

# School Development and Improvement Plan REVIEW

September 2023

Infant School Target – Junior School Target – Combined Target

	Target Achieved		Working Towards		Not Achieved
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**Action Plan Title: QUALITY OF EDUCATION**

Target	Actions Taken	Impact	Evidence
<p>To implement a raising attainment plan for Reading, Writing and Maths in order to raise the percentage of pupils reaching the Expected and Greater Depth Standards. (Federation)</p>	<p>Ensure high quality and challenging teaching in all year groups.</p> <p>Hold termly pupil progress meetings to track attainment and hold teachers to account for their class milestones.</p> <p>Whole School Performance Management target to raise attainment in RWM all class-based teaching staff.</p> <p>Use intervention/mop up strategies in class to support and improve the understanding of those children that find Maths/English topics challenging. Ensure any interventions used are in line with the objectives being taught in the class.</p> <p>Establish an immersive learning classroom to generate discussion and enhance the curriculum for all pupils.</p> <p>Work collaboratively and virtually with other schools which show consistently strong attainment. (Broad Horizons)</p> <p>Seek further CPD on improving attainment, particularly in Maths Mastery (fluency, reasoning and multiplication and division) and Reading (inference, deduction, comprehension). White Rose assessment materials to be used and adapted if necessary.</p> <p>Develop a greater culture of reading for pleasure. Each class to have their own reading library. Junior Librarians instated to set a higher example of a passion for reading to others with lunchtime clubs.</p>	<p>The percentage of children achieving RWM at Expected in each class will be in line with or above National Average (75%+) by Summer 2023</p> <p>The percentage of children achieving Expected Standard in RWM will be above or at least in in line with National Average.</p> <p>In 2019, National Averages were KS1 65% and KS2 65% for combined RWM. Ormesby figures need to be above these standards. In 2023-2023 KS1 34% and KS2 45% at Expected in RWM.</p> <p>Percentage of pupils achieving Higher Standard in RWM will be above or at least in line with National Average at the end of KS1 (2023 6%) In 2022-2023, the RWM at Greater Depth was 3%.</p> <p>Percentage of pupils achieving Higher Standard in RWM will be above or at least in line with National Average at the end of KS2 (2023 8%) In 2022-2023, the RWM at Greater Depth was 2%.</p> <p>The gap between SEND pupils and non-SEND pupils will be smaller.</p> <p>Intervention Groups that have SEND pupils will show effective progress of them from their starting points.</p>	<p>School data</p> <p>KS1 and KS2 SATS</p> <p>Pupil Asset data</p> <p>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%.</p> <p>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%.</p> <p>KS1 Milestones Higher Standard: Autumn: 6% Spring: 9% Summer: 12%</p> <p>KS2 Milestones Higher Standard: Autumn: 3% Spring: 6% Summer: 10%</p>

	<p>Online provisions to be used and promoted regularly. Times Tables Rock Stars, SPAG.com and Hit the Button to increase learning outside of classroom. Look into Testbase.</p> <p>Cooperative Learning to be used to improve the pupils understanding and reasoning, fluency and to enable pupils to be more active whilst learning.</p> <p>Ten in Ten or Five in Five equivalents are pacy learning tasks and are to be used daily in Maths. Ensure QLA documents are analyses to identify areas of curriculum which need to be focused on for specific cohorts.</p> <p>Revised curriculum enables pupils to be immersed in a greater depth of subject content and utilising skills in a cross-curricular manner.</p> <p>Hold termly pupil progress meetings to track attainment and hold teachers to account for their classes.</p> <p>Implement the DARES curriculum by Mr. P. ICT to help support other areas of the curriculum.</p> <p>Links with ENSFC/Flegg High to enable specialist students and/or teaching staff to work with our most able pupils to further extend their learning.</p> <p>Attend further CPD around identifying elements required to enable pupils to achieve higher standard/greater depth.</p> <p>SENDCo to work more closely with SEND pupils providing additional support through a timetabled cycle across the year.</p> <p>Ensure IEPs and Provision Maps are used efficiently by all teachers and specific targets are shared with pupils</p>		
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	<p>and parents. Maps must be reviewed termly and evidence of impact shared with Headteacher and SLT.</p> <p>SENDCo to share the attainment and progress of SEND pupils with Governors.</p>		
<p>To continue to ensure the foundation subject curriculum and foundation subject assessments are more strongly embedded. (Federation)</p>	<p>Subject leaders to create knowledge and skills documents for their own subjects.</p> <p>In Maths, White Rose assessment materials to be used and adapted if necessary. Kahoot! quizzes to be designed to assess Maths that has been taught. These quizzes can be used across the curriculum. These are used to grasp retention levels.</p> <p>Using these documents create tailored assessment systems to track the ability of the pupils against.</p> <p>SLT to monitor that there is progression of key skills and full content coverage of the curriculum across the subjects.</p> <p>Subject leaders to continue to monitor the impact of the curriculum on the attainment of the pupils. Subject leaders understand the percentage of pupils in each class at an Expected (+) standard.</p> <p>Conduct regular lesson observations and learning walks in order to ensure key elements are included in each lesson and quality of provision is improved. Coverage is also understood.</p>	<p>System will allow for more effective and robust pupil progress and subject leaders meetings.</p> <p>More accurate teacher assessment judgements of pupil attainment in foundation subjects.</p> <p>Subject leaders conducting effective learning walks regarding the standard of teaching and learning in each class.</p> <p>Data sheet shows target of 75% of each class are at Expected in the subjects.</p>	<p>Lesson Observations</p> <p>Subject leader data</p> <p>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.</p> <p>History and Geography, as well as Music and MFL have assessments in place carried out by the teachers of those subjects.</p>

<p>To ensure independent writing improves across the Federation using the schools' approaches more effectively (The Write Stuff – Junior).</p>	<p>Implement a whole school map of Write Stuff units being covered in each year group.</p> <p>Build in discreet grammar and punctuation requirements for each genre of writing being taught.</p> <p>To ensure writing moderation takes place internally and externally across the school enabling teachers to be confident in making accurate judgements. It is also needed to ensure level of independent writing is appropriate for each pupil.</p> <p>Visit other schools using The Write Stuff to see another setting's approach to making judgments. (Caister Junior)</p> <p>Attend Write Stuff training.</p> <p>Implement standardisation exercise with VNET support using examples of our own pupils' work so set an Expected standard.</p> <p>To improve the Grammar and Punctuation understanding across the school by implementing the online tool SPAG.com. Used as a homework tool to consolidate grammar and punctuation learning.</p>	<p>Teachers have accurate judgement levels in writing.</p> <p>School creates its own standardisation materials.</p> <p>Independent writing is sufficient for County Moderation and a good percentage of pupils reach Expected standard and some achieve Greater Depth.</p>	<p>Pupils' Writing</p>
<p>To improve the fluency of number, reasoning and problem-solving across the schools. (Federation)</p>	<p>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)</p> <p>Implement maths workshops for parents to see how pupils are taught maths in schools.</p> <p>Use Cooperative Learning Clips more to consolidate the fluency of number, four operations and times tables.</p>	<p>Number of pupils achieving Expected in Maths is improved in all years, but particularly at the end of KS2.</p> <p>Results from Calculation audit will improve in all year groups</p> <p>Year 6 will show improvement in the Arithmetic paper from baseline results</p> <p>Children's books will show reasoning using stem sentences</p>	<p>Maths data Pupil Books Maths monitoring</p>

	<p>Sentence stems and stem sentences to be used and displayed on working walls and used in maths lessons.</p> <p>Opportunities to reason in every maths lesson using CLIPS.</p>		
<p>To prepare Year 4 pupils for the Multiplication Check (Junior)</p>	<p>Inform parents of new tests for Year 4 pupils. Use DfE video on social media and information session/workshop.</p> <p>Re-launch TTRS to inspire pupils of all ages to tackle their times tables. Provide a competitive edge pupils against pupils/staff. Renew subscription.</p> <p>Establish a Hall display to track progress and highest performers.</p> <p>Ensure Ten in Ten fluency sessions include regular multiplication questions.</p> <p>Hold virtual competitions between schools virtually to raise the profile.</p> <p>Ensure QLAs are being carried out as directed by Maths Lead. Do they show multiplication is a strength or area for improvement?</p>	<p>80% of Year 4 pupils pass Year 4 Multiplication check. In 2022-2023, 91% of pupils achieved a raw score of 21+ out of 25.</p> <p>80% of Year 3 prepared and able to understand 2, 5, 10, 3, 4 and 8 times tables.</p> <p>80% of Year 2 are able to solve 2, 5 and 10 times tables questions swiftly.</p> <p>70% of Junior classes are engaging with TTRS.</p>	<p>In-school maths tracking data</p> <p>Children's maths books</p> <p>Pupil progress meeting notes Year 4 achieved 15 children at half marks or above, but improvements needed to increase the number of pupils achieving higher.</p>
<p>To implement a programme of outdoor learning across the Federation. (Federation)</p>	<p>Look into available companies to provide outdoor learning to enhance the curriculum or to provide an after-school extra-curricular club.</p> <p>Liaise with staff as to how this would enhance the curriculum the best.</p> <p>Use of Sports' Premium as a means to fund the support as it is physical development.</p> <p>Ensure both outdoor areas at the Infant and Junior schools are prepared and cleared for pupils to use.</p> <p>Staff trained to be a Forest School/Bushcraft instructor.</p>	<p>Pupils learning life skills, such as survival instincts and first aid.</p> <p>Pupils using the area for pastoral purposes also as an area to reflect and de-escalate.</p>	<p>Pupil surveys</p> <p>Outdoor Learning Booklet</p>

	<p>Prepare the Den to be used by pupils once again as a sheltered area at the Infant school.</p>		
<p>To ensure a greater profile for reading is established across the Federation. (Federation)</p>	<p>Ensure library spaces are improved and reading material reviewed and updated.</p> <p>Establish teaching staff as English reading experts at the Junior school.</p> <p>Implement Junior Librarians to lead reading clubs at lunchtimes and ensure the library is well used and maintained.</p> <p>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 children who still have not passed the phonics screening check. Ensure other reading interventions are used to support pupils higher up the school, such as Read Write Inc.</p> <p>Ensure all classes practise reading five times a week and ensure Junior classes are collecting the chain links to inspire classes to compete against one another. Ensuring pupils who do not read out of school have opportunities to practise within school.</p> <p>Ensure reading comprehension is practised within classes focussing on the key skills of inference, summarising, retrieval, explain, compare,</p> <p>Ensure class novels are read daily in each class to maintain use of high quality texts.</p>	<p>Reading has a significant importance across the Federation.</p> <p>Reading systems for Phonics well embedded and producing consistently high results.</p> <p>Reading is seen as a key ingredient to pupil success by the pupils themselves.</p> <p>Reading intervention effectively used for all pupils requiring support.</p>	<p>Reading Data</p> <p>Pupil surveys</p>

<p>To achieve a Quality Skills Mark for an area of the curriculum. (Federation)</p>	<p>Discuss with the teaching staff which subjects and leaders would be interested in applying for and pursuing a Quality Mark. This could be Science or Art &amp; Design.</p> <p>Ensure there is sufficient funding for an application to be made.</p>	<p>Certificate for successful completion of a subject specific quality mark.</p>	<p>Quality Mark Certificate</p> <p>Enhanced curriculum provision</p> <p>External validation</p>
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**Next Steps:**

Ensure foundation subject assessments are finalised to match new blocked Junior curriculum and are in place for all subjects.

Implement greater independent writing from the pupils implementing more effective grammar, spelling and punctuation toolkit across the Federation.

Percentage of achieving the Expected standard in RWM needs to continue be improved, particularly in KS1 and KS2.

Percentage of achieving the Higher standard in RWM needs to be improved, particularly in KS1 and KS2.

**Action Plan Title: PERSONAL DEVELOPMENT**

Target	Actions Taken	Impact	Evidence
<p><b>To raise the aspirations and diversity of pupils. (Federation)</b></p>	<p>Invite speakers to host virtual meetings to talk about their careers, e.g. doctors, firemen, designers etc. This increases equality and diversity. Look into Primary First website.</p> <p>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.</p> <p>Make links with schools in other parts of the country.</p> <p>Liaise with UEA to discuss the possibility of a trip for all Year 6 children. ENSFC to carry our careers' event/entrepreneurial sessions.</p> <p>Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements.</p> <p>Increase opportunities for JLT/Peer Mentors/Pupil voice to lead and be courageous advocates. JLT to pursue a campaign for Afghanistan and ILT looking into Horsey Seals as a local issue for social action.</p> <p>To organise trips to other areas of the UK to improve understanding and appreciation of other cultures and religions within Britain provided all is COVID Secure.</p>	<p>Virtual links with another school outside Norfolk will be in place.</p> <p>Multiple careers will virtually visit to inspire pupils and give them more knowledge about future choices.</p> <p>Pupil Survey shows pupils have a greater appreciation and future ambition. Higher aspirations of children wanting to continue education/skilled vocational work</p> <p>More pupils offered the chance to represent the school at different events if COVID guidelines relent.</p> <p>Higher proportion of pupils representing the school if COVID guidelines relent.</p> <p>Better understanding of the world around us.</p> <p>Stronger appreciation for diversity and acceptance of difference.</p>	<p>Pupil Surveys</p> <p>Pupil Committees were created across both schools and ILT and JLT created their own action plans to achieve across the year. Lots of opportunities for Years 3 and 4 and Year 5 and 6 pupils to represent the school in a multitude of sports. Peer mentors established successfully in Junior School and achieved Anti-Bullying Ambassador certificates from Diana Award Scheme.</p>
<p><b>To improve the transitional elements of the school. (Federation)</b></p>	<p>Ensure further cross-phase elements take place across the year in a COVID friendly manner.</p> <p>Stronger transitional works with the Ormesby Pre-School. Do they wish to become part of the school?</p> <p>To work as a unit joining together for outdoor activities.</p>	<p>Transition for children moving from Pre-School to Reception will be smooth and less settling time needed.</p> <p>By knowing all FS children better in-house moderation will be more accurate and effective.</p> <p>Staff forge more effective relationships with our youngest children enabling them to thrive more.</p>	<p>Foundation Stage Assessments</p> <p>Pupil Survey</p> <p>Parental Survey</p> <p>Good transition from Infant to Junior and from Junior to high School, but more can be done to strengthen the transition from Pre-School to Infants. Joint training and phonics approach to be shared for consistency.</p>

	<p>Prepare virtual transition videos explaining what each teacher is like. Transition packs.</p> <p>Visits from High Schools to prepare Year 6 with the use of virtual tours.</p>	<p>KS1 to KS2 and KS2 to KS3 transitions will be much more effective.</p>	
<p>To raise the pastoral capacity of the Infant school to support those children most in need. (Infant)</p>	<p>Repurpose the Infant IT suite to become a nurture space suitable to meet sensory and emotional needs.</p> <p>Infant Leaders to name the space (HIDE) – decorate and establish a timetable for use by staff.</p> <p>Provide training opportunities to staff to deal with children's emotions.</p> <p>Advertise the space to the wider community.</p> <p>Create a document How SMSC is evidenced at Ormesby. Share on website under distinctiveness.</p>	<p>Children are supported more emotionally and in turn spiritually.</p> <p>Children's SMSC qualities are augmented by being at Ormesby</p> <p>Positive praise from users and their parents.</p>	<p>School Distinctiveness Observations Learning Walks Surveys</p>

Next Steps: Maintain the areas and look into building the use of the outdoor areas into the curriculum with Bushcraft and/or forest Schools.

Raise the aspirations of pupils regarding future careers.

Ensure children are exposed to a greater diversity helping them to understand their place in the world.

**Action Plan Title: BEHAVIOUR & ATTITUDES**

Target	Actions Taken	Impact	Evidence
To continue to improve pupil attendance in the Federation. (Federation)	<p>Ensure attendance reviews are conducted weekly by DHT.</p> <p>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.</p> <p>Update letter from LA regarding FPN.</p> <p>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.</p> <p>Use new Joint Access Protocol for families where the persistent absence is always medical (not cases of ongoing medical need) Request for medical evidence for illness either side of a holiday.</p> <p>Ensure policy is updated.</p> <p>Fast track families with poor attendance for fining.</p> <p>Re-introduce weekly attendance awards promoting weekly winners on the websites.</p> <p>Use of Attendance award trip to incentivise those to attend school better.</p>	<p>Pupil attendance remains at or above Government threshold of 96% in each school.</p> <p>Both schools in 2022-2023, remained around 92/93% attendance due to an influx of leaves of absence and holidays in term time.</p> <p>Number of people taking holidays reduces.</p>	Attendance figures
To maintain the highest of expectations for behaviour and attitudes towards learning across the school. (Federation)	<p>Ensure break rotas have teaching staff on duty to aid behaviour management at unstructured times.</p> <p>JLT to prepare and create a video for all stakeholders of the school to promote all that is good/distinct about Ormesby driven by the vision, values and straplines. <b>Aspire, Acquire, Achieve &amp; Learning to Grow – Growing to Learn</b></p>	<p>Number of more severe behavioural incidents reduced from pupils who do not behave as expected.</p> <p>Pupils showing positive aptitude for the new 5Rs.</p> <p>Emotional need is fully supported and pupils are able to focus on learning at the Infant school.</p> <p>Video of all that is good about Ormesby finished.</p>	<p>Break Observations</p> <p>Detention Log</p> <p>Behaviour Incident Book</p> <p>Vulnerable Children Log</p> <p>Class Observations</p> <p>Teacher Feedback</p> <p>Pupil Survey</p>

	<p>Infant staff to be trained in nurture with the aim of developing a nurture room in the former IT suite at the Infant school. This would include Toast Time, as well as a welcoming space to de-escalate emotional behaviour. This would support any pupils with mental health through nurture sessions.</p> <p>Create an immersive learning environment space at the Junior school, which would enhance the curriculum, support those with any sensory needs and be a unique provision in the locality.</p> <p>Utilise the outdoor spaces at both school sites to develop nurture/therapy element to improve behaviour. Provide opportunities for children to undertake Bushcraft and learn key skills. Use this to de-escalate.</p> <p>Peer Mentors 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 (10<sup>th</sup> Oct) – Wear yellow. Continue the Anti-Bullying drive by achieving the Diana Award.</p> <p>Use visits from the Benjamin Foundation to support those displaying more emotional needs requiring more specialist intervention.</p> <p>Implement a growth mindset approach with the 5Rs to ensure positive attitudes to learning, where each week pupils display a key skill (resilience, readiness, reflectiveness, responsibility and resourcefulness) and are recognised for this in Celebration Assembly.</p> <p>Ensure Zones of Regulation are 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.</p>	<p>Peer Mentors are actively using restorative approaches dealing with minor issues. Achieve the Diana Award for Anti-Bullying.</p> <p>Promote positive mental health in primary education.</p> <p>Approach helps to build resilience and appropriate behaviour in young children.</p> <p>Pupils' attitudes are more prepared and focused to engage and learn.</p> <p>Pupils are more resilient to expectations upon them.</p>	
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	Introduce more 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 older children.		
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Next Steps:

Develop higher aspirations of children through visits from inspirational professionals after surveying pupils' career interests and enabling greater arrange of extra-curricular opportunities. Consider Ormesby University graduation to track pupils' engagement with wider learning building aspirations further.

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

Develop the pastoral element of the schools to ensure children have greater sensory support and support for mental well-being. Establish a Mental Health Lead.

***Action Plan Title: LEADERSHIP & MANAGEMENT***

Target	Actions Taken	Impact	Evidence
<p>To continue to embed the Federation vision and ethos in order to progress both schools forward. (Federation)</p>	<p>Ensure the straplines for each school are known by all stakeholders of the school. <b>Aspire, Acquire, Achieve (The Three As) (Juniors) – Learning to Grow, Growing to Learn (Infants)</b></p> <p>Prepare and update a parental brochure promoting these. Use survey to check these have been retained.</p> <p>Use 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.</p> <p>Ensure 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.</p>	<p>Established new vision for the Federation and straplines are evident across the schools, embedded and remembered.</p> <p>All staff and pupils are able to articulate the main themes of the vision and the straplines from each school.</p> <p>Most parents are aware of the school straplines and how each school achieves them.</p>	<p>Learning Walks Pupil Voice Surveys Subject Leaders Meetings Visitor Comments</p>
<p>To prepare effective succession planning for Governors in order to maintain effective management of the Federation. (Federation Governors)</p>	<p>Ensure departing Governor roles are filled with trained, existing members, such as safeguarding.</p> <p>Ensure new Governor roles, such as Cyber-Security are filled.</p> <p>Create and share Ofsted Readiness Pack regarding all key information about the school to prepare new and existing Governors further.</p> <p>Ensure Governors access appropriate training.</p> <p>Increase non-staff Governor numbers with enhanced recruitment drive.</p> <p>Enable senior leaders/staff to attend to be challenged over their areas of responsibility.</p> <p>Enable Governor Challenge Days possess a narrow SIDP focus and pupils and staff are able to speak together.</p>	<p>Challenge within FGB meetings will increase and be clearly evidenced for all areas.</p> <p>Governors to attend more training.</p> <p>Governors will feel more confident in their knowledge of the school and more confident in presenting staff with challenging questions.</p> <p>Governors more visible in school aiding and supporting school improvement.</p> <p>Staff/Pupils/Parents more aware of Governing Body members.</p> <p>Increase in number of non-staff Governors by July 2023.</p>	<p>FGB minutes</p> <p>Governor Challenge Day minutes</p> <p>Governor Log</p>

<p>To ensure premises development enhances school provision within the school and wider communities. (Federation)</p>	<p>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.</p> <p>Ensure fire safety improvements are made, where funds allow.</p> <p>Implement a cycle of re-decoration to more worn areas of the school, particularly the school halls and corridors.</p> <p>Implementation of an immersive learning environment at the Junior School fit for uses by all ages and needs. Areas of the school to appeal to other settings/organisations, who would book in a let.</p> <p>Where required purchase new laptops/tablets for staff or children to enhance provision.</p> <p>Improve outdoor safety at the Infant school with new fencing. Internal improvements with renovation of a former IT suite re-purposed to be a nurture space.</p>	<p>Unique provision encourages new children to join the school.</p> <p>School builds stronger reputation with a wider community.</p> <p>More pupils speak positively about the school.</p>	<p>Budget allocated to improvements</p> <p>Survey to gauge opinion of improvements.</p>
<p>To ensure Government funding continues to be used effectively. (Federation)</p>	<p>Update the Tiered Approach Plan for tutoring funding and ensure school-led tutoring is running once again by Autumn 2 in both schools.</p> <p>Sessions to be held after school for the most disadvantaged.</p> <p>Ensure Pupil and Sports' Premium funds are allocated to have the greatest impact in the schools.</p> <p>Look into other avenues of funding with Grants4schools.</p>	<p>School-led Tutoring to take place for identified pupils each week for the most disadvantaged. (15 hours)</p> <p>Tutoring provides evidence that it is effective with the attainment of disadvantaged pupils improving.</p> <p>Sport provision in the school is enhanced with entry into more competitive events and more pupils able to represent the school.</p>	<p>Staff List</p> <p>Pupil progress</p> <p>Intervention tracking</p> <p>Number of children participating in sport.</p>
<p>To continue to ensure staff training has a greater impact on the schools. (Federation)</p>	<p>Enable subject leaders to attend impactful CPD to develop their knowledge and skillset further to lead.</p> <p>Staff to access nationally accredited leadership courses, NOQML and NPQSL.</p> <p>Governors to challenge senior/middle leaders on their subject areas by inviting them to share their impact at FGB meetings.</p>	<p>Staff to achieve accreditation to enhance leadership skills.</p> <p>Subject leaders effectively monitoring subjects, recording evidence and sharing feedback to staff.</p> <p>Staff will have up-to-date evidence on how subject areas are operating in school, enabling</p>	<p>Training records</p> <p>Governor minutes</p> <p>Lesson observation records</p> <p>Learning Walks</p> <p>Subject Leader Files</p>

	<p>Subject Leaders to work collaboratively across the two schools developing each other's knowledge of different Key Stages.</p> <p>The schools within the Broader Horizons group enabling respective subject leaders to work collaboratively to build upon curriculum knowledge and skills and their own confidence in articulating the school's subject position to Ofsted/External Visitors.</p> <p>Teachers to carry out peer to peer observations (Lesson Study) to augment their own teaching quality.</p> <p>ECT mentored and coached effectively to become a successful teacher.</p> <p>Subject leaders to hold other teachers to account for underperformance swiftly and improve quality of teaching and learning. Offer informal support to underperforming staff.</p> <p>Teaching staff to improve writing judgement skills with internal moderation exercises, supported by VNET.</p> <p>Subject leaders finalising foundation subject whole school assessments sharing these with other staff.</p> <p>VNET to provide further external validation regarding key areas, such as Phonics for Infants and Reading and Writing at the Juniors.</p>	<p>them to have a far greater understanding of their impact.</p> <p>Implemented whole-school foundation subject assessments, reviewed and tailored to the curriculum.</p> <p>Staff aware of Intent, Implementation and Impact of their subjects.</p> <p>Subject leaders all aware of how many pupils are at Expected in their subjects in each class. (Target 75%)</p> <p>ECT to successfully complete their induction.</p>	<p>Book Looks</p> <p>Subject Leader Monitoring Forms</p> <p>Subject Leader Class Data</p>
<p>To ensure staff well-being and workload remain appropriate. (Federation)</p>	<p>Communicate more strongly with staff by holding half-termly timetabled meetings for different staff groups to voice any concerns. Address any concerns swiftly to avoid discontent.</p> <p>Ensure an open door policy exists across the Federation.</p> <p>Ensure well-being events are regularly held and suitably attended.</p> <p>Ensure all staff feel valued and appreciated. Gratitude and praise when needed.</p>	<p>Staff remain enthusiastic and positive.</p> <p>Staff fully aware they are supported and feel valued for the work they do.</p> <p>Staff appreciate available time and support to get things done, when and where possible.</p> <p>Staff feel safe and listened to.</p>	<p>Staff Surveys</p> <p>Staff Attendance</p>

	<p>Share Norfolk Support Line/IPRS Services.</p> <p>Provide release time/support to staff to achieve tasks, where possible.</p> <p>Provide staff with support and trust to lead and develop the school themselves.</p>		
<p>To complete the IPSEF (Inclusion and Provision Self Evaluation Framework) (Federation)</p>	<p>The SENCO will attend relevant training courses and meet with SEND/Inclusion Advisors to support the implementation of the IPSEF across both schools.</p> <p>The SENCO will complete the IPSEF, with the support of the Headteacher, to evaluate current SEN practice across the schools.</p> <p>The SENCO will use the IPSEF to prioritise future targets/outcomes for SEN across the Ormesby schools.</p> <p>The SENCO will use the INDES/IPSEF to support additional funding bids.</p>	<p>Schools have self-evaluated themselves accurately to support additional funding applications.</p> <p>Stronger awareness of where the school's SEN provision lies.</p>	<p>IPSEF document</p>

Next Steps: Use Devolved Formula Capital to develop the building and grounds further.

Ensure the Federation is promoted further within the community.