Updated: 18.2.20

Pioneer Federation Development Plan 2019 – 2020

Priorities for Improvement 2019-2020

= Identified Group

=Person Responsible

= Person Monitoring

= Person Evaluating

Quality of Education

1.1- Federation Curriculum: To embed the intent and implementation of our broad and innovative Federation curriculum.

1.2- Teachers pedagogical knowledge developments –(linked to data gaps and external monitoring ways forward) KS2 Reading, Maths KS2 GD, Federation No-Nonsense Spelling initiative, Writing, & Multiplication Initiative.

St Mary's Primary Outcomes Key Priorities:

1.3- KS2- Writing GD/progress to at least reach NA (NA= 20%, 2018=8%, P= -0.1, 2019=14%, P= -1.8), Maths progress to be consistently positive 2020 (2017= -3.0, 2018=+3.2, 2019= -0.8). Progress of Year 6 SEND and Disadvantaged Pupils to reach NA.

1.4- KS1- Reading 'expected' to reach NA. Slightly below NA for 3 years (NA=75%, '17'=63%, '18'=71%, '19'= 69%) Writing 'expected' to increase- just at NA. 3 year decline (12.6% drop since 2017**).**

1.5- EYFS- Maths 'expected' to at least Maths LA 2020 (2019= 75%, LA=83). GLD to increase into 80% range (75% GLD for 3 years). Value added progress from baseline to increase from 25% to 35**%.**

East Hoathly Primary Outcomes Key Priorities:

1.6- KS2- Maths GD/Progress to at least reach NA (2018= 7%/-4.3, 2019 = 12.5%/-4.5), Reading progress to reach NA (2018= -4.8, 2019= -3.6), Writing progress to reach NA (2018 & 2019= -2.3).

1.7- KS1- Year 1 phonics pass % to at least reach NA (NA= 80%, '19'=70.6%).

1.8- EYFS- Reception Reading and Writing 'expected' to at least reach NA (2019 Re=75% (NA=81%) Wr=75% (NA=78%)). Nursery Maths NR5 'expected' to reach NA. (2019 Ma= 55%, FFT=80%).

Chiddingly Primary Outcomes Key Priorities:

1.9- KS2- Year 6 GPS GD to at least match NA. ('18'= 14%, '19'= 7%, NA= 34%). GPS 'expected' to reach NA ('19'= 64%, NA=79%**).** Maths GD/Progress (-2-2) to reach NA ('18'=14%,'19'=7%, NA=22%). Reading GD/Progress (-1.5) to reach NA ('18'=7%, '19'=14% NA=25%).

Leadership & Management

2.1- Pioneer Pedagogy: To clearly define the core Pioneer teaching and learning vision, values and expectations within a 4 sided succinct 'Every Lesson Counts' document.

2.2- Reducing Workload/ Staff Wellbeing- Ensure staff workload & wellbeing is effectively managed and that leadership actions enable staff to carry out their roles even more effectively that takes account of the main pressures on them and in a way that does not create unnecessary workload for staff.

2.3- Subject Leadership- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.

2.4- Governors- Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

2.5- Safeguarding- Ensure that each school has a highly effective culture of safeguarding.

2.6- Vulnerable Groups- Leaders ensure that for children with particular needs, such as those with SEND, their curriculum/provision is designed to be ambitious and to meet their needs.

Behaviour & Attitudes

3.1 - Pupils as Leaders – development/ embedding of pupil roles to ensure they are making highly positive, tangible contribution to the life of the school and/or the wider community. Develop/ embed our meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society.

3.2- Anti-bullying – Develop/embed strategies where leaders, staff and pupils create a positive environment in which bullying is not tolerated. Ensuring they play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. (SMV – AB Award 2020).

3.3- Attendance – Ensure pupils have high attendance (at least at NA) and come to school on time. Swift action is taken is this is not the case.

3.4- Health and Safety- Ensure that policies and procedures ensure that pupils and all stakeholders are safe and they feel safe. (CP- LA audit 90%+).

Personal Development

4.1- Curriculum Enrichment & Cultural Capital– ensuring a broad enhancement of pupils' spiritual, moral, social and cultural development through planned curriculum events and extra-curricular activities.

4.2- Wellbeing/Sports Initiatives- ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy and that they have an age-appropriate understanding of healthy relationships. National Sports Awards for all 3 schools (SMV- bronze and EH/CP silver)

4.3- Learning Powers/GMS/Independent Me- develop/embed strategies to support pupils to be confident, resilient and independent, and to develop strength of character.

4.4- British Values – develop/embed pupil understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

4.5- Church School Developments- areas for development from SIAMS to be actioned at SMV and EH.

Early Years

5.1- EYFS Leadership self-evaluation- ensure EYFS leaders have ownership of the EYFS SEF and areas for development under new Ofsted criteria/framework.

5.2- EYFS Curriculum- ensure EYFS leaders construct a curriculum that is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

5.3- Teachers pedagogical knowledge developments – ensure children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this.

5.4- Reading, Phonics & Mathematics- Ensure the curriculum caters for the expected systematic approaches for these areas of learning to ensure the highest possible outcomes.

5.5- Pioneer EYFS Hub- Pioneer EYFS provision to be exemplary and is worthy of being shared with others.

5.6- East Hoathly Nursery- refinement of provision to ensure best possible outcomes.

St Mary's Primary School Context & Details

Executive Headteacher	Mr James Procter
Head of School	Miss Becca Hare
Chair of Governors	Mr Alan Brundle
Unique reference number	114553 DfE No: 8453326
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: 93** **Reception: 12 (+2 Year 1 chn remaining in EYFS for at least first 2 terms) Year 1:16 (-2 chn remaining in EYFS) Year 2: 14 Year 3: 14 Year 4: 11 Year 5: 12 Year 6: 15** **Boys: 54.8 (%) Girls: 45.2(%)**
Number of pupils eligible for pupil premium	6
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	EHCP= 1, SEND= 15
Appropriate authority	ESCC
Date of previous Ofsted inspection	July 2016
Overall Ofsted judgement	Good
Key Ofsted actions from last report- Key areas to improve	Outcomes in writing are not strong enough. Improvement planning needs to focus more on the key actions required for the school to become outstanding. Middle leaders do not have enough impact on improving the quality of teaching, learning and assessment to ensure outstanding outcomes for pupils.
Date of previous SIAMS inspection	24th January 2018
Overall SIAMS judgement	Outstanding
Key performance indicators for the next 3 years	See SDP 1.3-1.5
Budget information	3 year plan- deficit free
Telephone number	01892 770221
Website	www.pioneerfederation.co.uk
Email address	office@st-maryhartfield.e-sussex.sch.uk

SIAMS Priorities

No.	Description
1	Governors to consistently hold senior leaders to account to ensure that all church school developments are addressed in full, in a timely manner. Refine and clarify vision and values.
2	Develop a secure monitoring and assessment system for religious education (RE), thereby improving the quality of provision. Consolidate rigour in the assessment of RE to show that it is effectively informing teaching and learning and demonstrates at least good pupil progress in relation to the requirements of the agreed syllabus.
3	Develop collective worship by strengthening links between Christian values and Biblical teachings to pupils' own behaviour and attitudes.
4	Develop children's understanding of the breadth of Christianity as a global faith so that they appreciate the rich variety of different Christian traditions and the way that this is expressed through worship.

Chiddingly Primary School Context & Details

Executive Headteacher	Mr James Procter
Head of School	Miss Vicky Lewis
Assistant Headteacher	Mrs Claire Winchester
Chair of Governors	Mr Alan Brundle
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: 96** **Reception: 14 Year 1: 15 Year 2: 15 Year 3: 12 Year 4: 15 Year 5: 15 Year 6: 10** **Boys: 48 (50%) Girls: 48 (50%)**
Number of pupils eligible for pupil premium	PPG 23% (22 pupils)
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	SEND 15.63% (3 - EHCP)
Appropriate authority	East Sussex County Council
Date of previous Ofsted inspection	July 2019
Overall Ofsted judgement	Very Good
Key Ofsted actions from last report- Key areas to improve	Continue to develop pupils' comprehension and vocabulary throughout the school Implement the new curriculum in all classes throughout the school.
Key performance indicators for the next 3 years	See SDP Section 1.9
Budget information	3 year plan- deficit free
Telephone number	01825 872307
Website	www.pioneerfederation.co.uk
Email address	office@chiddingly.e-sussex.sch.uk

East Hoathly Primary School Context & Details

Executive Headteacher	Mr James Procter
Head of School	Miss Vicky Lewis
Assistant Headteacher	Lisa Purcell
Chair of Governors	Mr Alan Brundle
Unique reference number	114501 **DfE No:** 8453022
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	2-11
Gender of pupils	Mixed
Number of pupils on roll	**102 total** **Nursery:17 Reception: 12 Year 1: 12 Year 2: 15 Year 3: 13 Year 4:13 Year 5: 13 Year 6: 7** **Boys: 50 (48%) Girls: 52 (52%)**
Number of pupils eligible for pupil premium	8.23% 7 children
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	11.7% 10 children : 1 – ECHP
Appropriate authority	East Sussex CC
Date of previous Ofsted inspection	July 2018
Overall Ofsted judgement	Very Good
Key Ofsted actions from last report- Key areas to improve	Leaders and those responsible for governance should ensure that: 1) Greater proportion of boys achieve the higher standard in writing at the end of key stages 1 and 2. 2) Teachers to have consistently high expectations of the quality and presentation of pupils' written work across the curriculum.
Date of previous SIAMS inspection	June 2016
Overall SIAMS judgement	Outstanding
Budget information	3 year plan- deficit free
Telephone number	01825 840247
Website	www.pioneerfederation.co.uk
Email address	office@easthoathly.e-sussex.sch.uk

SIAMS Priorities and DIP Feedback 2018

No.	Areas to Improve
1	Develop children's understanding of the breadth of Christianity as a global faith so that they appreciate the rich variety of different Christian traditions and the way that this is expressed through worship.
2	Develop a secure monitoring and assessment system for religious education (RE), thereby improving the quality of provision.
3	Develop collective worship by strengthening links between Christian values and Biblical teachings to pupils' own behaviour and attitudes.

The Quality of Education

1.1 Objective: Federation Curriculum: To consistently embed the intent and implementation of our broad and innovative Federation curriculum.

SEF Ref:
SMV QofE p5-7

Business Plan Ref:

Success Criteria: **Ofsted Q/E Outstanding Criteria below achieved.**

- ✓ It is evident from what teachers do that they have a firm and common understanding of the school's **curriculum** intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- ✓ The work given to pupils, over time and across the school, consistently matches the aims of the **curriculum**. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- ✓ Pupils' work across the **curriculum** is consistently of a high quality.

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Clarity of curriculum sequencing for all stakeholders (order of topics & subject content) and intent & how staff will document coverage	**VL**	**All stakeholders**	Statement on website about the rationale for subject/content sequence	Staff have clarity for subject order and are able to discuss when asked. Staff aware of how to document and monitor coverage of skills	Other stakeholders have clarity for subject order. Clear through parent/pupil questionnaires Children are able to identify how learning has grown over time.	Coverage documents reviewed to ensure requirements met for the end of the year			SLT – VL/BH and JP Questionnaire, book audits.	Curriculum Gov – termly visit.
Medium Term Curriculum Planning developed through SLs- ….key concepts listed with MT planning e.g. 'civilisation', 'species', 'hygiene' etc…	**VL/BH**	**Subject leaders**	Subject leaders begin to create MTPs for T1.	Allocated SL time used to create plans for the next term. Reviewed termly by staff and children	Review – effectiveness, amendments to templates, workload impact		Plan for changes/amendments to 2020/21 year cycle.		VL/BH – monitoring of completion and effectiveness of MTPs termly	VL/BH – linking with Curric gov.
'IMPACT key' added to all curriculum events accounts so that pupil knowledge gained and experience can be given clarity. (website/newsletters)	**BH** **VL**	**All staff**		Evaluations created for curriculum events including IMPACT key. Added to Curriculum Events section of website on completion		Evaluation template reviewed and amended,			VL/BH/AHTs – events evaluations completed and uploaded alongside staff.	VL/BH/AHTs – termly website reviews
Termly book audits to **track coverage** against curriculum maps	**SLT**	**All teachers**		Book audit completed, coverage tracked against curriculum map. Teachers fed back to. Planning impacted.	Book audit completed, coverage tracked against curriculum map. Teachers fed back to. Planning impacted.	Book audit completed, coverage tracked against curriculum map. Teachers fed back to. Planning impacted.	Book audit completed, coverage tracked against curriculum map. Teachers fed back to. Planning impacted.		SLT/Subject leaders – termly	JP – review of coverage docs
Termly teacher triangulations and biannually subject leader book audits to **monitor quality of pupils' work**.	**SLT**	**All teachers**	Book audit/teacher triangulation shows teachers using the framework to shape learning and range of activity types is evident.	Subject leader monitoring shows expected coverage of skills and range of activity styles. Link to MTPs – how are they being utilised?		Subject leader monitoring shows expected coverage of the curriculum skills	Book audit/teacher triangulation shows teachers using the framework to shape learning and range of activity types is evident across the year.		JP/VL/BH/ Subject leaders – book audits termly	SLT/ Gov monitoring termly

Learners' point of view- 'pupil voice' to be part of all curriculum/book audits and influencing curricular developments.	**SLT**	**All teachers**		Book audit template to include pupil voice elements. Children will identify learning completed in all curriculum areas	Termly evaluations of learning completed by all children reviewing learning activities and curriculum content. To be completed termly.	Pupil voice marries up to the framework, showing children's awareness of learning and the building of skills and knowledge.			JP/VL/BH/ Subject leaders – book audits termly	SLT/ Gov monitoring termly

1.2 Objective: Teachers pedagogical knowledge developments (linked to data gaps and external monitoring ways forward)

SEF Ref:
SMV QofE p5-7

Business Plan Ref:

Success Criteria:

- ✓ Teachers receive focused and highly effective professional development.
- ✓ Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time, addressing any data gaps or areas for school development.
- ✓ This consistently translates into improvements in the teaching of the curriculum and leads to stronger pupil outcomes in identified areas.

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			Sept 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Reading **Chiddingly- Year 6 GPS GD** to at least match NA 2020. ('18'= 14%, '19'= 7%, NA= 34%). **Chiddingly Ofsted 2019 Reading Quote-** **EH- Yr6 Reading progress** to reach NA 2020 (2018= -4.8, 2019= -3.6). **EH Reception Reading and Writing 'expected'** to at least reach NA 2020 (2019 Re=75% (NA=81%) **SMV- Yr2 Reading 'expected'** to reach NA 2020. Slightly below NA for 3 years (NA=75%, '17'=63%, '18'=71%, '19'= 69%)	**VL**	**All Ts**	**Quality of books at KS2 (audit of books across Fed)** - £10,000 http://www.foylefoundation.org.uk/how-to-apply/ Review of curriculum texts completed and specified texts documented in framework Reading strategies defined	Funding application completed QLA of reading tests at KS2 and 1 to show gaps. Dedicated class reading time for independent and 'class reader' timetabled Develop homework to include reading activities Mystery readers into each class fortnightly VL to evaluate the teaching of reading. Observe practice and investigate further strategies	Develop children's 'book swap shop' where children can bring in books for others to read Sign up for Aquilla, First News, to develop non-fiction reading Strategies for 'whole class reading' developed and shared. Linked to reciprocal reading.	Parent forum liked to reading to support at-home reading.	Predicted test outcomes achieved.		**VL - reading lead.**	Govs – curriculum. PPMs reviewing reading development
Maths KS2 GD **SMV Yr6 Maths progress** to be consistently positive 2020 (2017= -3.0, 2018= +3.2, 2019= -0.8). **EH Yr6 Maths GD/Progress** to at least reach NA 2020 (2018= 7%, -4.3, 2019= 12.5%, -4.5). **CP Yr6 Maths GD/Progress** (-2-2) to reach NA 2020 ('18'=14%, '19'=7%, NA=22%).	**KV**	**KS2 Ts**	Mathematics Action Plan written and shared. Y6 baseline and data analysis completed. Resources audited.		INSET- 6th Jan Teaching for Mastery. Subject leadership report completed. Pupil voice questionnaire completed and shared.	Monitoring and evaluation against the Mathematics Action Plan. Additional CPD if necessary.QA of CPD- Mastery T&L.	Predicted test outcomes achieved. Coverage check of T&L evaluated.		**KV**	Leadership monitoring
Federation No-Nonsense Spelling Initiative A consistent Spelling initiative to be developed across the Federation to address gaps in spelling knowledge and ensure even stronger spelling outcomes for all cohorts.	**AB**	**All Ts**	**CPD** for key SLT in order to lead on this initiative **QLA** from 2019 SAT GPS & SL	**Sept INSET** input to launch initiative **Oct/Sept-** resources in place to implement	**Jan-**all teachers to be conducting assessments effectively **March** – Y6 Gaps to be identified and	**T4W4 –** Evidence of spelling-journal use & independent corrections clear in book-audit.	Predicted test outcomes achieved.			

CP- **Year 6 GPS GD** to at least match NA 2020. ('18'= 14%, '19'= 7%, NA= 34%). CP- **Year 6 GPS 'expected'** to reach NA 2020 ('19'= 64% NA=79%)**.**			action plan developed	**Dec** – all teachers to have tracking system in use.	targeted (Focus CP)					
Writing **SMV Yr6 Writing GD/progress** to at least reach NA 2020 (NA= 17%, 2018=8%, P= -0.1, 2019=14%, P= -1.8). **SMV Yr2 Writing 'expected'** to increase in 2020- just at NA for 2019. 3 year decline (12.6% drop since 2017**).** **EH & CP Yr6 Writing progress** to reach NA 2020 (2018 & 2019= -2.3) and GD to be above NA.	**BH**	**All Ts**	CPD needs from all teachers identified. Federation focus on writing at GDS identified. SL action plan developed.	**Staff meeting (Nov 19th)** with Jane Branston (advisor) to train all staff on creating tasks allowing for higher quality/GDS writing.	**INSET- 6th Jan** focused on staff's identified CPD needs. All staff to be aware of end of KS outcomes. Yr6+Yr2 teachers to attend alliance/EIP moderations to identify gaps.	**Staff meeting:** Follow up from JB training and whole Federation moderation. Yr6+Yr2 teachers to attend alliance/EIP moderations to identify gaps.	Predicted test outcomes achieved.			
Multiplication Initiative To ensure strong and robust strategies in place so that Year 4 pupils achieve effectively in their formal testing July 2020- at least reaching NA.	**KV**	**All Ts**	QLA from Year 4 STA pilot study	Tracking and assessment systems in place. CPD and resources in place by January. Monitoring part of termly triangulations- from Jan 2020.			Predicted test outcomes achieved.			

(1.3- 1.5) Objectives: St Mary's Outcome Objectives for 2019-20	
Objective 1.3 – KS2	**Writing GD/progress** to at least reach NA 2020 (NA= 17%, 2018=8%, P= -0.1, 2019=14%, P= -1.8). **Maths progress** to be consistently positive 2020 (2017= -3.0, 2018= +3.2, 2019= -0.8).
Objective 1.4- KS1	**Reading 'expected'** to reach NA 2020. Slightly below NA for 3 years (NA=75%, '17'=63%, '18'=71%, '19'= 69%) **Writing 'expected'** to increase in 2020- just at NA for 2019. 3 year decline (12.6% drop since 2017**).**
Objective 1.5- EYFS	**Maths 'expected'** to at least Maths LA 2020 (2019= 75%, LA=83). **GLD** to increase into 80% range for 2020 (75% GLD for 3 years). **Value added progress** from baseline to increase from 25% (2019) to 35% (2020). **EYFS Teachers pedagogical knowledge developments** – ensure children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this.
(1.6- 1.8) Objectives: East Hoathly's Outcome Objectives for 2019-20	
Objective 1.6- KS2	**Maths GD/Progress** to at least reach NA 2020 (2018= 7%, -4.3, 2019= 12.5%, -4.5). **Reading progress** to reach NA 2020 (2018= -4.8, 2019= -3.6).

	Writing progress to reach NA 2020 (2018 & 2019= -2.3).
Objective 1.7- KS1	**Year 1 phonics pass** % to at least reach NA 2020 (NA= 80%, '19'=70.6%).
Objective 1.8- EYFS	**Reception Reading and Writing 'expected'** to at least reach NA 2020 (2019 Re=75% (NA=81%) Wr=75% (NA=78%)). **Nursery Maths NR5 'expected'** to reach NA 2020 (2019 Ma= 55%, FFT=80%).
1.9 Objective: Chiddingly's Outcome Objectives for 2019-20	
Objective 1.9	**Year 6 GPS GD** to at least match NA 2020. ('18'= 14%, '19'= 7%, NA= 34%). **Year 6 GPS 'expected'** to reach NA 2020 ('19'= 64% NA=79%)**.** **Maths GD/Progress** (-2-2) to reach NA 2020 ('18'=14%, '19'=7%, NA=22%). **Reading GD/Progress** (-1.5) to reach NA 2020 ('18'=7%, '19'=14%, NA=25%).

Success Criteria:

- ✓ Outcome objectives as defined above achieved.
- ✓ **Ofsted Q/E Impact criteria achieved:** Pupils consistently achieve highly and develop detailed knowledge and skills across the curriculum and as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

SEF Ref:
SMV QofE p5-7
Business Plan Ref:

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Subject leaders to use action plans to address staff CPD and predicted outcomes. (See SDP 1.2)	JP	Subject Leaders	**July-** Datawalls and analysis **Sept-** QLA and action/CPD plans	Action plans and CPD plan written. SLT evaluated and shared with staff/Govs	T2 datawall/PPMs evaluations – are outcome on track to reach predictions, adjustments made to ensure on-track	Mid-way review of CPD impact – linked to PM reviews. T4 datawall/PPMs evaluations.	Predicted test outcomes achieved.		JP,BH,VL- throughout SM Sept- June SIP –T1, T2,T4	LD & AB – T1, T3, T5 Subject Leader reports June 2020
CPD – staff receive effective training to ensure they have the knowledge to deliver outcome expectations.	SLT & Subject Leaders	All Ts	Staff CPD Questionnaires CPD action plan developed – linked to individual/ school/ Fed needs	-Jane Branson- Wr/Re CPD -Rowena D – EYFS CPD -SL – weekly SM CPD linked to staff CPD gap questionnaires	**6th Jan – INSET** KV- Maths GD INSET VL- Reading INSET BH- Writing INSET	T4 datawall/PPMs evaluations against CPD actions. Additional CPD planned from needs analysis T4.	CPD evaluation report against test outcomes	RD- £150 JB £250	JP- SM and INSET staff evaluation of CPD and datawall impact SIP –T1, T2,T4	LD & AB – T1, T3, T5 Subject Leader reports June 2020 Staff CPD questionnaire- March

Staff accountability outcomes clarity established.	JP/VL/ BH	All Ts & Subject Leaders	-Review 18/19 PM Defining expected outcomes & QLA from 19 data	Performance management targets set & CPD listed for individuals and groups	T2 datawall/PPMs evaluations against PM targets	March- mid way PM review. Refine and adjust CPD	PM evaluations against targets and pupil test outcomes		JP- Sept/March/July- PM reviews	AB- leadership monitoring termly
Appropriate assessment and tracking in place to enable robust monitoring of outcomes across the year.	JP/VL/ BH	All Ts & Subject Leaders	FFT 19/20 targets established -Yr6 2020 Scale score tracking TCAT doc	**Sept** – trackers & target defined (FFT 50) **Sept/Oct-** PM targets linked to data expectations	T2 datawall and SS tracking evaluations. PPM adjustments as required to ensure on-track data in place.	T4 datawall and SS tracking evaluations. PPM adjustments as required to ensure on-track data in place.	T6 datawall, assessment and tracking evaluation report against test outcomes		Termly PPMs, T2,T4, T6 datawall evaluations SIP –T1, T2,T4	JG- outcome evaluation visits- T2,T4,T6
Deployment of resources(R) to enable staff to deliver expectations for pupil outcomes.	Subject Leaders	All Ts	Staff questionnaire and audit linked to resources needs	**Sept-** SL Audit and evaluation of R requirements and purchase plans developed as part of SL action plan **Sept/Oct** – Rs ordered with linked SL CPD training, T3 Triangulation monitoring check on effective use of resources purchased		Mid-way review of purchase plan impact –SL	Funding evaluation report against test outcomes		JP- Sept/March/July- PM reviews (purchase plans) SIP –T1, T2, T4	AB- leadership monitoring termly

Leadership & Management

2.1 Objective: Pioneer Pedagogy: To clearly define the core Pioneer teaching and learning vision, values and expectations within a 4 sided succinct 'Every Lesson Counts' document.

SEF Ref:
SMV L/M p12-15

Business Plan Ref:

Success Criteria:

- ✓ Staff will have clarity about Pioneer teaching and learning expectations.
- ✓ Consistency of high quality provision.
- ✓ This consistently translates into improvements in the teaching of the curriculum and leads to stronger pupil outcomes in identified areas.

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Amalgamating all core/key teaching & learning policies into a succinct **'Pioneer Every Lesson Counts'** document.	**JP**	**SLT**	Research Compass latest T/L docs	**Sept-** Meet SLT to understand options **Oct-** write doc	Jan- Launch with staff Feb- Launch with Govs				Feedback from SLT to JP SIP reports- T1, T2, T4	Gov L/M monitoring – AB termly
CPD for **all staff** so they have clarity of expectations form the new T/L document.	**JP**	**All staff**	Send out key policies so staff aware of expectations for Sept	Feedback from staff about the tweaks needed in present core policies	CPD- SMs explaining document and expectations	Monitor implementation of T/L document	Staff questionnaire about impact		Feedback from staff to JP	Gov L/M monitoring – AB termly

CPD for **Governors** so they have clarity of expectations form the new T/L document.	**JP**	**Govs**		Rationale for changes explained	CPD- FGB explaining document and expectations	Monitoring with JP about implementation of T/L document	Gov feedback about impact		Feedback from Govs to JP	Gov L/M monitoring – AB termly
Publication of the new T/L document so other stakeholders have awareness of content and expectations.	**JP**	**Parents & LA Linked schools/ trusts**			Parent forums- T3	Published on website and newsletters	Send to Linked schools/trusts		Feedback from other stakeholders to JP	Gov L/M monitoring – AB termly
Robust evaluation of impact about Pioneer Pedagogy.	**JP**	All stakeholders		Sept- staff questionnaire about clarity of T/L			Staff questionnaire about clarity of T/L since new document used		Questionnaire analysis SIP reports- T1, T2, T4	Gov L/M monitoring – AB termly

2.2 Objective: Reducing Workload/ Staff Wellbeing. Ensure staff workload & wellbeing is effectively managed and leadership actions take account of the main pressures on staff and do not create unnecessary workload for them.

SEF Ref:
SMV L/M p12-15

Business Plan Ref:

Success Criteria: Reducing workload Ofsted criteria below achieve.

- ✓ Staff voice/ questionnaires show that staff feel that leadership actions enable staff to carry out their roles even more effectively.
- ✓ Staff voice/ questionnaires show that staff feel leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Staff Voice - Questionnaire for staff- to gain a clear and detailed understanding of Pioneer staff feeling about workload and wellbeing.	**VL/JP**	**All Staff**	Fishbone planning session- to establish provisional staff thoughts	**Sept-** Workload questionnaire – DfE copy **Sept/Oct-** Wellbeing questions/support plans as part of performance management	Action wellbeing support developments from PM meeting	Mid-way PM review- review wellbeing and workload	Final PM evaluation- - review wellbeing and workload		SIP reports- T1, T2, T4	Gov L/M monitoring – AB termly
'Pioneer Working Party' established to explore how the key areas/issues could be developed. **Fishbone Areas to Develop & issues from Sept questionnaires to be added:** **APDORS-** making them manageable **Marking** – TAs involved and verbal feedback explored **Planning**- have clarity about previous planning so can be re-used effectively **Displays**- use of TAs and rate of change **Reports-** T6 parent meeting instead?	**BH**	Pioneer Working Party- but links with all staff	Fishbone planning session- to establish provisional staff thoughts	Establish working party from across the Federation – inc. parents/associate govs. Action plan for the areas required for development – clarity on increasing effectiveness of teachers.	Feedback from stakeholders on key areas of action plan. Overview of how other schools in local area have achieved a balance on focus areas.	Any changes/updates to policies required from research/ discussions put into action. Clear ways forward for end of year reports communicated to all stakeholders.	Report documenting actions and impact of working party findings Review changes for next academic year.		SIP reports- T1, T2, T4	Gov L/M monitoring – AB termly

Staff Wellbeing Strategies introduced – e.g. Designated time for staff to meet with SLT/mentor to discuss workload and wellbeing regularly if required.	**BH VL**			Questionnaire staff to see if regular allocated time is required					JP – staff voice to JP	Gov L/M monitoring – AB termly
Physical Space Developments for increased well-being and reducing workload/stress.	**JP & SLT**	**All Staff**	Ground force events- make more appropriate space available for PPA etc	Questionnaire staff about school physical environment potential changes PPA spaces launched/developed further	Action any other physical environment changes required		Report documenting actions and impact for physical environment changes 19/20.	**?**	SIP reports- T1, T2, T4	Gov L/M monitoring – AB termly
Robust evaluation of impact of reducing workload and wellbeing 19/20.	**VL**			Report and analysis of Pioneer staff feelings towards WB and WL.	Updated SDP action plan for changes 19/20		Staff questionnaire and reports about impact on WB and WL		SIP reports- T1, T2, T4	Gov L/M monitoring – AB termly

2.3 Objective: Subject Leadership (SL) - Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.

SEF Ref:
SMV L/M p12-15

Business Plan Ref:

Success Criteria:

- ✓ Teachers receive focused and highly effective professional development.
- ✓ Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time, addressing any data gaps or areas for school development.
- ✓ This consistently translates into improvements in the teaching of the curriculum and leads to stronger pupil outcomes in identified areas.

Actions			**Achievement Milestones** (What should have happened due to the actions?)					**£**		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Staff CPD subject knowledge gap needs to be fully understood and actioned.	**VL JP**	**All staff**	CPD staff needs questionnaires for each subject	SL using some of their non-contact time to plan SM CPD sessions	SL using some of their non-contact time to plan SM CPD sessions	SL using some of their non-contact time to plan SM CPD sessions	Staff questionnaires about impact on CPD 19/20 from subject leaders			LD (Gov) monitoring visits
Clarity about allocated time for subject leadership roles 19/20 and CPD impact through staff meetings. **What specifically will happen in SMs and SL time out of class?**	**VL**	**Subject Leaders**		**Sept**- action plan and policies **Nov**- book auditing in SMs Subject leader clarify ensured about the requirements of staff meeting training and	CPD delivered by SLs is effective and impact is measureable. Questionnaires developed for post – CPD to show learning and development of staff.		Subject leader report about impact			LD (Gov) monitoring visits

				the use of time out of class to complete this alongside MTPs						
Clarity about use of **SL time** linked to MT planning & staff CPD.	**VL**	**Subject Leaders**	Subject leaders introduced to MTPs and prep for September	T1 and 2 MTPs up and running. Evaluated by teachers termly SL using allocated subject time to create MTPs and research resources	Use of MTPs reviewed – review template and additions made as required Staff questionnaires reflect effectiveness of the MTPs		Reviewed for next academic year alongside teacher evaluations. Amendments made accordingly			LD (Gov) monitoring visits
Clarity about **Subject Leaders Datawalls** – ensuring appropriate use of assessment & impact on standards.	**JP**	**Subject Leaders**	T6 SL datawall developed (VL and JP) and staff evaluations done. FGB July.	Templates for datawalls developed 19/20. Timetable for when staff will complete. CPD in SMs and relevance clear.	T3 DATAWALL T5 DATAWALL **June/July**- staff feedback that the SL enable all to have a grip on standards across Fed and impact on standards.					JG (Gov) monitoring visits

2.4 Objective: Governors- Those responsible for governance understand their strategic role and carry this out effectively.	**SEF Ref:** **SMV L/M p12-15** **Business Plan Ref:**
Success Criteria: **Ofsted Governor criteria below achieved.** ✓ Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. **The quality of education in each school is at least good.** ✓ Those with responsibility for governance ensure that the school fulfils its statutory duties, particularly linked to safeguarding. ✓ Pupils consistently achieve highly and develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	

Actions			**Achievement Milestones** (What should have happened due to the actions?)					**£**		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Governor monitoring visits booked in, focus is clear and carried out as a way of evaluating school improvements- SDP criteria.	**JP/ VL**	**All Govs**	July- Fishbone planning session to establish key priorities **Sept**- Governors to be aware of individual areas of responsibility and who link subject leader is. Monitoring dates added to SDP evaluation column. Monitoring Matrix established.		All governors carry out their monitoring visit against SDP objectives/SC. Reports are used as evaluation of SDP.				**JP & VL**	Ofsted and SIP monitoring visits
Governors to be proactive about establishing/reinforcing the **strategic vision for the federation** and reinforcing the individual **schools visions** and	**AB JP**	**All Govs**	Fishbone SDP planning meeting	Federation vision refined and reinforced at FGB meetings	Termly SDP/SEF evaluation takes into account the feedback from Governor reports.				**JP & VL**	Ofsted and SIP monitoring visits

supporting the strategy developments for improvement in each school.				SDP and SEFs set for 19/20						
Governors will effectively hold leaders to account for the **quality of education**. Governors to have a **strong understanding of pupil outcomes and the new school curriculum intent, implementation and impact.**	**AB**	**All Govs**	T6 datawall- pupil outcomes 18/19 **August-** SDP outcome section explaining gaps in data	Sept- 2020 data targets set New curriculum launched and Govs understand sequence leaders have made	T2 Datawall & summary of curriculum staff triangulations in HT reports	T4 Datawall & summary of curriculum staff triangulations in HT reports	T6 Datawall & SAT results & summary of curriculum staff triangulations in HT reports		**JP & VL**	Ofsted and SIP monitoring visits
Governors ensure that the **school fulfils its statutory duties**, particularly linked to safeguarding & new Ofsted requirements. Governors will be proactive about understanding the new Ofsted framework and grading criteria so can effectively contribute to school self-evaluation.	**AB**	**All Govs**	**Sept-** INSET linked to the new Ofsted framework, safeguarding, GDPR and Prevent. (Governors invited in June 19) Review SEF and grading **Dec-** JP to reinforce INSET Sept Ofsted criteria at FGB.		**SMV in Ofsted window – Governors fully prepared.** Governors able to talk confidently with external monitoring visitors (SIP and Ofsted) about the school improvement for each school.		Successful external monitoring reports with Governors as leaders represented very well.		**JP & VL**	Ofsted and SIP monitoring visits

2.5 Objective: Safeguarding- Ensure that each school has a highly effective culture of safeguarding. **Success Criteria: Ofsted safeguarding criteria below achieved.** ✓ Safeguarding is highly effective and this is validated by external monitoring. ✓ The school fulfil their statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.										**SEF Ref:** **SMV L/M p12-15** **Business Plan Ref:**
Actions			**Achievement Milestones** (What should have happened due to the actions?)					**£**		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Safeguarding CPD All staff to have clarity around school procedures and the detail required in myconcern reporting. All staff use myconcern effectively to ensure reporting is accurate	**VL**	**All staff**	Safeguarding CPD planned for Sept – includeing school-specific needs	Sept – INSET training specific to fed needs (my concern and reporting) 1 briefing per term allocated to safeguarding updates	All DSLs ensure weekly review of myconcern cases is timetable into week. This is successful and preventing admin build up.		Needs assessed for training Sept 2020.		**VL – evaluations completed for training**	**Safeguarding Gov – termly visits**

DSLs to review myconcern weekly and this will be evident in timetables.										
SCR All secretaries have confidence in using SCR as working document. Termly meetings will show that the SCR is up to date and reviewed systematically SCR will be judged as effective by external validators	**VL-** EH/P **JP -** SMV	**Secretaries JP/VL**		Termly reviews planned in by VL/JP to inc SIP and governors. All new staff set up	Termly meetings with secretaries set in stone and useful for analysis of implementation of SCR	Secretaries to visit fed schools to peer review SCR	Needs assessed for training Sept 2020.		**VL – liaison with Safeguarding Gov, termly checks**	**VL – liaison with Safeguarding Gov, termly checks**
Prevent All staff will be aware of their responsibilities. Prevent policies and practiced will be judged as effective by external validators.	**VL**	**All staff**		Sept – Prevent within the Safeguarding training. New staff booked onto online training as required.			Prevent training booked in for all staff Sept 2020		**VL – liaison with Safeguarding Gov**	**Safeguarding Gov – termly visits**
GDPR – ensure that all Pioneer schools continue to fulfil the statutory regulations for data protection**.**	**JP**	**All staff**	Timetable all training requirements 19/20 & set Task Force meeting dates/agenda	**Sept**- reinforce key GDPR messages in INSET & policy signed by all staff	TF meeting 1 - decision about new DPO providers	TF meeting 2 Staff to update training	TF meeting 3 Report finding form 19/20 to FGB			AB- attending key GDPR meetings
My Concern Ensure that all Pioneer schools are using my concern to effectively record concerns and DSLs are using this information as set out in KCSIE	**BH-** SMV **VL** EH/CP	**All staff**	Training planned for Sept 2019	Bespoke training ensures all staff reporting accurately	Briefing training reminders termly		Review, further training analysis for Sept 2020		**VL – liaison with Safeguarding Gov, termly checks**	**VL – liaison with Safeguarding Gov, termly checks**

2.6 Objective: Vulnerable Groups- Leaders ensure that for children with particular needs, such as those with SEND, their curriculum/provision is designed to be ambitious and to meet their needs.										**SEF Ref:** **SMV L/M p12-15** **Business Plan Ref:**
Success Criteria: All SEND Ofsted criteria are achieved- see below. ✓ Pupils with SEND achieve the best possible **outcome**, making at least very good progress from their starting points. ✓ Leaders adopt or construct a **curriculum** that is ambitious and designed for all pupils, particularly disadvantaged pupils and including pupils with SEND.										
Actions			**Achievement Milestones** (What should have happened due to the actions?)					**£**		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			

SEND APDORS and tracking outcomes • Rapid organisation of timetabling and resourcing following APDOR reviews so interventions begin in a timely fashion • Support staff feed into PPM sharing progress and impact • Attendance data is shared at PPM and impact on outcomes is identified • Regular liaison is established with SEND TA/INA/PPG tutor • Case studies are updated and identify interventions that support good outcomes for SEND/VG	**Sophie & Sian**			APDOR have taken place, changes made as appropriate and progress being made by VG pupils SEND TA to attend/input as necessary PPMs – IM/PPG TUTOR to attend as appropriate SMV /CP Senco meets with SEND TA following ADPORS/PPM to clarify supports and provide training Attendance shared by HOS for PPMS.	Data wall completed APDOR meetings taken place SEND TA/INA/PPG tutor attend PPM where appropriate Case studies updated and inform PPM Attendance reports shared by HOS prepared for PPMS IM use of target tracker to review impact of attendance	Data wall completed APDOR meetings taken place SEND TA/INA/PPG tutor attend PPMS where appropriate SMV /CP Senco meets with SEND TA following ADPORS/PPM to clarify supports and provide training Attendance shared by HOS prepared for PPMS IM use of target tracker to review impact of attendance	Data wall completed Meet with HOS/EX H re data analysis APDOR meetings taken place SMV /CP Senco meets with SEND TA following ADPORS/PPM to clarify supports and provide training SEND TA/INA/PPG tutor meeting s attend APDOR meetings where appropriate Attendance HOS prepared for PPMS. M use of target tracker to review impact of attendance			
SMV & EH, CP Addressing areas of development from Penny Nice SEMD monitoring 2019 • Increase partnership work with the Sencos within the federation so that Sencos meet at least 4 times a year and are well supported, access training and share good practice	**Sian**			IM meet to include: APDORS more manageable, sharing of case studies, TT use, Google Drive, PPG report, send information report, review curriculum plans for T1/2/3 Inclusion conference	IM meet Review curriculum plans for T3, anything from conference SENCO forum	IM meet Review curriculum plans for T4/5 SENCO forum Attend SEND monitoring panal	IM meet Review curriculum plans for T6/1 SENCO forum			
SMV Addressing areas of development from Penny Nice SEMD monitoring 2019 • Staff meeting to share outcomes from advisor review, matrix, information report, new concern sheet • Parents are involved in policy review for VG • a parent support group is established • Accessibility plan is updated and on the website			Accessibility is reviewed and updated and share with governors	SMV - dates established for SEND coffee mornings and prof identified (CLASS+, EP, positivity workshop, Group of parents have reviewed the update SEND report (to include contents page at parental request)	Support group dates in place and taking place Update concern sheet and share with Teaching staff	Parent identified from coffee morning to take on a lead – sign posting role Parental questionnaire sent out	Questionnaire reviewed and used to inform SEND report in aut			
CP Addressing areas of development from Penny Nice SEMD monitoring 2019 • Case studies to be established for specific pupils identified by				Case study children identified following PPM Triangulation	CP parents group dates established and published Planning sampling, Parent voice Case study writing	Pupil observation Pupil voice	Attendance reviewed and shared at PMM			

tracking and progress in intervention monitoring • PPG tutor role is reviewed including liaison time with staff (see above) • Track full attendance on learning outcomes (see above) • 2 days per year allocated to monitoring of SEND provision (/ INA/PPG tutor				Attendance reviewed and shared at PMM	Attendance reviewed and shared at PMM	Attendance reviewed and shared at PMM				
Review new Pioneer curriculum to ensure all VG pupil needs are met Planning has taken a direction that inspires SEND and VG	**Sophie & Sian**			Each term subject leaders to share curriculum plans with IM IN W4 before circulating to teaching staff for review of VG needs being met By T2W4 28/11 for T3 Plans By 24/10 for T1/2 plans Sample class teachers planning to review differentiation / reasonable adaptions for VG	Subject leaders to share curriculum plans with IM W 4 before circulating to teaching staff for review of VG needs being met By T4W4 T 5/6 plans	Subject leaders to share curriculum plans with IM W4 before circulating to teaching staff for review of VG needs being met By T4W4 T1/2 plans	Subject leaders to share curriculum plans with IM W4 before circulating to teaching staff for review of VG needs being met By T4W4 T1/2 plans			
Thrive Thrive supports pupils and families for those children finding the curriculum most challenging Thrive pupils can articulate how Thrive support them Structures and systems in place allow for consistent support and impact on learning in all 3 schools	**Sian**			Whole school profiling reviews set up new interventions for Nov-March New practitioner starts training Termly group practitioner meets set up (share common goals, review info on the website, share good practice) Individual support identified and consents gained Thrive room CP set up and fit for purpose EH – space agreed and established Wellbeing Day	Thrive strategies included on APDOR Group plans developed with class teachers if appropriate Pupil voice with Thrive pupils indicates how Thrive supports them Parental meets and home plans generated if desired Case studies up dated for SMV and generated for EH/CP	New practitioner training completed Parental voice shows how Thrive has supported them and their children Whole school reprofiling and new supports identified for April- Oct Practitioners have completed CPD to maintain licenses (x3)	Thrive transition activities are in place for Y6 and for those changing classes Case studies upated			
PPG PPG support is targeted in the areas of most need PPG tutor feeds into progress and impact discussions Provision is reviewed for impact at PPMs and feeds into decisions for next financial year	**Sophie & Sian**			PPG reports updated ready for FGB indicating impact of interventions. Interventions reviewed and fed into PPMs PPG tutor attends PM meetings to feedback progress and impact in addition to TT data	PPG tutor attends PM meetings to feedback progress and impact Data wall updated and areas for focus of support feed into PPMs	PPG tutor attends PM meetings to feedback progress and impact Data wall updated and areas for focus of support feed into PPMs IM to have met with bursars to review funding delegations for next financial year	PPG tutor attends PM meetings to feedback progress and impact Data wall updated and areas for focus of support feed into PPMs			

Behaviour & Attitudes

St Mary's Termly Milestones for Attendance and Persistent Absence for all Pupils

	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	97.6	95	97.1	95.5		96		96		96.5	
Gender												
Male	94	97.3	95	95.4	95.5		96		96		96.5	
Female	94	97.9	95	95.5	95.5		96		96		96.5	
Free School Meals												
FSM	93	98.1	94	95.9	95		95		95		96.5	
Non-FSM	95	97.7	96	97.3	96		96		96		96.5	
English as a First Language												
Non-EAL	93	97.7	94	97.6	94.5		95		95.5		96.5	
EAL	96	99.5	96	98.2	97		97		97		97.5	
Special Education Needs												
No SEN	94	97.7	95	97.5	95.5		96		96		96.5	
SEN Support	94	97.3	95	96.7	95.5		96		96		96.5	
EHC	94	98.1	95	99.1	95.5		96		96		96.5	

St Mary's PA	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	6.59	8.0	8.6	8.0		7.5		7.5		6.0	

Gender												
Male	8.0	5.43	8.0	5.3	8.0		7.5		7.5		6.0	
Female	8.0	1.09	8.0	3.2	8.0		7.5		7.5		6.0	
Free School Meals												
FSM (4 in school)	8.0	0	8.0	0	8.0		7.5		7.5		6.0	
Non FSM	8.0	6.59	8.0	8.6	8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0	6.59	8.0	8.6	8.0		7.5		7.5		6.0	
EAL (4 in school)	8.0	0	8.0	0	8.0		7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0	4.35	8.0	7.5	8.0		7.5		7.5		6.0	
SEN Support (15 in school)	8.0	2.17 (2)	8.0	1.0	8.0		7.5		7.5		6.0	
EHC (1 in school)	8.0	0	8.0	0	8.0		7.5		7.5		6.0	

East Hoathly Termly Milestones for Attendance and Persistent Absence for all Pupils

	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	97.7% 92.5%	95	96.6% 93.7%	95.5		96		96		96.5	
Gender												
Male	94	97.8% 91.2%	95	96.2% 92.5%	95.5		96		96		96.5	
Female	94	96.5% 93.8%	95	97% 94.8%	95.5		96		96		96.5	
Free School Meals												
FSM	93	99.8%	94	98.6%	95		95		95		96.5	

Non-FSM	95	97.4% 90.9%	96	96.4% 93.2%	96		96		96		96.5	
English as a First Language												
Non-EAL	93	97.9% 92.6%	94	96.9% 94%	94.5		95		95.5		96.5	
EAL	96	88.6% (due to illness in children and adhering to 48hr policy, the two ch's absences equated to 5 days total)	96	83.5% (due to illness in children and adhering to 48hr policy, the two ch's absences equated to 16 days total.)	97		97		97		97.5	
Special Education Needs												
No SEN	94	98.3% 94.9%	95	97% 95%	95.5		96		96		96.5	
SEN Support	94	92.1% (due to illness one ch equating to 2 days, plus 1 day unauthorised. 2 other ch's attendance suffered due to unauthorised absences.) 76%	95	94.2% (due to illness one ch equating to 2 days, plus 1 day unauthorised. 2 other ch's attendance suffered due to unauthorised absences – attendance has improved by 2.1%.) 85.1%	95.5		96		96		96.5	
EHC	94	100%	95	100%	95.5		96		96		96.5	

East Hoathly PA

	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	5.85% 11.11%	8.0	7.05% 12.9%	8.0		7.5		7.5		6.0	
Gender												
Male	8.0	2.35% 5.55%	8.0	4.7% 7.05%	8.0		7.5		7.5		6.0	
Female	8.0	3.52% 5.55%	8.0	2.35% 4.7%	8.0		7.5		7.5		6.0	
Free School Meals												

FSM (8 children)	8.0	0%	8.0	0%	8.0		7.5		7.5		6.0	
Non FSM	8.0	5.88% 11.11%	8.0	7.05% 12.9%	8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0	4.7% 10%	8.0	4.7% 10.5%	8.0		7.5		7.5		6.0	
EAL	8.0	1.17%	8.0	2.35%	8.0		7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0	3.52% 6.66%	8.0	4.7% 8.23%	8.0		7.5		7.5		6.0	
SEN Support	8.0	2.35% 4.44%	8.0	2.35% 4.7%	8.0		7.5		7.5		6.0	
EHC	8.0	0%	8.0	0%	8.0		7.5		7.5		6.0	

Chiddingly Termly Milestones for Attendance and Persistent Absence for all Pupils

	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	97.03	95	96.47	95.5		96		96		96.5	
Gender												
Male	94	96.93	95	96.3	95.5		96		96		96.5	
Female	94	97.13	95	96.78	95.5		96		96		96.5	
Free School Meals												
FSM	93	97.34	94	95.84	95		95		95		96.5	
Non-FSM	95	96.97	96	96.67	96		96		96		96.5	
English as a First Language												
Non-EAL	93	NA	94	NA	94.5		95		95.5		96.5	

EAL	96	NA	96	NA	97		97		97		97.5	
Special Education Needs												
No SEN	94	96.96	95	96.56	95.5		96		96		96.5	
SEN Support	94	96.97	95	96.28	95.5		96		96		96.5	
EHC	94	100	95	96.97	95.5		96		96		96.5	

Chiddingly PA

	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	9.28 (9 out of 97)	8.0	5.21% (5 out of 96)	8.0		7.5		7.5		6.0	
Gender												
Male	8.0	5.15 (5 out of 97)	8.0	4.17% (4 out of 96) 1pupil on gradual timetable	8.0		7.5		7.5		6.0	
Female	8.0	4.12 (4 out of 97)	8.0	1.04% (1 out of 96)	8.0		7.5		7.5		6.0	
Free School Meals												
FSM	8.0	2.06% (2 out of 97)	8.0	2.08% (2 out of 96)	8.0		7.5		7.5		6.0	
Non FSM	8.0	7.22% (7 out of 97)	8.0	3.13% (3 out of 96)	8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0	NA	8.0	NA	8.0		7.5		7.5		6.0	
EAL	8.0	NA	8.0	NA	8.0		7.5		7.5		6.0	
Special Education Needs												

No SEN	8.0	9.28% (9 out of 97)	8.0	4.17% (4 out of 96)	8.0		7.5		7.5		6.0	
SEN Support	8.0	0	8.0	1.04% (1 out of 96)	8.0		7.5		7.5		6.0	
EHC	8.0	0	8.0	0	8.0		7.5		7.5		6.0	

3.1 Objective: 'Pupils as Leaders' – development/ embedding of pupil roles to ensure they are making highly positive, tangible contributions to the life of the school and/or the wider community.

SEF Ref:
SMV B/A p8-10

Business Plan Ref:

Success Criteria: **Ofsted B&A criteria below achieved.**

- ✓ Pioneer schools have developed/embedded our meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society.
- ✓ Pioneer pupils know how to discuss and debate issues and ideas in a considered way.

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
SMV **Ensure that the follow pupil leader groups are in place at SMV:** • Learning Ambassadors • Pupil Governors (& LSF Champs) • Eco Helpers • School Choir • British Value Champs • SMV/Pioneer Choir • Sports Council / Pupil Sports Leaders • Peer Mediators/ Playground Friends • Involvement in PTFA	**SLT**	**Pupil Leader Groups**	Define the staff leaders who will be developing the different groups from Sept. (HOS & AHTs)	**JP/VL-** SLT roles for group lead and expectations for outcomes defined. Groups set up with JDs and targets/action plans for the year.	External evaluation of the different groups against the new Ofsted B&A criteria. **SEFs updated.**	Each group creating newsletter explaining impact and changes 19/20.	**Impact report** of pupil leader developed and added to website/newsletter.		**JP & VL-** termly pupil voice and impact monitoring of groups against action plan targets.	**SIP, Ofsted & Governors-** community cohesion judgements

EH **Ensure that the follow pupil leader groups are in place at EH:** • Learning Ambassadors • Pupil Governors • RE Council • Eco Helpers (raised beds –PH) • British Value Champs • SMV/Pioneer Choir • Sports Council / Pupil Sports Leaders • Peer Mediators/ Playground Friends • Involvement in PTFA	**SLT**	**Pupil Leader Groups**	Define the staff leaders who will be developing the different groups from Sept. (HOS & AHTs)	Displays of groups in prominent places around the school- photo and aims and ways of showing action taken- newsletter, photos and website.	External evaluation of the different groups against the new Ofsted B&A criteria. **SEFs updated.**	Each group creating newsletter explaining impact and changes 19/20	**Pupil voice**- do other pupil feel these groups have had an impact on the life of the school/ community?		**JP & VL-** termly pupil voice and impact monitoring of groups against action plan targets.	**SIP, Ofsted & Governors-** community cohesion judgements
CP **Ensure that the follow pupil leader groups are in place at CP:** • Learning Ambassadors • Pupil Governors • Eco Helpers (raised beds –PH) • British Value Champs • SMV/Pioneer Choir • Sports Council / Pupil Sports Leaders • Peer Mediators/ Playground Pals • Involvement in PFCS	**SLT**	**Pupil Leader Groups**	Define the staff leaders who will be developing the different groups from Sept. (HOS & AHTs)		External evaluation of the different groups against the new Ofsted B&A criteria. **SEFs updated.**	Each group creating newsletter explaining impact and changes 19/20	**Parent voice**- do other parents feel these groups have had an impact on the life of the school/ community?		**JP & VL-** termly pupil voice and impact monitoring of groups against action plan targets.	**SIP, Ofsted & Governors-** community cohesion judgements

3.2 Objective: Anti-bullying – Develop/embedded strategies where leaders, staff and pupils create a positive environment in which bullying is not tolerated. Ensuring they play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	**SEF Ref:** **SMV B/A p8-10**
Success Criteria: Ofsted B & A criteria achieved. ✓ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. ✓ Staff feedback that they feel leaders protect staff from bullying and harassment.	**Business Plan Ref:**

✓ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.										
Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
SMV Anti-bullying National Award achieved by Jan 2020.	**AB**			**Sept** - develop ABNA action plan for SMV (liasing with CW) **Oct** – ABNA developed **Nov** – Anti-bulling week **Dec** – ABNA achieved for SMV						
EH and CP to refine and embed ant-bullying strategies form 17-19	**LP** **CW**	**Pupil Govs**		LH/CW Meet to begin action planning for ABQM silver award	Pupil Voice carried out by Pupil Govs within classes regarding bullying	LH/CW Meet to gather evidence from action plan			**LH/CW/VL**	ABQM assessor
National Anti-bullying Week – Pioneer school take part in this event and pupil/community notice the impact.	**AB** **LP** **CW**	**All classes**		Pupil Governors involved in planning for Anti Bullying week – w/b Nov 15th	Display updated from Anti-Bullying week so that children can demonstrate their understanding through discussion				**LH/CW/VL**	SLT
Parent Code of Conduct – refine and embed this policy to ensure that staff & parents feedback that they feel leaders protect staff from bullying and harassment.	**JP**	**Parents**	Refine PCOC (CR-LA & legal stage 4) -FGB approval	**Sept**- publication in newsletters & on websites	Implement policy as required- leaders seeking Gov approval for each stage so co-ordinated decision making in place.		Questionnaire stakeholders about impact		**SIP-** T1,T3,T6	**AB-** termly leadership monitoring
Ensure CPD in place to ensure **fixed-term and internal exclusions** are used appropriately. Ensure that school reintegrates excluded pupils on their return and manages their behaviour effectively.	**JP/** **VL**	**SLT**		SLT flowchart created alongside ESBAS flowchart to guide staff through decision making. Checklist created for reintegration, with allowance for individual alterations	SLT meetings to include training around exclusions, flowcharts and reintegration	SLT meetings to include training around exclusions, flowcharts and reintegration and supervision	Review for Sept 2020		**Safeguarding Gov termly visiti**	**VL/JP – SLT meetings, HT report**

3.3 Objective: Attendance – Ensure pupils have high attendance (at least at NA) and come to school on time. Swift action is taken if this is not the case. (Ofsted criteria B & A)	**SEF Ref:** **SMV B/A p8-10**
Success Criteria: See 'Termly Milestones for Attendance and Persistent Absence for all Pupils' Charts on pages 17-21. ✓ **SMV** attendance targets by July 2020 = 96.5%, PA= 6% ✓ **EH** attendance targets by July 2020 = 96.5%, PA= 6% ✓ **CP** attendance targets by July 2020 = 96.5%, PA= 6% ✓ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.	**Business Plan Ref:**

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Fortnightly robust attendance reports developed.	**BH** **VL**	**AHTs** AD/CD/SP	Fortnightly analysis completed by AD/CD/SP and shared with AHT and SLT	Fortnightly analysis continues, including punctuality. Parents met with frequently using action plan template.		Attendance reports show impact on overall attendance	Attendance meeting national.		**Safeguarding Gov and VL**	**VL weekly meeting with AHTs**
Analysis from the reports and follow action taken to address any attendance concerns. (Attendance and progress analysis also tracked)	**BH** **VL**	**AHTs** AD/CD/SP	Fortnightly analysis completed by AD/CD/SP and shared with AHT and SLT	Fortnightly analysis continues, including punctuality. Parents met with frequently using action plan template. Pupil progress meeting template amended to include attendance concerns and links to progress	Parent meetings template to include progress/attainment concerns for individuals.		No concerns regarding attendance and progress held.		**Safeguarding Gov and VL**	**VL weekly meeting with AHTs**
Staff CPD – ensure that all staff are aware of their accountability and reporting expectations.	**BH** **VL**	**AHTs**		Briefings to include attendance concern updates. Flowchart created for attendance discussions.	Attendance high priority discussion at Parent Consult	Attendance high priority discussion at Parent Consult			**Safeguarding Gov and VL**	**VL weekly meeting with AHTs**
Effective communication with stakeholders (parents/pupils) to ensure they are clear about the school expectations.	**BH** **VL**	**AHTs BH VL** AD/CD/SP		Review of attendance policy (AHTs) completed and sent out to all stakeholders. Display in office to continue to show current attendance	Regular updates on attendance in newsletters and parent forums	Regular updates on attendance in newsletters and parent forums			**Safeguarding Gov and VL**	**VL weekly meeting with AHTs**
Contact made with external agencies linked to attendance (e.g. ESBAS) so their services/contact ready if required	**BH** **VL**	**AHTs BH, VL** AD/CD/SP		Following fortnightly analysis, contact made with Kate Rosling regarding concerns	Concerns referred to ESBAS as required and support in place for families. Offer of nurture support to children in need and ESBAS intervention to parents given.		Attendance meeting or exceeding national with below average PA		**Safeguarding Gov and VL**	**VL weekly meeting with AHTs**
Ensure SLT CPD in place to ensure fixed-term and internal exclusions are used appropriately. Ensure that reintegrates excluded pupils on their return and manages their behaviour effectively.	**JP/ VL**	**SLT**	SLT flowchart created alongside ESBAS flowchart to guide staff through decision making. Checklist created for reintegration, with allowance for individual alterations	SLT meetings to include training around exclusions, flowcharts and reintegration	SLT meetings to include training around exclusions, flowcharts and reintegration and supervision		Review for Sept 2020		**Safeguarding Gov termly visiti**	**VL/JP – SLT meetings, HT report**

			ESBAS support/training investigated and booked in as required.							

3.4 Objective: Health and Safety- Ensure that policies and procedures ensure that pupils and all stakeholders are safe and they feel safe. (Ofsted criteria B & A)	**SEF Ref:** **SMV B/A p8-10**
Success Criteria: ✓ Stakeholders report that they feel safe. ✓ External monitoring reports show that the schools are safe and adheres rigorously to all policies and procedures. ✓ Chiddingly to achieve 90%+ in the LA Health and Safety audit and Governor reports show that all other Pioneer schools operate at least at this standard.	**Business Plan Ref:**

Actions			**Achievement Milestones** (What should have happened due to the actions?)					**£**		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
All ways forward from the EH July 2019 LA H/S audit are followed up fully. • Updated first aid form in place • HT training attended • Training record • First Aid RA completed • Nursery risk assessments • Asbestos training • CLEAPss	**VL**	**VL** **PH** **BH** **JG**	First aid form in place and used effectively.	First aid RA completed and practice part of briefing meetings Secretaries have training record in place and regularly updated CLEAPSS training for children investigated and implemented as part of PSHE curriculum	DEC – VL and BH attend HT H&S training Nursery risk assessments updated and in place for individual activities	VL and BH to have attended Asbestos training HH as PSHEe lead to review CLEAPSS training			**CF – gov visit**	**VL/PH action plan monthly**
The **new risk assessment form** is used across all schools & curriculum RA completed and shared with all staff.	**BH** **VL**	Staff	New RA form emailed to all staff All curriculum RAs updated on new format. Scheduled in to be completed annually alongside policies	On-going site and curriculum RAs moved onto new form. Staff CPD on how to fill these out – during briefing meetings.		RAs approved at Chiddingly H&S audit.			**CF – gov visit**	**VL/PH action plan monthly**
All staff CPD is in place or planned for.- e.g. ✓ Caretaker – training booked in 19/20 ✓ Education Visits Co-ordinator training 19/20 ✓ Cylix staff training ✓ SMV HOS 3 day H/S training	**BH** **VL**		Training record to be in place to highlight needs. SMV Secretaries to highlight needs to SLT and individuals SMV Secretary	SMV **Site Manager** 3x days H&S training complete: booked for Jan 2020. Updated list of required training	All training completed or booked in SMV Site Manager competed 3x day H+S training	All training completed.			**CF – gov visit**	**VL/PH action plan monthly**

				needed and booked.						
Parent Code of Conduct – refine and embed this policy to ensure that staff & parents feedback that they feel leaders protect staff from bullying and harassment.	**JP**	**Parents**	Refine PCOC (CR-LA & legal stage 4) -FGB approval	**Sept**- publication in newsletters & on websites	Implement policy as required- leaders seeking Gov approval for each stage so co-ordinated decision making in place.		Questionnaire stakeholders about impact		**SIP-** T1,T3,T6	**AB-** termly Gov leadership monitoring
Chiddingly preparation for LA audit developed within a robust action plan.	**VL**	PH & CP staff		VL and PH complete self assessment and create action plan	First Aiders involved in development of self assessment. All staff aware of requirements, shared at briefing.	Action plan regularly reviewed by VL and PH (monthly)	Chiddingly to achieve 90%+ in the LA Health and Safety audit		**CF – gov visit**	**VL/PH action plan monthly**
Checklists in place to ensure all premises areas are checked regularly- i.e. SMV front door.	**VL** **BH** Checklists in place and monitored termly by HOS.	Caretakers		Checklist create with Caretakers for all points to be checked for security and safeguarding. To be added to daily/weekly checks for caretakers	Checklists reviewed with CF as H&S gov. Checklists amended as required.		Amendments made as required for 2020		**CF – gov visit**	**VL/PH meeting** **BH/JG meeting**

Personal Development

(4.1- 4.4) Objectives: **4.1- Curriculum Enrichment & Cultural Capital–** ensuring a broad enhancement of pupils' spiritual, moral, social and cultural development through planned curriculum events and extra-curricular activities. **4.2- Wellbeing/Sports Initiatives-** ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy and that they have an age-appropriate understanding of healthy relationships. **4.3- Learning Powers/GMS/Independent Me**- develop/embed strategies to support pupils to be confident, resilient and independent, and to develop strength of character. **4.4- British Values** – develop/embed pupil understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.	**SEF Ref:** **SMV BD p10-12** **Business Plan Ref:**

Success Criteria: **P & D Ofsted criteria below achieved.**

- ✓ Pioneer cultural capital judged as excellent by external monitoring and stakeholder feedback strong regarding broad pupil curriculum experiences.
- ✓ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- ✓ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

- ✓ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- ✓ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.
- ✓ National Sports Game Mark Awards for all 3 schools (SMV- bronze and EH/CP silver)

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
4.1- Curriculum Enrichment & Cultural Capital Ensuring a broad enhancement of **pupils' spiritual, moral, social and cultural development** through planned curriculum events and extra-curricular activities. (Ofsted criteria 2019) **International Days**-(CW) The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. (Ofsted criteria 2019) Develop a wide range selection of **extracurricular activities/clubs** linked to parent questionnaire requests and pupil interests. Ensure that any documented curriculum activities have an **IMPACT key** linked to them with an explanation of the learning experience pupil gained from them. (Yellow highlighted area on 'curriculum events' on websites and newsletter. (SIP recommendation July 2019)	**Enrichment Days (AB, LP & SD organising)** **International Day (CW organising)** **Awe and Wonder Day (BH and VL) & BVs** **Wellbeing Day (VL, HA, SD, AB and SL organising)** **Pioneer Day (JP, BH, VL, PD and LM)**	**All Staff**	**6 Special curriculum events** (one per term) planned- see in milestones column. Plan the wide ranging extracurricular activities to be available from Sept. Ensure that planned school trips take locality into account.	Wide ranging extracurricular clubs promoted in newsletters and email/text to parents. Purchase plan for each event developed • Tuesday 15th October – **British Values Day** (AB, LP and SD organising) • Thursday 5th December - **Wellbeing Day** (VL, HA, SD, AB and SL organising)		Take up of extracurricular clubs reviewed- are VG fully represented? (Sian/Sophie) • 31st March Enrichment Day **(BV focus)** • Wednesday 12th February - **Intenational Day** (CW organising) • Pupils to write up a report for newsletter around the impact of International Day • Anti-bullying Week	Impact report from stakeholder voice and from SL reports. • **Enrichment Day** 18.5.20 • Monday 20th July - **Pioneer Day** (JP, BH, VL, PD and LM organising)	SL budget for each event – resources PD- coaches	**JP** monitoring pupil voice, newsletter & website content for Pioneer cultural capital experiences **– reporting to at FGB through HT reports.**	**Governor/SIP/DEP & Ofsted monitoring against the Ofsted criteria** Pioneer diversity curriculum is highly effective - pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. **(Ofsted criteria 2019)**
4.2- Wellbeing/Sports Initiatives- Ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy and that they have an age-appropriate understanding of healthy relationships. (Ofsted criteria 2019) **EH Nursery**- Staff give clear messages to children about why it is important to eat, drink, rest & exercise.	**SD-** SP **VL-** wb EH/CP **AB** – wb SMV	**All Staff**	SP Reports 18/19 written and on websites. SD- awareness of SMV areas for development. SMV SP WF 2019-20.pdf	**Sept-SD**- to write SL PE action plan for 19/20 for all 3 schools. **AB**- develop WB action plan for SMV **Oct**- Sports Crew developed at SMV and Golden Mile	**AB**- WB Award for SMV actions developed (liaising with VL) **Jan- Wellbeing Award** achieved for EH and CP	Sports Week at each school- SD **AB**- WB Award for SMV actions developed (liaising with VL)	**National Sports Game Mark Awards** for all 3 schools (SMV- bronze and EH/CP silver) SP report written for all 3 schools- SD – documenting impact made **Wellbeing Award** achieved for SMV	Cost of WB for SMV	**JP** monitoring pupil voice, newsletter & website content for Pioneer WB and Sports Dev **– reporting to at FGB through HT reports.**	AB- SP evaluation reports LW- WB evaluation reports

4.3- Learning Powers/GMS/Independent Me Develop/embed strategies to support pupils to be confident, resilient and independent, and to develop strength of character. (Ofsted criteria 2019)	**BH**– SMV **VL** - EH/CP	**All Staff**	**Sept/Oct-** twilight INSET- display show these trait clearly (BH/VL to lead) **SMV** – updated certificate/display Clarity over 6Bs – streamlined. **EH/CP-** Built into PSHE curriculum. Review of the construction of the LP certificates to ensure clarity for all	Triangulation 'learners voice' **SMV** – streamlined characters in collaboration with Pupil Governors. Relaunch of 6Bs.	**External monitoring reports** show that Pioneer pupils are confident, resilient and independent, and to develop strength of character is outstanding. **Pupil & parent voice** reinforces external validation.			Gov and JP monitoring of pupil and parent voice & termly triangulation evidence	Ofsted/DEP and SIP evaluation reports
4.4- British Values Develop/embed pupil understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. (Ofsted criteria 2019)	**BH** – SMV **VL**- EH/CP	**All Staff**	Ensure that BV are visually present in the schools and represented in the Vision and values Termly PSHE lesson per class on BVs	BV assembly termly built into the timetable to ensure continuity of learning. Children can cite and explain key BVs	Build BV intro Awe & Wonder Day 31st March			**Gov and JP monitoring** **Reflected in questionnaires**	**Gov reports**

4.5 Objective: Church School Developments- all ways forward from SIAMS inspections and actions to fulfil new framework to be actioned at SMV and EH and in place by July 2020.	**SEF Ref:** **SMV BD p10-12** **Business Plan Ref:**

Success Criteria:

EH (mock SIAMS inspection June 2019 areas for development):

East Hoathly SIAMS report 2019

Further develop the understanding of the vision and values across the school community so that all can articulate how it positively influences the strategic and operational direction of the school, and firmly impacts decision making, policies and practice at all levels

- ✓ Ensure a systematic and rigorous approach to monitoring and evaluation provides detailed analysis on the impact of the vision and values on the Christian character of the school
- ✓ Increase opportunities for pupils to plan and lead collective worship on a regular basis

SMV (SIAMS inspection 2018 areas for development):

- ✓ Governors to consistently hold senior leaders to account to ensure that all church school developments are addressed in full, in a timely manner. Refine and clarify vision and values.
- ✓ Develop a secure monitoring and assessment system for religious education (RE), thereby improving the quality of provision. Consolidate rigour in the assessment of RE to show that it is effectively informing teaching and learning and demonstrates at least good pupil progress in relation to the requirements of the agreed syllabus.
- ✓ Develop collective worship by strengthening links between Christian values and Biblical teachings to pupils' own behaviour and attitudes.

Develop children's understanding of the breadth of Christianity as a global faith so that they appreciate the rich variety of different Christian traditions and the way that this is expressed through worship.

Actions			**Achievement Milestones** (What should have happened due to the actions?)					£		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			
Develop use of **Target Tracker for RE** across Federation to hold and analyse data appropriately to ensure impact on standards.	**LP**	**All Ts**		LP – contact TT to see if UC on TT Ensure new NQTs and new teachers know to complete TT RE	Teachers use data to make improvements in RE		All confident using TT		**JP – T1,T3,T6**	EH/SMV Ethos Committee reviews termly

Introduce **RE Datawalls** for data evaluation across Federation & **subject leader monitoring schedule**- see SDP section 2.3.	**LP**	**All Ts**		Subject monitoring and feedback shows all using UC and standards are high	Teachers understand how to use datawalls	Improvements seen in standards based on feedback			**JP – T1,T3,T6**	EH/SMV Ethos Committee reviews termly
Understanding Christianity to be used across all schools as core planning tool for RE.	**LP**	**All Ts**		Training for all in how to plan and use UC resources.	Teachers confident with planning from UC	Share good ideas/practice from use of UC – improvement seen in books			**LP-** RE planning monitoring T2,T4,T6	EH/SMV Ethos Committee reviews termly
Refine **CW planning** and deliver to ensure that biblical links to themes/values are explicit and clearly understood by pupils. **Pupils leading worship increased to 40 % by July.**	**BH VL**	**All Ts**	Review leads for CW planning across Fed. (BH-SMV, VL- EH/CP)	Purchase plan for CW planning resources -CW display make links explicit	DEP visit report that pupil have stronger awareness of biblical links	SLT monitoring – revealing that links are clearer	Pupil voice report showing that pupils have stronger understanding. Planning shows that 40% of CW lead by pupils.		**JP**- CW planning & pupil voice termly	DEP monitoring visits- T2 and T4
SMV- develop **indoor and outdoor prayer spaces** to enable staff and pupils to have tranquil places to reflect throughout the school day.	**JP BH**	**Caretaker – construction** **Staff- use of spaces**	Research prayer spaces and functionality & requirements at SMV	Purchase plan for PS at SMV and action plan for when to complete	Indoor Prayer Spaces in place and well used	Outdoor Prayer Spaces in place and well used	Stakeholder voice report showing that community recognise that PS have impacted upon ethos at SMV	**200**	**SMV Ethos Committee** reviews termly	DEP monitoring visits- T2 and T4

Early Years

5.1– 5.6 Objectives: For the quality of early years education provided to be **'exceptional'.**	**SEF Ref:** **SMV EY p15-18** **Business Plan Ref:**

Success Criteria:

For Pioneer EYFS to meet all the criteria for good in the effectiveness of early years securely and consistently as defined by the new Ofsted criteria.

- ✓ Staff are knowledgeable about the areas of learning they teach. They manage the **EYFS curriculum and pedagogy** in relation to the learning needs of their children.
- ✓ Staff are expert in teaching **systematic, synthetic phonics** and ensure that children practise their **reading** from books that match their phonics knowledge.
- ✓ Staff are knowledgeable about the teaching of early **mathematics.** They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on.
- ✓ The school's approach to teaching **early reading** and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. They provide information to parents about supporting their child's learning at home, including detail about the school's method of **teaching reading** and how to help their children learn to read.

Actions			**Achievement Milestones** (What should have happened due to the actions?)					**£**		
			July 2019	**Oct 2019**	**Jan 2020**	**April 2020**	**July 2020**			

5.1- EYFS Leadership self-evaluation- ensure EYFS leaders have ownership of the EYFS SEF and areas for development under new Ofsted criteria/framework.	**JP**	**EYFS T's**	JP to ensure that EYFS T's are aware of the new Ofsted criteria for EYs.	**Sept-** self evaluate with EYFS team **Oct-** action plan development understood by all and school based bespoke action plan developed.	SEF judgements validated by SIP visits & Ts interview confidently	SMV Ofsted window open – evidence for all 7 areas strong & SEF judgement validated by Ofsted & EH/CP moderation evens.			**JP & Rowena D – review of EYFS SEF and staff voice**	**MW**- EYFS Governor Monitoring Visits **Ofsted and SIP** Monitoring Reports
5.2- EYFS Curriculum- ensure EYFS leaders construct a **curriculum** that is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.	**VL**	**SD CW DP LS**	VL to work with EYFS team to cultivate new EYFS curriculum.	Curriculum is fit for purpose. Shared with Rowena D for amendments and clarity	Validated by SIP visits	Shared with EYFS hub as model Curriculum	Reviewed and amended for Sept 2020		**JP & Rowena D – review of EYFS curriculum**	**MW**- EYFS Governor Monitoring Visits
5.3- Teachers pedagogical knowledge developments Ensure children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this. Consistency of standard clear across all Pioneer EYFS classrooms.	**SD CW DP LS**		Pioneer EYFS team work closely to calibrate standard across Federation.	**Sept-** EYFS policy update to take account of new Ofsted criteria **Sept/Oct-** Pioneer EYFS team agree moderation dates for the year and mentoring & team planning systems established. Utilising the Hub for training and development needs.	**SMV Ofsted window open – evidence for all 7 areas strong** Triangulation evidence shows that team Pioneer planning and moderation impacting on consistency of standards across Federation.	Rowena Dumbrell utilised for bespoke CPD where required. *EYFS T's attendance at EYFS conference.*	Internal and external moderation/ Ofsted/SIP monitoring SMV- strong Ofsted grading		**JP/VL/BH- termly EYFS triangulations**	Internal and external moderation/ Ofsted/SIP monitoring Rowena D EYFS Monitoring Visit T4 (JP requested)
5.4- EYFS Reading, Phonics & Mathematics Ensure the curriculum caters for the expected systematic approaches for these areas of learning to ensure the highest possible outcomes.	**VL**	**EYFS T's**	Review of current texts – wish list created Review of the teaching of reading and love of reading – Reading links made with other EYFS settings		LE reflects emphasis on reading throughout the curriculum. Questionnaires show that this is high priority for children and parents	End of year assessments show value added progress and above national attainment.			**JP/VL/BH- termly EYFS triangulations**	**MW**- EYFS Governor Monitoring Visits **Ofsted and SIP** Monitoring Reports
5.5- Pioneer EYFS Hub Pioneer EYFS provision to be exemplary and is worthy of being shared with others.	**SD/CW**		Meeting with Hub Leads to look at areas of need and plan 19/20 Review transition impact C&L/Lit	ISEND Behaviour support training provides opportunity to share with others. SD/CW attend Hub Leads meeting sharing practice.	Moderation Sessions with local EYFS settings, show consistency and agreement in judgements	Good practice visits sets up and showing impact in settings. Hub leads meeting & review	Hub effectiveness wheel shows increased participation and action plan shows Improvement in areas.		**DP/SD/JP - termly EYFS triangulations**	**MW**- EYFS Governor Monitoring Visits
5.6- East Hoathly Nursery Refinement of provision to ensure outstanding provision & outcomes.	**DP**	Nursery Team	Nursery leader attend Fishbone/SDP planning session	Focus on UTW and PSED outcomes and evidence trail. CPD in SM & links with S/L explicit	DP and VM CPD- UTW and PSED. Senco Maths focus – PPMs/tracking Teaching strategies to embed: Focus on key texts over longer periods- embedding core T/L traits		Rising 5's to achieve expectations in all 7 areas by July		**SD**	**MW**- EYFS Governor Monitoring Visits

					Talking and phonics sessions to explicitly targets speech outcomes- consistency and standards part of staff monitoring. Planned small group work with defined S/L targets – rapid progress expected.				