



## Trust Improvement Plan

for

## VIKING ACADEMY TRUST

2017/18

Chilton Primary School  
Ramsgate Arts Primary School  
Upton Junior School

### 'One Childhood One Chance'

CEO (Executive Headteacher): **MRS M LEWIS**

Chair of Trust: **MR R MACFARLANE**



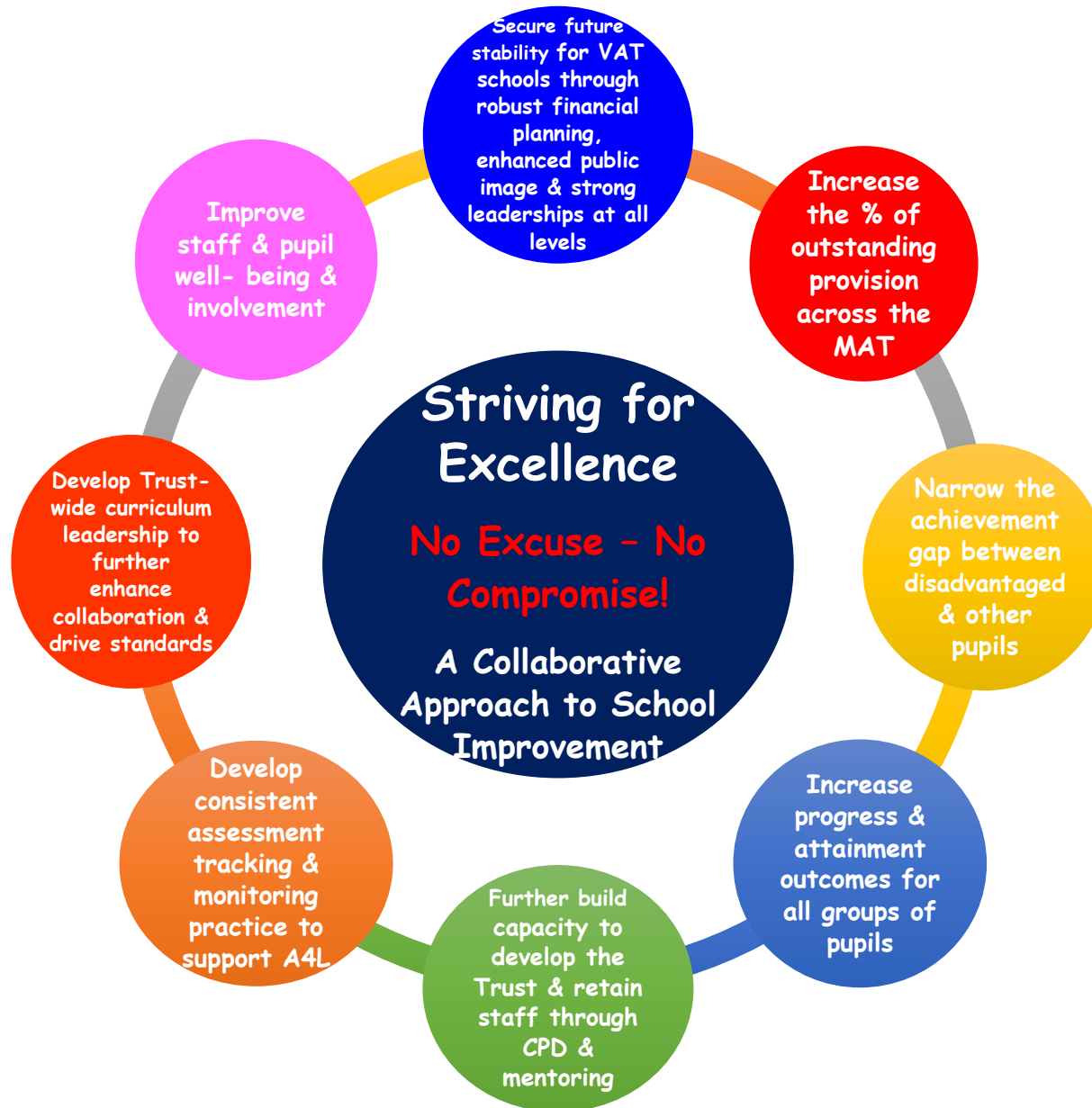
# TRUST IMPROVEMENT PLAN (TIP) FOR VIKING ACADEMY TRUST

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# VIKING ACADEMY TRUST: STRATEGIC PRIORITIES SUMMARY

2017-18



# VIKING ACADEMY TRUST IMPROVEMENT PLAN PRIORITIES - SUMMARY

## No Excuse - No Compromise!



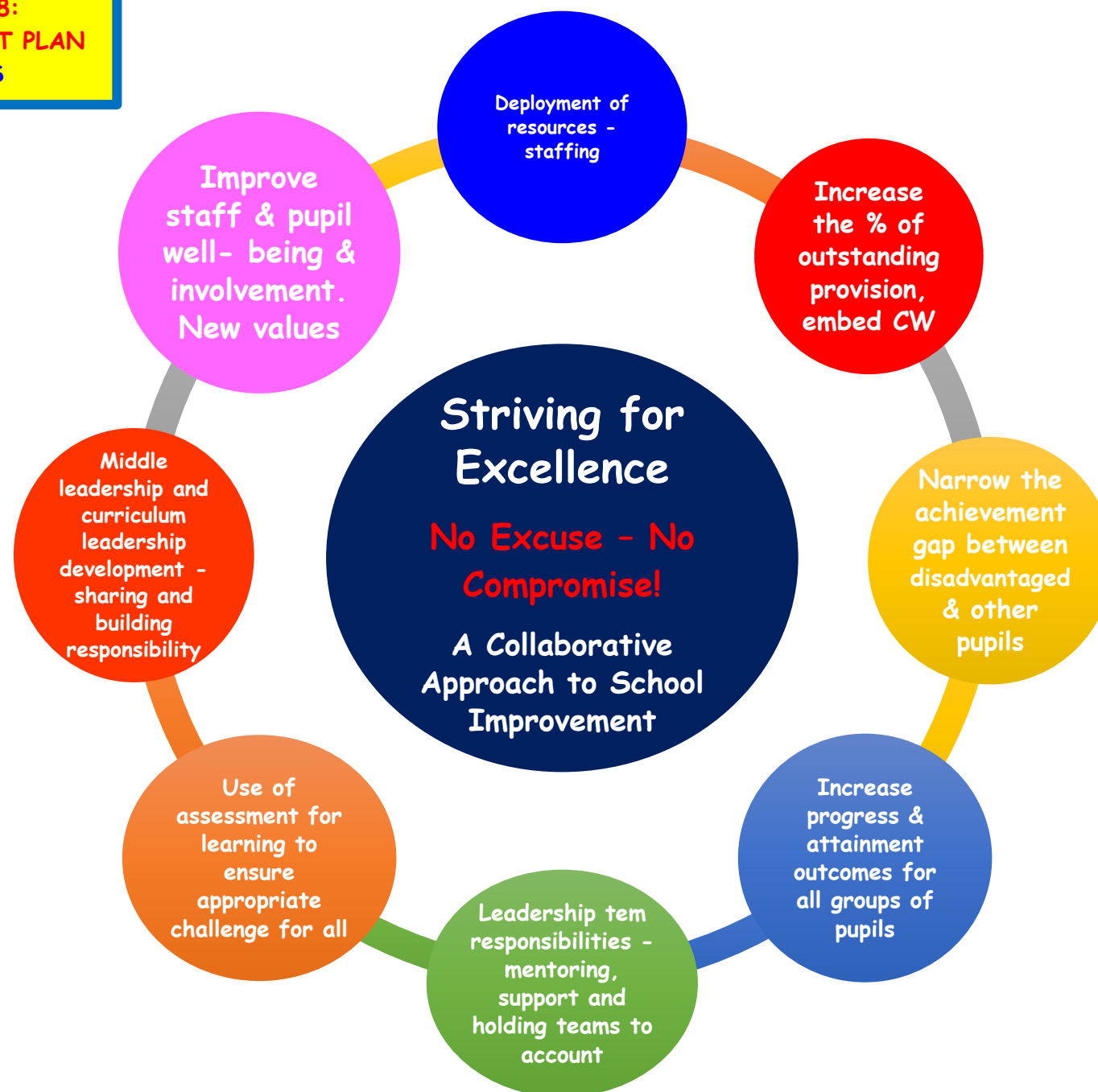
- ❖ Improve staff & pupil well-being & involvement. New values
- ❖ Increase the % of outstanding provision, embed CW
- ❖ Narrow the achievement gap between disadvantaged & other pupils
- ❖ Increase progress & attainment outcomes for all groups of pupils
- ❖ Leadership team responsibilities - mentoring, support and holding teams to account
- ❖ Use of assessment for learning to ensure appropriate challenge for all
- ❖ Middle leadership and curriculum leadership development - sharing and building responsibility
- ❖ Deployment of resources - staffing



- ❖ Ensure the building and transition to the new building represents the vision and values of VAT
- ❖ Develop further the image and reputation of RAPS in the community
- ❖ Increase the % of outstanding provision across the school
- ❖ Continue to narrow the achievement gap between disadvantaged & other pupils
- ❖ Increase progress & attainment outcomes for all groups of pupils in all areas (especially in writing)
- ❖ Develop consistent assessment tracking & monitoring practice to support A4L
- ❖ Ensure all curriculum areas are effectively developed and embedded.
- ❖ To develop middle leadership across the school
- ❖ To embed VAT behaviour and anti-bullying & safeguarding systems expectations
- ❖ Develop further the LAB so it becomes strong effective and accountable.
- ❖ Improve staff & pupil well-being & involvement.



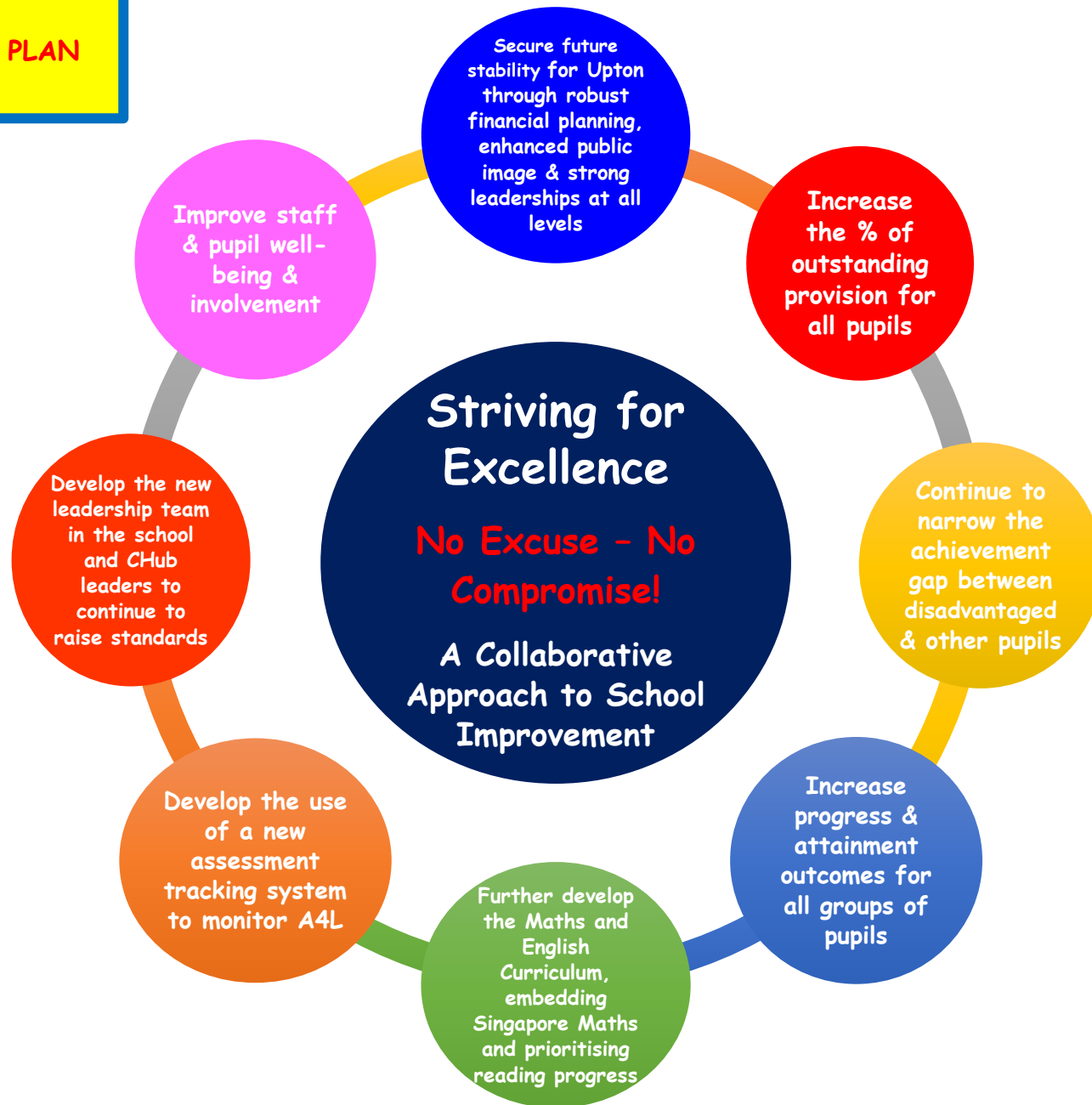
- ❖ Secure future stability for Upton through robust financial planning, enhanced public image & strong leaderships at all levels
- ❖ Increase the % of outstanding provision for all pupils
- ❖ Continue to narrow the achievement gap between disadvantaged & other pupils (diminish the difference)
- ❖ Increase progress & attainment outcomes for all groups of pupils
- ❖ Further develop the Maths and English Curriculum, embedding Singapore Maths and prioritising reading progress
- ❖ Develop the use of a new assessment tracking system to monitor A4L
- ❖ Develop the new leadership team in the school and CHub leaders to continue to raise standards
- ❖ Improve staff & pupil well-being & involvement



**RAMSGATE ARTS PRIMARY 2017-18:  
SCHOOL IMPROVEMENT PLAN  
KEY PRIORITIES**



**UPTON 2017-18:  
SCHOOL IMPROVEMENT PLAN  
KEY PRIORITIES**



# VIKING ACADEMY TRUST MISSION, VISION & VALUES

**VIKING VISION STATEMENT:** Empower children through education - 'One Childhood One Chance'

**VIKING MISSION:** Viking Academy Trust is committed to improving the life chances of all children. Through high quality teaching and learning and an innovative, inspirational curriculum; our children's will discover a love of learning, a thirst for knowledge and the opportunity to develop their talents beyond the confines of the classroom!

**VIKING VISION:** Our vision is to ensure every child achieves his/her potential through a relentless focus on high quality teaching and learning. Ensuring all children make good or better progress in reading, writing and maths is our core purpose. All staff consistently and energetically use the most effective methods for teaching these basic skills. High quality training, from leading experts in English and maths teaching, equips them to do so.

Underpinning this is:

- outstanding day-to-day assessment and marking of children's work;
- first-rate systems for tracking, identifying and celebrating children's progress;
- an exciting, relevant and inspiring curriculum;
- excellent support for the needs of each child.





Our learning environments are vibrant, supportive and welcoming. Classrooms are full of children motivated by positive, well-paced and purposeful lessons. Our staff are passionate about the children's success and ensuring every school in the Viking Academy Trust provides a first class education for every child.

We understand that children will achieve best when home and school work together. Effective communication and our 'Open Door Policy' underpin our strong parent relationship. Every parent/carer feels proud of their child's achievements - and knows exactly what these are. Clear guidance is given about the best ways to support their children with their learning out of school.

All of this is done because, at the Viking Academy Trust, our children and their education matter more than anything else. **One Childhood: One Chance!**

**VIKING VALUES:** Our values support the vision, shape the culture, and reflect what our Trust stands for. They are Viking's guiding principles...At the Viking Academy Trust, we have three core values: 'The power of 3' Leadership, Excellence & Teamwork to define our collaborative culture.



**'One Childhood One Chance'** The amount of time children spend in education is finite. We have a responsibility to ensure that every moment a child is in a VIKING school must be spent productively. Once wasted, it is gone forever and cannot be given back.



# Leadership

All members of the Viking community are leaders: children and staff. Leadership for us is defined by courage, personal integrity, and having a vision which inspires and motivates our self and others.

## Courage

Seizing the initiative, welcoming responsibility and confident to partake in courageous conversations. At Viking, we want our leaders to speak out, make themselves visible, and promote their views. They must be creative, thoughtful and innovative, but they must also be accountable and take responsibility for their actions.

## Vision

Seeing the bigger picture.

We don't just want people with courage, we want people who embrace our Viking vision, in other words, people with a clear idea of what they would like to achieve for themselves and the children in their care.

## Integrity

Being trustworthy and honourable.

Integrity, honesty, and accountability are at the core of ensuring the Trust is successful; and our success is measured by the children we help families educate.



# Excellence

Means that we deliver what we promise - and add value that goes beyond what is expected. We achieve Excellence through Aspiration, Learning and Passion.

## Aspiration

All members of staff aim for excellence in their individual professional roles and promote a 'can do' culture. Viking staff are prepared to go the extra mile to provide the best possible education for our pupils. The interests of children are always placed ahead of those of staff.

## Learning

We learn by continuously developing - and deepening - our knowledge of an education system fit to meet the demands of the 21<sup>st</sup> century. To fully appreciate 'life long learning' and have every member of the Viking Trust community understand the expectations on them.

## Passion

Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for our pupils what we would want for our own children.



# Teamwork

The best outcomes for our children come from working together with colleagues within the Trust, parents and the wider community. Effective teamwork demands strong Relationships, Respect and Sharing.

## *Relationships*

Building productive, long-term relationships with our pupils, their parents and each other. The way we treat each other in achieving our objectives is just as important as what we achieve. That's why our staff enjoy working for the Viking Trust, why our parent community is supportive and our children are happy and successful.

## *Respect*

Staff have a responsibility to be respectful and supportive of each other and lead by example. Negativity leads to low expectations and a culture where excuses are tolerated. Our Viking motto is: 'No excuse, no compromise'. We embrace diversity, and celebrate difference. At Viking, we are constantly thrilled by the intelligence, courage, kindness, musicianship and sporting prowess of our children!

## *Sharing*

Collaborative working is key to the Viking Trust's success; readily sharing experience, resources and opportunities. Being open to change and, understanding it is only in the implementation of 'best practice' that all children in our Trust will succeed.



# TRUST IMPROVEMENT PLAN (TIP) FOR VIKING ACADEMY TRUST

## Trust Personnel and Leadership Structure

### Leadership

CEO/Executive Headteacher	Mrs Michaela Lewis
Head of School: Chilton Primary	Mrs Kate Law
Head of School: Ramsgate Arts Primary School	Mr Nick Budge
Heads of School: Upton Junior	Miss Darci Arthur
Chief Financial Officer (CFO)	Mrs Traysi-Jane Higgin (as of 01/03/2018)
School Business Manager (Upton)	Miss Lisa Burke (currently on maternity until 01/07/17)
Trust-wide SENCo	Mrs Emily Hughes

### Governance:

Chair of Viking Academy Trust	Mr R Macfarlane
Chair of Chilton Primary School LAB	Mr N Roby
Chair of Ramsgate Arts Primary School LAB	Mrs J Brand
Chair of Upton Junior School LAB	Mr R Curtis

### Members:

Mr A Emby, Mr R Farr, Mr P Graham, Mr R Macfarlane , Mr N Rowland-Hill

### Trustees:

Mrs J Brand, Mr M Butler, Mr J Cleverdon, Mr R Curtis, Mrs M Lewis, Mr R MacFarlane, Mr N Roby, Mr N Rowland-Hill, Mrs E Somers-James, Mr P Votta\*\*\*

### Local Advisory Body Members:

LAB Standards Lead: Phil Votta. \*\*Safeguarding Trust Lead: Jo Brand

Safeguarding LAB Lead \*

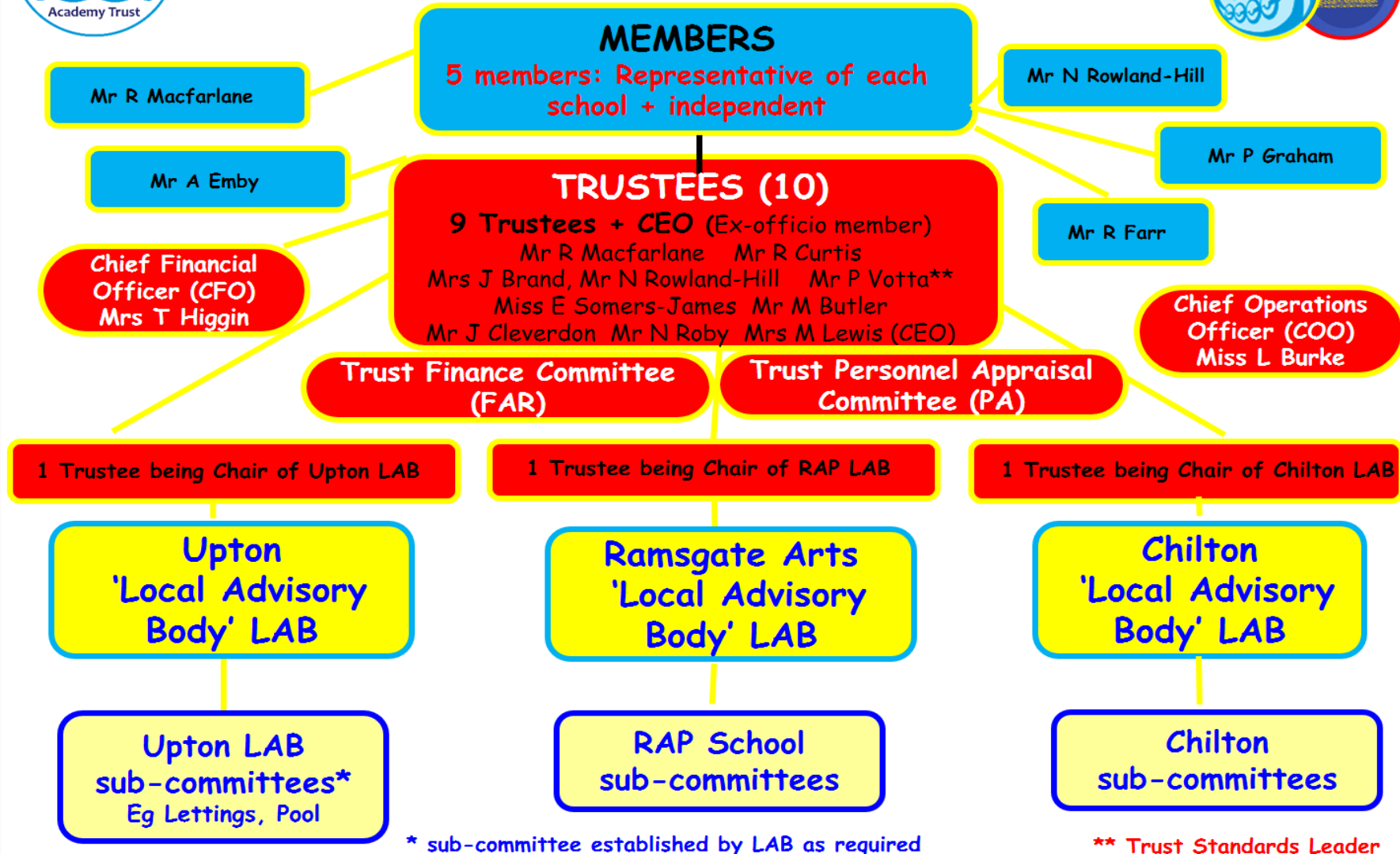
Chilton LAB	Ramsgate LAB	Upton LAB
Natalie Barrow (DHT)	Joanna Brand (Chair)**	Darci Arthur (HoS)
Simon Charles	Nick Budge (HoS)	Lisa Burke (maternity)
Geoffrey Hobbs-East	Ellie Crine	Jon Cleverdon
Kate Law (HoS)	Shane Goodwin	Robin Curtis* (Chair)
Peter Macaulay		Ian Hutchison
Neil Roby (Chair)		Angie Mullin
Hannah Cheshire*		
	Michelle Richards	Chris Turner
	Portia Sharpin*	Dave Walker (DHT)
	E Somers-James	Mark Webb
	Nathan Weavill	Mick White





# VIKING ACADEMY TRUST

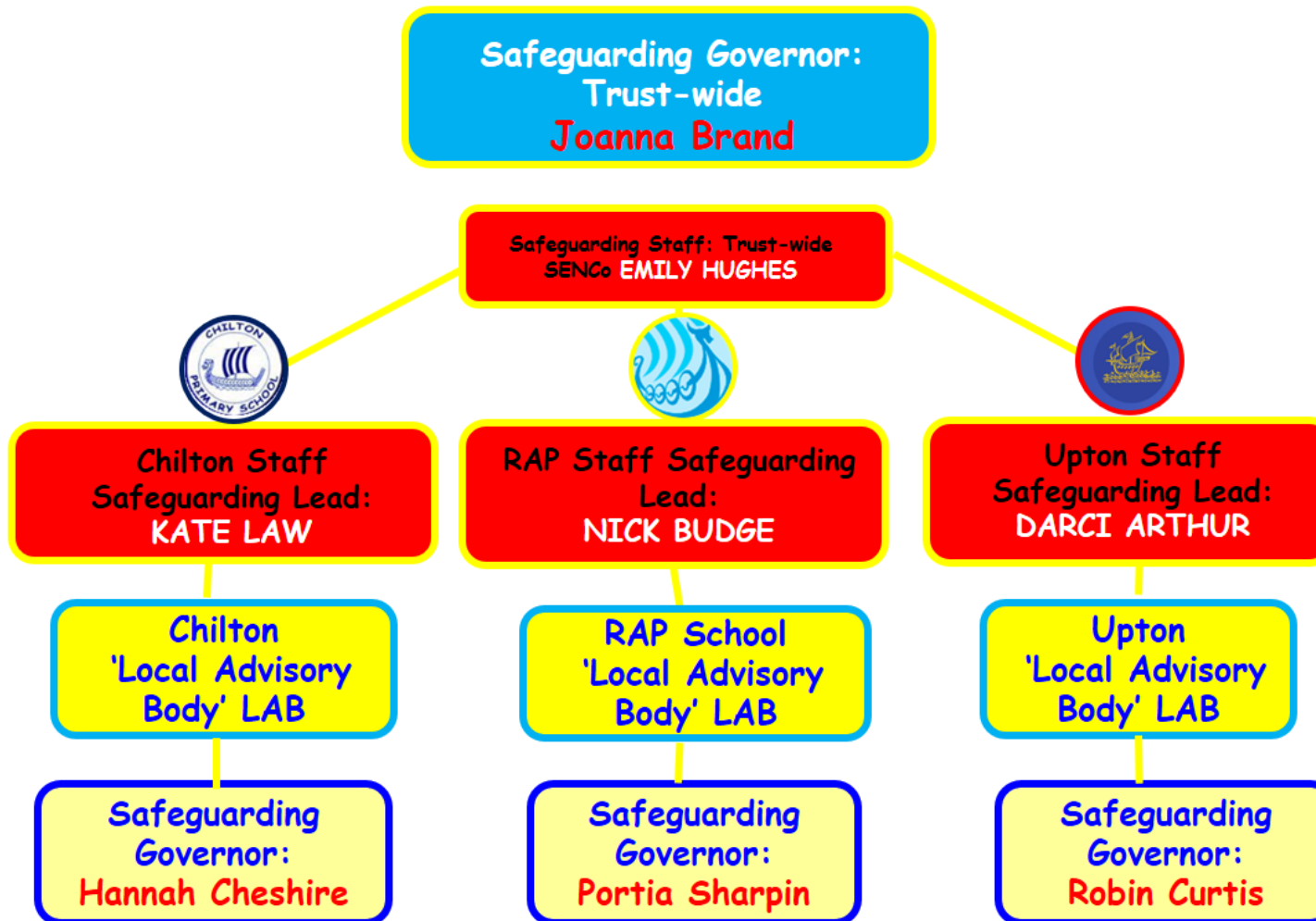
## Governance Structure 2017-18





# VIKING ACADEMY TRUST

## Governance Safeguarding Overview

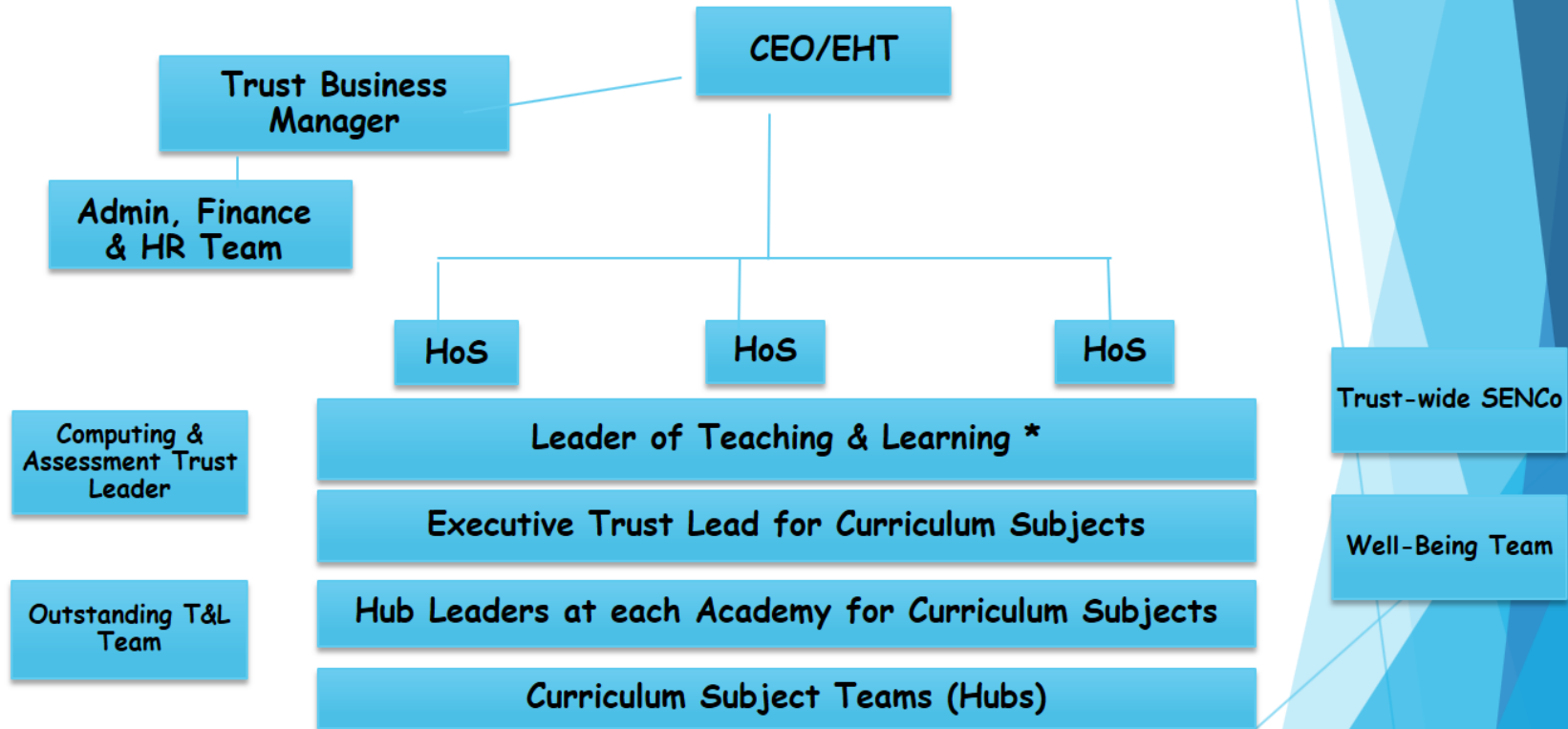




# VAT Staffing Structure: Leadership

To be established from 2017-18

"It is amazing what you can accomplish if you do not care who gets the credit"  
*H. Truman*



\*Leader of T&L are named differently at present in each school. Share similar JD & PS  
Eg Upton: AHT/HoY. Chilton: Leader of Learning (Phase Leader) RFS: N/A



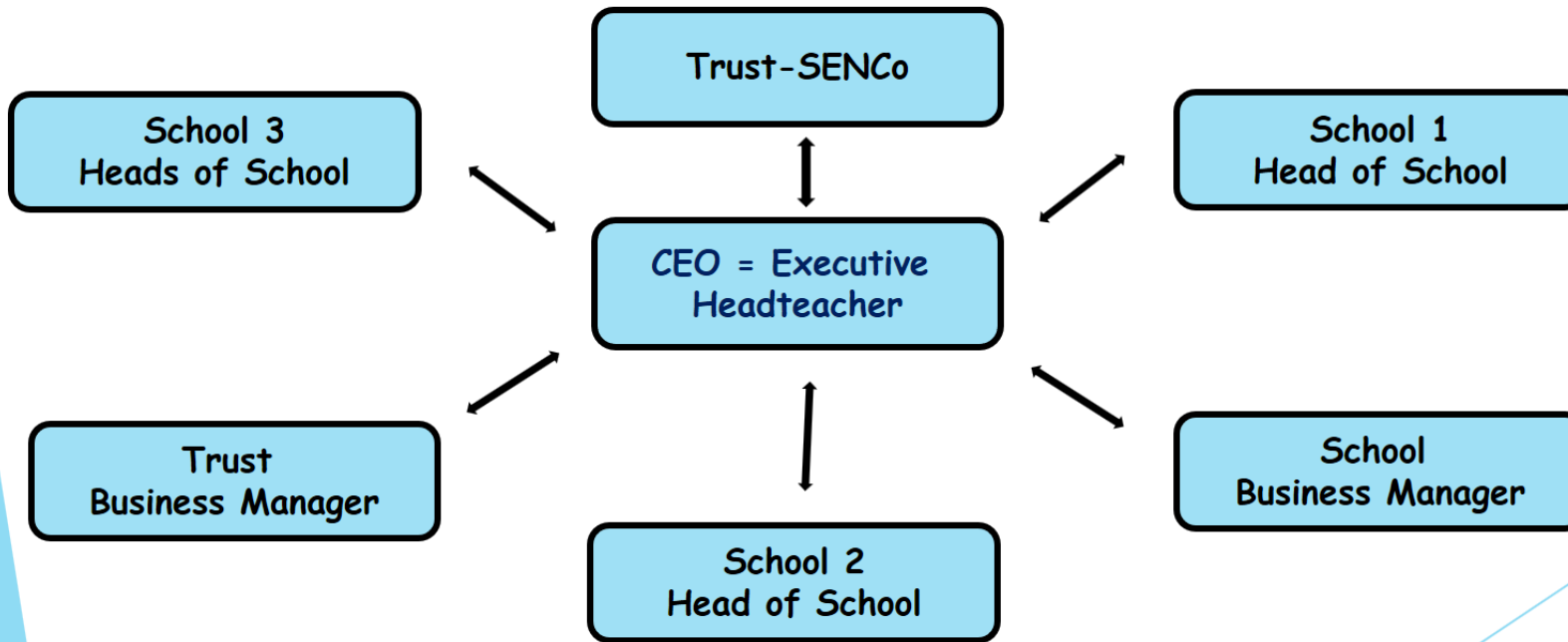




# VAT Trust Leadership Team (TLT)

## Collaboration Model **Current Model**

Working together on raising standards, strategies, policies and the development of the Trust.



VAT LT will meet fortnightly at a KIM (non negotiable meeting) to discuss priorities of the Trust: Key Indicators Summary



## Introduction

The **Viking Academy Trust** comprises of three Thanet primary schools: Chilton Primary School, Ramsgate Arts Primary School and Upton Junior School.

Viking Academy Trust (VAT) was established on 1<sup>st</sup> September 2016. Prior to this, Chilton Primary School and Ramsgate 'Free' School were the Chilton Academy Trust.

Viking Academy Trust (VAT) priorities for action across 2017/18 have been identified through consultation with all stakeholders of the three schools; pupils, parents, governors and staff. The Trust Leadership Team worked alongside the Trustees and Local Advisory Bodies (LABs) to discuss the short and long term focus for the Trust as a whole and the individual schools within the Trust.

This plan has been designed to align self-evaluation with the Trust School Improvement Plan and each school's SEF (Self Evaluation Form) and Improvement Plan (SIP).

The overall judgement is that at this point in time, the Viking Academy Trust is providing a *GOOD* quality of education for its pupils. This judgement takes in to account the most recent inspection at Upton in November 2014, where 'Outstanding' judgements were awarded across all criteria; Chilton's 'Good' Ofsted in March 2013 and Ramsgate Arts Primary School starting its third year of existence!

The latest round of pupil progress meetings offer strong evidence that learning and progress continues to accelerate in all year groups across the three schools. Pupils' pride in their schools is shown by their excellent conduct and manners; in class, outside lessons and on visits out of school. The pupils' attitude to learning is very positive, with all pupils' feeling safe at school and having a very good understanding of what constitutes unsafe situations.

Without exception the staff teams, leadership at all levels, are united in the pursuit of an ambitious vision for the children of the Viking Academy Trust and at this point in the Trust's history, demonstrate excellent capacity to strive for an outstanding quality of education across each school.



Ofsted Key issues including progress towards the key issues identified at the last inspection

## Upton Junior School:

### What does the school need to do to improve further? Ofsted November 2014

Increase pupils' knowledge of how to improve their work by:

- Continue to raise the high standards of writing by providing more opportunities to write at length in all subjects across the curriculum.

SEF (full copy) gives detailed breakdown of actions. Below is an extract from SEF (summary copy):

PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issues	Progress
	<ul style="list-style-type: none"> <li>• Continue to raise the high standards of writing by providing more opportunities to write at length in all subjects across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• HoS to lead Standards team to ensure writing priority</li> <li>• New Leadership Structure in place under 'Curriculum Hubs' - with responsibility for writing identified as key focus in the 'Language for Life' Hub.</li> <li>• 'Future Leaders' training for identified teachers - school based project promoting high level writing across the curriculum</li> <li>• Weekly Book monitoring involving leaders across the school</li> <li>• CPD on new curriculum &amp; life without levels - new age expected expectations understood</li> <li>• Effective Marking A4L developmental marking of writing - training for staff</li> <li>• Non Negotiables set out for teaching of writing - monitoring in place to ensure followed</li> </ul>

Ofsted Key issues including progress towards the key issues identified at the last inspection

## Chilton Primary School:

### What does the school need to do to improve further? Ofsted March 2013

Increase the proportion of outstanding teaching to further accelerate progress by:

- increasing the number of pupils on track to exceed the levels of progress for their age in reading
- regularly adjusting tasks for pupils who are doing well to encourage even better progress toward the higher Level 5 in writing
- providing opportunities for pupils to talk about their learning to enable them to understand how to improve their work.

SEF (full copy) gives detailed breakdown of actions. Below is an extract from SEF (summary copy):

PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issues	Progress
	<ul style="list-style-type: none"> <li>• Increasing the number of pupils on track to exceed the levels of progress for their age in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on and tracking of vulnerable groups allows clear gaps to be identified early and targeted appropriately</li> <li>• Systems of assessment - Compass Grids and Reading age tests allow for accurate, frequent and timely assessments of progress and attainment</li> <li>• Interventions and additional reading groups are carefully targeted</li> <li>• Introduction of engaging reading material and whole text approach to learning - more cohesive and purposeful learning in reading</li> <li>• Links to writing, again makes reading purposeful</li> <li>• Culture and ethos of the school promotes and celebrates reading at every opportunity - allowing for immersion in the literary environment</li> <li>• Structure of phonics teaching in KS1 allows for targeted small group teaching, taking in to account each individual starting point - now being further developed by introduction of RWI in Reception and Year 1</li> <li>• Provision for children with speech and language and memory issues is robustly structured - appropriately supporting early difficulties with reading</li> </ul>
	<ul style="list-style-type: none"> <li>• regularly adjusting tasks for pupils who are doing well to encourage even better progress toward the higher Level 5 in writing</li> </ul>	<ul style="list-style-type: none"> <li>• PDM on assessment for learning over an eighteen-month period</li> <li>• In lessons, challenge choices are pitched appropriately and children are self-aware as learners in order to choose the right challenge</li> <li>• Teachers have raised expectations of what children can and should achieve - through more rigorous approaches to teaching GPS and use of focused editing and improving lessons</li> </ul>

		<ul style="list-style-type: none"> <li>• Children also evaluate their own learning and that of others thoughtfully - thinking carefully about how they can improve their own work</li> <li>• Marking and feedback clearly indicates what a child should do to improve and children use this to inform their learning effectively- including use of "purple pens of power" which children use to demonstrate how to improve their learning</li> </ul>
	<ul style="list-style-type: none"> <li>• providing opportunities for pupils to talk about their learning to enable them to understand how to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils now sit in mixed ability talk partners</li> <li>• Discussion points are a key focus of the school's approach to teaching and learning</li> <li>• Peer feedback and peer review is an integral part of the school's feedback procedures (Purple pens of power)</li> <li>• Learning intentions have purpose with a skill, understanding or knowledge focus. Tasks are closely matched to intended learning and children are involved in success criteria generation - allowing them to evaluate their own and each other's learning. They do so thoughtfully and purposefully</li> <li>• RWI class management strategies to be used in every classroom to promote more purposeful talk to facilitate learning</li> </ul>

**Ramsgate Arts Primary School** has yet to undergo an Ofsted Inspection. DfE Free School Review in place - currently entering Term 7 of their monitoring schedule. The most recent DfE inspection took place on 10/11/17 (Term 2). A summary report from J.Hart (DfE Free School Inspector) is detailed below:

#### DFE Summary - progress in addressing term 4 risks & agreed actions / next steps

The school has addressed well the Next Steps identified on the last visit by the EA:

- Preparing for Ofsted has involved strengthening the governing body and good support from the Trust to moderate standards across schools;
- Writing has been given a higher profile with outstanding work on display and the Read Write Inc programme moving into spelling;
- Attendance has been carefully addressed and now is above the national average (96.3%);
- Pupil recruitment has massively improved - by 83 pupils this September. The school markets itself very actively;
- Site issues have not distracted the school from teaching and learning. The CEO of the Trust and Headteacher monitor teaching rigorously and undertake thorough book sweeps each half term.

Strengths of the school include:

- Since moving into the new accommodation, the school has significantly improved in all regards to now provide a stimulating, innovative and well-rounded education for the pupils;
- The headteacher has successfully grown a committed team of talented staff who are delivering some great lessons and contributing fully to the whole school's development;
- The CEO and Trust provide clear support and challenge to the school and local governance is much improved with appropriate rigour;
- Outcomes for the pupils are improving with the vast majority making rapid progress;
- Behaviour is good or better at all times and the pupils take great pride in their new school;
- Teaching is good or better with some outstanding practice in evidence on the day of the visit;
- The curricular drive of the Arts is creating an outstanding environment for learning with a relentless focus on high quality in all the school does.

Next Steps:

- Continue to prepare for the Ofsted inspection due any time now;
- Generate standards in writing to match those in reading and mathematics;
- Continue to collaborate with great schools, especially in terms of pedagogy and moderation;
- Recruit until the school is oversubscribed to enable maximum funding;
- Develop a middle leadership team to enable joint ownership of the school's development.



The **'Key Target Areas for Improvement'** will align with Ofsted's key judgements and links directly to our Trust school's self-evaluation (updated termly). Each school has its own Improvement Plan (SIP) which details the actions to be taken across this academic year under the Key Target Areas listed below.

This Trust Improvement Plan focuses upon **'The Effectiveness of Leadership & Management' (Key Target 4)**

<b>Key Target 1</b>	<b>Outcomes for pupils</b>
<b>Key Target 2</b>	<b>Quality of teaching, learning &amp; assessment</b>
<b>Key Target 3</b>	<b>Personal development, behaviour &amp; welfare</b>
<b>Key Target 4</b>	<b>The effectiveness of leadership &amp; management</b>



## Key Target 4: The effectiveness of leadership and management

- 4.1 To ensure the highest, consistent standards of T&L & assessment across the Trust. Appraisal linked to performance & standards with career progression developing leadership capacity across staff groups. Robust & rigorous monitoring, moderation & quality assurance.
- 4.2 To ensure the effectiveness of governance: Governance role and responsibilities defined with remit of each part of structure clear to allow for deep and accurate understanding of the Trust's performance, and of staff and pupils' skills and attributes
- 4.3 To ensure the staff complement is of the highest calibre at all levels across the Trust. In a climate of teacher shortages, to be able to attract, recruit and retain teachers of the highest standard in order to maintain a consistent high level of education to all children.
- 4.4 To ensure each school in the VAT operates in a building fit for purpose with internal & external environments conducive to inspirational learning.
- 4.5 To ensure SEND pupils receive high quality provision across every aspect of the curriculum

### 4.1 Trust Development Plan 2017 - 2018

4.1 To ensure the highest, consistent standards of T&L & assessment across the Trust. Appraisal linked to performance & standards with career progression developing leadership capacity across staff groups. Centred in robust & rigorous monitoring & quality assurance.

#### Success Criteria - what will be the impact by the end of the action plan? - what will be better?

- The values and vision of the Trust will be lived and walked by all members of 'Team Viking'
- Every aspect of Governance is highly effective in their role
- Leadership and management to aspire to be outstanding at every level, meeting all of 'Good' and elements of 'outstanding'
- Leadership roles and opportunities for staff across the Trust looks to continue to build leadership capacity with CPD at the heart of the appraisal process
- Successful induction of new staff across the Trust.
- Trust Leadership Team are united in purpose & work as team to fulfil common goal
- Clear roles and responsibilities in place for every member of 'Team Viking'.
- Effective communication across Trust personnel, with consistent practices modelled in each school to ensure well planned & organised events and smooth running of each school at all times
- Positive, supportive relationships in place based upon mutual respect amongst all staff. The promises detailed in the Viking 'Blue Book' are implicit across all staff groups resulting in strong team ethic and happy workforce.

#### In order to achieve an outstanding judgement, the following criteria will need to be met:

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.





- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

School Actions (Process)	Lead person	By When	Resources Time/£ and Source	Monitoring: Who, How often, When and How LAB & Trustees
➤ Appraisal Report including pay progression statement reviewed for 2017-18 resulting in Trust wide documentation that provides	VAT LT	T1: Policies updated by	Release time for all staff to attend appraisal meetings.	LAB sub com to lead school leadership appraisal (Chair of Lab + one other)

<p><b>rigorous &amp; robust documentation and guidelines that are consistently applied</b></p> <ul style="list-style-type: none"> <li>• Refine 'Trust' Appraisal documentation for four different staff groups: Leadership, Teachers, Education Support Staff &amp; Non-Education</li> <li>• Appraisal paperwork to share Trust wide expectations &amp; accountability for all staff working across VAT schools</li> <li>• Inset session to introduce and set expectations followed up with PDM sessions to support staff with changes: review</li> <li>• Review the Trust-wide Appraisal &amp; Capability policy alongside a Pay Policy. Both policies to set out pay progression linked to performance for all staff working for VAT, ensure consistency across VAT. 2017 pay increase updated in policy.</li> <li>• Differentiated range for Teachers linking to gradings to ensure pay and reward is performance related and consistently applied across Trust schools.</li> <li>• Start of App.Cycle teachers detail the point they are aiming for - this focuses their expectations as well as allowing for draft budget setting.</li> <li>• Greater emphasis on accountability with rigorous appraisal for Leadership Team: termly appraisal monitoring meetings HoS with ML</li> <li>• Moderation of appraisal documentation to occur mid and end of year to ensure consistency</li> <li>• Trustees to form an 'Appraisal Sub Committee' to lead on Trust wide appraisal (PA com)</li> <li>• Recruitment &amp; Retention to remain at forefront of Trustees &amp; TLT agenda. Proactive in ensuring all three schools reputation to local community</li> </ul>		<p><b>ML Sept 2017</b></p> <p>Appraisal review cycle to have completed phase 1 by <b>20/10/17</b></p> <p>Appraisal staff PDM T1 week 2 (<b>13/09/17</b>)</p> <p>ML to lead Support staff PDM by <b>30 Nov 2017</b> &amp; staff training <b>23/01/18</b></p> <p>Mid-Year review meeting T3 2018 (wk beg <b>05 Feb PDM</b>)</p> <p>ML to lead Appraiser meeting Ongoing CDP links raised with appraiser &amp;</p>	<p>Ind. Schools to finance this.</p>	<p>LAB to receive appraisal updates.</p> <p>LAB to receive pay progression info to link to budget setting</p> <p>Trustees to receive summary from each LAB</p> <p>Trustees to have Appraisal sub com for VAT LT appraisal</p>
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<p>and further afield remains positive to encourage staff to work for VAT. Media links.</p> <ul style="list-style-type: none"> <li>To promote retention, ensure staff wellbeing is high on Trustees &amp; TLT agenda. Time spent actively looking at ways of reducing stress and building the team. HoS to introduce incentives to promote team spirit and provide opportunities for Trust to support the contribution made by staff across the Trust. Well-Being Policy launched to detail the contributions that can be made by the schools in the Trust which will comply with the AFH and be open and transparent to all.</li> <li>VAT Staff Team Building Inset Day: TLT to organise to enable staff across schools to build relationships.</li> <li>The creation of a staff reward scheme - the Viking Spirit Award to formally recognise &amp; reward contribution to the Trust that goes above and beyond and fully embraces our Viking values</li> </ul>		<p>vetted by TLT: link to SIP &amp; App.</p> <p>Leadership PA: ML meet HoS 05/02/18</p> <p>N2V training T6: 05/07/18</p>	<p>Media cost £1800 annual cost per school for PB fees</p> <p>Feb Inset Day. All Teaching staff to attend &amp; open to all support/admin. Cost £55 per person DA to organize &amp; lead with HoS</p>	
<ul style="list-style-type: none"> <li>To cement the Trust Leadership Team which will have responsibility for success of all VAT schools</li> <li>TLT provide leadership support with overview of three schools. Priorities discussed and actions decided by TLT.</li> <li>HoS lead their school but have Trust-wide responsibility for the success of all schools in Trust. Trust appraisal target set.</li> </ul>	<p>TLT: EHT, HoS x3, TBM, SBM TSenco</p>	<p>Annual prog.</p>	<p>Meeting time for TLT - no cover required but school leaders to step up to manage school to allow HoS to attend. Refreshment costs if venue off site</p>	<p>Trustees &amp; LABs will have copies of school priorities through completion of Termly SEF</p>

<ul style="list-style-type: none"> <li>• Fortnightly KIM meetings set as non-negotiable for key priorities to be aired &amp; solutions found</li> <li>• Key Indicators template created to form agenda for TLT meetings</li> <li>• Develop open and honest culture for collaborative working - only as strong as weakest link - and need all schools in Trust to aspire to outstanding practice at all levels</li> <li>• Raise challenge across schools to ensure shared high expectations - coming from driven, purposeful senior leaders</li> <li>• Seasonal Termly well-being meeting between EHT &amp; members of TLT. Create opportunity for reflective dialogue, provide listening ear for TLT to 'off load up' and ensure support given where required Autumn / Spring / Summer</li> </ul>		Trust appraisal target shared Dates & paperwork on SPoint & updated termly		
<p>➤ <b>Systems and processes in place across Trust enabling EHT to have realistic portrait of VAT schools</b></p> <ul style="list-style-type: none"> <li>• Implementation of termly SEF report containing essential school information. Created by HoS and shared with EHT at the start of each new term. Template consistent across all VAT schools to allow for EHT, Trustees &amp; external parties to compare school to school and develop knowledge of Trust wide system for reporting</li> <li>• Termly SEF report to become the SEF for each school with the addition of contextual information for each school</li> <li>• Consistent Assessment and reporting of data analysis through use of Bromcom as MiS, Ass.lead to train TLT to use Ass package to full capacity.</li> </ul>	<p>EHT HoS x 4</p> <p>A&amp;C Leader</p>	Termly	HoS time, ongoing process	Termly SEF shared with school LAB and Trustees as body of information reported to them at each meeting

<p>➤ <b>Continue to build leadership capacity across the Trust with focused CPD programme and Coaching / Mentoring</b></p> <ul style="list-style-type: none"> <li>• Career progression policy followed with in-house &amp; external coaching &amp; training specifically to 'grow' leaders</li> <li>• Appraisal to have CPD at its heart, raising staff accountability to enable staff to take ownership &amp; responsibility for their professional development &amp; career path</li> <li>• Introduce the 'Learning Agreement' for all staff. To introduce this as part of Induction pack for new staff and share with current staff. Learning Agreement to set out expectations for the payment of educational based training. The CPD Policy &amp; Staff Handbook to detail contributions paid by the Trust</li> </ul>	<p>EHT TLT</p> <p><b>All staff</b></p>	<p><b>Part of appraisal cycle</b></p>	<p>Appraisal release time for meetings across yr. Training costs as and when appropriate.</p> <p>NPQ programme reviewed &amp; monitored x 3 yearly at KIM Funding 2017 paid by DfE NLT as area of 'need'</p>	<p><b>HoS to report to EHT CPD needs across their school &amp; opportunities available: Kent CPD online, National College, SELT LAB to have appraisal updates x3 year</b></p>
<p>➤ <b>To ensure staff across Trust work as a cohesive team with absolute clarity on expectations, accountability &amp; roles &amp; responsibilities.</b></p> <ul style="list-style-type: none"> <li>• Mentoring for the Heads of School from all three schools from EHT. Successful completion of NPQH programme by 3 Heads. Formal well-being termly face to face meeting. Ongoing coaching from EHT. Part of TLT, supportive collaborative environment to grow as senior leader.</li> <li>• ML to continue as National Leader of Education supporting 3 Kent primary schools on journey to Outstanding</li> <li>• ML to continue MAT CEP training &amp; meetings to further develop role &amp; build VAT. Attend RSC</li> </ul>	<p>ML</p> <p>TBM, SBM</p> <p>ML</p>	<p><b>Inset Day to set expectations, ongoing</b></p> <p><b>DA/KL &amp; DW completed NPQH NB to complete: T3</b></p>	<p>HoS time to lead 1:1 well-being meetings, 360 meetings lead by member of TLT Inset &amp; PDM time to reinforce Viking here vision &amp; expectations. Staff handbook for each school completed by HoS 1<sup>st</sup> week Sept 2017.</p> <p>Cost of training: NPQSL = £2k each NPQML</p>	<p><b>TLT LAB Trustees</b></p>

<p>training days: focus on leading a MAT &amp; role of CEO (EHT)</p> <ul style="list-style-type: none"> <li>• Induction for all Trust new staff: consistent Induction programme established. Eg Paperwork, routines, key survey 3/6/12 months. Key survey electronic paperwork. Termly Induction meeting held. New staff across Trust expected to attend as part of induction New 2 Viking Induction programme established for new Teachers</li> <li>• Roles &amp; Responsibilities of staff reaffirmed annually with JDs re-issued (Ts annually, Support staff biennially). Effective &amp; efficient use of all staff priority. Restructure undertaken of staff groups if need arises.</li> <li>• 360 Staff audits completed at 3, 6 &amp; 12 months - mini appraisals on performance with 1:1 meetings with HoS to discuss outcomes. 360 audits to form part of appraisal</li> <li>• Head of School to conduct staff 1:1 well-being meetings with every teacher Term 1 &amp; Term 3. EHT to hold HoS to account to ensure no slippage &amp; meetings are prioritised. Action &amp; Impact statements to be reported back to EHT by HoS.</li> </ul>		<p><b>Termly Meeting: 1<sup>st</sup> Thursday of each term</b></p> <p><b>N2V annual timetable</b></p>	<p>NLE work: KCC to pay for EHT's time @ £400 x 4 1/2 days</p>	
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#### 4.2 Trust Development Plan 2017 - 2018

**4.2 To ensure the effectiveness of governance:** Governance role and responsibilities defined, with remit of each part of Governance structure clear to allow for deep and accurate understanding of the Trust's performance, and of staff and pupils' skills and attributes

Focus	Priorities	Tasks	Lead Governors	Review date
<b>FOCUS 1 Strong</b>	<b>To complete the reconstitution of Governance across the VAT</b>	1. Annual review the structure of Members, Trustees and Local Advisory Bodies (LABs) in light of changes to Multi-Academy Trust. Use info from 'Skills Audit' to select most appropriate personnel make up the different governance groups and subsequent sub committees.	Chair of T, Chair of LABs EHT	Annual timetable distributed to all

<p><b>sense of 'team'</b></p>	<p><b>To review and agree practice and protocol for effective meetings.</b></p>	<ol style="list-style-type: none"> <li>2. EHT to attend DfE Executive Educators Training with focused workshops on MAT Governance. TBM to also attend. Outcomes of training cascaded to Board.</li> <li>3. Scheme of Delegation reviewed to reflect the changes across VAT. Use current evidence from DfE &amp; NGA as well as successful MATs to ensure the SoD reflects the model of Governance appropriate to the current Trust structure as well as being futures orientated.</li> <li>4. EHT to lead training to all Members, Trustees &amp; LAB governors to ensure the role, responsibilities and remit of each part of Governance structure is understood. Prevent repetition of task &amp; agenda &amp; ensure understand Clerk to prepare documentation.</li> <li>5. Review "Golden rules for all Governance meetings" with particular reference to focussed agendas allowing a 30/70 split between business and strategic leadership.</li> <li>6. Follow up robustly the non -attendance of committee members and report back to Governors</li> <li>7. Governance Code of Conduct reviewed annually to include Governance Profile and Key Performance Indicators (KPIs)</li> <li>8. Each 'layer' of Governance have new ToR, which will be reviewed annually. Clarity of purpose for each committee &amp; minimise repetition of role.</li> <li>9. Ensure appropriate 'Meeting Room' as venue for all meetings, with appropriate furniture placed to ensure effective committee member discussions.</li> <li>10. Clerk to act as liaison with Office in each school for 'housekeeping tasks'</li> </ol>	<p>+ Trust Sec.</p>	<p>committees / parties by T1 Sept 24<sup>th</sup> 'Housekeeping' Gov Meeting - all grps invited</p>
<p><b>FOCUS 2 Strong, effective relationship with Trust</b></p>	<p><b>To improve and effectively use the collection of evidence to support school improvement.</b></p>	<ol style="list-style-type: none"> <li>11. Review membership of LAB (Local Advisory Body) - clarity of role established through the creation of new Scheme of Delegation recognising new VAT</li> <li>12. New template for LAB Meeting agenda used across all VAT schools. LAB meetings &amp; visits to focus around School Improvement. LAB to</li> </ol>	<p>ML &amp; Trust Sec, Chair of LAB &amp; HoS</p>	<p>Sept '17 T1</p>

<p><b>LTeam &amp; wider Staff</b></p>		<p>hold HoS account by monitoring their school's priorities, detailed in their SIP.</p> <p>13. EHT/Clerk to revise 'Governor' visit template to include evidence of challenge &amp; every LAB agenda to have question regarding impact at end of meeting.</p> <p>14. Board / LAB to lead a staff survey annually and use the information to inform planning. Liaise with Head of C&amp;A to use electronic survey (Google). To be sent out from Board to staff and 100% response expected back. Use PDM time to minimise barriers for return</p> <p>15. Middle &amp; senior school Leaders to report to LAB on Standards to enable LABs to monitor progress of phases &amp; curriculum areas.</p> <p>16. Introduce Trust Standards lead - to have overview of progress &amp; attainment in each Viking school. RC &amp; ML to meet with PV to enlist his expertise to take this role</p> <p>17. HoS and C of LAB to meet at least once a term (1st week of every term) x6 year to communicate school issues. Email / phone contact weekly. EHT &amp; C of Trust to follow similar pattern for communication.</p> <p>18. Trust Secretary (TS)to MAT to ensure timetable for meetings are adhered to with relevant information shared accordingly. TS liaison with key personnel in each school &amp; EHT to ensure consistency in communication &amp; expectations on different personal clear</p>		<p>Term 1</p> <p>Term 4</p> <p>Term 5/6</p> <p>Ongoing</p> <p>ongoing</p>
<p><b>FOCUS 3 Commitment to governor training and development</b></p>	<p><b>To ensure Governance at all levels of MAT Board are fully trained and confident to undertake their roles successfully.</b></p>	<ol style="list-style-type: none"> <li>1. Governance to follow the '7 Cs' and uphold the Nolan Principles in their role as Public Sector volunteers</li> <li>2. All Governors to review their 'skills and experience' audit - mapping process undertaken to use Governors experience and skills and to inform further training needs.</li> <li>3. Governance Competences Framework completed (New &amp; expected to be released from DfE Autumn 2016) which used alongside SoD, will ensure skills, knowledge &amp; competency of Governance meets national requirements of MATs</li> </ol>	<p>Trust /LAB Chairs &amp; Trust Sec.</p>	<p>T1 FGB</p> <p>ongoing</p>



		<ol style="list-style-type: none"> <li>4. Conduct an annual review of clerking arrangements. Review role of 'Trust Secretary' and combine post where possible to streamline Governance &amp; Business tasks</li> <li>5. Ensure the TS attends LA briefing sessions as appropriate - and reg. reads updates on NGA/Kelsi informing EHT &amp; Chairs</li> <li>6. TS to oversee Governance CPD with focus across this year on statutory requirements and MAT development</li> </ol>		
<b>FOCUS 4 Knowing the VA Trust</b>	<b>To ensure that all LAB &amp; Trustees have a clear understanding at the beginning of the academic year of where individual schools in Trust are placed in their journey of improvement.</b>	<ol style="list-style-type: none"> <li>7. All LAB Governors to attend meeting based on statutory testing to fully understand expected outcomes &amp; national picture. Training on assessment profile in each school and internal progress data.</li> <li>8. LAB Chairs to report to Board the 'Standards profile' in their school with guidance from Standards Trustee PV</li> <li>9. HoS to produce Termly SEF report for LAB to monitor standards against Ofsted criteria. This fed to Trust Board to build profile of all schools.</li> <li>10. Introduce two Strategy meetings a year for Trust/LAB combined that is strategic to discuss growth and capacity of Trust; Governance Competencies and Risk analysis.</li> </ol>	HoS & Head of A&C	Term 2 CPD + termly meeting  Ongoing  Term 1 /4
<b>FOCUS 5 Effective meetings - time management and delegation</b>	<b>To ensure that every minute is purposefully used to communicate across the GB so that all aspects of the school improvement are strategically monitored and impact effectively evaluated.</b>	<p>See also Focus 1</p> <ol style="list-style-type: none"> <li>11. Review of agendas to allow 30/70 business -strategy split-including time for discussion of priorities.</li> <li>12. Sharepoint developed as effective means of communication; sharing information &amp; allow all members of Governance to have necessary paperwork in advance of meetings to ensure every 'governor' is fully prepped.</li> <li>13. Undertake regular Trustees/LAB learning walks with an experienced guide/ aide memoire to focus on the Trust/school's specific priorities. To ensure culture of Trust, vision &amp; values remain true to core purpose and not become efficient without being effective</li> </ol>	Chairs & TS	Sept 2016

		14. TS to publish a calendar of meetings/events termly/annually for each committee to use as guide for year.		
<b>FOCUS 6 Standards - Attainment and Achievement</b>	To ensure that drive to improve standards is the core purpose of the Trust Leadership Team	15. Governance at all levels to hold the schools in the Trust rigorously to account for pupils' performance understanding national expectations and school targets 16. LABs to hold the schools rigorously to account for the allocation of Pupil Premium and PES funding	LABs & Trustees	Standards meetings x 3 year
<b>FOCUS 7 Effective Financial Management</b>	To ensure the Board of Trustees show sound financial management of the Trust meeting the requirements of the AFH.	17. Board of Trustees to elect a new Finance, Risk & Audit Committee using skills audit to ensure appropriate skill set utilised. Chairs of LAB to be members of Finance Committee. 18. New Finance Committee to attend CPD on MAT Finance. Led by TBM & use external provider resources. Outcome to have FC members proficient in Academy Financial systems to provide monitoring based on sound understand of academy financial system 19. EHT & TBM to attend Executive Educators Training on MAT Finance. Cascade this information to Finance Com, Chair of Trust & Chairs of LAB 20. Trustees to complete annual self-assessment tool combining Risk, Compliance & Competencies (using AFH 'Schedule of Requirements - 'The Musts') 21. TBM to produce a financial CPD handbook combining guidance from AFH, NGA 21 Questions for MATs & EFA (draft) Competencies Framework for MATs 22. Trustees ensuring 'best value' in order to invest in teaching & learning across the Trust	TBM, SBM, FRA Com.	Finance meeting x 4 LAB x 6  CPD training for FRA Com members

		<p>23. Trustees benchmark to ensure comparisons to 'like' schools are made and relevant questions posed</p> <p>24. Finance Com &amp; LAB to receive regular monitoring from TBM and SBM to ensure they are up to date with monthly budget and roll over</p> <p>25. LABs to be fully informed of spending and resources and the impact this has on school improvement. Chairs of LAB &amp; EHT to report this to Finance Com and on to Board</p> <p>26. The Finance Com to ensure budgets across the three schools are set with 3 year plan and link closely to each School Improvement Plan.</p> <p>27. Compliance Report actioned with all points for development addressed</p> <p>28. Board of Trustees to re-elect Personnel &amp; Appraisal Committee with membership from each LAB represented. Appraisal Committee to ensure pay progression is through rigorous and robust appraisal process</p> <p>29. Upton Budget to hold an individual separate fund code to monitor income &amp; expenditure for the Pool. Review with Accountants &amp; Auditors re: separate arm of VAT</p>		
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### 4.3 Trust Development Plan 2017 - 2018

**4:3 To ensure the staff complement is of the highest calibre at all levels across the Trust.** In a climate of teacher shortages, to be able to attract, recruit and retain teachers of the highest standard in order to maintain a consistent high level of education to all children.

Actions	LEAD PERSON	TIME SCALE	RESOURCES (Budget)	MILESTONES	SUCCESS CRITERIA	EVALUATION
<ul style="list-style-type: none"> <li>Leadership structure review to ensure middle leaders in place at U &amp; C to enhance accountability and develop 2 way communication</li> <li>Review Staff Well-Being Policy incorporating measures to smarten work load and reduce Admin tasks for teachers.</li> <li>Introduce non negotiable Well-Being Meetings x2 year for all staff - work/life balance an agenda item</li> <li>Review staffing structure that promotes collaborative working across VAT with leadership structure in place to grow middle leaders internally</li> <li>Change contracts to provide staff with freedom to work across the Trust</li> </ul>	<p>EHT/ TLT</p> <p>EHT</p> <p>EHT/HoS</p> <p>EHT Trust LT</p> <p>EHT Trust LT</p>	<p>Sept 17</p> <p>Ongoing development</p> <p>Jan 18</p>	<p>Staff personal hours:</p> <p>HR consultancy fees / SPS contract £20 per staff member:                      U:69 x £20                      C:73 x £20                      R: 31 x £20</p> <p>Although, cover, where possible will be 'in-house' which will significantly cut costs.</p> <p>SPS: Included in SLA - Platinum package</p>	<p>T1 Draft Policy for SWB in place</p> <p>T1 Leadership structure in place at U &amp; C</p> <p>T1 Teacher WB 1:1 meeting to have taken place with HoS C, R, U</p> <p>T2 Support Staff BB meeting taken place with HoS</p> <p>T2 Ratified WBpolicy by Trust Board</p> <p>T2 Work/life balance (1<sup>st</sup> draft) initiatives finalised and presented to staff.</p> <p>T2 JDs for Teachers issued</p> <p>T3 JDs for all staff issued</p> <p>T3 2<sup>nd</sup> WB meeting taken place btwn Teachers &amp; HoS</p>	<p>At the end of the academic year there will be limited loss of staff to positions outside the Trust.</p> <p>The schools within the Trust will be fully staffed by the strongest NQTs and good-outstanding teachers. There will be no agency teachers.</p> <p>Staff questionnaires will demonstrate positive</p>	

<ul style="list-style-type: none"> <li>Enlist support from HR Consultant to ensure legal compliance with staff structure changes.</li> </ul>	EHT/HoS / PB			T4 2 <sup>nd</sup> WB meeting btwn line manager & support staff	effects of the WB policy produced.	
<ul style="list-style-type: none"> <li>Purchase 'Flu Jab' for all Trust staff</li> </ul>	CW/CS to organize			Cost of School Nursing service to administer flu jabs	Retention levels high.	
<ul style="list-style-type: none"> <li>Absence procedures reviewed across Trust. Lines of accountability consistent &amp; outcomes viewed as fair, open and transparent. Bradford scale.</li> </ul>	EHT/CS			July 2018: Express interest for SD Prog T2: EHT	Reduction in staff absence levels - across all staff grps	
<ul style="list-style-type: none"> <li>Identify graduate TAs for straight to Teaching programme (Schools Direct)</li> </ul>	EHT				'Soft' data shows positive picture eg staff room atmosphere,	
<ul style="list-style-type: none"> <li>Establish links with Teach First &amp; Future Leaders using RAPS deprivation index to recruit across the Trust</li> </ul>	EHT & NB				professional & personal r/ships entwined,	
<ul style="list-style-type: none"> <li>Establish Viking brand to attract staff to the Trust, positive image in the community, the creation of 'The VAT Little Blue Book'</li> </ul>	Trust LT + PB				strong sense of Team	
<ul style="list-style-type: none"> <li>Recruit a Media Consultant to lead publicity &amp; marketing for VAT</li> </ul>	HoS + PB			£1800 annual cost per school for PB services		
<ul style="list-style-type: none"> <li>Develop VAT website to advertise for all recruitment</li> </ul>	EHT					



<ul style="list-style-type: none"> <li>Proactive in managing short long term absence with staff trained to cover colleagues &amp; gain promotion / experience eg SBM Office Manager in Admin Team</li> </ul>	COO					
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#### 4.4 Trust Development Plan 2017 - 2018

4:4 To ensure each school in the VAT operates in a building fit for purpose with internal & external environments conducive to inspirational learning.

Actions	LEAD PERSON	TIME SCALE	RESOURCES (Budget)	MILESTONES	SUCCESS CRITERIA	EVALUATION
4.4.1 Ramsgate Arts Primary School <ul style="list-style-type: none"> <li>Maintain positive relationship with DfE/EFA &amp; contractors in planning &amp; building stage of new school</li> <li>Manage partial opening of permanent school site as of 01/09/17 ensuring compliance with H&amp;S &amp;</li> </ul>	ML / NB  ML / NB	Ongoing  T1 & T2	RFS Budget EFA additional supplements for media / publicity	Phase 1 Handover 9 <sup>th</sup> Aug 2017  Phase 2: 4 <sup>th</sup> Sept  Phase 3: Jan 2018	Ramsgate Arts Primary School opens in its new home September 2017 with 120+ pupils & full staff compliment. Fully open Jan 2018	



<p>Safeguarding. Anticipated full opening Feb 2018. Management plan in place for partial opening to negate impact to pupils learning experience &amp; curriculum coverage</p> <ul style="list-style-type: none"> <li>Ensure all stakeholders are communicated with effectively, receiving regular updates on new building and journey for complete opening of school on permanent site</li> <li>New name communicated to all stakeholders</li> <li>Targeted publicity to attract new pupils to the school in Reception this year as well as new intake for Sept 2018</li> <li>Uniform and signage to display name change</li> <li>Further develop new 'Arts' based curriculum and ensure planning of new building reflects this as well as being equipped/resourced for Arts focus.</li> <li>Recruitment across this year to consider the Arts curriculum and develop</li> </ul>	<p>ML / NB</p> <p>ML/NB</p> <p>NB/PB</p> <p>ML/NB</p> <p>ML / NB</p>	<p>Ongoing</p> <p>T2 Parent Meeting</p> <p>T2 2017</p> <p>T2/T3</p> <p>T3</p> <p>T3/4</p> <p>Ongoing</p>	<p>Corporate Patronage set up £2k annual cost</p>	<p>Open Day publicity Nov + to show completed site</p>	<p>Sept 2018 - PAN for Reception classes (60 pupils)</p>	
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<p>capacity to meet needs of this specialism</p> <ul style="list-style-type: none"> <li>Uniform to reflect new arts curriculum</li> <li>Establish partnership with Turner Centre to cement our Arts profile in local community</li> <li>Business plan to access additional funding from EFA to support staffing in high level of need Y4/5 class</li> <li>Initiate discussion with DfE/EFSA re: Nursery provision on site</li> </ul>	<p>NB</p> <p>ML/NB/MB</p> <p>CFO</p> <p>ML</p>	<p>T3+</p> <p>T2/T3</p>				
<p>4.4.2 Chilton</p> <ul style="list-style-type: none"> <li>H&amp;S: Boundary of school to be finalised. Letter written by VAT &amp; hand delivered to GS</li> <li>Establish positive relationship with Farmer Guy Smith</li> <li>Gate added to boundary as fire exit &amp; new Fire plan developed to recognise this</li> <li>Fire Safety works completed across August/Term 1 2017 &amp; meets regulations</li> </ul>	<p>ML / CS</p> <p>ML/CS</p> <p>CS &amp; Site Team</p> <p>CS &amp; Site Team</p>	<p>T1</p> <p>T1</p> <p>T1/2</p> <p>T1</p> <p>By T2 2017</p>	<p>Legal costs: estimate £5k</p> <p>EFSA funding</p> <p>EFSA funding</p>	<p>Chilton meets Fire Safety Regs</p> <p>2017+ = Traffic congestion eased with new parent drop off zone taking traffic off of Chilton Lane</p> <p>Chilton EYFS/KS1 playground space fit for purpose &amp; development</p>		

<ul style="list-style-type: none"> <li>• Electrical upgrade completed</li> <li>• RAPS temp. buildings removed from site by Aug 2017 &amp; site 'made good'</li> <li>• EYFS/KS1 playground refurb: funding to be applied for</li> <li>• Commence enquiries to TDC re: vehicle access via allotment</li> <li>• Long term aim - potential drop off zone using allotment access</li> <li>• Initiate inquiries to expand school with additional level added</li> <li>• Develop positive working relationship with on site nursery. Publicity to community to rebuild interest. Work with EYFS to promote transition. Lettings for use of school playground &amp; field</li> <li>• Internal environment: To ensure facilities are fit for purpose &amp; meet the outstanding learning environment desired, utilising the space &amp; resources, maximising potential.</li> </ul>	<p>CS &amp; Site Team EFSA</p> <p>KL &amp; HC</p> <p>ML</p> <p>ML</p> <p>ML</p> <p>KL &amp; HC</p>	<p>Jan 2018</p> <p>T1/2</p> <p>Future aim</p> <p>Future aim</p> <p>T1</p>		<p>project to commence</p>		
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<ul style="list-style-type: none"> <li>➤ Hall upgrade - curtains, stage space, IT equipment, cupboards &amp; use of space as breakout classrooms.</li> <li>➤ Lockers purchased for Y2 - 6</li> <li>➤ Small hall made into working library &amp; music room.</li> <li>➤ Rainbow room functioning as breakout room as well as resources storage</li> <li>➤ Entrance of school welcoming &amp; child friendly - floor space?</li> </ul>						
<p>4.4.3 Upton Swimming Pool:</p> <ul style="list-style-type: none"> <li>• Business Plan created to ensure Pool is run at a profit moving food with funds</li> <li>• Staffing to meet the needs of the new pool opening hours and commercial aspect as well as facility for Upton pupils eg Pool Manager, Swim Ts, Lifeguards</li> <li>• Fund raising to continue to raise funds for external canopy</li> </ul>	<p>Upton LAB DW / RC</p> <p>Pool Sub Com</p> <p>Pool Sub Com</p> <p>DW/PTFA</p>	<p>T1 October 2017</p> <p>T2</p> <p>T2</p> <p>Ongoing</p>	<p>Refreshments / buffet Cover for staff in attendance (internal supply)</p> <p>Salary met by Upton (for PPA cover) &amp; profit from pool to support salary of pool manager</p>		<p>Both school and commercial bookings timetabled across day and in to weekend</p> <p>Pool running at a profit and self-sustaining</p> <p>New Viking Trading Arm established if income exceeds 50k</p>	

<ul style="list-style-type: none"> <li>• Budget Implications: Ensure swimming pool income is shown on budget to meet EFSA regulations. VAT / business advice to be taken from Hacker Young Accountants</li> <li>• Internal environment: To ensure facilities are fit for purpose &amp; meet the outstanding learning environment desired, utilising the space &amp; resources, maximising potential.</li> <li>• Rainbow Room/corridor upgrade - floor space, ceiling displays.</li> <li>• CIF: Fire Safety works completed across August/Term 1 2017 &amp; meets regulations</li> <li>➤ CIF: Roof upgrade - due for completion Feb 2018</li> </ul>	<p>CFO / FAR com / Upton LAB</p>	<p>T2 + T3 FAR meeting 24/01/18</p>	<p>Part of Audit package Trust already pays in to</p>			
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**4.4 Trust Development Plan 2017 - 2018**

4:5 To ensure SEND pupils receive high quality provision across every aspect of the curriculum



4:6 To ensure that all staff continue to understand and know how to teach and support children with SEND as part of their everyday quality first teaching

4:7 To ensure that all children's achievement (attainment and progress) constitutently exceeds national expectation.

Actions	LEAD PERSON	TIME SCALE	RESOURCES (Budget)	MILESTONES	SUCCESS CRITERIA	EVALUATION
To develop a programme of SEND CPD opportunities for staff across VAT	EH	Ongoing 02/11/17: New Staff PDM on Inclusion & SEND  Support Staff CPD: 10/01/18		<b>Term 1</b> Share VAT SEND responsibilities with all staff All staff to complete CPD SEND audit <b>Term 2-6</b> Plan a timetable of SEND CPD opportunities across the Trust through 'Pop up training', outside agency support 'Annual Market Place' to share good SEND practice across the Trust <b>Term 6</b> Review SEND Audit with staff	Observed during lesson observations  Feedback from training	
Effective high quality interventions are in place to ensure all pupils identified with SEND make good progress in all	EH	Ongoing		Provision maps/ personalised plans reviewed termly and provision		

<p>areas of the curriculum (narrowing the gap)</p>				<p>adjusted accordingly</p> <p>Interventions follow a cycle of Assess, Plan, Do review</p> <p>Cycle of observations to monitor the delivery of interventions</p>		
<p>Rigorous assessments are used to precisely identify SEN and match interventions/ resources which are tailored to the individual needs of the child</p>	<p>EH</p>	<p>Termly</p>		<p>Entry and exit data to measure impact of interventions</p> <p>Pupil Progress</p> <p>Meetings to identify needs and concerns</p> <p>Developing partnerships with outside agencies to ensure the provision of specialized support services to children with SEN</p>		

Raise the self-esteem and safeguard the wellbeing of children' with SEND through developing tailored 'enrichment' and 'enterprise' activities	EH	Ongoing		<p><b>Term 1</b> - Set up Resilience Groups (yr5&amp;6)(Chilton), Wellbeing Group (Yr 3) (Upton), Art and play therapy (RAP)</p> <p><b>Term 3&amp;4</b> - Enterprise projects across VAT</p>		
<p>Ensure that SEN is consistently, systematically and confidentially communicated and recorded at all levels across the VAT</p> <p>Purchase of software as consistent method for recording safeguarding / SEND provision</p>	<p>EH Trust LT</p> <p>EH</p>	<p>Ongoing</p> <p>T3 install T4 inplace with CPD rolled across VAT</p>		<p><b>Term 1</b> - Provide provision mapping support for new staff across the VAT</p> <p><b>Term 2/3</b>- Develop a system on 'Share Point' for staff to request SEND support and share SEND resources Use Bromcom to log meetings, phone calls and agency involvement across VAT schools</p> <p><b>Term 6</b> - Implement a</p>		

				universal provision mapping system across the trust		
Effectively engage with parents so that they understand their child's SEN needs and know how to support them				Parent workshops and structured conversations with parents		
Consistent VAT communication: letters following SEND assessments / appointment invites & follow up Website update on SEND provision SEND parent meetings				Children with SEND personalised plans are reviewed termly with a member of staff (CT)		

### Monitoring and Evaluation of Progress

The plan will be monitored and evaluated by Trustees. It will be reviewed three times a year during Trustee Meetings in Terms 2, 4 & 6. The Local Advisory Bodies (LABs) monitor the impact of actions within each school. This is fed back to the Trustees. LAB visits and links with their school will relate back to priorities highlighted in this document and individual school SIP.

The Trust Leadership Team will monitor and evaluate the Trust Improvement Plan alongside key aspects of their individual school Improvement Plan. Please see Appendix 1 for the '**Monitoring Review and Self Evaluation Cycle 2017-18**'

This plan is RAG rated across the year:

Actions completed/implemented





Action in process

Action not yet implemented

New action added after Term 1 as result of ongoing evaluation of Trust needs

## GLOSSARY

<b>MAT / VAT</b>	<b>Multi Academy Trust / Viking Academy Trust</b>
<b>LAB</b>	<b>Local Advisory Body (previously known as Governing Body)</b>
<b>SEF</b>	<b>Self Evaluation Form</b>
<b>TIP /SIP</b>	<b>Trust/School Improvement Plan</b>
<b>SEN /SEND</b>	<b>Special Educational Needs / Special Educational Needs and Disability</b>
<b>T&amp;L</b>	<b>Teaching &amp; Learning</b>
<b>7 P's</b>	<b>7 Key things T&amp;L must consider: Pace, Positive, Purpose, Partner work, Participation, Passion, Progress,</b>
<b>TTYP</b>	<b>Turn To Your Partner</b>



<b>B4L</b>	<b>Behaviour for Learning</b>
<b>A4L</b>	<b>Assessment for Learning</b>
<b>LAC / ChIC</b>	<b>Looked After Child (Child in Care)</b>
<b>SEN / SA / SA+</b>	<b>SEN = Special Educational Needs : School Action / School Action +</b>
<b>PP</b>	<b>Pupil Premium</b>
<b>EAL</b>	<b>English as Additional Language</b>
<b>PES</b>	<b>PE &amp; Sport (Funding)</b>
<b>CPD / PDM</b>	<b>Continuing Professional Development / Professional Development Meeting</b>
<b>UQT /NQT</b>	<b>Unqualified Teacher / Newly Qualified Teacher</b>
<b>MPR / UPR / LS</b>	<b>Main Pay Range / Upper Pay Range / Leadership Spine</b>
<b>EHT/HoS</b>	<b>Executive Headteacher / Head of School</b>
<b>TBM / SBM</b>	<b>Trust Business Manager / School Business Manager</b>
<b>TLT / SLT AHT / LOL</b>	<b>Trust / Senior Leadership Team Assistant Headteacher / Leader of Learning</b>
<b>IPC</b>	<b>International Primary Curriculum</b>

# Monitoring Review and Self Evaluation Cycle 2017-18

## KEY

Trust Leadership Team	Curriculum Teams	Trustees	Inclusion Team	Head/AHTs	AHTs/LoL
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Spring Term Dates: Term 3 04/1/2018 - 09/02/18. Term 4 19/02/18 - 29/03/18

Spring T3 & 4	January	February	March	April
Appraisal		Teacher Mid-Year appraisal review - dates?  HoS + EH Appraisal mid-year reviews wk beg 05/02/18  RAPS w/b 5 <sup>th</sup> Feb Teacher mid yr appraisal mtgs w/b 19 <sup>th</sup> Feb TA mid yr appraisal mtgs	EHT mid-year review (external provider)	
Monitoring of teaching & behaviour	Lesson observations: NQTs  Chilton: B4L TA and SM - 17 <sup>th</sup> + 18 <sup>th</sup> w/b 15 <sup>th</sup> Jan = Y5+6 audit w/b 22 <sup>nd</sup> Jan = Y2+3+4 audit inc. NQT	NQTs/SDirect Upton- MD- observation- after she returns from Newington and has settled back in.  RAPS	Lesson observations: All schools: NQTs Chilton: Peer audit week 19 <sup>th</sup> March  RAPS 6 <sup>TH</sup> Feb -Mocksted	Lesson observations: Upton: Audit Wk 2 Y3

	<p>w/b 29<sup>th</sup> Jan = YR+1 audit</p> <p>RAPS</p> <p>16<sup>th</sup> Jan = ST/SS Viking Way</p> <p>23<sup>rd</sup> Jan = ARB, AB &amp; KA obs</p> <p>Yr 2,3,4 Audit</p> <p>w/b 29<sup>th</sup> Jan =Yr 1 and Recp Audit (NB &amp; KT)</p> <p>Upton: 8.1.18- Self Audit week- Year 5</p> <p>15.1.18- NL and JH observation</p> <p>22.1.18- Self audit week- Year 4</p> <p>Uniform check</p> <p>Learning Walk for all year groups not having Audit week in Term 3:</p> <p>U: Y6 - wk beg: 15/01</p> <p>Y3 - wk beg 29/01</p>	<p>6<sup>th</sup> Feb = Yr 5 Audit: ML &amp; NB ob ST</p>	<p>w/b 19<sup>th</sup> Feb -Peer Audit</p> <p>Upton:- Audit Wk 2 Y6</p> <p>Uniform check</p>	
		<p>Full observation of any teachers graded RI in T3</p> <p>Informal target setting if necessary</p>		<p>Full observation of any teachers graded RI in T4</p> <p>Informal target setting if necessary</p>
	<p>Cycle 6: 01/01/18</p> <p>Silver behaviour badges given out for 6 badges</p> <p>W/B 22/01/18: Midyear behaviour analysis completed</p> <p>Cycle 7: 23/01/17</p>	<p>Cycle 8: 19/02/18</p>	<p>Cycle 9: 12/03/18</p>	<p>Cycle 10: 16/04/18</p>
<p><b>Scrutiny of work</b></p>	<p>RAPS</p> <p>w/b 8<sup>th</sup> Jan - Writing</p> <p>w/b 15<sup>th</sup> Jan -Planning</p>	<p>RAPS</p> <p>08/2 Trust writing moderation</p>		<p>Sample book look cross-referenced to planning -</p>

	<p>19/1-EYFS Moderation w/b 22<sup>nd</sup> Jan -Maths/House Keeping 26/1-Yr 1 Moderation 31/1-Yr 2 Moderation Upton- Year 5 books- self-audit week 15.1.18- Year 3 and 6 Maths- are they following the Maths cycle? 22.1.18- Year 4 books- self-audit week 29.1.18- Published pieces- looking at the quality</p>	<p>26nd Feb SEN /PP</p> <p>Sample book look cross-referenced to planning - evaluate progression of skills and breadth of curriculum.</p>		<p>evaluate progression of skills and breadth of curriculum.</p>
<p>All schools: Weekly work scrutiny- evaluate work against set criteria. HoS to share weekly criteria for T3&amp;4 with EHT by 10/01/18</p>				
<p><b>Learning environment monitoring</b></p>	<p>Learning Environment: as part of Audit week - formal grading</p>	<p>RAPS w/b 19<sup>th</sup> Feb-Learning Environment Audit</p>		



<b>Assessment and data analysis</b>	<p>Chilton: Data pull 22<sup>nd</sup> Jan</p> <p>RAPS: w/b 4<sup>th</sup> Jan Yr 5 Assessments</p> <p>Upton- 22.1.17- VAT writing cross moderation- all day</p>	<p>AHTs/LoL analysis of term 3 data to inform Strategy Form Chilton</p> <p>RAPS w/b 5<sup>th</sup> Feb -Data w/b 19<sup>th</sup> Feb -PPM mtgs</p> <p>RWI assessments 5<sup>th</sup> Feb</p> <p>Chilton - PPM focus on PPG w/b 5<sup>th</sup> Feb</p> <p>Upton: Cross-School moderation of writing w Chilton/RFS or External moderator 8.2.17- VAT cross moderation Year 3, 4 and 5 at Upton.</p>	<p>Chilton Data due 5<sup>th</sup> March and PPM week 12<sup>th</sup> March</p> <p>RAPS RWI assessments 5<sup>th</sup> Feb</p> <p>Upton: Spring Assessments Reading/Writing/SPAG wb 13<sup>th</sup> March PPMs following week 20<sup>th</sup> March</p>	<p>AHTs/LoL analysis of term 4 data to inform Strategy Form</p> <p>Upton: B4L reports to go home end of Spring Term</p>
<b>National Assessment data analysis</b>		<p>National assessment predictions for strategy form T3</p>	<p>Learning walk - evaluation of resources and impact</p>	<p>National assessment predictions for strategy form T4</p>
<b>Inclusion</b>	<p>Upton- 05/01/18- Safeguarding file update</p>	<p>24/02/17- Safeguarding file update IEP and provision maps reviewed SEN Review of interventions, support and resources for Strategy Form</p> <p>RFS-W/B 27/02/17 Provision Maps reviewed and new Provision Maps completed. New nurture groups/targets set</p>		<p>21/04/17- Safeguarding file update IEP and provision maps reviewed SEN Review of interventions, support and resources for Strategy Form</p>

<b>Curriculum planning and evaluations</b>		Action plans evaluated and reviewed Feed into development plan		Action plans evaluated and reviewed Feed into development plan
<b>Development plan review and evaluation</b>	Strategy meeting - identify impact on development plan  Term 2 SEF completed by 15/01/2018  KIM: 15/01/2018 @ RAPS KIM: 29/01/2018 @ UPTON	Strategy meeting - identify impact on development plan  Term 3 SEF completed by 26/02/18  KIM 26/02/18 @ CHILTON	KIM 12/03/18 @ RAPS	Strategy meeting - identify impact on development plan
<b>Trustees Governance and Finance</b>	Trustees receive Strategy Form for their evaluation, analysis and to be used to provide questions to SLT  AGM - 29/01/2018	Trustees receive Strategy Form for their evaluation, analysis and to be used to provide questions to SLT	RFS-03/03/17 LAB Review Term 3 of School Development Plan and impact of SEF  1 <sup>st</sup> March CFO starts: Traysi Higgin  Trustees - 26/03/2017 Trustees to monitor appraisal reviews to ensure progress	Trustees receives Strategy Form for their evaluation, analysis and to be used to provide questions to SLT Monitoring- Curriculum Hub meetings and evaluation of action plan RFS-28/04/17 LAB Review Terms 4 of School Development Plan , Discuss actions for terms 5 and 6
	Monthly Budget monitoring  Census 19 <sup>th</sup> January  FAR meeting - 24/01/2018	Monthly Budget Monitoring	Monthly Budget Monitoring  FAR Committee - 21/03/18	Monthly Budget Monitoring  Internal audit date tbc

<b>Stakeholders</b>	<p>Chilton 'Mocksted' 31/01/18</p> <p>Upton- 15.1.18- 5:00- LAB 16.1.18- Meet and greet sessions with Miss Arthur 18.1.17- Meet and greet sessions with Miss Arthur 22.1.18- 4:15- Resources meeting 29.1.18- AGM @ RAPS</p>	<p>Parent consultations - include opportunities for Parent Voice</p> <p>Chilton YR 2 6 PTC 26<sup>th</sup> Feb</p> <p>Upton: 07/02/18 Standards Govs 12/02/18 Personnel meeting</p>	<p>Chilton - Reports in to HOS - 28/3 (Y1,3,4,5)</p> <p>RFS -WB -17/03/17 Parents in to see work from 14.30-20/03/17-Reception Consultations</p> <p>RAPS 'Mocksted' 06/03/18</p>	<p>Chilton Reports out (Y1,3,4,5)</p> <p>RFS- 21/04/17-Reports sent home to Yr 1 and 3 parents.</p>
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