

3.6 The NSP self-review, development and planning toolkit: School leadership, management and strategic planning: governors; parents/carers; staffing and resources

Overview

Leaders need to make improving literacy and numeracy and closing the ‘poverty gap’ central to their planning.

Senior managers have to devote time to matters of corporate governance. They must manage budgets, maintain facilities and plan the deployment of resources. They also have to work within statutory and regulatory frameworks that require high standards of compliance. Nevertheless their core business is the delivery of education and training to learners. Their main focus should be on how they are going to improve learner experiences and outcomes.

Providers whose performance in their core business improves have leaders who develop, alongside other staff, a vision for change. They underpin that vision using programme and people management skills of a high order, with which they coordinate several different and often interdependent projects and initiatives to do with better delivery of learning⁶⁵.

Headteachers must view the LNF as a whole-school initiative that has significant implications for learning and teaching and the whole way we approach the delivery of the curriculum in Wales. In planning for its implementation, schools will need to take a comprehensive approach in which all the key constituents of school leadership are brought into play:

- strategic direction and school improvement planning;
- curriculum planning;
- teaching and assessment;
- leadership and management;
- accountability;
- the school’s place in the wider community.

The following checklist could be useful for school leaders in setting the process in motion.

⁶⁵ *The Annual Report of Her Majesty’s Chief Inspector of Education and Training in Wales 2011–2012* (Estyn, 2012).

Strategic planning

- How do we need to update our school policies on literacy and numeracy to reflect the LNF?
- How we will work towards using the LNF as a starting point for curriculum planning?
- How do we ensure continuity and progression in the development of literacy and numeracy across key stages and across the curriculum?

Sharing good practice, support and training

- Have we set aside appropriate time to deliver the training sessions to all staff?
- Have we identified good practice in relation to literacy and numeracy across all subject areas in the school?
- How will we ensure classroom pedagogy supports successful development of literacy and numeracy skills across the curriculum?
- How does the school track the development of learners' literacy and numeracy skills across the curriculum?

Leadership and management

- How do we ensure the full involvement of the staff and how do we develop their qualities of leadership?
- How do we monitor and evaluate the development of learners' literacy and numeracy skills across the curriculum? (Who is involved and what do they do?)
- How is each subject area/department going to update/rewrite their schemes of work? How can we ensure differentiation of literacy and numeracy tasks across the curriculum?
- How do we intend to work with others – the governing body, parents/carers, the school cluster, PLCs, etc., and how will this be beneficial to learners?
- How will we report to parents/carers and then engage them in supporting their children?
- How will we evaluate intervention procedures?
- How will we evaluate the consistency of our approach?

These are challenging questions; but they are also stimulating in that they offer opportunities for raising standards of learning and teaching in Wales. They also offer

opportunities for developing a more collegiate style of leadership which is implicit in the more recent approaches to staffing deployment. Teachers, teaching assistants and parents/carers can be motivated to respond creatively and energetically to the LNF; in engaging teachers and the wider community to become even more skilled in supporting the development of literacy and numeracy skills in our learners.

The most successful numeracy initiatives are effective because of the strong leadership of senior managers in the school. These managers drive the initiative well and provide funding for resources and sufficient opportunities for whole-school training. In these cases, all teachers understand that numeracy is an important priority for the school. These schools include programmes to improve standards of numeracy in the school development plan and, where appropriate, in all subject development plans. These initiatives are regularly on the agenda for meetings of staff⁶⁶.

What works? Evidence about good practice

Schools will need to ensure that the whole school and the wider community are engaged. School leaders will need to:

- ensure that School Development Plans (SDPs) give priority to the implementation of the LNF and that the plans are supported through allocation of school budgets, including grant funding;
- identify the school's particular curriculum and assessment needs, consider the options and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners;
- ensure that the allocation of responsibility for implementation of the LNF signals its importance; at the same time, make it clear that all staff are responsible for achieving improvements in learners' literacy and numeracy;
- identify and facilitate the sharing of good practice within the school;
- use performance management, together with professional development, to support effective implementation of the LNF;
- monitor the range of learning and teaching activities, ensuring that approaches to teaching literacy and numeracy are consistent and fully integrated;
- enable teachers and teaching assistants to identify their needs for support in developing their own literacy and numeracy skills and ensure CPD planning gives priority to addressing their needs;

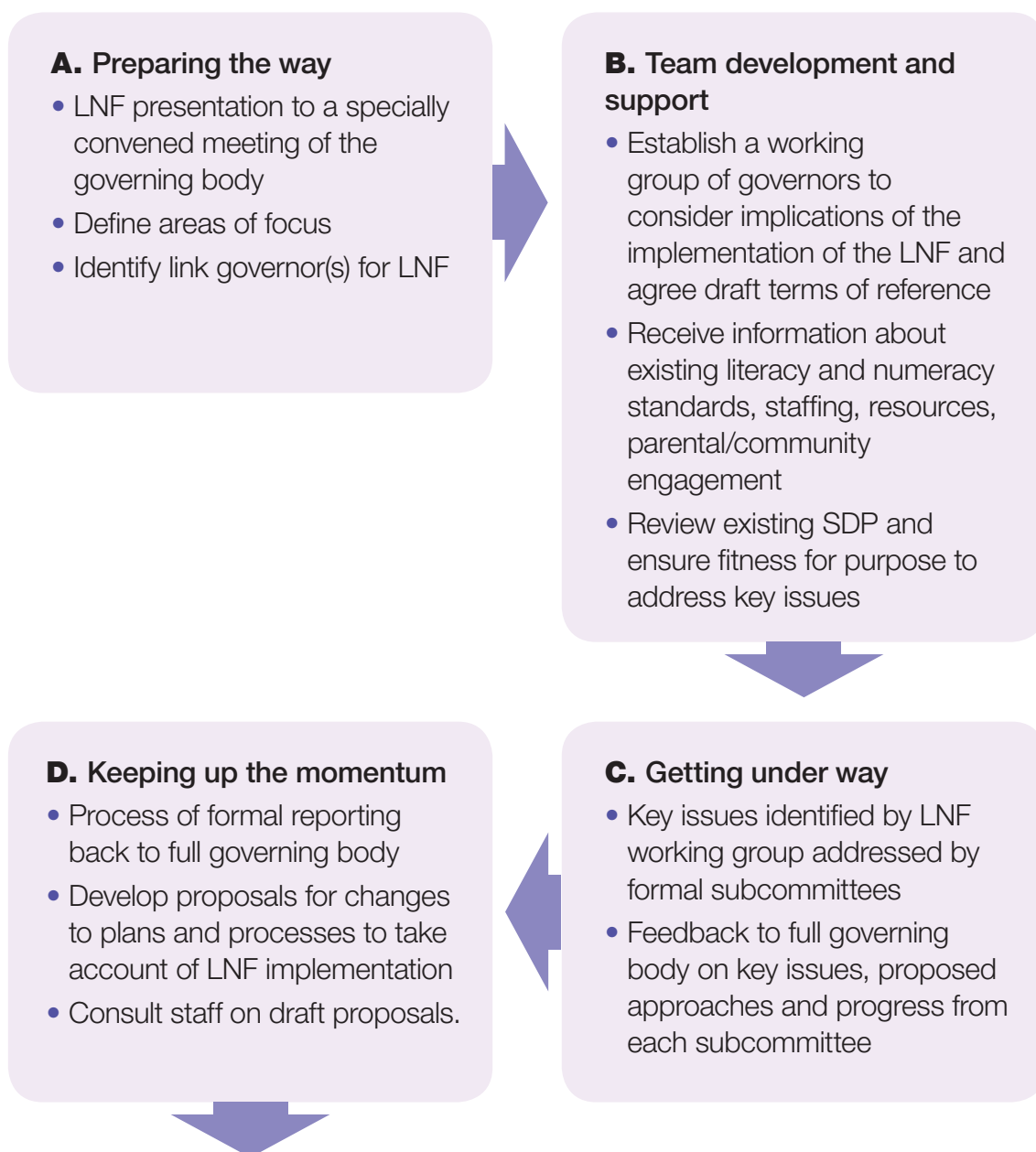
⁶⁶ *Improving numeracy in key stage 2 and key stage 3* (Estyn, 2010).

- review and update teaching pedagogy through the provision of appropriate coaching/training establishing inter- and/or intra-school PLCs, using outstanding teachers of literacy and numeracy to facilitate the process;
- work with literacy and numeracy coordinators and staff with pastoral/community responsibilities to
 - engage parents/carers in supporting their children's acquisition of literacy and numeracy skills;
 - coordinate feedback to them;
- work with literacy and numeracy coordinators to organise and disseminate whole-school training, subsequently evaluating the impact of this coaching/training on raising standards for all learners;
- monitor, evaluate and report to governors on standards of literacy and numeracy throughout the school and the impact of actions aimed at raising these standards.

Many schools contact parents before their children are to be included in catch-up programmes in order to secure their support. A minority of schools provide family numeracy or awareness-raising sessions for the parents of the children on these programmes. A few primary schools run workshops for the parents of children on catch-up programmes in which they demonstrate some of the activities and strategies they have learnt. The parent and child then make a game involving some of the strategies and take it home to use. These workshops are very useful to parents and improve their confidence to support their child. However, too many schools do not involve parents effectively enough for them to support these learners well⁶⁷.

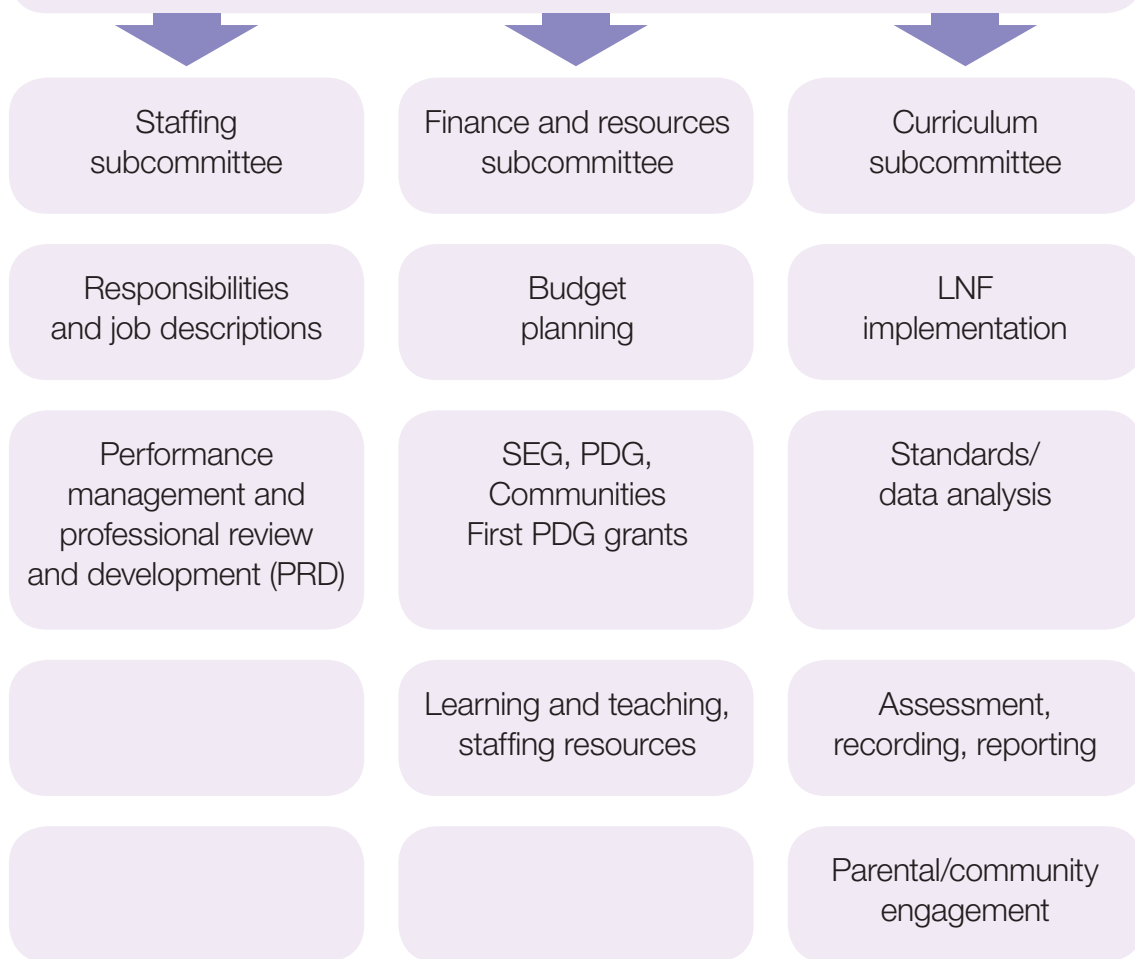
⁶⁷ *Improving numeracy in key stage 2 and key stage 3* (Estyn, 2010).

Review and development process: school leadership – governors



E. Progress so far

- Agreed plans in place



Next stage of the journey ...

Key:

Preparing the way column:

Red = alternative approach where cluster group decide to work together to produce a common whole-school literacy policy. This encourages consistency in strategies used across the curriculum within schools, between schools and between key stages, e.g. FP to KS2 and KS2 to KS3.

What this might look like ... column:

Black = Exemplar for both primary and secondary schools

Green = Primary school exemplar

Blue = Secondary school exemplar

Red = Cluster exemplar

How much progress has been made with LNF implementation?

In reaching judgements, use the following assessment criteria, which are consistent with those in the Progress Map:

Red = not in place

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Step-by-step guidance

School leadership: governors

NSP model		School review		
A. Preparing the way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A G
<p>A.1 LNF presentation is made to a specially convened meeting of the governing body to:</p> <ul style="list-style-type: none"> explain (if this has not been done as part of a more general presentation) about the introduction of the LNF; discuss expectations of governors in terms of promoting high standards in the school; consider how they will contribute to LNF implementation in the context of their responsibilities. <p>The governing body</p>	<p>In Primary school A, the headteacher has prepared a PowerPoint presentation accompanied by printed notes. The presentation is followed by a question and answer session. The governing body decides it wishes to have an item on LNF implementation on the agenda of every governing body meeting.</p> <p>The headteacher of Secondary school B gives the governors a comprehensive report on the planning for the LNF, including an explanation of the Progress Map.</p> <p>It is agreed that subcommittees of the governing body should take on relevant areas of responsibility.</p>			

decides to explore its current role and how it can be developed in the context of LNF implementation.					
<p>A.2 Define responsibilities and accountabilities, i.e. set up subcommittees for:</p> <ul style="list-style-type: none"> • curriculum and standards; • staffing and performance management; • finance; • community. 	<p>In Primary school C, the headteacher involves governors in discussions about standards and the LNF. He introduces the governors to data analysis through an examination of the data relating to the National Reading and Numeracy Tests and curriculum levels. The headteacher gives two volunteer governors data on reading to enable them to analyse and report on standards in the school.</p> <p>In Secondary school D, the headteacher presents the outcomes of the NSP self-review and planning process, which has led to identification of five priorities for development. The governing body agree that subcommittees will take responsibility for supporting and monitoring progress on implementing the priorities. A working timetable of subcommittee meetings is agreed.</p>				
A.3 Identify link governor(s) for LNF. A	The link governors identified in school E meet the literacy and numeracy				

<p>member of the governing body (probably with an interest in the curriculum or membership of the curriculum subcommittee) takes on responsibility as link governor for the LNF. The role will involve:</p> <ul style="list-style-type: none"> • liaison with SLT member with responsibility for LNF; • keeping in touch with literacy and numeracy coordinators; • maintaining an overview of LNF-related plans and outcomes in the school. 	<p>coordinators in turn to:</p> <ul style="list-style-type: none"> • look at samples of literacy and numeracy work alongside the expectation statements in the LNF; • consider standards and outcomes of teaching literacy and numeracy across the curriculum. 				
<p>B. Team development and support</p> <p>B.1 Establish a working group of governors to consider implications of the implementation of the LNF and agree draft</p>	<p>What this might look like ...</p> <p>Primary school F has established a subcommittee for the implementation of the LNF. It is supported by the SLT member responsible for liaison with the NSP.</p>	<p>School (purpose, lead person, activity, outcome)</p>	R	A	G

terms of reference and timelines for reporting to the governing body.	The governors in Secondary school G agree that the detailed scrutiny of the plans relating to literacy and numeracy will take place in the existing governors' subcommittees.			
B.2 Governor with responsibility for LNF, together with headteacher and/or SLT member with responsibility for LNF explain to staff how the governing body will contribute to LNF implementation.	School H has designated link literacy and numeracy governors. They have regular meetings with the coordinators who are able to discuss progress in implementing the LNF and any issues arising. The link governors report back to the full governing body at each meeting.			
B.3 Governors receive information about the current SDP, as well as: <ul style="list-style-type: none"> • literacy and numeracy standards; • staffing; • resources including grants; • parental/community engagement. 	The headteacher in School I makes a presentation to the governing body about progress in implementing the LNF and how this relates to the literacy and numeracy priority in the SDP. This is based on the material prepared for the initial discussion of the Progress Map with the NSP partner.			

B.4 The governing body, supported by the SLT member with responsibility for the LNF: <ul style="list-style-type: none"> • reviews the information; • identifies issues. 	<p>In Primary school J, the LNF link governor is particularly interested in promoting involvement of parents/carers in their children's learning. He focuses on the school's review of this area and makes practical recommendations about the types of activities parents/carers could undertake with their children.</p> <p>In Secondary school K, the SLT member with responsibility for LNF implementation develops a checklist, based on the Progress Map which enables governors to identify key issues for consideration.</p>			
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C. Getting under way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
C.1 Key issues identified by governors LNF working group are either: <ul style="list-style-type: none"> • discussed by full governing body; • delegated to relevant subcommittees. Other governors are invited to contribute.	<p>In Primary school L, governors decide that the key issues relate to learners' knowledge and understanding of number. Literacy skills appear to be stronger. Governors are interested to know how the SDP will address this in terms of curriculum, teaching, books and equipment.</p> <p>In Secondary school M, key issues identified by the governing body are referred to relevant subcommittees. In reviewing aspects of LNF planning relating to their</p>				

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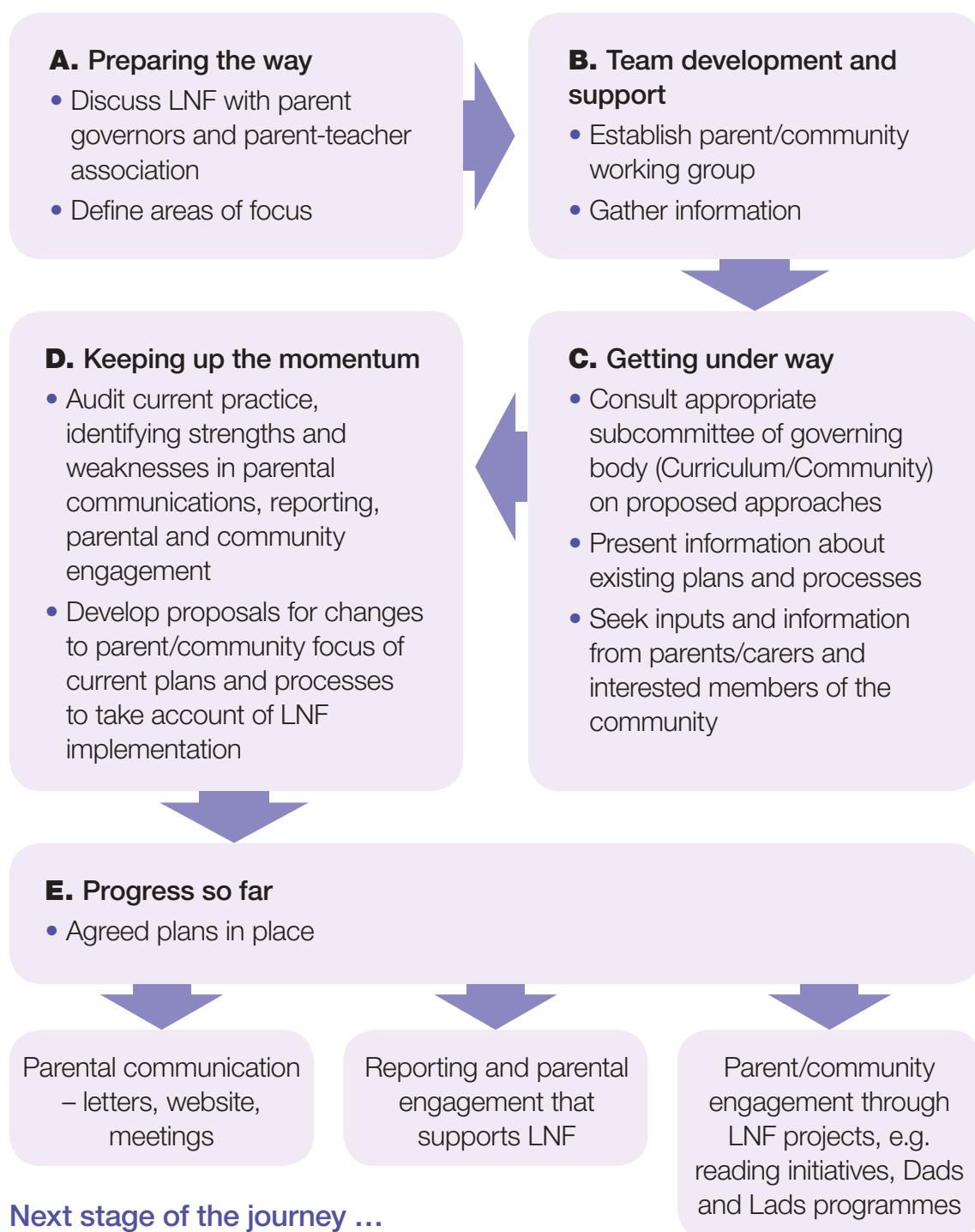
D.2 Governing body finalises plans in relation to curriculum, staffing and resources, together with any amendments needed to the SDP.	The headteacher in School P presents a revised SDP for the next three years. He has written the plan with the subcommittees of the governing body to ensure that literacy and numeracy are strategic priorities. The new format enables each priority to be cross-referenced to the school's Quality Improvement Plan, staff development plan and resources plan.			
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E. Progress so far	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
E.1 Agreed plans are in place.	The governors in School Q discuss the fitness for purpose of the SDP and ensure that all targets and objectives are SMART ⁶⁸ . As a result, the governors are confident that the SDP will enable their school to reach high standards of literacy and numeracy.				
E.2 Monitor implementation of plans through governing body/subcommittees and review at end of year, alongside SDP. Monitoring and review to include evaluating impact	Members of the curriculum subcommittee of the governing body at School R decide that they will monitor and review that the school is progressing as intended and that targets are being met or exceeded, through the use of: <ul style="list-style-type: none"> • school value-added performance data; • relevant comparative benchmark data; 				

⁶⁸ SMART targets are: specific, measurable, achievable, relevant and time-bound.

on standards in literacy and numeracy.	<ul style="list-style-type: none">• headteacher's reports and recommendations;• the previous year's SDP/SIP;• parental/learner/staff expectations and perceptions of literacy and numeracy standards.		

Review and development process: school leadership – parents/carers/community



Key:

Preparing the way column:

Red = alternative approach where cluster group decide to work together to produce a common whole-school literacy policy. This encourages consistency in strategies used across the curriculum within schools, between schools and between key stages, e.g. FP to KS2 and KS2 to KS3.

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Step-by-step guidance

School leadership: parents/carers/community

NSP model		School review	R	A	G
A. Preparing the way	What this might look like ...	School (purpose, lead person, activity, outcome)			
<p>A.1 Parents/carers are invited to a meeting of the Parent Teacher Association.</p> <p>Agenda includes:</p> <ul style="list-style-type: none"> • why the LNF has been introduced; • how the school will be implementing the LNF; • involving parents/carers and the community: proposals for setting up a working group and membership. 	<p>In Primary school A an open evening is arranged to present the NFL to parents/carers. Staff are on hand to answer any questions. All parents/carers have access to the school's website showing the school calendar. Literacy and numeracy activities are included in the school calendar, which also shows children's cross-curricular activities that develop literacy and numeracy skills.</p> <p>In Secondary school B the parent governors and parent-teacher association meet to discuss the information that parents/carers need about the LNF and how they might be involved in supporting their children. The website is updated to include general information on the LNF, together with Estyn publications relevant to the LNF.</p>				

<p>A.2 The senior leadership team or the headteacher and subject coordinators discuss and agree the areas they want the project to focus on.</p>	<p>Primary school C decides it wants to build on existing successes, including drop-in sessions for parents/carers, and to explore additional options through the working group. The school decides to send out a questionnaire to parents/carers summarising information about the LNF and existing activities, and asking what else parents/carers would like to do to work with the school to raise standards.</p> <p>Secondary school D decides that the areas of parental/community involvement it would focus on will be: communication with parents (letters, website, meetings, reporting progress (see Section 3.3: ARR on page 108) and potential projects supporting parental/community involvement in supporting their children).</p>			
<p>B. Team development and support</p> <p>B.1 Establish parent/carer/community working group, covering:</p> <ul style="list-style-type: none"> • membership; • terms of reference; • the number of 	<p>What this might look like ...</p> <p>In Primary school E a working group is established. It includes the deputy headteacher responsible for LNF implementation, together with the parent governor and a further five parents and community members who have volunteered</p>	<p>School (purpose, lead person, activity, outcome)</p>	<p>R</p>	<p>A</p>
				<p>G</p>

meetings and the timeline for completing tasks.					
<p>B.2 Gathering information: the working group decides it needs to gather information about:</p> <ul style="list-style-type: none"> the range of communications used by the school; what parents'/carers' views are of the communications; how other schools communicate with parents/carers; examples of good practice. <p>The working group agrees to split up tasks including:</p> <ul style="list-style-type: none"> compiling a list of communications used by school; using questionnaires evening to ask for 	<p>and/or been invited to join.</p> <p>Secondary school F establishes a similar working group.</p> <p>At a parents'/carers' evening at Primary school G, the lines of communication are discussed, and the headteacher collates the information and reports back to the working group. This information is included in the report and recommendations.</p> <p>In Secondary school H:</p> <ul style="list-style-type: none"> a governing body subcommittee meeting is arranged to discuss how parents/carers can help raise standards of literacy and numeracy; in discussing this, governors look at priorities in the SDP to link potential roles with achievement of specific priorities; the headteacher discusses communication within a catchment area meeting of headteachers to share good practice; the headteacher gives the deputy headteacher half a day's PPA time to analyse information from various sources, prepare a draft report and suggest recommendations. 				

views on current communications; <ul style="list-style-type: none">• talking to other schools in the cluster about their ways of communicating with parents/carers.• trawling Estyn's good practice material.					
C. Getting under way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
C.1 The working group discusses draft report and recommendations and agrees a final draft of the report and recommendations. Group decides the next step is to consult on plans.	<p>In Primary school I, the working group meets after school. The headteacher presents the draft report and leads discussion about next steps. The report includes an analysis of feedback from parents/carers.</p> <p>In Secondary school J, the working group takes the form of a joint meeting of the curriculum and community subcommittees, augmented by parent/carer volunteers. The deputy headteacher responsible for LNF implementation chairs the meeting.</p>				
C.2 Deputy headteacher presents report and recommendations to	Primary school K arranges an open evening specifically for parents/carers to discuss the plans for literacy and numeracy				

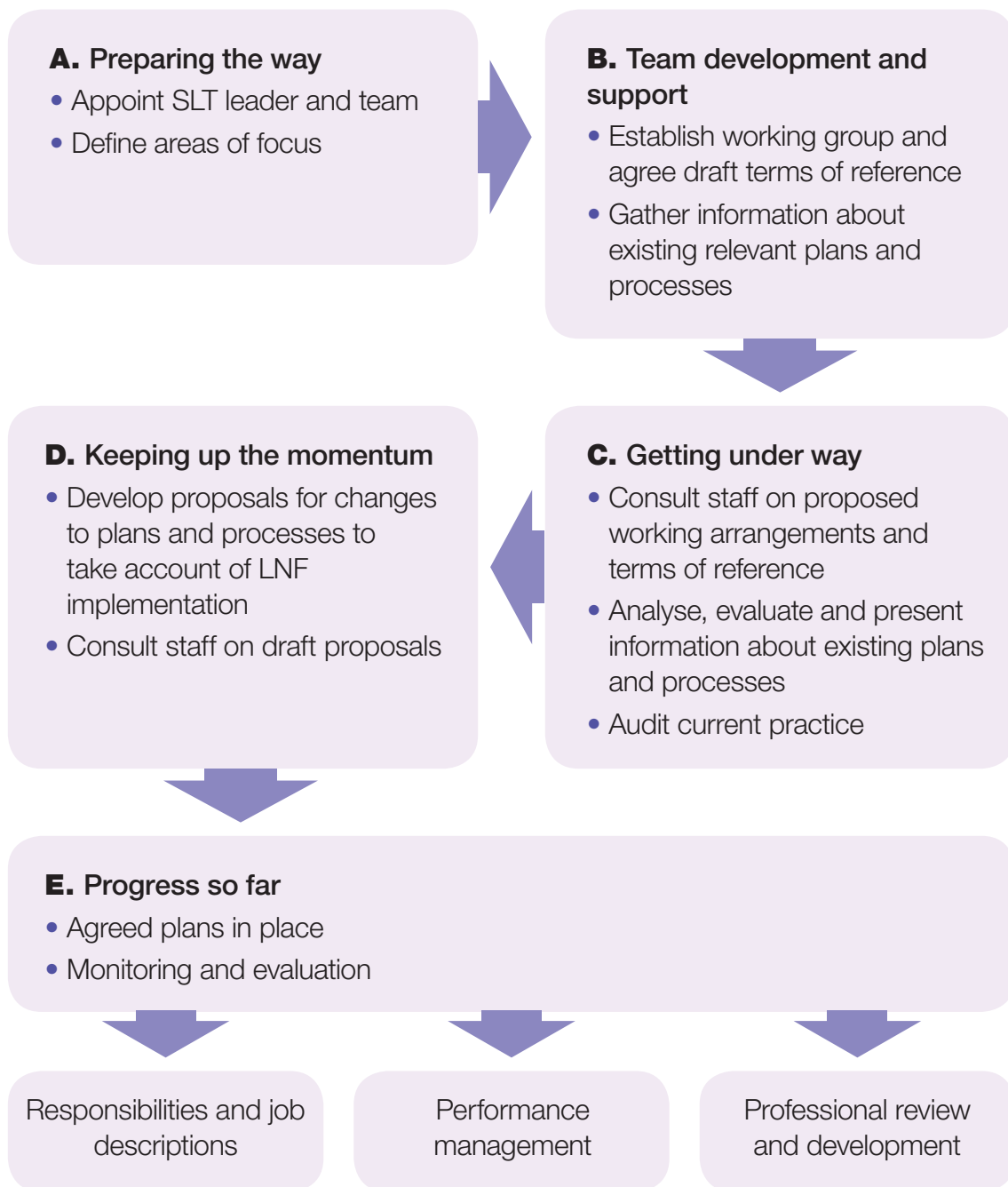
Staff at a staff meeting. Amendments suggested by staff are incorporated. It is agreed to put the report on website and send a summary to parents/carers with a covering letter and questionnaire.	communications. In order to maintain momentum, the meeting also includes a presentation about activities and resources, along with the new homework booklet, which includes tips on assisting learning in literacy and numeracy. Secondary school L uses a PTA meeting that is already in the school calendar to present the report and plans.			
Also agreed to hold an open evening to present plans and invite volunteers to join in some of the proposed activities.				

D. Keeping up the momentum	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
D.1 The school puts the report and recommendations into action. <ul style="list-style-type: none"> The report is published on the website. A summary of the report and plans is sent to all parents/carers, 	Primary school M establishes a team of volunteers, supported and trained by the literacy and numeracy coordinators, to help with targeted literacy and numeracy interventions. Secondary school N establishes an after-school drop-in club for parents/carers and learners funded through the PDG. Activities focus on showing parents/carers how they				

with invitations to join in activities.	can support their children, while building their own confidence and skills.			
<ul style="list-style-type: none"> Relevant actions are included in bids for SEG and Pupil Deprivation Grant (PDG) funding. The process and outcomes are included in the school's SEF. 	<p>Primary school O shares hints and tips about learning and teaching of literacy and numeracy in homework handbooks and on the school website.</p> <p>Secondary school P ensures that all posters promoting literacy and numeracy are placed in the public spaces of the school, including corridors, the library, the school hall and especially the school foyer. This provision plays an important part in creating an ethos for promoting the LNF. Some of the posters include information about sources of additional support for adults.</p>			

E. Progress so far	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>E.1 The school includes a plan to monitor, evaluate and, where necessary, revise the plan in a year's time, within the SDP.</p>	<p>In Primary school Q, the member of staff responsible for LNF takes responsibility for this action as a developmental opportunity (performance management/CPD).</p> <p>In Secondary school R, monitoring and review is incorporated into the school's annual planning cycle. The SLT member with responsibility for parent/community relations takes the lead.</p>				

Review and development process: school leadership – staffing



Next stage of the journey ...

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Step-by-step guidance

School leadership: staffing

NSP model		School review	R	A	G
A. Preparing the way	What this might look like ...	School (purpose, lead person, activity, outcome)			
<p>A.1 The headteacher, or the member of the SLT responsible for coordinating the LNF across the school, considers the key issues that will impact upon teaching and non-teaching staff.</p>	<p>The literacy and numeracy coordinators of the School Cluster A, together with the headteachers, meet to identify key issues of common interest. They anticipate being able to share the outcomes of their work in school and coordinate some aspects of professional development.</p> <p>In Primary school B, the headteacher and the five classroom teachers agree that the implementation of the LNF will be coordinated by the headteacher and that they will work collectively as a team to consider the staffing issues.</p> <p>In Secondary school C the headteacher agrees with the SLT that implementing and coordinating the LNF across the school is an ideal whole-school professional development opportunity. One of the assistant headteachers and a member of staff on a middle management and</p>				

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B. Team development and support	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>B.1 Establish a working group of staff and agree terms of reference. The group recognise that they are a consultative group who report to the appropriate LNF link governor(s) or appropriate subcommittee(s) of the governing body. The following are covered:</p> <ul style="list-style-type: none"> • membership of working group established; • meetings and timeline for tasks agreed; • what information is required; • approach agreed on reporting back to LNF link governor(s) or appropriate subcommittee. 	<p>School G sets up a working group, whose remit includes consultation. The working group agrees its terms of reference at the first meeting.</p> <p>In Primary school H, members of staff volunteer to form a working group.</p> <p>In Secondary school I, the working group consists of a member of the SLT, teaching staff, teaching assistants and the school librarian.</p>				

<p>B.2 SLT and working group ensure that they are familiar with the LNF and the key issues relating to its implementation.</p> <p>The SLT and working group considers the following documentation:</p> <ul style="list-style-type: none"> • relevant policies, e.g. learning and teaching, assessment for learning; • Practising Teacher Standards and job descriptions; • PRD arrangements; • staff training. 	<p>Primary school J focuses on gathering information on PRD and staff training arrangements; as well as the relevant requirements of the Practising Teacher Standards.</p> <p>Secondary school K has already adapted its policies and staffing to support the development of literacy across the school. The working group shares the task of gathering information about the current situation in the relevant areas and compiles reports to feed back to the full working group.</p>				
<p>C. Getting under way</p> <p>C.1 Consultation with school teaching and non-teaching staff on the proposed working arrangements, terms of reference of the working</p>	<p>What this might look like ...</p> <p>The deputy headteacher of School L leading the working group makes a presentation to the staff and leads a discussion. Staff make suggestions.</p>	<p>School (purpose, lead person, activity, outcome)</p>	<p>R</p>	<p>A</p>	<p>G</p>

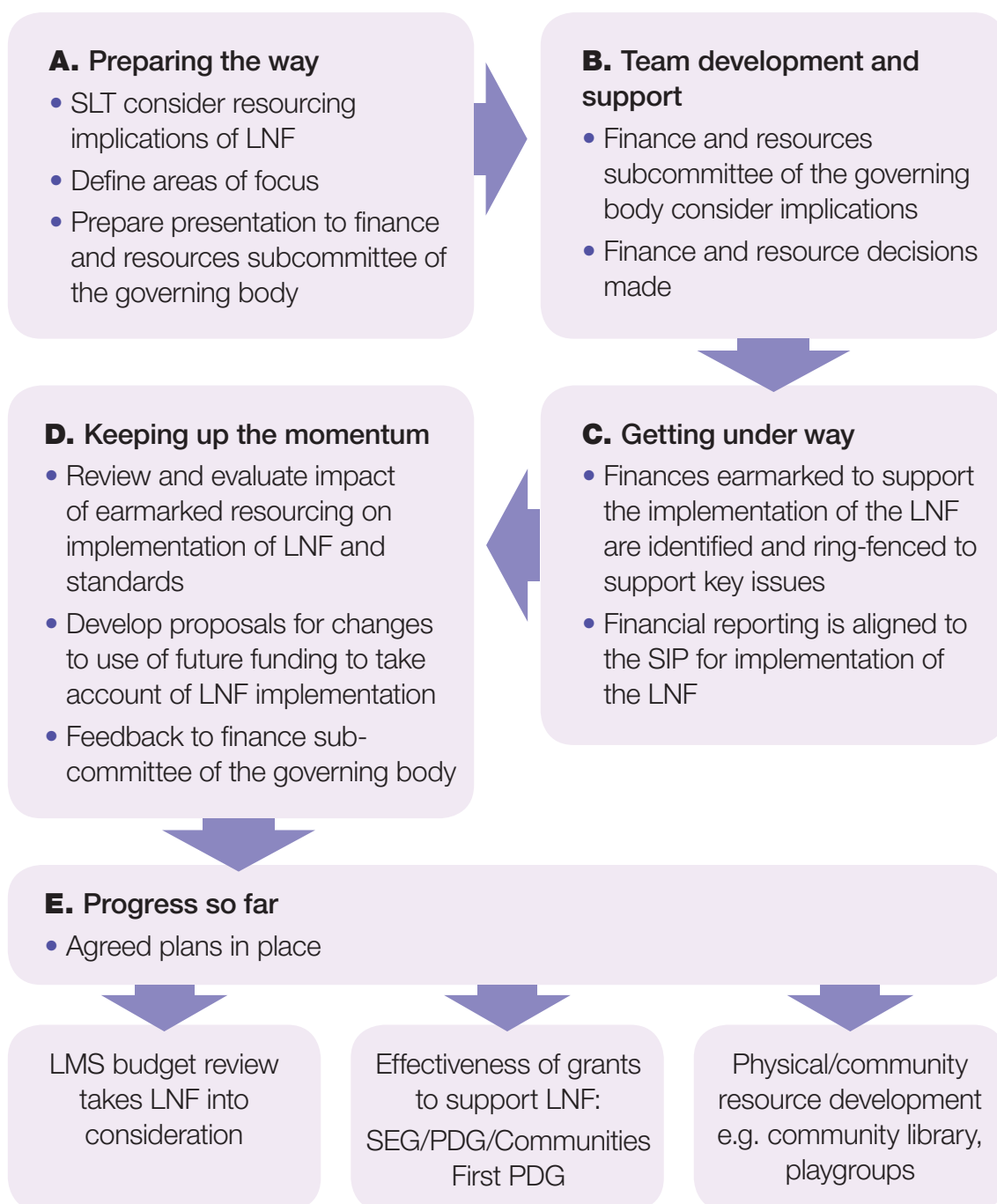
group of staff and also the governance role of the governors.	<p>C.2 Current staff expertise is audited and related to staff development issues and teaching responsibilities.</p> <p>In Primary school M every member of staff reflects on the Practising Teacher Standards and also the requirements of the LNF. This self-evaluation is shared with the headteacher in order to identify the staff expertise and development opportunities.</p> <p>In Secondary school N, a member of the working group reviews staff job descriptions and responsibilities using the <i>Curriculum planning guidance</i> as a starting point.</p>	<p>Primary school O suggests that the school cluster uses a twilight session to compare approaches to adapting job descriptions, responsibilities and PRD arrangements to take account of the LNF.</p> <p>The headteacher of School P arranges a visit for members of the working group to a secondary school in a neighbouring consortium which has been recently inspected by Estyn – where Estyn recognised the innovative steps taken in implementing the LNF.</p>			
<p>C.3 The working group research good practice identified by Estyn and also other schools in their family of schools/cluster/consortia.</p>					

<p>C.4 School working group analyses and evaluates information about existing plans and processes.</p> <p>The working group discusses the LNF in relation to the following areas:</p> <ul style="list-style-type: none"> • Practising Teacher Standards and job descriptions; • PRD arrangements; • professional development. <p>Working group draft report for consideration by the appropriate governing body committee(s).</p>	<p>Literacy and numeracy coordinators in School Cluster Q develop a questionnaire for use with all members of staff. It focuses on implementation of the LNF: provision, learning and teaching and standards of literacy and numeracy. Responses are discussed by the cluster literacy and numeracy coordinators, and areas of good practice and areas for development are identified.</p> <p>In Primary school R, the headteacher prepares a draft paper which looks at job descriptions and responsibilities, performance management and training plans (including INSET days), and includes recommendations for changes, including re-prioritisation of training funds and INSET days. She presents the paper to a staff meeting.</p> <p>In Secondary school S, the working group reviews the staffing issues and their current impact on the standards of literacy and numeracy within the school. They then present their findings to the headteacher and the LNF link governor.</p>			
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D. Keeping up the momentum	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>D.1 Draft proposals are considered by the governing body. The staffing issues relating to the implementation of LNF are considered and proposed areas for review agreed by the governing body.</p>	<p>In Primary school T, the governing body meets to discuss proposals for LNF-related staffing. This includes proposals to appoint literacy and numeracy teaching assistants to work with target groups of learners and the allocation of teacher time to develop specific schemes of work for the target groups of learners. Having agreed the proposals, the governing body identifies the target groups; progress and achievements as areas for monitoring, review and reporting to the GB as part of school reporting on LNF implementation.</p>				
<p>D.2 Staff are consulted on proposed changes and areas.</p>	<p>In Primary school U the proposals are discussed in a whole-school staff meeting ready to be introduced into the SDP after discussions with the governing body. In Secondary school V, subject leaders consult with their staff on the proposals. Some subject leaders invite the literacy and/or numeracy coordinators to join the meetings.</p>				

E. Progress so far	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>E.1 Consultation identifies school priorities from the following areas:</p> <ul style="list-style-type: none"> amending job descriptions to ensure that teaching and assessment of literacy and numeracy are the responsibility of all teaching staff and teaching assistants; reviewing performance management systems to ensure that objectives focus on the impact of the implementation of the LNF; reviewing professional development in light of the implementation of the LNF and the Practising Teacher Standards. 	<p>The headteacher of Primary school W holds interviews with each member of staff to review their job descriptions, and these are then modified to ensure every member of staff has a key role in implementing the framework.</p> <p>As part of its current review of performance management arrangements, Primary school X collectively agrees that one of the performance management objectives will be to develop an aspect of literacy and numeracy and provide evidence of its impact in their classrooms.</p> <p>The working group in Secondary school Y propose that the development of staff expertise will be undertaken by PLCs, facilitated by the literacy and numeracy coordinators. This approach is endorsed by the LNF link governors.</p>				

Review and development process: school leadership – resources



Next stage of the journey ...

Key:

Preparing the way column:

Red = alternative approach where cluster group decide to work together to produce a common whole-school literacy policy. This encourages consistency in strategies used across the curriculum within schools, between schools and between key stages, e.g. FP to KS2 and KS2 to KS3.

What this might look like ... column:

Black = Exemplar for both primary and secondary schools

Green = Primary school exemplar

Blue = Secondary school exemplar

Red = Cluster exemplar

How much progress has been made with LNF implementation?

In reaching judgements, use the following assessment criteria, which are consistent with those in the Progress Map:

Red = not in place

Amber = work has started but consolidation is needed

Green = in place and monitored regularly

Step-by-step guidance

School leadership: resources

NSP model		School review		
A. Preparing the way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A G
<p>A.1 SLT considers the resourcing implications of implementing the LNF and the current use of resources available.</p>	<p>In Primary school A, the headteacher identifies where LNF implementation might affect decisions about resources. This includes teaching and support staff; funding for books and equipment; curriculum development and professional development.</p> <p>In Secondary school B, the headteacher and SLT review the current SIP priorities and the current allocation of resources to support literacy and numeracy. This includes discussing ways they might be re-aligned to support the implementation of the LNF and identifying other potential sources of funding.</p>			
<p>A.2 Define resources that can be used to support implementation of the LNF. These include:</p>	<p>At a meeting of Cluster C, headteachers discuss LNF implementation. They agreed in principle that they will aim to pool activities and expertise where feasible.</p> <p>In Primary school D, the headteacher and</p>			

<ul style="list-style-type: none"> • LMS budget – including staffing; • SEG; • PDG; • Communities First Pupil Deprivation Grant; • school and community premises/resources. 	<p>the governing body's Finance subcommittee meet to review the budget and the needs of the school. They identify:</p> <ul style="list-style-type: none"> • a lack of information about the impact of intervention strategies to enable them to judge what works and what is less effective; • scope for reallocating funds to purchase resources for teaching literacy and numeracy more effectively. <p>In Secondary school E the headteacher asks the school's finance officer to:</p> <ul style="list-style-type: none"> • review the budget and see how the implementation of the LNF could be supported using current funding streams and resources; this includes the deployment of teaching and non-teaching staff; • identify other potential sources of funding, such as the PDG. 			
<p>A.3 Proposals are defined and the proposed re-alignment of the school's budget and resources is proposed. Headteacher and/or SLT prepare and present</p>	<p>The headteacher of School F prepares a fully-costed SIP that highlights how the implementation of the LNF would be supported through the use of the school budget and other resources. The headteacher projects this for the next three years in line with its priority to implement the</p>			

<p>detailed budget plans to finance and resources subcommittee and staffing subcommittee of the governing body – which includes the priority to implement the LNF.</p>	<p>LNF.</p>				
<p>B. Team development and support</p> <p>B.1 Finance and resources subcommittee and staffing subcommittee of the governing body receive budget and staffing plans.</p> <p>The implementation of the LNF is considered as part of the SIP and budget implications.</p> <p>The relevant subcommittees report back to a meeting of the full governing body.</p>	<p>What this might look like ...</p> <p>In Primary school G, the finance and staffing subcommittees review the resources required to implement the LNF. The subcommittees reported back to the full governing body with detailed costings relating to implementation of the LNF.</p> <p>The headteacher of Secondary school H presents the proposals for a revised, fully-costed SIP to a joint meeting of the finance and curriculum subcommittees. This enables the governing body representatives to gain a clearer picture of how the various budget streams and resources can be used to support the implementation of the LNF. They consider how they might work with other schools in their cluster to maximise</p>	<p>School (purpose, lead person, activity, outcome)</p>	<p>R</p>	<p>A</p>	<p>G</p>

	the use of the SEG.			
B.2 The SIP and school budget – which clearly support the implementation of the LNF – are agreed and set by the governing body.	<p>The headteacher of Primary school I incorporates the outcome of the review into the school's SEF.</p> <p>The governing body of Secondary school J allocates additional funding from the underspend of the previous year to the literacy and numeracy section of the SIP.</p>			

C. Getting under way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>C.1 Finances earmarked to support the implementation of the LNF are identified and ring-fenced to support key issues. These might include:</p> <ul style="list-style-type: none"> • classroom resources; • teaching and leadership responsibilities (see 'staffing' section above); • non-teaching staff; • targeted support 	<p>Headteachers at a meeting of Cluster K discuss how they could pool funds from SEG to establish a shared support programme (raising standards of writing across the curriculum in Key Stage 2). This includes provision for the purchase of resources and the release of an Outstanding Teacher of Literacy to coordinate implementation and provide support.</p> <p>The literacy and numeracy coordinators in Primary school L are allocated specific budgets in order to fund additional resources that will support the implementation of the LNF.</p>				



programmes; • community-focused projects.	Secondary school M appoints pedagogy coordinators to work alongside the LNF coordinators, with the aim of blending the work that is already being done in pedagogical development with the strategy for the development of LNF.			
C.2 Financial reporting is aligned to the SIP and the implementation of the LNF.	<p>In Primary school N the literacy and numeracy coordinators update the headteacher regularly on the work of the additional peripatetic support staff funded by the school, both in terms of the support staff activities put in place and the progress of targeted learners.</p> <p>The headteacher in Secondary school O meets all subject leaders as part of the normal cycle of review meetings. Discussions include how departmental funding is being spent to support the implementation of the LNF and the impact on standards.</p>			

D. Keeping up the momentum	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
D.1 The school self-evaluation report identifies how different funding streams have impacted on raising standards in literacy and numeracy.	<p>In Primary school P, funding is allocated for the appointment of an additional classroom assistant to provide a literacy intervention. The impact of this programme is measured using a standardised reading and comprehension test.</p> <p>In School Q, the headteacher provides a written update at the termly meeting of the full governing body on the SIP and how the LNF is being implemented. The update included information and data demonstrating progress towards the school's literacy and numeracy targets.</p>				

E. Progress so far	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
E.1 Develop proposals for changes to use of future funding to take account of LNF implementation.	<p>In Primary school R, the outcomes of the Literacy and Numeracy Tests are discussed by the headteacher and governing body with the system leader. Fresh strategies are identified to achieve further improvements in outcomes. The funding implications are considered, and the SIP and budget for the next financial year are revised to support</p>				

	<p>the purchase of additional numeracy resources.</p> <p>In Secondary school S, it is decided to allocate additional resources to intervention programmes; along with investment in more time and training to enable a member of the SLT to oversee, monitor and evaluate outcomes.</p>		
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Annex 3.6: School leadership, management and strategic planning

Annex 3.6.i: Ysgol Gyfun Cwm Rhymni: school costed annual plan 2013–14: some extracts relating to LNF implementation

EAS strand	C
SEG identifier	5
Improving schools plan	Provision of literacy support a target in SIP
Activity How are you going to achieve your targets? What will you actually do?	We will deploy a literacy development tutor to design and deliver programmes and activities for targeted learners. These strategies will include the 'Reading catch-up' programme. He/she will work closely with the Basic Skills Raising Standards Coordinator who will act as her line manager.
Success criteria Include numerical data and targets	Measurable improved reading amongst targeted learners. Challenging and achievable targets will be set once we have received and analysed the results of the reading tests.
Timeline	April 2013–March 2014
Cost breakdown Cost of staffing and resources	70% pro rata Grade 8.30 Salary 12/13 £19,207
Developmental How does the activity enhance the capacity of the school? Collaborative Nature of the collaboration and the benefits to the school Sustainable How will the activity be developed/ embedded?	Responding to the need to raise learners' literacy levels in order that they may fully access the curriculum.