



Steeton Primary School Development Plan 2023-2024

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. Ensure that the LBQ¹ program is utilised to its greatest potential across the partnership. 2. LBQ champion to demonstrate ways that LBQ can be used to improve progress across a range of subjects. 3. Develop insets across the partnership to share good practice. 	<ul style="list-style-type: none"> • Recruit an LBQ Champion who will research best practice and train across the partnership. 	LM01 LM02 LM03 LM04	Sept 23 25.10.23 17.12.23 15.03.24
Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.	<p>MONITORING:</p> <ol style="list-style-type: none"> 4. The curriculum is monitored and evaluated with relevant and timely action planning brought to SLT and link governors. 5. Governors to have an even clearer view of the impact 	<ul style="list-style-type: none"> • DHT to be given a role in ensuring the monitoring and evaluation across school stays on track throughout the year. • DHT to lead on monitoring across school providing a monitoring overview for SLT and Governors. 	LM05 LM06 LM07	15.09.23 21.09.23 15.03.24

¹ Learning by Questions: a classroom app with curriculum-aligned question sets, immediate feedback, automatic marking and instant insight to enable targeting of interventions

	monitoring is having on the improvement in teaching and learning / outcomes in school.	<ul style="list-style-type: none"> Governors attend some of the monitoring events to be able to corroborate SLT judgements about Quality of Education. 		
Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.	Monitoring of Phonics provision: <ul style="list-style-type: none"> Reverse the surprising and disappointing Y1 phonics check to at least national average by the end of 2023-2024. Ensure that as many children as possible who did not pass phonics check in 2023 pass in 2024. 	<ul style="list-style-type: none"> Appoint a teacher to monitor phonics provision across Reception and Key stage 1. This teacher to work under the leadership of HOS and with the support of the Reading Leader (SLE Literacy trust) 	LM08 LM09 LM10	22.10.23 ongoing ongoing
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers, and local services. Engagement opportunities are focused and purposive.	SUCCESSION PLANNING <ol style="list-style-type: none"> To move forward with the restructure of the leadership team by making the HOS and DHT permanent at SPS. To move forward with the restructure of the leadership team by making the temporary phase leaders permanent. Look at opportunities across school for succession planning both in 	<ul style="list-style-type: none"> Schedule a governor discussion around completing the restructure process after the permanent movement of previous Head of School as part of school leadership restructure. Make preparation to cover DHT maternity cover. Make preparation to split Y6 class from February onwards. 	LM11 LM12 LM13 LM14 LM15 LM16	17.10.23 12.10.23 18.12.23 18.12.23 22.10.23 18.12.23

	<p>terms of middle and senior leadership roles.</p> <p>9. Prepare for the imminent maternity leave of DHT in March 2023</p> <p>10. Ensure a creative use of resources to back fill for DHT maternity cover including the ability to split the Y6 children to improve end of Key Stage outcomes.</p>			
<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.</p>	<p>11. Further developing and building upon our strategic partnership with Steeton Primary school and Myrtle Park Primary and other schools that may join the partnership in the coming year.</p> <p>12. Through the Joint Committee of the Steeton and Sandy Lane Primary Schools, ensure full leverage of the opportunities presented by the partnership.</p> <p>13. Federation Working Group continue to work towards</p>	<ul style="list-style-type: none"> • Partnership Heads to look at intra school competitions opportunities in 23/24. • Partnership Heads to create and update CPD calendar for joint training opportunities. • EHT to highlight to Finance committees at each school which big ticket items schools could share furthering the benefits of Partnership/Federation. • Partnership Heads to look into ways in which school staff could be shared both now and, in the future, to save money in order to divert resources for the benefit of pupils. • The committees of each governing body will continue to work towards the creation of a Federation of schools. • Use the Federation discussion paper/time lime to work up a consultation document to present to staff and parents in Autumn 23. 	<p>LM19 LM20 LM21</p>	

	a Federation proposal date of 1/4/23.	<ul style="list-style-type: none"> Present to governors at the 3 partnership schools to decide next steps. 		
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>14. ASPIRATIONS CARREERS PUPIL PASSPORT</p> <p>15. Strengthen the partnership links across the 3 areas above.</p> <p>16. Continue to drive forward the pupil passport and pupil offer across all 3 schools.</p> <p>17. Share the proposed linkages into the curriculum across all 3 schools so this can be shared and emulated if appropriate.</p>	<ul style="list-style-type: none"> Using the Partnership meeting strengthen links across schools' pursuit of promoting a culture of High aspirations, career paths recognition at Primary age, and a Pupil Passport to deepen pupils' access to cultural capital. 	<p>LM22</p> <p>LM23</p> <p>LM24</p> <p>LM25</p>	<p>18.12.23</p> <p>25.10.23</p> <p>05.01.24</p> <p>01.4.24</p>

<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.</p>	<p>18. 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 • Staff surveys- Relationships data • Provide evidence of staff wellbeing, including that staff are protected from bullying and harassment • 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 suggestions being adopted 	<p>LM26</p>	<p>18.12.23</p>
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<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils.</p>	<p>19. School leaders demonstrate a robust link to the school's development planning to the school objectives in Teachers Performance Management Objectives.</p> <p>20. School leaders demonstrate that PM systems are robust and check performance and standards.</p>	<ul style="list-style-type: none"> • School leaders to write Performance management Objectives that closely match the need of the SDP. • School leaders provide enough challenge in the PM targets to ensure sustained improvement in outcomes for all pupils. 	<p>LM27</p>	<p>18.12.23</p>
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Leadership & Management Milestones		By when	Lead	RAG
LM01	Introduce the concept of Champion for LBQ to governors via respective SDPs	September 23	JC	N
LM02	Discuss options for recruitment at Heads partnership meeting; start recruitment process.	25.10.23	HOS	N

LM03	LBQ champion in place with 3-way split payment for any expenses across the schools.	17.12.23	JC	N
LM04	Report to Governing bodies on impact of LBQ champion across the partnership.	15.03.24	JC	N
LM05	DHT in conjunction with HOS to work up monitoring calendar.	15.09.23	EB/CR	N
LM06	Invite governors to monitoring events across the school year.	21.09.23	CR	N
LM07	Prepare an evaluative report for Governors citing: <ul style="list-style-type: none"> • How the new ways of monitoring have further developed practice in school • How new ways of monitoring has improved outcomes across the curriculum for children in school. • How monitoring has improved all children's preparedness for SATs success at the end of KS2 	15.03.24	CR/EB	N
LM08	Seek governor approval to appoint a temporary TLR3 teacher from within school to manage the day to day leadership and monitoring of Phonics.	22.10.23	JC	Y
LM09	Phonics lead to provide half termly monitoring reports to HOS.	ongoing	CR	N
LM10	Governors to receive a termly report on the progress of Y1 children toward their phonics check.	ongoing	CR	N
LM11	Schedule a governor discussion around the permanence of HOS and the DHT following the restructure of School leadership team to lose the position of AHT.	17.10.23	JC	N
LM12	JC to discuss with PACT HR the issue of permanence as part of a restructure process required by Bradford school funding vs having to conduct a recruitment process.	12.10.23	JC	N
LM13	Working with LA and Pact HR make permanent HOS and DHT.	18.12.23	GOVs/JC	N

LM14	Discuss with bursar the financial implications of splitting the Year 6 class from February through to May, considering the DHT's maternity cover.	22.10.23	JC	N
LM15	Present governors with a plan to cover for DHT's duties during maternity leave.	18.12.23	CR	N
LM16	Appoint DHT maternity cover using internal and external backfill human resources	18.12.23	CR	N
LM17	Partnership Heads to discuss intra school competitions/ opportunities to share curriculum events.		HOS	N
LM18	Partnership Heads to create a joint CPD calendar for staff in schools.		HOS	N
LM19	EHT to highlight to Finance committees at each school which big ticket items schools could share furthering the benefits of Partnership/Federation.	18.12.23	JC	N
LM20	Partnership Heads to look into ways in which school staff could be shared both now and, in the future, to save money in order to divert resources for the benefit of pupils.	18.12.23	JC/HOS	N
LM21	Governors will continue to follow path to Federation consulting with parents and staff.	18.12.23	JC/GOVS	N
LM22	Use the forum of partnerships heads to discuss how high aspirations can be cultivated within each school. How can this become a partnership defining feature? How can we work together?	18.12.23	JC/HOS	N
LM23	Share the progress that has been made with all partnership Heads on the Pupil Passport. Discuss how this can be rolled out across all schools	25.10.23	CR	N
LM24	Roll out Pupil Passport at Steeton.	24.07.24	CR	N
LM25	Report to Link Governors on Pupil Passport: <ul style="list-style-type: none"> • Uptake from pupils and family • Evidence of increasing cultural capital as intended • Any soft evidence of improvement in outcomes as a result of using the pupil passport. 	18.12.24	CR	N

LM26	HOS continues to report to school governors on staff well being bringing results of staff wellbeing survey to LM and full governors.	18.12.23	CR	Y
LM27	HOS continues to report to school governors on staff Performance Management objectives; bringing evidence that objectives meet the needs of the SDP and also the CPD of our teachers and all other members of school staff. Report to LM and full governors.	25.10.23	CR	Y