

**Leadership and Management including Governance**

**Priorities:**

- 1- Enhance the support and monitoring role of Early Reading / Phonic Specialist working alongside the English Leader to embed revisions to the phonic / early reading offer.
- 2- Use the well-embedded coaching model to support staff and team leaders to drive forward school improvement in new areas of responsibility or year groups.
- 3- Provide dedicated time for senior leaders to be non-teaching to drive curriculum development.

Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
Subject leaders to refine some subject specific curriculum progression documents to ensure that the key concepts/bodies of knowledge are threaded through the curriculum offer. (See curriculum plan).	Subject leaders to work alongside SF to look at EYFS to KS1 progression. Subject leaders to ensure progression is evident in all strands of their subject from EYFS to end of KS2. SLT in conjunction with LF to decide on key drivers. Subject leaders to ensure there are threads of the drivers throughout their subject progression.	Children will be able to articulate how their learning has become harder as they have journeyed through the school.	Subject leaders to complete pupil voice.  Subject leaders to complete book looks.	Release time	Autumn term for refining progression documents.  Spring and summer term for pupil voice and book looks.
Enhance the support and monitor the role of the interim Early Reading / Phonic Specialist to embed revisions to the phonic / early reading offer.	Identify key staff to manage the role. Provide training from Literacy consultant and school improvement advisor.	Standards in phonic attainment remain high and above national average.	New leaders to review the provision and write drive the actions from monitoring.	Release time	Posts and training established for January 2022.
Amend senior leader roles and responsibilities during the period when the Deputy Headteacher and EYFS lead take maternity leave.	Use the well embed coaching model to: Support the two members of staff taking on Deputy roles and responsibilities, so they are able to drive forward school improvement in new areas of responsibility.  DHT to hold transition meetings with members of staff, completing meetings	Culture of high expectations for all pupils continues. Improvement plans are based on robust self-evaluation, are focused on the salient key priorities, and reviewed rigorously to ensure rapid improvement.	School's monitoring and deep dive cycle.	Senior management release time	Transition September  Ongoing

	<p>and key documentation alongside them wherever possible before leaving for MAT leave in October.</p> <p>Support the new EYFS lead.</p> <p>Provide dedicated time for senior leaders to be non-teaching to drive curriculum development.</p> <p>Headteacher to complete half termly reviews with all new leaders to review effectiveness of practice and identify next steps.</p>	<p>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 three 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.</p> <p>They stringently hold senior leaders to account for all aspects of the school's performance. Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial</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 are able to make accurate judgements about the impact of targeted work?</p> <p>Are governors able to ask challenging questions?</p>		<p>Autumn/Spring Term</p>

	<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>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>The new chair is effective:</p> <ul style="list-style-type: none"> <li>• works with the headteacher to promote and maintain high standards of educational achievement</li> <li>• ensures that the governing body sets a clear vision, ethos and strategic direction for the school</li> <li>• with the governing body 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> </ul>			
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Evaluation