



SHEERNESS WEST FEDERATION



QUALITY IMPROVEMENT PLAN

“Building on Good to become Outstanding”

September 2018 – 2019

Executive Head Teacher: Steve Davies

Federated Head of Schools: Hazel Brewer

Chair of Governors: Daniel Goodwin

“Dreams come true with a positive view”

Quality Improvement Plan

Background

The plan builds on previous Quality Improvement Plans and post Ofsted action plans that were in place. 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 the continued vision for the federation.

We have monitored and edited the 2017-18 document to ensure that we were fully able to evaluate our successes and determine where we still need to develop as a federation. This evaluation has been used to produce the current federated QIP for 2018-19 which again covers both schools, as we continue to drive forward with the overall school improvement agenda. The plan starts from September 2018 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 2019 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 further raise standards of achievement and continue to 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 and experiences for children in Sheerness through:

1. Leadership & Governance
2. Teaching and Learning
3. Curriculum
4. Parental engagement and other key partnerships
5. SENC
6. EYFS
7. Premises
8. Equalities

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 EYFS and 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 well-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 still further to identify teachers and support staff's strengths and areas to develop earlier. A built in review of targets will mean quicker 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 we sustain our coherent, relevant and well-planned curriculum and that it 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 each school's environment is well maintain, 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 carers are engaged in their child's school experience.
- Continue to improve and develop our effective governing body which supports, challenges and holds the leadership of the federation to account.
- Ensure all stakeholders by 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, Head of Schools 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:

- Continue 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 federation'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 federation'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.

Monitoring and Self-Evaluation Schedules:	Termly	Seasonally	Annually
Overall quality of teaching judgements formed from: Lesson Observations / Visits Planning Monitoring (Weekly) Book Scrutiny (Weekly) Assessment Moderation	X		
Data capture and evaluation Pupil Progress Meetings	X		
External Leadership Review (KCC)		x	
External Teaching and Learning Review (KCC)		x	
Appraisal Cycle			x
Pupil Voice	X		
Governor Monitoring Visits (Link Champions for PP, SEND, Reading , Writing and Maths)		x	
Executive Head Teacher Reports to Governors	X		
Head of Schools' and EHT review SEF and report to Governors	X		
Subject Leader / Senior Leader Impact Reports		x	
Attendance Monitoring & Reports to Governors	X		
Learning Walks (Weekly)	X		
LA Progress & Impact Meetings		x	
Improvement Adviser Visits		x	

1. Leadership:

To strengthen leadership, management and governance to drive school improvement

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1a	To embed the leadership restructure of the federation to ensure that the schools continue to work and improve with a federated approach.	September 2018 – July 2019	Business Manager, Personnel Manager and EHT	£19,043	<p>Personnel link governor to continue to monitor with EHT how this is embedding and report back to the FGB.</p> <p>EHT to ensure the restructure is embedded and all successful candidates are executing their responsibilities and roles to a high standard.</p> <p>After the full implementation, monitoring will be through HT reports to governors and weekly federated leadership team meetings.</p> <p>All leadership roles will be clearly defined with new JD's and person specs to ensure continued federated approach.</p>	<p>End of Term 2 – DHT's are in place at both schools and Inclusion DHT working across the federation.</p> <p>New AHT roles are clarified and finalised in term 1 and carried out across the federation and they are teaching for 2 x days a week where the need is.</p> <p>New AHOS role acting to cover secondment. For the year.</p> <p>End of Term 4 – All FLT appraisals have been reviewed.</p> <p>End of Term 6 – EHT and HOS to conduct a review of the new model and report to governors on the outcome.</p>	<p>Overall learning outcomes continue to be in line with and above national averages.</p> <p>Differences in learning outcomes for significant groups of pupils such as SEND and PP continue to diminish and close.</p> <p>Leadership continues to be self-evaluated and judged as outstanding across the federation.</p> <p>Behaviour at the federation continues to be judged as good and better.</p>
1b	Continue to improve and develop the CPD opportunities for all staff and governors.	Continued from 2017 / 2018 and ongoing into 2018 / 2019	Cover for staff	Money for cover £180 per day supply costs (only when necessary) John Allums £3600	<p>CPD has to link to QIP which links to appraisals.</p> <p>CPD will be lesson studies for term 1 with FLT to lead CPD planned termly from feedback</p>	<p>End of Term 2 – All Inset days for year planned out to fit priorities of this plan.</p>	<p>All CPD links to this plan.</p> <p>All staff very aware of the priorities of the federation and the need to continue to link CPD to it.</p>

Actions	Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1b cont				<p>A timetable for lesson studies to be established to ensure these happen</p> <p>Staff appraisals to have a target linked to lesson study focus</p> <p>Continue to buy in trainers rather than sending a couple of staff on a course. Set up a system so staff who do go on courses have an opportunity to cascade down to appropriate staff.</p> <p>Ensure a % of staff meeting develop a well thought out CPD plan to all staff.</p> <p>EHT to continue to run programme of staff development for Teaching Assistants but in a revised more effective way of delivering this. (Twice termly with both schools training together).</p> <p>Governors to attend a minimum of 2 training sessions per year.</p> <p>Knowledge-based training sessions for governors held before FGB will continue once areas have been identified by the governing body. (various senior leaders and coordinators will be asked to facilitate these)</p>	<p>Staff meetings planned on a termly basis by FLT will have lesson study bias and emphasis.</p> <p>GB to monitor the established Appraisal policy.</p> <p>Teacher appraisals completed to fit in with this plan.</p> <p>End of Term 4 – TA appraisals completed to fit in with this plan</p> <p>End of Term 6 – Impact of CPD reviewed by all staff and new priorities recognised.</p> <p>Staff survey conducted by Personnel link governor to evaluate.</p>	

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1b cont					Governors to have a record of CPD and this is recorded on KLZ platform.		
1c	To continue to raise profile and effectiveness of governors.	Academic year 2018- 2019	Governors and leaders at the federation	Supply costs to free up subject leaders for meetings. £180 per day x 6	<p>Governing body to agree an annual timetable of link monitoring visits.</p> <p>Relevant members of the Governing body to attend minimum of 2 learning walks per site per year. More able and faith and cultures to be a focus for these.</p> <p>Enhance the partnership between the GB and subject leaders in key subject areas- SEND, MATHS, LITERACY, and PE-using leaders' action plans to generate link visits and learning walks.</p> <p>Governor display boards to be updated and maintained. Newsletter to be displayed termly.</p> <p>Governors to improve communications with parent body by appointing a communications officer responsible for a parent newsletter, attendance at parents' events such as parents' evenings and parents' Forums.</p>	<p>End of Term 2 – Governor timetable for meetings is scheduled for the year. And minuted.</p> <p>Display boards and schedule in place (end of term 1</p> <p>End of Term 4 – 2 visits have taken place and notes of visit shared with both staff and governors.</p> <p>End of Term 6 –</p> <p>Governors continuing to attend parent forum meeting, but also parents' evenings now.</p> <p>Parents and staff newsletter in place and being distributed termly.</p> <p>Governors are designing and analysing the governance section of the parents' survey.</p>	<p>All stakeholders to be aware of the roles and identification of governors.</p> <p>Clear published governor timetable of visits and an annual diary for meetings which are linked to school deadlines for budgeting and data analysis.</p> <p>Established monitoring cycle between subject leaders and governors.</p> <p>Parents have access to governors. And communication between governors and parents body has improved.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
					<p>Governors to have an input on the parents' questionnaire on the governance question and to review responses.</p> <p>Governors to improve communications with staff body by appointing a communications officer responsible for staff newsletter</p> <p>Governors to be invited to share in celebration assemblies to praise the staff and children for their achievements.</p> <p>Governors to work with leadership team and PA to the leadership team to identify key priority events throughout the school year that governors will hold a function/purpose at, so that the governing body has a responsibility for sending a rep who will subsequently improve relations with the staff, pupil and parent body.</p> <p>GB to work with IT manager to build a functional KLZ platform that meets the needs of the GB e.g. Diary, mail, document storage.</p>	<p>All actions embedded and reviewed for next QIP</p> <p>Ongoing milestone but by term 6 governors should have identified the events and started to attend these.</p>	

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1c cont					<p>Both Hos and EHT will have responsibility for reporting at FGB and all reports to be scrutinised by the FGB</p> <p>Pre-FGB training sessions will be replaced by Knowledge sessions focussing on key areas e.g. EYFS, Curriculum (Ofsted changes considered) and well-being.</p> <p>Res of the functional school council to attend FGB meetings (On site school only) and represent the views of the pupil body. To be coordinated by relevant member of staff.</p>		
1d	Governors to revisit terms of reference and ensure this is still effective	Academic year 2018- 2019	Governors	Nil	Minutes of governing body meetings which reflect the discussion and decisions made on revising or sustaining the terms of reference.	Term 2 – Terms of reference revisited, revised, amended and agreed.	Minutes of FGB.
1e	Ensure that we continue to provide a broad and balanced curriculum for all children	Academic year 2018 – 2019	AHTs, Subject Leaders and Class Teachers	Subject Leader Cover £1500	<p>AHTs responsible for curriculum to continue to regularly feedback at FLT meetings.</p> <p>FLT to monitor how subject leader time is being spent.</p> <p>Monitoring by FLT and MLT is across the curriculum not just core subjects.</p> <p>Subject leaders have a clear overview across the federation and monitoring is focussed.</p>	<p>End of Term 2 – Curriculum continues to be a standing agenda item at FLT meetings.</p> <p>Subject Leaders are monitored and timetable of support in place if necessary.</p>	<p>Moderation both across federation and island shows broad and balanced curriculum.</p> <p>Subject leads secure in role across federation and collaborating effectively.</p> <p>Children on track for expected progress at least in all subject areas.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1e cont					Feedback from subject leaders to staff at staff meetings.	<p>End of Term 4 – Continue to embed federation approach and review and make necessary changes to the curriculum being delivered to ensure planned broad and balanced curriculum is being delivered (See monitoring files).</p> <p>End of term 6 - Curriculum Review ready for new QIP.</p>	
1f	Implement “Freedom with Chaos” Comenius funded project (Funding Pending)	September 2018 – September 2020	FLT EYFS and KS1 Leads plus targeted year group class teachers.	80K Euros as part of project application. (Funding confirmed August 2018 for two years duration)	<p>Following on from Dutch school visits by FLT members last Autumn and the INSET day delivered by Dalton experts last June now need to implement Dalton-esk learning pedagogy in EYFS and KS 1.</p> <p>See project application for full plan for teacher exchanges across four countries and 6 schools.</p> <p>Application approved so project live from September 2018 to July 2020.</p>	<p>End of Term 2 – SWF will have hosted an international conference of all project partners.</p> <p>End of Term 4 - 2 international visits will have been completed and a variety of learning strategies implemented which will impact on independent learning in EYFS and KS 1.</p> <p>End of term 6 - Plans in place for the second year of the project, visits and exchanges plus a review of the first year written and shared internationally and with other schools on the IOS.</p>	<p>Elements of Dutch Dalton approach have been adopted to improve teaching practice across the federation.</p> <p>Teacher’s knowledge of different pedagogical approaches to learning is widened.</p> <p>SWF and its ethos is being showcased on an international stage with practice being shared with European colleagues.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1g	Ensure that appraisal processes are continue to be fully effective in terms of identifying training needs for ALL staff and for managing their performance.	Academic year 2018 – 2019	HR, EHT, HOS, FLT	NIL (But plans to outsource should funding become available as the year progresses)	<p>EHT conducting all Class TA appraisals and a clear system for all other support staff in place.</p> <p>2 clear targets set for all Class TAs to ensure that they assist the teacher to enable children to make 100% progress from starting points and that they are expected to lead learning in specific classes at times.</p> <p>FLT appraised by HOS and FLT and MLT appraise teachers in a cascade model.</p> <p>Targets consistent 1x data, 1xCPD and 1 x whole school</p>	<p>End of Term 2 - Appraisal targets set for all staff.</p> <p>End of Term 4 - Interim reviews conducted and targets re-set if necessary.</p> <p>End of term 6 - Reviews take place. Pay decisions / recommendations based on these reviews.</p>	<p>Appraisal process is raising standards in all aspects of the federation’s practice.</p> <p>Appraisals completed on time.</p>
1i	Ensure that all groups are represented and the children are exposed to them.	Ongoing (OFSTED KEY ISSUE-2016)	EHT, HOS, FLT and Class Teachers	NIL	<p>Monitoring cultural diversity in all appropriate lesson observations.</p> <p>Learning walks around the school evidence cultural diversity in classes and in corridor displays.</p> <p>Timetable inter-cultural day/evening where we can celebrate the different cultures in our school community.</p> <p>Focus on girls’ aspirations and self- imaging.</p>	<p>End of Term 2 - Lesson observations clearly show evidence of planned and delivered learning experiences that recognise cultural diversity.</p> <p>By the end of Term 4 - Staff meeting held to review and evaluate how we have improved in the delivery of a broader and more culturally diverse curriculum.</p>	<p>Cultural diversity is recognised and celebrated throughout the federation.</p> <p>Children have greater knowledge, and understanding of other cultures and faiths.</p> <p>Links with local groups and faith leaders have been established and embedded.</p> <p>Evidence of Black History month (which will become an annual</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1i cont					RE curriculum to be embedded at both sites Curriculum overview of evidence	By the end of Term 6 - The curriculum at SWF will now be more culturally diverse and this will be embedded in teachers' planning.	Trips/visits/visitors evidence compiled in a book/folder and displayed outside each classroom School events on schools' websites.
1j	Ensure that all leaders know internal school data.	Ongoing	As above	As above	Phase Team Leaders to ensure differences in outcomes are closing incrementally each term through monitoring and evaluating data. Middle leadership team to share information with FLT and identify issues early so that these can be addressed. FLT to ensure that teachers know where the gaps are and can identify target children and are narrowing differences in learning incrementally, for key pupil groups via PPMS. All of the above needs to be further embedded from September 2018 to July 2019.	By the end of Term 2 - Phase Team leaders and MLT fully aware of the data sets in their age phases and where the targeting needs to occur in order to address gaps for key pupil groups. PPMS are still effective in holding Team Leaders and teachers to account for the differences in learning outcomes for key pupil groups. By the end of Term 4 - Differences in learning outcomes for key pupil groups have incrementally narrowed. By the end of Term 6 - Data analysis shows that differences in learning outcomes for key pupil groups have narrowed and in some cases closed incrementally over the academic year.	Gap analysis by the EHT and HOS shows differences in learning outcomes for key pupil groups such as boys and PP children are incrementally narrowing and closing in some areas. All groups of children are achieving highly and making expected and more progress in their specific year groups. Both schools continue to achieve good and better national outcomes in EYFS, KS 1 and KS 2.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1k	New data tracking system implemented and embedded and known by all staff	September 2018	Target tracker	See Budget sheets from ISB	Staff training FLT to be able to check it is used effectively Evidence in books	End of term 2: Staff confidence in use of new system is good and data is being inputted and used correctly. End of term 4: Data being used correctly to analyse performance of key pupil groups by teachers.	
1l	Consistency of evidence in books across the federation in place and embedded	September 2018 to July 2019	Class teachers, and FLT	Nil	Ongoing self-evaluation and monitoring schedule Book scrutiny, learning walks, data analysis and observational evidence Presentation in books is consistent and letter join being used across the federation.	End of term 2: All evidence is pointing to a consistent approach especially in handwriting. End of term 6: Full consistency can be seen in books across the subject areas in all classes in the federation.	Book scrutiny and other monitoring information KCC school improvement advisor reports and reports to governors.
1m	To implement the new GDPR requirements and to ensure that these are embedded consistently into SWF practice at all levels.	25 th May 2018 fully compliant and then ongoing.	GDPR working party of key data users including EHT, Personnel manager, Business Manager, HOS, Inclusion Leader, ICT Lead, and office administrators	£4179 for the KCC management package plus £600 for training prior to implementation of GDPR.	GDPR working party to be established which will meet to complete the toolkit to ensure the school is ready And equipped for the changes to happen smoothly in line with the national deadline. Regular meetings of the GDPR working party to ensure the regulations are being adhered to Regular standing item for reporting to FGB	By the end of the summer term 2018 the GDPR audit will have been completed and the school will be compliant with the new regulations. Privacy statement reviewed and re-written and published on our websites. Data lead established and KCC package for management of GDPR set up and established	All personal data is secure All staff at the federation are aware of the changes and have been trained in data protection. No data breaches occur Prevention of data breaches is assured because of the diligence of the working party in monitoring and informing all staff of their accountabilities.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
1m cont						<p>Termly meetings of the GDPR working party will ensure that regulations are being met at all levels of federation operation.</p> <p>Regular reports to FGB from the federation operational working party will ensure milestones are met in an ongoing manner.</p>	<p>Nil reports to the Commissioner.</p> <p>School does not suffer any financial penalty.</p>

SWF 2018-2019 v2

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 further opportunities for mastery and all staff have clear expectation of what mastery is.	Ongoing from September 2018 (OFSTED KEY ISSUE FROM 2016)	Training time Scrutiny Planning protocols	Cost of training courses for Amanda and Simon in year 2 of their project	<p>Mastery leader in place since middle of last academic year and he is monitoring all staff's approach to mastery and researching into what mastery is defined as.</p> <p>Further Staff training on the concept of mastery at both schools provided by the lead in cascade staff meetings.</p> <p>Sharing good practice within school and across the island collaboration.</p> <p>Blooms taxonomy used in planning, objectives, questioning, next step marking, challenge and target setting.</p> <p>Subject leaders to meet to decide how to develop mastery in subjects</p> <p>Ipads to record this.</p>	<p>Term 2– Lesson studies used to focus on mastery across the curriculum.</p> <p>English evidence (writing for a purpose)</p> <p>Term 4– Further training to have been attended on how to show mastery in different areas of the curriculum and Mastery lead continuing with research in this area.</p> <p>Term 6 – Visiting different schools sharing practice of mastery and continuing with lesson studies to focus on mastery across the curriculum.</p>	<p>Planning to be consistent across the federation with opportunities planned for mastery in every lesson.</p> <p>Scrutiny of plans and books by subject leaders show good intent and good progress in mastery in all age phases.</p> <p>Learning walks by Senior leadership team evidences mastery across the federation.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
2b	Continue to ensure 100% of teaching is consistently good or better.	Ongoing from September 2018 to July 2019	Triangulation Monitoring Sharing of good practice.	QTSA monies used to pay for training courses for teachers to ensure all good teachers can continue to improve.	Lesson studies.	Term 2 – Lesson observations in different subjects to highlight teaching strengths in the school.	Triangulation and monitoring folder showing the grade of teaching is continuing to improve.
2c	Increase % of outstanding teaching and learning.				<p>Make use of SLES from QTSA to ensure all teachers get access to excellent Island practitioners to enable them to continue to develop their skills.</p> <p>Cross federation observations.</p> <p>To be clear on what makes a good lesson.</p> <p>Good to Outstanding courses where appropriate.</p> <p>Mastery displays in English and maths as a model to aim for in each class.</p> <p>Create a WOW wall in the staff room to share outstanding lesson content – celebration wall.</p> <p>Sharing good practice within school and across the island collaboration. Staff meetings become Teach Meet once a term to share practice.</p>	<p>Term 4 – Use some PPA time for Peer observations timetable to allow teachers to observe other teachers strengths. (PPA separate to CPD so a solution would be to use TAs to cover a morning session to release teachers to observe on planned occasions.</p> <p>Term 6 – Using training to develop teacher understanding of outstanding lessons.</p>	

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
2d	Identify and narrow differences in learning outcomes for significant pupil groups, including the more able	Ongoing from September 2018 to July 19	Class teachers, TAS and DHTS	See Pupil Premium spending plan	<p>Teachers and TAS to share planning and assessments in planning times on Friday afternoons to ensure the whole class team is aware of the targeted groups.</p> <p>Pupil progress meetings (Including TAS?) to review differences on a regular basis.</p> <p>Team meetings; key stage and year group meeting CT and TA receive minutes from the meetings.</p> <p>Strategic interventions.</p> <p>Newly appointed DHT for Inclusion leading and overseeing approach to narrowing of gaps and PP spending in liaison with EHT and BM.</p> <p>Year groups working together frequently.</p> <p>Year group moderation once a term. RS TAS be freed up for PPA when PE team have class?? (Important for target tracker updating as TAS will have groups)</p>	<p>Term 2 – All members of staff within the classroom know and understand the gaps that need to be addressed.</p> <p>All members of staff are aware of specific strategies for closing gaps.</p> <p>Term 4 – Evidence of gaps narrowing, reviewing what has worked well and sharing good practice via staff meetings and lesson studies.</p> <p>Term 6 – Clear lead on interventions that are closing gaps, sharing the work that they are carrying out.</p>	<p>Data showing more able making required progress.</p> <p>Data showing SEND and PP children making the required progress.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
2e	<p>Children take ownership of their individual targets (including SEN).</p> <p>Also continue to improve and develop pupil voice via the Dalton pedagogical approaches.</p>	Ongoing from September 2018 to July 19	<p>Sharing practice.</p> <p>Consistent set of targets used across the federation.</p>	Nil (Euro project monies to be used)	<p>Continue to hold the parent consultation/target setting session. Where targets for the year can be shared and home school strategies for completion discussed.</p> <p>Make sure the targets are accessible for the child's ability (use of the new tracking system here)</p> <p>Use Blooms taxonomy to ensure depth.</p> <p>Allow children access to Blooms taxonomy in order to challenge themselves.</p> <p>Implement a federation approach to displaying targets for children.</p>	<p>Term 2 – All children continue to have a target in numeracy, writing and reading which they and the parent are made aware of.</p> <p>Term 4 – All classrooms have a visual way of sharing the targets, which is kept up to date.</p> <p>Term 6 – Evidence gathered to show how the children have been achieving their targets.</p>	<p>Children and parents know their targets and what they can do to achieve it.</p> <p>Good evidence in books of children meeting and surpassing their targets.</p> <p>Targets are in all books for children to have constant access to them.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
2f	Continue to develop and undertake termly lesson studies which will impact on teaching and learning	Ongoing from September 2018 to July 19	Teachers time Designated staff meetings planned each term by FLT	Nil (PPA time can be used here). Possibly purchasing licences for IRIS Connect camera recording system later in the year.	Planned termly staff meeting feedback to share impact of lesson studies allowing everyone to input. Strategically plan focus of lesson studies using data, results of monitoring and new initiatives in teaching & learning. Possible use of donated IRIS Connect recording system to support lesson study feedback as year progresses. Teachers and TAs to attend dance and gym CPD once a year after school.	Term 2 – Timetable created for the year, stating how many lesson studies carried out and focuses to be used. Term 4 – Review of lesson studies to show the impact it is having on the teaching. Iris Connect system in place and being used by all year groups (subject to budget). Term 6 – Embedding the lesson studies, how can it be used and developed to develop teaching and learning further in future years.	Lesson studies to be showing a positive impact on overall observation grading. Lesson studies viewed as main stay of the CPD we offer to professionals across the federation.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
2g	To use Sutton Trust Research and results of CPD carried out by the QTSA to guide how we use the expertise of Teaching Assistants to ensure that they impact on learning	September 2018 - July 2019	Staff meetings and TA training sessions	Nil	<p>EHT and DHT for Inclusion to Conduct survey with teachers and TAs to gauge their views on how best to utilise TA skills in the classroom.</p> <p>Hold initial staff meetings to discuss and analyse the findings from the above survey.</p> <p>Evaluate and provide specific training for TAS in the focussed intervention programmes such as ELS and Catch Up so these can be effectively and consistently implemented. TA training plan devised from needs assessment in September and timetable for this set.</p>	<p>Term 2 - Survey conducted, analysed and fed back in staff meetings and focussed intervention strategies chosen for both schools and training planned for specific TAS in the delivery of these.</p> <p>Class TAs given more opportunities to lead teaching e.g. cover for teacher absence for first two days etc.</p> <p>Term 4 - Intervention strategies being delivered effectively and impacting on narrowing the differences in learning for specific groups.</p> <p>Term 6 - New use of TAS embedded across the federation and strategies being reviewed for impact against data drops.</p>	

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
2h	To implement an effective transition [programme at the end of the academic year to enable children to move smoothly from age group to age group.	Term 6 2019	Supply teachers to cover new classes etc.	£2,000	Monitoring to ensure that transition is effective via pupil voice and observational evidence	Term 6 Year 6 children move onto secondary provisions for their week's transition and all other year groups' move up for the week into their new classes and rooms with new teachers.	Transition week embedded as an annual event and now fully financed to enable visiting teachers from other schools to attend and for full provision to be provided. Throughout the week.

SWF 2018-2019 v2

3. Curriculum:

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

Curriculum offered is relevant, exciting and stimulating.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
3a	To embed SMSC, RE and Values and place a renewed emphasis on Community cohesion.	Ongoing from September 2018 to July 19.	Staff meeting time. Review coordination of this area and appoint to replace RS staff member who is on maternity. Coordinator release 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) across all key Stages. RE coordinator to have time to observe, planning scrutiny and book outcomes. Also to ensure curriculum is diverse and well balanced in all year groups. EHT and senior/middle Leadership walk termly with SMSC focus. Pupil Voice. Variety of religious leaders invited in to hold assemblies.	Term 2 – Staff meeting held and coordinator seeing evidence. Term 4 – Audit to be carried out of areas in need of development around the school. Action plan written to address these. Term 6 – Action plan reviewed to show increase of SMSC, RE and Values.	Evidence of SMSC, RE and values embedded across the school. At least one trip to a religious building/place of worship.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
3b	To continue to raise standards in writing across all subjects and to ensure that all children achieve at national levels.	Excellent progress made here over the previous two years but needs to sustain so Ongoing from September 2018 to July 19	Training. Coordinator time. Updating stimulating resources.	Jonny Allums bespoke sessions planned with targeted teachers and year groups where gaps have opened again.	<p>To continue to develop hook Mondays, allowing each area to start with a wow factor.</p> <p>Big write each week across both schools. (to be discussed further by Literacy leaders)</p> <p>Continue to embed approach to SPaG and sustain excellent results here, via further staff inset and sharing good practice across the federation.</p> <p>Improve boys writing (inc use of IT/IPAD technology here) Implement annual plan.</p> <p>Increase the amount of modelled writing by teachers and TAs.</p> <p>Implement assessment tools to aid teacher's assessment (MLT to suggest ways forward here)</p> <p>Writing in topic in all subjects and marked with the same expectations as all now contained in one book i.e. the learning journal which has been a successful change to practice.</p> <p>To continue to use and embed the Jonny Alums approach.</p> <p>Lesson study focus.</p>	<p>Term 2 – A GAP analysis of writing areas of concern using the Kent steps/Target Tracker criteria carried out. Literacy action plans at both schools created to focus on areas of weakness.</p> <p>Year groups where gaps are identified are targeted for Term 1 and 2 intervention using Jonny Alums to guide practice and approach here.</p> <p>Term 4 – Observation, work scrutiny and planning showing evidence of Jonny Alums approach, hooking in boys. And narrowing all gaps.</p> <p>Term 6 – Evidence of Writing in all subjects showing the high expectations of the English including SPaG.</p>	<p>Data in writing in line with national expectation.</p> <p>Differences between PP/ non PP and boys/ girls narrowing incrementally.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
3b cont					<p>Develop parental involvement via parental workshops</p> <p>Evidence of handwriting scheme which should be taught from Reception at both schools on class displays and in books showing incremental progression.</p> <p>Use of handwriting Hero labels to identify good practice around school corridor and classroom displays.</p>		
3c	Develop teaching and learning strategies used which will impact on more able children (including in PE-see separate PE action plan)	Ongoing from September 2018 (ongoing standing item on QIP as it was an Ofsted Key issue in 2016)	Training time + funding for mastery maths project and release for Coordinator to attend.		<p>Continue with EPIC at Rose Street and learning ambassadors and leading learners at both schools to continue to place an emphasis on more able children.</p> <p>Blooms used to plan, question and challenge at both schools, using the Blooms Taxonomy displays to better effect.</p> <p>Prior/post learning evident Self and peer assessment.</p> <p>Use teachers who are showing good practice in mastery to model for others in staff Inset meetings etc.</p> <p>Maths mastery project implemented and needs to be reviewed this year for impact.</p> <p>Debate and Reasoning clubs for upper KS 2 children to develop mastery</p>	<p>Term 2 – Observations start with discussion with leading learners and EPIC is observed in practice as operating on a daily basis.</p> <p>Term 4 – Teachers are using Blooms taxonomy to plan differentiated questioning to ensure that all levels of learning are being deepened.</p> <p>Term 6 – Staff meeting time to review the impact of emphasis on Blooms and more able and how this can be embedded further into the classroom practice.</p>	<p>Evidence of this being used effectively in lesson observations.</p> <p>EPIC and Leading Learners are fully embedded across both schools.</p> <p>Planning reflects good differentiation for all ability groups with a focus on More able.</p> <p>Mastery of the curriculum can be measured in observations and through pupil voice.</p>
3d	Know the difference between Mastery and Differentiation						

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
3e	Continuous provision to inspire learning experiences	Ongoing from September 2018	<p>Time.</p> <p>Resources for the outside</p> <p>Parental contributions/p arental hook days at BOTH schools.</p> <p>In class assemblies with parents invited in to see these.</p>	£500 for more resources	<p>Opportunities used to go outside to use as a hook and/or to compliment learning.</p> <p>Develop parental involvement Allocate parts of outside areas to individual classes so these can be accessed for extension activities.</p> <p>Visits and visitors to be planned for each term.</p> <p>Experience days to start a topic.</p> <p>Celebration days at the end of a topic (strong at RS needs developing at WM from 2018 onwards)</p>	<p>Term 2 – Outside area on school fields developed to give opportunity for these to be used in lessons.</p> <p>Term 4 – Staff meetings planned to enable Sharing of good practice of outside provision, how it has been used and the impact it had on the learning.</p> <p>Term 6 – A review of the curriculum, increase the amount of learning that can be taught using the environment.</p>	Outside areas to offer opportunity to develop learning in a variety of contexts.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
3f	Teacher confidence raised in order to plan and deliver curriculum effectively (teachers need to be excited about what they are teaching)	Ongoing from September 2018	Triangulation Monitoring timeline	NIL	<p>Monitor planning with feedback from phase leaders at phase meetings.</p> <p>Lesson studies.</p> <p>Observations and professional feedback,</p> <p>Book scrutiny.</p> <p>More in house moderation</p> <p>NQTS to look at good practice marking and books in other classes on a regular basis to ensure consistency and for their own CPD.</p> <p>Validation of data through books.</p> <p>Celebrate data successes and other curriculum successes.</p> <p>Experience days at the start, and celebration days at the end, of each term to be re focussed and much bigger (Will Ryan).</p> <p>Conduct teacher and pupil surveys to canvass their views on what should be taught and how. (Will Ryan)</p> <p>White Rose maths planning embedded at both schools.</p> <p>Rolling curriculum between y1 and 2 3and4 5 and 6 to boost excitement and workload (MLT to discuss and make decision final here)</p>	<p>Term 2 - Staff meeting conducted to canvass teachers' views and children's views on the current curriculum topics offered across the federation and how best to teach these, as part of curriculum review.</p> <p>Term 4 – Review of the curriculum that has been set out for the teacher that year. Can they still follow it? Are they still excited to teach these topics? Review also with the children.</p> <p>Term 6 – Teachers reviewing the curriculum adding in their own ideas and taking ownership over it and passing this on for next teacher in that year group for next academic year.</p>	<p>The curriculum being covered across the school in exciting way, engaging the children with their learning both in and outside the classrooms.</p> <p>Teachers feel confident and happy to teach this curriculum</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
3g	Continue to develop and monitor the impact of Guided reading techniques across the federation	Ongoing from September 2018	Accelerated reader programme. Comprehension. Guided reading both grouped and whole class. Set termly phonics and guided reading targets.	Accelerated Reader £4166 Reduced Literacy budget But will need additional books to supply expanding classes.	Literacy leader and book worker to liaise and report to SLT termly. Purchase more books using the reduced Literacy budget. TAs across the federation receive effective training from Literacy Leaders in delivering GR techniques to all year groups. Continue to praise success through certificates. Develop parental involvement further. Celebration board in classrooms and playground where successes can be celebrated. The big idea at RS works really well can this be across both schools (MLT to decide finally on this)	Term 2 – An update of resources that have been identified in the first year of implementing. In Term 3 – Continue to expand Book Day to Book week so that each class can promote an author for the week. Term 4 – Teachers and TAS delivering high quality Guided reading techniques which are impacting on reading scores across the federation. Term 6 – To review impact and develop action plan on more ways to promote reading in the school going forward.	Reading data to increase narrowing the differences between pp/non pp and girls/boys.
3h	Achieve Arts Mark	Achieved Silver at both schools in 2017-18 and already preparing for application in 2020 when we are aiming for Gold.	Arts advocates. Opera House bridge. Artists.	Arts funding applications plus art budget	Arts advocate project. Parental involvement.	End of term 6: Arts mark Gold awarded	Aiming for Arts Mark Gold or Silver

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
3i	Achieve Schools Games Mark - Going for Platinum	July 2019	Training plan. Evidence file. Cover for comps. CPD implication.	Sports premium funding allocation (See PE Leader's action plan)	Evidence files kept in each school. Sharing good practice across the island collaborative. Inclusive health checks. PE Action plan and evaluation. Clubs.	End of Term 6: Platinum awarded	PAL meetings. Attending competitions across Swale district. Evidence files and final accreditation with gaining the award.

SWF 2018-2019 v2

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 (see appendices)	Evidence of success
4a	Continue to Increase parental engagement in all aspects of school life through social events, and playground visibility of the well-being team.	Academic year 2018-19	Termly newsletter; website news updates. Parents' Forum. Dads Matter monthly meetings. Social media platform Playground presence of well-being team to address everyday issues to prevent escalation and impact on teaching staff and FLT	Hospitality costs £500	2 x Parent consultation meetings (Autumn and Spring) numbers increased. Continue Recruiting parent volunteers for reading and other classroom inputs. Appointed a designated parental liaison school contact to oversee volunteers. PTFA to be holding events and coffee mornings in both schools. Parents continued participation in Celebration assemblies and special days at breakfast club. Sports Days involving parents in summer term. Parent Forum meetings 4x a year. -Parental views via surveys (completed at Parents evenings). Increased participation of parents volunteering in school. Web site kept regularly updated with class newsletters, photos and general school information.	Term 2 – % of Parents attending parents evening to have increased from last year Voluntary groups in place from term One across the federation Parent Survey completed % of parents at Parent forum increased from 2017/18 Term 4 – % of Parents attending parents evening to have increased from Autumn 2018. Parent Survey completed and analysed and fed back Term 6 – Reports sent out. Final parent surveys completed. % of parents at Parent forum increased from Spring 2018.	Increased numbers of parents attending meetings at school. Parents surveys showing improved communication with parents. Parents more evident volunteering in schools. Good level of attendance at organised events.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
4a cont					<p>Termly newsletters sent out by Head and Ex Head.</p> <p>Yearly class assembly to celebrate good work with open classroom afterwards for parents to come in.</p> <p>Parent and children PE club once a term in the last week of each term.</p>		
4b	<p>Termly “open door” sessions</p> <p>Enhancing parents evenings through well-being team presence</p>		<p>Staff meeting; parent information leaflet; refreshments; parental survey; teacher time</p> <p>Use of social media platforms</p>	Hospitality costed above	<p>Stay and share sessions</p> <p>Parents’ Forums</p>	<p>Term 2 - First session takes place; numbers recorded; parent feedback obtained.</p> <p>Term 4 and 6 - Continued and repeated sessions.</p>	Improved participation term on term (numbers increased).

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
4c	Regular Dads group established across the two schools as a federated group which meets monthly and meetings are minuted and shared	September 2018 ongoing		Hospitality costed above	<p>Monthly meetings at local COOP Club to continue and make group established fully.</p> <p>Bring your dad (or significant male) to school weeks established which take place annually and which will encourage dads to come in and speak about their jobs or to engage in activities during the week in class etc. with their children (after the hugely successful inaugural week in June 2018).</p> <p>Careers day for all parents to come in annually or termly to share what they do as a career to inspire and to create higher aspirations for all our children.</p>	<p>Term 2/4/6 - Dads meeting once a month with agreed agendas and setting up a variety of school based engagement projects.</p> <p>Community Chef sessions planned throughout the year for dads to attend with child on Saturday mornings.</p>	<p>Dads running parents and children activities during half term etc. (DBS checks will be carried out by school under volunteer rules).</p> <p>Surveys are positive.</p> <p>Dads are more visible in school and at school events.</p> <p>SWF leading other island schools on parental engagement with other schools adopting our models etc. via sub group meetings of the Parental engagement group.</p> <p>Dads involved in school grounds maintenance</p> <p>Bring your dad to school weeks held each year.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
4d	Parent Hub developed in the newly created space in the weenies building at WM school	Academic year 2018-19		Hospitality costed above	<p>Regular use of room for parents and family activities such as; Parent-toddler groups, kinship support, ESOL classes (RS), Board game club, coffee mornings, parent workshops.</p> <p>Continue to develop the use of the room with new activities planned for identified needs</p> <p>Develop evaluation techniques and systems to continue to measure success.</p>	<p>Term 2 - Parents' Hub established and meetings being held.</p> <p>Term 4/6 - Hub is being used daily/weekly for parents' groups and is ensuring parental engagement is increasing</p> <p>Bring your dad to school week and careers day have happened and are successful. Now need to make them annual events so become part of the culture here.</p> <p>Parents' surveys reflect improved engagement.</p>	<p>HUBS at both schools are now firmly established and being used to engage parents on a daily basis.</p> <p>Good level of attendance at organised events</p> <p>Regular review of needs of the parental community and develop support as required.</p>

**5. Inclusion (SEND and Well Being:
To embed inclusive practices to enhance children’s learning.**

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
5a	Further develop quality first teaching strategies shown through consistently written and evaluated provision maps and targeted observations.	All actions are ongoing academic year 2018-19	Inclusion leader time and SENCo time with new teachers to SWF to take them through the processes. Checklist of all strategies to support SEND available from the SENCOs	NIL	Inclusion lead & SENCOs. Termly triangulation and lesson observations. SEND targeted observations Ivy Centre Targeted interventions with the ACORNS SRP and within the unit Evidence of QFT fully in place within the Ivy Centre.	Term 2 - Ensure all teachers and TAs understand their accountability for pupils with SEND and develop quality first teaching strategies. Term 4 - Identify and share good practice across the Federation. Provision maps are checked and monitored by Inclusion leader each term.	All new staff receive induction. Relevant CPD opportunities provided. Children with SEND making age related and appropriate progress from their starting points. Teachers fully aware of children’s targets and strategies to support them.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
5b	<p>Age expected levels of speech and language and communication continue to rise.</p> <p>Scheme for school accreditation achieved</p>	<p>2018 -2019</p> <p>July 2019</p>	<p>S & L specialist consultant Ivy Centre Teacher in Charge SENCOs Ivy Centre and school S & L TAs NHS SALT Scheme for Schools web-based tool</p>	<p>SEND Resource base funding in ISB</p> <p>John Doleman £15,650 (Pupil premium)</p>	<p>John Doleman to continue to provide monitoring, guidance and schedule of screening and intervention programmes – delivered by EYFS / KS1 staff. Blast and boost and Holla programmes specifically.</p> <p>SENCOs work with other stakeholders to complete scheme for schools initial audit.</p> <p>Key areas identified via audit to inform SEND action plan.</p>	<p>Term 2 - Assessments of individual need.</p> <p>Direct and indirect interventions in place.</p> <p>Scheme for Schools SLCN accreditation process underway (audit completed by November 2019).</p> <p>Term 2 and 4 - Communication friendly environments created.</p> <p>Parent workshops.</p> <p>Evidence of targeted interventions threading into classroom practices.</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 listening statements from Pupil Asset to establish children's baseline.</p> <p>Targeted Parents attend sessions.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
5d	<p>Develop and embed a nurturing ethos across the federation and establish a nurture room at West Minster similar to Rose street's existing space.</p> <p>Achieve Nurture accreditation.</p>	2018 - 2019	<p>AHT Inclusion; Irene Montgomery; Other SEND and well-being staff such as Irene.</p> <p>Boxall profiles</p> <p>Support for teachers for re-integration.</p>	<p>Resources and Training around the "Thrive" approach to nurture provision.</p> <p>£500 room set up costs.</p> <p>Irene's salary from PP spending grant</p>	<p>Pupil Progress Meetings</p> <p>SDQ and /or Leuven Scales</p> <p>Irene Montgomery to continue to lead and model restorative approaches and developing emotional literacy of children.</p>	<p>Term 2 - Evidence through monitoring of containment strategies being used to reduce children's anxieties.</p> <p>Academic and /or emotional support provided for planned fixed periods of time.</p> <p>Successful transition back to the classroom.</p>	<p>Progress shown through termly progress data.</p> <p>Well- being and involvement measures show increases.</p> <p>Most vulnerable children within our school community are better supported and are narrowing learning gaps incrementally throughout the academic year.</p>
5e	<p>Continue to Develop and adapt the successful federation health care provision at Rose Street.</p>	2018 - 2019	<p>As Above</p> <p>Training for identified staff i.e. first aid, epilepsy etc.</p>	<p>Two health care workers already employed by the federation to spend time developing resources and spaces and broaden their brief to federated approach.</p>	<p>Continue to evaluate existing practice at WM in order to cascade further across the federation.</p> <p>Continue to run the very successful sensory circuits sessions for the children with Class teachers measuring concentration levels in children before and after physical exercise etc.</p>	<p>By the end of Term 2 - Provision sustained and working well at both schools.</p> <p>BY the end of term 4 - Provision embedding across the federation and data from sensory circuits being analysed.</p> <p>By the end of term 6 - Health care provision embedded and working closely with local community health groups.</p> <p>Data report to governing body to measure success.</p>	<p>Link between improved physical fitness and learning established and used to justify continued spend on PE team and the large emphasis placed on PE at the federation.</p> <p>Improved community links with local health and fitness groups such as Medway health, Sheppey Utd and community chef.</p> <p>TAS and Teachers are able to deal with low level issues without referring to well- being team (evidence less referrals received).</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
5f	Continue to highlight and celebrate the profile of the role of the well-being team.	2018 - 2019	Well-being Team, SENCo's and Inclusion Leader	NIL	<p>Well Being Team to run further staff inset for TAs and teachers on early identification of concerns, processes and procedures for referral and their role in general to ensure all staff are aware.</p> <p>Well Being assemblies with behaviour and welfare as themes to fit into the federation's values education plan.</p> <p>Class teachers to be made aware of their role in the process of dealing with minor or low level welfare issues.</p> <p>Well-being team to join members of the EYFS team on home visits especially to families we know are vulnerable or where there are historic social concerns.</p>	<p>By the end of Term 2 - Well Being staff have delivered a training session to TAs as part of the support staff CPD programme and awareness has been raised of their role and the processes and procedures for early identification of concerns.</p> <p>By the end of Term 4 - Class teachers all aware of their role in the well-being process.</p> <p>Well-being team have attended home visits at both schools with the EYFS team and are working closely with the EYFS team on early identification of well-being needs.</p> <p>By the end of Term 6 - Well Being Team are continuing to impact highly on inclusion and ensuring that barriers to learning are being overcome and all children are achieving their academic potential.</p>	<p>Children are fully aware of the roles of the well-being team and know that they can access them when they need to (evidence source: children's surveys).</p> <p>Notes from home visits and data analysis for the most deprived children in the school.</p> <p>Lack of exclusions. Indeed this should be nil for both schools.</p>

6. EYFS:

Improve the EYFS provision to ensure good to outstanding practice across the federation.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
6a	To further develop a collaboration with the speech and language team to support pupils' communication and language needs within Nursery.	Ongoing throughout 2018-19	Sp & L Team.		<p>Meetings with key stakeholders termly.</p> <p>Baseline assessments/data on entry carried out and analysed accordingly. Intervention groups.</p> <p>Provision audit – communication friendly spaces.</p> <p>Full term data.</p> <p>Blast training for all EYFS staff</p> <p>Bank of resources on line or in shared drive for staff to access.</p>	<p>End of Term 2 – Wellcom assessments carried out and appropriate interventions in place. Nursery staff receive training.</p> <p>End of Term 4 – Delivering targeted SALT. Communication friendly spaces/environments.</p> <p>End of Term 6 – Evidence of targeted interventions threading through into daily practice.</p>	<p>Partnership established.</p> <p>Interventions in place.</p> <p>Pupils making progress.</p> <p>Improved speech and language provision.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
6b	Ensure indoor and outdoor provision (environment) effectively supports and develops pupils learning with a clear link to planning and next steps.	Ongoing throughout 2018-19	Monitoring. Sharing of good practice.		<p>Termly observations of child initiated sessions.</p> <p>Profile scrutiny of teachers' observations during child initiated sessions.</p> <p>Sharing good practice with other settings.</p> <p>Termly staff swaps so staff can peer assess provision.</p> <p>Attend Island collaboration meetings. Audit use of provision.</p> <p>Evaluated provision plans.</p> <p>Big emphasis to be placed on outdoor provision to improve this year, especially at RS.</p>	<p>End of Term 2- Indoor and outdoor environments successfully in place ensuring quality continuous provision linked to planning.</p> <p>End of Term 4- Continuous provision changes according 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 has a positive effect on pupils learning.</p> <p>Termly observations are graded good or better.</p> <p>Provision is in a continual cycle of change to meet children's interests and next steps.</p>

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
6c	Ensure 100% of teaching is consistently good or better Increase % of outstanding teaching and learning	Ongoing throughout 2018-19.	Triangulation. Monitoring. Sharing of good practice.		Termly observations and profile scrutiny. Termly moderation with other settings and across federation. Termly staff swaps to peer assess practice. EYFS Lead analysis staff sharing good practice evaluations.	End of Term 2 – Initial observations carried out to identify areas for development and necessary support in place. End of Term 4 – Teaching and learning judgements verified as improved from RI to good (RS) and good to outstanding (WM). End of Term 6 – GLD is national and Teaching graded as good and outstanding.	Triangulated evidence for monitoring to include baseline and GLD data, observations by EYFS leader and work scrutiny. End of year GLD outcomes are well above national expectation.
6d	To increase the percentage of children reaching expected in writing at the end of reception.	Ongoing throughout 2018-19			Differentiation (daily) Provision Map (termly) Interventions (daily) Planning (weekly/daily) Observations Termly data/ppms	End of Term 2 – Baseline assessments – areas of concern identified and plans made accordingly. End of Term 4 – Identify children who are cusp for succeeding expected and use targeted interventions to support areas for development. End of Term 6 – Writing levels sustained or improved.	End of year GLD for writing improved.

7. Premises:

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

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
7a	Continue to monitor to ensure that new buildings are being used effectively to maximise the new improved facilities and spaces.	Both buildings are occupied fully by September 2018 (Years 4, 5 and 6 at RS and Years N, 1 and 2 at WM). New Ivy centre continues to operate fully in the new building.	FLT and governors and DHTs at both schools	Some associated costs including; Fire extinguishers- £2025 Finger safe door protectors- £1047 AST alarm fobs for doors-£2000 (all needs to be budgeted for going forward)	Term 2 - Children are already in the classrooms and acclimatised and learning is being enhanced because of better teaching space. Plus children at RS continuing to use the kitchen facilities successfully. Kitchen facilities being used for parental and community engagement at weekends. Term 4 - AS above Term 6 - Schools planning for another year group to come in September and plans in place for staffing and resourcing this.	All additional children placed at both schools by September 2018. RS is fully 2FE by 2020 and WM is fully 3FE by September 2022.	New buildings in place and schools continue to offer additional school places to meet the increased local need.
7b	New space created within the new building at WM for Speech and language resource centre is still operating effectively.	September 2018	As above + Inclusion leader and Speech and language lead teacher	AS above+ Central SEND funding from KCC.	As above.	Resource provision in place and receiving additional placements by September 2018 (capacity for 15 children should be reached again this year.	Children with severe communication difficulties being placed via ECHP process.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
7c	Ensure that the older parts of the schools' buildings are maintained to a high level so that they remain effective learning areas.	Ongoing	EHT, Business Manager, Governors and Premises staff	ISB funding carry overs and capital grant expenditure incomes.	Regular leadership walks to ensure that premises are fit for purpose Annual Health and safety audit <ul style="list-style-type: none"> Asset checks Governor link visits 	Summer 2018 decoration and improvement of existing KS 1 classrooms at WM. Summer 2018 decoration and improvement of facilities in corridors at RS	All Classrooms and other common spaces remain bright, effective and fit for purpose.
7d	Ensure that the grounds maintenance continues to a high level.	Ongoing	Contracts procurement every year to ensure we are gaining value for money.	Free Prison service outreach programme to assist with gardening. Contractual spend on grounds maintenance.	As above.	Term 2, 4 and 6 grass cutting and grounds maintenance happening.	Both school always look neat and tidy and they are deemed safe by our own internal and KCC auditing.

8. Equality:

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.

To ensure all groups are represented and all children are exposed to them.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
8a	Each term the gaps in attainment between girls and boys will narrow by at least 3% until they have diminished.	July 2019			Use consultant – Kim Tyson Trial single gender groups Use male role models – Dad’s group	End of term 2 - Boy/girl attainment gap will narrow in at least one subject. End of term 4 - Boy/girl attainment gap will narrow in at least two subject areas. End of term 6 - Boy/girl attainment gap will narrow in reading, writing and maths subject.	Interrogate data Termly PPMs Book audits Lesson observations Pupil voice

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
8b	To continue to ensure that all children experience difference and diversity.	Ongoing			<p>Consult with pupils, staff and parents.</p> <p>Provide diverse opportunities for children through RE and PSHE.</p> <p>The Well-being team to promote difference and diversity.</p> <p>Cultural day – annually.</p> <p>British Values assemblies</p> <p>Visitors from a variety of groups e.g. religious, gender, cultural, disability, ages etc....</p> <p>Visits to Age Concern – carol concert etc....</p>	<p>End of term 2 - A whole school Wednesday assembly regarding differences will have been conducted to start a DIFFERENCES day to highlight the issue.</p> <p>A British Values Wednesday assembly will have been conducted and interactive display will be in a communal area.</p> <p>End of term 4 - A whole school Wednesday assembly regarding disability will have been conducted – Steve Brown.</p> <p>A British Values Wednesday assembly will have been conducted and interactive display will be in a communal area.</p> <p>Annual cultural day conducted.</p> <p>End of term 6 - A whole school Wednesday assembly regarding cultural differences will have been conducted – Steve Brown.</p>	Pupil voice survey will show an improvement in attitude towards difference and diversity.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
8b cont						A British Values Wednesday assembly will have been conducted and interactive display will be in a communal area	
8c	Continue to Improve the participation and engagement of parents and communities				Parent forum Experience and celebration days. Year 6 production Sports days Parent survey Parent consultation evenings.	See Section 4	100% attendance at parent consultation evenings. Increased percentage of parents attend Parent Forums. 100% parent pupil survey

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
8d	To continually consider how well the federation ensures equality of opportunities for all its pupils.	Ongoing			<p>Consult with pupils, staff and parents.</p> <p>Provide diverse opportunities for children through RE and PSHE.</p> <p>The Well-being team to promote difference and diversity.</p> <p>Cultural day – annually</p> <p>British Values assemblies</p> <p>Visitors from a variety of groups e.g. religious, gender, cultural, disability, ages etc....</p> <p>Visits to Age Concern – carol concert etc....</p>	<p>End of term 2 - A whole school Wednesday assembly regarding differences will have been conducted to start a DIFFERENCES day to highlight the issue.</p> <p>A British Values Wednesday assembly will have been conducted and interactive display will be in a communal area.</p> <p>End of term 4 - A whole school Wednesday assembly regarding disability will have been conducted – Steve Brown.</p> <p>A British Values Wednesday assembly will have been conducted and interactive display will be in a communal area. Annual cultural day conducted.</p> <p>End of term 6 - A whole school Wednesday assembly regarding cultural differences will have been conducted – Steve Brown.</p>	An annual programme of events and monitoring in place and embedded.

Actions		Timescale	Resource	Cost	Monitoring	Success Milestones (see appendices)	Evidence of success
8d cont						A British Values Wednesday assembly will have been conducted and interactive display will be in a communal area.	

SWF 2018-2019 v2