

# **St. Peter's C of E School**

## **SELF-EVALUATION**



**The Quality of Leadership and Management of  
the School**

## LEADERSHIP AND MANAGEMENT IN THE SCHOOL

<b>Inspectors should:</b>	
<i>Evaluate</i>	<ul style="list-style-type: none"> <li>• The effectiveness of leadership and management.</li> </ul>
<i>Will consider</i>	<ul style="list-style-type: none"> <li>• the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils</li> <li>• whether leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important</li> <li>• whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm</li> <li>• the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement</li> <li>• the design, implementation and evaluation of the curriculum, ensuring breadth and balance</li> <li>• how the school supplements the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities</li> <li>• how effectively leaders use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this</li> <li>• how the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> <li>• the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment</li> <li>• how leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils</li> <li>• the quality of continuing professional development for teachers at the start and middle of their careers and later, and how leaders use performance management to promote effective practice across the school</li> <li>• how effectively leaders and governors track the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this</li> <li>• how well leaders engage with parents, carers and other stakeholders and agencies to support all pupils</li> <li>• how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this</li> <li>• the effectiveness of governors in discharging their core statutory functions</li> <li>• how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community</li> <li>• the effectiveness of safeguarding</li> <li>• the work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.</li> </ul>

## LEADERSHIP AND MANAGEMENT IN THE SCHOOL

EVIDENCE BASE	
Source	Consider
<p><b>Driving Improvement</b></p> <ul style="list-style-type: none"> <li>• Improvement Plan</li> <li>• Action plans</li> <li>• Vision statement</li> <li>• Staff meeting minutes</li> <li>• HT Reports</li> <li>• Full Governing Body minutes</li> <li>• Committee minutes</li> <li>• Policies</li> <li>• Performance Management Schedule</li> <li>• Outcomes of monitoring T&amp;L</li> <li>• CPD records</li> <li>• Target setting</li> <li>• Pupil progress meetings</li> <li>• Feed-on/feedback meetings</li> </ul> <p><b>Governing Body</b></p> <ul style="list-style-type: none"> <li>• Full Governing Body minutes</li> <li>• Committee minutes</li> <li>• Governor involvement within the school</li> <li>• Governor monitoring schedule and records</li> <li>• Policy review schedule</li> <li>• Subject Leader reports</li> <li>• Staff questionnaires</li> <li>• SEND pupils</li> <li>• Pupil Premium</li> </ul> <p><b>Parents and Carers</b></p> <ul style="list-style-type: none"> <li>• Prospectus</li> <li>• Website</li> <li>• Parent's meeting - informal and formal</li> <li>• Newsletters</li> <li>• Home/school agreement</li> <li>• Home/school diaries</li> <li>• Pupil Reports</li> <li>• Questionnaires including Parent View</li> <li>• Level of applications to the school</li> <li>• Support material for parents</li> <li>• Records of parent helpers</li> <li>• PTA</li> <li>• Parent forums</li> </ul> <p><b>Wider Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Involvement with partnerships</li> <li>• Relevant feedback etc. from other agencies and/or those who have used them</li> <li>• Extended services available within the school</li> <li>• Links with the Partnership and Diocese</li> <li>• Secondary links</li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Child Protection Policy</li> <li>• Referral forms</li> <li>• Training evidence</li> <li>• Risk assessments</li> <li>• DBS clearance evidence</li> </ul>	<p><b>Driving Improvement</b></p> <ul style="list-style-type: none"> <li>• <i>How does leaders' planning reflect and promote the school's ambitions and goals?</i></li> <li>• <i>Impact of vision, purpose and high aspirations</i></li> <li>• <i>How do leaders inspire, motivate and influence staff and pupils?</i></li> <li>• <i>To what extent is there knowledgeable and innovative leadership of teaching and the curriculum?</i></li> <li>• <i>How do leaders provide good role models for other staff and pupils?</i></li> <li>• <i>To what extent do leaders and managers undertake rigorous self-evaluation?</i></li> <li>• <i>How do leaders ensure that findings are used effectively?</i></li> <li>• <i>How effective is the monitoring of performance data including the reviewing of patterns?</i></li> <li>• <i>How does the school ensure that leaders take the appropriate action based on monitoring evidence?</i></li> <li>• <i>How do leaders ensure that the performance management of staff, including support staff, is thorough and effective in bringing about improvement?</i></li> </ul> <p><b>Governing Body</b></p> <ul style="list-style-type: none"> <li>• <i>To what extent does the Governing Body help shape the vision and direction of the school?</i></li> <li>• <i>How does the Governing Body ensure that the school fulfils its statutory duties?</i></li> <li>• <i>To what extent does the Governing Body ensure that it has a good understanding of the strengths and weakness of the school?</i></li> <li>• <i>To what extent does the Governing Body challenge and support the Senior Leadership Team?</i></li> <li>• <i>To what extent does the Governing Body monitor the schools' involvement in extended services, charging and remission policies etc.?</i></li> </ul> <p><b>Parents and Carers</b></p> <ul style="list-style-type: none"> <li>• <i>How do you communicate with the less proactive parents?</i></li> <li>• <i>What systems are in place to provide opportunities for parents to become involved within the school?</i></li> <li>• <i>How are parents involved in decision making?</i></li> <li>• <i>What actions have been taken in the light of parental views?</i></li> <li>• <i>How are parents encouraged to support their child's learning?</i></li> <li>• <i>How does the school ensure parents have access to information and guidance regarding supporting their child's learning?</i></li> </ul> <p><b>Wider Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• <i>The school's work and role within partnerships, e.g. partnering another school facing difficulties; federation, shared leadership (consortia etc.)</i></li> <li>• <i>Whether partnership activity provides value for money</i></li> <li>• <i>Whether key stakeholders from partner schools and the wider community contribute to the review and development of partnership activities</i></li> <li>• <i>The effectiveness of the school's work with services provided by the LA e.g. education welfare; behaviour support, educational psychology service</i></li> <li>• <i>The impact of partnerships with other organisations through extended services provision</i></li> <li>• <i>Links between schools and other providers in different phases, shared professional development activities and shared leadership development activities.</i></li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• <i>How do the leaders of the school ensure that the procedures for Child Protection are understood and acted upon by all staff?</i></li> <li>• <i>To what extent are vetting procedures carried out?</i></li> <li>• <i>How do leaders monitor risk assessments etc.</i></li> <li>• <i>Whether effective links exist between other safeguarding agencies</i></li> </ul>

## LEADERSHIP AND MANAGEMENT IN THE SCHOOL

Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
<b>Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>• Leaders and governors have created a culture that enables pupils and staff to excel.</li> <li>• They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.</li> <li>• Relationships between staff and pupils are exemplary.</li> <li>• Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils.</li> <li>• They are uncompromising in their ambition.</li> <li>• The school's actions have secured substantial improvement in progress for disadvantaged pupils.</li> <li>• Progress is rising across the curriculum, including in English and mathematics.</li> <li>• Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils.</li> <li>• Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.</li> <li>• Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff.</li> <li>• They use this to keep the school improving by focusing on the impact of their actions in key areas.</li> <li>• Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.</li> <li>• Teaching is highly effective across the school.</li> <li>• Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders set high expectations of pupils and staff.</li> <li>• They lead by example to create a culture of respect and tolerance.</li> <li>• The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.</li> <li>• Leaders and governors are ambitious for all pupils and promote improvement effectively.</li> <li>• The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.</li> <li>• Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</li> <li>• Leaders and governors use performance management effectively to improve teaching.</li> <li>• They use accurate monitoring to identify and spread good practice across the school.</li> <li>• Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning.</li> <li>• Teaching is consistently strong across the school or where it is not, it is improving rapidly.</li> <li>• Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</li> <li>• The broad and balanced curriculum provides a wide range of opportunities for pupils to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and management are not yet good.</li> <li>• Safeguarding is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.</li> <li>• Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.</li> <li>• Leaders are not aware of or are not taking effective action to stem the decline in the progress of disadvantaged pupils.</li> <li>• The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.</li> <li>• Pupils are entered for public examinations inappropriately early.</li> <li>• The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</li> <li>• Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.</li> <li>• Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity.</li> <li>• They do not prevent discriminatory behaviour and prejudiced actions and views.</li> <li>• Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern. Insufficient action is taken to remedy weaknesses following a serious incident.</li> <li>• Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these.</li> <li>• Policy and practice are poor, which means pupils are at risk.</li> <li>•</li> </ul>

## LEADERSHIP AND MANAGEMENT IN THE SCHOOL

Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
<b>Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>• The broad and balanced curriculum inspires pupils to learn.</li> <li>• The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.</li> <li>• Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</li> <li>• Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour.</li> <li>• Leaders, staff and pupils do not tolerate prejudiced behaviour.</li> <li>• Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe.</li> <li>• Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns.</li> <li>• Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.</li> <li>• Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This supports pupils' good progress.</li> <li>• The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</li> <li>• Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</li> <li>• Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour.</li> <li>• Leaders, staff and pupils do not tolerate prejudiced behaviour.</li> <li>• Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.</li> <li>• Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</li> </ul>		

## LEADERSHIP AND MANAGEMENT IN THE SCHOOL

JUDGEMENT				Statements to support the judgement made <i>including</i> where evidence can be found
1	2	3	4	
	✓			

Statements	Evidence
<p><b>Driving Improvement</b></p> <ul style="list-style-type: none"> <li>⇒ Information is shared at all levels by all leaders and managers- the small size of the staff means that all staff are involved in all meetings and every teacher and the Head knows all the children.</li> <li>⇒ All teaching staff are involved in setting challenging school targets, which are realistically based on individual pupils' prior attainment, progress and potential.</li> <li>⇒ Information shared with TAs at 3-weekly meetings run by Deputy Head.</li> <li>⇒ The school development plan is focused on continuing improvement and is evaluated, monitored and composed by all stakeholders. Every school year, all teachers, teaching assistants and office staff meet with the Governors to share the successes from the previous year and to set the vision and aims for the following year.</li> <li>⇒ Staff are led to share a common purpose and therefore make an effective contribution to the school's goals and values.</li> <li>⇒ The school's aims and values encompass all aspects of its work and are enacted in its daily life.</li> <li>⇒ School has an excellent ethos.</li> <li>⇒ Relationships between leadership and staff, and amongst staff are excellent and characterised by mutual respect, shared decision making, support and consultation.</li> <li>⇒ The Head and Deputy are out to welcome everyone into school every day and all teachers see the children off the site. This means that parents feel they can share any worries with the teacher and keep staff informed of anything that might affect the child in school. The Head had an open door policy and parents are encouraged to share concerns before they become bigger worries.</li> <li>⇒ There are regular review meetings with staff, governors and the Local Authority School Improvement Partner to discuss performance in end of Key Stage tests, school data, and progress towards targets, attainment and the quality of provision in general.</li> <li>⇒ There is a timetable of non-contact time for subject leaders to carry out monitoring, evaluating and reviewing activities and to meet with the Headteacher to discuss the impact of actions and to plan developments.</li> <li>⇒ Joint lesson observations, work scrutinies and moderating activities ensure consistencies and challenge.</li> <li>⇒ Whole teaching staff CPD (including input from LA school improvement partner) has focused on subject monitoring.</li> <li>⇒ Performance Management for teachers is linked closely to the school improvement plan as well as personal development. Regular meetings take place and performance and progress is monitored. This ensures continuing professional development and focuses on raising standards. Performance Management for teaching assistants is also in place and is similarly linked to the school improvement plan.</li> <li>⇒ Effective tracking and target setting so that progress and achievement can be easily monitored and reported to all stakeholders- this is shared with the School Improvement Partner and the Diocesan Advisor each term.</li> <li>⇒ HT and Governors meet regularly to review the schools SEF</li> </ul>	<p><i>Staff meeting notes/school diary</i></p> <p><i>Staff meeting notes/co-ordinators files</i></p> <p><i>Meeting notes</i> <i>SDP/diary entry/Governor Minutes</i></p> <p><i>Fruits of the spirit posters</i> <i>Policies</i> <i>SIAS report</i> <i>Speak to staff/staff wellbeing audits</i> <i>Parents</i></p> <p><i>Diary entry/Visit notes</i></p> <p><i>Diary entry/co-ordinators files</i></p> <p><i>Monitoring notes</i> <i>Visit notes</i></p> <p><i>Appraisal file</i></p> <p><i>Governor minutes/scorecard/visit notes</i> <i>Diary/governor sign-in</i></p>
<p><b>Governing Body</b></p> <ul style="list-style-type: none"> <li>⇒ The governing body plays an active part in school life, with individual governors carrying out regular monitoring visits and attending a variety of school and community events.</li> <li>⇒ Governors are involved in the monitoring, evaluating and reviewing of the school's performance and are aware of its strengths and areas to develop.</li> <li>⇒ Governor training is actively sought and attended in order to maintain up to date information.</li> <li>⇒ Governors audit their skills each year and any areas for development are identified.</li> <li>⇒ Governors attend vision and aims sessions which inform the school development plan.</li> <li>⇒ The Chair meets regularly with the Headteacher and reviews the development plan.</li> <li>⇒ An annual stress risk assessment for all staff is undertaken by the Head and the Chair of Governors and necessary action planned and taken.</li> <li>⇒ Procedures for safeguarding are rigorous, meticulously maintained and meet Government requirements.</li> <li>⇒ The Headteacher of the local Secondary school is a member of the Governing Body and is able to provide strong links and advice.</li> <li>⇒ Governor with responsibility for SEND regularly visits school and has led reading clubs for the more reluctant readers.</li> <li>⇒ Governors write a short piece for the newsletters.</li> <li>⇒ Write to parents and give a 'who's who'.</li> </ul>	<p><i>Governor sign-in book</i></p> <p><i>Minutes from meetings</i></p> <p><i>Training log in Governor minutes</i> <i>Governor audit in file</i> <i>Diary notes/ SDP</i> <i>Governor sign-in/ updated scorecard</i> <i>Results from assessment</i></p> <p><i>Clerk to the Governors is a lead trainer for Essex Clerks and will advise of any new requirements and ensures rigorous monitoring.</i> <i>Clubs timetable.</i> <i>Newsletters</i> <i>Letters file</i></p>
<p><b>Parents and Carers</b></p> <ul style="list-style-type: none"> <li>⇒ The prospectus is updated each year and is on the school website.</li> <li>⇒ The website is maintained by the school office manager and all newsletters are put on the site immediately.</li> <li>⇒ The school office manager uploads all policies as soon as possible following Governor Meetings.</li> <li>⇒ The school has an open door policy and most meetings with the Head can be had immediately- usually the same morning or after school if that is preferable.</li> <li>⇒ Formal Parents' Meetings are fully attended and any parent who does not make an appointment is followed up and an appointment is made.</li> <li>⇒ Newsletters come out each week and contain the latest news, reminders and all dates.</li> <li>⇒ The home school agreement is discussed with the pupils each year and then re-issued; parents are reminded to return them once signed.</li> <li>⇒ Each child has a home/school communication book which is checked at least once a week by the class teacher. These are monitored by the Head.</li> <li>⇒ A formal report is produced at the end of each academic year and parents are informed about their child's progress with future targets.</li> </ul>	<p><i>Prospectus</i> <i>Website</i></p> <p><i>Ask parents</i></p> <p><i>Attendance sheets</i> <i>Website</i></p> <p><i>Record of returns-followed up</i></p> <p><i>Communication book</i></p> <p><i>Kept on file in school</i></p>

## LEADERSHIP AND MANAGEMENT IN THE SCHOOL

- ⇒ Governors issue a parent questionnaire each year and the results are collated and acted upon.
- ⇒ Most years the school is oversubscribed and is currently full in all year groups.
- ⇒ Informal meetings are held for parents of those in EYFS in order to explain the reading scheme and the phonic phases.
- ⇒ Informal meetings explain the process of the SATS to parents of those in relevant year groups.
- ⇒ The school has an active PTA who run events to raise money for the school, events just for fun and cater informal coffee mornings after all our church services to encourage the parents to stay and socialise.

*Minutes  
Applications and new parents files  
Parents  
Teachers involved/parents  
Minutes on board and updates in newsletters.*

### **Wider Community Partnerships**

- ⇒ Leadership of the school is involved in all aspects of school life - pupils, classes, assemblies, clubs, PTA events, church and local village events.
- ⇒ The school is a member of the Sandon schools Partnership formed in September 2015 working closely with 4 other schools including our feeder Secondary.
- ⇒ School shares monitoring to ensure consistency.
- ⇒ School shares training and each school takes a lead in one area.
- ⇒ The Headteacher works in a local church schools partnership sharing good practice and peer support with a view to formalising a partnership/multi academy trust.
- ⇒ School joins with other schools in the SE of England to perform at a charity concert each year (Westminster Cathedral 2015 and 16).
- ⇒ School is part of the Sports Leadership team in Chelmsford Area- representative receives updates and training and initiatives.

*Parents  
Minutes  
Diary/ local Heads  
Science lead- PSQM completed  
Spelling lead school-notes  
Photos/newsletters  
Diary/ PE co-ordinator file/website/Active Mark achieved*

### **Safeguarding**

- ⇒ Head is Safeguarding Lead, CSE champion and leads on Prevent training.
- ⇒ Head undertakes safer Recruitment training (20.2.16)
- ⇒ Member of the Essex Safeguarding group and receives termly updates from the forums.
- ⇒ Child Protection/Safeguarding Policy is kept updated following updates from ESCB and termly forums.
- ⇒ All staff receive training at least annually.
- ⇒ Risk assessments are reviewed by the Head who attends training from Essex Outdoors.
- ⇒ DBS checks are carried out and monitored by Head and Office Manager.
- ⇒ Governors check the Single Central register at least twice a year.
- ⇒ Healthy Schools Award maintained

*Certificates of attendance  
Certificate of attendance  
Emails  
Policy/file  
Attendance  
File  
File  
Certificate*

## LEADERSHIP AND MANAGEMENT IN THE SCHOOL

<i>Summative Judgements</i>		
<b>Prompt</b>	<p>⇒ Consider the judgements and statements you have made</p> <p>⇒ Using the OFSTED criteria consider areas for development e.g. if you have judged the school to be good (2) what is needed to make it outstanding (1).</p> <p>⇒ What actions need to be taken to achieve this?</p>	<p><b>Statement of actions to be taken to raise the overall effectiveness for outcomes of learners' following the judgements made.</b></p>
<b>Actions to be taken to raise outcomes for all learners</b>	<p><b>Consider the questions below to identify areas for further improvement:</b></p> <ul style="list-style-type: none"> <li>• Consider the current standards and achievement of pupils including vulnerable groups. Do the judgements made in other sections support the judgements made in the Leadership and Management sections?</li> <li>• If these judgements differ, e.g. Attainment 3, L&amp;M 2, what evidence is there to support this?</li> <li>• Does leadership and management need further development at a particular Key Stage or across the school?</li> <li>• Are there specific areas of leadership/management which need improvement?</li> <li>• In each case you need to consider strategies/actions that could be put in place to support the improvement of either pupil progress or the effectiveness of leadership and management.</li> <li>• <b>These key priorities will also need to be reflected in the School Improvement Plan as it is essential that clear links can be seen between the self-evaluation of a school and the action that a school then intends to make as a result of the self-evaluation.</b></li> </ul>	<p style="color: red;"><b>See School Improvement Plan September 2016 – September 2017</b></p> <p><u><b>Current areas for development (from SDP)</b></u></p> <ul style="list-style-type: none"> <li>⇒ Forge new stronger links with Sandon Cluster- to form working partnership with local schools- St. John's, Danbury Park and Priory to raise standards. Look to develop work with East Hanningfield and others to form a partnership of church schools and to work with the diocese for collaborative approach to raising standards/ joint projects.</li> <li>⇒ To implement the targets set in performance management, with reference to teacher standards</li> <li>⇒ Leaders will consistently communicate high expectations to all staff via staff meetings and pupil progress meetings and through teacher appraisal. There will be increased expectations that subject leaders will drive their subject forward and report at Governor meetings- leading the other staff members and sharing new initiatives and ideas. Subject leaders will be expected to evaluate the achievements and progress made throughout the school in their subjects.</li> </ul>
	<p><b>REMEMBER</b> Identify → Improvement → Impact                      = SEF → School Improvement Plan → Pupil Progress</p>	