

School Development and Improvement Plan REVIEW

September 2024

Infant School Target – Junior School Target – Federation Combined Target

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

Target	Actions Taken	Impact	Evidence
<p>To raise the percentage of pupils reaching Expected and Greater Depth in Reading, Writing and Maths. (Federation)</p>	<p>Ensure high quality and challenging teaching in all year groups.</p> <p>Hold termly pupil progress meetings to track attainment and hold teachers to account for their class milestones.</p> <p>Whole School Performance Management target to raise attainment in RWM all class-based teaching staff.</p> <p>Use intervention/mop up strategies in class to support and improve the understanding of those children that find Maths/English topics challenging. Ensure any interventions used are in line with the objectives being taught in the class. 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 instated to set a higher example of a passion for reading to others with lunchtime clubs. Reading Champions established, once again.</p>	<p>The percentage of children achieving RWM at Expected in each class will be in line with or above National Average (75%+) by Summer 2024</p> <p>The percentage of children achieving Expected Standard in RWM will be above or at least in in line with National Average.</p> <p>In 2023, National Averages were KS1 56% and KS2 59% for combined RWM. Ormesby figures need to be above these standards. In 2023-2024 KS1 69% and KS2 57% at Expected in RWM.</p> <p>Percentage of pupils achieving Higher Standard in RWM will be above or at least in line with National Average at the end of KS1 (2023 6%) In 2023-2024, the RWM at Greater Depth was 7%.</p> <p>Percentage of pupils achieving Higher Standard in RWM will be above or at least in line with National Average at the end of KS2 (2023 8%) In 2023-2024, the RWM at Greater Depth was 4%.</p> <p>The gap between SEND pupils and non-SEND pupils will be smaller.</p> <p>Intervention Groups that have SEND pupils will show effective progress of them from their starting points.</p> <p>Improving three year trend at KS2 attainment.</p>	<p>School data</p> <p>KS1 and KS2 SATS</p> <p>Pupil Asset data</p> <p>KS1 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%.</p> <p>KS2 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%.</p> <p>KS1 Milestones Higher Standard: Autumn: 6% Spring: 9% Summer: 12%</p> <p>KS2 Milestones Higher Standard: Autumn: 3% Spring: 6% Summer: 10%</p>

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

Cooperative Learning to be used to improve the pupils understanding and reasoning, fluency and to enable pupils to be more active whilst learning.

Ten in Ten or Five in Five equivalents are pacey 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.

Revised curriculum enables pupils to be immersed in a greater depth of subject content and utilising skills in a cross-curricular manner.

Hold termly pupil progress meetings to track attainment and hold teachers to account for their classes.

Attend further CPD around identifying elements required to enable pupils to achieve higher standard/greater depth.

Enable the gender gap to be closed in RWM, most notably in Year 3.

SENDCos to work more closely with SEND pupils providing additional support through a timetabled cycle across the year.

Ensure IEPs and centralised Provision Maps are used efficiently by all teachers and specific targets are shared with pupils and parents. Maps must be reviewed termly and evidence of impact shared with Headteacher and SLT.

	<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>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>System will allow for more effective and robust pupil progress and subject leaders meetings.</p> <p>More accurate teacher assessment judgements of pupil attainment in foundation subjects.</p> <p>Subject leaders conducting effective learning walks regarding the standard of teaching and learning in each class.</p> <p>Data sheet shows target of 75% of each class are at Expected in the subjects.</p>	<p>Lesson Observations</p> <p>Subject leader data</p> <p>From Year 2 upwards, Kahoot quizzes are being used at the beginning of topics and repeated at the end of the topics to show retention of knowledge. In Year 1, these quizzes are completed at the end of the topics being covered.</p> <p>History and Geography, as well as Music and MFL have assessments in place carried out by the teachers of those subjects.</p>

<p>To implement a stronger and more consistent approach to teaching independent Writing in the Infant school. (Infant)</p> <p>To continue to improve the effectiveness of teaching independent writing in the Junior school. (Junior)</p>	<p>Infant staff review the curriculum moving from a three-year cycle to a one-year cycle selecting the best areas of the curriculum to teach.</p> <p>Staff then need to review the Write Stuff units to ensure they lend themselves to the areas of study chosen and look at other schemes.</p> <p>Implement a whole school map of Write Stuff units being covered in each year group.</p> <p>Ensure handwriting approach is followed. SY and teaching staff will include structured opportunities for pupils to 'deepen the moment' in writing lessons to include ambitious vocabulary choices, sentence structures and punctuation.</p> <p>VNET Emma Adcock supporting to ensure curriculum is effectively strengthened and will support the new writing approach.</p> <p>Build in discreet grammar and punctuation requirements for each genre of writing being taught.</p> <p>To ensure writing moderation takes place internally and externally across the school enabling teachers to be confident in making accurate judgements.</p> <p>Visit other schools using The Write Stuff to see another setting's approach to making judgments. (Caister/Stalham Junior)</p> <p>Attend Write Stuff training.</p> <p>Establish greater conversational skill development opportunities at the Infant school in EYFS building on what we talk about, what we read about in Year 1 to improve what we write about in Year 2.</p>	<p>Teachers have accurate judgement levels in writing.</p> <p>School creates its own standardisation materials.</p> <p>Independent writing is sufficient for County Moderation and a good percentage of pupils reach Expected standard and some achieve Greater Depth.</p> <p>Switched subject leader to lead subject with greater expertise.</p> <p>Established regular cross-Federation standardisation examples.</p>	<p>Pupils' Writing</p>
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	<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>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>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>To ensure pupils with SEND are more effectively supported across the Federation providing them with greater access to their curriculum. (Federation)</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>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>SENDCos fully trained in a year, alongside the TAs.</p> <p>SEND children making stronger progress and this can be measured.</p> <p>SEND far more greatly supported. Staff have greater access to SEND support.</p>	<p>Centralised Provision Map</p> <p>IEPs/Learning Ladders.</p>
<p>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>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>Staff trained from Learning through Landscapes.</p> <p>Bees installed to teach children about conservation.</p> <p>Updated curriculum to bring learning outdoors.</p> <p>Playground markings successfully installed and positive feedback received.</p>	<p>Pupil surveys</p> <p>Outdoor Learning Booklet</p>

	<p>Prepare the Den to be used by pupils once again as a sheltered area at the Infant school.</p> <p>Improve all playground markings to provide pupils with greater outdoor activity.</p>		
<p>To continue to develop the teaching of reading fluency alongside raising its profile across the Federation. (Federation)</p>	<p>Ensure library spaces are improved and reading material reviewed and updated.</p> <p>Establish teaching staff as English reading experts (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 has a significant importance across the Federation.</p> <p>Reading systems for Phonics well embedded and producing consistently high results.</p> <p>Reading is seen as a key ingredient to pupil success by the pupils themselves.</p> <p>Reading intervention effectively used for all pupils requiring support.</p> <p>Family Reading Club established to promote lifelong reading passion.</p> <p>Little Wandle established across the Federation for consistency.</p>	<p>Reading Data</p> <p>Pupil surveys</p>

<p>To achieve a Quality Skills Mark for an area of the curriculum. (Federation)</p>	<p>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 Quality Mark as a realistic, but challenging target.</p> <p>Support from external mentor to ensure provision of History is successful and accomplishes Gold.</p> <p>Share successful completion with wider audience.</p> <p>Look into Dyslexia Quality Award.</p>	<p>Certificate for successful completion of a subject specific quality mark.</p> <p>History Mark organised and application prepared.</p>	<p>Quality Mark Certificate</p> <p>Enhanced curriculum provision</p> <p>External validation</p>
<p>To implement and embed the Immersive Learning Classroom to further support and enhance the curriculums at each school. (Federation)</p>	<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>	<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>	<p>Parental and Pupil Surveys</p>

Next Steps:

Implement a more effective grammar, spelling and punctuation toolkit across the Federation.

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

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

Action Plan Title: ***PERSONAL DEVELOPMENT***

Target	Actions Taken	Impact	Evidence
<p>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>Years 5 & 6 attended two careers' events at two different Sixth Form Colleges. Trip to Saxon Air to experience engineering aspiration.</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> <p>Pupil Committees were created across both schools and ILT and JLT created their own action plans to achieve across the year. Lots of opportunities for Years 3 and 4 and Year 5 and 6 pupils to represent the school in a multitude of sports. Peer mentors established successfully in Junior School and achieved Anti-Bullying Ambassador certificates from Diana Award Scheme.</p>

	To organise trips to other areas of the UK to improve understanding and appreciation of other cultures and religions within Britain.		
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>	<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>Transitional MFL sessions for Year 2 children joining Juniors.</p>	<p>Foundation Stage Assessments Pupil Survey Parental Survey</p>
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>Children are supported more emotionally and in turn spiritually. Children's SMSC qualities are augmented by being at Ormesby Positive praise from users and their parents.</p>	<p>School Distinctiveness Observations Learning Walks Surveys</p>

	Pastoral provision to be shared on our social media pages to raise its profile positively.		
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Next Steps: Further embed the outdoor learning approach into our curriculums, particularly the conservation of bees opportunity amongst the pupils.

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

*Action Plan Title: **BEHAVIOUR & ATTITUDES***

Target	Actions Taken	Impact	Evidence
To 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</p>	<p>Pupil attendance remains at or above Government threshold of 96% in each school.</p> <p>Both schools in 2023-2024, increased to around 94/95% attendance. There still remains an influx of leaves of absence and holidays in term time.</p> <p>Number of people taking holidays reduces. New rules from 19th August 2024 may reduce the number of holidays in term time.</p>	Attendance figures

	<p>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>		
<p>To ensure all pupils are supported pastorally to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)</p>	<p>JLT to prepare and create a video for all stakeholders of the school to promote all that is good/distinct about Ormesby driven by the vision, values and straplines. 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>Number of more severe behavioural incidents reduced from pupils who do not behave as expected.</p> <p>Pupils continue to show positive aptitude for the new 5Rs.</p> <p>Daily sensory circuits have reduced incidents of poor behaviour by preparing children with SEMH needs more for school each day.</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>Break Observations</p> <p>Detention Log</p> <p>Behaviour Incident Book</p> <p>Vulnerable Children Log</p> <p>Class Observations</p> <p>Teacher Feedback</p> <p>Pupil Survey</p>

	<p>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 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>	<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>	
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Next Steps:

Continue to develop higher aspirations of children through visits to careers' events. Expand the Ormesby University graduation to track pupils' engagement with wider learning building aspirations further. Utilise Junior and Mini Duke schemes to increase opportunities for disadvantaged pupils to develop new skills and develop character strengths.

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

With reducing staff numbers, continue to evolve how the pastoral element of the schools ensures the pupils have a greater sensory support and support for mental well-being. Embed the Mental Health Lead's role across the Federation to support our pupils and families further.

Action Plan Title: LEADERSHIP & MANAGEMENT

Target	Actions Taken	Impact	Evidence
<p>To continue to embed the Federation vision and ethos in order to progress both schools forward. (Federation)</p>	<p>Ensure the straplines for each school are known by all stakeholders of the school. 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>	<p>Established new vision for the Federation and straplines are evident across the schools, embedded and remembered.</p> <p>All staff and pupils are able to articulate the main themes of the vision and the straplines from each school.</p> <p>Most parents are aware of the school straplines and how each school achieves them.</p>	<p>Learning Walks Pupil Voice Surveys Subject Leaders Meetings Visitor Comments</p>
<p>To expand the skillset of the Federation Governing Body enabling effective succession planning. (Federation Governors)</p>	<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> <p>Enable Governor Challenge Days possess a narrow SIDP focus and pupils and staff are able to speak together.</p>	<p>Challenge within FGB meetings will increase and be clearly evidenced for all areas.</p> <p>Governors to attend more training.</p> <p>Governors will feel more confident in their knowledge of the school and more confident in presenting staff with challenging questions.</p> <p>Governors more visible in school aiding and supporting school improvement.</p> <p>Staff/Pupils/Parents more aware of Governing Body members.</p> <p>Increase in number of non-staff Governors by July 2023.</p> <p>Succession planning successfully achieved but increased recruitment is ongoing.</p>	<p>FGB minutes</p> <p>Governor Challenge Day minutes</p> <p>Governor Log</p>

<p>To ensure premises development enhances school provision within the school and wider communities. (Federation)</p>	<p>Using Devolved Capital ensure areas of the school are improved aesthetically and certain areas are re-purposed or re-designed to improve provision on offer.</p> <p>Ensure fire safety improvements are made, where funds allow, 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>	<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>Immersive classroom officially opened and used by all pupils and children from other schools. Ongoing programme of refurbishment to improve aesthetic appeal.</p>	<p>Budget allocated to improvements</p> <p>Survey to gauge opinion of improvements.</p>
<p>To continue to ensure staff training has a greater impact on the schools. (Federation)</p>	<p>Enable subject leaders to attend impactful CPD to develop their knowledge and skillset further to lead.</p> <p>Staff to access nationally accredited leadership courses, Ofsted Inspector Training, NPQEH, NPQML and NPQSL or NASENDCo.</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>Staff to achieve accreditation to enhance leadership skills.</p> <p>Subject leaders effectively monitoring subjects, recording evidence and sharing feedback to staff.</p> <p>Staff will have up-to-date evidence on how subject areas are operating in school, enabling 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>Training records</p> <p>Governor minutes</p> <p>Lesson observation records</p> <p>Learning Walks</p> <p>Subject Leader Files</p> <p>Book Looks</p> <p>Subject Leader Monitoring Forms</p> <p>Subject Leader Class Data</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>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>To ensure staff well-being and workload remain appropriate. (Federation)</p>	<p>Communicate more strongly with staff by holding half-termly timetabled meetings for different staff groups to voice any concerns. Address any concerns swiftly to avoid discontent.</p> <p>Ensure an open door policy exists across the Federation.</p> <p>Ensure well-being events are regularly held and suitably attended.</p> <p>Ensure all staff feel valued and appreciated. Gratitude and praise when needed.</p> <p>Share Norfolk Support Line/IPRS Services.</p> <p>Provide release time/support to staff to achieve tasks, where possible.</p>	<p>Staff remain enthusiastic and positive.</p> <p>Staff fully aware they are supported and feel valued for the work they do.</p> <p>Staff appreciate available time and support to get things done, when and where possible.</p> <p>Staff feel safe and listened to.</p>	<p>Staff Surveys Staff Attendance</p>

	Provide staff with support and trust to lead and develop the school themselves.		
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. 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. 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</p> <p>The SENCO will use the IPSEF to prioritise future targets/outcomes for SEN across the Ormesby schools.</p> <p>The SENCO will use the INDES/IPSEF to support additional funding bids.</p>	<p>Provision maps fully costed for each school. 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. IPSEF document Costed Provision maps</p>
To embed a more efficient online safeguarding management system across the Federation. (Federation)	<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 on the system notifying other key staff affected and linking siblings.</p> <p>Ensure all historic paperwork for each relevant pupil is scanned in and logged appropriately.</p> <p>Set up two hub computers for staff to login at schools. Ensure reporting facility is used to review numbers of types of incidents.</p>	<p>All staff comfortably using CPOMS system regularly and effectively.</p>	<p>CPOMS reports Safeguarding Audit</p>

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

Ensure the Federation is promoted further within the community.

Ensure effective succession planning is in place for Senior Management Team roles.

Continue to recruit more non-staff based Governors.