



# Pioneer Federation

## Development Plan 2020 – 2021



### Quality of Education *(Key issues identified by Ofsted in italics below)*

- 1.1- **East Hoathly Ofsted July 2018-** *To ensure that a greater proportion of boys achieve the higher standard in **writing** at the end of key stages 1 and 2 and that teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum.*
- 1.2- **Chiddingfold Ofsted May 2019-** *To ensure that pupils' **reading** comprehension and vocabulary develops throughout the school & KS2 reading scheme in school is addressed. 'Some older pupils find it difficult to read and understand complex words and ideas in the books that they are reading. You have addressed this by teaching more comprehension and vocabulary, but this has not had enough impact on skills for some pupils. Pupils also often choose to read books they bring in from home. These books are not always well matched to the pupils' reading ability. Some pupils' reading progress is hampered because they can decode the words in the books but lack comprehension of the story that they are reading.'*
- 1.3- **SMV Ofsted March 2020-** *To ensure pupils develop the necessary language comprehension skills in **reading** by the end of key stage 1 & to raise levels of challenge so that pupils make even greater progress across the breadth of subjects. 'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'*
- 1.4- **Maths Mastery & Multiplication Initiative-** *To ensure Pioneer **Maths** Mastery Approach is embedded, in order to raise levels of challenge so that pupils make even greater progress in Maths. Also to ensure that strong and robust strategies in place so that Year 4 pupils achieve highly in their formal multiplication testing in July 2021- at least teaching NA.*
- 1.5- **Chiddingfold and SMV Ofsted 2019/20-** *to ensure that the **Pioneer curriculum** fully caters for all Foundation Subjects effectively, so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged. 'Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full curriculum; it is not narrowed.'*

*See separate plan for each school's OUTCOMES.*

### Leadership & Management

- 2.1- **Subject Leadership & Governance-** To embed the Federation subject leadership approach and begin the Governor link approach. To ensure that subject leaders effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.2- **Park Mead Partnership-** to ensure a strong partnership is developed and that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.3- **Church School Developments-** To ensure that East Hoathly is ready for a Church S48 inspection and achieves an 'outstanding' SIAMS when inspected, addressing all areas for development. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS expectations.
- 2.4- **School Resources-** To ensure that leaders effectively utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.
- 2.5- **Pioneer School Profile-** to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders. Pioneer schools to be the first choice for parent within the locality.

### Behaviour & Attitudes

- 3.1- **Recovery Curriculum-** To implement a recovery curriculum that enables all pupils to catch up in their learning and reinforce the Pioneer values and attitudes.
- 3.2- **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.
- 3.3- **Medical Tracker-** Ensure that all the latest policies and procedures regarding first aid, enable pupils and all stakeholders to be safe and they feel safe.

### Personal Development

- 4.1- **East Hoathly Wellbeing Award-** to embed all the initiatives from this award across the school fully and ensure that clear tangible approaches are in place that all stakeholders can understand. Achieve the Silver Anti-Bullying Award by July 2021.
- 4.2- **Chiddingfold Wellbeing Award-** To ensure that the school achieves this award by July 2021.
- 4.3- **SMV Wellbeing Award –** To ensure that that the school achieves this award by December 2021.

### Early Years

- 5.1- **Nursery Leadership Succession Plan –** To ensure that a clear succession plan is in place to enable future leadership stability.
- 5.2- **EYFS Leadership self-evaluation-** ensure EYFS leaders have ownership of the EYFS SEF and areas for development under new Ofsted criteria/framework.
- 5.3- **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.
- 5.4- **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.
- 5.5- **Reading, Phonics & Mathematics-** Ensure the curriculum caters for the expected systematic approaches for these areas of learning to enable the highest possible outcomes.
- 5.6- **Pioneer EYFS Hub-** Pioneer EYFS provision to be exemplary and is worthy of being shared with others.



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

Priorities for Improvement – 2020-2021

## East Hoathly CE Primary School Context & Details



### Our Vision



We aim to establish a happy Christian community school, based upon the love of God and one's neighbour, where every child is provided with a toolkit for life-long learning through high quality teaching. They will have a love of learning with high standards of achievement, fostered through traits of resilience, respect for all, equality and inclusion.

#### **Respect**

**Luke 6:31**  
We expect outstanding behaviour; promoting respect, kindness, patience and friendship as Jesus has shown us.

"Treat others as you would like to be treated"

#### **Enjoyment**

**Psalms 68:3**  
The value of a happy, safe, secure and purposeful environment in which children feel comfortable in their learning.

"Be happy at school"

#### **Excellence**

**Proverbs 14:23**  
We pursue excellence in all we do. We expect outstanding teaching and standards of achievement

"Be the best you can be"



#### **Working Together**

**2 Corinthians 13:11**  
We recognise the importance of collaboration and inclusion. Celebrating everyone's talent in order to develop high self esteem in all, enabling all to flourish.

"We are all special, unique and talented"

#### **Resilience**



**James 1:12**  
We foster resilience and a love of learning through an exciting creative curriculum utilising new technologies.

"You never know what you can do until you try"

#### **Creativity**

**Proverbs 1:5**  
We develop responsible creative thinkers who are self motivated with a curiosity for learning.

"Understand your learning and how to improve"

Achievement for all  Learning Together  Learning for Life

Executive Headteacher	Mr James Procter
Head of School	Miss Vicky Lewis
Assistant Headteacher	Lisa Healy & Sheridan Denney
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	<b>94 in school - 113 total</b> Nursery: 18 Reception: 13 Year 1: 12 Year 2: 14 Year 3: 15 Year 4: 15 Year 5: 13 Year 6: 12 Boys: 58 (51%) Girls: 55 (49%)
Number of pupils eligible for pupil premium	9 pupils (9.4% of school age children)
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	1 pupil has EHCP (<1%) 16 pupils in total on SEND register – 17% of school age children
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. 3) 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.
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 2016 & 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.



# St Mary the Virgin CE Primary School Context & Details

## Our Vision

At St Mary's Church Aided Primary School, we aim to establish a happy and thriving community, living our core values of Love, Strength, Faith, the love of God and one's neighbour. Every child will have a love of life-long learning through high-quality teaching and excellent achievement, resilience, respect for all, equality and inclusion.

### Love

Love and respect yourself and all others, treating them as you would like to be treated.

**Luke 10: 25-37**

### Strength

Recognise people's strengths and use your own to be resilient and the best you can be in all you do.

**John 6: 1-14**

### Faith

Have faith in yourself and others and be honest and truthful. Believe that you never know what you can achieve until you try.


**Luke 5: 1-11**

*Following in the example of Jesus.*

*Achievement for All, Learning Together, Learning for Life*



Executive Headteacher	Mr James Procter
Head of School	Miss Becca Hare
Assistant Headteacher	Miss Abbie Banks
Chair of Governors	Mr Alan Brundle
Unique reference number	114553 DfE No: 8453326
Local authority	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	<b>Number on roll: 93</b> YR: 15 Y1: 15 Y2: 13 Y3: 12 Y4: 12 Y5: 13 Y6: 11 <b>Boys: 54 (58%) Girls: 39 (42%)</b>
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: 3 = 3.2% (above NA for EHCP pupils (3.1% in 2019))  SEND: 13 (excluding EHCP pupil and including 2 ANPs (high level SEND)) = 13.9% (below NA for SEND pupils (14.9% in 2019))  Total SEND if above EHCPs are agreed = 17.2% (above NA)
Appropriate authority	ESCC
Date of previous Ofsted inspection	4 <sup>th</sup> March 2020
Overall Ofsted judgement	Good
Key Ofsted actions from last report- Key areas to improve	<i>To ensure pupils develop the necessary language comprehension skills in <b>reading</b> by the end of key stage 1 &amp; to raise levels of challenge so that pupils make even greater progress across the breadth of subjects. 'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'</i>
Date of previous SIAMS inspection	24 <sup>th</sup> 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	<a href="http://www.pioneerfederation.co.uk">www.pioneerfederation.co.uk</a>
Email address	office@st-maryhartfield.e-sussex.sch.uk

 <b>SIAMS Priorities</b>	
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



## Our Vision



We aim to establish a happy community school, where every child is provided with a toolkit for life-long learning through high quality teaching. We have a love of learning with high standards of achievement, fostered through traits of resilience, respect for all, equality and inclusion.

### Respect

We expect outstanding behaviour; promoting respect, kindness, patience and friendship to all.

*"Treat others as you would like to be treated"*

### Enjoyment

We value a happy, safe, secure and purposeful environment in which children feel comfortable in their learning.

*"Be happy at school and make the most of every day"*

### Excellence

We pursue excellence in all we do. We expect outstanding teaching and standards of achievement.

*"Be the best you can be"*



### Working Together

We recognise the importance of collaboration and inclusion. Celebrating everyone's talent in order to develop high self esteem in all, enabling all to flourish.

*"We are all special, unique and talented"*

### Resilience



We foster resilience and a love of learning through an exciting creative curriculum utilising new technologies.

*"You never know what you can do until you try"*

### Creativity

We develop responsible creative thinkers who are self motivated with a curiosity for learning.

*"Understand your learning and how to improve"*

Achievement for all  Learning Together  Learning for Life

Deputy DSL	Mr Nathan Cline
Chair of Governors	Mr Alan Brundle
Unique reference number	114391 <b>DfE No:</b> 8402056
Local authority East Sussex	East Sussex
Type of Federation/Partnerships	Pioneer Federation of 3 schools and Nursery
Church School Type	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on roll	<b>Number on roll: 95</b> Reception: 15 Year 1: 15 Year 2: 15 Year 3: 12 Year 4: 15 Year 5: 14 Year 6: 13 <b>Boys: 47 (49.5%) Girls: 48 (50.5%)</b>
Number of pupils eligible for pupil premium	Higher than NA PPG 18.95%
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	Higher than NA SEND 12.63%
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	<a href="http://www.pioneerfederation.co.uk">www.pioneerfederation.co.uk</a>
Email address	office@chiddingly.e-sussex.sch.uk

# The Quality of Education



## East Hoathly Teacher Effectiveness (4 Teachers = 25% each)

		TERM 1				TERM 3				TERM 5			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	25%	75%	0%	0%	0%	100%	20%	0%	0%	100%	50%
	ACTUAL												



## St Mary's Teacher Effectiveness (6 Teachers = 17% each (1x NQT))





		TERM 1				TERM 3				TERM 5			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	17%	85%	0%	0%	0%	100%	17%	0%	0%	100%	35%
	ACTUAL												





## Chiddingly Teacher Effectiveness (7 Teachers = 14% each)





		TERM 1				TERM 3				TERM 5			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0	14%	86%	28%	0	0	100%	42%	0	0	100%	42%
	ACTUAL												

<b>1.1 Objective:</b> <i>East Hoathly Ofsted July 2018-</i> To ensure that a greater proportion of boys achieve the higher standard in <u>writing</u> at the end of key stages 1 and 2 and that teachers have consistently high expectations of the quality and presentation of pupils’ written work across the curriculum.							<b>SEF Ref:</b> EH- pages 5-13 CP- page 5 SMV- page 4			
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>						
<ul style="list-style-type: none"><li>✓ 2021 targets set for boys writing 2021 is achieved (at least NA) = <b>target added here Year 2= Year 6=</b></li><li>✓ Presentation and handwriting is judged at least good across the curriculum subjects.</li><li>✓ Boys’ attitude to writing is stronger, they say they are more motivated and enjoy writing more.</li><li>✓ Boys writing is judged at least good- SIP October 2020 and EH Ofsted inspection 21/22.</li></ul>				<ul style="list-style-type: none"><li>• Pupil voice termly – SLT</li><li>• Subject leaders monitoring (x2) &amp; data termly analysis</li><li>• Termly teacher triangulation by SLT &amp; yearly by SIP- <b>October 2020</b></li><li>• Termly assessment week, moderation, data drops &amp; outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)</li></ul>			SIP –Feb  Writing Governor monitoring 3 times a year			
<b>Keys actions to meet success criteria and practice indicators</b>				<b><u>Activities required to fulfil key actions</u></b> (What milestone activities should happen to achieve the key actions?)				£	<b>Activities to monitor implementation of key actions</b>	
				July 2020	Oct 2020	Jan 2021	April 2021			

Review Writing and Book policy to include: <ul style="list-style-type: none"> <li>Handwriting and presentation expectations</li> <li>Use of cursive writing throughout KS1 and 2</li> <li>Use of pen in KS2</li> <li>5-finger writing tips</li> </ul>	BH	All teachers	Send out expectations for handwriting to all teachers in time for new school year. Share pen licence certificate templates to KS2 teachers.	Ensure all classes have '5-finger tips for good writing' displayed in their classrooms  Reminder to all teachers about modelling cursive handwriting and poor presentation <b>Thursday 8th October</b> (Staff meeting)	Review handwriting in book audits – see dates below.	Arrange meetings with individual teachers to address any concerns	Review all handwriting across books.		Policies signed off T1W1 by all staff  Learning environment (x5 yearly) and book audits (x6 in individual schools, x3 writing specific)	BH / Writing governor
Monitor boys' writing with HOS from EYFS up to Year 6 in November and March – in addition to subject leader book audit twice yearly.	BH	All teachers	Dates booked in with HOS for Term 2 and 4  Staff meeting book audit dates booked for each school.	<b>Date?</b>	<b>4<sup>th</sup> Jan</b> INSET day training to include ways to raise boys' attainment and engagement  <b>Tuesday 12th January</b> – Book audit (EH) <b>Monday 18th January</b> - Book audit (CP) <b>Thursday 28th January</b> - Book audit (SMV)	<b>Date?</b>	<b>Tuesday 29<sup>th</sup> June</b> – review books from Federation		4x book audits with BH, focused on writing.  5x book audits with EH SLT	BH / Writing governor  SIP (x1)
Determine boys' attitudes to writing and identify barriers to engagement	BH	All teachers	EYFS, KS1 and KS2 Pupil voice questionnaires designed	Questionnaires shared with teachers - <b>Thursday 8th October</b> (Staff meeting)	Results back from questionnaires – <b>deadline: 18<sup>th</sup> December</b>  Share findings with teachers and ways to tackle trends identified in INSET day training - <b>4<sup>th</sup> Jan</b>		Review boys' attainment outcomes are in line with, or above, NA		Local and county writing moderations fro Year 2 and Year 6 – 2x through the year.  Review outcomes and SAT results	BH / Writing governor
Coach staff in creating culture in classrooms of high presentation and engagement in writing.	BH	All teachers		CPD questionnaires reviewed  <b>Thursday 8th October</b> (Staff meeting) Classroom culture expectations introduced and methods for achieving this.	<b>4<sup>th</sup> Jan</b> INSET day training based on engagement and presentation	Book observations of KS1+2 teachers at EH. Focus on engagement in and presentation of writing.			Observations (with BH and HOS) in T4 show high levels of engagement with all chn but especially boys  Feedback from triangulations (6x annually) comment on writing and boys' engagement/presentation.  Collate feedback forms from INSET training on usefulness of training.	BH / Writing governor / HOS
Liaise with and coach SLT at EH to monitor the above aspects as part of termly teacher triangulations to be confident in identifying good+ practice and presentation in all year groups	BH	EH SLT team		Email sent to EH SLT outlining expectations.  Teachers' triangulations to be shared with BH to ensure awareness of findings.	<b>4<sup>th</sup> Jan</b> INSET day to include training on any trends found in book audits	TA meeting based around writing and presentation/ handwriting expectations.	Review ways forwards in book audits		Triangulation (6x annually)	BH / Writing governor  SIP (x1)
Tracking progress of year groups – focused on boys – and monitoring of any specific interventions for boys' writing.	BH	EH HOS and SENDCO		Sharing of PPM minutes/Pupil Outcome charts	Sharing of PPM minutes/Pupil Outcome charts	Sharing of PPM minutes/Pupil Outcome charts	Sharing of PPM minutes/Pupil Outcome charts		Review writing attainment outcomes at the end of the year are in line with, or above, NA – particularly focusing on boys.	BH / Writing governor

**1.2 Objective:** *Chiddingly Ofsted May 2019- To ensure that pupils' reading comprehension and vocabulary develops throughout the school & KS2 reading scheme in school is addressed.*





**SEF Ref:**  
EH- pages 5-13

<i>'Some older pupils find it difficult to read and understand complex words and ideas in the books that they are reading. You have addressed this by teaching more comprehension and vocabulary, but this has not had enough impact on skills for some pupils. Pupils also often choose to read books they bring in from home. These books are not always well matched to the pupils' reading ability. Some pupils' reading progress is hampered because they can decode the words in the books but lack comprehension of the story that they are reading.'</i>								CP- page 5 SMV- page 4			
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators							
<div>✓ KS2 Reading scheme in place</div> <div>✓ KS1 and KS2 Reading outcome targets 2021 achieved in July 2021=</div> <div>EH: KS1 exp – 77% GDS – 38%, KS2 exp – 92% GDS – 31%</div> <div>CP: KS1 exp – 87% GDS – 27%, KS2 exp – 79% GDS – 36%</div> <div>SMV: KS1 exp – 83% GDS – 25%, KS2 exp – 73% GDS – 18%</div> <div>✓ Comprehension and vocabulary QLA outlines increase to at least NA by July 2021. 2021 targets achieved</div> <div>✓ Pupil attitude to reading is stronger, they say they enjoy the reading books in school and choose them over home books.</div> <div>✓ Pupil comprehension and vocabulary understanding is judged at least good- SIP Feb 2021.</div>				<div>• Pupil voice termly</div> <div>• SIP focus in evaluation visit in Feb 2021</div> <div>• QLA 3 times a year – VL</div> <div>• Subject leaders monitoring (x2) &amp; data termly analysis</div> <div>• Termly teacher triangulation by SLT &amp; yearly by SIP- Feb 2020</div> <div>• Termly assessment week, moderation, data drops &amp; outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)</div>				<div>SIP –Feb</div> <div>Reading Governor monitoring 3 times a year</div>			
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
<div>Coach staff in order to develop rigorous assessment and monitoring systems to ensure target outcomes are ‘on track’ through the year.</div> <div>Outcomes:</div> <div>EH: KS1 exp – 77% GDS – 38%, KS2 exp – 92% GDS – 31%</div> <div>CP: KS1 exp – 87% GDS – 27%, KS2 exp – 79% GDS – 36%</div> <div>SMV: KS1 exp – 83% GDS – 25%, KS2 exp – 73% GDS – 18%</div>		VL	Class teachers, TAs	Targets set for the year	<div>Assessments show that all children are on track to achieve expected outcomes.</div> <div>Recovery curriculum in place to support all pupils</div> <div>PPMs completed to analyse current outcomes.</div> <div>QLA completed of testing by VL and feedback to teachers for inclusion in planning</div> <div>CPD needs planned for from this initial testing</div>	<div>INSET training planned according to highest need from CPD questionnaires and</div> <div>Assessments show that all children are on track to achieve expected outcomes.</div> <div>PPMs completed to analyse current outcomes.</div> <div>QLA completed of testing by VL and feedback to teachers for inclusion in planning</div>	<div>Assessments show that all children are on track to achieve expected outcomes.</div> <div>PPMs completed to analyse current outcomes.</div> <div>QLA completed of testing by VL and feedback to teachers for inclusion in planning</div>	<div>Assessments show that all children are on track to achieve expected outcomes.</div> <div>Analysis and QLA completed, plans made for developments next year.</div>	Triangulations 6x per year to ensure accurate assessments	Reading Governor – MW VL/JP Phil Bunn	
<div>CPD:</div> <div>Review staff confidence in order to plan and implement CPD</div> <div>Plan training programme for the year and implement through staff meeting and INSET training (including KS2 reading</div>		VL	Class teachers and TAs	CPD questionnaires set up and staff asked to complete	September – analysis of CPD needs and action plan created to address these – in house where possible.	<div>4th January – INSET training covering identified needs</div> <div>12th January – EH</div> <div>18th January – CP</div> <div>28th Jan – SMV</div>	Implementation of training needs identified in book monitoring	Review training for the year, set up new questionnaires for next academic year	0	<div>Data drops analysed in T1, 3 ,5</div> <div>SL action plan monitoring</div> <div>Evaluations of training attended by staff collated and reviewed</div>	JP





scheme)				8 <sup>th</sup> October – staff meeting training for teachers based on most common need identified from questionnaires	book monitoring – consider CPD needs arising and implement					
<b>Engagement:</b> Plan strategies to increase children and parent’s engagement in reading across the federation	VL	Teachers, children, parents	Create Recovery Curriculum taking into account the impact on reading.  Reading activities sent home for the summer holidays	September: Relaunch the Recommended Reads in each school newsletter – have central display in the school with examples of recommendations  Review reading reward system to ensure it is fit for purpose. Change to a new system, alongside pupil governors and parent forum  Set up ‘book swap’ to introduce children to different recommended authors.  Establish Bubble Reading Buddies for children to read to a peer.	Review reward system with Pupil governors and parents. Make alterations as needed  Parent questionnaire to include section on reading and engagement  Continue Bubble Reading Buddies for children to read to a peer.	March - Book Week – make links to books read, reward system  Parent Forum to review strategies and consider alterations.  Review Bubble Reading Buddies for children to read to a peer.	Review strategies and plan for next academic year	0	Analysis of numbers of children reading at home – has this increased over time?  Impact on reading outcomes – data drops T1, 3, 5	Reading Governor – MW VL/IP
<b>Comprehension – KS2</b> Review strategies in place for teaching of reading comprehension and the resources available in school. Observe practice in place across the federation Monitor the outcomes in individual lessons and across a unit.	VL	teachers	Begin to plan actions for September	EH observations – monitor outcomes in lessons and across units to include pupil voice  Planning Dive and resource analysis across federation. Consider purchasing additional materials  QLA of assessments in Y6	Jan – SMV observations – monitor outcomes in lessons and across units to include pupil voice  Feb – CP observations – monitor outcomes in lessons and across units to include pupil voice  QLA of assessments in Y6	Planning Dive – what has moved on from T1? Review, evaluate, feedback and action from the evaluations.  QLA of assessments in Y6	Review progress and plan for September  QLA of SATS Y6 and Y2	0	Observations by VL/IP  PPM outcome analysis for each school  Book audits	Reading Governor – MW VL/IP



<b>KS2 Reading Scheme</b> Research effective KS2 reading schemes and plan for new scheme across federation  <b>Chiddingly to be the priority school to start the new KS2 reading scheme across then Federation</b>	VL	Teachers	Identify the needs for new scheme  <b>Questionnaire KS2 pupils to find out what they would like to read at school</b>  Link with Park Mead – what is in place that we can utilise across the federation?  Contact schools with high reading results at KS2 and find out what is in place  8 <sup>th</sup> October CPD in place and carried out for all staff – focus TBC following the CPD questionnaire analysis  <b>Spending plan created for new KS2 reading scheme</b>  Reading scheme to be created from a book list for each year group <a href="https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/">https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/</a>  Funding for new books acquired through grants, local business sponsorship and FPTA	Training of staff in INSET to include information about KS2 and content of books etc  <b>Reading scheme in place by Jan 2021 at Chiddingly</b>	Review of system in place, link with Reading Governor and made amendments  <b>Questionnaire pupil about reading scheme – are pupils now more likely to choose Reading school scheme over home books?</b>	Review impact on outcomes and consider needs for next year  QLA of SATs Y6	TBC once a suitable scheme is sourced	1:1 reading with individuals and pupil voice during triangulations 6x year	Reading Governor – MW VL/JP
<b>Monitoring of teaching and learning</b> Observe and coach staff (including INAs and volunteers) in their delivery of reading across all year groups through 1:1, group and whole class reading	VL and KW	All teaching and support staff	Review progress from the academic year – identity year groups of need  Reading action plan to include details of monitoring and priorities  EH observations – monitor outcomes in lessons and across units to include pupil voice. To include observations of TAs and INAs and links with KW as phonics lead	Jan – SMV observations – monitor outcomes in lessons and across units to include pupil voice, To include observations of TAs and INAs and links with KW as phonics lead  Feb – CP observations – monitor outcomes in lessons and across units to include pupil voice. To include observations of TAs and INAs and links with KW as phonics lead	Book monitoring to assess the impact of coaching and observations.	Feed into action plan for next academic year	£10 – travel costs	Triangulations 6x year, PPM and end of year outcomes	Reading Governor – MW VL/JP, Phil Bunn





<b>1.3 Objective: SMV Ofsted March 2020-</b> To ensure pupils develop the necessary language comprehension skills in <u>reading</u> by the end of key stage 1 & to raise levels of challenge so that pupils make even greater progress across the breadth of subjects.  'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'								<b>SEF Ref:</b> EH- pages 5-13 CP- page 5 SMV- page 4  <b>Business Plan Ref:</b>		
<b>Success Criteria &amp; Practice Indictors:</b>  ✓ KS1 Reading outcome targets 2021 achieved in July 2021= EH: KS1 exp – 77% GDS – 38%, CP: KS1 exp – 87% GDS – 27%, SMV: KS1 exp – 83% GDS – 25%,  ✓ KS1 comprehension and vocabulary QLA outlines increase to at least NA by July 2021. 2021 targets achieved.  ✓ Pupil attitude to reading is stronger, they say they enjoy the reading books in school and choose them over home books.  ✓ Pupil comprehension and vocabulary understanding is judged at least good- SIP Feb 2021.				<b>Activities to evaluate impact against success criteria and practice indicators</b>  • Pupil voice termly • SIP focus in evaluation visit in Feb 2021 • QLA 3 times a year – VL • Subject leaders monitoring (x2) & data termly analysis • Termly teacher triangulation by SLT & yearly by SIP- Feb 2020 • HOS reading with selected KS1 children termly to assess skills • Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)				  2x govs evaluation visits   SIP x3 a year & Ofsted		
<b>Keys actions to meet success criteria and practice indicators</b>				<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)				£	<b>Activities to monitor implementation of key actions</b>	
<b>Coach staff</b> in order to develop rigorous assessment and monitoring systems to ensure target outcomes are 'on track' through the year.  <b>Target Outcomes</b> EH: KS1 exp – 77% GDS – 38% CP: KS1 exp – 87% GDS – 27% SMV: KS1 exp – 83% GDS – 25%		VL/BH/ KV	<b>Class teachers and TAs</b>	<b>July 2020</b>	<b>Oct 2020</b>	<b>Jan 2021</b>	<b>April 2021</b>	<b>July 2021</b>		
				Targets set for the year	Assessments show that all children are on track to achieve expected outcomes.  Recovery curriculum in place to support all pupils  PPMs completed to analyse current outcomes.  QLA completed of testing by VL and feedback to teachers for inclusion in planning  CPD needs planned for from this initial testing	INSET training planned according to highest need from CPD questionnaires and  Assessments show that all children are on track to achieve expected outcomes.  PPMs completed to analyse current outcomes.  QLA completed of testing by VL and feedback to teachers for inclusion in planning	Assessments show that all children are on track to achieve expected outcomes.  PPMs completed to analyse current outcomes.  QLA completed of testing by VL and feedback to teachers for inclusion in planning	Assessments show that all children are on track to achieve expected outcomes.  Analysis and QLA completed, plans made for developments next year.	Triangulations 6x per year to ensure accurate assessments	Reading Governor – MW VL/JP Phil Bunn

<b>HOS Monitoring</b> HOS to monitor reading ability of KS1 children from across the ability range to monitor the comprehension skills in place. Feed this information back to VL	VL/BH	Class teachers and TAs		HOS reads with 5 KS1 children across the ability range, asking comprehension questions to assess comprehension skills.  Termly assessment to include comprehension, not just phonics and recall.  Data drop evaluated and validated by HOS  Teacher triangulation to include observation of reading session, including provision given by supporting adults. Feedback given, reviewed and monitored  Language link assessments completed with all KS1 children  VL support with planning at T2 planning meeting  Pupil voice completed	HOS reads with 5 KS1 children across the ability range, asking comprehension questions to assess comprehension skills.  Termly assessment to include comprehension, not just phonics and recall.  Data drop evaluated and validated by HOS  Teacher triangulation to include observation of reading session, including provision given by supporting adults. Feedback given, reviewed and monitored  Pupil voice completed	HOS reads with 5 KS1 children across the ability range, asking comprehension questions to assess comprehension skills.  Termly assessment to include comprehension, not just phonics and recall.  Data drop evaluated and validated by HOS  Teacher triangulation to include observation of reading session, including provision given by supporting adults. Feedback given, reviewed and monitored  Pupil voice completed	HOS reads with 5 KS1 children across the ability range, asking comprehension questions to assess comprehension skills.  Termly assessment to include comprehension, not just phonics and recall.  Data drop evaluated and validated by HOS  Teacher triangulation to include observation of reading session, including provision given by supporting adults. Feedback given, reviewed and monitored	Travel cost for VL	1:1 reading termly Triangulations 6x per year	Reading Governor – MW VL/JP
<b>Comprehension – KS1</b> Review strategies in place for teaching of reading comprehension and the resources available in school. Observe practice in place across the federation Monitor the outcomes in individual lessons and across a unit.	VL	teachers	Begin to plan actions for September   	EH observations – monitor outcomes in lessons and across units to include pupil voice  Planning Dive and resource analysis across federation. Consider purchasing additional materials  QLA of assessments in Y2	Jan – SMV observations – monitor outcomes in lessons and across units to include pupil voice  Feb – CP observations – monitor outcomes in lessons and across units to include pupil voice  QLA of assessments in Y2	Planning Dive – what has moved on from T1? Review, evaluate, feedback and action from the evaluations.  QLA of assessments in Y2	Review progress and plan for September  QLA of SATS Y2		Triangulations 6x per year	Reading Governor – MW VL/JP
<b>CPD</b> Review CPD questionnaires for KS1 staff Coach staff through monitoring, feedback and training sessions	VL	teachers	CPD questionnaires set up and staff asked to complete	September – analysis of CPD needs and action plan created to address these – in house where possible.  8 <sup>th</sup> October – staff meeting training for teachers based on most common need identified from questionnaires. Separate training for Ks1, focusing on comprehensions skills	4 <sup>th</sup> January – INSET training covering identified needs  12 <sup>th</sup> January – EH 18 <sup>th</sup> January – CP 28 <sup>th</sup> Jan – SMV book monitoring – consider CPD needs arising and implement	Implementation of training needs identified in book monitoring	Review training for the year, set up new questionnaires for next academic year		Evaluations of training events  Impact of training seen within triangulations	VL/JP/Reading Governor MW

<b>1.4 Objective: Maths Mastery &amp; Multiplication Initiative-</b> To ensure Pioneer <b>Maths</b> Mastery Approach is embedded, in order to raise levels of challenge so that pupils make even greater progress in Maths. Also to ensure that strong and robust strategies in place so that Year 4 pupils achieve highly in their formal <b>multiplication</b> testing in July 2021- at least teaching NA.							<b>SEF Ref:</b> EH- pages 5-13 CP- page 5 SMV- page 4			
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>				<b>Business Plan Ref:</b>		
<ul style="list-style-type: none"><li>✓ Pioneer Maths Mastery Approach is embedded</li><li>✓ <b>Year 4</b> pupils achieve highly in their formal multiplication testing in July 2021- reaching at least NA</li><li>✓ <b>SMV Maths KS2 progress</b> to be consistently positive 2021 (2017= -3.0, 2018= +3.2, 2019= -0.8). At least reaching NA.</li><li>✓ <b>SMV EYFS Maths ‘expected’</b> to at least NA 2021 (2019= 75%, LA=83).</li><li>✓ <b>EH KS2 Maths GD/Progress</b> to at least reach NA (2018= 7%/-4.3, 2019 = 12.5%/-4.5)</li><li>✓ <b>EH Nursery Maths NR5 ‘expected’</b> to reach NA. (2019 Ma= 55%, FFT=80%).</li><li>✓ <b>CP KS2 Maths GD/Progress</b> (-2-2) to reach NA (‘18’=14%,‘19’=7%, NA=22%).</li><li>✓ <b>CP KS1 Maths GD</b> to at least reach NA. (2020 13%, NA 20%)</li></ul>				<ul style="list-style-type: none"><li>✓ Pupil &amp; staff voice</li><li>✓ Subject leaders monitoring (x2) &amp; data termly analysis</li><li>✓ Termly teacher triangulation by SLT</li><li>✓ Termly assessment week, moderation, data drops &amp; outcome charts (HOS) evaluated</li></ul>						
<b>Keys actions to meet success criteria and practice indicators</b>				<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)			<b>£</b>	<b>Activities to monitor implementation of key actions</b>		
				<b>July 2020</b>	<b>Oct 2020</b>	<b>Jan 2021</b>	<b>April 2021</b>	<b>July 2021</b>		
<b>Coach staff</b> in order to develop rigorous assessment and monitoring systems to ensure target outcomes are ‘on track’ through the year. See OUTCOME section SDPs and targets in success criteria section above.		KV	Class teachers and TA’s	Recovery curriculum created	<b>September:</b> Maths action plan written and shared  Baseline assessments completed in T1, data analysed and gaps identified (KS1/2 complete every half term)  CGP SATs books ordered for KS1 and KS2  Recovery curriculum in place to support all pupils  PPMs completed to analyse current outcomes.  Interventions set up as necessary	assessments completed. data analysed and gaps identified (KS1/2 complete every half term)  PPMs completed to analyse current outcomes.  Review interventions and key chn	Assessments show that all children are on track to achieve expected outcomes.  PPMs completed to analyse current outcomes.  Review interventions and key chn	Predicted outcomes achieved	PPMs show improved outcomes	JP/JG/KV







<b>Multiplication check</b> Review strategies in place for year 4 pupils so that they achieve effectively in their formal testing July 2021- at least reaching NA.	KV	Y3/4 T's	CGP resources ordered for year 3/4	Baseline assessments completed in T1  Tracking and assessment in place for Y4 – monitored and QLA's completed T2,T3 and T4.  Observe the teaching of times tables across Pioneer schools T2	Predicted outcomes achieved			JP/JG/KV
<b>CPD</b> Review staff CPD questionnaires and use previous evaluations to plan and cater further CPD accordingly	KV	All staff		Thursday 3 <sup>rd</sup> September inset focused on next steps	Address any additional CPD arising from monitoring and feedback	Staff questionnaire and evaluation set up to review the year	Evaluations of training events  Impact of training seen within triangulations	JP/JG/KV
<b>Monitoring</b> Observe maths teaching and learning across the schools (team teach and coach as appropriate) provide feedback and plan opportunities to model mastery teaching	KV	Class teachers and TA's		Set up maths learning walks across the schools and provide feedback  Thursday 19 <sup>th</sup> November Maths staff meeting- use evaluations from September inset and feedback from CT's tailor CPD	CP,SMV and EH SL book audit – use feedback to address any gaps and needs  Pupil voice completed and shared	Maths LW to observe and coach maths mastery teaching	Learning walks completed with HoS  Book audits	JP/JG/KV





<b>1.5 Objective:</b> <i>Chiddingly and SMV Ofsted 2019/20-</i> to ensure that the <u>Pioneer curriculum</u> fully caters for all Foundation Subjects effectively, so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged. <i>Implement the new curriculum fully in all classes throughout the school &amp; leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full curriculum; it is not narrowed.</i>								<b>SEF Ref:</b> EH- pages 6-10 CP- page 5 SMV- page 4			
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>					<b>Business Plan Ref:</b>		
<ul style="list-style-type: none"><li>✓ All subjects taught fully each term and evidenced in topic books and on curriculum maps</li><li>✓ Pupils to talk confidently and enthusiastically about their learning in all subjects, explaining how they are supported/challenged</li><li>✓ Progress across all areas of curriculum evident through topic books and on Target Tracker datawalls</li><li>✓ Subject Leaders’ monitoring shows examples of outstanding practice that is used to coach others in expectations.</li><li>✓ Governors responsible for monitoring each subject hold Subject Leaders consistently to account for developments of their subject area.</li><li>✓ Subject Leaders to be confident in having ‘Deep-Dive’ style conversations in relation to their subjects</li></ul>				<ul style="list-style-type: none"><li>• Pupil Voice</li><li>• Subject leaders monitoring (x2) &amp; data termly analysis</li><li>• Termly teacher triangulation by SLT &amp; yearly by SIP (see individual school dates for visits)</li><li>• Terms 1, 3 and 5 Foundation subjects updated on Target Tracker and datawalls created/evaluated by Subject Leaders.</li><li>• Twice yearly governor ‘speed dating’ meetings to evaluate subject and progress made.</li><li>• Fortnightly subject leader time out of class</li></ul>			SIP 3x PY  Gov visits for individual subject areas				
<b>Keys actions to meet success criteria and practice indicators</b>		 		<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)					£	<b>Activities to monitor implementation of key actions</b>	
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			

<b>MFL</b> Coaching and monitoring by subject leader ensuring the subject area is fully catered for in Pioneer curriculum.	AD	Teachers	Staff CPD form filled out by all teachers to identify needs	Review curriculum maps for coverage  Share Action plan/policy updates with all staff	INSET <b>4<sup>th</sup> Jan</b> – Staff CPD  <b>12th January</b> – EH <b>18th January</b> – CP <b>28th Jan</b> – SMV book monitoring: consider CPD needs arising and implement	Staff meeting: <b>Thursday 18th March</b> for all staff CPD.	Review ways forwards in book audits		Fortnightly non-contact time for subject leadership  Staff meeting  Book audit (2x yearly)	MFL Governor/JP/HOS
<b>Music/Singing/Choir</b> - Coaching and monitoring by subject leader ensuring the subject area is fully catered for in Pioneer curriculum.	NC	Teachers	Staff CPD form filled out by all teachers to identify needs  Plan music for federation without singing in groups larger than 15 (COVID-19 restrictions)	Review curriculum maps for coverage  Share Action plan/policy updates with all staff	INSET <b>4<sup>th</sup> Jan</b> – Staff CPD  <b>12th January</b> – EH <b>18th January</b> – CP <b>28th Jan</b> – SMV book monitoring: consider CPD needs arising and implement	Staff meeting: <b>Tuesday 11th May</b> for all staff CPD.	Review ways forwards in book audits		Fortnightly non-contact time for subject leadership  Staff meeting  Book audit (2x yearly)	Governor/JP/HOS
<b>Art/DT</b> Coaching and monitoring by subject leader ensuring the subject area is fully catered for in Pioneer curriculum.	CF	Teachers	Staff CPD form filled out by all teachers to identify needs	Review curriculum maps for coverage  Share Action plan/policy updates with all staff	INSET <b>4<sup>th</sup> Jan</b> – Staff CPD  <b>12th January</b> – EH <b>18th January</b> – CP <b>28th Jan</b> – SMV book monitoring: consider CPD needs arising and implement	Staff meeting: <b>Tuesday 27th April</b> for all staff CPD.	Review ways forwards in book audits		Fortnightly non-contact time for subject leadership  Staff meeting  Book audit (2x yearly)	Governor/JP/HOS
<b>Thrive</b> – Coaching and monitoring by subject leader ensuring the subject area is fully catered for in Pioneer curriculum.  <b>SMV</b> - SL leading fully <b>EH</b> - to become established <b>CP</b> - embed	SL	Teachers	Review Thrive sessions and how these can happen safely (in different format) for COVID-19 restrictions	Profiling of all children – CP+EH – <b>Mon 28th Sept</b> <b>SMV –Thurs 1st Oct</b>  Identified chn timetabled for sessions  <b>Thrive Practitioner meeting?</b>	INSET <b>4<sup>th</sup> Jan</b> – Therapeutic Thinking  Profiling of all children – CP+EH – <b>Mon 22nd Feb</b> <b>SMV –Thurs 25th Feb</b>  Identified chn timetabled for sessions	<b>Thrive Practitioner meeting?</b>  Staff meetings: CP – <b>Monday 21st June</b> EH – <b>Tuesday 22nd June</b> SMV – <b>Thursday 24th June</b>	Review Thrive and Therapeutic thinking for ways forward to 21/22.		PPM termly  <b>2x annual meetings with Thrive practitioners?</b>  Staff meeting x 2	Governor/JP/HOS
<b>Forest School</b> – <b>SMV</b> - LM leading fully and aware of developments across the Federation <b>EH</b> - to become established, timetabled planning time and occurring weekly <b>CP</b> - timetabled planning time and occurring weekly	LM / EM / VL / LS	Teachers	Risk assessments rewritten for COVID-19 considerations	Review curriculum maps for coverage  Share Action plan/policy updates with all staff  SMV/CP/EH FS timetabled and dates shared with parents  Termly planning time for EW/LS	<b>12th January</b> – EH <b>18th January</b> – CP <b>28th Jan</b> – SMV book monitoring: consider CPD needs arising and implement	<b>Thursday 6th May</b> – Staff meeting on CPD needs	Review ways forwards in book audits		Evidenced in weekly newsletter  Evidence in topic books	Governor/JP/HOS
<b>Curriculum Subject ‘Road Maps’ &amp; ‘Curriculum Progression Displays’</b>	HOS/Ex HT	Teachers	<b>Park Mead Road Maps and curriculum progression displays shared with Pioneer SLT</b>	Link with PM to see how they have achieved this  Subject Leaders to add the creation of these to individual action plans	Subject Leaders to create road maps in dedicated non-contact time	Subject Leaders to create road maps in dedicated non-contact time	Subject Leaders to create road maps in dedicated non-contact time  All Road Maps in place for both Cycles of the curriculum		‘Deep-Dive’ style conversations with SIP using road maps as a guide to conversation  Fortnightly non-contact time for subject leadership	Governor/JP/HOS
<b>PSHE</b> Coaching and monitoring by subject leader ensuring the subject area is fully catered for in Pioneer curriculum.	EK / RB	Teachers	Review new RSHE requirements and inform parents  Staff CPD form filled out by all teachers to identify needs	Staff meeting – Tuesday 10 <sup>th</sup> November based on new requirements and CPD needs.	New PSHE curriculum with added requirements up and running <b>12th January</b> – EH <b>18th January</b> – CP <b>28th Jan</b> – SMV book monitoring: consider CPD needs arising and implement	Ensure all resources in the school are audited and used appropriately.	Review ways forwards in book audits		Fortnightly non-contact time for subject leadership  Staff meeting  Book audit (2x yearly)	Governor/JP/HOS

# Leadership & Management


<b>2.1 Objective: Subject Leadership &amp; Governance-</b> To embed the Federation subject leadership approach and begin the Governor link approach. To ensure that subject leaders effectively focus on improving teachers’ subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.							<b>SEF Ref:</b> EH- pages 23-26 CP- page 8 SMV- page 7			
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>				<b>Business Plan Ref:</b> No costs for this objective, apart from staff petrol claims.		
<ul style="list-style-type: none"><li>✓ Teachers receive focused and effective professional development.</li><li>✓ Teachers’ subject &amp; content knowledge consistently builds and develops over time, addressing data gaps or areas for school development.</li><li>✓ This CPD translates into improvements in the teaching of the curriculum and leads to stronger pupil outcomes in identified areas. Pupil outcome targets for 2021 are achieved (see outcome SDP) and teacher effectiveness milestones are achieved. (see pages 8&amp;9)</li><li>✓ Teachers’ report that they feel their CPD experiences are very good and address gaps in knowledge and experience.</li><li>✓ Pupil books and voice show strong coverage, depth of understanding and great attitudes to the full curriculum.</li><li>✓ Governors link effectively with subject leaders and hold them accountable. (Speed dating x2 yearly)</li></ul>				<ul style="list-style-type: none"><li>• Evaluation of teacher CPD questionnaires pre and post training - SLT</li><li>• Evaluation of termly SLT T/L triangulations – SIP and Govs.</li><li>• Pupil books and voice – evaluation of coverage/content/depth of understanding and attitudes.</li><li>• Evaluation of data drops in FS T3, T5 and datawalls T2,T4 &amp; T6. FGB x 6 yearly.</li><li>• SIP evaluation of Governor reports linked to subject leaders monitoring.</li></ul>			2x govs evaluation visits  SIP x3 a year & Ofsted			
<b>Keys actions to meet success criteria and practice indicators</b>			<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)					£	<b>Activities to monitor implementation of key actions</b>	
			<b>July 2020</b>	<b>Oct 2020</b>	<b>Jan 2021</b>	<b>April 2021</b>	<b>July 2021</b>			
Coaching of subject leaders so that targeted effective CPD in place across 20/21	HOS	Subject leaders	Subject leader pre-CPD questionnaires	Subject leader actions plans – data, CPD gaps, partnership links	INSET/Staffing meetings allocated across year for SL CPD SL datawalls –T3	INSET/Staffing meetings allocated across year for SL CPD SL datawalls –T5	Subject leader post-CPD questionnaires	-	SL action plans monitoring – T1, T3, T6 Teacher voice & questionnaire monitoring for impact –T6	JP
Coaching of subject leaders so that <b>Park Mead style curriculum ‘Road Maps’ &amp; ‘subject progression displays’</b> in place by Jan 2021 (providing cohort coverage on 1 page)	HOS	Subject leaders	SLT to agree on RM format	RM CPD for SL and built into SL action plan objective	RMs & subject progression displays created by SL	RMs created by SL	RM used for SIP and Gov monitoring visit by SL	-	SL Road Maps monitoring –T3 SIP- visit- JP to build RMs into the visit agendas	JP
Coaching of Governors so that timetabled federation subject leader/governor leaders ‘speed dating’ evaluation events happen. Additional Governor pupil voice visit built	JP	Governors & Subject leaders	Dates of speed dating events dove tail with FGB and staff meetings	Agendas and outcomes defined for evaluative speed dating events	<b>16<sup>th</sup> Dec 5-6pm</b> – 1 <sup>st</sup> speed dating event	Governors book in additional pupil voice visit	<b>14<sup>th</sup> July 5-6pm</b> – 2 <sup>nd</sup> speed dating event	-	AB (COG) to monitor the speed dating events to assessing the effectiveness- reviewing governor reports and impact of developments.	AB




into calendars.										
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2.2 Objective: Park Mead Partnership- to ensure a strong partnership is developed and that collaboration results in raised pupil outcomes and staff effectiveness.									SEF Ref: EH- pages 26 CP- page 8 SMV- page 7		
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators						Business Plan Ref: Staff CPD costs. Saving created through partnership documented.	
<ul style="list-style-type: none"><li>✓ PEC partnership success criteria achieved by April 2021 resulting in Park Mead joining Pioneer in Sept 2021.</li><li>✓ Pupil 2021 target outcomes achieved- see each school outcome section SDP.</li><li>✓ Teacher effectiveness targets achieved- see pages 8 &amp; 9 SDP.</li><li>✓ Stakeholder attitude is that the soft partnership has been beneficial and are positive about moving to federation.</li></ul>				<ul style="list-style-type: none"><li>• Stakeholder questionnaires evaluated – T2 &amp; T4</li><li>• Evaluation of termly teacher triangulation and 3 x year datawalls</li><li>• PEC termly meeting- milestone SC evaluation</li></ul>				FGB x 6  PEC x6			
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
HOS – coaching to facilitate effective and beneficial collaborative working for these leaders		JP	HOS	-Email and Google meetings -Webinar and CPD sharing -Policy & JD sharing	Joint planning and delivery for Sept INSET  Termly/fortnightly full HOS GMs – collaboration as standing item	Joint planning and delivery for Jan INSET  T2-Each HOS visiting other schools- learning walk	Develop a combined curriculum approach doc  HOS peer/peer coaching approach developed	HOS questionnaire review of collaborative impact  AP for 21/22 development	Cost of HOS CPD events	HOS voice and questionnaires  HOS meeting mins reviewed	PEC x6  SIP x3
Curriculum - coach HOS and other curriculum leaders/designers to develop ways that the PM and Pioneer curriculums can be linked to facilitate staff collaboration		JP	HOS & Curriculum Leads	Curriculum Maps refined for Sept 20 launch  Define potential benefits of collaborative curriculum working – AP shared	Subject specific ‘Road Maps’ developed for all curriculum formats  By T2 identify at least one linked curriculum topic for all cohorts	First linked curriculum topic experience T3 (joint planning, assessment and events)	T5 – second joint curriculum topic  Explore combining of curriculums for Sept 2021 – working SLT party	Curriculum questionnaire review of collaborative impact  AP for 21/22 develop curriculums combined		Monitoring of curriculum maps and cohort ‘Road Maps’.  Combine curriculum maps review	PEC x6  SIP x3
CPD - coaching to facilitate collaborative CPD for all staff		JP	All staff	INSET and staff meeting agendas planned to develop collaboration	Sept INSET- collaborative foci	Linking staff meetings for shared focus development – T3/4  Jan INSET – SL CPD event	Linking staff meetings for shared focus development – T5	Staff CPD questionnaire review of collaborative impact  AP for 21/22 development- CPD Fed plan/combined staff meetings		Linked CPD termly reports for PEC Meeting  Staff CPD questionnaires	PEC x6  SIP x3




<b>Subject Leaders/Inclusion Managers/Thrive Leads-</b> coaching to facilitate effective and beneficial collaborative working for these leaders	JP	Subject Leaders. IMs and Thrive Leads	Subject leader emails shared across schools  Temp SL AP created	Action plans shared & identified CPD needs at schools.  At least 1 x Google meet established by end of T1.	Jan INSET – SL CPD event  GM – established termly and all SL to have visited schools by end of T4	SL meet to plan how combined curriculum would work for subject areas	Staff meeting shared SL CPD model planned 21/22	Cost of SL CPD events	Monitoring of SL action plan- partnership and curriculum identified	PEC x6  SIP x3
<b>Cohort teams</b> - coaching to facilitate effective and beneficial collaborative working/planning for cohort teams	JP	Year Group Teacher Teams	Benefits of shared cohort planning explored and reported	Shared cohort planning for T3	Shared cohort planning for T5  Deliver joint curriculum topic T3	Deliver joint curriculum topic T3	Shared planning AP in place for 21/22  Staff CPD questionnaire review of collaborative impact	Petrol cost	Staff CPD questionnaire review of collaborative impact  Shared planning model reports	PEC x6  SIP x3
<b>Pupils</b> – coach staff to explore ways to develop pupil link collaboration	JP	Teachers- pupils		AP for when and how pupils could be linked with partnership	Google- meet for cohorts to meet –T3	Google- meet for cohorts to meet –T5	Sport tournaments for groups of pupils to visit schools  Pupil questionnaire review of collaborative impact		Pupil questionnaire monitoring	PEC x6  SIP x3
<b>Documenting Collaboration</b> – coach key staff to publicise effective collaborative events so that there is clarity for stakeholders of successful collaborative working	JP	Secretaries, subject leaders and SLT	ExHt reporting document developed for reporting collaborative events and impact	School weekly newsletters to have partnership section	School videos created on websites for virtual school tours	Parent consultation meetings re Federation (review of collaborative events and impact)	Parent questionnaire review of collaborative impact		Parent questionnaire monitoring	PEC x6  SIP x3

<b>2.3 Objective: Church School Developments-</b> To ensure that <u>East Hoathly</u> is ready for a Church S48 inspection and achieves an ‘outstanding’ SIAMS when inspected, addressing all areas for development. To ensure that <u>SMV</u> has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS expectations.			<b>SEF Ref:</b> EH- pages 19, 26 CP- page 8 SMV- page 7  <b>Business Plan Ref:</b>	
<b>Success Criteria &amp; Practice Indicators:</b>	<b>Activities to evaluate impact against success criteria and practice indicators</b>			
<b>East Hoathly</b> ✓ Achieves ‘Excellent’ SIAMS inspection 20/21. ✓ Designated Governor holds R.E. Lead and HOS consistently to account for developments of the church school. ✓ Assessment of RE is in place and rigorous ✓ School vision and values represent the ethos of the school and is deeply rooted in Biblical references ✓ Worship evaluations are effective and impact on the delivery of Collective Worship	✓ Achieves ‘Excellent’ SIAMS inspection 20/21. ✓ Ethos Committee will be effectively run with challenge for leaders and focus on the SIAMS criteria ✓ EH school vision is accessible and all stakeholders can effectively discuss it’s religious connections ✓ Collective worship effectively enhances the ethos of the school, involving children from all year groups and evaluations are acted upon by	DEP monitoring visit X2  SIAMS Inspection- EH		





<div>✓ Prayer spaces are well utilised and activities within them rotated to retain interest</div> <div>✓ Global Neighbours’ Bronze award</div> <div>SMV</div> <div>✓ Designated Governor holds R.E. Lead and HOS consistently to account for developments of the church school.</div> <div>✓ All teachers assess R.E. 3x per year confidently and accurately</div> <div>✓ Assessments are used to effectively inform teaching and learning to show at least good progress</div> <div>✓ Children develop in their ability to give thoughtful and reasoned answers to ‘deeper thinking reflection questions’.</div> <div>✓ Internal and external prayer spaces used by all classes regularly</div>			<div>leaders</div> <div>✓ Prayer spaces are maintained and well used by pupils</div>							
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
<div>East Hoathly</div> <div>Vision and Values</div> <div><div>• Review current vision and values and make amendments according to the Ethos of the school and recommendations from the Diocese. Embed this within school life.</div></div>	VL	All stakeholders	<div>VL completes research into CofE schools: how well is vision represented on school websites?</div> <div>Which Biblical links are effectively entwined within the vision?</div>	<div>Vision statement and values devised by Ethos Committee</div> <div>Documents shared with parents via virtual meeting and pupils in school to add ideas and thoughts to</div> <div>Vision and values approved by FGB</div> <div>Vision and values signage created for around the school</div> <div>New song created</div> <div>November: launch day for Pupils focusing on Biblical links</div> <div>December: Virtual parent forum inviting all to explore vision statement and values</div> <div>Website updated with all information, including images of the consultation that took place.</div>	<div>Pupils, parents and staff challenged by SLT and SIP to discuss the school vision and its roots in Bible teachings</div>	<div>Vision and values are embedded within the school.</div> <div>SIP, Ethos committee monitoring shows that embedding has continued and all are able to refer to the vision and values document</div> <div>SIAMs inspection states that vision is fit for purpose and deeply rooted within Christian teaching</div>		£200 - signage	<div>Ethos committee meetings holding leaders to account</div> <div>DEP visits</div> <div>SIP visits</div>	<div>JP, Ethos Committee, MW, JG, SIP</div>

<b>East Hoathly Leadership</b> <ul style="list-style-type: none"> <li>Review of current assessment of RE, changes made to ensure it is effective.</li> <li>Coach members of Ethos committee to ensure effective in holding leaders to account</li> <li>Coach and led staff to ensure Bronze Global Neighbours award is achieved</li> </ul>	VL	LH, VL, Ethos Committee	<p>Ethos Committee meetings set up for the year with clear agenda linked to SIAMs outcomes</p>	<p>LH – link with AB regarding Global Neighbours initiative</p> <p>LH – lead development of Starfish Malawi or similar link. Conversations begun with charity and leaders</p> <p>LH – make links with other Excellent church schools regarding system of assessment for RE</p> <p>Ethos Committee have clear vision for the year and actions for all participants.</p> <p>Section in newsletter for Church School developments to be shared weekly</p>	<p>LH – new assessment system in place, teachers trained in completing this</p> <p>Ethos committee minutes scrutinised by MW and JP</p> <p>Starfish Malawi assemblies planned for the coming months along with fund raisers and awareness drives – section in newsletter with update.</p>	<p>Assessment system evaluated by HOS – thorough monitoring of RE within T triangulations to evaluate the accurateness of the assessments being made. Fed back to LH and Teachers</p> <p>Bronze Global Neighbours achieved.</p>	<p>Plans made for Silver Global Neighbours, further Starfish Malawi links for next academic year</p>	<p>Minutes of Ethos Committee shared at FGB and key points with staff</p> <p>6x book audits with SLT</p> <p>2x book audits with subject lead</p>	MW, JP, Ethos Committee
<b>East Hoathly Worship</b> <ul style="list-style-type: none"> <li>Evaluations for each collective worship are in place and reviewed and acted upon</li> <li>Prayer spaces are reviewed and monitored</li> <li>Review of worship planning to ensure children have opportunities to lead.</li> </ul>	VL	Teachers LH, Rev Phil	<p>Evaluation system set up by LH</p>	<p>Evaluation system launched to show effective and actioned comments from children and staff</p> <p>Monitors in place to ensure this continues</p> <p>Prayer Space planned for year – what will be in each area each term?</p> <p>RE council lead 2x worship per term with their class during class worship sessions</p>	<p>Prayer space arranged termly with fresh activities and questions.</p> <p>Evidence gathered of impact of evaluations on collective worship standards</p> <p>RE Council records show involvement in implementation of this.</p> <p>Children other than RE Council lead worship 2x per term with support from RE Council.</p>	<p>Children other than RE Council lead worship 2x per term with support from RE Council.</p> <p>Prayer space arranged termly with fresh activities and questions.</p> <p>SIAMs shows that worship is impactful and children are able to link their learning to their lives.</p>	<p>Children other than RE Council lead worship 2x per term with support from RE Council.</p> <p>Prayer space arranged termly with fresh activities and questions.</p>	<p>Evaluation books</p> <p>Minutes of Ethos Committee</p> <p>Worship Planning</p> <p>Prayer Space Planning</p>	JP/MW/JG/ Ethos Committee
<b>SMV – Leadership</b> <ul style="list-style-type: none"> <li>Arrange Ethos committee meetings with items on the agenda to hold leadership to account</li> <li>Coaching of all staff by R.E. leads on response to marking in R.E. books</li> <li>Starfish Malawi relationship re-established</li> </ul>	BH/AB	Teachers	<p>Ethos committee meetings booked.</p>	<p>Reboot Starfish Malawi in assemblies</p>	<p>Starfish Malawi fundraising idea planning– Pupil Governors</p>	<p>Starfish Malawi fundraiser – Pupil Governors</p>		<p>Minutes of Ethos Committee shared at FGB and key points with staff</p> <p>6x book audits with SLT</p> <p>2x book audits with subject lead</p>	
<b>SMV – Assessment and progress</b> <ul style="list-style-type: none"> <li>Assess R.E. 3x annually.</li> <li>Analyse datawalls for gaps in statements achieved to inform planning for subsequent terms.</li> </ul>	BH/AB	Teachers	<p>Reminder to all staff about Spiritual Journal expectations</p>	<p>R.E. assessed for end of T1</p> <p>AB to create datawall and analyse</p>	<p>R.E. assessed for end of T3</p> <p>AB to create datawall and analyse</p>	<p>R.E. assessed for end of T5</p> <p>AB to create datawall and analyse</p>	<p>Analysis of all datawalls to identify gaps for next year</p>	<p>3x datawalls created and analysed</p> <p>Datawall gaps shared with staff</p>	

<b>SMV – Prayer spaces</b> <ul style="list-style-type: none"> <li>Review classroom/central prayer spaces on their use</li> <li>Review classroom use of Spiritual Journals</li> <li>Launch indoor and outdoor prayer spaces for whole school to use fully.</li> </ul>	BH/AB	Teachers	Sharing of learning environment policy – reminder about class reflection spaces	Learning environment audit  Launch outdoor prayer space – Sept '20	Learning environment audit  Spiritual Journal review  Launch indoor prayer space – Jan '21	Learning environment audit	Learning environment audit  Spiritual Journal review		Learning environment 6x yearly	
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<b>2.4 Objective: School Resources-</b> To ensure that leaders effectively utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.							<b>SEF Ref:</b> EH- page 26 CP- page 8 SMV- page 7  <b>Business Plan Ref:</b>
<b>Success Criteria &amp; Practice Indicators:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>			
<b>EH</b> <ul style="list-style-type: none"> <li>✓ VIP area/Year 5&amp;6 outside space used effectively and regularly, allowing free flow during lessons</li> <li>✓ New Thrive Room has timetable in place to ensure it is utilised to its full potential</li> <li>✓ Learning Zone redesigned to allow for Year 1 extension of EYFS learning space</li> <li>✓ Y1 outside space designed to allow for transition from EYFS learning area.</li> <li>✓ Newly-designed field (including pond and raised beds) is well utilised during Forest School and outside learning sessions.</li> <li>✓ Newly designed outside area for Nursery is well utilised and encourages independent learning.</li> <li>✓ Resources areas well-kept with accessible resources for all to access.</li> </ul>				<b>EH:</b> <ul style="list-style-type: none"> <li>VIP area set up by MDSAs and utilised, Children can talk about the benefits of this area and impact can be seen on behaviour</li> <li>Thrive room timetable shows that the space is in regular use (in addition to Thrive sessions). Thrive is completed as scheduled and impact of this is seen in behaviour and outcomes</li> <li>Outside and inside spaces developed for EYFS to Y1 transition allows for free-flowing learning and development of early skills. Children in Y1 and Y2 make rapid progress in learning and provision can be seen in planning and practice</li> <li>Forest School sessions are well planned and utilise the space. The Shed is kept tidy and Pupil Voice evidences the impact. Planning shows that the areas and spaces are being utilised and that a range of skills are accessible to the children.</li> <li>Nursery garden is well used and impacts significantly on learning and wellbeing of children.</li> <li>Resource areas are kept tidy, with all areas being accessible for all.</li> </ul>		2x govs evaluation visits  SIP x3 a year & Ofsted  Health & Safety monitoring visits	
<b>CP</b> <ul style="list-style-type: none"> <li>✓ VIP area/Rainbow room garden used more effectively at break and lunchtime</li> <li>✓ Pond area and outdoor classroom is used regularly for outdoor learning</li> <li>✓ 'Garden' area to be utilised and maintained</li> <li>✓ Shared resources are well-kept and accessible to all</li> <li>✓ Year ½ outside space utilised for free-flow and outdoor learning</li> <li>✓ Redecoration of the shared learning zone and re-defined areas for Y1/2 and 3/4 for continuous provision and independent learning</li> <li>✓ PPA room fully functioning and used</li> <li>✓ Temporary library/book storage</li> </ul>				<b>CP</b> <ul style="list-style-type: none"> <li>VIP area set up and utilised, children and staff can talk about the benefits of this area and impact can be seen on behaviour</li> <li>The outdoor spaces are having an impact on learning and progress</li> <li>Garden is maintained by 'Gardening Club' with produce to sell</li> <li>Shared areas/ resources are kept tidy</li> <li>Temp library is accessible for all classes and kept tidy</li> <li>PPA room is used regularly and is kept tidy and functional</li> </ul>			
<b>SMV</b> <ul style="list-style-type: none"> <li>✓ All storage spaces are organised and resources easily located to enhance the full curriculum.</li> <li>✓ Prayer spaces used regularly by the whole school and children can confidently and</li> </ul>							



enthusiastically talk about this										
✓ Outdoor area used to its full potential, including allowing free-flow for EYFS and Year 1										
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
<u>East Hoathly</u> Coach staff so that the following areas are utilised fully: <ul style="list-style-type: none"><li>• New Rainbow Room for Thrive</li><li>• New Forest School Room &amp; pond</li><li>• PPA area in Rainbow Rom</li><li>• VIP Area</li><li>• Year 1 new outside space</li><li>• New Nursery outside areas</li><li>• Teacher resource Room (&amp;topic boxes)</li><li>• Raised Beds (Eco-Groups and selling produce)</li><li>• Art Resource Cupboard</li><li>• Ofsted files</li></ul>	VL	   								

<b>Chiddingly</b> Coach staff so that the following areas are utilised fully: <ul style="list-style-type: none"> <li>Rainbow Room</li> <li>PPA/Staff Planning Room</li> <li>VIP Area</li> <li>Pond and outside classroom</li> <li>New Year 1/2 inside and outside areas</li> <li>Raised Beds (Eco-Groups and selling produce)</li> <li>Mezzanine – organisation &amp; topic boxes</li> <li>Ofsted files</li> <li>New outdoor seating area (replacing trim trail)</li> <li>Temporary library/book storage</li> </ul>	KV	All staff	Trim trail removed and replacement seating ordered and installed.  Learning zone re-painted and new characters added.  Outdoor classroom roof order and installed.  IKEA order to be scheduled for September.  EM/CF develop the shared LZ and outdoor space.	September: <b>Wednesday 2<sup>nd</sup> September TA twilight</b> day used to organise/set up shared spaces and re-fresh shared displays. Prepare PPA room and organise resources/topic boxes.  OFSTED files organised and updated  Timetables for shared spaces and resources created  Eco-Group/Gardening club re-established with and action plan for the year created  MDSA/TA meetings to set up VIP space to ensure it can be utilised during restricted socialisation times  <b>Thursday 17<sup>th</sup> September teacher twilight</b> Construct furniture for PPA room, Y1/2 and temp library and complete reorganisation of these spaces.	Feedback shows how well the spaces are used and improvements discussed.  Pupil voice shows impact and effectiveness of these spaces  Planning and observations show how the shared and outdoor spaces are used and the impact on learning/behaviour  Produce planted and being sold by gardening club  Ofsted files updated termly	Ofsted files updated termly  Produce planted and being sold by gardening club	Ofsted files updated termly  Feedback from all stakeholders show the impact and effectiveness of school resources  Review topic boxes and prepare next cycles.		Termly review of all spaces with Site Manager  Termly review of files  Newsletter items sharing updates about school site  Teacher triangulations  Feedback from any visitors	
<b>SMV</b> Coach staff so that the following areas are utilised fully: <ul style="list-style-type: none"> <li>Internal and external Prayer Spaces</li> <li>PPA/Staff Planning Room</li> <li><b>SEND Room developed- clutter free and organised</b></li> <li>Reception outside space</li> <li>Year 1 outside space</li> <li>Extension of astro-turf for all playground back areas</li> <li>Raised Beds (Eco-Groups and selling produce)</li> <li>Teacher resource Room- Tunnel- organisation &amp; topic boxes</li> <li>Storage cupboards organised</li> <li>Ofsted files</li> </ul>	BH / AB	All staff	All storage spaces cleared and organised.  Teachers to organise topic boxes.  Quotes organised for astro-turf  Reception and Year 1 outdoor space organised for maximum free flow	External Prayer space decorated and launched  Topic boxes for Cycle 1 finalised  PPA room decluttered, decorated and organised as a functional meeting/planning space  Ofsted files updated termly  Year 1 outdoor space to adapt as the needs of the children present.  Twilight staff meetings used to clear spaces and organise resources – <b>Thursday 17<sup>th</sup> Sept and 8<sup>th</sup> Oct/16<sup>th</sup> Dec</b>	Internal prayer space decorated and launched.  Eco-warriors organised by Mr + Mrs Rowberry to plant and sell produce  Ofsted files updated termly	Ofsted files updated termly	Ofsted files updated termly  Review of topic boxes – create for next year		Termly review of all spaces with Site Manager  Termly review of files  Newsletter items sharing updates about school site	JP / BH / AB / JG

2.5 Objective: Pioneer School Profile- to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders. Pioneer schools to be the first choice for parent within the locality.								SEF Ref: EH- page 26 CP- page 8 SMV- page 7  Business Plan Ref:			
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators							
EH- ✓ Increase pupil numbers- NOR ✓ Questionnaires show that Pioneer schools are parents first choice locally CP- ✓ Increase pupil numbers – NOR ✓ Strengthen links within the local and wider community SMV ✓ Increase pupil numbers (NOR) ✓ Maintain positive relationships with many members of the local community				EH • NOR at 100 by end of year • Nursery NOR evaluated against previous years at different points, comparison is higher • Parent Questionnaire CP • New pupil intake at capacity			2x govs evaluation visits  SIP x3 a year & Ofsted				
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions		
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
East Hoathly Coach staff so that the following advertising initiatives are in place: <ul style="list-style-type: none"><li>• Face Book Page</li><li>• Promotional Video on website</li><li>• Banners</li><li>• Advertising leaflets</li><li>• Press invitations</li></ul> Plans for advertising East Hoathly School 2		VL	All stakeholders	Consideration for advertising avenues explored and planned  Facebook page set up  VL – link with Mr M-L to get video completed and onto website.  Advertising leaflets designed and distributed to local area and local nurseries, childminders  Saturday opening morning planned for November  Banners in place on A22	Press informed about launch of outside space  Facebook page set up  VL – link with Mr M-L to get video completed and onto website.  Advertising leaflets designed and distributed to local area and local nurseries, childminders  Saturday opening morning planned for November  Banners in place on A22	All off-timetable events information and photos sent to press  Parent forum – how can we further advertise the school and increase numbers?  Leaflets re-sent prior to final application date for new admissions. Uploaded to Facebook page  School plans to take part in events for Uckfield and Lewes schools (e.g. Uckfield Festival, carnivals)  New vision board created from new vision design (Mr M-L)	Parents state that there is an increase in awareness in the school	Admissions data shows over subscribed for September 2021	£1220	Parent Forum and questionnaires  Admissions numbers	JP/AB

<b>Chiddingly</b> Raise awareness on the importance of positive advertising of the school: <ul style="list-style-type: none"> <li>Improve permanent branding signage</li> <li>relocate banner</li> <li>Promotional Video on website</li> <li>Plan on a page 2020-21</li> <li>School social media account</li> </ul>	KV	All stakeholders	Enquire about new signage for the school reception door  Social media preferences sort from stakeholders  KV – link with Mr M-L to get video completed and onto website.  Plan on a page completed and shared  Review banner and relocate  <b>Tuesday 10<sup>th</sup> Nov</b> Open evening 6-7  <b>Monday 30<sup>th</sup> Nov</b> Open evening 6-7  Plan on a page update termly	Social media set up, permissions sort, login shared with T's and expectation on use shared  Twitter updated regularly and linked to website	Social media updated with key events/celebrations  Plan on a page update termly	Social media updated with key events/celebrations  Plan on a page update termly	Parent forum  Stakeholder feedback  Admission numbers  Website/twitter hits	JP/AB/KV
<b>SMV</b> Coach staff so that the following advertising initiatives are in place: <ul style="list-style-type: none"> <li>Promotional Video on website</li> <li>Banners - Ofsted 2020 / open mornings</li> <li>Quarterly school events sharing in Parish Newsletter (JS)</li> <li>Class photos in the local newspaper</li> </ul>	BH	All staff	Book meeting with Justin Martin-Lawrence re: video and banner  <b>Beginning of term</b> – contact local paper for photo opportunities  <b>Tues 15<sup>th</sup> Sept</b> – meeting with JM-L  End of Sept – Ofsted Banners ordered  <b>Week 3</b> – Banner with open day date on in the village  <b>Sat 17<sup>th</sup> Oct</b> – Open morning for prospective parents  <b>Nov 12<sup>th</sup></b> – New parent tours	Banners and Video in place	<b>21<sup>st</sup> May</b> - Open morning for prospective parents	Local newspaper invited to key events – sports day/leavers services/productions	Weekly newsletter  Quarterly parish newsletter (written by Juliet Stirrat – governor)	JP/BH

# Behaviour & Attitudes

## East Hoathly COHORT ATTENDANCE TARGETS FOR 2020/2021

East Hoathly		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEA R 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%

	Actual							
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							

### 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		95		95.5		96		96		96.5	94
Gender												
Male	94		95		95.5		96		96		96.5	94
Female	94		95		95.5		96		96		96.5	94
Free School Meals												

Non-FSM	93		94		95		95		95		96.5	93
FSM	95		96		96		96		96		96.5	95
English as a First Language												
Non-EAL	93		94		95		95		95		96.5	93
EAL	95		96		96		96		96		96.5	95
Special Education Needs												
No SEN	94		95		95.5		96		96		96.5	94
SEN Support	94		95		95.5		96		96		96.5	94
EHC	94		95		95.5		96		96		96.5	94

East Hoathly	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		8.0		8.0		7.5		7.5		6.0	
Gender												
Male	8.0		8.0		8.0		7.5		7.5		6.0	
Female	8.0		8.0		8.0		7.5		7.5		6.0	
Free School Meals												
Non FSM	8.0		8.0		8.0		7.5		7.5		6.0	
FSM (5 children)	8.0		8.0		8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0		8.0		8.0		7.5		7.5		6.0	
EAL	8.0		8.0		8.0		7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0		8.0		8.0		7.5		7.5		6.0	
SEN Support	8.0		8.0		8.0		7.5		7.5		6.0	
EHC	8.0		8.0		8.0		7.5		7.5		6.0	



## St Mary's COHORT ATTENDANCE TARGETS FOR 2020/2021

<u>St Mary's</u>		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual							

## 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		95		95.5		96		96		96.5	
Gender												
Male	94		95		95.5		96		96		96.5	
Female	94		95		95.5		96		96		96.5	
Free School Meals												
Non-FSM	93		94		95		95		95		96.5	
FSM	95		96		96		96		96		96.5	
English as a First Language												
Non-EAL	93		94		95		95		95		96.5	
EAL	95		96		96		96		96		96.5	
Special Education Needs												
No SEN	94		95		95.5		96		96		96.5	
SEN Support	94		95		95.5		96		96		96.5	
EHC	94		95		95.5		96		96		96.5	

St Mary's	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		8.0		8.0		7.5		7.5		6.0	
Gender												
Male	8.0		8.0		8.0		7.5		7.5		6.0	
Female	8.0		8.0		8.0		7.5		7.5		6.0	
Free School Meals												

Non FSM	8.0		8.0		8.0		7.5		7.5		6.0	
FSM	8.0		8.0		8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0		8.0		8.0		7.5		7.5		6.0	
EAL	8.0		8.0		8.0		7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0		8.0		8.0		7.5		7.5		6.0	
SEN Support	8.0		8.0		8.0		7.5		7.5		6.0	
EHC	8.0		8.0		8.0		7.5		7.5		6.0	

### Chiddingly COHORT ATTENDANCE TARGETS FOR 2020/2021





<u>Chiddingly</u>		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 6	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 5	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 4	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 3	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual							

YEAR 2	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual							
YEAR 1	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual							
RECEPTION	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual							

### 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		95		95.5		96		96		96.5	
Gender												
Male	94		95		95.5		96		96		96.5	
Female	94		95		95.5		96		96		96.5	
Free School Meals												
Non-FSM	93		94		95		95		95		96.5	
FSM	95		96		96		96		96		96.5	
English as a First Language												
Non-EAL	93		94		95		95		95		96.5	
EAL	95		96		96		96		96		96.5	
Special Education Needs												
No SEN	94		95		95.5		96		96		96.5	
SEN Support	94		95		95.5		96		96		96.5	
EHC	94		95		95.5		96		96		96.5	




Chiddingly	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		8.0		8.0		7.5		7.5		6.0	
Gender												
Male	8.0		8.0		8.0		7.5		7.5		6.0	
Female	8.0		8.0		8.0		7.5		7.5		6.0	
Free School Meals												
Non FSM	8.0		8.0		8.0		7.5		7.5		6.0	
FSM	8.0		8.0		8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0		8.0		8.0		7.5		7.5		6.0	
EAL	8.0		8.0		8.0		7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0		8.0		8.0		7.5		7.5		6.0	
SEN Support	8.0		8.0		8.0		7.5		7.5		6.0	
EHC	8.0		8.0		8.0		7.5		7.5		6.0	

<b>3.1 Objective: Recovery Curriculum-</b> To implement a recovery curriculum that enables all pupils to catch up in their learning and reinforce the Pioneer values and attitudes.			<b>SEF Ref:</b> EH- pages 17 - 21 CP- page 6 SMV- page 5
<b>Success Criteria &amp; Practice Indictors:</b>	<b>Activities to evaluate impact against success criteria and practice indicators</b>		<b>Business Plan Ref:</b>
<ul style="list-style-type: none"><li>✓ Termly targets for cohorts and whole school achieved (NA+) – see ‘Outcome SDP Charts’</li><li>✓ Cohorts on track for end of key stage targets by the end of the school year</li><li>✓ Stakeholder questionnaires show that children and families have been well supported throughout the return to school</li><li>✓ External agencies support sought where required</li><li>✓ Catch up funding reported as making impact and this is seen in outcomes</li><li>✓ Triangulations show evidence of rapid progress in all subject areas</li><li>✓ Extensive PSHE teaching and learning impacts on pupils’ mental health and wellbeing</li><li>✓ SENCOs and leaders attend Therapeutic Thinking training and implement</li></ul>	<div><div> CP Recovery Curriculum 2020.pdf</div><div> EH Recovery Curriculum 2020.pdf</div></div> <ul style="list-style-type: none"><li>• <div> SMV Recovery Curriculum 2020.pdf</div></li><li>• Stakeholder questionnaires (T1 and T3)</li><li>• Pupil Progress meeting minutes show impact on learning</li></ul>	<div>2x govs evaluation visits</div> <div>SIP x3 a year &amp; Ofsted</div>	

2x govs evaluation visits





SIP x3 a year & Ofsted

**Business Plan Ref:**

learning ✓ Impact of Forest School sessions shown through pupil voice										
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
<b>Catch up</b> Review need for catch up tutoring and plan priorities across school Track impact of intervention to show value for money Planning of interventions across the school through pupil progress meetings	HOS/JP / SENCO	Pupils, class teachers, tutor	Recovery Curriculum document developed and agreed by stakeholders	Sept – initial formative assessments o identify catch up needs  Catch up tutor appointed  PPM termly to reassess progress and plan intervention. Value for money of tutor assessed. Target tracker utilised to evaluate progress of children  <b>T1 week 7</b> <b>T2 week 7</b>	PPM termly to reassess progress and plan intervention. Value for money of tutor assessed. Target tracker utilised to evaluate progress of children  <b>T3 week 6</b>	PPM termly to reassess progress and plan intervention. Value for money of tutor assessed. Target tracker utilised to evaluate progress of children  <b>T4 week 6</b> <b>T5 week 6</b>	PPM termly to reassess progress and plan intervention. Value for money of tutor assessed. Target tracker utilised to evaluate progress of children  <b>T6 Week 7</b>	<b>£80 per pupil on roll</b>	Pupil progress/Finance meetings/observations of staff (JP/HOS/JW)	JP/MW/AB
<b>Thrive/Therapeutic Thinking</b> Plan for training for SENCOs and leaders in place and learning disseminated Review of policies	HOS/JP / SENCO	All staff	Training for Therapeutic thinking in place for the next academic year	SG attending training – disseminate to HOS  Policies for Thrive, Mental Health and Stress management reviewed and shared with stakeholders  Whole school profiling for Thrive	INSET – Training from SG to all staff  Feb – BH training – updates and amendments shared with HOS	VL training – May 2021 - updates and amendments shared with HOS  Whole school profiling – report from Sian L on the impact of previous sessions on attitudes, behaviour and learning outcomes	Plans made and policies reviewed ready for Sept.	<b>None – free training</b>	Training evaluations	JP/JS
<b>Forest School</b> Planning in place and monitored by SLT Review impact though pupil voice and SLT monitoring	HOS/L M/	LS/EW	Review of risk assessments according to Covid-19 guidance	Termly meeting with HOS and FS practitioner to review planning for the term and impact of sessions  Pupil voice set up to show evidence of learning, impact and evaluation  Forest School session included in TA observations (HOS/FS lead/peer)	Termly meeting with HOS and FS practitioner to review planning for the term and impact of sessions	Termly meeting with HOS and FS practitioner to review planning for the term and impact of sessions  Forest School session included in TA observations (HOS/FS lead/peer)	Termly meeting with HOS and FS practitioner to review planning for the term and impact of sessions		Pupil voice, observations	JP/HR/HOS
<b>Recovery Curriculum document</b> Review needs of pupils and community on return to school Plan for intervention, structural changes and support required Plan for longer term recovery actions Coach staff in using the document to support all stakeholders	HOS/JP / SENCO	All stakeholders	Recovery Curriculum document developed and agreed by stakeholders	Recovery curriculum weekly agenda in briefing to review concerns or successes  Termly evaluation to be completed by class teachers/lead staff members to review impact and document progress made by all. To	Recovery curriculum weekly agenda in briefing to review concerns or successes  Termly evaluation to be completed by class teachers/lead staff members to review impact and document progress made by all. To	Recovery curriculum weekly agenda in briefing to review concerns or successes  Termly evaluation to be completed by class teachers/lead staff members to review impact and document progress made by all. To	Recovery curriculum weekly agenda in briefing to review concerns or successes  Termly evaluation to be completed by class teachers/lead staff members to review impact and document progress made by all. To		Evidence-based evaluations  Parent questionnaires	JP/MW/AB



				be completed on the RC document. Evaluations to be dated.  Further actions to be included within the evaluations and document amended as required.	be completed on the RC document. Evaluations to be dated.  Further actions to be included within the evaluations and document amended as required.	be completed on the RC document. Evaluations to be dated.  Further actions to be included within the evaluations and document amended as required.  Plan created for longer term recovery – alongside staff teams	be completed on the RC document. Evaluations to be dated.  Further actions to be included within the evaluations and document amended as required.  Longer term recovery plan to be completed ready for September			
<b>Transition</b> Plan for transition support for pupils Plan resources and activities to support transition Coach staff in the use of the Recovery Curriculum document in supporting transition Review actions taken by the schools	HOS/JP / SENCO	All stakeholders	Plans made for transition activities, particularly for vulnerable groups and/or individuals.  Y1 'EYFS' area/provision established and utilised  Jigsaw Recovery Curriculum activities utilised to support transition back to school  Virtual assemblies at least weekly to ensure children can see previous classmates/other staff  Parent questionnaire regarding support given	Recovery curriculum weekly agenda in briefing to review concerns or successes  Y1 'EYFS' area/provision established and utilised  Jigsaw Recovery Curriculum activities utilised to support transition back to school  Virtual assemblies at least weekly to ensure children can see previous classmates/other staff  Parent questionnaire regarding support given	Recovery curriculum weekly agenda in briefing to review concerns or successes  <b>Use of new PSHE resources to support pupils across the school is embedded</b>	Recovery curriculum weekly agenda in briefing to review concerns or successes  Parent questionnaire regarding support given	Recovery curriculum weekly agenda in briefing to review concerns or successes  Plan for September 2021		Evidence-based evaluations  Parent questionnaires	JP/MW/AB/HOS

<b>3.2 Objective: Attendance</b> – 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.							<b>SEF Ref:</b> EH- pages 16 & 17 CP- page 6 SMV- page 5  <b>Business Plan Ref:</b>		
<b>Success Criteria &amp; Practice Indictors:</b>			<b>Activities to evaluate impact against success criteria and practice indicators</b>						
<ul style="list-style-type: none"><li>✓ Termly targets for cohorts and whole school achieved (NA+) – see ‘Termly Milestones for Attendance and Persistent Absence for all Pupils’ charts above</li><li>✓ PA families met with promptly and action plan developed with time frame expectations</li><li>✓ Advice and support sought from other agencies (ESBAS) where necessary</li><li>✓ Children happy and motivated to be coming to school</li></ul>			<ul style="list-style-type: none"><li>• Fortnightly attendance percentages provided by secretaries to HOS</li><li>• Meetings with PA families arranged</li><li>• PA meetings followed up with a phone call – increased attendance recognised and celebrated with family</li><li>• Attendance shared with governors termly</li></ul>			2x govs evaluation visits  SIP x3 a year & Ofsted			
<b>Keys actions to meet success criteria and practice indicators</b>		 	<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)				£	<b>Activities to monitor implementation of key actions</b>	
			July 2020	Oct 2020	Jan 2021	April 2021			

<b>East Hoathly</b> <ul style="list-style-type: none"> <li>Review Attendance percentages fortnightly</li> <li>Arrange meetings promptly after an issue is identified</li> <li>Support families with referrals to external agencies where appropriate</li> <li>Follow Attendance Policy in liaison with LA where appropriate</li> <li>Review support for previously shielding pupils/families</li> </ul>	VL	VL	Fortnightly analysis completed by secretaries and shared with HOS	Risk assessments in place for previously shielding families and phonecalls/meetings as required Risk Assessment reviewed termly or sooner if required  Fortnightly analysis continues, including punctuality. Parents met with frequently and promptly using action plan template.  Action plan shared with relevant class staff	Risk Assessment reviewed termly or sooner if required  Attendance high priority at discussions at Parents' Consultations.	Risk Assessment reviewed termly or sooner if required  Attendance high priority at discussions at Parents' Consultations.  Attendance reports show impact on overall attendance	Risk Assessment reviewed termly or sooner if required  Attendance at NA+ with below average PA  Annual Reports show attendance to be shared with parents	0	PPM termly  Attendance monitored and reported to governors termly  Attendance percentages reviewed fortnightly  Whole Staff briefing meetings happen weekly and discuss those whose attendance is a cause for concern.	Safeguarding Governor and VL
<b>Chiddingly</b> <ul style="list-style-type: none"> <li>Review Attendance percentages fortnightly</li> <li>Arrange meetings promptly after an issue is identified</li> <li>Support families with referrals to external agencies where appropriate</li> <li>Follow Attendance Policy in liaison with LA where appropriate</li> <li>Review support for previously shielding pupils/families</li> </ul>	KV	KV	Fortnightly analysis completed by secretaries and shared with HOS	Risk assessments in place for previously shielding families and phonecalls/meetings as required Risk Assessment reviewed termly or sooner if required  Fortnightly analysis continues, including punctuality. Parents met with frequently and promptly using action plan template.  Action plan shared with relevant class staff	Risk Assessment reviewed termly or sooner if required  Attendance high priority at discussions at Parents' Consultations.	Risk Assessment reviewed termly or sooner if required  Attendance high priority at discussions at Parents' Consultations.  Attendance reports show impact on overall attendance	Risk Assessment reviewed termly or sooner if required  Attendance at NA+ with below average PA  Annual Reports show attendance to be shared with parents	0	PPM termly  Attendance monitored and reported to governors termly  Attendance percentages reviewed fortnightly  Whole Staff briefing meetings happen weekly and discuss those whose attendance is a cause for concern.	Safeguarding Governor and KV
<b>SMV</b> <ul style="list-style-type: none"> <li>Review Attendance percentages fortnightly</li> <li>Arrange meetings promptly after an issue is identified</li> <li>Support families with referrals to external agencies where appropriate</li> <li>Follow Attendance Policy in liaison with LA where appropriate</li> </ul>	BH	BH / AB	Fortnightly analysis completed by secretaries and shared with HOS	Risk assessments in place for previously shielding families and phonecalls/meetings as required Risk Assessment reviewed termly or sooner if required  Fortnightly analysis continues, including punctuality. Parents met with frequently and promptly using action plan template.  Action plan shared with relevant class staff	Risk Assessment reviewed termly or sooner if required  Attendance high priority at discussions at Parents' Consultations.	Risk Assessment reviewed termly or sooner if required  Attendance high priority at discussions at Parents' Consultations.  Attendance reports show impact on overall attendance	Risk Assessment reviewed termly or sooner if required  Attendance at NA+ with below average PA  Annual Reports show attendance to be shared with parents		PPM termly  Attendance monitored and reported to governors termly  Attendance percentages reviewed fortnightly  Whole Staff briefing meetings happen weekly and discuss those whose attendance is a cause for concern.	Safeguarding Governor and BH

**3.3 Objective: Medical Tracker-** Ensure that all the latest policies and procedures regarding first aid, enable pupils and all stakeholders to be safe and they feel safe.

**Success Criteria & Practice Indictors:**

**Activities to evaluate impact against success criteria and practice indicators**



**SEF Ref:**

EH- pages 16 & 17





CP- page 6

SMV- page 5





<div>✓ Pupils report that they feel safe in school</div> <div>✓ Staff and parents report that the system is effective and time-efficient.</div> <div>✓ Governor reports show that systems are followed effectively</div> <div>✓ Reporting of incidences is effective</div> <div>✓ Policies are amended to reflect current practice.</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>Stakeholder Questionnaires</div> <div>Governor Report</div> <div>HT report to governors</div>	<div>2x govs evaluation visits</div> <div>SIP x3 a year &amp; Ofsted</div> <div>H/S monitoring visits x3</div>	<div>Business Plan Ref:</div>		
<div>Keys actions to meet success criteria and practice indicators</div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div>Activities required to fulfil key actions</div> <div>(What milestone activities should happen to achieve the key actions?)</div> <div><div>July 2020</div><div>Oct 2020</div><div>Jan 2021</div><div>April 2021</div><div>July 2021</div></div>	<div>£</div>	<div>Activities to monitor implementation of key actions</div>	<div><div></div></div>
<div>East Hoathly</div> <div>Coach staff in the use of medi tracker</div> <div>Observe staff (particularly MDSAs) in the use of medi tracker and the administration of first aid.</div> <div>Review practice around reporting incidences</div> <div>Plan for First Aid Lead to be built into job description</div>	<div>VL</div>	<div>All staff</div> <div>Training for medi tracker completed by all staff</div> <div>Policies reviewed and updated</div> <div>Tablets ordered and set up for use around school</div> <div>Used with bubbles of children currently in school</div> <div>First Aid lead (SD) into job description</div> <div>Sept: INSET – recap training during Safeguarding training</div> <div>First Aid lead into SD Performance Management</div> <div>All new children to have medical information uploaded</div> <div>Roll out to all First Aid/Admin of meds incidences</div> <div>Briefing weekly agenda</div> <div>Review of the year HT report to governors</div> <div>Parent forum review of the system, alterations made</div> <div>Briefing weekly agenda</div> <div>Governor H&amp;S visit focus.</div> <div>Review of the year HT report to governors</div> <div>Briefing weekly agenda</div> <div>Review of the year HT report to governors</div>	<div>Fortnightly check – SD/VL</div>	<div>VL/JP/CF</div>	
<div>Chiddingly</div> <div>Coach staff in the use of medi tracker</div> <div>Observe staff (particularly MDSAs) in the use of medi tracker and the administration of first aid.</div> <div>Review practice around reporting incidences</div>	<div>KV</div>	<div>All staff</div> <div>Training for medi tracker completed by all staff</div> <div>Policies reviewed and updated</div> <div>Tablets ordered and set up for use around school</div> <div>Used with bubbles of children currently in school</div> <div>Sept: INSET – recap training during Safeguarding training</div> <div>All new children to have medical information uploaded</div> <div>Governor H&amp;S visit focus.</div> <div>Roll out to all First Aid/Admin of meds incidences</div> <div>Briefing weekly</div> <div>Parent forum review of the system, alterations made</div> <div>Briefing weekly agenda</div> <div>Review of the year HT report to governors</div> <div>Briefing weekly agenda</div> <div>Review of the year HT report to governors</div> <div>Fortnightly review- KV</div>	<div>KV/JP/CF</div>		

				agenda						
				Review of the year HT report to governors						






# Personal Development

<b>4.1 Objective: East Hoathly Wellbeing Award-</b> to embed all the initiatives from this award across the school fully and ensure that clear tangible approaches are in place that all stakeholders can understand. Achieve the <b>Silver Anti-Bullying Award</b> by July 2021.									<b>SEF Ref:</b> EH- pages 19-21 CP- page 7 SMV- page 6		
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>						<b>Business Plan Ref:</b>	
<ul style="list-style-type: none"><li>✓ Website makes it really clear about WB award</li><li>✓ Visuals in school</li><li>✓ Wellbeing activities and environment embedded into the school practice</li><li>✓ Achieve silver Anti-Bullying Award</li></ul>				<ul style="list-style-type: none"><li>• Evidence collection</li><li>• Feedback – questionnaires</li><li>• Assessment completed</li></ul>				Termly Gov visits, AB award assessment t			
<b>Keys actions to meet success criteria and practice indicators</b>		 		<b><u>Activities required to fulfil key actions</u></b> (What milestone activities should happen to achieve the key actions?)					<b>£</b>	<b>Activities to monitor implementation of key actions</b>	
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
<b>Planning – AB Award</b> Review what is in place up to this point for AB Award Plan for next steps and end point Review evidence already in place		VL   									

				November: Anti-Bullying Week – Pupil Governor involvement  Mental Health Champions training from Emma Webb disseminated to all staff	Updates for AB award shared with all stakeholders (HT report to Govs, Briefing)	Ongoing: Newsletter/website/display updates				
<b>Wellbeing Award Stakeholders</b> Plan information sharing with Stakeholders	VL	All stakeholders		Wellbeing section in newsletter updated weekly  Visible Wellbeing display for parents updated weekly  Wellbeing display for children updated regularly  Website updated  Governor visit termly to review (CF)	Website updated  Display updated weekly with topical information for parents  Report to Governors  Governor visit termly to review (CF)	Website updated  Display updated weekly with topical information for parents  Governor visit termly to review (CF)	Website updated  Assessment for AB award completed and achieved – shared with all stakeholders	0	Wellbeing governor visits (Chris Forsey)  VL report to JP weekly on progress	JP/CF

4.2 Objective: Chiddingly Wellbeing Award- To ensure that the school achieves this award by July 2021.								SEF Ref: EH- pages 19-21 CP- page 7 SMV- page 6  Business Plan Ref:			
Success Criteria & Practice Indictors:			Activities to evaluate impact against success criteria and practice indicators								
<ul style="list-style-type: none"><li>✓ Achieve the Wellbeing Award by July 2021</li><li>✓ Wellbeing Team created</li><li>✓ Wellbeing activities and environment embedded into the school practice</li><li>✓ All stakeholders supporting the award process</li></ul>			<ul style="list-style-type: none"><li>• Evidence collection</li><li>• Feedback – questionnaires</li><li>• Assessment completed</li></ul>								
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions		
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
Planning Review what is in place up to this point Plan for next steps and end point Review evidence already in place		KV	Wellbeing Team		September: KV and VL to meet and review, plan next steps  EH folder utilised and evidence bank set up	January: KV and VL to meet and review, plan next steps  Evidence bank added to	January: KV and VL to meet and review, plan next steps  Evidence bank added to	Assessment completed and achieved	0	Wellbeing governor visits (Chris Forsey)  KV report to JP wekkly on progress	JP/CF
Wellbeing Team Create Wellbeing Team Plan actions across the year		KV	Wellbein g Team		September: Wellbeing team created and meeting scheduled  Actions identified for the	Meetings in place, minutes taken for evidence  Review of evidence file	Meetings in place, minutes taken for evidence  Review of evidence file	Assessment completed and achieved	0	Wellbeing governor visits (Chris Forsey)  KV report to JP wekkly on progress	JP/CF





Complete actions and tasks				year	completed	completed				
<b>Stakeholders</b> Plan information sharing with Stakeholders	KV	All stakeholders		Wellbeing section in newsletter Wellbeing display for parents Wellbeing display for children Website updated	Website updated Display updated weekly with topical information for parents	Website updated Display updated weekly with topical information for parents	Website updated Assessment completed and achieved	0	Wellbeing governor visits (Chris Forsey) KV report to JP weekly on progress	JP/CF

<div><div>WAS_Action_Plan with Evidence Require</div></div>								SEF Ref: EH- pages 19-21 CP- page 7 SMV- page 6			
4.3 Objective: SMV Wellbeing Award – To ensure that that the school achieves this award by December 2021.				Success Criteria & Practice Indictors:			Activities to evaluate impact against success criteria and practice indicators				
<div><div>✓ Achieve the Wellbeing Award by December 2021</div><div>✓ Successful Interim Assessment Spring 2021</div><div>✓ Wellbeing Team created and meeting at least once termly</div><div>✓ Whole School approach embedded and all staff supported &amp; updated</div></div>				<div><div>• Progress shown through reviews of action plan and evidence collected</div><div>• Wellbeing Team meeting minutes</div><div>• Feedback from stakeholders and WAS advisor</div><div>• Assessment completed</div></div>							
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions		
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
Wellbeing Team Team established and roles agreed Action Plan shared Complete tasks as stipulated in action plan		AB	Wellbeing Team		September: First meeting scheduled  September: Actions agreed upon and roles decided	January: Schedule meeting and review progress since last meeting  January: Agree upon next steps	April: Schedule meeting and review progress since last meeting  April: Agree upon next steps before interim assessment	July: Schedule meeting and review progress since last meeting  July: Agree upon next steps for	0	Wellbeing Governor visits  AB to report to BH weekly on progress	BH
Whole School Approach Action Plan shared Parental and governor involvement Pupil Gov. involvement Regular reviews with staff Review Training opportunities (CT, LJ & KC)		AB	AB/ Wellbeing Team/ Teachers		September: Wellbeing Team published in Newsletter/on website/staffroom board  September: Action Plan shared with staff  September: Posters/info displayed around school and page	January: Action Plan Progress shared with staff  March: Staff wellbeing reviews  Ongoing: Pupil Governor involvement  Ongoing: Newsletter/website/disp lay updates	April: Interim review with WAS advisor – results shared with staff  May: Staff wellbeing reviews  Ongoing: Pupil Governor involvement  Ongoing: Newsletter/website/disp	June: Action Plan Progress shared with staff  July: Staff wellbeing reviews  Ongoing: Pupil Governor involvement  Ongoing: Newsletter/website/disp lay updates	0	Wellbeing Governor visits  AB to report to BH weekly on progress	BH



				<p>created on website</p> <p>October: Wellbeing Day – Pupil Governor involvement</p> <p>October: Staff wellbeing reviews</p> <p>October: Wellbeing Club started - KC</p> <p>November: Anti-Bullying Week – Pupil Governor involvement</p>		lay updates				
<b>Successful Interim Assessment</b> Action Plan evaluated and reviewed Good progress and clear ways forward	AB	AB		<p>September: Action Plan reviewed</p> <p>October: T1 Evidence reviewed and collated</p> <p>December: T1 Evidence reviewed and collated</p>	<p>January: Action Plan reviewed</p> <p>February: T1 Evidence reviewed and collated</p> <p>March: T1 Evidence reviewed and collated</p>	<p>April: Action Plan reviewed</p> <p>April/May: Interim Assessment with WAS Advisor</p> <p>May: T1 Evidence reviewed and collated</p>	<p>June: Action Plan reviewed</p> <p>July: T1 Evidence reviewed and collated</p>	0	<p>Wellbeing Governor visits</p> <p>AB to report to BH weekly on progress</p>	BH

## Early Years

5.1 Objective: Nursery Leadership Succession Plan – To ensure that a clear succession plan is in place to enable future leadership stability.										SEF Ref: EH- pages 30-32 CP- page 9 SMV- page 8			
Success Criteria & Practice Indicators:					Activities to evaluate impact against success criteria and practice indicators								
<div>✓ Staff CPD in place for the year to ensure succession planning</div> <div>✓ L3 Nursery assistant employed with a view to potential leadership position</div> <div>✓ Nursery Manager supported in developing skills of staff</div>					<div>• Weekly meetings HOS and Nursery manager</div> <div>• Triangulations</div> <div>• SEF evaluations</div> <div>• Costings of staff completed with bursar and projection costs confirmed</div>					<div>EYFS gov visit 3x PY</div> <div>SIP October</div>			
Keys actions to meet success criteria and practice indicators						<div>Activities required to fulfil key actions</div> <div>(What milestone activities should happen to achieve the key actions?)</div>					£	Activities to monitor implementation of key actions	
						July 2020	Oct 2020	Jan 2021	April 2021	July 2021			





<b>Staffing</b> Review of staffing levels Appointment made Observe practice and complete triangulations	VL/SD/DP	Nursery Staff	Advert established for N assistant with L3 qualification – leadership potential  VL and JW investigate senior management options and the budget plan around this  T1: Triangulation completed by VL  T2: Triangulation completed by DP  Appointment made of nursery assistant with Leadership potential.	T3: Triangulation completed by VL	T4: Triangulation completed by DP  T5: Triangulation completed by VL	T6: Triangulation completed by DP	Cost of new staff member	Triangulations	VL/DP/JP
<b>CPD</b> Review CPD needs and action for all Nursery staff Plan leadership training for appropriate staff member Design in-house training with Pioneer EYFS team	VL/SD/DP	Nursery Staff		September: DP to review CPD needs for the year and plan when this will occur for the year. Considering which of these can be delivered in house or through team teaching/coaching  Leadership responsibilities shared with new staff member – fortnightly meetings with DP to involve them in development of nursery and share ideas.	Leadership training for new staff member as required (in-house or externally)  Review of success with VL/DP	Consider need for Nursery Lead assistant from September – new staff member?  DP, VL, SD to plan JD and roles.	£400 – training costs	Meeting minutes  CPD plan	VL/JP
<b>Leadership and Management</b> Review needs of nursery, including financial security. Complete Performance Management	VL	DP		VL complete DP PM  DP complete Nursery assistant PM – considering CPD needs for all with leadership potential in mind  VL and DP meet weekly and DP meet JW fortnightly to plan staff meetings, financial planning and staffing provision.	VL and DP meet weekly and DP meet JW fortnightly to plan staff meetings, financial planning and staffing provision.	VL and DP meet weekly and DP meet JW fortnightly to plan staff meetings, financial planning and staffing provision.  PM reviews	0	Performance management documents and reviews  Meeting minutes	VL/JP




### East Hoathly Nursery Effectiveness (4 staff = 25% each)

		TERM 1				TERM 3				TERM 5			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	25%	75%	0%	0%	0%	100%	25%	0%	0%	100%	50%
	ACTUAL												





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





SEF Ref:





<b>Success Criteria &amp; Practice Indicators:</b>			<b>Activities to evaluate impact against success criteria and practice indicators</b>						EH- page 30-32 CP- page 9 SMV- page 8	
<ul style="list-style-type: none"> <li>✓ All EYFS leaders are aware of the EYFS SEF and ways forward</li> <li>✓ SEF is shared between all key staff and actions clear</li> <li>✓ Evaluations of progress are evidence-based</li> </ul>			<ul style="list-style-type: none"> <li>• Accurate evaluation of progress against actions is completed termly</li> <li>• OFSTED criteria is clear to all and CPD around this is arranged as required</li> </ul>					EYFS gov visit 3x PY  SIP October	<b>Business Plan Ref:</b>	
<b>Keys actions to meet success criteria and practice indicators</b>			<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)					£	<b>Activities to monitor implementation of key actions</b>	
			July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
<b>SEF</b> Coach EYFS leaders through the content of the SEF and evaluation process Evaluate progress against SEF Requirements	VL/JP	All EYFS staff	SEF created alongside EYFS staff	Meetings with EYFS staff weekly (nursery) or as required to review progress against SEF actions  Meetings to support EYFS team in evaluating progress and action planning for the coming term.  Action plan with specific needs for the term created as required each term to ensure key progress is made	Meetings with EYFS staff weekly (nursery) or as required to review progress against SEF actions  Meetings to support EYFS team in evaluating progress and action planning for the coming term.  Action plan with specific needs for the term created as required each term to ensure key progress is made	Meetings with EYFS staff weekly (nursery) or as required to review progress against SEF actions  Meetings to support EYFS team in evaluating progress and action planning for the coming term.  Action plan with specific needs for the term created as required each term to ensure key progress is made	Review progress against full SEF and consider actions for next year.	0	Meeting minutes  Evaluation of SEF document	VL/JP/MW
<b>OfSTED Framework</b> Review CPD needs of all EYFS staff according to framework Observe practice to evaluate against framework	VL/JP	All EYFS staff		CPD review completed and plan for the year created  Triangulations (VL) to observe against framework. Feedback given and follow up reviews completed.  Performance management documents directly link to SDP/SEF/Framework	Triangulations (VL and DP) to observe against framework. Feedback given and follow up reviews completed.	Triangulations (VL) to observe against framework. Feedback given and follow up reviews completed.  Mid Way PM reviews to evaluate progress	Triangulations (VL and DP) to observe against framework. Feedback given and follow up reviews completed.  PM reviews completed to fully evaluate performance of all staff. Plans made for next academic year.	0	Triangulations, PM documents	VL/DP/JP

<b>5.3 Objective: EYFS Curriculum-</b> 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.							<b>SEF Ref:</b> EH- page 30-32 CP- page 9 SMV- page 8			
<b>Success Criteria &amp; Practice Indicators:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>					<b>Business Plan Ref:</b>	
<div>✓ The curriculum shows a variety of experiences and knowledge gaining opportunity.</div> <div>✓ Pupils can talk about their learning, achievements and experiences.</div>				<div>• Curriculum review with SLT/ Govs</div> <div>• Monitoring cycle includes curriculum coverage</div>			<div>EYFS gov visit 3x PY</div> <div>SIP October</div>			
<b>Keys actions to meet success</b>		 		<b>Activities required to fulfil key actions</b>				£		<b>Activities to monitor</b>

criteria and practice indicators			(What milestone activities should happen to achieve the key actions?)						implementation of key actions	
			July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
Review Curriculum Documents to ensure they fully cover all areas.		SD	Development of the recovery curriculum and identify areas.	Termly annotations of the curriculum		Curriculum Review in line with new framework and areas of need from assessments.			Monitoring in line with termly triangulations.	MW – EYFS GOV
Develop a list of key teaching texts and texts to expose pupils to across the year.		SD		Look at curriculum plans and develop lists of key teaching text and then other supporting texts.	Monitor lists in line with curriculum and KS1.	Literacy Led – Review curriculum areas.	Pupil voice to reflect on the curriculum and texts they have learnt from.		Monitoring in line with termly triangulations.	MW – EYFS GOV
Develop understanding and awareness of the new EY framework statutory from 2021.		SD / DP		EY Lead to review key changes	EY to attend training around new framework	Share key updates with other curriculum leaders through staff meeting session.	EY Lead and Nursery Manager to adapt curriculum documents for 2021.		Monitoring in line with termly triangulations.	MW – EYFS GOV

5.4 Objective: 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.								SEF Ref: EH- pages 30-32 CP- page 9 SMV- page 8  Business Plan Ref:		
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators						
✓ Staff are knowledgeable about the areas they teach. ✓ Pupils make expected or exceeding progress in all areas.				• Termly Monitoring visits, pupil progress meetings.			EYFS gov visit 3x PY  SIP October			
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
Review and develop a successful and succinct planning format within nursery so all staff are developing and extending knowledge.		SD / DP	EY & Nursery Manager to review formats and templates. Develop and design.	EY Lead to complete planning review in line with monitoring matrix.	Embed planning and any adaptions following review	Review assessments for pupils linked to planning. Identifying key gaps and tweak formats.			Monitoring in line with termly triangulations.	MW – EYFS GOV
Staff to attend Hub Training sessions linked to EY wellbeing and other curriculum areas.		SD		Hub training for the year shared with staff.					Monitoring in line with termly triangulations.	MW – EYFS GOV
Nursery and Teachers to attend moderation sessions as a team and with wider schools and settings to develop understanding of frameworks.		SD		EY Lead meet with Nursery staff.  EY Teachers to moderate. Particularly supporting NQT		Planning for 2021 based on new curriculum see 5.2 actions.	Submit Data for all schools. Nursery pupils to be at ARE for transition.		Monitoring in line with termly triangulations.	MW – EYFS GOV

5.5 Objective: Reading, Phonics & Mathematics- Ensure the curriculum caters for the expected systematic approaches for these areas of learning to enable the highest possible outcomes.								SEF Ref: EH- pages 30-32 CP- page 9 SMV- page 8		
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators				Business Plan Ref:		
✓ Pupils in EYFS Reach expected levels in all areas. ✓ Staff will have clarity in understanding the curriculum areas and plan accordingly.				• Termly assessments • Curriculum evaluations			EYFS gov visit 3x PY  SIP October			
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions	
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021		
Planning Review in Nursery  Support the planning and delivery of curriculum with NQT.		SD / DP		See actions in 5.3  EY Lead to meet NQT and support with planning	See actions in 5.3  Look at key texts	See actions in 5.3	See actions in 5.3	End of year assessments show progress and curriculum coverage in all areas.	Monitoring in line with termly triangulations.	MW – EyFS GOV
Develop Maths Mastery curriculum within all EY classes.		SD Lead EB, DP, RB LN		Source Maths Mastery supporting documents from White rose and share with staff.	Link with Maths Lead to review mastery curriculum.	Attend County Maths Mastery training.	Embed practice into planning and environment provision.	Evaluation and review impact using assessments.	Monitoring in line with termly triangulations.	MW – EYFS GOV
Phonics To review phase 1 phonics provision in nursery. Reception staff to develop use of phonics tracker		SD / DP			EY To support NQT with Phonics tracker.  Phonics assessments show progress in T1.	Nursery to use phase 1 phonics tracking systems.	Ongoing phonics tacking. Phonics lead to support areas of need.	Phonics assessments show pupils are working in the correct phase ready for next stage.	Monitoring in line with termly triangulations.  Phonics tracking.	MW – EYFS GOV

5.6 Objective: Pioneer EYFS Hub- Pioneer EYFS provision to be exemplary and is worthy of being shared with others.								SEF Ref: EH- pages 30-32 CP- page 9 SMV- page 8  Business Plan Ref:		
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators						
✓ EYFS Hub runs effectively sharing good practice with others.				• Hub runs effectively, with wheels showing impact and attendance.			EYFS gov visit 3x PY  SIP October			
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions	
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021		
Hub Lead to review areas of need alongside EIP data and EIP hub leads.		SD	Sept: Hub Leads planning meeting training needs identified and planned 14/9/20	Moderation session with local area EYFS settings, showing consistency in judgements. NQT Support also.		Moderation session with local area EYFS settings, showing consistency in judgements. NQT Support also.	Hub effectiveness wheels show impact and provision for settings.		LA Review Meetings with hub leads.	HOS / Rowena Dumbrell (Country)

Develop sustainability system for the hub and development of funding for courses.		SD JW		Hub leads review of funds and budget  Meet with Claire Green re funding.	Trial funding system alongside other hubs for training event.	Review trail and adapt for July training meeting.				HOS / Rowena Dumbrell (Country)
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