



Action Plan 2016 – 2017

(Next Board meeting review: 25.4.17)

Personal development, behaviour and welfare

(up-dated for 10.1.17 – in bold type, in action column)

Up-dated in red for 28.2.17

Up-dated in green for 25.4.17

Action	By whom	By when	Impact/Monitoring and Evaluation	Resources
<p>1. Audit (quantitatively and qualitatively) existing resources across the Trust in terms of support for more vulnerable / disadvantaged learners (HSLW, ELSA, school behaviour counsellor / consultant / Behaviour Support Service.</p> <ul style="list-style-type: none"> • FC to co-ordinate in-Trust audit of resources / capabilities. • Inclusion (and subject) leaders to meet on 16.1.17 to establish in-Trust networking opportunities. • Inclusion Leaders (with Heads) to plan for shared Inset on Inclusion (start of Autumn 2017 term / in the lead up to Autumn 2017 half-term - tba). See below: 		<p>Spring 2017</p> <p>Summer 2017</p>	<p>Inclusion Leaders to report to the Trust on effective support systems, intervention and support strategies.</p> <p>Develop a Trust action plan detailing how the resources and strategies might be shared more effectively and efficiently across the Trust.</p>	<p>Shared leadership time (staff meeting allocation)</p>

<ul style="list-style-type: none">• Brian Helps to open day.• Workshops on:• (eg) ELSA• Dyslexia (DG)• ASD / ADHD (FC) (including parents? – JW) National Autistic Society speaker for parents: 22.2.17. Parents across the trust invited.• 1,2,3, Magic (MP)• Inclusion Index. <p>28.2.17: Feedback re liaison with personnel / agencies to date. Agree a date for Inclusion Leaders to meet.</p> <p>Related reading / research:</p> <p>Buying collaboratively (DfE) Effective buying for your school (DfE)</p>				
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<p>2. Explore ways in which the Trust can develop policy and practice in relation to inclusion matters to establish consistency of policy and practice across the Trust.</p> <p>Related reading / research:</p> <ul style="list-style-type: none"> • Surrey CC development plan 2016+ • Current Ofsted focus on inclusion / PSHE / SMSC / values / British Values. • Link to work on Growth Mindset (Carol Dweck) 	<p>Heads / Inclusion Leaders</p>	<p>Autumn 2017</p> <p>Spring 2017</p>	<p>Inclusion Index conference – 10.11.16 (Use the Inclusion Index audit tool to establish common areas of development)</p> <p>Report to the Trust on a shared action plan for developing inclusion matters with consistency across the Trust.</p>	<p>Conference is free – Headteachers / Inclusion Leaders</p> <p>Shared leadership time (staff meeting allocation)</p>
<p>3. Share the safeguarding external audit questions for staff and governors across the Trust. Apply these as an audit tool to identify areas of shared development (eg e-safety)</p> <ul style="list-style-type: none"> • DG to send report questions to NF • FC to check if Claygate can make use of the survey questions • Next Heads' meeting agenda item: share report outcomes 	<p>Heads / SBMs / DSLs</p>	<p>Spring 2017</p>	<p>Shared expertise and understanding of safeguarding requirements. Shared commitment to “in-Trust” support to establish consistency of high standards of policy and practice.</p>	<p>Meetings (3) of Heads, SBMs & DSLs</p>

<p>4. Training for all staff on mental health conditions and response strategies & explore with the Trust shared support systems for children experiencing mental health and behaviour issues.</p> <ul style="list-style-type: none"> • Staff meetings at HWPS on ADHD (21.2.17) & ASD (21.3.17). If you wish, please send staff to attend. (Let me know extra numbers in advance). • Support staff meeting on both: 27.3.17 – please feel free to send staff to attend. Let me know extra numbers in advance <p>Related reading / research:</p> <ul style="list-style-type: none"> • Mental health and behaviour in schools (DfE, March 2015) • Counselling in schools: a blueprint (March 2015) • Below the radar: low-level disruption in the country's classrooms 	<p>Brian Phelps CAMHS</p>	<p>Summer 2017 (Inset – 2017-18) – see above.</p>	<p>Staff will become more aware of the mental health challenges that face children and their families.</p> <p>Staff will feel empowered to be able to respond appropriately and confidently to help children who are struggling with mental health conditions.</p> <p>Staff will be able to manage challenging behaviour issues with strategies and support.</p>	<p>£1000 (Cost of INSET leader)</p>
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Leadership and Management

Action	By whom	By when	Impact/Monitoring and Evaluation	Resources
<p>External Validation – Quality of Teaching</p> <ul style="list-style-type: none"> Sally Hewlett Taylor to be invited to ELT meeting to present on Teaching and Learning Review project Sally Hewlett-Taylor presented to ELT Headteachers 31.01.2017 Plan 2 groups of 3 schools to undertake observation 2 groups of 3 schools agreed, make up of each group to be finalised 21.4.17: Meeting with Chris Byrne (former SIP in Surrey) re organisation of peer support and challenge arrangements. Further meeting to confirm arrangements, protocol and dates: 25.5.17 Plan and undertake observation visits to agreed focuses –SEND, Disadvantaged Due to depth of review, ELT Headteachers agreed to plan project Spring 2 for Summer 1 	<p>Heads (TDIS)</p> <p>Heads</p> <p>Heads and SLT</p>	<p>February 2016</p> <p>Spring Term- revised to Summer 1</p>	<p>Confidence is built up between schools to openly share practice</p> <p>Formats for lesson observations are shared and developed</p> <p>Professional dialogue promotes progression in quality of teaching for each school</p> <p>Impact identifies positive aspects and next steps for development</p>	<p>Time Review Document</p> <p>Sally Hewlett Taylor</p> <p>Observation formats/Time to review these</p>

<p>and to employ external view to quality assure process</p> <ul style="list-style-type: none">• Impact of project is evaluated				
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Teaching and Learning (linked to leadership and management school to school observations)

Action	By whom	By when	Impact/Monitoring and Evaluation	Resources
Moderation <ul style="list-style-type: none"> Joint moderation dates are identified 16.01.2017 – Writing –More Able HWPS	Heads	October 2016	All schools can demonstrate requirement of wider moderation Confidence is developed in accuracy of judgments NQTs are confident to make assessment judgements	Moderation Evaluation Document ELT Local Authority Moderators
<ul style="list-style-type: none"> X3 pieces of styles of writing, per child, per year group, per school. RH to send moderation template to all schools (TDI will type and send all outcomes) FC to check that Claygate will be joining us for this moderation exercise. KK (HWPS) to lead EYFS moderation RH to lead years 1 & 2 moderation DG to lead Year 3 NF to lead Year 4 DT to lead Year 5 (tbc) FC to lead Year 6 FC to copy Babcock grids for years3 – 6. RH to supply grids for years EYFS – Year 2 HWPS gave apologies due to OFSTED Effective session leading to 	Heads SLT Leads	November 2016 As dated	Local Authority Moderators in ELT support moderation within and beyond within ELT Any ELT school moderated by the Local Authority fully meet expectations	

<p style="color: red;">moderation pack and evidence for each school</p> <p>02.03.2017 – Mathematics – Meeting EOY Expectations TDJS 15.05.2017 CP</p> <ul style="list-style-type: none"> • Moderator leads are identified for each phase and session • Moderation activity undertaken documented to include judgements agreed and staff viewpoint • Drop in sessions are available for ELT EYFS. Year 2 and Year 6 staff with ELT Local Authority Moderators • This date to be revised for LDIS, HWPS and TDIS due to impact in school –revised date TBC 				
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Assessment

Action	By whom	By when	Impact/Monitoring and Evaluation	Resources
<p>Assessment</p> <ul style="list-style-type: none"> To share ways in which pupil progress is recorded by class teachers to show if end-of-year expectations have been met; <p>Comparison of assessment procedures between schools included within moderation meetings.</p> <ul style="list-style-type: none"> To consider how progress is monitored by Heads/SLT and how information is then shared with governors; To consider the use of formal tests and to compare the effectiveness of those used within our schools. 	Year Group Leaders/Assessment Leaders	Summer 2017	<p>Heads are able to make informed decisions about:</p> <ul style="list-style-type: none"> effective record-keeping considering ease of use, teacher workload, clarity etc. presenting clear and useful information on the school websites about the use of Pupil Premium that meets expectations of Ofsted; the use of tests taking into account the validity of the information that is provided and their cost. <p>Assessment leaders are able to work together to share best practice and where appropriate, to follow common practice.</p>	Release time for leaders to meet (£1000 supply)
	Heads/SLT	Summer 2017/Autumn 2017		Assessment – Dylan Wiliam et al
	Heads	Autumn 2017		
<p>Pupil Premium</p> <ul style="list-style-type: none"> To share information on the use of Pupil Premium within our schools; 21.4.17: share pupil premium strategy documents – 17.5.17 <p>Suggested agenda item for next Heads' meeting</p> <ul style="list-style-type: none"> To look at the intervention programmes that we have in place and to consider their effectiveness; <p>Suggested agenda item for next</p>	Heads/SLT/Inclusion leaders	Spring 2017	<p>Heads to share information so that the best practice can be followed in all schools including:</p> <ul style="list-style-type: none"> Consideration of a common format for website information so that comparisons can be more easily made; Difference made by pupil intervention including issues such as: <ul style="list-style-type: none"> ✓ Relative merits of different interventions (Write Away Together, FFT, Reading Inference etc) ✓ Measuring the effectiveness of interventions; ✓ Pupil Premium for middle- and high- 	Release time to meet and cover for classes.
	Inclusion leaders	Spring 2017		Primary Council Statements
	Heads	Summer 2017		
	Inclusion Leaders	Summer 2017		

<p>Heads' meeting</p> <ul style="list-style-type: none"> To compare the way in which information is presented on our school websites; To consider how Pupil Premium is used to support children of medium and high ability. 			<p>achievers;</p> <ul style="list-style-type: none"> ✓ Measuring the impact of interventions; ✓ Timing of intervention including missing foundation subjects 	
<p>Grammar</p> <ul style="list-style-type: none"> To compare programmes of study for grammar within our schools. 	Literacy Leaders	Summer 2017	<p>Heads to consider issues such as:</p> <ul style="list-style-type: none"> Is grammar taught discreetly? How is it included with units of work relating to specific genres? What assessment of grammar is made below year 6? What resources are used? 	<p>Lyndsey Picton and Chris Chen – Year 6, Year2 Release time</p>

Agenda items for the next Head Teacher / Board meeting (28.2.17) (see also agenda):

- Outcomes of safeguarding audits – how can we support each other?
- Outcomes of Surrey Education in partnership meetings - NF, FC & MP – 28.2.17: **Feedback (28.2.17) on meeting with Kerry Randle**
- TA allocations – comparison by school: **SBMs to meet in w/c 20.2.17 for financial benchmarking.**
- Club provision - comparison of provision by school & reflection on staff-well-being / work/ life balance – a cohesive Trust approach? **Up-date on 28.2.17 from Heads' discussion.**
- Elmsbridge Partnership funding: how do we allocate the (suspected) outstanding resources? & where do we place the known resources (with clear security and accountability) in the interim? **Feedback from and many thanks to Nick for pursuing this – 28.2.17.**
- **Use of Pupil Premium**
- **Effectiveness of intervention programmes**
- **Planning Teaching and Learning review project**