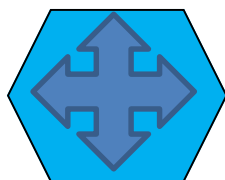
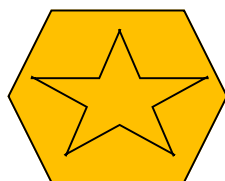
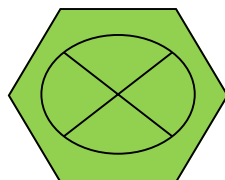
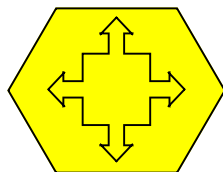


Chiddingly Primary School Development Plan 2018 – 2019



Priorities for Improvement

2018-2019



Key Priority 1 – Outcomes for Pupils

- 1.1- Year 6 **positive progress scores** are maintained for 2019 and above NA for reading (0- 2018). Securing the best-quality outcomes **Ofsted 2015**.
- 1.2- Year 6 **attainment in R,W,M and combined at expected standard** to continue at least match or exceed NA. Maintaining the consistently improvements in pupil attainment and securing the best-quality outcomes **Ofsted 2015**.
- 1.3- Year 6 attainment in reading to at least match NA higher standard in 2019. (CP= 7.1%, NA= 28%) and scale scores to at least reach NA (CP=103, NA= 105) **3 year trend shown**.
- 1.4- Year 6 GPS GD to at least match NA. (CP= 14%, NA= 34%) **3 year trend shown** and scale scores to at least reach NA (CP=104, NA= 106).
- 1.5- **Vulnerable Pupils**- Ensuring that the progress of the vast majority of disadvantaged pupils continues to be similar to or improving in relation to other pupils nationally. Ensure the progress in Reading of SEND Year 3 (now yr4) and Year 5 (now yr6) pupils reaches NA & these SEND pupils make expected/accelerated progress.

Key Priority 2- Quality of Teaching, Learning & Assessment

- 2.1- **Pioneer Pedagogy**: To define the vision and core teaching and learning values and expectations for the new 3 school Federation.
- 2.2 **Federation Curriculum**: To develop an innovative and exciting Federation curriculum.
- 2.3 **Assessment Systems**: To develop a Federation assessment framework- utilising TT as the assessment vehicle, developing individualised scale scores to evaluate cohort progress rigorously and develop FFT predictions- both expected and aspiring tracked.
- 2.4 **Raise the proportion of outstanding teaching**: Ensure all groups are fully challenged **Ofsted 2015** and the 'proportion of pupils make and exceeding expected progress is high'. 100% Good triangulation and at least 50% of teaching will be consistently outstanding by June 2019.
- 2.5 **Raise standards of presentation to ensure consistently across all subjects**: Ensure teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum. **Ofsted 2015 feedback**
- 2.6 **Federation Metacognition Initiative**: Relaunch Learning Powers - further developing pupil resilience, independence and ability to reflection on learning to ensure that all pupils continue to be confident, self-assured learners.
- 2.7 **Homework**: To facilitate learning further by ensuring the guidance about how to support children is of the highest standard and staff liaison with parents is highly effective in ensuring the best outcomes for pupils. Introduce New Zealand style homework curriculum newsletters.

Key Priority 3- Effectiveness of Leadership & Management

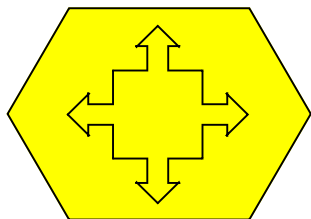
- 3.1 **Pioneer Federation**: To develop a strong Federation where all schools flourish and retain their individuality and uniqueness.
- 3.2- **New Governing Body**: highly strategic Federation Body who support, challenge and effectively hold leaders to account for the highest possible standards and outcomes.
- 3.3 **Sustained Senior Leadership Strength**: 'Grower of Leaders': To embed and further develop highly cohesive layers of leadership, where leaders at all levels are exemplary and strategic- having a significant impact on the quality of teaching, learning and assessment. **Chiddingly 2015 Ofsted**
- 3.4 **Develop Middle/Subject leadership**: to have a significant impact on the quality of teaching, learning and assessment. Ensuring that the standard of education and challenge in subjects other than English and mathematics are equivalently strong. **Chiddingly 2015 Ofsted**
- 3.5 **GDPR**: embed all aspects from DPO action plan, ensuring Federation is fully compliant.
- 3.6 **Reduce Teacher Workload Initiative**: reduce/cut out low level operational tasks to ensure that teacher time is spent impacting on standards and pupil outcomes.

Key Priority 4 – Personal Development, Behaviour & Welfare

- 4.1- **Attendance**: To improve by -% at Chiddingly so at 96.8% and PA at NA by July 2018. No differences between groups.
- 4.2- **Mental Health Quality Mark- Wellbeing Award**: To develop pupil's ability to make informed decisions about emotional and mental well-being.
- 4.3- **Federation Thrive and Mindfulness Initiative**: Develop pupil emotional wellbeing and engagement with learning through whole school Thrive and mindfulness approaches to learning.
- 4.4 **Chiddingly community cohesion and staff moral**: Develop a untied PTFA functioning effectively and independently. Ensure all Chiddingly stakeholders are proud to be part of the school community and that staff moral is high and all support staff feel fully supported. **Ofsted 2015**

School Context & Details

Executive Headteacher	Mr James Procter
Head of School	Miss Vicky Lewis
Assistant Headteacher	Mrs Claire Winchester
Chair of Governors	Mrs Mandy Watson
Unique reference number	114391 DfE No: 8402056
Local authority East Sussex	East Sussex
Type of Federation/Partnerships	Pioneer Federation of 3 schools and Nursery
Church School Type	Diocesan (Diocese of Chichester)
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on roll	Number on roll: 102 Reception: 15 Year 1: 16 Year 2: 15 Year 3: 16 Year 4: 14 Year 5: 13 Year 6: 13 Boys: 51 (50%) Girls: 51 (50%)
Number of pupils eligible for pupil premium	Higher than NA PPG 33%
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	Higher than NA SEND 16.2%
Appropriate authority	East Sussex County Council
Date of previous Ofsted inspection	November 2015
Overall Ofsted judgement	Good with Outstanding EYFS
Key Ofsted actions from last report- Key areas to improve	<ol style="list-style-type: none"> 1) The quality of teaching is not consistently high enough to secure the best-quality outcomes. 2) The standard of education in subjects other than English and mathematics is not as strong. 3) Leadership arrangements for the new federation have not been in place long enough to have made a big enough difference. 4) Although staff at all levels recognise how much the school has improved, some support staff do not feel well supported.
Key performance indicators for the next 3 years	Year 6 R,,M GD and combined EXS below NA. Progress positive. Reading GD and average scale score below NA for 3 years. 3 year trend shown. Progress positive. GPS GGS % below NA for 3 years. 3 year trend shown.
Budget information	3 year plan- deficit free
Telephone number	01825 872307
Website	www.pioneerfederation.co.uk
Email address	office@chiddingly.e-sussex.sch.uk



Key Priority 1- Outcomes for Pupils

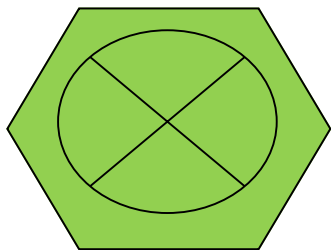
<u>Outcome Objectives for 2018-19</u>	
Achievement Gap Issues	<p>Ofsted Outcome 'Good'- The proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. This is accurate for Chiddingly and progress now needs to be maintained and developed.</p> <p>Where attainment overall is low, it shows consistent improvement. Chiddingly attainment is at NA and has improvement consistently over the last 3 years in EXS and now needs to be a focus on higher standard.</p> <p>Ensuring that the progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</p>
Objective 1.1	Year 6 <u>positive progress scores</u> are maintained for 2019 and above NA for reading (0- 2018). Securing the best-quality outcomes <u>Ofsted 2015</u> .
Objective 1.2	Year 6 <u>attainment in R,W,M and combined at expected standard</u> to continue at least match or exceed NA. Maintaining the consistently improvements in pupil attainment and securing the best-quality outcomes <u>Ofsted 2015</u> .
Objective 1.3	Year 6 attainment in <u>reading to at least match NA higher standard</u> in 2019. (CP= 7.1%, NA= 28%) and <u>scale scores to at least reach NA</u> (CP=103, NA= 105) 3 Year trend.
Objective 1.4	Year 6 <u>GPS GD to at least match NA</u> . (CP= 14%, NA= 34%) and <u>scale scores to at least reach NA</u> (CP=104, NA= 106). 3 Year trend.

Objective 1.5	Vulnerable Pupils- Ensuring that the progress of the vast majority of disadvantaged pupils continues to be similar to or improving in relation to other pupils nationally. Ensure the progress in Reading of SEND Year 3 (now yr4) and Year 5 (now yr6) pupils reaches NA & these SEND pupils make expected/accelerated progress.
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Objective	Lead	How to achieve the objective & by when	Monitoring (who by & when)	Evaluating (who by & when)	SEF Ref	£ Business Plan Ref
1.1 Year 6 positive progress scores are maintained for 2019 and above NA for reading (0- 2018). Securing the best-quality outcomes Ofsted 2015.	VL/JP	1. July - analysis of progress and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.	VL – weekly Yr6 team meetings (mins taken)	SIP- T2 & T4 Yr6 Triangulation Govs- JG wk2 termly	Outcome Section- Page - 5	HB Fri Booster Group SS Tests
	EM/ HB- VL	2. Oct - Individualised scale score tracking for all KS2 cohorts- expected progress. Year 6 cohort scale scores and expected predictions explicit for all and takes into account FFT. (displayed in offices and on all Yr6 team daily planning). Testing material purchases to enable scale score assessments termly.	SLT- PPM termly- SS and P evaluations			
	EM/ HB- VL	CPD for new Yr6 team- see T/L section 2.4- ensuring Ts CPD at expected Pioneer standard.	Termly Fed and County Moderation (Suzy B x 3)			
	EM/ HB- VL	VL- action plan for weekly meeting with Yr6 team to check on planning provision, key pupil progress & actions towards outcomes.	SLT- full triangulation x3			
	VL/JP	3. Jan- T2 PPM accurately showing that Yr6 cohort on track to reach P and SS predictions. Evaluate VL support action plan and adjust as required- action additional staff support if required to secure outcomes.				
1.2 Year 6 attainment in R,W,M and combined at expected standard and GD to continue at least match or exceed NA. Maintaining the consistently improvements in pupil attainment and securing the	VL/JP	1. July - analysis of RWM A% and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.	VL – weekly Yr6 team meetings (mins taken)	SIP- T2 & T4 Yr6 triangulation Govs- JG wk2 termly	Outcome Section- Page - 5	
	Yr6Ts /VL	2. Oct – Targeted GD combined pupil – SS tracker providing clarity of expectation and action plan for tracking termly.	SLT- PPM termly- SS and P evaluations			
	JP/VL/Yr6Ts	3. Jan- T2 PPM accurately showing that Yr6 cohort on track to reach RWM- P and SS predictions. Evaluate VL support action plan and adjust as required- action additional staff support if required to secure outcomes.	Termly Fed and County Moderation			
	Yr6Ts	4. April- Yr6 mocks – evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.				
	JP/VL/Yr6Ts					

best-quality outcomes Ofsted 2015.		5. July- Yr6 2019 GD RWM outcomes exceed NA and P and SS at least at NA –showing improvement from 2018 figures.	(NTS and SB x3)			
1.3 Year 6 attainment in reading to at least match NA higher standard in 2019. (CP= 7.1%, NA= 28%) and scale scores to at least reach NA (CP=103, NA= 105) 3 Year trend.	VL/JP VL/JP/EM VL/JP/Yr6Ts EM/ HB VL/JP/Yr6Ts	<p>1. July - analysis of reasons for poor progress and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.</p> <p>2. Oct – Jane Branson/ EM reading CPD (Sept –twilight & purchase plan in place) VL- Reciprocal reading CPD- modelling weekly for LP Homework booklets purchased- SAT busters VL and HB- support intervention plan in place – weekly boosters. Yr6 weekly review meetings – SS and P tracked.</p> <p>3. Jan- T2 PPM accurately showing that Yr6 cohort on track to reach P and SS predictions. Evaluate VL support action plan and adjust as required- action additional staff support if required to secure outcomes.</p> <p>4. April- Yr 6 mocks – evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.</p> <p>5. July- Yr6 2019 Re outcomes reach NA and P and SS at least at NA –showing significant improvement from 2018 figures.</p>	<p>VL – weekly Yr6 team meetings (mins taken)</p> <p>SLT- PPM termly- SS and P evaluations</p> <p>SLT- full triangulation x3 – Re focus</p> <p>Termly Fed and County Moderation (Suzy B x 3)</p>	<p>SIP- T2 & T4 Yr6 triangulation</p> <p>Govs- JG wk2 termly</p>	Outcome Section- Page - 5	Jane Branson Reading Training- £225
1.4 Year 6 GPS GD to at least match NA. (CP= 14%, NA= 34%) and GPS scale scores to at least reach NA (CP=104, NA= 106). 3 Year trend.	EK/VL/ Yr6Ts EK/VL JP/VL Yr6Ts /EK JP/VL	<p>1. July - analysis of reasons for poor GD GPS and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.</p> <p>2. Oct – EK to support Yr6Ts for CPD requirements EK Lit action plan- directed towards YR6 GPS Homework booklets purchased- SAT busters VL and HB- support intervention plan in place – weekly boosters. Yr6 weekly review meetings – SS and P tracked.</p> <p>3. Jan- T2 PPM accurately showing that Yr6 cohort on track to reach GPS expectations- P and SS predictions. Evaluate VL support action plan and adjust as required- action additional staff support if required to secure outcomes.</p> <p>4. April- Yr6 mocks – evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.</p> <p>5. July- Yr6 2019 GPS GD outcomes reach at least NA and P and SS at least at NA – showing improvement from 2018 figures.</p>	<p>VL – weekly Yr6 team meetings (mins taken)</p> <p>SLT- PPM termly- SS and P evaluations</p> <p>Termly Fed and County Moderation (NTS and SB x3)</p> <p>SLT- full triangulation x3 – GPS</p>	<p>SIP- T2 & T4 Yr6 triangulation</p> <p>Govs- JG wk2 termly</p>	Outcome Section- Page - 5	
1.5 Vulnerable Pupils- Ensuring that the progress of the vast majority of	SM	<p>1. July – PPG and APDOR targets in place for all cohorts and links to PPG/SEND tutor intervention, following T6 PPPMs.</p> <p>Ongoing- All staff working with APDORS/SEND and PPG children know targets, contribute to achieving them and recording evidence.</p>	<p>SLT- termly PPM PPG and SEND focus analysis of</p>	<p>Govs- SEN provision is highly effective and SEN pupils reach their targets and make the expected progress.</p>	Outcome Section- Page - 5	

disadvantaged pupils continues to be similar to or improving in relation to other pupils nationally. Ensure the progress in Reading of SEND Year 3 (now yr4) and Year 5 (now yr6) pupils reaches NA & these SEND pupils make expected/accelerated progress.		<p>2. Sept- Explicit scale score targets set up for Yr6 cohort. Personalised termly milestones of expected progress to reach targets. PPG/SEND outcomes at each pupil progress meeting.</p> <p>Mid- Sept - PPG and SEND progress targets explicated listed in all staff accountable for these pupils.</p> <p>3. Termly PPMs focus on VG provision and progress developments. Support and interventions reflect needs effectively- and progress reviews reflect this.</p> <p>PPG and SEND pupils achieve milestone targets set.</p> <p>4. Jan- T2 datawall and SS tracker to show VGs on track to make expected progress and attainment</p> <p>5. April- PPG Reports written documenting support for and progress of PPG pupils</p> <p>6. May- Penny Nice/Govs 6th May- VG monitoring visit.</p> <p>7. July- Achieve APDOR targets. SS targets reached and SEND and PPG reach at least NA in progress and attainment.</p>	provision and progress	Governors have a clear picture of the effective support provide for SEN pupils.		
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Key Priority 2- Quality of Teaching, Learning & Assessment

Teaching, Learning & Assessment Objectives for 2018-19	
Key T&L Issues	<p>Ensure the quality of teaching is consistently high enough to secure the best-quality outcomes. Ofsted 2015</p> <p>Ensure all groups are fully challenged and the 'proportion of pupils make and exceeding expected progress is high'. CP 2018 Outcomes Ways Forward</p> <p>Ensure the standard of education in subjects other than English and mathematics is strong. Ofsted 2015</p>
Objective 2.1	Pioneer Pedagogy: To define the vision and core teaching and learning values and expectations for the new 3 school Federation.
Objective 2.2	Federation Curriculum: To develop an innovative and exciting Federation curriculum.
Objective 2.3	Assessment Systems: To develop a Federation assessment framework- utilising TT as the assessment vehicle, developing individualised scale scores to evaluate cohort progress rigorously and develop FFT predictions- both expected and aspiring tracked.
Objective 2.4	Raise the proportion of outstanding teaching: Ensure all groups are fully challenged Ofsted 2015 and the 'proportion of pupils make and exceeding expected progress is high'. 100% Good triangulation and at least 50% of teaching will be consistently outstanding by June 2019.

Objective 2.5	Raise standards of presentation in the school displays and ensure consistently across all subjects. Ensure teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum. Ofsted 2015 feedback
Objective 2.6	Federation Metacognition Initiative: Relaunch Learning Powers - further developing pupil resilience, independence and ability to reflection on learning to ensure that all pupils continue to be confident, self-assured learners.
Objective 2.7	Homework: To facilitate learning further by ensuring the guidance about how to support children is of the highest standard and staff liaison with parents is highly effective in ensuring the best outcomes for pupils. Introduce New Zealand style homework curriculum newsletters.

Teacher Effectiveness (7 Teachers=14% each)

	Term 1		Term 2		Term3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Outstanding	0%	0%	14%	14%	28%	7%	28%	14%	42%		56%	
Good	86%	86%	100%	100%	100%	100%	100%	100%	100%		100%	
Good+	86%	86%	100%	100%	100%	100%	100%	100%	100%		100%	
Requires Improvement	14%	14%	0%	0%	0%	0%	0%	0%	0%		0%	
Inadequate	0%	0%	0%	0%	0%	0%	0%	0%	0%		0%	

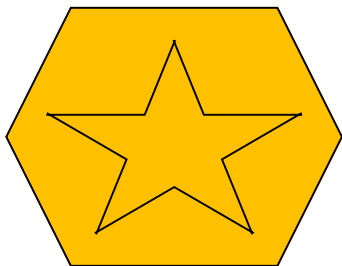
Objective	Lead	How to achieve the objective & by when	Monitoring (who by & when)	Evaluating (who by & when)	SEF Ref	£ Business Plan Ref
2.1 Pioneer Pedagogy: To define the vision and core teaching and learning values and expectations	JP & SLT	1. July – Marking and Learning Environment Policies established for all 3 schools. 2. Oct – Individual school vision revisited for all 3 schools- ensure uniqueness explicit and core T/L principles have clarity for all. Develop a Federation Vision from amalgamating of all 3 school visions and Federation aspirations- whole community input. Develop Fed vision song- BH/HB/EW/AB/FT/VL/LP- composers 3. Nov- Launch Federation vision and song with school communities.	SLT- stakeholder feedback and consultation	SIP, JC, ST- impact and clarity of Pioneer pedagogy Govs- MW visit reports	T/L Section- Page -3&4	'Pioneer Every Lesson Counts' (ELC)- cost of developing booklets

for the new 3 school Federation.		<p>4. Nov- Develop 'Pioneer Every Lesson Counts' (ELC) document with SLT providing clarity for all stakeholders of the expectations and prerequisites for Pioneer schools. CPD action plan for staff requirements to meet the expectations set</p> <p>5. Dec- Invite John Camp, Sophie T and Phil Bunn to evaluate Fed pedagogy established. Act on feedback.</p> <p>6. Jan- Launch ELC document – CPD INSET 4th Jan - ELC parent workshops and publish on websites</p> <p>7. April- Review feedback for ELC and Fed vision</p> <p>8. July- Stakeholder questionnaire- pedagogy focus Evaluate outcomes and adjust ELC from stakeholder feedback</p>				
<p>2.2 Federation Curriculum: To develop an innovative and exciting Federation curriculum.</p>	VL SD EK	<p>1. July – Establish Pioneer Federation Curriculum documents on a 2 year cycle with SMV</p> <p>2. Oct – Federation curriculum documents shared and published to all stakeholders, including parents at Parent Forum and pupil governors. - Plan in dates for termly planning meetings across all 3 schools for following terms' topic - key texts for new topic ordered in good time - PALS assembly to share learning – subject foci - Sports Games Mark begun – SD - termly review of curriculum with children</p> <p>3. Feb - PALS assembly to share learning – subject foci - Humanities lead to explore links to other countries – e.g. Starfish Malawi linking with SMV - termly review of curriculum with children</p> <p>4. April- PALS assembly to share learning – subject foci - termly review of curriculum with children</p> <p>5. May - PALS assembly to share learning – subject foci termly review of curriculum with children - End of T5 – Maths NZ docs created and edited with staff</p> <p>6. July- Review curriculum docs with children and teaching staff. Editions made for 2019/20 Final NZ documents shared with all stakeholders.</p>	<p>Subject leaders – monitoring coverage</p> <p>SLT – monitoring through staff meetings and events</p>	<p>SIP- Impact</p> <p>Govs- Impact for stakeholders- AB Gov reports</p> <p>Pupil Governors – feedback termly</p>	T/L Section- Page -3&4	Cover for planning sessions needed
<p>2.3 Assessment Systems: To develop a Federation assessment framework- utilising</p>		<p>1. July – research and purchase best assessment computerised system for Federation.</p> <p>2. Sept- 4th Sept- CPD linked to TT. (AB) Set up TT for all users across Federation. Link Datawall and trackers- TT format.</p> <p>Individualised 'scale scores' set up for all pupils – tracking and predictions based around SS.</p> <p>3. Oct – SLT CPD- new datawall and SS.</p>	<p>SLT- TT utilised for PPMs termly.</p>	<p>SIP- data challenge x 3</p>	T/L Section- Page -3&4	TT buy in for Federation

<p>TT as the assessment vehicle, developing individualised scale scores to evaluate cohort progress rigorously and develop FFT predictions- both expected and aspiring tracked.</p>	JP	<p>Targets to be set for expected progress (progress of 0) and value added (progress= +). FFT 20% taken into account in target setting. Enabling clarify for all about the baseline progress expected for cohorts, groups and individuals. Clear milestones for targets established for all year groups – TT</p> <p>4. Jan- INSET 4th Jan– TT CPD- all stakeholders invited. Staff to be able to manipulate TT indept. Incorporate TT for assessment systems for all subject- SL build this into their subject leadership actions- developing subject specific datawalls for all group data. Decision around EYFS buy into TT.</p> <p>5. April- evaluate P and SS for T4. Utilising TT for all datawall. SL use their SL TT datawalls for developing their SL reports.</p> <p>6. July- Evaluate TT as the future assessment vehicle for Pioneer. Check what TKAT using in Sept- potential cost savings.</p> <p>Staff questionnaire- do staff feel the TT has reduced workload linked to assessment? Is is rigorous enough? Does enable staff to have grip on assessments/targets in their cohorts? Has TT been successfully utilised for all subject areas?</p>	<p>3 x datawalls</p> <p>SL- datawalls and tracking</p>	Govs- JG wk2 termly		
<p>2.4 Raise the proportion of outstanding teaching:</p> <p>Ensure all groups are fully challenged Ofsted 2015 and the 'proportion of pupils make and exceeding expected progress is high'.</p> <p>100% Good triangulation and at least 50% of teaching will be consistently outstanding by June 2019.</p>	<p>JP</p> <p>FT/VL /JP</p> <p>FT/VL /JP</p> <p>SLT</p> <p>FT/VL</p> <p>FT/VL</p> <p>JP/FT /VL</p>	<p>1. July - Format and procedures for teacher monitoring agreed for 2018/19 and established within annual assessment/monitoring cycle. SLT to consider what monitoring feedback impacts best on standards and also take workload for all stakeholders into account.</p> <p>2. August- 2018/19 Teacher Monitoring Procedure- developed in T/L policy: A focus on live coaching to be developed within Pioneer monitoring.</p> <ul style="list-style-type: none"> • 'Consistent Good+ performance' = focus on books, pupil voice and progress tracking. If there are concerns about teacher performance at any time, then fully triangulation implemented. • 'RI performance' = full triangulation and potential support plan if rapid progress not actioned. • 'Inadequate' = immediate support plan. <p>3. Sept- 'Teacher Effectiveness Grids' established for centralising triangulation information for each teacher – used for PM reviews.</p> <p>CPD and SMs – focus on strategies to ensure all group are fully challenged.</p> <p>Planning audits- to focus on challenge and GD cross cohorts.</p> <p>Individualised teacher CPD plans in place for RI staff or staff of concern about performance. Explicit action plans for support- led by HOS. Ensuring that Pioneer expectations are explicit and accountability clear.</p> <p>4. Oct – bespoke CPD built into all staff PM plans – linked to gaps in teacher effectiveness and outcomes needs for the school/cohort</p> <p>Peer to peer obs mentoring across Fed, involvement of ASTs, SLE- develop staff skills</p>	<p>SLT- x 3 yearly triangulation T/L</p> <p>Book audits – termly</p> <p>LE audits- termly</p> <p>HOS/AHTs- planning audits termly</p>	<p>SIP- validation of t/l judgements throughout the year at all 3 schools</p> <p>Govs- MW monitoring visit reports</p>	T/L Section- Page -3&4	PB- buy in for T/L validation x 3


	JP JP JP	<p>LA specialists utilised for CPD staff- Suzy Buist – if required</p> <p>5. Jan- 100% good+ teaching in place across Federation, 25% Outstanding in all schools/N. Every lesson Count document lined to teacher effectiveness traits and part of CPD development.</p> <p>6. April- 50% outstanding t/l achieved. Staff not judged as outstanding – clear CPD and targets in place. 6 Pioneer teachers will be County Moderators. 1x SLE. 1 x AST.</p> <p>7. July- All key stage outcomes achieved across Federation. Teaching School status considered for Pioneer Federation.</p>				
<p>2.5</p> <p>Raise standards of presentation in the school displays and ensure consistently across all subjects. Ensure teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum. Ofsted 2015 feedback</p>	VL JP Subject Leaders	<p>1. July – shared vision for 2018/19 with staff so all aware</p> <p>2. Oct – Teacher triangulation to have this as an element of book review of all areas, including topic, science and RE books.</p> <p>3. Nov - Subject leader monitoring to focus on presentation and quality of writing across the curriculum, including quality of tasks given for topic work. Teachers who's books are not displaying expected standard to be supported by subject leader and SLT. Good examples shared with discussions of strategies</p> <p>English leader to create 'expected' handwriting statements/examples for each year group – 'What a Good One Looks Like' display</p> <p>4. Jan- Review of topic-specific work to explore the writing evidence across the foundation subjects – including handwriting and content.</p> <p>5. April- Subject leader monitoring to focus on presentation and quality of writing across the curriculum, including quality of tasks given for topic work. Teachers who's books are not displaying expected standard to be supported by subject leader and SLT. Review weekly where needed. Good examples shared with discussions of strategies</p> <p>6. July- Subject leader monitoring to focus on presentation and quality of writing across the curriculum, including quality of tasks given for topic work.</p>	SLT and subject leaders to monitor during triangulations	<p>SIP- during triangulation visit to focus on presentation and quality of writing across the curriculum</p> <p>Govs- Gov visit from Curriculum focus governor to focus on book audit</p>	T/L Section- Page -3&4	
<p>2.6</p> <p>Federation Metacognition Initiative: Relaunch Learning Powers - further developing pupil resilience, independence and ability to reflection on</p>	VL JP CW LP	<p>1. July – review of success so far..</p> <p>2. September – new characters and icons created – ready for relaunch day on 21st September. Agree the 'Learning Powers' required – to encompass all initiatives, including independent me, British Values etc to reduce the number of weekly certificates?</p> <p>3. October – new certificates designed and ready to hand out from T2. Statements made to ensure they link specifically to the Learning Powers and either behaviour for learning or achievements in learning. Posters of characters to be created and displayed around school and classrooms</p> <p>4. March- review with stakeholders in questionnaires inc children to ensure these are high profile.</p>	SLT- monitoring and reviewing through questionnaires	<p>SIP- monitoring and reviewing through questionnaires</p> <p>Govs- curriculum governor focus- AB</p>	T/L Section- Page -3&4	


learning to ensure that all pupils continue to be confident, self-assured learners.		5. July- Review with all stakeholders				
2.7 Homework: To facilitate learning further by ensuring the guidance about how to support children is of the highest standard and staff liaison with parents is highly effective in ensuring the best outcomes for pupils. Introduce New Zealand style homework curriculum newsletters.	LP VL	<p>1. July – Review current homework systems with parents at Parent Forum.</p> <p>2. Sept – Launch of new MyMaths and Timetable Rockstars - workshop to be held for parents to ensure understanding with handout to go to parents not attending Launch of reading challenge at both schools with ticket reward system Homework club launched at both schools – afterschool 1 day per week and lunch time 1 day per week funded by PPG? TA to run. Spelling homework management reviewed and consistency ensured in all classes. Policy reviewed and made clear with all through TA, Teacher meetings and parent forum. New Home/School agreement created around homework and reading so that all are signed up to the policy. Parent meetings arranged as required.</p> <p>3. Jan- Review of new systems at Parent Forum and Pupil Gov Meetings, and with staff to monitor workload and management. Good practice shared and tweaks made as needed.</p> <p>4. March – reviewed with stakeholders through questionnaire – parents, pupils and staff to monitor effectiveness and manageability</p> <p>5. July- Full review with parents at forum, pupil governors and staff.</p>	SLT- termly through parent forum	SIP- measuring impact Govs- curriculum governor visit- AB	T/L Section- Page -3&4	Books purchased for Reading reward Staffing after school club at both schools.



Key Priority 3- Effectiveness of Leadership & Management




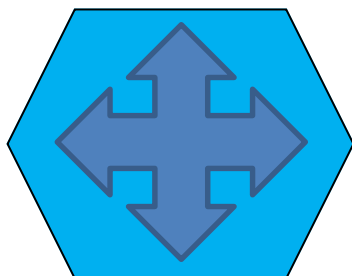
Effectiveness of Leadership & Management Objectives for 2018-19	
Key L&M Issues	<p><i>Middle Leadership-</i> Ensure the standard of education in subjects other than English and mathematics is strong. Ofsted 2015</p> <p><i>Middle leaders</i> do not have enough impact on improving the quality of teaching, learning and assessment to ensure outstanding outcomes for pupils. Ofsted 2015</p> <p><i>Leadership</i> arrangements for the new federation have not been in place long enough to have made a big enough difference. Ofsted 2015</p>
Objective 3.1	Pioneer Federation: To develop a strong Federation where all schools flourish and retain their individuality and uniqueness.
Objective 3.2	New Governing Body: highly strategic Federation Body who support, challenge and effectively hold leadership to account for the highest possible standards and outcomes.
Objective 3.3  Primary County Agenda 15 06 18 FIN/	Sustained Senior Leadership Strength: 'Grower of Leaders': To embed and further develop highly cohesive layers of leadership, where leaders at all levels are exemplary and strategic- having a significant impact on the quality of teaching, learning and assessment.
Objective 3.4	Develop Middle/Subject Leadership: to have a significant impact on the quality of teaching, learning and assessment. Ofsted 2015 . Ensuring that the standard of education and challenge in subjects other than English and mathematics are equivalently strong. Ofsted 2015

Objective 3.5	GDPR: embed all aspects from DPO action plan, ensuring Federation is fully compliant.
Objective 3.6  Q1.docx	Reduce Teacher Workload Initiative: reduce/cut out low level operational tasks to ensure that teacher time is spent impacting on standards and pupil outcomes.

Objective	Lead	How to achieve the objective & by when	Monitoring (who by & when)	Evaluating (who by & when)	SEF Ref	£ Business Plan Ref
3.1 Pioneer Federation: To develop a strong Federation where all schools flourish and retain their individuality and uniqueness. Ensure the Pioneer Federation continues to expand –enabling sustainability and retention of staff.	MW FT/VL /JP JP/ MW JP/ MW JP/ MW	1. July – Governance charter for Federation to specify that the prerequisite are for school uniqueness to remain and successful outcomes. 2. Oct – Whole Federation vision created- onto website. Individual school vision revisited for all 3 schools- with staff, Governors, Ethos Committees and parents- ensure uniqueness explicit and core T/L principles have clarity for all. Consider the most effective ways for these to be visually presented for clarity and aesthetics. Nov- Develop 3 Year Plan for the future Federation. 3. Jan-June HT- Begin exploring links with further partnership schools and staff CPD links with other local schools 5. July- Potential 4 th school partnership secured and preparations made for Sept.	SLT- stakeholder feedback on vision and values	SIP- evaluating clarity Govs- Mins & Gov reports (MW)	L&M Section : 3.2 Page : 2&3	Vision boards for schools- Impact of 4th school factored within BP 2019/20
3.2 New Governing Body: Highly strategic Federation Body who support, challenge and effectively hold leadership to account for the	MW /JP	1. July – New Federation Governors established and communication to parents. Role allocated linked to skill set. Fishbone SDP planning session. 2. 24TH Sept- FGB meeting. Dates for 8 FGB set. SDP evaluation dates set for each Governor. SEF reviews and categorisation meetings shared. New style Fed HT report reviewed with FGB- does it provide the info needed and is it workable for JP and SLT. Clerk- to highlight challenges with FGB mins. 3. Oct – Monitoring/evaluation grid created- providing clarity for all about when visits will happen, what the propose will be and how it fits into the valuation cycle for SDP. SLT- links for Gov visit established. MW- mentoring role with new Governors and more experienced partnership links.	SLT- Gov monitoring Grid- dates and accountability part of L action plans	SIP- Meeting reps from FGB x3 Govs- evaluation grid and Gov mins/report	L/M section pages 2/3	

highest possible standards and outcomes.		<p>4. Jan- 4th –TT INSET</p> <p>5. April- Succession planning for Governor roles – action plan in place for Sept.</p> <p>6. July- Review the strategic effectiveness of FGB on challenge to secure Federation outcomes and standards. Any new Gov role allocated for 2019/20- CPD in place if required.</p>				
<p>3.3</p> <p>Sustained Senior Leadership Strength: ‘Grower of Leaders’:</p> <p>To embed and further develop highly cohesive layers of leadership, where leaders at all levels are exemplary and strategic- having a significant impact on the quality of teaching, learning and assessment.</p> <p>Succession plan & sustainability of Pioneer SLT established for 2019/20.</p>	<p>JP</p> <p>VL/FT /JP</p> <p>JP /MW</p> <p>JP</p> <p>JP</p>	<p>1. July - SLT structure for 2018/19 established and stakeholder communication. SLT JDs for roles enable clarity for all about expectations and support.</p> <p>2. Sept-Nov</p> <ul style="list-style-type: none"> Leadership questionnaire and CPD evaluation needs assessed Developing ‘positive Leadership traits’ across all layers of leadership. Action plan. Leadership action plan developed- linked to JDs and SDP accountabilities. SLT timetables to show how all roles will be catered for. Coaching Culture: ‘Empower people to lead’: develop coaching GROW & Pathfinder models and embed ‘live’ coaching approaching to staff CPD. SLT meeting weekly. HOS weekly meetings w/JP. (Agenda and mins) FT/VL and JP meetings termly. (Agenda and mins) SLT- career journey within Pioneer established in PM targets. Bespoke CPD in place. All SLT to visit Compass Schools at some point in the year. Briefing meeting led by HOSs- set up for all 3 schools weekly- whereby all staff are in the picture and input in school developments and means that SM are explicit CPD and not operational items. PB, JC & ST involved in mentoring JP (TS status, 4th school logistics, JP next steps) <p>3. Jan- talent spotting process within Pioneer for future leaders- next HOS/AHTs/ExHt- Casting net wider if required for school needs 19/20.</p> <p>4. April- SLT for 2019/20 established- potential 4th school development.</p> <p>5. July- Leadership letter for 2019/20 released to stakeholders. Leadership questionnaire – do leaders feel they have developed this year? Are they clear about where their next steps are? Do they feel they have the skills to achieve these?</p>	<p>SLT- L action plans developed and JP weekly monitoring of actions</p>	<p>SIP-L/M judgement each visit x 3</p> <p>Govs- MW x 3 reports</p>	<p>L/M section pages 2/3</p>	<p>SLT- Compass School visits- train journey to London</p>
<p>3.4</p> <p>Develop Middle/Subject Leadership: to have a significant impact on the quality of teaching, learning and assessment.</p>	<p>VL</p> <p>JP</p> <p>All teachers</p>	<p>1. July – Need for challenge and presentation across curriculum is identified.</p> <p>2. Oct – Re-establish core standards and expectations- SL Policy</p> <ul style="list-style-type: none"> Establish weekly time out of class Action plan (VL) of what needs to be achieved and when- Policy developed, SL folder, SL Action plan etc Use of target tracker to create datawalls 3xper year Training for new to subject leadership EH/CP-Consider delivering teaching of their area of expertise? Logistics of this? Examples of good practice in books shared at staff meetings. 	<p>SLT- Performance Management</p> <p>Subject Leaders –</p>	<p>SIP- book looks during visits</p> <p>Govs- Curriculum and leadership</p>	<p>L/M section</p>	

<p>Ofsted 2015.</p> <p>Ensuring that the standard of education and challenge in subjects other than English and mathematics are equivalently strong.</p> <p>Ofsted 2015</p>		<p>Performance management includes criteria around subject leadership</p> <p>3. Jan- Mid way review of action plans at staff meetings. Teachers update TT with assessments and Subject leaders begin to analyse, Subject leadership monitoring to focus on quality of tasks and presentation (particularly of written work) across the curriculum. Focus on boys and high attainers.</p> <p>4. April- Subject leadership monitoring to focus on quality of tasks and presentation (particularly of written work) across the curriculum. Focus on boys and high attainers.</p> <p>5. July- Ofsted 2015 area of development achieved- 'Ensure the standard of education in subjects other than English and mathematics is strong'. Reviewed as part of performance management</p>	during their monitoring	governors focus.	pages 2/3	
<p>3.5</p> <p>GDPR: embed all aspects from DPO action plan from DPO, ensuring Federation is fully compliant.</p>	GDPR Pioneer working Party	<p>1. July – Compliance Check Action Plan – listing items to complete and when? who?</p> <p> Pioneer Federation - GDPR Compliance Re</p> <p>2. Sept- 5th – INSET- input from DPO on breach procedure for Pioneer schools agreed GDPR meetings for the year- 'GDPR working Party' 'MyConcern' and Governor PN- RA completed.</p> <p>Purchase plan for lockable cupboards etc</p> <p>2. Oct – SMV develop all areas form EH/CP action 2018 (WP supporting termly)</p> <p>3. Jan- Alan and DPO – check on compliance check for SMV and action plan ways forward completed</p> <p>4. April- DPO judge all Pioneer school as fully GDPR complaint.</p>	SLT- termly checking completion of areas for DPO action plan	<p>SIP- spot check x 3</p> <p>Govs- AB 3 x reports</p>	L/M section pages 2/3	Purchase plan for lockable cupboards etc
<p>3.6</p> <p>Reduce Teacher Workload Initiative: reduce/cut out low level operational tasks to ensure that teacher time is spent impacting on standards and pupil outcomes.</p>	VL, JP, CW, LP, SD	<p>1. Sept – Staff questionnaire about workload.</p> <p>2. Oct – List all low level operational task that teacher do at present. Discuss with staff what could be cut out or reduced and how. Review marking (SLT- marking EIP reduction course Sept), operational and admin task reduction, assessment systems etc</p> <p>Review of homework policy to include strategies for cutting down on workload and marking of homework.</p> <p>Further requests for volunteer helpers to be issued.</p> <p>PPA to be taken at home as an option for ALL teachers.</p> <p>Termly planning shared between all 3 schools</p> <p>Overhaul of assessment system (see 2.3)</p> <p>3. Jan- TAs trained in marking during lessons and supported in carrying out operational and admin tasks. Review of TA timetables to ensure maximum productivity. Termly planning shared between all 3 schools</p> <p>5. July- Staff questionnaire about work load since 3.6 changes made. SLT Review impact.</p>	SLT- staff questionnaires x 3 yearly	<p>SIP- staff qu report</p> <p>Govs- MW x 3 reports</p>	L/M section pages 2/3	



Key Priority 4- Personal Development, Behaviour & Welfare

<u>Personal Development, Behaviour & Welfare for 2018-19</u>	
Key T&L Issues	<p>Ofsted 2015- Although staff at all levels recognise how much the school has improved, some support staff do not feel well supported.</p> <p>Ofsted Attendance 'Good'- Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. Attendance need to be at NA 2019 and persistence absence to also be at least NA 2019.</p>
Objective 4.1	Attendance: To improve by 2% at Chiddingly so at <u>96.8%</u> and PA at-- by July 2018. No differences between groups.
Objective 4.2	Mental Health Quality Mark- Wellbeing Award: To develop pupil's ability to make informed decisions about emotional and mental well-being.
Objective 4.3	Federation Thrive and Mindfulness Initiative: Develop pupil emotional wellbeing and engagement with learning through whole school Thrive and mindfulness approaches to learning.
Objective 4.4	Chiddingly community cohesion and staff moral: Develop a untied PTFA functioning effectively and independently. Ensure all Chiddingly stakeholders are proud to be part of the school community and that staff moral is high and all support staff feel fully supported. Ofsted 2015

Termly Milestones for Attendance and Persistent Absence for all pupils

3 Children (boys) have left who had poor attendance. SEND and FSM data adversely affected by one child on a phased entry to school.

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	96.5%	95	95.88% (96.3% without ET)	95.5	96.17%	96	95.47% (this includes leavers) 96.1% without leavers and part time	96.5		97	
Gender												
Male	94	95.6%	95	94.99% (95.64% without ET)	95.5	95.47%	96	95.47% (51 boys)	96.5		97	
Female	94	97.2%	95	96.99%	95.5	97.06%	96	96.22% (44 girls)	96.5		97	
Free School Meals												
FSM	93	89%	94	90.55% (93.36% without ET)	95	90.85%	95	92.56% (12 pupils)	96		96	
Non-FSM	95	97.6%	96	96.81%	96	97.11%	97	96.28% (83 pupils)	97		98	
English as a First Language												
Non-EAL	n/a	n/a	94	n/a	94.5	n/a	95	n/a	95.5		96	

EAL	n/a	n/a	96	n/a	97	n/a	97	n/a	97		97	
Special Education Needs												
No SEN	94	96.8%	95	96.47%	95.5	96.64 %	96	95.97 %	96.5		97	
SEN Support	94	94.8%	95	95.66%	95.5	95.36 %	96	96.09 %	96.5		97	
EHC	80 (inc ET)	78.4%	80 (inc ET)	80.73% (95.45% without ET)	85 (inc ET)	96.17 % 87.58 %	90 (inc ET)	90.64 % (3 pupils inc ET)	95 (inc ET)		96 (inc ET)	

	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	9%	9.0	9.09% (9 pupils total PA)	10.0	6.06% (6 pupils total)	9.0	5.26% (5 pupils total)	8.5		8.0	
Gender												
Male	8.0	14%	9.0	7.07% (7 pupils)	10.0	4.04%	9.0	4.21%	8.5		8.0	
Female	8.0	4%	9.0	2.02% (2 pupils)	10.0	2.02%	9.0	1.05%	8.5		8.0	
Free School Meals												
FSM	10	33%	9.0	4.04% (4 pupils FSM and PA)	10.0	4.04%	9.0	2.01% (2 pupils)	8.5		8.0	
Non FSM	8.0	6%	9.0	5.05% (5 pupils Non-FSM and PA)	10.0	2.02%	9.0	3.16% (3 pupils)	8.5		8.0	

English as a First Language												
Non-EAL	n/a	n/a	9.0	n/a	10.0	n/a	9.0	n/a	8.5		8.0	
EAL	n/a	n/a	9.0	n/a	10.0	n/a	9.0	n/a	8.5		8.0	
Special Education Needs												
No SEN	8.0	9.6%	9.0	7.07% (7 pupils non-SEN and PA)	10.0	3.03%	9.0	3.16% (3 pupils)	8.5		8.0	
SEN Support	8.0	6%	9.0	1.01% (1 pupil SEN support and PA)	10.0	2.02%	9.0	1.05% (1 pupil)	8.5		8.0	
EHC	33% (inc ET)	33% (1 child)	33% (inc ET)	33% (1 pupil EHC and PA)	33% (inc ET)	33%	33% (inc ET)	33%	33% (inc ET)		33% (inc ET)	

Objective	Lead	How to achieve the objective & by when	Monitoring (who by & when)	Evaluating (who by & when)	SEF Ref	£ Business Plan Ref
4.1 Attendance: To improve by 2% at Chiddingly so at 96.8% and PA at-- by July 2018. No differences between groups.	VL LP CW	1. September – Assistant headteachers to review policy, reward systems and targets. Investigate training available . Meet with Pupil Governors and pool ideas. 2. Oct – Lead parent forum, share policy, sharing importance of attendance, impact on child and impact on school. Meet with parents whose children are below 90%, link to last year's attendance identifying patterns with parents. Put rewards in place as agreed. AHTs to meet weekly with VL to review and monitor, actions put in place as needed. 3. Jan- AHTs Meet with parents whose children are below 92%, link to last year's attendance identifying patterns with parents. Request ESBAS support as required. AHTs to meet weekly with VL to review and monitor, actions put in place as needed. 4. March- AHTs Meet with parents whose children are below 94%, link to last year's attendance identifying patterns with parents. Request ESBAS support as required. AHTs to meet weekly with VL to review and monitor, actions put in place as needed. 5. July- Attendance need to be at least NA 2019 and persistence absence to also be at least NA 2019. Ofsted 'Good' criteria achieved for attendance- 'Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance'.	SLT- VL weekly	SIP- During monitoring visits Govs- Phil Hodgins during visits and review at each FGB.	PDBW section- page 4 & 5	
4.2 Mental Health Quality Mark-	VL	1. July – Action plan for Wellbeing Award received from coach. 2. Oct – Action plan confirmed with all stakeholders, working party created and staff informed.		Govs- PH x 3 reports	PDBW section- page 4 & 5	

<p>Wellbeing Award: To develop pupil's ability to make informed decisions about emotional and mental well-being.</p>		<p>TA peer support systems revived across federation. TAs to meet up 3 times per year. 'Live Coaching' training from SLT to allow teachers to coach each other during subject monitoring to allow for expansion of skills.</p> <p>3. Jan- Action Plan and audit shared at Parent Forums and Pupil Gobs meetings and feedback requested on current successes and ways forward. PSHE leader to complete monitoring of the teaching of mental health and wellbeing through subject time.</p> <p>4. April- Action plan reviewed and assessment arranged. Plan for Awe and Wonder day to link with Mental Health education – further experts into school</p> <p>5. July- Award achieved and shared. Plan for maintaining actions created.</p>	SLT- VL termly evaluations			
<p>4.3 Federation Thrive and Mindfulness Initiative: Develop pupil emotional wellbeing and engagement with learning through whole school Thrive and mindfulness approaches to learning.</p>	<p>SL</p> <p>SL</p> <p>SL</p> <p>SL</p> <p>SL</p>	<p>1. July – Thrive lead appointed 0.23 hours across the federation for Sept 18. Fishbone ideas reviewed and used to plan SDR</p> <p>2. Oct/Dec</p> <ul style="list-style-type: none"> to increase teaching staff involvement and understanding of The Thrive approach and how they can support pupils in class <ul style="list-style-type: none"> whole school profiling established for C & EH (staff meeting Oct and Feb) children identified for individual intervention with practitioner and profiles completed with class teachers groups identified focus for class teachers THRIVE lead to meet with class teachers to go through their children's online overview training for new staff and meet with Thrive led for an overview SMV Thrive day – to increase staff understanding of Thrive approach to children working at BEING and DOING levels, staff meeting to experience Thrive activities followed by all staff leading a session for groups of pupils Some activities to allow mindfulness awareness Review visual reminders in the classrooms following whole school display work review procedures across the federation to ensure consistency and share strategies to maximise the impact of the Thrive approach <ul style="list-style-type: none"> Review procedures and agree consistent format for identification, session length and duration agreed – recorded and shared with all staff as Pioneer Procedures Tracking system set up to monitor academic progress alongside Thrive data that can be used to report to staff and governors. Also attendance. Make links with other schools re their tracking methods. Provide a support network for the individual practitioners in each school so that work with children is maximised, ideas are shared and appropriate supervision is provided <ul style="list-style-type: none"> dates set for 3 x termly meets between the three practitioners and Thrive led and 6 x lead and JP. extend contacts outside of Pioneer <ul style="list-style-type: none"> consider practicalities of attending local hub for all 4 practitioners, also inviting other local practitioners to attend Pioneer Thrive meets once a seasonal term alternating with Pioneer practitioner meets Liaise with VL to determine links with mental health award to see how can link together (Thrive stress and anxiety training in Jan??) <p>3. Jan-</p> <ul style="list-style-type: none"> to increase teaching staff/parent involvement and understanding of The Thrive approach and how they can support pupils in class/home <ul style="list-style-type: none"> class group plans completed and shared with class teachers in EH and CHID in addition to individual profiles and plans Review involvement of parents of individuals receiving Thrive - practicalities of meeting with parents of Thrive children –who and when? - consider use of the Thrive app, develop use of Home plans make links with other parent groups eg Triple P, involve other local schools – St Michaels? Display areas – who accesses – who are they for? Ch? Staff? Parents? Visitors? What info should be on there? 	SLT- Termly meets between lead and JP	Gobs- either feedback re HT report to governors/or meet termly – JS	PDBW section- page 4 & 5	<p>CPD for all practitioners 4 x £150 +VAT</p> <p>Thrive day/afternoon resources for EH/Chid</p>

		<p>- Eye Thrive set up in EH and Chid. to increase involvement of all staff in Thrive approaches</p> <ul style="list-style-type: none"> • Develop procedures and strategies across the to maximise the impact of the Thrive approach <ul style="list-style-type: none"> - consideration of data available for sharing with The Thrive Approach to demonstrate impact – gain permissions, - review impact on learning for the current cohort of individual interventions using the developed tracking system, can we identify which children benefit most and use to identify children for the next cohort - Eye Thrive see above - include Thrive approach elements to federation policies as they are reviewed/developed • Provide a support network for the individual practitioners in each school so that work with children is maximised, ideas are shared and appropriate supervision is provided <ul style="list-style-type: none"> - Review the spaces set aside for Thrive are they fit for purpose including the times they are available. How much of the allocated time is actually used for Thrive? - CPD for all practitioners and Lead established – either conference or other to support expanding Pioneer provision – what is available and what might this look like? Consider SLT day training? - Other identified actions linked to mental health award?? <p>4. April-</p> <ul style="list-style-type: none"> • to increase teaching staff/parent involvement and understanding of The Thrive approach and how they can support pupils in class/home <ul style="list-style-type: none"> - new intervention groups established and in place from T3 whole school profiling - Thrive led to meet with all new Thrive parent and consider the use of home plans - Timetable Thrive afternoons at CHID/EH for the summer term (wellbeing week? June 3rd) and staff meeting to led staff in • Develop procedures and strategies across the to maximise the impact of the Thrive approach <ul style="list-style-type: none"> - Consider who may need additional transition support ahead of time - Review impact of T1-3 interventions <p>-</p> <p>5. July- Review capacity to increase no's having individual intervention – space/practitioners; Review capacity to share knowledge with others and provide a support network?</p>				
<p>4.4 Chiddingly community cohesion and staff moral: Develop a united PTFA functioning effectively and independently. Ensure all Chiddingly stakeholders are proud to be part of the school community and that stff moral is high and all support</p>	<p>CW</p> <p>CW</p> <p>CW</p> <p>CW</p>	<p>1. July – staff questionnaire- support staff- evaluate moral and feeling of support</p> <p>2. September Parent Meeting Re Funding – 3pm to ask for parent support. PFCS AGM, letters out to all parents asking for support with the PFCS and encouraging membership. Set dates for the year - so that all parents know what is coming up and can be involved. Set up system of Class Reps – Letters out to parents inviting them to apply for class rep for their child's class. Parent reps to attend Parent Forums, promote events and positivity about the school. Parent Voice alongside Parent Governor Positivity Board in Entrance – All stakeholders to be able to add positive comments to the board and share the efforts of the school community for all to see. Press involved in events Flyer to promote Chiddingly School Deliver to Nurseries and preschools ready for open days for new intake.</p>	<p>SLT- stakeholder questionnaires x 3 annually</p>	<p>Govs- PH x 3 reports</p>	<p>PDBW section- page 4 & 5</p>	

staff feel fully supported. Ofsted 2015		<p>3. October Performance Management for Support Staff – Address any issues of morale and follow up in future meetings. Set up PIC – Parent Information Contact. Refresher training for AL? Invites posted to local community to share in the Events such as Christmas fair, shows, summer shows</p> <p>4. January Staff Questionnaire – evaluate morale and feelings of support. Make links with local community - events, Parish Council</p> <p>5. April Parent voice regarding events, evaluate effectiveness of PFCS and increase support if necessary. Encourage Staff to attend PFCS meetings on a rota basis, one per year.</p> <p>6. July Evaluation: Staff morale and wellbeing, input of PFCS, Ways forward for 2019/2020.</p>				
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Capital Developments for School Improvements 2018/19	August 2018- open up KS1 to outside area in FS- aiding transition for Year 1	The use of capital funding significantly improves the schools and help to provide an improvement environment for pupils and staff to thrive.	Governors evaluate value for money	
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