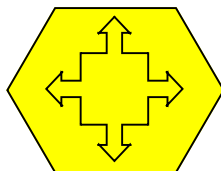


# East Hoathly Primary School Development Plan 2018 – 2019



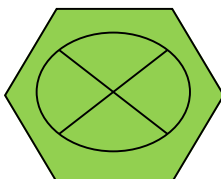
2018-2019

## Priorities for Improvement



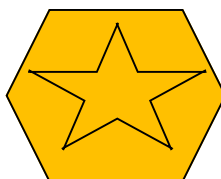
### Key Priority 1 – Outcomes for Pupils

- 1.1- Year 6 pupils' progress and scale scores is at least NA 2019 and shows significant improvement from 2018 figures in Re, Wr and Ma.
- 1.2- Year 6 reading GD attainment and reading scale score to at least reach NA 2019.
- 1.3- Year 6 maths GD attainment and maths scale score to at least reach NA 2019.
- 1.4- Year 6 RWM GD combined attainment and RWM scale score to at least reach NA 2019.
- 1.5- Year 6 GPS at EXS and GD to at least reach NA.
- 1.6- Year 2 reading expected attainment to at least reach NA (EH 2018- 70%, NA=76%) Focus on boys (NA 71%, EH boys= 50%)
- 1.7- Year 2 Maths GD to at least reach NA (EH 2018= 15%, NA=21%)
- 1.8- Greater proportion of boys to achieve the higher standard (GD) in writing at the end of key stages 1 and 2 Ofsted 2018
- 1.9- Vulnerable Pupils- Ensuring that the progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. Year 2 PPG and SEND to reach NA for progress and attainment in R,W&M. In Year 6 PPG pupils to reach NA EXS and progress in Re, Wr and GPS.



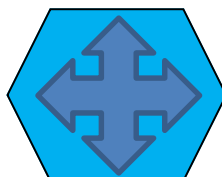
### Key Priority 2- Quality of Teaching, Learning & Assessment

- 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 2018 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 2018
- 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 leadership 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.
- 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. Ofsted 2018
- 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.
- 3.7- EH New Church School SIAMS framework: to achieve outstanding in mock SIAMS June 2019- ensure all areas from 2016 SIAMS have been embedded.



### 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.

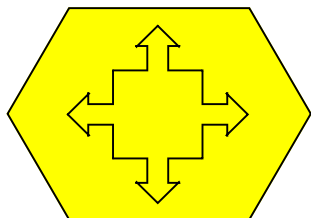
## School Context & Details

Executive Headteacher	Mr James Procter
Head of School	Miss Vicky Lewis
Assistant Headteacher	Lisa Purcell
Chair of Governors	Mrs Mandy Watson
Unique reference number	114501 <b>DfE No:</b> 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	<b>130 total</b> <b>Nursery: 27 Reception: 16 Year 1: 13 Year 2: 16 Year 3: 12 Year 4: 18 Year 5: 15 Year 6: 13</b> <b>Boys: 67 (53%) Girls: 63 (47%)</b>
Number of pupils eligible for pupil premium	21%
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	8.7%
Appropriate authority	East Sussex CC
Date of previous Ofsted inspection	July 2018
Overall Ofsted judgement	Good
Key Ofsted actions from last report- Key areas to improve	Leaders and those responsible for governance should ensure that: 1) a greater proportion of boys achieve the higher standard in writing at the end of key stages 1 and 2 2) teachers 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	<a href="http://www.pioneerfederation.co.uk">www.pioneerfederation.co.uk</a>
Email address	<a href="mailto:office@easthoathly.e-sussex.sch.uk">office@easthoathly.e-sussex.sch.uk</a>



## 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) that identifies, 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. <b>Developing Understanding Christianity</b>



# Key Priority 1- Outcomes for Pupils

Outcome Objectives for 2018-19	
Achievement Gap Issues	<p><b>Ofsted Outcome 'Good'</b> - The proportions of pupils making and exceeding expected progress in English and in mathematics are <u>close to or above national figures</u>. The progress of the vast majority of disadvantaged pupils is similar to <u>or improving</u> in relation to other pupils nationally.</p> <p><b>Pupils' progress is above average <u>or improving</u> across most subject areas.</b></p>
Objective 1.1	Year 6 pupils' <u>progress and scale scores</u> is at least NA 2019 and shows significant improvement from 2018 figures in Re, Wr and Ma.
Objective 1.2	Year 6 <u>reading GD attainment</u> and <u>reading scale score</u> to at least reach NA 2019.
Objective 1.3	Year 6 <u>maths GD attainment</u> and <u>maths scale score</u> to at least reach NA 2019.
Objective 1.4	Year 6 <u>RWM GD combined attainment</u> and <u>RWM scale score</u> to at least reach NA 2019.
Objective 1.5	Year 6 <u>GPS at EXS and GD</u> to at least reach NA.
Objective 1.6	Year 2 <u>reading expected attainment</u> to at least reach NA (EH 2018- 70%, NA=76%)

Objective 1.7	Year 2 <u>Maths GD</u> to at least reach NA (EH 2018= 15%, NA=21%)
Objective 1.8	Greater proportion of <u>boys</u> to achieve the higher standard (GD) in <u>writing</u> at the end of key stages 1 and 2 <u>Ofsted 2018</u>
Objective 1.9	<u>Vulnerable Pupils</u> - Ensuring that the progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. Year 2 PPG and SEND to reach NA for progress and attainment in R,W&M. In Year 6 PPG pupils to reach NA EXS and progress in Re, Wr and GPS.

<u>Objective</u>	<u>Lead</u>	<u>How to achieve the objective &amp; by when</u>	<u>Monitoring</u> (who by & when)	<u>Evaluating</u> (who by & when)	<u>SEF Ref</u>	<u>£ Business Plan Ref</u>
<b><u>1.1</u></b>  <b>Year 6 pupils' progress and scale scores is at least NA 2019 and shows significant improvement from 2018 figures in Re, Wr and Ma.</b>	VL/JP  JP  LP  VL  VL/JP  LP  JP/VL/LP	<b>1. July</b> – analysis of reasons for poor progress and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.  <b>2. Oct</b> – 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. Meeting with JP weekly. <b>VL-</b> action plan for weekly meeting with Yr6 team to check on planning provision, key pupil progress & actions towards outcomes. To include HB Fri am- key foci pupil booster group.  <b>3. Jan-</b> 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.  <b>4. April-</b> Yr 6 mocks – evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.  <b>5. July-</b> Yr6 2019 outcomes reach NA and P and SS at least at NA and show significant improvement from 2018 figures.	<b>VL</b> – weekly Yr6 team meetings (mins taken)  <b>SLT-</b> PPM termly- SS and P evaluations  <b>Termly</b> Fed and County Moderation (Suzy B x 3)  <b>SLT-</b> full triangulation x3	<b>SIP-</b> T2 & T4 Yr6 triangulation  <b>Govs-</b> JG wk2 termly	<b>Outcome Section- Page - 7</b>	HB Fri Booster Group  SS Tests
<b><u>1.2</u></b>  <b>Year 6 reading GD attainment</b>	VL/JP  VL/JP	<b>1. July</b> - analysis of reasons for poor progress and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.  <b>2. Oct</b> – Jane Branson/ EM reading CPD (Sept –twilight & purchase plan in place) VL- Reciprocal reading CPD- modelling weekly for LP Homework booklets purchased- SAT busters	<b>VL</b> – weekly Yr6 team meetings (mins taken)	<b>SIP-</b> T2 & T4 Yr6 triangulation	<b>Outcome Section- Page - 7</b>	Jane Branson

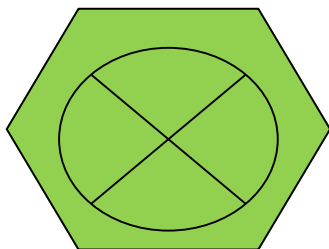
and reading scale score to at least reach NA 2019.	VL/JP/LP  LP  JP/VL/LP	VL and HB- support intervention plan in place – weekly boosters Yr6 weekly review meetings – SS and P tracked.  <b>3. Jan-</b> T2 PPM accurately showing that Yr6 cohort on track to reach P and SS predictions. Evaluate VL support action plan and adjust as required- action additional staff support if required to secure outcomes.  <b>4. April-</b> Yr 6 mocks – evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.  <b>5. July-</b> Yr6 2019 Re outcomes reach NA and P and SS at least at NA –showing significant improvement from 2018 figures.	<b>SLT-</b> PPM termly- SS and P evaluations  <b>SLT-</b> full triangulation x3  <b>Termly</b> Fed and County Moderation (Suzy B x 3)	<b>Govs-</b> JG wk2 termly		Reading Training- £225
<b>1.3</b>  Year 6 maths GD attainment and scale score to at least reach NA 2019.	VL/JP  LP  LP  VL  JP/VL/LP  LP  JP/VL/LP	<b>1. July</b> - analysis of reasons for poor progress and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.  <b>2. Oct</b> - AM formative gap assessment strategies from Sept- mirroring NTS approach to delivery LP to explore - Maths Mastery - NTS Hub link for GD CPD Homework booklets purchased- SAT busters Timetables Rockstars and MyMaths in place across KS2 and directed at GD Yr6 VL and HB- support intervention plan in place – weekly boosters. Yr6 weekly review meetings – SS and P tracked.  <b>3. Jan-</b> 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.  <b>4. April-</b> Yr6 mocks – evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.  <b>5. July-</b> Yr6 2019 Re outcomes reach NA and P and SS at least at NA –showing significant improvement from 2018 figures.	<b>VL</b> – weekly Yr6 team meetings (mins taken)  <b>SLT-</b> PPM termly- SS and P evaluations  <b>Termly</b> Fed and County Moderation (NTS x3)  <b>SLT-</b> full triangulation x3	<b>SIP-</b> T2 & T4 Yr6 triangulation  <b>Govs-</b> JG wk2 termly	<b>Outcome Section- Page - 7</b>	Timetables Rockstars and MyMaths
<b>1.4</b>  Year 6 RWM GD combined attainment and RWM scale score to at least reach NA 2019.	VL/JP  LP/VL  JP/VL/LP  LP  JP/VL/LP	<b>1. July</b> - analysis of reasons for poor RWM GD % and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.  <b>2. Oct</b> – Targeted GD combined pupil – SS tracker providing clarity of expectation and action plan for tracking termly. Suzy B booked in for 3 x Wt moderation session for Fed  <b>3. Jan-</b> 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.  <b>4. April-</b> Yr6 mocks – evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.	<b>VL</b> – weekly Yr6 team meetings (mins taken)  <b>SLT-</b> PPM termly- SS and P evaluations	<b>SIP-</b> T2 & T4 Yr6 triangulation  <b>Govs-</b> JG wk2 termly	<b>Outcome Section- Page - 7</b>	

		<b>5. July-</b> Yr6 2019 GD RWM outcomes reach NA and P and SS at least at NA –showing significant improvement from 2018 figures.	<b>Termly</b> Fed and County Moderation (NTS and SB x3)			
<b>1.5</b> <b>Year 6 GPS at EXS and GD to at least reach NA.</b>	EK/VL/LP	<b>1. July</b> - analysis of reasons for poor GPS Exs, GD and scale scores 2018 and QLA. CPD in place for Sept and action plan developed.	<b>VL</b> – weekly Yr6 team meetings (mins taken)	<b>SIP-</b> T2 & T4 Yr6 triangulation  <b>Govs-</b> JG wk2 termly	<b>Outcome Section- Page - 7</b>	Park Meads GPS computerised system  SAT Busters Booklets
	EK/VL	<b>2. Oct</b> – EK to support LP for CPD requirements CW 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.	<b>SLT-</b> PPM termly- SS and P evaluations			
	JP/VL	<b>3. Jan-</b> 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.	<b>Termly</b> Fed and County Moderation (NTS and SB x3)			
	LP/EK	<b>4. April-</b> Yr6 mocks – evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.	<b>SLT-</b> full triangulation x3			
	JP/VL	<b>5. July-</b> Yr6 2019 GPS outcomes reach at least NA and P and SS at least at NA –showing significant improvement from 2018 figures.				
<b>1.6</b> <b>Year 2 reading expected attainment to at least reach NA (EH 2018- 70%, NA=76%)</b>	EK/JP	<b>1. July</b> – Evaluate Re 2018 progress from EYFS to Year 2. QLA and action plan CPD and gaps. Timetabling of reading and SEND provision for reading and staffing pupil needs in KS1.	<b>JP</b> – fortnightly Yr2 team meetings (mins taken)	<b>SIP-</b> T2 & T4 Yr6 triangulation  <b>Govs-</b> JG wk2 termly	<b>Outcome Section- Page - 7</b>	Jane Branson Reading Training- £225
	EK/JP	<b>2. Oct</b> – Jane Branson/ EM reading CPD (Sept –twilight & purchase plan in place) Staffing and timetabling for Re KS1 in place. CPD actioned if required. SS and A% tracking rigorously applied and linked to PM Obj EK. Fortnightly meeting to evaluate provision- JP/EK. Targeted intervention in place from Sept for pupils of concern- gap analysis. Purchase plan in place for additional books if required. EK to be KS1 County moderator for Re and Wr.	<b>SLT-</b> PPM termly- SS and P evaluations			
	JP/EK/VL	<b>3. Jan-</b> 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.	<b>Termly</b> Fed and County Moderation (NTS and SB x3)			
	EK	<b>4. April-</b> Teacher assessment evaluate P and SS for T4. Final booster action plan in place and prep for testing in May.	<b>SLT-</b> full triangulation x3- Re focus			
	VL/JP	<b>5. July-</b> Yr2 2019 Re outcomes reach at least NA and P and SS at least at NA –showing improvement from 2018 figures.				

<p><b>1.7</b></p> <p><b>Year 2 Maths GD to at least reach NA (EH 2018= 15%, NA=21%)</b></p>	EK/JP	<p><b>1. July</b> - Evaluate Ma 2018 progress from EYFS to Year 2. QLA and action plan CPD and gaps. Check that GD pupils exposed to full higher level curriculum. Planning and timetabling of Ma GD provision evaluated provision. Develop SS tracking for Yr2 GD targeted pupils.</p>	<p><b>JP</b> – fortnightly Yr2 team meetings (mins taken)</p>	<p><b>SIP-</b> T2 &amp; T4 Yr6 triangulation</p> <p><b>Govs-</b> JG wk2 termly</p>	<p><b>Outcome Section- Page - 7</b></p>	
	LP/EK	<p><b>2. Oct</b> – Planning and provision auditing monitoring set up or the year. Targeted GD pupil identified and SS and A% tracking in place. Fortnightly meeting to evaluate provision- JP/EK. LP Maths lead action plan – PM links. Targeted intervention in place from Sept for pupils of concern- gap analysis. Purchase plan in place for additional Maths resources if required. (additional Numicon)</p>	<p><b>SLT-</b> PPM termly- SS and P evaluations</p>			
	JP/EK	<p><b>3. Jan- T2</b> PPM accurately showing that Yr2 cohort on track to reach Ma GD expectations- P and SS predictions. Evaluate support action plan and adjust as required- action additional staff support if required to secure outcomes.</p>	<p><b>Termly</b> Fed and County Moderation (NTS and SB x3)</p>			
	EK	<p><b>4. April-</b> Teacher assessment evaluate P and SS for T4. Final booster action plan in place and prep for testing in May/TA. Moderation validating Ma GD judgements.</p>	<p><b>SLT-</b> full triangulation x3- Ma focus</p>			
	JP/EK	<p><b>5. July-</b> Yr2 2019 Re outcomes reach at least NA and P and SS at least at NA –showing improvement from 2018 figures.</p>				
<p><b>1.8</b></p> <p><b>Greater proportion of boys to achieve the higher standard (GD) in writing at the end of key stages 1 and 2 Ofsted 2018</b></p>	VL/EK	<p><b>1. July</b> – Suzy Buist booked in for Fed moderation x 3 annually –validating judgements and focus on boys GD</p> <p><b>2. Oct</b> – EK and SB- CPD linked to GD expectations. Exemplary LA &amp; NA materials explicit for all cohorts. EK Lit action plan- directed towards boys GD writing AB, BH and VL to train as KS2 County Moderators and EK as KS1 Moderator– 4 x Pioneer Fed Termly book audits specifically targeting boys at GD – EK and VL Target boys identified and individualised SS tracking and gap analysis in place. CPD linked to GD criteria. Boys GD writing portfolio developed- used to show stakeholders develops in boys writing standards.</p> <p><b>3. Jan- T2</b> PPM accurately showing that boys writing on track to reach targeted expectations- P and SS predictions.</p> <p><b>4. April-</b> Teacher assessment evaluate P and SS for T4. Final booster action plan in place and prep for testing in May/TA. Moderation validating Ma GD judgements.</p> <p><b>5. July-</b> Targeted boys achieved GD in Year 2 and Year 6 and at least reach NA for gender 2019.</p>	<p><b>EK</b> – fortnightly staff meetings agenda item- boy writing foci (mins taken)</p> <p><b>Termly</b> Fed and County Moderation and PPM to focus on boys writing and targeted pupils for GD</p> <p><b>SLT-</b> full triangulation x3- Boys Wr focus</p>	<p><b>SIP-</b> T2 &amp; T4 Yr6 triangulation</p> <p><b>Govs-</b> JG wk2 termly</p>	<p><b>Outcome Section- Page - 7</b></p>	

<p><b>1.9</b></p> <p><b><u>Vulnerable Pupils-</u></b> Ensuring that the progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. Year 2 PPG and SEND to reach NA for progress and attainment in R,W&amp;M. In Year 6 PPG pupils to reach NA EXS and progress in Re, Wr and GPS.</p>	SL	<p><b>1. July</b> – PPG and APDOR targets in place for all cohorts and links to PPG/SEND tutor intervention, following T6 PPPMs.  <b>Ongoing-</b> All staff working with APDORS/SEND and PPG children know targets, contribute to achieving them and recording evidence.</p> <p><b>2. Sept- Explicit scale score targets set up for Yr6 cohort.</b> Personalised termly milestones of expected progress to reach targets. PPG/SEND outcomes at each pupil progress meeting.  <b>Mid- Sept -</b> PPG and SEND progress targets explicated listed in all staff accountable for these pupils.</p> <p><b>3. Termly</b> PPMs focus on VG provision and progress developments. Support and interventions reflect needs effectively- and progress reviews reflect this.  PPG and SEND pupils achieve milestone targets set.</p> <p><b>4. Jan-</b> T2 datawall and SS tracker to show VGs on track to make expected progress and attainment</p> <p><b>5. April-</b> PPG Reports written documenting support for and progress of PPG pupils</p> <p><b>6. May-</b> Penny Nice/Govs 6<sup>th</sup> May- VG monitoring visit.</p> <p><b>7. July-</b> Achieve APDOR targets. SS targets reached and SEND and PPG reach at least NA in progress and attainment.</p>	SLT- termly PPM PPG and SEND focus analysis of provision and progress	<p><b>Govs- SEN provision is</b> highly effective and SEN pupils reach their targets and make the expected progress.  <b>Governors</b> have a clear picture of the effective support provide for SEN pupils.</p> <p><b>Juliet- Gov</b> monitoring termly</p>	Outcome Section- Page - 7	
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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. <b>EH 2018 Outcomes Ways Forward</b></p> <p>Ensure all groups are fully challenged and the 'proportion of pupils make and exceeding expected progress is high'. <b>EH 2018 Outcomes Ways Forward</b></p> <p>Ensure the standard of education in subjects other than English and mathematics is strong. <b>Ofsted 2018</b></p> <p>Ensure teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum.</p>
Objective 2.1	<b>Pioneer Pedagogy:</b> To define the vision and core teaching and learning values and expectations for the new 3 school Federation.
Objective 2.2	<b>Federation Curriculum:</b> To develop an innovative and exciting Federation curriculum.
Objective 2.3	<b>Assessment Systems:</b> 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	<b>Raise the proportion of outstanding teaching:</b> Ensure all groups are fully challenged <b>Ofsted 2018</b> 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.

<b>Objective 2.5</b>	<b>Raise standards of presentation in the school displays and ensure consistently across all subjects.</b> Ensure teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum. <b>Ofsted 2018</b>
<b>Objective 2.6</b>	<b>Federation Metacognition Initiative:</b> 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.
<b>Objective 2.7</b>	<b>Homework:</b> 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
<b>Outstanding</b>	0%	0%	14%	14%	28%	28%	28%	28%	42%		56%	
<b>Good</b>	86%	86%	100%	100%	100%	100%	100%	100%	100%		100%	
<b>Good+</b>	86%	86%	100%	100%	100%	100%	100%	100%	100%		100%	
<b>Requires Improvement</b>	14%	14%	0%	0%	0%	0%	0%	0%	0%		0%	
<b>Inadequate</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%		0%	

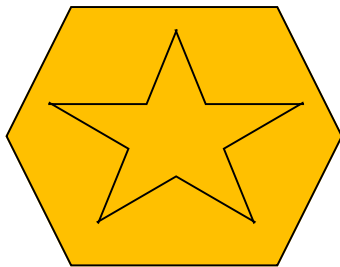
<b>Objective</b>	<b>Lead</b>	<b>How to achieve the objective &amp; by when</b>	<b>Monitoring</b> (who by & when)	<b>Evaluating</b> (who by & when)	<b>SEF Ref</b>	<b>£ Business Plan Ref</b>
<b>2.1</b> <b>Pioneer Pedagogy:</b> To define the vision and core teaching and learning values	JP & SLT	<b>1. July –</b> Marking and Learning Environment Policies established for all 3 schools. <b>2. Oct –</b> 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 <b>3. Nov-</b> Launch Federation vision and song with school communities.	SLT- stakeholder feedback and consultation	<b>SIP, JC, ST-</b> impact and clarity of Pioneer pedagogy <b>Govs-</b> MW visit reports	<b>T/L Section- Page -4&amp;5</b>	'Pioneer Every Lesson Counts' (ELC)- cost of developing booklets

and expectations for the new 3 school Federation.		<p><b>4. Nov-</b> 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><b>5. Dec-</b> Invite John Camp and Phil Bunn to evaluate Fed pedagogy established. Act on feedback.</p> <p><b>6. Jan-</b> Launch ELC document – CPD INSET 4<sup>th</sup> Jan - ELC parent workshops and publish on websites</p> <p><b>7. April-</b> Review feedback for ELC and Fed vision</p> <p><b>8. July-</b> Stakeholder questionnaire- pedagogy focus Evaluate outcomes and adjust ELC from stakeholder feedback</p>				
<b>2.2</b> <b>Federation Curriculum: To develop an innovative and exciting Federation curriculum.</b>	VL SD EK	<p><b>1. July –</b> Establish Pioneer Federation Curriculum documents on a 2 year cycle with SMV</p> <p><b>2. Oct –</b> 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><b>3. Feb -</b> 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><b>4. April-</b> PALS assembly to share learning – subject foci - termly review of curriculum with children</p> <p><b>5. May -</b> 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><b>6. July-</b> Review curriculum docs with children and teaching staff. Editions made for 2019/20 Final NZ documents shared with all stakeholders.</p>	<p><b>Subject leaders – monitoring coverage</b></p> <p><b>SLT – monitoring through staff meetings and events</b></p>	<p><b>SIP- Impact</b></p> <p><b>Govs-</b> Impact for stakeholders- AB Gov reports</p> <p>Pupil Governors – feedback termly</p>	T/L Section- Page -4&5	Cover for planning sessions needed
<b>2.3</b> <b>Assessment Systems:</b> To develop a Federation assessment framework- utilising		<p><b>1. July –</b> research and purchase best assessment computerised system for Federation.</p> <p><b>2. Sept- 4<sup>th</sup> Sept-</b> CPD linked to TT. (AB) Set up TT for all users across Federation. Link Datawall and trackers- TT format.</p> <p><b>Individualised 'scale scores' set up for all pupils – tracking and predictions based around SS.</b></p> <p><b>3. Oct –</b> SLT CPD- new datawall and SS.</p>	<p><b>SLT- TT utilised for PPMs termly.</b></p>	<p><b>SIP- data challenge x 3</b></p>	T/L Section- Page -4&5	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 4<sup>th</sup> 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 it 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><b>2.4</b> Raise the proportion of outstanding teaching:</p> <p>Ensure all groups are fully challenged <b>Ofsted 2015</b> 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- <b>2018/19 Teacher Monitoring Procedure- developed in T/L policy:</b> A focus on live coaching to be developed within Pioneer monitoring.</p> <ul style="list-style-type: none"> <li>• <b>'Consistent Good+ performance'</b> = focus on books, pupil voice and progress tracking. If there are concerns about teacher performance at any time, then fully triangulation implemented.</li> <li>• <b>'RI performance'</b> = full triangulation and potential support plan if rapid progress not actioned.</li> <li>• <b>'Inadequate'</b> = immediate support plan.</li> </ul> <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 -4&5	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><b>5. Jan- 100% good+ teaching in place across Federation. 25% Outstanding in all schools/N.</b> Every lesson Count document lined to teacher effectiveness traits and part of CPD development.</p> <p><b>6. April- 50% outstanding t/l achieved.</b> 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><b>7. July-</b> All key stage outcomes achieved across Federation. Teaching School status considered for Pioneer Federation.</p>				
<p><b>2.5</b> 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. <b>Ofsted 2015 feedback</b></p>	VL JP  Subject Leaders	<p><b>1. July – shared vision for 2018/19 with staff so all aware</b></p> <p><b>2. Oct –</b> Teacher triangulation to have this as an element of book review of all areas, including topic, science and RE books.</p> <p><b>3. Nov -</b> 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><b>English leader to create 'expected' handwriting statements/examples for each year group – 'What a Good One Looks Like' display</b></p> <p><b>4. Jan-</b> Review of topic-specific work to explore the writing evidence across the foundation subjects – including handwriting and content.</p> <p><b>5. April-</b> 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><b>6. July-</b> 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><b>SIP- during triangulation visit to focus on presentation and quality of writing across the curriculum</b></p> <p><b>Govs-</b> Gov visit from Curriculum focus governor to focus on book audit</p>	T/L Section- Page -4&5	
<p><b>2.6</b> Federation Metacognition Initiative: Relaunch Learning Powers - further developing pupil resilience, independence and ability to reflection on</p>	VL JP CW LP	<p><b>1. July – review of success so far..</b></p> <p><b>2. September –</b> 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><b>3. October –</b> 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><b>4. March-</b> review with stakeholders in questionnaires inc children to ensure these are high profile.</p>	SLT- monitoring and reviewing through questionnaires	<p><b>SIP-</b> monitoring and reviewing through questionnaires</p> <p><b>Govs-</b> curriculum governor focus- AB</p>	T/L Section- Page -4&5	

learning to ensure that all pupils continue to be confident, self-assured learners.		5. July- Review with all stakeholders				
<b>2.7</b> <b>Homework:</b> 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 <b>New Zealand style homework</b> curriculum newsletters.	LP VL	<p><b>1. July</b> – Review current homework systems with parents at Parent Forum.</p> <p><b>2. Sept</b> – <b>Launch of new MyMaths and Timetable Rockstars</b>  - 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><b>3. Jan-</b> 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><b>4. March</b> – reviewed with stakeholders through questionnaire – parents, pupils and staff to monitor effectiveness and manageability</p> <p><b>5. July-</b> Full review with parents at forum, pupil governors and staff.</p>	SLT- termly through parent forum	<b>SIP-</b> measuring impact  <b>Govs-</b> curriculum governor visit- AB	<b>T/L Section- Page -4&amp;5</b>	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	
<b>Key L&amp;M Issues</b>	<b>Middle Leadership-</b> Ensure the standard of education in subjects other than English and mathematics is strong. <b>Ofsted 2018</b> Ensure teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum.
<b>Objective 3.1</b>	<b>Pioneer Federation:</b> To develop a strong Federation where all schools flourish and retain their individuality and uniqueness.
<b>Objective 3.2</b>	<b>New Governing Body:</b> highly strategic Federation Body who support, challenge and effectively hold leadership to account for the highest possible standards and outcomes.
<b>Objective 3.3</b>  Primary County Agenda 15 06 18 FIN/	<b>Sustained Senior Leadership Strength: 'Grower of Leaders':</b> 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.
<b>Objective 3.4</b>	<b>Develop Middle/Subject Leadership:</b> to have a significant impact on the quality of teaching, learning and assessment. <b>Ofsted 2018</b> . Ensuring that the standard of education and challenge in subjects other than English and mathematics are equivalently strong. <b>Ofsted 2018</b>
<b>Objective 3.5</b>	<b>GDPR:</b> embed all aspects from DPO action plan, ensuring Federation is fully compliant.

<b>Objective 3.6</b>  Q1.docx	<b>Reduce Teacher Workload Initiative:</b> reduce/cut out low level operational tasks to ensure that teacher time is spent impacting on standards and pupil outcomes.
<b>Objective 3.7</b>	<b>EH New Church School SIAMS framework:</b> to achieve outstanding in mock SIAMS June 2019- ensure all areas from 2016 SIAMS have been embedded.

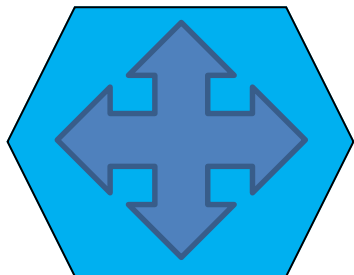
<b>Objective</b>	<b>Lead</b>	<b>How to achieve the objective &amp; by when</b>	<b>Monitoring (who by &amp; when)</b>	<b>Evaluating (who by &amp; when)</b>	<b>SEF Ref</b>	<b>£ Business Plan Ref</b>
<b>3.1</b> <b>Pioneer Federation:</b> To develop a strong Federation where all schools flourish and retain their <b>individuality and uniqueness.</b> Ensure the Pioneer Federation continues to expand –enabling sustainability and retention of staff.	MW  FT/VL /JP  JP/ MW  JP/ MW  JP/ MW	<b>1. July –</b> Governance charter for Federation to specify that the prerequisite are for school uniqueness to remain and successful outcomes.  <b>2. Oct –</b> 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.  <b>Nov-</b> Develop 3 Year Plan for the future Federation.  <b>3. Jan-June</b> HT- Begin exploring links with further partnership schools and staff CPD links with other local schools  <b>5. July-</b> Potential 4 <sup>th</sup> school partnership secured and preparations made for Sept.	SLT- stakeholder feedback on vision and values	<b>SIP-</b> evaluating clarity  <b>Govs-</b> Mins & Gov reports (MW)	<b>L&amp;M Section : 3.2</b>  <b>Page : 3</b>	Vision boards for schools-  Impact of 4th school factored within BP 2019/20
<b>3.2</b> <b>New Governing Body:</b> <b>Highly strategic Federation Body who support, challenge and effectively hold leadership to</b>	MW /JP	<b>1. July –</b> New Federation Governors established and communication to parents. Role allocated linked to skill set. Fishbone SDP planning session.  <b>2. 24<sup>th</sup> Sept-</b> 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.  <b>3. Oct –</b> 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.	SLT- Gov monitoring Grid- dates and accountability part of L action plans	<b>SIP-</b> Meeting reps from FGB x3  <b>Govs-</b> evaluation grid and Gov mins/report	<b>L/M section pages 3/4</b>	



account for the highest possible standards and outcomes.		<p>MW- mentoring role with new Governors and more experienced partnership links.</p> <p>4. Jan- 4<sup>th</sup> –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><b>3.3</b></p> <p><b>Sustained Senior Leadership Strength: 'Grower of Leaders':</b></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 &amp; 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"> <li>Leadership questionnaire and CPD evaluation needs assessed</li> <li>Developing 'positive Leadership traits' across all layers of leadership. Action plan.</li> <li>Leadership action plan developed- linked to JDs and SDP accountabilities. SLT timetables to show how all roles will be catered for.</li> <li>Coaching Culture: 'Empower people to lead': develop coaching GROW &amp; Pathfinder models and embed 'live' coaching approaching to staff CPD.</li> <li>SLT meeting weekly. HOS weekly meetings w/JP. (Agenda and mins)</li> <li>FT/VL and JP meetings termly. (Agenda and mins)</li> <li>SLT- career journey within Pioneer established in PM targets. Bespoke CPD in place.</li> <li>All SLT to visit <b>Compass Schools</b> at some point in the year.</li> <li>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.</li> <li>PB, JC &amp; ST involved in mentoring JP (TS status, 4<sup>th</sup> school logistics, JP next steps)</li> </ul> <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 4<sup>th</sup> 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 3/4</p>	<p>SLT- Compass School visits- train journey to London</p>
<p><b>3.4</b></p> <p><b>Develop Middle/Subject Leadership:</b> to have a significant impact on the quality of teaching, learning</p>	<p>VL</p> <p>JP</p> <p>All teach</p> <p>ers</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"> <li>Establish weekly time out of class</li> <li>Action plan (VL) of what needs to be achieved and when- Policy developed. SL folder.</li> <li>SL Action plan etc</li> </ul> <p>Use of target tracker to create datawalls 3xper year</p> <p>Training for new to subject leadership</p> <p>EH/CP-Consider delivering teaching of their area of expertise? Logistics of this?</p>	<p>SLT- Performance Management</p> <p>Subject Leaders – during their monitoring</p>	<p>SIP- book looks during visits</p> <p>Govs- Curriculum and leadership</p>	<p>L/M section</p>	

and assessment. <b>Ofsted 2015.</b> Ensuring that the standard of education and challenge in subjects other than English and mathematics are equivalently strong. <b>Ofsted 2015</b>		<p><b>Examples of good practice in books shared at staff meetings.</b> <b>Performance management includes criteria around subject leadership.</b></p> <p><b>3. Jan-</b> 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><b>4. April-</b> 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><b>5. July-</b> 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>		governors focus.	<b>pages 3/4</b>	
<b>3.5</b>  <b>GDPR: embed all aspects from DPO action plan from DPO, ensuring Federation is fully compliant.</b>	GDPR Pioneer working Party	<p><b>1. July – Compliance Check Action Plan – listing items to complete and when? who?</b></p> <p> Pioneer Federation - GDPR Compliance Re</p> <p><b>2. Sept- 5<sup>th</sup> – INSET-</b> 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><b>2. Oct – SMV</b> develop all areas form EH/CP action 2018 (WP supporting termly)</p> <p><b>3. Jan-</b> Alan and DPO – check on compliance check for SMV and action plan ways forward completed</p> <p><b>4. April-</b> DPO judge all Pioneer school as fully GDPR complaint.</p>	SLT- termly checking completion of areas for DPO action plan	<b>SIP- spot check x 3</b>  <b>Govs-</b> AB 3 x reports	<b>L/M section pages 3/4</b>	Purchase plan for lockable cupboards etc
<b>3.6</b> <b>Reduce Teacher Workload Initiative: reduce/cut out low level operational tasks to ensure that teacher time is spent impacting on standards and pupil outcomes.</b>	VL, JP, CW, LP, SD	<p><b>1. Sept – Staff questionnaire about workload.</b></p> <p><b>2. Oct –</b> 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 Review of homework policy to include strategies for cutting down on workload and marking of homework. Further requests for volunteer helpers to be issued. PPA to be taken at home as an option for ALL teachers. Termly planning shared between all 3 schools Overhaul of assessment system (see 2.3)</p> <p><b>3. Jan-</b> 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>	SLT- staff questionnaires x 3 yearly	<b>SIP-</b> staff qu report  <b>Govs-</b> MW x 3 reports	<b>L/M section pages 3/4</b>	

		5. July- Staff questionnaire about work load since 3.6 changes made. SLT Review impact.				
<b>3.7</b> <b>EH New Church School SIAMS framework: to achieve outstanding in mock SIAMS June 2019- ensure all areas from 2016 SIAMS have been embedded.</b>	LP/VL	1. July – LP to attend Diocese course on new framework. LP set up YEAR 5/6 church monitors for the entire year. Set up book so that each class take in turns to add to evaluation of worship each week. Ways forward acted on. <b>Children to make links between own behaviour and Christian Values.</b>	SLT- fortnightly SIAMS meetings – action plan towards inspection	DEP- x 3 visits and reports	L/M section pages 3/4 &	SMSC section pages 6 & 7
	LP/VL					
	LP/VL	Sept- Vision reinforced so all can explain clearly the 'biblical references'. The vision and ethos explained by pupils and put onto EH website- including the vision song. 2 SIAMS days- pms - planned out through the year so all ready for the inspection in May. Film children RE council singing Vision song and added to website with children explaining.				
	LP,VL	2. Oct – LP to attend Understanding Christianity Course to receive planning documents to enhance the RE curriculum. Then LP will redesign curriculum planning to include Understanding Christianity. <b>New framework to include Christianity as a global faith across the world and the UK.</b>				
	LP,VL	Nov/Dec- SIAMS SEF developed				
		3. Jan- Governors involved in monitoring of the Ethos of the school including visits to Church events and community events in school. Whole school prayer space developed in reflection area outside and central in the learning zone.				
		4. April- Assessment systems for RE developed and being used by teachers – 3 x pupils per class. This will be developed to 6 next year. Link to target tracker.				
		5. July- Outstanding SIAMS Mock judgement in June 2019				



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

<u>Personal Development, Behaviour &amp; Welfare for 2018-19</u>	
Key T&L Issues	<b>Ofsted Attendance 'Good'</b> - Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. <b>Attendance need to be at NA 2019 and persistence absence to also be at least NA 2019.</b>
Objective 4.1	<b>Attendance:</b> To improve by % at East Hoathly so at <u>96.8%</u> and PA at NA by July 2018. No differences between groups.
Objective 4.2	<b>Mental Health Quality Mark- Wellbeing Award:</b> To develop pupil's ability to make informed decisions about emotional and mental well-being.
Objective 4.3	<b>Federation Thrive and Mindfulness Initiative:</b> Develop pupil emotional wellbeing and engagement with learning through whole school Thrive and mindfulness approaches to learning.

Termly Milestones for Attendance and Persistent Absence for all pupils. **Red figure is attendance including child on part time timetable.**

Below 96% due to 4 unauthorised holidays and 2 children in one family having 6 authorised days due to family death. Also due to new LAC child on phased entry into 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	96.9%	95	95.8% 95.3%	95.5	95.5% 94.8%	96	95.6% 95%	96.5		97	
Gender												
Male	94	97.9%	95	96.1%	95.5	95.4%	96	95.4%	96.5		97	
Female	94	96.1%	95	95.4% 94.6%	95.5	94.2% 95.3%	96	95.7% 94.6%	96.5		97	
Free School Meals												
FSM	93	98.7%	94	94.5%	95	94.3%	95	94.3%	96		96	
Non-FSM	95	96.9%	96	95.9% 95.4%	96	94.8% 95.4%	97	95.6% 95%	97		98	
English as a First Language												
Non-EAL	93	n/a	94	n/a	94.5	n/a	95	n/a	95.5		96	
EAL	96	n/a	96	n/a	97	n/a	97	n/a	97		97	
Special Education Needs												
No SEN	94	97.7%	95	96.1%	95.5	95.7%	96	95.9%	96.5		97	
SEN Support	80 (inc LH)	90%	80 (inc LH)	93.3% 88.9%	85 (inc LH)	86.4% 91.6%	90 (inc LH)	92.2% 87.5%	95 (inc LH)		96 (inc LH)	
EHC	94	100%	95	100%	95.5	69.7% 99.41%	96	98.81% 69.8%	96.5		97	

	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	12.0	6.1%	11.0	9.2% 10.3%	10.0	13.4% 14.4%	9.0	8.24% 9.27%	8.5		8.0	
Gender												
Male	12.0	4%	11.0	4.1%	10.0	7.21%	9.0	6.18%	8.5		8.0	
Female	12.0	8%	11.0	6.1% 7.2%	10.0	6.18% 7.21%	9.0	2.06% 3.09%	8.5		8.0	
Free School Meals												
FSM	12.0	0%	11.0	0%	10.0	0%	9.0	1.03%	8.5		8.0	
Non FSM	12.0	6.1%	11.0	9.2% 10.3%	10.0	13.4% 14.4%	9.0	7.21% 8.24%	8.5		8.0	
English as a First Language												
Non-EAL	n/a			n/a		n/a		n/a				
EAL	n/a			n/a		n/a		n/a				
Special Education Needs												
No SEN	12.0	3%	11.0	7.2%	10.0	9.27%	9.0	5.15%	8.5		8.0	
SEN Support	20% (inc LH)	30% (3/10)	20% (inc LH)	20% 30%	15% (inc LH)	50% 40%	12% (inc LH)	3.09% 4.12%	10% (inc LH)		10% (inc LH)	
EHC	12.0	0%	11.0	0%	10.0	50% (due to new EHCP on a part-time timetable)	9.0	0% 50%	8.5		8.0	

<b>Objective</b>	<b>Lead</b>	<b>How to achieve the objective &amp; by when</b>	<b>Monitoring (who by &amp; when)</b>	<b>Evaluating (who by &amp; when)</b>	<b>SEF Ref</b>	<b>£ Business Plan Ref</b>
<b>4.1</b> <b>Attendance: To improve by % at East Hoathly so at 96.8% and PA at NA by July 2018. No differences between groups.</b>	VL LP CW	<p><b>1. September</b> – Assistant headteachers to review policy, reward systems and targets. Investigate training available. Meet with Pupil Governors and pool ideas.</p> <p><b>2. Oct</b> – 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.</p> <p><b>3. Jan-</b> 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.</p> <p><b>4. March-</b> 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.</p> <p><b>5. July-</b> Attendance need to be at least NA 2019 and persistence absence to also be at least NA 2019. <b>Ofsted 'Good' criteria achieved for attendance-</b> 'Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance'.</p>	SLT- VL weekly	SIP- During monitoring visits Govs- Phil Hodgins during visits and review at ach FGB.	PDBW section- page 5 & 6	
<b>4.2</b> <b>Mental Health Quality Mark- Wellbeing Award: To develop pupil's ability to make informed decisions about emotional and mental well-being.</b>	VL	<p><b>1. July</b> – Action plan for Wellbeing Award received from coach.</p> <p><b>2. Oct</b> – Action plan confirmed with all stakeholders, working party created and staff informed. 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><b>3. Jan-</b> Action Plan and audit shared at Parent Forums and Pupil Govs 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><b>4. April-</b> Action plan reviewed and assessment arranged. Plan for Awe and Wonder day to link with Mental Health education – further experts into school</p> <p><b>5. July-</b> Award achieved and shared. Plan for maintaining actions created.</p>	SLT- VL termly evaluations	Govs- PH x 3 reports	PDBW section- page 5 & 6	
<b>4.3</b> <b>Federation Thrive and Mindfulness Initiative: Develop pupil emotional wellbeing and engagement with learning through</b>	SL SL SL SL SL	<p><b>1. July</b> – Thrive lead appointed 0.23 hours across the federation for Sept 18. Fishbone ideas reviewed and used to plan SDP.</p> <p><b>2. Oct/Dec</b></p> <ul style="list-style-type: none"> <li>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"> <li>-whole school profiling established for C &amp; EH ( staff meeting Oct and Feb)</li> <li>- children identified for individual intervention with practitioner and profiles completed with class teachers</li> <li>- groups identified focus for class teachers</li> <li>-THRIVE lead to meet with class teachers to go through their children's</li> <li>-online overview training for new staff and meet with Thrive led for an overview</li> </ul> </li> </ul>	SLT- Termly meets between lead and JP	Govs- PH x 3 reports  Govs- either feedback re HT report to governors/or meet termly	PDBW section- page 5 & 6	CPD for all practitioners 4 x £150 +VAT  Thrive day/afternoon

<p><b>whole school Thrive and mindfulness approaches to learning.</b></p>		<ul style="list-style-type: none"> <li>-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.</li> <li>- Review visual reminders in the classrooms following whole school display work</li> </ul> <ul style="list-style-type: none"> <li>• <b>review procedures across the federation to ensure consistency and share strategies to maximise the impact of the Thrive approach</b> <ul style="list-style-type: none"> <li>- Review procedures and agree consistent format for identification, session length and duration agreed – recorded and shared with all staff as Pioneer Procedures</li> <li>- 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.</li> </ul> </li> <li>• <b>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</b> <ul style="list-style-type: none"> <li>- dates set for 3 x termly meets between the three practitioners and Thrive led and 6 x lead and JP.</li> <li>- extend contacts outside of Pioneer               <ul style="list-style-type: none"> <li>- consider practicalities of attending local hub for all 4 practitioners,</li> <li>- also inviting other local practitioners to attend Pioneer Thrive meets once a seasonal term alternating with Pioneer practitioner meets</li> </ul> </li> <li>- Liaise with VL to determine links with mental health award to see how can link together (Thrive stress and anxiety training in Jan??)</li> </ul> </li> </ul> <p><b>3. Jan-</b></p> <ul style="list-style-type: none"> <li>• <b>to increase teaching staff/parent involvement and understanding of The Thrive approach and how they can support pupils in class/home</b> <ul style="list-style-type: none"> <li>- class group plans completed and shared with class teachers in EH and CHID in addition to individual profiles and plans</li> <li>-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</li> <li>- make links with other parent groups eg Triple P, involve other local schools – St Michaels?</li> <li>- Display areas – who accesses – who are they for? Ch? Staff? Parents? Visitors? What info should be on there?</li> <li>- Eye Thrive set up in EH and Chid, to increase involvement of all staff in Thrive approaches</li> </ul> </li> <li>• <b>Develop procedures and strategies across the to maximise the impact of the Thrive approach</b> <ul style="list-style-type: none"> <li>- consideration of data available for sharing with The Thrive Approach to demonstrate impact – gain permissions,</li> <li>- 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</li> <li>- Eye Thrive see above</li> <li>- include Thrive approach elements to federation policies as they are reviewed/developed</li> </ul> </li> <li>• <b>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</b> <ul style="list-style-type: none"> <li>- 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?</li> <li>- 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?</li> <li>Other identified actions linked to mental health award??</li> </ul> </li> </ul> <p><b>4. April-</b></p> <ul style="list-style-type: none"> <li>• <b>to increase teaching staff/parent involvement and understanding of The Thrive approach and how they can support pupils in class/home</b> <ul style="list-style-type: none"> <li>- new intervention groups established and in place from T3 whole school profiling</li> <li>- Thrive led to meet with all new Thrive parent and consider the use of home plans</li> </ul> </li> </ul>				<p>resources for EH/Chid</p>
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		<ul style="list-style-type: none"> <li>- Timetable Thrive afternoons at CHID/EH for the summer term (wellbeing week? June 3rd) and staff meeting to led staff in.</li> <li>• <b>Develop procedures and strategies across the to maximise the impact of the Thrive approach</b> <ul style="list-style-type: none"> <li>- Consider who may need additional transition support ahead of time</li> <li>- Review impact of T1-3 interventions</li> </ul> </li> </ul> <p>-</p> <p><b>5. July-</b> Review capacity to increase no's having individual intervention – space/practitioners; Review capacity to share knowledge with others and provide a support network?</p>				
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<b>Capital Developments</b> for School Improvements 2018/19	<p><b>2018-</b> open up KS1 to outside area into playground- aiding transition for Year 1</p>	The use of <b>capital funding</b> significantly improves the schools and help to provide an improvement environment for pupils and staff to thrive.	<b>Governors</b> evaluate value for money	
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