

## Leadership & Management

Ofsted Framework Context	Desired Outcome	Actions towards outcome and targets	Person reporting milestones to Govs.	Milestone Ref	Milestone end date	Key Performance indicator	Cost Centre	Resource Time/ Budget
<b>This element of the School development plan is a response to Ofsted AFI's from October 2018 inspection</b>	Show EYFS and key stage 1 starting points in order to identify slowing progress or dips in attainment.	<ul style="list-style-type: none"> <li>Adjust the data sets to include EYFS and key stage 1 starting points in order to identify slowing progress or dips in attainment.</li> </ul>	JC	LM1	30/04/2019	KLM1	E01	EHT time
<b>This element of the School development plan is a response to Ofsted AFI's from October 2018 inspection</b>	Continue to work closely with families to reduce the number of pupils who are repeatedly absent.	<ul style="list-style-type: none"> <li>Recruit attendance consultant. 4 days per month initially then 2 days per month.</li> <li>Invite families of persistent absence families to panel meetings to discuss absence.</li> <li>Continue to educate families about the importance of attendance</li> <li>Introduce parents Training sessions.</li> </ul> <p style="color: green; margin-top: 10px;"><b>Targets</b></p> <ul style="list-style-type: none"> <li style="color: green;">Reduce persistent absence to national levels by end of Autumn 2019</li> </ul>	LW/FN	LM2 LM3 LM4	01/02/19 01/02/19 22/7/19 15/12/19	KLM2 KLM3 KLM4	E28	Cherie Green @£2780
Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.	'Milestones' to be included within their plans for school improvement, so that Governors can check progress more effectively at regular intervals across the year	SLT to develop SDP planning to include milestones with dates for this planning session.	JC	LM5	30/05/2019		E01	EHT time
<b>The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</b>	Establish and implement a Relationships Education policy in line with the Draft RE/RSE framework 2019	<ul style="list-style-type: none"> <li>CD/FN to use the draft framework to start to draft schools RE policy for September 2020.</li> <li>A committee of parents will be invited to work alongside school leaders to review the draft policy and discuss appropriacy of materials and resources used.</li> </ul>	JC	LM6 LM7	31.10.19 31.10.19		E01	CD/FN time
Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.	Performance management system of all staff within school is used to achieve vision of outstanding provision across school.	<ul style="list-style-type: none"> <li>Use performance management observation as a benchmark for teaching staff coaching CPD needs.</li> <li>Any staff who are securing good to be allocated a teaching coach and given improvement targets.</li> </ul>	JC/FN	LM8 LM9 LM10		KLM5 KLM6		

The school's implementation of the curriculum is consistently strong. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.	Implement the pilot study for National multiplications test. See how far the children are from passing the threshold this year so that strategies can be put in place for 2019/2020	<ul style="list-style-type: none"> <li>MH to implement the pilot Multiplications testing Summer 1 2019</li> <li>MH to analyse test results and create action planning for 2019/2020</li> </ul>	MH	LM11 LM12	23.07.19 30.09.19	KQE6a	EO1	AHT time.
The school's implementation of the curriculum is consistently strong. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.	Improve multiplication tables acquisition at an earlier age in school by introducing and embedding times tables rock stars into KS1	<ul style="list-style-type: none"> <li>MH to introduce and embed times tables rock stars into KS1</li> </ul>	MH	LM13	30.09.19	KQE6a	EO1	AHT /Teacher time.
There is high academic/vocational/technical ambition for all pupils, <b>and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.</b> Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.	SENCO to complete a curriculum audit which will inform the judgement: Do SEND children have a narrowed curriculum as a result of their individual needs. Are they able to access school creative curriculum so that they too acquire knowledge and cultural capital to succeed in modern day Britain.	<ul style="list-style-type: none"> <li>SENCO to gather evidence from Creative Curriculum delivery across the school with particular focus on intended curriculum/implementation and impact for SEND pupils across school.</li> </ul>	LJ	LM14	30.10.19		EO1	SENCO time 2 days.
Pupils with SEND achieve the best possible outcomes.	SENCO to set Pupil progress targets for SEND children across each year group for each core subject. SENCO to monitor progress against targets informing next steps provision for those children.	<ul style="list-style-type: none"> <li>SENCO to set Pupil progress targets for SEND children across each year group for each core subject.</li> <li>SENCO to monitor progress against targets informing next steps provision for those children.</li> </ul>	LJ	LM15 LM16	30.09.19	KQE8	EO1	SENCO time 2 days.
Pupils with SEND achieve the best possible outcomes.	SENCO to work alongside new SENCO from Steeton Primary School and look at SEND systems in school checking whether they support the best possible outcomes for SEND children at both schools.	<ul style="list-style-type: none"> <li>SENCO to work alongside new SENCO from Steeton Primary School and look at systems in school checking whether they support the best possible outcomes for SEND children at both schools.</li> </ul>	LJ/JW	LM17	31.12.19	KQE8	EO1	SENCO time 2 days.

<p>The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</p>	<p>EYFS leader and staff to audit provision in the foundation stage in order to improve provision so that children have access to a deeply engaging curriculum producing the best possible outcomes and progress from starting points.</p>	<ul style="list-style-type: none"> <li>•Recommendation for development of provision and resourcing into SLT by 30.06.19.</li> <li>•Time allocated for new staff to meet EYFS leader and existing teacher to develop action planning for EYFS classrooms.</li> <li>•Plans drawn up for improvement of physical provision both indoor and outdoor.</li> </ul>	<p><b>FN/EW /RY</b></p>	<p><b>LM18</b> <b>LM19</b></p>	<p><b>30.06.19</b></p>	<p><b>KQE9</b></p>	<p><b>E01</b></p>	<p><b>FN RY EW</b> <b>time</b> <b>additional</b> <b>£1000</b> <b>equipment</b></p>