School Development and Improvement Plan

REVIEW

September 2026

Infant School Target – Junior School Target – Federation Combined Target

	Target Achieved		Working Towards		Not Achieved

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

Action Plan Title: *CURRICULUM AND TEACHING*

Target	Actions Taken	Impact	Evidence
To ensure learning activities enable pupils to realise the high expectations within the curriculum. (Federation)	All teaching staff must ensure all lesson planning contains evident adaptations, namely challenge to ensure the most confident learners make the best progress they can across the curriculum. Planning scrutinies and lesson observations to verify that teachers have ensured there is sufficient challenge available to all learners. Staff need to discipline their children so that they fully understand where the challenges are in their learning, how they can locate another challenge should one be completed and why challenge is important.	The percentage of children achieving RWM at Expected in each class will be in line with or above National Average (75%+) by Summer 2026 The percentage of children achieving Expected Standard in RWM will be above or at least in in line with National Average. (2026 In line and above) In 2024, National Averages were KS1 56% and KS2 61% for combined RWM. Ormesby figures need to be above these standards. (2026 KS1 48% - KS2 52%) Percentage of pupils achieving Higher Standard in RWM will be above or at least in line with National Average at the end of KS1 (2024 6%) – (2025 – 3%) - (2026 - 0%) Percentage of pupils achieving Higher Standard in RWM will be above or at least in line with National Average at the end of KS2 (2024 8%) – (2025 15%) - (2026 - 0%) The gap between SEND pupils and non-SEND pupils will be smaller. Gap between boys and girls will be smaller. The gap between PP pupils and non-disadvantaged pupils will be smaller. Intervention Groups that have SEND pupils will show effective progress of them from their starting points. GLD in Reception was 71% in 2025. GLD in Reception was 72% in 2026.	School data KS1 and KS2 SATS Pupil Asset data KS1 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%. KS2 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%. KS1 Milestones Higher Standard: Autumn: 6% Spring: 9% Summer: 12% KS2 Milestones Higher Standard: Autumn: 3% Spring: 6% Summer: 10%

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

To embed the foundations of writing consistently across the Federation. (Federation)	Infant English Lead and Junior English Lead will continue to work collaboratively to maintain the set of non-negotiables are established dealing with transcription, clarity of handwriting and accurate sentence formation, particularly in Year 1, but used across all of the Federation. Ensure children grasp the foundations of basic sentence construction of subject + verb + object. All staff familiarize themselves with the new writing framework. Conduct an audit of current provision/standard. Identify areas for development and then look to launch new writing programme for 2026-2027. Alongside these improvements, ensure children's writing is more greatly independent in EYFS/KS1. Ensure all classes have sounds mats being used to aid independent spellings. Ensure fine motor skills and mark making skills are focused on in Reception each day. Ensure KS2 long term writing plan is finalized and updated. Ensure monitoring is impactful to hold other teachers accountable for their writing effectiveness. Achieved in three-weekly writing scrutinies. Ensure teaching sequence of writing is clear with good sentence level work evident. Continue Federation standardisation exercises across the Federation, beginning this year with a new non-fiction piece of work. Ensure handwriting approach is followed. EA and teaching staff will include structured opportunities for pupils to 'deepen the moment' in writing lessons to include ambitious vocabulary choices, sentence structures and punctuation.	Teachers have accurate judgement levels in writing. School creates its own standardisation materials for fiction and non-fiction genres of writing. Independent writing is strong. Writing presentation is good. Teaching sequences are A good percentage of pupils reach Expected standard and some achieve Greater Depth. 2026 Reception Writing 72.4% Year 1 Writing 67% Year 2 Writing 52% Year 3 Writing 41.4% Year 4 Writing 59% Year 5 Writing 59% Year 6 Writing 59%	Lesson Observations Subject leader data From Year 2 upwards, Kahoot quizzes are being used at the beginning of topics and repeated at the end of the topics to show retention of knowledge. In Year 1, these quizzes are completed at the end of the topics being covered. History and Geography, as well as Music and MFL have assessments in place carried out by the teachers of those subjects.

	VNET Emma Adcock supporting to ensure the writing curriculum is effectively strengthened. Embed discreet grammar and punctuation requirements for each genre of writing being taught. To ensure writing moderation takes place internally and externally across the school enabling teachers to be confident in making accurate judgements. Research the Literacy Tree/Pathways to Write and visit other settings using these schemes. (Caister/North Denes/Hillside) Establish greater conversational skill development opportunities at the Infant school in EYFS building on what we talk about, what we read about in Year 1 to improve what we write about in Year 2. Ensure Junior school have a writing wall to celebrate all examples of positive independent writing. Continue three weekly writing scrutinies to ensure the teaching progression, grammar/punctuation elements needed and effective sentence formation is being taught and is having a strong impact. To improve the Grammar and Punctuation understanding across the school by enabling all pupils to have Grammar CGP revision work books. Raise the attainment in writing at Expected and at greater Depth across the Federation.		

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

To continue to improve the fluency of number, reasoning and problem-solving across the schools. (Federation)	Ensure children are taught the same objective but it is made accessible to all through differentiation using manipulatives, annotations and/or adult support. (unless the child is on a different curriculum) Implement maths workshops for parents to see how pupils are taught maths in schools. Implement a week of Inspirational maths collaboratively across the Federation. Cooperative Learning Clips used to engage children and make learning more active. Consistent use of ten in ten type activities in every maths lesson - JNR Every maths lesson begins with a fluency activity – INF Maths word of the day continues to embed understanding. Promoting use of TTRS to become fluent in tables facts and in readiness for the Year 4 multiplication check including at Year 2. To ensure the teaching of times tables is consistent with the calculations policy. To ensure the use of manipulatives to reinforce concepts. Use White Rose Maths resources - Fluency Bee and Power of 2 - for catch up interventions. All pupils have access to Maths CGP/White Rose books to consolidate mathematical understanding. Books also used as a homework resource too. Raise the attainment in Maths at Expected and at greater Depth across the Federation.	Number of pupils achieving Expected in Maths is improved in all years, but particularly at the end of KS1 and KS2. Results from Calculation audit will improve in all year groups Year 6 will show improvement in the Arithmetic paper from baseline results Children's books will show reasoning using stem sentences Evidence of fluency activities at the start of each lesson in planning and in books Children in Year 2 to Year 6 are practising their times tables on TTRS for 3 x 5 minutes each week The teaching of times tables is consistent with the calculations policy Evidence of manipulatives being used in lesson observations, photos in books TAs are using Fluency Bee and the Power of 2. Reception Number & Numerical Patterns 86.2% & 75.9% - Year 1 Maths 89% Year 2 Maths 72% Year 3 Maths 62.1% Year 4 Maths 82.8% Year 4 MTC 24 pupils scored between 21-25 83% with 11 achieving full marks 38% Year 5 Maths 66.7% Year 6 Maths 66.7% Year 6 SATS Maths 20/27 – 74%	Pupils' Maths Books Maths data Pupil Books Maths monitoring Maths tests School data KS2 SATS Pupil Asset data

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

To ensure misconceptions are systematically identified and clear next steps are provided to make learning better. (Federation)	Review the marking and feedback policy and update accordingly following discussion with staff. Teaching staff to ensure marking is regular, with an increase in detailed feedback in written work addressing misconceptions at the earliest possible moments so that pupils do not continue to make the same errors. Teaching staff will provide pupils with regular opportunities to edit and refine their work from Pink to Purple and ensure all pupils respond to such detailed feedback so that it is more evident that errors will not continue to happen. Teaching staff through their detailed feedback will ensure clear next steps for the children are present and the children are fully aware of them.	Pupil books show that teachers have been identifying misconceptions swiftly and providing regular opportunities for children to respond to feedback Pink to Purple. Children know the next steps in their learning.	Work Scrutinies Lesson Observations Book Looks
To implement the statutory changes in the PSHE/RSHE curriculum. (Federation)	Review and update policy and procedures accordingly for both PSHE and RSHE. Share with the staff and discuss. Obtain Governor approval. What are the age limits? In primary school, we've set out that subjects such as the risks about online gaming, social media and scams should not be taught before year 3. Puberty shouldn't be taught before year 4, whilst sex education shouldn't be taught before year 5, in line with what pupils learn about conception and birth as part of the national curriculum for science. Share with wider stakeholders of the school. Adjust the curriculum accordingly to meet statutory requirements.	Curriculum coverage matches new requirements ahead of the statutory deadline. Pupils have a greater understanding of PSHE and RSHE from their studies.	Pupil Survey Book Scrutiny

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

To ensure Quality Skills Mark for History is upgraded from Silver to Gold. (Federation)	Ensure the Quality Mark achieved in History at Silver standard is successfully upgraded to Gold by meeting the suggested improvements provided by the assessor. Self-Evaluation completed by subject leaders to ensure suggested improvements are being implemented correctly. Ensure all KWLs are fully completed. Planning for all history units are equally as in depth. Use some form of Widgets for pupils with SEND to make things more accessible. Original Sources and historical interpretations used to replace primary and secondary sources. Share Quality Mark journey at a network. Depth of coverage global impact of WW2 and Ancient Egypt chronology. Implement an overview of ancient civilisations. Outdoor learning for history, develop the history club for more pupils and equal history display in each class. Implement black British significant figures. Share exercise with Infant counterpart and implement some collaborative cross-phase work. Support from external mentor to ensure provision of History is successful and upgraded to Gold. Share successful completion with wider audience. Look into further quality marks.	Certificate for successful upgrade in History.	Quality Mark Certificate Enhanced curriculum provision External validation

SDIP REVIEW September 2026

To evolve the climate and sustainability plan of the Federation in connection with the outdoor learning programme across the Federation. (Federation)	Review the Climate and Sustainability Plan with Governor Working Party and update it. Exploit the Government Electric Car Charging grant by installing charging points at each school site. (Annual maintenance charge of £100 per unit) Speak to Norse to promote a "Meat Free" day at both schools. Date to be arranged. Food waste and plastic packaging reduced – food waste bins purchased separated from main packaging waste. Application for sheep to be housed at school for study and workshop. Energy saving meters managed by the safety committee members at both schools to ensure energy is not wasted unnecessarily. Better use of den building and shelter kits previously purchased by the Tesco Grant monies. Further training from Learning through Landscapes to be purchased. Continue to use the space for bee conservation and enable children to participate in bee management. Honey produce sold at Summer Fayre and monies reinvested in bee programme. Use the space for Junior Duke/Mini Duke challenges. Further embed outdoor learning into both curriculums by ensuring space is used regularly for such purpose, linking use to subject action plans (History/Geography/Science).	Pupils learning life skills, such as survival instincts and first aid. Pupils using the area for pastoral purposes also as an area to reflect and de-escalate. Children learning a lot about bee and other animal conservation. Increased pupil understanding of how everyone must look after our world and the best ways in which this can be done.	Pupil surveys Outdoor Learning Booklet Climate and Sustainability Plan

	Regularly evidence use of outdoor learning shared on social media and websites.		
To continue to ensure the teaching or reading is prioritised across the Federation. (Federation)	Foster a culture of reading for pleasure to improve comprehension and vocabulary across the school. Ensure children with SEN/additional needs are provided with regular keep up and catch up sessions to narrow the gap to their peers. Improve reading sessions ensuring comprehension sessions are taught well and frequently. Ensure library spaces are improved and reading material reviewed and updated. Class readers to be available in the library as well as "Teacher recommended" shelves. Continue with Junior Librarians to lead reading clubs at lunchtimes and ensure the library is well used and maintained. Ensure Little Wandle is taught and kept on time to maximise progression. Ensure Little Wandle Phonics programme is utilised effectively in the Infant school, including the interventions of Catch Up and Keep Up. At the Junior school ensure the Little Wandle 7+ intervention is used with the Year 3 and 4 children who still have not passed the phonics screening check or read less confidently.	Reading has a significant importance across the Federation. Reading systems for Phonics well embedded and producing consistently high results. The importance of Reading is seen as a key ingredient to pupil success by the pupils themselves. Reading intervention effectively used for all pupils requiring support. Reception Word Reading 72.4% Reception Reading Comprehension 93.1% Phonics Screening Year 1 – 24/29 – 83% Phonics Screening Re-Sits Year 2 – 3/7 – 43% Year 1 Reading 67% Year 2 Reading Optional SATs – 18/29 – 62% Year 2 Reading TA – 21/29 – 72% Year 2 Greater Depth Reading 4/29 – 14% Year 3 Reading 72.4% Year 4 Reading 73% Year 5 Reading 72.4% Year 6 Reading SATs – 19/27 – 70% Year 6 Reading TA – 21/27 – 78% Year 6 Greater Depth – 10/27 – 37%	Pupil Books Reading Data Pupil surveys School data KS2 SATS Pupil Asset data

	Ensure all TAs are trained and up-to-date with knowledge of Little Wandle. Purchase new card holder resources. Ensure all classes practise reading five times a week. Ensuring pupils who do not read out of school have opportunities to practise within school. Ensure reading comprehension is practised within classes focussing on the key skills of inference, summarising, retrieval, explain and compare. Ensure fluency and prosody skills are also practised during guided reading sessions. Ensure class novels are read daily in each class to maintain use of high quality texts. At least one per term. Raise the attainment in reading at Expected and at greater Depth across the Federation.		

Next Steps:

Implement a revised writing and more effective grammar, spelling and punctuation toolkit in Juniors (Literacy Tree) and improve writing attainment across the Federation with improved Handwriting at Infants.

Implement the non-statutory writing elements.

Continue to ensure the disadvantaged children have barriers to their learning identified quickly and overcome with effective initiatives.

Percentage of achieving the Expected standard in RWM needs to continue be improved, particularly in KS1.

Percentage of achieving the Higher standard in RWM needs to be improved, particularly in KS1.

Percentage of pupils achieving GLD continues to be improved.

Embed outdoor learning more regularly in Junior curriculum, including doing bee workshops with children.

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

Action Plan Title: *PERSONAL DEVELOPMENT AND WELL-BEING*

Target	Actions Taken	Impact	Evidence
To continue to evolve the opportunities open to pupils to gain greater aspiration and exposure to diversity (Federation)	Provide broader experiences and stronger appreciation of other cultures, ethnicities and religions by arranging opportunities where these can take place. Invite speakers to host professional visit meetings to talk about their careers, e.g. doctors, firemen, designers etc. This increases equality and diversity. Look into Primary First website. Implement school-run careers' fayre. Survey pupils regarding their career interests from Years 4, 5 and 6. In collaboration with the JLT, collate findings and make contact with the most popular careers to come in and speak to pupils. Make links with schools in other parts of the country. Continue with Ormesby University to award pupils with a graduation for all the extra-curricular clubs they attend over the year. Implement opportunities for pupils to lead on curriculum celebration events with parents invited in to share in the occasions. Liaise with UEA to discuss the possibility of a trip for all Year 6 children. ENSFC to carry our careers' event/entrepreneurial sessions. New workshops are being prepared for such sessions. Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements. Increase opportunities for ILT/JLT/Peer Mentors/Pupil voice to lead and be courageous advocates for social action on a national and local scale.	Virtual links with another school outside Norfolk will be in place. Multiple careers will visit to inspire pupils and give them more knowledge about future choices. Pupil Survey shows pupils have a greater appreciation and future ambition. Higher aspirations of children wanting to continue education/skilled vocational work More pupils offered the chance to represent the school at different events. Higher proportion of pupils representing the school. Better understanding of the world around us. Stronger appreciation for and understanding of diversity alongside acceptance of difference.	Pupil Surveys

	Consider organising a Multi-Faith Library exposing pupils to a variety of different religions. Look at implementing Junior Duke/Mini Duke to help children accomplish a variety of challenges and develop life skills, namely resilience and a growth mindset. To organise trips to other areas of the UK to improve understanding and appreciation of other cultures and religions within Britain. Greater understanding of British Values from the children. JLT/ILT to prepare an assembly on this for each school.		
To further evolve the transitional procedures of the Federation. (Federation)	Ensure further cross-phase elements take place across the year, this year we are looking at a Geography theme. Infant and Junior staff are to link across the schools with subject-specific roles working collaboratively. Creating joint action plans, knowing the beginning and end points of their subjects and pushing for pupils to hold more responsibilities. Stronger transitional works with the Ormesby Pre-School. SENCos and EYFS Lead to work with staff from Pre-School. Phonics Training to be shared. Transition sessions to begin after Summer half-term up to twice a week. Staff to spend time in Pre-School to see pupils in their setting. Monitor how this training is being implemented. Staff from Infant school to spend time working with children with additional needs to build rapport with them. Prepare virtual transition to show what each teacher is like. Transition packs. Look into the parameters around opening our own Nursery provision. Government grant scheme to be reviewed. Visits from High Schools to prepare Year 6. Years 5 & 6 trips to High Schools.	Transition for children moving from Pre-School to Reception will be smooth and less settling time needed. By knowing all FS children better in-house moderation will be more accurate and effective. Staff forge more effective relationships with our youngest children enabling them to thrive more. KS1 to KS2 and KS2 to KS3 transitions will be much more effective.	Foundation Stage Assessments Pupil Survey Parental Survey

	Additional trips to respective High Schools for pupils with SEND.		
To evolve the pastoral capacity of the schools to improve pupils' mental health and well-being. (Federation)	Continue to utilise daily sensory circuits in each school at the beginning of the day. Ensure children from each class have weekly sessions inside the NEST. Recruit staff to utilise the HIDE provision more effectively. Aim of this is to provide an outlet for certain children who are unable to manage their emotions in the classroom. Ensure reduction in support staff does not impact the pastoral provision quality negatively. Provide continued training opportunities to staff to deal with children's emotions. Enable pastoral staff to visit other settings where pastoral provision is strong. Mental Health Champion liaises with pastoral staff to ensure awareness of maintaining a positive mental health is raised. Pastoral provision to continue to be shared on our social media pages to raise its profile positively.	Children are supported more emotionally and in turn spiritually. Children's SMSC qualities are augmented by being at Ormesby Positive praise from users and their parents.	School Distinctiveness Observations Learning Walks Surveys

Next Steps: Further embed the outdoor learning approach into our curriculums, particularly the conservation of bees opportunity amongst the pupils. Pupil workshops with bees to be expanded.

Ensure the evidence of the impact of the personal development programme is clearer on the outcomes and experiences of pupils including the groups of pupils listed above.
Ensure children are exposed to a greater diversity helping them to understand their place in the world. Plan and organise a careers' fayre. JLT to carry out a careers' survey. University trip organised. Pairing with another school in a foreign country.

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

ILT to create a video tour of the Infant school.

Action Plan Title: *ATTENDANCE & BEHAVIOUR*

Target	Actions Taken	Impact	Evidence
To continue to ensure the importance of strong attendance is maintained across the Federation. (Federation)	Ensure attendance reviews are conducted weekly by DHT. Any persistent absenteeism is promptly addressed and families of concern raised with SLT and LA Attendance Team, as well as any other support agencies. Consider EHAPs for family support. Home visits implemented for any persistent absenteeism. Using the Working Together to improve school attendance document engage with families to support attendance issues regarding mental health etc. Provide parents with links to Just One Norfolk and CAMHS. Distribute annual letter from LA regarding FPN. Ensure policy is updated also in line with changes. Ensure letters go to families identified as a concern. These will include regular poor attendance, broken weeks, below 90% and a second follow up letter about still being below 90% persistent absenteeism. Fast track families with poorest attendance for fining.	Pupil attendance remains at or above Government threshold of 96% in each school. Number of people taking holidays reduces. Recognition of pupils with highest attendance using reward strategies. Percentage of attendees on reward trip remains high.	Attendance figures

	Continue with weekly attendance awards promoting weekly winners on the websites. Termly 100% attendance certificates too. Use of Attendance award trip to incentivise those to attend school better. Consider bicycle vouchers for the child with the best attendance in each school.		
To ensure all pupils are supported to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)	Bespoke PBSP (Behaviour plans) using Roots and Fruits approach assisting to manage and de-escalate behavior earlier. Exploit the support of schools and communities' team, SEND and Inclusion Team, SRBs and Alternative Provisions. Review the provision space to contemplate possibility of forming a SHIP for children who are unable to manage within a mainstream classroom. Sufficient funding and staffing are required in order for this to be effective. Recruit further support staff at both schools to assist specific children displaying behaviours that challenge and harm. Dependent on successful INDES applications for further funding for the increased level of need. Ensure staff access regular training in Step On/Up in order to manage children with more highly challenging behavior. Ensure Lead Professional training remains up to date. Use visits from the Benjamin Foundation/Play Therapist to support those displaying more emotional needs requiring more specialist intervention. Ensure Zones of Regulation training is completed with staff. These boards to be used discreetly across the two schools to enable children to identify how they are feeling to staff, who in turn can address this with intervention preventing a deterioration of behaviour. Ensure staff follow these up with pupils.	Number of more severe behavioural incidents reduced from pupils who do not behave as expected. Pupils continue to show positive aptitude for the new 5Rs. Emotional need is fully supported and pupils are able to focus on learning across the Federation. Video of pupils demonstrating a guide to the best forms of Attitudes to learning finished. Peer Mentors are actively using restorative approaches dealing with minor issues. Achieve the Diana Award for Anti-Bullying. Promote positive mental health in primary education. Approach helps to build resilience and appropriate behaviour in young children. Pupils' attitudes are more positive, prepared and focused to engage and learn. Pupils are more resilient to expectations upon them.	Break Observations Detention Log Behaviour Incident Book Vulnerable Children Log Class Observations Teacher Feedback Pupil Survey

	Further training sessions for staff to be able to deliver DESTY in both schools. JLT to prepare and create a video for all children of the school to promote a guide to the best Attitudes to learning. Ensure NEST and HIDE provisions at each school are utilised effectively staff numbers permitting. This nurture support would also help any pupils with mental health. Recruit staff to utilise the HIDE provision more effectively. Aim of this is to provide an outlet for certain children who are unable to manage their emotions in the classroom. (SHIP) Teachers and TAs to ensure they address any drop in behaviour swiftly and at the earliest point to avoid any escalation in negative behaviours. Accept the use of suspensions/exclusions are sometimes necessary as a last resort when other avenues have been explored and exhausted and/or behaviours that challenge/harm have reached such a regular and severe level that they are impacting on the effectiveness of learning and the well-being of the children/staff. Ensure sensory circuits continue effectively and daily at the beginning of school to regulate those requiring such support. Continue to track the impact of sensory circuits. Further embed the immersive learning environment space into both Infant and Junior curriculums, not to mention use the provision to support those with any sensory needs. Utilise the outdoor spaces at both school sites more greatly to develop nurture/therapy element to improve behaviour, not to mention embedding the use of the spaces into the curriculum at each school.		

	Provide opportunities for children to undertake Junior Duke/Mini Duke in order to develop life skills. Peer Mentors (Juniors) to raise the awareness of mental health and well-being with pupils by writing articles about it on the nurture blog/magazine/leading assemblies. Mental Health Awareness Day display. Commemorate Mental Health Awareness Day (10th Oct) – Wear something yellow. Continue the Anti-Bullying drive by achieving the Diana Award. DHT to be instrumental as our Mental Health Champion in helping promote Mental Health in the Workplace this year with JLT support. Continue cross-phase opportunities to enable younger pupils the chance to aspire to the older children and the older children to be given the additional responsibility of looking after the younger children.		

Next Steps:

Expand the Ormesby University graduation by engaging more pupils.

Develop further projects to tackle social injustice and support worthy causes as courageous advocates.

Embed the Mental Health Lead's role across the Federation to support our pupils and families further.

The majority of children show self-discipline and dedication to their learning. Older pupils' set a fine example for others to follow, but there are some children who do not do this regularly enough. However, where behaviours fall short staff are swift to address it.

Action Plan Title: LEADERSHIP & GOVERNANCE

Target	Actions Taken	Impact	Evidence

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

To continue to embed the Federation vision and ethos in order to progress both schools forward. (Federation)	Ensured the straplines for each school are known by all stakeholders of the school. **Aspire, Acquire, Achieve (The Three As)** (Juniors**) – Learning to Grow, Growing to Learn** (Infants) Prepared and updated a parental brochure promoting these. Use survey to check these have been retained. Used Pupil Leadership Teams to prepare a Kahoot quiz with the children to ensure they are aware of the straplines. JLT to prepare a Federation promotional video of all that is good about the school. Ensured British values and our vision underpin all we do at the school and staff refer back to the vision as a reminder of how we interact with one another and how learning relates to it	Established new vision for the Federation and straplines are evident across the schools, embedded and remembered. All staff and pupils are able to articulate the main themes of the vision and the straplines from each school. Most parents are aware of the school straplines and how each school achieves them. New video portraying all that is good about the schools to be c	Learning Walks Pupil Voice Surveys Subject Leaders Meetings Visitor Comments
To ensure new Governors develop effectively in their roles and enhance effectiveness of Governance. (Federation Governors)	Ensure new Governors understand their positions and new roles assigned (Vice-Chair, Cyber-Security and GDPR are filled.) Update and share Ofsted Readiness Pack regarding all key information about the school to prepare new and existing Governors further. Ensure Governors access regular and appropriate training, particularly finance. Ensure skills audit of Governors is completed. Replace any departing Governors with new ones, should vacancies arise. Implement more regular cycle of senior/subject leaders to attend to be challenged over their areas of responsibility. Challenge evident via questions sent to Head in advance of meetings. Improve Governor Challenge Days so that they mirror an Ofsted-style Deep Dive and still possess a narrow SIDP focus and pupils and staff are able to speak together. Improved monitoring cycle established and agreed at the start of the year and shared with	Challenge within FGB meetings will increase and be clearly evidenced for all areas. Governors to attend more training. Governors will feel more confident in their knowledge of the school and more confident in presenting staff with challenging questions. Governors more visible in school aiding and supporting school improvement. Staff/Pupils/Parents more aware of Governing Body members. Increase in number of non-staff Governors by July 2025.	FGB minutes Governor Challenge Day minutes Governor Log

	all staff to ensure SEND, Safeguarding and other key areas of the school are being monitored regularly. Governors to attend Broader Horizons Governor Network. Quality Assurance of Governance arranged for November meeting.		
To improve the Federation's premises. (Federation)	Recruit new cleaning staff to ensure premises are presentable and hygienic. Using Devolved Capital ensure areas of the school are improved aesthetically and certain areas are re-purposed or re-designed to improve provision on offer or increase safety. Ensure corridors and offices are decorated. New carpets in corridor and in HT Infant office. New carpet to be placed in Reception classes as these are beyond restoration, despite cleaning them. To improve the safety of the Infant school by replacing faulty electric gates with manually operated ones. Contribution to total costs £2,500. Junior trim trail to be given a set surround and grass wear removed with artificial grass to overcome Summer/heat problems. Maintain health and safety of provision. Where required purchase new laptops/tablets/hardware for staff or children to enhance provision. Support from PTFA fundraising. 10-15 new/last generation IPADS needed at Infants. Continued maintenance of surrounding trees/bushes and presentation of site. New signage for Infant school to be commissioned.	Unique provision encourages new children to join the school. School builds stronger reputation with a wider community. More pupils speak positively about the school. Schools look ready for learning and fit for education. New raised bed at Infant school and artificial grass around the Junior school trim trail completed.	Budget allocated to improvements Survey to gauge opinion of improvements.

SDIP REVIEW September 2026

To ensure continued impactful staff training is arranged. (Federation)	Enable subject leaders to attend impactful CPD to develop their knowledge and skillset further to lead. Staff continue to access nationally accredited leadership courses, Ofsted Inspector Training, NPQEYL, NPQEH, NPQH, NPQML and NPQSL. Governors to challenge senior/middle leaders on their subject areas by inviting them to share their impact at FGB meetings. Challenge Days with Governors altered to become more like Deep Dive style reviews for further practice. Teacher meetings used to enable subject leaders to articulate how their subjects are organised and feedback on monitoring reviews. VNET Subject Communities for subject leaders to attend and stay up-to-date with the latest subject knowledge and approaches. Linked to Behaviour and Attitudes ensure STEP ON and UP training remains up to date. Teachers to carry out peer to peer observations (Lesson Study) to augment their own teaching quality. Subject leaders to work collaboratively on action planning and cross-phase projects. VNET SIP visits to provide further quality assurance of key areas of the school, as well as peer reviews with Broader Horizons. Broader Horizons joint schools' staff training January 2026 INSET SEMH.	Staff to achieve accreditation to enhance leadership skills. Subject leaders effectively monitoring subjects, recording evidence and sharing feedback to staff. Staff will have up-to-date evidence on how subject areas are operating in school, enabling them to have a far greater understanding of their impact. Implemented whole-school foundation subject assessments, reviewed and tailored to the curriculum. Staff aware of Intent, Implementation and Impact of their subjects. Subject leaders all aware of how many pupils are at Expected in their subjects in each class. (Target 75%) Successful completion of NASENDCo Successful completion of Coaching Course (EA) EA and EB continue their national accreditation courses.	Training records Governor minutes Lesson observation records Learning Walks Subject Leader Files Book Looks Subject Leader Monitoring Forms Subject Leader Class Data

SDIP REVIEW September 2026

To continue to ensure staff well-being and workload remains positive. (Federation)	Reinvigorate half-termly timetabled meetings for different staff groups to voice any concerns. Monitor and address any concerns swiftly to avoid discontent. Commemorate World Mental Health Day 2025 with the theme of mental health in the work place. Ensure an open door policy exists across the Federation. Ensure well-being events are regularly held and suitably attended. Ensure all staff feel valued and appreciated. Gratitude and praise whenever needed. Ensure performance management of staff continues robustly to provide another avenue for a voice. Ensure staff have delegated responsibilities and are involved in decision making and have ownership over new approaches. Share Norfolk Support Line/IPRS Services. Provide release time/support to staff to achieve tasks, where possible. Provide staff with support and trust to lead and develop the school themselves. Ensure staff have access to regular and impactful training.	Staff remain enthusiastic and positive. Staff fully aware they are supported and feel valued for the work they do. Staff appreciate available time and support to get things done, when and where possible. Staff feel safe and listened to. External staff support for mental well-being acquired. Better Balance Education purchased.	Staff Surveys Staff Attendance
To ensure the provision for SEND continues to evolve successfully. (Federation)	Ensure policy and SEND Information report are updated accordingly. SENDCOs to arrange further SENDIASS workshops for parents to gain additional information and support. INDES applications completed by SENDCOs and submitted for all relevant children with the hope that the highest levels of need will obtain the schools further funding to recruit staff.	Provision maps updated and fully costed for each school. Staff able to track SEND pupil intervention impact, not to mention the additional support pupils may be having. Schools have self-evaluated themselves accurately to support additional funding applications. Stronger awareness of where the school's SEN provision lies.	Centralised Provision Map used by all staff. IPSEF document Costed Provision maps SEF

	Implement variation on parent-teacher meetings by offering families additional meetings with SENDCOs. In liaison with the Headteacher, ensure the graduated provision maps for each school are reviewed and updated prior to submission to LA. Ensure there is triangulation with INDES and IEPs. SENDCOs to ensure teachers review their IEPs to bring them more strongly in line with the child's INDES application. Needs seen match the support being implemented in class. Learning walks completed as part of monitoring cycle to gauge how well SEND children are being supported and how well staff are enabling the gap between non-send peers to be closed. Ensure all interventions are being tracked. The SENCOs will continue to monitor the impact of the centralised provision mapping tool ensuring all systems are fully updated by staff and both schools are using the tool effectively. Support staff to be trained on its use and supported anyone be new or unfamiliar with the system. Ensure Infant interventions have the bespoke pages required in the provision map prepared. SENDCos supervise the continued use of Wellcomm by ensuring all staff are confident in its use. Ensure Reception children are all screened as normal procedure. Monitor delivery of programme to ensure children are assessed accurately. Meet with SEND/Inclusion Advisors to support the implementation of the IPSEF across both schools and advise on additional support. Continue to use CPOMS as the recording system for SEND related matters.	Both schools use the provision map tool and WelComm programme effectively at to the same level. Parental attendance at SENDIASS workshops expands.	

	SENDCOs to ensure external settings are utilised such as SRBs and APs to better support specific children and provide them with specialist support. The SENCOs will review and update the IPSEF to prioritise future targets/outcomes for SEND across the Federation.		
To continue to manage the budgets of the Federation schools effectively.	Budgets at both schools require diligent management to ensure both schools continue without deficits. Where there are deficits, senior management must review and make necessary economies of respective budget lines. Maintain transparency with the Governors and seek their support to identify any other areas that are more cost effective. Review structure of Federation staffing and management. Prepare succession planning of senior management staff should this need to be altered. Consider site amalgamation using Local Authority viability study. SENDCOs to use INDES application process and the graduated provision maps to secure further funding to support those with higher level of need.	Budgets remain in surplus. Effective economies are made to ensure continued effective provision of the schools.	Budgets Graduated Provision Maps INDES Applications

Next Steps:

Implement new Governor role descriptors and visit timetable.

Recruit additional Parent Governors.

Ensure GPMs are regularly updated and accurately depict the SEND picture for support using external specialists to assist with its completion.

Ensure leaders' actions strive to have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive.

Ormesby Village Infant and Junior Schools Federation

SDIP REVIEW September 2026

Action Plan Title: *INCLUSION*

Target	Actions Taken	Impact	Evidence
Continue to monitor the pupil premium strategy and inform school practice accordingly. (Federation)	Improve oral language skills and vocabulary among disadvantaged pupils. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Provide opportunities for children to speak more in lessons about their work or provide further opportunities for children to present to others and speak in front of others. Improved reading attainment among disadvantaged pupils at the end of the academic year. Improved maths attainment for disadvantaged pupils at the end of the academic year. Improved writing attainment for disadvantaged pupils at the end of the academic year. Quality first teaching with high expectations and Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers. Regular reviews of attendance each half-term. Improved emotional well-being and increased strength of relationships between home and school. Children displaying signs of emotional needs are reduced or have sufficient support in place to provide them with strategies to self-manage their needs more strongly. Children and families have forged stronger relationships between home and school. Ensure Pastoral provision is effective and current and using several strategies to help pupils thrive.	Pupil Premium Strategy completed to good effect in both schools. Pupil Premium children achieve well across the curriculum. Pupil outcomes in writing outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard. Pupil outcomes in maths outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard. Pupil outcomes in reading outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard. Sustained high attendance from 2025/26 demonstrated by: the overall absence rate for all pupils being no more than 92%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 25%.	Pupil Premium Strategy Pupil Asset PP Outcomes

To ensure pupils with any disadvantage (PP, FSM, EAL, SEND & CLA) are effectively supported in order to narrow the gap to those without disadvantage. (Federation)	SENDCOs to ensure all pupils with SEND have an accurate and smart IEP, which is triangulated with their INDES applications and the school's graduated provision map. Ensure all interventions are tracked by staff and that this records the smaller steps of progress made by pupils with SEND. Staff use the centralized provision map effectively to understand the children and their needs. Using this information to better personalise learning. Ensure children with SEN/additional needs are provided with regular keep up and catch up sessions to narrow the gap to their peers in Little Wandle reading sessions. INDES applications used to acquire further funding to recruit more support staff. In turn, better supporting those pupils with SEND. Implement variation on parent-teacher meetings by offering families additional meetings with SENDCOs. Use of external specialists to support pupils with SEND further.	SEND children making stronger progress and this can be measured. Provision map effectively run in both schools.	Centralised Provision Map IEPs

Next Steps:

Continue to ensure the disadvantaged children have barriers to their learning identified quickly and overcome with effective initiatives.

Action Plan Title: *ACHIEVEMENT*

Target	Actions Taken	Impact	Evidence
To continue to ensure the percentage of pupils achieving Expected and Higher Standard in RWM across the school, including disadvantaged and pupils with	Staff to ensure all teaching plans and sequences of learning include clear adaptations in order to make lessons accessible to all abilities of learners. Subject coordinator monitoring will need to be happy that this exists for their subjects identified from scrutinies.	Pupil outcomes are at least in line with or above National Averages in RWM at Expected and Greater Depth.	SATS Pupil Outcomes NTS Standardised Tests

SEND remains above-average year on year. (Federation)	Staff will address pockets of apathy. Staff will reward and praise positive examples of expected behaviour and correct attitudes to learning. Teaching staff are able to utilise interventions effectively through deployed TA to identify the smaller increments of progress made by children with SEND or who are Disadvantaged. Progress records maintained from these interventions will demonstrate how well such learners are doing in their lessons. These interventions will be run with the explicit driving force to close their gap with their peers. Teaching staff to ensure that all planning includes clear challenge activities for all learners, especially those considered the most confident in specific subjects, so that these pupils can be pushed more deeply into their learning. This can be evident from lesson observations and scrutinies (planning and book). Teaching staff will ensure marking and feedback are completed regularly and effectively. Marked work identifies misconceptions swiftly, there is feedback from this to the child and pupils are given time to respond to such feedback in order to evidence their Pink to Purple pen improvements.		
To ensure pupils with any disadvantage (PP, FSM, EAL, SEND & CLA) are effectively supported in order to narrow the gap to those without disadvantage. (Federation)	SENDCOs to ensure all pupils with SEND have an accurate and smart IEP, which is triangulated with their INDES applications and the school's graduated provision map. Ensure all interventions are tracked by staff and that this records the smaller steps of progress made by pupils with SEND. Staff use the centralized provision map effectively to understand the children and their needs. Using this information to better personalise learning. Ensure children with SEN/additional needs are provided with regular keep up and catch up	SEND children making stronger progress and this can be measured. Provision map effectively run in both schools.	Centralised Provision Map IEPs

	sessions to narrow the gap to their peers in Little Wandle reading sessions. INDES applications used to acquire further funding to recruit more support staff. In turn, better supporting those pupils with SEND. Implement variation on parent-teacher meetings by offering families additional meetings with SENDCOs. Use of external specialists to support pupils with SEND further.		

Next Steps:

Continue the drive to ensure disadvantaged children (SEND/FSM/PP) achieve consistently well across the curriculum, particularly those with SEND (although this may depend on the type of additional needs they have).

Ensure the percentage of children achieving Expected and Greater Depth in RWM remain in line with or above National Averages.