LEADERSHIP AND MANAGEMENT
☐ **Improve the effectiveness of leadership and management by:**
– ensuring that the quality of teaching, learning and assessment are consistently good or better

- o Review roles of leadership team so that a teaching and learning (T/L) lead is identified for each key stage
- o Review leaders' job descriptions to ensure a focus on improving outcomes in their key stage
- o Strengthen monitoring by leaders so that all share an accurate view of the strengths and weakness in teaching, progress and attainment
- o Strengthen the role of governors in monitoring, and the flow of information to them, to ensure that they share the same accurate understanding.
- o Revise reporting format for Head Teacher's (HT) report to governors
- o Secure external review of governance to support governors in further developing their strategic role
- o Provide professional development (CPD) for middle leaders to support them in confidently and effectively undertaking their role
- o Establish an annual programme of monitoring for middle leaders and provide them with a framework, including skeleton documents, to support them with this.
- o Continue to secure twice yearly external moderation of teacher assessment.
- o Strengthen the skills of governors so that all can work effectively alongside middle leaders to monitor and evaluate the work of the school
- o Share the good practice of some governors, including feedback to the full governing body following their visits to school.
- o Review and strengthen Senior Leadership Team (SLT) meeting structure by to include mid-leaders
- o Build in to SLT meeting programme, opportunities for joint monitoring to increase rigour and accountability
- o Revise the approach to assessment so that mid-year assessment is informed by agreed criteria

– raising aspirations for pupils' achievement and attendance

- o Increase accountability through the HT's attendance at half termly pupil progress meetings, through which teachers will be held to account for progress towards end of year targets.
- o Set end of year targets for every year group which reflect national data and the school's priority to close the gap between school and national
- o Maintain the use of half termly milestones so that leaders and governors can track progress towards end of year targets.
- o Refine the role of T/L leads to include the quality and impact of intervention for those pupils whose progress needs to accelerate
- o Provide opportunities for staff to observe the most effective practitioners in the school.
- o Refine class level trackers so that at a glance, class teachers have a clear view of the previous attainment of pupils (end of previous key stage and end of last academic year) and their end of current year targets.
- o Fully embed the new approaches to monitoring and challenging absence. Further

strengthen these approaches through advice from County attendance team.

– developing the skills of middle leaders so that they can contribute to school improvement effectively
- o Provide opportunities for shared monitoring with experienced leaders in school and in other schools
- o Provide opportunities for them to monitor with Local Authority (LA) officers
- o Use Educational Development Advisers (EDA) and other professionals to provide opportunities for professional dialogue related to their role
- o Increase the amount of leadership time they receive so that they have time to monitor effectively
- o Extend their role to include reporting to governors on at least an annual basis
- o Ensure their attendance at regular SLT meetings, involving them in evaluating and re-shaping the School Improvement Plan (SIP) across the year.

– ensuring that improvement planning and monitoring are precisely linked to gains in pupils' achievement and attendance
- o Implement a new structure to support book scrutiny and lesson observations in order to improve the focus on learning
- o Ensure improvement plans include success measures that will clearly show how actions will improve outcomes and strengthen key aspects of T/L

– developing secure leadership of the early years to ensure that teaching is matched to children's needs
- o Identify a new lead
- o Regularly share monitoring between the new lead and co-ordinator in order to fully embed the improvements made across the year
- o Further improve the sharing of assessment information between nursery and YR so that children get off to an even quicker start
- o Provide on-going CPD for staff to build further on their skills

– ensuring that pupil premium funding is spent effectively.
- o Commission a pupil premium (PP) review
- o Establish a working group, including a key governor, to establish an action plan based on the recommendations made
- o HT to take responsibility for monitoring outcomes for disadvantaged pupils and for holding teachers to account for the impact of the interventions that they put in place to accelerate progress
- o T/L leads to ensure that the support and intervention in place for PP pupils effectively meets their needs.
- o Strengthen the monitoring and challenge from governors regarding the progress of PP pupils towards their milestones.

TEACHING AND LEARNING

■ **Improve the consistency of the quality of teaching, learning and assessment by:**
– ensuring that all teaching staff share the same high expectations of what pupils can, and will, achieve

- o Refine assessment criteria
- o Strengthen class level tracking information
- o Establish single age classes to improve teacher understanding and focus on year group expectations
- o Use strong monitoring processes to ensure that all teachers consistently have high expectations of the quality and quantity of work that pupils produce.
- o Revise the use of success criteria, so that these are used effectively by children to focus and evaluate their work in lessons, and by staff to streamline their marking and feedback to pupils, so that feedback moves learning on quickly.

– ensuring that pupils of all abilities receive an appropriate level of challenge in all lessons, particularly in English and mathematics
- o CPD for staff on the teaching of maths to ensure that an over-emphasis on fluency does not prevent pupils from moving to reasoning and problem solving in maths lessons
- o Focus monitoring on the extent to which teachers are using assessment to plan lessons for all abilities and are using assessment in lessons to tailor tasks to the needs of individuals.
- o Leaders to provide precise feedback, and timely follow-up, to ensure that appropriate action is taken where necessary
- o T/L leads will strengthen their role in monitoring and evaluating interventions to address gaps in learning identified through PP meetings.

– ensuring that pupils in all classes receive opportunities to develop their mathematical skills in reasoning and problem solving
– ensuring that staff, particularly in the early years, develop more effective strategies for improving children's language and communication skills.
- o CPD for staff on effective questioning
- o Audit current opportunities for children to use language
- o Increase expectations of the extent to which children will use appropriate vocabulary and follow the conventions of speech.