

PRIORITY 2: Develop Leadership / CONTRIBUTION TOWARDS RAISING STANDARDS: Further develop the school leadership capacity to raise standards

LINK WITH THE SELF-EVALUATION REPORT:	1.1.1 Results and trends in performance 1.1.2 Standards of groups of learners	1.1.3 Achievement and progress in learning 2.2.1 Range and quality of teaching approaches	3.1.1 Strategic direction 3.2.1 Self-evaluation 3.2.2 Planning and securing improvement
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REASONS FOR THE PRIORITY	SUPPORTING EVIDENCE
<ul style="list-style-type: none"> A need to further develop systems to use data/results/tests/to identify individual/class/KS areas for improvement, contributing to any improvement plans and identifying priorities for improvement. 	SER FINDINGS GwE PRIORITIES
<ul style="list-style-type: none"> A need to formalize books scrutiny arrangements (termly scrutiny). Ensure progression and development across the school and develop SMT members to take responsibility for leading the arrangements. 	SER FINDINGS
<ul style="list-style-type: none"> A need to develop the SMT's ability to evaluate specific aspects of school activities at a whole-school level. A need to develop the SMT and co-ordinators to make a more formal contribution towards drawing up the SER. 	SER FINDINGS
<ul style="list-style-type: none"> All teachers need to be included in lesson observation arrangements. 	SER FINDINGS
<ul style="list-style-type: none"> Through scrutinizing pupils' work, scrutinizing data/results and visiting lessons, there is a need to develop the Governors' ability to contribute towards voicing an opinion on the school's performance. There is a need to ensure that members regularly attend meetings and have completed any mandatory training. 	SER FINDINGS
<ul style="list-style-type: none"> A need to develop the School Council's role to take on more responsibilities (contribute towards strategic decisions) and have greater influence on what goes on at the school. 	SER FINDINGS
<ul style="list-style-type: none"> A need to develop the roles and responsibilities of staff members through taking on specific responsibilities for developing some aspects of the school's activities, e.g. develop community links, further develop enterprise and business links and further develop International ESDGC links. 	SER FINDINGS

ACTION	SER	SC/OUTCOMES	TIMETABLE/MONITORING	RESPONSIBILITY	COSTS
<p>1.) Further develop the SMT's leadership skills</p> <ul style="list-style-type: none"> The SMT to continue to develop skills and good practices when evaluating and monitoring aspects of Estyn's three Key Questions and use data effectively to identify priorities. The SMT to take on more responsibility for conducting Performance Management sessions and monitoring CPD, ensuring a link with findings from the teaching/learning monitoring systems and the SER. Further develop the use of Incerts to identify underachievement and to strengthen the accountability of all classes for end of Key Stage results. Hold an INSET course by Nic Jones (Estyn) to develop an understanding of what constitutes an 'excellent' lesson. Develop the awareness of all the teachers (and specifically the SMT) as to what features of excellence to look for when monitoring lessons. 	1.1.1 1.1.2 1.1.3 2.2.1 3.1.1 3.2.1 3.2.2	<ul style="list-style-type: none"> The SMT developing its role further through Self-evaluation – regularly monitoring and improving standards within their specific responsibilities and analysing data, identifying priorities for improvement. 	Prepare a monitoring/evaluation timetable for the year with SMT members' roles noted and with clear lines of accountability – by the week of 12.10.15.	HEAD SMT	Release the SMT to monitor and evaluate termly - (3 x £200) x 3 = £1800
		<ul style="list-style-type: none"> More staff members to have direct input to jointly prepare a comprehensive and effective SER, leading to improved standards and developing the school's leadership capacity. 	Share the responsibility for conducting staff's Performance Management sessions among the SMT with the initial meetings to be held during the week of 19.10.15.	SMT	Release the SMT for termly Performance Management – (3 x £100) x 3 = £900
		<ul style="list-style-type: none"> SMT input into Performance Management arrangements and CPD leading to improved standards and developing the school's leadership capacity. 	Nic Jones INSET course – 22.10.15.	SMT ALL TEACHERS	Release the SMT to monitor Incerts use termly – (3 x £100) x 3 = £900
		<ul style="list-style-type: none"> Robust systems of accountability for groups of underachieving pupils. Robust targeting and support arrangements for these pupils. The SMT possessing up-to-date/innovative 			

		information to evaluate lessons and leading on systems to raise standards.			Contribution to Nic Jones course = £800
2.) Develop teachers' leadership responsibilities and skills <ul style="list-style-type: none"> Develop lesson monitoring arrangements to include all teachers – an opportunity for everybody to jointly observe with a member of the SMT and provide input when forming an opinion on standards of teaching/learning. Provide regular CPD 'Middle Leadership' opportunities for staff members. Utilize projects in the wake of these courses to develop the school's leadership capacity. Develop robust moderating systems within the FP and KS2 and also in bridging from the FP to KS2 to further develop awareness of levels, to reconcile assessments and develop greater ownership of whole-school standards (<i>*part of MLH's Middle Leadership project</i>). Continue to develop internal assessment arrangements to make better use of end of Key Stage data when targeting, e.g. baseline assessment, a leap of two levels from the FP to KS2. 	1.1.1 1.1.2 1.1.3 2.2.1 3.1.1 3.2.1 3.2.2	<ul style="list-style-type: none"> Whole-school ownership of lesson monitoring ensuring that the entire staff have access to observe good practices in classes and to develop a knowledge of what constitutes good and excellent lessons. Opportunities for staff to attend leadership courses on developing their skills to lead on priorities specific to the school, develop them as effective leaders, raise standards and develop the school's capacity for self-improvement. Regular internal moderation and scrutiny ensuring the entire staff's understanding of expectations of levels and creating robust lines of accountability for teaching and learning standards, leading to improved standards. Robust internal assessment arrangements helping to target pupils, leading to every class achieving expected end of Key Stage levels in Q1/Q2 in national benchmarks (O5/L4 and O6/L5 levels) and drawing favourable comparisons with the family of schools across the subjects. 	Joint lesson monitoring arrangements (teachers + SMT) to take place every term – starting during the week of 16.11.15. Ensure that staff members get opportunities to attend leadership courses when they arise (MLH = Middle Leadership, FfH = Physical Literacy Leadership, ShD = Numeracy Co-ordinator Leadership, HVJ = Estyn Peer Assessment, EWT = Literacy Co-ordinator. Internal scrutiny/moderation to take place each term – commencing the week of 30.11.15. Review the impact of internal assessment, tracking and targeting arrangements every term.	SMT ALL TEACHERS HEAD SMT MLH SMT	Release teachers to monitor lessons – 5 sessions a term x £100 = £1,500 Release Co-ordinators to attend Leadership courses – 12 x £200 = £2,400 Release the SMT for termly monitoring – (3 x £90) x 3 = £810
3.) Develop Governors' leadership responsibilities and skills <ul style="list-style-type: none"> Develop GB sub-panel arrangements and structures so that they prepare reports collaboratively and discuss progress towards achieving the aims and seek evidence that targets are met in the following fields: <ul style="list-style-type: none"> <u>Self-appraisal</u> – designate GB members to work with the headteacher to prepare sections of the SER report, e.g. ALN, Well-being, ESDGC. <u>Appraise Performance Data</u> – designate GB members to work with the headteacher to reach an agreed interpretation of data so 	3.1.1 3.2.1 3.2.2	<ul style="list-style-type: none"> The GB having a core part in monitoring and appraisal at the school and equipped to play a prominent role in strategic planning for improvement. The role of 'critical friend' further developed to feature more prominently when reaching a considered opinion on the school's attainment. The GB equipped to be able to identify whether the school attains high standards, achieves or exceeds national and local thresholds and whether this indicates satisfactory or better progress for every group of learners. 	Draw up and distribute a questionnaire for Governors to gather information about aspects that Governors wish to further develop by the week of 16.11.15. Establish a 'Standards Sub-panel to be involved in self-appraisal, the study of performance data, monitoring plans for improvement. Prepare a	HEAD HEAD	

<p>that it may be used to set targets for improvement and to contribute to reports for presentation to the full Body, e.g. Ffynnon Data, National Tests, Budget.</p> <p>C. <i>Monitor Improvement Plans</i> – designate GB members to be responsible for monitoring the success of aspects of the SDP, i.e. Develop Teaching/Learning, Narrow the Social Gap, Develop Leadership and Develop the GB Further. Take responsibility also for three-year priorities, e.g. Language Charter.</p> <ul style="list-style-type: none"> • Training – encourage GB members to regularly attend training, either online training or meetings. Provide opportunities for these members to cascade information to the full Body. • Encourage Governors to ask frequent questions for further information, explanation or clarification when discussing documents on appraisal and monitoring standards at meetings. • Schedule/map opportunities for members to visit the school/meet during the year to gather information to appraise and monitor the above. • Curricular responsibilities – develop Governors’ curricular knowledge by jointly discussing the implications of levels in different subjects and sharing schemes of work with Governors. • Work towards a ‘Bronze Award’ accreditation by the end of the school year. 		<ul style="list-style-type: none"> • When working towards the ‘Bronze Award’, GB activities clearly focusing on matters that will develop the members to contribute effectively towards the direction of the school. 	<p>meeting agenda and schedule for the year, for completion by the week of 16.11.15.</p> <p>Register every governor to gain access to LA online training, recording which members have attended/ completed which courses during termly meetings. Complete registration by the week of 14.09.15.</p> <p>A document to support the Governors to ask appropriate questions available to every member and available at meetings to provide support. Ensure this is the case at every meeting. Gather views if this helps members.</p> <p>Co-ordinators to hold an information-sharing evening for the GB – by the week of 22.02.16.</p> <p>Identify Bronze Award accreditation requirements by the week of 28.09.15.</p> <p>Complete the work for the accreditation by the week of 04.07.16.</p>	<p>HEAD</p> <p>CLERK TO THE GOVERNORS</p> <p>DEPUTY HEAD</p> <p>SMT</p> <p>HEAD</p> <p>GB CLERK</p>	<p>Release the SMT to organize a Co-ordinators’ evening – 3 x £100 = £300</p> <p>Additional time for the Clerk to collate evidence - £75</p>
<p>4. Further develop the pupils’ responsibility and leadership skills:</p> <ul style="list-style-type: none"> • Develop the School Council’s role to take greater responsibilities for school strategic matters. • The School Council co-ordinator from the teaching staff to observe good practices in this at another school. • School Council pupils to lead on ESDGC and Fair 		<ul style="list-style-type: none"> • Ysgol Cymerau Council accepting responsibility for leading the school’s activities on a more strategic level. • Other pupils also to have input on the school’s strategic direction through community/entrepreneurial/ environmental activities. • The child’s voice featuring more 	<p>The School Council co-ordinator to visit an innovative School Council in action. Organize by 23.11.15.</p> <p>A group of pupils responsible for community</p>	<p>NW</p> <p>MLH</p>	<p>Release a co-ordinator to visit = £200</p> <p>Release the two co-ordinators for half-termly</p>

<p>Trade activities annually at the school.</p> <ul style="list-style-type: none"> Establish a group of pupils under staff leadership to organize specific links with the community. Link the community work to establishing entrepreneurship and environmental (Green Schools) projects at the school. 		<p>prominently at the school on a strategic level.</p> <ul style="list-style-type: none"> Pupils' questionnaires showing a positive attitude towards the school and that they feel that they have a distinct voice in steering the school's future direction. 	<p>links established by 19.10.15.</p> <p>The two groups having prepared plans for the year in response to the 'Actions' by 11.01.16.</p>	<p>NW / MLH</p>	<p>meetings (6 x £100) x 2 = £1,200</p>
					<p>COSTS</p> <p>RESERVES £2,375</p> <p>EIG £7,610</p> <p>PDG £0</p> <p>TOTAL £9,985</p>

SUCCESS INDICATORS	EVIDENCE
<p>1.) Further develop the SMT's leadership skills</p> <p>a) The SMT regularly monitoring and analysing data, identifying improvement priorities.</p> <p>b) An increase in the school's leadership capacity – staff members having direct input to jointly prepare a comprehensive and effective SER.</p> <p>c) An increase in the school's leadership capacity – SMT input into Performance Management arrangements and CPD.</p> <p>d) Robust systems of accountability for groups of underachieving pupils. Robust targeting and support arrangements for these pupils.</p> <p>e) The SMT possessing up-to-date/innovative information to evaluate lessons and leading on systems to raise standards.</p>	<p>a) SER 2015-16 KQ3 (by 04.07.16) SDP 2016-17</p> <p>b) SER 2015-16 KQ2 (by 13.05.16) SER 2015-16 KQ3 (by 04.07.16)</p> <p>c) Staff Performance Management sessions by SMT members – initial meetings to be held during the week of 19.10.15.</p> <p>d) Nic Jones INSET Course – 22.10.15 – adjustments to the arrangements/reports/expectations following training.</p>
<p>2.) Develop teachers' leadership responsibilities and skills</p> <p>a) All teachers observing good practices in classes, developing a knowledge of what constitutes good and excellent lessons.</p> <p>b) Teachers possessing the skills to lead on priorities specific to the school and developing the school's capacity for self-improvement.</p> <p>c) Teachers aware of expectations of levels through regular internal moderation and scrutiny. This leading to robust lines of accountability for teaching and learning standards and improving standards.</p> <p>d) Robust internal assessment arrangements helping to target individual pupils and groups of pupils.</p>	<p>a) Every teacher having participated in the formal lessons monitoring process during the year. Every teacher having informally observed teaching in class by the week of 25.01.16.</p> <p>b) The specific projects of teachers who attend leadership courses. SER 2015-16 KQ3 (by 04.07.16).</p> <p>c) Scrutinize books – 23.11.15.</p> <p>d) End of KS levels and national tests' results – attaining expected levels, Q1/Q2 in national benchmarks, and comparing favourably with the family of schools.</p>
<p>3.) Develop Governors' leadership responsibilities and skills</p> <p>a) The GB having a core part in monitoring and appraisal at the school – featuring more prominently when reaching a considered opinion on the school's attainment.</p> <p>b) The GB playing a prominent role in strategic planning for improvement.</p> <p>c) Receiving a 'Bronze Award' accreditation.</p>	<p>a) SER 2015-16 KQ3 (by 04.07.16)</p> <p>b) SER 2015-16 KQ3 (by 04.07.16)</p> <p>c) Receive the 'Bronze Award' accreditation.</p>
<p>4. Further develop the pupils' responsibility and leadership skills:</p> <p>a) The child's voice featuring more prominently at the school on a strategic level.</p> <p>b) Pupils' questionnaires showing a positive attitude towards the school and that they feel that they have a distinct voice in steering the school's future direction.</p>	<p>a) SER 2015-16 KQ3 (by 04.07.16)</p> <p>b) Pupils' annual questionnaires PASS Questionnaire.</p>

