Impact assessment summary sheet

National priority: Literacy ✔   Numeracy ☐   Poverty ☐

PLC focus and/or question of enquiry: Tick ✔

Did the PLC address the focus/question of enquiry?

Fully ✔   Largely ☐   Partly ☐   Not ☐

What level of impact did the PLC have on the quality and consistency of learning and teaching overall?

Significant ✔   Positive ☐   Little ☐

Evaluating impact

Give details of the target group of learners and the data measure used.

Actual learner data tracking with baseline at start of PLC and details on end of key stage assessments, reading tests, etc., CATs scores, catch-up progress scores, SAS, skills ladders, etc., in line with the focus. Soft measurement tools if applicable such as self-esteem scaling systems or attitude and motivation questionnaires.

Following the analysis of core data from all schools, the PLC'S focus was on "Effective use of questioning to improve pupil performance" in particular, increasing the number of L5 at the end of key stage 2.
By doing this, we anticipated that this would also have an impact on all pupils, regardless of ability.

As a baseline, staff looked at the oracy levels awarded on INCERTS at the end of the previous academic year (July 2013).

The Head teacher carried out detailed baseline questioning observations, with the full range of questions analysed.

The observations took place in the Autumn term 2013 and again in the Spring term 2014.

The results were analysed by the Head teacher and the data shows that there is a marked increase in Higher Order Questioning throughout the school. (See Head teachers monitoring file for a breakdown of the results).

1. What impact has the work of the PLC had on the learners targeted by the PLC?

Significant ✔   Positive ☐   Little or None ☐

TA and national testing results. Value added scores FFT, CATs. Attitudes to learning, self-esteem or other aptitude assessment tool. Behaviour and attendance data if relevant. Impact based on the measurement used.

Oracy skills were assessed in year 5/6 in June '13 and then again in June '14, the results show a marked improvement in children gaining levels 4 & 5.

June '13	-	76.9% level 3		June '14	-	7.1% level 3
	-	15.3% level 4			-	67.9% level 4
	-	0% level 5			-	25% level 5

The percentages of sub-levels gained are as follows:
1 sub-level -   7.1%
2 sub-levels - 39.3%
3 sub-levels - 28.6
4 sub-levels -   7.1%
5 sub-levels - 17.9%

Well- being analysis (Summer Term 2014) - All children were given a questionnaire to measure how happy they were in school.
It measured wellbeing on a scale of 1 -10 (10 being the happiest)
179 children from Nursery to Year 6 were analysed for this report. The overall average wellbeing score for the school was 9.29.
From the data was found that the happiest classes were Class 1 and Class 7, and the least happiest class was Class 5. There were a few behaviour issues in this class during the term.

PLC members also commented that:

* There was an increased engagement with the pupils.

* The pupils seemed to have greater confidence when asking/answering higher order questions.

* The ceiling to learning was removed, so that pupils could achieve at all levels.

* A variety of opportunities were provided for all learners to access a range of questioning techniques.

2. What impact has the work of the PLC had on the professional members of the PLC?

Significant ✔   Positive ☐   Little or None ☐

Professional standards addressed and developed by the PLCs. Ability to conduct small scale research project. Ability to use aptitude assessment tools. Impact based on the measurement used.

Teaching and Leadership Standards developed by the PLC:

* Provided staff with an opportunity for professional development and dialogue.

* The process was found to be neither non-critical or threatening, however challenges were set for each other.

* The process had developed and improved the wellbeing of staff (KS2).

* There was an opportunity to share and observe good practise and ideas, which have been implemented as a result of the PLC,

* A continued implementation of skills acquired and on-going dialogue with members of the PLC.

* Teaching has moved to 'excellent' in some observations, and where it was 'good' elements of 'excellent' were now present.

* There was an increase of staff knowledge due to individual / group research and professional practise has improved.

3. What impact has the work of the PLC had on the wider school community?

Significant ✔   Positive ☐   Little or None ☐

Professional standards addressed and developed by the PLCs. Ability to conduct small scale research project. Ability to use aptitude assessment tools. Impact based on the measurement used.

The School Development Plan has been used as a platform and the PLC has fed directly into this.

Oracy - Year 6 end of key stage 2 data showed few L5's therefore this was identified as an area to improve.

  - To raise and maintain oracy levels throughout the school.

  - It was decided that we would put relevant resources centrally on the T drive, for the accessibility of all staff.

  - Staff are continuing to embed Blooms Taxonomy questioning in all areas of the curriculum.

  - When planning, staff are mindful of questions to be asked, to deepen the thinking and learning of all pupils.

  - Governors were informed about the PLC in a GB meeting - see Deputy head teachers report.

  - Follow-up - PLC Impact Assessment Summary will be shared with Head teacher and Governors.

4. Lessons learned and key operational observations.

Significant [ ]   Positive [✔]   Little or None [ ]

What worked well? What didn't work so well? What you would change or refine in the running of a new PLC?

The areas that worked well:

* The planned rota of class observations and follow-up meetings.

* There was an improvement in the results (see data).

* The staff found that the observations were informal yet professional.

* An opportunity to experience working with children in different classes.

* A structured process, which will benefit future PLC's.

Things we could improve/ refine:

* We need to listen to learners, and gauge the impact.

* To share information with parents, so they could be involved with working on key aspects at home, e.g. developing a reading question booklet.

* To try to keep to a planned timetable (where possible).

The future:

* To possibly incorporate PLC follow-up meetings into phase meetings or after school sessions, so as not to have too much impact on teaching and learning.