

The Skylark Federation

SCHOOL IMPROVEMENT PLAN 2023-2024



Creative - Collaborative - Curious

Executive Head Teacher: Mr Stewart James

Consultant to the Federation: Ms Caitlin Yapp

Head of School at Barcombe: Miss Jennifer Ross

Head of School at Hamsey: Mr Matt Dean

Head of School at Iford and Kingston: Mrs Catherine Allison

Head of School at Plumpton: Mr Jon Hughes

Inclusion Leaders: Ms Sophie Shannon (Barcombe and Plumpton), Mrs Holly Stonehouse (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 education is an adventure.

Iford and Kingston - Learn together, play together, live together.

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

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 to raise the profile and accountability of the eco council to support all stakeholders within the school to reduce the schools carbon footprint.**
- 4.4 – To continue to raise the profile and develop the arts. (Art, music, dance)

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.**

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 and highly experienced. The Head of School is new to the post this year. The Deputy Head of school is an experienced teacher.
- The SENCO manages SEN/G&T/PP across Barcombe and Plumpton Primary Schools, she is on site two days a week.
- Outstanding Ofsted and SIAMS received in 2015/16

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Pupils with SEND achieve the best possible outcomes.
- Recover from lost learning due to pandemic.
- Continue to develop subject leadership.
- Develop and 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 had a substantive Head of School in Post since September 2019.
- 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 day per week.

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Pupils with SEND achieve the best possible outcomes.
- Recover from lost learning due to pandemic.
- Continue to develop subject leadership.
- Develop and 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.
- 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 just joined the Skylark Federation.
- The leadership of the school is currently being supported by an Acting Head of School and new Deputy Head of School. Leadership support will be provided by experienced Heads of School and the Executive Head Teacher.
- The SENCo has just returned from maternity leave. She works at the school two days a week.

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Developing leadership capacity.
- Raise achievement in writing across the school.
- Continue to develop subject leadership.
- Develop and 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.
- 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 has been in post since January 2018 and works 2 days per week at Plumpton.
- There are 2 part-time Deputy Heads of School.

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Recover from lost learning due to pandemic .
- Continue to develop subject leadership.
- Develop and 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.
- 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 – November 2018

Leaders and those responsible for governance should ensure that:

New subject leaders and middle leaders have the skills and understanding to drive improvements in their subjects.

Outcomes in writing are as good as in other skills and pupils take greater pride in the presentation of their work.

Actions taken to improve attendance are effective and lead to attendance figures that are at least in line with the national average.

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 2023

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

Hamsey %	Plumpton %	Barcombe %	Iford and Kingston%
10/15 67%	14/18 78%	15/20 75%	18/24 75%

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

Hamsey%	Plumpton %	Barcombe %	Iford and Kingston%
9/11 82%	8/12 67%	14/18 78%	17/21 81%

End of Key Stage 1 Assessment – Number and % of children reaching or exceeding End of Year 2 Expectations.

	Hamsey		Plumpton		Barcombe		Iford and Kingston	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading	11/15 80%	5/15 33%	18/21 85%	3/21 14%	13/16 81%	3/16 19%	16/20 80%	
Writing	10/15 67%	1/15 7%	15/21 71%	3/21 14%	13/16 81%	3/16 19%	14/20 70%	
Maths	10/15 67%	0/15 0%	17/21 81%	2/21 10%	13/16 81%	3/16 19%	16/20 80%	

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	93%	40%	68%	17%	90%	63%	78%	26%
Writing	80%	20%	77%	11%	79%	21%	59%	11%
Maths	73%	13%	67%	11%	74%	48%	56%	15%
GPAS	73%	33%	50%	6%	84%	47%	70%	26%

LEADERSHIP AND MANAGEMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2023 -24

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2023

NEXT REVIEW: January 2024

KEY ISSUES AND PRIORITIES FOR IMPROVEMENT

- 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.**

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– Continue to lead the development of the new and unique Skylark curriculum.	From Sept 23	SJ /HOS/RF	£0 SLT time	<p>By End T2 Teaching teams are led strategically ensuring curriculum coverage, age-appropriate skills and key concepts are mapped and taught progressively across all year groups.</p> <p>The historical focus for the project is clear and evidenced through children’s work.</p> <p>Assessment demonstrates clear understanding of an ability to analyse sources at an age appropriate level.</p> <p>Evidence of a range of subject skills across the curriculum is evidenced through children’s project and other books.</p> <p>By End T4 Teaching teams are led strategically ensuring curriculum coverage and age appropriate skills are taught progressively across all year groups.</p> <p>The Geographic and Scientific focus for this project is clear and evidenced through children’s work.</p> <p>Assessment demonstrates clear understanding of an ability to analyse sources at an age-appropriate level.</p>	<p>By End T2 TI – SLT meetings focused on curriculum development. Inset Sept – additional planning opportunity with new staff teams. – H of S Planning time given and lead professionals identified in each planning team.</p> <p>AOB - staff meeting planning time focus T 1 – coverage and skill development –H of S to quality control and monitor. – T1 and T2 leadership monitoring time.</p> <p>H of S leadership focus – T2 book and planning scrutiny checking coverage / differentiation within ability levels / range of work across subjects produced.</p> <p>By End T4 INSET opportunity 2.1.24 focus on Geography and DT. Federation, particular focus on Skill development in food tec and</p>	

				<p>Evidence of a range of subject skills across the curriculum is evidenced through children's project and other books.</p> <p>By End T6 Teaching teams are led strategically ensuring curriculum coverage and age-appropriate skills are taught progressively across all year groups.</p> <p>The artistic focus for this project is clear and evidenced through children's work.</p> <p>Assessment demonstrates clear understanding of an ability to analyse sources at an age-appropriate level and show a deeper understanding of the subject skill development /enjoyment of subject.</p> <p>Evidence of a range of subject skills across the curriculum is evidenced through children's project and other books.</p>	<p>topic of homes -linked to external project.</p> <p>By End T6 Pupil voice and book looks clearly show a deeper understanding of the subject skill development/enjoyment of subject.</p>	
1.2 To continue to develop the curriculum, identifying key texts and resources to remove unconscious bias.	Oct 23 Ongoing Term 2 Throughout the year	All staff	£0	<p>By End T2 All staff discuss and remind about unconscious bias. RF and SLT to review key texts and identify in planning why key texts fit context of our schools.</p> <p>By End T4 Key areas of teacher understanding on unconscious bias and the impact of this on their teaching /classroom organisation identified for further support.</p>	<p>By End T2 RF /SLT release time to review text identified in the curriculum. Identify we texts have been chosen in relation to federation context.</p> <p>By End T4 SLT to review identified areas for further development and key themes for curriculum development.</p>	

				By End T6 To be reviewed	By End T6 To be reviewed.	
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.	Sept 2023	SJ / H of S All Staff	£1000 teacher release. Staff meeting time.	<p>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)</p> <p>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.</p> <p>By End T6 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.</p>	<p>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.</p> <p>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.</p> <p>By End T6 TBC</p>	

<p>1.4 – Continue to develop rigour and accountability of all governors monitoring the effectiveness of the inclusive quality of education.</p>	<p>On-going from September 2023</p>	<p>SJ /SS / SLT</p>	<p>£0</p>	<p>By End T2 All governors have a developing knowledge of key Skylark priorities, an understanding of the Skylark curriculum.</p> <p>By End T4 The development of gov monitoring supports the identified targets and outcomes of the SDP. Governor monitoring enables all areas of the curriculum to be shared/ celebrated and areas for improvement identified.</p> <p>By End T6 To be reviewed.</p>	<p>By End T2 Additional gov workshop planned for T1 and T2 (Understanding the Skylark curriculum) – SLT to discuss school development plan in detail with governors.</p> <p>By End T4 Ensure through governor workshops all governors have a full understanding of their role and what is expected from them. Governor monitoring ensures all areas of the T and L curriculum are monitored. Good practice is shared and areas for further investigation identified.</p> <p>By End T6 To be reviewed.</p>	
<p>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.</p>	<p>Ongoing</p>	<p>All Barcombe staff</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</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</p>	

				<p>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' 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>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 of all stakeholders. Children are able to share and reflect on Christian teachings.</p> <p>By End T6 To be reviewed.</p>	
1.6 - Ensure safeguarding is effective -particular focus on child-on-child abuse and online safeguarding	Ongoing from September 2023	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</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</p>	

				<p>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. All three schools are now using CPOMS to log safeguarding and behaviour incidents effectively.</p> <p>By End T6 Safeguarding is effective.</p>	<p>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>	
1.7 - To fully embed Iford and Kingston primary school into all aspects of the federation.	Sept 23 onwards	SJ/SLT /all staff	£0	<p>Term 2 IK key priorities are clearly articulated within the Federation development plan. All stakeholders have a clear understanding of leadership at all levels within IK. All staff at IK feel fully invested in the federation.</p> <p>Term 4 SJ and all stakeholders will review the vision and values at IK and ensure they are having an impact on the lives of the school community.</p>	<p>Term 2 SJ to complete federation development plan adding key foci for IK development. Governors to monitor this.</p> <p>Term 4 SJ and all stakeholders will review the vision and values at IK and ensure they are having an impact on the lives of the school community. Pupil voice and parent voice will show a clear</p>	

				<p>Term 6 The school community have been involved with the reflection of the vision and values of the school. The vision and values are articulated and 'lived' by the school community.</p>	<p>understanding of the vision and values of the school. Term 6 Pupil voice and parent voice will show a clear understanding of the vision and values of the school.</p>	
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.	Sept 23 onwards	Inclusion leads / SLT	£500 Release time for meeting	<p>Term 2 Parents feel they are supported through parent and carer forums. Inclusion leads have developed good relationship with parents of neuro -diverse children.</p> <p>Term 4 Monitoring of QFT and classroom environments demonstrate a good understanding of challenges and support for neuro -diverse children.</p> <p>Term 6 Parents and children feel as well supported as possible within our schools and wider communities.</p>	<p>Term 2 Inclusion leads have organised meetings and met with parents of neuro -diverse children.</p> <p>Term 4 Parent voice indicates parents of neuro -diverse children feel listened to and supported.</p> <p>Term 6 A clear plan for future development and support has been articulated by inclusion leads to all stakeholders</p>	
1.9-Continue to develop high quality CPD for support staff to achieve a distributed leadership model within the key areas of SEND.	SS/ SLT/ Support staff Ongoing from Sept 23	All support staff	£500	<p>By End T2 All support staff have an identified area of SEND leadership. Initial CPD has been organised and training booked.</p> <p>By End T4 Support staff are developing their knowledge of their role and expertise. All staff members are aware and are able to access this expertise when appropriate.</p>	<p>By End T2 Governor and SLT monitoring show all support staff have an identified area of SEND leadership. Initial CPD has been organised and training booked.</p> <p>By End T4 T4 SLT and governor monitoring clearly demonstrates support staff are developing their</p>	

				<p>By End T6 To be reviewed following CPD developments</p>	<p>knowledge of their role and expertise. All staff members are aware and are able to access this expertise when appropriate.</p> <p>By End T6 To be reviewed following CPD developments</p>	
1.10-To develop the role of the Staff Wellbeing Lead.	HS/SS/AH	All staff	£150	<p>By End T2 Changes to staff wellbeing shared at SLT meetings and INSET. AH to actively engage with staff wellbeing concerns and signpost to support.</p> <p>By End T4 Staff wellbeing is increasingly communicated, a number of staff engage with support and are signposted to support agencies.</p> <p>By End T6 To be reviewed.</p>	<p>By End T2 SJ / HS/SS/ SLT to discuss staff wellbeing initiatives in all SLT meetings</p> <p>By End T4 SLT monitoring and staff survey shows staff are actively engaging in staff wellbeing initiatives.</p> <p>By End T6 To be reviewed</p>	
1.11 - Introduce and embed a new Management Information System (MIS) and finance system.	Nov 23	AH /SLT/ Office and finance	?	<p>By End T2 All office /finance and SLT have completed training from Arbor.</p> <p>By End T4 All key staff embedding knowledge of new system. AH leading staff development.</p> <p>By End T6 All key staff embedding knowledge of new system. AH leading staff development.</p>	<p>By End T2 All office /finance and SLT have completed training from Arbor. Discussion with AH and SLT. - Initial thoughts /concerns.</p> <p>By End T4 SLT discussions and minutes show understanding, and development of new systems are being developed.</p>	

					<p>By End T6 SLT discussions and minutes show understanding, and development of new systems are being embedded.</p>	
1.12 - Introduce and embed a new assessment system linked to the new MIS.	Jan 23	AH / finance	?	<p>By End T2</p> <p>By End T4 All finance team have completed training with new system. Staff knowledge is developing.</p> <p>By End T6 All finance team have completed training with new system. Staff knowledge is embedded.</p>	<p>By End T2</p> <p>By End T4 SJ to confirm.</p> <p>By End T6 SJ to confirm.</p>	

QUALITY OF EDUCATION

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2023 -24

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2023

NEXT REVIEW: January 24

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.

2.2-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.

<p>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.</p>	<p>Sept 23</p>	<p>HS/ SS/ MB/ SLT</p>	<p>£0</p>	<p>By End T2 HS/ SS / MB to share information on ‘what a communication, dyslexia and autism friendly classroom looks like.’ Class teams to share good practise and agree non negotiables on what will be evident in each class / how pupils and adults interact with each other.</p> <p>By End T4 SS and SLT to share good practise and identify classrooms and environments that are communication, dyslexia and autism friendly.</p> <p>By End T6 All schools will have a clear model for classrooms, these will be evident in each class</p>	<p>By End T2 HS/ SS and SLT to share clear expectations and non-negotiables of what will be seen in each classroom. SS to share language linked to therapeutic thinking. SLT to model TT language at all times. This will be a standing agenda item at AOB.</p> <p>By End T4 High quality environments shared across schools and across federation. SLT to monitor using non-negotiable check list created by HS/ SS. Monitoring will clearly demonstrate low arousal /classrooms with individualised thought and support for all and specifically key children within the class.</p> <p>By End T6 To be reviewed.</p>	
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<p>2.3-Support identified children to make rapid progress in gaps in education in core subjects.</p>	<p>On-going from Sept. 2023</p>	<p>All teachers /TA's /SS</p>	<p>Dependent on individual school needs and finance</p>	<p>By End T2 All children tracked and identified. children underperforming identified for development and support. All SEND /PP /vulnerable groups reviewed. Inclusion leads /intervention teachers working with identified children across 6-week blocks to identify and support barriers to learning. CT / TA -intervention support during assemblies. Ensure these children are rotated for equality.</p> <p>By End T4 Ch not making expected progress reviewed. Additional intervention and same day intervention focus from class team. CT to deploy support where identified need is within the classroom team.</p> <p>By End T6 To be reviewed.</p>	<p>By End T2 Specific groups identified within individual schools. Individualised /small group support organised between class team and intervention teachers where possible due to financial constraints. TA's and class teachers to focus same day interventions and speech and language /reading support. NB /MC to lead nurture support. SLT to analyse data of progress of specific groups against rest of school end T2 /4/6</p> <p>By End T4 Data crunching shows additional support is having an impact /needs further support.</p> <p>PPM's demonstrate a dynamic plan for reflecting where support needs to be reviewed.</p> <p>By End T6 Same process reviewed for further changes if necessary.</p>	
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2.4 – To introduce and develop teacher’s knowledge of the SEND matrix and actively use this to support all learners within the class	Oct 2023	HS /SS /SLT	Staff meeting time	<p>By End T2 Through staff meetings and TA meetings - All staff have a developing understanding of the SEND matrix.</p> <p>By End T4 Through staff meetings and TA meetings - All staff are using the SEND matrix to identify children within their class and how they can be individually supported.</p> <p>By End T6 To be reviewed.</p>	<p>By End T2 Inclusion leads to disseminate the SEND matrix. All staff use this to support inclusion within their classrooms.</p> <p>By End T4 All staff use this to support inclusion within their classrooms. A review of this is discussed during T4 PPM’s</p> <p>By End T6 To be reviewed.</p>	
2.5 - To continue to embed whole class reading using VIPERS at KS2.	Sept 23	All Staff	Staff meeting time	<p>End T2 All classroom VIPERS sessions have been observed and reviewed.</p> <p>End T4 All support identified from T2 monitoring indicates the delivery and impact of VIPERS is consistent and shows impact with all /in particular bottom 20%</p> <p>End T6 TBC</p>	<p>End T2 Staff meeting / AOB and monitoring clearly indicate VIPERS is active and any areas of inconsistency identified.</p> <p>End T4 Pupil voice and evidence in books demonstrates VIPERS is consistent in Yr 3 -6. Any areas of inconsistency are being supported.</p> <p>EndT6 TBC</p>	

<p>2.5- To improve the inclusive quality of CPD for Design and Technology.</p>	<p>Sept 2023</p>	<p>DT leads</p>	<p>TBC</p>	<p>By End T2 EHT to speak engage links with Cumnor House re using Cumnor House workshops for KS2 DT sessions. DT leads to focus the development of skills and coverage of the curriculum for food Tec.</p> <p>By End T4 DT leads to focus the development of skills and coverage of the curriculum for food Tec. DT leads to actively engage with an external project relating to our topic of 'Home'. Children will demonstrate a progression of DT skills to plan, and evaluate an age appropriate project</p> <p>By End T6 To be reviewed.</p>	<p>By End T2 Discussed and not possible. Plans for 2024 -25 in progress.</p> <p>By End T4 INSET 2.1.24 will introduce the topic of home. DT leads /SLT will monitor the design /delivery and evaluation of the project. DT leads to develop a portfolio demonstrating age-appropriate skill development and assessment.</p> <p>By End T6 To be reviewed.</p>	
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<p>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.</p>	<p>From Sept 23</p>	<p>SJ /Science leads</p>	<p>£200</p>	<p>By End T2 CPD and support has ensured there is clear evidence of practical science happening within classes. Evidence shows at least twice a term. A science day will be planned and evidenced three times per year.</p> <p>By End T4 Evidence from books and assessments demonstrates an age appropriate or above level of scientific understanding. Evidence of practical science in classroom displays, subject leader portfolios and books demonstrates regular practical investigations.</p> <p>By End T6 To be reviewed.</p>	<p>By End T2 INSET 4.9.23 -The development of Practical Science at Downlands school -impact (teachers were given lots of practical ideas regarding activities and these are active in classroom environments. Science leads and SLT to have monitored project books / science books and classroom displays to evidence scientific coverage and evidence of practical science.</p> <p>By End T4 Science leads and SLT to monitor books and drop-in to science lessons to offer development advice and unsure scientific understanding is at an age-appropriate level.</p> <p>By End T6 Science leads to have completed pupil voice on enjoyment and engagement of science lessons.</p>	
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<p>2.8-To 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>Continue to raise the profile of online safety with children and parents through direct teaching, parent workshops and digital leader presentations.</p>	<p>Sept 23</p>	<p>JR /SLT</p>	<p>£200 per school</p>	<p>By End T2 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 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 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 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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				Areas for further CPD have been identified and are being planned for.	By End T6 To be reviewed.	
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<p>2.9 – To introduce a finance curriculum at KS2 to develop children’s knowledge of finance and economics.</p>	<p>Start T3 Jan 2024</p>	<p>SLT /all KS2 teachers</p>	<p>£100</p>	<p>By End T4 Using Tycoons - https://www.tykeoons.co.uk/home Introduce lessons on finance and economics to children in KS2 in a fun and engaging way.</p> <p>By End T6 Children are able to demonstrate a developing knowledge of financial and economic understanding</p>	<p>By End T4 Monitoring and pupil voice clearly shows and improved knowledge and understanding of finance and economics.</p> <p>By End T6 Evidence in books and pupil voice shows: Children are confidently able to demonstrate basic financial and economic understanding relating to real life situations.</p>	
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<p>2.10-To continue to improve the effective use of active TA provision ensuring high quality classroom support.</p>	<p>Sept 23 onwards</p>	<p>SLT /SS</p>	<p>£0</p>	<p>By End T2 Class teams to have a clear understanding of high-quality active support within the classroom environment. All TA's will be active and supporting children during all parts of lessons as observed through dropins. Evidence in books demonstrate high quality support and feedback. Completion of CPD to lead to high quality support for deregulated children and improve barriers to learning.</p> <p>By End T4 Class teams to have a clear understanding of high-quality active support within the classroom environment. All TA's will be active and supporting children during all parts of lessons as observed through dropins. Evidence in books demonstrate high quality support and feedback. Completion of CPD to lead to high quality support for deregulated children and improve barriers to learning.</p>	<p>By End T2 HS /SS to lead TA CPD during T1 and T2 focused around EEF research. This will be discussed weekly at TA meeting. HS /SS to monitor class teams interventions and impact of them. HS/ SS to lead training on the development of therapeutic language to be used by all members of the school community.</p> <p>By End T4 HS/ SS to lead TA CPD during T3 and T4 focused around EEF research. This will be discussed at TA meeting. Performance management targets will focus on support staff identified areas of expertise.</p> <p>By End T6 To be reviewed.</p>	
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<p>2.11 – To introduce and embed oracy across the curriculum to support the articulation of ideas and develop the use of spoken language.</p>	<p>Oct 23 onwards</p>	<p>Oracy leads /All teaching staff</p>	<p>£12000</p>	<p>By End T2 Through training of oracy leads from Voice 21, key members of staff will have completed initial training. Twilight INSET 1.11.23 - share information with staff and plan initial delivery for Jan 24.</p> <p>By End T4 All children will have been introduced to the new understanding /teaching and routines of oracy within the schools.</p> <p>By End T6 TBC</p>	<p>By End T2 Key staff introduced to the delivery of Oracy and discussions had re the introduction to children. – SLT discussions with Oracy leads</p> <p>By End T4 Children introduced to Oracy - pupil voice indicates a developing understanding.</p> <p>By End T6 Children introduced to Oracy - pupil voice indicates an embedding of practise.</p>	
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<p>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.</p>	<p>Sept 23 onwards</p>	<p>All Staff</p>	<p>£1000</p>	<p>By End T2 Introduction of the ‘The Skylark mastery Maths session’ demonstrates consistency of approach.</p> <p>By End T4 Embedding of misconceptions from initial monitoring of the ‘The Skylark mastery Maths session’ identifies further areas of support. All teachers have adopted the session expectations and additional support for key staff are identified.</p> <p>By End T6 TBC</p>	<p>By End T2 All SLT monitoring identifies areas of strength and further support. Buddy support is introduced.</p> <p>By End T4 Additional monitoring and HOS / Maths lead discussions leads to a consistent approach across all school and teachers feel supported with their CPD.</p> <p>By End T6 TBC</p>	
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BEHAVIOURS AND ATTITUDES

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2023-2024

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2023

NEXT REVIEW: January 2024

Key Priorities:

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

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)
3.1-To embed the philosophies of zones of regulation / therapeutic thinking into the behaviour systems and policy within the schools.	Sept 23	SS / SLT		<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 embedding within the school community and being written into policy.</p> <p>By End T6 Philosophies of zones of regulation and therapeutic thinking to be shared with all staff and embedded into school policies.</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 shared with all staff and discussed.</p> <p>By End T4 SJ and Inclusion lead: 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> <p>By End T6 To be reviewed.</p>	

<p>3.2-Continue to monitor attendance ensuring attendance at all three schools is 97%+. Challenge persistent lateness and attendance under 90% rigorously.</p>	<p>Sept 23</p>	<p>SJ/Head of School</p>	<p>£200</p>	<p>By End T2 All attendance under 90% monitored every two weeks and followed up by DSL /SLT. Attendance monitored weekly by school office and sent to H of S. for monitoring. Attendance discussed at every SLT meeting.</p> <p>By End T4 All attendance under 90% monitored every two weeks and followed up by DSL/SLT. Attendance monitored weekly by school office and sent to H of S. for monitoring. Attendance discussed at every SLT meeting.</p> <p>By End T6 TO be reviewed</p>	<p>By End T2 DSL to introduce an attendance contract /lateness system introduced to all families. Weekly celebration in assembly focused on attendance. Termly draw for all children over 97% attendance to win a prize. 3 weekly check to Identify ch. With low attendance – parents to meet with SJ /SLT Termly attendance letter home to attendance under 90%. Govs to continue to monitor.</p> <p>By End T4 Attendance target of 97% monitored and reported to governors. All ch. With under 90% attendance to meet with SJ /SLT</p>	
<p>3.3-To continue to celebrate the value of kindness across the federation.</p>	<p>Beginning in Sept 2023</p>	<p>SJ /H of S Dep Head of S</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 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 T6 To be reviewed</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>3.4- 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 23</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. Introduction of Federation, Sport Friday</p> <p>By End T4 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 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> <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>	

<p>3.5 - To continue to embed a mentally healthy school community.</p>	<p>Sept 23</p>	<p>Inclusion leads All staff</p>	<p>£1000</p>	<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>	
<p>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.</p>	<p>Nov 23</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>3.7 - To develop the role of worship wardens to support the profile of Christian distinctiveness</p>	<p>Sept 23</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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PERSONAL DEVELOPMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2023 -24

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2023

NEXT REVIEW: January 2024

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 eco council to support all stakeholders within the school to reduce the schools carbon footprint.

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

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)
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 23	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 community to improve /develop an aspect of local life.</p>	

					<p>By End T6 To be reviewed.</p>	
4.2-To celebrate British values in relation to becoming an inspirational international citizen.	Sept 23	SJ / Dep H of S	£0	<p>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.</p> <p>By End T6 To be reviewed.</p>	<p>By End T4 SJ 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.</p> <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. <p>By End T6 To be reviewed.</p>	

<p>4.3- 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.</p>	<p>End of term 1 ongoing</p>	<p>SJ / H of S /CY / Dep Head of school /science leads</p>	<p>£0</p>	<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>	
<p>4.4 – To continue to raise the profile and develop the arts. (Art, music, dance)</p>	<p>From Sept 23</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.</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.</p>	

			<p>Sportscool and the PE coordinator will lead PE and dance lessons across the federation.</p> <p>Each school will have access to an art specialist to lead demonstration and enrichment lessons in all schools.</p> <p>By End T4</p> <p>Each school will have a school choir and develop an orchestra.</p> <p>SportsCool and the PE coordinator will lead PE and dance lessons across the federation.</p> <p>Each school will have access to an art specialist to lead demonstration and enrichment lessons in all schools.</p> <p>By End T6</p> <p>To be reviewed.</p>	<p>Each class in each school will be able to access an art specialist to deliver demonstration and enrichment lessons.</p> <p>By End T4</p> <p>Each school will develop a choir and orchestra.</p> <p>SportsCool and the PE lead will deliver high quality PE lessons and organise an intra federation dance competition.</p> <p>Each class in each school will be able to access an art specialist to deliver demonstration and enrichment lessons.</p> <p>By End T6</p> <p>To be reviewed.</p>	
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PROVISION OF EARLY YEARS

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2023 -24

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2023

NEXT REVIEW: January 24

Key Priorities:

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.

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)
5.1-To embed the new early years curriculum reforms ensuring EYFS practise is at least good.	<p>Sept 2023</p> <p>Ongoing</p> <p>Term 1</p> <p>Throughout the year</p>	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. 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 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 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>	<p>By End T6 To be reviewed.</p>	
5.2-To improve the quality of the EYFS environments.	Sept 22	SLT /EYFS lead/ EYFS staff	<p>£1000 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>	

<p>5.3-To improve outcomes for writing.</p>	<p>From T1</p>	<p>EYFS lead EYFS staff /Head of School</p>	<p>Support from Federation</p>	<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 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>	
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<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.</p>	<p>Nov 23</p>	<p>All EYFS staff</p>	<p>£500</p>	<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>	
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MONITORING AND EVALUATION SCHEDULE TERM ONE

WEEK NUMBER	ACTIVITY	FOCUS	WHO	SECTION OF PLAN RELATES TO
ONE				
TWO				
THREE		?		
FOUR WB 27.9.21				
FIVE				
SIX				
SEVEN				