

Creative - Collaborative - Curious

We inspire, develop and nurture every child to achieve their full potential believing anything is possible.

Our children are brave and love learning.

We are small schools at the heart of our communities

Skylark Federation

SCHOOL DEVELOPMENT PLAN

2020 – 2021

A child within our Federation is:

gentle	safe	healthy	proud	responsible
excited	determined	caring	respectful	helpful
independent	unique	reliable	polite	confident
happy	kind	successful	articulate	resilient

BARCOMBE CE SCHOOL CHRISTIAN VISION, VALUES AND AIMS

Learning Together, Believing Together in the Heart of the Village

Barcombe:
We are a small but 'mighty' school. We deliver an active and engaging curriculum that challenges and inspires all. Our emphasis is about learning to learn whilst promoting Christian ethos. We believe everyone can achieve!

PLUMPTON SCHOOL VISION, VALUES AND AIMS

Plumpton:
Our vision is to celebrate individual talents and encourage everyone to achieve their best within a safe, caring and happy environment where all pupils achieve their potential. At Plumpton School every child comes first.

HAMSEY CP SCHOOL VISION, VALUES AND AIMS

Hamsey:
Our vision is that every child develops a love of learning through creative teaching and can reach their potential.

Federation Improvement Key Priorities 2020 – 21

Federation Leadership and Management:

Leadership and Management:

- **To ensure the safe return of ALL pupils, parents and school staff following Covid 19. (FED)**
- Continue to development of individual school USP within the overarching strength of the Federation. (FED)
- Continue to develop strong subject leadership in all subjects across the curriculum. (FED)
- Develop a new individualised Skylark curriculum. (FED)
- Support all children to make rapid progress in gaps in education in core subject areas following Covid 19. (FED)
- Promote and develop virtual learning opportunities into classroom practice. (FED)
- Promote and support children and family's mental health following Covid 19. (FED)
- Develop governance challenge on spending of PP, Sports Premium and SEND. (FED)
- Continue to embed induction and development of new Head of School. (H)
- Ensure Head of School is supported and successfully completes NPQH. (P)
- Ensure Head of School successfully leads an NQT through an induction year and continues to develop practice of and RQT. (P)
- Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children's books. (B)
- EHT and Hof S to lead governors through preparations for SIAMS. (B)

New OFSTED Criteria: Overall Effectiveness / Leadership and Management / Quality of Education /Behaviour and Attitudes / Personal Development /Provision of EYFS

Hamsey:

Leadership and Management:

Continue to embed induction and development of new Head of School.

Quality of Education:

Improve Quality First Teaching across the school to at least 100% good and 40%+ outstanding.

To accelerate progress in phonics at KS1, ensure gaps in knowledge due to Covid 19 are identified and remedied. Support identified vulnerable readers with targeted support. Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking.

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium.

Continue to embed a new assessment system across the federation for reading, writing and maths

Continue to embed mastery maths and improve outcomes in mental maths across KS1 and KS2 with a particular focus on times tables.

Ensure progress and attainment in writing is enhanced through a clear guided /modelled approach following Covid 19.

Embed and develop computing teaching and subject leadership. Ensuring online provision is integrated into classroom practice.

To continue to improve the effective use of active TA provision and develop their skills in leading whole class activities.

Behaviour and Attitudes:

Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance.

To celebrate the value of kindness as being at the beating heart of the Skylark Federation.

Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark)

To ensure all staff have received safeguarding training and safeguarding is effective within all three school.

Personal Development:

To celebrate British values in relation to becoming an inspirational international citizen.

Continue the development and awareness of economic, ecological and climate related concerns.

Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example).

Provision of EYFS:

Improve attainment in writing.

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

Plumpton:

Leadership and Management:

Head of School to be supported through and successfully complete NPQH.

To support the successful induction of an NQT and continue to support the development of an RQT.

Quality of Education:

Improve Quality First Teaching across the school to at least 100% good and 40%+ outstanding.

To accelerate progress in phonics at KS1, ensure gaps in knowledge due to Covid 19 are identified and remedied. Support identified vulnerable readers with targeted support. Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking.

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Leadership and Management:

Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children's books.

EHT and Hof S to lead governors through preparations for SIAMS

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OVERALL EFFECTIVENESS - (New OFSTED CRITERIA)

Outstanding (1)

- The quality of education is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- Safeguarding is effective.

Good (2)

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective.

Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.
- Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.

LEADERSHIP AND MANAGEMENT

In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets **all** the criteria for good in leadership and management **securely** and **consistently**.
- Leadership and management are **exceptional**.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

- Leadership and management are not good.
- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

EVIDENCE TO SUPPORT THIS JUDGMENT:

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2020)

- **To ensure the safe return of ALL pupils, parents and school staff following Covid 19. (FED)**
- Continue to development of individual school USP within the overarching strength of the Federation. (FED)
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ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2020 - 21 SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2020)

- XXXX
- XXXX
- XXXX

IMPACT (MARCH 2021)

- XXXX
- XXXX
- XXXX

IMPACT (JULY 2021)

- XXXX
- XXXX
- XXXX

BEHAVIOUR AND ATTITUDES

In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets **all** the criteria for good in behaviour and attitudes **securely** and **consistently**.
- Behaviour and attitudes are **exceptional**.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately[1] as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Requires improvement (3)

- Behaviour and attitudes in the school are not good.
- Pupils are safe and they feel safe.

[1] www.gov.uk/government/publications/school-exclusion.

EVIDENCE TO SUPPORT THIS JUDGMENT:

BEHAVIOUR AND ATTITUDES
PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2020) Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance. To celebrate the value of kindness as being at the beating heart of the Skylark Federation. Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark) To ensure all staff have received safeguarding training and safeguarding is effective within all three school.
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IMPACT (DECEMBER 2020) • XXXX • XXXX • XXXX
IMPACT (MARCH 2021) • XXXX • XXXX • XXXX
IMPACT (JULY 2021) • XXXX • XXXX • XXXX

PERSONAL DEVELOPMENT

In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets **all** the criteria for good in personal development **securely** and **consistently**.
- Personal development is **exceptional**.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks[2] to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Requires improvement (3)

- Personal development in the school is not good.

EVIDENCE TO SUPPORT THIS JUDGMENT:

PERSONAL DEVELOPMENT
PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2019) To celebrate British values in relation to becoming an inspirational international citizen. Continue the development and awareness of economic, ecological and climate related concerns. Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example).
ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2020 - 21 SCHOOL IMPROVEMENT PLAN
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IMPACT (JULY 2021) • XXXX • XXXX • XXXX

THE QUALITY OF EDUCATION

Note: Some sections of the criteria appear in [square brackets] below. This is to mark that they are transitional only, because Ofsted recognise that not all schools will have had the opportunity to complete the process of adopting or constructing their curriculum fully by September 2019. Ofsted will review these bracketed sections before September 2020 to decide whether they should be deleted.

Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

In order to judge whether a school is **good** or **requires improvement**, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition,[3] and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

[3] This ambition applies to secondary schools only, and does not apply to university technical colleges, studio schools, alternate provision or special schools.

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

- The quality of education provided by the school is not good.

EVIDENCE TO SUPPORT THIS JUDGMENT:

THE QUALITY OF EDUCATION

PRIORITIES FOR IMPROVEMENT (2019-2020)

Quality of Education:

Improve Quality First Teaching across the school to at least 100% good and 40 - 60%+ outstanding.

To accelerate progress in phonics at KS1, ensure gaps in knowledge due to Covid 19 are identified and remedied. Support identified vulnerable readers with targeted support. Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking.

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium.

Continue to embed a new assessment system across the federation for reading, writing and maths

Continue to embed mastery maths and improve outcomes in mental maths across KS1 and KS2 with a particular focus on times tables.

Ensure progress and attainment in writing is enhanced through a clear guided /modelled approach following Covid 19.

Embed and develop computing teaching and subject leadership. Ensuring online provision is integrated into classroom practice.

To continue to improve the effective use of active TA provision and develop their skills in leading whole class activities.

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2020 -21)

ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2019-20 SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2020)

- XXXX
- XXXX
- XXXX

IMPACT (MARCH 2021)

- XXXX
- XXXX
- XXXX

IMPACT (JULY 2021)

- XXXX
- XXXX
- XXXX

EARLY YEARS EDUCATION

Outstanding (1)

- The school meets **all** the criteria for good in the effectiveness of early years **securely** and **consistently**.
- The quality of early years education provided is **exceptional**.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

Impact

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Requires improvement (3)

- The effectiveness of the early years is not yet good.

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes: their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.

EVIDENCE TO SUPPORT THIS JUDGMENT:

EARLY YEARS EDUCATION
PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2020) Improve attainment in writing. The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2019-20 SCHOOL IMPROVEMENT PLAN
IMPACT (DECEMBER 2020) • XXXX • XXXX • XXXX
IMPACT (MARCH 2021) • XXXX • XXXX • XXXX
IMPACT (JULY 2021) • XXXX • XXXX • XXXX

KEY AREAS FOR IMPROVEMENT (OVERVIEW)

LEADERSHIP AND MANAGEMENT

- **To ensure the safe return of ALL pupils, parents and school staff following Covid 19. (FED)**
- Continue to development of individual school USP within the overarching strength of the Federation. (FED)
- Continue to develop strong subject leadership in all subjects across the curriculum. (FED)
- Develop a new individualised Skylark curriculum. (FED)
- Support all children to make rapid progress in gaps in education in core subject areas following Covid 19. (FED)
- Promote and develop virtual learning opportunities into classroom practice. (FED)
- Promote and support children and family's mental health following Covid 19. (FED)
- Develop governance challenge on spending of PP, Sports Premium and SEND. (FED)
- Continue to embed induction and development of new Head of School. (H)
- Ensure Head of School is supported and successfully completes NPQH. (P)
- Ensure Head of School successfully leads an NQT through an induction year and continues to develop practice of and RQT. (P)
- Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children's books. (B)
- EHT and Hof S to lead governors through preparations for SIAMS. (B)

BEHAVIOUR AND ATTITUDES

Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance. (FED)

To celebrate the value of kindness as being at the beating heart of the Skylark Federation.(FED)

Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark) (FED)

To ensure all staff have received safeguarding training and safeguarding is effective within all three school. (FED)

PERSONAL DEVELOPMENT

THE QUALITY OF EDUCATION

To celebrate British values in relation to becoming an inspirational international citizen. (FED) Continue the development and awareness of economic, ecological and climate related concerns. (FED) Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example). (FED)	Improve Quality First Teaching across the school to at least 100% good and 40 -60%+ outstanding. (FED) To accelerate progress in phonics at KS1, ensure gaps in knowledge due to Covid 19 are identified and remedied. Support identified vulnerable readers with targeted support. Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking. (FED) To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium. (FED) Continue to embed a new assessment system across the federation for reading, writing and maths. (FED) Continue to embed mastery maths and improve outcomes in mental maths across KS1 and KS2 with a particular focus on times tables. (FED) Ensure progress and attainment in writing is enhanced through a clear guided /modelled approach following Covid 19. Embed and develop computing teaching and subject leadership. Ensuring online provision is integrated into classroom practice. To continue to improve the effective use of active TA provision and develop their skills in leading whole class activities.

EARLY YEARS EDUCATION

Improve attainment in writing. (FED)

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. (FED)

LEADERSHIP AND MANAGEMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020 -21	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 20120	NEXT REVIEW:OCTOBER 2020

KEY ISSUES AND PRIORITIES FOR IMPROVEMENT

- **To ensure the safe return of ALL pupils, parents and school staff following Covid 19. (FED)**
- Continue to development of individual school USP within the overarching strength of the Federation. (FED)
- Continue to develop strong subject leadership in all subjects across the curriculum. (FED)
- Develop a new individualised Skylark curriculum. (FED)
- Support all children to make rapid progress in gaps in education in core subject areas following Covid 19. (FED)
- Promote and develop virtual learning opportunities into classroom practice. (FED)
- Promote and support children and family's mental health following Covid 19. (FED)
- Develop governance challenge on spending of PP, Sports Premium and SEND. (FED)
- Continue to embed induction and development of new Head of School. (H)
- Ensure Head of School is supported and successfully completes NPQH. (P)
- Ensure Head of School successfully leads an NQT through an induction year and continues to develop practice of and RQT. (P)
- Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children's books. (B)
- EHT and Hof S to lead governors through preparations for SIAMS. (B)

Actions to Address Key Issues and Priorities for Improvement	**Time Scale**	**Led By**	**Resources**	**Success Criteria, Milestones and Practice Indicators (dated)**	**Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule**	**Evaluation of impact (Impact- who, what, when)**
To ensure the safe return of ALL pupils, parents and school staff following COVID 19 (FED)	**From Sept 20**	**SJ /SLT**	**£0 SLT time**	• **All children return at the start of term.** • **Risk assessment for return to school completed and**	*Sept 20* All absence carefully monitored and followed up with phone calls and doorstep visits. All absence monitored weekly and any patterns of family absence followed up with a parent meeting. Risk assessments shared with all staff and governors.	

				shared with all staff and governors. • **All parents communicated with re organisation of a COVID safe return and operational organisation.**	Before the start of school, all parents communicated with re new daily organisation. *By End T2* All attendance concerns raised weekly by Head of School. Attendance monitored by school offices and Heads of School. Attendance under 92% followed up with meeting with parents. ***By End T4*** To be updated ***By End T6***	
Continue the development of individual school USP within the overarching strength of the Federation (FED)	Continued but from From Sept. 20	SJ /CY /Governors /HoS	£0 SLT meeting time	• SLT meeting time focused on clarifying each schools USP. All Heads of School can clearly articulate and communicate individual school USP to all stakeholders. • Marketing /newspaper /newsletter articles and website updates are focused on each school USP. • All stakeholders and children can clearly articulate a USP -Strapline • All newspaper and newsletter articles continues to celebrate key USP messages	***By End T2*** ***SLT minutes show discussion and articulation of USP.*** ***Newsletters and local newspaper articles are focused on this key individual characteristics.*** ***By End T4*** ***Website updates and changes show clear individuality of schools.*** ***Governor minutes show this has been a gov. focus and all governors can articulate key features of ind. Schools.*** ***Newsletters and local newspaper articles are focused on this key individual characteristics.*** ***By End T6*** ***To be updated***	

Continue to develop strong subject leadership in all subjects across the curriculum. (FED)	September 2020	SJ / H of S All Staff	£500 Staff meeting time	• Initial INSET term 1. SJ to share SDP with links to the new OFSTED framework. • During T1 All subject leads reminded of Intent /implement /impact when reviewing and developing subject action plans in light of COVID 19. • All subject action plans to be completed by end T1 clearly referencing progression of skills, source analysis and assessment support in relation to the new Skylark curriculum. • Source analysis is clearly embed into assessment of subjects. • T2 and T3 subject SEF's to be updated and meeting with SJ /H of S.	**By End T2** **INSET and staff meeting time in term 1. All staff to review and discuss changes to new curriculum and impact on subject leadership.** **Staff meeting time T1 and T2 given to joint planning opportunities, ideas sharing / concept words and topic overview across the federation.** **Subject leader release time to focus on planning scrutiny and development in relation to new curriculum source analysis and assessment opportunities.** **By End T4** **Review changes made to curriculum through staff meeting time.** **Subject leader have evidence of skill progression and age appropriate source analysis and assessment across the school and other schools within the federation.** **History and Geography subject leads to have been interviewed by SIP /governors.** **By End T6** To be updated dependent on progress.	.
Develop a new individualised Skylark curriculum. (FED)	Sept 20 onwards	SJ /Governors /H of S	EHT /H of S time with govs	• Class teachers to understand and use new planning philosophy • All year groups across the Federation to collaboratively plan using new planning formats. • Teachers confident	**By End T2** **Initial INSET and staff meetings during T1 and T2 will be led by Heads of School.** **All teachers will have read – 'Monkey Proof Box' and will have a developing to clear understanding of vision and principles of new Skylark curriculum.** **Class teachers able to understand and use new planning philosophy.**	SJ to meet with PP /SP governors during T4

				using skill progression documents and source analysis guidance to support assessment. • By end T4 planning overviews for Yr 1 complete. • By end T6 planning overviews for Year 1 and end T2 Year 2 complete.	**SLT to monitor collaborative year group planning for quality control, uniformity and consistency.** **<u>By End T4</u>** **Heads of School to lead Staff meetings in T3 and T4 ensures planning documents are robust, detailed, key concepts across year groups are tracked and there is a clear understanding of analysis and assessment.** **<u>By End T6</u>** By end T6 planning overviews for Year 1 and end T2 Year 2 complete.	
Support all pupils to make rapid progress in gaps in education in core subject areas following COVID 19. (FED)	On-going from September 2020	SJ /SS / SLT	£15k	• Initial assessment in R/W/M/ phonics completed and analysed in first two weeks of term. • TA's leading assemblies in class 3x per week. During this time, teacher targeted support for pre and post lesson actions. • Week 3. Children grouped into targeted support groups. Teachers focused on booster groups begin. • End T2 assessment tracking focused on progress update. Review of support. (targeted for all vulnerable pupils)	**<u>By End T2</u>** **End week 2. All teachers to have completed assessments.** **End week 3. SLT and teachers meetings to discuss groupings and targeted support.** **Boosters groups commence.** **End T2 – review of current report and track progress.** **<u>By End T4</u>** **SLT to continue with targeted support. Review of groupings and track progress and accelerated progress.** **<u>By End T6</u>** To be reviewed.	

Promote and develop virtual learning opportunities into classroom practice. (FED)	Ongoing from September	SJ /RN All Teachers	£500	• All children and teachers to have google classrooms logins • All staff to have completed google classrooms CPD. • Children will use google classrooms to completed homework and google classrooms to be used as a teaching tool in class time. • Virtual learning opportunities will be accessed by all children from Y1 –Y6 at least 2x before T2.	**By End T2** **Sept – All children to have google classrooms and all teachers to have completed google classroom CPD.** **All teachers will be using google classrooms to set homework and to cross reff. As a learning tool in school.** **All children to have accessed at least two virtual learning opportunities organised by the class teacher.** **By End T4** **All children to have accessed 5 virtual live lessons.** **Google classroom follow up CPD to have been completed by all teachers.** **Children's and teachers knowledge and use of google classrooms is developing.** **By End T6**	
Promote and support children and family's mental health following COVID 19. (FED)	Sept 20 onwards	SS SLT	£500	• All families return to school in September. • Families with ongoing mental health concerns are offered support from School. These families to be signposted to external support. • All staff are aware of vulnerable families within their class /school. These are regularly discussed at SLT level as well as during weekly AOB.	**By End T2** SJ /SS and Heads of school to review school attendance and meet with vulnerable families. SS to complete mental health awareness workshops at each school and offer / signpost to external support. All Staff regularly updated on vulnerable families through AOB. SLT /SS to communicate with vulnerable families and offer support. **By End T4** SJ /SS and Heads of school to review school attendance and meet with vulnerable families. All Staff regularly updated on vulnerable families through AOB. SLT /SS to communicate with vulnerable families and offer support. Staff and parent well being surveys to be completed and reviewed. **By End T6**	
Develop governance challenge on spending of PP, sports premium, SEND and any other grants. (FED)	Sept 20 onwards	SJ /govs.	£0	• At first gov meeting of the year – select a gov to lead. • During late T1 /early T2 governor to have training. • Gov to meet with EHT and H of S to challenge how SP PP and recovery grants are being spent. Gov to have secure knowledge of how much each schools	**By End T2** **Governor to be elected as champion SP /PPG and other grants.** **Gov to meet with EHT and H of S to review how last years money was spent /plans for this year.** **By End T4**	

				allocation is and exactly how it is being spent. • Standing agenda item for finance committee to comment of at FGB.	**Gov to meet with EHT /SBM's to review how money has been spent and progress made of children receiving funding.** **Through FGB all governors are clear how money is spent and impact on children's wellbeing /progress.** **<u>By End T6</u>**	
Continue to embed induction and development of new Head of School. (H)	From Sept 20	SJ /CY	£500	• Develop and embed senior leadership responsibilities and accountability. • Head and Deputy Head of School, will be accountable for planning / moderation and assessment. •	**<u>By End T2</u>** **Head of School oversees all data updated tracked and analysed termly.** **T2 pupil survey indicates 85%+ of children are enjoying school and feel safe.** **Head of School is fully competent as safeguarding lead.** **Head of school leads all operational duties with support from EHT.** **Heads of School leading curriculum redesign.** **<u>By End T4</u>** **H of S confidently supports teaching and learning and holding under performance to account.** **Head of School leads all operational duties with support from EHT.** **<u>By End T6</u>** **<u>To be reviewed</u>**	
Ensure Head of School is supported and successfully completes NPQH. (P)	From Sept 20	SJ /CY	£300	• Head of School to successfully completed NPQH qualification.	**<u>By End T2</u>** SJ /CY to regularly check-up and meet with H of S to support with NPQH focuses. SJ /CY to ensure H of S is suitably managing time. **<u>By End T4</u>** To be reviewed **<u>By End T6</u>** To be reviewed	

Ensure Head of School successfully leads and NQT through an induction year and continues to develop practice of an RQT.	From Sept 20	SJ /CY? SLT	£200	• Support Head of School to guide and support two new to teaching professionals through initial and second year of teaching. • Support Head of school with judgements on quality of teaching, learning and assessment	**By End T2** SJ and H of S to meet regularly to discuss targets and progress through NQT standards. SJ to jointly observe prior to end T2 assessment. NQT and RQT to have teacher mentors. **By End T4** SJ and Head of school continue to monitor and support. Head of school to meet fortnightly for support towards targets. Evidence this through teacher voice and minute of meetings. **By End T6** To be reviewed	
Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children's books. (B)	Ongoing from Sept.	EHT /H of S /James H /Govs	£0	• EHT and H of S to arrange meeting with DIP before end T2. • Review internal and external environments with a Christian distinctiveness focus. • Continue on from 2018-19 with assembly rota. Use Values for life resource. • Ensure the schools religious syllabus is robust and is being delivered to a high standard. • Ensure all teachers are using new assessment system • Continue to invite people from other faiths to the school to teach the children to celebrate diversity and prepare them for life in modern Britain	**By End T2** **H of S to lead meeting on RE teaching expectations /differentiation and assessment.** **Scrutiny by end T2 demonstrates clear high expectation.** **EHT and H of S clear on expectations and identified criteria for SIAMS.** **By End T4** **All internal and external environments have been reviewed and updated. Clear understanding from teachers what should be in their environments and what daily /weekly religious routines they follow.** **Policies are adapted to reflect the unique Christian distinctiveness of the school.** **By End T6**	

EHT and Hof S to lead governors through preparations for SIAMS (B)	From Oct 19	EHT /H of S /Gov. religious group	£0	• At initial FGB arrange and set dates for the year for religious group. Nominate a lead governor. • Arrange for governor to meet with DIP. • Arrange training for H of S /governor.	**By End T2** **Lead gov and faith group met with EHT and H of S and have a developing knowledge of criteria for SIAMS.** **EHT /H of S has attended SIAMS inspect training and have a sound knowledge of expectations.** **By End T4** **Gov. minutes show SIAMS prep. Is developing and governors have a sound knowledge of the process.** **By End T6**	

BEHAVIOURS AND ATTITUDES

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020-2021	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2020	NEXT REVIEW: OCTOBER 2020

KEY ISSUES

Key Issues:

Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance. (FED)

To celebrate the value of kindness as being at the beating heart of the Skylark Federation.(FED)

Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark) (FED)

To ensure all staff have received safeguarding training and safeguarding is effective within all three school. (FED)

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance. (H/P)	**Sept 20**	**SJ /Head of School**	**£200**	• 97% attendance target achieved in all schools across the federation. • Lateness monitored fortnightly by SLT at Hamsey. • All non-attendance /lateness followed up with phone calls and daily communication. SJ and CY	**By End T2** **Introduce an attendance contract.** **Weekly celebration in assembly focused on attendance.** **Termly draw for all children over 97% attendance to win a prize.** **3 weekly check to Identify ch. With low attendance – parents to meet with SJ / SS / SLT**	

				to meet with all parents under 90% attendance. Support plans put in place to significantly improve attendance. Attendance contracts between family and school.	**Termly ESBAS letter home to attendance under 90%.** **Govs to continue to monitor.** **By End T4** **Attendance target of 97% monitored and reported to governors.** **All ch. With under 90% attendance to meet with SJ /SLT**	
To celebrate the value of kindness as being at the beating heart of the Skylark Federation. (FED)	Beginning in Sept 2020	SJ /H of S Dep Head of S	£200	• All children will be able to speak confidently about the importance of kindness and how it is celebrated within each school.1 x assembly per week with a focus on: • Children will be able to speak confidently about Kind people in History /how we show kindness / children to nominate others who have shown them kindness.	**By End T2** **Through pupil voices it is clear children are able to articulate the importance of being kind.** Children will celebrate kindness through: • Celebrate kindness through certificates. /kindness rewards. • Class charities chosen with a theme of kindness to others. **People who thy recognise that a kind. How to show kindness to others.** **By End T4** **Through pupil voice and governor monitoring it is clear children are able to articulate the importance of being kind.** **People who thy recognise that a kind. How to show kindness to others.** **By End T6**	
Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark). (FED)	Term 1 and ongoing throughout 2019-20	SJ /H of S Dep Head of S All staff.	£500	• We have a policy and a no shouting culture to be adhered to by all staff. • In lessons and around the school all staff and children speak to each other with respect and politeness. • Buy stickers and children to be nominated /allowed to go to SLT	**By End T2** **Children able to articulate the importance of 'Doing The Right Thing'. These children are celebrated in a communal area.** **Pupil voice shows all children feel safe and cared for in school.** **Learning observations feedback shows children are generally highly motivated and wish to try their hardest.**	

				when politeness is identified. • Weekly assembly –can link with kindness. • 'Do the right thing!' • Share Super Skylark with whole school community. • Celebrate excellent learning behaviours - /Special Work weekly.	**By End T4** **Governor monitoring learning observations feedback shows children are generally highly motivated and wish to try their hardest.** **Children are able to articulate the importance of -** **Curiosity –** exploring and investigating, questioning and wondering, challenging assumptions **Imagination–** generating new ideas, using intuition appropriately, making connections **Resilience** – thinking about how to get stronger, tolerating uncertainty and complexity, willing to make sustained effort **Collaboration –** being an effective team member, being self-aware, thinking interdependently **Discipline –** learning from experience, thinking critically and rigorously, crafting and improving. **By End T6**	
To ensure all staff have received safeguarding training and safeguarding is effective within all three school	Sept 20	SJ /CY	£300 per school	• To ensure all staff within the federation have received safeguarding training. • To ensure designated governors monitor safeguarding across all schools within the federation. Safeguarding and safeguarding procedures are effective in all schools	**By End T2** **Training for new staff needs identified and training booked.** **CY to deliver safeguarding training /protocols to all staff. All safeguarding policies and related policies have been read and signed by all staff.** **Exec / Head of School to meet with CP gov. / Health and Safety gov. and complete initial monitoring visit.** **By End T4**	

					Training completed and Head of School / Exec Head to report to governors FGB committee. **Safeguarding / SCR completed.** **Safeguarding review booked for end T4.** **<u>By End T6</u>** **Gov. monitoring indicates policy and procedure up to date / review cycle planned. Head of School / Exec Head to report to governors FGB committee**	

PERSONAL DEVELOPMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020 -21	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2020	NEXT REVIEW: OCTOBER 2020

KEY ISSUES

To celebrate British values in relation to becoming an inspirational international citizen. (FED)

Continue the development and awareness of economic, ecological and climate related concerns. (FED)

Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example). (FED)

Actions to Address Key Issues and Priorities for Improvement	**Time Scale**	**Led By**	**Resources**	**Success Criteria, Milestones and Practice Indicators (dated)**	**Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule**	**Evaluation of impact (Impact- who, what, when)**
To celebrate British values in relation to becoming an inspirational international citizen. (FED)	Beginning in Term 3	SJ / Dep H of S	£0	• All children and staff able to speak confidently and show sound knowledge of British values. Democracy. The rule of law. Individual liberty. Mutual respect.	**<u>By End T2</u>** SJ to lead assemblies on British values throughout T3 and T4. A British values section on school website is created and updated. A British values board is visible in school. **<u>By End T4</u>** Groups of children across the school will be able to speak confidently	

				Tolerance of those of different faiths and beliefs. Children able to name and articulate them. • Communal display to celebrate children's learning of British Values. –Pupil voice shows children can talk articulately about them. •	about British values – this will be evidenced through governor monitoring. **By End T6**	
Continue the development and awareness of economic, ecological and climate related concerns. (FED)	End of term 1 ongoing	SJ / H of S /CY / RE /KG /MA /AW	£0	• T1 -DH of S and School council continue to drive local Eco issues. Supported by Parish Councils. • Forest school leads to lead 1x Eco assemblies during each term. • During T2 /T4 and T6 – each school to lead on a local environment issue –Through the school council. • High quality art lessons led by PE /KG across all three schools during PPA.	By End T2 ART ; Pupils work shows PE and KG to raise profile and quality of delivery of art lessons across the federation. Pupil voice shows enjoyment and expectation in art lessons has improved, particularly at H and P. ECO: Pupil voice and gov. monitoring shows Forest school lead assemblies has led to an improved understanding of local /National and International eco issues. This will be reflected in SC/ EC focuses. By End T4 Pupils work shows PE and KG to raise profile and quality of delivery of art lessons across the federation. Pupil voice shows enjoyment and expectation in art lessons has improved, particularly at H and P. ECO: Pupil voice and gov. monitoring shows Forest school lead assemblies has led to an improved understanding of local /National and International eco issues. This will be reflected in SC/ EC focuses. By End T6	

					To be reviewed	
Continue to improve sporting opportunities and arts	Sept 202o onwards	SJ /CY / DT /H of S	SP grant	• DT to introduce new sports from different countries and raise awareness of sports for people with disabilities and socially distanced sporting challenges. • All children have enhanced sporting opportunities. • DT to support identified ch. With high BMI /emotional and friendship issues / PPG /SEND pupils to support raising self-esteem and confidence. Targeted children will demonstrate better physical fitness and have a sound knowledge of a healthy lifestyle. • •	<u>By End T2</u> Pupil and parent survey indicates a clear understanding of increased physical exercise routines throughout the school day. Class teachers demonstrate and team teach introduction of new sports from other countries / physically impaired sports and socially distanced sporting challenges. <u>By End T4</u> Class teachers demonstrate and team teach introduction of new sports from other countries / physically impaired sports. <u>By End T6</u>	

QUALITY OF EDUCATION

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020 -21	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2020	NEXT REVIEW: October 2020

Key Issues:

Improve Quality First Teaching across the school to at least 100% good and 40 -60%+ outstanding. (FED)

To accelerate progress in phonics at KS1, ensure gaps in knowledge due to Covid 19 are identified and remedied. Support identified vulnerable readers with targeted support. Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking. (FED)

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium. (FED)

Continue to embed a new assessment system across the federation for reading, writing and maths. (FED)

Continue to embed mastery maths and improve outcomes in mental maths across KS1 and KS2 with a particular focus on times tables. (FED)

Ensure progress and attainment in writing is enhanced through a clear guided /modelled approach following Covid 19.

Embed and develop computing teaching and subject leadership. Ensuring online provision is integrated into classroom practice.

To continue to improve the effective use of active TA provision and develop their skills in leading whole class activities.

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
Improve Quality First Teaching across the school to at least 100% good and 40 /60 outstanding. (FED)	End of term 1, 2, 4 and 6	SJ /Heads of school	Release time £300	• **All teaching judged to be 100% good.** • SJ to share and discuss with all staff key characteristics of highest quality teaching. • Good practise shared across the federation, initially across age phases • Lesson observations in T1 and T2 to focus on modelling and differentiation. (writing /reading) • MB to lead peer reviews in T2 and T3 focusing on characteristics of teaching mastery. • MB to lead peer reviews in T3. • H of S /Dep Head of school to lead scrutinies of planning and books. • T3 and T4 Subject leaders to	**By End T2** **End T2 all teaching judged by observation and scrutiny leads to an overall judgement of Good +** **By End T4** **End T4 all teaching judged by observation and scrutiny leads to an overall judgement of Good + , 20/ 40/60 % good +** **By End T6** **End T6 all teaching judged by observation and scrutiny leads to an overall judgement of Good + , 40/ 460/80 % good +**	

				demonstrate high quality teaching of their subjects to observe and advise teachers within these subjects.		
To accelerate progress in phonics at KS1, ensure gaps in knowledge due to Covid 19 are identified and remedied. Support identified vulnerable readers with targeted support. Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking. (FED)	Sept 2020 Ongoing Term 1 Throughout the year	Heads of School / Literacy leads /	£100	• **All children in Y1 and Y2 to be assessed and to pass phonics screening check by end of 20 21.** • All children in Yr1 /Y2 and targeted children in Y3 assessed for current. Phonic ability level. • All children with severe phonetic knowledge gaps grouped for extra support by booster group leads. • All children reassessed and progress tracked for end T2.	**By End T2** **English leads and class teachers to complete initial phonics test by end of first two weeks of term.** **SLT and class teachers to meet to plan targeted support.** **All targeted children to receive at least 1 extra phonics recovery session per week. (Wave1).** **Progress tracked by end T2** **By End T4** **End T2 assessments to lead to changes to current support. (Wave2)** **End T3 assessments to plan future support.** **By End T6** To be reviewed.	

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium and recovery grants (FED)	On-going from Sept. 2020	All teachers /TA's /SS	£0	• Specific groups identified within individual schools. • tracking system used for R/W/M. Progress and attainment of these groups to be tracked. • Interventions and additional support is specifically tailored to individuals' specific needs. • SEND /PPG and other individualised groups tracked each term. • SLT to analyse data of progress of specific groups against rest of school.	**By End T2** **Progress 1 point per year –internal data to discuss.** **By End T4** **To be reviewed** **By End T6**	
Continue to embed a new assessment system across the federation for reading /Writing and Maths (FED)	Sept 2020	All teachers /TA's /SS	£0	• **All teachers confident in using new whole school tracking system. Children are tracked across each school and data analysed.** • Early T1 – All teachers to have targets in front of books. • End T1 and termly from then. H of S to crunch data. •	**By End T2** **Embed new assessment system showing progress of all children in all year groups across R/W/M. (initially 2 points approx across T1 and T2.** **Target 85%+ across all classes** **By End T4** **Embed new assessment system showing progress of all children in all year groups across R/W/M. (initially 2 points approx across T1 and T2.** **By End T6** **Embed new assessment system showing progress of all children in all year groups across R/W/M. (initially 6 points approx across T1 and T2.**	

Continue to embed mastery maths and improve outcomes in maths across KS1 and KS2 (including mental maths /Times Tables) (FED)	Sept 2020	All teachers /TA's /SS	£0	• **staff meeting CPD during T1 and T2 focusing on the development of mastery maths strategies.** • **All maths lessons have elements of mastery maths with evidence of the use of STEM sentences /generalisations /Ping Pong technique,** • **<u>Mental maths support</u>** • Early T1 –Times Tables focus for homework. • All year groups from 2 – 6 to use timestables rockstars 3 times per week. • Progress through times tables	**<u>By End T2</u>** **MB to deliver staff meeting to remind all staff on strategies for mastery maths. Teachers to be supported to use within sessions.** **Pupil voice / teacher discussions demonstrates this is regular classroom practise.** **Introduce new apps and expectations of individual times tables rock stars. All children using TT rock stars and CT checking during class quiz weekly – monitored by Maths lead.** **<u>By End T4</u>** **All maths lessons following mastery strategies as evidenced through teaching observations and pupil /teacher voice.** **New apps and expectations of individual times tables rock stars embedded. All children using TT rock stars and CT checking during class quiz weekly – monitored by Maths lead** **<u>By End T6</u>** **New apps and expectations of individual times tables rock stars embedded. All children using TT rock stars and CT checking during class quiz weekly – monitored by Maths lead.**	

				acquisition tracked by CT /Maths lead. • T and L lead to develop staff knowledge and teaching characteristics of Maths Maths through internal peer reviews. • Assessment tracking from T2 identifies children not making good progress and extra support is focused.		
Ensure progress and attainment in writing is enhanced through clear guided /modelled approach following Covid 19	From Sept 20	SJ /SLT	£200	• All children to be initially assessed and teachers have a clear understanding of current level within first two weeks. • Using strategies highlighted by Jane Consadine teachers to complete CPD and begin to develop strategies into modelled writing sessions. • Daily modelled writing ensures children are making good /rapid progress by end T2 • Peer moderation of books leads to consistency of literacy level	**<u>By End T2</u>** **Eng leads lead Jane Consadine writing CPD across T1 and T2 -modelling highest quality modelling.** **All children are accessing a daily modelled write to support language /structure development.** **Lesson dropins demonstrate feedback of high quality writing modelling.** **High quality learning observations are evident across 80% lessons.** **Data tracking evidences good progress for Sept starting point.** **<u>By End T4</u>** **Lesson obs demonstrate feedback of high quality writing modelling.** **High quality learning observations are evident across 100% lessons.** **Data tracking evidences good progress for Sept starting point.** **<u>By End T6</u>** **To be reviewed.**	

				understanding across Fed.		
Embed and develop computing teaching and subject leadership. Ensuring online provision is integrated into classroom practice..(FED)	Sept 20	SJ RN /SLT	£200 per school	• CPD support across T1 and T2 leads to all teachers enhancing their knowledge and improving the delivery of the computing curriculum. • Following CPD all teachers to have a developing knowledge of google classrooms. • All children from Y1 – Y6 using google classrooms in schools and to complete homework tasks. • By end T2 every child has experienced at least 2 virtual 'live' lessons.	**<u>By End T2</u>** **RN to lead teachers through purple mash CPD, initially based on coding.** **RN to offer support workshops for any teaching struggling using purple mash confidently.** **All staff and children to have google classrooms logins.** **All teachers to have google classrooms CPD and ensure they are integrating this into classroom practice.** **All children to have experienced 2 x virtual live lessons before end T2.** **Pupil voice indicates children have a developing to sound knowledge of using GC.** **<u>By End T4</u>** **All children to have experienced 5 x virtual live lessons before end T2.** **Pupil voice indicates children have a developing to sound knowledge of using GC.** **Continued CPD for purple mash focused on targeted areas of support in teacher k knowledge.** **<u>By End T6</u>**	

To continue to improve the effective use of active TA provision and develop their skills in leading whole class activities.	Sept 20 onwards	SLT /SS	£0	• TA CPD at start of T2 focused on 'Making Best Use of Teaching Assistants -EEF materials. – **All TA's clearly understand expectations of high quality practice.** • All TA's to lead 3 x high quality whole class assemblies a week organised and monitored by Inclusion Manager. –**All TA's can and are expected to lead a whole class activity.** • TA professional development and performance management focuses on NQT standards. Leading to individualised and targeted performance management. **– TA professional development leads to active, high quality support with good communication throughout the class team.**	**By End T2** SS to lead TA CPD during T1 and T2 focused around EEF research. This will be discussed weekly at TA meeting. All TA's will be expected to prepare and deliver 3 x assemblies a week. Organised and monitored by SLT and Inclusion lead. **By End T4** SS to lead TA CPD during T1 and T4 focused around EEF research. This will be discussed weekly at TA meeting. Performance management targets will be set fro NQT expectations leading to individualised support and CPD. All TA's will be expected to prepare and deliver 3 x assemblies a week. Organised and monitored by SLT and Inclusion lead. **By End T6** **To be reviewed.**	

PROVISION OF EARLY YEARS

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2020	NEXT REVIEW: October 2020

Key Issues:

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

Improve attainment in writing.

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. (FED)	Sept 2020 Ongoing Term 1 Throughout the year	SLT /EYFS staff	Support from across federation MAA / AW	• Learning observations monitor children's early development of the 7 specific areas where appropriate. • Phonics and early reading are a key focus throughout Rec. Reading journals demonstrate every child is read to and commented on 3 x per week. • Parents invited in to meet and comment on ???? Every two /three weeks. Parents not commenting are identified and challenged to comment.	**By End T2** **To be completed following Sept EYFS meeting.** **By End T4** **By End T6** .	

Improve outcomes of writing at EYFS (B /P)	From T2 Nov 20	EYFS staff /Head of School	Support from Federation	• EYFS to lead to write dance and a range of other writing tasks to children making good progress from a baseline to Start T3. • Phonic development and writing phonetically celebrated weekly. • 2 x extra teacher led writing and extension activities timetabled for and available weekly. • Continuous provision shows a weekly writing challenge individual child /group specific.	**By End T2** To be completed following Sept EYFS meeting **By End T4** **By End T6**	