

# SHEERNESS WEST FEDERATION QUALITY IMPROVEMENT PLAN (CONTINUING TO BE GOOD AND BETTER)

September 2016-17



*Executive Head Teacher: Steve Davies*

*Heads of School: Rachael Sharrad & Hazel Brewer*

*Chair of Governors: Phillip Matson*

*"Dreams come true with a positive view"*

## Quality Improvement Plan

### **Background**

The plan builds on the previous school improvement plans and post Ofsted action plans that were in place for the individual schools. The new QIP sets the priorities identified by all the key stakeholders such as staff, children, parents and governors. These were arrived at through our school self-evaluation process and they set out our intention to develop and deliver a new vision for the federation.

Previously the two schools have had separate development plans. We have evaluated these to produce this federated QIP which now covers both schools as we drive forward with the overall school improvement agenda. The plan starts from September 2016 and will be reviewed and monitored by the SLT, staff and governors to ensure milestones are met throughout the year. It will be evaluated for overall success at the end of the academic year in 2017 and priorities will be amended and re-set.

Through increased cross-school collaboration and self-evaluation we will drive forward to raise standards across both schools. The federated governing body will keep an overview. They will challenge and support the school leaders to achieve the milestones for success that have been set within the plan.

### **Purpose:**

The purpose of our school's Quality Improvement Plan is to ensure that we manage and implement change effectively to continue to raise standards of achievement and improve the quality of education for all our pupils.

The Sheerness West Federation (SWF) is a federation of two schools; West Minster primary School and Rose Street primary school in Sheerness on the Isle of Sheppey. The federation is intended to strengthen and improve the overall quality of the education we can offer to our whole school community.

### **A vision for Sheerness West Federation**

At SWF we believe that all children have the potential to achieve. It is more than our job, but rather our duty to enable all children to discover their strengths and to overcome any barriers to their learning through hard work, determination and self-belief. We want to enable them to develop a resilience, which will help them to become lifelong learners. We expect them to work together to achieve the common goal to be the very best that they can be at whatever they choose to do, through cooperation and teamwork, collaboration and partnership.

We see learning as a passport, which enables children to embark on exciting and profitable journeys throughout their lives,

regardless of their backgrounds or starting points.

### **Mission statement**

Our mission statement across the federation is quite simply:

**“Dreams come true with a positive view”**

This is something we have talked about and discussed with the children and it was them who came up with the new mission statement for the federation.

### **Main Priorities:**

The main priority is to improve the quality of lives of children in Sheerness through:

1. Leadership & Governance
2. Teaching and learning
3. Curriculum
4. Parental engagement and other key partnerships
5. SEND
6. EYFS
7. Premises

### **Our Goals are that:**

- There is outstanding achievement for all.
- Our children have a passion for learning and high aspirations for their future.
- Our families are included in all aspects of the school regardless of gender, race, disability or sexual orientation.
- Our families are effectively and actively engaged in the learning on offer at both schools.

### **Government initiatives and requirements:**

The plan also incorporates government initiatives and requirements such as changes to the EYFS, SEND, narrowing the gaps for:

- Vulnerable pupils, changes in curriculum, tests and other recommendations as well as LA, local and specific school initiatives.

- As the results of analysis and government requirements cannot always be predicted, we have built in an annual evaluation of the plan where we can place achieved areas on maintenance and add new action points to the plan as needed.
- The QIP's implementation will be regularly monitored by the SLT and evaluated by governors and all stakeholders on an annual basis

### **Our strategy for bringing about school improvement**

Now that the schools in the federation are working more collaboratively and effectively, it has allowed us to provide internal CPD with outstanding professionals, joint planning and PPA sessions with teachers across both schools, and to draw upon the excellent and well established leadership teams at the Federation.

External CPD can be shared across the federation making it more accessible because of cost sharing and economies of scale. Recruitment of new staff will enable us to set up models of outstanding practice for those professionals who are relatively inexperienced and this will enable them to learn from good and outstanding, and more experienced staff.

We will:

- Clearly demarcate designation of leadership roles which will impact on inclusion and outcomes.
- Devolve leadership to newly trained and supported middle leaders and phase leaders which will empower them to drive change and improvement.
- Ensure broader accountability which will lead to the thirst for success and again will impact on improvement of outcomes.
- Improve the appraisal system to identify teachers and support staff's strengths and areas to develop earlier and with a built in review of targets this will mean quicker and more sustained improvement in teaching and learning.
- .Be clear and transparent about monitoring systems put in place to ensure that improvement continues at all levels.
- Ensure that the budget is managed carefully and ensuring that spend is matched to the need for quality staffing

and excellent CPD.

- Ensure that there is a coherent, relevant and well-planned curriculum that delivers quality education in the broadest sense. This will be differentiated to meet the needs of all children and enhanced by thorough and accurate assessment procedures and focused intervention strategies.
- Ensure that the environment for learning is of the highest quality and that the classrooms and other learning spaces are well resourced and conducive to good and outstanding teaching and learning.
- Ensure that the whole school environment is well maintained, clean and attractive and accessible for all.
- Continue to work collaboratively with our neighbouring schools as well as our partnership school to maximize expertise and knowledge and funding opportunities and continue to build on the good relationship we have with the LA.
- Ensure full regard to statutory requirements and proven national strategies and government guidelines.
- Build a supportive and well-informed parent community, in which mums dads and all carers are engaged in their child's school experience.
- Continue to improve and develop an effective governing body which supports, challenges and holds the leadership of the federation to account.
- Ensure all stakeholders buy into the vision and positively promote the federation, its aims and values.

**A range of strategies will be used to establish the federation's strengths and areas to develop including:**

- Outcomes from our termly and annual monitoring and evaluation activities
- Self-evaluation carried out by the Executive Head Teacher, Heads of School and leadership teams in partnership with the School improvement advisor and other LA and our own commissioned consultants.
- Staff responses to questionnaires, views canvassed in staff meetings, INSET and in regular appraisal meetings with staff
- Children's responses to questionnaires, and results of school council consultation

- Parent's responses to questionnaires, views expressed through parent view and through other consultation meetings with them
- Views expressed by the governors, PTA and other stakeholders
- Systematic analysis and evaluation of progress, attainment and other outcome data

**Through our QIP we intend to:**

- Bring together the many strands of federation planning into a coherent, focused structure
- Set workable goals and realistic success criteria so we can better evaluate the effectiveness and value for money of initiatives
- Ensure wide ownership for the school's future development to all staff, children and governors
- Ensure that financial planning and staff development is matched to both schools' improvement priorities
- Pace change and ensure that it is coherent within the context of local and national demands and preparation for Ofsted

**The plan includes:**

- The school's vision and strategy for school improvement
- A strategic plan and timeline for achieving the success criteria for the next three years
- A summary of targets and milestones
- Action plans giving the main areas of activity under each current priority, detailed for the next academic year
- A summary for parents and children so that they can have ownership of the plan

<i>Monitoring and self-evaluation schedules:</i>	Termly	Seasonally	Annually
<b>Overall quality of teaching judgements formed from:</b>	/		
<b>Lesson Observations / Visits</b>	/		
<b>Planning Monitoring (weekly)</b>			
<b>Book Scrutiny (Weekly)</b>			
<b>Assessment Moderation</b>	/		
<b>Data capture and evaluation</b>	/		
<b>Pupil Progress Meetings</b>	/		
<b>External Leadership Review (KCC)</b>	/		
<b>External Teaching and Learning Review (KCC)</b>	/		
<b>Appraisal Cycle</b>		/	
<b>Pupil Voice</b>		/	

<b>Governor Monitoring Visits (Link Champions for PP, SEND, Reading, Writing and Maths)</b>	/		
<b>Executive Head Teacher Reports to Governors</b>	/		
<b>Heads of School and EHT review SEF and report to Governors</b>	/		
<b>Subject Leader / Senior Leader Impact Reports</b>	/		
<b>Attendance Monitoring &amp; Reports to Governors</b>	/		
<b>Learning Walks (weekly)</b>	weekly		
<b>LA Progress &amp; Impact Meetings</b>	/		
<b>Improvement Adviser Visits</b>	/		

## 1. LEADERSHIP:

### To strengthen leadership, management and governance to drive school improvement

Actions	Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
<i>1a-To develop shared and devolved leadership- within school and across the federation and share best practice.</i>	Summer term 2016 onwards	SLT, MLT and subject leaders.	6x 1 week supply cover for Subject leaders.  £2,500 per year	<ul style="list-style-type: none"> <li>-Summit meetings biweekly between 2 Heads of School and Executive Head</li> <li>-Bi weekly Federation SLT and MLT meetings</li> <li>-2x termly Ks meetings across the federation</li> <li>-Assistant Heads meet bi weekly with KS leads</li> <li>- MLT to have termly observations across the federation</li> <li>-Shared CPD and Staff meetings when appropriate (approx. 75%)</li> <li>- Ensure all stakeholders are aware of both SIP and SEF by consulting where appropriate and publishing on website</li> </ul>	<p><b>End of Term 2-</b>All systems in place to ensure collaborative learning (see minutes of meetings shown in monitoring)</p> <p><b>End of term 4-</b> Federation approach being embedded (see minutes of meetings shown in monitoring)</p> <p><b>End of term 6-</b> Federation practices continued to be embedded and reviewed ready for next QIP (see minutes</p>	<p>All leaders can talk confidently about progress and attainment across the federation.</p> <p>Good practice and expertise is shared across the federation</p> <p>Monitoring schedule shows a federated approach</p> <p>All stakeholders aware of both QIP and SEF</p>

					of meetings shown in monitoring)	
<i>1b. Continue to improve CPD of all staff and governors</i>	Introduced from Sept 2015	Cover for staff	<p>Money for cover £180 per day supply costs (only when necessary)</p> <p>John Allums £2,500</p> <p>Kim Tyson £1500</p> <p>Inspirational speakers for INSET days £3000</p>	<ul style="list-style-type: none"> <li>-CPD has to link to QIP which links to appraisals</li> <li>-Investigate buying in trainers rather than sending a couple of staff on a course.</li> <li>-Set up a system so staff who do go on courses have an opportunity to cascade down to appropriate staff.</li> <li>-Ensure a % of staff meeting develop a well thought out CPD plan to all staff</li> <li>-EH to continue to run programme of staff development for Teaching Assistants</li> <li>-Governors to attend a minimum of 2 training sessions per year.</li> <li>-Governors to have a record of CPD</li> </ul>	<p><b>End of Term 2</b>-All Inset days for year planned out to fit priorities of this plan</p> <p>Staff meetings planned on a termly basis by SLT</p> <p>GB to ratify new appraisal policy</p> <p>Teacher appraisals completed to fit in with this plan</p> <p><b>End of term 4</b>- TA appraisals completed to fit in with this plan</p> <p><b>End of term 6</b>-Impact of CPD reviewed by all staff and new priorities recognised</p>	<p>All CPD links to this plan</p> <p>All staff very aware of priorities of federation and the need to link CPD to it.</p>

<p><i>1c-To raise profile and effectiveness of governors</i></p>	<p>Academic year 2016-17</p>	<p>Governors and leaders</p>	<p>Supply costs to free up subject leaders for meetings  £180 per day x 6</p>	<p>-Governing body to agree annual timetable of governor link champion monitoring visits -Governors will carry out monitoring visits alongside leadership team and subject leaders -Governor display boards to be established in both schools with photos and governor details -A Governor to be available at Parent Forum meetings to fully represent views of parents</p>	<p><b>End of Term 2-</b> Display boards and schedule in place. Governors starting to attend parent forum meetings  <b>End of Term 4-</b> 2 visits have taken place and notes of visit shared with both staff and governors  <b>End of Term 6 –</b> All actions embedded and reviewed for next QIP</p>	<p>All stakeholders to be aware of the roles and identification of governors.  Clear published governor timetable of visits.  Established monitoring cycle between subject leaders and governors  Parents have access to governors</p>
<p><i>1d. Finalise monitoring reports for governing body and committees.</i></p>	<p>Academic year 2016-17</p>	<p>Governors and Leaders</p>	<p>Nil</p>	<p>Governing body to finalise focus of reporting formats</p>	<p><b>Term 2 –</b> Fully ratified monitoring of QIP at FGB (governors to decide report format for EHT report that also includes finance and can be shared with</p>	<p>Minutes of FGB</p>

					resource committee as well).	
<i>1e. Ensure a broad and balanced curriculum for all children</i>	Academic year 2016-17	AHoS, Subject Leaders	Subject leader cover £1500	-Curriculum leads to continue to regularly feedback at SLT meetings. -SLT to monitor how subject leader time is being spent -Monitoring by SLT is across the curriculum not just core subjects. -Subject leaders have a clear overview across the federation and monitoring is focussed	<b>End of term 2-</b> Curriculum continues to be an agenda item at SLT. Subject leaders are monitored and timetable of support in place if necessary <b>End of term 4-</b> Embed federation approach and review curriculum delivered to ensure planned broad and balanced curriculum is being delivered (See monitoring files) <b>End of term 6-</b> Review ready for new QIP.	Moderation both across federation and island shows broad and balanced curriculum  Subject leads secure in role across federation  Children on track for expected in all subject areas
<i>1f. Ensure a detailed induction programme for all staff to maximise learning including governors.</i>	By end of term 1 2017	HR, AHoS	Cover at start of contract in order to have time to observe across federation£180 per day supply costs	-Induction plan written by HR -Staff to have time to observe across the federation -Time given to ensure new staff are familiar with assessment and reporting processes.	<b>End of term 2-</b> Induction programme in place. Register to show staff attended. <b>End of term 4-</b> Continue to embed	All new staff (not just teachers) are fully inducted into the federation and there is no delay

					induction programme and review with staff new this year (HR to undertake reviews and report) <b>End of term 6-</b>	in implementing good practice.
--	--	--	--	--	--	--------------------------------

**2. TEACHING AND LEARNING**  
**Teaching and Learning – 85% of children will reach expected or above attainment; 100% of children make expected progress**

Actions	Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
2a.All planning to enable opportunities for mastery.	Ongoing from September 2016	Training time Scrutiny Planning protocols	INSPIRE Maths consumables £500 Mathletics £3960 (deferred to next academic year)	Planning scrutiny Staff training on the concept of mastery Sharing good practice within in school and across the island collaboration. Blooms taxonomy used in planning, objectives, questioning, next step marking, challenge and target setting.	<b>Term 2</b> – Training to have been attended on how to show mastery in different areas of the curriculum <b>Term 4</b> – Lesson studies used to focus on mastery across the curriculum <b>Term 6</b> – Visiting different schools sharing practice of mastery	Planning to be consistent across the federation with opportunities planned for mastery in every lesson.

<p>2b.Ensure 100% of teaching is consistently good or better</p> <p>2c.Increase % of outstanding teaching and learning</p>	<p>Ongoing from September 2016</p>	<p>Triangulation Monitoring Sharing of good practice</p>	<p>Collaboration monies used to pay for the Good to outstanding courses</p>	<p>Lesson studies Observations To be clear on what makes a good lesson ELC Good to Outstanding courses where appropriate Create a WOW wall in the staff room to share outstanding lesson content – celebration wall. -Sharing good practice within school and across the island collaboration</p>	<p><b>Term 2</b> – Term lesson observation in different subjects to highlight teaching strengths in the school <b>Term 4</b> – Peer observations timetable to allow teachers to observe other teachers strengths. <b>Term 6</b> – Using training to develop teacher understanding of outstanding lessons.</p>	<p>Triangulation and monitoring folder showing the grade of teaching improving</p>
<p>2d.Identify and narrow gaps including the more able</p>	<p>Ongoing from September 2016</p>	<p>PPM Coordinator time</p>		<p>Teachers and TA to attend sept inset day understand their gaps PPM (Including TAS) Team meetings; key stage and year group meeting CT and TA receive minutes from the meetings Strategic interventions</p>	<p><b>Term 2</b> – All members of staff within the classroom know and understand the gaps that need to be addressed. <b>Term 4</b> – Evidence of gaps closing, reviewing what has worked well</p>	<p>Data showing more able making exemplary progress</p>

				<p>PP champion and Inclusion team to monitor the issues, actions and impact.</p> <p>Year groups working together frequently</p>	<p>and sharing good practice.</p> <p><b>Term 6</b> – Clear lead on interventions that are closing gaps, sharing the work that they are carrying out.</p>	
2e.Children take ownership of their individual targets (including SEN)	Ongoing from September 2016	<p>Sharing practice</p> <p>Consistent set of targets used across the federation</p>	Nil	<p>Continue to embed parent consultation/target setting session.</p> <p>Shared successful was of sharing children targets.</p> <p>Make sure the targets are accessible for the child’s ability</p> <p>Use Blooms taxonomy to ensure depth.</p> <p>Allow children access to Blooms taxonomy in order to challenge themselves.</p> <p>Develop and implement a federation approach to displaying targets for children</p>	<p><b>Term 2</b> – All children to have a target in numeracy, writing and reading which they and the parent know.</p> <p><b>Term 4</b> – All classroom have a visual way of sharing the targets, which is kept up to date.</p> <p><b>Term 6</b> – Evidence gathered to show how they have been achieving their targets.</p>	Children and parents know their targets and what they can do to achieve it.

2f.Undertake termly lesson studies which will impact on teaching and learning	Ongoing from September 2016	Teachers time	Nil	<p>Termly staff meeting feedback to share impact of lesson studies allowing everyone to impact</p> <p>Strategically plan focus of lesson studies using data, results of monitoring and new initiatives in teaching &amp; learning.</p>	<p><b>Term 2</b> – timetable created for the year, stating how many lesson studies carried out and focuses to be used.</p> <p><b>Term 4</b> – review of lesson studies to show the impact it is having on the teaching.</p> <p><b>Term 6</b> – Embedding the lesson studies, how can it be used next year to develop teaching and learning further?</p>	Lesson studies to be showing a positive impact on overall observation grading
2g.Using pupil asset analysis tools to inform planning	Ongoing from September 2016	Training PPM information	Pupil asset on line system for tracking £500	<p>Training from pupil asset</p> <p>PPM with a range of data analysis</p> <p>Develop Middle Leaders enabling them to challenge teachers using these tools.</p>	<p><b>Term 2</b> – Training from pupil asset focusing on how to highlight gaps in data.</p> <p><b>Term 4</b> – Before PPM data is analysed to allow conversations on next steps due to the data.</p>	Pupil asset used to identify gaps which are address with clear interventions.

					<p><b>Term 6</b> – A clear understanding on how to use the information from pupil asset to have a positive impact on the lesson being taught.</p>	
<p>2h. Provide opportunities for peer and self - assessment</p> <p>2i. Develop teaching and learning strategies which will impact on the more able</p>	<p>Ongoing from September 2016</p>	<p>Triangulation</p>	<p>Nil</p>	<p>Evidence in planning and books</p> <p>Introduce different approaches</p> <p>Lesson studies</p> <p>Develop, implement, embed and monitor a federation format for consistent evidencing in books</p> <p>Develop protocols including progression through the school</p>	<p><b>Term 2</b>-protocols written stating how much is expected in each year group</p> <p><b>Term 4</b>-Book scrutiny showing evidence that protocols are being shared</p> <p><b>Term 6</b>-Sharing good practice and ideas</p>	<p>Evidence of peer self-assessment being used in a beneficial manner.</p>

### 3.CURRICULUM:

**85% of children will reach expected or above attainment; 100% of children will make expected progress.**

Actions	Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
<i>3a..To embed SMSC, RE and Values</i>	Ongoing from September 2016	Staff meeting time  Coordinator time	Supply cost £180 per release day	-Staff meeting highlighting what SMSC is and how it can be improved in the school.(one British Value lesson per term and cross curricular approaches)  RE coordinator to have time to observe, planning scrutiny and book outcomes.  Leadership walk termly with SMSC focus  Pupil Voice	<b>Term 2</b> – Staff meeting held and coordinator seeing evidence  <b>Term 4</b> – Audit to be carried out of areas in need of development around the school. Action plan written to address these.  <b>Term 6</b> – Action plan reviewed to show increase of SMSC, RE and Values	Evidence of SMSC, RE and values embedded across the school
<i>3b..To raise standards in writing across all subjects</i>	Ongoing from September 2016	Training  Coordinator time  Updating stimulating resources	Jonny Allums costed above  Kim Tyson costed above	To introduce hook Mondays, allowing each area to start with a wow factor  Implement approach to SPaG  Improve boys writing (inc use of IT) Implement annual plan	<b>Term 2</b> – A GAP analysis of writing areas of concern using the Kent steps criteria carried out. Literacy action plan created to	Data in writing in line with national expectation. Gaps between PP/ non PP and

				<p>Increase the amount of modelled writing by teachers and TAs</p> <p>Implement assessment tools to aid teacher's assessment (RS implementing Rising Stars. WM teacher assessment)</p> <p>Writing in topic in all subjects and marked with the same expectations</p> <p>To embed the Jonny Alums approach</p> <p>Lesson study focus</p> <p>Develop parental involvement</p> <p>Evidence of handwriting scheme on class displays</p>	<p>focus on areas of weakness.</p> <p><b>Term 4</b> – Observation, work scrutiny and planning showing evidence of Jonny Alums approach, hooking in in boys.</p> <p><b>Term 6</b> – Writing in all subject showing the high expectations of writing including SPaG</p>	<p>boys/ girls narrowing</p>
<p><i>3c. Developing shared ownership and use INSPIRE maths throughout the school, rolling out from KS1</i></p>	<p>Ongoing from September 2016</p>	<p>Inspire resources</p> <p>Sharing good practice</p> <p>Access to other schools</p>	<p>INSPIRE costed above</p>	<p>Lesson study focus</p> <p>Audit of manipulatives</p> <p>Share good practice across phase through staff meeting and peer observations</p> <p>Cross phase and island moderation</p>	<p><b>Term 2</b> – Lesson studies all carried out with Inspire as the focus, good practice across the school highlighted.</p> <p><b>Term 4</b> – Lead teachers created to</p>	<p>All teachers and TAs to be confident in using the Inspire method when teaching numeracy, data reflecting the</p>

				<p>Visiting school which uses INSPIRE with good maths outcome</p> <p>RS to Implement assessment tools to aid teachers assessment- Rising Stars</p> <p>Implement strategy for improving mental maths including number bonds.</p> <p>To embed INSPIRE maths.</p> <p>Develop parental involvement- Parent workshops</p> <p>Continual staff development training</p>	<p>demonstrate good teaching in Inspire sharing good practice.</p> <p><b>Term 6</b> – Opportunities to visit schools that are using Inspire and sharing good practice with the school.</p> <p>To have attended 3 island moderation session of numeracy.</p>	<p>mastery in numeracy</p>
<p><i>3d.. Develop teaching and learning strategies used which will impact on more able children</i></p>	<p>Ongoing from September 2016</p>	<p>Resources for zones</p> <p>Training time</p>	<p>To develop a set area in each classroom as a drop in zone</p> <p>Clear protocols on how to use a drop in zone (More able are chosen to be leads depending on their strengths.)</p> <p>Embed the role of leading learners</p>	<p><b>Term 2</b> – Training given on drop in zone and all classroom have set up areas.</p> <p><b>Term 4</b> – Drop in zones to be witnessed in term observations.</p> <p><b>Term 6</b> – Staff meeting time to review the impact of drop in</p>	<p>Each classroom to have a drop in zone and evidence of these being used effectively in lesson observations.</p>	

				<p>Blooms used to plan, question and challenge</p> <p>Prior/post learning evident</p> <p>Self and peer assessment</p>	<p>zones and how they can be embedded further into the classroom practice.</p>	
<p>3e.. Continuous provision to inspire learning experiences</p>	<p>Ongoing from September 2016</p>	<p>Time</p> <p>Resources for the outside</p>	<p>NIL</p>	<p>Opportunities used to go outside to use as a hook and/or to compliment learning</p> <p>Develop parental involvement</p> <p>Allocate parts of outside areas to individual classes</p> <p>Visits and visitors to be planned for each term</p> <p>Story walks developed in school</p> <p>Experience days to start a topic</p> <p>Celebration days at the end of a topic</p> <p>Visits/visitors used termly</p>	<p><b>Term 2</b> – Outside area developed to give opportunity for it to be used in lesson</p> <p><b>Term 4</b> – Sharing good practice of outside provision, how it has been used and the impact it had on the learning.</p> <p><b>Term 6</b> – A review of the curriculum, increase the amount of learning that can be taught using the environment.</p>	<p>Outside areas to offer opportunity to develop learning.</p>
<p>3f.. Teacher confidence raised in order to plan and</p>	<p>Ongoing from</p>	<p>Triangulation</p>	<p>NIL</p>	<p>Monitor planning with feedback</p> <p>Lesson studies</p>	<p><b>Term 2</b> – Review of the curriculum that has been set out for the</p>	<p>The curriculum being covered across the</p>

<i>deliver curriculum effectively</i>	September 2016	Monitoring timeline		<p>Observations</p> <p>Book scrutiny's</p> <p>Validation of data through books</p> <p>Celebrate data successes</p> <p>Experience days at the start, and celebration days at the end, of each term</p>	<p>teacher that year. Can they follow it?</p> <p><b>Term 4</b> – Teachers reviewing the curriculum adding in their own ideas and taking ownership over it.</p> <p><b>Term 6</b> – Reviewing the year curriculum. Developing for the next academic year.</p>	<p>school in exciting way, engaging the children with their learning</p>
<i>3g.. Develop and monitor impact of accelerated reader (RS) and the impact of all aspects of reading</i>	Ongoing from September 2016	<p>Accelerated reader programme</p> <p>Comprehension</p> <p>Guided reading</p>	<p>Accelerated Reader £2000</p>	<p>Literacy leader and book worker to liaise and report to SLT termly.</p> <p>Purchase more books</p> <p>Continue to praise success through certificates</p> <p>Develop parental involvement further.</p> <p>Celebration board in playground where successes can be celebrated</p>	<p><b>Term 2</b> – An update of resources that have been identified in the first year of implementing.</p> <p><b>Term 4</b> – Using the data to identify area in reading that can be then focused on in interventions</p> <p><b>Term 6</b> – To review impact and develop action plan on other</p>	<p>Reading data to increase narrowing the gaps between pp/non pp and girls/boys</p>

					ways to promote reading in the school	
<i>3h.-Achieve Arts Mark</i>	2016-17	Arts advocates Opera House bridge Artists	Collaboration monies if needed	Arts advocate project SNAP theatre Parental involvement	<p>Term 2-Introduce staff to Arts Mark project and implement experience and celebration days</p> <p>Term 4-Review and evaluate experience/celebration days</p> <p>Term 6 lesson studies across schools taken place. Equality action plan in place.</p>	

**4.PARENTAL ENGAGEMENT AND OTHER KEY PARTNERSHIPS:  
To increase parental engagement in order to improve outcomes for children**

Actions	Timescale	Resource	Cost	Monitoring	Success Milestones	Evidence of success
4a.Increased parental involvement in school life	Academic year 2016/17	Termly newsletter; website news updates	Hospitality costs £250	<ul style="list-style-type: none"> <li>-2 x Parent consultation meetings (Autumn and Spring) numbers increased</li> <li>-Continue Reading Dream Team from September 2016</li> <li>-PTFA to be holding events and coffee mornings in both schools</li> <li>-Parents continued participation in Celebration assemblies and special days at breakfast club</li> <li>-Sports Days involving parents in summer term</li> <li>-Parent Forum meetings 3x a year</li> <li>-Parental views via surveys (completed at Parents evenings)</li> <li>Increased participation of parents volunteering in school</li> <li>-Web site kept regularly updated with class newsletters, photos and general school information</li> <li>-Termly newsletters sent out by Heads and Ex Head</li> <li>-Yearly class assembly to celebrate good work with open</li> </ul>	<p><b>Term 2</b> – % of Parents attending parents evening to have increased from Spring 2016</p> <p>Reading team in place from term One across the federation</p> <p>Parent Survey completed</p> <p>% of parents at Parent forum increased from 2015/16</p> <p><b>Term 4</b>– % of Parents attending parents evening to have increased from Autumn 2016.</p> <p>Parent Survey completed</p> <p>% of parents at Parent forum increased from Autumn 2016</p> <p>Term 6- Reports sent out. Final parent surveys completed</p>	<p>Increased numbers of parents attending meetings at school.</p> <p>Parents surveys showing improved communication with parents</p> <p>Parents more evident volunteering in schools.</p>

				classroom afterwards for parents to come in.	% of parents at Parent forum increased from Spring 2017	
4b. Providing opportunities to support children's learning		Minibus and driver; well-being staff to accompany; Midas Centre courses; dedicated section on websites	Mini bus driver and petrol £5000 £500	-Work with Midas Centre to use a local venue for some of their parent sessions or book our own training -If not possible organise minibus transport. -Publicise training; -Encourage parental take up	<b>Term 2</b> -Pilot session successful; Appropriate courses / training sessions arranged <b>Term 4</b> -Needs led training continued from parent feedback after term 2 <b>Term 6</b> - With parents planning sessions for next academic year	Parents attending share their experiences of using training at Parent Forum
4c. Termly "open door" sessions		Staff meeting; parent information leaflet; refreshments; parental survey; teacher time	Hospitality costed above	Stay and share sessions	<b>Term 2</b>  First session takes place; numbers recorded; parent feedback obtained	Improved participation term on term (numbers increased)

**5. SEND**

**To embed inclusive practices to enhance children's learning**

Actions	Timescale	Resource	Cost	Monitoring	Success Milestones	Evidence of success
5a.Appropriate identification of SEND in line with SEN Code of Practice	All actions are ongoing academic year 2016-17		NIL	Inclusion lead & SENCO	<p>Analysis of the proportion of need type, gender, etc.</p> <p>Respond to analysis through deployment of support, staff awareness, training etc.</p> <p>Rigorous monitoring in place to develop quality first teaching of children with SEMH (SEN/AEN)</p>	Balanced gender proportion and reduction in SEMH boys on register (RS)
5b.Speech and language provision impacts on whole school / Federation		S & L specialist consultant; Ivy Centre t-i-c; S & L TAs	<p>SEND Resource base funding in ISB</p> <p>John Doleman £15,650 (Pupil premium)</p>	<p>John Doleman to provide monitoring guidance and schedule</p> <p>Lucy Bradbury to carry out observations in classrooms and of S &amp; L TAs</p> <p>SENCOS/SALT Lead monitor and evaluate how the children in the Language resource are integrated into their base class when specialist staff are not there.</p>	<p>Assessments of individual need</p> <p>Direct and indirect interventions in place</p> <p>Communication friendly environments created</p> <p>Parent workshops</p> <p>ICAN accreditation process underway</p>	<p>Assessments carried out and /or reviewed</p> <p>Blast and Boost groups showing 100% of children showing some progress from baseline</p> <p>All teachers using speaking and</p>

					<p>Term 1: Programmes of support, monitoring and training in place</p>	<p>listening statements from Pupil Asset to establish children's baseline</p> <p>Observations and pupil progress showing % improvements in speaking and listening activities Targeted Parents attend sessions</p> <p>50% necessary outcomes completed</p> <p>Staff training delivered</p>
5c.Development and impact of traded services (S & L, OT,		Everybody Talk (John Doleman);	Costed above	Inclusion Managing; SENCO, T-i-C Ivy Centre; S & L TAs; Carers	Cases created and allocated to each	Observations of targeted pupils show they have

<p>KEPS) and High Needs Funding on pupil progress</p>		<p>Medway NHS Luke Keohane (OT); Andrea Hoeness (KEPS)</p>		<p>Tina Button &amp; Nadia Law (LA)</p>	<p>professional by end of term 1</p> <p>Children receiving direct therapy with follow up by school based staff</p> <p>Evidence of targeted interventions threading into classroom practices</p> <p>Termly monitoring indicating that HNF is spent as indicated in submissions</p>	<p>made at least expected progress by term 2</p> <p>Successful audit and review of individual HNF annually</p>
<p>5d. Identify well-being / SEMH needs in order to assess impact on pupil progress</p>		<p>Inclusion / well-being staff; training courses</p>	<p>Course fees up to £500</p>	<p>Weekly and monthly well-being meetings;</p> <p>Pupil Progress Meetings; SDQ and /or Leuven Scales; Irene Montgomery to lead and model restorative approaches and developing emotional literacy of children</p> <p>Develop pupil voice: child led evaluation of interventions-was it useful, do you want it to carry on? Use belonging scale and symbols chart to assess/monitor</p>	<p>Evidence through monitoring of containment strategies being used to reduce children's anxieties</p>	<p>Progress shown through termly progress data; well-being and involvement measures show increases</p>

				<p>children's perceptions of strategies being put in place for them</p> <p>Inclusion team use observations to identify good practice and areas to develop inclusive practices</p> <p>Embed attachment training</p>		
--	--	--	--	--	--	--

DRAFT

6. EYFS: Improve the EYFS provision to ensure good to outstanding practice across the federation						
Actions	Timescale	Resource	Cost	Monitoring	Success Milestones	Evidence of success
<i>6a. Carry out Audit with external advisor John Green across federation</i>	Ongoing throughout 2016-17	John Green (Lewisham LA)	3K	Areas for development identified and action plan in place	<p>Term 1-Observe and record practice across the federation</p> <p>Feedback to staff and by term 2 actions in place</p> <p>Draft SEF developed and in place by term 2</p>	<p>Action plan for EYFS produced and in place</p> <p>Provision improved, seen through observations</p> <p>SEF completed and shared</p>
<i>6b. Provision (environment) Effectively supports and develops pupils' learning</i>	Ongoing throughout 2016-17	<p><b>Monitoring</b></p> <p><b>Sharing of good practice</b></p> <p><b>Early Years advisor</b></p>	John Green x 3 sessions £1500	<p>2X visits from EYFS advisor to carry out observations and training</p> <p>Termly observations of child initiated sessions</p> <p>Profile scrutiny of teachers observations</p>	<p>End of term 2-Indoor and outdoor environments successfully in place ensuring quality continuous provision</p> <p>End of term 4-Continuous provision changes according</p>	<p>Provision has a positive effect on pupils learning</p> <p>EYFS advisor grades provision as effective</p>

				<p>during child initiated sessions</p> <p>Sharing good practice with other settings</p> <p>Attend island collaboration meetings</p> <p>Audit use of provision</p>	<p>to children's interests and next steps</p> <p>End of term 6-Continuous provision is effectively supporting and developing pupils learning (evidenced via GLD)</p>	<p>Provision is in continual cycle of change to meet children's interests and next steps</p>
<p>6c.Ensure 100% of teaching is consistently good or better</p> <p>6d.Increase % of outstanding teaching and learning</p>	<p>On-going throughout 2016-17</p>	<p><b>Triangulation monitoring</b></p> <p><b>Sharing of good practice</b></p> <p><b>Early years advisor</b></p>	<p>NIL</p> <p>John Green costed above</p>	<p>Termly observations and profile scrutiny</p> <p>Termly moderation with other settings and across the federation</p> <p>2X visits from EYFS advisor to carry out observations and training</p> <p>EYFS lead analysis staff sharing good practice evaluations</p>	<p>End of term 2-Initial observations carried out to identify areas for development and necessary support in place</p> <p>End of term 4-Teaching and learning judgements verified as improved from RI to Good (RS) and good to outstanding (WM)</p> <p>End of term 6-GLD is above national and teaching graded good and outstanding</p>	<p>Triangulated evidence for monitoring to include baseline and GLD data observations by EYFS leader and consultant and work scrutiny</p> <p>End of year GLD outcomes are well above national expectation</p>
<p>6e.To further develop parental engagement in</p>	<p>Ongoing throughout 2016-17</p>	<p><b>Parent information</b></p>	<p>NIL</p>	<p>Parent Questionnaires</p> <p>Good attendance to stay and play sessions</p>	<p>End of term 2-Stay and play sessions begin and</p>	<p>Well attended stay and play sessions and</p>

<p><i>order to support children's learning</i></p>		<p><b>leaflets and resources</b></p> <p><b>Parent workshops</b></p> <p><b>Phonics books</b></p> <p><b>Sharing learning journals</b></p> <p><b>(All sourced from EYFS budgets set)</b></p>	<p>Hospitality budget costed above</p>	<p>Monitor use of parent boxes which contain leaflets and activities</p>	<p><b>Reception phonics books are sent home</b></p> <p><b>End of term 4-Parents regularly attend workshops and activity days</b></p> <p><b>End of term 6-Well attended stay and play consistent use of sharing learning journals and parents information boxes</b></p>	<p><b>parent workshops</b></p> <p><b>Phonics books (Reception) and sharing learning journals sent home weekly</b></p> <p><b>Parent boxes containing leaflets and activity sheets well used.</b></p>
--	--	---	--	--	--	---

**7 Premises:**

**To implement a building expansion plan to increase both schools by 1FE by September 2017**

Actions	Timescale	Resource	Cost	Monitoring	Success Milestones	Evidence of success
<p><i>7a. Extensive Schools' building programmes are managed to ensure minimum disruption to teaching and learning</i></p>	<p>Buildings in place by Spring 2017  Additional children in place by September 2017</p>	<p><b>Keir contractors, KCC, SLT and governors</b></p>	<p>KCC costings  No cost to school</p>	<p>Termly update meetings with contractors, KCC and SLT (Plus named governor) to ensure health and safety and progress of building works is on time.</p>	<p>(See KEIR schedule of works)  All additional children placed at both schools by September 2017  RS is 2FE and WM 3FE by September 2017</p>	<p>New buildings in place and schools able to offer additional school places to meet the increased local need.</p>
<p><i>7b. New space created within the new building at</i></p>	<p>September 2017</p>	<p><b>As above + Inclusion leader and Speech and</b></p>	<p>AS above+ Central SEND</p>	<p>AS above</p>	<p>Resource provision in place and receiving placements</p>	<p><b>Children with severe communication difficulties being</b></p>

<i>WM for Speech and language resource centre</i>		<b>language lead teacher</b>	funding from KCC		<b>by September 2017 (capacity for 15 children)</b>	<b>placed via ECHP process.</b>
<i>7c.Ensure that the older parts of the schools' buildings are maintained to a high level so that they remain effective learning areas.</i>	ongoing	<b>EHT, business manager, Governors and Premises staff,</b>	ISB funding and capital incomes	<ul style="list-style-type: none"> <li>• Regular leadership walks to ensure that premises are fit for purpose</li> <li>• Annual Health and safety audit</li> <li>• Asset checks</li> <li>• Governor link visits</li> </ul>	<b>Summer 2016 decoration and improvement of KS 1 classrooms</b>  <b>Summer 2017 decoration and improvement of facilities in KS 2 classrooms</b>	<b>All Classrooms and other common spaces remain bright, effective and fit for purpose.</b>