Trust Improvement Plan

for

VIKING ACADEMY TRUST

2018/19

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

'One Childhood One Chance'

CEO (Executive Headteacher): MRS M LEWIS Chair of Trust: MR N ROBY

TRUST IMPROVEMENT PLAN (TIP) FOR VIKING ACADEMY TRUST

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STRATEGIC PRIORITIES SUMMARY

VIKING ACADEMY TRUST IMPROVEMENT PLAN PRIORITIES - SUMMARY

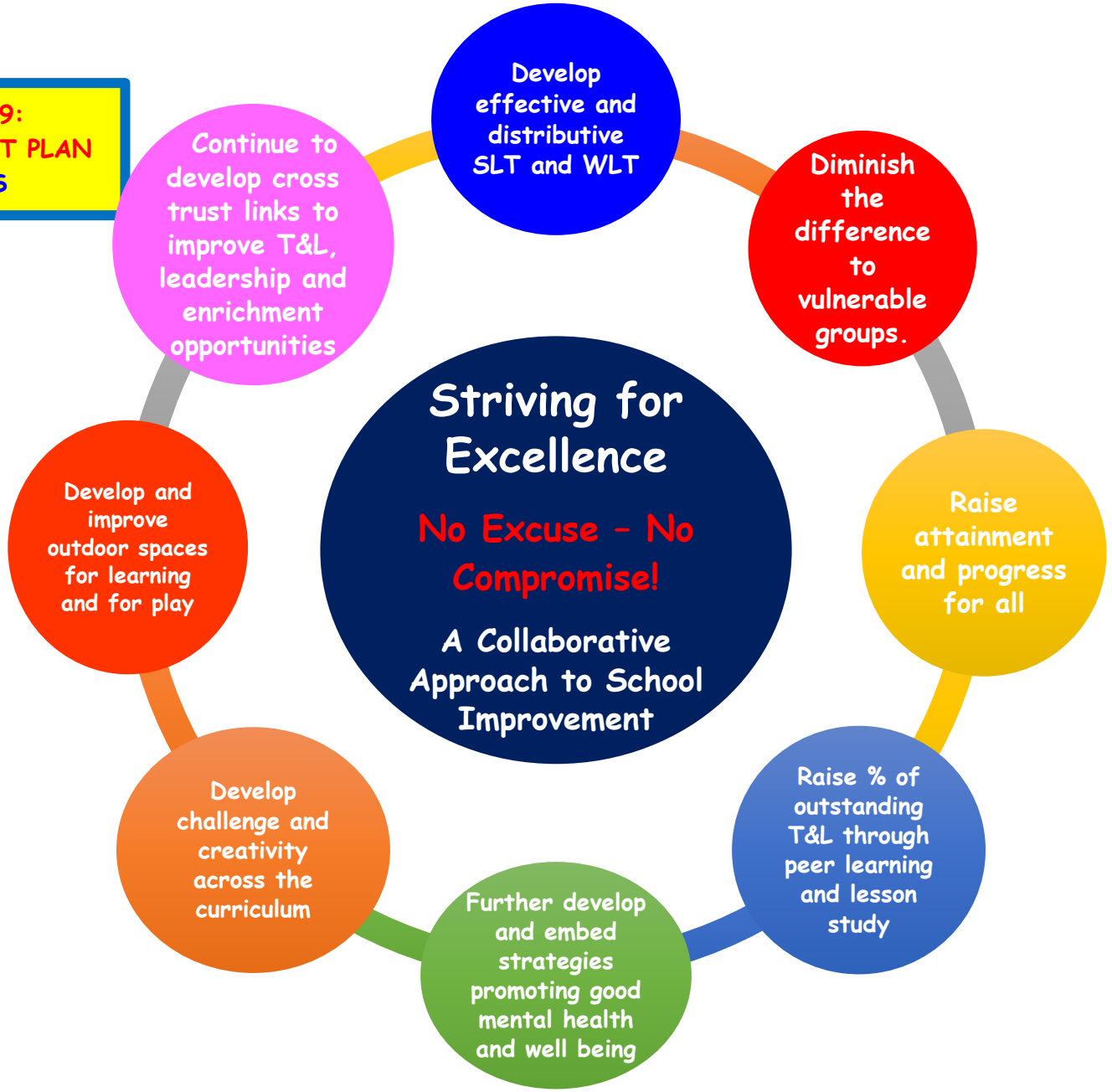
No Excuse – No Compromise!

- Develop effective and distributive SLT and WLT
- Diminish the difference to vulnerable groups
- Raise attainment and progress for all
- Raise % of outstanding T&L through peer learning and lesson study
- Develop challenge and creativity across the curriculum
- Develop and improve outdoor spaces for learning and for play
- Continue to develop cross trust links to improve T&L, leadership and enrichment opportunities
- Further develop and embed strategies promoting good mental health and well-being

- To promote good attendance habits so in line with Trust expectations of 97%
- Increase the % of outstanding provision across the school through in-house/Trust CPD
- To continue to develop the image and reputation of RAPS in the community ensuring rising roll with families sympathetic to the specialist 'Arts' provision
- Continue to narrow the achievement gap between disadvantaged & other pupils (DtD)
- Increase progress & attainment outcomes for all groups of pupils in all areas (especially in writing)
- Develop use of assessment for learning to ensure appropriate challenge for all
- Middle leadership and curriculum leadership development - sharing and building responsibility
- Develop strategies to promote good mental health and well-being

- 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 through in-house shared CPD
- Continue to narrow the achievement gap between disadvantaged & other pupils whilst increasing progress & attainment outcomes for all groups of pupils
- Further develop the English Curriculum, embedding the new cycle to improve reading, GPS and writing standards
- To improve the teaching of reasoning skills to improve Maths attainment and progress
- Continue to develop links across the Trust to improve T and L and leadership
- Develop the new leadership team in the school and middle leaders to continue to raise standards
- Promote Good Mental Health & well-being for all staff & pupils

CHILTON 2018-19:
SCHOOL IMPROVEMENT PLAN
KEY PRIORITIES



RAMSGATE ARTS PRIMARY 2018-19: SCHOOL IMPROVEMENT PLAN KEY PRIORITIES

UPTON 2018-19: 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 feedback 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 21st 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 Nicholas Budge
Heads of School: Upton Junior	Miss Darci Arthur
Chief Financial Officer (CFO)	Mrs Traysi-Jane Higgin
Chief Operations Officer (COO)	Mrs Lisa Blatchford
Trust-wide SENCo	Mrs Emily Hughes

Governance:	
Chair of Viking Academy Trust	Mr N Roby
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 N Roby, Mr N Rowland-Hill, Mrs E Somers-James, Mr P Votta***

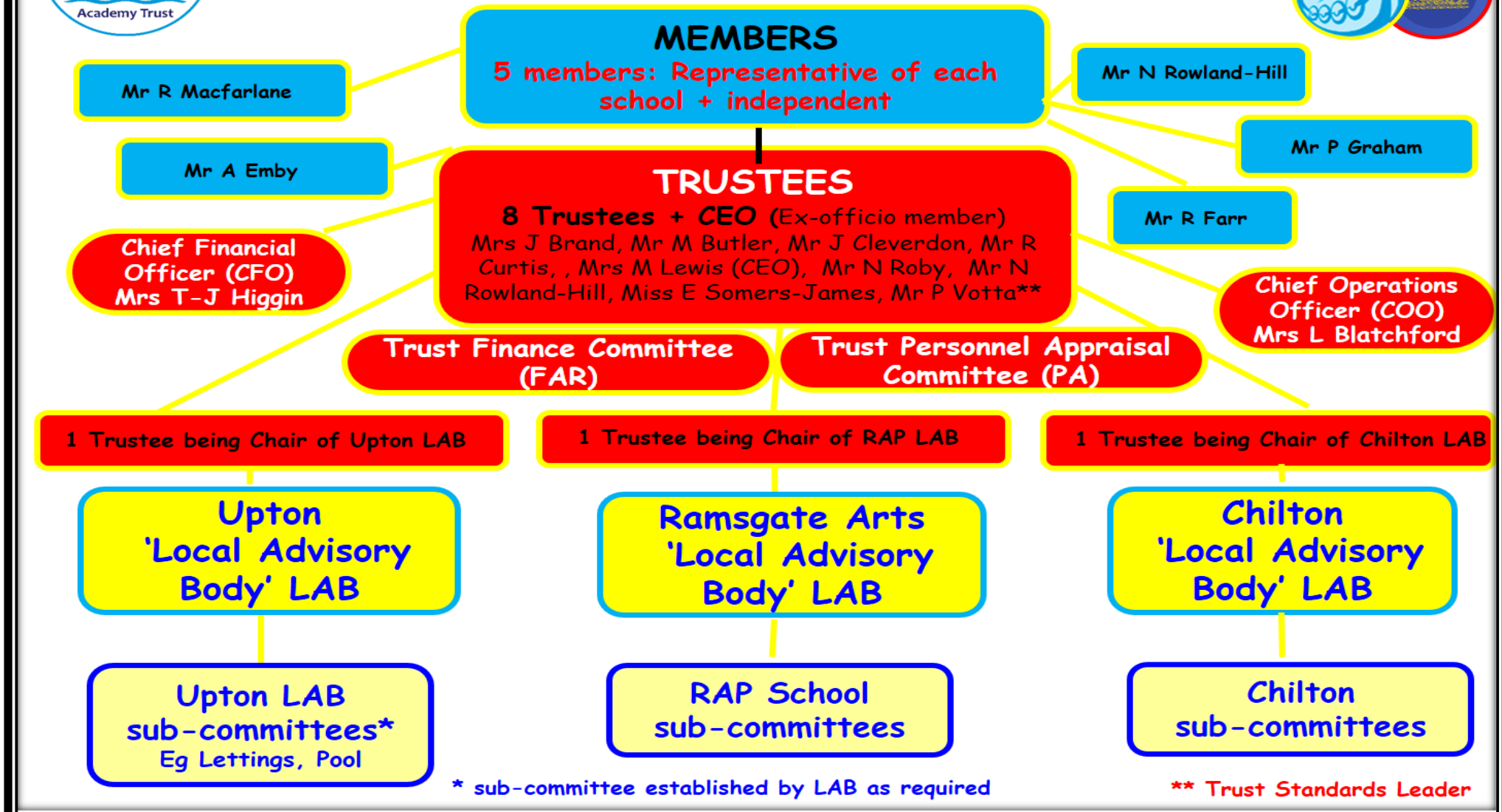
Local Advisory Body Members:

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

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

VIKING ACADEMY TRUST

Governance Structure 2018-19

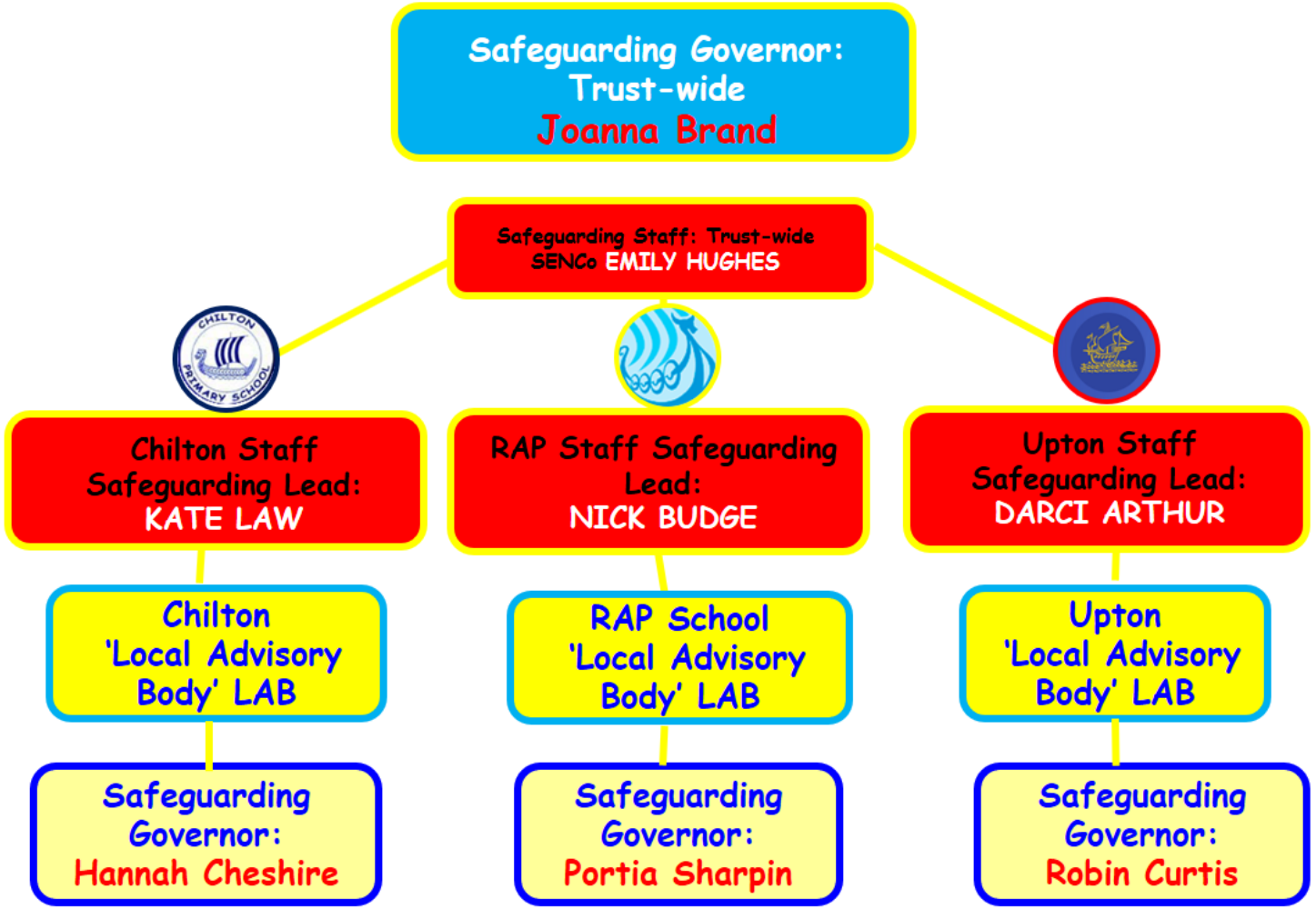


* sub-committee established by LAB as required

** Trust Standards Leader

VIKING ACADEMY TRUST

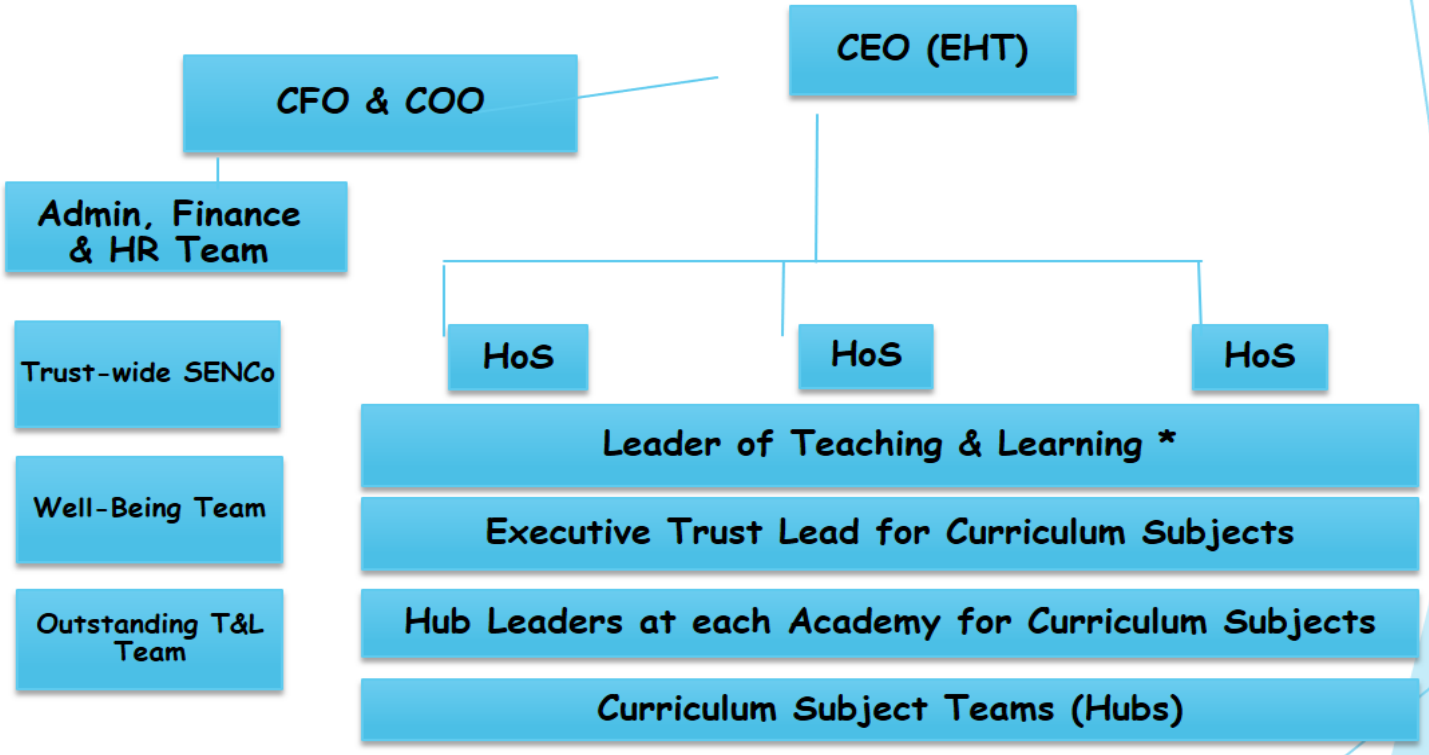
Governance Safeguarding Overview



VAT Staffing Structure: Leadership

To be established from 2018-19

"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: HoY. Chilton: AHT. RAPS: SLT

Viking Academy Trust Improvement Plan: 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 1st 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 2018/19 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, at this point in time, the Viking Academy Trust is providing a VERY GOOD quality of education for its pupils. This judgement takes in to account the external moderation of standards from Ofsted inspections:

- ✓ Ramsgate Arts Primary School's Section 5 Inspection (May 2018), where 'Good' gradings were awarded across all criteria
- ✓ Chilton's most recent Section 8 Inspection (March 2018), where it was recommended a Section 5 Inspection is to follow in 18 months in order for the school to be awarded the 'Outstanding' judgement we were unable to achieve under the Section 8 format
- ✓ Upton's inspection (November 2014) where 'Outstanding' judgements were awarded across all criteria

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 can be seen by the 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

Chilton Primary School:

Next Steps for the school… (Ofsted Section 8 Inspection March 2018)

Leaders and those responsible for governance should ensure that:

- **middle leadership is strengthened so that there is even greater impact on the quality of teaching and learning and pupils' outcomes**
- **there are even more creative and challenging learning opportunities across the curriculum.**

SEF & SIP give detailed breakdown of actions. Below is a summary of progress to date:

PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Next Steps	Progress
	• middle leadership is strengthened so that there is even greater impact on the quality of teaching and learning and pupils' outcomes	• Middle leaders given more structure roles and responsibilities: Maths, reading, writing +PaG, RWI, Sports and PE, Curriculum inc. ICT, Arts Curriculum, Well Being, Enrichment • Structure for accountability established through fortnightly meetings and development of aspects of School Improvement (including planning) • Trust wide collaboration established for Maths and English (beginning Sept 18) • Links with additional schools established for middle leaders
	• there are even more creative and challenging learning opportunities across the curriculum	• English curriculum adjusted to provide greater flexibility and autonomy for class teachers in planning, teaching and learning • Use of 'entry' and 'exit' points used to emphasise creativity within curriculum • French curriculum reinvigorated and led by fluent speaker • Greater participation and use of learning activities outside of the classroom – allotment, forest area, excursions, visitors, competitions • Professional Development time regularly scheduled for curriculum planning • Approaches to planning IPC adjusted so that learning can be planned based on children's interests and existing understanding and knowledge • Planning for development of outside space underway

Ramsgate Arts Primary School:

Next Steps for the school… (Ofsted Section 5 Inspection May 2018)

What does the school need to do to improve further:

- **Improve leadership & management by developing middle & subject leadership, to further develop teaching & the curriculum.**
- **Ensure that teaching provides suitable challenge for the most able pupils, including the most able disadvantaged, across all subjects.**

SEF & SIP give detailed breakdown of actions. Below is summary of progress to date:

PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Next Steps	Progress
	• Improve leadership & management by developing middle & subject leadership, to further develop teaching & the curriculum.	• **Sept 2018: please refer to SIP summary & priorities**
	• Ensure that teaching provides suitable challenge for the most able pupils, including the most able disadvantaged, across all subjects.	• **Sept 2018: please refer to SIP summary & priorities**

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.

PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issues	Progress
	• Continue to raise the high standards of writing by providing more opportunities to write at length in all subjects across the curriculum.	• HoS to lead Standards team to ensure writing priority • New Leadership Structure in place under 'Curriculum Hubs' – with responsibility for writing identified as key focus in the 'Language for Life' Hub. • 'Future Leaders' training for identified teachers – school based project promoting high level writing across the curriculum • Weekly Book monitoring involving leaders across the school • CPD on new curriculum & life without levels – new age expected expectations understood • Effective Marking A4L developmental marking of writing – training for staff • Non Negotiables set out for teaching of writing – monitoring in place to ensure followed

SEF & SIP give detailed breakdown of actions. Below is a summary of progress to date:

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)**

Key Target 1	**Outcomes for pupils**
Key Target 2	**Quality of teaching, learning & assessment**
Key Target 3	**Personal development, behaviour & welfare**
Key Target 4	**The effectiveness of leadership & management**

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 2018 – 2019**
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 LeadershipTeam 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 2018-19 resulting in Trust wide documentation that provides rigorous & robust documentation and guidelines that are consistently applied** • Refine 'Trust' Appraisal documentation for four different staff groups: Leadership, Teachers, Education Support Staff & Non-Education • Appraisal paperwork to share Trust wide expectations & accountability for all staff working across VAT schools • Inset session to introduce and set expectations followed up with PDM sessions to support staff with changes: review • Review the Trust-wide Appraisal & 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. 2018-19 pay increase updated in policy. • Differentiated range for Teachers linking to gradings to ensure pay and reward is performance related and consistently applied across Trust schools. • Start of App.Cycle teachers detail the point they are aiming for – this focuses their expectations as well as allowing for draft budget setting. • Greater emphasis on accountability with rigorous appraisal for Leadership Team: termly appraisal monitoring meetings HoS with ML	**VAT TLT**	**T1: Policies updated by ML Sept 2018** **Appraisal review cycle to have completed phase 1 by 20/10/18** **Appraisal staff PDM T1 week 2 (13/09/18) ML to lead** **Support staff PDM by 30 Nov 2018 & staff training 23/01/19** **Mid-Year review meeting T3 2019 (wk beg 05 Feb PDM)**	Release time for all staff to attend appraisal meetings. Ind. Schools to finance this.	**LAB sub com to lead school leadership appraisal (Chair of Lab + one other)** **Trust Board (PA committee) & LAB to receive appraisal updates.** **LAB to receive pay progression info to link to budget setting** **Trustees to receive summary from each LAB** **Trustees to have Appraisal sub com (PA) for VAT LT appraisal**

• Moderation of appraisal documentation to occur mid and end of year to ensure consistency • Trustees to form an 'Appraisal Sub Committee' to lead on Trust wide appraisal (PA com) • Recruitment & Retention to remain at forefront of Trustees & TLT agenda. Proactive in ensuring all three schools reputation to local community and further afield remains positive to encourage staff to work for VAT. Media links. • To promote retention, ensure staff wellbeing is high on Trustees & 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 reviewed 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. • VAT Staff Team Building event: TLT to organise to enable staff across schools to build relationships in social context eg quiz night, theatre trip, meal out • The promotion of a staff reward scheme – the Viking Spirit Award to formally recognise & reward contribution to the Trust that goes above and beyond and fully embraces our Viking values		**ML to lead Appraiser meeting Ongoing CDP links raised with appraiser & vetted by TLT: link to SIP & App.** **Leadership PA: ML meet HoS 06/02/19** **N2V training T6: 05/07/19**	Media cost £2000 annual cost per school for PB fees Kent-Teach: annual subscription Feb Inset Day. All Teaching staff to attend & open to all support/admin. Cost £55 per person DA to organize & lead with HoS	
➢ **To cement the Trust Leadership Team which will have responsibility for success of all VAT schools**	**TLT: EHT, HoS x3, CFO, COO TSenco**	**Annual prog.**	Meeting time for TLT – no cover required but school leaders to step up to manage school to allow HoS to attend.	**Trustees & LABs will have copies of school priorities through completion of Termly SEF**

• TLT provide leadership support with overview of three schools. Priorities discussed and actions decided by TLT. • HoS lead their school but have Trust-wide responsibility for the success of all schools in Trust. Trust appraisal target set. • Fortnightly KIM meetings set as non-negotiable for key priorities to be aired & solutions found • Key Indicators template created to form agenda for TLT meetings • 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 • Raise challenge across schools to ensure shared high expectations – coming from driven, purposeful senior leaders. Work scrutiny, learning walks, data Qs to form part of KIM. • Seasonal Termly well-being meeting between EHT & 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		**Trust appraisal target shared Dates & paperwork on SPoint & updated termly**	Refreshment costs if venue off site CFO & COO to attend Kim where appropriate agenda Monthly CFO, EHT, HoS Budget meetings in each school	
➢ **Systems and processes in place across Trust enabling EHT to have realistic portrait of VAT schools** • Strategic summary report for LAB & Trust Board as designed by NR. Governors to comment, question, challenge on key info shared in this one page executive summary. • Review format of termly SEF report containing essential school information. Delete non-essential	**EHT** **HoS x 3** **EHT (for Trustees)** **HoS for LAB** **HoS**	**Termly** **Wk before each LAB/TB meeting**	HoS time, ongoing process	**Termly SEF shared with school LAB and Trustees as body of information reported to them at each meeting**

info. Completed by HoS and shared with EHT at the start of each new term (dates set on KIM calendar to align with meetings & LAB). Template consistent across all VAT schools to allow for EHT, Trustees & external parties to compare school to school and develop knowledge of Trust wide system for reporting • Termly SEF report to become the SEF for each school with the addition of contextual information for each school & summary report. HoS to delegate parts of SEF out to team (eg Data, Attendance, SEN,) • As wider leadership team develops, key staff to complete relevant subject report in termly SEF • Consistent Assessment and reporting of data analysis through use of Bromcom as MiS, HoS to be fully versed in utilising Ass package to full capacity.	**Wider leadership** **HoS**	**Fortnightly for KIM SEF termly** **Following data sweep**		
➢ **Continue to build leadership capacity across the Trust with focused CPD programme and Coaching / Mentoring** • Career progression policy followed with in-house & external coaching & training specifically to 'grow' leaders. NPQ ML/SL, review • Appraisal to have CPD at its heart, raising staff accountability to enable staff to take ownership & responsibility for their professional development & career path • Introduction of middle leadership Trust training – linked to NCPS to target potential senior leaders within the Trust	**EHT TLT** **All staff** **EHT to lead**	**Part of appraisal cycle**	Appraisal release time for meetings across yr. Training costs as and when appropriate. NPQ programme reviewed & monitored x 3 yearly at KIM Funding 2017 paid by DfE NLT as area of 'need'	**HoS to report to EHT CPD needs across their school & opportunities available: Kent CPD online, National College, SELT** **LAB * Trust Board (PA Com) to have appraisal updates x3 year**

• New 2 Viking Training: N2V – trust-wide coaching & training to all new staff across each term • 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 & Staff Handbook to detail contributions paid by the Trust	**Invited staff** **New staff**			
➢ **To ensure staff across Trust work as a cohesive team with absolute clarity on expectations, accountability & roles & responsibilities.** • Mentoring for the Heads of School from all three schools from EHT. Successful completion of NPQH programme by 3 Heads. (Trustees to confirm next step for NB) Formal well-being termly face to face meeting. Ongoing coaching from EHT. Start of term key priorities meeting with each HoS. What will be achiebed across this term. Part of TLT, supportive collaborative environment to grow as senior leader. • ML to continue as National Leader of Education supporting Kent primary schools on journey to Outstanding • ML to continue MAT CEP training & meetings to further develop role & build VAT. Attend RSC training days: focus on leading a MAT & role of CEO (EHT) • Induction for all Trust new staff: consistent Induction programme established. Eg Paperwork, routines, key survey 3/6/12 months. Key survey	**ML** **Trustees to confirm** **ML** **ML** **ML, COO**	**Inset Day to set expectations, ongoing** **DA/KL & DW completed NPQH** **NB to complete?** **Termly Meeting: 1st**	HoS time to lead 1:1 well-being meetings, 360 meetings lead by member of TLT Inset & PDM time to reinforce Viking hare vision & expectations. Staff handbook for each school completed by HoS 1st week Sept 2018. Cost of training: NPQSL = £2k each NPQML (EKLA supplement) NLE work: KCC to pay for EHT's time @ £400 x 41/2 days	**TLT** **LAB** **Trustees**

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 • Roles & Responsibilities of staff reaffirmed annually with JDs re-issued (Ts annually, Support staff biennially). Effective & efficient use of all staff priority. Restructure undertaken of staff groups if need arises. • 360 Staff audits completed at 3, 6 & 12 months - mini appraisals on performance with 1:1 meetings with HoS to discuss outcomes. 360 audits to form part of appraisal. COO to lead on this • Head of School to conduct staff 1:1 well-being meetings with every teacher Term 1 & Term 3. EHT to hold HoS to account to ensure no slippage & meetings are prioritised. Action & Impact statements to be reported back to EHT by HoS.	**COO** **COO** **COO** **EHT/HoS**	**Thursday of each term** **N2V annual timetable**		

4.2 Trust Development Plan 2018 – 2019

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
FOCUS 1 Strong sense of 'team'	**To complete the reconstitution of Governance across the VAT**	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. 2. EHT to attend DfE Executive Educators Training with focused workshops on MAT Governance. Outcomes of training cascaded to Board. 3. Scheme of Delegation reviewed to reflect the changes across VAT. Use current evidence from DfE & NGA as well as successful MATs to	Chair of T, Chair of LABs EHT + Trust Sec.	Annual timetable distributed to all committees / parties by T1 Sept 10th 'Business'

	To review and agree practice and protocol for effective meetings.	ensure the SoD reflects the model of Governance appropriate to the current Trust structure as well as being futures orientated. 4. EHT to lead training to all Members, Trustees & LAB governors to ensure the role, responsibilities and remit of each part of Governance structure is understood. Prevent repetition of task & agenda & ensure focus of each governance grp is as stated in SoD & Gov Handbook ToR. 5. Review "Golden rules for all Governance meetings" with particular reference to focussed agendas allowing LAB to monitor SEF & SIP, holding HoS to account & Trust Board meetings to be a 30/70 split between business and strategic leadership. 6. Follow up robustly the non -attendance of committee members and report back to Trust Board. 7. Governance Code of Conduct & Handbook reviewed annually to include SoG 8. Each 'layer' of Governance have new ToR, which will be reviewed annually. Clarity of purpose for each committee & minimise repetition of role. 9. Ensure appropriate 'Meeting Room' as venue for all meetings, with appropriate furniture placed to ensure effective committee member discussions. 10. Clerk to act as liaison with Office in each school for 'housekeeping tasks'		Gov Meeting – all grps invited
FOCUS 2 Strong, effective relationship with Trust LTeam & wider Staff	**To improve and effectively use the collection of evidence to support school improvement.**	11. Review membership of LAB (Local Advisory Body) – clarity of role established through the creation of new Scheme of Delegation recognising new VAT 12. New template for LAB Meeting agenda used across all VAT schools. LAB meetings & visits to focus around School Improvement. LAB to hold HoS account by monitoring their school's priorities, detailed in their SIP. 13. EHT/Clerk to revise 'Governor' visit template to include evidence of challenge & every LAB agenda to have question regarding impact at end of meeting.	ML & Trust Sec, Chai of LAB & HoS	Sept '18 T1 Term 1

		14. Board / LAB to lead a staff survey annually and use the information to inform planning. Liaise with Head of C&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 15. Middle & senior school Leaders to report to LAB on Standards to enable LABs to monitor progress of phases & curriculum areas. 16. Introduce Trust Standards lead – to have overview of progress & attainment in each Viking school. RC & ML to meet with PV to enlist his expertise to take this role 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 & C of Trust to follow similar pattern for communication. 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 & EHT to ensure consistency in communication & expectations on different personal clear		Term 5 Term 5/6 Ongoing ongoing
FOCUS 3 Commitment to governor training and development	**To ensure Governance at all levels of MAT Board are fully trained and confident to undertake their roles successfully.**	1. Governance to follow the '7 Cs' and uphold the Nolan Principles in their role as Public Sector volunteers 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. 3. Governance Competences Framework completed, which used alongside SoD, will ensure skills, knowledge & competency of Governance meets national requirements of MATs 4. Conduct an annual review of clerking arrangements. Review role of 'Trust Secretary' and combine post where possible to streamline Governance & Business tasks 5. Ensure the TS attends LA briefing sessions as appropriate – and reg. reads updates on NGA/Kelsi informing EHT & Chairs	Trust /LAB Chairs & Trust Sec.	T1 FGB ongoing

		6. TS to oversee Governance CPD with focus across this year on statutory requirements and MAT development		
FOCUS 4 Knowing the VATrust	**To ensure that all LAB & 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.**	7. All LAB Governors to attend meeting based on statutory testing to fully understand expected outcomes & national picture. Training on assessment profile in each school and internal progress data. 8. LAB Chairs to report to Board the 'Standards profile' in their school with guidance from Standards Trustee PV 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. 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.	HoS & Head of A&C	Term 2 CPD + termly meeting Ongoing Term 1 /4
FOCUS 5 Effective meetings - time management and delegation	**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.**	See also Focus 1 11. Review of agendas to allow 30/70 business –strategy split- including time for discussion of priorities. 12. Sharepoint developed as effective means of communication; sharing information & allow all members of Governance to have necessary paperwork in advance of meetings to ensure every 'governor' is fully prepped. 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 & values remain true to core purpose and not become efficient without being effective 14. TS to publish a calendar of meetings/events termly/annually for each committee to use as guide for year.	Chairs & TS	Sept 2018
FOCUS 6 Standards –	**To ensure that drive to improve standards is the**	15. Trust Board delegated LAB to hold their school in the Trust rigorously to account for pupils' performance understanding national expectations and	**LABs & Trustees (FAR)**	LAB meetings

Attainment and Achievement	**core purpose of the Trust Leadership Team**	school targets. LAB CoG accountable to Board with a Trustee assigned 'Standards' accountability. 16. LABs to hold the schools rigorously to account for the allocation of Pupil Premium and PES funding. FAR committee to hold EHT/LAB to account for this role.		attended by PV
FOCUS 7 Effective Financial Management **See separate CFO section 4.3**	**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. CFO to lead in-house training. Outcome to have FAR members proficient in Academy Financial systems to provide monitoring based on sound understand of academy financial system 19. EHT to attend DFE (RSC) Training on MAT Finance. Cascade this information to FAR & CFO 20. Appointment of CFO. Review & revise finance procedures / systems across 21. Trustees to complete annual self-assessment tool combining Risk, Compliance & Competencies (using AFH 'Schedule of Requirements – 'The Musts') 22. CFO to produce a financial CPD handbook combining guidance from AFH, NGA 21 Questions for MATs & EFA (draft) Competencies Framework for MATs 23. Trustees (FAR) ensuring 'best value' in order to invest in teaching & learning across the Trust 24. Trustees (FAR) benchmark to ensure comparisons to 'like' schools are made and relevant questions posed	**FAR Com. CFO**	FAR meeting x 6 + Monthly Budget Monit. meeting LAB x 6 CPD training for FAR Com members

		25. FAR & LAB to receive regular monitoring from CFO to ensure they are up to date with monthly budget and roll over 26. LABs to be fully informed of spending and resources and the impact this has on school improvement. Chairs of LAB & EHT to report this to FAR & on to Board 27. The FAR Com to ensure budgets across the three schools are set with 3 year plan and link closely to each School Improvement Plan. 28. FAR appointed new Auditors: Hacker Young. Annual timetable agreed with CFO & FAR. New procedures to be learned across financial year. 29. Finance Team to review procedures & practice following outcomes from 17-18 audits and 2018-19 audits. 30. Audit Report actioned with all points for development addressed (following internal / external audits) 31. Board of Trustees to re-elect Personnel & Appraisal Committee with membership from each LAB represented. Appraisal Committee to ensure pay progression is through rigorous and robust appraisal process 32. Upton Budget to hold an individual separate fund code to monitor income & expenditure for the Pool, licence agreement / Heads of Terms in place as of 1st Sept. Review with HY		

4.3 Trust Improvement Plan: CFO Improvement Plan 2018 – 2019
4.3.1 Implement an accurate and successful payroll & HR service **(in collaboration with the COO)**

4.3.2 *To build on expertise within the finance team and ensure systems and processes support our accountants and their work To improve efficiencies during internal and external audits·* **Understanding and managing a complete budget cycle the Academy Way!**

4.3.3 Develop working relationships as a CFO/COO team (in collaboration with the COO)

4.3.4 Understanding and managing a complete budget cycle the Academy Way *developing the team practices and systems that will enable a fully functional finance team now that staff are all in place*

4.3.5 Review of non-educational support staff (in collaboration with the COO)

4.3.6 To create a robust and reliable trust-wide contract database maximising economies of scale (in collaboration with the COO)

Actions	LEAD PERSON	TIME SCALE	RESOURCES (Budget)	MILESTONES	SUCCESS CRITERIA	EVALUATION
4.3.1 **Implement an accurate and successful payroll & HR service for employees across the trust**	Jointly lead by T-J H and LB	Go live April 19 and ongoing.	*£3k per year software costs·* *Time to run the system to be incorporated within current staff structure·* *Possible need for a project 'person' for setting up only·* HR Advice to be sought from Heidi Russell to ensure compliance with employment law. LB has started a CIPD HR Management Diploma in	**31st August**: TJH & LB to meet to create proposal for ML and governors which outline the carefully considered pros and cons of operating such a service in house. **Term 1** Start the transition process Contract templates Employee data collection	More accurate payroll system Reduced opportunity for error (SPS frequently provide incorrect information) Increased success in HR hygiene factors – improved infrastructure (can act as a demotivator if payroll is incorrect) Increased ability to problem solve with	Constant review Accuracy checks Frequent CPD gap analysis to ensure that skills are up to date.

			August to ensure successful and professional implementation of an internal HR service	Data entry into Star payroll system **Term 2** Give notice to SPS **Term 3-4** Trial payroll system **Term 4/5** Go live	reduced waiting times for resolution Flexibility Financial and time savings Personal service Increase trust skill set bringing expertise in house	
4.3.2 **To build on expertise within the finance team and ensure systems and processes support our accountants and their work To improve**	T-J H	One full audit cycle (focused on financial year	*Time* *Hacker Young: Cost for advice / support in*	***On-going*** *Regular meetings* *Successful internal audits*	*Successful audits* *Independent submissions of BFRO and BRO*	

efficiencies during internal and external audits. **Understanding and managing a complete budget cycle the Academy Way!** To improve efficiencies across the trust within the finance team. Learning from the areas of the audit and recommendations made and implement strategies and processes to enable a smoother system to capture data as required by internal and external audit.		accounts 18/19)	*addition to internal & external audit costs*	***(Jan, May Sept)*** *with reduced queries and recommendations.* *Interim fieldwork* ***– Summer 19*** *Main fieldwork –* ***October 19***	*Ensuring key dates are met – eg Submission of Final accounts.* *Consistencies between schools* *Monthly monitoring in line with Academies Financial Handbook* *New filing systems saving time and space* *Improved system to reduce risk* *Improved systems in line with audit requirements and recommendations* *Zero reporting of high risk findings in*	

					audit· Secure and safe systems to protect from theft, fraud, errors	
4.3.3 **Develop working relationships as a CFO/COO team.**	T-J H & LB	Ongoing	Time	Our joint targets – In house payroll and review of non- educational support staff will enable opportunities to form working relationships throughout the year· Milestones will be met in line with these individual targets·	Strategic planning – Joint up thinking Consideration of overlaps in roles Establishing the team in its first year· Administration and Finance staff working together with a customer service focus· Budget savings and efficiencies Successful payroll service	

					Evidence of considerable improvements across the trust demonstrating our joint impact	
4.3.4 **Understanding and managing a complete budget cycle the Academy Way** *developing the team practices and systems that will enable a fully functional finance team now that staff are all in place*	T-JH	18/19 accounts	*Time*	*All deadlines met as stipulated in the academies finance planner.* *Meeting all HY expectations within deadlines.*	*Ensuring key dates are met – eg Submission of Final accounts.* *Ensuring all criteria within the Academies Handbook is met.* *Improved confidence within the role* *Benchmarking, accuracy, improved ability to set accurate budgets* *Informed EHT/Governors of budget situation. Compliance with DFE*	

					Time saving as well as space. Methodical and accessible. Successful audits Consistencies between schools Monthly monitoring in line with Academies Financial Handbook New filing systems saving time and space Improved system to reduce risk Improved systems in line with audit requirements and recommendations	

4.3.5 **Review of non-educational support teams across the trust to increase efficiency and decrease duplication of tasks across each of the schools.** **Admin Teams:** Look at individual job descriptions to see where there is a cross over, change responsibilities so there are lead staff responsible for specific trust wide activities, maximising the output and using particular talents of team members to improve systems/practice across the trust. **Extended Day Teams:** To improve practices to reduce debt and increase uptake whilst ensuring and maintaining sustainability. Consistency of roles within the extended day and their expectations. **Finance Team:** Look at the overlap between finance and admin responsibilities to ensure a consistent	LB & T-JH	One academic year to fully embed new practice.	HR Advice to be sought from Heidi Russell to ensure compliance with employment law. Training courses possibly focusing on customer service	**Term 1 & 2** Meet with HR to analyse potential risk Review JD's to highlight duplications in task and where there will be capacity to expand. Admin Team, Finance Team and Premises Team to complete an overview to help us understand work constraints. Time in motion audit to compare each team. Set appraisal targets with improvement plan in mind. Extended Day Teams audit and review their practices to ensure sustainability.	Clear definitions of roles and responsibilities. Working more efficiently and consistently across the trust in support of the wider school community.	Audits and reviews. Seeking opinions of staff working closely with non-educational support staff I.e HsOS

management approach. Looking at the customer service delivery so it is consistent as the admin team. **Premises Team:** Review of deployment of Premises Team across the trust similar to that of the admin team. All teams to think 'Trust Wide' & not school specific but not to the detriment of their individual schools. Increase best practice and team work. If one team has a great idea, then this should be shared for the benefit of the other offices. Implement a shift in culture particularly within the admin teams. In our informal review taken over the past three weeks, We have found there are too many excuses why work hasn't been done or why areas are not tidy, it seems an accepted practice to be negative about work load. Stricter implementation of GDPR within admin teams –				**Term 3** Oversee the change. **Term 4** Review strengths and weaknesses of plan. Is it working in the best interests of not only the individual schools but the Trust too? Review appraisals and targets.		

clear desk policy and tidier working spaces.						
4.3.6 To create a robust and reliable trust-wide contract database maximising economies of scale.	TJH & LB	One academic year	Time Parago trust-wide access	*Relaunch of Parago to accurately reflect all contracts across the trust by end of December* *CFO/COO to sync diaries using Microsoft 365 to ensure that contracts do not expire*	*Having access to up to date contractual information to which we can act upon achieving economies of scale.*	Continually reviewing contracts, evaluating budgetary impact/savings and quality of service received from contractors. Feedback from our own teams.

4.4 Trust Development Plan 2018 – 2019

4:4 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
• Leadership structure review to ensure middle leaders in place at U & C to enhance accountability and develop 2 way communication • Review Staff Well-Being Policy incorporating measures to smarten work- load and reduce Admin tasks for teachers. • Introduce non-negotiable Well-Being Meetings x2 year for all staff – work/life balance an agenda item • Review staffing structure that promotes collaborative working across VAT with leadership structure in place to grow middle leaders internally • Change contracts to provide staff with freedom to work across the Trust	EHT/ TLT EHT EHT/HoS EHT Trust LT EHT Trust LT	Sept 18 Ongoing development Jan 19	Staff personal hours: HR consultancy fees / SPS contract £20 per staff member: U:69 x £20 C:73 x £20 R: 31 x £20 Although, cover, where possible will be 'in-house' which will significantly cut costs. SPS: Included in SLA – Platinum package	T1 Draft Policy for SWB in place T1 Leadership structure in place at U & C T1 Teacher WB 1:1 meeting to have taken place with HoS C, R, U T2 Support Staff BB meeting taken place with HoS T2 Ratified WBpolicy by Trust Board T2Work/life balance (1st draft) initiatives finalised and presented to staff. T2 JDs for Teachers issued T3 JDs for all staff issued T3 2nd WB meeting taken place btwn Teachers & HoS	At the end of the academic year there will be limited loss of staff to positions outside the Trust. The schools within the Trust will be fully staffed by the strongest NQTs and good-outstanding teachers. There will be no agency teachers. Staff questionnaires will demonstrate positive	

• Enlist support from HR Consultant to ensure legal compliance with staff structure changes. • Purchase 'Flu Jab' for all Trust staff • Absence procedures reviewed across Trust. Lines of accountability consistent & outcomes viewed as fair, open and transparent. Bradford scale. • Identify graduate TAs for straight to Teaching programme (Schools Direct) • Establish links with Teach First & Future Leaders using RAPS deprivation index to recruit across the Trust • Establish Viking brand to attract staff to the Trust, positive image in the community, the creation of 'The VAT Little Blue Book' • Recruit a Media Consultant to lead publicity & marketing for VAT • Develop VAT website to advertise for all recruitment	EHT/HoS / PB CW/CS to organize EHT/CS EHT EHT & NB Trust LT + PB HoS + PB EHT			T4 2nd WB meeting btwn line manager & support staff Cost of School Nursing service to administer flu jabs July 2018: Express interest for SD Prog T2: EHT £1800 annual cost per school for PB services	effects of the WB policy produced. Retention levels high. Reduction in staff absence levels – across all staff grps 'Soft' data shows positive picture eg staff room atmosphere, professional & personal r/ships entwined, strong sense of Team	

• Proactive in managing short long-term absence with staff trained to cover colleagues & gain promotion / experience eg Office roles / premises teams.	COO					

4.5 **Trust Development Plan 2018 – 2019**						
4:5 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**
4.5.1 Ramsgate Arts Primary School • Maintain positive relationship with DfE/EFSA & contractors in completing snagging list / defects, field & fence • Ensure appropriate funding streams available & accessed eg new housing development promised funds	ML/ NB/CB ML / CFO	Ongoing T1 & T2	Audit by CFO to ensure EFSA payments are accurate Trust Board to write to EFSA re: change of allocated funding		Ramsgate Arts Primary School opens in its first full academic year in completed site. 200+ pupils & full staff compliment. Sept 2019 - PAN for	

• Ensure compliance with H&S & Safeguarding with necessary contracts etc handed over to school. Utilities in RAPS now	CB/COO/ CFO				Reception classes (60 pupils)	
• Targeted publicity to attract new pupils to the school in Reception for Sept 2019	ML / NB	Ongoing T2 Parent Meeting				
• Uniform and signage to display name change						
• Further develop new 'Arts' based curriculum and ensure planning of new building reflects this as well as being equipped/resourced for Arts focus.	ML/NB NB/PB	T2 2018 T2/T3				
• Recruitment across this year to consider the Arts curriculum and develop capacity to meet needs of this specialism	ML/NB	T3 T3/4				
• Establish continued partnership with Turner Centre to cement our Arts profile in local community	ML / NB / MB	Ongoing				
• Business plan to access additional funding from EFA to support staffing in high level of need Y4/5 class	ML/NB	T3+	Corporate Patronage set up £2k annual cost			

• Initiate discussion with DfE/EFSA re: Nursery provision on site • Lettings of school premises to generate school additional income	ML CFO	T2/T3				
4.5.2 Chilton • EYFS/KS1 playground refurb: funding to be applied for • Commence enquiries to TDC re: vehicle access via allotment • Long term aim – potential drop off zone using allotment access • Initiate inquiries to expand school with additional level added • 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 & field • Increase Lettings of school premises to generate additional income	HC / CFO ML ML ML ML/KL/CFO HC CFO	Ongoing as phased project		2019+ = Traffic congestion eased with new parent drop off zone taking traffic off of Chilton Lane Chilton EYFS/KS1 playground space fit for purpose & development project to commence		

4.5.3 Upton Swimming Pool: • Leasing of pool to Mr & Mrs Simpson. Legal contracts/Heads of Terms etc created & shared with Trust Board & all stakeholders • New contract reviewed with costing to school (staffing) & access for Upton pupils • Budget Implications: Ensure swimming pool rental income is shown on budget to meet EFSA regulations. VAT / business advice to be taken from Hacker Young Accountants • Internal environment: To ensure facilities are fit for purpose & meet the outstanding learning environment desired, utilising the space & resources, maximising potential. Community:	Pool Sub Com Pool Sub Com CFO / FAR com / Upton LAB	T1 Ongoing Ongoing X2 year meetings	Part of Audit package Trust already pays in to Time		Pool running as a separate entity with benefits for school & community use	

• Liaison with Residents/Community & school to ensure positive relationship maintained. • Increase lettings of school premises to generate further income for the school Grounds: • Landscaping of external environment. Quotes from local companies. + review SERCO quote. • Outside shelter: flooring needs uodating • Extension of tarmac playground - quote	ML/LAB/ HoS CFO COO/DW	Regular communication via email/cards	Refreshments			

4.6 **COO Improvement Plan 2018 – 2019 HR FOCUS**
4:6.1 Review of non-educational support staff (in collaboration with the CFO)
4:6.2 Increase customer service excellence
4:6.3 Implement successful payroll and HR service in house (in collaboration with the CFO)
4:6.4 CPD training for the Admin Team
4:6.5 Create competency framework for non-educational support teams
4:6.6 Induction process: Improve it!
4.6.7 Using cost information in absence reporting and improve the general absence reports available
4.6.8 Recruitment documents
4:6.9 Develop working relationships as a CFO/COO team (in collaboration with the CFO)

Actions	LEAD PERSON	TIME SCALE	RESOURCES (Budget)	MILESTONES	SUCCESS CRITERIA	EVALUATION
4:6.1 Review of non-educational support teams across the trust to increase efficiency and decrease duplication of tasks across each of the schools. **Admin Teams:** Look at individual job descriptions to see where there is a cross over, change responsibilities so there are lead staff responsible for specific trust wide activities, maximising the output and using particular talents of team members to improve systems/practice across the trust. **Extended Day Teams:** To improve practices to reduce debt and increase uptake whilst ensuring and maintaining sustainability. Consistency of roles within the extended day and their expectations. **Finance Team:** Look at the overlap between finance and admin responsibilities to ensure a consistent management approach. Looking at the customer service	LB & T-JH	One academic year to fully embed new practice.	HR Advice to be sought from Heidi Russell to ensure compliance with employment law. Training courses focusing on customer service	**Term 1 & 2** Meet with HR to analyse potential risk Review JD's to highlight duplications in task and where there will be capacity to expand. Admin Team, Finance Team and Premises Team to complete an overview to help us understand work constraints. Time in motion audit to compare each team. Set appraisal targets with improvement plan in mind. Extended Day Teams audit and review their practices to ensure sustainability.	Clear definitions of roles and responsibilities. Working more efficiently and consistently across the trust in support of the wider school community.	Audits and reviews. Seeking opinions of staff working closely with non-educational support staff I.e HsOS

delivery so it is as consistent as the admin team. **Premises Team:** Review of deployment of Premises Team across the trust similar to that of the admin team. All teams to think 'Trust Wide' & not school specific but not to the detriment of their individual schools. Increase best practice and collaborative teamwork. If one team has a great idea, then this should be shared for the benefit of the other offices. Implement a shift in culture particularly within the admin teams. In our informal review taken over the past three weeks, We have found there are too many excuses why work hasn't been done or why areas are not tidy, it seems an accepted practice to be negative about work load. Stricter implementation of GDPR within admin teams – clear desk policy and tidier working spaces.				**Term 3** Oversee the change. **Term 4** Review strengths and weaknesses of plan. Is it working in the best interests of not only the individual schools but the Trust too? Review appraisals and targets.		
4:6.2 Increase customer service excellence	LB	One academic year to embed practice.		**Term 1** Send out Customer Service manual to	Positive comments from	Audits and reviews. Seeking opinions of staff working

Providing not only a stellar experience to our parents, pupils and visitors but also that of our staff. Admin teams are the support system within the school designed to make life easier for the teaching team, are we doing that as effectively as we should in each school? Where we are not, why not? Do we have the capacity within the individual teams to do so?				all teams which explains rationale and outlines expectations. Create webinar recording **Term 2** Admin Audit **Term 3-6** Review	staff, visitors and parents.	closely with non-educational support staff I.e HsOS
4:6.3 Implement an accurate and successful payroll & HR service for employees across the trust	LB with TJH	Go live in April 19 and Ongoing	£3k per year software costs. Time to run the system to be incorporated within current staff structure. Possible need for a project 'person' for setting up only. HR Advice to be sought from Heidi Russell to ensure	**31st August**: TJH & LB to meet to create proposal for ML and governors which outline the carefully considered pros and cons of operating such a service in house. **Term 1** Start the transition process Contract templates Employee data collection Data entry into Star payroll system	More accurate payroll system Reduced opportunity for error (SPS frequently provide incorrect information) Increased success in HR hygiene factors – improved infrastructure (can act as a demotivator if	Constant review Accuracy checks Frequent CPD gap analysis to ensure that skills are up to date.

			compliance with employment law. LB has started a CIPD HR Management Diploma in August to ensure successful and professional implementation of an internal HR service.	**Term 2** Give notice to SPS **Term 3-4** Trial payroll system **Term 4/5** Go live	payroll is incorrect) Increased ability to problem solve with reduced waiting times for resolution Flexibility Financial and time savings Personal service Increase trust skill set bringing expertise in house	
4.6.4 Increase CPD within admin Teams: There has been a lack of emphasis on training within the admin teams to date something of which needs urgently addressing particularly as the skills of SNS are often	LB All team members contributing to areas of training	Ongoing	Webinar software SNS services possibly	**Term 1-3** Office manual creation which will form the basis of expectations and knowledge and skills required	Increased admin team skills set Increased SNS efficiency	Team feedback

wasted on showing team members basic ICT skills. We would like to do a skills gap questionnaire to determine where the gaps lie, are there a similar gap in knowledge/training that we can address as a general consensus or do we require specific training for only the few? In order to fill this gap but acknowledging time factors, I would like to create webinars/online training opportunities that the admin team members can access in their own free time or during a 'lunch and learn' hour or an after-school 'development hour'. I would like to provide a host of recorded webinars that will sit in a training file on Sharepoint where team members can dip in and out as and when required. Once a team member has completed this, we can provide an VAT certificate of completion. This training opportunity will create a way of highlighting our	SNS possibly to show technical computing skills.			Skills gap questionnaire Analyse data from questionnaire Form priorities where to address learning gaps Create webinars **Term 3&4** – Review **Term 1 2019** Appraisals	Increased admin team member engagement within role	

expectations on what the 'ideal' admin team member will look like. We can also share best/good practice/expertise of the current team members (for example TH is an expert in Bromcom, why not share her knowledge?) In fact, we should share her knowledge, if she was to leave, her skills would leave with her which would be disastrous for the Upton admin team. TH's input recording some of her knowledge in a webinar would also empower her within her role and she would develop skills as a result. Having training webinars available would free up time that Harvey/SNS waste across the three schools showing staff basics in computing, software applications etc. If there was a failure to undertake training, then this would be addressed in appraisals.						
4:6.5 Non-Educational Support Staff Competency Framework	LB TJH	Ongoing This would be something to work towards for next	Seek HR advice – is a competency framework possible for	**Term 1-6** – Review job descriptions, look at practice in detail and what the	Increased emphasis on enhancing skills.	Team audits

I would like to create a VAT competency framework for our non- educational support teams. A competency framework would provide clarity on expectations. It would allow teams to bench mark current practice and allow for development in the future. I would like able to create professional development plans for these individuals, maximising their capabilities to create enhanced performance within the teams.		year once the review of the non-educational teams have been completed.	school support roles?	ultimate admin team member would look like. Research similar competency frameworks (there isn't a national framework in existence for non-educational support team roles apart from the SBM framework). Research similar fields, is there something already out there in terms of a competency framework – ISBM have a framework, this could be adapted	Empowered team	
4:6.6 Induction: Improve it! **Introduction webinar/podcasts to VAT/individual schools.** **Would give an effective/efficient way of providing essential information to our new employees before they**	LB ML HsoS TJH	Term 1-6		Term 1 & 2 research, seek software to create this. Term 2: SNS to create a staff survey form such as Key Survey	Professional induction package available to new employees	Feedback to staff mentors. Feedback from surveys.

start such as routine to the day, first day goals, in-school safeguarding procedures, health and safety info but given in a human form not just in black and white. It would familiarise the new member of staff to key individuals, i.e ML, as EHT, HsoS, COO etc before they've even started. **A new employee staff survey in the first month to determine their induction experience and how they find their new role. Could support employee engagement and will allow line managers to put remedial action in place where necessary.**					Well supported employees	
4:6.7 Use cost information in HR reporting and improving the information made available to the Board of Trustees and HsOS. **I would like to start highlighting the cost attached to sickness absence across the trust. We would attach a cost to each employee's absence and also add any cover costs on top.**	LB TJH	Ongoing	Time Access to relevant reporting documents	Term 1 ready for governors meeting If this is not possible, explore alternative options to gather this data regularly.	Improved information made available to HsOS Will allow HsOS to tackle persistence workplace absence and put remedies in place where possible.	Comparing reports during each phase of the year to ensure that persistent absence is improved.

I wish to improve upon the current absence reporting that has happened in the past. I want more information supplied to HsOS such as mental health absence reporting, working days lost, use of Bradford Factor. Reviewed at the end of Term 3 & end of Term 6					Persistent absence highlights lower employee engagement, having access to better and regular absence reports will allow leadership to potentially identify root cause of issues and resolve, thus increasing employee engagement	
4:6.8 Recruitment Documents: To tighten up the return of recruitment documents such as a signed offer letter, contracts, learning agreement, ICT acceptable use policy I am keen explore the use of 'Docusign'. This is an Adobe document that allows for an electronic signature. This will reduce any issues faced with employees not returning contracts and ensure an	LB	Ongoing	Will have a cost implication - £396 annually	Term 1: seek opinions of Executive Headteacher and discuss whether this cost implication will be possible within the budget.	Swift and timely return of documents. An even better and efficient recruitment process.	Will monitor how quickly documents are returned compared to the usual method.

electronic paper trail thus being cost effective but also efficient. Other companies in the private sector use this as a way of inducting staff. Digitalising recruitment/induction paperwork would mean we move away from the amount of paper produced as part of the recruitment/induction process which will cut costs.						
4:6.9 **Develop working relationships as a CFO/COO team.**	T-J H & LB	Ongoing	Time	Our joint targets – In house payroll and review of non-educational support staff will enable opportunities to form working relationships throughout the year. Milestones will be met in line with these individual targets.	Strategic planning – Joint up thinking Consideration of overlaps in roles Establishing the team in its first year. Administration and Finance staff working together with a customer service focus.	

					Budget savings and efficiencies Successful payroll service Evidence of considerable improvements across the trust demonstrating our joint impact	

4.7 **Trust Development Plan 2018 – 2019 SEND**						
4:7.1 To ensure SEND pupils receive high quality provision across every aspect of the curriculum **4:7.2 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** **4:7.3 To ensure that all children's achievement (attainment and progress) constituently 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		**Term 1** ASD Training for all TA's and CT's	Observed during lesson observations	

				CT's to complete questionnaire to plan further PDM's **Term 2** **SAL Training for CT's** **Term 6** **NTV, Dyslexia, Dyscalculia**	Feedback from training	
Effective high quality interventions are in place to ensure all pupils identified with SEND make good progress in all areas of the curriculum (narrowing the gap)	EH	Ongoing Attending PPM meetings at Upton, Chilton and RAP, interventions planned through outcomes of these		Provision maps/ s reviewed termly and provision adjusted accordingly Personalised plans reviewed 3 x year Interventions follow a cycle of Assess, Plan, Do review Cycle of observations planned during Audit weeks to monitor the delivery of interventions and 1:1 support in class	Pupils meet outcomes set for interventions/ personlaised plans Pupils are making 3 points progress	

				Term 1 – Audit Weeks 1st Oct – Chilton – 2,3,4 RAP's - KS2 Upton – Yr 4 8th Oct Chilton yr 5&6 RAP's KS1 and Yr R 15th Chilton – yr1 and Yr R EH to attend PPM's at Upton		
Rigorous assessments are used to precisely identify SEN and match interventions/ resources which are tailored to the individual needs of the child	EH	Termly Ongoing		Entry and exit data to measure impact of interventions Pupil Progress Meetings to identify needs and concerns Developing partnerships with outside agencies to ensure the provision of specialized support services to children with SEN **Term 1 & 2**	Though lesson observations and achieved outcomes of pupils	

To continue to develop 'Inclusive Classrooms' across the VAT				Monitor use of entry and exit data across VAT provisions Learning walks during Audit weeks		
Raise the self-esteem and safeguard the wellbeing of children' with SEND	EH HB/NB VAT Inclusion Team	Ongoing		**Term 1** Develop the use of Nurture lunchtime clubs across the Trust Class worry Boxes to be introduced at Upton and reinstated at RAP's Develop the use of sensory activities within KS1 and Yr R as whole class and 1:1 **Term 2** Inclusion Team to explore the use of 'Zones of Regulation 'for individuals and small groups Establish Mentoring for vulnerable children	Pupil voice Monitoring of behaviour points	

				(VAT Inclusion Team)		
Continue to ensure that SEN is consistently, systematically and confidentially communicated and recorded at all levels across the VAT	EH Trust LT	Ongoing		**Term 1** – Provide provision mapping support for new staff across the VAT Continue to develop the use of Provision Map to log meetings, phone calls and agency involvement across VAT schools and share key information Shared with Hos and STL Dates planned across VAT to show all CT and train new staff Termly VAT Inclusion Team meeting SENco to meet weekly with Hos When needed SENco to attend		

To ensure successful transition of new mid-term starters SEND resources and information to be accessible to all staff	 EH Inclusion Team			SLT meetings across the Trust Term 1 Develop better communication of key information on mid-term arrivals. Baseline assessments to be carried out to ensure early intervention where needed Upload resources and key information for PDM's		
Effectively engage with parents so that they understand their child's SEN needs and know how to support them SEND parent meetings	EH Inclusion Team	Ongoing		Parental questionaire to be sent out to plan SEND workshops 3 x year meet parents of children who have personalised plans Term 6	Analysis of parental survey Parental take up to workshops Parental views as part of plan reviews	

				Transition Meetings across the VAT		

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.
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	
MAT / VAT	Multi Academy Trust / Viking Academy Trust
LAB	Local Advisory Body (previously known as Governing Body)
CEO/CFO/COO	Chief Executive Officer/Chief Financial Officer/Chief Operations Officer
EHT/HoS	Executive Headteacher / Head of School
SEF	Self-Evaluation Form
TIP /SIP	Trust/School Improvement Plan
SEN /SEND	Special Educational Needs / Special Educational Needs and Disability
T&L	Teaching & Learning
7 P's	7 Key things T&L must consider: Pace, Positive, Purpose, Partner work, Participation, Passion, Progress,
TTYP / MTYT	Turn To Your Partner / My Turn Your Turn
B4L	Behaviour for Learning
A4L	Assessment for Learning

LAC / ChIC	Looked After Child (Child in Care)
SEN / SA / SA+	SEN = Special Educational Needs : School Action / School Action +
PP	Pupil Premium
EAL	English as Additional Language
PES	PE & Sport (Funding)
CPD / PDM	Continuing Professional Development / Professional Development Meeting
UQT /NQT	Unqualified Teacher / Newly Qualified Teacher
MPR / UPR / LS	Main Pay Range / Upper Pay Range / Leadership Spine
FAR / PA	Finance Audit & Risk Committee / Personnel & Appraisal Committee
TLT / SLT AHT / LOL	Trust / Senior Leadership Team Assistant Headteacher / Leader of Learning

Monitoring Review and Self Evaluation Cycle 2018-19

KEY					
Trust Leadership Team	Curriculum Teams	Trustees	Inclusion Team	Head/AHTs	AHTs/LoL