

2. To improve the effectiveness of the leadership team to improve outcomes for all pupils

Priority	Actions required	Responsibility (Monitor actions and milestones)	Intended impact (What will be achieved and by when)	RAG rating/Impact
<p>Leaders precisely define and rigorously monitor plans for school improvement.</p>	<p>Roles and responsibilities reviewed annually</p> <ul style="list-style-type: none"> • New staffing structure to improve effectiveness and accountability of the senior leadership team determined and shared with all stakeholders in July 2018. This will be reviewed to reflect changes in staffing Jul 2019 • These need to be reorganised due to return of deputy from maternity - plan in place Jul 2019 to be reviewed in Dec 2019 <p>Improvement plans including aspirational targets are devised to accurately address areas for development based on Ofsted report and Quality Assurance from 2017/2018 and 2019</p> <ul style="list-style-type: none"> • As a direct result of evaluations and key priorities to support school improvement action plans for Teaching and Learning, maths and English approved by October 11th 2019 and shared with all stakeholders 	<ul style="list-style-type: none"> • AK (AIB) • SLT and middle leaders (AK/AIB) 	<ul style="list-style-type: none"> • Leadership judged as effective(Good) HMI visits • Minutes of Leadership meetings reflect SLTs new roles/responsibilities and accountabilities. From Sep 2019 ongoing. • Children making better than expected progress in reading, writing and maths. • Everyone is aware of their role in driving school improvement. See visit feedback (SEF) • Plan leads to 90% of Good or better teaching across the school Dec 2019 – 80% (Two NQTs) April 2020--85% July 2020 -- 90% 	<p>New structure on website July 2019. All staff clear on their responsibilities. Accountability is clearer.</p> <p>Structure updated Sep 19 and again in Jan 20</p> <p>Cornerstones data in Dec 2020 better than Dec 2019.</p> <p>Plans in place in English, Maths, Curriculum and Teaching and Learning.</p> <p>Lesson observations in Dec show 80% good or better</p>

	<ul style="list-style-type: none"> Monitoring and evaluation schedule continues to be followed. Findings from these inform leadership team meetings and future actions. New cycle created Sep 2019 - See planner 2019/20 (QA cycle 2019/20) Last year's planner ensured that a wide range of monitoring activities contributed towards leadership judgements. Aspirational targets set for all pupils and identified groups – see targets on Otrack cohort grids. Targets set by Sep 6th 19, Targets in otrack from Sep 19, on tracking grids from Oct 19 Review targets in January/April to ensure they are aspirational and meet the needs of the students. <ul style="list-style-type: none"> Additional improvement plan (Curriculum) written to reflect changes we want to make to the curriculum and to address the new Ofsted framework - Oct 2019 	<ul style="list-style-type: none"> AK (AIB) <p>YS/AK</p>	<ul style="list-style-type: none"> No inadequate teaching observed - plans in place for any teachers that are not yet good. Children making better than expected progress in reading, writing and maths - see external data. Last year this proved effective in ensuring cohorts made positive progress from previous key stage starting points. Children's targets should always demonstrate good or better progress School responds effectively to changes in the new Ofsted Framework leading to a Good in Quality of Education. 	<p>Dec 2019 teaching- no inadequate teaching seen.</p> <p>QA cycle up to date and reviewed regularly.</p> <p>Targets set in OTrack Sep 2019 - Tracking grids show children on target to reach targets. Dec 2019</p> <p>Targets checked by middle and senior leaders and adjustments made where targets were not aspirational enough.</p> <p>Curriculum plan written and used to drive changes to our curriculum - see staff meeting minutes</p>
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	<ul style="list-style-type: none"> Action plans updated to reflect progress against targets and from monitoring evidence. Ongoing Dec 19 <p>The following QA activities will take place</p> <ul style="list-style-type: none"> Progress in meeting targets reviewed Dec 2019, Mar 2020, Jun 2020 using data from Otrack to check children's flight paths. Pupil progress meetings to address checking progress half termly (Oct 2019 and ongoing) in order to change direction if needed as a result of evaluations. <p>Last year monitoring showed that children made at least expected progress and intervention programme was in place to address children causing concern. See progress meeting notes.</p> <ul style="list-style-type: none"> BEP trust to support SLT to make accurate judgements concerning the impact plans are having. – see reports/notes from meetings. (Oct 2019 and during each term afterwards) 	<p>AK</p> <p>CB</p>	<ul style="list-style-type: none"> Internal data shows children making at least good progress. Book scrutinies, learning walks and pupil voice also show this. Disadvantaged pupils are making better progress than non disadvantaged pupils nationally. <p>Moderation shows that teachers at Stafford leys are assessing accurately Oct 19 onwards Moderation meetings last academic year showed that teacher judgements were accurate - also see external moderation (Yr6/EYFS)</p> <ul style="list-style-type: none"> Minutes of SLT meetings demonstrate the progress towards key priority areas within their areas of roles and responsibilities and head teacher and governors hold the SLT to account on the progress towards the milestones. Minutes show the impact of the Leadership Team and ensures the milestones identified in the school improvement plan and targets are achieved. 2nd September 19and ongoing. AIB felt informed about the work of the SLT and could hold to account - see AIB minutes/action log. 	<p>Dec 19 - lesson observations and data show good progress - areas of weakness added to Teacher on a page.</p> <p>Current data shows we are on track for this Dec 19</p> <p>External moderation with BEP shows that our teachers are accurately assessing.</p>
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<p>The Leadership Team hold staff to account through effective support and challenge to improve pupil outcomes particularly disadvantaged and high prior attainment pupils.</p>	<p>CPD for all leaders regarding their strategic role and how to hold staff to account.</p> <ul style="list-style-type: none"> Leadership team receive mentoring and coaching Senior leaders meet weekly with HT to discuss key priorities and progress towards achieving them. Sep 19 onwards Middle leaders have time with Deputy weekly Sep19 onwards Regular chances to interrogate data and ask questions Middle leaders attend network meetings Leadership meetings to offer opportunities for staff to challenge each other. Leaders to prepare questions before meetings to support this. Agenda designed to ensure that middle leaders are experienced and challenging and being challenged. See improved minutes from Sep 19 onwards. Middle leaders complete 2 page profile of key priorities and progress, areas of challenge and areas for personal development. These to be reviewed termly. First report created Jul 19 and reviewed Dec 19, Mar 20 and Jul 20 Previous academic year showed that middle leaders were accurate in the judgements about their subject and aspirational in their targets for this academic year. Deputies produce an evaluative report from their key areas of responsibility (Dec 2019, Apr 2020, July 2020 – Before AIB governor meetings of progress towards 	<ul style="list-style-type: none"> SLT/external support (AK/AIB) SLT <p>AK Deputies</p>	<p>See meeting notes from last academic year.</p> <ul style="list-style-type: none"> Leaders are all aware of the key priorities and progress towards achieving them. Children make at least +2.0 progress in Reading, Writing and Maths Jul 20 Observed teaching and learning is 90% good or better Jun 20 Leadership judged as good by HMI Jul 20 <p>Last year, leadership was a key priority for us and continues into this academic year. Feedback from QA showed that this was highly effective</p> <ul style="list-style-type: none"> Minutes of meetings demonstrate the impact of leadership with evidence of support, challenge and accountability of staff and leaders. September 2019 onward Minutes from leadership meetings demonstrate evidence of challenge, accountability and impact on pupil progress with a particular focus on HPA and disadvantaged. (Monday 2nd September onwards) 	<p>See LT minutes Sep 19 onwards</p> <p>CB presented in Dec 19. YS booked for Jan 20</p>
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	<p>targets, sharing impact to date. This can be written or presented depending on governor requests. Governors felt these reports helped them to understand the work of the SLT and gave them opportunities to hold leaders to account.</p> <ul style="list-style-type: none"> • Head Teacher leads whole school data meeting at each assessment point and responds appropriately. (Dec 2019, Apr 2020, July 2020). • Analysis of data generated at each assessment point is evaluated • 2 new middle leaders are supported as they start their new roles - SENCO receiving internal and external support. 	AK	<ul style="list-style-type: none"> • All staff understand progress for all groups of children • Children on track to make +2.0 progress in all areas. • CB supporting DM and YS/KH supporting SH 	<p>Data shared with LT, teachers and support staff Sep 19</p>
<p>Leaders use the pupil premium (PP) funding to improve the attainment and progress for this group and improve their attendance.</p>	<p>Review Pupil premium strategy and action plan</p> <ul style="list-style-type: none"> • Website updated with new strategy and action plan by Oct 2019 <p>Rigorous monitoring of in school data at each assessment point</p>	<ul style="list-style-type: none"> • YS/KH (PP link governor - JC) 	<ul style="list-style-type: none"> • Disadvantaged pupils make better progress than non pupil premium children nationally. <p>Previous academic year showed that disadvantaged children made better progress than non PP children in maths and reading. They made similar progress in writing. Improving picture.</p>	

	<ul style="list-style-type: none"> • Performance of PP pupils is a standard item on the Leadership meeting agenda, Finance and curriculum governor meetings and is a focus in HT reports • Ensure when teachers are targeting children for greater than expected progress that pupil premium children are prioritised Sep 2019 This was clearly evidenced from previous academic year. • Targets and progress identified in O Track are set 3rd Sep 19. Progress against these targets is reviewed in Dec 2019 and Mar 2020 • Pupil premium children progress discussed in progress meetings (Half Termly) <p>Attendance monitored half termly and actions taken to rapidly improve attendance.</p> <ul style="list-style-type: none"> • Attendance targets set for disadvantaged pupils are met (Less than 11% PA for disadvantaged pupils). Monitored based on 	<ul style="list-style-type: none"> • Finance • CB • KH, PP link governor, AIB • CB • KH/YS, PP link governor • YS/KH/SM 	<ul style="list-style-type: none"> • Provision map highlights impact of PP funding - governors can hold leaders to account • All pupils making good progress from their starting points +2.0 progress in Reading, Writing and Maths. • Targets show PP children targeted for +ve progress. <p>Children on track to make good progress from their starting points Dec 19/Apr 20/ Jun 20 Previous academic year progress meeting grids show actions and impact.</p> <ul style="list-style-type: none"> • Minutes of meetings reflect a high level of support and challenge to improve progress and attainment of PP children September 19 onwards <p>PP reviews last year highlighted the rapid progress made here - see reviews and external data Jul 19.</p> <ul style="list-style-type: none"> • PA for disadvantaged below 11% - Dec 19/Apr 20/ Jul 20 	<p>Targets set - see in year progress grids on Otrack.</p> <p>Child with transport and home issues was resolved within a week. Liaised with</p>
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	<p>need - sometimes daily. Action taken to remedy –attendance officer, letters and meetings.</p> <ul style="list-style-type: none"> ● Records of interventions for all pupils identify actions taken to meet attendance targets identified. Oct 2019 and ongoing. ● Attendance officer appointed in the office to chase up even quicker. Sep 2019 ● Review letters and ways that we report absence and lateness to parents - Sep 2019 	<ul style="list-style-type: none"> ● CB/YS/SM 	<ul style="list-style-type: none"> ● Attendance figure for the school above 96.5% Dec 19/ Apr 20/ Jul 20 ● Parents to be informed earlier and consistently by teachers and the office. Attendance to be over 96.5% by July 2020. 	<p>early help and transport.</p>
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