

Leadership and Management

- 1.1-Continue to embed the new Skylark Curriculum.
- 1.2-To continue to develop the curriculum, identifying key texts and resources to remove unconscious bias.
- 1.3-Continue to develop 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.
- 1.4-Continue to develop rigour and accountability of all governors monitoring the effectiveness of the inclusive quality of education.
- 1.5-EHT and Heads of S to support all stakeholders to articulate how the school’s distinctive Christian visions 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.
- 1.6-Ensure safeguarding is effective and staff CPD - Particular focus on child on child abuse and online safeguarding.
- 1.7-To fully embed Iford and Kingston primary school into all aspects of the federation.**
- 1.8-SENDCo and leadership team to continue to develop the voice of the child and family through parent and carers forums and neuro-diversity groups.**
- 1.9-Continue to develop high quality CPD for support staff to achieve a distributed leadership model within the key areas of SEND.
- 1.10-To embed the role of the Staff Wellbeing Lead.
- 1.11 –Introduce and embed a new Management Information System (MIS) and finance system.**
- 1.12- Introduce and embed a new assessment system linked to the new MIS.**

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.
- 2.2-To continue to embed communication, dyslexia and autism friendly classroom that foster a calm, low-arousal learning environment that promote a sense of wellbeing, security, and belonging for all our pupils.
- 2.3-Support identified children to make rapid progress in gaps in education in core subjects through same day and additional interventions.
- 2.4-To introduce and develop teacher’s knowledge of the SEND matrix and actively use this to support all learners within the class.**
- 2.5 – To continue to embed whole class reading using VIPERS at KS2.
- 2.6-To improve the inclusive quality of CPD for Design and Technology.**
- 2.7-To raise the profile of practical science across the federation through the enthuse project and STEM leads support, evidence in books demonstrates understanding and outcomes for scientific investigation are strong.**
- 2.8-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.
- 2.9- To embed a finance curriculum at KS2to develop children’s knowledge of finance and economics.
- 2.10-To continue to improve the effective use of active TA provision ensuring high inclusive quality classroom support.
- 2.11 – To introduce and embed oracy across the curriculum to support the articulation of ideas and develop the use of spoken language.**
- 2.12 – 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.**

Behaviour and Attitudes

- 3.1- To embed the philosophies of zones of regulation / therapeutic thinking into a new behaviour policy based around therapeutic thinking.
- 3.2-Continue to monitor attendance ensuring attendance at all four schools is 97%+. Challenge persistent lateness and attendance under 90% rigorously.
- 3.3-To continue to celebrate the value of kindness across the federation.
- 3.4-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 MDSA’s and 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**

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 develop sporting facilities and opportunities for intra and inter sports competitions across the federation.**
- 4.4 – To continue to raise the profile and develop the arts. (Art, music, dance)
- 4.5 – To continue to raise the profile and accountability of the eco council to support all stakeholders within the school to reduce the schools carbon footprint.**

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.**