

Sandy Lane Primary School Development Plan 2022-2023

Leadership and Management

Ofsted Framework Context	Desired Outcome	Actions towards outcome	Milestone Ref	Milestone end date
Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.	<ol style="list-style-type: none"> 1. Embedding prompt and regular <i>pupil attendance</i> so that our children can benefit from our rich Learning for Life curriculum and extracurricular offer and achieve academic and other outcomes comparable to those of their peers in more affluent areas of the country 	<ul style="list-style-type: none"> • SDP (School Development Plan) 2022-23 to include a target on attendance/Persistent absence, to be monitored through the termly Head of School reports to the GB (Governing Body) • Evidence of Safeguarding through reports from the Named Governor for Safeguarding, who is also a LG/LM. 	<p>LM01 LM02</p>	<p>20.10.22 20.10.22</p>
Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.	<ol style="list-style-type: none"> 2. Further developing and building upon our <i>strategic partnership</i> with Steeton Primary school to support Myrtle Park Primary and other schools. 3. Through the Joint Committee of the Steeton and Sandy Lane Primary Schools, ensure full leverage of the opportunities presented by the partnership. 	<ul style="list-style-type: none"> • EHT to continue to support, develop and challenge the Heads of School at Steeton Primary School, Sandy Lane Primary School and at Myrtle Park Primary School. • Continue to develop the collaborative programme of Head of School CPD (Continuing Professional Development) between Steeton, Sandy Lane and Myrtle Park • Continue to develop middle and aspiring leaders identified from within the collaboration to equip them to drive further curriculum development, sharing ideas and best practice across the schools. • Consider work-force reform issues relating to curriculum development in sharing innovative ideas and using IT as appropriate to support teachers as they develop their practice. 	<p>LM03 LMO4 LM05 LM06 LM07</p>	<p>20.10.22 20.10.22 20.10.22 31.12.22 30.04.23</p>

		<p>Continue to develop the teaching and learning collaborative which has been established between both schools for the promotion of outstanding teaching and learning.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Embedding the curriculum development that has taken place in both schools to continue to drive the work forward. • Continual review of assessment for learning across all curriculum areas and its use by teachers to help children progress. • Continuing to develop the use of Learn by Questioning (LBQ) to engage learners. 		
Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.	4. Securing the financial future of the school through full classes and enabling children to enter Reception ready to learn.	<p>including by:</p> <ul style="list-style-type: none"> • making a success of our newly launched <u>Nursery</u> and exploring the scope to extend this offer into wraparound care • completing and realising the opportunities presented by our investment in development of the <u>Early Years learning environment</u>. 	<p>LM08 LM09 LM10</p>	<p>31.10.22 22.11.22 30.04.23</p>

<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers, and local services. Engagement opportunities are focused and purposive.</p>	<p>5. Evidence that the vision is living and breathing throughout school.</p>	<ul style="list-style-type: none"> • Track over time the proportion of parents who are satisfied with the school (as indicated in regular Parent Survey) • Ask in the Parent Survey what three words they would use to describe the school • Track over time the proportion of parents who are satisfied with the school (as indicated in regular Parent Survey) • Examples of changes/initiatives that stem from suggestions by pupils or parents. • LG (Link Governors) meetings to review the contribution of their element of the SDP to one aspect of the school vision: <ul style="list-style-type: none"> ○ Autumn term – Fulfilling potential ○ Spring term – Unlocking opportunity ○ Summer term – No-one left behind 	<p>LM11 LM12</p>	<p>20.01.23 20.07.23</p>
<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers, and local services. Engagement opportunities are focused and purposive.</p>	<p>6. Working with partners, position the school to maximise the opportunities arising from the <i>Schools White Paper</i>² and minimise the risk of being required to join an academy trust that does not share our vision and ethos</p>	<ul style="list-style-type: none"> • Use joint committee structure to maximise benefits of partnership working. • Explore options for school structures moving forward. 	<p>LM13 LM14</p>	<p>11.11.22 31.12.22</p>

<p>Staff consistently report high levels of support for well-being issues.</p>	<p>7. Continue monitoring the impact of workload on performance, mental health, and wellbeing</p>	<ul style="list-style-type: none"> • Continued monitoring of the impact of workload on performance, mental health, and wellbeing – including through: <ul style="list-style-type: none"> • One-to-one “touching base” systems. • Staff surveys- Relationships data • Performance Management procedures Impact of pastoral support for staff performance • Provide evidence that the planning of CPD takes account of staff appraisal, aspirations and addresses unconscious bias. • Provide evidence of staff wellbeing, including that staff are protected from bullying and harassment • Provide staff survey evidence, particularly the questions on staff relationships • Provide evidence of staff suggestions being adopted (e.g. Arts Mark) 	<p>LM15 LM16 LM17</p>	<p>20.10.22 20.12.22 17.12.22</p>
<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers, and local services. Engagement opportunities are focused and purposive.</p>	<p>8. Secure the evidence base for good/outstanding L&M -</p>	<p>including:</p> <ul style="list-style-type: none"> • Commission an external “Mocksted” review in the Autumn term 2022 to validate all areas of the SEF • Our national testing outcomes compared with national averages • Evidence that the strategy is leading to the intended outcomes: hard and soft evidence to assure governors that the school is moving in the right direction. 	<p>LM18 LM19 LM20</p>	<p>17.12.22 30.04.23 20.01.23</p>

<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers, and local services. Engagement opportunities are focused and purposive.</p>	<p>^{9.} Offering <i>Initial Teacher Training</i> and, at the right time, working with Steeton to become a SCITT provider.</p>	<ul style="list-style-type: none"> • School continues to provide ITT (Initial Teacher Training) offering using a variety of providers • School research the option of recruiting 	<p>LM21</p>	<p>20.01.23</p>

Leadership & Management Milestones		By when	Lead	RAG
LM01	Introduce absence targets to be monitored by full governing board	20.10.22	FN	Y
LM02	Safeguarding reports to governing body to highlight persistent absence as a safeguarding issue	20.10.22	SD	Y
LM03	Establish a regular pattern of Senior leadership meetings across SLPS-MPPS-SPS	20.10.22	JC	Y
LM04	Develop a standing item of middle leadership development at the HOS meetings.	20.10.22	JC	Y
LM05	Develop a standing item of curriculum development with innovation sharing across 3 schools. Emphasis on uses of LBQ across the 3 schools.	20.10.22	JC	Y
LM06	Collaboratively review each school's assessment practices for foundation stage subjects.	31.12.22	JC	P
LM07	Make decision as to whether joint assessment practices should be undertaken for both core and foundation subjects.	30.04.23	JC	N
LM08	Send out a questionnaire to nursery parents to gauge the need for wraparound care withing Nursery provision.	31.10.22	FN	Y
LM09	Present a case to resources committee for or against wraparound with a risk benefit analysis.	22.11.22	FN/JC	Y
LM10	Present an evaluation of the provision in Nursery in its first Year to EYFS & L&M LGs. Next steps?	30.04.23	FN/JC	N

LM11	Send parents a questionnaire asking about school's vision. Had it filtered down to them-what 3 words would they use to describe school?	20.01.23	FN	N
LM12	By the end of each term and the academic year each LG area will be able to articulate how their LG area contributes to fulfilling school's vision. FUN	20.07.23	JC/LGs	P
LM13	Joint committee members to appraise the joint committee of each governing bodies position moving forward on further/deeper collaboration.	11.11.22	GOVs	Y
LM14	Governing bodies to decide on the next collaboration steps for the partnership.	17.12.22	GOVs	Y
LM15	Embed wellbeing system of touching base through 'pulse postcards.'	20.10.22	FN	Y
LM16	<p>Autumn term relationship data to governing body. To include questions reflecting the actions taken below.</p> <ul style="list-style-type: none"> Continued monitoring of the impact of workload on performance, mental health, and wellbeing – including through: <ul style="list-style-type: none"> One-to-one "touching base" systems. Staff surveys- Relationships data Performance Management procedures Impact of pastoral support for staff performance Provide evidence that the planning of CPD takes account of staff appraisal, aspirations and addresses unconscious bias. Provide evidence of staff wellbeing, including that staff are protected from bullying and harassment Provide staff survey evidence, particularly the questions on staff relationships Provide evidence of staff suggestions being adopted (e.g. Arts Mark) 	17.12.22	JC	P
LM17	CPD report prepared for Governing body- considering appraisals across school.	17.12.22	FN	N
LM18	Commission an external review of school using the current Ofsted criteria.	17.12.22	JC	Y
LM19	Provide school governors with a report on school (with appropriate next steps) based around the external review	30.04.23	JC	N
LM20	LGs to check whether outcomes (data) across school are providing a robust enough platform for success against national averages for all national end of phase assessments. (Y1 phonics check, KS1, Y4 Multiplication check, KS2)	20.01.23	JC	Y

LM21	School leaders explore the option of recruiting and working for one SCITT provider, taking more responsibility for course content.	20.01.23	JC	N
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