

The Skylark Federation

SCHOOL IMPROVEMENT PLAN 2022-2023



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 Matt Dean

Head of School at Plumpton: Mr Jon Hughes

Inclusion Leader: Ms Sophie Shannon

School Business Manager: Mrs Ann Hill

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

HAMSEY COMMUNITY PRIMARY

- Small semi-rural school, catchment: wide range socio economic background.
- 99 children, 20% SEN (this needs updating for 2021- EYFS children are not yet on register), 18% FSM, 2% EAL, 54% boys, 45% girls, PP- 12%
- The school currently have 2 children that have an EHCP.
- The school has had a substantive Head of School in Post since September 2019.
- The school has been part of the Skylark Federation for four academic years. The other Skylark schools are Barcombe CE School and Plumpton Primary School.
- The leadership of the school is currently being supported by a new Head of School and new Deputy Head of School. Leadership support will be provided by experienced Heads of School and the Executive Head Teacher.
- The SENCo has been in post since January 2018 and works 1 day per week.

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Developing leadership capacity.
- Raise achievement in writing across the school.
- Raise attainment in Phonics and reading.
- Continue to improve attendance to achieve at least national average.
- Pupils with SEND achieve the best possible outcomes

PLUMPTON PRIMARY

Small rural primary school, catchment: The majority of the school are based in the immediate locality.

125 children, 9% SEN, 7% FSM/ CLA, 0% EAL

Established Leadership team

The school has been part of the Skylark Federation for six years. The other Skylark schools are Barcombe CE School and Hamsey CP School. The leadership of the school is currently being supported by an experienced Executive Head and Consultant (latter is a Safeguarding expert with the LEA).

The SENCo has been in post since January 2018 and works 1 days per week at Plumpton.

There are 2 part-time Deputy Heads of 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.

BARCOMBE CE PRIMARY

- Smaller than average, semi-rural school
- Catchment: wide range socio-economic background.
- 133 children, 8% SEN, 11% FSM, 3% CLA, 2% EAL.
- The school has been part of the Skylark Federation for five academic years. The other Skylark schools are Hamsey Community Primary School and Plumpton Primary School.
- The leadership team is strong and highly experienced. The Head of School has been in post since the start of the Federation. The Deputy Head of school is new in this academic year.
- The SENCO manages SEN/G&T/PP across the federation
- Outstanding Ofsted and SIAMS received in 2015/16

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Recover from lost learning due to pandemic
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- Develop and embed a strong, creative curriculum ensuring achievement in all areas.
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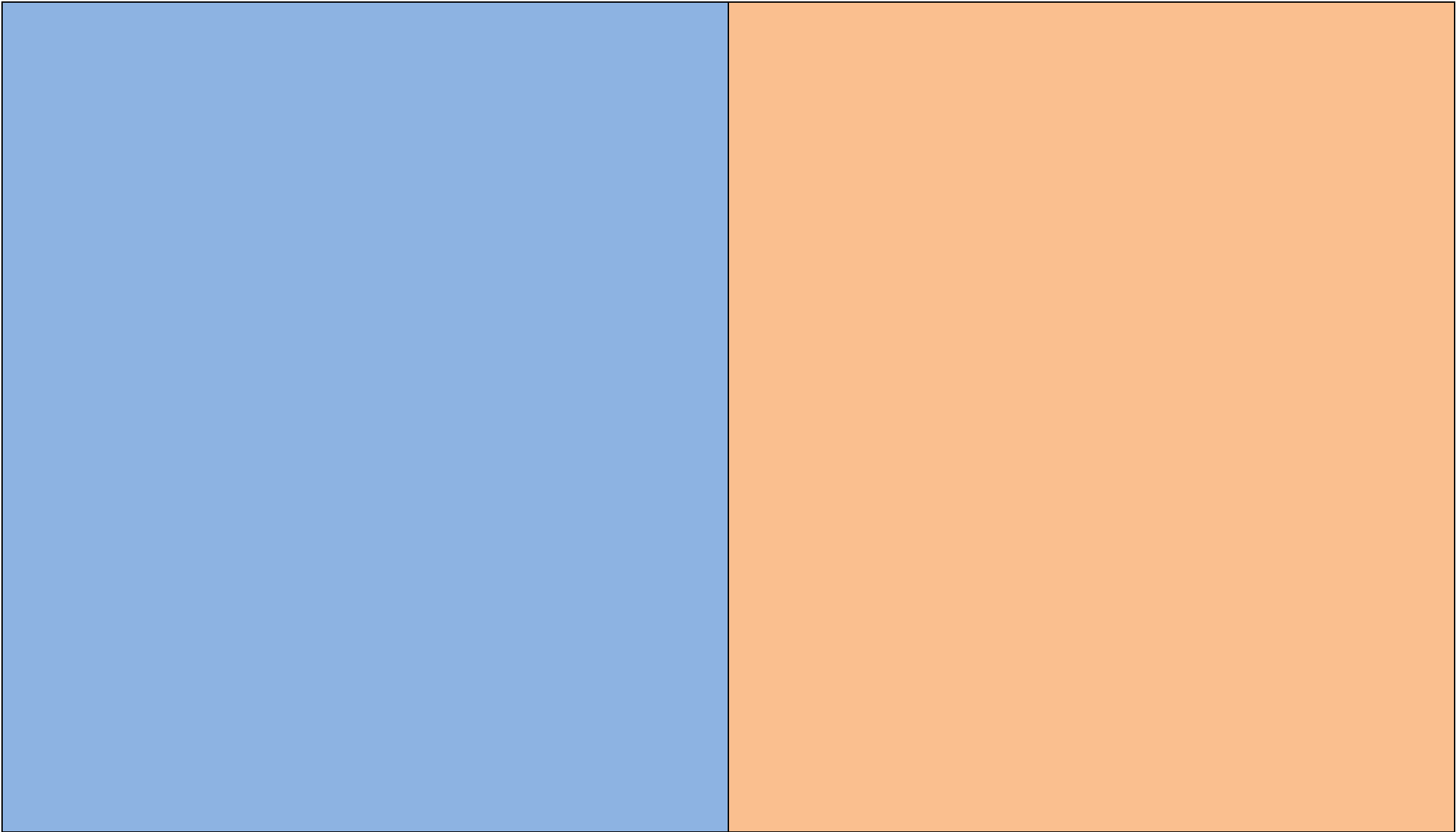
PRIORITIES FOR SCHOOL IMPROVEMENT FROM SCHOOL'S SELF-EVALUATION

Leadership and Management

- 1.1-Continue to embed the new Skylark Curriculum.
- 1.2-Raise awareness of unconscious bias within teaching across the curriculum.
- 1.3-Continue to develop strong subject leadership in all subjects across the curriculum ensuring leaders have a detailed overview of the inclusive quality of teaching and outcomes in all schools across the federation.
- 1.4-Continue to develop rigour and accountability of all governors monitoring the effectiveness of the inclusive quality of education.
- 1.5-EHT and H of S to support all stakeholders to articulate how the school's distinctive Christian vision at Barcombe CE School is established and promoted by leadership at all levels, enabling pupils and adults to flourish within our church schools.
- 1.6-Ensure safeguarding is effective and staff CPD - Particular focus on child on child abuse and online safeguarding.
- 1.7-To continue to build the leadership structure and capacity of the federation with Iford and Kingston Primary School.
- 1.8-To actively research and engage with potential multi academy trust models that will support the vision and ethos of the federation.
- 1.9-SENDCo and leadership team to continue to develop the voice of the child and family through parent and carers forums and neuro-diversity groups.
- 1.10-Continue to develop high quality CPD for support staff to achieve a distributed leadership model within the key areas of SEND.
- 1.11-To develop the role of the Staff Wellbeing Lead.

Quality of Education

- 2.1-Continue to ensure through inclusive quality first teaching, the inclusive quality of teaching in every classroom across the federation is at least good and often better. Develop and instructional coaching model to raise quality of Inclusive QFT.
- 2.2-To continue to embed communication, dyslexia and autism friendly classrooms.
- 2.3-Support identified children to make rapid progress in gaps in education in core subjects.
- 2.4 – To continue 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 continue 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 improve the inclusive quality of CPD for history, Geography and the arts.
- 2.7-To raise the profile of practical science across the federation, evidence in books demonstrates understanding and outcomes for scientific investigation are strong.
- 2.8-To develop and embed a rigorous computing curriculum ensuring CPD supports the delivery of age specific expectations for all teachers leading to improved teacher subject knowledge and outcomes for children.
- 2.9 – To introduce a finance curriculum at KS2 to develop children's knowledge of finance and economics.
- 2.10-To continue to improve the effective use of active TA provision ensuring high inclusive quality classroom support.



Behaviour and Attitudes

3.1- To embed the philosophies of zones of regulation / therapeutic thinking into a new behaviour policy based around therapeutic thinking.

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.

3.5 – To continue to embed a mentally healthy school community.

Personal Development

4.1-Develop the role of the schools within the local community.

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

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

4.4 – To continue to raise the profile and develop the arts. (Art, music, dance)

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 ensure the early identification and intervention of speech an language concerns impacts on the progress of identified pupils within this area.

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.

LEADERSHIP AND MANAGEMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2022 -23

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2022

NEXT REVIEW: January 2023

KEY ISSUES AND PRIORITIES FOR IMPROVEMENT

- 1.1-Continue to embed the new Skylark Curriculum.
- 1.2-Raise awareness of unconscious bias within teaching across the curriculum.
- 1.3-Continue to develop strong subject leadership in all subjects across the curriculum ensuring leaders have a detailed overview of the inclusive quality of teaching and outcomes in all schools across the federation.
- 1.4-Continue to develop rigour and accountability of all governors monitoring the effectiveness of the inclusive quality of education.
- 1.5-EHT and H of S to support all stakeholders to articulate how the school's distinctive Christian vision at Barcombe CE School is established and promoted by leadership at all levels, enabling pupils and adults to flourish within our church schools.
- 1.6-Ensure safeguarding is effective and staff CPD - Particular focus on child on child abuse and online safeguarding.
- 1.7-To continue to build the leadership structure and capacity of the federation with Iford and Kingston Primary School.
- 1.8-To actively research and engage with potential multi academy trust models that will support the vision and ethos of the federation.
- 1.9-SENDCo and leadership team to continue to develop the voice of the child and family through parent and carers forums and neuro-diversity groups.
- 1.10-Continue to develop high quality CPD for support staff to achieve a distributed leadership model within the key areas of SEND.
- 1.11-To develop the role of the Staff Wellbeing Lead.

| 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) |
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| 1.1– Continue to lead the development of the new and unique Skylark curriculum. | From Sept 22 | SJ /H of S | £0 SLT time | <p>By End T2 Teaching teams are led strategically ensuring curriculum coverage, age appropriate skills and key concepts are mapped and taught progressively across all year groups.</p> <p>The historical focus for the project is clear and evidenced through children’s work.</p> <p>Assessment demonstrates clear understanding of an ability to analyse sources at an age appropriate level.</p> <p>Evidence of a range of subject skills across the curriculum is evidenced through children’s project and other books.</p> <p>By End T4 Teaching teams are led strategically ensuring curriculum coverage and age appropriate skills are taught progressively across all year groups.</p> <p>The Geographic and Scientific focus for this project is clear and evidenced through children’s work.</p> <p>Assessment demonstrates clear understanding of an ability to analyse sources at an age appropriate level.</p> <p>Evidence of a range of subject skills across the curriculum is evidenced through children’s project and other books.</p> | <p>By End T2 TI – SLT meetings focused on curriculum development. Inset Sept – revise leadership of curriculum – focus on the developments of concepts. – H of S Planning time given and lead professionals identified in each planning team.</p> <p>Staff meeting focus T 1 – coverage and skill development and coverage –H of S to quality control and monitor. – T1 and T2 leadership monitoring time.</p> <p>H of S leadership focus – book and planning scrutiny checking coverage / differentiation within ability levels / range of work across subjects produced.</p> <p>By End T4 To be reviewed</p> <p>By End T6 To be reviewed</p> | |
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| | | | | <p>By End T6 Teaching teams are led strategically ensuring curriculum coverage and age appropriate skills are taught progressively across all year groups.</p> <p>The artistic focus for this project is clear and evidenced through children's work.</p> <p>Assessment demonstrates clear understanding of an ability to analyse sources at an age appropriate level.</p> <p>Evidence of a range of subject skills across the curriculum is evidenced through children's project and other books.</p> | | |
| 1.2 -Raise awareness of unconscious bias within teaching across the curriculum. | <p>Oct 22</p> <p>Ongoing</p> <p>Term 2</p> <p>Througho ut the year</p> | All staff | £300 | <p>By End T2 All staff have had intial input on unconscious bias in the curriculum and the potential impact of this on interest / outcomes.</p> <p>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.</p> <p>By End T6 To be reviewed</p> | <p>By End T2 INSET support Oct 21 – Initial input on unconscious bias. (External provider) Raising teachers' awareness of this throughout identified areas of the curriculum. Teachers to have planning support time to reflect on improvements in their practise. Heads of School to review how teachers are adapting their planning</p> <p>By End T4 SLT to review identified areas for further development and key themes for curriculum development.</p> <p>By End T6 To be reviewed.</p> | |

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| 1.3 Continue to develop strong subject leadership in all subjects across the curriculum. Develop a collaborative partnership with Iford and Kingston. | September 2022 | SJ / H of S All Staff | £1000 Staff meeting time | <p><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. Create a stronger subject leadership partnership where subject leaders work across two schools and moderate judgements with subject leader partner (two subject leads per subject across the federation)</p> <p><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. Subject leads are actively involved in CPD across ESCC and Chailey academic cluster.</p> <p><u>By End T6</u> subject leaders working well together to support high quality teaching and learning and moderate judgements with subject leader partners resulting in clear subject specific skill development.</p> | <p><u>By End T2</u> All policies, action plans and subject SEFs updated. All staff to have had staff meeting time, at least 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 evidence of work / development in relation to new curriculum source analysis and assessment opportunities.</p> <p><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.</p> <p><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. Subject leaders will be actively involved in the CPD of staff across the Chailey academic cluster.</p> | |
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| 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 2022 | SJ /SS / SLT | £0 | <p>By End T2 All governors have received continued training ensuring a development of understanding of high quality gov monitoring. A strategic plan for governor workshops focuses on areas of development identified through FGB discussions.</p> <p>By End T4 The development of gov monitoring supports the identified targets and outcomes of the SDP. Governor monitoring enables all areas of the curriculum to be shared/celebrated and areas for improvement identified.</p> <p>By End T6 To be reviewed.</p> | <p><u>By End T2</u> Additional gov meetings planned for T1 and T2 (federation development) – SLT to discuss school development plan in detail with governors. Gov workshops foci for the year discussed and shared.</p> <p><u>By End T4</u> Ensure through governor workshops all governors have a full understanding of their role and what is expected from them. Governor monitoring ensures all areas of the T and L curriculum are monitored. Good practice is shared and areas for further investigation identified.</p> <p><u>By End T6</u> To be reviewed.</p> | |
| 1.5-EHT and H of S to support all stakeholders to articulate how the school's distinctive Christian vision and ethos at Barcombe CE School is established and promoted by leadership at all levels, enabling pupils and adults to flourish within our church school. | Ongoing | All Barcombe staff | £500 | <p>By End T2 The school vision and ethos is vibrant, distinctively Christian and is shared in all policies and communications from all members of the community. Christian distinctiveness and god's love for us is celebrated through acts of worship and stories the children are able to reflect on.</p> <p>By End T4</p> | <p><u>By End T2</u> All virtual and actual communications with all stakeholders, both in school and online clearly demonstrates a vibrant, distinctively Christian ethos celebrated by all stakeholders. SJ and RF have completed training on preparing for SIAMS. Monitoring demonstrates Acts of worship are high quality, reflective and valued.</p> | |

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| | | | | <p>All policies and practices are embedded in Christian philosophy. The school vision of 'A small and mighty school where everyone flourishes in the heart of the community' are lived out through the actions of all stakeholders. Children are able to share and reflect on Christian teachings and are able to reflect on how this brings them peace and confidence in their own lives. Children are able to discuss stories from the bible with confidence.</p> <p>By End T6 All policies and practices are embedded in Christian philosophy. The school vision of 'A small and mighty school where everyone flourishes in the heart of the community' are lived out through the actions of all stakeholders. Children are able to share and reflect on Christian teachings and are able to reflect on how this brings them peace and confidence in their own lives. Children are able to discuss stories from the bible with confidence.</p> | <p><u>By End T4</u> Monitoring demonstrates_all policies and practices are embedded in Christian philosophy. The school vision of 'A small and mighty school where everyone flourishes in the heart of the community' are lived out through the actions of all stakeholders. Children are able to share and reflect on Christian teachings</p> <p><u>By End T6</u> To be reviewed.</p> | |
| 1.6 - Ensure safeguarding is effective | Ongoing from September 2022 | SJ /CY /DSL's | £1000 | <p>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. Children have reflected on areas within the school where they feel safe and where they do not. This</p> | <p>By End T2 CY/ SLT has updated leadership governors and all stakeholders on all new safeguarding procedures. Policies have been updated and shared with all staff. Safeguarding reviews across all three sites have been actioned</p> | |

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| | | | | <p>information has been acted on to develop site security. Online safety is seen as of upmost importance. This is discussed during weekly assemblies and concerns raised in staff meetings for action. All three schools are now using CPOMS to log safeguarding and behaviour incidents effectively.</p> <p>By T4 All staff have a clear understanding of safeguarding. All areas of safeguarding are effective. Online safety is seen as of upmost importance. This is discussed during weekly assemblies and concerns raised in staff meetings for action. All three schools are now using CPOMS to log safeguarding and behaviour incidents effectively.</p> <p>By T6 Safeguarding is effective</p> | <p>By End T4 Governors have monitored all areas of safeguarding and leadership have completed the required updates for CPD.</p> <p>By End T6 To be reviewed.</p> | |
| 1.7-To continue to build the leadership structure and capacity of the federation with Iford and Kingston Primary School. | Sept 22 onwards | SLT | £? | <p>By End T2 AD and SJ to strategically develop a plan for the development of leadership and management and T and L across four schools.</p> <p>A joint committee to work across two governing bodies to set success criteria and milestones for the successful integration of IK into the Skylark federation.</p> <p>Governors to set out a strategic plan for the timeline and milestones.</p> | <p>By End T2 A plan for the development of L + M and T + L has been agreed and shared. Monitoring evidence shows a shared monitoring schedule has been agreed and is being monitored.</p> <p>By End T4 The strategic plan is reviewed and evaluated. Evidence of the development and success of actions shared with governors and SLT.</p> | |

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| | | | | <p>By End T4 The strategic plan for the leadership and management and T and L is regularly discussed and monitored through minuted meetings.</p> <p>The success of the timeline to federation has been discussed by the joint committee.</p> <p>By End T6</p> | <p>By End T6 To be reviewed</p> | |
| 1.8-To actively research and engage with potential multi academy trust models that will support the vision and ethos of the federation. | Dec 23 onwards | SJ /Governors | £0 | <p>By End T2 Through governor workshop discussions, share initial EHT discussion with DCAT. Arrange CEO discussion with Skylark govts.</p> <p>By End T4 Dependent on initial discussions</p> <p>By End T6 Dependent on further discussions</p> | <p>By End T2 Skylark governors to have initial knowledge development of the academy system and local academy chains.</p> <p>By End T4 Dependent on initial discussions</p> <p>By End T6 Dependent on further discussions</p> | |
| 1.9-SENDCo and leadership team to continue to develop the voice of the child and family through parent and carers forums and neuro-diversity groups. | Continued from last year | All Staff | £200 | <p>By End T2 SENDCo and nurture leads to set up and strategically plan nurture and parental support networks across the federation.</p> <p>By End T4 Attendance, provision and positive outcomes for family support has increased by 30%</p> <p>By End T6 Attendance, provision and positive outcomes for family support continues to improve to 50%</p> | <p>By End T2 SENDCo and leadership team to discuss and evaluate the voice of the child and family through parental workshops, organised and targeted parental support groups.</p> <p>SENDCo and nurture lead to actively engage and feedback parental concerns to early help.</p> <p>By End T4 Monitoring shows Attendance, provision and positive outcomes for family support has increased by 30%</p> | |

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| | | | | | By End T6 Monitoring shows Attendance, provision and positive outcomes for family support has increased by 50% | |
| 1.10-Continue to develop high quality CPD for support staff to achieve a distributed leadership model within the key areas of SEND. | SS/ SLT/ Support staff | All support staff | £500 | <p>By End T2 All support staff have an identified area of SEND leadership. Initial CPD has been organised and training booked</p> <p>By End T4 Support staff are developing their knowledge of their role and expertise. All staff members are aware and are able to access this expertise when appropriate</p> <p>By End T6 To be reviewed following CPD developments</p> | <p>By End T2 Governor and SLT monitoring shows all support staff have an identified area of SEND leadership. Initial CPD has been organised and training booked.</p> <p>By End T4 T4 SLT and governor monitoring clearly demonstrates support staff are developing their knowledge of their role and expertise. All staff members are aware and are able to access this expertise when appropriate</p> <p>By End T6 To be reviewed following CPD developments</p> | |
| 1.11-To develop the role of the Staff Wellbeing Lead. | SS/AH | All staff | £150 | <p>By End T2 Staff wellbeing shared at INSET and in all leadership meetings. AH to actively engage with staff wellbeing concerns and sign post to support.</p> <p>By End T4 Staff wellbeing is increasing communicated and engagement has improved from Sept 21.</p> <p>By End T6</p> | <p>By End T2 SJ /SS/ SLT to discuss staff well being initiatives in all SLT /AOB meetings</p> <p>By End T4 SLT monitoring and staff survey shows staff are actively engaging in staff wellbeing initiatives</p> <p>By End T6 To be reviewed</p> | |

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| | | | | To be reviewed | | |
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QUALITY OF EDUCATION

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| PERIOD COVERED BY PLAN: ACADEMIC YEAR 2022 -23 | PLAN WRITTEN BY: Stewart James |
| INITIAL DATE: SEPTEMBER 2022 | NEXT REVIEW: January 23 |

Key Priorities:

- 2.1-Continue to ensure through inclusive quality first teaching, the inclusive quality of teaching in every classroom across the federation is at least good and often better. Develop and instructional coaching model to raise quality of Inclusive QFT.
- 2.2-To continue to embed communication, dyslexia and autism friendly classrooms.
- 2.3-Support identified children to make rapid progress in gaps in education in core subjects.
- 2.4 – To continue 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 continue 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 improve the inclusive quality of CPD for history, Geography and the arts.
- 2.7-To raise the profile of practical science across the federation, evidence in books demonstrates understanding and outcomes for scientific investigation are strong.
- 2.8-To develop and embed a rigorous computing curriculum ensuring CPD supports the delivery of age specific expectations for all teachers leading to improved subject teacher knowledge and outcomes for children.
- 2.9 – To introduce a finance curriculum at KS2 to develop children’s knowledge of finance and economics.
- 2.10-To continue to improve the effective use of active TA provision ensuring high inclusive 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) |
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| 2.1-Continue to ensure through inclusive quality first teaching, the quality of teaching in every classroom across the federation is at least good and often better. Develop and instructional coaching model to raise quality of Inclusive QFT. | End of term 1, 2, 4 and 6 | SJ /Heads of school | Release time £500 Head of School leadership time. Teacher mentoring support release. | <p>By End T2 All classrooms are developing inclusive teaching environments. All QFT teaching judged to be 100% good. SJ /Heads of School to share and discuss with all staff key characteristics of highest quality teaching. Instructional coaching model shared with staff and set up and good practise shared across the federation.</p> <p>By End Term 4 Peer to peer support /instructional coaching to support lesson dropins, advice and feedback. SS and SLT to recognise targeted improvements in each class</p> <p>End T4.</p> <p>By End T6 TO be reviewed</p> | <p><u>By End T2</u> End T2 all teaching apart from ECT colleagues and inclusive classroom practise to be 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 +</p> <p><u>By End T6</u> End T4 all teaching judged by observation and monitoring to an overall judgement of Good + , 25 /50 % good +</p> | |
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| | | All teachers / External support. | £300 | | | |
| 2.2-To continue to embed communication, dyslexia and autism friendly classrooms. | Sept 22 | SS/ NB/ SLT | £0 | <p>By End T2 SS / NB to share information on 'what a communication, dyslexia and autism friendly classroom looks like.' Class teams to share good practise and agree non negotiables on what will be evident in each class / how pupils and adults interact with each other.</p> <p>By End T4 SS and SLT to share good practise and identify classrooms and environments that are communication, dyslexia and autism friendly.</p> <p>By End T6 All schools will have a clear model for classrooms, these will be evident in each class</p> | <p>By End T2 SS and SLT to share clear expectations and non-negotiables of what will be seen in each classroom. SS to share language linked to therapeutic thinking. SLT to model TT language at all times. This will standing agenda item at AOB.</p> <p>By End T4 High quality environments shared across schools and across federation. SLT to monitor using non negotiable check list created by SS. Monitoring will consist of an initial visit and a follow up. TT language at all times. This will standing agenda item at AOB.</p> <p>By End T6 To be reviewed</p> | |

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| 2.3-Support identified children to make rapid progress in gaps in education in core subjects. | On-going from Sept. 2022 | All teachers /TA's /SS | £5 -15k | <p>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.</p> <p>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.</p> <p>By End T6 To be reviewed</p> | <p>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 observe sessions to ensure high quality teaching and analyse data of progress of specific groups against rest of school end T2 /4/6</p> <p>By End T4 Through analysis of progress against targets, groups reviewed accordingly.</p> <p>By End T6 Same process reviewed for further changes if necessary.</p> | |
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| 2.4 – To continue 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 2022 | Eng leads /SLT | £? | <p>By End T2</p> <p>New phonics program is being embedded and good practise shared through phonics leads.</p> <p>Parent workshops ensure teachers, children and parents understand the philosophy of the scheme and the resources to be used at home.</p> <p>By End T4</p> <p>Triangulation of lesson observation, discussions with teachers and outcomes indicate 90+% of children will pass phonics screen in July 23.</p> <p>By End T6</p> <p>To be reviewed.</p> | <p>By End T2</p> <p>Rocket phonics prog is confidently delivered by all colleagues, all stakeholders are aware and understand the philosophy of the program. SLT to monitor classroom displays, resources and delivery ensuring high quality phonics sessions and a consistency of approach.</p> <p>By End T4</p> <p>The rocket phonics prog is being delivered to a high quality and weekly /termly tracking is demonstrating good progress for 90%+ pupils. Phonics is being taught in Rec – Yr3. Monitoring visits show fidelity to scheme and consistency of approach in all classrooms.</p> <p>By End T6</p> <p>To be reviewed.</p> | |
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| 2.5-Continue 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 2022 | Eng leads /SLT | £500 | <p>By End T2</p> <p>A new systematic approach across all year groups has been introduced and it being used within all classes.</p> <p>MD to deliver JC reminder during INSET. All classrooms will have JC friendly displays. Dropins and instructional coaching will be used to celebrate good practise and identify areas for future development</p> <p>By End T4</p> <p>A systematic approach to the development of writing is being embedded across all year groups and there is clear evidence of this within classroom environment and in books. Books will all follow the same style. They will have chottings on one side and longer piece of writing on right.</p> <p>By End T6</p> <p>To be reviewed</p> | <p>By End T2</p> <p>MD and JH to have completed training of Jane Consadine approach to the development of writing.</p> <p>Initial staff meeting and INSET complete.</p> <p>Evidence of Jane Consadine approach to writing evident in classroom dropins and evidenced in writing from book scrutiny. Instructional coaching used to identify areas for improvement and raise standards</p> <p>By End T4</p> <p>SLT dropins All books clearly demonstrate a systematic and modelled approach to grammar and vocabulary.</p> <p>By End T6</p> <p>To be reviewed</p> | |
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| 2.6-To improve the inclusive quality of CPD for history, Geography and the arts. | From Sept 22 | All subject leads. EIP leads | £1500 (EIP) | <p>By End T2</p> <p>To develop a new subject leadership approach to the federation.SJ to work with local heads to develop a CAC subject leadership development program. This is an opportunity to share topic planning, resources and good practise across the local area.</p> <p>By end T2 and initial meeting of subject leaders. Set up a communal sharing space.</p> <p>A termly schedule of meeting have been agreed.</p> <p>By End T4</p> <p>Additional training and CPD sourced through EIP / CAC. Subject leadership group has an identified action plan for leadership CPD.</p> <p>A termly schedule of meeting have been agreed.</p> <p>By End T6</p> <p>To be reviewed dependent on progress</p> | <p>By End T2</p> <p>SJ to lead /liaise with CAC identified CAC heads.</p> <p>From subject leader action plans. Key actions for subject development and CPD are identified.</p> <p>A working group of subject leads across Chailey cluster is set up. A schedule of termly meetings is planned.</p> <p>By End T4</p> <p>SJ to lead /liaise with CAC identified CAC heads.</p> <p>Subject leader CPD and support is booked /completed. An online sharing space is set up to support project / topic planning /resourcing.</p> <p>By End T6</p> <p>To be reviewed dependent on progress</p> | |
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| 2.7-To raise the profile of practical science across the federation, evidence in books demonstrates understanding and outcomes for scientific investigation are strong. | From Sept 22 | SJ /Science leads | £200 | <p>By End T2</p> <p>CPD and support has ensured there is clear evidence of practical science happening within classes. Evidence shows at least twice a term.</p> <p>A science day will be planned and evidenced three times per year.</p> <p>By End T4</p> <p>Evidence from books and assessments demonstrates an age appropriate or above level of scientific understanding.</p> <p>Evidence of practical science in classroom displays, subject leader portfolios and books demonstrates regular practical investigations.</p> | <p>By End T2</p> <p>Science leads and SLT to have monitored project books / science books and classroom displays to evidence scientific coverage and evidence of practical science.</p> <p>By End T4</p> <p>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.</p> <p>By End T6</p> <p>Science leads to have completed pupil voice on enjoyment and engagement of science lessons.</p> | |

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| <p>2.8-To develop and embed a rigorous computing curriculum ensuring CPD supports the delivery of age specific expectations for all teachers leading to improved teacher subject knowledge and outcomes for children.</p> <p>Continue to raise the profile of online safety with children and parents through direct teaching, parent workshops and digital leader presentations.</p> | Sept 22 | JR /SLT | £200 per school | <p>By End T2</p> <p>80+% of all computing lessons would be judged good.</p> <p>Evidence in children's portfolios demonstrates regular lessons and an age appropriate ability.</p> <p>Any teachers needing support must seek support from JR /colleagues.</p> <p>Online safety is discussed in the majority of lessons.</p> <p>Parent workshops have been completed on online safety, Apps to be aware of etc...</p> <p>By End T4</p> <p>All computing lessons to be judged good.</p> <p>Any teachers needing support must seek support from RN /colleagues.</p> <p>JR to have a clear understanding of strengths and areas for colleague development within each school.</p> <p>By End T6</p> <p>Evidence in portfolios demonstrates the majority of children are working at an age</p> | <p><u>By End T2</u></p> <p>JR to identify areas of subject knowledge development through staff survey.</p> <p>All teachers to be using purple mash, initially based on coding.</p> <p>JR to offer support workshops for any teaching struggling using purple mash confidently.</p> <p>JR to have input into staff meeting to make staff aware of online safety updates.</p> <p>JR to lead workshops on online safety for parents and children.</p> <p><u>By End T4</u></p> <p>Any teachers needing support have discussed with JR and a basic plan is in place to raise levels of performance.</p> <p>JR 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 JR. JR to continue to identify further support from 2 Simple.</p> <p>JR to have input into staff meeting to make staff aware of online safety updates.</p> <p>JR to lead workshops on online safety for parents and children.</p> <p><u>By End T6</u></p> <p>To be reviewed</p> | |
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| | | | | <p>appropriate expectation for computing.</p> <p>Areas for further CPD have been identified and are being planned for.</p> | | |
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| 2.9 – To introduce a finance curriculum at KS2 to develop children’s knowledge of finance and economics. | Start T3 | SLT /all KS2 teachers | £100 | <p>By End T4</p> <p>Using Tycoons - https://www.tykeoons.co.uk/home</p> <p>Introduce lessons on finance and economics to children in KS2 in an fun and engaging way.</p> <p>By End T6</p> <p>Children are able to demonstrate a developing knowledge of financial and economic understanding</p> | <p>By End T4</p> <p>Monitoring and pupil voice clearly shows and improved knowledge and understanding of finance and economics.</p> <p>By End T6</p> <p>Evidence in books and pupil voice shows: Children are confidently able to demonstrate basic financial and economic understanding relating to real life situations.</p> | |
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| 2.10-To continue to improve the effective use of active TA provision ensuring high quality classroom support. | Sept 22 onwards | SLT /SS | £0 | <p>By End T2</p> <p>Class teams to have a clear understanding of high quality active support within the classroom environment.</p> <p>All TA's will be active and supporting children during all parts of lessons as observed through dropins.</p> <p>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.</p> <p>By End T4</p> <p>Class teams to have a clear understanding of high quality active support within the classroom environment.</p> <p>All TA's will be active and supporting children during all parts of lessons as observed through dropins.</p> <p>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.</p> | <p><u>By End T2</u></p> <p>SS to lead TA CPD during T1 and T2 focused around EEF research. This will be discussed weekly at TA meeting.</p> <p>SS to monitor class teams interventions and impact of them.</p> <p>SS to lead training on the development of therapeutic language to be used by all members of the school community. SS to share behaviour de-escalation strategies to support barriers to learning.</p> <p><u>By End T4</u></p> <p>SS to lead TA CPD during T3 and T4 focused around EEF research. This will be discussed at TA meeting.</p> <p>Performance management targets will focus on support staff identified areas of expertise.</p> <p><u>By End T6</u></p> <p>To be reviewed.</p> | |
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BEHAVIOURS AND ATTITUDES

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2022-2023

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2022

NEXT REVIEW: January 2023

KEY ISSUES

Key Priorities:

3.1- To embed the philosophies of zones of regulation / therapeutic thinking into a new behaviour policy based around therapeutic thinking.

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.

3.5 – To continue to embed a mentally healthy school community.

| 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) |
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| 3.1-To embed the philosophies of zones of regulation / therapeutic thinking into the behaviour systems and policy within the schools. | Sept 22 | SS / SLT | | <p>By End T2</p> <p>All staff to receive CPD - introduce to therapeutic thinking and zones of regulation and new school behaviour policy.</p> <p>By End T4</p> <p>Philosophies of therapeutic thinking and zones of regulation developing within the staffing team and being written into policy.</p> <p>By End T6</p> <p>Philosophies of zones of regulation and therapeutic thinking to be shared with all staff and embedded into school policies.</p> | <p><u>By End T2</u></p> <p>SJ and SS to lead training on Therapeutic thinking, zones or regulation and the development of behaviour de-escalation strategies to support barriers to learning.</p> <p>Philosophies of a therapeutic approach to behaviour and zones of regulation to be shared with all staff and discussed to be added into school policies.</p> <p><u>By End T4</u></p> <p>SJ and SS to lead how therapeutic thinking and zones of regulation. Philosophies of zones of regulation and therapeutic thinking to be shared with all staff and embedded into school policies. The language of prosocial, unsocial and antisocial to be embedded into school life. Monitoring shows class charters and a therapeutic approach to behaviour is being used in each class.</p> <p>Pupil voice shows the language and behaviours of a therapeutic approach are embedded in routine.</p> | |

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| 3.2-Continue to monitor attendance ensuring attendance at all three schools is 97%+. Challenge persistent lateness and attendance under 90% rigorously. | Sept 22 | SJ /Head of School | £200 | <p><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. for monitoring. Attendance discussed at every SLT meeting.</p> <p><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.</p> <p>By End T6 TO be reviewed</p> | <p><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 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%. Gobs to continue to monitor.</p> <p><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</p> | |
| 3.3-To continue to celebrate the value of kindness across the federation. | Beginning in Sept 2022 | SJ /H of S Dep Head of S | £200 | <p><u>By End T2</u> 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.</p> <p><u>By End T4</u> Through pupil voice and governor monitoring it is clear children are able to articulate the importance of being kind.</p> <p>By End T6 To be reviewed</p> | <p><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:</p> <ul style="list-style-type: none"> • Celebrate kindness through certificates. /kindness rewards. • Class charities chosen with a theme of kindness to others. <p>People who thy recognise that a kind. How to show kindness to others.</p> <p><u>By End T4</u> H of S /senior teachers to lead assemblies on kindness. H of S to</p> | |

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| 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 | £? | <p>By End T2 Through pupil /parent voice and governor monitoring. Profile and children's knowledge of leading a healthy lifestyle is clearly evident.</p> <p>By End T4 School working towards the successful completion of Healthy Schools award.</p> <p>By End T6 successful completion of Healthy Schools award.</p> | <p>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.</p> <p>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.</p> <p>By End T6 To be reviewed</p> | |
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PERSONAL DEVELOPMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2022 -23

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2022

NEXT REVIEW: January 2023

KEY Priorities:

4.1-Develop the role of the schools within the local community.

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 continue develop sporting facilities and opportunities for intra and inter sports competitions across the federation.

4.5 – To continue to raise the profile and develop the arts. (Art, music, dance)

| 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) |
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| 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 22 | EHT / H of S / Dep H of S | | <p>By End T2 Members of the local community actively involved with communications and local village /community life.</p> <p>By End T4 Members of the local community working with the school community to develop /improve an aspect of local life.</p> <p>By End T6 To be reviewed</p> | <p>By End T2 Though weekly discussions within individual schools and with school council opportunities for local community involvement identified</p> <p>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.</p> | |

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| 4.2-To celebrate British values in relation to becoming an inspirational international citizen. | Sept 22 | SJ / Dep H of S | £0 | <p>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.</p> <p>By End T6 To be reviewed</p> | <p>By End T4 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.</p> <ul style="list-style-type: none"> • 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. • <p>By End T6 To be reviewed</p> | |
| 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 | <p>By End T4</p> | <p>By End T2 New forest school lead to complete training and be introduced to working across the federation.</p> <p>By End T4</p> | |

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| | | | | <p>Pupil voice and gov. monitoring shows eco focused assemblies has led to an improved understanding of local /National and International eco issues. This will be reflected in SC/ EC focuses.</p> <p><u>By End T6</u></p> <p>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</p> | <p>Dep Head of school /other senior teacher to lead eco focused assemblies.</p> <p>Dep Head of School /forest school lead 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.</p> <p><u>By End T6</u></p> <p>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.</p> | |
| 4.4-To develop sporting facilities and opportunities for intra and inter sports competitions across the federation. | Sept 2022 onwards | SJ /CY /H of S / SC | SP grant | <p><u>By End T2</u></p> <p>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.</p> <p><u>By End T4</u></p> <p>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</p> | <p><u>By End T2</u></p> <p>SJ to monitor success of: SC to liaise with identified sports leads in H and P to ensure there is at least one intra sports week per term for all children across federation. All new after school sports clubs are showing a high level of attendance</p> <p><u>By End T4</u></p> <p>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.</p> | |

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| | | | | <p>improved sporting outcomes for children. New /planned sporting infrastructure identified.</p> <p>By End T6 To be reviewed</p> | <p>EHT to work with AH and H of S and sports leads to identify potential new sporting infrastructure.</p> <p>By End T6 To be reviewed</p> | |
| 4.5 – To continue to raise the profile and develop the arts. (Art, music, dance) | From Sept 22 | SLT / Art/ Music/ PE leads | | <p>By End T2 Throughout the year VB will be working with all classes and teachers developing their knowledge and ability in music and dance. This will also raise the quality of outcomes and enjoyment for all children. Each school will have a school choir. Sportscool and the PE coordinator will lead PE and dance lessons across the federation. Each school will have access to an art specialist to lead demonstration and enrichment lessons in all schools.</p> <p>By End T4 Throughout the year VB will be working with all classes and teachers developing their knowledge and ability in music and dance. This will also raise the quality of outcomes and enjoyment for all children. Each school will have a school choir.</p> | <p>By End T2 VB will be leading music and dance inspired lessons across each school on a termly rotational basis. These series of lessons will be inspired by projects and celebration days. Sportcool and the PE lead will deliver high quality PE lessons and organise an intra federation dance competition. Each class in each school will be able to access an art specialist to deliver demonstration and enrichment lessons.</p> <p>By End T4 VB will be leading music and dance inspired lessons across each school on a termly rotational basis. These series of lessons will be inspired by projects and celebration days. Sportcool and the PE lead will deliver high quality PE lessons and organise an intra federation dance competition. Each class in each school will be able to access an art specialist to</p> | |

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| | | | | <p>Sportscool and the PE coordinator will lead PE and dance lessons across the federation.</p> <p>Each school will have access to an art specialist to lead demonstration and enrichment lessons in all schools.</p> <p>By End T6 <u>To be reviewed</u></p> | <p>deliver demonstration and enrichment lessons.</p> <p>By End T6 To be reviewed</p> | |
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PROVISION OF EARLY YEARS

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2022 -23

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2022

NEXT REVIEW: January 23

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 ensure the early identification and intervention of speech an language concerns impacts on the progress of identified pupils within this area.

| 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) |
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| 5.1-To embed the new early years curriculum reforms ensuring EYFS practise is at least good. | <p>Sept 2022</p> <p>Ongoing</p> <p>Term 1</p> <p>Througho ut the year</p> | SLT /EYFS lead/ EYFS staff | £? | <p>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.</p> <p>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.</p> <p>By End T6 To be reviewed</p> | <p><u>By End T2</u> 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 adaptations 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?</p> <p><u>By End T4</u> EYFS lead /EYFS team to share Tapestry posts with SLT to monitor parental support *separate bullet point children's learning.</p> <p>*Better to do this through observation as reforms require less recording (plus workload impact of year 1). Tapestry can be used in addition.</p> <p><u>By End T6</u> .To be reviewed</p> | |

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| 5.2-To improve the quality of the EYFS environments. | Sept 22 | SLT /EYFS lead/ EYFS staff | £1000 per school Support from across federation | <p>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.</p> <p>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.</p> <p>By End T6 To be reviewed</p> | <p><u>By End T2</u> EYFS lead and EYFS team to visit each other's indoor environments and plan development of opportunities for child initiated learning.</p> <p>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!</p> <p>By End T4 Design of outdoor area to be agreed and quotes in.</p> <p>By End T6 To be reviewed</p> | |
| 5.3-To improve outcomes for writing. | From T1 | EYFS lead EYFS staff /Head of School | Support from Federation | <p>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:</p> | <p>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.</p> | |

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

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | Re-assessment of 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 | | | | |
| TWO | | | | |
| THREE | | ? | | |
| FOUR WB 27.9.21 | | | | |

| | | | | |
|-------|--|--|--|--|
| FIVE | | | | |
| SIX | | | | |
| SEVEN | | | | |

MONITORING AND EVALUATION SCHEDULE TERM TWO

| WEEK NUMBER | ACTIVITY | FOCUS | WHO | SECTION OF PLAN RELATES TO |
|-------------|----------|-------|-----|-------------------------------|
| ONE | | | | |
| TWO | | | | |
| THREE | | | | |
| FOUR | | | | |
| FIVE | | | | |
| SIX | | | | |

| 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)

