Diocese of Chelmsford Vine Schools Trust

Three Year Plan School Improvement Plan 2020 – 2023

Quality of Education

1. All schools are at least good (SSE, peer/adviser review, Ofsted)
2. The attainment gap is narrowed for disadvantaged and vulnerable pupils in core subjects
3. Accurate assessment is in place to identify learning gaps for groups and cohorts returning to school – linked to accurate target setting
4. Schools are clear about the adaptations to the curriculum and learning needed for pupils returning to school (online and home learning as well)
5. Improve provision in foundation subjects which are evaluated as being weaker

Leadership and Management

1. The trust successfully promotes its work with schools and their communities ideally attracting new schools
2. Governance and leadership structures are strengthened at all levels including finance and operations
3. The trust has highly effective school improvement systems including those to appoint and develop leaders across schools.
4. Schools continues to provide a safe environment in line with Covid 19 government advice
5. Ensure that subject leaders are highly effective in their roles

Behaviour and Attitudes

1. Clear plans are in place, underpinned by a risk assessment for vulnerable pupils, to support them returning to school
2. Reinforce learning attitudes with pupils as they return to school especially those who are most vulnerable
3. Improved attendance of all groups

Personal Development

1. Pupils are supported to be mentally healthy.
2. Implement SRE framework

	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
Quality of Education	**Curriculum**		• Consistent Core Curriculum planning, progression and assessment tool delivered to all schools. • Ambitious and engaging curriculum planned by subject leaders. • Schools are sharing high quality resources and expertise so that there is a clear progression of knowledge and skills for each year group.	• Ambitious and engaging curriculum planned by subject leaders and shared across the Trust • All Trust schools share curriculum planning and resources and access support from SLEs. • Through attendance at the Trust Curriculum Lead Head teachers Group, schools share curriculum planning and resources across a number of Foundation subjects that contain clear progression in knowledge, skills towards	• All Trust schools share curriculum planning and resources by attending Networks across the Trust. • Through attendance at the Trust Curriculum Group, schools share curriculum planning and resources across a number of foundation subject areas that contain clear progression in knowledge, skills towards end-points for each year group. Focus on foundation subjects.
	Quality of, teaching, learning and assessment		• Effective Core Curriculum planning, progression and assessment tool delivered to all schools • Half termly Hub Moderations led by SLEs (trained Moderators) are in place • Learning ladders are used by class teacher to support assessment processes. • 'Mock' Deep Dives carried out across subjects • Audit of teaching strengths/skills identified across the Trust and used by SLEs to direct peer observations	• Peer observations completed across the Trust (using teaching audit) to support and develop teaching staff • Vine Peer reviews are in place to support high expectations in our schools and to enable good practice to be shared.	• A network of external partners from good and/or outstanding schools beyond the Trust has been established to test capacity to self-assess and plan stretching improvement targets across the Trust.

	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
Quality of Education	**Outcomes for all groups of pupils**		• Disadvantaged children are identified and supported well. Gaps are closing across Trust schools. • Pupil perceptions carried out to ensure that all children are engaged in their learning across the curriculum • Opportunities for cross-curricular links optimised	• Evidence shows that disadvantaged children are making good progress and attainment gaps are closing across trust schools.	• There is evidence that disadvantaged pupils make accelerated progress in core subjects so attainment gaps are closed across trust schools (data needed)
	Reading		• Phonics training for KS1 teachers leads to higher outcomes in phonics screening tests. • Teachers can evidence how reading skills are taught... Pupils in each school can explain the reasing skills used in their age group and whay they are important.	• VER allows the opportunity for the sharing of good practice in reading and networks of subject leaders are created.	• Standards in Reading meet and exceed national expectations. • Gaps close for disadvantaged children in reading.
	Mathematics		• Maths exemplification for Expected and GD for all year groups shared across the Trust • CPD for one/several Year 5 teachers across the Trust as part of research carried out by Dr Kirstin Mulholland, Lecturer in Education into solving multi-step problems	• VER allows the opportunity for the sharing of good practice in reading and networks of subject leaders are created.	• Standards in maths meet and exceed national expectations. • Gaps close for disadvantaged children in maths.

	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
Quality of Education	**Disadvantaged pupils**		• Trust schools ensure that parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child's progress, and attainment, in English and Maths. • Provision for Disadvantaged Pupils is a priority and on everyone's agenda (staff, parents, governors) • School websites provides clear, helpful information for parents	• Leaders ensure that barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) • The needs of disadvantaged pupils are identified and support and intervention is in place for each of them so that a greater proportion make age related expectations in he core curriculum.	• Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed.
	SEND pupils		• The SENCO Network attended by all schools has a clear understanding on the Trust offer for SEND.	• Following reviews undertaken by the Trust lead head teacher and other partners, there is a clear understanding of SEND and disadvantaged need and capacity within the Trust. • Plans are in place to support the sharing of SEND resources between schools • The effective employment/commissioning of specialist SEND expertise meets the needs of all pupils	• Pupils and schools are benefitting from a better range of options and expertise to meet the individual needs of each pupil as identified in the SEN Code of Practice. • Each Trust school will have a designated named lead and an operational lead for MHFA. • Teachers meet pupils' social and emotional needs in lessons. Reasonable and inclusive adjustments enable pupils to learn successfully. • The Trust Lead Teacher for SEND who provides both strategic and operational leadership in schools oversees the delivery of bespoke intervention.

	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
	Writing		• Writing exemplification for Expected and GD for all year groups shared across the Trust • Pen-pal links created across the Trust to give pupils a purpose for writing	• VER allow the sharing of good practice in maths and networks of subject leaders.	• Standards in writing meet and exceed national expectations. • Gaps close for disadvantaged children in maths.
Leadership and Management	**Vision, planning and self-evaluation**		• Each Trust school has accurate self-evaluation with clear links to its School Improvement Plan quality assured by the Trust, • Every school has a clear vision underpinned by scriptpure.	• Peer challenge of SEFs and the School Improvement Plans for each Trust school.	• A network of external partners from good and/or outstanding schools beyond the Trust has been established to test capacity to self-assess and plan stretching improvement targets across the Trust.

	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
	Professional development of staff and appraisal		• Appraisal objectives are established for headteachers and staff members on improving provision and outcomes for disadvantaged pupils • NQT Trust programme of support implemented • CPD programme launched for Senior Leaders to improve subject leadership to build greater capacity in all schools. • Coaching programme introduced for heads and exec heads • CPD for one/several Year 5 teachers across the Trust as part of research carried out by Dr Kirstin Mulholland, Lecturer in Education into solving multi-step problems • Audit of teaching strengths/skills identified across the Trust and used by SLEs to direct peer observations • Develop each SLE and Lead Head teacher to lead in particular areas. Define role, create clear responsibilities,	• More Year 5 teachers provided with multi-step problem CPD if results are successful • Peer observations organised across the Trust (using teaching audit) to support and develop teaching staff • Vine Peer reviews are in place to support high expectations in our schools and to enable good practice to be shared. • Leaders across the Trust to engage with peer review and what the school is doing to close the gap for disadvantaged pupils. • Deploy Lead Teachers, SLEs, NLEs and NLGs in areas of need across the Trust who are quality assured by the Trust.	• Lead Teachers, SLEs and middle and senior leaders have access to National Professional Qualifications and become accredited as part of a clear succession plan in each school and across the Trust.

	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
	Governance		• Induction takes place for new Members and Trustees; the number of Members and Trustees comply with statutory guidance and our Articles. • An annual programme of Governor and Trustee training has been launched. • All Trust schools have fully functioning Local Boards that provide effective challenge to school leaders evidenced by minutes and the annual governance self-review. • Deploy Lead Teachers, SLEs, NLEs and NLGs in areas of need across the Trust who are quality assured by the Trust.	• Training provision is closely matching the needs of LGBs and Board of trustees as expressed in their annual review/survey. • An annual programme of Governor and Trustee training has been established and successful.	• There are no vacancies on local Local Boards, minutes support effective challenge and accountability and succession planning is in place; each Local Board works openly and transparently with the Trust's board and committees.
	Staff well-being		• Staff questionnaire on CPD needs and requests • Well-being weds • Supervision • Leader coaching programme is launched through OLEVI	• coaching model is successfully adopted • phase 2 of professional coaching model is launched	

	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
	Safeguarding		• Safeguarding and Welfare Lead created within the Trust • Continue to develop safeguarding monitoring through SG Review process, to ensure all schools are monitored on a 2/3-yearly cycle • Establish reporting systems and training for Governance, termly and annually- both in reporting to Governing body and monitoring of SCR/personnel files and website. – ie checklist to support Governors • Clear guidance on Personnel files, in terms of organisation and storing records – ensuring this links accurately to the SCR • Establish guidance on frequency of training and format for recording training	• Continue to develop safeguarding monitoring through SG Review process, to ensure all schools are monitored on a 2/3-yearly cycle • All schools to move over to C-poms – ensure CP recording meets Vine requirements. • Allegations against staff- establish a protocol for recording incidents • Positive handling – ensure protocol for recording incidents • Reporting systems from Gov level to director level is effective • Individual training needs are met	• Continue to monitor safeguarding through SG Review process, to ensure all schools are monitored on a 2/3-yearly cycle • Effective reporting systems are in place • Personnel files and records area stored effectively

	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
Behaviour and Attitudes	**Attendance**		• Safeguarding and Welfare Lead created within the Trust • Trust attendance strategies are launched and a Network is created for leaders. • Targeted support for individual schools	• A network of good practice is in place to support schools	• Attendance across the trust is at or above national
	Behaviour and attitudes of pupils		• SLEs support the writing of behaviour policies so that every school has a policy to suit their context. • SILs to support training at school level.	• Safeguarding lead supports behaviour support for individual schools.	• Effective behaviour management in every school • Learning behaviours are positive and result in good levels of progress

Vine
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	Aspect	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
Personal Development	**SMSC/SRE Wider curriculum**		• SRE policy is written for every school. • Parent consultation is completed with support from Lead Headteachers.	• SRE curriculum is in place for all year groups. • Training is provided by external partners.	• Effective SRE curriculum is in place for all • SMSC is strong in all schools
Early Years	**Reading/ Phonics**		• Schools to provide opportunities for children to develop Speech and Language in their EYFS setting. E.g Make use of Time to Talk and Word of the Day. • EYFS settings provide stimulating learning experiences for all children.	• Reception baselines are secure (Government Reception baseline assessment Sept 2021 begins) • EYFS curriculum is ambitious and is coherently planned and sequenced. • EYFS staff understand how to make best use of resources so that they are selected carefully to meet the children's needs and promote learning • EYFS consistently make high rates of progress in relation to starting points	• EYFS consistently make high rates of progress in relation to starting points • GLD outcomes are in line with national

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	Disadvantaged /SEND children		• Baseline assessment is supported by EYFS Lead so that teachers' can plan for individual needs of vulnerable. • SEND Lead created within the Trust	• Following reviews undertaken by the Trust lead head teacher and other partners, there is a clear understanding of SEND and disadvantaged need and capacity within the Trust. • Plans are in place to support the sharing of SEND resources for EYFS between schools	• The effective employment / commissioning of specialist SEND expertise meets the needs of all pupils
	Curriculum		• EYFS Lead created within the Trust • Core Curriculum planned and delivered as part of CPSHE	• Ambitious and engaging EYFS curriculum planned by leaders and shared across the Trust • All Trust schools share curriculum planning and resources and access support from EYFS lead head. • Through attendance at the EYFS Lead Head teachers Group, schools share curriculum planning and resources	• All Trust schools share curriculum planning and resources by attending EYFS Networks • Through attendance at the Trust EYFS Group, schools share curriculum planning and resources that contain clear progression in knowledge, skills towards end-points for each year group. Focus on foundation subjects.

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Christian Character	**Ensure all schools have a good SIAMs inspections**		• All schools are prepared for SIAMs through the joint writing of SEFs and Action plans. • Strong partnership with the Diocese	• Schools are achieving a Good SIAMs outcome at inspection. • Head teacher network meeting support leaders in using their vision to develop their SEF and school improvement plans.	• Schools are achieving a Good and outstanding SIAMs outcome at inspection.
	Strong Christian vision based on scripture		• Support schools in developing their strong Christian vision based on scripture which reflects their local context. Engage with Diocesan support to explore and draw vision out of scripture.	• Schools, through working with their Diocesan advisor, will develop all policies and plans through this vision.	• All leaders, staff, governors and families can explain who the biblical teaching roots the schools' vision'. Heads use the vision to shape all plans and policies
	Implement the new RE curriculum and assessment		• Implement the new RE curriculum and assessment framework through the Lead Regional head teachers. Based on the Norfolk syllabus. Create high quality CPD to support RE leaders and teachers.	• Develop the assessment of RE in line with the Norfolk agreed syllabus using Pupil Asset to track. • Develop a Trust wide collection of exemplar RE work for each year group to aid and support moderation.	• Use RE networks to share good practice across the trust and build future leaders.