



The Five Year Vision

2015-16

2016-17

2017-20

OFSTED Grading

Good

Very Good

Outstanding

Leadership

Leadership judged as solid Good. DH & Senior Teacher have developed understanding of observation & coaching. New Governance has a clear strategic role and good impact. COG- LLG. Federation subject leaders (Middle Leaders) impact on teaching & standards. Federation bursar/secretary roles fit for

Leadership judged as outstanding. New leadership team in place – Deputy Head (DH) for Federation, Senior Teachers in both schools. Layers of leadership work cohesively. Middle leaders have significant impact on the quality of teaching. School is seen as a 'grower of leaders'. Governance is cohesive and highly strategic resulting in outstanding impact.

Leaders on all levels engaged in high quality coaching for all staff. All Senior Teachers as lead teachers/County moderators/SLE. ExHt as Ofsted Inspector & LLE and working across 3-4 schools. Next DH/HOS developing skill set alongside present DH. Federation Middle Leader exemplary. Governance- highly effective- part of

Outward Facing

purpose

Nursery adopted by the school and good provision developed.
Alliance leadership meetings termly and involvement in school events- sporting and moderation/ INSET. Leadership Compass Group links developed for HT and DH. EYFS teachers as County lead teachers.
Federation choir involvement in county events.

Leadership EIP/Compass Group links developed for EXHT and DH and subject leaders.
Attending all EIP meetings and moderation events. Leading EIP twilights and some training events.
Strategic partnerships with local Teaching Schools.
EYFS Pioneer Hub of excellence created. Nursery judged as outstanding by LA.

teaching school strengths.

Soft partnership with another school.

Exploring development of Academy chain of schools/Multi Academy of School (MAT)

(Year 3)

Federate with new school. (3 schools and Nursery)

Develop MAT or be part of MAT

Explore Teaching School Status

(Year 4)

Federation taken on another school (4 schools and Nursery) **(Year 5)**

Teacher school status – exemplary behaviour.

Behaviour

Behaviour is at least Good and often Outstanding.
Children's understanding of their conduct is intrinsically developed.

Recognised by the community as Outstanding.
Children have intrinsic moral code.

T&L

Teaching is never less than Good with 75% of teachers having had at least one judgement of Outstanding.

Judgement of very Good.
High quality professional discussions are part of everyday practice.

Outstanding - teaching school strategic links with several teaching school specialists

Standards

At least NA and many cohorts above NA and strong progress.
Foundation subject standards increased.

Well above NA & progress very strong. Standards in Foundation subjects as strong as those in English and Maths.

Well above NA & progress very strong in all subjects and cohorts.
Standards catalyst for successful teaching school application.

Curriculum

(2014-15)

Skills based creative curriculum with heavy focus on Reading, writing and Maths.

Outcome measures defined in terms of clarity of learning objectives and Success Criteria.

Reading, writing and Maths basic skills well embedded and covered. Standards and coverage in Foundation subjects focus. Bespoke curricula days/weeks further enrich curriculum. Key social issues for school and community taught within the wider curriculum. Forest school in both schools.

Metacognition developed- 'thinking about thinking'- developing pupil's ability to recognise, articulate and adapt their thinking process

Curriculum recognised by the community as outstanding. Creative learning curriculum embedded driven by pupil interests/experiences with clear basic skills teaching at key points in the week. Key social issues for school and community addressed through every unit of work. Standards and coverage in foundation subjects are outstanding.

Growth mindset approaches at classroom level and school level

Curriculum used as exemplary across County/MAT

Technology- 'Be innovative'- developing digital learners through the imaginative use of technology

Mindfulness- 'Stop, breathe, be'- ensuring time is given for pupils to experience mindfulness

Reputation

Both schools (including nursery) 'Good with many outstanding qualities'. Schools become a first choice for catchment parents. School is at full capacity in most year groups. Federation and schools have a good reputation in villages and local community.

Schools are full. The schools are in demand and have a reputation for: Giving solid foundations to a young person's life. Exemplary behaviour in and out of school. Having a clear direction shared by all. Being an enjoyable and exciting place to be and work. Raising the reputation and profile of Federation across East Sussex.

Federation has high reputation in county and developing national reputation- through links with other federations and academy chains.

Schools are full with a waiting list.

Environment

Displays are innovative and 3D. Displays celebrate success and also actively support learning. School to explore community access in more depth. All spaces are used effectively.

CP- new tarmac and playground markings, growing area, reflection

Stunning environment which is well utilised for learning and has enhanced community access. All spaces are used extremely effectively.

CP- pond developed and in use as part of curriculum- links with

High purposeful and stimulating

EH- large school hall in field- community use, PE and lunch

	area EH- Nursery, forest school shed and access & cafe on Fridays with church	Plumpton College developed. EH- All weather outside area for nursery. Astroturf for outside play.	
<u>Staff training</u>	Training is meaningful and keenly linked to the needs of the school. (CP-further TA training & support, NPQML, NQT mentoring, SPAG, Exc Maths & reading, federation pedagogy-INSET)	Staff can see a career route through the Federation- securing staff. (HOS- NPQH, Lead ES teachers in Federation, EIP/Compass group links for middle leaders.	Pedagogical research - 'open to change'- utilising innovative research to impact on learning Federation as hub for teaching schools- developing trainees and teacher workshops
<u>Community involvement</u>	PTA higher profile & plan with school involvement. Parent Forum & community curriculum events termly- well attendance. 20% of parents are involved in the school.	PTFA works independently of the school. Parent Forum & community curriculum events - good attendance. Federation has a high profile within the community. 40% of parents are involved in the school.	Highly effective and self-sustaining PTFA. Parent Forum & community curriculum events - excellent attendance. 70% of parents are involved in the school.
<u>Extra-curricular</u>	Extra-curricular activities are led by key members of staff and outside providers. 25% of children take up an extra-curricular activity.	Extra-curricular activities are offered to all year groups by all teaching staff. 50% of children take up an extra-curricular activity.	Extra-curricular activities are broad and varied, and led by all staff. 80% of children take up an extra-curricular activity.

Church Developments

S48 action plan completed, SIAMS
church inspection- Outstanding June
2016.

Actions from inspection- SIAMS &
PD&W SEF as outstanding.

EH as an exemplary Church School.
SEF as outstanding.