



REDHILL PRIMARY ACADEMY  
SCHOOL DEVELOPMENT PLAN 2022-23

Leadership and Management including Governance, including subject leaders					
Priorities:					
<p>3- To ensure a smooth opening of the new nursery in January 2023. This will involve staff restructure and recruitment, design of the interior and outdoor learning environment and a review of the admission policy. There will also be a need to develop and implement a marketing strategy, ensure welfare and health and safety requirement are met.</p>					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
To ensure a smooth opening of the new nursery in January 2023. This will involve staff restructure and recruitment, design of the interior and outdoor learning environment and a review of the admission policy. There will also be a need to develop and implement a marketing strategy, ensure welfare and health and safety requirement are met.	<p>Review staff structure and recruit new staff.</p> <p>Amend the opening hours, to offer an extended day.</p> <p>Market the new Nursery and the extended provision.</p> <p>Design the interior and outdoor learning environment.</p> <p>Review the admission policy.</p>	<p>All staff are of a high quality, with relevant early years' experience and skills. Practitioners understand child development and can deliver the school's curriculum effectively.</p> <p>All welfare requirements are met.</p> <p>Children learn and develop well and are kept healthy and safe.</p> <p>The Nursery is full to capacity.</p>	<p>Head to monitor practice following existing monitoring systems.</p>	<p>Funding for indoor and outdoor provision.</p>	<p>Feb Half term</p>
Subject leaders to provide support with planning for appropriate pitch and expectation for staff teaching in new year groups with effect from September 2022 (Year Reception and Year 6).	<p>New teachers to year group to be placed alongside an experienced team member.</p> <p>Release time for PPA to be at the same time.</p> <p>Job shadowing and team-teaching practice to be used regularly to enhance practice.</p> <p><b>Reception</b> - phonic/early reading expert to provide coaching and monitor practice</p>	<p>Culture of high expectations for all pupils continues.</p> <p>Children will make good or more than expected progress in their learning and attain well.</p> <p>Whole school attainment improvements.</p> <p>The well-embedded coaching model is used to teachers new to year groups. to drive forward</p>	<p>ECT monitoring schedule</p> <p>Book scrutiny</p> <p>Termly drops in.</p>		<p>Summer Term</p>



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	<p>-EY lead/HT to monitor and support with adult and child led activities. - arrange EY CPD, around child-initiated learning, assessment in EYs.</p> <p>Year 6 Team teaching model for the Autumn term. ECT to work with DHT on planning and assessment in PPa time and in ECT time. To observe DHT teaching core subjects ECT training programme in place</p>	<p>school improvement in new areas of responsibility or year groups. The Leadership team are highly effective through monitoring and evaluation which is rigorous. The leadership team successfully share responsibility for developing teacher quality through sharing expertise and skillful performance management.</p>			
<p>Plan an induction programme for the two new members of the governing body to they can fulfil their statutory responsibilities.</p> <p>Ensure clarity of vision, ethos and strategic direction for the school.</p> <p>Hold the head teacher to account for the educational performance of the school, staff and its pupils.</p> <p>Oversee the financial performance of the school and making sure its money is well spent.</p>	<p>Induction policy and handbook provided.</p> <p>Training audit completed and appropriate training identified/delivered.</p> <p>Identify linked area of responsibility - nominated Governors (e.g. Link / Champion governors, Safeguarding, Vulnerable group) and allocate support for them in their role.</p> <p>Make arrangements for individual Governor involvement in e.g. school events.</p> <p>New governors involved in drafting a Governors' Development Plan.</p>	<p>Governors are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. They stringently hold senior leaders to account for all aspects of the school's performance.</p> <p>Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils</p>	<p>Are governors actively involved in MER process and have a clear understanding of the school's strengths and areas of development?</p> <p>Are governors able to make accurate judgements about the impact of targeted work?</p> <p>Are governors able to ask</p>		<p>Autumn/Spring Term</p>



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	<p>Ofsted training provided.</p> <p>Ensure all governor activity is evidenced.</p> <p>Plan business arising from HT report, RAP/SIP and Interim Monitoring and Evaluation (IME) reports and allocate responsibilities for next IME tasks / actions.</p> <p>Half termly Chair and Heads meetings. Define areas of responsibility and focus.</p> <p>Swiftly ensure the new Chair has a thorough understanding of the school.</p>	<p>The new chair is effective and works with the headteacher to promote and maintain high standards of educational achievement</p> <p>Governing Board:</p> <ul style="list-style-type: none"> <li>• ensures that they set a clear vision, ethos and strategic direction for the school</li> <li>• holds the headteacher to account for the educational performance of the school and its pupils</li> <li>• ensures oversight of the financial performance of the school and effective use of the schools' resources</li> <li>• understand their responsibility under the Equality Act, as well as the role the board plays in ensuring that the Academy has an inclusive culture and learning environment.</li> </ul>	<p>challenging questions?</p>		
<p>Evaluation</p>					