

Recommendation 5: Improve the effectiveness of leadership at all levels to ensure clear direction, high expectations and accountability in all areas of the school's work

Actions	Timescales			Resp.	Resources	Success Criteria/Outcomes
	Start	Review	Compl			
5.1 Effectiveness of senior leadership						
5.1.1 SLT re-structure <ul style="list-style-type: none"> Re-structure the senior leadership team, to ensure roles and responsibilities are balanced and clearly defined. Ensure job descriptions are specific and focused on areas of responsibility. Develop an emerging leadership team, to improve distributed leadership. 	Nov 15	Mar 16	Apr 16	NB	HR support	<ul style="list-style-type: none"> Roles/responsibilities clearly defined and impact positively on standards, evidenced by improved outcomes at KS4 (see R1) and quality of books and lesson observations (see R1; R3)
	Jan 16	Apr 16	May 16	NB	Job descriptions	
	Mar 16	May 16	June 16	NB	New structure	
5.1.2 Accountability of senior leadership <ul style="list-style-type: none"> Ensure senior leadership performance management systems are effective. Provide clear lines of accountability for all areas of school. Develop opportunities for senior leaders to develop their leadership skills. Ensure senior leaders regularly monitor the quality of lessons, students' work and student attitudes, to improve the quality of experience (see R3). 	Mar 16	Apr 16 Nov 16 Mar 17	Dec 17	NB	PM documents	<ul style="list-style-type: none"> Improved performance management arrangements, which impact on outcomes (see R1) Clearer lines of accountability amongst SLT, which impact positively on standards (see R1). More effective CPD for senior leaders. Improved standards in lesson observations and work scrutiny (see R3).
	Feb 16	Mar 16	Apr 16	NB	SLT structure	
	Feb 16	½ termly	Dec 17	NB	CPD/CSC support	
	Feb 16	½ termly	Dec 17	NB	Lesson obs Work scrutiny Pupil surveys	
5.2 Middle Leadership development						
5.2.1 Improve consistency of middle leaders <ul style="list-style-type: none"> Review and revise job descriptions for middle leaders, with a clear focus on the leadership standards. Ensure line management systems focus on developing greater consistency in the quality of middle leadership and teaching and learning. Review and revise quality assurance procedures for monitoring the quality of middle leadership. Ensure middle leaders focus on quality of teaching in their 	May 16	July 16	Sept 16	NB/RE	Job descriptions	<ul style="list-style-type: none"> Specific job descriptions are provided for middle leaders. Greater consistency in the quality of middle leadership, which impacts on standards as evidenced in observations, books and outcomes.
	Mar 16	½ termly	Dec 17	NB/RE	LM records	
	Mar 16	Apr 16	May 16	NB/RE	QA documents Work	

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<p>departments, regularly undertaking lesson observations, work scrutiny and pupil voice activities.</p> <ul style="list-style-type: none"> Develop middle leadership fortnightly meetings with SLT links and half-termly leadership forum meetings. Provide support to middle leaders in improving quality of leadership and focus on teaching and learning, including leadership programmes. 	Mar 16	½ termly	Dec 17	NB/RE	scrutiny and pupil voice	<ul style="list-style-type: none"> Quality assurance processes are more effective, as evidenced by observations, books and outcomes. Improved standards in lesson observations and work sampling (see R1; R3; R6).
	Jan 16	½ termly	Dec 17	NB/RE	Records of meetings	
	May 16	½ termly	Dec 17	NB/RE	CSC support	
<p>5.3 Whole school Performance Management and CPD</p>						
<p>5.3.1 Performance management for middle and senior leaders</p> <ul style="list-style-type: none"> Provide high quality training to senior and middle leaders to support the development of effective performance management. Ensure performance management processes are robust and focus on improving quality for senior leaders and middle leaders. 	May 16	May 16 Oct 16	Nov 16 Dec 17	NB/ID	Training materials	<ul style="list-style-type: none"> Improved performance management arrangements, which impact on outcomes (see R1).
	May 16	June 16 Oct 16 Oct 17	Nov 16 Dec 17	NB/ID	PM procedures	
<p>5.3.2 Performance management for all teaching and support staff.</p> <ul style="list-style-type: none"> Provide training to all staff on developing effective high quality performance management. Develop robust systems for teacher performance management. Review and revise procedures for support staff, to ensure high quality performance management processes are developed. 	Oct 16	Nov 16 Nov 17	Dec 17	NB/ID	Training	<ul style="list-style-type: none"> Improved performance management arrangements, which impact on outcomes (see R1).
	Oct 16	Nov 16 Nov 17	Dec 17	NB/ID	PM documents	
	Oct 16	Nov 16 Nov 17	Dec 17	NB/ID		
<p>5.3.3 CPD</p> <ul style="list-style-type: none"> Review and revise whole school CPD programmes to ensure all professionals have access to appropriate opportunities for professional development, clearly linked to performance management. 	Sept 16	Nov 16 Mar 17 Oct 17	Dec 17	NB TW ID	CPD programme	<ul style="list-style-type: none"> CPD is high quality and impacts positively on the quality of teaching and learning, leadership and quality of pupils' work (see R1; R3)

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5.4 Role of the Governing Body						
<p>5.4.1 Governing body structures</p> <ul style="list-style-type: none"> Review and revise existing governing body committee structures, to ensure effectiveness. Establish a standards sub-committee to monitor the development and implementation of the post-inspection action plan. 	Mar 16	Apr 16	May 16	JM/RH	LA consultant time	<p>The governing body:</p> <ul style="list-style-type: none"> Can explain how to compare the performance of the school to similar providers. can explain how to set targets based on the performance of the highest performing similar schools. Minutes of AIB will include examples of the GB challenging senior and middle leaders. <p>Termly evidenced based and evaluative reports from the standards committee to full GB.</p>
<p>5.4.2 governing body roles</p> <ul style="list-style-type: none"> Provide training to the governing body on being effective. Work closely with a consultant governor to improve the quality and effectiveness of the governing body. Involve members of the standards committee in the newly developed standards review meetings, as observers. Also in scrutiny of work and pupil interviews. Copies of minutes of senior and middle leadership meetings will be provided to the standards group. The standards group will report back to the full GB on to what extent middle and senior leadership meetings focus closely enough on raising pupils' standards or on developing their literacy and numeracy skills. And, how well areas in need of development and agreed actions are recorded. 	Feb 16	Mar 16	May 16 Dec 16 Sept 17	JM	Meeting time	
<ul style="list-style-type: none"> Provide training to the governing body on being effective. Work closely with a consultant governor to improve the quality and effectiveness of the governing body. Involve members of the standards committee in the newly developed standards review meetings, as observers. Also in scrutiny of work and pupil interviews. Copies of minutes of senior and middle leadership meetings will be provided to the standards group. The standards group will report back to the full GB on to what extent middle and senior leadership meetings focus closely enough on raising pupils' standards or on developing their literacy and numeracy skills. And, how well areas in need of development and agreed actions are recorded. 	Jan 16	Termly	Dec 17	PW	Training session resourced by CSC.	<p>Termly evidenced based and evaluative reports from the standards committee to full GB.</p>
<ul style="list-style-type: none"> Work closely with a consultant governor to improve the quality and effectiveness of the governing body. Involve members of the standards committee in the newly developed standards review meetings, as observers. Also in scrutiny of work and pupil interviews. Copies of minutes of senior and middle leadership meetings will be provided to the standards group. The standards group will report back to the full GB on to what extent middle and senior leadership meetings focus closely enough on raising pupils' standards or on developing their literacy and numeracy skills. And, how well areas in need of development and agreed actions are recorded. 	Mar 16	½ termly	Dec 17	JM	Member of staff to coordinate.	
<ul style="list-style-type: none"> Involve members of the standards committee in the newly developed standards review meetings, as observers. Also in scrutiny of work and pupil interviews. Copies of minutes of senior and middle leadership meetings will be provided to the standards group. The standards group will report back to the full GB on to what extent middle and senior leadership meetings focus closely enough on raising pupils' standards or on developing their literacy and numeracy skills. And, how well areas in need of development and agreed actions are recorded. 	Mar 16	½ termly	Dec 17	St. group	Admin time.	
<ul style="list-style-type: none"> Copies of minutes of senior and middle leadership meetings will be provided to the standards group. The standards group will report back to the full GB on to what extent middle and senior leadership meetings focus closely enough on raising pupils' standards or on developing their literacy and numeracy skills. And, how well areas in need of development and agreed actions are recorded. 	Mar 16	½ termly	Dec 17	MH	GB member time.	
<ul style="list-style-type: none"> The standards group will report back to the full GB on to what extent middle and senior leadership meetings focus closely enough on raising pupils' standards or on developing their literacy and numeracy skills. And, how well areas in need of development and agreed actions are recorded. 	After each meeting.	½ termly	Dec 17	St. group		