



Black Firs Primary School

Longdown Road, Congleton, Cheshire CW12 4QJ

Tel: 01260 272935 Fax: 01260 277285

Web site: <http://www.black-firs.co.uk>

email: mcasserley@black-firs.co.uk

office@black-firs.co.uk

pta@black-firs.co.uk

SIP Priorities for 2019-20 ongoing School Development Plan v5

Black Firs values: *belonging* – *mastery* – *independence* – *generosity* – *'grit'* – *risk-taking* – *resilience* – *struggling*
green = achieved; amber = underway; white = new/working

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?
Number on role now larger. PAN 45 capacity 315 & 40+ Preschool	<ul style="list-style-type: none"> ✓ Replace the conservatory on Junior side; build three new classrooms; 1st floor extension ✓ Extend the School Hall to accommodate larger NoR ✓ Re-site OSC to front of School better access & security ✓ Re-site Food Tech to front of School to support OSC ✓ Architects defined space needs & current shortage 	<p>Architectural designs complete & QS costs £600k</p> <p>Maximise the impact of building investment to resolve teaching space shortages – teaching spaces, Hall, cloak rooms, shared work rooms, art areas, cloakroom space, front entrance</p>	<p>Need to be able to accommodate upper junior team of 90</p> <p>Need to expand Hall capacity to manage lunchtimes</p> <p>Need cloakrooms & toilets for increased numbers</p>	<p>Specification & design agreed</p> <p>Re-gain planning permission. Secure funding – carry forward & grants</p>	<p>Architects in place</p> <p>Planning permission needs resubmitting</p> <p>Make CiF bid to EFA</p> <p>Tender & appoint contractor.</p> <p>Build Phase</p>	<p>Planning permission needs enacting by summer 2020</p> <p>Sep'21 open new build</p> <p>Maximum capacity already reached by Jan 2020</p>
Delivery of Teachers PPA & SLT non-contact	<p><i>Teachers are entitled to 10%, of their contact time, for non-contact Planning, Preparation & Administration PPA, time each week.</i></p> <p><i>Non-contact for SLT & Coord</i></p>	<p><i>Legal requirement</i></p> <p><i>Need to make sure wider opportunities are of benefit to children. Skill gaps.</i></p> <p><i>Efficient use of teaching staff to coordinate curriculum</i></p>	<p><i>Cost effective delivery for 12 teachers \cong 1.2 FTE min £34k</i></p> <p><i>Currently delivered via music peris</i></p> <p><i>Music</i></p> <p><i>Drama</i></p> <p><i>MFL Spanish French</i></p> <p><i>Computer Coding</i></p>	<p><i>Friday afternoons</i></p> <p><i>Close after lunch 13:30?</i></p>	<p><i>SLT in teams</i></p> <p><i>TA's offer cover support</i></p> <p><i>MC leadership & reports</i></p>	<p><i>Legal requirement</i></p> <p><i>C get quality wider-opp</i></p> <p><i>Need to control budget commitment</i></p>

<p>Curriculum co-ordinator release programme</p>	<p>What a coordinator needs to do:</p> <ul style="list-style-type: none"> •Check Subject Policy is up to date that an intent statement has been added and that learning progress wheel is included •Reference ten Multiple Intelligences throughout to show the child at the centre of our curriculum. •Create a revised & relevant curriculum Progress Map for your subject that charts the skills progression from 3 to 11 for each team, on two-year cycle if needed. At least National Curriculum but make sure we add what happens at BFS as extra too •Gather information and evidence from learning walks & teaching teams to show what is currently happening in your subject. Evidence Learning Walks on BlueSky form •Look for gaps/ repetition/ inconsistencies/ incongruences - versus guidance material, BFS policy, BFS progress map and best practice. 	<ul style="list-style-type: none"> • Share your work in a staff meeting – ongoing if you require information; at least at the end of your release about your evaluation has produced •EYFS team need to... • Share our practice with subject leads so they have a picture of how the learning journey starts for our children when they join us in Preschool. • Make links between the Areas and Characteristics of Learning in the EYFS and the curriculum areas and multiple intelligences. • Be more specific in our medium-term planning. • Keep in sharp focus the starting point for our learning; a quality text and the child's interests. 	<p>Supply cover 2 days a week</p> <p>£5000 agreed from BFS Reserves</p>	<p>Jan until Easter</p> <p>Release programme created</p>	<p>Completed action plan, policy & progress mind-map</p> <ul style="list-style-type: none"> •Contact your link Governor & arrange how you can share your work. •Subject Evaluation Report to Govs Education & Welfare sub-committee 	<ul style="list-style-type: none"> ✓ Upload your updated Policy to the website ✓ Produce a prioritised Action Plan for your subject area – CPD, training needs, developments and any resources required
<p>Presenting an online model of BFS's curriculum</p> <p>New OfStEd framework</p> <p>Next steps for the school...</p>	<p>Complete a visual model of our holistic curriculum on our School website to highlight</p> <p>Why are we teaching? Intent</p> <p>How is learning delivered? Implementation</p> <p>What has been learnt? Impact</p> <p>https://black-firs.co.uk/our-school/our-curriculum/Curriculum-Maps</p>	<p>New Framework is focusing more on the curriculum, key questions being asked are:</p> <ul style="list-style-type: none"> •Why this learning? •Why are we learning it now? •Are children learning more? •Are children remembering more? 	<p>Outline our curriculum philosophy of life-long-learning using Multiple Intelligences</p> <p>Detail the taught intent</p> <p>Highlight the progression across Teams</p> <p>Show how learning is implemented</p> <p>Give examples of outcomes links to Earwig photos & impact of learning</p>	<p>Needs to be completed by Easter to spend the summer term refining</p> <p>Next OfStEd due autumn 2020</p>	<p>MC to outline structure</p> <p>Staff to agree structure</p> <p>Coordinators to evaluate content & progression detail</p> <p>Coordinators to collect examples to show impact</p>	<p>Clear visual explanation of why, how and what we teach that can be understood by non-specialists. Clearly defined expectations shared by all Staff</p> <p>Pre-empt next OfStEd inspection</p>
<p>Children's Achievement & Learning</p>	<p>Curriculum coverage</p>	<p>In scrutinising C' work, consider how well:</p>	<p>Thematic termly plan for each team on two rolling programme</p>	<p>Create plans autumn</p>	<p>All curriculum leads to create termly plans & agree</p>	<p>Curriculum entitlement clearly</p>

<p>OfStEd 2017 Next steps for the school...</p> <p>Mastery Independence Risk-taking Grit</p>	<p>Medium-term plans published & match coverage in studywork books</p> <p>Ofsted are finding irregularities between Work Scrutiny evidence & 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 & 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 & assess policies</p> <p>* C are set challenging goals, given their starting points, & are making good progress towards meeting or exceeding these</p> <p>*C are gaining and consolidating K, U & S</p>	<p>Agreed SW AA-A-BA assignments particularly written outcomes</p> <p>C work that deepens their K, U & S, rather than simply undertaking more work of the same difficulty or going on to study different content.</p>	<p>Share & agree spring</p> <p>Published as completed</p> <p>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 & HT book scrutiny</p>	<p>articulated & shared</p> <p>Clear planning programme</p> <p>C consolidating K, U & S</p> <p>Differentiated K, U & S</p> <p>Cross-reference work scrutiny</p> <p>OfStEd compliance</p>
<p>Re-visiting skills-based curriculum</p> <p>Independence</p> <p>risk-taking</p> <p>mastery</p> <p>'grit'</p>	<p>Re-introduction of school-wide Independent Study</p> <p>Part of broader curriculum development work with Borough</p> <p>Asked to present BFS curr @ Borough conference 14th 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 & 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>One week per term used as independent study week</p>	<p>Each Team to organise C to plan project</p> <p>Evaluation on Friday by peers visiting a show-&-tell</p> <p>Outcomes shared on Earwig & 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 & quality</p>
<p>Life-long learning in an on-line world</p> <p>Belonging</p> <p>Generosity</p> <p>Resilience</p> <p>'grit'</p>	<p>Children now live in an online world but we don't understand the impact this has on child development.</p> <p>Areas to engage with</p> <p>Cyber Psychology –Mary Aiken</p> <p>https://youtu.be/z_578GihaQY</p> <p>http://www.maryaiken.com/cyber-effect/</p>	<p>Today's world has a variety of social media which C engage with. This creates a different psychology around appropriate relationships & how we protect ourselves & 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"> • Understand its impact as T 	<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>Discussion with T Summer 2018</p> <p>Parents Open Forum June 2018</p> <p>Govs committee spring 2019</p> <p>MC asked to present at conference 2019</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>C more resilient</p> <p>Parents better understanding of impact</p> <p>Better teaching around cyber effects</p>

	<p>21st century learning Internet research – Alan November https://youtu.be/RTEcl41BFU</p>	<ul style="list-style-type: none"> • Develop help & support for C & parents • How does this enhance C learning? • How does this damage C development? • Provide a safe learning journey for C in this online world 		<p>Parents Meeting to share outcomes</p>		
<p>Relational Schools Life-long learning</p> <p>Belonging Generosity Resilience</p>	<p>Focus for Town-wide InSeT Day in November.</p> <p>Key to a happy & content life</p> <p>Relationships - Robert Loe https://youtu.be/qdzfeKTjDiA https://relationalschools.org/</p>	<p>An essential for good life-long-learning requires an ability to make, keep & understand what good relationships are. We need to:-</p> <ul style="list-style-type: none"> • Understand stakeholders perceptions • Develop support & understanding • How does this enhance C learning? • How does this damage C development? • Strategies for building better relationships 	<p>Using the Relational Proximity Framework from the research 'The Relational Lens'</p> <ol style="list-style-type: none"> 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>Discussion with T November 2018</p> <p>Create matrix instrument to capture perceptions</p> <p>Perception analysis across 5 levels</p> <p>Objective observation around school</p> <p>Analyse responses using radar graph</p> <p>Report identifying strengths & weaknesses</p>	<p>CeCP organising Town InSeT to set shared understanding</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>Relationships at BFS considered a strength – how do we know?</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 & strategies we can use to improve them.</p>
<p>Leadership & Management</p> <p>Belonging</p> <p>Independence</p> <p>Generosity</p> <p>Risk-taking</p>	<p>Coaching & mentoring training with CeCP developing coaching for trios to support BlueSky</p> <p>EMCC https://www.emccouncil.org/</p>	<p>Train staff to new European Individual Accreditation (EIA) standard</p> <p>Creativity in leadership modelled; get the best from each individual;</p> <p>Belief that each individual has the answer within themselves</p> <p>Collegiate ownership of leadership at all levels across</p>	<p>Evidencing monitoring & 'catching' good practice more regularly via 360° Mentors & 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</p> <p>Reporting back via Govs</p>	<p>Improve quality of feedback for Performance management in BlueSky Online</p> <p>Trios making monitoring inputs</p> <p>Catching more regularly</p>

	<i>To cope with expanding school provision & complexity</i>	<i>School – multiple leadership ‘safety-nets’.</i>			<i>Each Trio responsible for their team</i>	Outstanding teaching moments & recording them for appraisal Building Leadership levels
Assessment Independence risk-taking mastery ‘grit’	<i>What is ‘Expected Standard’ or ‘High School Readiness’ with reference to BFS bookmarks Revision of Bookmark statements to include SPaG content</i>	<i>Bookmarks need revising to changing curr requirements Allow C to work independently Greater detail in feedback & target setting Relevance to learning</i>	<i>Statements need re-writing to make sure we’re up to date with expected standard</i>	<i>Maths Statements Been reviewed just need to check they’re applicable Writing Statements KS1 done KS2 reviewed Applied & used to check Reading - done</i>	<i>Summer worked at over autumn RB TH Review Sep DW LA Applied in-house all staff MC to update for earwig upload</i>	<i>Earwig online School tracking. Bookmarks will identify ARE more clearly for C Improve more accurate progress targets</i>
Working Together with Castle & CmaT Belonging Generosity Resilience Independence risk-taking mastery ‘grit’	<i>Enhancing teacher subject knowledge in the primary schools regarding history and geography Raising standards, especially relating to the more able and disadvantaged pupils noting initiatives * the development of the wider curriculum * broadening opportunities for SMSC Joint working between CmaT schools noting the initiatives above relating to:</i>	PROJECT	<i>CMAT funding – coach hire for Black Firs?? CHS staff?</i>			<i>Books to be created back at school. Opportunity for sharing books before Easter Closer working around a shared outcome Common outcome to share & moderate</i>

<p>Working Together with Castle & CmaT</p> <p>Belonging</p> <p>Generosity</p> <p>Resilience</p> <p>Independence</p> <p>risk-taking</p> <p>mastery</p> <p>'grit'</p>	<p>Working towards an outstanding profile of teaching and learning</p> <p>Joint working between CmaT schools</p> <p>A common approach to moderation, CPD & training days.</p> <p>All staff broadening their experiences through visiting other schools in the MAT to see good & outstanding practice.</p>	<p>EYFS</p> <p>An opportunity to share good practice between schools & learn from one another's practice.</p> <p>Joint moderation of ELG</p> <p>Introduction & engagement for CPS with local EYFS groups with BFS</p> <p>Preschool development for CPS just starting on taking on responsibility</p>	<p>CPS to be included in Partnership moderation & EYFS meetings.</p> <p>Membership of CeCP started in Sep 2020</p> <p>Time to visit one another's settings</p>	<p>Jo to make contact with Jen to arrange date for Castle EYFS team to meet with BFS Early Years Team autumn term.</p> <p>Moderation spring term</p> <p>Share ELG outcomes summer term</p>	<p>Jo from CPS</p> <p>Jen from BFS</p> <p>Kirsty from BFS Preschool to engage</p>	<p>Common practice between settings</p> <p>Moderated ELG</p> <p>Shared practice starting to emerge</p> <p>Opportunities to identify joint projects or developments</p>
<p>Children's Achievement & Learning</p> <p>OfStEd 2017</p> <p>Next steps for the school...</p> <p>Mastery</p> <p>Independence</p> <p>Grit</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"> * ensuring consistently high expectations in lessons * developing a clear approach to grammar, punctuation and spelling across school * ensuring that pupils in all year groups are given opportunities to practise & apply their writing skills across the curriculum, particularly in science & geography 	<p>Clearly expressed expectation for C to strive for; age appropriate targets</p> <p>Consistent application of SPAG across all 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>Autumn term agree genres & SPAG</p> <p>Spring term Examples writing genre</p> <p>Spring to summer Book Scrutiny Trio observations Learning Walks</p>	<p>English Coordinator to agree expectations with Staff via Staff meeting discussions</p> <p>Geog' & 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 & 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><i>Children's Achievement & Learning</i></p> <p><i>Outdoor Provided Environment</i></p> <p><i>belonging mastery independence generosity 'grit' risk-taking</i></p>	<p><i>Using the outdoors for curriculum work</i></p> <p><i>Focus on gardening using new Poly-tunnel</i></p> <p><i>Looking after external environment & keeping it tidy</i></p> <p><i>Developing the wood & pond areas as a learning resource</i></p>	<p><i>If we want C to care they need to connect</i></p> <p><i>Awe & Wonder</i></p> <p><i>Broader, practical skills</i></p> <p><i>Responsibility for our shared community</i></p> <p><i>Creating better onsite resources</i></p>	<p><i>Refocus planning on a weekly outdoor assignment</i></p> <p><i>Build in a 'growing' assignment in to ½ termly SW assign'</i></p> <p><i>½ termly clear-up squad for each Team</i></p>	<p><i>From spring term to yr end</i></p> <p><i>From spring term to yr end</i></p> <p><i>From spring term to yr end</i></p>	<p><i>Planned in team</i></p> <p><i>Monitored by SLT</i></p> <p><i>Appraisal target?</i></p> <p><i>Trio observations</i></p> <p><i>Programme organised by Eco Coord</i></p> <p><i>HT learning walk</i></p>	<p><i>Staff better informed / aware of opportunities to use outdoor environment</i></p> <p><i>Practical, first-hand learning C</i></p> <p><i>Awe & Wonder back in curr'</i></p> <p><i>Broader range of C skills valued</i></p> <p><i>School environment tidier more attractive & useful</i></p>
<p><i>Quality of Teaching</i></p> <p>OfStEd 2017</p> <p><i>Next steps for the school...</i></p> <p><i>Generosity Independence Belonging</i></p>	<p><i>Pupils need to develop a broad understanding of different religions to fully prepare them for life in modern Britain</i></p>	<p><i>Re-focus on delivering broader education about world religions</i></p> <p><i>Greater empathy with other cultures</i></p> <p><i>Challenge & focus their own spirituality</i></p>	<p><i>Good resources already available but extra £500 funding to improve artefacts</i></p> <p>www.starbeck.com/</p>	<p><i>Planning an RE theme in to each terms studywork</i></p> <p><i>Each team to cover one religion + Christianity by summer term</i></p>	<p><i>RE Coordinator – report to LGB</i></p> <p><i>Senior teachers in each team – ensure planning</i></p> <p><i>SLT monitor during learning walks</i></p>	<p><i>Other world religions & cultures brought in to our holistic curriculum</i></p> <p><i>Bringing the outside world in to BFS</i></p> <p><i>Planning for in-depth study on one key religion every year</i></p>
<p><i>Quality of Teaching</i></p> <p><i>Independence</i></p> <p><i>Risk-taking Mastery</i></p>	<p><i>Improve the quality of all feedback to children.</i></p> <ul style="list-style-type: none"> ✓ Clear about what is quality feedback ✓ Precise & timely in its delivery ✓ Shared with parents & team <p><i>Experimenting with the maths teaching pedagogy to develop reasoning and mastery skills</i></p>	<p><i>Clear to Learner what to do next</i></p> <p><i>Greater independence</i></p> <p><i>Increase challenge & more personalised targets</i></p> <p><i>Comments recorded & shared</i></p> <p><i>Further stretch by building in more real world, practical problem solving</i></p>	<p><i>Continue improving Bookmark Statements</i></p> <p><i>Using IT to be SMART with how T make feedback</i></p> <p><i>MAST specialist to help advise</i></p>	<p><i>Appraisal Target for all Teachers</i></p> <p><i>Reviewed termly via book-scrutiny</i></p> <p><i>Experiment with pedagogy for Jan; evaluate after ½ term</i></p>	<p><i>MC</i></p> <p><i>JH, PW, TH, DW monitor their teams</i></p> <p><i>MC reports to Govs termly</i></p> <p><i>MC, RB & TH</i></p> <p><i>Kathryn Chesters</i></p>	<p><i>Clear understanding of assessment & what to do next?</i></p> <p><i>Accessible to all earners</i></p> <p><i>Opportunity, at some point in the session, for different styles of teaching & learning to happen & therefore better chance they'll be observational evidence of Fluency, Reasoning &</i></p>

						Problem Solving being delivered in each session & in books
Behaviour & Safety <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 & Office Staff</i> <i>Report back to Govs</i>	<i>Start of school and end of days safe, controlled & managed</i>
Priority	What?- key task Post OfStEd actions	Why will it benefit learners?	What will we need? (£)	When? milestones finish	Who leads, monitors & reports?	How 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 & 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 & 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

<i>Our vision for BFS's future</i>	<i>What we intend to do?</i>	<i>How will we get there?</i>	<i>Necessary priorities</i>	<i>Strategic procedures</i>	<i>Strategic operations</i>	<i>Success Criteria & time-frame</i>
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<p><i>Impact on School of 180 new houses built on Loachbrook Farm</i></p> <p><i>New housing development Holmes Chapel Road</i></p> <p><i>Black Firs Triangle</i></p>	<p>≈Be welcoming to new families</p> <p>≈Need to more flexible over admissions</p> <p>≈Priorities places to families moving in to 'new' houses</p>	<p>≈Increase PAN to 45</p> <p>≈'flexibly' interpret PAN across School</p> <p>≈Re-organise staffing teams to accommodate 90 children in a team</p> <p>≈Begin expansion building programme</p> <p>≈Make best use of available space</p>	<p>≈Ensure staffing in teams can manage 45s</p> <p>≈Two extra teaching spaces required</p> <p>≈Cloaks & loos</p> <p>≈School Hall space</p> <p>≈Sports & playground space</p> <p>≈Traffic @ drop-off & pick-up</p>	<p>New build – see below</p> <p>Accurate info from builders & Council</p> <p>Agree accurate spec for build</p>	<p>Teaching teams 6 adults</p> <p>CiF bid for extra classes</p> <p>Secure funding</p> <p>Two year plan</p>	<p>1st family started in Sep'14.</p> <p>1st development completed autumn 2017</p> <p>PAN increased 2016. Full capacity Jan'20</p>
<p><i>Being part of CmaT & an academy</i></p>	<p>Greater independence more local independence / governance</p> <p>Ability to access capital bids via EFA</p> <p>Improve further transition to CHS</p> <p>Access to resources of CHS – mini buses</p>	<p>Shared central services</p> <p>Procurement</p> <p>CiF bids Dec19</p> <p>Academic transition</p> <p>Influence Teaching & Learning pedagogy</p> <p>CPD</p>	<p>*Reduce duplication</p> <p>*Greater financial economies</p> <p>*More efficient processing</p> <p>*common assessment systems</p> <p>*Greater range of opportunities</p>	<p>Investigate solutions from other MATs</p> <p>Encourage debate amongst fellow Directors</p>	<p>Agree specification</p> <p>Support procurement</p> <p>Fund new Service</p> <p>Align assessment systems</p>	<p>September 2020</p> <p>Shared InSeT November 2020</p>
<p><i>Expansion of Congleton because of new bypass around Congleton. This will increase new housing & release the land for</i></p>	<p>≈Short term expansion next 5yrs until new school is built</p> <p>≈Multi-functional spaces so that we</p>	<p>≈Building extension will be required</p> <p>≈Sponsor application with EFA</p> <p>≈Bid via CmaT to build / run new school</p>	<p>≈Any new staff required in short term, can be relocated to new school</p> <p>≈BFS becomes more 'local' to West Heath community</p>	<p>≈ Keep informed about time frames</p> <p>≈ Input in to process to effect outcome</p>	<p>≈ Attend & LISTEN</p> <p>≈ Influence design decisions</p>	<p>Local meetings & presentations</p> <p>Bypass should open March 2021</p>

<i>building new primary school.</i>	can retract when new school built in 10yrs ≈Access to whole Town may change demand for places?	≈Access across Town improved will change NoR & populations ≈Educational / vocational while road is being developed?	≈Reduce traffic ≈Increase local business ≈	≈ Support views of SCHOOL community	≈ Clear time lines	work finished by Jan 2022
<i>Do we need MAT expansion to include Congleton Town Partnership?</i>	White Paper & Budget make it clear that all schools are required to become academies in MATs in 4 yrs.	Facing large budget cuts by 2020 Need to find more efficient procedures & back office running costs Impact will be on front-line services - Teachers	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		Front-line already minimum. Need to save more money & be more efficient the only areas are in shared BackOffice services	New funding formula 2021
<i>Our vision for BFS's future</i>	<i>What we intend to do?</i>	<i>How will we get there?</i>	<i>Necessary priorities</i>	<i>Strategic procedures</i>	<i>Strategic operations</i>	<i>Success Criteria & time-frame</i>