



# 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 Management Team:

Mr. Young

Miss. McMylor

Mrs. Vaughan



# LEADERSHIP AND MANAGEMENT

What?	How?	When?
To continue to manage the budgets of the Federation schools effectively.	Budgets at both schools require diligent management to ensure both schools continue without deficits. Where there are deficits, senior management must review and make necessary economies of respective budget lines. Maintain transparency with the Governors and seek their support to identify any other areas that are more cost effective. Review structure of Federation staffing and management. Prepare succession planning of senior management staff should this need to be altered. SENDCOs to use INDES application process and the graduated provision maps for funding.	2025-2026
To ensure new Governors develop effectively in their roles and enhance effectiveness of Governance. (Federation Governors)	Ensure new Governors understand their positions and new roles assigned (Vice-Chair, Cyber-Security and GDPR are filled.) Update and share Ofsted Readiness Pack regarding all key information about the school to prepare new and existing Governors further. Ensure Governors access regular and appropriate training, particularly finance. Ensure skills audit of Governors is completed. Replace any departing Governors with new ones, should vacancies arise. Implement more regular cycle of senior/subject leaders to attend to be challenged over their areas of responsibility. Challenge evident via questions sent to Head in advance of meetings. Improve Governor Challenge Days so that they mirror an Ofsted-style Deep Dive and still possess a narrow SIDP focus and pupils and staff are able to speak together. Improved monitoring cycle established and agreed at the start of the year and shared.	2025-2026
To continue to ensure staff well-being and workload remains positive. (Federation)	Reinvigorate half-termly timetabled meetings for different staff groups to voice any concerns. Monitor and address any concerns swiftly to avoid discontent. Commemorate World Mental Health Day 2025 with the theme of mental health in the work place. Ensure an open door policy exists across the Federation. Ensure well-being events are regularly held and suitably attended. Ensure all staff feel valued and appreciated. Gratitude and praise whenever needed. Ensure performance management of staff continues robustly to provide another avenue for a voice.	2025-2026

# BEHAVIOUR & ATTITUDES

What?	How?	When?
To ensure all pupils are supported to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)	Bespoke PBSP (Behaviour plans) using Roots and Fruits approach assisting to manage and de-escalate behaviour earlier. Exploit the support of schools and communities' team, SEND and Inclusion Team, SRBs and Alternative Provisions. Review the provision space to contemplate possibility of forming a SHIP for children who are unable to manage within a mainstream classroom. Sufficient funding and staffing are required in order for this to be effective. Recruit further support staff at both schools to assist specific children displaying behaviours that challenge and harm. Dependent on successful INDES applications for further funding for the increased level of need. Ensure staff access regular training in Step On/Up in order to manage children with more highly challenging behaviour. Ensure Lead Professional training remains up to date. Use visits from the Benjamin Foundation/Play Therapist to support those displaying more emotional needs requiring more specialist intervention. Ensure Zones of Regulation training is completed with staff.	2025-2026
To continue to ensure the importance of strong attendance is maintained across the Federation. (Federation)	Ensure attendance reviews are conducted weekly. Any persistent absenteeism is promptly addressed and families of concern raised with SLT and LA Attendance Team, as well as any other support agencies. Consider EHAPs for family support. Home visits implemented for any persistent absenteeism. Distribute annual letter from LA regarding FPN. Ensure policy is updated also in line with changes. Ensure letters go to families identified as a concern. These will include regular poor attendance, broken weeks, below 90% and a second follow up letter about still being below 90% persistent absenteeism.	2025-2026

# QUALITY OF EDUCATION

What?	How?	When?
To embed the foundations of writing consistently across the Federation. (Federation)	Infant English Lead and Junior English Lead will continue to work collaboratively to maintain the set of non-negotiables are established dealing with transcription, clarity of handwriting and accurate sentence formation, particularly in Year 1, but used across all of the Federation. Ensure children grasp the foundations of basic sentence construction of subject + verb + object. All staff familiarize themselves with the new writing framework. Conduct an audit of current provision/standard. Identify areas for development and then look to launch new writing programme for 2026-2027. Alongside these improvements, ensure children's writing is more greatly independent in EYFS/KS1. Ensure all classes have sounds mats being used to aid independent spellings. Ensure fine motor skills and mark making skills are focused on in Reception each day.	2025-2026
To ensure learning activities enable pupils to realise the high expectations within the curriculum. (Federation)	All teaching staff must ensure all lesson planning contains evident adaptations, namely challenge to ensure the most confident learners make the best progress they can across the curriculum. Planning scrutinies and lesson observations to verify that teachers have ensured there is sufficient challenge available to all learners. Staff need to discipline their children so that they fully understand where the challenges are in their learning, how they can locate another challenge should one be completed and why challenge is important.	2025-2026
To ensure pupils with any disadvantage (PP, FSM, EAL, SEND & CLA) are effectively supported in order to narrow the gap to those without disadvantage. (Federation)	SENDCOs to ensure all pupils with SEND have an accurate and smart IEP, which is triangulated with their INDES applications and the school's graduated provision map. Ensure all interventions are tracked by staff and that this records the smaller steps of progress made by pupils with SEND/PP/CLA. Staff use the centralized provision map effectively to understand the children and their needs. Using this information to better personalise learning. Ensure children with SEN/additional needs/disadvantage are provided with regular keep up and catch up sessions to narrow the gap to their peers in Little Wandle reading sessions.	2025-2026

# PERSONAL DEVELOPMENT

What?	How?	When?
To continue to evolve the opportunities open to pupils to gain greater aspiration and exposure to diversity (Federation)	Provide broader experiences and stronger appreciation of other cultures, ethnicities and religions by arranging opportunities where these can take place. Invite speakers to host professional visit meetings to talk about their careers, e.g. doctors, firemen, designers etc. This increases equality and diversity. Look into Primary First website. Implement school-run careers' fayre. Survey pupils regarding their career interests from Years 4, 5 and 6. In collaboration with the JLT, collate findings and make contact with the most popular careers to come in and speak to pupils. Make links with schools in other parts of the country.	2025-2026
To further evolve the transitional procedures of the Federation. (Federation)	Ensure further cross-phase elements take place across the year, this year we are looking at a Geography theme. Infant and Junior staff are to link across the schools with subject-specific roles working collaboratively. Creating joint action plans, knowing the beginning and end points of their subjects and pushing for pupils to hold more responsibilities. Stronger transitional works with the Ormesby Pre-School. SENCOs and EYFS Lead to work with staff from Pre-School. Phonics Training to be shared. Transition sessions to begin after Summer half-term up to twice a week. Staff to spend time in Pre-School to see pupils in their setting. Monitor how this training is being implemented. Staff from Infant school to spend time working with children with additional needs to build rapport with them.	2025-2026
To evolve the pastoral capacity of the schools to improve pupils' mental health and well-being. (Federation)	Continue to utilise daily sensory circuits in each school at the beginning of the day. Ensure children from each class have weekly sessions inside the NEST. Recruit staff to utilise the HIDE provision more effectively. Aim of this is to provide an outlet for certain children who are unable to manage their emotions in the classroom. Ensure reduction in support staff does not impact the pastoral provision quality negatively. Pastoral provision to continue to be shared on our social media pages to raise its profile positively.	2025-2026