



# Federation Action Plan

## Parent Copy



At Ormesby Village Infant and Junior Schools Federation we strive to be the best that we can be. We aim to offer high quality teaching to each and every pupil in order to achieve the best possible results. It is our aim that the school will perform better than the national average in all areas and in all key stages.

In order for this to be realised, we produce a yearly action plan. This plan is drawn up by the staff, governors and pupil committees. Each year it is published on the school website and regularly reviewed.

On the following page, you will find a summary of some of this year's main priorities.

### Want to know more?

Further information can be found on the school websites and a full version of the Federation Information and Development Plan can be obtained from the office. However, the best way to find out more information is to speak to a member of the Senior Leadership Team:

Mr. Young

Miss. McMylor

Mrs. Vaughan



# LEADERSHIP AND MANAGEMENT

What?	How?	When?
To embed a more efficient online safeguarding management system across the Federation. (Federation)	Purchase new system and register all staff. Provide staff training and ensure all have a unique login. Ensure staff record all behaviour, safeguarding causes for concern and CLA/SEND matters for both schools 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.	2023-2024
To expand the skillset of the Federation Governing Body enabling effective succession planning. (Federation Governors)	Ensure departing Governor roles are filled with trained, existing members, such as safeguarding. Ensure new Governor roles, such as Cyber-Security are filled. Create and share Ofsted Readiness Pack regarding all key information about the school to prepare new and existing Governors further. Ensure Governors access appropriate training. Increase non-staff Governor numbers with enhanced recruitment drive. Enable senior leaders/staff to attend to be challenged over their areas of responsibility. Ensure Governor Challenge Days possess a narrow SIDP focus and pupils and staff are able to speak together.	2023-2024
To implement a centralised provision mapping management system for SEND. (Federation)	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. Share and train staff on the system. Regularly review effective use.  SENCOs to complete NASENDCo award training and two TAs to complete SENDCo Now training. Meet with SEND/Inclusion Advisors to support the implementation of the IPSEF across both schools and advise on additional support. Complete two whole school costed provision maps. The SENCO will use the IPSEF to prioritise future targets/outcomes for SEN across the Ormesby schools. The SENCO will use the INDES/IPSEF to support additional funding bids.	2023-2024

# BEHAVIOUR & ATTITUDES

What?	How?	When?
To implement further strategies to continue to improve pupil attendance across the Federation. (Federation)	Ensure attendance reviews are conducted weekly by DHT. Any persistent absenteeism is promptly addressed and families of concern raised with SLT and LA Attendance Team, as well as any other support agencies. Consider EHAPs for family support. Update letter from LA regarding FPN. 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. Use new Joint Access Protocol for families where the persistent absence is always medical (not cases of ongoing medical need) Request medical evidence for illness either side of a holiday. Ensure policy is updated. Fast track families with poor attendance for fining. Re-introduce weekly attendance awards promoting weekly winners on the websites. 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.	2023-2024
To ensure all pupils are supported pastorally to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)	Use visits from the Benjamin Foundation to support those displaying more emotional needs requiring more specialist intervention. 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. 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 younger children.	2023-2024

# QUALITY OF EDUCATION

What?	How?	When?
To raise the percentage of pupils reaching Expected and Greater Depth in Reading, Writing and Maths. (Federation)	Ensure high quality and challenging teaching in all year groups. Monitoring of practice by all coordinators to ensure continued high provision. Hold termly pupil progress meetings to track attainment and hold teachers to account for their class milestones. Whole School Performance Management target to raise attainment in RWM all class-based teaching staff. Use intervention/mop up strategies in class to support and improve the understanding of those children that find Maths/English topics challenging.	2023-2024
To implement and embed the Immersive Learning Classroom to further support and enhance the curriculums at each school. (Federation)	Once AV installation has taken place ensure staff are trained to use the technology and software. Ensure each class gets used to using the space effectively. Staff become confident in designing their own programmes to support varied learning areas. Ensure the sensory support elements can be used to maintain focus and regulation of emotions in children who have an SEMH need. Look into letting the space out effectively to advertise our unique provision to a wider audience.	2023-2024
To achieve a Quality Skills Mark for an area of the curriculum. (Federation)	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. Self-Evaluation completed by subject leaders. Subject leaders to work collaboratively across the Federation to enable both schools to achieve the Quality Mark as a realistic, but challenging target. Support from external mentor to ensure provision of History is successful and accomplishes Gold. Share successful completion with wider audience. Look into Dyslexia Quality Award.	2023-2024

# PERSONAL DEVELOPMENT

What?	How?	When?
To continue to improve the transitional elements of the school.	Ensure further cross-phase elements take place across the year. Infant and Junior staff are to link across the schools with subject-specific roles. Stronger transitional works with the Ormesby Pre-School. SENCO and EYFS Lead to work with staff from Pre-School. To work as a unit joining together for outdoor activities. Fayres, Remembrance, Harvest etc. Prepare virtual transition videos explaining what each teacher is like. Transition packs. Visits from High Schools to prepare Year 6. Staff switch to build relationships.	2023-2024
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)	Invite speakers to host virtual meetings to talk about their careers, e.g. doctors, fire safety officers, designers etc. Survey pupils regarding their career interests from Years 4, 5 and 6. In collaboration with the JLT, collate findings and make contact with the most popular careers to come in and speak to pupils. Make links with schools in other parts of the country. Implement opportunities for pupils to lead on curriculum celebration (CCE Curriculum Celebration Events) with parents invited in to share in the occasions. Liaise with UEA to discuss the possibility of a trip for all Year 6 children. ENSFC to carry our careers' event/entrepreneurial sessions. New workshops are being prepared for such sessions. Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements. Increase opportunities for ILT/JLT/Peer Mentors/Pupil voice to lead and be courageous advocates for social action on a national and local scale.	2023-2024
To embed the pastoral capacity of the schools to support the improvement of pupils' health and well-being. (Federation)	Implement daily sensory circuits in each school at the beginning of the day. Ensure children from each class have weekly sessions inside the NEST and HIDE. Provide training opportunities to staff to deal with children's emotions. Enable pastoral staff to visit other settings where pastoral provision is strong. Pastoral provision to be shared on our social media pages to raise its profile positively.	2023-2024