

Action Plan:	Leadership & Management	Year(s):	2017-20
<p>Curriculum Team:</p> <p><i>School Leadership Team - incorporates where appropriate the former School Management Team</i></p>	<p>R Magee Principal J Sandford Vice Principal R Van Giesen KS2 M Skimin KS2 J Hanafin KS1 & SENCO J Lowry FS</p>	<p>Link Governor(s) (if appropriate):</p> <p><i>Is this a strategic or maintenance plan?</i></p>	<p>Full Board</p> <p>Strategic</p>
<p>Areas for improvement (as identified by inspection/self-evaluation/survey):</p>	<ul style="list-style-type: none"> Aligning of targets & strategic aims to a consistent self-evaluation framework (ISEF) Development of middle management practice, accountability & feedback Development of communication with BOG - new Board due to be constituted within this SDP cycle Inspection Report, May 2015: <p>The leadership and management of the school are effective and very committed to meeting the pastoral and academic needs of children. The principal and vice-principal have worked strategically to develop a collegial approach to school improvement, putting in place curricular teams that are well placed to support the further development of the school's provision. The school leadership team have identified the need to review and broaden the current range of assessment of learning strategies to ensure there is sufficient and robust qualitative and quantitative assessment information to monitor and evaluate the children's progress in line with their ability. The inspection endorses this as a key priority for the senior leadership to take forward with the staff.</p> <p>The school development planning draws on extensive consultation with parents, including a parent focus group, governors, staff and children and sets out clearly a number of key priorities for development. The associated action plans need to focus more specifically on the children's learning needs and they require more measurable targets through which to monitor and evaluate progress.</p> <p>To improve further the provision in literacy and numeracy, the co-ordinators and teachers need to monitor and evaluate more closely the children's work and progress, and the effectiveness and impact of any planned intervention strategies designed to raise further the standards they attain.</p>		
<p>Where are we now? Include evidence where appropriate, eg quantifiable data, qualitative references/sources:</p>	<ul style="list-style-type: none"> Strong collaborative & shared leadership strategies for curriculum development & self-evaluation Staff capable of developing this strategy Revised SLT & team structure - stable and with perspective on succession planning Commitment by SLT towards professional development opportunities 		

	<ul style="list-style-type: none"> • Keele Survey, April 2017: <ul style="list-style-type: none"> Parents <ul style="list-style-type: none"> 96% of parents think that the school has high quality leadership 98% say that they would recommend the school to friends Governors <ul style="list-style-type: none"> 100% of governors agree that the school's head and senior management provide good leadership 100% agree that senior management maintains good relationships with their staff Support Staff <ul style="list-style-type: none"> 88% think that the Senior Management Team provides good leadership for the school 88% think that the SMT are highly visible and approachable 75% of respondents think that the SMT maintain good relationships with staff Teachers <ul style="list-style-type: none"> 93% of respondents think that the SMT maintain good relationships with staff 93% hold the view that the Senior Management Team provides good leadership 93% think that the senior staff have a clear vision for the school 93% agree that the SMT are highly visible and approachable 79% agree that staff morale is high
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2017-18					
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Resource allocations	Staff - lead responsibility	Dates
<i>What do we want to achieve?</i>	<i>How do we know if we have succeeded?</i> <i>What will be the impact of our work on the children?</i>	<i>What will we do?</i> <i>Align with each success criteria</i>		<i>Who is responsible for each action and what support is required?</i>	
T1 To investigate potential for ISEF self-evaluation document to link & support school planning & self-evaluation	SC1a ISEF cross-references to areas of SDP identified by SLT SC1b Self-evaluation report drafted by SLT in response to use of ISEF	SLT to discuss ISEF document in relation to structure & links to existing s-e procedures SLT to draft s-e report following discussion & evaluation	ISEF document SLT meeting time Whole school strategic overview 2017-18 SLT meetings Drafting time	SLT BOG awareness - SDP item on BOG Agendas SLT Governor awareness	Term 2 2017-18 May 2018 Presentation to BOG by end of June 2018

T2 To develop middle leadership accountability & practice	SC2a Middle leadership will have developed rigorous systems for monitoring and evaluating the effectiveness of the work of staff within their area of responsibility	SLT to organise monitoring and evaluation meetings, where coordinators will feedback on their current monitoring and evaluation practices	SLT meeting with all coordinators ISEF document EA Monitoring & Evaluating Presentation - Caroline Woods.	SLT	Term 1 - January 2017 Term 2 - April 2018 Term 3 - June 2018
	SC2b Middle leaders will identify and share effective practice throughout the school	SLT to provide opportunities for capacity building sessions during staff meetings or staff development days	Staff meetings - recorded on agenda in coordinators section School Development Days	SLT	Ongoing 2017-18
T3 To maintain & improve communication to all staff	SC3a Staff will be informed of important information through the weekly bulletin via email	Principal to email staff every Monday morning with a weekly overview	Email access	Principal	Every Monday 2017-18
	SC3b The whiteboard in the staff room will be updated weekly with key information	The whiteboard will be updated every Friday afternoon for the week ahead.	Large whiteboard and markers Part of Management TA	J Lowry	Every Friday 2017-18
T4 To provide CPD opportunities for all staff	SC4a SLT will focus on building staff expertise and capacity through career-long professional learning which is aligned to whole-school priorities for improvement	Principal and VP to monitor Induction and EPD programmes	Induction / EPD Portfolios	SLT BOG Awareness	By June 2018
		SLT to encourage attendance at appropriate courses aligned to whole-school improvement	Sub Cover	SLT	
T5 To revise the team charter taking cognisance of staff well-being	SC5a A team charter will be created and adopted by all staff	All staff will be given the opportunity to sign up and take ownership of the staff charter	SLT Meetings Staff Meetings	SLT	Term 2
	SC5b VP will add further depth to the charter in relation to well-being	VP will disseminate the appropriate information to cover each strand of the charter in depth	VP Time	VP	
	SC5c All staff will be aware of the procedures with regards	Staff will be informed at a staff meeting who they can contact should they have a	Staff Meetings Staff Handbook	SLT	

	to whom they can speak to should they have a wellbeing issue	well-being issue; information will also be provided in the Staff Handbook			
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Strategies to monitor & evaluate			
Success Criteria	What?	Who?	When?
2017-18			
SC1a ISEF cross-references to areas of SDP identified by SLT	SLT to create a whole school strategic overview which links ISEF to areas of the SDP	SLT & BOG	October 2017
SC1b Self-evaluation report drafted by SLT in response to use of ISEF	SLT to use ISEF document to create a self-evaluation report	SLT	May 2018 Presentation to BOG by end of June 2018
SC2a Middle leadership will have developed rigorous systems for monitoring and evaluating the effectiveness of the work of staff within their area of responsibility	SLT to host monitoring and evaluation meetings, once per term, where coordinators will present their current monitoring and evaluation strategies	SLT	Term 1 - January 2018 Term 2 - April 2018 Term 3 - June 2018
SC2b Middle leaders will identify and share effective practice throughout the school	Record of capacity building and staff training in staff meeting minutes. Coordinators to monitor impact of effective practice on pupils' learning	SLT	Ongoing 2017-18
SC3a Staff will be informed of important information through the weekly bulletin via email	Monitor usefulness of weekly bulletin at staff meetings. Provide opportunities for staff to suggest information they need	SLT	Ongoing 2017-18
SC3b The whiteboard in the staff room will be updated weekly with key information	As above	J Lowry	Ongoing 2017-18
SC4a	SLT to keep INSET record to monitor the impact of staff training	SLT	Ongoing 2017-18

<p>SLT will focus on building staff expertise and capacity through career-long professional learning which is aligned to whole-school priorities for improvement</p> <p>SC5a A team charter will be created and adopted by all staff</p> <p>SC5b VP will add further depth to the charter in relation to wellbeing</p> <p>SC5c All staff will be aware of the procedures with regards to whom they can speak to should they have a wellbeing issue</p>	<p>All staff will sign the charter</p> <p>Feedback on the sections will be requested in email by the VP</p> <p>Staff welfare to be monitored during Staff Review meetings</p>	<p>SLT</p> <p>VP</p> <p>Principal</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 2</p>
2018-19			
SC1a SC1b			
2019-20			
SC1a SC1b			