

LILY LANE PRIMARY SCHOOL VISION: SUPPORTIVE:KIND:INSPIRING:DETERMINED:UNIQUE

Our vision is to provide an **inspiring** curriculum that will engage all learners to be successful and proud within their learning at school and beyond. We recognise that our community is diverse and **unique** and we will nurture and celebrate this so that children, staff and families feel proud. With our words and actions we will be **determined** to strive for excellence for our children and their community. By ensuring **support and kindness** for all we will flourish and grow.

KEY PRIORITY 4: Leadership at all levels

To increase accountability, clarity of responsibilities and impact of leaders and all staff as leaders within their roles.

Ofsted recommendation: *Governors and Leaders must ensure that urgent action is taken to strengthen leadership throughout the school and to ensure that staff are provided with the support that they need to fulfil their roles effectively.*

Intentions:

4.1 Structure for success: roles/responsibilities/structure/efficient working (SM)

1. To develop and define roles and responsibilities of all leaders across school
2. To create a staffing structure that is effective & efficient with roles and responsibilities clearly defined and communicated to increase impact of all staff in their roles
3. To create and implement a clear meeting and feedback structure between roles and teams. Deliver a robust and focused appraisal system to deliver on school improvement priorities.

4.2 Development of Early Career staff: (SS)

1. To enable the consistency of school approaches for early career staff.
2. To ensure ECTs receive a wide range of CPD opportunities, and support from within school, which develops their practise and learning
3. To support early career staff with behaviour management strategies and SEND teaching.

4.3 Subject Leadership (incl: assessment) (SS)

1. To develop the role of subject leaders across the school and their ability to implement change in their subject.
2. To develop the role of assessment lead to monitor progress and diminish the difference (close the gap).

4.4 Back Office Development: back office working structure/roles and responsibilities/communication (SM/SBM)

1. To create a streamlined and effective approach to the back office/site working structure
2. For roles and responsibilities to be clearly defined for all back office/site roles
3. For systems and processes for communication (staff, parents) to be streamlined. Appraisal targets are owned by staff who then make the necessary improvements as individuals and a whole school team.

Ofsted Link: Leadership and Management

Success Criteria:

4.1 Structure for success: roles/responsibilities/staffing structure/efficient working

1. Leaders roles are fit for purpose for moving the school forward./All SIP areas are allocated to leaders/Leaders know and fulfil their roles and responsibilities in a way that supports staff and the leadership team.
2. A clearly defined staffing structure exists and has been communicated to staff and parents/Staff understand and know their roles and responsibilities.
3. Meetings and communication between leaders and leaders and staff teams is effective, focused and solution-focused. Robust appraisal systems are in place with targets clearly linked to school improvement needs.

4.2 Development of Early Career staff:

1. Early career staff (including ECTS) are familiar with the school approaches and are supported in ensuring this is developed in their everyday practise.
2. ECTs to receive a wide range of CPD opportunities develop their teaching practise from UCL extend and their mentors within school.
3. Early career teachers to develop behaviour management strategies/ Early career teachers to be able to further support SEND children within their class.

4.3 Subject Leadership (incl: assessment)

1. Subject leaders knowledge of how to lead their subject will develop to support them in doing the following/ Subject leaders will have an impact on their subject/ Subject leaders will know their roles and what is expected of them to move their subject forward/ Subject leaders will implement change in their subject
2. Assessment lead will be clear on what is required of their role/ Assessment lead will report to governors/ Assessment lead to work with year leaders to plan interventions/

4.4 Back Office Development: back office working structure/roles and responsibilities/communication

1. Back Office leadership is clearly defined and efficient/Staff are valued and have a say in effective working/Back Office leadership confidently leads back office development and working
2. A clearly defined back office working structure is created with handbooks in place/ Staff are valued and have a say in effective working /appraisal is focused on individual and collective improvements
3. Methods of communication for parents and staff are simplified and clear/access to newsletters and other comms increases from the baseline of (X)/ parent and staff feedback from initial baselines shows significant improvements/

Key Priority 4: Leadership at all levels: 4.1 STRUCTURE FOR SUCCESS

ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn 1/2	Milestones - Spring	Milestones - Summer
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<p>Roles & Responsibilities Defining leadership roles for effective working <i>Success Criteria 4.1.1</i></p> <p>Lead: SM</p>	<p>Oct 22- Feb 23</p>	<p>LLLs time</p>	<ul style="list-style-type: none"> Initial role/responsibility fact finding Aut1 Wk 1 SM/Ls Review R/R and establish gaps in leadership Aut1 Wk3 SM/DHTs Refresh R&R and create new structure/roles Aut1 Wk ¾ SM Share with SLT/Leaders Aut1 Wk ¾ SM Share with staff Aut1 Wk 5/6 SM 	<ul style="list-style-type: none"> 1;1s with all leaders to check working arrangements and R&R Spr1 Wk 2 SM 	<ul style="list-style-type: none"> 1;1s with all leaders to check working arrangements and R&R ready for handover – evaluate Sum 1 Wk 2 SM
<p>Staffing structure Establishing a clear staffing structure that is fit for purpose and improvement <i>Success Criteria 4.1.2</i></p> <p>Lead: SM</p>	<p>Oct 22</p>	<p>LLLs time</p>	<ul style="list-style-type: none"> Review deployment plan Aut1 Wk2 SM/DHTs Review current staffing structure/timetables/coverage Aut1 Wk3 SM/DHTs With DHTs, make any necessary changes following the first 3 wks of half term Aut1 Wk3 SM/DHTs Share with individual staff and all staff by Aut1 Wk 5/6 SM DHTs Review changes with LLLs Aut 2 Wk 3 SM Staff voice questionnaire Aut 2 Wk 1 SM/DHTs (INSET) 	<ul style="list-style-type: none"> 1;1s with all leaders to check working arrangements and R&R Spr1 Wk 2 SM 	<ul style="list-style-type: none"> 1;1s with all leaders to check working arrangements and R&R Spr1 Wk 2 SM Staff voice questionnaire Sum 2 Wk 1 SM/DHTs

<p>Effective working Set up effective systems that are useful and ease collaborative working <i>Success Criteria 4.1.3</i></p>	<p>Nov- /Feb/May</p>	<p>LLLs time SLT time</p>	<ul style="list-style-type: none"> Establish meeting schedules and agendas Aut1 Wk4 SM/DHTs Utilise One Drive for working documents and sharing of agendas between leaders and SLT Aut1 Wk3/4 SM/DHTs Establish team meets and agenda for back office working Aut1 Wk3/4 SM/DHTs/SBM Back Office team meeting to establish working arrangements Aut1 Wk 4/5 SM/SBM Regular meeting for back office in place and issues actioned via SLT Aut 2 Wk 2 SBM/SM 	<ul style="list-style-type: none"> Review meeting structure alongside 1-1s for roles/responsibilities Spr1 Wk 2 SM Dedicate a LLLs and SLT to reviewing impact so far Spr1 Wk 3 SM 	<ul style="list-style-type: none"> 1;1s with all leaders to check working arrangements and R&R Spr1 Wk 2 SM Staff voice questionnaire Sum 2 Wk 1 SM/DHTs
<p>Monitoring and Evaluation:</p> <p>M. Monitoring activity</p> <p>E. Evaluation Activity</p> <p>For impact see: Leadership Impact on a page (in process from Nov 22)</p>				<p>M: 1;1s with all leaders to check working arrangements and R&R Spr1 Wk 4 SM</p> <p>M/E: judge impact through above meeting schedule and report back to IEB Spr 1Wk 15th Feb</p> <p>E: evaluate current structure for handover to Academy Trust (AT) include individual leaders feedback, report to IEB</p> <p>E: staff voice/feedback from the baseline (Ofsted/Oct/June)</p>	

Key Priority 4: Leadership at all levels 4.2 DEVELOPMENT OF EARLY CAREER STAGE STAFF

ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
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<p>Early career staff familiar with and use school approaches</p> <p>Lead: SS</p>	<p>Sept 2022</p>	<p>Mentor meeting time Induction tutor time</p>	<ul style="list-style-type: none"> • Induction session for early career teachers around whole school approaches and expectations SS 1/9/22 • Meet with ECTs at the end of the half term to gather feedback, clarify anything etc SS 1/11/22 • YTLs to meet with year team weekly to support with following expectations (in planning meetings) YTLs Nov 22 • Share new policies with ECTs and discuss them with them so that they have a full understanding SS 1/11/22 • Share staff handbook and policies and go through it with ECTs so they are aware of practises SS 1/9/22 		
<p>ECTS receive wider CPD opportunities</p> <p>Lead: SS</p>	<p>Aut</p>	<p>Time for observing other teachers Manchester PE CPD cost Cover for mentors</p>	<ul style="list-style-type: none"> • ECTs to be given a mentor who will meet with them weekly. SS 1/9/22 • Mentors to drop in on the ECTs each week and provide feedback which will more them on in their learning SS 12/9/22 • ECTs to observe other teachers to develop their teaching SS Nov 22 • ECTs to observe lessons on the teaching of early reading by the reading leader (AMF) SS/AMF Dec 22 • ECTs to attend Manchester PE CPD sessions RH 11/11/22 	<ul style="list-style-type: none"> • ECTs to attend Manchester PE CPD sessions RH 20/1/23 10/2/23 10/3/23 24/3/23 	
<p>Early career teachers develop behaviour management strategies</p> <p>Lead: SS</p>	<p>Sept 2022</p>	<p>Nadim cost Mentor meeting time</p>	<ul style="list-style-type: none"> • Behaviour consultant (Nadim) deliver behaviour management strategies on Inset day NZ 1/9/22 • Behaviour consultant (Nadim) to support all ECTS in behaviour management in their classrooms, live coaching NZ Oct 22 • UCL extend sessions on behaviour management children to be completed ECT Oct 22 	<ul style="list-style-type: none"> • ECT training session with a focus on behaviour management SS Jan 22 • Behaviour consultant (Nadim) to support all ECTS in behaviour management in their classrooms, live coaching NZ Jan 22 	

<p>Early career teachers develop supporting SEND children</p> <p>Lead: SS</p>	<p>Aut 2</p>	<p>Time for ECTs to observe Lily Pad Drop in times CPD for SEND chn</p>	<ul style="list-style-type: none"> • SENCO to support ECTs with supporting their SEND children and differentiating work in ECT time and drop in sessions ShO/MH Oct/Nov 22 • UCL extend sessions on SEND children to be completed ECTs Nov 22 • ECTs observe the children in the Lily Pad to see how the support is tailored in there ShO/MH Dec 22 	<ul style="list-style-type: none"> • ECT training session with a focus on behaviour management SS Jan 22 • ECTs to observe other teachers in school with strengths in supporting SEND children SS Feb 22 • SS to work with ECTs discussing what they observed and how that can translate into their own classrooms SS Mar 22 	<ul style="list-style-type: none"> • CPD training opportunity for ECTs to support SEND children SS to source
<p>Monitoring and Evaluation: M. Monitoring activity E. Evaluation Activity For impact see: Leadership Impact on a page (in process from Nov 22)</p>			<p>Regular ECT meets with mentors in place and impact feedback via WLT meetings via mentors and also vis drop-ins and book looks</p>		

Key Priority 4: Leadership at all levels 4.3 SUBJECT LEADERSHIP & ASSESSMENT					
ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
<p>SLs knowledge of subject leadership, what is their role and what is expected of them</p> <p>Lead: SS</p>	<p>Autumn</p>	<p>Mary Myatt curriculum cost Huh cost</p>	<ul style="list-style-type: none"> • SS and SLs to watch Mary Myatt curriculum training videos from Summer 2022 SS/SLs Oct 22 • SS and SLs to watch Mary Myatt curriculum training from Autumn 2022 SS/SLs Nov 22 • SLs visit other subject leaders to understand their role and how best to have impact – target humanities SS/SLs Nov/Dec 22 • SLs to attend North Manchester Heads network for subject leaders meetings SS/SLs dates to be confirmed 	<ul style="list-style-type: none"> • SS and SLs to take part in Mary Myatt Huh curriculum training SS/SLs Jan 22 • SLs to attend North Manchester Heads network for subject leaders meetings SS/SLs dates to be confirmed 	
<p>SLs have an impact on their subject</p> <p>Lead: SS</p>	<p>Aut 2</p>	<p>Time to meet with SLs and for them to work on action plans and action them</p>	<ul style="list-style-type: none"> • SLs write clear action plans stating impactful ways to move their subject forward using SMART targets SLs 14/11/22 	<ul style="list-style-type: none"> • SLs review and evaluate action plans with SS SS 18/1/22 	<ul style="list-style-type: none"> • SLs review and evaluate action plans with SS SS 12/6/22

			<ul style="list-style-type: none"> • SS to review the action plans written by subject leaders and support where necessary SLs 21/11/22 • SLs to review action plans regularly • SLs to have leadership time weekly with a focus on their subject leadership SS Sept • SS to meet with SLs on a regular basis (2/3 weekly) to assess how the subject is moving forward and what are the next steps for each subject SS 5/10/22 		
<p>Assessment lead clear on role</p> <p>Lead: SS</p>	Aut 1	Assessment tracking system cost	<ul style="list-style-type: none"> • Research assessment tracker options SS 10/10/22 • Research summative assessments (NFER, NTS, PUMA etc) SS 10/10/22 • Decide on assessment tracker tool SS 12/10/22 • Share tracker and assessment decision with leaders SS 17/10/22 • Following decisions, (SLT/WLT) provide staff and phase input on summative assessment systems (clear whole school plan) SS Nov22 • Training provided by tracker system provider SS Nov 22 • Use End of Aut 2 data as a baseline for school SS by Dec 22 • TAs to input gap analysis data on tracking system TAs Dec 22 • Analyse the assessment data to establish whole school baseline SS by Dec 22 • Pupil progress meetings set for the beginning of January to look at data SS Dec 22 	<ul style="list-style-type: none"> • Teachers to assess children using new assessment tracking system SS by 16/1/23 • AL provide drop in sessions to support staff with using tracking system SS Jan/Feb 23 • AL to analyse data and identify what it shows etc SS 17/2/23 • Pupil progress meetings to be held to discuss children – progress and next steps SS Mar 23 	
<p>Assessment lead support YTLS</p>	Autumn	Time for meetings	<ul style="list-style-type: none"> • AL deliver staff training on use of assess SS Dec 22 	<ul style="list-style-type: none"> • AL analyse the data identifying slower progress groups and individuals SS 2/2/23 	

<p>Lead: SS</p>			<ul style="list-style-type: none"> AL provide support (drop in sessions or 1:1s) to support staff in using Frog assess SS Dec 22 	<ul style="list-style-type: none"> AL feedback analysis of data to SLT and YTLs SS 6/2/23 AL support YTL to plan interventions around analysis of data SS 6/2/23 AL to monitor that interventions are happening and the progress they are making SS 6/3/23 AL support YTLs in analysing end of intervention data to ensure progress has been made and the gap has narrowed SS 31/3/23 	
<p>Monitoring and Evaluation:</p> <p>M. Monitoring activity</p> <p>E. Evaluation Activity</p> <p>For impact see: Curriculum and Assessment Impact on a page (in process from Nov 22)</p>			<p>Book looks (see foundation subject book look schedule) Pupil voice SS 8/12/22 Drop ins (see foundation subject drop in schedule) Pupil progress meetings SS Nov 22</p>	<p>Book looks (see foundation subject book look schedule) Pupil voice SS 8/12/22 Drop ins (see foundation subject drop in schedule) Pupil progress meetings SS Jan and April 23</p>	

Key Priority 4: Leadership at all levels 4.4 BACK OFFICE/BUSINESS WORKING					
ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
<p>Effective Working Structures (B/O) Establish physical space and working structures for leadership of Back Office <i>Success Criteria 4,5,1</i></p> <p>Lead: SM/SBM</p>	<p>Oct 22</p>	<p>Office furniture Time and plans for moving Support from site team</p>	<ul style="list-style-type: none"> Relocate and set up new bases for leadership of back office functions Establish regular work check-ins, budget meets with SBM Aut 1 Wk 4 SM Establish regular work check-ins for personnel, HR and staff attendance, providing support for procedures and policies Aut 1 Wk 4 SM 	<ul style="list-style-type: none"> Review general working procedures with SBM/PA to enable effective working Spr 1 Wk 3 SM 	<ul style="list-style-type: none"> Review general working procedures with SBM/PA to enable effective working Spr 1 Wk 3 SM Update back office handbooks following a team review Sum 2 Wk 4 SM/SBM/PA
<p>Roles & Responsibilities Further increase effectiveness of Back Office team through</p>	<p>Oct/Nov 22</p>	<p>Time Consultation time with FB (MF)</p>	<ul style="list-style-type: none"> Work with SBM/PA to establish roles and responsibilities (shared and individual) Aut 1 Wk 2 SM/SBM/PA 	<ul style="list-style-type: none"> 1-1s with Back Office staff to review new arrangements and support Spring 1 by Wk 5 SM 	<ul style="list-style-type: none"> 1-1s with Back Office staff to review new arrangements and support Spring 1 by Wk 5 SM

<p>review work and resolution of contract issues <i>Success Criteria: 4.5.2</i></p> <p>Lead: SBM</p>		<p>Future support from FB tbc</p>	<ul style="list-style-type: none"> • Begin work on roles and responsibilities of SBM/PA for clarity Aut 1 Wk 2 SM/SBM/PA • Consult with MF SBM for effective team structure/working (consulta JDs) initial meeting and then scope out work Aut 1 Wk 3 SBM/FB/SM/PA • Create office team handbooks of operational roles/duties: individual/shared by Aut 1 Wk 5 SBM/PA • Appraisal procedures to be put into place around improvements within the wider school and back office function Aut 2 Wk 1 SM/SBM/PA • Work with Office staff team on handbooks, raising any issues with working across and within school as work is completed and agreed with all and put into place by Aut 2 Wk 5 SM/SBM/PA • Regular meetings for back office team to be put into place by Aut 2 Wk 6 SBM/PA 	<ul style="list-style-type: none"> • Mid cycle appraisal review by SBM/PA by Spring 2 Wk 4 	
<p>Communication For communication streams within and coming in/out of school (parents and staff) to be streamlined</p> <p>Lead: SM/SBM/DHTs</p>	<p>Oct/Nov 22</p>	<p>Oct-Jan April – June</p>	<p>Review current communication streams for:</p> <ul style="list-style-type: none"> • Staff Aut 1 wk 4 SM/DHTs/Staff • Parents Aut 1 Wk 5 SM/Office/DHTs • Set up group emails Aut 1 Wk 2 SS • use of ONE drive for SLT/leaders Aut 1 Wk. 3 DHTs • Problem solving meeting with Back Office team re communication with parents Aut 1 Wk 4 • Communication strategy written and shared with staff, parents Aut 1 Wk 5/6 SM/DHTs 	<ul style="list-style-type: none"> • Advertise changes to communication with parents again Spring 1 Wk 2 (newsletter) • Gather feedback from parents on communication changes Spring 2 Wk 2 SM/DHTs 	<ul style="list-style-type: none"> • Review any SLAs or packages for communication and/or support whole school systems e.g. SIMs, Frog etc if needed March - Sum 1 Wk 3 SM/SBM/DHTs

			<ul style="list-style-type: none"> Advertise changes to communication with parents again Aut 1 Wk 6 SM/DHTs (newsletter) 		
Monitoring and Evaluation: M. Monitoring activity E. Evaluation Activity For impact see: Leadership Impact on a page (in process from Nov 22)			M: Check on comms activity and who is receiving Aut 2 SM	M: Gather staff feedback on comms strategy Spring 2 SM	E: questionnaire for parents regarding communication and changes, reevaluate ready for handover Sum 2 Wk 2 SM/DHTs