

SECTION 3: LEADERSHIP AND MANAGEMENT

To continue to develop an inclusive school with a culture of high expectations and a shared commitment to providing the very best opportunities for pupils following the Coronavirus Pandemic.

Success Criteria/Outcomes

100% of pupils successfully complete their programmes of study; 100% of pupils' work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system; - All pupils have aspirational progress targets and they are on track to meet or exceed the expected standards by the end of each key stage; - Assessment information is used effectively to ensure all pupils make the progress their teachers expect and that more able pupils do work that deepens their knowledge and understanding; - All pupils' strengths and misconceptions are identified and acted on by teachers and teaching assistants during lessons and more widely to plan future teaching, remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum and deepen the knowledge and understanding of the more able; - Maintain the proportions of pupils making/exceeding expected progress in English and mathematics high compared with national figures; - Maintain the proportions of disadvantaged pupils matching pupils nationally.	- Timetable of workshops implemented throughout school in support of Parents as Partners; - Questionnaires and feedback report that all leaders engage effectively with pupils and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and purposive. - All pupils are reading widely and often across all subjects to a high standard; 100% of SEN pupils achieving IEP/IBP/Statement Targets/Objectives; 100% of INA/EAL pupils achieving their NASSEA targets; - Quality of teaching and learning judges to be 100% good or better; - Teaching effectively supports and promotes the development of English and Mathematics; - Standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this; 85% of pupils the national standard in reading, writing and mathematics by the end of Key Stage 2; - All policies are current and underpin practice that ensures that pupils have high levels of literacy and mathematics; - CPD is bespoke to each cohort's needs and include relevant to the previous year group's curriculum as appropriate. 100% improvements in behaviour over time for individuals or groups with particular behaviour needs; - All pupils are highly aware of how to keep themselves and others safe in different situations, including to e-safety; - Curriculum reported to promote and sustain a thirst for knowledge and understanding and love of learning; - All leaders promote improvement across the wider system; - All staff report support to make this possible; - All staff report they are protected by leaders from bullying and harassment and they receive high levels of support for well-being issues; - The EYFS and Pre-school is outstanding; - All governors stringently hold senior leaders to account for all aspects of the school's performance and deploy staff and resources to the benefit of all pupils, excellently.
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Key Objectives	Actions	Start Date	Review Date	Person/s Responsible	Estimated Cost	Monitoring
<i>To ensure staff CPD is bespoke to each cohort's needs and includes content relevant to the previous year group's work and ensure that the inevitable learning gaps following the impact of COVID 19 will be addressed for our pupils' particularly disadvantaged pupils and including pupils with SEND.</i> ✓ <i>Subject leaders to identify missed</i>	- SLT to design a timetable of expected monitoring focuses for each individual Leader of Learning for each term within the academic year; - Ensure pupil progress is discussed within governor and staff meetings and that actions are put in place to ensure progress is given a very high priority; - Ensure that in all aspects of performance management aspirations are high; - Leaders of Learning drive vision of high expectations; - Leaders of Learning to drive their curriculum areas in the day to day procedures and practices; - Curriculum Governors to ensure they support the Leaders of Learning vision and adhere to their roles and responsibilities ; - Aspirations of staff will be monitored in work scrutiny and planning as well as progress of all groups, every half term; - Leaders of Learning to adhere to the rigorous assessment and	Termly	December 2023	Leaders of Learning		Board of Governors
		September 2023	April 2024	Head teacher Deputy Head teachers		School Improvement Partner
		Termly	July 2024	Curriculum Subcommittees		Curriculum Subcommittee
		Termly	October 2024	Leaders of Learning		
		July 2024		Class Teachers		School Improvement Partner

<i>themes/topics and to consider and agree how these can be included in other year group's work</i> ✓ <i>Some teachers, especially those new</i>	- monitoring timetable; - Review and continue to implement relevant policies. - Current class teachers to identify areas of the curriculum still to be covered recorded on template created by SLT; - Shared virtual meetings with new class teacher on outcomes of that piece of work; - Autumn Term new class teachers to focus on gaps in learning in					
<i>To continue to engage with staff and take account of the main pressures whilst being realistic and constructive in managing staff including their workload and ensure reporting high levels of support for well-being issues is consistent.</i>	- DFE Workload Survey distributed to staff; - Analysis of workload survey; - Update of the Staff Handbook; - Speak to individual teachers and support staff; - Plan, liaise with Cluster Schools re: Marking Policies, Planning Policies and supporting additional requirements in line with outcomes from the survey; - CPD for SLT with a focus on 'new' ways to address marking and planning; - Staff Meetings to support working groups; - Staff questionnaires consistently report high levels of support for well-being issues.	Termly September 2023 Termly Termly July 2024	December 2023 April 2024 July 2024 October 2024	Learning Head teacher Deputy Head teachers Curriculum Subcommittees Leaders of Learning Class Teachers		Board of Governors School Improvement Partner
<i>To support ECTs Induction and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff, particularly those who may need additional CPD in formative assessment to help them identify next steps in pupils' learning.</i>	- Regularly evaluate the effectiveness of lessons and plan teaching to build on pupils' learning; - Access ECT Training through Ladywood Teaching School; - Proactive & work consistently in all aspects of school life without prompting. To draw on advice and specialist support; - ECT to use statistical information to identify target groups/individuals within his/her class & their associated next steps in reading, writing & maths; - Pitch lessons at appropriate levels to ensure all groups make progress; - Clearly differentiated work is planned; - Marking is up-to-date, developmental & in line with school policy.	Termly September 2023 Termly Termly July 2024	December 2023 April 2024 July 2024 October 2024	SLT	£250 supply for Monitoring Activities	School Improvement Partner Personnel Subcommittee
<i>To continue to ensure the school has a culture of safeguarding that facilitates effective arrangements to:</i> <i>Identify pupils who may need early help or who are at risk of neglect, abuse, grooming, sexual harassment, online sexual abuse, sexual violence or exploitation;</i> <i>Help pupils reduce their risk of harm by securing the support they need or referring them in a timely way to those who have the expertise to</i>	- CPOMS used effectively by the Pastoral Support Team to monitor and target pupils attendance, behaviour trends and safeguarding issues; - Continue with daily home visits to targeted children and develop increased links with parents to meet needs of pupils attendance; - Analysis of data on a weekly and termly basis and reporting on patterns, trends, significant ethnicities, pupil premium; - Safeguarding Leads to report to Safeguarding Subcommittee on the impact of individual intervention plans for those with concerns and outcomes of CAMs; - Head teacher in partnership with the Chair of Safeguarding of line manage the performance of the Pastoral Support Team; - Ensure that any CPD directly relates to safeguarding and linked to Appraisal Targets as well as fed back to the Friday Group; - Continue to create parent friendly materials to be put on the school's website or other written communications in matters of educating parents in safeguarding; - Termly reports on safeguarding to be delivered to Safeguarding Subcommittee; - Evidence of impact of individual intervention having marked improvements on safeguarding issues; - Effective liaison with Social Services and additional professions to	September 2024 Weekly Daily	Termly through Governor Safeguarding Subcommittee Diary of Events for specific dates Termly Board of Governors Meeting	Safeguarding Lead – Head teacher Pastoral Lead – Paula Cox	Staff Meeting Time Planned Pupil Progress Meetings CAM Core Group Meetings Professional Meetings	Safeguarding Subcommittee School Improvement Partner

<i>help;</i> <i>Manage safer recruitment and allegations about adults who may be a risk to pupils.</i>	- ensure children are safe; - Children allocated Key Workers if requiring or asking for one; - School curriculum provides opportunities for children to learn how to keep themselves safe; - Implement PHSCE Action Plan 2022 to 2023; - Ongoing Safer Recruitment Training for staff who are involved in the interview processes throughout school; - Update Safeguarding Policy in line with the LA.					
<i>To continue to ensure self-evaluation of the school is rigorous and accurate reflecting the leaders and governors high expectations, clear and ambitious vision realized through a strong, shared values, policies and practice.</i>	- Consistent application of the school's Monitoring and Assessment Timetable; - Appraisal Procedures are consistently implemented; - ECT and newly appointed staff supported effectively; - Constant feedback to Subcommittees; - Analysis of termly, national and local data; - Reports to Governing Board Meetings; - Outcomes of monitoring logged on all electronic systems, generating accurate reports; - Support for staff through CPD and Mentoring and coaching; - SDP updated Summer Term 2022	September 2023 Termly Termly	December 2023 April 2024 July 2024	Head teacher Deputy Head teachers All Subject Leaders	Staff Meeting Time Planned Pupil Progress Meetings Appraisal Meetings School Pupil Tracker	Curriculum Subcommittee School Improvement Partner
<i>To maintain an ambitious and effective Curriculum and continue to ensure its breadth and balance as evidenced through consistently improving outcomes for pupils and how well it prepares pupils for life, promotes and British Values.</i>	- Continue to monitor the Curriculum through a range of Staff Meetings and the Assessment and Monitoring Timetable; - Consider the subject matter and relevance to age group; - Implement PHSCE Action Plan; - Action Planning by subject leads maintains high standards; - Purchase resources to facilitate curriculum subjects; - Ensure extra-curricular activities further support and enhance the curriculum. - Ongoing CPD and sharing of good practice to support teachers' subject and pedagogical content knowledge and leads to further improvements.	September 2023 Termly Termly	December 2023 April 2024 July 2024	Head teacher Deputy Head teachers All Subject Leaders	Staff Meeting Time Planned Pupil Progress Meetings Appraisal Meetings School Pupil Tracker	Curriculum Subcommittee School Improvement Partner
<i>To further improve teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.</i>	- Monitoring activities through assessment and monitoring timetable in ensuring that quality of teaching, learning and assessment is outstanding; - CPD in place for all staff, evaluated and disseminated to all personnel through Staff Meetings; - Pupil Progress Meetings ensure that children are targeted; - Range of interventions to plug gaps and ensure children make progress; - SENCO to address concerns raised through Pupil Progress Meetings and Concern Forms and liaise with the appropriate agencies and parents; - Implement the Writing/Reading Action Plan to ensure standards in Writing are at least in line with reading; - Coordinators continue to be uncompromising and ambitious in consistently improving outcomes for all pupils in their subject area through targeted action plans linked to assessment and monitoring timetable.	September 2023 Termly Termly	December 2023 April 2024 July 2024	Head teacher Deputy Head teachers All Subject Leaders	Staff Meeting Time Planned Pupil Progress Meetings Appraisal Meetings School Pupil Tracker	Curriculum Subcommittee School Improvement Partner
<i>To ensure there is sustained improvement in individuals or groups of pupils' behaviour, whilst maintaining the impeccable behaviour of almost all pupils and actively promote anti-bulling.</i>	- Continue to monitor behaviour through CPOMS; - All staff are proactive in addressing low level disruption immediately in line with the corporate Behaviour Policy around school, playtimes and lunchtimes; - Staff to ensure that CPOMS are up to date; - Interventions implemented for children who require additional support with relationships and behaviour; - Liaise effectively with Behaviour Support Services to support those children who require it; - Effective liaison with professionals including the Educational Psychologist for those children who need one to one support in matters of behaviour; - Continue to support families through home/school liaison and	September 2023 Weekly Daily	Termly through Governor Safeguarding Subcommittee Diary of Events for specific dates Termly Board of Governors Meeting	Behavioural Lead – Ross Powell Staff SENCO – Emma Pilling		SLT Safeguarding Subcommittee School Improvement Partner

	- targeted work undertaken by the Behavioural Lead in the home; - Continue to provide holiday activities for those children who require additional support in the holidays and need structure outside of school hours; - SENCO and Behaviour Lead to ensure IBPs are focused and support those children who require it; - Implement Triple P Parent Programme through ASPIRE; - Monitor any reports of bullying behaviour and/or use of derogatory or aggressive language by the Behaviour Lead and reported to the Pastoral Team on a weekly basis; - Bullying behaviour and/or use of derogatory or aggressive language dealt with effectively and support provided by all pupils as/when required through internal interventions, BSS and outside professionals; - Curriculum continues to inform pupils of types/forms instances of bullying; - Safeguarding Policies ensure that staff, pupils, parents and governors are clear on the procedures and actions to be taken in instances of proven bullying; - Parents and pupils continue to be educated in what constitutes bullying; - Behaviour Lead to ensure that information regarding bullying is advertised on the website; - Support implemented for any children who require it.					
<i>To continue to ensure governors continue to systematically challenge all leaders on the effective deployment of staff and resources.</i>	- Implement the School Development Plan 2022 to 2023; - Governors to continue to monitor the work of the school through a timetable of Governor Visits; - Monitoring activities linked to the Timetable of Monitoring and Assessment Activities and reported to Subcommittee's with appropriate actions to be targeted and followed up; - Staffing Structure to be delivered to Personnel Subcommittee and full Board of Governor Meetings; - Governors monitor outcomes for pupils; - Continue to monitor and ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding. - Ensure that effective Appraisal Systems are in place and monitored by the Head teacher and Standards Tracker; - Termly meetings with Finance Officer – Local Authority; - Action Plans from Leaders of Learning highlight amounts required and evaluate the impact of resources.	September 2023 Termly Termly	December 2023 April 2024 July 2024	Subcommittees		<i>Personnel Subcommittee</i> <i>Pupil Welfare Subcommittee</i> <i>Curriculum Subcommittee</i> <i>School Improvement Partner</i>
<i>To continue to develop Collective Worship and establish strategies for pupils to play a part in the planning of worship themes to further enhance their involvement and establish evaluation procedures of worship that involve the views of all stakeholders in order to ensure worship opportunities have the most positive impact on all members of the school</i>	- Co-ordinating timetabling/themes across the year(s) into long, medium and short-term planning, in conjunction with the school and church community in order to involve pupils. - Update the school prospectus, welcome / induction pack and website have clear statements about the school's ethos for collective worship, (including the right of withdrawal). - Continue to ensure that there is a balance of regular and on-off visitors during the year, and being a point of contact for those visitors so that they understand their contribution to the worship life of the school; - Implement the idea of One Big Question. - To continue to organise the evaluation of collective worship; - Continue to supporting other members of staff; - Audit good resources to support worship; - Continue to liaise with the music leader to ensure that music used as part of school worship fits the themes and school ethos, and is appropriate for use in school worship; - Termly staff meetings that have a focus on collective worship; - SB to continue being responsible for leading school worship teams, or prayer and reflection spaces. - Investigate overseas links.	September 2023 Termly Termly	December 2023 April 2024 July 2024	Subcommittees		<i>Personnel Subcommittee</i> <i>Pupil Welfare Subcommittee</i> <i>Curriculum Subcommittee</i> <i>School Improvement Partner</i>

<i>To continue to ensure that leaders, managers and governors have a deep and accurate understanding of the school's effectiveness.</i>	▪ Head teacher to disseminate SDP to all staff and governors; ▪ All Leaders of Learning to publish a report on their subject area and its impact on learners on the school website within their curriculum area; ▪ Leaders of learning report to governor subcommittee verbally or in writing on a termly basis; ▪ Ongoing CPD including Church Leadership Training. ▪ Head teacher's report ensures that Governors understanding where we are as a school linked to the SDP and Monitoring and Assessment Timetable; ▪ Training provided in Raise Online for Staff and Governor who require it; ▪ Head teacher to share School Self Evaluation with staff and Governors to ensure they have an accurate understanding of the school's effectiveness whilst ensuring the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.	September 2023 Weekly Daily	Termly through Governor Safeguarding Subcommittee Diary of Events for specific dates Termly Board of Governors Meeting	Head teacher		<i>Personnel Subcommittee</i> <i>Pupil Welfare Subcommittee</i> <i>Curriculum Subcommittee</i> <i>School Improvement Partner</i>
<i>To ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly. As a result, staff consistently report high levels of support for well-being issues</i>	▪ Appraisal systems in place; ▪ Termly meetings with staff; ▪ Twice termly Key Stage Meetings; ▪ Assessment and Monitoring Timetable; ▪ Ongoing CPD and Evaluations; ▪ Competency and Capability Policies updated; ▪ High Expectations Policy Updated; ▪ Staff Handbook Updated; ▪ Induction for staff new to school effectively implemented; ▪ Job Descriptions updated; ▪ Updated Staffing Structure.	July 2023	Autumn Term October 2023 Spring Term March 2024 Summer Term June 2024 <i>Refer to Assessment and Monitoring Timetable</i>	Head teacher		<i>Personnel Subcommittee</i> <i>School Improvement Partner</i>
<i>To maintain the pupils outstanding spiritual, moral, social and cultural development underpinned by British Values.</i>	▪ Implement the PHSCE Action Plan; ▪ Continue to monitor attainment and progress on the PHSCE Tracker; ▪ Liaise with the Church; ▪ Monitor pupils perceptions and ongoing teaching and learning through the assessment and monitoring timetable; ▪ Staff meeting to revisit/share the tracking tool; ▪ Monitor the tracker on a half termly basis to analysis data and identify areas of weakness/strengths; ▪ Discussions with pupils; ▪ Liaison with new staff/teaching assistants; ▪ Policy to be reviewed and submitted to Governors; ▪ Expected strategies and PSHE programme outlined; ▪ Monitoring of planning and lesson observations; ▪ Clear expectations of a uniformed approach – highlighting PSHE/SMSC/Character Matters vocabulary, etc., as outlined in policies – staff meeting; ▪ Share good practice of planning within school; ▪ Organise 'Professionals Week' – invite a variety of professionals into the school; ▪ Form a 'Parent/Teacher Association' to support charity work; ▪ Ensure that staff are utilising 'Inspire our Futures' online resource.	September 2023	October 2023 Spring Term March 2024 Summer Term June 2024 <i>Refer to Assessment and Monitoring Timetable</i>	Head teacher		<i>Pupil Welfare Subcommittee</i> <i>School Improvement Partner</i>