

NUTFIELD CHURCH CE VA PRIMARY SCHOOL



School Priorities for Development 2018 – 2019 - Effectiveness of Leadership and Management

COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY

	Requires Improvement → Good → Outstanding
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.
Summary findings from SIAMS report April 2018	At Nutfield Church, a creative, loving and nurturing community life demonstrates to all groups that they have a part to play in the development of their school, for example, through carefully planned monitoring and evaluation. This leads directly and convincingly to effective strategies for improvement and maintains a strong focus on meeting the needs of all learners. Standards are high. Expectations continually rising. The journey has been demanding but now a culture of excellence prevails. The incumbent commented that the new head teacher had grabbed situations 'with bells on'. Leadership and management have created an open and professionally challenging culture. The stable and united governing body seeks to balance business with strategy and has a clear view of the future. Pupils are particularly involved and empowered and 'take this strength and confidence with them to secondary school' commented a governor. The Leaders' Development Plan facilitates growth at every level supporting succession planning and facilitating future leadership of church schools. New members of staff receive high quality CPD, including induction into church school life, and the school is providing sustained development in order to ensure that all staff continue to embrace the school's Christian vision and values with true commitment and enthusiasm. Accessible and honest communication is seen as a real strength by staff and parents, and governors feel they 'have no excuse not to know as they are so well informed'.

**Leadership and
Management
Objectives**

1: Culture and Expectations

- a: Leaders to continue to set high expectations of pupils and staff. To ensure whole school systems and procedures are clearly communicated and consistently followed.
- b: To continue to invest in the development of governors and staff, including Middle Leaders, new SENCO and creating opportunities for staff across the school to flourish through the implementation of the 2018/19 Leadership Development Plan.
- c: Ensure CPD linked to the development of the Christian values and SMSC (spiritual moral cultural and social)
- d: Continue to foster positive links for parents, families and the wider community.

2: Curriculum Development

- a: Ensure visits and visitors across the curriculum.
- b: Embed SMSC through whole school curriculum and to incorporate a wider range of social issues and include a strategic approach to anti-bullying (and achieve the Anti-Bullying Gold Charter Mark)
- c: Embed CPD programme for all teaching staff through the 18/19 Leadership Development Plan so staff are provided with opportunities to lead in a range of areas across the school.

3: Pupil Improvement

- a: Leaders and Governors to be ambitious for all pupils and ensure disadvantaged and SEN pupil progress and attainment is at least in line with other pupils in English and Mathematics.
- b: Further develop Reading comprehension across the school – direct response to KS2 Reading SATS
- c: Ensure termly Pupil Progress meetings with SLT continue hold teachers and senior leaders stringently to account for all aspects of the school’s performance, so all pupils groups, particularly SEN, DP and MA pupils achieve the best possible outcomes.
- d: All Governors to have a deeper understanding of the strengths and areas for development of this school, particularly those highlighted by Analysing School Performance (ASP) and Inspection Data Summary Report (IDSR).

	<p>4: Outward Facing</p> <p>(Partnerships) a: To maintain and extend partnerships with other local schools for the purpose of sharing and developing understanding of best practice and moderating expectations and standards.</p> <p>(Supporting Others) a: To support and stabilise a school in South London and further the significant and sustained progress and improvements at Nutfield Church.</p>		
	<p>5: Financial Management</p> <p>a: SLT and 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.</p>		
	<p>6: Safeguarding</p> <p>a. Ensure Safeguarding continues to be effective. Leaders to take appropriate action to ensure all staff and Governors receive appropriate safeguarding and child protection training which is regularly updated.</p> <p>b. Leaders and staff identify pupils who may be at risk of neglect, abuse or sexual exploitation, and know what to do if a child tells them he/she is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality.</p> <p>c. Headteacher and Key Governor to hold half termly meetings. DSL/DDSL (safeguarding) meetings to be held monthly.</p> <p>d. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</p>		
<p>Leaders:</p>	<p>SLT- Imogen Woods (HT) Anna Benjamin (DHT) and Philippa Assender (Bursar) Serena Fowler Co Chair/Chair of TL&A and Sam Nicholls Co Chair/Chair of L&M</p>	<p>Reviewed: To be reviewed:</p>	<p>September 2018 March 2019</p>

Specific objectives	Actions	Success Criteria	Resources	Monitoring	Evaluation of Impact
1: Culture and expectations					
a: Leaders to continue to set high expectations of pupils and staff. To ensure whole school systems and procedures are clearly communicated and consistently followed.	<p>Curriculum mapping</p> <p>Agreed formats and standards for planning to be used consistently.</p> <p>Clear monitoring cycle from Leadership plan – to be shared with all staff</p> <p>Termly Directed/Self Directed Task Peer-observation</p>	<p>All teachers to follow curriculum timetable (10% RE time)</p> <p>Standards consistently monitored</p> <p>Middle Leaders' cycle to support teachers</p>	<p>Middle Leaders' time (HLTA/Teacher cover)</p> <p>Staff meetings</p> <p>X3 days in SDBE (London)</p>	<p>Middle Leaders' actions evidence half termly</p> <p>Half termly review of Behaviour Folders</p> <p>Half termly review of Guided Reading Folders</p> <p>Pathway Plan Meetings termly</p> <p>Pupil Progress Meetings termly</p> <p>SLT monthly reviews</p> <p>Mid-year appraisals for staff</p> <p>Cycle of Governor Monitoring</p>	
b: To continue to invest in the development of governors and staff, including Middle Leaders, new SENCO and creating opportunities for staff across the school to flourish through the implementation of the 2018/19	<p>Clear monitoring cycle from Leadership plan – to be shared with all staff</p> <p>Termly Directed/Self Directed Task Peer-observation</p>	<p>Greater independence shown by Middle Leaders</p> <p>Middle Leaders are monitoring and maintaining deadlines each half term</p> <p>Data is produced and analysed regularly to share with senior</p>	<p>Middle Leaders' time (HLTA/Teacher cover)</p> <p>Staff meetings</p> <p>Governor Meetings inc. FGB</p>	<p>Middle Leaders' actions evidence half termly</p> <p>Middle Leaders to give feedback to Governors through</p>	

Leadership Development Plan.	<p>CPD for new SENCO</p> <p>Meetings with Middle Leaders</p> <p>Governors undertake a cycle of regular monitoring and evaluation throughout the year.</p> <p>Governor meetings alternate between FGB and 'Training and Development Meetings'</p>	<p>leaders and governors Leadership in all subject areas is established</p> <p>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.</p>		<p>Middle Leader reports</p> <p>Cycle of Governor Monitoring</p>	
c: Ensure CPD linked to the development of the Christian values and SMSC (spiritual moral cultural and social)	<p>'Understanding Christianity' Course to be shared with staff at 3x staff meeting through the year and 'Understanding Christianity' units to be incorporated into the RE overview.</p> <p>Curriculum to be developed for a trial year in 18/19 working alongside the new RE syllabus.</p>	<p>All staff to teach 'Understanding Christianity' unit this year following successful training</p>	Staff Meetings	<p>Mid-year appraisals for staff</p> <p>Cycle of Governor Monitoring</p> <p>Middle Leaders' actions evidence half termly</p>	
d: Continue to foster positive links for parents, families and the wider community.	<p>Continue to work with parents to build on the now existing confidence in the school by incorporating parent and school links.</p> <p>Develop volunteer system for specialist visits from parents and to support reading across the school.</p> <p>Introduce Year R Coffee Morning to integrate new Parents.</p>	<p>Parent Meetings and consultations to be offered</p> <p>New Parent additional 'Vision and Values' meetings offered</p> <p>Volunteering/sharing specialist knowledge is regular</p>	<p>Anti-Bullying Partnership Group</p> <p>Website – write 'volunteers – how you can help section'</p>	<p>Minutes from meetings</p> <p>Review of handouts/support materials</p> <p>Monthly website reviews and yearly upgrading</p>	

2: Curriculum Development					
a: Ensure visits and visitors across the curriculum.	Each class to ensure a minimum of one trip/visitor per term. Training for EVC Lead	Each class to ensure a minimum of one trip/visitor per term. EVC Lead to work more independently.	EVC Lead training Staff Meeting time	SLT monthly reviews	
b: Embed SMSC through whole school curriculum and to incorporate a wider range of social issues and include a strategic approach to anti-bullying (and achieve the Anti-Bullying Gold Charter Mark)	Develop SMSC across each curriculum area PSHE curriculum to ensure issues such as Anti-Bullying, radicalisation and extremism are covered.	Whole school PSHE curriculum Overview to be completed and shared with whole staff Profile of SMSC and British Values to be raised throughout the school.	Middle Leaders' time (HLTA cover) Anti-Bullying Partnership Faith Team and School Council Meetings Staff Meetings	SMSC clear across all planning. Reports from subject leaders	
c: Embed CPD programme for all teaching staff through the 18/19 Leadership Development Plan so staff are provided with opportunities to lead in a range of areas across the school.	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					
a: Leaders and Governors to be ambitious for all pupils and ensure disadvantaged and SEN pupil progress and attainment is at least in line with other pupils in English and Mathematics.	Continue to hold termly Pupil Progress Meetings, Pathway Plan meetings and Outcomes meetings to ensure end of year expectations are on track. Monitor interventions half	In all classes 90% to meet end of year expectations 20%+ to exceed end of year expectations	FGB Committee meetings	Governor monitoring visits	

	termly.				
b: Further develop Reading comprehension across the school – direct response to KS2 Reading SATS	<p>Book INSET and Staff Meeting training with Literacy Tree</p> <p>Staff Meeting time to develop Comprehension as a reading skill across the curriculum.</p> <p>Information and strategies for developing reading comprehension sent to Parents</p>	<p>Profile of Reading Comprehension is raised throughout the school.</p> <p>Reading SATS results in Y6 are in line with those of Maths and EGPS.</p>	INSET and staff meeting time	<p>Guided Reading Folder monitoring</p> <p>Termly pupil progress meetings</p> <p>Governor monitoring visits</p>	
c: Ensure termly Pupil Progress meetings with SLT continue hold teachers and senior leaders stringently to account for all aspects of the school’s performance, so all pupil groups, particularly SEN, DP and MA pupils achieve the best possible outcomes.	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.	<p>Inclusion team to include DP champion X1pw</p> <p>Inclusion meetings X1pm</p>	Termly pupil progress meetings	
d: All Governors to have a deeper understanding of the strengths and areas for development of this school, particularly those highlighted by ASP and IDSR	<p>Chair of Governors and Headteacher to arrange ASP and IDSR training for all Governors.</p> <p>Governors undertake a cycle of regular monitoring and evaluation throughout the year.</p> <p>Governor meetings alternate between FGB and ‘Training and Development Meetings’</p> <p>Individual Governors to oversee each key stage/phase and Key areas to ensure deeper</p>	All Governors will be able to discuss areas of attainment and targeting in detail.	FGB Governor Training		

	knowledge across the Governing body as a whole.				
4: Outward Facing					
<p>(Partnerships) a: To maintain and extend partnerships with other local schools for the purpose of sharing and developing understanding of best practice and moderating expectations and standards.</p>	<p>Maintain a strong partnership with other local primary schools. Enable other schools to take turns in hosting:</p>	<p>Autumn Term: 3rd December 2018, Maths Focus hosted by St Johns</p> <p>Spring Term 4th March 2019 RE Focus hosted by Nutfield Church 18th March 2019 Reading Focus hosted by St Peter & St Paul</p> <p>Summer Term: 17th June 2019 Writing Focus hosted by Godstone 8th July 2019, RE Focus hosted by Nutfield Church</p>	Staff Meetings		
<p>(Supporting Others) a: To support and stabilise a school in South London and further the significant and sustained progress and improvements at Nutfield Church.</p>	<p>Headteacher off site at second school three days a week.</p> <p>Deputy Head released from class teacher role and to take on greater responsibility across the school.</p> <p>Termly dates booked in throughout the school year for SIAMS and RE lead to support the second school in preparing for their SIAMS inspection.</p>	<p>Second School is stabilised and makes progress towards securing a positive judgement from Ofsted and SIAMS.</p> <p>Nutfield Church continues to thrive, staff develop skills and confidence through CPD opportunities brought about by this situation.</p>	<p>SLT Meetings weekly</p> <p>CO Chair Meetings bimonthly</p> <p>Partnership Meetings termly</p> <p>Staff visits to second school</p>	<p>SLT Meetings weekly</p> <p>CO Chair Meetings bimonthly</p> <p>Partnership Meetings termly</p>	

5: Financial Management					
<p>a: 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.</p> <p>Governors to hold leaders to account for the effective spend of Sports Premium with particular focus on able pupils and vulnerable groups including DP.</p>	<p>DP Governor to continue to work with the HT and DHT to meet termly</p>	<p>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.</p>	<p>Bursar and key Governor review time DP champion to work with SLT and DP Governor to review spending termly.</p>	<p>Termly reviews re spending with Bursar.</p> <p>Inclusion team to monitor attainment and progress against spending, with bursar.</p>	
6: Safeguarding					
<p>a. Ensure Safeguarding continues to be effective. Headteacher and Key Governor to hold half termly meetings. DSL/DDSL (safeguarding) meetings to be held monthly. Leaders to take appropriate action to ensure all staff and Governors receive appropriate safeguarding and child protection training which is regularly updated.</p>	<p>Maintain a culture of vigilance: 'It could happen here'</p> <p>HT and Safeguarding Governor to hold half termly meetings. DSL/DDSL meetings to be held monthly</p> <p>Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour or prejudice-based bullying. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p> <p>Safeguarding and Pastoral</p>	<p>All staff trained in safeguarding updates</p> <p>DSL/DDSL team to meet monthly and train all teacher and TAs</p> <p>All governors, DDSLs and teachers to undertake Prevent Strategy training</p> <p>Behaviour policy to be linked to 'Valuing All God's Children' – all staff trained in homophobic and transgender, bullying</p> <p>All stake-holders work actively together to prevent bullying</p>	<p>Old Governor to train new Safeguarding Governor to ensure no gaps in process</p> <p>Half Termly Governor Monitoring</p> <p>Bursar and Headteacher meetings reviewing Monthly finance</p>	<p>Safeguarding Governors' monitoring</p> <p>Computing Leader time</p> <p>SLT reviews of Middle Leaders' Actions</p> <p>School Council Meetings</p>	

	<p>Update are standing items on the weekly staff meeting agenda</p> <p>Staff and pupils are working towards the Anti-Bullying Gold Charter mark</p> <p>Letter system embedded, led by HSLW and supported by HT and EWO where a bridging letter is issued from one term to the next where persistent absenteeism has not stopped.</p>	<p>and any incidents are dealt with swiftly and effectively.</p> <p>The school has an attendance of more than 97%.</p>			
<p>b. Leaders and staff identify pupils who may be at risk of neglect, abuse or sexual exploitation, and know what to do if a child tells them he/she is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality.</p>	<p>Learning mentor to be part of DDSL and Inclusion teams</p> <p>DSL and DDSLs to receive new training DDSL protocol to be agreed</p> <p>CP list to be reviewed</p> <p>DSL/DDSL meetings to be held monthly</p>	<p>All staff trained in safeguarding updates</p> <p>DSL/DDSL team meet monthly and train all teacher and TAs</p> <p>Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies</p>	<p>Half Termly Governor Monitoring</p> <p>Bursar and Headteacher meetings reviewing Monthly finance</p>	<p>Safeguarding Governors' monitoring</p> <p>Computing Leader time</p> <p>SLT reviews of Middle Leaders' Actions</p> <p>School Council Meetings</p>	
<p>c. Headteacher and Key Governor to hold half termly meetings. DSL/DDSL (safeguarding) meetings to be held monthly.</p>					
<p>d. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to</p>	<p>HT to ensure that all staff receive regular training in safeguarding. Safeguarding is included in all staff and TA</p>	<p>PSHE curriculum reviewed to include unit on radicalisation (Y7 RE transition unit)</p> <p>All staff trained in safeguarding</p>	<p>Safeguarding Governors' monitoring</p> <p>Computing Leader</p>	<p>Half Termly Governor Monitoring</p> <p>Bursar and</p>	

<p>encourage open discussion with pupils.</p>	<p>meetings and is present on all governor meetings and monitoring visits.</p> <p>PSHE curriculum to be further developed to include issues such as radicalisation and extremism.</p> <p>HT to ensure that all staff understand the Prevent Duty and its implications for educational settings</p>	<p>updates</p> <p>DSL/DDSL team to meet monthly and train all teacher and TAs</p> <p>Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies.</p> <p>HT to regularly refer staff to Prevent Strategy materials (see staff meeting minutes)</p>	<p>time</p> <p>SLT reviews of Middle Leaders' Actions</p> <p>School Council Meetings</p>	<p>Headteacher meetings reviewing Monthly finance</p>	
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