NUTFIELD CHURCH CE VA PRIMARY SCHOOL

School Priorities for Development 2017 – 2018 - Effectiveness of Leadership and Management

COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY

	Requires Improvement → Good → <mark>Outstanding</mark>
Summary findings from Ofsted report November 2015	The new Headteacher has secured the confidence of most who know the school. The full range of views and other inspection evidence indicates overwhelmingly that this is a rapidly improving school. Pupils, many parents, staff, governors, the local authority and the Diocese speak passionately about the positive changes to the school's culture and ethos brought about by the arrival of the new Headteacher. As one parent put it 'the school has moved forward in leaps and bounds'. Leaders and governors at all levels know very well which areas need further attention and where to refine practice in their shared ambition for the school to be outstanding.
The current situation	The substantive Headteacher has been in place since 2014/15 which was half way through the last (RI) inspection cycle. The school has moved to 'Good' in all areas and safeguarding was judged as effective. The senior leadership team work closely and are highly effective, relentlessly pursuing excellence. Middle Leaders for Maths, English and SIAMS make the Middle Leaders team. RE is a significant part of the Middle Leader cycle of monitoring; it is led by the Headteacher and a team approach. Relentlessly positive staffing has continued the work and the now, considerable enthusiasm of staff has made a significant impact on the atmosphere of the school. A new curriculum model initiated in 2014/15 is now fully embedded. The four key principles of Core, Knowledge and Understanding, Expressive Arts and Deeper thinking are well established as are the 'bolt ons' for each area. These 'bolt ons' are: standards, outside learning, performance and exhibitions and Philosophy. We aim that these be woven throughout the curriculum. A good deal of thought has been given to how British Values can be incorporated in to our six key values, PSHE and Philosophy 4 Children as well as throughout the curriculum. The financial planning of the school is secure. Governors are now taking a key role alongside the SLT to consider issues of spending allocation for 'Disadvantaged pupils' and Sports' Premium. Governors and SLT are ambitious to ensure spending is intelligent. This has been done by adding a key Governor, increasing monitoring through Outcomes meetings as well as planning in external consultancy work. The school has further improved communication through a range of new systems and structures between office and staff. In addition the Headteacher has initiated parent workshops for EPGS, SATS and Phonics. Training sessions such as phonics, KS1 SATS, KS2 SATS and Internet Safety Parent advice groups are held regularly. There has been a culture shift in the school relating to behaviour and standards of

	presentation of uniform and learning. There has also been a significant change in the expectations and accountability of teachers. The Headteacher has introduced the need for teamwork and a sense of 'drive and energy' has been noted by learning partners. Our recent Ofsted report (Nov 15) and the notes of visits from a Supported Peer Review (March 16) consistently refer to the culture changes across the school. Much of the recent Ofsted report refers to the impact leaders have made in a short space of time. Recent results show significant improvements across the board. A special mention from Nick Gibb (MP) has been received following 2015/16 phonics results of 97%. These results were maintained in 16/17 with 97%. KS1 and KS2 results are now consistently above Surrey and National figures in Reading, Writing and Maths. Key Stage 2 results are also above national and above Surrey. This two year trend secures the school and evidences it as on the journey to Outstanding within this academic year.
Leadership and Management Objectives	**1: Culture and Expectations** a: Leaders to continue to set high expectations of pupils and staff. To create whole school systems and procedures which are consistent and clearly communicated. b: Focus: 2017/18 Leadership Development Plan. c: Embed 2016/17 focus (Middle Leaders' document and Governors' Development Document – ensure further training for SIAMS Christian Character for all new Governors).
	2: Curriculum Development a: Embed visits and visitors in the curriculum. Consider wider curriculum projects such as a farm or outdoor school. b: Embed CPD programme from 16/17 for all teaching staff through the 17/18 Leadership Development Plan
	3: Pupil Improvement a: Leaders and Governors to be ambitious for all pupils and promote improvement effectively. Ensure that the secure improvement in disadvantaged pupils' progress continues to rise in English and Mathematics. b: Continue to hold termly Outcomes for Pupils meetings with SLT and continue to ensure they hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
	4: Financial Management Governors to ensure they hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. Governors to hold leaders to account for the effective spend of Sports Premium with particular focus on DP, able and vulnerable groups.

	5: Safeguarding
	Ensure Safeguarding is effective. Building on existing good practice initiated in 2014/15 leaders and staff to take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. Headteacher and Key Governor to hold half termly meetings. DSL/DDSL (safeguarding) meetings to be held monthly.

Leaders:	SLT- Imogen Woods (HT) Anna Morris (DHT) and Philippa Assender (Bursar) Serena Fowler Co Chair/Chair of TL&A and Sam Nicholls Co Chair/Chair of L&M	Reviewed: To be reviewed:	September 2017 March 2018

Specific objectives	Actions	Success Criteria	Resources	Monitoring	Evaluation of Impact
1: Culture and expectations					
Leaders to continue to set high expectations of pupils and staff. To create whole school systems and procedures which are consistent and clearly communicated. Focus 2017/18 Leadership Development Plan Embed 2016/17 focus (Middle Leaders and Governors).	Curriculum mapping Agreed formats and standards for planning to be used consistently. Clear monitoring cycle from Leadership plan – to be shared with all staff	All teachers to follow curriculum timetable (10% RE time) Standards consistently monitored Middle Leaders' cycle to support teachers	Middle Leaders' time (HLTA cover) Staff meetigns X3 days in SDBE (London)	Middle Leaders' actions evidence half termly SLT monthly reviews Mid year appraisals for staff	
Ensure CPD linked to the development of the Christian values and SMSC (spiritual moral cultural and social)	Experienced staff to undertake 'Understanding Christianity' Course – Staff training to be offered and curriculum to be developed for	X3 specialist training course X3 staff feedback sessions			

	a trial year in 18/19 working alongside the new RE syllabus.				
Develop positive links for parents and families.	Continue to work with parents to build on the now existing confidence in the school by incorporating parent and school links. Develop new volunteer system for specialist visits from parents	Parent Meetings and consultations to be offered New Parent additional 'Vision and Values' meetings offered Volunteering/sharing specialist knowledge is regular	Headteacher led groups Webiste – write 'volunteers – how you can help section'	Minutes from meetings Review of handouts/support materials Monthly website reviews and yearly upgrading	
Develop strategies and systems to build the leadership capacity in others.	Targeted CPD development through the CPD Leadership plan Offer SLT experience days for Middle Leaders	Greater independence shown by Middle Leaders Middle Leaders are monitoring and maintaining deadlines each half term Data is produced and analysed regularly to share with senior leaders and governors Leadership in all subject areas is established DHT and middle leaders will be aware of their ability to support the HT in their leadership roles and to shoulder responsibility as well as making strategic decisions.		Middle Leaders to give feedback to Governors through Middle Leader interviews Peer Review findings/report 15/16 & 16/17. Middle Leader reflections/notes and reports	
2: Curriculum Development					
Leaders to embed SMSC through whole school curriculum with a focus on PSHE and Philosophy 4 Children.	Develop SMSC across each curriculum area Complete new PSHE curriculum	Adult Faith Team and PSHE leader to meet to plan in SMSC to fit alongside PSHE curriculum. Whole school PSHE curriculum	Middle Leaders' time (HLTA cover)	SMSC clear across all planning. Reports from subject leaders	

		Overview to be completed and shared with whole staff			
Build on the school's strategic approach to CPD for all teaching staff through the second year of the Leadership Development Program.	Develop system of categorisation for all courses/training Set an agreed proportion of budget for all categories Review in termly audits (Autumn 2, Spring 2, Summer 2)	Less total spend on supply	Middle Leaders' time (specialist teacher/HLTA cover)		
3: Pupil Improvement					
Leaders and governors to be ambitious for all pupils and promote improvement effectively.	Continue to hold termly Outcomes meetings for Pupils ensuring end of year expectations are on track	In all classes 85-90%+ to meet end of year expectations 20%+ to exceed end of year expectations	FGB Committee meetings	Governor monitoring visits	
Ensure that the secure improvement in disadvantaged pupils' progress continues to rise in English and Mathematics.	Continue to hold termly Outcomes for Pupils meetings with SLT and key staff members	Data to show DP pupils attain end of year expectations and where specific interventions are given to show exceeding progress.	Inclusion team to include DP champion X1pw Inclusion meetings X1pm	Termly Assessment meetings	
Involve other staff in systematic Middle Leadership Plan.	New Middle Leaders' document introduced to new staff. DHT to mentor Maths and English Middle Leaders to ensure support is given where needed.	Middle Leaders' section of Leadership Document shared with whole staff (Sept)	Time given in addition to PPA X2pmonth Maths and English X2 per month for mentor supporting NQTs	Middle Leaders to share work done in SLT and then share in staff meetings. Use key principles in document as guidance for	

					improvement.
Newer Governors to have a deeper understanding of the strengths and areas for development of this school, particularly those highlighted by RoL and the data dashboard.	Chair of Governors and Headteacher to arrange Analyse School Performance (ASP) and Data Dashboard training for all Governors.	All Governors will be able to discuss areas of attainment and targeting in detail.	FGB Governor Training		
New Governors to undertake induction with HT and Co-chair of Governors.	Induction pack to be used consistently Key policies and conducts explained	New Governors will be inducted Will belong to one committee with a mentor	See Leadership and Management Committee minutes Governor Code of Conduct		
Continue to raise profile and standards in RE in line with English and other core subjects.	Continue to develop the understanding and use of assessment systems in Religious Education (RE) to ensure accurate monitoring of progress over time.	Levels of RE and at least in line with (ideally above) LA levels in Maths and English	Assessment systems to be embedded from 2015/16 Diocesan lead to support subject leader and offer high quality RE training.		
4: Financial Management					
Governors to ensure they hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. Governors to hold leaders to account for the effective spend of Sports	DP Governor to continue to work with the HT and DHT to meet termly	Governors will continue to be able to measure impact of DP funding through attainment. DP to be at least in line with National Average and where behind expected progress or attainment gaps are closing rapidly.	Bursar and key Governor review time DP champion to work with SLT and DP Governor to review spending termly.	Termly reviews re spending with Bursar. Inclusion team to monitor attainment and progress against spending, with bursar.	

Premium with particular focus on DP, able and vulnerable groups.					

5: Safeguarding					
Ensure Safeguarding is effective. Building on existing good practice secured in 2015/16.	Maintain a culture of vigilance 'It could happen here' HT and newly voted, Key Governor to hold half termly meetings. DSL/DDSL meetings to be held monthly Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs All governors, DDSLs and teachers to undertake Prevent Strategy training Behaviour policy to be linked to 'Valuing All God's Children' – all staff trained in homophobic and transgender, bullying	Old Governor to train new Safeguarding Governor to ensure no gaps in process Half Termly Governor Monitoring Bursar and Headteacher meetings reviewing Monthly finance	Safeguarding Governors' monitoring Computing Leader time SLT reviews of Middle Leaders' Actions School Council Meetings	
Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.	New learning mentor to be part of DDSL and Inclusion teams DSL and DDSLs to receive new training DDSL protocol to be agreed CP list to be reviewed DSL/DDSL meetings to be held monthly	All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies	Half Termly Governor Monitoring Bursar and Headteacher meetings reviewing Monthly finance	Safeguarding Governors' monitoring Computing Leader time SLT reviews of Middle Leaders' Actions School Council Meetings	
Leaders protect pupils from radicalisation and extremism. Staff are	HT to ensure that all staff have regular training in safeguarding.	PSHE curriculum reviewed to include unit on radicalisation (Y7	Safeguarding Governors'	Half Termly Governor	

trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.	Safeguarding is included in all staff and TA meetings and is present on all governor meetings and monitoring visits. PSHE curriculum to be further developed to include issues such as radicalisation and extremism.	RE transition unit) All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies	monitoring Computing Leader time SLT reviews of Middle Leaders' Actions School Council Meetings	Monitoring Bursar and Headteacher meetings reviewing Monthly finance
	HT to ensure that all staff understand the Prevent Duty and its implications for educational settings	HT to regularly refer staff to Prevent Strategy materials (see staff meeting minutes)	Safeguarding Governors' monitoring Computing Leader time SLT reviews of Middle Leaders' Actions School Council Meetings	Half Termly Governor Monitoring Bursar and Headteacher meetings reviewing Monthly finance