

<b>The Middlesbrough Achievement Partnership Priority Action Plan: <i>Priority 1</i></b>	
<b>Strategic Priority</b>	<b>To improve the effectiveness of leadership and management</b>
<b>Aim</b>	<p>To ensure that the best leaders are attracted to Middlesbrough schools and that they are developed and supported in their roles to have the highest expectations of staff and pupils and to secure the best possible outcomes for pupils.</p> <p>To ensure leaders work together across schools to share and develop practice and are committed to improving outcomes for all Middlesbrough pupils</p> <p>To ensure all schools are well prepared for OfSTED inspection and are working towards becoming outstanding</p>
<b>Diagnosis and Position statement</b>	<p>School leadership is a developing strength in Middlesbrough with OfSTED inspections over the last four years judging it to be good or better in 90% of primary schools and 60% of secondary schools. Headteachers and governors are increasingly ambitious for their pupils and have a strong sense of collective responsibility for the children of Middlesbrough.</p> <p>The recruitment of leaders, particularly in core subjects in secondary schools is problematic. Leadership networks and the professional development opportunities offered through MAP, MSTTA and other partners are ensuring that all leaders have access to quality training. The principle of peer review is well established in the primary sector and has been introduced into the secondary sector.</p> <p>Succession planning by governors is developing as a feature with joint co-headships smoothing the transition to headship for some deputies. This strategy does reduce the potential talent pool for some of these posts.</p> <p>MAP is, through its delivery groups, offering senior leaders opportunities to develop strategic leadership skills.</p> <p>Leadership networks are offering support for quality assurance and self-evaluation though these need to be embedded.</p>

	<p>Comprehensive governor training is offered but uptake could increase.</p> <p>Safeguarding is well embedded in Middlesbrough schools and there has been active engagement with the Prevent agenda. MAP is working with the LA is planning a safeguarding leads' network.</p>
<b>Evaluation schedule focus</b>	<ul style="list-style-type: none"> <li>● Culture of high expectations</li> <li>● Consistently improving outcomes</li> <li>● Secure substantial improvement in progress for disadvantaged pupils</li> <li>● Governors systematically challenge senior leaders</li> <li>● Accurate understanding of the school's effectiveness</li> <li>● Incisive performance management that leads to professional development</li> <li>● Staff reflect on and debate the way they teach</li> <li>● Broad and balanced curriculum, including extra-curricular activities</li> <li>● Spiritual, moral, social and cultural development</li> <li>● Promoting British values</li> <li>● Promote equality of opportunity</li> <li>● Protect pupils from radicalisation</li> <li>● Safeguarding is effective</li> </ul>
<b>Delivery Group</b>	<ul style="list-style-type: none"> <li>● Leadership Delivery Group</li> </ul>
<b>Links to other MAP groups</b>	<ul style="list-style-type: none"> <li>● Teaching, Learning &amp; Assessment</li> <li>● Youth Employment Group</li> <li>● <b>Recruitment (group to be determined)</b></li> </ul>
<b>Link to Middlesbrough POAP priorities</b>	<ul style="list-style-type: none"> <li>● Developing high aspiration (1.13)</li> <li>● Provision of high quality CPD and network support for senior and middle leaders (1.1, 1.2, 1.4)</li> <li>● Identify and share good practice (1.5, 1.6, 1.7)</li> <li>● Provide bespoke support (1.8,1.9)</li> <li>● Recruitment and development of leaders (1.16)</li> <li>● Communication with governors (1.10)</li> <li>● Support for curriculum development (1.21, 1.22, 1.23)</li> <li>● Develop and embed assessment (1.24)</li> </ul>

<b>We will know this strand of the plan has succeeded (success criteria) when:</b>	<p>All schools inspected will be judged to be good or better for both overall effectiveness and leadership and management, with a significant number judged to be outstanding.</p> <p>School self-evaluation is accurate and robust and is linked to improvement planning and professional development.</p> <p>Governance is judged to be good or better by inspection, self-evaluation and by LA monitoring.</p> <p>Engagement of school leaders with MAP courses, conferences and networks is high.</p>
<b>Key Performance Indicators</b>	<p><b>KPI 4 Quality of leadership</b> - As a result of effective leadership development schools in the Alliance achieve an aggregated inspection judgement for leadership and management that is above the national average.</p> <p><b>KPI 6 Supply of leaders</b> - As a result of effective talent spotting and succession planning, schools in MSTTA show an improvement in applications for headship vacancies and a reduction in the number of headships having to be re-advertised</p> <p><b>KPI 8 The number of SLEs designated, trained and deployed</b> - The number of SLEs designated and trained by Pallister Park Teaching School is in line with targets agreed with DfE. All SLEs are deployed effectively during the 2015/16 academic year.</p>
<b>Resources</b>	<p>Funding for conferences/CPD fayre/Speakers/Workshops/celebration of action research impact</p> <p>Funding to enable HTs to take time to coach/mentor other HTs</p> <p>Funding for staff to take time out for action research</p> <p>Maintenance and update of MAP website</p> <p>Person to maintain SLE /Support Challenge register of excellence</p> <p>Person to collect/collate/maintain Leadership records</p> <p>Marketing campaign to recruit Governors with the right skill set</p>
<b>Monitoring</b>	<p>Monitoring termly via leadership group network meeting (or more often if required)</p> <p>Reporting to MAP</p>
<b>Evaluation Methods:</b>	

Key Actions and Impact	Responsible	Timeline			RAG rated progress			Progress Comment
		Spr	Sum	Aut	Spr	Su m	Aut	

1.1	<p><b>Action:</b> Map leadership Delivery group to work in partnership with all Teaching Schools within Middlesbrough to identify opportunities to enhance leadership development.</p> <p>Map leadership Delivery group to identify potential partnerships beyond Middlesbrough</p> <p><b>Impact:</b> <i>Regular partnership meetings with Teaching schools to ensure areas not included as part of the Teaching Schools action plans, are identified then actioned as part of Delivery Group development</i></p>	Map Delivery Group in partnership with MSTA, MCSP, TVED reps		<p>Delivery group to review action plans &amp; Identify opps to enhance provision</p> <p>½ termly meetings</p>	On-going				<p>Invites extended to the various teaching schools to join the leadership delivery group.</p> <p>Link established with the 'Transforming Tees' Group (Maria Cockerill).</p>
1.2	<p><b>Action:</b> Undertake survey to identify from HTs what they would benefit from in light of the White Paper / new in post</p> <p><b>Impact:</b> <i>bespoke packages will be available for new to Headship / new to town / new to academy or trust as a Head - first 100 days via appropriate Teaching School / trust /</i></p> <p><i>MAP to be the 'one-stop shop' to notify of new appointments to then facilitate appropriate 'buddy' arrangements for bespoke package to be implemented - Hd to hd support</i></p>	<p>MAP delivery group</p> <p>School/Academy responsibility to inform MAP</p> <p>MAP signpost to website</p>		<p>Delivery group to generate survey</p> <p>2 point Qs - what would you benefit from in terms of support when new to role - identify new to role HTs</p>	Share analysis				<p><b>Survey completed and sent to HTs - Autumn 2016</b></p> <p>Once all completed, analysis of responses can be used to determine future events to be scheduled.</p>

1.3	<p><b>Action:</b> Ensure an accurate and up to date directory of services, key personnel, lists of Headteachers /Principals in post and 'type' of school - identified areas of specialism / SLEs</p> <p><b>Impact:</b> <i>Accurate information accessible for all to enable effective school to school support</i></p>	<p>MAP Facilitated web portal Schools responsibility to ensure accurate up to date information</p> <p>HTs, AHTs/DHT, SSBM, SENDCo, SLEs - HMS to get in touch with Alex via claire</p>		<p>Form to be generated</p> <p>Admin time to be agreed and allocated termly ½ day per term - update</p>	<p>Initiate termly 'survey monkey' then termly</p>				<p>Alex (MSTA) contacted and request for contact list made.</p> <p>To be shared with colleagues Dec 2016</p>
1.4	<p><b>Action:</b> Delivery group to identify key speakers, timetable events for leaders at all levels to include Network groups for leaders in liaison with Teaching Schools to avoid duplication</p> <p><b>Impact:</b> <i>Information readily available about leadership CPD would be readily accessible, quality assured and relevant to needs across the authority linked to White Paper and survey outcomes (1.2)</i></p>	<p>MAP (in consultation with Teaching Schools)</p>		<p>Generate suggested list of speakers / themes</p>	<p>Share programme via Forum / Map events / website</p>				<p>Meeting in Oct suggested 'Inspiring Leadership' content for event to be held in the Spring term. Contacts sent to potential speakers. Awaiting dates</p>

									for scheduling the event.
1.5	<p><b>Action:</b>          Develop links and engage with educational/action research and on-going work with EEF, Teesside University etc. - research papers          links to blogs / websites outlining success in similar circumstances to issues as they arise – Pupil Premium – Sharing of Good practice at MAP events</p>	Delivery Group in partnership with other MAP groups / Teaching Schools		Linking with other delivery groups and Teaching Schools, identify appropriate projects to engage with	Share info via Forum / Map events / website				Will add to meeting agendas