

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
5.1 Develop the role of phase leaders and other middle managers	CMP	<ol style="list-style-type: none"> 1. Opportunities for training to develop team leader skills. 2. Regular meetings to ensure team leaders can discuss the development of their phase and learn from each other 3. Opportunities for middle managers to take on a range of whole school responsibilities to enhance their leadership experiences 4. Review of Performance Management Objectives. 5. Training opportunities through a book group, courses and training days to ensure our middle managers are in a strong position to develop their careers. 	<ul style="list-style-type: none"> - Team leaders run effective phases with children making good progress, high expectations of the children's behaviour and positive support for whole school developments. - Middle managers gain a wealth of experiences which enable them to develop their careers and make a significant contribution to whole school development. 	<p>Successful completion on performance management objectives</p> <p>Evaluation with staff and review of year.</p> <p>Feedback to the governing body in end of year report.</p>	<p>Next year it has been agreed to complete the performance management observations earlier and to try to give a little more release time to enable staff to monitor the curriculum even more closely.</p> <p>Phase leaders have taken on a range of challenging objectives this year and for the new team leaders supporting NQTs and students, it has been particularly time consuming</p> <p>Working on consistency across the phase, monitoring and supporting staff with challenging parents have been central to the role.</p>
5.2 Review the roles and effectiveness of the Leadership Team	CMP	<ol style="list-style-type: none"> 1. Review leadership structure and job descriptions at end of Spring term. 2. Consider ways to ensure we work in the most efficient and effective way. 3. Review the enhanced administrative support & evaluate the impact this year. 	<ul style="list-style-type: none"> - Staff having enough time to be both proactive and reactive as necessary. - The school is well led and managed by senior staff who have a work-life balance! 	Feedback to governing body	<p>Leadership meetings include regular catch up sessions for senior staff in each school and Federation Leadership meetings each Wednesday have provided time to look both at management and strategic developments. New staffing arrangements have been very positive but at times our capacity has been very stretched and so looking at arrangements for monitoring the curriculum and analysing data to include more staff feels essential next year.</p> <p>Enhanced administrative support for the Headteacher has been invaluable and the SENCo role is proving beneficial.</p>



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5.3 Develop the roles and responsibilities of the Governing Body	PC	1. Initiate a programme of school visits to be carried out by governors. 2. Visits will, where possible, link to reports submitted to the governing body.	- Governors will extend their knowledge and understanding of the school and their capacity to act as critical friends. - Visits will provide triangulated evidence to support submitted reports.	- Visiting governors will discuss their experience at Governing Body meetings. - Evaluation of all governors piloting the scheme, collected in May/June.	

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5.4 Continue to develop effective partnership across the Federation	CMP	1. Working across the federation between all staff continues to be a priority. 2. Communicate clearly to parents and the community the benefits of the Federation. 3. Review the opportunities for partners to get involved in the school and develop their role where possible 4. Look to work closely with other schools to provide mutually beneficial school to school improvement opportunities.	-The Federation continues to be beneficial for children and staff. - The reputation for the federation continues to be very positive in the community	Feedback from comment box Feedback from staff and visitors Reports to the Governing Body	Federation links continue to develop with shared staff meetings, planning, moderation and routines all embedded practice. The benefits of school to school support have been very evident, with expertise shared across both sites, support and advice given on personnel issues and resources shared. Staff moved from QE to QEii in 2014 and staff will move from QEii to QE this year. Parents continue to speak positively about the school. Very few comments are sent in through the comment box system and complaints are dealt with quickly. The Governors have received one formal complaint this year and they handled it within the time frame and have not received any further correspondence following the appeals process. All Reception classes are full for 2015 and we have very few places throughout the schools. Along with our established partnerships we are working with Ridgefield, another local school, to review our assessment procedures for next year and we have been selected as one of the three primary schools in the Eastern Region to be part of the Cambridge Primary Review Trust. A collaboration which could offer great professional development opportunities for the schools.