	Headteacher ISP Consultant	LAI	<p>MIS Consultant 2 twilight sessions for staff, 21<sup>st</sup> March, 12<sup>th</sup> July</p> <p>NLE support for SLT to understand and track data effectively from 20 day allocation</p> <p>ISP Consultant</p>	<p>Initial training 11<sup>th</sup> January completed</p> <p>Class teachers able to access own data for Pupil Progress meeting in February Implement pupil tracking systems and rigorously monitor progress</p> <p>Class Teachers able to input data for the Spring term</p>	<p>Pupil Progress Meetings Discussions with MIS Admin Termly reviews</p>
2.2 Develop the ability of the leadership team, including the Governing Body, to analyse data effectively to identify priorities for improvement at whole school level	<b>Headteacher,</b> NLE, LACI	LAI	Implementation Group	<p>LACI support for Governors</p> <p>NLE support for SLT (twilight sessions) from 20 day allocation</p> <p>Governor Services X 1 training sessions</p>	<p>Class Teachers and SLT able to analyse data at the end of the school year in July to identify priorities for the next academic year</p> <p>Reports to the Governing Body support accurate self evaluation</p> <p>Governors contribute to school self evaluation in LAI visits in the summer and autumn terms to analyse outcomes</p> <p>Tracking processes are robust and accessible for all teachers</p>	<p>LAI monitoring visits July 2011 and November 2011 Review of SEF</p>

2.3 Agree the format of Pupil Progress meetings including the reporting mechanisms	<b>Headteacher</b>	ISP Consultant	LAI	ISP Consultant	Agreed format in place for April 4 <sup>th</sup> 2011	Termly review meeting
2.4 Agree planning protocols ensuring sufficient differentiation including for the More Able	<b>Headteacher</b> LACI	SLT	LAI	PDM delivered by LACI Release time for SLT to monitor	Planning scrutiny identifies agreed protocols are being implemented consistently throughout the school.  Tracking identifies sufficient progress being made by identified groups including the More Able	Planning scrutiny in first half of Summer term  LAI evaluation by June 6 <sup>th</sup> 2011
2.5 Establish a shared understanding of QFT	<b>Headteacher</b> LACI	SLT, LA Consultants	LAI	Release time for SLT to monitor <b>NLE/LTs</b> PDM delivered by LACI	PDM delivered at the beginning of Summer term  Monitoring, supported by school/LTs completed by June 10 <sup>th</sup> 2011	LA Consultants Observations following PDM
2.6 Develop Teachers' Assessment through the agreed use of APP in Reading, Writing and Maths	<b>Literacy and Numeracy Subject Leaders</b> LA Consultants	SLT	LAI/ISP Consultant	ISP Consultant Literacy and Numeracy Consultant PDMs from allocation	PDMs completed by July 22 <sup>nd</sup>  Agreed protocols in place for Sept. 2011  End of term assessments for the Autumn term will be based on Teacher Assessments and informed by APP	Termly review meeting, SLT meetings Planning scrutiny
2.7 Provide training for Teaching Assistants in APP standards	<b>Subject Leaders</b> LA Consultants	SLT	Headteacher	LA Consultants TA time for training from within allocation <b>Support from NLE school</b>	Training completed in the Summer term	Monitoring classroom practice in the Autumn term 2011

2.8 Establish a cycle of moderation of APP judgements	<b>Subject Leaders, NLE</b>	SLT	Headteacher	Leadership time, NLE support for SLT from 20 day allocation	Cycle of moderation agreed and implemented by April 8 <sup>th</sup> 2011	SLT meetings
2.9 Establish agreed principles for AfL strategies including marking, feedback and self assessment	<b>Headteacher</b> LAI NLE	SLT	LAI	LAI NLE support from 20 day allocation	PDM's in first half of Autumn term  Monitoring by October 31 <sup>st</sup> 2011	Learning walk/lesson observations after PDM and in line with agreed monitoring and evaluation schedule  Discussions with children in Autumn term 2011  LAI to evaluate through implementation group meetings
2.10 Establish agreed use of adults to support learning	<b>Headteacher, SENCo</b>	NLE, SENCo	LAI	Additional SENCo time NLE support from 20 day allocation		Lesson observations Planning scrutiny Discussions with TAs (including Performance Management interim meetings)

**Priority 3: Strengthen the monitoring of teaching and learning**

**Target: Increase the capacity of leaders by:**

- Ensuring the staffing structure supports improvement
- Ensuring the Senior Leadership Team (SLT) demonstrates the capacity to fulfil their roles independently
- Ensuring that all staff recognise and demonstrate the agreed elements of QFT
- Ensuring the governing body challenges and supports the school effectively

**Success Criteria:**

- The quality of provision is at least good
- The staffing structure supports school improvement
- Robust Performance Management processes are in place
- Monitoring by all teachers indicates an accuracy and consistency of judgement of the quality of teaching and learning
- All staff are fully involved in school self –evaluation and the identification of priorities for improvement
- Minutes of Governing Body meetings confirm that the governing body challenges and supports the school effectively

Tasks	Personnel			Resources	Milestones by when	Monitoring Process
	Development and Implementation	Monitoring	Evaluation			
3.1 Secure Interim Headteacher for Summer term 2011	<b>LAI</b>	Head of Service 3-11	Implementation Group	<p>From within school's budget - £400 per day x 3 per week for up to a maximum of 12 weeks to cover Interim Headteacher</p> <p>From Schools budget funded by LA up to a maximum of £6600 to cover Deputy Head release time from Interim Head's school (£200 per day)</p> <p>Up to a maximum of £4000 for NLE to cover 2 days per week for 5 weeks</p>	Interim Headteacher to be agreed by Governing Body by April 8 <sup>th</sup> 2011	Implementation Group Governing Body minutes
3.2 Appoint substantive Headteacher	<b>Appointment panel</b>	Governing Body LAI	Implementation Group	From within the school's budget	<p>Shortlisting March 24<sup>th</sup></p> <p>Interviews 5<sup>th</sup> and 6<sup>th</sup> April 2011</p> <p>Investigate phased take up in the summer term with early release from current post (if appropriate)</p> <p>In post from Sept 2011</p>	Implementation Group Governing Body minutes



3.3 Review staffing structure to ensure it supports improvement	<b>Interim Headteacher</b> Personnel Committee	Governing Body	LAI	Leadership Time	Structure to be agreed by May 27 <sup>th</sup> 2011  Action plan to achieve any changes to be agreed by June 2011	Governing Body minutes
3.4 Review Performance Management processes	<b>Interim Headteacher</b> Personnel Committee	Governing Body	Implementation Group	Leadership time	Processes reviewed by May 27 <sup>th</sup> 2011  CPD for reviewees identified and completed by August 2011	Governing Body minutes
3.5 Ensure appropriate levels of support and challenge from the Governing Body	<b>Interim Headteacher</b> Advisory Governors LAI/ LACI	LAI Governor Services	Implementation Group	<b>Leadership time Advisory Governors x 2 for three terms</b>  Governor Training based on audit of need	Advisory Governors agreed and in place April 2011  Termly review meetings with interim Headteacher, Advisory Governors, Chair of Governors, Head of Governor Services, LAI  Governor training plan agreed by April 27 <sup>th</sup> 2011	Governing Body minutes
3.6 Appoint a temporary EYFS Teacher/ Leader	<b>Headteacher</b> Personnel Committee	Governing Body	LAI	Leadership time	Temporary appointment in place for the summer term 2011	Governing Body minutes
3.6 Appoint a permanent EYFS Leader	<b>Interim Headteacher</b> Personnel Committee	Governing Body	LAI	Leadership time	Appointment's process completed by 31 <sup>st</sup> May 2011 for Sept 2011 start	Governing Body minutes

3.7 Develop the capacity of SLT	<b>Interim Headteacher</b> NLE LACI	LAI	Governing Body	Leadership time NLE support from 20 day allocation	Action plan agreed by April 27 <sup>th</sup> 2011  CPD, including working with NLE, to be undertaken throughout Summer and Autumn 2011 and linked to 2.2 and 2.5 with additional support as identified	SLT meetings Joint monitoring activities with Interim Headteacher and SLT and LAI and SLT
3.8 Ensure a robust induction plan for staff new to the school or returning from maternity leave	<b>Headteacher</b> Personnel Committee	Governing Body	Implementation Group	Leadership time	Induction plan in place for Sept 2011	Governing Body minutes
3.9 Establish a robust monitoring and evaluation cycle that includes all staff in the process	<b>Interim Headteacher</b>	SLT	Governing Body	Leadership time NLE support from 20 day allocation	Monitoring and evaluation cycle established with details of activities for the Summer and Autumn terms 2011 agreed by May 20 <sup>th</sup> 2011  CPD requirements to support all staff to develop consistent views of what 'good looks like' identified and linked to 2.2 and 2.5 particularly	Governing Body minutes SLT meetings

<b>Priority 4: Improve attendance</b>
<b>Target: Ensure that there are robust systems in place to track and analyse patterns of attendance and identify appropriate actions to support and engage 'hard to reach' families effectively</b>
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Levels of attendance both overall and for identified groups or individuals are at least in line with national averages</li> <li>• Analysis of attendance data accurately identifies vulnerable groups</li> <li>• Analysis of the Health Related Behaviour survey identifies priorities for improvement which are supported through the Primary Personal Development programme</li> <li>• Actions taken to support improved attendance have a positive impact</li> <li>• Discussions with children and parents indicate there is no perceived issue of bullying in the school</li> </ul>

Tasks	Personnel			Resources	Milestones by when	Monitoring Process
	Development and Implementation	Monitoring	Evaluation			
4.1 Agree processes to regularly review attendance	<b>Headteacher</b> School Admin Officer	Attendance Manager	Governing Body	Attendance Manager to establish attendance group	Agreed processes in place by May 3 <sup>rd</sup> 2011	EWO meetings
4.2 Analyse current patterns of attendance	<b>Headteacher</b>	Attendance Manager Class Teachers	Governing Body	Attendance Manager visits	First analysis completed by May 3 <sup>rd</sup> 2011 subsequent analysis half termly in line with Pupil Progress Meetings	EWO meetings followed by Pupil Progress Meetings
4.3 Investigate the appointment of an Inclusion Officer to work directly with 'hard to reach' families	<b>SENCo</b> Locality Manager	Headteacher	Governing Body	Locality Manager support <b>Part time post to support improved attendance allocated £5,000</b>	Appointment considered by May 3 <sup>rd</sup> 2011 to take effect from as soon as possible after then	SLT meetings

4.4 Review Attendance policy	<b>SLT</b> Attendance Manager	Headteacher	Governing Body		Policy reviewed by May 27 <sup>th</sup> 2011 and changes to practice implemented from June 13 <sup>th</sup> 2011	SLT meeting by June 10 <sup>th</sup> 2011
4.5 Investigate any links between Attendance and perceived bullying by undertaking a Health Related Behaviour Survey	<b>SLT</b> PSHE Team	Headteacher	LAI	HRB survey - £1.50 per child approx £90 1 x day PSHE adviser	Survey completed and analysed by May 27 <sup>th</sup> 2011	SLT meeting by June 10 <sup>th</sup> 2011
4.6 Strengthen aspects of personal development by planning for and implementing the Primary Personal Development programme (PPD)	<b>PSHE leader</b> PSHE Team	SLT	Governing Body	PSHE Service licence 2 x day PSHE adviser	PSHE Leader identified by August 2011  PSHE licence costs identified in budget for 2011-2012  PPD planned to begin from September 2011	Regularly in SLT meetings