



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 ensure premises development enhances school provision within the school and wider communities.	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. Ensure fire safety improvements are made, where funds allow. Implement a cycle of re-decoration to more worn areas of the school, particularly the school halls and corridors. 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. Where required purchase new laptops/tablets for staff or children to enhance provision. 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.	2022-2023
To prepare effective succession planning for Governor in order to maintain effective management of the Federation.	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.	2022-2023
To ensure staff well-being and workload remain appropriate.	Communicate more strongly with staff by holding half-termy timetabled meetings for different staff groups to voice any concerns. Address any concerns swiftly to avoid discontent. 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 when needed. Share Norfolk Support Line/PRs Services. Provide release time/support to staff to achieve tasks, where possible. Provide staff with support and trust to lead and develop the school.	2022-2023

BEHAVIOUR & ATTITUDES

What?	How?	When?
To continue to improve pupil attendance in the 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	2022-2023
To maintain the highest of expectations for behaviour and attitudes towards learning across the school.	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.	2022-2023

QUALITY OF EDUCATION

What?	How?	When?
To increase the percentage of pupils achieving Expected and Higher Standard in RWM across the school, including disadvantaged and SEND pupils.	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.	2022-2023
To ensure a greater profile for reading is established across the Federation.	Ensuring library spaces are improved and reading material reviewed and updated. Implementing Junior Librarians to lead reading clubs at lunchtimes and ensure the library is well used and maintained. Ensuring Little Wandle Phonics programme is utilised effectively in the Infant school, including the interventions of Catch Up and Keep Up. At the Junior school, ensuring the Little Wandle 7+ intervention is used with the Year 3 children who still have not yet passed the phonics screening check. Ensuring other reading interventions are used to support pupils higher up the school. Ensuring all classes practise reading five times a week and to provide opportunities for these children to practise within school if this does not happen. Ensuring Junior classes are collecting the chain links to inspire classes to compete against one another. Ensuring reading comprehension is practised within classes focussing on the key skills of inferring, summarising, retrieving, explaining, comparing and defining. Ensuring class novels are read daily in each class to	2022-2023
To implement a programme of outdoor learning across the Federation.	Look into available companies to provide outdoor learning to enhance the curriculum or to provide an after-school extra-curricular club. Liaise with staff as to how this would enhance the curriculum the best. Use of Sports' Premium as a means to fund the support as it is physical development. Ensure both outdoor areas at the Infant and Junior schools are prepared and cleared for pupils to use. Staff trained to be a Forest School/Bushcraft instructor. Prepare the Den to be used by pupils once again as a sheltered area at the Infant school.	2022-2023

PERSONAL DEVELOPMENT

What?	How?	When?
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.	2022-2023
To raise the aspirations and diversity of pupils.	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 (Read, Share and Review sessions RSR) 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.	2022-2023
To raise the pastoral capacity of the Infant school to support those children most in need.	Repurpose the Infant IT suite to become a nurture space suitable to meet sensory and emotional needs. Infant Leaders to name the space (HIDE) – decorate and establish a timetable for use by staff. Provide training opportunities to staff to deal with children's emotions. Advertise the space to the wider community.	2022-2023