

Federation Improvement Plan 2023 / 24



The following plan is a living document and as such is regularly changing.

This version was printed on:
12/10/23

For the most up to date details please see a member of the Senior Leadership Team

Federation Improvement Plan

2023 / 24

Section 1

Key Information

Aims and Values

The aims, values and vision below have been written by the children, parents, governors and staff. We believe that a shared set of beliefs will ensure that all stakeholders join forces to ensure progression in all areas.

Values:

Our stakeholders at Ormesby Village Infant and Junior Schools Federation have decided upon the following set of core values (although we regularly include others) that underpin everything we do. These values will guide the children and adults through periods of change and development on our journey to being the best we can be.

- Respect
- Honesty
- Family
- Aspiration
- Nurturing
- Friendship
- Togetherness
- Resilience

Aims:

The aim of Ormesby Village Infant & Junior Schools Federation is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on ethical and moral teaching and lead us to build a caring family. Our school aims to promote an environment where all feel happy, safe and secure. At our Infant school, all stakeholders are always **learning to grow: growing to learn** as they develop how they interact, learn and play together. At our Junior school, everyone **aspires** to be the best they can be, everyone **acquires** the knowledge and skills to be a valuable future citizen of the world and everyone **achieves** success from the many opportunities they are provided with no matter what their starting points.

By the time a child leaves Ormesby Village Infant and Junior Schools Federation they will have:

- Become a valued member of a diverse and accepting community
- Experienced a rich and varied curriculum
- Made progress in order to be the best they can be
- Gained the skills needed to become a life-long learner
- Celebrated success and been celebrated

Vision:

At Ormesby Village Infant and Junior Schools Federation we have a clear vision for the future. It is our vision that our Federation of schools will continue to be a nurturing environment underpinned by strong morals and British values. Embedded throughout our school from our logo to our playground, we are a family community where each child is treated as an individual, and the strongest and most exciting teaching helps them to discover and develop their unique talents and abilities.

Current OFSTED:

Infant School - Good – December 2022 – Section 8

Junior School - Good – November 2018 – Section 5

SATS Results / Targets (From 2022)

Critical Issues - Areas below national targets for two years or a downward trend for two years (provided by Norfolk County Council)

INFANT SCHOOL

Headline Achievement - 2022

Measure	School score	School cohort	National	Cluster	District
KS1 Reading - % Expected Standard +	79	29	67	60	61
KS1 Writing - % Expected Standard +	66	29	58	42	51
KS1 Maths - % Expected Standard +	79	29	68	54	60
EYFS GLD (% Exp/Exc in all strands of CL, PHY, PSE, Lit and Ma)	76	29	65	66	66

JUNIOR SCHOOL

Headline Achievement - 2022

Measure	School score	School cohort	National	Cluster	District
KS2 Reading, Writing and Maths - % Expected Standard +	32	45	59	40	48
KS2 Reading, Writing and Maths - % Expected Standard + **PP: FSM6/CLA yes**	25	9	42	30	39
KS2 Reading - Progress overall	-1.24	45	0	-1.88	-1.06
KS2 Writing - Progress overall	-7.2	45	0	-4.68	-1.23
KS2 Maths - Progress overall	-3.27	45	0	-1.66	-0.49

In-House School Data End of Year 2022-23

Strengths (Key Data 2023)

- EYFS GLD was just above National Average.
- EYFS PHY was above National Average.
- KS1 Reading at Greater Depth was above National Average.
- KS1 Maths at Greater Depth was above National Average.
- KS2 Maths at Expected and at Greater Depth, Reading at Greater Depth, GPS at Expected and at Greater Depth and Writing at Expected and at Greater Depth all increased from the previous year.
- KS2 Year 4 Multiplication Check stood at 91% 21+ raw score.

Areas for Development - Priorities

- KS1: Raise the attainment of pupils achieving Expected in RWM.
- KS1: Raise the attainment of pupils achieving Greater Depth in RWM.
- KS1 Raise the attainment in Writing at Expected and Greater Depth.
- KS1 Improve the percentage of children in Year 1 achieving Expected in Phonics Screening Check.
- KS2: Continue to improve the attainment of pupils achieving Expected in RWM.
- KS2: Continue to improve the attainment of pupils achieving Greater Depth in RWM.
 - KS2: Improve attainment of SEND pupils in RWM.
 - KS2: Improve the attainment of PP pupils' attainment in RWM
 - KS2 Improve GPS at Expected and Greater Depth.
- EYFS GLD: (Good Level of Development) 2% above National Average
- KS1 Reading: 4% above National Average at Greater Depth
- KS1 Writing: 23% below National Average
- KS1 Maths: 14% below National Average
- KS1 Phonics Screening Check 10% below National Average.

- KS2: Progress Measures in Reading were similar with -1.29 on the previous year. In Maths, this improved to -0.30 from the previous year and in Writing this improved to -3.83 on the previous year. None of our progress measures were below floor standards.
- KS2 Reading: 7% below National Average
 - KS2 Writing: 23% below National Average
 - KS2 Maths: 9% below National Average

EYFS

- Three PP pupils were in EYFS 2022-2023.

KS1

- PP pupils achieved better than National Average in their Phonics Screening Check in Year 1, one child had an EHCP.
- 2/6 33% of pupils achieved Expected standard in Year 2 Phonics Screening Check.
- 67% of PP pupils 2/3 achieved Expected in Year 2 Phonics Screening Check.

KS2

- Our KS2 disadvantaged pupils have not performed as well as other non-disadvantaged pupils. In Reading, 50% achieved Expected, in Writing 30% achieved Expected and in Maths 60% achieved Expected.

Results by Key Stage

EYFS

EYFS profile	Guidance				School				Norfolk			National					
	2018		2019		2022		Result		Gender gap		2018	2019	2022	2018	2019	2022	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2022	2018	2019	2022	2018	2019	2022
EYFS GLD (% Exp/Exc in all strands of C, PH, PSE, Lit and Ma)	75	75	75	75	78	78	78	78	10	10	84	72	73	84	72	72	85
EYFS C, (% Exp/Exc in each strand)	82	79	79	79	83	83	83	83	13	13	81	84	84	81	82	82	80
EYFS PH, (% Exp/Exc in each strand)	82	100	100	100	92	92	92	92	11	11	87	89	90	87	87	87	85
EYFS PSE (% Exp/Exc in each strand)	82	88	88	88	83	83	83	83	28	28	83	87	87	83	85	85	83
EYFS Lit (% Exp/Exc in each strand)	75	75	75	75	78	78	78	78	10	10	80	74	75	80	73	73	83
EYFS Ma (% Exp/Exc in each strand)	75	81	81	81	88	88	88	88	7	7	77	80	81	77	78	79	78
EYFS Average Total Points	34.3	35.1	35.1	35.1	31.9	31.9	31.9	31.9	1	1	31.4	33.3	33.5	31.4	34.6	34.6	31
EYFS GLD (% **FSM) yes**	83	80	80	80	50	50	50	50	100	100	48	57	55	48	57	56	49
Status of data																	
2022 Schools, Norfolk & National - Provisional data																	
2018 & 2019 Schools, Norfolk and National - Final data																	
Colour-coded rating - this rates schools against the national maintained schools figures, for selected measures (taking into account cohort size - see guidance for more details).																	
(Note: Small schools (<3) and special schools are not rated.)																	
Above national average																	
In line with national average																	
Below national average																	
Ranking data not provided																	

Key Stage 1

Keystage 1 results	Guidance		School				Norfolk			National							
	2018		2019		2022		Result		Gender gap		2018	2019	2022	2018	2019	2022	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2022	2018	2019	2022	2018	2019	2022
Yr 1 Phonics (% Ma - Achieving Expected Level)	83	82	82	82	83	83	83	83	20	20	71	80	79	81	82	82	78
KS1 Reading - % Expected Standard +	78	73	73	73	78	78	78	78	19	19	65	73	73	65	76	75	67
KS1 Reading - % Greater Depth	34	35	35	35	34	34	34	34	7	7	17	25	23	17	26	25	18
KS1 Writing - % Expected Standard +	73	68	68	68	68	68	68	68	7	7	53	67	66	53	70	69	58
KS1 Writing - % Greater Depth	24	23	23	23	10	10	10	10	9	9	6	12	11	6	16	15	8
KS1 Maths - % Expected Standard +	85	73	73	73	78	78	78	78	4	4	65	74	74	65	70	70	68
KS1 Maths - % Greater Depth	27	28	28	28	31	31	31	31	15	15	13	20	20	13	22	22	15
KS1 Science - % Expected Standard +	85	88	88	88	88	88	88	88	17	17	77	83	83	77	83	82	77
KS1 Reading, Writing and Maths - % Expected Standard +	71	63	63	63	62	62	62	62	1	1	47	62	61	47	65	65	54
KS1 Reading, Writing and Maths - % Greater Depth	30	17	17	17	7	7	7	7	2	2	4	9	8	4	12	11	6
KS1 Reading - % Expected Standard + - **PP- FSM/CJA) yes**	50	70	70	70	80	80	80	80	50	50	46	56	56	46	63	62	62
KS1 Writing - % Expected Standard + - **PP- FSM/CJA) yes**	50	70	70	70	80	80	80	80	17	17	33	51	47	33	55	55	41
KS1 Maths - % Expected Standard + - **PP- FSM/CJA) yes**	50	80	80	80	80	80	80	80	50	50	46	56	59	46	63	62	62
KS1 Reading, Writing and Maths - % Expected Standard + - **PP- FSM/CJA) yes**	45	60	60	60	60	60	60	60	17	17	29	45	43	29	50	50	37
Status of data																	
2022 Schools, Norfolk & National - Provisional data																	
2018 & 2019 Schools, Norfolk and National - Final data																	
Colour-coded rating - this rates schools against the national maintained schools figures, for selected measures (taking into account cohort size - see guidance for more details).																	
(Note: Small schools (<3) and special schools are not rated.)																	
Above national average																	
In line with national average																	
Below national average																	
Ranking data not provided																	

Key Stage 2

Guidance	Keystage 2 results				School			Norfolk			National		
	2018	2019	2022	Gender gap	2018	2019	2022	2018	2019	2022	2018	2019	2022
	Result	Result	Result		Result	Result	Result	Result	Result	Result	Result	Result	Result
KS2 Reading - Writing and Maths - % Expected Standard +	74	83	32	18	58	60	49	64	65	59	64	65	59
KS2 Reading - Writing and Maths - % Higher Standard	15	5	0	0	7	7	4	10	11	7	10	11	7
KS2 Reading - Writing and Maths - % Expected Standard + **PP: FSM(CJA) yes**	57	43	25	0	44	46	33	51	51	42	51	51	42
KS2 Reading - Progress overall	21	-2.3	-1.24	0.78	-1	-1	-1.2	0	0	0	0	0	0
KS2 Writing - Progress overall	-17	-1.4	-7.2	1.61	-0.9	-1	-1.6	0	0	0	0	0	0
KS2 Maths - Progress overall	-0.2	-1.8	-3.27	1.1	-1.2	-1.1	-1.2	0	0	0	0	0	0
KS2 Reading (test) - % Expected Standard +	94	77	73	10	72	70	69	75	73	74	75	73	74
KS2 Reading (test) - % Higher Standard	44	14	20	21	25	23	23	28	27	28	28	27	28
KS2 Writing (TA) - % Expected Standard +	82	77	34	22	75	75	60	78	78	69	78	78	69
KS2 Writing (TA) - % Greater Depth	29	23	0	0	16	16	8	20	20	13	20	20	13
KS2 Maths (test) - % Expected Standard +	82	74	53	3	71	75	65	76	79	71	76	79	71
KS2 Maths (test) - % Higher Standard	29	14	9	0	18	21	16	24	27	22	24	27	22
KS2 OPS (test) - % Expected Standard +	79	74	49	18	71	71	64	78	78	72	78	78	72
KS2 OPS (test) - % Higher Standard	28	20	7	5	25	26	20	34	36	28	34	36	28
KS2 Reading (test) - average scaled score	110	104	102	3	104	103	104	105	104	105	105	104	105
KS2 Maths (test) - average scaled score	108	104	99	1	103	104	102	104	105	104	104	105	104
KS2 OPS (test) - average scaled score	107	105	100	3	104	104	103	106	106	105	106	106	105
KS2 Reading (test) - % Expected Standard + **PP: FSM(CJA) yes**	88	84	59	10	58	58	56	64	62	62	64	62	62
KS2 Writing (TA) - % Expected Standard + **PP: FSM(CJA) yes**	88	50	25	0	62	62	44	67	68	55	67	68	55
KS2 Maths (test) - % Expected Standard + **PP: FSM(CJA) yes**	71	50	33	30	55	63	50	64	67	66	64	67	66
KS2 Reading - Progress **PP: FSM(CJA) yes**	21	-0.7	-0.81	7.68	-2	-1.9	-2.33	-0.6	-0.6	-0.87	-0.6	-0.6	-0.87
KS2 Writing - Progress **PP: FSM(CJA) yes**	-0.7	-2	-8.73	3.68	-1.6	-1.9	-2.68	-0.4	-0.5	-0.81	-0.4	-0.5	-0.81
KS2 Maths - Progress **PP: FSM(CJA) yes**	-1.7	-2	-3.55	4.38	-2.1	-2	-2.27	-0.8	-0.7	-1.19	-0.8	-0.7	-1.19
Status of data													
2022 Schools - Norfolk & National - Provisional data													
2019 & 2018 Schools - Norfolk and National - Final data													
Colour-coded rating - this rates schools against the national maintained schools figures for selected measures (taking into account cohort size - see guidance for more details).													
(Note: Small schools (<9) and special schools are not rated.)													
Above national average													
In line with national average													
Below national average													
Ranking data not provided													

Key

Above national average
In line with national average
Below national average
Ranking data not provided

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Section 2

This overview provides the top priorities from each of the four areas. For a more detailed picture, please see the yearly overview. (*Current Year)

Three-Year Overview (Towards Outstanding)

	Identified Priorities	Budget Implications
YEAR 1	<ul style="list-style-type: none"> • Enable the Federation of schools to work more collaboratively together. • Address all improvement targets from most recent Ofsted reports. • Implement a Government validated systematic synthetic Phonics programme at the Infant school. • Ensure the approach to reading in the Infant school follows the finalised SSP and GPC progression, whilst still establishing a reading for pleasure culture. • Ensure Federation spending is appropriate, efficient and provides value for money at both schools. • Prepare Infant school staff and governors for Ofsted with an Ofsted Readiness Appraisal. • Ensure highest quality of teaching by refreshing the teaching approach; taking more risks and enhancing pupil engagement as well as their attitudes towards learning. • Raise pupil aspirations and attitudes towards learning and ensure positive behaviour is established and maintained. • Empower Junior school staff to take ownership over the evolution of their own foundation curriculum. 	<p>New resources to improve the curriculum. Release Time for leaders to work with others. Training</p> <hr/> <p>Can this provision be provided from within the current budget plan? Yes</p>
YEAR 2 *	<ul style="list-style-type: none"> • Develop further links with other schools and colleges for out-reach/specialist support to enrich the curriculum. • Establish an immersive learning environment and nurture facilities • Ensure behaviour standards remain highest as possible. • Ensure teaching and learning remains at the highest possible levels through robust and effective training and monitoring. • Maintain strong attainment and progress. • Prepare Junior school for an OFSTED inspection. • Establish an effective nurture provision at each school. 	<p>Training Costs Outreach/Support work External Validation from inside and outside Norfolk Immersive Learning Environment and Nurture Provision</p> <hr/> <p>Can this provision be provided from within the current budget plan? No (Immersive Learning Environments require further sources of funding) This has come through a developer's grant of £190,000.</p>
YEAR 3	<ul style="list-style-type: none"> • Ensure RWM attainment and progress remains strong across the school in each year group. • Ensure the gender gap is diminished. • Ensure the behaviour and safety of the school remains at the highest of levels. • Ensure EYFS outcomes remain above National Average, achieving a consistent number of pupils at an Exceeding level across the curriculum. • Ensure teaching and learning continues to be engaging, pacey and enables pupils to guide the path of their own education. • Ensure subject leaders can evidence from subject assessments that good progress is being made across the curriculum. 	<p>Training costs Improved Resources</p> <hr/> <p>Can this provision be provided from within the current budget plan? Yes</p>

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Section 3

Review of Previous Year

For the detailed review document, please see a member of the Senior Leadership Team or enquire at the school office.

Infant School Target – Junior School Target – Combined Target

	Target Achieved	Working towards	Not Achieved
Quality of Education			
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)		✓	
To continue to ensure the foundation subject curriculum and foundation subject assessments are more strongly embedded. (Federation)		✓	
To ensure independent writing improves across the Federation using the schools' approaches more effectively (The Write Stuff – Junior).		✓	
To improve the fluency of number, reasoning and problem-solving across the schools. (Federation)		✓	
To prepare Year 4 pupils for the Multiplication Check (Junior)	✓		
To implement a programme of outdoor learning across the Federation. (Federation)		✓	
To ensure a greater profile for reading is established across the Federation. (Federation)		✓	
To achieve a Quality Skills Mark for an area of the curriculum. (Federation)			✓
Personal Development			
To raise the aspirations and diversity of pupils. (Federation)	✓		
To improve the transitional elements of the school. (Federation)		✓	
To raise the pastoral capacity of the Infant school to support those children most in need. (Infant)	✓		
Behaviour and Attitudes			
To continue to improve pupil attendance in the Federation. (Federation)		✓	
To maintain the highest of expectations for behaviour and attitudes towards learning across the school. (Federation)		✓	
Leadership and Management			

To continue to embed the Federation vision and ethos in order to progress both schools forward. (Federation)		✓	
To prepare effective succession planning for Governors in order to maintain effective management of the Federation. (Federation Governors)		✓	
To ensure premises development enhances school provision within the school and wider communities. (Federation)	✓		
To ensure Government funding continues to be used effectively. (Federation)		✓	
To continue to ensure staff training has a greater impact on the schools. (Federation)	✓		
To ensure staff well-being and workload remain appropriate. (Federation)	✓		
To complete the IPSEF (Inclusion and Provision Self Evaluation Framework) (Federation)	✓		

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Section 4

Current OFSTED grading: **INFANT SCHOOL – GOOD** (December 2022)

In order to further raise the quality of the education that we offer our children, the school has highlighted these key themes for improvement:

- 1) Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.

Current OFSTED grading: **JUNIOR SCHOOL - GOOD** (November 2018)

In order to further raise the quality of the education that we offer our children, the school has highlighted these key themes for improvement:

- 2) To enable middle/senior leaders to access more effective training to enhance subject leadership.
- 3) To establish a more effective system of monitoring of key elements of the school, particularly teaching and learning and subject leadership.

Rationale

Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.

At the time of the last inspection, the school employed a SENDCo, who worked one day per week in each school. In order to improve the support for SEND pupils, a change of staff has enabled two full-time SENDCos to be trained with the National qualification to work collaboratively across the Federation alongside two Teaching Assistants trained to work in each school to specifically support SEND children. A centralised provision map enables the interventions organised to be managed effectively tracking the attainment and overall progress of SEND pupils against their targets in their Individual Education Plans or EHCPs. All pupils information regarding their additional needs is shared with all staff to ensure all are aware of how to support them effectively.

To enable middle/senior leaders to access more effective training to enhance subject leadership.

The school needs to ensure sufficient budget is allocated to continuous professional development and that external review/quality assurance is undertaken to check the quality of provision in place. Use of Broad Horizons as a networking tool to share best practice will be useful. As a VNET member, the school needs to ensure subject leadership is a focus for review and deep dive practice is undertaken preparing staff for inspection. Subject leaders will be directed to maintain a log of training and justify how this training has had an impact on the school. Knowledge and Skills documents are needed for each subject and in turn, subject-tracking assessments can then be made. Subject leaders will play an integral part in moving away from a ready-made curriculum and bespoke one of their own making. Subject leaders will be developed further by working collaboratively across the Federation with the future aim that one subject will be led by a single leader.

To establish a more effective system of monitoring of key elements of the school, particularly teaching and learning and subject leadership.

Implement a strategic overview, which enables leaders of the school to identify when key monitoring is needed. Ensure staff are fully aware of the need for a full and regular cycle of lesson observations, pupil progress meetings, performance management and learning walks, which are not all to be undertaken by senior management, but by middle leaders and Governors. Assist Governors to have a full timetable of monitoring and arrange for termly challenge days where Governors visit to be monitor certain areas of the school. Narrow focus informed by the SIDP. Governors are also inviting subject leaders to meetings where the impact of their leadership can be shared.

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Section 5/Section 8 Inspections

Actions for the **Infant School** from Section 8 OFSTED report (December 2022)
 Actions for the **Junior School** from Section 5 OFSTED report (November 2018)
 (Also, see You Said, We Did document for further detail)

What does the school need to do to improve further:	Actions carried out and planned:
Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.	<p>Actions carried out 2022/23</p> <ul style="list-style-type: none"> • Train two SENDCos with the National qualification to work collaboratively across the Federation full-time. • Train to Teaching Assistants to provide more targeted SEND support for children. • Centralise a provision map to track the attainment and progress of SEND pupils from their interventions and support programmes. <p>Actions planned for 2023/24</p> <ul style="list-style-type: none"> • Consider using revised IEPs to enable a quantifiable element to measuring progress against their targets.
Improve leadership and management by providing additional training and support for leaders who need to improve the leadership of their subjects and by monitoring the impact of this additional training and support and evaluating how effective it is on increasing leaders' effectiveness in making improvements.	<p>Actions carried out 2022/23</p> <ul style="list-style-type: none"> • Ensured both staff training budgets were increased and that staff were given access to improved training opportunities, particularly in subject leadership. • Generated a comprehensive curriculum document articulating the intent clearly. • Implemented assessment systems to track pupils' abilities in foundation subjects. (not established for all subjects) • Ensured staff feedback on training attended to share best practice and upskill other staff. • Subject leaders provided detailed and regular monitoring reports on their subjects through the year. • Ensured Performance Management encompassed targets to develop staff leadership qualities. <p>Actions planned for 2023/24</p> <ul style="list-style-type: none"> • Continued external support and validation of subjects to further enhance the skillset of leaders using VNET support, particularly in Phonics (Infants) and Reading (Juniors). • Ensure Junior writing moderation is used to check for quality and level of independence. • Ensure all leaders are prepared to articulate the impact of their subjects.
Improve the quality of teaching, learning and assessment in Science and some foundation subjects so that pupils' attainment is in line with standards reached in English and Mathematics by providing training that equips teachers with the skills and strategies they need to help pupils to make strong progress in these subjects and by checking regularly that this additional training is improving the overall quality of teaching and enabling pupils' progress in these subjects.	<p>Actions carried out 2022/23</p> <ul style="list-style-type: none"> • Subject leaders completed action plans stating their intent in developing their own subject areas. • Subject leaders created Knowledge and Skills documents in each subject to ensure full coverage, progression and ownership over their own areas. • Subject leaders developed assessment frameworks enabling pupil attainment to be tracked. (not all subjects are as established as others) • Ensured subject leaders took more ownership in the review of the blocked curriculum. <p>Actions planned for 2023/24</p> <ul style="list-style-type: none"> • Formal lesson observations to be carried out with another local Headteacher to add quality assurance to appraisal process. • Teachers to continue to work collaboratively upon a cross-phase project of their own creation. • Subject leaders to create joint action plans across the Federation to identify the start and end points from within their own subjects together. • Use the expertise of neighbouring schools through Broad Horizons to further enhance the staff skillset.

Section 6

DETAILED ACTION PLANS

2023/24

Leadership and Management

(Vision and Ethos, Staff Development, Staff Workload & Well-Being, Off-Rolling, Governance and Safeguarding)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To continue to embed the Federation vision and ethos in order to progress both schools forward. (Federation)	<p>Ensure 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)</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>	Sept 2023 – Oct 2024	BY/All Staff	<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</p> <p>Pupil Voice Surveys</p> <p>Subject Leaders Meetings</p> <p>Visitor Comments</p>
2. To expand the skillset of the Federation Governing Body enabling effective succession planning. (Federation Governors)	<p>Advertise for a new parent-governor. Hold ballot and election should this be required.</p> <p>Ensure new Governor roles, such as Cyber-Security are filled.</p> <p>Update 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>Continue cycle of senior/subject leaders to attend to be challenged over their areas of responsibility.</p>	Sept 2023 – Oct 2024	BY / CS / FGB	<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 2024.</p>	<p>FGB minutes</p> <p>Governor Challenge Day minutes</p> <p>Governor Log</p>

	Enable Governor Challenge Days possess a narrow SIDP focus and pupils and staff are able to speak together.				
3. To ensure premises development enhances school provision within the school and wider communities. (Federation)	<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, such as emergency lighting linked to the lighting energy efficiencies being undertaken using grant funding.</p> <p>Implement a cycle of re-decoration to more worn areas of the schools, particularly the school halls and corridors. Hall flooring, curtains and concertina wall.</p> <p>Embed the finished immersive learning environment at the Junior School. Ensure this is fit for use by all ages and needs. Such areas of the school to appeal to other settings/organisations, who would book a let.</p> <p>Improve EYFS outdoor area to support and embellish the curriculum.</p> <p>Where required purchase new laptops/tablets/hardware for staff or children to enhance provision.</p> <p>Improve outdoor safety at the Infant school with new fencing along the playground to section the field area off from this more effectively.</p>	Sept 2023 – Oct 2024	SLT, AO'C & Staff	<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>Schools look ready for learning and fit for education.</p>	<p>Budget allocated to improvements</p> <p>Survey to gauge opinion of improvements.</p>
4. To continue to ensure staff training has a greater impact on the schools. (Federation)	<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, Ofsted Inspector Training, NPQEH, NPQML and NPQSL or NASENDCo.</p>	Sept 2023 – Oct 2024	BY AMc/EA SLT Subject Leads TAs	<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</p>	<p>Training records</p> <p>Governor minutes</p> <p>Lesson observation records</p> <p>Learning Walks</p> <p>Subject Leader Files</p>

	<p>Governors to challenge senior/middle leaders on their subject areas by inviting them to share their impact at FGB meetings.</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. Peer to Peer review of Personal Development Area of Ofsted Framework or our schools and other schools.</p> <p>Teachers to carry out peer to peer observations (Lesson Study) to augment their own teaching quality.</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>Subject leaders to work collaboratively on action planning and cross-phase projects.</p> <p>Subject leaders finalising foundation subject whole school assessments sharing these with other staff and ensuring these are effectively completed.</p> <p>VNET to provide further external validation regarding key areas, such as Writing and Curriculum Development for Infants and Reading and Writing at the Juniors.</p>			<p>school, enabling 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>Successful completion of NASENDCo</p>	<p>Book Looks</p> <p>Subject Leader Monitoring Forms</p> <p>Subject Leader Class Data</p>
<p>5. To continue to ensure staff well-being and workload remains</p>	<p>Communicate more strongly with staff by holding half-termly timetabled meetings for different staff groups to</p>	<p>Sept 2023 – Oct 2024</p>	<p>BY / AMc / SV / EA</p>	<p>Staff remain enthusiastic and positive.</p>	<p>Staff Surveys Staff Attendance</p>

appropriate. (Federation)	<p>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>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>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>	
6. To implement a centralised provision mapping management system for SEND. (Federation)	<p>The SENCOs will devise and implement a new centralised provision mapping tool allowing all the interventions and smaller steps of progress to be tracked and recorded for SEND pupils.</p> <p>Share and train staff on the system. Regularly review effective use.</p> <p>SENCOs to complete NASENDCo award training and two TAs to complete SENDCo Now training.</p> <p>Meet with SEND/Inclusion Advisors to support the implementation of the IPSEF across both schools and advise on additional support.</p> <p>Complete two whole school costed provision maps</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>	Sept 2023- Oct 2024	AMc EA LF / SD / BY	<p>Provision maps fully costed for each school.</p> <p>Staff able to track SEND pupil intervention impact, not to mention the additional support pupils may be having.</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>Centralised Provision Map used by all staff.</p> <p>IPSEF document</p> <p>Costed Provision maps</p>
7. To embed a more efficient online safeguarding management system	<p>Purchase new system and register all staff. Provide staff training and ensure all have a unique login.</p> <p>Ensure staff record all behaviour, safeguarding causes for concern and CLA/SEND matters for both schools</p>	Sept 2023 – Oct 2024	BY – AMc – SV – RH All staff	<p>All staff comfortably using CPOMS system regularly and effectively.</p>	<p>CPOMS reports</p> <p>Safeguarding Audit</p>

across the Federation. (Federation)	on the system notifying other key staff affected and linking siblings. Ensure all historic paperwork for each relevant pupil is scanned in and logged appropriately. Set up two hub computers for staff to login at schools. Ensure reporting facility is used to review numbers of types of incidents.				
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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2023/24 budget	Paid by Cluster/PTA/Other Sources
1-7	Training Courses	£6000 in Junior school £4000 at the Infant school	✓			
3	Building Re-development & IT Hardware – New Computers/Tablets/Laptops - Immersive room/LED lighting/Fencing/Flooring/Concertina Wall (Devolved Formula Capital)	£15000 (£3000 from Infants & £12000 and £190,000 from Juniors)	✓			✓ Devolved Capital (£190,000 Developer Grant)
3	Online Software, Training and Maintenance Package for Immersive Learning Classroom	£500-£1000 annual fee	✓			
1-7	VNET Support Package	£3000 approximately per school	✓			
7	CPOMS	£1400 annual subscription for both schools	✓			

Quality of Education

(Intent – Curriculum Design, Coverage & Appropriateness – Implementation – Curriculum Delivery, Teaching (Pedagogy), Assessment (Formative & Summative) – Impact – Attainment & Progress (SATs), Reading and Destinations)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To raise the percentage of pupils reaching Expected and Greater Depth in Reading, Writing and Maths. (Federation)	<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. Tutoring to begin at both schools.</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. (Broader 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 alongside learning reading with fluency as well as comprehension. Junior Librarians</p>	Sept 2023 – Oct 2024	BY / AMc / EA All Staff	<p>The percentage of children achieving RWM at Expected in each class will be in line with or above National Average (75%+) by Summer 2024</p> <p>The percentage of children achieving Expected Standard in RWM will be above or at least in line with National Average.</p> <p>In 2023, National Averages were KS1 56% and KS2 59% for combined RWM. Ormesby figures need to be above these standards.</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%)</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%)</p> <p>The gap between SEND pupils and non-SEND pupils will be smaller. Gap between boys and girls will be smaller.</p> <p>Intervention Groups that have SEND pupils will show effective progress of them from their starting points.</p> <p>Tutoring groups show progress from starting points.</p>	<p>School data</p> <p>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%. Progress in reading ages from Salford baseline Tests.</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>instated to set a higher example of a passion for reading to others with lunchtime clubs. Reading Champions established, once again.</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. Use Testbase to enable the teaching of key question types</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>Attend further CPD around identifying elements required to enable pupils to achieve higher standard/greater depth.</p> <p>Enable the gender gap to be closed in RWM, most notably in Year 3.</p> <p>SENDCos to work more closely with SEND pupils providing additional support through a timetabled cycle across the year.</p> <p>Ensure IEPs and centralised Provision Maps are used efficiently by all teachers and specific targets are shared with pupils and parents. Maps</p>				
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	<p>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>Tutoring groups in English and Maths to be run from October half-term in both schools.</p>				
<p>2. To continue to ensure the foundation subject curriculum and foundation subject assessments are more strongly embedded. (Federation)</p>	<p>Each subject leaders' knowledge and progression documents used to complete tailored assessment systems to track the ability of the pupils against.</p> <p>Regular monitoring of areas of the subjects ensure subjects are kept at a strong level.</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>Subject leaders to have deep dive practise with Emma Adcock. All action plans reviewed and written for this year.</p> <p>Subject leaders to present their subject's current position to the Governors.</p> <p>Infant school to review their curriculum selecting the best from a three-year cycle curriculum to a one-year cycle curriculum. Support from VNET to quality assure this.</p>	<p>Sept 2023 – Oct 2024</p>	<p>AMc / BY Subject Leaders</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>Ensure Junior school have a writing wall to celebrate all examples of positive independent writing.</p> <p>Implement hot task final piece of independent writing to make this stand out at the end of a unit of work.</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>4. 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>Cooperative Learning Clips used to</p> <p>Consistent use of ten in ten type activities in every maths lesson - JNR Every maths lesson begins with a fluency activity - INF 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 - for catch up interventions.</p>	<p>Sept 2023 – Oct 2024</p>	<p>LMc/LN/AMc</p>	<p>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</p>	<p>Maths data Pupil Books Maths monitoring Maths tests</p>
<p>5. To ensure pupils with SEND are more effectively supported across the Federation providing them with</p>	<p>Ensure two members of staff are trained to be full time SENDCos undertaking the NASENDCo award. Alongside this, ensure two TAs are trained as SEN TAs to provide the practical support with children in each school.</p>	<p>Sept 2023 – Oct 2024</p>	<p>AMc/EA LF/SD</p>	<p>SENDCos fully trained in a year, alongside the TAs.</p> <p>SEND children making stronger progress and this can be measured.</p>	<p>Centralised Provision Map IEPs/Learning Ladders.</p>

<p>greater access to their curriculum. (Federation)</p>	<p>Develop and implement a centralised provision map to enable SEND/Intervention pupils to be tracked more effectively and to identify the types of support being undertaken.</p> <p>Look to improve the IEP documents to ensure they can be quantifiable. Use of new Learning Ladders.</p> <p>SENDCos to work collaboratively across the Federation supporting children. More effective connection with external specialists, sound knowledge of funding application process INDES and use of IPSEF tools</p> <p>CPOMS used to record all SEND information.</p> <p>Medical Care Plan templates used and shared for each relevant child.</p>				
<p>6. To achieve a more effective 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>Prepare the Den to be used by pupils once again as a sheltered area at the Infant school.</p>	<p>Sept 2023 – Oct 2024</p>	<p>Teaching Staff BY</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 Outdoor Learning Booklet</p>
<p>7. To continue to develop the teaching of reading fluency alongside raising its</p>	<p>Ensure library spaces are improved and reading material reviewed and updated.</p>	<p>Sept 2023 – Oct 2024</p>	<p>SY & SV Teaching Staff</p>	<p>Reading has a significant importance across the Federation.</p>	<p>Reading Data Pupil surveys</p>

<p>profile across the Federation. (Federation)</p>	<p>Establish teaching staff as English reading experts (EA/SY) 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 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>8. To achieve a Quality Skills Mark for an area of the curriculum. (Federation)</p>	<p>Identify and establish areas of excellence from within the schools, such as MFL, Music, History, Outdoor Learning alongside History Association Quality Mark being purchased and target level chosen.</p> <p>Self-Evaluation completed by subject leaders. Subject leaders to work collaboratively across the Federation to enable both schools to achieve the</p>	<p>Sept 2023 – Oct 2024</p>	<p>All Teaching Staff RH, EB.</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>

	<p>Quality Mark as a realistic, but challenging target.</p> <p>Support from external mentor to ensure provision of History is successful and accomplishes</p> <p>Share successful completion with wider audience.</p> <p>Look into Dyslexia Quality Award.</p>				
9. To implement and embed the Immersive Learning Classroom to further support and enhance the curriculums at each school. (Federation)	<p>Once AV installation has taken place ensure staff are trained to use the technology and software.</p> <p>Ensure each class gets used to using the space effectively.</p> <p>Staff become confident in designing their own programmes to support varied learning areas.</p> <p>Ensure the sensory support elements can be used to maintain focus and regulation of emotions in children who have an SEMH need.</p> <p>Look into letting the space out effectively to advertise our unique provision to a wider audience.</p>	Sep 2023 – Oct 2024	BY and Teaching Staff	<p>All children benefitting from having used the space.</p> <p>Increase to pupil numbers.</p> <p>Improvement to foundation subject assessments as knowledge would be imparted more effectively.</p>	Parental and Pupil Surveys

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2023/24 budget	Paid by Cluster/PTA/Other Sources
1-6	Training Courses	£6000 at the Junior School and £4000 at the Infant	✓			
1	IT Subscriptions and Licences (Immersive.co.uk software and maintenance)	£1000	✓			
7	Improved Reading Material/Intervention Packages (New Little Wandle Books)	£6000	✓			
8	Quality Mark application	£1000			✓	

1	Completion of an immersive learning environment (Devolved Formula Capital)	£70-90,000 (Junior school) £31,000 (Tech)				Use of remaining building developer grant £190,000 ✓
6	Buscraft/Outdoor Learning in the curriculum or after-school club	£2000	✓			Sports' Premium
1-5	Improve areas of the schools, such as Junior Hall, corridors, lighting efficiencies and concertina wall.	£23,000	✓			Use of building developer grant £190,000 ✓

Behaviour and Attitudes

(Attitudes to Learning, Behaviour, Attendance, Exclusions and Bullying)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To implement further strategies to continue to improve pupil attendance across 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. Healthy Child Programme to be followed.</p> <p>Ensure policy is updated.</p> <p>Fast track families with poorest 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. Consider bicycle vouchers for the child with the best attendance in each school.</p>	Sept 2023 – Oct 2024	AMc / BY	<p>Pupil attendance remains at or above Government threshold of 96% in each school.</p> <p>Number of people taking holidays reduces.</p> <p>Recognition of pupils with highest attendance using reward strategies.</p>	Attendance figures
2. To ensure all pupils are supported	JLT to prepare and create a video for all stakeholders of the school to promote all that is good/distinct about	Sept 2023 – Oct 2024	BY / AMc / All Staff	Number of more severe behavioural incidents reduced from pupils who do not behave as expected.	Break Observations Detention Log

<p>pastorally to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)</p>	<p>Ormesby driven by the vision, values and straplines. Aspire, Acquire, Achieve & Learning to Grow – Growing to Learn</p> <p>Ensure NEST and HIDE provisions at each school are utilised effectively. Ensure sensory circuits are implemented daily at the beginning of school to regulate those requiring such support. This would support any pupils with mental health through nurture sessions.</p> <p>Finish and embed 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>Recruit further support staff at the Infant school to assist our youngest children adapt to schooling more effectively and to have expected behaviours modelled more strongly.</p> <p>Ensure support staff access regular training in Step On/Up in order to manage children with more highly challenging additional needs.</p> <p>To establish nationally trained SENDCos working collaboratively across the Federation, as well as a trained SEND TA in each school to support those pupils with additional needs more efficiently and in turn reducing dysregulation.</p> <p>Peer Mentors (Juniors) to raise the awareness of mental health and well-being with pupils by writing articles</p>			<p>Pupils continue to show positive aptitude for the new 5Rs.</p> <p>Emotional need is fully supported and pupils are able to focus on learning across the Federation.</p> <p>Video of all that is good about Ormesby finished.</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 positive, prepared and focused to engage and learn.</p> <p>Pupils are more resilient to expectations upon them.</p> <p>All classes using immersive learning classroom by the end of the academic year.</p>	<p>Behaviour Incident Book</p> <p>Vulnerable Children Log</p> <p>Class Observations Teacher Feedback Pupil Survey</p>
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	<p>about it on the nurture blog/magazine/leading assemblies. Mental Health Awareness Day display. Commemorate Mental Health Awareness Day (10th Oct) – Wear yellow. Continue the Anti-Bullying drive by achieving the Diana Award. DHT to become trained as a Mental Health Champion.</p> <p>Use visits from the Benjamin Foundation to support those displaying more emotional needs requiring more specialist intervention.</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>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.</p>				
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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2023/24 budget	Paid by Cluster/PTA/Other Sources
2	Nurture Resources (Both Schools)	£1000	✓			✓
2	Buscraft/Outdoor Learning (Both Schools)	£2000	✓			Sports' Premium
2	Creation of an immersive learning environment (Devolved Formula Capital)	£60,000 (Junior school) (Tech £31,000)				Use of remaining building developer grant £190,000 ✓

Personal Development

(SMSC, British Values, Careers' Guidance, Healthy Living, Citizenship, Equality & Diversity and Future Preparation)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
<p>1. To continue to raise the aspirations and diversity of pupils by enabling broader experiences and a stronger appreciation of other cultures, ethnicities and religions within the UK. (Federation)</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>Implement Ormesby University to award pupils with a graduation for all the extra-curricular clubs they attend over the year.</p> <p>Implement opportunities for pupils to lead on curriculum celebration events with parents invited in to share in the occasions.</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. New workshops are being prepared for such 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 ILT/JLT/Peer Mentors/Pupil voice to lead and be courageous advocates for social action on a national and local scale.</p> <p>Consider organising a Multi-Faith Library exposing pupils to a variety of different religions.</p>	<p>Sept 2023 – Oct 2024</p>	<p>BY / AMc / Staff</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.</p> <p>Higher proportion of pupils representing the school.</p> <p>Better understanding of the world around us.</p> <p>Stronger appreciation for diversity and acceptance of difference.</p>	<p>Pupil Surveys</p>

	To organise trips to other areas of the UK to improve understanding and appreciation of other cultures and religions within Britain.				
2. To continue to improve the transitional elements of the schools. (Federation)	<p>Ensure further cross-phase elements take place across the year. 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.</p> <p>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.</p> <p>Staff from Infant school to spend time working with children with additional challenging needs to build rapport with them.</p> <p>Prepare virtual transition each teacher is like. Transition packs.</p> <p>Look into the parameters around opening our own Nursery provision.</p> <p>Visits from High Schools to prepare Year 6. Years 5 & 6 trips to High Schools.</p>	Sept 2023 – Oct 2024	All Staff	<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>KS1 to KS2 and KS2 to KS3 transitions will be much more effective.</p>	<p>Foundation Stage Assessments</p> <p>Pupil Survey</p> <p>Parental Survey</p>
3. To embed the pastoral capacity of the schools to support the improvement of pupils' health and well-being. (Federation)	<p>Implement daily sensory circuits in each school at the beginning of the day.</p> <p>Ensure children from each class have weekly sessions inside the NEST and HIDE.</p> <p>Provide training opportunities to staff to deal with children's emotions. Enable pastoral staff to visit other settings where pastoral provision is strong.</p> <p>Pastoral provision to be shared on our social media pages to raise its profile positively.</p>	Sept 2023 – Oct 2024	BY All Teaching Staff	<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</p> <p>Observations</p> <p>Learning Walks</p> <p>Surveys</p>

Major Financial Implications

Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2023/24 budget	Paid by Cluster/PTA/Other Sources
1	Trips to UEA/ENSFC/Flegg High	£1000	✓			Pupil Premium
1	Trips to other parts of country (Reward Trips/Attendance Trip)	£1500	✓			Pupil Premium
2	Staff Training	£2000	✓			
1	Ormesby University – Robes/Caps	£1500	✓			