



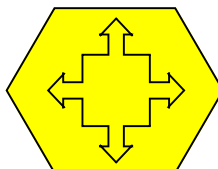
## Pioneer Federation Development Plan 2017 – 2018



### 'Our Journey to Outstanding'

## Priorities for Improvement

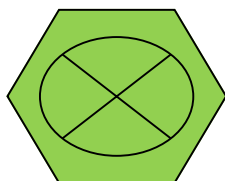
2017-2018



### Key Priority 1 – Outcomes for Pupils

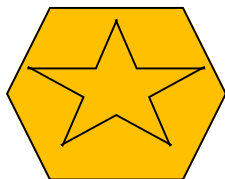
Ensure higher attainers are appropriately challenged and stretched ensuring that aspiring 'greater depth' attainment and progress expectations are met by July 2018 (EH Ofsted 2014)

- 1.1- **Outcome Accountability:** Teacher to develop 'cohort outcome overviews' clearly explaining actions to be taken to achieve projected targets.
- 1.2- **KS2 Greater Depth Achievement to be significantly above NA:** To raise the proportion of pupils reaching greater depth in EGPS (EH), Maths (EH) and combined GD % (CP/EH).
- 1.3- **KS2 Progress to be significantly above NA:** To raise KS2 progress in reading at CP and Maths at EH for higher attainer pupils.
- 1.4- **Raise Year 5 progress and attainment:** Increase the proportion of pupil reaching the expected standard by the end of Year 5 in Writing at EH and in Reading at CP- embedding GPS and spelling initiatives from 2017. All pupils to make a minimum of 5 steps of progress and VA if required.
- 1.5- **EYFS attainment/progress:** Raise PPG boys attainment in GLD for EYFS in EH and value added in Maths in Reception (12% 2017) & Maths and Literacy attainment across cohorts in Nursery.



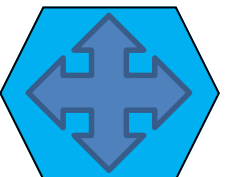
### Key Priority 2- Quality of Teaching, Learning & Assessment

- 2.1 **Raise the proportion of outstanding teaching:** 100% Good teaching triangulations and at least 80% of teaching will be consistently outstanding by January 2018.
- 2.2 **Develop pupil resilience and independence:** Through 'Independent Me' initiative, develop further growth mindset, independence and resilience to failure to ensure that all pupils are confident, self-assured learners.
- 2.3 **Pupil Higher Level Thinking and Questioning:** Develop pupil understanding and use of Pioneer 'School Learning Model' based around Blooms Taxonomy higher level thinking skills.
- 2.4 **Standards of Presentation: (VL)** Handwriting- cursive script to be fully embedded (policy, display, staff modelling and pupils books) & develop quality of Pioneer learning environment/displays- instilling intrinsic pupil reward through high quality presentation of work.
- 2.5 **Assessment Systems:** To expand and embed the Federation assessment framework, developing that AWOL systems to include FFT& APP elements.
- 2.6 **Effectiveness of EYFS provision:** Ensure outstanding progress and learning for all children through embedding high quality EYFS provision in the Nursery and Reception classes.
- 2.7 **Homework & Optimising Parental Support (VL):** To facilitate learning further by ensuring the guidance about how support children is of the highest standard and staff liaising with parents is highly effective in ensuring the best outcomes for pupils.



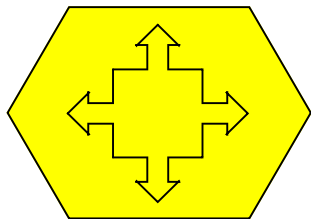
### Key Priority 3- Effectiveness of Leadership & Management

- 3.1- **St Mary's School Partnership:** To develop a soft partnership with St Mary's Primary with the aim of 3 school Federation by July 2018.
- 3.2- **Sustained Leadership Strength: 'Grower of Leaders':** To develop and embed further the highly cohesive layers of leadership, where leaders at all levels are exemplary and strategic having a significant impact on the quality of teaching and learning.
- 3.3- **Coaching Culture: 'Empower people to lead' (VL):** Embed coaching GROW & Pathfinder models and develop 'live' coaching approaching to staff CPD.



### Key Priority 4 – Personal Development, Behaviour & Welfare

- 4.1 **Attendance: (VL)** To improve by 1% at East Hoathly and 2% Chiddingfold so at 97% by Summer 2018.
- 4.2 **Anti-bullying Strategies (VL):** Anti-bully quality mark achieved and ensure all stakeholders fully aware of the anti-bullying strategies in place across Pioneer Schools. (Parentview 2017)
- 4.3 **Safeguarding (VL):** Develop computerised systems at EH and the Chiddingfold systems and procedures to be fully updated to meet all 2017 ESCC expectations.
- 4.4 **Pupil and Staff Health & Wellbeing (VL):** Training and initiatives dedicated to staff wellbeing. Develop pupil wellbeing by ensuring time is given for pupils to experience mindfulness daily and ensure time is allocated for pupils to discuss concerns through our whole school Pioneer 'Thrive' initiatives.



# Key Priority 1- Outcomes for Pupils



East Hoathly 2017  
Outcomes.docx



Chiddingly 2017  
Outcomes.docx



Pioneer KS2 Progress  
2017



EH T6 2017 AWoL  
Datawall



CP T6 Datawall 2017



EH KS2 Question  
level analysis 2017



QLA Chiddingly Year  
6 2017

## East Hoathly Attainment Milestones (EXS)

Data Milestones for Achievement (refer to data wall & class tracking for specific year group & individual milestones)												
	Writing				Reading				Maths			SPAG Year 6 Expected
	EYFS (ELG)	Year 2 (Exp)	Year 6 (Exp)		EYFS (ELG)	Year 2 (Exp)	Year 6 (Exp)		EYFS (ELG)	Year 2 (Exp)	Year 6 (Exp)	
July 2017	0	0	0	July 2017	0	0	0	July 2017	0	0	0	0
Oct 2017	0	0	0	Oct 2017	0	0	0	Oct 2017	0	0	0	0
Dec 2017	0	0	0	Dec 2017	0	0	0	Dec 2017	0	0	0	0
Feb 2018	30%	40%	60%	Feb 2018	30%	40%	70%	Feb 2018	30%	40%	70%	75%
March 2018				March 2018				March 2018				
June 2018	87%	79%	93%	June 2018	87%	79%	100%	June 2018	87%	79%	100%	93%
Reading, Writing & Maths Combined												
July 2017				July 2017				July 2017				
Oct 2017				Oct 2017				Oct 2017				
Dec 2017				Dec 2017				Dec 2017				
Feb 2018				Feb 2018				Feb 2018				
April 2018				April 2018				April 2018				
June 2018				June 2018				June 2018				

## Chiddingly Attainment Milestones

Data Milestones for Achievement (refer to data wall & class tracking for specific year group & individual milestones)												
	Writing				Reading				Maths			SPAG Year 6 Expected
	EYFS (ELG)	Year 2 (Exp)	Year 6 (Exp)		EYFS (ELG)	Year 2 (Exp)	Year 6 (Exp)		EYFS (ELG)	Year 2 (Exp)	Year 6 (Exp)	
July 2017	0	0	0	July 2017	0	0	0	July 2017	0	0	0	0
Oct 2017	0	0	0	Oct 2017	0	0	0	Oct 2017	0	0	0	0
Dec 2017	0	0	0	Dec 2017	0	0	0	Dec 2017	0	0	0	0
Feb 2018	30%	40%	60%	Feb 2018	30%	40%	70%	Feb 2018	30%	40%	70%	75%
March 2018				March 2018				March 2018				
June 2018	87%	88%	86%	June 2018	87%	88%	86%	June 2018	87%	88%	86%	86%
Reading, Writing & Maths Combined												
July 2017				July 2017				July 2017				
Oct 2017				Oct 2017				Oct 2017				
Dec 2017				Dec 2017				Dec 2017				
Feb 2018				Feb 2018				Feb 2018				
June 2018				June 2018				June 2018				

### East Hoathly Attainment Milestones (GD)





Data Milestones for Achievement (refer to data wall & class tracking for specific year group & individual milestones)												
	Writing				Reading				Maths			SPAG Year 6 Expected
	EYFS (GD)	Year 2 (GD)	Year 6 (GD)		EYFS (GD)	Year 2 (GD)	Year 6 (GD)		EYFS (GD)	Year 2 (GD)	Year 6 (GD)	
July 2017	0	0	0	July 2017	0	0	0	July 2017	0	0	0	0
Oct 2017	0	0	0	Oct 2017	0	0	0	Oct 2017	0	0	0	0
Dec 2017				Dec 2017				Dec 2017				0
Feb 2018	8%	8%	8%	Feb 2018	8%	8%	16%	Feb 2018	8%	8%	16%	16%
March 2018				March 2018				March 2018				
June 2018	37%	43%	21%	June 2018	32%	43%	43%	June 2018	37%	43%	43%	36%



### Chiddingly Attainment Milestones



Data Milestones for Achievement (refer to data wall & class tracking for specific year group & individual milestones)												
	Writing				Reading				Maths			SPAG Year 6 Expected
	EYFS (GD)	Year 2 (GD)	Year 6 (GD)		EYFS (GD)	Year 2 (GD)	Year 6 (GD)		EYFS (GD)	Year 2 (GD)	Year 6 (GD)	
July 2017	0	0	0	July 2017	0	0	0	July 2017	0	0	0	0
Oct 2017	0	0	0	Oct 2017	0	0	0	Oct 2017	0	0	0	0
Dec 2017				Dec 2017				Dec 2017				0
Feb 2018	7%	7%	7%	Feb 2018	7%	7%	14%	Feb 2018	7%	7%	14%	14%
March 2018				March 2018				March 2018				
June 2018	20%	32%	29%	June 2018	20%	38%	21%	June 2018	20%	38%	29%	29%

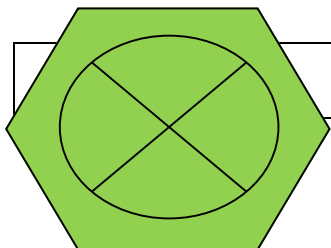
Ensure higher attainers are appropriately challenged and stretched ensuring that aspiring 'greater depth' attainment and progress expectations are met by July 2018 (EH Ofsted 2014)

Target	Success Criteria & by when	Lead	How to achieve the target & by when	Monitoring by & when	Evaluative Comments (termly checkpoints)	Costs
<b>1.1</b> <b>Outcome Accountability:</b> Teacher to develop 'cohort outcome overviews' (COO) clearly explaining actions to be taken to achieve projected targets.	<b>Teachers</b> have clarity of accountability for their cohort outcomes and are clear about the actions they will be taking and the support provided.  <b>Pupils</b> achieved termly outcome milestones and final summative outcome goals.	VL/ JP	<b>1. Sept</b> – CPD and follow up coaching for COO development and outcome goals and milestones set- FFT cohort targeting.  <b>2. Oct and termly-</b> robust pupil progress meetings reflecting on progress and attainment milestones and COO projections. Intervention and support and required.  <b>3. Nov-</b> Tweaking to COOs as required following T2 PPMs  <b>4. Jan-</b> T3 datawall used to assess midway evaluation of outcomes and projections form cohort COOs.	JP/VL- COO audit to ensure fit for purpose  Termly PPM  SIP-  Govs-	-See COOs and PPM mins in assessemnt folders linked to updated trackers from T1.	

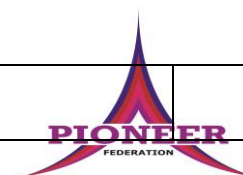
<h2>1.2</h2> <p><b>KS2 Greater Depth achievement to be significantly above national averages:</b></p> <p><b>To raise the proportion of pupils reaching greater depth in EGPS (EH), Maths (EH) and combined GD % (CP/EH).</b></p> <div>  <p>East Hoathly 2017 Outcomes.docx</p> </div> <div>  <p>Chiddingly 2017 Outcomes.docx</p> </div>	<p><b>Year 6 pupils</b> achieved termly outcome milestones and final summative GD outcome are significantly above NA 2018.</p> <p><b>KS2 teachers</b> aware of outcome expectations and capable of achieving these results. They have received relevant CPD and knowledge of GD requirements and delivery is excellent.</p> <div>  <p>Pioneer Y6 results - with National Compar</p> </div>	<p>VL/ JP</p>	<p><b>1. Sept</b> – Ofsted lines of enquiry report for 2017 data developed. QLA for KS2 SATs 2017- GD gap areas identified. 2018 outcome goals and milestones set- FFT cohort targeting.</p> <p><b>2. Oct-</b> CPD and resources audit from QLA gaps- GD foci. COOs reflect actions required. Visit set up for KS2 team to visit the highest performing GD schools from Sussex and Compass Schools. <b>Oct-</b> All attainment expectations are part of performance management objectives for KS2 teams and SLT.</p> <p><b>3. Termly-</b> robust pupil progress meetings reflecting on progress and attainment milestones and COO projections. Intervention and support and required.</p> <p><b>4. Nov</b> – action plan GD school research</p> <p><b>5. Jan-</b> T3 datawall used to assess midway evaluation of outcomes and projections form cohort COOs.</p> <p><b>5. Feb-May-</b> Year 6 class split and involvement of DH in delivery with CT. Intensive targeted groups and weekly tracking against QLA. Test taking skills reinforced.</p>	<p>Termly PPM</p> <p><b>SIP-</b></p> <p><b>Govs-</b></p>	<p><b>PPMs mins and trackers- T1</b> <b>QLA- APS- SLT meeting focus T2</b></p>	<p>Budget code:</p>
<h2>1.3</h2> <p><b>KS2 progress scores to be significantly above national averages:</b></p> <p><b>To raise KS2 progress in reading at CP and Maths at EH for higher attainer pupils.</b></p> <div>  <p>Pioneer KS2 Progress 2017</p> </div>	<p><b>Year 6 pupils</b> achieved termly <b>progress</b> outcome milestones and final summative progress outcome are significantly above NA 2018. All groups have made the expected progress outcomes and progress scores particularly strong for higher attaining pupils.</p> <p><b>KS2 teachers</b> aware of <b>progress</b> outcome expectations and capable of achieving these results. They have received relevant CPD.</p>	<p>VL/ JP</p>	<p><b>1. Sept</b> – Progress specific QLA for KS2 SATs 2017- GD gap areas for attainment groups identified. 2018 outcome goals and milestones set for HA and GD- FFT cohort targeting.</p> <p><b>Utilise TKAT progress calculator (M. Batchlor) to identify individual and group milestones for 2018 predicted outcomes. (additional progress score section to datawalls)</b></p> <p><b>2. Oct-</b> CPD and resources audit from QLA gaps. COOs reflect actions required. Visit set up for KS2 team to visit the highest performing GD schools from Sussex and Compass Schools. <b>Oct-</b> All progress expectations are part of performance management objectives for KS2 teams and SLT. <b>Oct-</b> Literacy and Maths subject leaders planned actions to address attainment/progress gaps</p> <p><b>3. Termly-</b> robust pupil progress meetings reflecting on progress and attainment milestones and COO projections. Intervention and support and required.</p>	<p>Termly PPM</p> <p><b>SIP-</b></p> <p><b>Govs-</b></p>	<p><b>PPMs mins and trackers- T1</b> <b>QLA- APS- SLT meeting focus T2</b></p>	<p>Budget code:</p>

			<p>4. Nov – action plan GD school research</p> <p>5. Jan- T3 datawall used to assess midway evaluation of outcomes and projections form cohort COOs.</p> <p>5. Feb-May- Year 6 class split and involvement of DH in delivery with CT. Intensive targeted groups and weekly tracking against QLA. Test taking skills reinforced.</p>			
<p><b>1.4</b></p> <p>Raise Year 5 progress and attainment:</p> <p>Increase the proportion of pupil reaching the expected standard by the end of Year 5 in Writing at EH and in Reading at CP- embedding GPS and spelling initiatives from 2016/17.</p> <p> EH T6 2017 AWoL Datawall</p> <p> CP T6 Datawall 2017</p>	<p>All pupils in 2018 have made a minimum of 5 steps of progress and VA if required for pupils needing accelerated progress from 2017 results.</p> <p>KS2 teachers aware of outcome expectations and capable of achieving these results. They have received relevant CPD specially around assessment gaps.</p> <p>Parents support Year 5 pupils at home to reinforce the initiatives at school.</p>	JP/ VL/ EK	<p>1. Sept – AWOL 2017- gap areas identified. Year 5 2018 outcome goals and milestones set- FFT cohort targeting.</p> <p>Progress and attainment milestones set for Year 5 cohorts.</p> <p>Clarity of expectation:</p> <p>In 2018 year 5 pupils to make a minimum of 5 steps of progress and VA if required for pupils needing accelerated progress from 2017 results. Interventions and support in place from Sept.</p> <p>2. Oct- CPD and resources audit from QLA gaps. COOs reflect actions required.</p> <p>Oct- All attainment and progress expectations are part of performance management objectives for Year 5 teams.</p> <p>Oct- Literacy subject leader planned actions to address attainment/progress gaps</p> <p>3. Termly- robust pupil progress meetings reflecting on progress and attainment milestones and COO projections. Intervention and support and required.</p> <p>4. Nov- Year 5 parent workshops- reinforcing KS2 expectations and support strategies for home.</p> <p>5. Jan- T3 datawall used to assess midway evaluation of Year 5 outcomes and projections form cohort COOs.</p> <p>6. Feb-May- Year 5/6 class split and involvement of DH in delivery with CT. Intensive targeted groups and weekly tracking against QLA.</p>	Termly PPM SIP- Govs-	Trackers T1PPMs and intervention progs from T1/T2	Budget code:
<p><b>1.5</b></p> <p>EYFS Attainment/ Progress:</p>	<p>Pupils in Reception at EH have a progress score of 20%+ for Maths by June 2018. VA in Reception is outstanding.</p>	SD/ JP/ DP	<p>1. Sept – 2017 EYFS datawall analysis and Ofsted lines of enquiry report developed with EYFS Lead. Rational for attainment/progress gaps clear and CPD/resources in place for gap closing expectations.</p> <p>Define clearly what the expected progress % scores will be for EH Reception cohort.</p>		Updated N datawall SD- leadership action plan T1 Clarity of ARE on N staff clipboards daily	Budget code:

<p><b>To raise Reception PPG boys attainment in GLD for EYFS at EH with a focus on Maths attainment.</b></p> <p><b>To increase value added scores in Maths at EH Reception (12% 2017).</b></p> <p><b>To raise Maths and Literacy attainment across cohorts in Nursery.</b></p>  <p>EH 2016- Cohort Progress Points - LitV</p>  <p>EH Data Wall Term 6</p>	<p><b>PPG boys pupils in Reception at EH</b> have made 100% expected progress and at least GLD of <b>80%+</b> and have closed the gap of Maths attainment by June 2018.</p> <p><b>Nursery pupils</b> in all cohorts to have made 100% expected progress and reached 80%+ attainment target in all strands of Maths and Literacy.</p> <p><b>EYFS teachers</b> aware of outcome expectations and capable of achieving these results. They have received relevant CPD and subject knowledge of how to address attainment gaps is excellent.</p> <p><b>Parents</b> support EYFS pupils at home to reinforce the initiatives at school/nursery.</p>	<p>EK/ LP/ SL</p>	<p><b>2. Oct-</b> All attainment and progress expectations are part of performance management objectives for EYFS teams and SLT.</p> <p><b>Oct-</b> Maths, Literacy and SENCO subject leader planned actions to address attainment/progress gaps</p> <p><b>2. Oct-</b> COOs reflect actions required</p> <p><b>Oct-</b> All attainment and progress expectations are part of performance management objectives for EYFS teams.</p> <p><b>Oct-</b> Literacy subject leader planned actions to address attainment/progress gaps</p> <p><b>3. Termly-</b> robust pupil progress meetings reflecting on progress and attainment milestones and COO projections. Intervention and support and required.</p> <p><b>4. Nov-</b> EYFS parent workshops- reinforcing expectations and support strategies for home.</p> <p><b>5. Jan-</b> T3 datawall used to assess midway evaluation of Year 5 outcomes and projections form cohort COOs.</p> <p><b>6. Feb-May-</b> Intensive targeted groups and weekly tracking against QLA if required.</p> <p><b>7. June-</b> Attainment and progress targets met.</p>			
<p><b>1.6</b></p> <p><b>PPG/SEND gaps- possible need for another section?</b></p> <p><b>DATA specific data needed for Aspire, LA and Raise</b></p>	<p><b>SEND and PPG pupils</b> make expected aspirational progress. <b>Teachers</b> fully aware of PPG and SEND pupil provision and <b>assessment milestones and tracking.</b></p> <p><b>Parents</b> of SEND pupils- fully aware of provision and targets. Parent support these targets at home.</p> <p><b>APDORS and planning and provision board in place-</b> display targets and provision in each classroom and updated termly in staff meetings- led by SENCOs.</p>	<p>SENCOs</p> <p>VL/ JP</p> <p>SM</p>	<p><b>1. Sept –</b> QLA Raise/dashboard, Aspire and 2017 datawalls FFT milestone target setting for PPG and SEND pupils- Personalised termly milestones of expected progress to reach targets. PPG and SEND outcomes at each pupil progress meeting</p> <p><b>2. Oct-</b> PPG and SEND progress and attainment first PPM item – led by SENCOs. Termly intervention actioned and lead by VL and AD- ensuring attainment target met.</p> <p>All SEND and PPG attainment and progress expectations are part of performance management objectives for SENCOs and cohort teams. TAs have a PPG target for PM (1/3 of salaries from PPG)</p> <p>APDOR targets on classroom doors and to be out on tables during guided session with an adult. Adults noting key evidence to achieving target.</p>	<p>PPG Gov-</p> <p>SIP-</p>	<p><b>PPMs mins and trackers- T1</b></p> <p><b>QLA- APS- SLT meeting focus T2</b></p>	<p>Budget code:</p>



4. June- ESCC SEND and inclusion monitoring review for CP- Penny Nice – evaluation of current systems at CP externally validated



## **Key Priority 2- Quality of Teaching, Learning & Assessment**

100% good teaching triangulations and at least 80% of teaching will be consistently outstanding by January 2018.

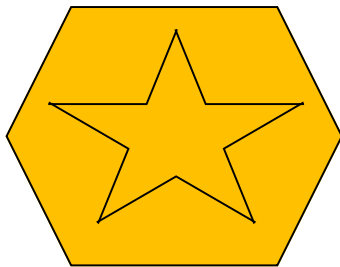
<b>Target</b>	<b>Success Criteria &amp; by when</b>	<b>Lead</b>	<b>How to achieve the target &amp; by when</b>	<b>Monitoring by &amp; when</b>	<b>Evaluative Comments</b> (termly checkpoints)	<b>Costs</b>
<b>2.1</b>  Raise the proportion of outstanding teaching	100% good teaching triangulations and at least 80% of teaching will be consistently outstanding by January 2018.  Staff are aware of their areas of development to reach outstanding triangulation and have been supported to reached these goals.  Higher attainers are appropriately challenged and stretched ensuring that greater depth attainment and progress expectations are met 2018 (Ofsted 2014)	JP/ VL	1. Sept – Outstanding grading doc feedback from July 2017 used for PM targets I T/L and are the focus of future triangulations to raise consistently outstanding judgements.  2. Sept/Oct- partnership/federation peer to peer observation developed for gaps areas 'Live' coaching utilised by SLT to develop teachers – see SDP 3.3  2. Oct- Feedback Marking- refine Pioneer feedback and response systems to ensure they are capitalised fully by pupils to improve learning research)- SLT to visit Chyngton Primary to marking  3. Jan- Quality of Challenge and Mastery Opportunities in Non-Core Curriculum Subjects. Raise standards further through developing further deeper learning experiences and refined differentiation.  5. Jan 2018- T/L target reached and next step identified.	SIP visit- live coaching modelling  Govs-	See T1 triangulations- 50% outstanding and 100% Good – clarity for staff about the next steps	Budget code:
<b>2.2</b>  Develop pupil resilience and independence traits	Pupils capitalise on all opportunities to consolidate and deepen their knowledge, understanding and skills.	JP/ VL	1. Sept – Relaunch 'Independent Me', 'Learning Powers' 'GMS'- LE and T/L policies, assemblies, certificates, newsletters, parent forums Assembly themes reinforce I/R initiatives weekly	Assembly themes and plans	PALS assemblies reinforcing IM- see T1 newsletters	Budget code:

Through 'Independent Me' initiative, pupils to develop further growth mindset, independence and resilience to failure to ensure that all pupils are confident, self-assured learners.	<p><b>Teachers</b> strong advocate independence and resilience and ensure the classroom environments promote this ethos.</p> <p><b>Parents</b> feedback that their children have grown in independence and resilience. Parents understand I/R strategies and reinforce at home.</p>		<p><b>2. Oct-</b> staff triangulation and pupil voice focus on promotion of I/R in the classroom</p> <p><b>3. Nov-</b> parent workshops/forum with a focus on independence and resilience strategies</p> <p><b>4. Jan-</b> Parent and pupil questionnaires- focus in I/R traits</p> <p><b>5. Feb-</b> action ways forward form questionnaires</p> <p><b>6. March-</b> External monitoring visit validate high level pupil I/R</p>	<p><b>SIP-</b></p> <p><b>Govs-</b></p>		
<p><b>2.4</b></p> <p>Standards of Presentation</p>	<p><b>Handwriting-</b> cursive script is fully embedded (policy, display, staff modelling and pupils books)</p> <p><b>Pupils</b> will consistently use cursive script in all work across all areas of the curriculum</p> <p><b>Staff</b> will consistently model cursive script when marking children's work, writing key elements of classroom displays and for all communication with children and parents</p> <p><b>Parents</b> will know what cursive handwriting looks like, will be able to support the development of this at home and will identify improvements in a child's handwriting in books.</p> <p><b>Outstanding Pioneer learning environment/displays-</b> instilling intrinsic pupil reward through high quality presentation of work.</p> <p><b>Pupils</b> will be aware of reward through display of work, will articulate the impact of the learning environment on their work ethic through questionnaires</p> <p><b>Staff</b> will consistently model cursive script and this will be on display. Staff will maintain the displays throughout the year and will articulate the impact on outcomes through questionnaires</p> <p><b>Parents</b> will understand the reasons for the changes in learning environment and will be aware of the new policy.</p>		<p><b>1. Sept –</b></p> <ul style="list-style-type: none"> <li>Guidelines in books with examples, cursive writing on display, weekly handwriting sessions planned</li> <li>INSET days to develop corridor displays</li> </ul> <p><b>2. Oct-</b></p> <ul style="list-style-type: none"> <li>Displays maintained in classrooms, weekly handwriting sessions, book audit. Examples shared at parent consultations</li> </ul> <p><b>3. Nov-</b></p> <ul style="list-style-type: none"> <li>Displays maintained in classrooms, weekly handwriting sessions, Parent Forum linked to handwriting and new LE policy</li> </ul> <p><b>4. Jan, March, May, June</b></p> <ul style="list-style-type: none"> <li>Displays maintained in classrooms, weekly handwriting sessions, Learning Environment Audits and book audits</li> </ul> <p><b>5. May</b></p> <ul style="list-style-type: none"> <li>Pupil voice questionnaires, staff evaluations</li> <li>Book Audits and Learning Environment Audits completed by. Feedback will be given to teachers and governors</li> </ul>	<p>SLT monitoring through Book and Learning Env audits</p> <p>Governor monitoring during visits</p> <p><b>SIP monitoring</b></p>	Books audits T1 évidence	
<p><b>2.5</b></p> <p>Update Assessment Systems</p> <p>To expand and</p>	<p><b>Assessment systems</b> fit for purpose and incorporating the latest national expectations for curriculum and assessment.</p>	VL	<p><b>1. Sept – update the follow to current systems:</b></p> <ul style="list-style-type: none"> <li>Add <b>INTERIM text</b> (bold) to AWOL docs- whereby one core assessment doc created</li> <li>Add <b>EYFS attainment</b> to KS2 tracker column- enabling tracking from baseline</li> </ul> <p><b>2. Oct-</b></p>		FFT built into datawall milestones T1 modération with SMV – see mins and judgements	Budget code:



embed the Federation assessment framework, developing that AWOL systems to include FFT & APP elements.	<p><b>Teachers</b> utilise the assessment systems effectively to track progress and recognise gaps in learning.</p> <p><b>Pupils</b> are assessed tracked effectively, making expected progress and achieving targets.</p>		<ul style="list-style-type: none"> <li>➤ Utilise <b>FFT</b> for all milestones and final summative targets</li> </ul> <p><b>3. Nov-</b></p> <ul style="list-style-type: none"> <li>➤ Research and trial use of new <b>APP</b> style assessment docs</li> </ul> <p><b>4. Jan-</b></p> <ul style="list-style-type: none"> <li>➤ Decision about Pioneer systems to use post INTERIM</li> </ul>			
<p><b>2.6</b> Effectiveness of EYFS provision</p> <p>To ensure outstanding progress and learning for all children through embedding high quality EYFS provision in the Nursery and Reception classes.</p>	<p><b>Pupils</b> to achieve the attainment and progress targets set for 2018- see SDP 1.5</p> <p><b>Teachers/Nursery staff</b> will assess be aware of targets and progress towards these.</p> <p><b>Parents</b> support initiatives through attendance of workshops and support with homework/reading.</p>	SD	<p><b>1. Sept</b> – Review Ofsted EYFS provision grading doc- identifying gaps in outstanding criteria- SEF</p> <p><b>2017/18- key EYFS areas for improvement:</b></p> <ul style="list-style-type: none"> <li>➤ To close gaps in learning/attainment between disadvantage pupils and other learners.</li> <li>➤ Consistent quality teaching and learning which will improve outcomes in maths &amp; literacy</li> </ul> <p><b>2. Oct-</b> Staff to attend early maths session through EYFS Hub and include ideas within planning and provision.</p> <p><b>3. Nov-</b> Visits to other Nurseries for nursery assistants, to be shared in staff meetings (links to be made through Hub) – focus identified in individual PM's.</p> <p><b>4. Jan-</b> Reviewing targets and intervention/ support put in place in partnership with parents.</p> <p><b>5. March-</b> Parent workshops on literacy / maths at aimed ELG/ Exceeding expectations.</p>		See SD leadership datawall and action plan	Budget code:
<p><b>2.7</b> Homework &amp; Optimising Parental Support</p> <p>To facilitate learning further by ensuring the guidance about how support children is of the highest standard and staff liaising with parents is highly effective in ensuring the best outcomes for pupils.</p>	<p>Policy and practice ensures that challenging age appropriate homework is set, which consolidates learning, deepens understanding and prepares pupils very well for work to come. (EH Parentview 2017)</p> <p><b>Pupils</b> will feedback that homework is manageable and prepares them for the next stage in learning</p> <p><b>Teachers</b> will feedback that homework is completed regularly by all pupils and impacts on children's learning.</p> <p><b>Parents</b> will feedback that they 'Strongly Agree' that homework consolidates learning, deepens understanding and is set at an appropriate level. They will also</p>	VL	<p><b>1. Sept</b> – New policy shared with staff at INSET and new systems put into place. Teachers provide photocopies of expected standard in reading, writing and maths for the newsletter system. Letter out to parents explaining new system</p> <p><b>2. Oct-</b> Parent Forum to explain new system and to evaluate. Homework discussion and review included as part of parent consultations. Suggestion box available for parents to contribute ideas</p> <p><b>3. Jan-</b> New Zealand style newsletters completed and released to parents</p> <p><b>4. Feb</b> Parent Forum to review newsletters and homework systems, tweaks made as needed.</p> <p><b>5. March-</b> Homework discussion and review included as part of parent consultations.</p>	<p>Questionnaires</p> <p>SIP visit meet with parents</p>	Parent forum foci for T1 – see mins	Budget code:

	understand the level of support required.		<p>6. April – Internal questionnaire to parents and pupils to gauge feedback about homework</p> <p>7. June – parents asked to complete parentview questionnaire.</p>			
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## Key Priority 3- Effectiveness of Leadership & Management

### 3.1 St Mary's School Partnership

To develop a purposeful soft partnership with St Mary's CE Primary with the aim of 3 school Federation by June 2018.  
To ensure the partnership vision provides excellent provision and outstanding outcomes for pupils and high quality staff development.

**'ONE TEAM WITH ONE MISSION'.  
All working together for achievement for all!**

<u>Target</u>	<u>Success Criteria &amp; by when</u>	<u>Lead</u>	<u>How to achieve the target &amp; by when</u>	<u>Monitoring by &amp; when</u>	<u>Evaluative Comments</u> (termly checkpoints)	<u>Costs</u>
<b>(A)</b> To establish joint partnership vision and aims defining excellent outcomes for all stakeholders.	All stakeholders aware of the partnership vision and values.  The end of year evaluative outcomes to show that the vision and aims of the partnership 'excellence for all' to have been achieved.	JP	<b>1. Sept</b> – strap line for the partnership created and communicated <b>2. Oct</b> - one year vision and values established with successful outcome clarified identified and defined <b>3. Nov</b> - 3 year vision for federation into the future created- academy status <b>4. Termly</b> - Executive Committee evaluation of vision and aims <b>4. March</b> - summative evaluation of partnership- taking into account all stakeholders views – report developed and ways forward listed	SIP-  Govs-  ESCC-	<b>Dec- partnership decision</b>	Budget code:
<b>(B)</b> To establish meaningful partnership links capitalising and building on school strengths.	A professional learning community developed that underpins the work of all staff and Governors. Where our partnership teaching & learning framework, research, CPD, professional dialogue, peer coaching	JP	<b>1. Sept</b> – Timetable partnership links across the year  <b>To include:</b> <ul style="list-style-type: none"> <li>➤ Assessment/monitoring events to mirror</li> <li>➤ Termly joint moderation through SMs</li> <li>➤ HOS/DH/SLT coaching links</li> <li>➤ Forest School CPD links</li> <li>➤ SIAMS CPD links</li> </ul>	SIP-  Govs-  ESCC-	<b>See weekly newsletter review of P events</b>	Travel costs for partnership links

	and mentoring support the continual development of teaching quality and outcomes for <b>all children</b> .		<ul style="list-style-type: none"> <li>➤ <b>Subject leadership CPD links</b></li> <li>➤ <b>Thrive CPD links</b></li> <li>➤ <b>INSET training links</b></li> <li>➤ <b>Learning environment and T/L links</b></li> <li>➤ <b>Policy and logistic system links</b></li> <li>➤ <b>Partnership choir and sporting teams</b></li> <li>➤ <b>Pupil Governors/School Council links</b></li> <li>➤ <b>Governor links</b></li> </ul> <p>2. <b>Oct-</b> action plan for travel costs within timetable- committing to school budget plans</p> <p>3. <b>Oct/Nov-</b> build the partnership links into staff performance management objectives</p> <p>3. <b>Nov-</b> Mid way evaluation of partnership links</p> <p>4. <b>March-</b> Evaluate success of partnership links- taking into account all stakeholders views</p>			Budget code:
<b>(C)</b> To establish communication systems to enable clarity of purpose for all stakeholders about the partnership.	<p><b>Teachers</b> will be clear about how the partnership has impact on their CPD.</p> <p><b>Pupils and Parents</b> will understand the positive impact partnership has had on pupil outcomes and experiences.</p> <p><b>Governors</b> will have a clear understanding of the impact partnership has had on the school community, staff development and pupil outcomes.</p>	JP	<p><b>Sept/Oct- Communication systems established:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Newsletter weekly exploring links to partnership links- pupil voice and quotes</b></li> <li>➤ <b>Website, (strengths of partnership clear for all),</b></li> <li>➤ <b>Staff advocates of partnership at community events</b></li> <li>➤ <b>Termly parent forums- exploring partnership links</b></li> </ul> <p><b>March-</b> Evaluate success of partnership links- taking into account all stakeholders views</p>	SIP- Govs- ESCC-		Budget code:
<p><b>(D)</b> To establish succession planning for the future developments of partnership and potential federation</p> <p><b>(Ensuring leadership succession planning effectively developed for the future of the Federation expansion)</b></p>	<p>A highly successful partnership leading to 3 school Federation by June 2018. Other school partnerships explored within the Pioneer model.</p> <p><b>Leadership succession planning</b> effectively developed through HOS/DH and SLT capacity for the future of the partnership expansion- see SDP 1.2.</p>	JP	<p>1. <b>July-</b> Executive Governor committee developed</p> <p>2. <b>Sept/Oct-</b> Clarity of purpose for HOS and SLT- see 1.2</p> <p>3. <b>Oct-</b> Timeline for partnership evaluation, consultation and move to potential federation established</p> <p>3. <b>Nov-</b> NPQH and leadership training/coaching established for HOS/DH- succession leadership structure for all schools planned</p> <p>4. <b>Jan-</b> Substantive HOS appointed and career journey identified enabling succession planning for ExHt to work across other schools (3 yr vision)</p> <p>5. <b>Feb-</b> SLT structure secured with clarity for all</p> <p>5. <b>March-</b> Decision about partnership move to federation</p> <p>6. <b>April-</b> exploration about other school partnership and potential academy.</p>	SIP- Govs- ESCC-		Budget code:
<b>(E)</b> To ensure all schools in partnership continue to have an outward facing approach to other school partnerships	<p><b>Local Authority (LA)/Diocese</b> will view the Pioneer partnership as schools who are outward facing, sharing best practice.</p> <p><b>Others schools and teachers</b> may also show interest to join the Pioneer</p>	JP	<p>1. <b>Sept – all staff to continue to develop their links with others schools.</b></p> <p><b>To include:</b></p> <ul style="list-style-type: none"> <li>➤ <b>School to school local and LA clusters and Alliances</b></li> </ul>	SIP- Govs-		Budget code:

	<p>partnership through this approach to school improvement.</p> <p><b>Teachers</b> will continue to calibrate the judgments through moderation links with other schools. They will develop their CPD further through this approach to school to school team work.</p> <p><b>Teachers</b> within the partnership will be known locally as practitioners of excellence.</p>		<ul style="list-style-type: none"> <li>➤ Pioneer EYFS Hub</li> <li>➤ Pioneer staff as County moderators- EYFS, KS1 and KS2</li> <li>➤ Pioneer SLE teachers – supporting other schools locally as appropriate</li> <li>➤ Moderation events across and between school outside of Pioneer partnership</li> <li>➤ Links to CPD events in the LA</li> <li>➤ Links to sporting event LA</li> </ul> <p>5. March- summative evaluation of our outward facing approach to school improvement.</p>	ESCC-		
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## 3.2 Sustained Leadership Strength: ‘Grower of Leaders’


To develop and embed further the highly cohesive layers of leadership, where leaders at all levels are exemplary and strategic having a significant impact on the quality of teaching and learning.

The empowerment of Senior Leaders enables further expansion of the Federation to become a reality, due to effective leadership succession planning and CPD.

**‘If you want to travel fast, go alone. If you want to travel further, go altogether’.**

<u>Target</u>	<u>Success Criteria &amp; by when</u>	<u>Lead</u>	<u>How to achieve the target &amp; by when</u>	<u>Monitoring by &amp; when</u>	<u>Evaluative Comments</u> (termly checkpoints)	<u>Costs</u>
<b>(A)</b> To ensure the Federation /Partnership leadership structure is clear, with precise accountabilities and expectations around defined roles.	<p><b>Leadership</b> at all levels is focused on driving change against 4 agreed SDP key priorities for development and other areas SDP foci. The leadership structure is clear, with precise accountabilities and expectations around precisely defined roles.</p> <p><b>Parents &amp; pupils</b> have clarity of leadership structure and report back with confidence with this structure.</p>	<p>JP</p> <p>JP/ VL</p>	<p><b>Sept-</b></p> <ul style="list-style-type: none"> <li>- JDs clearly defining roles- <b>succession planning taken into account</b></li> <li>- <b>Ofsted leadership self-assessment audit</b> of needs and outcomes used as part of PM obj</li> <li>- <b>Leadership action plans developed-</b> responsibilities, action and support/training involved needed for success outcomes linked to SDP/SEF</li> </ul> <p><b>Oct/Nov-</b> ensure SLT moving forward is all fit for purpose and financially viable within partnership model and for future expansion.</p>	<p>SIP-</p> <p>Govs-</p>		Budget code:

<p><b>(B)</b></p> <p><b>DH and SLT</b> to take more of a lead for developing proven effective leadership systems and procedures ensure clarity of purpose.</p>	<p><b>Senior Leaders</b> take on more of the responsibility for leading on the strategic planning and implementation systems.</p> <p>Systems and procedure ensure clarity of purpose for <b>all stakeholders</b> to understanding strategic intent and enable effective school improvement.</p>	<p>JP/ VL</p>	<p><b>SLT to take more of the lead for developing the following:</b></p> <ul style="list-style-type: none"> <li>➤ Ofsted style folder systems at CP</li> <li>➤ Teachers develop Cohort Outcome Overviews (COOs)</li> <li>➤ Termly Matrix with strategic foci listed</li> <li>➤ Assessment and monitoring cycles</li> <li>➤ Ofsted triangulation grading docs</li> <li>➤ Teacher and staff effectiveness grids 3x a year</li> <li>➤ Corporate weekly staff/SLT meeting structure and agendas – SDP/SEF links explicit</li> <li>➤ Core non-negotiable T/L policies and 'Every Lesson Counts' docs</li> <li>➤ Termly parent forum – linked to KP SDP</li> </ul>	<p><b>SIP-</b></p> <p><b>Govs-</b></p>		<p>Budget code:</p>
<p><b>(C)</b></p> <p>To engage senior and middle leaders in <b>high quality professional coaching</b> and learning so that they are able to play a significant part in raising standards and lead the whole school community towards outstanding.</p>	<p><b>Leadership development</b> is continuous and precise so that leaders are able to play a greater part in raising standards and lead the whole school community towards outstanding.</p> <p><b>Leaders</b> are motivated by their roles and feel supported. They have experienced high quality training/coaching and have significantly impacted on standards in their area of accountability.</p> <p><b>Teachers</b> are empowered to play a significant part in raising standards and lead the whole school community towards outstanding.</p>	<p>JP/ VL</p>	<p><b>Sept-</b> SLT health check questionnaire and clarity of roles: accountability progression 2017/18</p> <p><b>Weekly</b> Leadership Team meetings will be well planned and focused on school priorities and how we drive change on a weekly basis in these areas (linked to Matrix/SM)</p> <p><b>Weekly-</b> Coaching/ training defined with individual action plans and performance management objectives - including: cross federation/partnership mentoring, and placements, NPQML, NPQH, 1-1 leadership coaching</p> <p><b>March-</b> Health check questionnaire- to check on progress- show that SLT functioning highly effectively and feel well supported.</p>	<p>Health check questionnaire- <b>Sept and March</b></p> <p>Leaders questionnaires - support /coaching evaluation <b>Oct/Feb</b></p>		<p>Budget code:</p>
<p><b>(D)</b></p> <p>To develop and support the new <b>Head of School/DH</b> to ensure she makes an outstanding impact on school improvement.</p> <p><b>(To ensure leadership succession planning</b> effectively developed for the future of the Federation expansion)</p>	<p><b>VL</b> achieved the goals set for her and feel motivated and empowered.</p> <p><b>VL</b> has had relevant CPD and be engaged in <b>NPQH</b> training.</p> <p>VL has a significant impact on school improvement and feel ready for developing her L&amp;M experience in 2018/19.</p> <p><b>Leadership succession planning</b> effectively developed through HOS/DH capacity for the future of the federation expansion.</p>	<p>JP</p>	<p><b>Sept-</b> Exht -Weekly meeting with DH/HOS- strategic intent and L/M coaching. JD clarity <b>JD take succession planning into account</b></p> <p><b>Oct-</b> PM targets set and CPD need identified (Leadership action plan). <b>NPQH</b> for VL booking made with timescale for completion agreed.</p> <p><b>Nov- March-</b> regular DH health checks against JD and objectives – will show that HOS is confidently achieving the goals set and motivated by her new role.</p> <p><b>April-</b> mid way PM review and VL to take on the title of <b>HOS</b>.</p> <p><b>May-</b> external leadership review – feedbacks that leadership structure strong enough for federation expansion.</p> <p><b>June-</b> Summative review- possibly attend 'Inspiring Leadership' conference June 2017 Birmingham- conference reinforces CPD from the year and set the tone for 2017/18</p>	<p><b>SIP-</b></p> <p><b>Govs-</b></p>	<p>Inspiring Leadership Conference June 2017 £1000</p> <p>Budget code:</p>	

<p><b>(E)</b> To develop and support the <b>Pioneer Senior teachers (x4)</b> to ensure they make outstanding impact on school improvement.</p> <p><b>(To ensure leadership succession planning effectively developed for the future of the Federation expansion)</b></p>	<p><b>The Senior Teachers</b> will achieve their goals set for them and feel motivated and empowered. They will have made a significant impact on school improvement-curriculum and subject leadership.</p> <p><b>Leadership succession planning</b> effectively developed through <b>ST</b> capacity for the future of the federation expansion.</p>	<p>JP/ VL</p>	<p><b>Sept-</b> SLT meetings weekly- strategic intent and L/M coaching</p> <p><b>JD clarity-</b> Training and CPD identified for role and actioned <b>JD take succession planning into account</b></p> <p><b>Oct-</b> PM targets set and CPD need identified (Leadership action plan)</p> <p><b>Nov- March-</b> regular SL health checks against JD and objectives</p> <p><b>April-June</b> mid-way PM review</p>	<p><b>SIP-</b> <b>Govs-</b></p>		
<p><b>(F)</b> To develop and support <b>Inclusion Leads</b> to ensure they make an outstanding impact on school improvement and manage <b>PPG, SEND and Thrive</b> effectively.</p>	<p><b>All appropriate updates on provision for disadvantaged pupils have been actioned, as recommended Ofsted letter to school leaders activity provision.</b></p> <p><b>Inclusion Leads (IL)</b> will achieve the goals set and feel motivated and empowered. They can clearly and effectively articulate how they lead and manage inclusion with supporting documentation.</p> <p><b>ILs</b> have made a significant impact on school improvement for PPG and SEN (see SDP 1.6) and have effectively managed and lead THRIVE (see SDP 4.4)</p> <p><b>ILs</b> have led APDOR staff meetings termly, updated PPG and SEND Policy and develop excellent <b>PPG reports</b> documenting impact.</p>	<p>JP</p>	<p><b>Sept-</b> Exht/DH -Weekly meeting with SENCO JD clarity- APDORS, provision and managing Thrive, SEN TAs and intervention.</p> <p><b>Oct/Nov-</b> Review Pioneer provision against Ofsted letter of disadvantaged provision- <b>SENCOs develop action plan</b>- ensuring all appropriate recommended developments are actioned</p> <p> Ofsted Letter to school leaders - Disad</p> <p><b>Oct-</b> PM targets set and CPD need identified (Leadership action plan). Highest quality <b>PPG and SEND reports</b> developed and published on websites.</p> <p><b>Nov- March-</b> regular SENCO health checks against JD and objectives <b>Feb/March-</b> Penny Nice – ESCC inclusion review – CP <b>April-</b> mid way PM review <b>June-</b> Summative review- PPG gap closed and SEND pupil made excellent progress- aspiring targets achieved</p>	<p><b>Penny Nice-CP –</b> inclusion monitoring Feb</p> <p><b>SIP-</b> <b>Govs-</b></p>		<p>Budget code:</p>
<p><b>(G)</b> To develop and support the new <b>Federation Bursar</b> to ensure she makes an outstanding impact on school/federation finance management</p>	<p><b>The new Federation bursar</b> arrangement is working every effectively with school financial management viewed as effectively by <b>Governors, SLT</b> and <b>external validation</b>.</p>	<p>JP</p>	<p><b>Sept-</b> Exht/DH -Weekly meeting with bursars- JD clarity. Sally Laidlaw- review of current budget- recommended development actioned.</p> <p><b>Oct-</b> PM targets set and CPD need identified (bursar action plans)..</p> <p><b>Nov-</b> in-house audit- SLT/Govs <b>Nov- March-</b> regular bursar health checks against JD and objectives <b>April-</b> mid way PM review</p>	<p><b>SIP-</b> <b>Govs-</b></p>		<p>Budget code:</p>

<p><b>(H)</b></p> <p>To develop and support <b>subject/middle leaders</b> to ensure they make significant impact on school improvement.</p> <p><b>(All year group data to be tracked and analysed by SL)</b></p>	<p><b>2014 Ofsted way forward is fully developed. Subject leaders to be fully involved in the monitoring and development of the quality of teaching &amp; learning. (EH Ofsted 2014)</b></p> <p><b>Subject leaders (SL)</b> can confidently articulate about the developments in their area and use the SEF, COOs and Datawalls to specifically discuss school improvement and impact. All cohort assessment data is covered.</p> <p><b>SL</b> show through their actions that they are highly ambitious for the pupils and demonstrated an uncompromising and highly successful drive to strongly improve.</p> <p><b>SL</b> have led and managed key data areas for development for 2018 (see SDP KP1) and aspiring targets have been met.</p>	JP	<p><b>June-</b> Sally Laidlaw- external audit</p> <p><b>1. Sept-</b> Define federation subject leadership 2016/17 from staff strengths. SL to be aware of attainment and progress key areas for develop- SDP KP1- action plan reflect this.</p> <p><b>2. Sept/Oct-</b> Reinforce expectations of federated Subject Leadership Model policy – action planning, COOs, policy development, budgets, resources, CPD, monitoring</p> <p><b>3. Oct-</b> To engage middle leaders in high quality ind professional coaching</p> <p><b>3. Oct/Nov-</b> SL develop action plans and mini- SEFs</p> <p><b>4. Oct/Nov-</b> Datawalls created for all foundation subjects by SL - Foundation subject Datawalls enable <b>all cohorts</b> and groups (PPG/SEN) to be tracked.</p> <p><b>October- June-</b> each SL leads a curriculum focus week/day</p> <p><b>June-</b> SL reports linked to action plan and mini-SEF for the year documenting impact.</p> <p><b>July- Self-evaluation summary report-</b> Subject leaders will have written a subject self-evaluation summary using 'Report' doc for guidance.</p>	<p><b>SIP-</b></p> <p><b>Govs-</b></p>		Budget code:
<p><b>(I)</b></p> <p>To further strengthen the strategic impact of <b>federated governance-</b> enabling L/M to be judged as outstanding by Jan 2018.</p>	<p><b>Governors</b> provide effective challenge and support for leadership to secure substantial improvement in progress for all pupils. <b>'So what?' questioning regarding school improvement</b> Effective challenge is externally validated.</p> <p><b>SLT &amp; Teachers</b> feel both supported and appropriately challenged by Governors in a common aim for ensuring the best possible outcomes for Pioneer pupils.</p> <p><b>Continuity of Pioneer Governance strength</b> catered for through careful succession planning.</p>	JP	<p><b>1. Sept-</b> Governors decide their areas of focus for the year linked to their area of expertise. Governor role clarified- disadvantage (Pupil Premium Champion) foci developed specifically</p> <p><b>2. Sept-</b> Develop strategic development plan linked to school monitoring and assessment cycle and the SDP. Govs aware and driving SEF gaps and SDP areas.</p> <p><b>3. Oct-</b> Govs monitor their area and feedback to FGB- linked directly to SDP KPs. Governor monitoring cycle links directly with school annual cycle of assessment./monitoring and key events from SDP. Governors are well informed. Governor monitoring to show deep insight into school effectiveness.</p> <p><b>Nov-</b> Gov internal audit- PB- <b>L/M Ofsted outstanding/good criteria fully catered for</b></p> <p><b>4) Oct and termly-</b> HT report will be succinct and strategic enabling governors keep the school improving by focusing on the impact of their actions in key areas. Governors use the HT report and monitoring reports to ensure they have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff.</p> <p><b>5) June-</b> LA audit- validating outstanding/good governance for the schools</p>	<p><b>Governor</b> monitoring reports and mins will show clear insight into school, development s and clearly hold SLT to account.</p> <p><b>Governor</b> monitoring reports help to add evaluation to SDP priorities –</p>		Budget code:



			6) May/June- Succession Planning in place for COG when necessary	validated by SIP/ Ofsted		
(J) To develop and support the Pioneer caretaker to ensure he continues make an outstanding impact on school improvement.	<p><b>The Federation caretaker</b> has continued to have a significant impact on school improvements.</p> <p><b>The Federation schools</b> achieve the 'Bronze Food for Life' award from the work PH has developed with the pupils- Eco Helpers and Growing Team.</p>		<p><b>Sept/Oct- JD- clarity of purpose.</b></p> <p><b>Oct/Nov- Performance management targets set for 2017/18</b></p> <ul style="list-style-type: none"> <li>- Mentoring CT at StMs</li> <li>- Food for Life Awards- Soli association</li> </ul> <p><b>Feb- mid-way review and March- ESCC external H/S audit</b></p> <p><b>May-</b> summative evaluation of CT role</p>	<p><b>SIP-</b></p> <p><b>SLT-</b></p> <p><b>Govs-</b></p>		

**N.Mandela- 'Great leaders are people who have an unwavering belief in the collective power of people on a common mission'**

## 3.3 Coaching Culture: 'Empower people to lead'

**Adrain Gilpin Founder of the Institute of Human Development**

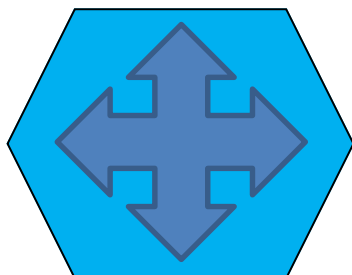
"Coaching- when fully embraced as a fundamental leadership skill- is the fastest track to creating agile, confident, successful organisations where people start to perform way beyond their own expectations".

**Embed coaching GROW & Pathfinder models and develop 'live' coaching approaching to staff CPD.**

**Enabling a more agile, confident and successful organisation on all levels where people perform even further beyond their own expectations.**

<u>Target</u>	<u>Success Criteria &amp; by when</u>	<u>Lead</u>	<u>How to achieve the target &amp; by when</u>	<u>Monitoring by &amp; when</u>	<u>Evaluative Comments</u> (termly checkpoints)	<u>Costs</u>
(A) To develop 'live' coaching approach to staff CPD	<b>Staff</b> will experience live coaching during observations and drop ins to enable SLT to give on the spot feedback. Teachers will develop through their personal CPD goals during live coaching sessions and will achieve their 'Journey to Outstanding' through this.	VL	<p><b>1. Sept – SLT</b> to share strategies for Live Coaching during SLT meetings. Senior teachers to observe Live Coaching in practice. CW to have half a morning out of class per week to develop live coaching across the federation. SIP visit to focus on sharing strategies for live coaching with SLT</p> <p><b>2. Oct- Nov-</b> Observations to have a Live Coaching focus where all staff are coached through their individual targets by the SLT observer.</p>	SIP visit, questionnaire		Budget code:

	SLT will coach staff 'live' during observations and drop ins and will have a clear understanding of how to use this method to move practice forward.		<p>4. Jan- SIP visit to observe SLT giving live coaching and to feedback on strategies.</p> <p>5. Feb-March- Observations to have a Live Coaching focus where all staff are coached through their individual targets by the SLT observer.</p> <p>6. Apr – SIP visit to discuss coaching with all staff to gain feedback (sample of teachers and TAs to meet with SIP)</p> <p>7. June – Questionnaire for staff to gauge impact of live coaching.</p>			
(B) To embed the GROW and Pathfinder models across staff and peer support.	<p><b>Pupils</b> in KS2 will begin to use GROW model questions to coach peers through specific learning challenged</p> <p><b>Staff</b> will be aware of and will be able to use both models of coaching to successfully support and challenge. Staff will be able to identify times when they have been coached by SLT</p>	VL	<p>1. Sept – Initial percentage acquired of the quantity of staff aware of the 2 models. Teacher and TA meetings to refer to both models and staff given examples of how to implement.</p> <p>2. Sept - Jul- Models reviewed in meetings and time given for 1:1 peer coaching using both/either model</p> <p>3. Sept-July – allocated time given for SLT drop-in coaching time with VL</p> <p>4. Jan- Coaching models rolled out to use with children in KS2. Planned through teacher meetings</p> <p>5. March- Review of children's coaching</p> <p>6. June – Questionnaire for staff and KS2 pupils to gauge impact of coaching models</p>	SIP visit, questionnaire		Budget code:



# Key Priority 4- Personal Development, Behaviour & Welfare

## 4.1 Pioneer Attendance

To improve by 1% at East Hoathly and 2% Chiddingly so at 97% by Summer 2018.

Attendance Update  
East Hoathly (1.3 SDP)

Attendance	14/2015	15/2016	Sept 2016 – Nov 2016	Sept 2016 – Feb 2017	Sept 2016 – March 2017	Sept 2016 – May 2017	Sept 2016 – July 2016	Sept 2017-Nov 2018	Significant strengths, issues and causes for concern
% overall attendance <b>104</b>	95.5%	94.9%	95.8%	95.7%	95.9%	96%	95.9%		1 family – ESAS formal referral involved, attendance has increased since their input. Further support has been referred. These children come under all vulnerable groups – FSM, PPG, SEND. May – this has now proceeded to a warning letter being issued by ESAS that legal action may be taken.
% unauthorised absence	0.7%	0.9%	0.9%	0.5%	0.6%	0.7%	0.9%		
% Pupil Premium (22)	95.4%	92.6%	92.5%	93.6%	93.5%	93.9%	93.5%		
% non-PPG	95.9%	95.8%	96.8%	96.4%	96.6%	96.6%	96.6%		1 child, persistent absence due to illness – Doctor's letter has been received.
% FSM(14)	94.7%	91.5%	97.9%	98.1%	98.1%	98.3%	98%		
% non-FSM	95.8%	95.8%	95.6%	95.5%	95.6%	95.7%	95.7%		Key family have been issued a notice of Prosecution for 2 children – will be fined per parent per child.
% SEND attendance <b>11</b>	96.3%	94.1%	91%	92.5%	92.5%	92.8%	92.9%		
% non-SEN	95.5%	95%	96.4%	96.2%	96.2%	96.3%	96.3%		
% persistent absentee	1%	10.6%	11.7%	13.7%	8.6%	8.6%	8.7%		
Current Attendance percentage without key family	96.4%								

	Whole school	Pupil Premium		SEND
		FSM	LAC	
Attendance	95.9%	98%		92.9%
Authorised	3.2%	1.8%		4%
Unauthorised	0.9%	0.2%		3.1%

Chiddingly

Attendance	2015	2016	Sept 2016 – Nov 2016	Sept 2016 – Feb 2017	Sept 2016 – March 2017	Sept 2016 – May 2017	Sept 2016 – July 2016	Sept 2017-Nov 2018	Significant strengths, issues and causes for concern
% overall attendance <b>99</b>	95.7%	95%	96.2%	95.9%	95.9%	95.8%	95%		ESAS and SLT support with 16 child – improved attendance markedly.
% unauthorised absence	0.7%	0.7%	0.9%	0.6%	0.8%	0.8%	1.2%		
% Pupil Premium (36)	95%	94.5%	95.6%	94.9%	95.3%	95.4%	95.1%		Attendance decreased in T2 and now is rising again.
% non-PPG attendance	95.9%	95.3%	96.7%	96.2%	96%	96.1%	95.2%		VL meeting with parents regularly regarding attendance.
% FSM(21)	94.5%	94.2%	94.2%	93.9%	94.72%	94.8%	93.6%		Large traveller family with 3 children in the school had an unauthorised holiday in May.
% non-FSM attendance	96.6%	95.5%	95.7%	96.3%	96.1%	96.2%	95.5%		
% SEND attendance <b>18</b>	95.2%	93.4%	94.9%	94.4%	94.6%	94.9%	94.7%		Sout of children poor mental many children in KS1 and KS2 were off for a number of days.
% non-SEND attendance	95.8%	95.1%	96.7%	96.2%	96.1%	96.1%	95.2%		
% persistent absentee	1.5%	11.39%	14 %	15 %	10.1%	10.1%	8.5%		

	Whole school	Pupil Premium		SEND
		FSM	LAC	
Attendance	95%	93.6%	98.45%	94.7%
Authorised	3.8%	4.8%	1.55%	4.4%
Unauthorised	1.2%	1.6%	0%	0.9%

<b><u>Target</u></b>	<b><u>Success Criteria &amp; by when</u></b>	<b><u>Lead</u></b>	<b><u>How to achieve the target &amp; by when</u></b>	<b><u>Monitoring by &amp; when</u></b>	<b><u>Evaluative Comments</u></b> (termly checkpoints)	<b><u>Costs</u></b>
<b>(A)</b> Clear leadership responsibilities and accountability for attendance outcomes established	<b>Teachers</b> aware of actions to be taken if they have concerns about attendance. Have attendance as priority conversation at parent consultations. To be the first port of call for attendance concerns reporting to parents  <b>Pupils</b> understand about their role in being organised and ready for school.  <b>Parents</b> – clarity of attendance expectations and rationale. Clear understanding of the policy and the protocol in place  <b>Governors</b> - clear about action taken to improve attendance and aware of how this is developing. An attendance board to be created.	SL, SM, VL	1. DH JD and leadership PM specifically linked to attendance outcomes. 2. Weekly attendance reviews developed 3. Attendance Policy updated with developments- termly letters, late timings, clarity of what is authorised, reward systems in place for children 4. Clarity of expectations set with all parents through parent forums and letters 5. HT report to continue to clearly showing attendance actions and figures 6. SENCOs to be involved in conversations with all parents whose children's attendance causes concern, particularly SEND and PPG families.		P family- MASH ref T2 formal review meeting	Budget code:
<b>(B)</b> To ensure attendance is at least 96.5% and that there is no significant differences between groups		SL, SM, VL				Budget code:
<b>(C)</b> PPG pupil attendance to be broadly in line with wider population		SL, SM, VL				
<b>(D)</b> SEND pupil attendance to be broadly in line with wider population		SL, SM, VL				

## 4.2 Anti-bullying Strategies

**Anti-bully quality mark achieved and ensure all stakeholders fully aware of the anti-bullying strategies in place across Pioneer Schools. (Parentview 2017)**

**Anti-bullying week: 13-17<sup>th</sup> November 2016**

**Star Book log and behaviour systems review- following parent feedback**

<u>Target</u>	<u>Success Criteria &amp; by when</u>	<u>Lead</u>	<u>How to achieve the target &amp; by when</u>	<u>Monitoring by &amp; when</u>	<u>Evaluative Comments</u> (termly checkpoints)	<u>Costs</u>
<b>(A)</b> To achieve the Anti-Bullying Quality Mark and for all stakeholders to be aware of the procedures in place to prevent and deal with bullying	<p><b>Pupils</b> will articulate the procedures in place to counter act bullying and what happens if bullying occurs. They will state on a questionnaire that bullying is dealt with effectively in school</p> <p><b>Staff</b> will be aware of the procedures in place to prevent and deal with bullying and can confidently put these into practice</p> <p><b>Parents</b> will be aware of the procedures in place and will state on Parent View that bullying is dealt with effectively in school</p>	CW/ LP	<p>1. Sept – LP and CW meet with Staff, Parent steering group and do an assembly about our Anti Bullying Policy. Peer Mediators trained up to deal with different scenarios.</p> <p>2. Oct- Meet with Parent Steering Group. Share Policy with Governors</p> <p>3. Nov- Anti Bullying Week – high profile in both schools and parents invited in the celebrate learning at end of the week. Each class shares their learning. Pupil Governors to lead this assembly. Put a display up in playground e.g. theatre to share Anti Bullying messages.</p> <p>4. Jan- Send questionnaire to parents and pupil to check knowledge and understanding of our policy.</p> <p>5. March- Feedback to Governors on progress and evidence of improving parents and pupils perceptions of Anti Bullying.</p>	<p>LP and CW</p> <p>SIP</p> <p>Govs</p>	T1- steering group launched- see mins	Budget code:
<b>(B)</b> To review and tighten the Behaviour Policy to ensure clarity for all, including awarding of Star Book.	<p><b>Pupils</b> will articulate the criteria for achieving the Star award and will know that displaying of work is included as reward of hard work.</p> <p><b>Staff</b> will consistently use the behaviour policy to reward/sanction behaviour and keep logs of rewards given</p> <p><b>Parents</b> will have a secure understanding of the behaviour and reward policy</p>	VL	<p>1. Sept – Review of behaviour policy in conjunction with staff. Policy published to all stakeholders. Staff set up monitoring and recording of rewards.</p> <p>2. Oct- Parent Forum to share new policy, assembly to share new policy and strategies with pupils</p> <p>3. Feb – Parent Forum to evaluate policy. Parents to complete Parent View.</p>	<p>SLT</p> <p>Govs</p>	Ne beh changes and reflection systems in place	Budget code:

## 4.3 Safeguarding

**Develop computerised systems at EH and the Chiddingly systems and procedures to be fully updated to meet all 2017 ESCC expectations.**

<b><u>Target</u></b>	<b><u>Success Criteria &amp; by when</u></b>	<b><u>Lead</u></b>	<b><u>How to achieve the target &amp; by when</u></b>	<b><u>Monitoring by &amp; when</u></b>	<b><u>Evaluative Comments</u></b> (termly checkpoints)	<b><u>Costs</u></b>
<b>(A)</b> For all systems at Chiddingly to be in line with East Hoathly	<p><b>Staff</b> will be aware of systems and requirements for recording and for monitoring to show that procedures are followed by all.</p> <p><b>Parents</b> will be aware of systems used by the school for safeguarding.</p> <p><b>Governors</b> complete Safeguarding monitoring and will be aware of the detailed requirements needed.</p>	SL	<p><b>1. Sept – VL to audit the needs for Chiddingly and create an action plan</b></p> <p><b>2. Oct – Jan – VL and Deputy DSLs to update the procedures and train all staff in teacher, TA and MDSA meetings. Parents updated with any relevant information. Governor monitoring visit completed using County format.</b></p> <p><b>3. June-</b> Clare Day to complete Safeguarding Review at Chiddingly</p>	Governors  Clare Day		Budget code:
<b>(B)</b> For East Hoathly safeguarding system to go online using myconcern.	<p><b>Staff</b> will be trained in how to efficiently use the system to ensure all concerns are reported.</p> <p><b>DSLs</b> will be trained in using the system to efficiently monitor, report and evaluate concerns raised</p>	SL	<p><b>1. Nov- VL to confirm the purchase of myconcern and organise training for all staff. VL to begin to transfer over to the use of myconcern, including governors</b></p> <p><b>2. Jan-</b> Myconcern to be rolled out as permanent replacement to paper recording</p> <p><b>3. March-</b> Review of system from all staff and DSLs and any tweaks to be made. Governors to monitor the system and its effectiveness</p>	Governors		Budget code:

## 4.4 Pupil and Staff Health & Wellbeing

Training and initiatives dedicated to staff wellbeing. Develop pupil wellbeing by ensuring time is given for pupils to experience mindfulness daily and ensure time is allocated for pupils to discuss concerns through our whole school Pioneer 'Thrive' initiatives.

Target	Success Criteria & by when	Lead	How to achieve the target & by when	Monitoring by & when	Evaluative Comments (termly checkpoints)	Costs
(A) THRIVE	<p><b>Pupils</b> will be taught in a school where Thrive principals run through their education.</p> <p><b>Staff</b> will create Thrive classrooms where the practice of Thrive runs through the ethos of the classroom</p> <p><b>Parents</b> will be aware of the benefits of Thrive and how the practice supports the emotional development of their child.</p>	SL	<p><b>1. Sept</b> – Training at INSET for all staff. Staff implement agreed actions to develop Thrive initiative. Children identified and parents informed about Thrive prog and the timetable for this year</p> <p><b>2. Oct-</b> EH Thrive practitioner begins training, supported by CP practitioner. EH practitioner to develop assessments on key identified children</p> <p><b>3. Jan-</b> Thrive Practitioners to run updates to all staff and evaluate classroom delivery. Tracking to show impact on attainment in classroom, attendance and emotional development.</p>	SLT SIP Govs		Budget code:
(B) Mindfulness, including Wellbeing Award	<p><b>Pupils</b> will benefit from PSHE learning linked to mindfulness in class. They will be aware of strategies to manage their own wellbeing and will take part in meditation daily.</p> <p><b>Staff</b> will be able to manage their own wellbeing by using strategies learnt at the training. Staff will be able to support the wellbeing of all pupils using strategies from training. Questionnaires will state that staff feel that their wellbeing is supported by SLT and they have strategies for managing stress levels.</p> <p><b>Parents</b> will be aware of methods being used in school to promote pupil's wellbeing and will state in questionnaires that pupil's wellbeing is important to the school and their child has benefitted from strategies in place. Parents will be aware of strategies to</p>	SL	<p><b>1. Sept</b> – Wellbeing Award launched. Working group created and resources and evidence begin to be collated. CPD- Utilise 60 mindful minutes programme cards- JP Launch of Golden Mile to support Physical and mental wellbeing through Premier Sport</p> <p><b>2. Oct-</b> Daily meditation rolled out to all classes to promote mindfulness after lunchtime.</p> <p><b>3. Jan-</b> Mindfulness INSET training for all staff, including staff and pupil wellbeing. Review of Golden mile and evaluation of impact on physical wellbeing. Shared with Govs and parents</p> <p><b>4. Jan</b> – staff implement strategies learned from the training in class to all children. All classes have reflective sessions daily and utilise the following strategies:</p> <ul style="list-style-type: none"> <li>• Calm zone developed at lunchtime</li> <li>• Daily mindfulness time across the federation</li> <li>• 10 key mindfulness activities developed weekly in all classroom from Jan 2017</li> </ul>	SLT SIP Govs		Budget code:

	support their child's mindfulness at home.		<ul style="list-style-type: none"> <li>Book/resources provide to develop practical strategies.</li> </ul> <p>5. Feb Parent Forum to share strategies with parents and resources to support this at home.</p> <p>6. March – questionnaire to staff and children to gauge impact of mindfulness strategies in class. Summative evaluation gained.</p> <p>7. June Review of Golden mile and evaluation of impact on physical wellbeing. Shared with Gobs and parents</p>			
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Capital Developments for School Improvements 2017/18	<p><b>EH</b> August 2017- Nursery flooring &amp; Nursery and Reception astroturf.</p> <p><b>CP</b> August 2017- staff toilet updated.</p>	<p>The use of capital funding significantly improves the schools and help to provide an improvement environment for pupils and staff to thrive.</p>	Governors evaluate value for money	
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