



The Skylark Federation Development Plan 2026-2027

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Barcombe	<i>A small and mighty school where everyone flourishes in the heart of the community.</i>
Hamsey	<i>A kind, creative community where learning is an adventure.</i>
Iford and Kingston	<i>Rooted in love, growing in faith, stronger together.</i>
Plumpton	<i>We're kind and outward looking: learners today, leaders tomorrow.</i>

SKYLARK FEDERATION DEVELOPMENT PLAN 2026-2027

The Skylark 6

1. Safeguarding and Attendance

Aim: Every child is safe, known and attends well.

2. Inclusion and SEND

Aim: All children thrive through an inclusive and ambitious educational experience.

3. Writing and Communication

Aim: Develop confident communicators and successful writers.

4. Adaptive Teaching and Curriculum Review

Aim: Deliver an ambitious curriculum where every child can succeed.

5. Behaviour, Wellbeing and Personal Development

Aim: Develop confident, resilient and responsible young people.

6. Community, Culture and Professional Development

Aim: Create exceptional schools where children, staff and communities flourish.

Overarching Federation Vision

Every child is known, included and inspired to flourish academically, socially, and personally within a safe, ambitious and caring federation of schools.



Federation Development Plan 2026-27: The Skylark 6

1. Safeguarding and Attendance Aim: Ensure every child is safe, known and attends well. - Strengthen safeguarding systems, record keeping and monitoring. - Improve overall attendance and reduce persistent absence. - Ensure effective support for vulnerable pupils and families. - Use data to identify needs and target intervention.	2. Inclusion and SEND Aim: Ensure all children thrive through an inclusive and ambitious educational experience. - Develop a federation-wide Inclusion Strategy aligned with emerging SEND reforms. - Participate in the Whole Education SEND School Improvement Programme to strengthen strategic leadership of SEND through self-evaluation, action planning and collaborative practice. - Improve early identification, adaptive teaching and graduated response (APDR). - Improve outcomes for SEND and disadvantaged pupils through robust monitoring and evaluation.	3. Writing and Communication Aim: Develop confident communicators and successful writers. - Improve writing outcomes across the federation to be in-line with or above national. - Embed strong foundations in transcription and composition. - Develop a consistent federation approach to oracy and vocabulary. - Close attainment gaps for SEND and disadvantaged pupils. - Identify early speech and communication gaps and close these through targeted interventions.
4. Adaptive Teaching and Curriculum Review Aim: Deliver an ambitious curriculum where every pupil can succeed. - Embed adaptive teaching across all classrooms. - Review and refine the Skylark Curriculum. - Strengthen subject coordination and curriculum implementation. - Use assessment effectively to inform teaching and intervention.	5. Behaviour, Wellbeing and Personal Development Aim: Develop confident, resilient and responsible young people. - Embed a consistent federation behaviour approach. - Strengthen therapeutic and relational practice. - Promote pupil wellbeing, resilience and belonging. - Develop leadership, character and personal responsibility.	6. Community, Culture and Professional Development Aim: Create exceptional schools where children, staff and communities flourish. - Develop leadership capacity and professional learning across the federation. - Strengthen collaboration within Skylark and through external partnerships. - Increase family and community engagement. - Share effective practice to secure sustainable school improvement.

School Development Priorities: Ofsted Aligned

Inclusion I1. Embed the Whole Education SEND School Improvement Programme and prepare for national SEND reforms. I2. Strengthen adaptive teaching to ensure all pupils can access an ambitious curriculum. I3. Embed a graduated SEND support framework through effective early identification, consistent APDR processes and clearly defined Universal, Targeted and Targeted Plus provision. I4. Improve outcomes for SEND, disadvantaged and vulnerable pupils through precise monitoring, intervention and curriculum access. I5. Strengthen pupil, family and professional partnerships to reduce barriers to learning and wellbeing.	Personal Development and Wellbeing PD1. Promote wellbeing, resilience and emotional literacy for all pupils. PD2. Develop leadership opportunities and pupil voice across the federation. PD3. Ensure PSHE/RSHE lessons explicitly drive British Values, SMSC, and active citizenship across all year groups. PD4. Increase participation in enrichment, sport, arts and outdoor learning opportunities. PD5. Develop character, responsibility, kindness and respect.
Curriculum and Teaching C1. Develop confident, capable writers across the federation through a coherent writing curriculum, high-quality teaching, effective assessment and consistent expectations. C2. Develop communication, vocabulary and oracy across the curriculum. C3. Review and refine the Skylark Curriculum to ensure ambition, progression and coherence. C4. Embed adaptive teaching strategies in every classroom. C5. Strengthen assessment, feedback and subject coordination.	Leadership and Governance L1. Develop a unified approach to school improvement through a shared FDP and aligned SDPs, ensuring strategic consistency, effective communication and collaborative working across all schools. L2. Strengthen self-evaluation, monitoring and school improvement planning. L3. Strengthen governance through strategic challenge and support. L4. Strengthen professional learning across the federation through high-quality CPD, collaborative practice and evidence-informed approaches. L5. Promote staff wellbeing, retention and succession planning.
Achievement A1. Improve overall pupil outcomes across the federation. A2. Ensure equity of achievement for all groups of learners. A3. Increase the number of pupils attaining higher standards. A4. Strengthen rates of progress throughout pupils' school journey. A5. Increase RWM combined attainment across the federation and narrow gaps for SEND and disadvantaged pupils.	Early Years EY1. Develop communication, language and vocabulary through early identification and targeted intervention. EY2. Embed strong foundations in phonics, literacy and mathematics. EY3. Strengthen quality interactions and curriculum implementation. EY4. Improve attainment in ELGs and GLD for SEND, disadvantaged and vulnerable children, with attainment gaps narrowed from baseline. EY5. Ensure smooth transitions between Nursery, Reception and Key Stage 1.
Attendance and Behaviour AB1. Improve attendance and reduce persistent absence across all schools. AB2. Improve attendance outcomes for vulnerable, SEND and disadvantaged pupils. AB3. Embed a consistent federation behaviour approach. AB4. Develop positive attitudes to learning, belonging and pupil engagement. AB5. Strengthen early intervention and targeted support for pupils with behavioural needs.	Safeguarding S1. Embed a strong safeguarding culture where safeguarding is everyone's responsibility. S2. Strengthen safeguarding leadership, quality assurance, supervision and record keeping. S3. Develop pupil understanding of online safety, digital citizenship and emerging technologies. S4. Strengthen multi-agency working to support vulnerable families. S5. Ensure all staff understand and consistently fulfil safeguarding responsibilities through ongoing training and monitoring.

Skylark Federation Strategic Priorities → FDP Golden Thread Matrix

	Safeguarding	Attendance and Behaviour	Inclusion	Curriculum and Teaching	Achievement	Early Years	Personal Development	Leadership and Governance
1. Safeguarding and Attendance	S1-S5	AB1,2,4,5	I4,I5					
2. Inclusion and SEND			I1-I5	I2,I3	A2-A4	EY1,EY4		
3. Writing and Communication				C1,C2	A1,A5	EY1,EY2		
4. Adaptive Teaching and Curriculum			I2,I3	C3-C5	A4,A5	EY3,EY5		
5. Behaviour, Wellbeing and Personal Development		AB3-5					PD1-PD5	
6. Community, Culture and CPD	S4		I5					L1-L5

Green = Primary Driver | Yellow = Secondary Contribution

Inclusion

Strategic Aim: Ensure all children thrive through an inclusive and ambitious educational experience.

- I1. Embed the Whole Education SEND School Improvement Programme and prepare for national SEND reforms.
- I2. Strengthen adaptive teaching to ensure all pupils can access an ambitious curriculum.
- I3. Embed a graduated SEND support framework through effective early identification, consistent APDR processes and clearly defined Universal, Targeted and Targeted Plus provision.
- I4. Improve outcomes for SEND, disadvantaged and vulnerable pupils through precise monitoring, intervention and curriculum access.
- I5. Strengthen pupil, family and professional partnerships to reduce barriers to learning and wellbeing.

INCLUSION						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
I1. Embed the Whole Education SEND School Improvement Programme and prepare for national SEND reforms.	Participate fully in the Whole Education SEND School Improvement Programme, beginning with September launch event.	Whole Education review visits.	EHT SENDCos	Autumn: Whole Education Launch Event (18th September).	Whole Education Programme materials.	Improved strategic leadership of SEND.
	Establish a federation SEND self-evaluation and action planning process using the Whole Education evaluative framework.	Federation Inclusion Team meetings.		Baseline evaluation using Whole Education tools.	SEND Reform updates.	Stronger federation self-evaluation processes.
	Review SEND systems, provision maps and inclusion practices against emerging reform expectations and East Sussex inclusion priorities.	SEND Governor monitoring.		Inclusion Strategy development.	SENDCo release time.	Greater consistency of inclusive practice across schools.
	Review practice against the East Sussex Universally Available Provision framework and the seven principles of inclusion.	Evaluation against programme milestones.		Spring: Implementation, moderation and collaboration through EIP networks.	Federation collaboration meetings.	Improved alignment with East Sussex Inclusion Strategy and SEND Reform developments.
		Inclusion audits and stakeholder feedback.		Summer: Evaluation, refinement and next-step planning.	Whole Education £1300	Positive outcomes from Whole Education reviews.

	Develop a federation Inclusion Strategy aligned with the East Sussex definition of Inclusion, with clear expectations and accountability structures. Engage in EIP collaboration and networking opportunities to strengthen SEND leadership and share effective practice.					Federation readiness for SEND reform implementation.
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INCLUSION						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
I2. Strengthen adaptive teaching to ensure all pupils can access an ambitious curriculum.	Develop a federation adaptive teaching framework. Deliver CPD focused on adaptive practice, scaffolding, vocabulary development and curriculum access Integrate adaptive teaching into lesson visits, coaching and appraisal processes. Develop exemplification materials across schools.	Learning walks. Book scrutiny. Pupil voice. Curriculum reviews. Monitoring of SEND and disadvantaged pupil engagement and outcomes.	EHT SENDCos HoS Subject Coordinators	Ongoing throughout year with termly review points. Ref. to staff meetings and SLT monitoring schedules.	CPD programme Exemplification materials Coaching opportunities Link with Brighton University EEF guidance	Adaptive teaching consistently evident in classrooms. Improved access to learning for SEND and disadvantaged pupils. Improved pupil engagement and progress.
I3. Embed a graduated SEND support framework through effective early identification, consistent APDR processes and clearly defined Universal, Targeted and Targeted Plus provision.	Refine federation APDR framework and documentation. Provide staff training on identification of SEND and barriers to learning. Strengthen provision mapping and intervention planning. Develop consistent pupil progress review processes.	APDR audits. SEND file reviews. Intervention reviews. Pupil progress meetings. SEND information report reviews.	SENDCos HoS CTs TAs	Autumn: Review framework. Spring: Quality assurance and coaching/mentoring. Summer: Impact review.	APDR templates CPD SENDCo network meetings External agency support	Earlier identification of needs. Consistent graduated response across federation. Improved quality of support plans.

INCLUSION						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
I4. Improve outcomes for SEND, disadvantaged and vulnerable pupils through precise monitoring, intervention and curriculum access.	Establish federation vulnerable tracking. Review quality and impact of interventions. Ensure curriculum adaptation supports access. Termly progress reviews for SEND, disadvantaged and vulnerable pupil groups. Align SEND and Pupil Premium strategies.	Data reviews. Provision mapping audits. Intervention evaluations. Governor reports. Pupil progress meetings. Attendance analysis.	EHT SENDCos HoS CTs TAs	Termly monitoring cycle.	Assessment systems Intervention programmes Release time for reviews PP and SEND funding	Improved attainment and progress outcomes. Narrowing gaps between vulnerable groups and peers. Improved attendance, engagement and participation.

INCLUSION						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
I5. Strengthen pupil, family and professional partnerships to reduce barriers to learning and wellbeing.	Strengthen pupil and parent/carers voice mechanisms to inform provision and strategic development. Participate fully in the Whole Education SEND School Improvement Programme and EIP collaboration opportunities. Develop effective partnerships with Educational Psychology, Health, Early Help and external agencies. Prepare for closer partnership working through the developing 'Experts at Hand' model. Establish a federation SEND self-evaluation and action planning process informed by stakeholder feedback. Develop a Federation Inclusion Strategy reflecting local need and priorities.	SEND review visits. Federation Inclusion meetings. SEND Governor monitoring. Evaluation against programme milestones. Inclusion audits and stakeholder feedback.	EHT SENDCos HoS CTs TAs	Autumn: Baseline review and action planning. Spring: Implementation and moderation. Summer: Evaluation and next-step planning.	Whole Education Programme materials SEND Reform updates SENDCo release time Federation collaboration meetings	Families report increased confidence in SEND support. Pupils feel listened to and involved in decisions affecting them. Stronger co-production with families and stakeholders. Improved partnership working and access to support. Greater consistency of practice and inclusive culture across the federation.

Curriculum and Teaching

Strategic Aim: Ensure all children thrive through an inclusive and ambitious educational experience.

C1. Develop confident, capable writers across the federation through a coherent writing curriculum, high-quality teaching, effective assessment and consistent expectations.

C2. Develop communication, vocabulary and oracy across the curriculum.

C3. Review and refine the Skylark Curriculum to ensure ambition, progression and coherence.

C4. Embed adaptive teaching strategies in every classroom.

C5. Strengthen assessment, feedback and subject coordination.

CURRICULUM & TEACHING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
C1. Develop confident, capable writers across the federation through a coherent writing curriculum, high-quality teaching, effective assessment and consistent expectations.	Develop and implement a federation writing strategy aligned from EYFS to KS2. Establish agreed expectations for spelling, transcription, composition, editing and presentation. Deliver writing CPD and moderation across schools. Identify and address gaps for disadvantaged and SEND pupils.	Writing moderation. Learning walks. Book scrutiny. Data analysis. Pupil progress meetings. Governor reports.	EHT SENDCos HoS English Leads	Autumn: Audit current practice, establish writing principles and agree non-negotiables. Spring: Develop and trial federation writing approaches, deliver initial CPD and establish moderation processes. Summer: Refine implementation, evaluate early impact and agree priorities for Y2.	Writing framework Moderation materials CPD Release time £1000 per day for English team Links with external experts	Improved attainment in writing across EYFS, KS1 and KS2. Greater consistency in teaching and assessment. Reduced attainment gaps for vulnerable groups.

CURRICULUM & TEACHING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
C2. Develop communication, vocabulary and oracy across the curriculum.	Refine federation oracy framework. Embed explicit vocabulary instruction and opportunities for structured talk across all curriculum areas. Working Walls in classrooms to display key vocabulary. Strengthen links between communication, reading and writing. Ensure targeted support for pupils with speech, language and communication needs.	Learning walks. Pupil voice. Vocabulary audits. Curriculum reviews. SEND monitoring. Intervention evaluations.	English Leads, Early Years Lead Oracy Leads	Autumn: Monitoring cycle 1 (learning walks, pupil voice, vocabulary audit). Spring: Monitoring cycle 2. Summer: Impact evaluation. Federation review and next-step planning.	Oracy framework Vocabulary progression documents Intervention programmes Speech and Language Link £4000 CPD	Improved pupil confidence in speaking and listening. Increased vocabulary acquisition. Improved communication outcomes across all phases.

CURRICULUM & TEACHING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
C3. Review and refine the Skylark Curriculum to ensure ambition, progression and coherence.	Complete a federation curriculum review to strengthen sequencing, progression and knowledge acquisition. Refine progression documents and subject overviews. Ensure curriculum reflects inclusion, diversity, local context and future aspirations. Develop subject coordinator expertise in curriculum design and implementation.	Subject reviews. Curriculum monitoring. Learning walks. Pupil interviews. Governor curriculum visits. Federation review meetings.	EHT SENDCos HoS Subject Coordinators	Autumn: Curriculum audit. Spring: Refinement and implementation. Summer: Evaluation and adaptation. 2027-28: Full implementation and embedding.	Curriculum documents Release time Collaboration meetings External expertise where appropriate	A coherent and ambitious curriculum implemented consistently. Improved curriculum knowledge and retention. Increased engagement and curriculum accessibility for all learners.
C4. Embed adaptive teaching strategies in every classroom.	Develop a federation adaptive teaching framework linked to the Inclusion Strategy and SEND priorities. Provide CPD focused on scaffolding, modelling, questioning, feedback, retrieval practice and curriculum accessibility. Embed adaptive practice within coaching, appraisal, PD.	Learning walks. Book scrutiny. Pupil voice. SEND reviews. Lesson visits. Staff self-evaluation and coaching.	EHT SENDCos HoS CTs TAs	Autumn: Develop adaptive teaching framework. Spring: Embed adaptive teaching through coaching, professional development and quality assurance activities; share effective practice.	EEF guidance Coaching and mentoring CPD materials Implementation support Release time	Adaptive teaching consistently evident in all classrooms. Improved access to learning. Improved outcomes for SEND, disadvantaged and vulnerable pupils.

				Summer: Evaluate impact on teaching and pupil outcomes; refine provision and identify next steps.		
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CURRICULUM & TEACHING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
C5. Strengthen assessment, feedback and subject coordination.	Review federation assessment systems to ensure consistency and manageability. Develop subject coordinator monitoring cycles. Strengthen formative assessment and feedback practices that inform teaching and intervention. Establish termly subject coordinator reviews and federation moderation opportunities.	Assessment analysis. Subject coordinator reports. Pupil progress meetings. Curriculum reviews. Governor monitoring. SIP evaluations.	EHT SENDCos HoS CTs TAs	Autumn: Review and align systems. Spring: Implementation and quality assurance. Summer: Evaluation.	Assessment systems (Arbor credits) Moderation opportunities CPD Release time (supply £250 per day per teacher)	Assessment used effectively to inform teaching and intervention. Stronger subject coordination. Improved attainment and progress across the federation.

Achievement

Strategic aim: Develop confident communicators and successful writers.

A1. Improve overall pupil outcomes across the federation.

A2. Ensure equity of achievement for all groups of learners.

A3. Increase the number of pupils attaining higher standards.

A4. Strengthen rates of progress throughout pupils' school journey.

A5. Increase RWM combined attainment across the federation and narrow gaps for SEND and disadvantaged pupils..

ACHIEVEMENT						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
A1. Improve overall pupil outcomes across the federation.	Use robust assessment systems to identify strengths and areas for development. Ensure timely intervention and support for pupils at risk of underachievement.	Termly attainment reviews. Pupil progress meetings. Federation data analysis and governor reports.	EHT Heads of School	Autumn: Establish baseline attainment, identify priorities and implement targeted support. Spring: Monitor progress, evaluate impact of interventions and adapt provision where required. Summer: Evaluate end-of-year outcomes, identify strengths and priorities, and inform next year's planning.	Assessment systems Release time for data analysis and pupil progress meetings	Improved attainment across all key stages and subjects. Federation outcomes compare favourably with national averages.

ACHIEVEMENT						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
A2. Ensure equity of achievement for all groups of learners.	Track and monitor outcomes for disadvantaged pupils, SEND pupils and other vulnerable groups. Implement targeted support based on identified need.	Vulnerable group data analysis. Attendance reviews. SEND and PP monitoring.	EHT SENDCOs HoS	Autumn: Identify attainment gaps and establish targeted support for vulnerable groups. Spring: Review progress and evaluate the effectiveness of interventions and provision. Summer: Evaluate outcomes and impact; refine strategies to further reduce achievement gaps.	PP funding SEND resources Intervention programmes	Gaps between groups are reduced. Improved outcomes for vulnerable learners.

ACHIEVEMENT						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
A3. Increase the number of pupils attaining higher standards.	Identify pupils with the potential to attain at greater depth or higher standards and provide appropriate challenge and opportunities for extension.	Assessment analysis. Book scrutiny. Pupil progress meetings. Moderation activities.	Heads of School Subject coordinators	Autumn: Identify pupils with potential to attain Greater Depth; establish targeted challenge and enrichment opportunities. Spring: Monitor attainment and progress of higher-attaining pupils; refine provision through assessment, moderation and PPMs. Summer: Evaluate outcomes, review effectiveness of provision and identify priorities for further increasing higher attainment.	Assessment materials Moderation opportunities Staff training	Increased percentages of pupils achieving greater depth and higher standards.

ACHIEVEMENT						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
A4. Strengthen rates of progress throughout pupils' school journey.	Monitor pupil progress regularly and implement timely support where progress slows. Track cohorts and key groups longitudinally.	Progress measures. Pupil progress meetings. Federation attainment reviews.	EHT Heads of School	Autumn: Establish baseline progress measures, identify pupils requiring additional support and implement targeted interventions. Spring: Review rates of progress through PPMS; adapt provision. Summer: Evaluate progress across cohorts and groups, review intervention impact and identify priorities for the following year.	Tracking systems (see Arbor credits) Release time for progress reviews	Pupils make at least expected progress from their starting points, with accelerated progress where needed.

ACHIEVEMENT						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
A5. Increase RWM combined attainment across the federation and narrow gaps for SEND and disadvantaged pupils.	Share effective practice across schools and ensure consistent expectations for attainment and progress. Use federation-wide reviews to identify priorities.	Federation data dashboard. School reviews. Governor monitoring and external validation where appropriate.	EHT Heads of School SENDCos Governors	Autumn: Establish federation-wide attainment and progress priorities through data analysis, school review activity and moderation. Spring: Monitor progress towards priorities; provide targeted support. Summer: Evaluate outcomes across the federation, review impact of improvement strategies and identify priorities for the following academic year.	Federation leadership time Data systems External moderation	Reduced variation between schools. Strong and consistent outcomes across the federation.

Attendance and Behaviour

Strategic aim: Improve overall attendance and reduce persistence absence across the federation to be better than *National* and *East Sussex*.

<i>National</i> Overall Attendance 25-26	<i>East Sussex</i> Overall Attendance 25-26	<i>National</i> Persistence Absence 25-26	<i>East Sussex</i> Persistence Absence 25-26
93.14%	93.82%	19.05%	21.04%

AB1. Improve attendance and reduce persistent absence across all schools.

AB2. Improve attendance outcomes for vulnerable, SEND and disadvantaged pupils.

AB3. Embed a consistent federation behaviour approach.

AB4. Develop positive attitudes to learning, belonging and pupil engagement.

AB5. Strengthen early intervention and targeted support for pupils with behavioural needs.

ATTENDANCE & BEHAVIOUR						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
AB1. Improve attendance and reduce persistent absence across all schools.	Review federation attendance strategy aligned with DfE guidance. Strengthen response processes, attendance meetings, parental engagement and early identification of pupils at risk of persistent absence.	Fortnightly tracking with absence analysis. Attendance reviews with Heads of School and ESCC SPoCs. Federation attendance reports shared with governors.	EHT HoS DHoS Secretaries	Autumn: Attendance strategy review and identification of priority pupils. Fortnightly: Attendance tracking and absence analysis. Ongoing: Family attendance meetings and intervention reviews.	Arbor attendance reporting Skylark attendance trackers LA attendance support	Overall attendance improves across the federation. Persistent absence reduces. Attendance gaps between groups narrow. Attendance remains above national averages where possible.

				Termly: Attendance reviews with HoS and ESCC SPoCs. Termly: Governor reporting and strategic evaluation. Summer: Annual impact review and next-step planning.		
ATTENDANCE & BEHAVIOUR						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
AB2. Improve attendance outcomes for vulnerable, SEND and disadvantaged pupils.	Develop targeted attendance plans for vulnerable pupils. Use SEND reviews and pastoral support to address barriers. Strengthen partnerships with families and external agencies.	Half-termly attendance tracking for SEND, PP and vulnerable groups. Case studies. Attendance action plan reviews. Governor monitoring.	Heads of School SENDCos	Autumn: Identify pupils at risk of persistent absence, establish targeted attendance plans and strengthen family engagement. Spring: Monitor attendance trends, review impact of support strategies and adapt provision through SEND, pastoral and multi-agency reviews. Summer: Evaluate attendance	Attendance plans Early Help support SEND resources Pastoral staffing External agency support	Attendance of SEND, disadvantaged and vulnerable pupils improves. Reduced absence-related barriers to learning. Improved engagement and wellbeing.

				outcomes, identify effective practice and refine strategies to sustain improvements.		
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ATTENDANCE & BEHAVIOUR						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
AB3. Embed a consistent federation behaviour approach.	Introduce the new Skylark Federation Behaviour Policy. Provide staff training on relational practice, regulation strategies and restorative conversations. Establish consistent expectations based on <i>Respect, Kindness</i> and <i>Resilience</i>.	Learning walks. Pupil voice. Behaviour incident analysis. Behaviour audits. Staff surveys. Governor visits.	EHT Heads of School DHoS	Autumn: Launch new Behaviour Policy, deliver staff training and establish consistent expectations across all schools. Spring: Monitor implementation through learning walks, behaviour audits and pupil voice; provide coaching and targeted support where needed. Summer: Evaluate impact on behaviour, wellbeing and school culture; refine practice and identify priorities for continued improvement.	CPD programme Behaviour policy Coaching support	Reduced behaviour incidents and suspensions. Increased consistency between schools. Improved pupil and staff perceptions of behaviour and safety.

ATTENDANCE & BEHAVIOUR						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
AB4. Develop positive attitudes to learning, belonging and pupil engagement.	Promote pupil leadership opportunities, inclusive curriculum experiences and enrichment. Develop strategies to strengthen belonging, pupil voice and attendance through engagement. Celebrate success and positive conduct consistently across schools.	Pupil surveys. Behaviour and attendance data. Learning walks. Inclusion reviews. Wellbeing measures.	Heads of School Subject Coordinators SENDCos	Autumn: Establish pupil leadership opportunities to promote belonging, engagement and positive attitudes to learning. Spring: Monitor participation, engagement, behaviour and attendance. Summer: Evaluate impact; identify priorities for further strengthening belonging and engagement.	Enrichment opportunities Pupil leadership programmes Reward systems £3500 for counters system Curriculum development	Pupils report high levels of belonging and engagement. Improved attitudes to learning. Increased participation in school life and enrichment activities.

ATTENDANCE & BEHAVIOUR						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
AB5. Strengthen early intervention and targeted support for pupils with behavioural needs.	Implement graduated response pathways for behavioural need. Introduce consistent assessment, intervention and review processes. Improve staff expertise in supporting SEMH needs. Strengthen links with SEND reforms and Whole Education SEND School Improvement Programme.	Behaviour support plans reviewed half-termly. SEMH provision reviews. Incident trend analysis. SEND monitoring visits.	SENDCos Heads of School	Autumn: Review current provision, establish graduated response pathways and deliver staff training. Spring: Embed assessment, intervention and review processes; monitor impact through behaviour support plans, provision reviews and case studies. Summer: Evaluate outcomes, refine provision and identify next steps to strengthen inclusion, reduce behavioural barriers and improve pupil engagement.	Interventions EP support 3x days per school Staff training Pastoral staffing SEND funding where appropriate	Reduced repeat behavioural incidents. Improved regulation and engagement. Increased successful inclusion of pupils with SEMH needs. Fewer external referrals and exclusions.

Personal Development and Wellbeing

Strategic aim: Develop confident, resilient and responsible young people.

PD1. Promote wellbeing, resilience and emotional literacy for all pupils.

PD2. Develop leadership opportunities and pupil voice across the federation.

PD3. Ensure PSHE/RSHE lessons explicitly drive British Values, SMSC, and active citizenship across all year groups.

PD4. Increase participation in enrichment, sport, arts and outdoor learning opportunities.

PD5. Develop character, responsibility, kindness and respect.

PERSONAL DEVELOPMENT AND WELLBEING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
PD1. Promote wellbeing, resilience and emotional literacy for all pupils.	Embed the <i>Zones of Regulation</i> and <i>Tornado Zone</i> approaches across the federation. Ensure every pupil has a named trusted adult and knows how to access support. Use sociograms to identify vulnerable pupils, friendship patterns and barriers to inclusion. Develop the role of the Nurture Lead to coordinate targeted interventions and support. Deliver regular staff CPD on mental health, wellbeing, attachment and trauma-informed practice.	Wellbeing surveys. Behaviour and attendance analysis. Sociogram reviews. Intervention records. Learning walks. Pupil voice. Governor monitoring. TA/INA appraisals/reviews.	PSHE Lead Nurture Lead SENDCos	Autumn: Embed approaches across the federation; establish trusted adults, identify pupils requiring additional support. Spring: Deliver targeted interventions, strengthen nurture provision and monitor impact. Summer: Evaluate impact.	Zones of Regulation resources Opening Young Minds (Let's Talk) curriculum £1776 Nurture provision Teaching Assistant time Behaviour Policy training	Pupils demonstrate improved emotional literacy and self-regulation. Every pupil can identify a trusted adult. Improved attendance and engagement. Reduced behaviour incidents and emotionally based school avoidance (EBSA). Stronger peer relationships and inclusion.

PERSONAL DEVELOPMENT AND WELLBEING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
PD2. Develop leadership opportunities and pupil voice across the federation.	Establish and maintain a dedicated School Council and Eco Council in each school. Launch a federation-wide <i>Plastic Clever Schools Project</i> led jointly by the Eco Councils. Develop opportunities for School Councils, Eco Councils, Digital Leaders, Sports Leaders and other groups to collaborate and share best practice across the federation. Involve pupils in school improvement activities, policy reviews and environmental projects. Use regular pupil voice surveys, forums and focus groups to gather pupil views and inform decision-making.	Meeting minutes. Pupil surveys. Governor monitoring. Pupil voice.	DHoS School/ Eco Council Leads	Autumn: Council establishment and launch of Plastic Clever Schools Project. Spring: Pupil involvement in school improvement and federation collaboration activities. Summer: Governor engagement and impact review. Termly: Council meetings, pupil voice activities and federation networking opportunities.	Meeting time Federation events <i>Plastic Clever Schools Project</i> resources	Increased pupil participation. Pupils articulate how their views influence school improvement. Stronger sense of belonging, responsibility and leadership.

PERSONAL DEVELOPMENT AND WELLBEING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
PD3. Ensure PSHE/RSHE lessons explicitly drive British Values, SMSC and active citizenship across all year groups.	Deliver a progressive PSHE and RSHE curriculum through the <i>Let's Talk PSHE</i> scheme. Deliver the <i>Let's Talk Careers Curriculum</i> to develop aspiration, career awareness, oracy and challenge stereotypes. Explicitly teach British Values, equality, diversity, inclusion and protected characteristics. Promote active citizenship through learning about democracy, community, and wider society. Provide opportunities for pupil leadership, democratic participation, fundraising and community engagement. Celebrate national and local events that promote SMSC development.	Curriculum monitoring. Learning walks. Book scrutiny. Planning scrutiny. Pupil voice. Governor monitoring.	PSHE Lead HoS DHoS	Autumn: Establish opportunities for pupil leadership, democratic participation and community engagement. Spring: Monitor curriculum implementation and pupil understanding through lesson visits, pupil voice and curriculum reviews; strengthen links to British Values, SMSC and active citizenship. Summer: Evaluate impact on pupils' knowledge, attitudes and participation.	Opening Young Minds £1776 Let's Talk Careers Curriculum Assemblies SMSC resources Community partnerships Enrichment activities	Pupils articulate British Values and demonstrate them in everyday school life. Increased aspiration and understanding of career pathways. Improved knowledge of citizenship. Increased participation in leadership and community activities.

PERSONAL DEVELOPMENT AND WELLBEING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation

PD4. Increase participation in enrichment, sport, arts and outdoor learning opportunities.	Provide a broad and inclusive programme of enrichment opportunities across the federation. Ensure pupils have regular opportunities to represent their school and participate in inter-federation/school events. Monitor participation to ensure equitable access for disadvantaged pupils, pupils with SEND and vulnerable learners. Use sociograms, pupil voice and attendance information to identify socially isolated or less engaged pupils and provide encouragement through named trusted adults, the Nurture Lead and pastoral support. Celebrate participation and achievement through assemblies, newsletters and community events.	Participation registers. Enrichment tracking. Attendance data. Pupil voice. Sociogram reviews. SEND and disadvantaged pupil participation analysis. Event evaluations. Governor monitoring.	PE Leads HoS DHoS SENDCos Nurture Lead	Autumn: Increase participation and identify pupils requiring targeted support. Spring: Expand participation in competitions, festivals and sporting events; monitor engagement and access. Summer: Evaluate participation and impact; celebrate achievements and identify next steps.	Sports Premium funding Chailey Alliance Release time Federation sports programme (minibus costs at £15.30 per hour) Staffing to support clubs, festivals and competitions	Increased participation in enrichment, sport, arts and outdoor learning. Greater engagement from disadvantaged, vulnerable and SEND pupils. Improved confidence, resilience, teamwork and leadership skills. Increased sense of belonging and social inclusion evidenced through pupil voice and sociograms. Improved wellbeing, attendance and engagement in school life. Enhanced cultural capital.
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PERSONAL DEVELOPMENT AND WELLBEING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
PD5. Develop character, responsibility, kindness and respect.	Embed federation behaviour values through assemblies, curriculum themes and daily school life. Introduce and embed the new Behaviour Policy, ensuring a consistent, relational and restorative approach. Explicitly teach and model expected behaviours, self-regulation, responsibility and respect. Celebrate acts of kindness, leadership, resilience and responsibility through recognition and reward systems. Promote positive relationships, inclusion and a strong sense of belonging across the federation. Provide opportunities for pupils to contribute positively to the school and wider community through leadership roles, fundraising and community projects.	Behaviour records. Learning walks. Pupil voice. Governor monitoring.	EHT HoS DHoS SENDcos	Autumn: Behaviour Policy launch, staff training and explicit teaching of expectations. Spring: Monitoring, refinement and embedding of consistent practice across the federation. Summer: Impact evaluation, celebration of success and future planning.	Federation Behaviour Policy and supporting guidance documents Assemblies and collective worship programme Recognition and reward systems Behaviour monitoring and tracking systems Staff CPD on behaviour, relationships, inclusion and trauma-informed practice Nurture and pastoral support resources. Zones of Regulation resources Pupil leadership and community engagement opportunities Governor support and monitoring activities	Positive school culture evident across the federation. Reduced behaviour incidents. Pupils consistently demonstrate kindness, respect, responsibility and good citizenship.

Leadership and Governance

Strategic aim: Develop strong, collaborative leadership and effective governance that drives continuous improvement, promotes accountability and secures the best possible outcomes for all pupils across the federation.

- L1. Develop a unified approach to school improvement through a shared FDP and aligned SDPs, ensuring strategic consistency, effective communication and collaborative working across all schools.
- L2. Strengthen self-evaluation, monitoring and school improvement planning.
- L3. Strengthen governance through strategic challenge and support.
- L4. Strengthen professional learning across the federation through high-quality CPD, collaborative practice and evidence-informed approaches.
- L5. Promote staff wellbeing, retention and succession planning.

LEADERSHIP AND GOVERNANCE						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
L1. Develop a unified approach to school improvement through a shared FDP and aligned SDPs.	Create a clear golden thread between federation priorities and school improvement activity through overarching FDP and aligned SDPs. Launch and embed <i>The Skylark Six</i> as the federation's shared vision, values and improvement framework. Ensure all staff can confidently articulate the federation vision, strategic priorities and their role in delivering school improvement. Implement a structured induction programme for the two new Heads of School.	Termly SDPs/FDP reviews. SLT meetings and discussions. Governor reports.	EHT HoS	Autumn: Launch the Federation Development Plan, aligned School Development Plans and The Skylark Six. SLT Strategic Day 1 Spring: Review progress against FDP and SDP priorities. SLT Strategic Day 2 Summer: Evaluate federation and school improvement outcomes.	Leadership meeting time Governor support School improvement resources	Consistent priorities across the federation with effective school-specific implementation.

	Facilitate three annual SLT Strategic Development Days focused on self-evaluation, strategic planning, leadership development and review of federation priorities. Align SDP priorities, performance management, CPD and resource allocation with federation priorities. Maintain a strong balance between federation-wide collaboration and the unique identity of each school.			SLT Strategic Day 3 to inform self-evaluation, strategic planning and priorities for 2027-28.		
LEADERSHIP AND GOVERNANCE						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
L2. Strengthen self-evaluation, monitoring and school improvement planning.	Implement a consistent monitoring cycle including learning walks, book looks, pupil voice and data analysis. Use findings to inform strategic planning and CPD. Heads of School to work together using agreed SEF format.	Monitoring schedule. SEF reviews. Data analysis. Governor monitoring. School Alliance Partner and other external monitoring visits.	EHT HoS DHoS SENDCos	Autumn: Implement monitoring cycle and establish priorities. Spring: Review impact, identify strengths and areas for development. Summer: Evaluate progress against priorities.	Monitoring templates Release time Assessment systems	Accurate self-evaluation informs effective improvement planning and decision-making.

LEADERSHIP AND GOVERNANCE						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
L3. Strengthen governance through strategic challenge and support.	Align governor monitoring to FDP and SDP priorities. Develop governors' understanding of school performance through training, visits and regular reporting.	Governor monitoring. FGB minutes.	Chair of Governors EHT HoS SENDCos	Autumn: Align governor monitoring activities to FDP and SDP priorities. Spring: Governors provide challenge and support through monitoring and FGB meetings. Summer: Evaluate impact of governance against federation priorities.	Governor training Monitoring templates Reports for FGB	Governors provide effective support and challenge and understand federation priorities.
L4. Strengthen professional learning through high-quality CPD and collaboration.	Deliver a federation-wide CPD programme. Promote coaching, mentoring, leadership development and sharing of best practice across schools.	CPD evaluations. Staff surveys. Performance management.	EHT HoS SENDCos	Autumn: Deliver priority CPD. Spring: Embed professional learning through sharing effective practice across the federation. Summer: Evaluate impact.	CPD budget Professional networks Release time	Improved staff expertise, leadership capacity and consistency across the federation.

LEADERSHIP AND GOVERNANCE						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
L5. Promote staff wellbeing, retention and succession planning.	Implement the federation's staff wellbeing strategy, ensuring wellbeing remains a standing item in leadership discussions. Promote and signpost access to the Care First Employee Assistance Programme. Implement and review Wellbeing Action Plans and Wellness Action Plans to support staff in identifying wellbeing needs, triggers and coping strategies. Support workload management through effective systems, realistic expectations and regular staff consultation. Provide professional development, coaching and mentoring opportunities to support career progression. Develop clear succession plans for leadership roles. Provide a structured mentoring and coaching programme for the new Heads of School. Work towards bronze Wellness Commitment Award.	Staff surveys Retention data Appraisal reviews Exit interviews	Chair of Governors EHT SBM HoS SENDCos	Autumn: Implement wellbeing priorities. Spring: Monitor staff wellbeing, workload and professional development. Summer: Evaluate impact on wellbeing, retention and staff development.	Wellbeing resources Coaching and mentoring Leadership programmes	Strong staff wellbeing, retention and leadership capacity across the federation.

Early Years

Strategic aim: Provide an ambitious, language-rich and inclusive Early Years curriculum that secures strong outcomes, develops independence and ensures all children are ready for the next stage of their learning.

EY1. Develop communication, language and vocabulary through early identification and targeted intervention.

EY2. Embed strong foundations in phonics, literacy and mathematics.

EY3. Strengthen quality interactions and curriculum implementation.

EY4. Improve outcomes for SEND, disadvantaged and vulnerable children.

EY5. Ensure smooth transitions between Nursery, Reception and Key Stage 1.

EY GLD					
Barcombe	Hamsey	Iford & Kingston	Plumpton	National	East Sussex
68%	70%	75%	71%	72.3%	73.9%

EARLY YEARS						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
EY1. Develop communication, language and vocabulary through early identification and targeted intervention.	Embed high-quality interactions and vocabulary-rich teaching across Nursery (Iford and Kingston) and Reception. Use <i>Speech and Language Link</i> to identify needs early and provide targeted intervention. Develop a consistent approach to oracy and vocabulary acquisition. Strengthen parental engagement in supporting language development at home.	Speech and Language Link assessments. Learning walks. Intervention records. Pupil progress meetings. EYFS data reviews.	EYFS Lead EYFS CTs SENDCos	Autumn: Analyse RBA outcomes; complete Speech and Language Link screening; identify pupils requiring targeted support. Spring: Review interventions, strengthen oracy provision; monitor pupil progress.	Speech and Language Link £4000 Intervention resources Quality texts at £100 per school Vocabulary-rich environments	Improved communication and language outcomes. Early identification of needs. Increased confidence in speaking and listening.

	Train all EYFS staff in Makaton to strengthen communication, language and inclusion across the early years.			Summer: Evaluate impact on communication and language outcomes through EYFS assessment; refine provision and identify priorities for the following year.		
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EARLY YEARS						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
EY2. Embed strong foundations in phonics, literacy and mathematics.	Deliver high-quality daily phonics teaching across all EYFS settings. Successfully implement <i>Sounds-Write</i> at Hamsey, ensuring staff receive training and support to deliver the programme with fidelity. Monitor the impact of phonics provision across the federation and share effective practice. Ensure continuous provision supports early reading, writing and mathematical development. Provide timely interventions for pupils at risk of falling behind.	Phonics assessments. EYFS data. Learning Journey (book) scrutiny. Learning walks. Pupil progress meetings. Phonics assessments.	EYFS Lead EYFS CTs English Leads Sounds-Write expert Maths Leads	Autumn: Deliver high-quality daily phonics teaching across all EYFS settings; implement <i>Sounds-Write</i> at Hamsey. Review baseline EYFS, phonics and early mathematics data. Spring: Monitor quality and impact of phonics, literacy and mathematics provision.	Phonics programme Decodable texts Maths resources Continuous provision enhancements	Strong outcomes in literacy and mathematics. Children are well prepared for Year 1 learning. GLD outcomes remain above national expectations.

				Summer: Evaluate EYFS, phonics and mathematics outcomes, including GLD and readiness for Year 1. Review impact of Sounds-Write implementation and identify priorities for 2027-28.		
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EARLY YEARS						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
EY3. Strengthen quality interactions and curriculum implementation.	Embed the Discover, Explore, Create curriculum model consistently across Nursery and Reception. Ensure all staff confidently deliver the two-year EYFS curriculum. Provide coaching, mentoring and CPD for new EYFS teachers. Develop expertise in sustained shared thinking, modelling and questioning. Strengthen shared planning, moderation and curriculum progression across the federation. Enhance outdoor learning areas across EYFS to support communication, language, physical development, creativity and exploration. Ensure outdoor provision reflects curriculum themes and promotes independence.	Learning walks. Observations. Planning scrutiny. Moderation activities.	EYFS Lead EYFS CTs HoS	Autumn: Embed curriculum, support induction of new EYFS staff and review outdoor provision priorities. Spring: Review and strengthen curriculum implementation. Summer: Evaluate curriculum impact, staff confidence and outdoor learning provision; identify next steps for continuous improvement.	EYFS Long-Term Plan CPD programme Coaching and mentoring Moderation opportunities Release time New to EY ESCC CPD	Consistent curriculum implementation across all settings. High-quality interactions evident. New staff are confident in delivering the EYFS curriculum. Enhanced outdoor environments support engagement, independence and progress across all areas of learning. B – N/A H – N/A IK – £1000 P – N/A

EARLY YEARS						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
EY4. Improve outcomes for SEND, disadvantaged and vulnerable children.	Identify needs early through assessment and observation. Deliver targeted interventions and personalised provision. Strengthen collaboration with families and external agencies. Monitor progress and participation closely to ensure barriers to learning are reduced. Embed a GLD-focused Pupil Progress Meeting proforma that identifies barriers and informs targeted support across all areas of learning.	Pupil progress meetings. SEND reviews. Provision maps. Intervention records.	EYFS Lead SENDCos HoS	Autumn: Identify needs through assessment and observation and implement targeted support. Spring: Review progress, refine provision and strengthen family and agency partnerships. Summer: Evaluate outcomes and participation, and identify priorities for further improvement.	SEND funding Intervention programmes External agency support Staff training	Improved outcomes and engagement for SEND, disadvantaged and vulnerable children. Narrowing of attainment gaps.
EY5. Ensure smooth transitions between Nursery, Reception and Key Stage 1.	Strengthen transition arrangements between the Iford and Kingston Nursery, Reception and KS1. Develop a federation-wide transition programme including visits, information sharing and parental engagement.	Parent/carers surveys. Transition evaluations. External visit reports. Learning walks.	EYFS Lead EYFS CTs HoS	Transition activities throughout the year. Outdoor developments reviewed termly.	Transition materials Parent/carers workshops	Children settle quickly into new classes and stages of education. Improved continuity of learning.

Safeguarding

Strategic aim: To foster a culture across the federation where every child feels safe, supported and valued, and where all adults work collectively and proactively to safeguard children through effective leadership, vigilance, partnership and continuous improvement.

- S1. Embed a strong safeguarding culture where safeguarding is everyone's responsibility.
- S2. Strengthen safeguarding leadership, quality assurance, supervision and record keeping.
- S3. Develop pupil understanding of online safety, digital citizenship and emerging technologies.
- S4. Strengthen multi-agency working to support vulnerable families.
- S5. Ensure all staff understand and consistently fulfil safeguarding responsibilities through ongoing training and monitoring.

ESCC Safeguarding QA Visits 26-27			
Barcombe	Hamsey	Iford and Kingston	Plumpton
08.12.26	12.01.27	22.09.27	TBC

SAFEGUARDING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
S1. Embed a strong safeguarding culture where safeguarding is everyone's responsibility.	Safeguarding remains a standing item on all SLT agendas. Fortnightly DSL meetings held in each school to review cases, share good practice and identify emerging risks. Regular safeguarding updates, learning from cases and CPD delivered through staff meetings. Safeguarding responsibilities regularly communicated to staff, governors and volunteers.	SLT meeting minutes. DSL meeting records. CPOMS records. Staff voice. Governor safeguarding visits. ESCC Safeguarding QA Visits.	EHT DSLs DDSLs Safeguarding Governors	Autumn: Reinforce safeguarding culture through induction, CPD, DSL meetings and federation-wide communication of expectations. Spring: Monitor safeguarding practice through audits, QA activities, staff voice and governor monitoring;	DSL release time Staff meeting time Governor monitoring time	Staff demonstrate strong safeguarding knowledge and confidence. Safeguarding is consistently prioritised across all schools. Increased professional curiosity and timely reporting of concerns.

				address emerging themes and training needs. Summer: Evaluate safeguarding culture, practice and impact across the federation; refine priorities and actions for the following year.		
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SAFEGUARDING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
S2. Strengthen safeguarding leadership, quality assurance, supervision and record keeping.	Implement a federation safeguarding QA cycle/action plan. Complete external ESCC Safeguarding QA Support Visits. Further strengthen CPOMS recording through agreed federation expectations, auditing and feedback. Provide dedicated time for DSLs to work collaboratively across the federation on case reviews, supervision and quality assurance.	Half-termly CPOMS audits. ESCC Safeguarding QA Visits. Safeguarding action plans reviewed by SLT and governors.	EHT DSLs DDSLs Safeguarding Governors	Autumn: Safeguarding QA visits, strengthen CPOMS recording. Spring: Review safeguarding practice through audits, QA activities and DSL collaboration. Summer: Evaluate impact and identify priorities for 2027-2028.	CPOMS QA support visits DSL release time	Records are timely, analytical and outcome-focused. Consistency of practice across schools improves. QA activities demonstrate compliance and continuous improvement.

S3. Develop pupil understanding of online safety, digital citizenship and emerging technologies.	Computing Leads and AI Practitioner develop a progressive programme of online safety, digital citizenship and AI awareness. Integrate learning through the Computing curriculum, assemblies, themed events and pupil workshops. Provide guidance for parents/carers regarding online risks and AI technologies.	Curriculum monitoring. Pupil voice. Learning walks. Parent/carers feedback. Review of safeguarding incidents related to online activity.	Computing Leads AI Practitioner DSLs/DDSLS	Programme implemented throughout year. Parent/carers engagement events T2, T4, T6.	Computing curriculum materials National online safety resources AI guidance materials	Pupils show understanding of online risks, responsible digital behaviours and the safe use of emerging technologies. Reduction in online safety concerns and increased confidence in reporting issues.
SAFEGUARDING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
S4. Strengthen multi-agency working to support vulnerable families.	Ensure effective participation in Early Help, Child Protection and Team Around the Family processes. Strengthen relationships with social care, health professionals and attendance services. Use DSL collaboration meetings to identify and share effective approaches for supporting vulnerable families. D(D)SLs attend regular at Sussex Safeguarding Children Partnership (ESSCP) training and share with colleagues.	Tracking of agency involvement. Case reviews. Early Help outcomes. Attendance and safeguarding data analysis. D(D)SL attendance at ESCC training.	DSLs DDSLS	Ongoing throughout year. MD and JR attending Safeguarding Conference 08.10.26.	Release time Multi-agency networks Professional meeting time	Families receive timely support. Improved attendance, wellbeing and engagement for vulnerable pupils. Strong evidence of coordinated multi-agency practice. Evidence of D(D)SLs sharing training and good practice across federation.

SAFEGUARDING						
Intent	Implementation	Monitoring	Lead	Timescales	Resources	Impact Evaluation
S5. Ensure all staff understand and consistently fulfil safeguarding responsibilities through ongoing training and monitoring.	Deliver regular safeguarding CPD through staff meetings, induction programmes and updates in response to emerging issues. Monitor staff understanding through discussions. Ensure all staff receive updates regarding KCSIE, local safeguarding issues and emerging trends. Review and implement federation policies, procedures and training to ensure full compliance with Benedict's Law and updated guidance on allergy safety, emergency AAls (EpiPens) and the management of medicines, including controlled drugs.	Training records. Staff voice. Safeguarding audits. Monitoring of concern reporting. IHP audits. AAI (EpiPen) and medication audits. Safeguarding and H&S QA visits. Governor monitoring.	EHT DSLs SBM	CPD termly with updates as required. Induction ongoing.	EpiPens at £100 each Staff meeting time KCSIE and local authority guidance	Staff confidently identify, record and report concerns. High levels of compliance with safeguarding procedures. Consistent safeguarding practice evident across the federation.