

The Skylark Federation

SCHOOL IMPROVEMENT PLAN 2024-2025



Creative - Collaborative - Curious

Executive Head Teacher: Mr Stewart James

Consultant to the Federation: Ms Caitlin Yapp

Head of School at Barcombe: Ms Georgie Manners

Head of School at Hamsey: Mr Matt Dean

Head of School at Iford and Kingston: Mrs Lindsey Hibbert

Head of School at Plumpton: Mr Jon Hughes

Inclusion Leaders: Mrs Sian Williams (Barcombe and Plumpton), Mrs Sophie James (Hamsey and Iford and Kingston)

School Business Manager: Mrs Ann Hill

SCHOOL VISIONS

Barcombe – A small and mighty school where everyone flourishes in the heart of the community.

Hamsey – A kind creative community where learning is an adventure.

Iford and Kingston - Learn together, play together, live together. (Under review)

Plumpton – We're kind and outward-looking: learners today, leaders tomorrow.

Leadership and Management

1.1-To ensure robust procedures are in place and followed to ensure poor attendance and persistent absence are challenged rigorously.

1.2-Continue to build leadership capacity to support the continued development of high-quality teaching, learning and assessment.

1.3-To develop the role of team leaders to ensure curriculum planning and assessment is collaborative, high quality and accurate.

1.4-Continue to embed strong subject leadership in all subjects across the curriculum ensuring leaders have a detailed overview of the inclusive quality of teaching and outcomes in all schools across the federation.

1.5-To develop rigour and accountability of all governors monitoring ensuring governors have good knowledge of strengths and areas for development in all Skylark schools.

1.6-EHT and Heads of S to support all stakeholders to articulate how the school's distinctive Christian visions and values at Barcombe CE School and Iford and Kingston CE School are established and promoted by leadership at all levels, enabling pupils and adults to flourish within our church schools.

1.7-Ensure safeguarding is effective in all Skylark schools - Particular focus on online safeguarding and meeting paragraph 66: record, planned action, outcome demonstrated clearly.

1.8-To introduce a nursery at Iford and Kingston CE School.

SEND:

1.9-To fully embed the use of edu-key- to ensure we can track progress of all children.

1.10To implement a strategic plan is in place and led by the new mental health Leads across the Federation- in line with the government's plan to ensure pupils; develop, attend school, engage in learning and fulfil their potential by 2025.

Quality of Education

2.1-Continue to ensure through inclusive and adaptive quality first teaching, the inclusive quality of teaching in every classroom across the federation is at least good and often better.

2.3-To continue to develop and embed a rigorous **Computing** curriculum ensuring CPD supports the delivery of age specific expectations for all teachers leading to improved teacher subject knowledge and outcomes for children.

2.4-To raise the profile of and embed **Oracy** across the curriculum to support the articulation of ideas and develop the use of spoken language (Voice 21).

2.5- To introduce a comprehensive **Spelling** scheme to improve the quality of spelling in all year groups, in particular KS2.

2.6 -To develop and reinforce teacher knowledge of the Jane Considine approach to the development of writing to support talk for writing and power of reading resources.

2.7 – To develop a consistent approach to the planning and delivery of mastery maths using a range of resources and promoting high quality assessment for learning.

2.8- Develop the new assessment system to ensure it accurately demonstrates the progress and attainment of all learners, in particular learners working lower than the academic year.

SEND:

2.9-Target setting- work with teachers to individualise targets- so that pupils show expected progress

2.10-Quality first teaching includes the use of continuous provision for SEN pupils as set out on provision maps- children make expected or more than expected progress.

1.11 Develop sensory rooms across 3/4 schools in the federation- to promote a positive school culture and climate in supporting student's health and wellbeing, especially those who have been exposed to trauma, chronic stress and those with specified sensory needs.

1.12-Introduce the Autism advisory teacher to the federation- to support staff in ensuring pupils are able to fulfil their potential and have access to the curriculum.

2.11-Interventions are carried out consistently across the federation (including introduction and training for maths, precision teaching etc..)- the gap between SEN pupils and non-SEN is narrowed.

Behaviour and Attitudes

3.1- To continue to raise the profile of zones of regulation / therapeutic thinking to ensure a consistent restorative approach to behaviour within all schools.

3.3-To continue to celebrate the value of kindness across the federation.

3.4-To continue to raise the awareness of leading a healthy lifestyle focusing on regular /daily exercise and the importance of a healthy diet and competitive sport.

3.5 – To continue to embed a mentally healthy school community.

3.6 – To develop the role of play leaders to initiate and support activities /games at lunchtimes to raise the profile of inclusion.

3.7 – To develop the role of worship wardens to support the profile of Christian distinctiveness.

(belonging -everyone belongs)

SEND:

3.8-Introduce Sociograms (as part of the wider picture of developing mental health provision)- so that teachers are aware of individuals social needs and can plan accordingly.

3.9-Introduction of the sensory rooms- promoting a sense of well being.

3.10-Embed the Boxall Profile as an assessment tool for children'

s SEMH -identify children with SEMH difficulties and track progress of nurture provision and other SEMH interventions.

Personal Development

4.1-Develop the role of the schools within the local and wider community.

4.2-To celebrate British values in relation to becoming an inspirational international citizen.

4.3 – To continue to raise the profile and accountability of the school council and eco council within each school. To provide opportunities for the individual school councils to work together with a joint project across the federation.

4.4 – To continue to raise the profile and develop the arts. (Art, music, dance)

SEND:

4.5-Continue to strengthen the skill and expertise of support staff, developing improved consistency of approach to support pupils' learning and minimise barriers to learning- regular TA meetings and well-being team formed.

4.6-Improve attendance for SEN pupils- regularly reviewed supportive attendance plans for pupils under 90% attendance

Early Years Education

5.1-To embed new early years curriculum reforms ensuring EYFS practise is at least good.

5.2-To improve the quality of the EYFS environments, showing a clear focus on oracy.

5.3-To improve outcomes for phonics, reading and writing.

5.4 – To develop support staff subject knowledge to understand how to support and move children's learning on through play in the environment.

5.5-Embed teacher and support staff knowledge of in the moment planning.

SEND:

5.6-Develop relations with local nurseries -so that pupils with SEN are known early and transition work can begin from term 5.

CONTEXT

BARCOMBE CE PRIMARY

- Smaller than average, semi-rural school
- Catchment: wide range socio-economic background.
- 136 children, 8% SEN, 11% FSM, 3% CLA, 2% EAL.
- The school has been part of the Skylark Federation for five academic years. The other Skylark schools are Hamsey Community Primary School and Plumpton Primary School.

- The leadership team is strong. The Head of School was new to the post last year. The Deputy Heads of school are experienced teachers.
- The SENCO manages SEN/G&T/PP across Barcombe and Plumpton primary schools, she is on site two days a week.
- Outstanding Ofsted (2015). Successful (SIAMS 2024).

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Pupils with SEND achieve the best possible outcomes.
- Continue to develop subject leadership.
- Continue to embed a strong, creative curriculum ensuring achievement in all areas.
- Introduce a program of Oracy to the school.
- Embed a systematic approach to the delivery and learning of Maths with a particular for on assessment for learning.

HAMSEY COMMUNITY PRIMARY

- Small semi-rural school, catchment: wide range socio economic background.
- 99 children, 20% SEN, 18% FSM, 2% EAL, 54% boys, 45% girls, PP- 12%
- The school currently have 2 children that have an EHCP.
- The school has been part of the Skylark Federation for four academic years. The other Skylark schools are Barcombe CE School and Plumpton Primary School.
- The Head of School has been in post since Sept. 2022. There are 2 Deputy Head of Schools.
- The SENCo is new to the school and works 2 days per week.

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Pupils with SEND achieve the best possible outcomes.
- Continue to develop subject leadership.
- Continue to embed a strong, creative curriculum ensuring achievement in all areas.

- Introduce a program of Oracy to the school.
- Embed a systematic approach to the delivery and learning of Maths with a particular focus on assessment for learning.
- To improve attendance so it is in-line with, or above, national average.

IFORD AND KINGSTON CE PRIMARY SCHOOL

- Small semi-rural school, catchment: wide range socio economic background.
- 161 children, 20% SEN (this needs updating for 2021- EYFS children are not yet on register), 18% FSM, 2% EAL, 54% boys, 45% girls, PP- 12%
- The school currently have 2 children that have an EHCP.
- The school has been part of the Skylark federation since Sept. 22.
- The Head of School was new to the post last year. The Deputy Head of school is an experienced teacher.
- The SENCo is new to the school and works 2 days per week.

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Developing leadership capacity.
- Continue to develop subject leadership.
- Continue to embed a strong, creative curriculum ensuring achievement in all areas.
- Introduce a program of Oracy to the school.
- Embed a systematic approach to the delivery and learning of Maths with a particular focus for assessment for learning.
- Continue to improve attendance to achieve at least national average.
- Pupils with SEND achieve the best possible outcomes.

PLUMPTON PRIMARY

- Small rural primary school, catchment: The majority of the school are based in the immediate locality.
- 125 children, 9% SEN, 7% FSM/ CLA, 0% EAL.
- Established Leadership team.

- The school has been part of the Skylark Federation for seven years. The other Skylark schools are Barcombe CE School and Hamsey CP School and Iford and Kingston CE Primary School. The leadership of the school is supported by an experienced Executive Head and Consultant (latter is a Safeguarding expert with the LEA).
- The SENCO manages SEN/G&T/PP across Barcombe and Plumpton primary schools, she is on site two days a week.
- There are 2 part-time Deputy Heads of School.

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Continue to develop subject leadership.
- Continue to embed a strong, creative curriculum ensuring achievement in all areas.
- Introduce a program of Oracy to the school.
- Embed a systematic approach to the delivery and learning of Maths with a particular focus on assessment for learning.
- To improve attendance so it is in-line with, or above, national average.

Key issues identified by Ofsted:

Barcombe C of E Primary School – June 2015

Embed and strengthen recent changes in the curriculum to ensure that high levels of achievement are maintained.

Hamsey Community Primary – June 2024

Iford and Kingston Primary School- February 2019

Sustain the current focus on improving writing so that pupils make the best possible progress and more most-able pupils reach higher standards. Ensure that the curriculum develops pupils' knowledge, skills and understanding consistently well across the school in science and the foundation subjects. Secure the full confidence of the school's community in the management of pupils' conduct and behaviour by reviewing and adapting relevant policies and approaches. Ensure that children in the early years get off to the strongest possible start by: – raising expectations of how much young children can learn, particularly the most able – making better use of the outdoor area.

Plumpton Primary School – May 2023

Leaders recognise that, historically, some pupils at the end of key stage 2 have not achieved as well as they could in mathematics. Leaders have started to implement their plans to improve this. Teachers use well-chosen resources to meet the needs of the mixed-aged classes. In Reception, children develop early mathematical knowledge well through counting and recognising odd and even numbers. Within lessons, most teachers check what pupils do and do not know effectively. When this is done well, teachers adapt their teaching to address any gaps in pupils' knowledge. However, in a few mathematics lessons this checking is not thorough enough yet. This means that some pupils do not achieve as well as they could in mathematics.

External Results:

Results July 2024

End of Reception – Number and % of children reaching a Good Level of Development (GLD).

| Hamsey % | Plumpton % | Barcombe % | Iford and Kingston % |
|------------------------------|------------------------------|----------------------------|------------------------------|
| 67% (10/15) | 76% (16/21) | 75% 15/20 | 81% (21/26) |

Phonics Screening Check – Number and % of children passing the Year 1 Phonics Screening Check.

| Hamsey % | Plumpton % | Barcombe % | Iford and Kingston % |
|------------------------------|------------------------------|----------------------------|------------------------------|
| 69% (11/16) | 83% (14/17) | 71% 15/21 | 83% (20/24) |

End of Key Stage 2 Assessment – Number and % of children reaching or exceeding End of Year 6 Expectations.

| | Hamsey | | Plumpton | | Barcombe | | Iford and Kingston | |
|---------|------------------------------|-----------------------------|------------------------------|-----------------------------|----------------------------|---------------------------|------------------------------|------------------------------|
| | Expected | Greater Depth | Expected | Greater Depth | Expected | Greater Depth | Expected | Greater Depth |
| Reading | 92% (11/12) | 67% (8/12) | 78% (14/18) | 44% (8/18) | 83% 15/18 | 44% 8/18 | 89% (16/18) | 33% (6/18) |
| Writing | 75% (9/12) | 33% (4/12) | 78% (14/18) | 22% (4/18) | 72% 13/18 | 28% 5/18 | 88% (15/18) | 17% (3/18) |
| Maths | 75% (9/12) | 25% (3/12) | 83% (15/18) | 22% (4/18) | 72% 13/18 | 33% 6/18 | 83% (15/18) | 33% (6/18) |
| GPAS | 75% (9/12) | 42% (5/12) | 78% (14/18) | 16% (3/18) | 78% 14/18 | 39% 7/18 | 83% (15/18) | 55% (10/18) |

LEADERSHIP AND MANAGEMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2024 -25

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2024

NEXT REVIEW: January 2025

KEY ISSUES AND PRIORITIES FOR IMPROVEMENT

- 1.1-To ensure robust procedures are in place and followed to ensure poor attendance and persistent absence are challenged rigorously.
 - 1.2-Continue to build leadership capacity to support the continued development of high quality teaching, learning and assessment.
 - 1.3-To develop the role of team leaders to ensure curriculum planning and assessment is collaborative, high quality and accurate.
 - 1.4-Continue to embed strong subject leadership in all subjects across the curriculum ensuring leaders have a detailed overview of the inclusive quality of teaching and outcomes in all schools across the federation.
 - 1.5-To develop rigour and accountability of all governors monitoring ensuring governors have good knowledge of strengths and areas for development in all Skylark schools.
 - 1.6-EHT and Heads of S to support all stakeholders to articulate how the school's distinctive Christian visions and values at Barcombe CE School and Iford and Kingston are established and promoted by leadership at all levels, enabling pupils and adults to flourish within our church schools.
 - 1.7-Ensure safeguarding is effective in all Skylark schools - Particular focus on online safeguarding.
 - 1.8-To introduce a nursery at Iford and Kingston school.
- SEND:
- 1.9-To fully embed the use of edu-key- to ensure we can track progress of all children.
 - 1.10To implement a strategic plan is in place and led by the new mental health Leads across the Federation- in line with the government's plan to ensure pupils; develop, attend school, engage in learning and fulfil their potential by 2025.
 - 1.11Develop sensory rooms across 3/4 schools in the federation- to promote a positive school culture and climate in supporting student's health and wellbeing, especially those who have been exposed to trauma, chronic stress and those with specified sensory needs.

1.12-Introduce the Autism advisory teacher to the federation- their role is to support staff in ensuring pupils are able to fulfil their potential and have access to the curriculum.

| Actions to Address Key Issues and Priorities for Improvement | Time Scale | Led By | Resources | Success Criteria, Milestones and Practice Indicators (dated) | Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule | Evaluation of impact (Impact- who, what, when) |
|---|--------------|---------|----------------|--|---|--|
| 1.1-To ensure robust procedures are in place and followed to ensure poor attendance and persistent absence are challenged rigorously. | From Sept 24 | SJ /HOS | £0 SLT time | <p>By End T2 To introduce and embed all attendance procedures, initially introduced at Hamsey CP School last year. To ensure Dep Heads of School and school offices have an accountability for the rigorous checking of attendance and persistent absence.</p> <p>By End T4 To ensure attendance is a key part of SLT safeguarding meetings. To embed all attendance procedures, initially introduced at Hamsey CP School last year. To ensure Dep Heads of School and school offices have an accountability for the</p> | <p>By End T2 SLT to monitor the robust procedures in place for attendance management. Monitoring demonstrates how a variety of 'carrot and stick' enables improving attendance outcomes.</p> <p>By End T4 SLT to monitor the robust procedures in place for attendance management. Monitoring demonstrates how a variety of 'carrot and stick' enables improving attendance outcomes.</p> | |

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| | | | | <p>rigorous checking of attendance and persistent absence.</p> <p>By End T6 To ensure attendance is a key part of SLT safeguarding meetings. To embed all attendance procedures, initially introduced at Hamsey CP School last year. To ensure Dep Heads of School and school offices have an accountability for the rigorous checking of attendance and persistent absence.</p> | <p>By End T6 TBC</p> | |
| <p>1.2-Continue to build leadership capacity to support the continued development of high-quality teaching, learning and assessment.</p> | <p>Oct 24 Ongoing Term 2 Throughout the year</p> | <p>All staff</p> | <p>£0</p> | <p>By End T2 To complete a job specification for the role of Teaching, Learning and assessment leader. By End T4 To introduce the new role of a teaching, learning and assessment lead. To robustly monitor the planning team leaders. TO lead key SDP focuses for teaching and learning By End T6 To be reviewed</p> | <p>By End T2 To share with governors, the plan for leadership development capacity. To write a job description and advertise the role. The role to start in Jan 25.</p> <p>By End T4 SJ and new T and L lead to support the planning team leaders, ensuring all planning teams are working cohesively. To support the SDP key development points for Teaching and Learning. To support and mentor colleagues where needed to develop and improve CPD.</p> <p>By End T6</p> | |

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| | | | | | To be reviewed. | |
| 1.3-To develop the role of team leaders to ensure curriculum planning and assessment is collaborative, high quality and accurate. | Sept 2024 | SJ / H of S All Staff | £1000 teacher release. Staff meeting time. | By End T2 To introduce the role of Teams leaders, these members of staff will be UPS teachers. Team leaders will oversee planning and assessment expectations are shared equally and completed in a timely manner By End T4 To develop the role of team leaders, ensuring they feel supported and the team feels supported by SLT By End T6 TBC | By End T2 Introduce team leaders. Teams leaders to feed back to SLT with the planning and assessment within their team. By End T4 To complete peer voice with team leaders to reflect how the role can be developed further. By End T6 TBC | |
| 1.4-Continue to embed strong subject leadership in all subjects across the curriculum ensuring leaders have a detailed overview of the inclusive quality of teaching and outcomes in all schools across the federation. | On-going from September 2024 | SJ / SLT | £1000 | By End T2 All subject leads have a portfolio of evidence of assessment and a clear understanding of strengths and areas for development in the subject area. Create a stronger subject leadership partnership where subject leaders work across two schools and moderate judgements with subject leader partner (two subject leads per subject across the federation) By End T4 Subject leads have led a staff CPD development opportunity related to the subject and presented a subject review to all staff. Subject leads are actively involved in CPD across ESCC and Chailey academic cluster. By End T6 | By End T2 All policies, action plans and subject SEFs updated. All staff to have had staff meeting time, at least one day release to gather evidence and assessment of work across all ages to support a portfolio of evidence and a clear understanding of areas for development for individual subjects at all schools. Subject leader release time to focus on evidence of work and teaching and learning observations and development in relation to new curriculum source analysis and assessment opportunities. | |

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| | | | | subject leaders working well together to support high quality teaching and learning and moderate judgements with subject leader partners resulting in clear subject specific skill development. | By End T4 Review changes made to curriculum through staff meeting time. Subject leaders will lead a presentation of their subject and an area to support subject knowledge development. By End T6 TBC | |
| 1.5-To develop rigour and accountability of all governors monitoring ensuring governors have good knowledge of strengths and areas for development in all Skylark schools. | Sept 24 | SJ /SLT /Govs | £0 | By End T2 EHT to lead a series of monitoring workshops throughout the year to develop gov monitoring. 20.9.24 fist workshop. Feedback on monitoring visits from T4 23-24. Discussion on reducing / making gov monitoring feedback less onerous. Introduce a different style of gov monitoring to ensure greater gov knowledge of all schools in the federation. By End T4 Discussion and clear actions to establish how SLT and governors and continue to develop gov monitoring. on reducing / making gov monitoring feedback less onerous. Introduce a different style of gov monitoring to ensure greater gov knowledge of all schools in the federation. | By End T2 Initial gov workshop help, a clear By End T4 Governors and SLT to plan how go Actions listed. By End T6 Embed new approach to gov mon | |

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| | | | | <p>By End T6 TBC</p> | | |
| <p>1.6-EHT and Heads of S to support all stakeholders to articulate how the school's distinctive Christian visions and values at Barcombe CE School and Iford and Kingston are established and promoted by leadership at all levels, enabling pupils and adults to flourish within our church schools.</p> | <p>Sept 24</p> | <p>LH /SJ /GM / Govs</p> | <p>£500</p> | <p>By End T2 The school's visions and ethos' are vibrant, distinctively Christian and are shared in all policies and communications from all members of the community. Christian distinctiveness and god's love for us is celebrated through acts of worship and stories the children are able to retain and reflect on. Key question -How does our Christian life enable us all to flourish?</p> <p>By End T4 All policies and practices are embedded in Christian philosophy. The school visions are lived out through the actions of all stakeholders. Children are able to share and reflect on Christian teachings and are able to reflect on how this brings them peace and confidence in their own lives. Children are able to discuss stories from the bible with confidence.</p> <p>By End T6 All policies and practices are embedded in Christian philosophy. The school vision of 'A small and mighty school where everyone flourishes in the heart of the community'</p> | <p>By End T2 All virtual and actual communications with all stakeholders, both in school and online clearly demonstrates a vibrant / distinctively Christian ethos, celebrated by all stakeholders. Key staff have completed training on preparing for SIAMS. Monitoring demonstrates: Our vision and values and key to our context. Acts of worship are high quality, reflective and valued. Our spiritual and Christian development have a significant impact on our local and wider community.</p> <p>By End T4 Monitoring demonstrates_all policies and practices are embedded in Christian philosophy. The school visions are lived out through the actions</p> | |

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| | | | | are lived out through the actions of all stakeholders. Children are able to share and reflect on Christian teachings and are able to reflect on how this brings them peace and confidence in their own lives. Children are able to discuss stories from the bible with confidence. | of all stakeholders. Children are able to share and reflect on Christian teachings. By End T6 To be reviewed. | |
| 1.7 - Ensure safeguarding is effective -particular focus on online safeguarding | Ongoing from September 2024 | SJ /CY /DSL's | £1000 | <p>By End T2 Safeguarding updates and support to new staff has been shared and all stakeholders have a clear expectation of effective safeguarding. Safeguarding is effective. Children have reflected on areas within the school where they feel safe and where they do not. This information has been acted on to develop site security. Online safety is seen as of upmost importance. This is discussed during weekly assemblies and concerns raised in staff meetings for action. All four schools are using CPOMS effectively to log safeguarding and behaviour incidents effectively.</p> <p>By End T4 All staff have a clear understanding of safeguarding. All areas of safeguarding are effective. Online safety is seen as of upmost importance. This is discussed during weekly assemblies and concerns raised in staff meetings for action.</p> | <p>By End T2 CY/ SLT has updated leadership governors and all stakeholders on all new safeguarding procedures. Policies have been updated and shared with all staff. Safeguarding reviews across all three sites have been actioned.</p> <p>By End T4 Governors have monitored all areas of safeguarding and leadership have completed the required updates for CPD.</p> <p>By End T6 To be reviewed.</p> | |

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| | | | | <p>All three schools are now using CPOMS to log safeguarding and behaviour incidents effectively.</p> <p>By End T6 Safeguarding is effective.</p> | | |
| <p>1.8-To introduce a nursery at Iford and Kingston school. SEND:</p> | <p>Sept 24 onwards</p> | <p>SJ /SLT /all staff</p> | <p>£? TBC</p> | <p>Term 2 To have all plans /proposals and an action for the nursery to be completed. School to change age range and confirm Diocesan approval</p> <p>Term 4 Nursery to open by Easter 25</p> <p>Term 6 TBC</p> | <p>Term 2 All plan and proposals agreed and accepted by Diocese and East Sussex. Feasibility study completed. Advertising for families shared.</p> <p>Term 4 New staff appointed; organisation of school completed. Advertising for families shared.</p> <p>Term 6 TBC</p> | |
| <p>1.9-To fully embed the use of edu-key- to ensure we can track progress of all children.</p> | <p>Sept 24 onwards</p> | <p>Inclusion leads / SLT</p> | <p>£1000 per school</p> | <p>Term 2 Inclusion leads to share operations for Edu-key with staff. All CPD complete</p> <p>Term 4 All staff developing confidence using Edu-Key and progress of children is tracked.</p> <p>Term 6 Continued CPD on edu-key is complete and staff subject knowledge in using the programme is embedded.</p> | <p>Term 2 Initial meeting and CPD on the use of Edu-Key is led by inclusion leads. Staff feel supported in using the programme to track progress of children.</p> <p>Term 4 Peer voice and monitoring clearly shows staff knowledge is developing /strong and the programme is being used.</p> | |

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| | | | | | Colleagues are able to clearly articulate improvements with tracking progress. Term 6 TBC | |
| 1.10-To implement a strategic plan is in place and led by the new mental health Leads across the Federation- in line with the government's plan to ensure pupils; develop, attend school, engage in learning and fulfil their potential by 2025. | SS/ SLT/ Support staff Ongoing from Sept 24 | All support staff | £0 | By End T2 A strategic plan is in place and all staff have ownership of this. By End T4 The stragic plan key priorities have been introduced and are beginning to be embedded, this links closely with EHCP's and federation attendance procedures. By End T6 TBC | By End T2 Governors and SLT are able to discuss the strategic plan and key priorities with inclusion leads. By End T4 Pupil /parent and staff voice are able to articulate the current strengths and areas for further development of the strategic plan. Clear outcomes demonstrate attendance and engagement in school have improved. By End T6 To be reviewed following CPD developments | |

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| 1.11Develop sensory rooms across 3/4 schools in the federation- to promote a positive school culture and climate in supporting student's health and wellbeing, especially those who have been exposed to trauma, chronic stress and those with specified sensory needs. | Nov 24 | AH /SLT | £2000 per school -3 schools in the federation. | <p>By End T2 All three schools to have developed a sensory room. Sensory rooms have been individually adapted to meet the needs of pupils.</p> <p>By End T4 The sensory rooms are being used to deescalate children and support their educational and emotional well-being.</p> <p>By End T6 TBC</p> | <p>By End T2 Additional space in three of the four schools has been utilised and adapted as Sensory rooms. Pupil voice demonstrates these spaces support educational and emotional well-being.</p> <p>By End T4 Pupil voice demonstrates these spaces support educational and emotional well-being.</p> <p>By End T6 TBC</p> | |
| 1.12-Introduce the Autism advisory teacher to the federation- their role is to support staff in ensuring pupils are able to fulfil their potential and have access to the curriculum. | Sept 24 | AH / finance | ? | <p>By End T2 A new autism support teacher is working with identified children and families within each school to support educational and emotional well-being.</p> <p>By End T4 The role of the autism advisory teacher has developed to support identified children</p> | <p>By End T2 Key children and families have been identified. Pupil and parent voice indicates the additional support is a positive influence.</p> <p>By End T4 TBC</p> | |

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| | | | | <p>and families. The role and support offered is appropriate for the individual needs of the school and the families. This will be led by inclusion leads.</p> <p>By End T6 TBC</p> | <p>By End T6 TBC</p> | |
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QUALITY OF EDUCATION

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2024 -25

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2024

NEXT REVIEW: January 25

Key Priorities:

- 2.1-Continue to ensure through inclusive and adaptive quality first teaching, the inclusive quality of teaching in every classroom across the federation is at least good and often better.
- 2.3-To continue to develop and embed a rigorous computing curriculum ensuring CPD supports the delivery of age specific expectations for all teachers leading to improved teacher subject knowledge and outcomes for children.
- 2.4-To raise the profile of and embed oracy across the curriculum to support the articulation of ideas and develop the use of spoken language.
- 2.5- To introduce a comprehensive spelling scheme to improve the quality of spelling in all year groups, in particular KS2.
- 2.6 -To develop and reinforce teacher knowledge of the Jane Considine approach to the development of writing to support talk for writing and power of reading resources.
- 2.7 – To develop a consistent approach to the planning and delivery of mastery maths using a range of resources and promoting high quality assessment for learning.
- 2.8- Develop the new assessment system to ensure it accurately demonstrates the progress and attainment of all learners, in particular learners working lower than the academic year.

SEND:

2.9-Target setting- work with teachers to individualise targets- so that pupils show expected progress

2.10-Quality first teaching includes the use of continuous provision for SEN pupils as set out on provision maps- children make expected or more than expected progress.

| Actions to Address Key Issues and Priorities for Improvement | Time Scale | Led By | Resources | Success Criteria, Milestones and Practice Indicators (dated) | Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule | Evaluation of impact (Impact- who, what, when) |
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| <p>2.2-To continue to develop and embed a rigorous computing curriculum ensuring CPD supports the delivery of age specific expectations for all teachers leading to improved teacher subject knowledge and outcomes for children.</p> | <p>Sept 24</p> | <p>SLT / JR</p> | <p>£0</p> | <p>By End T2</p> <p>80+% of all computing lessons would be judged good. Evidence in children’s portfolios demonstrates regular lessons and an age-appropriate ability. Any teachers needing support must seek support from JR /colleagues. Online safety is discussed in the majority of lessons. Parent workshops have been completed on online safety, Apps to be aware of etc...</p> <p>By End T4</p> <p>All computing lessons to be judged good. Any teachers needing support must seek support from RN /colleagues. JR to have a clear understanding of strengths and areas for colleague development within each school. By End T6 Evidence in portfolios demonstrates the majority of children are working at an age-appropriate expectation for computing.</p> | <p>By End T2</p> <p>JR to articulate areas of subject knowledge development through staff survey. All teachers to be using purple mash. JR to offer support workshops for any teaching struggling using purple mash confidently.</p> <p>JR to have input into staff meeting to make staff aware of online safety updates. JR to lead workshops on online safety for parents and children.</p> <p>By End T4</p> <p>Any teachers needing support have discussed with JR and a basic plan is in place to raise levels of performance. JR has a clear understanding of areas of strength and development at each school so colleagues can be supported and mentored across each school or by JR. JR to continue to identify further support from 2 Simple. JR to have input into staff meeting to make staff aware of online safety updates. JR to lead workshops on online safety for parents and children.</p> | |
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| | | | | <p>Areas for further CPD have been identified and are being planned for.</p> <p>By End T6 TBC</p> | <p>By End T6 To be reviewed.</p> | |
| <p>2.3–To raise the profile of and embed oracy across the curriculum to support the articulation of ideas and develop the use of spoken language.</p> | <p>On-going from Sept. 2024</p> | <p>All teachers Oracy leads</p> | <p>£1500 per school</p> | <p>By End T2 To continue to work with voice 21 and embed a thorough oracy curriculum and ethos across the federation. An initial focus will be on oracy during assemblies. Initial staff meetings will recap the ethos of oracy, its impact on behaviour in classes and assemblies.</p> <p>By End T4 TBC dependent on staff meetings</p> <p>By End T6 To be reviewed.</p> | <p>By End T2 Key focus for oracy during 24 25 shared through staff meetings and twilights. Pupil voice and lessons /assembly observations clearly show a developing knowledge of the use of an oracy rich approach.</p> <p>By End T4 TBC</p> <p>By End T6 TBC</p> | |

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| <p>2.5- To introduce a comprehensive spelling scheme to improve the quality of spelling in all year groups, in particular KS2.</p> | <p>Oct 2024</p> | <p>Eng leads /SLT</p> | <p>Staff meeting time</p> | <p>By End T2 English leads to share the chosen spelling scheme with staff, children and parents. Staff meeting time will develop an understanding of the scheme and delivery of it to all staff. By End T4 Further staff meeting time will support the development of delivering the scheme confidently By End T6 To be reviewed.</p> | <p>By End T2 Monitoring indicates the introduction to a new spelling scheme. Class dropins show how the scheme is being delivered in class. By End T4 Pupil voice is able to show how the introduction of the spelling approach is having an impact with children. Evidence in books can demonstrate the scheme is being used. By End T6 To be reviewed.</p> | |
| <p>2.6 -To develop and reinforce teacher knowledge of the Jane Considine approach to the development of writing to support talk for writing and power of reading resources.</p> | <p>Sept 2024</p> | <p>SLT /Eng leads</p> | <p>TBC</p> | <p>By End T2 To recap the key aspects of the JC approach to writing for new staff. Eng leads to collate the key aspects to focus on in T1 and T2 By End T4 TBC dependent on T1 and T2 By End T6 To be reviewed.</p> | <p>By End T2 INSET 3.9.24 – JC online national conference. Teacher voice will help raise profile of key points. Analysing sentences. The use of positive and negative language to improve the quality of a piece of writing. All teachers to share the strong relationship between reading and writing. Planning to show the importance of planning the vocabulary you are going to use. By End T4 TBC By End T6</p> | |

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| | | | | | To be reviewed. | |
| 2.8- Develop the new assessment system to ensure it accurately demonstrates the progress and attainment of all learners, in particular learners working lower than the academic year. | From Sept 24 | SJ /SLT | £? | <p>By End T2 To embed changes to the new assessment system, to include pre key stage standards.</p> <p>By End T4 To continue to embed and moderate teacher assessment judgements showing the are accurate and consistent through out ind schools and across the federation.</p> <p>By End T6 To be reviewed.</p> | <p>By End T2 SLT to agree on changes to the assessment system to include pre key stage standards. To ensure this has been built into arbor. To share this information with staff.</p> <p>By End T4 Staff voice, moderation and monitoring demonstrates staff have a strong knowledge of assessment levels.</p> <p>By End T6 TBC</p> | |

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| <p>2.9-Develop target setting- work with teachers to individualise targets- so that pupils show expected progress</p> | <p>Sept 24</p> | <p>Inclusion leads /SLT</p> | <p>£0</p> | <p>By End T2 All teachers to have completed training on pre key stage standards.</p> <p>By End T4 Data is accurate and pre key stage standards are being used confidently.</p> <p>By End T6 The progress of SEND pupils is clear and accurate using pre key stage standards.</p> | <p>By End T2 Teacher voice and monitoring of assessment tracking shows teachers are using pre key stage standards</p> <p>By End T4 Assessment tracking shows teachers are using pre key stage standards</p> <p>By End T6 TBC</p> | |
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| <p>2.10-Quality first teaching includes the use of continuous provision for SEN pupils as set out on provision maps- children make expected or more than expected progress.</p> | <p>Start T1 2024</p> | <p>SLT /all teachers</p> | <p>£0</p> | <p>By End T2 Provision maps shared with teachers, detailing continuous provision for all pupils, with a particular focus on SEND.</p> <p>By End T4 Inclusion leads to monitor provision for children, ensuring it is meeting their ind needs.</p> <p>By End T6 Continuous provision in place is demonstrating impact and 75% children are making expected progress</p> | <p>By End T2 Monitoring demonstrates continuous provision is being used.</p> <p>By End T4 Inclusion monitoring demonstrates continuous provision is clearly indicated on provision maps. Dropins show how this is supporting learning within the classroom.</p> <p>By End T6 Monitoring demonstrates the progress being made of SEND pupils and the impact of continuous provision.</p> | |
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BEHAVIOURS AND ATTITUDES

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2024-2025

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2024

NEXT REVIEW: January 2025

Key Priorities:

- 3.1- To continue to raise the profile of zones of regulation / therapeutic thinking to ensure a consistent restorative approach to behaviour within all schools.
- 3.3-To continue to celebrate the value of kindness across the federation.
- 3.4-To continue to raise the awareness of leading a healthy lifestyle focusing on regular /daily exercise and the importance of a healthy diet and competitive sport.
- 3.5 – To continue to embed a mentally healthy school community.
- 3.6 – To develop the role of play leaders to initiate and support activities /games at lunchtimes to raise the profile of inclusion.
- 3.7 – To develop the role of worship wardens to support the profile of Christian distinctiveness.

SEND:

- 3.8-Introduce Sociograms (as part of the wider picture of developing mental health provision)- so that teachers are aware of individuals social needs and can plan accordingly
- 3.9-Introduction of the sensory rooms- promoting a sense of well being
- 3.10-Introduce and embed the Boxall Profile as an assessment tool for children's SEMH -identify children with SEMH difficulties and track progress of nurture provision and other SEMH interventions

| Actions to Address Key Issues and Priorities for Improvement | Time Scale | Led By | Resources | Success Criteria, Milestones and Practice Indicators (dated) | Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule | Evaluation of impact (Impact- who, what, when) |
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| 3.1- To continue to raise the profile of zones of regulation / therapeutic thinking to ensure a consistent restorative approach to behaviour within all schools. | Sept 24 | SLT /inclusion leads | | <p>By End T2 All staff to be reminded of CPD - embed the current: therapeutic thinking and zones of regulation the schools behaviour policy.</p> <p>By End T4 Philosophies of therapeutic thinking and zones of regulation embedded thoroughly with all stakeholders across the school community.</p> <p>By End T6 Philosophies of zones of regulation and therapeutic thinking to be is showing a greater awareness of a restorative approach to behaviour and childrens knowledge of their own thoughts and feelings.</p> | <p>By End T2 SJ and SLT to recap training on Therapeutic thinking, zones or regulation and the development of behaviour de-escalation strategies to support barriers to learning. Philosophies of a therapeutic approach to behaviour and zones of regulation to be reminded with all staff and discussed.</p> <p>By End T4 Inclusion leads: Philosophies of zones of regulation and therapeutic thinking to be shared with all staff and embedded into school policies. The language of prosocial, unsocial and antisocial to be embedded into school life. Monitoring shows class charters and a therapeutic approach to behaviour is being used in each class. Pupil voice shows the language and behaviours of a therapeutic approach are embedded in routine.</p> | |

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| | | | | | <p>By End T6 To be reviewed.</p> | |
| <p>3.2-To continue to celebrate the value of kindness across the federation.</p> | <p>Sept 24</p> | <p>SJ/Head of School</p> | <p>£200</p> | <p>By End T2 The value of kindness celebrated throughout the school in classes /assemblies and play times. The value of kindness is articulated in all areas of school life. Pupil and parent voice clearly shows the high value of kindness celebrated across all schools.</p> <p>By End T4 Through pupil voice and governor monitoring it is clear children are able to articulate the importance of being kind.</p> <p>By End T6 To be reviewed</p> | <p>By End T2 Through pupil voices it is clear children are able to articulate the importance of being kind. Children will celebrate kindness through:</p> <ul style="list-style-type: none"> • Celebrate kindness through certificates/kindness rewards. • Class charities chosen with a theme of kindness to others. <p>People who they recognise that are kind. How to show kindness to others.</p> <p>By End T4 H of S/senior teachers to lead assemblies on kindness. H of S to</p> <p>By End T6 To be reviewed</p> | |
| <p>3.3-To continue to raise the awareness of leading a healthy lifestyle focusing on regular /daily exercise and the importance of a healthy diet and competitive sport.</p> | <p>Sept 24</p> | <p>Sports leads /Dep Head of School /SLT /CY</p> | <p>£Supply cover Cot of Cumnor support</p> | <p>By End T2 Through pupil /parent voice and governor monitoring. Profile and children’s knowledge of leading a healthy lifestyle is clearly evident. Continue the development of Federation, Sport Friday</p> <p>By End T4</p> | <p>By End T2 Sports leads /Dep H of S to introduce raising the profile of leading a healthy lifestyle across ind. Schools. Focus –Diet /exercise /mental health /sleep /relaxation. Sports leads to raise profile of competitive sport across the federation.</p> | |

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| | | | | <p>School working towards the successful completion of Healthy Schools award. Embedding the development of play leaders and raising profile of federation sport Friday -Ensuring it grows across year groups.</p> <p>By End T6 TBC.</p> | <p>By End T4 Sports leads to raise profile of competitive sport across the federation. Impact of this on pupil engagement -SLT monitoring of how this can grow and develop.</p> <p>By End T6 To be reviewed.</p> | |
| 3.4 - To continue to embed a mentally healthy school community. | Sept 24 | Inclusion leads All staff | £1000 | <p>End T2 Through assemblies /PSHE /nurture support for identified children and our ethos. Children are supported /listened to and identified for additional support. Inclusion leads /nurture leads and SLT work with all and identified ch and families where appropriate.</p> <p>End T4 nurture leads and SLT work with all and identified ch and families where appropriate. These children are demonstrating improved attendance /reduced PA.</p> <p>End T6 TBC.</p> | <p>End T2 Pupil voice identifies key areas of support for groups /inc ch and families.</p> <p>End T4 Pupil /Parent voice demonstrates a positive response to support. Attendance of vulnerable groups is improving. Pupil voice is positive and recognises positive impact of support.</p> <p>End T6 TBC.</p> | |

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| <p>3.5 - To develop the role of MDSA's and play leaders to initiate and support activities /games at lunchtimes to raise the profile of inclusion.</p> | <p>Nov 24</p> | <p>SLT /All staff</p> | <p>£250 (release time)</p> | <p>End T2 Sports leads have led playleader training. Play leaders are supporting play.</p> <p>End T4 Key children have buddies and this is having a positive impact on the play of identified children. Minor disagreements are being supported by the play leaders.</p> <p>End T6 TBC</p> | <p>End T2 Sports leads can share the training delivered. Pupil voice can share the training they have completed.</p> <p>End T4 SLT monitoring clearly shows a positive impact on playtimes by play leaders. Incidents of bullying /inappropriate behaviour have been reduced.</p> <p>End T6 TBC</p> | |
| <p>3.6 - To develop the role of worship wardens to support the profile of Christian distinctiveness</p> | <p>Sept 24</p> | <p>SLT</p> | <p>£0</p> | <p>End T2 Worship wardens are leading and supporting the evaluation of worship.</p> <p>End T4 Worship wardens are actively planning and developing the reflection areas following feedback from the school community.</p> <p>End T6 TBC.</p> | <p>End T2 Monitoring and pupil voice shows. Worship wardens are able to talk confidently and passionately about their role and the impact it is having within the school community.</p> <p>End T4 Monitoring and pupil voice shows. Worship wardens are able to talk confidently and passionately about their role and the impact it is having within the school community.</p> <p>End T6 TBC.</p> | |

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| <p>3.8-Introduce Sociograms (as part of the wider picture of developing mental health provision)- so that teachers are aware of individuals social needs and can plan accordingly.</p> | <p>Sept 24</p> | <p>SLT inclusion leads /nurture leads</p> | <p>£220</p> | <p>By End T2 Sociograms have been completed for the support of children with emotional wellbeing. Ch with possible neglect or mental health concerns are raised.</p> <p>By End T4 Ch with possible neglect or mental health concerns will be monitored carefully.</p> <p>By End T6 TBC</p> | <p>By End T2 Discussions with all staff will help raise awareness of ch. with possible neglect or mental health concerns are raised.</p> <p>By End T4 Teacher and potential pupil voice will raise the support for children and families with neglect or mental health concerns.</p> <p>By End T6 TBC</p> | |
| <p>3.9-Introduction of the sensory rooms- promoting a sense of well-being. (As stated in leadership and management)</p> | <p>Sept 24</p> | <p>SLT inclusion leads /nurture leads</p> | | <p>By End T2</p> <p>By End T4</p> <p>By End T6</p> | <p>By End T2</p> <p>By End T4</p> <p>By End T6</p> | |
| <p>3.10-Introduce and embed the Boxall Profile as an assessment tool for children’s SEMH -identify children with SEMH difficulties and track progress of nurture provision and other SEMH interventions.</p> | <p>Sept 24</p> | <p>SLT inclusion leads /nurture leads</p> | <p>£</p> | <p>By End T2 Boxhall profiles are embedding and supporting ch and teachers with SEMH and track the provision they are receiving.</p> <p>By End T4 Profiles to being continued to be used to support ch with SEMH /nurture support.</p> | <p>By End T2 Inclusion lead monitoring and discussions with class teachers demonstrate how boxhall profiles are used to support ch with SEMH.</p> <p>By End T4 Inclusion lead monitoring and discussions with class teachers demonstrate how boxhall profiles are used to support ch with SEMH.</p> | |

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PERSONAL DEVELOPMENT

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| PERIOD COVERED BY PLAN: ACADEMIC YEAR 2024-25 | PLAN WRITTEN BY: Stewart James |
| INITIAL DATE: SEPTEMBER 2024 | NEXT REVIEW: January 2025 |
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KEY Priorities:

4.1-Develop the role of the schools within the local and wider community.

4.2-To celebrate British values in relation to becoming an inspirational international citizen.

4.3 – To continue to raise the profile and accountability of the school council and eco council within each school. To provide opportunities for the individual school councils to work together with a joint project across the federation.

4.4 – To continue to raise the profile and develop the arts. (Art, music, dance)

SEND:

4.5-Continue to strengthen the skill and expertise of support staff, developing improved consistency of approach to support pupils’ learning and minimise barriers to learning- regular TA meetings and well-being team formed.

4.6-Improve attendance for SEN pupils- regularly reviewed supportive attendance plans for pupils under 90% attendance

| Actions to Address Key Issues and Priorities for Improvement | Time Scale | Led By | Resources | Success Criteria, Milestones and Practice Indicators (dated) | Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule | Evaluation of impact (Impact- who, what, when) |
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| 4.1-Develop the role of the schools in raising the profile of the importance of an inclusive and outward looking school community within the local communities. | Sept 24 | EHT / H of S / Dep H of S | | <p>By End T2 Members of the local community actively involved with communications and local village /community life.</p> <p>By End T4 Members of the local community working with the school community to develop /improve an aspect of local life.</p> <p>By End T6 To be reviewed</p> | <p>By End T2 Though weekly discussions within individual schools and with school council opportunities for local community involvement identified</p> <p>By End T4 Dep Head of School or other senior members of the teaching team in collaboration with H of S, will set up a working party with local</p> | |

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| | | | | | community to improve /develop an aspect of local life. By End T6 To be reviewed. | |
| 4.2-To celebrate British values in relation to becoming an inspirational international citizen. | Jan 25 | Head of School / Dep H of S | £0 | By End T4 Groups of children across the school will be able to speak confidently about British values – this will be evidenced through governor monitoring. Evidence of learning demonstrated through display within each school. By End T6 To be reviewed. | By End T4 Head /Dep Head of School to lead assemblies on British values throughout T3 and T4. A British values section on school website is created and updated. A British values board is visible in school. <ul style="list-style-type: none"> • All children and staff able to speak confidently and show sound knowledge of British values. • Democracy. • The rule of law. • Individual liberty. • Mutual respect. • Tolerance of those of different faiths and beliefs. • Children able to name and articulate them. • Communal display to celebrate children’s learning of British Values. –Pupil voice shows children can talk articulately about them. By End T6 To be reviewed. | |

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| 4.3 – To continue to raise the profile and accountability of the school council and eco council within each school. To provide opportunities for the individual school councils to work together with a joint project across the federation. | End of term 1 ongoing | H of S/ Dep Head of school /science leads | £0 | <p>By End T2 Cultural capital and developing understanding of local and world issues are shared in an age appropriate way.</p> <p>By End T4 Pupil voice and gov. monitoring shows eco focused assemblies has led to an improved understanding of local /National and International eco issues. This will be reflected in SC/ EC focuses.</p> <p>By End T6 Pupil voice and gov. monitoring shows Eco focused assemblies has led to an improved understanding of local /National and International eco issues. A local eco focused initiative has been completed and celebrated within the local community.</p> | <p>By End T2 Eco council have prioritised issues they have discussed and disseminated this to the wider school community. This is clear through pupil voice and minutes of meetings.</p> <p>By End T4 Dep Head of school /other senior teacher to lead eco focused assemblies. Dep Head of School /forest school lead or other senior members of the teaching team in collaboration with H of S, will set up a working party with local community to improve /develop an aspect of local life.</p> <p>By End T6 Through assemblies, children’s awareness of local /National eco issues has been raised. A community project has been completed working with Parish council on improving local environment.</p> | |

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| <p>4.4 – To continue to raise the profile and develop the arts. (Art, music, dance)</p> | <p>From Sept 24</p> | <p>SLT / Art/ Music/ PE leads</p> | | <p>By End T2 Each school will have a school choir / band. Singing will happen in the majority of assemblies. Sportscool and the PE coordinator will lead PE and dance lessons across the federation. Each school will have access to an art specialist to lead demonstration and enrichment lessons in all schools.</p> <p>By End T4 Each school will have a school choir and develop an orchestra. SportsCool and the PE coordinator will lead PE and dance lessons across the federation. Each school will have access to an art specialist to lead demonstration and enrichment lessons in all schools.</p> <p>By End T6 To be reviewed.</p> | <p>By End T2 Each school will have a school choir. SportsCool and the PE lead will deliver high quality PE lessons and organise an intra federation dance competition. Each class in each school will be able to access an art specialist to deliver demonstration and enrichment lessons.</p> <p>By End T4 Each school will develop a choir and orchestra. SportsCool and the PE lead will deliver high quality PE lessons and organise an intra federation dance competition. Each class in each school will be able to access an art specialist to deliver demonstration and enrichment lessons.</p> <p>By End T6 To be reviewed.</p> | |
| <p>4.5-Continue to strengthen the skill and expertise of support staff, developing improved consistency of approach to support pupils’ learning and minimise barriers to learning- regular TA meetings and well-being team formed.</p> | <p>Sept 24</p> | <p>SLT /inclusion leads</p> | <p>£0</p> | <p>By End T2 All INSETs are clearly planned, linked to the SDP priorities. Each school will have a support staff meeting every fortnight, all meetings will have agenda and minutes taken.</p> <p>By End T4 All INSETs are clearly planned, linked to the SDP priorities.</p> | <p>By End T2 Support staff voice indicates the CPD received to support their practice. Agendas and minutes are taken for each meeting.</p> <p>By End T4</p> | |

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| | | | | <p>Each school will have a support staff meeting every fortnight, all meetings will have agenda and minutes taken.</p> <p>By End T6</p> | <p>Support staff voice indicates the CPD received to support their practice.</p> <p>Agendas and minutes are taken for each meeting.</p> <p>By End T6</p> | |
| <p>4.6-Improve attendance for SEN pupils- regularly reviewed supportive attendance plans for pupils under 90% attendance</p> <p>(See leadership and management)</p> | | | | | | |

PROVISION OF EARLY YEARS

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2024 -25

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2024

NEXT REVIEW: January 25

Key Priorities:

Early Years Education

5.1-To embed new early years curriculum reforms ensuring EYFS practise is at least good.

5.2-To improve the quality of the EYFS environments.

5.3-To improve outcomes for writing.

5.4 – To develop support staff subject knowledge to understand how to support and move children's learning on through play in the environment.

SEND:

5.6-Develop relations with local nurseries -so that pupils with SEN are known early and transition work can begin from term 5.

| Actions to Address Key Issues and Priorities for Improvement | Time Scale | Led By | Resources | Success Criteria, Milestones and Practice Indicators (dated) | Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule | Evaluation of impact (Impact- who, what, when) |
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| 5.1-To embed the new early years curriculum reforms ensuring EYFS practise is at least good. | Sept 2024 Ongoing Term 1 Throughout the year | SLT /EYFS lead/ EYFS staff | £? | <p>By End T2 Planning demonstrates daily reflection and adaptation to support individual children’s needs and interests. Less workload for EY staff in terms of evidence gathering. Increased <u>teacher</u> interaction with children during child-initiated play. Strategies agreed to support general and individual children’s speech and language acquisition. TA’s have attended reforms training, and this shows in their practice.</p> <p>By End T4 Cohort developing well from their baseline starting points. Timetable and planning indicate a balance of teacher time supporting self-initiated play and leading adult focus experiences. Parent voice /parent Tapestry posts are regular and indicate good engagement and child enjoyment. *This does not link to EY reforms-reforms suggest less Tapestry.</p> | <p>By End T2 EYFS lead and SLT to focus on ‘in the moment’ planning, ensuring planning shows specific additions for individuals/small groups and records children’s interests and adaptations to the environment/activities. Observations clearly show a focus on adults supporting language acquisition during child-initiated learning: adults can talk through general and specific strategies for speech support. EY lead -Staff meeting on supporting play-e.g. open ended questions and adult role? All teachers to have attended EY conference.</p> <p>By End T4 EYFS lead /EYFS team to share Tapestry posts with SLT to</p> | |

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| | | | | <p>Parent voice is currently very good in at least 2 of the settings-this is a different focus-needs a different bullet point. Evidence of speech and language development and impact of identified support for individual children.</p> <p>By End T6 To be reviewed.</p> | <p>monitor parental support *separate bullet point children's learning. *Better to do this through observation as reforms require less recording (plus workload impact of year 1). Tapestry can be used in addition.</p> <p>By End T6 To be reviewed.</p> | |
| 5.2-To improve the quality of the EYFS environments, showing a clear focus for oracy. | Sept 24 | SLT /EYFS lead/ EYFS staff | <p>£500 per school</p> <p>Support from across federation</p> | <p>By End T2 All EYFS environments have been reviewed how? Staff meeting/audit/self-audit? This needs a pre and post staff meeting as we did before and ideally in-class support and opportunities for child initiated learning improved: organisation for children independently selecting from a range of resources. Stimulus to develop speech and language e.g., curiosity cube, displays with photos/children's pictures. Displays are engaging, showing the children's learning journey and include annotated photos regularly changed /updated.</p> <p>By End T4 Plans for EYFS outdoor areas have been completed /shared and agreed. *1000 will buy a couple of quality pieces of equipment-not a whole re-design. Equipment needs to be quality to withstand the rain and wind.</p> <p>By End T6 To be reviewed.</p> | <p>By End T2 EYFS lead and EYFS team to visit each other's indoor environments and plan development of opportunities for child-initiated learning. Staff to visit outdoor areas in schools with current outstanding provision. Researched outstanding environments. Outdoor equipment and resources are well organised into accessible areas for the children. This requires funds and time/support from Dave for building-we have lots of ideas already!</p> <p>By End T4 Design of outdoor area to be agreed and quotes in.</p> <p>By End T6 To be reviewed.</p> | |

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| 5.3-To improve outcomes for phonics, reading and writing. | From T1 | EYFS lead EYFS staff /Head of School | Support from Federation | <p>By End T2 Children have daily opportunities to engage in writing activity relating to their interests: throughout areas of the environment. HA Children using a developing basic phonetic knowledge to support this: writing supports throughout the environment.</p> <p>By End T4 Children demonstrating a clear development in phonetic knowledge to write basic letters and known common words.</p> <p>By End T6 To be reviewed.</p> | <p>Throughout T2 and T4 EYFS lead and SLT monitor: Opportunities for child-initiated writing and number work in role play areas. Observations show adults modelling the use of these. Ensure planning references children's interests. Use 'hierarchy of audience' for purposeful writing opportunities. Ensure writing weaves through the entire EY curriculum (see blog below) https://family.co/blog/the-child/early-years-writing-eyfs/ Improve engagement and</p> | |

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| | | | | | <p>understanding of parents through use of Tapestry *A writing meeting would tee this up then reference via Tapestry.</p> <p>By End T6 To be reviewed.</p> | |
| 5.4 – To develop support staff subject knowledge to understand how to support and move children's learning on through play in the environment. | Nov 24 | All EYFS staff | £500 | <p>By End T2 All support staff in EYFS are working collaboratively with CT to develop their understanding of the development of learning through play.</p> <p>By End T4 Following additional staff training, all support staff are able to clearly articulate how their understanding and support for development and assessment of learning through play has developed.</p> <p>By End T6 TBC.</p> | <p>By End T2 EY lead /CT and support staff work together to develop support staff understanding and development of play based learning.</p> <p>By End T4 Following additional training, support staff to clearly articulate the developments in their learning of supporting play-based interactions.</p> <p>By End T6 TBC.</p> | |
| 5.6-Develop relations with local nurseries -so that pupils with SEN are known early and transition work can begin from term 5. | Sept 24 | SLT EYFS teams / inclusion leads | £? | <p>By End T2 SLT and EY teams to organise regular meeting with school nursey teams. Building relationships with staff and children.</p> | <p>By End T2 Initial meetings with nurseries have been booked and completed for EY teams and inclusion leads.</p> <p>By End T4</p> | |

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| | | | | Sharing of open morning information and identifying ch. with potential additional needs. By End T4 TBC By End T6 TBC | TBC By End T6 TBC | |
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MONITORING AND EVALUATION SCHEDULE TERM ONE

| WEEK NUMBER | ACTIVITY | FOCUS | WHO | SECTION OF PLAN RELATES TO |
|--------------------|-----------------|--------------|------------|-----------------------------------|
| ONE | | | | |

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|----------------------------------|--|---|--|--|
| TWO | | | | |
| THREE | | ? | | |
| FOUR WB 27.9.21 | | | | |
| FIVE | | | | |
| SIX | | | | |
| SEVEN | | | | |