

## Wellsprings Primary School Leadership development

There have been three areas of development in our middle leadership which we started post-lockdown in 2020. The first phase was developing ownership of a 'strategic role' in small task groups- these were borne out of priorities at the time. The second focused more on our school improvement agenda in relation to our OfSTED areas for improvement. Our most recent phase has concentrated on supporting individual subject leads and their curriculum areas.

We have two leads supporting the Core group subjects, although as stated, as part of this phase 3 tasks group programme, each subject area is provided with intensive support from a team of teachers for half the academic year. There is a rolling cycle over the three-year period, so that all foundation subjects have this input. We have not factored English and Maths into this cycle as these two subjects always have significant support/input. Our Maths and English Leads have shared TLR2's.

With the SEND Lead, we double up with the Pupil Premium Lead to provide shared responsibility for 'inclusion' practice across the school. We always made sure there was at least two teachers consulting with OfSTED inspectors and staff were never interviewed on their own, when OfSTED visited.

We set aside 1 (sometimes 2, if possible) PDMs per half term for task groups to meet, with feedback at the next whole school PDM meeting to update the staff on progress matched against the key aims of each groups. The group has an assigned 'lead' and minutes are taken and stored in the PDM folders.

I have pasted below some background about the three phases below- apologies if they are long-winded but it seemed easier than trying to summarise.

### **Phase 1**

Key areas:

- Technology and remote learning
- Communication and parental engagement
- Pastoral support- for all members of the school community

### **School management focus groups:**

These have been introduced to give staff involvement in the management decisions during Covid arrangements. It is an opportunity for staff to work in cross-key phase groups on a single focus priority. It is intended these groups will meet at least 1-2 times every half term, feeding back at the PDM meetings.

### **Technology and remote learning**

Hopefully when the group meet, each key phase/year group will have completed the first few weeks over view of the remote learning plan.

The group's remit is to:

- Ensure all year group/key phase classes, have an up-to-date overview to share with parents by the end of term;
- Check, provide feedback and ensure improvements are made to make sure consistency is offered across the school;
- Provide guidance from the latest Government advice, that the school is fulfilling its statutory requirement in providing remote learning to all pupils where appropriate;
- To support the integration of 'Google Classrooms' into the remote learning programme, across the school;

- To identify which homes do not have access to online learning, and consider if there in-school solutions to this problem- eg learning packs, accessing alternative equipment to support this.

### **Communication and parental engagement**

The group's remit is to:

- Identify through parental surveys/feedback, which channels of communication are most used, with an understanding of why this may be the case;
- To consider 'centralising' the communication duties- eg 'communications team' who solely share the role of posting/sharing information;
- To explore ways in which we can engage parents in their children's learning- the use of Zoom/Teams in sharing learning from in the classroom;
- To consider how we could extend 'appointment' access into school, to get parents into school in a controlled way;
- To involve a more coordinated way the school communicates with/for other associated groups of the school- eg PTA, the Governors;
- To consider what information needs to be shared physically, and how? Eg paper-copies, signage near the entrance(s).

### **Pastoral support- for all members of the school community**

The group's remit is to:

- Identify the range of interventions and support for pupils in school, and consider how we access this (with obvious links to the SEND and MHST roles);
- To consider how pupils can be supported around their wellbeing (socially, mentally and physically) on a daily basis, in their class. (Thinking about the new 'Relationships' curriculum);
- To seek consultation with pupils, parents and staff about levels of wellbeing. From this study, we could seek ideas about how we could improve the support/opportunities to help wellbeing across the school community;
- To provide opportunities for pupils and staff, to be able to come together to ensure that members of the school community do not become isolated;
- To consider a range of social opportunities that could involve members if the extended school community (eg secondary schools, local providers, community presence like the school nurse, police etc).

### **Phase 2**

The Pastoral group will continue in its current format.

The two other groups will have different foci from before:

#### **STEM- group 2**

A focus group could work on repeating the peer observation project for the 2021-22 academic year, perhaps using cross-phase groups this time. Focus on STEM across the school linked to 'Recording in STEM Subjects' (with a focus on writing outcomes)?

#### **AIMS:**

- Raise the profile of science/STEM across the school.
- Improve consistency of professional practice.
- Set expectations for key areas across the school.

#### **Looking at:**

- Physical environment. What are we looking for in a classroom? How are our Vision and Values communicated? What do our classrooms have in common (writing success criteria

posters, phonics posters, enticing book area- hopefully with STEM books reflecting topics, etc);

- Planning what 'best' looks like. Over the course of the peer coaching we would be reflecting on what best looks like and the outcome of the project would be a shared understanding (along with the children!) of what 'best' is;
- Next year, members of this group may be oversight of the peer coaching model we follow. They could do informal learning walks of the school next term to think about the classroom environments. They would set what was being observed/discussed in the coaching and think about supporting staff in advance of the process. They may identify gaps in advance of September to get into place ready for the new term.

As part of this group, they will also consider how to prepare for a STEM focus week, provisionally considered for June 2021, or possibly moved as a stimulus for next academic year?

### Managing the transition SEPT 2021- Group 3

A focus group to work on the 'Post-Covid' transition arrangements, this summer and for next academic year.

#### **AIMS:**

- To plan for changes and transition into routines across the school, for Summer 2021 and Autumn 2021.
- To review 'best-practice' elements that we want to 'keep' and adjust.
- To ensure that we review changes with care to keep in line with Government and LA advice.
- **Classroom.** What routines do we want to 'keep'? Are there expectations we stay in rows or group, or teacher-choice? Do we maintain some hygiene routines (dependent on guidance)? Did we continue with individual resources for each child?
- **Around school.** What routines do we want to keep? How do manage movement around school? Do we maintain current guidance ALL pupils must be escorted around school by an adult? What are the break/lunchtime expectations- do we revert back to pre-Covid arrangements or do we take aspects we have introduced in the last year?
- **Beyond the school day.** Wraparound care- what are we likely to manage in September? Do we return to the previous arrangements? After school clubs- what can we provide for this?
- **Communications and access on site.** Do we expect parents/carers to remain more 'remote' when dropping off/collecting their children? Communications with parents/carers- do we provide virtual meetings (Parents Evening) still?

One major aspect is for this group to talk through different scenarios. Gauging school community views would be really useful- eg constructing a staff (pupil/parent??) survey would help build a better picture of what is wanted going forward.

### **Phase 3**

The task groups will work on three key actions:

- Audit and review of existing practice. This will include any monitoring of evidence of subject practice.
- A subject specific action plan in light of the audit.
- Identification of measureable improvement (planned and existing evidence).

The process is not necessarily 'linear' and will need revisiting over time.

### **Audit**

An audit would include looking at all the existing resources we have for the subject provision- identifying what resources we need to purchase/improve. While we have a limited budget, if there are resource requirements it would be important to formalise this with a subject budget proposal. The Subject Budget Planner and Action plan document has been provided to support this process.

The intent, implementation and impact of the subject curriculum has to be at the forefront of the curriculum plan for the subject area. There is some additional documentation in the folder resources in: R drive/Work/PDM/ 2021-22.

### **Intent, implementation and impact**

- Intent – intent of the curriculum is underpinned by the ethos/vision and values of the school. It is also a more specific realisation about why we teach the content of our curriculum we do. What skills and knowledge are we seeking of pupils to gain at each point throughout the Key Stages? For example, there may be a chosen sequence of chronological History periods we follow across the school for a purpose. Equally, there may be a drive to link periods of historical, to specific local events to contextualise learning.
- Implementation – that teachers present all aspects of this broad and balanced curriculum (not just English and maths), without an over-concentration on outcomes and with a far greater emphasis on processes. How is the curriculum STRUCTURED?
- Impact – that learners develop detailed knowledge and skills across the whole curriculum. It follows that there will be a greater emphasis on the behaviour and attitudes of pupils and a much less single-lens approach to data.

There are some examples of ‘intent, implementation and impact’ statements in the subject folders in the PDM file.

### **Action plan**

Some of the core issues identified for the action plan may already have been identified prior to an audit. However, following the audit leaders (and the focus teams) need to be realistic about the timescales for key actions to be achieved. We have allotted ½ year to addressing each subject area.

It is important that examples of success criteria for each action is identified. These need to have specific milestones as end-target is not always achievable quickly and need breaking down.

### **Identification of measureable improvements**

This may include monitoring (completed previously and revisited, or planned future events), data analysis of learning outcomes or from pupil, staff or parental questionnaires. Monitoring can be discrete (e.g. learning walks of the environments individually or as a group) and doesn't have to involve significant disruption to the working day. However, whatever monitoring/measuring of improvements is used, the mechanism to do this needs to be appropriate as an evidence-base.