



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 continue to ensure staff well-being and workload remains appropriate.	Continue to communicate effectively with staff by holding half-termly timetabled meetings for different staff groups to voice any concerns. Commemorate World Mental Health Day 2024 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 when needed. Ensure staff have delegated responsibilities and are involved in decision making and have ownership over new approaches.	2024-2025
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.	2024-2025
To further embed new SEND systems and approaches to raise the SEND provision in both schools. (Federation)	The SENCOs will monitor the impact of the centralised provision mapping tool ensuring all systems are fully updated by staff and both schools are using the tool effectively. Ensure Infant interventions have the bespoke pages required in the provision map prepared. SENDCOs to make themselves familiar with WelComm programme and train other staff at a twilight INSET on its use. Monitor delivery of programme to ensure children are assessed accurately. Meet with SEND/Inclusion Advisors to support the implementation of the IPSEF across both schools and advise on additional support. Update two whole school costed provision maps. Host regular parental information workshops with SENDIASS. The SENCOs will use the INDES application process to support additional funding bids.	2024-2025

BEHAVIOUR & ATTITUDES

What?	How?	When?
To continue to ensure the importance of strong attendance is maintained 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. Using the Working Together to improve school attendance document engage with families to support attendance issues regarding mental health etc. Distribute new changes to attendance and FPN process 19.8.24. Update 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. Fast track families with poorest attendance for fining. Continue with 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.	2024-2025
To continue 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. Use outdoor learning and immersive room to improve behaviour.	2024-2025

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.	2024-2025
To further embed the programme of outdoor learning across the Federation. (Federation)	Further training from Learning through Landscapes to be purchased. Provide access to outdoor planning on the shared drive. Staff trained to be a Forest School instructor. Finish spending Tesco grant. Use the space for bee conservation and enable children to participate in bee management. Use the space for Junior Duke/Mini Duke challenges. Now outdoor learning is built into both curriculums ensure space is used regularly for such purpose, linking use to subject action plans (History/Geography/Science). Regularly evidence use of outdoor learning shared on social media and websites.	2024-2025
To implement a consistent teaching approach to Writing across the Federation. (Federation)	Infant English Lead and Junior English Lead will work collaboratively to ensure a 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. Ensure KS2 long term writing plan is finalized and updated. Ensure monitoring is impactful to hold other teachers accountable for their writing effectiveness. Achieved in three-weekly writing scrutinies. Ensure teaching sequence of writing is clear with good sentence level work evident. Continue Federation standardisation exercises across the Federation, beginning this year with a non-fiction piece of work. VNET Emma Adcock supporting to ensure the writing curriculum is effectively strengthened.	2024-2025

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.	2024-2025
To continue to raise the aspirations and diversity of pupils by providing ongoing exposure to broader experiences and stronger appreciation of other cultures, ethnicities and religions. (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.	2024-2025
To ensure the pastoral capacity of the schools continues to run effectively in order to support the improvement of pupils' health and well-being. (Federation)	Maintain 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.	2024-2025