

BEYOND GOOD – Leadership and Management

School Development Plan 2017-2018 – POST OFSTED ACTION PLAN: LEADERSHIP AND MANAGEMENT

<p>What did OFSTED say in 2015?</p> <p>The Section 5 inspection report of the 7th and 8th July 2015 stated:</p> <ol style="list-style-type: none"> 1. Leaders have not ensured that teaching and achievement over time are consistently good. 2. 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. 3. Governors do not delve deeply enough into the achievement of pupils and different groups of pupils, such as the most able. <p>What did OFSTED say in 2017?</p> <ol style="list-style-type: none"> 1. The headteacher has led the staff to bring about a raft of improvements since the last inspection. Attainment is improving because of more effective teaching. Pupils and parents recognise that the school has improved over the last two years. 2. Senior leaders have an accurate view of the strengths and relative weaknesses at the school. Well-targeted development has resulted in improved teaching and learning, which has led to a trend of improving attainment. 3. Senior leaders and governors have a secure grasp of what still needs to be done to improve the school further. 4. The performance of staff is monitored effectively by school leaders. Underperformance is challenged. 5. The leadership of teaching and learning is effective. 6. The quality of leadership has improved and leaders are clear about their roles and responsibilities. Subject leaders have ensured that curriculum plans are sound and contribute to pupils' positive experiences in a range of subjects. 	<p>What actions are required?</p> <p>***Please also see Howard Park Community School Leadership & Management ambitions for 2017-18</p> <p>Further improve leadership and management by developing leaders' skills at judging and influencing the work of the school.</p>
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1. Objective	2. Success Criteria/ Impact	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Governor Evidence	6. Budgets Resources CPD	7. Evaluation & Review
<div style="text-align: center; font-size: 2em; font-weight: bold; color: #800000;">J</div> <p>To further develop the role of the SLT 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 the Blue Sky system which will empower leaders in their key roles for raising achievement and creating an improving school.</p>	<ol style="list-style-type: none"> 1. 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 'Blue Sky' 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>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 Blue Sky</p>	<p>Cost of resources (TL3) Monitoring the Quality of Teaching, Learning and Assessment Effectively - £65 SLT meeting time Additional £500 for 'Blue Sky' and setup</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</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"> 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?
<div style="text-align: center; font-size: 2em; font-weight: bold; color: #800000;">K</div> <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"> 1. Key leaders are trained in the use of 'Blue Sky' and expectations are made clear. 2. Ensure key leaders are using 'Blue Sky' for the management of key subjects and thus pupils' experiences and pupil outcomes are extended. 3. Key leaders develop action plans with the support of the 'Blue Sky' and act on these. 4. Measure the impact of high expectations on pupil outcomes to evaluate which are the most successful cohorts and why? 5. 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 http://www.teachingleaders.org.uk/wp-content/uploads/2014/03/Edition-5.-The-Changing-Face-of-Middle-Leadership.Part-II-Skills-Attributes.pdf Holding one another to account – BS + 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 Gobs to triangulate 	<p>By December 2017 staff will be inducted to the new 'Blue Sky' 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>Red - not achieved Amber – partly achieved Green – achieved</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"> 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?

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<p>L</p> <p>To maximise leaders and governors understanding of the school's performance data; encouraging deeper, detailed understanding.</p> <p>** All actions completed in Year 1 & 2 Ensure that this action is embedded</p>	<p>Leaders will understand and use in training and in an everyday context Raise Online, ASP (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><i>All governors will be able to answer the key questions relating to the school within http://howardpark.co.uk/2685-2/</i></p> <p><i>All 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</i></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 http://howardpark.co.uk/2685-2/</p> <p>4. Governors access training through ELC's GEL program on 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: http://howardpark.co.uk/ofsted-action-plans/</p>	<p>1. October 2017, refresher April 2018</p> <p>2. October 2017, refresher April 2018</p> <p>3. Easter 2018</p> <p>4. Starting December 2017</p> <p>5. September 2017</p> <p>6. Summer 2018</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>Red - not achieved Amber – partly achieved Green – achieved</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>M</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;</p> <p>2. CL to evaluate the quality of IIP actions/ non-negotiables in school;</p> <p>3. SM to evaluate the quality of IDP actions/ non-negotiables in school;</p> <p>4. Evaluate impact and effectiveness;</p> <p>5. Consider reassessment.</p>	<p>By October 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>Red - not achieved Amber – partly achieved Green – achieved</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>