



Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
<p>1. Leadership & Management</p> <p>Develop and implement an Academy-wide CPD programme.</p> <p>EPA DP (target position 2017/18) page 10</p> <p>Have leadership development programmes in place at different levels which support opportunities to work across academies and possibly across MATs</p>	<p>Continue with the Middle Leaders course (x1 person/school) so that pupil progress is monitored closely:</p> <ul style="list-style-type: none"> 1x 'Role of the Middle Leader' 2x joint learning walk between schools lead by SIO/PEL (to triangulate information between what is happening in class and data reports). 	<p>Middle leaders have a clear understanding of their role in improving outcomes.</p> <p>Monitoring information is used to make sure that all pupils make rapid progress across the whole curriculum.</p>	<p>November 2017 (training)</p> <p>January 2018 (1x learning walk)</p> <p>May 2018 (1x learning walk)</p>	EPA budget?	SIO/PEL
	<p>Develop role of HLTA across Partnership</p> <ul style="list-style-type: none"> 1x training session ('What is the role of the HLTA?') 1x training session ('Planning an effective lesson') 	<p>Training provided shows that their role is impacting on standards and that there is a reduction in supply budgets across the MAT.</p>	<p>October 2017 (training session 1)</p> <p>December 2017 (training session 2)</p>	EPA budget?	SIO/PEL
	<p>Senior Leaders/Head Teachers to undertake joint monitoring (learning walks/observations/book trawls) across schools.</p>	<p>Strengthening and development of Senior Leaders so that good practice is shared and support networks established across schools.</p>	<p>Arranged between HTs in September 2017</p>	-	SIO/PEL
	<p>Undertake school reviews (lead by OD but to include Head Teachers of other schools within the EPA) of all primaries (focus to be on areas identified by Ofsted as needing development).</p>	<p>5/6 schools are rapidly improving and moving towards 'outstanding'</p> <p>1/6 is rapidly moving towards 'good'.</p>	<p>July 2018</p> <p>November 2017</p>	Cost per school (£1000)	PEL
	<p>EPA Administrator to manage/draft primary joint policies and to keep them up-to-date in conjunction with the SLG and EPA Company Secretary.</p>	<p>More joint policies have been adopted by the EPA so that school leaders can focus their work more on pupil outcomes.</p>	<p>Timetable established before October 2017</p>	-	PEL
	<p>Continue 'Being Outstanding' programme for teachers so that action plans are being implemented.</p>	<p>'Being Outstanding' teachers have improved their practice and are sharing this in their schools.</p>	<p>July 2018</p>	-	SIO

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2. Quality of Teaching & Learning Develop extended writing approaches across all EPA primary schools. Research and share good practice across schools.	Undertake full review of current extended writing across all EPA primary schools	Detailed overview of sustained writing approaches and practices in EPA primary schools	Term 1 2017	PLT time	CE / SIO
	Develop consensus amongst heads and English leaders about best practices in sustained writing	Detailed overall sustained writing approach written and shared with EPA schools – presented at SLG	Term 1 2017	PLT time	CE / SIO
	Implement and review agreed sustained writing practices in all EPA primary schools	Short review report – including impact on pupil writing – presented to SLG	Term 2 2017 for implementation Term 4 2018 for review	PLT time	CE / SIO
Develop and implement Text Rich Curriculum project (TRCP)/Outstanding Classrooms	Improving teacher subject knowledge in relation to Book Talk	Learning Walks show improvements in teachers' subject knowledge		-	SIO/ PEL
	Undertake audit of boys' experience of English to measure impact of Book Talk project	Audit of MTPs across the EPA show that texts set high expectations	March 2018	-	SIO/ PEL
	Take part in 'One Book' across the EPA in order to share ideas and skills	Teachers' plans include Book Talk and children are able to talk more positively about their reading	Sept 201718 - Baseline questionnaire about reading	-	SIO
	Write and complete overall project plan for TRCP	Full TRCP plan written and shared with SLG	Term 1 201718	PLT time	CE / SIO
	Develop subject and teaching knowledge about choice of high quality texts for curriculum development	INSET input delivered and evaluated Evaluation show teachers have sufficient knowledge / skills to plan for curriculum development	October 30 th INSET Term 2 201718	PLT time	CE / SIO
	Ensure teachers have clear guidance and expectations about curriculum planning for Spring 1	Clear guidelines provide to schools to be used in staff meeting planning times	Term 2 201718	PLT time	CE / SIO
	Review impact and outcomes from TRCP	Evaluation report (including pupil impacts) is presented to SLG / DBSC	Term 4 201718	PLT time	CE / SIO
Develop challenge and opportunities to achieve at greater depth in writing across EPA primary schools	PLT (CE) to explore/research what 'greater depth' looks like in writing in each year group and feed back to PEL/SIO	PLT/SIO/PEL are better informed to make decisions about how to approach school improvement.	Term 2	PLT time	CE

	PLT will deliver CPD for English leaders	English leaders have a good subject knowledge of greater depth in writing.	Term 2	PLT time	CE
	PLT (CE) to attend SLT meeting following CPD training for English leaders.	Heads, English leaders and Teachers are clear about what 'greater depth' is and how to provide opportunities across the curriculum.	Term 2	PLT time	CE
	Two meetings in the year for teachers to share practice.	Improved subject knowledge.	Term 5 201718	-	SIO
Improve impact of feedback and marking	Undertake full review of current feedback and marking practices across all EPA primary schools	Detailed overview of current strengths and development areas in feedback and marking	By end of term 1	-	Heads and SIO
	Identify and key development areas of feedback practice that will impact on pupil learning	Staff have clear understanding of specific feedback practices that will impact on pupils' learning	Term 2 201718	-	SIO
	Organise and deliver staff development on specific feedback practices		Terms 3 and 4 201718	-	SIO
Improve teacher skills in use of concrete apparatus and visual images across maths curriculum	PLT (ROR) to explore/research current use of concrete apparatus and visual images in EPA schools	Overview report highlighting key actions produced	End of Term 1	PLT time	R R'O
	PLT (ROR) produces clear plan of CPD and school development actions to address actions from review report (this is shared with schools)	Action plan produced – initial discussion and planning carried out with schools	By end of second week in term 2	PLT time	R R'O
	CPD and school development work is carried out in schools	Teachers and school receive training – impact information is collected as actions are carried out	End of term 4	PLT time	R R'O
	Review impact and outcomes from project	Evaluation report (including impacts) is presented to SLG/DBSC	End of term 5	PLT time/SIO review	R R'O
Ensure pupils' progress in subjects other than English and Maths is monitored closely -	Review and develop EPA wide approaches to foundation subject assessment	EPA wide foundation subject monitoring is identified and shared with all staff	End of term 2	PLT time/SIO review	PLTs/SIO
	Ensure monitoring information is used to make sure all pupils make rapid progress across the whole curriculum	Pupils' progress across curriculum is being reported and acted upon	End of June 2017	PLT time/SIO review	PLTs/SIO

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<p>3. Outcomes for pupils</p> <p>For all 90% or more of pupils to achieve ARE and at least 35% to achieve ARE+.</p>	All schools to set challenging targets for pupils in Reading, Writing and Maths using FFT indicators.	Challenging targets are used to hold Senior Leaders to account and subsequent changes in practice.	September 2017	FFT cost?	PEL/SIO
	Shared approach to using standardised scores to support on-going challenge of pupil outcomes	Standardised scores support TT data.	On-going	-	PEL/SIO
	Monitor progress against targets at every AP and share at DB level.	LGB and DB are able to challenge leaders at different levels.	On-going	-	PEL/SIO
	Ensure schools address any underperformance following every data drop.	Review of data report shows that schools are addressing issues and that EPA is involved as necessary.	After each AP data drop	-	PEL/SIO
<p>For all pupils to make at least 6 points+ progress across the year.</p> <p>Ensure that all 'groups' are making rapid progress in order to diminish any difference.</p>	Ensure schools address any underperformance following every data drop.	Review of data report shows that schools are addressing issues and that EPA is involved as necessary.	After each AP data drop	-	PEL/SIO
	<p>Schools use Pupil Progress Meetings to ensure teachers are held to account for expected progress.</p> <p>Pupil Progress Meetings are observed by SIO/PEL.</p>	<p>Pupil Progress Meetings are a key tool for pupil outcomes.</p> <p>PEL/SIO provide report to DB showing impact of Pupil Progress Meetings across the EPA to identify areas for school development.</p>	After each AP data drop	-	PEL/SIO
For all Performance Management targets hold staff to account for improving pupil outcomes.	Review all PM targets to make sure they are SMART and include a focus on pupil outcomes.	PM targets are SMART and any developments needed are addressed.	October 2017	JW time x day	PEL/SIO

<p>4. Personal Development, Behaviour & Welfare</p> <p>EPA DP (target position 2017/18) page 11 Provide prompt, appropriate academic and pastoral intervention that supports children's well-being</p>	Develop an EPA-wide approach to 'learning powers' (resilience) so that pupils.	Pupils are able to talk positively about their personal targets and the language of 'learning powers' is fully embedded in all schools.	SLG – October 2017 (develop approach) Learning Walks/Pupil Voice interviews (April 2018)	Training?	PEL/SIO
	In collaboration with the OD, undertake a review of EPA vision statement. (SLG meeting to review)	Vision statement reflects the EPA distinctiveness and links with the Church of England.	SLG – March 2018	-	PEL
	Develop a programme of support (with the OD) to write school action plans in preparation for SIAMS.	All CoE schools are well prepared for SIAMs and outcomes are predicted as being at least 'Good'.	PEL – meeting with OD September 2017	£500	PEL
	Safeguarding - all EPA schools to be externally audited.	Outcomes of the audit show that all schools continue to be compliant.	July 2018	-	PEL/SIO