School Development Plan 2017-18

Effectiveness of LEADERSHIP AND MANAGEMENT							A	Sp	Su
Action	Who	Monitor	When	Funding / Year	Outcome	Progress / Impact to date			
SLT The clear and concise SEF is available to governors and is reviewed termly, which identifies clear priorities. Information (SEF, other reports and overviews) to Governors to be concise and direct to support Governors to carry out their core functions (see below).	SLT	Chair of Governors	termly	N/A	Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.			
Governors' role in monitoring (Core Function) In order to be Outstanding, Governing Board Committees need to follow a well-planned monitoring schedule which is closely aligned to the school's improvement plan and ensuring that pupils are making the required progress against the SDP- especially the spend of Pupil Premium, Sport Premium and SEND funding.	Chair of Govs	HT	termly	GB	Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.			
Create 'Four Principles of Excellence in Teaching at Featherstone', which aims to: • Provide incisive performance management and accountability linked to pay. • Supports Teachers to improve their own practice. • Informs CPD and coaching. • Provide a transparent monitoring approach, making clear and accurate judgments. This will support the school's evaluation process.	HT/ DHT	FGB	termly	Release budget	Teaching is highly effective across the school. Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.			
SLT set targets which demonstrate high expectations for all pupils. Governors to check that targets have been set and met in line with the SDP milestones. They should challenge school leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.	HT/ DHT	FGB	termly	Release budget	Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.			
Leadership Capacity: Develop the skills of other leaders in school (AHT, SENco, EYFS) and subject leaders so that they feel deeply involved in their own professional development. SLT to create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for pupils' outcomes.	HT/ DHT	FGB	termly	Release budget	To understand the importance of middle leaders to school improvement. To be clear about the role of the middle leader, including the difference between leadership and management. To be able to analyse your own strengths and weaknesses, and identify areas for development.			