**Action Plan for: Leadership and Management**

**2018-19**

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| **Context**   |  | | --- | | **What does the school need to do to improve further? (Ofsted July 2017)** | | - Continue to improve outcomes, particularly in English and for disadvantaged pupils, by: ensuring that standards of work and behaviour are consistently good, checking that work is accurately assessed, creating more opportunities for high-quality extended writing.  -Ensure that teaching consistently results in good progress by: verifying that there is sufficient challenge for middle- and higher-ability pupils, checking that work is suitably adapted for pupils who speak English as an additional language.   * Eradicate low-level disruption that exists in the small minority of lessons. * Continue to improve attendance for disadvantaged pupils and those who have special educational needs and/or disabilities. * Strengthen the quality of leadership and management by: rigorously evaluating the impact of pupil premium funding, ensuring that middle leaders monitor standards rigorously.   An external review of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.  Exam outcomes:   |  |  |  | | --- | --- | --- | |  | 2017 | 2018 | | Progress 8 | -0.82 | -0.374 | | English and Maths at L4+ | 30.4% | 41% | | English and Maths at L5+ | 15.7% | 20.3% | | Attainment 8 | 30.44 | 38.95 | | English and Maths at 7+ | 3.5% | 2.4% | | 5 Standard passes including Eng and Maths | 28.7% | 39% | | |

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| **Expected Outcome 1: Improve effectiveness of Middle Leaders to ensure consistency of progress across all subjects and groups.** | | | | | | | |
| **Link to SEF area number** | **What will success look like?** |  | | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| 2. | Improved outcomes in all subjects, particularly IT and Art. |  | | SLT (PML/KWA) | Recruitment, induction and training of new staff. Subject reviews . Use of SLE to work with Heads of Department as appropriate. Investing in Middle Leaders programme taregtted. S Gill to do an Ofsted-style audit of Middle Leadership (September 2018) and feedback to be acted on. | Combined English and Maths at Level 4 and above of 50%+ in 2019. Progress 8 of above 0 in 2019. Middle Leaders retained and showing impact in their subject areas/year groups. | SLT time  Enrolment in Teaching School NQT programme (£350 per NQT)  £400 per day SLE time up to a maximum of £2000.  Use of Institute for Teaching programme to develop teaching leaders. |
| 3 | Improved progress and outcomes for disadvantaged students, continue to narrow gaps to national figures. |  | | ABU/DGI | Increased monitoring of allocation of PP resources to ensure all departments are targeting support effectively.  Continuation of associate SLT member with sole responsibility for PP students. Improved attehdance for PPs dtuents  Targetted activities for PP students to continue and be enhanced. (See PP plan for more details) | Continue narrowing of gap from disadvantaged students to all students nationally at Basics 4+ (2017 48.9%, 2018 34.8%, 2019 target <20%) and Basics 5+ (2017 38.7%, 2018 27%, 2019 target <18%) and Progress 8 (2017 – 1.189, 2018 -0.578, 2019 <-0.2) | Regular newsletters  Staff CPD time  Additional time for PP lead out of classroom. |
|  | Improved progress and outcomes for SEND students. |  | | NCA/LMA | BFET review of SEND provision (Oct 2018) to be undertaken and feedback acted on promptly. Ongoing recruitment of SEND staff as required. Regular CPD for SEND staff. | Continued narrowing of gaps from SEND students to their peers and to national figures. | CPD  Funding for staff recruitment  SEND resources |
|  | Succession Planning – appointment of Associate SLT members and targeting of other future leaders to support and develop leadership skills. |  | | PME/KWA/CHE | Appointment process for AAVPs undertaken and appropriate training given. | AAVPs and other promoted staff show impact in their roles. | Interview times  CPD  Time at SLT meetings |
| **Expected Outcome 2: Manage the change of Principal so that current progress is built on effectively and CMA moves towards a ‘Good’ judgement at next Ofsted inspection.** | | | | | | | |
|  | **What will success look like?** | |  | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
|  | Successfully appoint and induct new Principal | |  | John Stephens/Lynette Beckett | National advert, shortlisting and interview process. | New Principal appointed  Induction successful and school continues to improve (outcomes, attendance and behaviour measures) | Cost of advert: £3,000 |
|  | Handover time spent with PME and SLT to ensure that strategic plans are understood and shared. | |  | PME/KHO | KHO to be freed from AGGs to attend key events (Open evening etc) and to participate in SLT meetings etc. | 2019 results exceed 2018 as per targets.  Student numbers continue to rise and hit 930 by September 2019.  Ofsted ‘Good’ overall in 2019/20. | Cost of PME/SLT/KHO time |
|  | Introduction to other key groups and useful links. | |  | PME | PME to introduce KHO to other key groups such as Manchester Secondary Heads group, relevant MCC staff, local councillors, Friends of Cedar Mount, DMSF etc. | Smooth handover between PME and KHO leading to improved outcomes and rising pupil numbers. | Cost of PME/SLT/KHO time |
|  | Drop box to be established to share key documents in advance of KHO starting. | |  | LBE | Ket documents (SDP, SEF, PP documents etc) to be shared. | KHO up to speed on all key documents and able to add own input as needed. | Nil cost. |
| **Expected Outcome 3: Manage an effective transition to a permanent governance structure.** | | | | | | | |
|  | **What will success look like?** | |  | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| 6 | New Governing Body established including representation from local community and businesses. | |  | PML, current School Improvement Board | Recruit and train new governors, ensuring diversity and community representation. | Governing Body established and holding school leadership to account. | Cost of clerking  And governor training. DBS checks. |
| 6 | Structure established to include parent forum, staff forum and student leadership. | |  | PML/GHA/KHO | Go through process of nomination and appointment. | 3 forums established feeding into main governing body. | DBS checks  Training  Clerking of meetings |
| 2. | GB holding SLT to account for Improved outcomes in all subjects, particularly English and Science. | |  | Chair of Governors | Recruitment, induction and training of new staff. Subject reviews (see below) | Combined English and Maths at Level 4 and above of 50%+ in 2019. Progress 8 of above 0 in 2019. | Clerking  Governor induction training  SLT time on reprts to GB. |
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| **Expected Outcome 4: Continue to link the KS2 and KS3 curriculum to ensure more effective transition and better continuity.** | | | | | | | |
|  | **What will success look like?** | |  | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
|  | Improved literacy and Numeracy skills for KS3 students – particularly those below or well below expected standards. | |  | MBE/PME | Second reading specialist from primary sector. Create team including English Department staff and Librarian to work together to raise profile of reading and reading standards in KS3 particularly.  Training for all staff, team-teaching and regular monitoring to support this. | Improved reading scores for current Years 7 and 8. 30% of students achieve a reading ability standard score of ≥ 100 October 2019 results to be 10% higher than 2018 [2017-18 data shows 22% of all pupils achieved standard school ≥100] | Cost of secondment (£40,957.43) |
| See Tranistion Action Plan for more details | | | | | | | |