

Enriching Lives
Trust Development Plan 2018 - 2019

Spring Term 18	Summer Term 18	Autumn 2018	Spring term 2019
<p>Outcomes To share areas of strength and development and plan next steps</p>	<p>Outcomes To audit Writing across the Trust and make recommendations for improving outcomes for pupils (in partnership with Ignite Teaching Alliance)</p> <p>To review progress and attainment of all groups of pupils across our schools, in particular focusing on pupils working above age related expectations</p> <p>To provide opportunities for staff to attend CPD through PD Meetings for curriculum development and reasoning</p>	<p>Outcomes To complete audit of Writing across the Trust and make recommendations for improving outcomes for pupils (in partnership with Ignite Teaching Alliance)</p> <p>To provide INSET training on Mastery curriculum for Writing. Each school will set targets to improve attainment in writing for pupils who achieve expected and greater depth based on their individual cohorts.</p> <p>Writing subject leaders to moderate at joint PDMS alongside Balance data.</p>	<p>Outcomes To ensure that outcomes for pupils in writing across the Trust and there are improvements in outcomes for pupils.</p> <p>To ensure writing subject leaders moderate at joint PDMS alongside Balance data to identify areas of strength and weakness which are identified in action plans.</p> <p>To ensure strengths are shared to improve practice across TST whilst weaknesses are acted upon and rectified.</p> <p>Improvements in the quality of teaching and attainment data measured in the number of pupils who achieve age related expectations will be reported on.</p>
<p>Review <i>Strengths across the TST include extra-curricular & Forest School provision, SEND, SIAMS, Personal Development and Welfare, EYFS. Areas for development: further understanding of learning without limits; strategies to support feedback and develop greater understanding, transition, writing in particular application of SPAG; and in some of our schools Mathematical reasoning.</i></p>	<p>Review <i>Each school is providing work to be collated in a portfolio of evidence of standards in writing. INSET training on mastery curriculum for Writing planned September 2018.</i></p>	<p>Review <i>Audit of writing led to development of the writing of Literacy action plans. Areas for development identified. Targets have not been set for pupils as this does not link with the use of Balance. Instead data is inputted into Balance and measured against 0-9 score. Training for the staff has focused on 'Pathways to Write'. Proven to have impact on the quality of teaching which has been evidenced by monitoring of books by subject leaders and principals. Moderation will take place in the Spring term.</i></p>	<p>Review <i>Principals report that the introduction of 'Pathways to Write' has had a significant impact on the standards of writing pupils are producing when compared to the same time the previous year for the majority of pupils. Staff find the resources supportive and help them in planning and ensuring that they have a better understanding of the next steps in learning; enabling them to meet the needs of individuals. Principals report that subject leaders have a clear understanding of individuals and/or groups that require additional support and where possible this is being actioned. Data for groups of children have been provided by Principals to the CEO. Actions identified to support pupils that are not on track. Further opportunities to confirm</i></p>

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			<i>quality of provision will be provided through the audit that takes place before Easter break.</i>
Teaching Learning and Assessment To develop a formative assessment system to inform next steps for learning	Teaching Learning and Assessment To review practice regarding the introduction of formative assessment and develop an appropriate system for reporting to stakeholders	Teaching Learning and Assessment To continue to develop formative assessment system and train staff in its implementation. Monitor staff through moderation and joint PDMS.	Teaching Learning and Assessment To continue to develop formative assessment system and train staff in its implementation. Monitor staff through moderation and joint PDMS.
<i>Review</i> <i>Balance leads have received further training. All schools are using the 'Balance' wheel. Individual leads have reviewed staff feedback on how system is working and principals are identifying next steps to ensure success of system. Further training has been booked for Senior staff and governors.</i>	<i>Review</i> <i>Balance leads have attended further training. AF will update to Board.</i>	<i>Review</i> <i>Joint PDMS. HJ led one on trend lines at LS and UH. UH have trend lines set. Trend lines need to be put into place on the system for use in Spring Term.</i>	<i>Review</i> <i>A review of Marking Policies has been set as a target for the Spring term to support the use of Balance and provide feedback for pupils that is meaningful and has impact. Tracking of the use of Balance across the three schools indicates a variance in use. One school has requested additional support which has been provided. Feedback from our provider indicates positive impact for one school whilst a more focussed plan of intervention is being put in place to support the other school.</i>
Leadership and Management To widen expertise of Local Governing Bodies and Trustees and build partnerships To implement a system for executive leadership for the trust To audit safeguarding systems across the schools within the Trust To review appraisal arrangements and make recommendations moving forwards	Leadership and Management To develop a monitoring system that enhances the work of individual schools and enables opportunities for peer to peer coaching of staff to bring about improved outcomes for pupils across the Trust To agree a Trust Pay policy ready for new appraisal cycle	Leadership and Management To develop a monitoring system that enhances the work of individual schools and enables opportunities for peer to peer coaching of staff to bring about improved outcomes for pupils across the Trust To agree a Trust Pay policy ready for new appraisal cycle for 2019.	Leadership and Management <i>To provide a TST leadership structure to support individual schools within The Samara Trust.</i> To continue to develop a monitoring system that enhances the work of individual schools and enables opportunities for peer to peer coaching of staff to bring about improved outcomes for pupils across the Trust To agree a Trust Pay policy and appraisal policy ready for new appraisal cycle for 2019/20.
<i>Review</i> <i>Trustees and Local Governing Bodies starting to work as newly formed boards. Principals supporting</i>	<i>Review</i> <i>Monitoring of teaching and learning is different within each school. Opportunities to develop middle and</i>	<i>Review</i> <i>Staffing structure has become the main focus for Leadership and Development for this term and will</i>	<i>Review</i> <i>TST structure has been developed as a result of work of the CEO and CFO alongside Trustees. Plans have been</i>

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<p><i>development of Terms of Reference and understanding of Schemes of Delegation. Requirement for effective communication between Trustees and LGBs to be developed.</i></p> <p><i>Executive leadership in place with employees taking on interim roles. Strategic Planning meetings enable Principals and CEO to update and review.</i></p> <p><i>HR support sought for UH through Browne Jacobson so same provider across the Trust. HR services to review contracts for executive positions commissioned</i></p> <p><i>CPOMS system identified as a good system moving forwards for Trust. However other competitors offer different systems one of which will be piloted within the Trust.</i></p> <p><i>Appraisal dates agreed. Shorten review cycle so these are completed before end of the summer term. New targets set in the Autumn term for staff with their new classes and responsibilities.</i></p>	<p><i>senior leaders across TST to support moderation and consistency of practice to be developed next academic year. Changes to leadership will impact on this.</i></p> <p><i>Appraisal cycle has been completed for this academic year based on present Pay Policies. New policy will be developed in the Autumn term to link in with the setting of targets for teaching staff.</i></p>	<p><i>continue to be for the forthcoming Spring term. The monitoring systems that are in place will remain autonomous to the schools. The Trustees have nominated a Pay Committee who have agreed the pay structure for the executive leaders. There has been a working party to look at Pan Trust Leadership.</i></p> <p><i>CEO and CFO have been working collaboratively with Principals to explore staffing models that are financially and operationally viable. Risks include: meeting the needs of our most vulnerable pupils; impact on budget; staff morale; governor understanding; stakeholders perceptions.</i></p>	<p><i>costed for an executive leadership structure. Trustees have proposed a preferred option which will be shared with the wider community, once it is confirmed it is financially viable. Additional demands of falling pupil numbers at schools alongside the significant increases to teacher's pensions brings challenges to different schools.</i></p> <p><i>The appointment of a part-time marketing manager has been successful and will be in place for the summer term. Staffing restructure of teaching assistants at one of our schools has been completed. Further work to support the financial planning of the three schools is still necessary. The review of Leadership structure will support the schools in being able to provide an appropriate workforce that is fit for purpose. The impact of the structure is to ensure leadership is strong, impactful and affordable so that the best opportunities resulting in high quality outcomes can be provided for the pupils within our schools.</i></p> <p><i>The Pay Policy will be developed alongside the Appraisal policy in line with any staffing restructuring that takes place.</i></p>
<p>Professional Development To audit CPD across the Trust and make recommendations for programme moving forwards</p>	<p>Professional Development To provide shared Professional Development Meeting opportunities that staff have the opportunity to engage in based on the priorities of the Trust</p>	<p>Professional Development To audit strengths and weaknesses of all staff across TST through Lesson observations. To match PDMs to staff skills linking to appraisal cycle</p>	<p>Professional Development To provide Professional Development for the leadership teams within schools and Pan trust</p>
<p>Review Staff have continued to visit each other's setting. Use of strategies to</p>	<p>Review PDM planners shared but no staff have attended apart from when it is a</p>	<p>Review Based on the SIO report there are potentially pockets of data that</p>	<p>Review As TST group of schools we have been able to secure training across the trust</p>

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<p><i>support staff in giving personalised verbal feedback to pupils have been shared. Staff and pupils all using 'Balance wheels'.</i></p> <p><i>Successful bids of Mastery programmes for Mathematics and Writing have been secured.</i></p>	<p><i>planned joint PDM. Need to match individual staff training needs to school PDMs so opportunities are exploited.</i></p>	<p><i>need further scrutiny so that we can identify areas of support. We are mindful that sometimes that the data masks the actual progress of the pupils. TST moderation of books has shown some weaknesses some of which are highlighted in school subject leader action plans. Further scrutiny is planned for the Spring Term. Feedback from the Joint PDM this term will be reported on by the SIO next Educational Standards Meeting.</i></p>	<p><i>from high quality providers. All three schools are now linked to the Ignite teaching partnership which provides training for all levels of leadership, pastoral support and governors/trustees. Sharing of practice has also enabled middle leaders to provide training across TST for Balance and Literacy. Sharing of expertise has been offered to all three school on Safeguarding, Admin systems and Pastoral/Social care. Impact has been that there are more effective systems within the trust. Audits for Teaching and Learning and Finance are now diarised for the rest of the academic year to support the work of the leaders within their individual schools.</i></p>
<p>Early Years Foundation Stage To ensure principals have an accurate view of standards across EYFS</p>	<p>Early Years Foundation Stage To explore shared system of self-evaluation and assessment for schools across the Trust</p> <p>To review transition of pupils from EYFS to Year1 and make recommendations to ensure personalised curriculum for these learners</p>	<p>Early Years Foundation Stage To introduce 'Tapestry' to Upton Heath and share practice across TST. To mentor and support new EYFS teacher to Little Sutton.</p>	<p>Early Years Foundation Stage To review EYFS pedagogy across TST and how this supports the development of our youngest learners.</p>
<p>Review <i>LS require a new EYFS teacher. Post to be advertised. AF to support at interview. EYFS team to focus on transition at next joint PDM.</i></p>	<p>Review <i>Two of the three schools share the same system for assessment.</i></p>	<p>Review Tapestry has been introduced at Upton Heath and whilst it does have its advantages there have also been challenges in place regarding the purpose of the programme and the impact this has on raising standards, supporting behaviour management and work/life balance for staff. Leads are supporting those staff who require further help. New EYFS teacher at LS has already started promoting links with the local nursery to build strong links. Local</p>	<p>Review <i>The EYFS team have continued to meet supporting each other as they use 'Tapestry' the online assessment and learning Journey programme. They have had the opportunity to moderate standards. They are also delivering the Pathways programme and have fed back to the Literacy Company that there was not enough challenge for pupils working above age related expectations, following this the Literacy Company provided additional activities to use.</i></p>

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		<p><i>community have given positive feedback. Further opportunities are available to support her.</i></p>	
<p>Curriculum To explore different approaches to learning with a view to developing a creative, inclusive curriculum which embraces the excellent practice from all the schools</p>	<p>Curriculum To provide opportunities for staff to share practice that would be appropriate in developing a curriculum for TST</p>	<p>Curriculum To provide opportunities for staff to share practice that would be appropriate in developing a curriculum for TST</p>	<p>Curriculum To provide opportunities for staff to share practice that would be appropriate in developing a curriculum for TST</p>
<p>Review <i>CEO, FS lead and colleague at UH presented to Ignite Conference. Twitter account will be set up for 'Branching Out @Upton Heath'. Programme of training is being planned for TST schools and others. Clutton to benefit from FS programme from UH. Staff at Upton Heath C of E are involved in The Curriculum Project with Chester Zoo and Ignite. Excellent training provided which the majority of teachers and senior leaders have engaged in. Agreed UH will share PDMs for summer term and LS and C staff will be invited to engage. Agreed opportunity for excellent shared training and staff development. Project on endangered species in place for Summer term at Upton Heath C of E.</i></p>	<p>Review <i>Staff and community from all schools will be invited to Curriculum project celebration.</i></p> <p><i>Senior leaders attended Curriculum development day at Kelsall primary school. Leaders have held Professional Development Meetings at their schools as a result linking to their work in schools. JP will update to Board.</i></p>	<p>Review <i>Pathways to Literacy including joint PDMs. Pre training for the new curriculum Adrift. PDMS on creative curriculum for all three schools. See powerpoint included.</i></p> <p><i>Spring term looking at how we can incorporate IT and Science in the curriculum delivery and how we can look at ensuring the essential skills are covered across different areas of the curriculum. Clutton are leading on a piece of work about how the tracking of foundation subjects is managed for Spring term. Will be shared at the next joint PDM.</i></p> <p><i>SIO noted impact of work of creative curriculum eg. Remembrance 'Fallen for the fallen'. Pupil voice talking about what they had learnt and how they were engaged.</i></p> <p><i>Reported that the children at Upton Heath have are still are engaged in the projects that they were involved in last summer term.</i></p> <p><i>Morrisons supermarket has changed their policy regarding single use plastics.</i></p>	<p>Review <i>One of our schools has been involved in the Maths Reasoning Project. Improvement in books is good. Now teaching is focusing on mastery using materials from NCTEM and Math's Hub. The school benefited from a 'Math's mastery teacher' going into the school, supporting in PDMs and PPA. The programme gives the children more responsibility for their own learning. There was no child allowed to be passive. The approach ensures that there is challenge and that differentiation is not limiting the lower ability children. This work was shared with the other subject leaders and interested staff at a joint PDM. The consensus being that this would be ideal for the other 2 schools to be involved in. The Principals are looking to apply for the next round of funding which has just been advertised.</i></p> <p><i>The three schools are working on a joint Musical project with Ignite teaching partnership. A TST choir will be taking part in the Ignite Music Festival this coming term.</i></p> <p><i>One of the schools has been working with Hinderton Special School and has been asked if they would consider being a satellite school for that teaching school.</i></p>

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		<p>Curriculum project – Impact demonstrated clearly on this link. Year 1 Curriculum Project</p>	<p><i>This is a recognition of the work that it does with children who have challenging behaviour and the expertise and work that the staff do to support them. The school has expressed an interest in this proposal. The schools of TST have already benefited from the support that TST has been able to broker for pupils who have challenges to face.</i></p>
<p>SIAMS- Church school distinctiveness of Church of England Primary Schools. To support Clutton in their forthcoming inspection To launch formation of The Samara Trust on 1.3.18 at Chester Cathedral with all community invited.</p>	<p>SIAMS- Church school distinctiveness of Church of England Primary Schools. To share Clutton’s SIAMs report, audit practice and share outstanding practice with the other schools.</p>	<p>SIAMS- Church school distinctiveness of Church of England Primary Schools. To continue to share good practice. Clutton to take part in the Farmington Pilot Clergy and Schools project. To review Worship across the TST schools to enhance the experience for the congregation.</p>	<p>SIAMS- Church school distinctiveness of Church of England Primary Schools. To review Worship across the TST schools to enhance the experience for the congregation. To continue to share good practice. Clutton to share impact of working on Farmington Pilot Clergy and Schools project.</p>
<p>Review Launch success with all schools staff and pupils involved. Invited wider community and whole of cathedral was full. Clutton C of E Primary received an Outstanding rating for SIAMS inspection.</p>	<p>Review Some Trust pupils have attended Diocese Ethos day to support them in developing further their ethos and church school distinctiveness. LS and C Year 6 attended Diocese worship for their leavers.</p>	<p>Review As a result of the Visioning training in September and individual school’s consultation with stakeholders, a commitment to upholding Church school distinctiveness and values was confirmed by the adoption of ‘Belief’ as one of the three core values for TST. Through many areas of the curriculum, the individual school’s commitments to upholding our Church distinctiveness was reflected in the work that has been taught in each school eg. Remembrance – children all had the opportunity to promote their curriculum work. LS school took part in the local church Remembrance Service, UH pupils went on a Poppy walk in the community and Clutton worked</p>	<p>Review The Farmington Pilot Clergy and Schools project has not been successful due to the challenges met by the clergy in being able to carry out the planned projects within the school. Nevertheless, all three schools have been continuing to support each other and work with the Diocese. Principals attended the termly meeting with the Director of Diocesan Board of Education which included a tour of one of the schools and sharing of good practice around promoting reflection in their schools.</p> <p>The Director has also had the opportunity to meet with all the Principals/Head teacher of our schools to discuss ways that they can be supported and further build strong working relationships. All three leaders who met reported that the discussion were positive. The Chair and</p>

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		<p><i>collectively to produce a piece of work that demonstrated their understanding and learning around this area of the curriculum. Farmington Pilot Project Clutton have been working with member of the</i></p> <p><i>Collective worship has been reviewed by staff and pupils at Clutton. Pupils have approached the staff and requested that they were able to deliver Worship in their school. This has been planned for up to Spring Term with children who want to lead Worship.</i></p> <p><i>At Little Sutton the Vicar is leading on Developing Spirituality which involves him linking paintings to spirituality. Children have enjoyed this.</i></p> <p><i>Upton Heath pupils have been leading Worship at Church for Remembrance and Harvest. There have also been child-led services in school using Rights Respecting Schools.</i></p> <p><i>Leaders have attended the Diocese Board of Education (DBE) Meetings. Mrs Farrow attended the Strategic Leadership Meeting provided by the DBE and reported back to Principals and CEO.</i></p>	<p><i>CEO will have met the Director prior to the Board meeting.</i></p>
<p>Personal development, welfare and behaviour</p>	<p>Personal development, welfare and behaviour</p>	<p>Personal development, welfare and behaviour</p>	<p>Personal development, welfare and behaviour</p>
<p>To enable all schools the opportunity to share in practice for behaviour management systems.</p>	<p>To explore the opportunity to introduce Rights Respecting Schools across the Trust linked to developing curriculum.</p>	<p>To develop Rights Respecting Schools(RRS) within each of TST schools.</p>	<p>To plan the development of Rights Respecting Schools(RRS) within each of TST schools.</p>

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<p>To support each other's schools behaviour management systems</p>		<p>To ensure safeguarding policy and procedures are effective and recording systems are improved and GDPR compliant.</p>	<p>To ensure all schools continue to the Safeguarding compliant by reviewing:</p> <ul style="list-style-type: none"> • Behaviour management policy and practice • Pupil and parental voice • Training is relevant and up to date anticipating potential staffing changes • Attendance • Agree DSL format for reporting on practice and impact. <p>Audit practice for GDPR and provide follow up training for staff.</p>
<p><i>Review</i> New programme of behaviour management in place at Little Sutton CE Primary. UH visited to see system as part of the SSDP is to review and update Behaviour management system at UH. Senior leaders worked together to support the management of children. Learning Mentor sharing expertise across TST.</p>	<p><i>Review</i> UH achieved 'Silver' recognition for Rights Respecting Schools. This will underpin development of the new curriculum as we move forwards as TST.</p>	<p><i>Review</i> RRS has continued to be worked on as part of the curriculum offer at Upton Heath (Gold award) with a view to implementing this across TST schools as part of the curriculum offer. Focus on safeguarding has been the implementation of CPOMs and Safeguarding Monitor. Training was provided by the CEO and Learning Mentor at LS. Review of policies against SCIE recommendations have been shared. Safeguarding policies have been reviewed by Principals. GDPR training has been completed for staff.</p>	<p><i>Review</i> RRS has continued to be delivered as part of the curriculum for UH. The 'No outsiders' project has also been introduced as part of the provision by the Principal at UH. Individual schools run different behaviour management</p>