

**GETTING TO GOOD – The Leadership and Management**  
**School Development Plan 2015-2017 – POST OFSTED ACTION PLAN: LEADERSHIP AND MANAGEMENT**

<p>What did OFSTED say in 2015?</p> <p>The Section 5 inspection report of the 7<sup>th</sup> and 8<sup>th</sup> July 2015 stated:</p> <ol style="list-style-type: none"> <li>Leaders have not ensured that teaching and achievement over time are consistently good.</li> <li>Not all key subject leaders and governors have sufficiently detailed understanding of the school's performance data nor do they analyse the impact of actions with enough rigour.</li> <li>Governors do not delve deeply enough into the achievement of pupils and different groups of pupils, such as the most able.</li> </ol>	<p>What actions are required?</p> <p>The school will further develop the skills of leaders by ensuring that:</p> <ol style="list-style-type: none"> <li>There is a greater rigour for leaders and governors in checking that learning is good for all pupils in all subjects</li> <li>Subject leaders play a leading role in driving improvements in teaching and learning and raising pupils' achievement</li> <li>Ensuring that governors gain the skills they need to challenge and support the school in its bid to improve.</li> <li>An external review of governance should be undertaken, in order to assess how this aspect of leadership and management may be improved.</li> </ol> <p>***Please also see <a href="#">Howard Park Community School BEHAVIOUR ambitions for 2015-16</a></p>
--	---

1. Objective	2. Success Criteria/ Impact	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Governor Evidence	6. Budgets Resources CPD	7. Evaluation & Review
 <p>To further develop the role of the staff and middle leaders in school so that the school's 'capacity to improve' is maximized, there is a 'whole' rigorous system of monitoring checks within the school's structure resulting in teaching and achievement being consistently good.</p>	<p>Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment. The school will operate a 'Green File' system which will empower leaders in their key roles for raising achievement and creating an improving school.</p>	<ol style="list-style-type: none"> <li>Staff will carry out regular observations, scrutiny of pupil's work, scrutiny of planning, joint scrutiny of assessment/ achievement, evaluation of pupil's voice and attitude and their evaluation of the learning environment. This will be known as the 'Green File' system.</li> <li>Disseminate and embed skills through shared observation, teaching, analysis and scrutiny to raise standards.</li> <li>To refine and embed these leadership procedures as part of an annual management cycle for senior leaders/ governors and their PM.</li> <li>Middle leadership will take increased responsibility for impact plans within their own areas and the whole school.</li> <li>To measure the impact of actions on pupil outcomes across the whole picture.</li> </ol> <p>Use of NLE (see separate action plan)</p>	<p>Termly cycle of monitoring and evaluation by senior leadership as evidenced in the annual SLT calendar</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Overview of monitoring from Green Files</p>	<p>Cost of resources (TL3) Monitoring the Quality of Teaching, Learning and Assessment Effectively - £65            SLT meeting time            Additional £100 for 'Green File' setup</p>	<p><del>Red - not achieved</del>  <b>Amber – partly achieved</b>  <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>Have the actions been completed?</li> <li>Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>What needs to be done now to achieve the success criteria?</li> <li>How can the issue be prevented from happening again?</li> <li>Have the new procedures been embedded in practice?</li> </ol> <p><i>Need to do something on this, although with staffing reductions it is making it increasingly difficult to do.</i></p>
 <p>To develop the role of subject leaders/ middle leaders in effectively driving improvements in teaching and learning with strength including the thorough evaluation of impacts.</p>	<p>The effective management and leadership of key subject areas by clearly focussed leaders results in increased pupil progress and attainment.</p> <p>SEN, KS2, Early Years</p>	<ol style="list-style-type: none"> <li>Key leaders are trained in the use of 'Green Files' and expectations are made clear.</li> <li>Ensure key leaders are using 'Green Files' for the management of key subjects and thus pupils' experiences and pupil outcomes are extended.</li> <li>Key leaders develop action plans with the support of the 'Green Files' and act on these.</li> <li>Measure the impact of high expectations on pupil outcomes to evaluate which are the most successful cohorts and why?</li> <li>Developing the following actions, CPD, research driven understanding and cultures amongst the SLT            NPQML (National College)            Outstanding Teachers (GLA course)            Leadership reorganisation            Setting the vision and the pace for change            Developing mental resilience  <a href="http://www.teachingleaders.org.uk/wp-content/uploads/2014/03/Edition-5-The-Changing-Face-of-Middle-Leadership-Part-II-Skills-Attributes.pdf">http://www.teachingleaders.org.uk/wp-content/uploads/2014/03/Edition-5-The-Changing-Face-of-Middle-Leadership-Part-II-Skills-Attributes.pdf</a>            Holding one another to account – Green file +            Engaging with research            Working with NLE and a teaching school            Shadowing other middle leaders            Attendance at Governing Body meetings to impart key info from alternative leaders to HT/ DHT and allow for scrutiny for Govs to triangulate</li> </ol>	<p>By December 2015 staff will be inducted to the 'Green file' system and a termly cycle of monitoring and evaluation by SLT will be in place.</p> <p>5. Ongoing developments to change the face of the SLT</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>1. HT reports</p>	<p>Cost of resources (SL3) Effective Core Subject Leadership - £65            SLT meeting time            Outstanding Teachers - £600            NPQML - £2000            Non-contact time to shadow leaders in other schools</p>	<p><del>Red - not achieved</del>  <b>Amber – partly achieved</b>  <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>Have the actions been completed?</li> <li>Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>What needs to be done now to achieve the success criteria?</li> <li>How can the issue be prevented from happening again?</li> <li>Have the new procedures been embedded in practice?</li> </ol> <p><i>Need to do something on this, although with staffing reductions it is making it increasingly difficult to do.</i></p>

**\*\*Some actions completed in Year 1 Ensure that these actions are embedded**

**\*\*Some actions completed in Year 1 Ensure that these actions are embedded**

# GETTING TO GOOD – The Leadership and Management

## School Development Plan 2015-2016 – POST OFSTED ACTION PLAN: LEADERSHIP AND MANAGEMENT

<p><b>I</b></p> <p>To maximise leaders and governors understanding of the school's performance data; encouraging deeper, detailed understanding</p> <p><b>**All actions completed in Year 1 Ensure that this action is embedded</b></p>	<p>Leaders will understand and use in training and in an everyday context Raise Online (including G pages), FFT Aspire, Kirklees Data Pack, and School's Data Pack (which specifically looks at groups). Governors will understand and be able to comment on Raise Online (including G pages), Data Dashboard and FFT Aspire.</p> <p>All governors will be able to answer the key questions relating to the school within <a href="http://howardpark.co.uk/2685-2/">http://howardpark.co.uk/2685-2/</a></p> <p>Most governors will be able to define clearly the more advanced data set of the school and state the actions that are in place to act on these</p>	<p>1. Training for leaders/ teams/ governors on key data sources</p> <p>2. Training for all leaders/ teams/ governors on school's specific data packs. Governors detailed with likely HMI Q's</p> <p>3. Secure access for governors/ teams to Key Data (historic, annual and current – live data) to assist in understanding and transparency, please see <a href="http://howardpark.co.uk/2685-2/">http://howardpark.co.uk/2685-2/</a></p> <p>4. Governors access training through ELC's GEL program of data and its analysis</p> <p>5. Weekly SLT meetings where data is shared and staff develop competencies in understanding, evaluating and intervening</p> <p>6. SLT to report to governors on key data for their teams</p> <p>Also see NLG action plan: <a href="http://howardpark.co.uk/ofsted-action-plans/">http://howardpark.co.uk/ofsted-action-plans/</a></p>	<p>1. October 2015, refresher April 2016</p> <p>2. October 2015, refresher April 2016</p> <p>3. Easter 2016</p> <p>4. Starting December 2015</p> <p>5. September 2015</p> <p>6. Summer 2016</p>	<p>Governors will sign off the following key documents to enable them to determine the success of key actions:</p> <p>NLG action plan Secure Data on website</p>	<p>Raise Online analysis paperwork (SA3) £55 INSET time</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</p> <p>1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice?</p> <p>Governor training on FFT and school data/assessment systems – evidenced in minutes for standards and effectiveness committee. Governors are probing the data more and asking for greater levels of evidence to verify the judgements we make, e.g. measuring the impact of the writing journey.</p>
<p><b>J</b></p> <p>To empower governors through training, current knowledge and the skills of analysis to create a culture of deeper understanding in order that they might be better placed to challenge and support the school in its improvement.</p> <p><b>**Some actions completed in Year 1 Ensure that these actions are embedded</b></p>	<p>Governors access ELC's GEL and Kirklees LA's program of online and face to face training events.</p> <p>Governors will be equipped with the skills/information that they require to be effective. Most governors will seek new training to advance their skills</p> <p>Governors will undertake a fresh skills audit</p>	<p>1. Training for governors on key data sources</p> <p>2. Training for all governors on school's specific data packs</p> <p>3. Secure access for governors to Key Data (historic, annual and current – live data) to assist in understanding and transparency, please see <a href="http://howardpark.co.uk/2685-2/">http://howardpark.co.uk/2685-2/</a></p> <p>4. Governors access training through ELC's GEL program on data and its analysis.</p> <p>5. Governors are teamed with key stage areas to continually evaluate the progress of these.</p> <p>6. To participate in external audit to fully appreciate the developing role of the governor</p> <p>7. To participate in a fresh skills audit, identify skill gaps</p> <p>8. Governors attendance on networks, access to GEL and internal training, initial discussions with collaboration with other governing bodies (particular focus on British values, The role of a governor and Safeguarding (Inc. Safer Recruitment)</p> <p>Development of a collective coaching plan: Goal – defining what you want to achieve Reality – exploring the current situation, relevant history and future trends Options – coming up with new ideas for reaching the goal What/who/when – deciding on a concrete plan of action</p> <p>Also see NLG action plan: <a href="http://howardpark.co.uk/ofsted-action-plans/">http://howardpark.co.uk/ofsted-action-plans/</a></p>	<p>1. October 2015, refresher April 2016</p> <p>2. October 2015, refresher April 2016</p> <p>3. Easter 2016</p> <p>4. Starting December 2015</p> <p>5. For commencement Spring 2016</p> <p>6. Audit Autumn '15 NLG report by December '15 NLG statement by December '15 NLG review by April '16</p> <p>7. Summer 2016</p> <p>8. Summer 2016+</p>	<p>Governors will be sign off the following key documents to enable them to determine the success of key actions:</p> <p>Governor training plan Website</p>	<p>Purchase of GLAD (£200) through Kirklees and ELC's GEL program (£150) Website work for data Resources for skills audit from GLAD (Kirklees)</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</p> <p>1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice?</p> <p>Governor monitoring visits have been introduced which have monitored specific parts of the school development plan. They have come in to school to look at impacts made on pupils writing and the introduction of the maths 'Mastery' programme. Skills audit to be carried out at next full Governors meeting. Governor meetings evidence greater range of questions being asked.</p>

# GETTING TO GOOD – The Leadership and Management

## School Development Plan 2015-2016 – POST OFSTED ACTION PLAN: LEADERSHIP AND MANAGEMENT

 <p>To review the governance of the school through an external review</p> <p><b>** All actions completed in Year 1 Ensure that this action is embedded</b></p>	<p>The governors have had an external audit and are equipped with a comprehensive view of their strengths and gaps to move forwards.</p> <p><i>Governors move forward positively and embrace the future model of governorship at Howard Park</i></p>	<p><b>1. Contact preferred NLG – Mrs J Williams (NLG) and contract.</b> Initial meeting with head and Chair of Governors and JW. Extra-ordinary governor's meeting with JW to enact audit. Follow NLG's process following the receipt of action plan. Follow up meeting.</p> <p><b>2. To participate in external audit to fully appreciate the developing role of the governor.</b></p> <p><b>3. To participate in a fresh skills audit to identify skill gaps.</b></p> <p><b>Development of a collective coaching plan:</b> Goal – defining what you want to achieve Reality – exploring the current situation, relevant history and future trends Options – coming up with new ideas for reaching the goal What/who/when – deciding on a concrete plan of action</p> <p><b>Also see NLG action plan: <a href="http://howardpark.co.uk/ofsted-action-plans/">http://howardpark.co.uk/ofsted-action-plans/</a></b></p>	<p>1. Autumn Audit '15 NLG report by December '15 NLG statement by December '15 NLG review by April '16</p> <p>2. Complete by Summer 2016</p> <p>3. Summer 2016</p> <p>4. Completion Autumn 2016</p>	<p>Governors will sign off the following key documents to enable them to determine the success of key actions:</p> <p>Outcome of the external review of governance NLG action plan Governor training plan Coaching plan</p>	<p>Mrs. Jo Williams (£2000 approx.) Resources for training plan/ coaching plan Resources for skills audit from GLAD (Kirklees)</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <p>1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice?</p>
<p><b>NEW for 2016-17</b></p>  <p>To embed the principles of Investors in Pupils and IDP.</p>	<p>The principles of IIP and the school's IDP will be evidenced. The criteria for achieving IIP will be evidenced throughout school and in the minds of all stakeholders.</p>	<p>1. Refresh staff awareness of IIP and IDP standards; 2. CL to evaluate the quality of IIP actions/ non-negotiables in school; 3. SM to evaluate the quality of IDP actions/ non-negotiables in school; 4. Evaluate impact and effectiveness; 5. Consider reassessment.</p>	<p>By May 2017</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Criteria documents Evaluation documents</p>	<p>Cost of cover for release time and cost of reassessment of IIP.</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <p>1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice?</p> <p><i>Maybe best to not mention this to Carol!!! Don't think this has been done at all.</i></p>
 <p>To maximize opportunities for monitoring and scrutiny developing a solid evidence base and developing new skills.</p>	<p>Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment. The school will operate a 'Green File' system which will empower leaders in their key roles for raising achievement and creating an improving school.</p>	<p>1. Key staff will carry out regular observations, scrutiny of pupil's work, scrutiny of planning, joint scrutiny of assessment/ achievement, evaluation of pupil's voice and attitude and their evaluation of the learning environment. This will be known as the 'Green File' system. 2. Disseminate and embed skills through shared observation, teaching, analysis and scrutiny to raise standards. 3. To refine and embed these leadership procedures as part of an annual management cycle for senior leaders/ governors and their PM. 4. Middle leadership will take increased responsibility for impact plans within their own areas and the whole school. 5. To measure the impact of actions on pupil outcomes across the whole picture.</p> <p>Use of NLE (see separate action plan)</p>	<p>Termly cycle of monitoring and evaluation by senior leadership as evidenced in the annual SLT calendar</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Overview of monitoring from Green Files</p>	<p>Cost of resources (TL3) Monitoring the Quality of Teaching, Learning and Assessment Effectively - £65 SLT meeting time Additional £100 for 'Green File' setup</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <p>1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice?</p> <p><i>SLT have undertaken extensive levels of scrutiny to monitor a range of aspects in school, in particular looking at marking, differentiation, problem solving, cross-curricular writing.</i></p> <p><i>Development – To include subject leaders in these scrutinies.</i></p>

**GETTING TO GOOD – The Leadership and Management**  
School Development Plan 2015-2016 – POST OFSTED ACTION PLAN: LEADERSHIP AND MANAGEMENT

--	--	--	--	--	--	--