The Skylark Federation

SCHOOL IMPROVEMENT PLAN 2021-2022



Creative - Collaborative - Curious

Executive Head Teacher: Mr Stewart James

Consultant to the Federation: Ms Caitlin Yapp

Head of School at Barcombe: Mrs Ruth Force

Head of School at Hamsey : Mr Rob Newlands

Head of School at Plumpton: Mr Jon Hughes

Inclusion Leader: Ms Sophie Shannon

School Business Manager: Mrs Ann Hill

Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development and Welfare	Early Years
Strategic Objective	Strategic Objective	Strategic Objective	Strategic Objective	Strategic Objective
Senior leaders ensure that leaders of all levels have a solid understanding of and commitment to our vision of outstanding practice.	To construct and deliver a coherent and rich curriculum that ensures that all children have the knowledge, skills and cultural capital needed to succeed in life.	All pupils will be highly motivated, able to work collaboratively and independently and will understand how to study effectively.	To provide further opportunities and experiences that enhance children's understanding of the diverse and rich culture of the wider community.	To develop an ambitious and inspiring curriculum which responds to every child's needs, interests and skills.

SCHOOL VISIONS

Hamsey – A kind creative community where education is an adventure.

Plumpton – We're kind and outward-looking school: learners today, leaders tomorrow.

Barcombe – A small and mighty school where everyone flourishes in the heart of the community.

CONTEXT

PLUMPTON PRIMARY

- Small rural primary school, catchment: The majority of the school are based in the immediate locality.
- 128 children, 9% SEN, 4% FSM/ CLA, 0% EAL.0%
- Established Leadership team
- The school has been part of the Skylark Federation for five years. The other Skylark schools are Barcombe CE School and Hamsey CP School.

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Recover from lost learning due to pandemic
- Continue to develop subject leadership
- Develop and embed a strong, creative curriculum ensuring achievement in all areas.
- Embed a new approach to writing focusing on grammar and vocabulary development.
- To improve attendance so it is in-line with, or above, national average.

PRIORITIES FOR SCHOOL IMPROVEMENT FROM SCHOOL'S SELF-EVALUATION

Leadership and Management	Quality of Education
1.1 – Continue to lead the development of the new and unique Skylark curriculum. 1.2 – Continue to develop strong subject leadership in all subjects across the curriculum ensuring leaders have a detailed overview of the quality of teaching and outcomes in all schools across the federation. 1.3 - EHT and SLT to support all stakeholders to articulate how the school's distinctive visions and Christian vision, established and promoted by leadership at all levels, is enabling pupils and adults to flourish. 1.4 – Continue to develop the rigour and accountability of all governor monitoring and their understanding of the highest quality of education and ensuring they are holding leadership to account. 1.5 - Ensure safeguarding is effective 1.6 – Continue to develop the systems of the federation leading to improved financial and operational processes.	2.1-Continue to ensure through quality first teaching, the quality of teaching in every classroom across the federation is at least good and often better. 2.2-Raise awareness of unconscious bias within teaching across the curriculum. 2.3-Support identified children to make rapid progress in gaps in education in core subjects. 2.4 – To embed the development of phonics across the federation in line with new DFE guidance and clearly articulate a reading development strategy across all age phases. 2.5-To embed a new federation approach to the teaching of writing leading to the use of sophisticated language and vocabulary and improved progress and outcomes across all year groups. 2.6-To raise the profile of practical science across the federation, evidence in books demonstrates understanding and outcomes for scientific investigation are strong. 2.7-Continue to develop and embed the use of purple mash ensuring the quality of teaching and outcomes in computing are good. 2.8-To continue to improve the effective use of active TA provision ensuring high quality classroom support.

Behaviour and Attitudes	Personal Development
3.1-To embed the philosophies of zones of regulation / therapeutic thinking into the behaviour systems within the schools. **3.2-To continue to celebrate the value of kindness across the federation.** **3.3-To ensure all staff have received safeguarding training and safeguarding is effective within all three schools.** **3.4-Continue to monitor attendance ensuring attendance at all three schools is 97%+. Challenge persistent lateness and attendance under 90% rigorously.** **3.5-Raise the awareness of leading a healthy lifestyle focusing on regular /daily exercise and the importance of a healthy diet.**	4.1-Develop the role of the schools and raising the profile of the importance of an inclusive and outward looking school community within the local communities. 4.2-To celebrate British values in relation to becoming an inspirational international citizen. 4.3-To develop sporting facilities and opportunities for intra and inter sports competitions across the federation.

Early Years Education
5.1-To embed the new early years curriculum reforms ensuring EYFS practise is at least good. 5.2-To improve the quality of the EYFS environments. 5.3-To improve outcomes for writing. 5.4-To embed Neli intervention support for children with speech and language needs

Key issues identified by Ofsted:

Hamsey Community Primary – November 2018

Leaders and those responsible for governance should ensure that:

New subject leaders and middle leaders have the skills and understanding to drive improvements in their subjects.

Outcomes in writing are as good as in other skills and pupils take greater pride in the presentation of their work.

Actions taken to improve attendance are effective and lead to attendance figures that are at least in line with the national average.

Plumpton Primary School – June 2017

Make sure that teaching deepens and extends pupils' learning in mathematics consistently well across the school.

Ensure that children in the Reception Year make even better progress from their starting points, particularly the most able, so that more are working at greater depth by the end of early years.

Improve the quality of science teaching so that pupils make consistently strong progress in the development of scientific knowledge and skills.

Barcombe C of E Primary School – June 2015

Embed and strengthen recent changes in the curriculum to ensure that high levels of achievement are maintained.

PLUMPTON TARGETS FOR PUPIL OUTCOMES JULY 2022

THESE HAVE BEEN SET BY LOOKING AT % OF PUPILS AT EXPECTED STANDARD IN JULY 2020 AND ADDING CHALLENGE, ENSURING NO TARGETS ARE BELOW NATIONAL AVERAGE AND TAKING INTO ACCOUNT PUPILS' PRIOR PERFORMANCE AT EYFS AND/OR KS1

	% of cohort at expected standard in July 2021	FFT20 estimates for expected standard	Targets for July 2022	National Average 2019	Targets for July 2022	National Average 2019
EYFS	85%		85% GLD	71.7%		
Y1 Phonics	89%		90% Pass	82%	25% Securing 40	
End of KS1 (Y2)			**EXPECTED STANDARD**		**GREATER DEPTH/HIGHER STANDARD**	
Reading	83%		85%	75%	25%	25%
Writing	83%		85%	69.2%	25%	14.7%
Mathematics	83%		85%	75.7%	25%	21.7%
YEAR 1	**2021**		**ON TRACK FOR EXS**		**ON TRACK FOR GD/HS**	
Reading	89%		80%		25%	
Writing	74%		80%		25%	
Mathematics	89%		80%		25%	

	% of cohort at expected standard in July 2019	FFT20 estimates for expected standard	Targets for July 2021	National Average 2019	Targets for July 2021	National Average 2019
End of KS2 (Y6)			**EXPECTED STANDARD**		**GREATER DEPTH/HIGHER STANDARD**	
Reading	100%		85%	73.1%	25%	26.9%
Writing	100%		85%	78.4%	25%	20.1%
Mathematics	93%		85%	78.6%	25%	26.6%
Combined	93%		85%			
GPS	100%		85%	78%		
			ON TRACK FOR EXS		**ON TRACK FOR GD/HS**	
Year 3	**2021**					
Reading	79%		85%		25%	
Writing	71%		85%		25%	
Mathematics	79%		85%		25%	
Year 4	**2021**					
Reading	64%		79%		25%	
Writing	36%		71%		25%	
Mathematics	64%		79%		25%	
X Tables	67%		80%			
Cohort including 2 children with pending EHCPs & 5 children on the SEN register						
Year 5	**2021**					

Reading	80%		64%		25%	
Writing	60%		36%		25%	
Mathematics	64%		64%		25%	

QUALITY OF TEACHING TARGETS

		TERM 2				TERM 4				TERM 6			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	**TARGET**			**100%**	25%			**100%**	50%			**100%**	50%
	ACTUAL												

ATTENDANCE TARGETS FOR 2020/2021

		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	97%	97%	97%	97%	97%	97%	97%
	Actual	98.3%						
YEAR 6	Target	97%	97%	97%	97%	97%	97%	97%
	Actual	98.35%						
YEAR 5	Target	97%	97%	97%	97%	97%	97%	97%
	Actual	97.75%						
YEAR 4	Target	97%	97%	97%	97%	97%	97%	97%
	Actual	98.59%						
YEAR 3	Target	97%	97%	97%	97%	97%	97%	97%
	Actual	98.63%						
YEAR 2	Target	97%	97%	97%	97%	97%	97%	97%
	Actual	97.77%						
YEAR 1	Target	97%	97%	97%	97%	97%	97%	97%
	Actual	98.25%						
RECEPTION	Target	97%	97%	97%	97%	97%	97%	97%
	Actual	98.77%						

LEADERSHIP AND MANAGEMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021 -22	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 20120	NEXT REVIEW: December 2021

KEY ISSUES AND PRIORITIES FOR IMPROVEMENT

1.1– Continue to lead the development of the new and unique Skylark curriculum.

1.2 – Continue to develop strong subject leadership in all subjects across the curriculum ensuring leaders have a detailed overview of the quality of teaching and outcomes in all schools across the federation.

1.3 - EHT and SLT to support all stakeholders to articulate how the school's distinctive visions and Christian vision, established and promoted by leadership at all levels, is enabling pupils and adults to flourish.

1.4 – Continue to develop the rigour and accountability of all governor monitoring and their understanding of the highest quality of education and ensuring they are holding leadership to account.

1.5 - Ensure safeguarding is effective

1.6 – Continue to develop the systems of the federation leading to improved financial and operational processes.

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)
1.1– Continue to lead the development of the new and unique Skylark curriculum.	From Sept 21	SJ /H of S	£0 SLT time	By End T2 Teaching teams are led strategically ensuring curriculum coverage and age appropriate skills are taught progressively across all year groups. The historical focus for this project is clear and evidenced	TI – SLT meetings focused on curriculum development. Inset Sept – revise leadership of curriculum – focus on the developments of concepts. – H of S Staff meeting focus T 1 –	

				through children's work. Assessment demonstrates clear understanding of an ability to analyse sources at an age appropriate level. Evidence of a range of subject skills across the curriculum is evidenced through children's project and other books. By End T4 Teaching teams are led strategically ensuring curriculum coverage and age appropriate skills are taught progressively across all year groups. The Geographic and Scientific focus for this project is clear and evidenced through children's work. Assessment demonstrates clear understanding of an ability to analyse sources at an age appropriate level. Evidence of a range of subject skills across the curriculum is evidenced through children's project and other books. By End T6 Teaching teams are led strategically ensuring curriculum coverage and age appropriate skills are taught progressively across all year groups. The artistic focus for this project is clear and evidenced through children's work.	coverage and skill development – H of S to quality control and monitor. – T1 and T2 leadership time. H of S leadership focus – book and planning scrutiny checking coverage / differentiation within ability levels / range of work across subjects produced.	

				Assessment demonstrates clear understanding of an ability to analyse sources at an age appropriate level. Evidence of a range of subject skills across the curriculum is evidenced through children's project and other books.		
1.2 Continue to develop strong subject leadership in all subjects across the curriculum. (FED)	September 2021	SJ / H of S All Staff	£1000 Staff meeting time	<u>By End T2</u> All subject leads have a developing portfolio of evidence of assessment and a clear understanding of strengths and areas for development in the subject area. <u>By End T4</u> Subject leads have led a staff CPD development opportunity related to the subject and presented a subject review to all staff. <u>By End T6</u> Subject leads have led a staff CPD development opportunity related to the subject and presented a subject review to all staff.	<u>By End T2</u> All staff to have had staff meeting time and one day release to gather evidence and assessment of work across all ages to support a portfolio of evidence and a clear understanding of areas for development for individual subjects at all schools. Subject leader release time to focus on planning scrutiny and development in relation to new curriculum source analysis and assessment opportunities. <u>By End T4</u> Review changes made to curriculum through staff meeting time. Subject leaders will lead a presentation of their subject and an area to support subject knowledge development. <u>By End T6</u> Review changes made to curriculum through staff meeting time. Subject leaders will lead a presentation of their subject and an area to support subject knowledge development.	

1.3 - EHT and SLT to support all stakeholders to articulate how the school's distinctive visions and Christian vision, established and promoted by leadership at all levels, is enabling pupils and adults to flourish.	Sept 21 onwards	SJ /Governors /H of S	EHT /H of S time with govs	By End T2 Regular evidence of the school visions and Christian ethos clearly articulated through newsletters / all communication with parents / websites. –Ind schools SLT By End T4 Parent and staff questionnaires and feedback demonstrates a clear understanding of ind school visions. By Term 6 Governor monitoring and meetings demonstrate governors have a clear understanding of the ind visions and how they celebrate the unique identity of each school.	<u>By End T2</u> H of S to ensure there is a clear theme within ind newsletters celebrating unique visions. EHT to communicate through media the individuality of each school within the overarching procedures of the federation. <u>By End T4</u> Regular communication to teachers through AOB and staff meetings ensures all staff have a clear understanding of ind schools visions and have input how this can be developed further. Focus for school council. <u>By End T6</u> Governor monitoring and discussions with parents demonstrates there is a clear understanding of ind visions.	
1.4 – Continue to develop the rigour and accountability of all governor monitoring and their understanding of the highest quality of education and ensuring they are holding leadership to account.	On-going from September 2021	SJ /SS / SLT	£0 -SLES gov support	By End T2 All governors have received training ensuring a development of understanding of high quality gov monitoring. By End T4 EHT and leadership team have met with ind governors to support the development of their role within the new T and L gov monitoring. By End T6 To be reviewed.	<u>By End T2</u> Additional gov meeting planned for late T1 – SLT to discuss school development plan in detail with governors. Speak with gov services regarding developing gov monitoring support /training. <u>By End T4</u> Ensure through a governor surgery all governors have a full understanding of their role and	

					what is expected from them. By End T6 To be reviewed.	
1.5 - Ensure safeguarding is effective	Ongoing from September	SJ /CY /DSL's	£500	By End T2 Safeguarding updates and support to new staff has been shared and all stakeholders have a clear expectation of effective safeguarding. Safeguarding is effective. By T4 All staff have a clear understanding of safeguarding. All areas of safeguarding are effective. By T6 Safeguarding is effective	By End T2 CY has updated leadership governors and all stakeholders on all new safeguarding procedures. Policies have been updated and shared with all staff. By End T4 Governors have monitored all areas of safeguarding and leadership have completed and required updates for CPD. By End T6 To be reviewed.	
1.6 – Continue to develop the systems of the federation leading to improved financial and operational processes.	Sept 21 onwards	SLT / AH	£?	By End T2 A full review of procedures across the federation has been completed. An action plan has been written focussing on the key criteria of the roles of the SBM. https://isbl.org.uk/documents/2189sbm%20job%20description.pdf By End T4 SBM and gov finance com. Are fully prepared to work with one school budget and analyse areas for strategic development.	By End T2 Full review of processes and procedures at Barcombe have been completed. An action plan of development completed by AH with SJ. By End T4 Finance com /EHT and AH have organised for the federation to move towards one budget. A plan is in place to identify savings. By End T6 To be reviewed	

				By End T6 To be reviewed		

QUALITY OF EDUCATION

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021 -22	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2021	NEXT REVIEW: December 2021

Key Priorities:

2.1-Continue to ensure through quality first teaching, the quality of teaching in every classroom across the federation is at least good and often better.

2.2-Raise awareness of unconscious bias within teaching across the curriculum.

2.3-Support identified children to make rapid progress in gaps in education in core subjects.

2.4 – To embed the development of phonics across the federation in line with new DFE guidance and clearly articulate a reading development strategy across all age phases.

2.5-To embed a new federation approach to the teaching of writing leading to the use of sophisticated language and vocabulary and improved progress and outcomes across all year groups.

2.6-To raise the profile of practical science across the federation, evidence in books demonstrates understanding and outcomes for scientific investigation are strong.

2.7-Continue to develop and embed the use of purple mash ensuring the quality of teaching and outcomes in computing are good.

2.8-To continue to improve the effective use of active TA provision ensuring high quality classroom support.

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)
2.1-Continue to ensure through quality first teaching, the quality of teaching in every classroom across the federation is at least good and often better.	End of term 1, 2, 4 and 6	SJ /Heads of school	Release time £500 Head of School leadership time. Teacher mentoring support release.	By End T2 All teaching judged to be 100% good. SJ /Heads of School to share and discuss with all staff key characteristics of highest quality teaching. Mentoring set up and good practise shared across the federation, initially across age phases Lesson observations in T1 and T2 to focus on modelling and differentiation. (writing /reading) By End Term 4 Peer to peer support lesson dropins, advice and feedback. All teachers to have completed at least two by End T4. SLT to have completed at least one dropin to each class teacher each term with written up advice and feedback. By End T6 TO be reviewed	<u>By End T2</u> End T2 all teaching judged by observation and monitoring to be at least good. <u>By End T4</u> End T4 all teaching judged by observation and monitoring to an overall judgement of Good + , 25 /50 % good + <u>By End T6</u> End T4 all teaching judged by observation and monitoring to an overall judgement of Good + , 25 /50 % good +	

2.2-Raise awareness of unconscious bias within teaching across the curriculum.	Oct 21 Ongoing Term 2 Throughout the year	All teachers / External support.	£300	By End T2 All staff have had intial input on unconscious bias in the curriculum and the potential impact of this on interest / outcomes. By End T4 Key areas of teacher understanding on unconscious bias and the impact of this on their teaching /classroom organisation identified for further support. By End T6 To be reviewed	By End T2 INSET support Oct 21 – Initial input on unconscious bias. Raising teachers awareness of this throughout identified areas of the curriculum. Teachers to have planning support time to reflect on improvements in their practise. By End T4 SLT to review identified areas for further development and key themes for curriculum development. By End T6 To be reviewed.	
2.3-Support identified children to make rapid progress in gaps in education in core subjects.	On-going from Sept. 2021	All teachers /TA's /SS	£5 -15k	By End T2 All ch. Tracked and identified children underperforming identified for development and support. All SEND /PP /vulnerable groups reviewed. SS working with identified children across 6 week blocks to identify and support barriers to learning. By End T4 Ch. Should be on track to make at least 1 point across the year. Ch. Making little progress identified and support put in place from either CT /TA or intervention teacher. SS working with identified children across 6 week blocks to identify and support barriers to learning.	By End T2 Specific groups identified within individual schools. Individualised /small group support organised between class team and intervention teachers. TA's to support identified for reading support. 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 end T2 /4/6 By End T4 Through analysis of progress	

				By End T6 To be reviewed	against targets, groups reviewed accordingly. By End T6 Same process reviewed for further changes if necessary.	
2.4 – To embed the development of phonics across the federation in line with new DFE guidance and clearly articulate a reading development strategy across all age phases.	Oct 2021	Eng leads /SLT	£?	By End T2 New phonics program is being embedded and CPD support given to help deliver confidently. By End T4 Triangulation of lesson observation, discussions with teachers and outcomes indicate 80% of children will pass phonics screen in July 22. By End T6 Teachers confident in delivering high quality phonics sessions and this is evidenced through observation and tracking	By End T2 Eng leads have explored a range of phonics programmes and shared with SLT. Eng leads to have sought external advice. Staff meeting led to share CPD and the implementation of new prog and organisation. By End T4 All ch. Assessed on phonic ability -T3. Identified ch needing additional support planned for. New prog /organisation and lesson dropins indicate the teaching of phonics is embedded and at least good. Clear differentiation and modelling seen in all lessons. By End T6 Further SLT dropins and peer to peer mentoring support ensures at least all lessons are good. Have a clear format and	

				outcomes. 80% of cohort to pass phonics screnn.	differentiation. Dependent on cohort – a general expectation of 80%+ of children to pass phonics screening test.	
2.5-To embed a new federation approach to the teaching of writing leading to the use of sophisticated language and vocabulary and improved progress and outcomes across all year groups.	Sept 2021	Eng leads /SLT	£3K	By End T2 A new systematic approach across all year groups has been introduced and it being used within all classes. By End T4 A systematic approach to the development of writing is being developed across all year groups and there is clear evidence of this within classroom environment and in books. By End T6 To be reviewed	By End T2 MD and JH to have completed training of Jane Consadine approach to the development of writing. InitiaL staff meeting and INSET complete. Evidence of Jane Consadine approach to writing evident in classroom dropins and through evidenced in writing. By End T4 MD and JH -Further staff CPD and support has led to improved understanding of JC approach across all classes. All books clearly demonstrate a systematic and modelled approach to grammar and vocabulary. By End T6 TO be reviewed	

2.6-To raise the profile of practical science across the federation, evidence in books demonstrates understanding and outcomes for scientific investigation are strong.	From Sept 21	SJ /Science leads	£200	By End T2 CPD and support has ensured there is clear evidence of practical science happening within classes. Evidence shows at least twice a term. A science day will be planned and evidenced three times per year. By End T4 Evidence from books and assessments demonstrates an age appropriate or above level of scientific understanding. Evidence of practical science in classroom displays, subject leader portfolios and books demonstrates regular practical investigations.	By End T2 Science leads and SLT to have monitored project books / science books and classroom displays to evidence scientific coverage and evidence of practical science. By End T4 Science leads and SLT to monitor books and dropin to science lessons to offer development advice and unsure scientific understanding is at an age appropriate level. By End T6 Science leads to have completed pupil voice on enjoyment and engagement of science lessons.	

				By End T6 To be reviewed.		

2.7-Continue to develop and embed the use of purple mash ensuring the quality of teaching and outcomes in computing are good.	Sept 21	RN /SLT	£200 per school	By End T2 80+% of all computing lessons would be judged good. Evidence in children's portfolios demonstrates regular lessons and an age appropriate ability. Any teachers needing support must seek support from RN /colleagues. By End T4 All computing lessons to be judged good. Any teachers needing support must seek support from RN /colleagues. RN to have a clear understanding of strengths and areas for colleague development within each school. By End T6 Evidence in portfolios demonstrates the majority of children are working at an age appropriate expectation for computing. Areas for further CPD have been identified and are being planned for.	<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. <u>By End T4</u> Any teachers needing support have discussed with RN and a basic plan is in place to raise levels of performance. Rn has a clear understanding of areas of strength and development at each school so colleagues can be supported and mentored across each school or by RN. <u>By End T6</u> To be reviewed	

2.8-To continue to improve the effective use of active TA provision ensuring high quality classroom support.	Sept 21 onwards	SLT /SS	£0	By End T2 Class teams to have a clear understanding of high quality active support within the classroom environment. All TA's will be active and supporting children during all parts of lessons as observed through dropins. Evidence in books demonstrate high quality support and feedback. Completion of CPD to lead to high quality support for deregulated children and improve barriers to learning. By End T4 Class teams to have a clear understanding of high quality active support within the classroom environment. All TA's will be active and supporting children during all parts of lessons as observed through dropins. Evidence in books demonstrate high quality support and feedback. Completion of CPD to lead to high quality support for deregulated children and improve barriers to learning.	By End T2 SS to lead TA CPD during T1 and T2 focused around EEF research. This will be discussed weekly at TA meeting. SS to monitor class teams interventions and impact of them. SS to lead training on the development of behaviour de-escalation strategies to support barriers to learning. By End T4 SS to lead TA CPD during T3 and T4 focused around EEF research. This will be discussed weekly at TA meeting. Performance management targets will be set from NQT expectations leading to individualised support and CPD. By End T6 To be reviewed.	

BEHAVIOURS AND ATTITUDES

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021-2022	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2021	NEXT REVIEW: December 2021

KEY ISSUES

Key Priorities:

3.1-To embed the philosophies of zones of regulation / therapeutic thinking into the behaviour systems within the schools.

3.2-Continue to monitor attendance ensuring attendance at all three schools is 97%+. Challenge persistent lateness and attendance under 90% rigorously.

3.3-To continue to celebrate the value of kindness across the federation.

3.4-Raise the awareness of leading a healthy lifestyle focusing on regular /daily exercise and the importance of a healthy diet.

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)
3.1-To embed the philosophies of zones of regulation / therapeutic thinking into the behaviour systems within the schools.	Sept 21	SS / SLT		By End T2 All staff to receive CPD - introduce to therapeutic thinking and zones of regulation. By End T4 Philosophies of therapeutic thinking and zones of regulation developing within the staffing team and being written into policy. By End T6 Philosophies of zones of regulation and therapeutic thinking to be shared wth all staff and embedded into school policies.	<u>By End T2</u> SS to lead training on the development of behaviour de-escalation strategies to support barriers to learning. Philosophies of zones of regulation and therapeutic thinking to be shared wth all staff and discussed to be added into school policies. <u>By End T4</u> SS to lead how therapeutic thinking and zones of regulation.Philosophies of zones of regulation and therapeutic thinking to be shared wth all staff and embedded into school policies. <u>By End T6</u> <u>To be reviewed.</u>	
3.2-Continue to monitor attendance ensuring attendance at all three schools is 97%+. Challenge persistent lateness and attendance under 90% rigorously.	Sept 21	SJ /Head of School	£200	<u>By End T2</u> All attendance under 90% monitored every two weeks and followed up by DSL /SLT. Attendance monitored weekly by school office and sent to H of S.	<u>By End T2</u> DSL to introduce an attendance contract introduced to all families. Weekly celebration in assembly focused on attendance. Termly draw for all children over	

				for monitoring. Attendance discussed at every SLT meeting. <u>By End T4</u> All attendance under 90% monitored every two weeks and followed up by DSL /SLT. Attendance monitored weekly by school office and sent to H of S. for monitoring. Attendance discussed at every SLT meeting. By End T6 TO be reviewed	97% attendance to win a prize. 3 weekly check to Identify ch. With low attendance – parents to meet with SJ / SS / SLT Termly ESBAS letter home to attendance under 90%. Govs to continue to monitor. <u>By End T4</u> Attendance target of 97% monitored and reported to governors. All ch. With under 90% attendance to meet with SJ /SLT	
3.3-To continue to celebrate the value of kindness across the federation.	Beginning in Sept 2021	SJ /H of S Dep Head of S	£200	By End T2 The value of kindness celebrated throughout the school in classes /assemblies and play times. The value of kindness is articulated in all areas of school life. Pupil and parent voice clearly shows the high value of kindness celebrated across all schools. By End T4 Through pupil voice and governor monitoring it is clear children are able to articulate the importance of being kind. By End T6 To be reviewed	<u>By End T2</u> 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. <u>By End T4</u> H of S /senior teachers to lead assemblies on kindness. H of S to <u>By End T6</u> To be reviewed	

3.4-Raise the awareness of leading a healthy lifestyle focusing on regular /daily exercise and the importance of a healthy diet.	Sept 21	Dep Head of School /SLT /CY	£?	By End T2 Through pupil /parent voice and governor monitoring. Profile and children's knowledge of leading a healthy lifestyle is clearly evident. By End T4 School working towards the successful completion of Healthy Schools award. By End T6 successful completion of Healthy Schools award.	By End T2 Dep H of S to introduce raising the profile of leading a healthy lifestyle across ind. Schools. Focus –Diet /exercise /mental health /sleep /relaxation. SLT to investigate Healthy Schools award. By End T4 Dep H of S to develop raising the profile of leading a healthy lifestyle across ind. Schools. Focus –Diet /exercise /mental health /sleep /relaxation. Working towards Healthy Schools award. By End T6 To be reviewed	

PERSONAL DEVELOPMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021 -22	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2021	NEXT REVIEW: December 2021

KEY Priorities:

4.1-Develop the role of the schools in raising the profile of the importance of an inclusive and outward looking school community within the local communities.

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

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

4.4-To develop sporting facilities and opportunities for intra and inter sports competitions across the federation.

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)
4.1-Develop the role of the schools in raising the profile of the importance of an inclusive and outward looking school community within the local communities.	Sept 21	EHT / H of S / Dep H of S		By End T2 Members of the local community actively involved with communications and local village /community life. By End T4 Members of the local community working with the school community to develop /improve an aspect of local life. By End T6 To be reviewed	By End T2 Though weekly discussions within individual schools and with school council opportunities for local community involvement identified By End T4 Dep Head of School or other senior members of the teaching team in collaboration with H of S, will set up a working party with local community to improve /develop an aspect of local life. By End T6 To be reviewed	

4.2-To celebrate British values in relation to becoming an inspirational international citizen.	Beginning in Term 3	SJ / Dep H of S	£0	By End T4 Groups of children across the school will be able to speak confidently about British values – this will be evidenced through governor monitoring. Evidence of learning demonstrated through display within each school. By End T6 To be reviewed	<u>By End T4</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. • All children and staff able to speak confidently and show sound knowledge of British values. • Democracy. • The rule of law. • Individual liberty. • Mutual respect. • 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. • <u>By End T6</u> To be reviewed	
4.3- Continue the development and awareness of economic, ecological and climate related concerns.	End of term 1 ongoing	SJ / H of S /CY / Dep Head of school /science leads	£0	<u>By End T4</u> Pupil voice and gov. monitoring shows eco focused assemblies has led to an improved understanding of local	<u>By End T2</u> New forest school lead to complete training and be introduced to working across the federation. By End T4 Dep Head of school /other senior teacher to lead eco focused assemblies. Dep Head of School /forest school lead or other senior members of the teaching team in collaboration	

				/National and International eco issues. This will be reflected in SC/ EC focuses. <u>By End T6</u> . Pupil voice and gov. monitoring shows Eco focused assemblies has led to an improved understanding of local /National and International eco issues. A local eco focused initiative has been completed and celebrated within the local community	with H of S, will set up a working party with local community to improve /develop an aspect of local life. <u>By End T6</u> Through assemblies, children's awareness of local /National eco issues has been raised. A community project has been completed working with Parish council on improving local environment.	
4.4-To develop sporting facilities and opportunities for intra and inter sports competitions across the federation.	Sept 2021 onwards	SJ /CY /H of S	SP grant	<u>By End T2</u> All children at all schools are engaged in sporting activities every day. Every child has the opportunity to engage in competitive sport each term. A wider variety of sporting opportunities on offer at all three schools. <u>By End T4</u> All children at all schools are engaged in sporting activities every day. Every child has the opportunity to engage in competitive sport each term. External support provides high quality CPD to teachers and improved sporting outcomes for children. New /planned sporting infrastructure identified. By End T6	By End T2 SJ to monitor success of: SS to liaise with identified sports leads in H and P to ensure there is at least one intra sports day per term for all children across federation. All new after school sports clubs are showing a high level of attendance <u>By End T4</u> EHT and H of S to monitor the quality and impact of a new external sports coach who is working with all schools across the federation to support sporting excellence. EHT to work with AH and H of S and sports leads to identify potential new sporting infrastructure.	

				To be reviewed	By End T6 To be reviewed	

PROVISION OF EARLY YEARS

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021 22	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2021	NEXT REVIEW: December 2021

Key Priorities:

5.1-To embed the new early years curriculum reforms ensuring EYFS practise is at least good.

5.2-To improve the quality of the EYFS environments.

5.3-To improve outcomes for writing.

5.4-To embed Neli intervention support for children with speech and language needs

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)
5.1-To embed the new early years curriculum reforms ensuring EYFS practise is at least good.	Sept 2021 Ongoing Term 1 Throughout the year	SLT /EYFS lead/ EYFS staff	£?	By End T2 Planning demonstrates daily reflection and adaptation to support individual children's needs and interests. Less workload for EY staff in terms of evidence gathering. Increased **teacher** interaction with children during child initiated play. Strategies agreed to support general and individual children's speech and language acquisition. TA's have attended reforms training and this shows in their practice. By End T4 Cohort developing well from their baseline starting points. Timetable and planning indicates a balance of teacher time supporting self-initiated play and leading adult focus experiences. Parent voice /parent Tapestry posts are regular and indicate good engagement and child enjoyment. *This does not link to EY reforms-reforms suggest less Tapestry. Parent voice is currently very good in at least 2 of the settings-this is a different focus-needs a different bullet point? Evidence of speech and language development and impact of identified support for individual children. By End T6 To be reviewed	By End T2 EYFS lead and SLT to focus on 'in the moment' planning, ensuring planning shows specific additions for individuals/small groups and records children's interests and adaptions to the environment/activities. Observations clearly show a focus on adults supporting language acquisition during child initiated learning: adults can talk through general and specific strategies for speech support. *MA Staff meeting on supporting play-e.g. open ended questions and adult role? By End T4 EYFS lead /EYFS team to share Tapestry posts with SLT to monitor parental support *separate bullet point children's learning. *Better to do this through observation as reforms require **less** recording (plus workload impact of year 1 children at Barcombe and Plumpton). Tapestry can be used in addition. By End T6 .To be reviewed	

5.2-To improve the quality of the EYFS environments.	Sept 21	SLT /EYFS lead/ EYFS staff	£1000 per school Support from across federation	By End of T2 All EYFS environments have been reviewed how? Staff meeting/audit/self audit? This needs a pre and post staff meeting as we did before and ideally in-class support and opportunities for child initiated learning improved: organisation for children independently selecting from a range of resources. Stimulus to develop speech and language e.g. curiosity cube, displays with photos/children's pictures. Displays are engaging, showing the children's learning journey and include annotated photos regularly changed /updated. By End T4 Plans for EYFS outdoor areas have been completed /shared and agreed. *1000 will buy a couple of quality pieces of equipment-not a whole re-design. Equipment needs to be quality to withstand the rain and wind. By End T6 To be reviewed	By End T2 EYFS lead and EYFS team to visit each other's indoor environments and plan development of opportunities for child initiated learning. Staff to visit outdoor areas in schools with current outstanding provision. Researched outstanding environments. Outdoor equipment and resources are well organised into accessible areas for the children. This requires funds and time/support from Dave for building-we have lots of ideas already! By End T4 Design of outdoor area to be agreed and quotes in. By End T6 To be reviewed	
5.3-To improve outcomes for writing.	From T1	EYFS lead EYFS staff /Head of School	Support from Federation	By End T2 Children have daily opportunities to engage in writing activity relating to their interests: throughout areas of the environment. HA Children using a developing basic phonetic knowledge to support this: writing supports throughout the	Throughout T2 and T4 EYFS lead and SLT monitor: Opportunities for child initiated writing and number work in role play areas. Observations show adults modelling the use of these. Ensure planning references	

				environment. By End T4 Children demonstrating a clear development in phonetic knowledge to write basic letters and known common words. By End T6 To be reviewed.	children's interests Use 'hierarchy of audience' for purposeful writing opportunities. Ensure writing weaves through the entire EY curriculum (see blog below) https://famly.co/blog/the-child/early-years-writing-eyfs/ Improve engagement and understanding of parents through use of Tapestry *A writing meeting would tee this up then reference via Tapestry. By End T6 To be reviewed	
5.4-To embed Neli intervention support for children with speech and language needs				By End T2 NELI Training completed and resources prepared: TA 8-10 hours Teacher and SENCO 4-5 hours Additional assessment of children identified using language link and E Sussex S & L Monitoring Tool. By End T5 NELI program delivered to 5-6 pupils: 4 hours teaching time each week. Re-assessment of	T2 NELI delivery observed by SENCO: 3 way discussion with Class Teacher following observation. T3 NELI delivery observed by SENCO: 3 way discussion with Class Teacher following observation. T5: end of program- TA, Class Teacher and SENCO evaluate effectiveness using Language Link and E Sussex S&L Monitoring Tool.	

				children: what have they gained – quantitative data-language link and qualitative data-S&L Monitoring Tool.		

MONITORING AND EVALUATION SCHEDULE TERM ONE

WEEK NUMBER	ACTIVITY	FOCUS	WHO	SECTION OF PLAN RELATES TO
ONE **WB 6.9.21**	Establishment of routines; high quality teaching and environment expectations			5.2 All EYFS environments have been reviewed and opportunities for child initiated learning /role play area improved. Displays are regularly changed /updated.
TWO **WB 13.9.21**	Informal project book look and chat with staff about planning and cross-curricular links Attendance bi-weekly check and contact families with low attendance.	Are teachers teaching analysis skills for the focus subject (History)? Is there evidence of other subjects being linked to the project?	HoS in discussion with class teachers	1.1 Evidence of a range of subject skills across the curriculum is evidenced through children's project and other books. 3.2 All attendance under 90% monitored every two weeks and followed up by DSL /SLT. Attendance monitored weekly by school office and sent to H of S. for monitoring. Attendance discussed at every SLT meeting.
THREE **WB 20.9.21**	Learning walk for evidence of vision.	Is the vision displayed in classrooms? In central areas? On external doors? In collective worship/assemblies? In newsletters? Barcombe: are prayers being used every lunchtime and end of day?	HoS EH	1.3 Regular evidence of the school visions and Christian ethos clearly articulated through newsletters / all communication with parents / websites.

FOUR **WB 27.9.21**	Scrutiny of Medium Term Plans and Project Maps for the Discover project Attendance bi-weekly check and contact families with low attendance.	Are the MTPs detailed enough? Do they show opportunities for analysis? Is the learning progressive?	HoS in discussion with class teachers	1.1 Evidence of a range of subject skills across the curriculum is evidenced through children's project and other books. 3.2 All attendance under 90% monitored every two weeks and followed up by DSL /SLT. Attendance monitored weekly by school office and sent to H of S. for monitoring. Attendance discussed at every SLT meeting.
FIVE **WB 4.10.21**	Harvest Festival	Harvest Festivals organised and held. Parents invited to join the schools for the Harvest Festivals.		4.1 Members of the local community actively involved with communications and local village /community life.
SIX **WB 11.10.21**	Formal lesson observations – English (writing) Attendance bi-weekly check and contact families with low attendance.	Follow lesson observation proforma	HoS EH SS	2.1 Lesson observations in T1 and T2 to focus on modelling and differentiation. (writing /reading) 2.8 Class teams to have a clear understanding of high quality active support within the classroom environment. All TAs will be active and supporting children during all parts of lessons as observed through dropins. 5.3 Children have daily opportunities to engage in a writing activity relating to their interests. Children using a developing basic phonetic knowledge to support this. 3.2. All attendance under 90% monitored every two weeks and followed up by DSL /SLT. Attendance monitored weekly by school office and sent to H of S. for monitoring. Attendance discussed at every SLT meeting.

SEVEN **WB 18.10.21**	data crunch	crunch T1 SIMS data for Reading, Writing and Maths for all classes		2.3 data crunch in preparation for pupil progress meetings

MONITORING AND EVALUATION SCHEDULE TERM TWO

WEEK NUMBER	ACTIVITY	FOCUS	WHO	SECTION OF PLAN RELATES TO
ONE	Pupil progress meetings	Identify pupils who are falling behind or making slow progress	EH HoS	2.3 All ch. Tracked and identified children underperforming identified for development and support. All SEND /PP /vulnerable groups reviewed. SS working with identified children across 6 week blocks to identify and support barriers to learning.
TWO	Performance Management Attendance bi-weekly check and contact families with low attendance.	Performance Management of all staff	EH HoS SENCO	Performance management meetings 3.2 All attendance under 90% monitored every two weeks and followed up by DSL /SLT. Attendance monitored weekly by school office and sent to H of S. for monitoring. Attendance discussed at every SLT meeting.
THREE	Lesson observations (informal) - English	Follow-up observations after INSET training on Jane Considine approach. Discussions with teachers about how they are implementing the approach and the success so far.	EH HoS	2.1 Lesson observations in T1 and T2 to focus on modelling and differentiation. (writing /reading) 2.8 Class teams to have a clear understanding of high quality active support within the classroom environment. All TAs will be active and supporting children during all parts of lessons as observed through dropins. 2.5 A new systematic approach across all year groups has been introduced and is being used within all classes. 5.3 Children have daily opportunities to engage in a writing activity relating to their interests. Children using a developing basic phonetic knowledge to support this.

FOUR	Book scrutiny – maths books Attendance bi-weekly check and contact families with low attendance.	Look at maths books. Are agreed structures of lessons and recording being used? (recap, new learning, extension, challenge)	HoS in discussion with class teachers	2.1 SJ /Heads of School to share and discuss with all staff key characteristics of highest quality teaching.
FIVE	Subject leaders – evidence portfolios .	HoS meet with subject leads → portfolios	HoS and subject leaders	1.2 All subject leads have a developing portfolio of evidence of assessment and a clear understanding of strengths and areas for development in the subject area.
SIX	Attendance bi-weekly check and contact families with low attendance.			3.2 All attendance under 90% monitored every two weeks and followed up by DSL /SLT. Attendance monitored weekly by school office and sent to H of S. for monitoring. Attendance discussed at every SLT meeting.

MONITORING AND EVALUATION SCHEDULE TERM THREE

WEEK NUMBER	ACTIVITY	FOCUS	WHO	SECTION OF PLAN RELATES TO
ONE				
TWO				
THREE				

FOUR				
FIVE				
SIX				

MONITORING AND EVALUATION SCHEDULE TERM FOUR				
WEEK NUMBER	**ACTIVITY**	**FOCUS**	**WHO**	**SECTION OF PLAN RELATES TO**
ONE				
TWO				
THREE				

FOUR				
FIVE				
SIX				

MONITORING AND EVALUATION SCHEDULE TERM FIVE

WEEK NUMBER	ACTIVITY	FOCUS	WHO	SECTION OF PLAN RELATES TO
ONE				
TWO				
THREE				

FOUR				
FIVE				
SIX				

MONITORING AND EVALUATION SCHEDULE TERM SIX

WEEK NUMBER	ACTIVITY	FOCUS	WHO	SECTION OF PLAN RELATES TO
ONE				
TWO				
THREE				

FOUR				
FIVE				
SIX				

APPENDIX ONE

Reporting Learner Outcomes Year X																				
Subject/Term	EYS/KS1 outcomes		FFT20 estimate	Target for EXS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS			All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners:																			
READING																			
Term 2																			
Term 4																			
Term 6																			
WRITING																			
Term 2																			
Term 4																			

Term 6																			
MATHEMATICS																			
Term 2																			
Term 4																			
Term 6																			
COMBINED																			
Term 2																			
Term 4																			
Term 6																			

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)