

PRIORITY 2: STRENGTHEN LEADERSHIP AND BUILD SUSTAINABLE CAPACITY FOR CHANGE (AW)

To increase capacity for leadership and develop leadership skills at all levels.

- A. Rationalise, clarify and distribute evenly the leadership responsibilities of the school Leadership Team at all levels**
- B. Continue to develop the role of a newly seconded Assistant Head to lead and contribute to supporting disadvantaged pupils in raising aspirations and standards**
- C. Continue to strengthen the skills, consistency and accountability of all school leaders for the quality assurance of their work with a specific focus on improving standards, progress and creating advantage for all FSM and disadvantaged pupils**
- D. Promote and facilitate opportunities for continued collaboration with schools and colleagues to develop innovation and expertise for their areas of responsibility.**

<p>Context and need</p> <p>In 2014/15 the Acting Headteacher and Acting Assistant Headteacher were made permanent. The senior leadership team was also provided with added capacity through an internal secondment with responsibility for Attendance and Well-Being.</p> <p>The senior leadership team this year will therefore have 3 relatively new individuals in their roles. Through rationalising and redistributing responsibilities several new responsibilities have been adopted by leaders and training will be required to upskill them in their new roles.</p> <p>There still remains a dependency on external direction to drive school improvement. SCC is intended for all improvement to be sustainable. Therefore, the school under new leadership needs to establish sustainable capacity to be self- improving</p> <p>Further progress was made again this year in improving the quality of middle leadership and accountability. The use of SISRA has provided middle leaders with the platform to focus more effectively on pupils' outcomes. However, further work is required to develop better consistency in the challenge and support provided when there is a lack of challenge observed in lessons and pupils books.</p>	<p>Why is this a priority?</p> <p>We have started collaborating with leaders of other schools to identify successful practice and upskill ourselves. This continues to be important area for development whilst the added capacity is still available to us. This will promote improved consistency and accountability and provide support and training in new areas of responsibility.</p> <p>We need to establish independence and become a self-improving school. Leaders at all levels should be provided the opportunity to be involved in the decision making and policy changing opportunities that will promote whole school improvement.</p> <p>Line management structures and systems need to be consistently in place to enable the school's SIP priorities to be effectively driven forward through SLT line management.</p> <p>Further training is required to improve the consistency in challenge and support that our middle leaders provide when they come across a lack of challenge in lessons and pupil's work.</p>	<p>What impact will this have on school standards?</p> <p>Highly effective distributed leadership and the further development of leadership skills will impact on standards across the school.</p> <p>The sustainable development of leadership behaviours at all levels of leadership will ensure capacity building within the staff.</p> <p>Standards will be impacted upon positively by an increased use of QA data to inform areas for improvement, particularly with an increased focus on underperforming and disadvantaged pupils and an enhanced responsibility of pastoral leaders for standards.</p> <p>Consistent and rigorous systems for tracking, monitoring and evaluation should ensure earlier, more targeted and more effective provision to address the causes of pupil underperformance.</p>
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A. Rationalise, clarify and distribute evenly the leadership responsibilities of the Senior Leadership Team

Action/Activities	By who m	Process success criteria OUTPUTS	By when	Result success criteria OUTCOMES	By when	Evidence	Cost	Funding source
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Clarify the specific leadership roles and responsibilities of the senior leadership team with respect to this year's school priorities.	AW	Clear statement of the specific leadership roles and responsibilities of the senior leadership team	July 2015	All actions in the SIP are implemented effectively and according to SIP timetable School and Priority targets are met and planned SIP outcomes are achieved.	Sep 2015	Clear statement of respective SLT roles and responsibilities understood by all staff.		
Clarify lines of responsibility and levels of accountability of all senior leaders to the Headteacher and Accelerated Improvement Board.	AW	Clear accountability for, and progress in, SSDP priorities	July 2015	All SLT provide high quality updates and reports that demonstrate progress in outputs and outcomes for their designated Priority, as required by headteacher and AIB.	Sep 2015	Progress reports to AW, SCC adviser and AIB		
Continue to ensure capacity for increased challenge, support and accountability of Middle Leaders and closer monitoring of departmental progress.	AW	Increased challenge, support and accountability for Middle Leaders	Sept 2015	All support and challenge meetings effectively focus on school priorities and help middle leaders take lead responsibility for tracking progress and quality assurance of standards and quality of provision.	July 2016	Notes, follow up and outcomes of Support and Challenge meetings	Covered by increase capacity Maths & Eng	SCC
Provide SLT with time to develop their leadership skills and enable them to work more collaboratively across subjects and schools. Provide SLT members with training and guidance to develop their own leadership skills	AW	School to school support and working in partnership becomes an integral part of development and improvement Sustainable development and improvement in leadership skills of senior leaders	Sept 2015- July 2016	Quality of work reflects investment of additional time Sustainable development and improvement in leadership skills of senior leaders SIP actions and outcomes are met	July 2016	SLT CPD needs met	£2500	1. SCC Revenue

B. Continue to develop the role of a newly seconded Assistant Head to lead and contribute to supporting disadvantaged pupils in raising aspirations and standards

Action/Activities	By whom	Process success criteria OUTPUTS	By when	Result success criteria OUTCOMES	By when	Evidence	Cost	Funding source
Continue the internal appointment of an Assistant Headteacher for second year of the a two year secondment to take responsibility for Priority 4 and Inclusion: Ensure that the short term increased capacity provides SLT with time to develop their leadership skills [see Point A above]. Due to the quality work carried out in this role the school will continue with this post to ensure the work is continued after the second year.	AW	Appointment in place with continued responsibility for: improving the provision for, and performance and wellbeing of, disadvantaged pupils, including FSM pupils, whole school attendance and behaviour and ethos. This post holder continues to be responsible and accountable for Priority 4 of the SIP.	Sep 2015	The Assistant Headteacher will have made good progress in raising standards in Priority 4. <ul style="list-style-type: none"> Performance of disadvantaged pupils will have improved and the gap will have closed Attendance will show an improvement Exclusions will have reduced The post will be continued to ensure strong leadership in Inclusion and Well-being. Due to growing numbers and a 	Sep 2016	Increased challenge, support and accountability for subject and pastoral leaders	Ass Head Year 2: £12,408	2. SCC revenue First year approved (July 2014)

				reduction of the deficit the school would find the resources through its own revenue.				
Continue with the employment of a teacher to backfill the temporary vacancy caused by the secondment and to provide additional capacity for cover for improvement initiatives and staff development. 29/09/14 - KW (NQT) appointed to role and started in post on Sept 1st, 2014				Due to the success of the internal secondment the school would also continue with the employment of a PE teacher.			£27,804	4.SCC First year approved (July 2014)
C. Continue to strengthen the skills, consistency and accountability of all school leaders for the quality assurance of their work with a specific focus on improving standards, progress and creating advantage for all FSM and disadvantaged pupils								
Action/Activities	By whom	Process success criteria OUTPUTS	By when	Result success criteria OUTCOMES	By when	Evidence	Cost	Funding source
Increase capacity for middle leader and staff development by appointing an additional English specialist to release heads of subject and assistant learning leaders for improvement work, pupil tracking, targeted interventions, development work and staff development .	NWR	<ul style="list-style-type: none"> provide cover time for Head/2nd in EN to be trained and skilled to lead the departments strategically provide cover time for Head/2nd in EN to be trained and skilled to lead the teaching and learning and further develop the teaching staff and improve their classroom performance provide cover time for Head/2nd in EN to enable enhanced work on lesson observations and feedback, book scrutiny and pupil focus groups enable closer monitoring of departmental progress and accountability of Head of Department through regular challenge and support sessions provide cover for EN teacher 	App made 2014	<p>Improved leadership and implementation of improvement priorities.</p> <p>Sustainable development and improvement in leadership skills of middle leaders</p> <p>School to school support and working in partnership becomes an integral part of development and improvement.</p> <p>Increased challenge, support and accountability and closer monitoring of departmental progress.</p> <p>Improved evaluation and planning for improvement.</p> <p>Sharing of good practice in relation to teaching and learning and leadership skills.</p> <p>Pupils will be better supported and</p>	July 2016	Improved provision and standards as evidenced through SLT monitoring and evaluation of impact of these activities EN Improvement Plans and monitoring impact Pupil progress tracking Work scrutiny Lesson observations	Top scale 2 nd yr £47,168	5.SCC (First Year approved July 2014)

		<p>time to work on improvement initiatives</p> <ul style="list-style-type: none"> provide additional teaching capacity in English by providing cover for additional leadership time for Head/2nd of EN for improvement work including working with 'Lead' Partner school provide extra targeted support to improve performance in examinations and controlled assessments Support other departments in the development of Literacy skills target improvement in the performance of extended writing and accuracy compared to previous KS performance and cohorts focus on narrowing of the gap between achievement of FSM v Non-FSM pupils including their Literacy and Numeracy skills 		<p>targeted leading to improved performance in examinations and controlled assessments.</p> <p>Improvement in the quality of pupils extended writing.</p> <p>Improved progress and standards by FSM pupils.</p> <p>Due to the reduction in the deficit and increasing numbers we would continue with this post</p>				
Increase capacity for middle leader and staff development by appointing an additional Mathematics specialist to release heads of subject and assistant learning leaders for improvement work, pupil tracking, targeted interventions, development work and staff development	NWR	<ul style="list-style-type: none"> Provide additional leadership time for the Head/2nd in MA to lead improvements in the classroom teaching of MA and other improvement initiatives, including working with 'Lead' Partner school provide cover time for Head/2nd in MA to be trained and skilled to lead the departments strategically provide cover time for Head/2nd in MA to enable enhanced work on lesson observations and feedback, book scrutiny and pupil focus 	May 2015	<p>Improved leadership and implementation of improvement priorities</p> <p>Sustainable development and improvement in leadership skills of middle leaders</p> <p>School to school support and working in partnership becomes an integral part of development and improvement.</p> <p>Increased challenge, support and accountability and closer monitoring of departmental progress.</p>	July 2016	<p>MA/SC Improvement Plans and monitoring impact</p> <p>Pupil progress tracking Work scrutiny Lesson observations</p>	Top Scale 2 nd yr £47,168	SCC (approved July 2014)

		<p>groups</p> <ul style="list-style-type: none"> enable closer monitoring of departmental progress and accountability of Head of Department through regular challenge and support sessions provide cover for MA teacher time to work on improvement initiatives provide cover for other Middle Leaders to be developed provide additional capacity for work with target groups of pupils in MA in areas of need, including exam preparation to support FSM pupils in MA and SC (the largest gap between FSM and NFSM is in SC at the highest levels) 		<p>Improved evaluation and planning for improvement.</p> <p>Sharing of good practice in relation to teaching and learning and leadership skills.</p> <p>Pupils will be better supported and targeted leading to improved performance in examinations.</p> <p>Improved progress and standards by FSM pupils.</p> <p>Due to the reduction in the deficit and increasing numbers we would continue with this post</p>				
<p>Provide a programme of further training for middle leaders to develop leadership skills for:</p> <ul style="list-style-type: none"> Use of data and tracking using SISRA rigorous self- evaluation and precise improvement plans that are directly linked to whole school priorities improving teaching, learning and assessment strategies to support the learning of FSM and disadvantaged pupils (SD) Addressing staff underperformance (MS) 	<p>NWR</p> <p>NWR</p> <p>SD</p> <p>MS</p>	<p>Consistently high quality and effective middle leadership resulting in improved standards and provision in line with SSDP priorities</p> <p>Sustainable development and improvement of middle leaders.</p>	<p>Sep 2015</p> <p>July 2016</p>	<p>Middle leaders to be seen using SISRA during the academic year and providing information pre link meetings without being prompted.</p> <p>Evaluative reports provided during the year by middle management during link meetings.</p> <p>The 3 teachers currently who have been judged as satisfactory to have demonstrated good or better lessons.</p>	<p>July 2016</p>	<p>Outcomes and progress towards targets</p> <p>Monitoring through Support and Challenge meetings with senior line managers.</p> <p>Lesson observation and teacher support documentation (MS)</p>	<p>Trainer costs £2000</p>	<p>6. SEG</p>
<p>Work collaboratively with other headteachers in the LA including catchment primary heads to share similar school priorities and progress success indicators to further improve the planning and evaluative process.</p>	<p>AW</p>	<p>Good practice in partner schools adopted by YUC</p>	<p>Nov 2015</p>	<p>Improved consistency achieved across primary and secondary sectors in school improvement planning and evaluation.</p> <p>Similar priorities across schools resulting in less duplication where possible.</p>	<p>July 2016</p>	<p>Self-evaluations and improvement plans</p> <p>Observation and monitoring of subjects and pastoral leaders</p>	<p>-</p>	<p>-</p>
<p>Develop Heads of Year as progress managers</p>	<p>SD/ NWR</p>	<p>Annual programme of training planned using non-pupil days and</p>	<p>Sep 2015</p>	<p>Heads of Year with form tutors make an impact on pupil progress and outcomes</p>		<p>Increased challenge, support and</p>		

Provide training programme and coaching for pastoral and SLT staff on change of pastoral role Provide release time for heads of year to focus on achievement, cluster-based work and training form tutors		existing resources Meeting time used for training priorities Time provided		through focusing on accelerating pupil progress. Heads of Year and Heads of subject work together on standards agenda.		accountability for subject and pastoral leaders		
Further refine the effectiveness of the Line management meetings. <ul style="list-style-type: none"> • AW to continue to attend SLT link managers meetings as a silent partner or in an active role. • Agreed agenda for meetings agreed and actions reviewed • Collaborate with other school link meetings to improve current support and challenge • SLT to observe each other's link managers meetings. 	AW	Improve the consistency of challenge and support that middle managers receive from the SLT Best practice from other schools and colleagues adopted and used to improve existing school processes to increase challenge and improve support.	Sep 2015	Improved consistency of challenge and support from the senior leadership team	July 2016	Link managers minutes	-	-

D. Promote and facilitate opportunities for continued collaboration with schools and colleagues to develop innovation and expertise for their areas of responsibility.

Action/Activities	By whom	Process success criteria OUTPUTS	By when	Result success criteria OUTCOMES	By when	Evidence	Cost	Funding source
Partnership established with Ysgol Bryn Elian as a 'Leading' school for English and literacy. <ul style="list-style-type: none"> • YUC Head of English and second in English department to work with MH and Head of English at YBE on: <ul style="list-style-type: none"> ▪ schemes of work, ▪ planning for progression ▪ skill development and assessment. 	NWR	Good practice shared to assist YUC in its improvement work and improved provision and outcomes [Further expected outcomes need to be added once agreed with partner schools]	Sep 2015 Oct 2015	English department with established schemes of work and clear direction Pupil skill development clearly evident in their pupils books Informative assessment procedures evident in their pupils' books	July 2016	Progress against agreed priorities for joint working	£1500	GwE SCC Capacity Funding
Partnership to be established across LA with HODs of Maths and Science leaders to work collaboratively on: <ul style="list-style-type: none"> • Schemes of work • Planning for progression • Skill development and assessment • Partnership with schools with 	MS	Good practice shared to assist YUC in its improvement work and improved provision and outcomes	July 2016	LLs having identified the best practice adopting them and embedding in their own departments Pupil skill development clearly evident in their pupils books Informative assessment procedures	July 2016	Progress against agreed priorities for joint working	£1500	GwE SCC Capacity Funding

good practice in Literacy and numeracy possibly Brynrefail - Numeracy and Bryn Elia – Literacy)				evident in their pupils books				
Continue to collaborate with an external support and challenge independent advisor to refine and strengthen the senior and middle leadership of the school	AW	Through having an external perspective, challenge current processes and progress made against the priorities	September 2015	Senior Leadership becomes skilled up in leading on each priority effectively. Support the Headteacher in the role as mentor Middle leaders are confidently evaluating the progress they are making in their subject areas	Dec 2015	Priority progress reports Departmental evaluations HT performance Management	£6000	9. SCC