



# Black Firs Primary School

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## SIP Priorities for 2018-19 ongoing School Development Plan v3

Black Firs values: *belonging* – *mastery* – *independence* – *generosity* – *'grit'* – *risk-taking* – *resilience*

Priority	What?- key task	Why will it benefit learners?	What will we need? (£)	When? milestones finish	Who leads, monitors & reports?	How has this impacted on practice & progress?
<p><i>Life-long learning in an on-line world</i></p> <p><i>Belonging</i> <i>Generosity</i> <i>Resilience</i> <i>'grit'</i></p>	<p>Children now live in an online world but we don't understand the impact this has on child development.</p> <p><b>Areas to engage with</b></p> <p>Cyber Psychology –Mary Aiken <a href="https://youtu.be/z_578GihaQY">https://youtu.be/z_578GihaQY</a> <a href="http://www.maryaiken.com/cyber-effect/">http://www.maryaiken.com/cyber-effect/</a></p> <p>21<sup>st</sup> century learning Internet research – Alan November <a href="https://youtu.be/RTEclI41BFU">https://youtu.be/RTEclI41BFU</a></p>	<p>Today's world has a variety of social media which C engage with. This creates a different psychology around appropriate relationships &amp; how we protect ourselves &amp; develop our resilience to cope. Good life-long-learning requires help learners to interface with practical, real-world issues. We need to:-</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> its impact as T</li> <li>• Develop help &amp; <b>support</b> for C &amp; parents</li> <li>• How does this <b>enhance</b> C learning?</li> <li>• How does this <b>damage</b> C development?</li> <li>• Provide a safe learning journey for C in this online world</li> </ul>	<p>Precis presentation on Cyber Effect research</p> <p>Engage parents, Staff, Govs, children</p> <p>Agree how to support C resilience building</p> <p>Teach C about impact of different style of relationship</p>	<p><i>Discussion with T Summer 2018</i></p> <p><i>Parents Open Forum June 2018</i></p> <p><i>Govs committee spring 2019</i></p> <p><i>MC asked to present at conference 2019</i></p> <p><i>Parents Meeting to share outcomes</i></p>	<p>MC to lead on précising research</p> <p>SLT to support in Teams</p> <p>Leads via KiVa teaching to input to C</p>	<p><i>C more resilient</i></p> <p><i>Parents better understanding of impact</i></p> <p><i>Better teaching around cyber effects</i></p>
<p><i>Relational Schools</i> <i>Life-long learning</i></p>	<p>Focus for Town-wide InSeT Day in November.</p> <p>Key to a happy &amp; content life</p>	<p>An essential for good life-long-learning requires an ability to make, keep &amp; understand what good relationships are.</p>	<p>Using the Relational Proximity Framework from the research 'The Relational Lens'</p>	<p><i>Discussion with T November 2018</i></p>	<p>CeCP organising Town InSeT to set shared understanding</p>	<p><i>Relationships at BFS considered a strength – how do we know?</i></p>

<p><b>Belonging</b> <b>Generosity</b> <b>Resilience</b></p>	<p>Relationships - Robert Loe <a href="https://youtu.be/qdzfeKTjDiA">https://youtu.be/qdzfeKTjDiA</a> <a href="https://relationalschools.org/">https://relationalschools.org/</a></p>	<p>We need to:-</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> stakeholders perceptions</li> <li>• Develop <b>support &amp; understanding</b></li> <li>• How does this <b>enhance</b> C learning?</li> <li>• How does this <b>damage</b> C development?</li> <li>• Strategies for building better relationships</li> </ul>	<p>1.create a matrix which allows school to catch current perceptions about the quality of relationships 2.baseline perceptions across 5 levels of learning</p>	<p><i>Create matrix instrument to capture perceptions</i></p> <p><i>Perception analysis across 5 levels Objective observation around school</i></p> <p><i>Analyse responses using radar graph</i></p> <p><i>Report identifying strengths &amp; weaknesses</i></p>	<p>MC to lead workshop to create matrix with Heads</p> <p>Use matrix to capture feedback from stakeholders</p> <p>Heads to support across CeCP with objective evidence gathering</p> <p>SLT to help create analysis</p>	<p>Celebrate where there is evidence of good relationships</p> <p>Identify where there are gaps</p> <p>Develop a shared understanding of relationships &amp; strategies we can use to improve them.</p>
<p><b>Leadership &amp; Management</b></p> <p><b>Belonging</b></p> <p><b>Independence</b></p> <p><b>Generosity</b></p> <p><b>Risk-taking</b></p>	<p>Coaching &amp; mentoring training with CeCP developing coaching for trios to support BlueSky</p> <p>EMCC <a href="https://www.emccouncil.org/">https://www.emccouncil.org/</a></p> <p>To cope with expanding school provision &amp; complexity</p>	<p>Train staff to new European Individual Accreditation (EIA) standard Creativity in leadership modelled; get the best from each individual; <b>Belief that each individual has the answer within themselves</b> Collegiate ownership of leadership at all levels across School – multiple leadership ‘safety-nets’.</p>	<p>Evidencing monitoring &amp; ‘catching’ good practice more regularly via 360° Mentors &amp; Trios on to BlueSky PM software.</p> <p>SMT coaching leadership co-responsibility with all staff.</p>	<p>2 day Coaching training for 3 staff to cascade coaching model across school Nov 2018</p> <p>Appraisal target set for Staff Sep’18</p>	<p>Training organised by CeCP</p> <p>MC – TH – PW trained to EIA.</p> <p>Cascade how to coach in feedback to Trios Reporting back via Govs</p> <p>Each Trio responsible for their team</p>	<p>Improve quality of feedback for Performance management in BlueSky Online</p> <p>Trios making monitoring inputs</p> <p>Catching more regularly Outstanding teaching moments &amp; recording them for appraisal</p> <p>Building Leadership levels team</p>
<p><b>Re-visiting skills-based curriculum</b></p> <p><b>Independence</b></p> <p><b>risk-taking</b></p> <p><b>mastery</b></p> <p><b>‘grit’</b></p>	<p>Re-introduction of school-wide Independent Study</p> <p><b>Part of broader curriculum development work with Borough</b></p> <p>Asked to present BFS curr @ Borough conference 14<sup>th</sup> Jan</p>	<p>Builds independence</p> <p>Allows T to evaluate LLL skills required by C</p> <p>Makes learning fun</p> <p>Encourages risk-taking &amp; creativity</p>	<p>C lead topic self-resourced by C</p> <p>T work as facilitators in learning</p> <p>Develop experience with newer staff</p>	<p><i>One week per term used as independent study week</i></p>	<p>Each Team to organise C to plan project</p> <p>Evaluation on Friday by peers visiting a show-&amp;-tell</p> <p>Outcomes shared on Earwig &amp; website</p>	<p>Assessment of C LLL skills by identifying what’s missing; what they require extra input with</p> <p>Sets higher expectation for each C in terms of work ethic &amp; quality</p>

<p><i>Assessment Independence risk-taking mastery 'grit'</i></p>	<p><i>What is 'Expected Standard' or 'High School Readiness' with reference to BFS bookmarks</i></p> <p><i>Revision of Bookmark statements to include SPaG content</i></p>	<p><i>Bookmarks need revising to changing curr requirements</i></p> <p><i>Allow C to work independently</i></p> <p><i>Greater detail in feedback &amp; target setting</i></p> <p><i>Relevance to learning</i></p>	<p><i>Statements need re-writing to make sure we're up to date with expected standard</i></p>	<p><i>Maths Statements Been reviewed just need to check they're applicable</i></p> <p><i>Writing Statements KS1 done</i></p> <p><i>KS2 reviewed</i></p> <p><i>Applied &amp; used to check</i></p> <p><i>Reading - done</i></p>	<p><i>Summer worked at over autumn RB TH</i></p> <p><i>Review Sep DW LA</i></p> <p><i>Applied in-house all staff</i></p> <p><i>MC to update for earwig upload</i></p>	<p><i>EARwig online will be updated with new statements once we have tried them out in School.</i></p> <p><i>Bookmarks will identify ARE more clearly for C</i></p> <p><i>Improve more accurate progress targets</i></p>
<p><i>Working Together with Castle &amp; CmaT</i></p> <p><i>Belonging Generosity Resilience Independence risk-taking mastery 'grit'</i></p>	<p><b><i>Working towards an outstanding profile of teaching and learning noting the initiatives above relating to:</i></b></p> <p><i>Improved teaching of handwriting &amp; presentation to strengthen the accuracy of teacher assessment</i></p> <p><i>Enhancing teacher subject knowledge in the primary schools regarding RE, MFL, history and geography</i></p> <p><i>Better teaching of SMSC /resilience through work in the Forest School</i></p> <p><i>All staff broadening their experiences through visiting other schools in the MAT to see good /outstanding practice.</i></p> <p><i>Raising standards – especially relating to the more able and</i></p>					

	<p>disadvantaged pupils – noting the initiatives above regarding: o the development of the wider curriculum o broadening pupils’ opportunities for SMSC and sporting experiences.</p> <p><b>Joint working between Cmat schools noting the initiatives above relating to:</b> A common approach to performance management via BlueSky o where relevant, joint CPD sessions /training days.</p>					
<p><b>Children’s Achievement &amp; Learning</b></p> <p><b>OfStEd 2017</b> Next steps for the school...</p> <p><b>Mastery Independence Grit</b></p>	<p>Ensure the most able pupils make the progress necessary to reach the higher standards in writing by: –</p> <ul style="list-style-type: none"> <li>* ensuring consistently high expectations in lessons</li> <li>* developing a clear approach to grammar, punctuation and spelling across school</li> <li>* ensuring that pupils in all year groups are given opportunities to practise &amp; apply their writing skills across the curriculum, particularly in science &amp; geography</li> </ul>	<p>Clearly expressed expectation for C to strive for; age appropriate targets</p> <p>Consistent application of SPAG across <b>all</b> writing outcomes</p> <p>Clear expectations in each writing genre</p>	<p>Revisiting previous writing genres work</p> <p>Clear, agreed, scaffolded framework for each writing genre</p> <p>Training on SPAG expectations for each team</p> <p>T modelled writing</p>	<p><b>Autumn term</b> agree genres &amp; SPAG</p> <p><b>Spring term</b> Examples writing genre</p> <p><b>Spring to summer</b> Book Scrutiny Trio observations Learning Walks</p>	<p>English Coordinator to agree expectations with Staff via Staff meeting discussions</p> <p>Geog’ &amp; Science Coord to have input</p> <p>Senior teacher in each team to monitor planning</p> <p>SLT to observe on learning walks</p> <p>English Coordinator to report to LGB</p>	<p>Staff clearly aware of higher expectations in writing / SPAG</p> <p>C clearly aware of higher expectations in writing &amp; have examples in different genres</p> <p>If required, bookmarks updated to track progress</p> <p>Higher % C achieving Greater Depth standard @KS2</p>
<p><b>Children’s Achievement &amp; Learning</b></p>	<p>Curriculum coverage</p>	<p>In scrutinising C’ work, consider how well:</p>	<p>Thematic termly plan for each team</p>	<p>Create plans autumn</p> <p>Share &amp; agree spring</p>	<p>All curriculum leads to create termly plans &amp; agree</p>	<p>Curriculum entitlement clearly articulated &amp; shared</p>

<p><b>OfStEd 2017</b> Next steps for the school...</p> <p><b>Mastery</b> <b>Independence</b> <b>Risk-taking</b> <b>Grit</b></p>	<p>Medium-term plans published &amp; match coverage in studywork books</p> <p>Ofsted are finding irregularities between Work Scrutiny evidence &amp; SoW. What is planned to be taking place by school is then not correlating in the actual evidence of pupil's work.</p> <p>Ofsted want to see School evidence of structured work scrutiny being completed &amp; strong emphasis on using ALL of the Sec 187 themes to show evidence of impact of internal scrutiny reviews.</p>	<p>* C are making good progress towards meeting or exceeding expected attainment for their age, as in school's curriculum &amp; assess policies</p> <p>* C are set challenging goals, given their starting points, &amp; are making good progress towards meeting or exceeding these</p> <p>* C are gaining and consolidating K, U &amp; S</p>	<p>on two rolling programme Agreed SW AA-A-BA assignments particularly written outcomes</p> <p>C work that deepens their K, U &amp; S, rather than simply undertaking more work of the same difficulty or going on to study different content.</p>	<p>Published as completed Spring onwards</p>	<p>content with each team</p> <p>Staff Meeting feedback</p> <p>Evidence in SWB from spring onwards</p> <p>Monitoring by SLT &amp; HT book scrutiny</p>	<p>Clear planning programme</p> <p>C consolidating K, U &amp; S</p> <p>Differentiated K, U &amp; S</p> <p>Cross-reference work scrutiny</p> <p>OfStEd compliance</p>
<p><b>Children's Achievement &amp; Learning</b></p> <p>Outdoor Provided Environment belonging mastery independence generosity 'grit' risk-taking</p>	<p>Using the outdoors for curriculum work</p> <p>Focus on gardening using new Poly-tunnel</p> <p>Looking after external environment &amp; keeping it tidy</p> <p>Developing the wood &amp; pond areas as a learning resource</p>	<p>If we want C to care they need to connect</p> <p>Awe &amp; Wonder</p> <p>Broader, practical skills</p> <p>Responsibility for our shared community</p> <p>Creating better onsite resources</p>	<p>Refocus planning on a weekly outdoor assignment</p> <p>Build in a 'growing' assignment in to ½ termly SW assign'</p> <p>½ termly clear-up squad for each Team</p>	<p>From spring term to yr end</p> <p>From spring term to yr end</p> <p>From spring term to yr end</p>	<p>Planned in team</p> <p>Monitored by SLT</p> <p>Appraisal target?</p> <p>Trio observations</p> <p>Programme organised by Eco Coord</p> <p>HT learning walk</p>	<p>Staff better informed / aware of opportunities to use outdoor environment</p> <p>Practical, first-hand learning C</p> <p>Awe &amp; Wonder back in curr'</p> <p>Broader range of C skills valued</p> <p>School environment tidier more attractive &amp; useful</p>
<p><b>Children's Achievement &amp; Learning</b></p> <p>Attainment of most-able children resilience Grit Independence</p>	<p>Continue to embed Guided Maths sessions to improve children's confidence &amp; attainment in maths – particularly in reasoning</p> <p>Change pedagogy to reflect three part lesson &amp; continue to focus on Mastery</p>	<p>The most-able are not always given time to work on their own early enough in the lesson, slowing the pace of learning.</p> <p>Peer-tutoring Variety of differentiation for more able</p> <p>Raise expectations at top end will pull up standards across group</p> <p>More time working should produce high quality outcomes</p>	<p>Greater differentiation on session introduction</p> <p>Less instructional talk for more able C</p> <p>More able C respond positively to increase the pace of learning</p> <p>Improve the quality of all feedback to</p>	<p>Whole Staff focussing on marking feedback</p> <p>Monitoring in teams &amp; on book scrutiny</p>	<p>Senior teacher in each team to monitor</p> <p>HT to observe on learning walks</p> <p>Staff meeting discussions</p> <p>Trios observing as PM target</p>	<p>More about C learning</p> <p>More active learning</p> <p>More peer tutoring</p> <p>✓ Ensure children make at least good progress in every year group so that Expected standards at the end of KS1 are above average;</p>

			children. Clear about what is quality feedback. Precise & timely in its delivery			School target is 17 APs and at KS2 31 APs ✓ Ensure all children considered as lower ability make good progress
<p><b>Quality of Teaching</b></p> <p><b>OfStEd 2017</b> Next steps for the school... Generosity Independence Belonging</p>	<p>Pupils need to develop a broad understanding of different religions to fully prepare them for life in modern Britain</p>	<p>Re-focus on delivering broader education about world religions Greater empathy with other cultures</p> <p>Challenge &amp; focus their own spirituality</p>	<p>Good resources already available but extra £500 funding to improve artefacts <a href="http://www.starbeck.com/">www.starbeck.com/</a></p>	<p>Planning an RE theme in to each terms studywork</p> <p>Each team to cover one religion + Christianity by summer term</p>	<p>RE Coordinator – report to LGB</p> <p>Senior teachers in each team – ensure planning</p> <p>SLT monitor during learning walks</p>	<p>Other world religions &amp; cultures brought in to our holistic curriculum Bringing the outside world in to BFS Planning for in-depth study on one key religion every year</p>
<p><b>Quality of Teaching</b></p> <p>Independence</p> <p>Risk-taking Mastery</p>	<p>Improve the quality of all feedback to children.</p> <ul style="list-style-type: none"> <li>✓ Clear about what is quality feedback</li> <li>✓ Precise &amp; timely in its delivery</li> <li>✓ Shared with parents &amp; team</li> </ul> <p>Experimenting with the maths teaching pedagogy to develop reasoning and mastery skills</p>	<p>Clear to Learner what to do next Greater independence Increase challenge &amp; more personalised targets Comments recorded &amp; shared Further stretch by building in more real world, practical problem solving</p>	<p>Continue improving Bookmark Statement Using IT to be SMART with how T make feedback</p> <p>MAST specialist to help advise</p>	<p>Appraisal Target for all Teachers Reviewed termly via book-scrutiny</p> <p>Experiment with pedagogy for Jan; evaluate after ½ term</p>	<p>MC JH, PW, TH, DW monitor their teams MC reports to Govs termly</p> <p>MC, RB &amp; TH Kathryn Chesters</p>	<p>Clear understanding of assessment &amp; what to do next? Accessible to all earners</p> <p>Opportunity, at some point in the session, for different styles of teaching &amp; learning to happen &amp; therefore better chance they'll be observational evidence of Fluency, Reasoning &amp; Problem Solving being delivered in each session &amp; in books</p>
<p><b>Leadership &amp; Management</b></p> <p><b>OfStEd 2017</b> Next steps for the school... Belonging Independence</p>	<p>The information published on the website about the curriculum meets statutory requirements</p>	<p>New info published to DfE recommendation</p> <p>Parents more access info independently</p>	<p>Website being completely updated</p> <p>T Medium term planning</p>	<p>Live spring 2018</p> <p>Autumn term 2017</p> <p>Live spring 2018</p>	<p>LGB to agree spend &amp; format Agreed curr content plans updated Staff to transfer content</p>	<p>Website compliant for OfStEd</p> <p>Parents better informed</p> <p><input type="checkbox"/> ing the <input type="radio"/></p>

<b>Behaviour &amp; Safety</b> <i>Belonging</i> <i>Independence</i>	<i>As the School continues to expand, managing the increased 'drop-off' outside of the School to keep roads safe</i>	<i>Keeping C safer as the arrive and leave the School grounds</i>  <i>More C; more parents; more cars; more congestion</i>	<i>Investment in Parking Ban Zone across the front of School; encourage PCSO to visit regularly; better parental involvement</i>	<i>Zone in place autumn'17</i>	<i>Site manager &amp; Office Staff</i>  <i>Report back to Govs</i>	<i>Start of school and end of days safe, controlled &amp; managed</i>
<b>Priority</b>	<b>What?- key task</b> Post OfStEd actions	<b>Why</b> will it benefit learners?	<b>What</b> will we need? (£)	<b>When?</b> milestones finish	<b>Who</b> leads, monitors & reports?	<b>How</b> has this impacted on practice & progress?
Marking in maths	<i>Teachers' marking in mathematics, especially for the most-able pupils is not helpful enough in showing them how to improve.</i>	<i>Issue identified in maths books but relevant</i> <i>Direct link between the quality of timely feedback and the progress C make</i>	<i>Improve the quality of lang' T use in marking comments.</i> <i>Catch &amp; record the existing oral feedback made</i> <i>Improve time spent on feedback by reducing admin reporting tasks</i>	<i>Ongoing review of marking policy</i>  <i>Ensure consistency v monitoring</i>	<i>Monitoring in teams</i>  <i>Feedback on book scrutiny</i>  <i>HT termly monitoring</i>	<i>Feed information back to parents via Earwig</i>  <i>C more confident &amp; know how to improve for themselves</i>  <i>Impact on attainment?</i>

## Strategic School Context 3-5yrs

Areas are defined through ongoing Governor strategic committee, regular whole Staff Meetings, SMT meetings & informal discussion

<b><i>Our vision for BFS's future</i></b>	<b><i>What we intend to do?</i></b>	<b><i>How will we get there?</i></b>	<b><i>Necessary priorities</i></b>	<b><i>Strategic procedures</i></b>	<b><i>Strategic operations</i></b>	<b><i>Success Criteria &amp; time-frame</i></b>
<b><i>Impact on School of 180 new houses built on Loachbrook Farm</i></b>	<ul style="list-style-type: none"> <li>~Be welcoming to new families</li> <li>~Need to more flexible over admissions</li> <li>~Priorities places to families</li> </ul>	<ul style="list-style-type: none"> <li>~Increase PAN to 45</li> <li>~ 'flexibly' interpret PAN across School</li> <li>~Re-organise staffing teams to accommodate 90 children in a team</li> </ul>	<ul style="list-style-type: none"> <li>~Ensure staffing in teams can manage 45s</li> <li>~Two extra teaching spaces required</li> <li>~Cloaks &amp; loos</li> <li>~School Hall space</li> </ul>	<ul style="list-style-type: none"> <li>New build – see below</li> <li>Accurate info from builders &amp; Council</li> </ul>	<ul style="list-style-type: none"> <li>Teaching teams 6 adults</li> <li>CiF bid for extra classes</li> <li>Secure funding</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> family started in Sep'14.</li> <li>1<sup>st</sup> development completed autumn 2017</li> </ul>

<p><i>New housing development Holmes Chapel Road</i></p>	<p>moving in to 'new' houses</p>	<p>≈Begin expansion building programme ≈Make best use of available space</p>	<p>≈Sports &amp; playground space ≈Traffic @ drop-off &amp; pick-up</p>	<p>Agree accurate spec for build</p>	<p>Two year plan</p>	<p>PAN increase Sep'16</p>
<p><i>Number on role will be larger. PAN 45 capacity 315 &amp; 40+ Pre-school</i></p>	<p>≈Increase building capacity – FSU will generate one class. ≈Extend the conservatory on Junior side; build 2 new classrooms</p>	<p>Produce suitable architectural design &amp; get an idea of cost via QS  Maximise the impact of building investment to resolve space shortages – teaching spaces, hall, cloak rooms, shared work rooms art areas</p>	<p>Need to be able to accommodate 4 teams of 90 across School</p>	<p>≈ Agree specification ≈ Agree design &amp; cost Find funding Architectural plans &amp; gain planning permission.  <b>Secure funding – carry forward &amp; grant</b></p>	<p>≈ Appoint architects ≈ Planning permission ≈ Make CiF bid to EFA Tender &amp; appoint contractor.  Build Phase</p>	<p>Sep'15 - Nov'15 Dec'16 Sep'19 open new build  Depends on how fast families move in?</p>
<p><i>Being part of CmaT &amp; an academy</i></p>	<p>Greater independence more local independence / governance  Ability to access capital bids via EFA  Improve further transition to CHS  Access to resources of CHS – mini buses</p>	<p>Shared central services  Procurement  CiF bids Dec17  Academic transition Influence Teaching &amp; Learning pedagogy  CPD</p>	<p>*Reduce duplication  *Greater financial economies  *More efficient processing    *common assessment systems    *Greater range of opportunities</p>	<p>Investigate solutions from other MATs  Encourage debate amongst fellow Directors</p>	<p>Agree specification Support procurement  Fund new Service  Align assessment systems</p>	<p>September 2018      Shared InSeT November 2017</p>



<p><b><i>Expansion of Congleton because of new bypass around Congleton. This will increase new housing &amp; release the land for building new primary school.</i></b></p>	<p>≈ Short term expansion next 5yrs until new school is built  ≈ Multi-functional spaces so that we can retract when new school built in 10yrs  ≈ Access to whole Town may change demand for places?</p>	<p>≈ Building extension will be required  ≈ Sponsor application with EFA  ≈ Bid via CmaT to build / run new school  ≈ Access across Town improved will change NoR &amp; populations  ≈ Educational / vocational while road is being developed?</p>	<p>≈ Any new staff required in short term, can be relocated to new school  ≈ BFS becomes more 'local' to West Heath community  ≈ Reduce traffic  ≈ Increase local business  ≈</p>	<p>≈ Keep informed about time frames  ≈ Input in to process to effect outcome  ≈ Support views of SCHOOL community</p>	<p>≈ Attend &amp; LISTEN  ≈ Influence design decisions  ≈ Clear time lines</p>	<p>Local meetings &amp; presentations</p>
<p><b><i>Do we need MAT expansion to include Congleton Town Partnership?</i></b></p>	<p>White Paper &amp; Budget make it clear that all schools are required to become academies in MATs in 4 yrs.</p>	<p>Facing large budget cuts by 2020  Need to find more efficient procedures &amp; back office running costs  Impact will be on front-line services - Teachers</p>	<p>Facing 14% cut in real-terms by 2020 according to Audit Office  ESG monies removed for academies 2017-18  2.7% cut in National Funding Formula</p>		<p>Front-line already minimum.  Need to save more money &amp; be more efficient the only areas are in shared BackOffice services</p>	<p>New funding formula 2018-19</p>
<p><b><i>Our vision for BFS's future</i></b></p>	<p><b><i>What we intend to do?</i></b></p>	<p><b><i>How will we get there?</i></b></p>	<p><b><i>Necessary priorities</i></b></p>	<p><b><i>Strategic procedures</i></b></p>	<p><b><i>Strategic operations</i></b></p>	<p><b><i>Success Criteria &amp; time-frame</i></b></p>