

### 5. How effective are leadership and management?

GRADE(1-4).....1.....

- The EYFS Phase Leader is an outstanding EYFS teacher and member of the SLT and is a strong advocate for the phase at SLT meetings.
- The EYFS phase has its own Link Governor who meets with the phase leader and visits the classes to gather up-to-date information on the development of the phase to feedback to governors at meetings. She also attends phase contributions and events such as Show and Tell assemblies and Family Events.
- The phase leader has developed tracking systems to assess individual pupil progress on a termly and annual basis across all areas of learning of development and therapy based sessions.
- The phase leader is responsible for ensuring the quality of learning and teaching and leads Teacher Appraisal for the teachers within the Department, ensuring challenging targets are set and supported. She also leads the CPD reviews of pupil support (Level2) assistants within the Department.
- The previous phase leader has met with the school's SIP to discuss assessment/target setting. The SIP felt that the systems in place were robust and made some suggestions for further improvement which were put into place, in relational to aspirational target setting and identifying what is 'outstanding' progress.
- This phase of the school boasts excellent relationships with families and other agencies, ensuring the best outcomes for our pupils. Families are invited into school on a termly basis for Family Events, annually for Annual Review meetings, and relationships are maintained on an ongoing basis through home school diaries, telephone calls, sharing of learning stories, class newsletters, scrap books etc. ILPs are also shared with families, who are encouraged to contribute towards them and their child's learning. Staff also attend out of school meetings and training alongside families such as the Early Bird Plus project.
- Staff work in unison with a host of other agencies to deliver holistic, personalised programmes for our pupils eg- SALT, OT, HI Service and Physiotherapist.
- Our transition process is a real strength ensuring that pupils and their families experience a smooth and positive start to life at KTS Academy. Documentation is in place and home visits are offered to all families of new starters (100% uptake for the last four years). The school nurse also carries out a home visit where the child has significant medical needs. Transition sessions within school are also provided and staff visit the prospective pupils at their present settings to build positive relationships and gather information from the feeder settings. This academic year the new pupils have settled very quickly into school life and this is a direct result of our robust transition programme. We are also holding an open evening in November this year, inviting the families of prospective pupils. We hope this will give them more opportunity to 'plan ahead', when making decisions about a school place for their child.
- Excellent links have been forged with other educational settings which enable opportunities for staff development, sharing of practices, moderation and inclusive opportunities. Staff take part in LA led special school cluster meetings and weekly inclusion sessions take place with our neighbouring mainstream school St Peters.
- The day to day management of the phase is well organised eg- staff duties/responsibilities. The phase leader leads regular Phase meetings to discuss EYFS/pupil matters and feeds back at SLT meetings
- The phase leader alongside the Deputy Head ensures a robust CPD programme
- The phase leader keeps abreast of any LA and National issues and ensures that practices and procedures are up-to-date.
- The EYFS phase has its own section of the SDP drawn up and overseen by the phase leader. Clear priorities for improvement are identified as the result of a robust self-evaluation process – eg monitoring of teaching and learning, progress, changing populations of pupils, CPD needs, National and LA updates etc.
- The phase leader is a highly professional, reflective practitioner who has the vision and determination to see ideas through to fruition and is competent and enthusiastic at communicating her vision to others.
- Leadership and management of the phase was judged to be outstanding in our last three Ofsted inspections.

### Any Action Points / Developments

1. Moderate identified areas with The Cleveland Unit.
2. Set up a 'working party' to moderate MAPP and decide how we will collate and report on achievements over time.
3. Look into Equals 'Small Steps' and look to incorporate with our own 'in house' EYFS assessment.
4. Support NQT in developing her CPD in EYFS