



Federation Action Plan

Parent Copy



At Ormesby Village Infant and Junior Schools Federation we strive to be the best that we can be. We aim to offer high quality teaching to each and every pupil in order to achieve the best possible results. It is our aim that the school will

perform better than the national average in all areas and in all key stages.

In order for this to be realised, we produce a yearly action plan. This plan is drawn up by the staff, governors and pupil committees. Each year it is published on the school website and regularly reviewed.

On the following page, you will find a summary of some of this year's main priorities.

Want to know more?

Further information can be found on the school websites and a full version of the Federation Information and Development Plan can be obtained from the office. However, the best way to find out more information is to speak to a member of the Senior Management Team:

Mr. Young

Miss. McMylor

Mrs. Vaughan

Mrs. Angel



LEADERSHIP AND GOVERNANCE

What?	How?	When?
To implement a chargeable programme of extra-curricular activities, supervision and enrichment.	Due to the cessation of Sports Premium Funding it is imperative that the Federation moves to ensuring after-school club supervision and any extra-curricular activities are chargeable from January 2027. Ensure costs are calculated accurately, shared and uploaded on to our ParentMail system.	2026-2027
To further develop the supportive and inclusive reach of the Federation's SEND provision.	Ensure policy and SEND Information Report are updated accordingly and websites are also updated. Additional staff (Infant) undertaking nationally-accredited SEND training with Ambition/Inspiration provider. Fully-funded places available. SENDCOs to arrange further SENDIASS workshops for parents to gain additional information and support.	2026-2027

INCLUSION

What?	How?	When?
To ensure that the Pupil Premium Strategy continues to be monitored regularly and includes high-quality training and support for staff.	Review and complete the annual updated Pupil Premium Strategy for each school and ensure this is on the websites before December. Update the estimated spending breakdown of pupil premium funding. Understand the latest Government changes around extending pupil premium and free school meals. Ensure staff record activities undertaken with specific pupils eligible for Pupil Premium.	2026-2027
To ensure pupils with any disadvantage (PP, FSM, EAL, SEND & CLA) are effectively supported in order to narrow the gap to those without disadvantage.	Ensure the Government inclusion grant is utilised effectively on upskilling staff, providing additional and supportive resources or providing further adult support in the short-term for specific children to overcome their barriers. Ensure all processes of school are inclusive and enable as many disadvantaged pupils to represent the school as possible in different contexts, such as sports, music, pupil voice committees.	2026-2027

ATTENDANCE AND BEHAVIOUR

What?	How?	When?
To ensure strong attendance is maintained across the Federation.	Ensure attendance reviews are conducted weekly by HT/DHT. Any persistent absenteeism is promptly addressed and families of concern raised with SLT and LA Attendance Team, as well as any other support agencies. Consider EHAPs for family support. Continue with weekly attendance awards promoting weekly winners on the websites. Termly 100% attendance certificates too. Use of Attendance award trip to incentivise those to attend school better.	2026-2027
To maintain the highest of expectations for behaviour and attitudes towards learning across the Federation.	Bespoke PBSP (Behaviour plans) using Roots and Fruits approach assisting to manage and de-escalate behaviour earlier. Exploit the support of schools and communities' team, SEND and Inclusion Team, SRBs and Alternative Provisions. Evolve the inclusion rooms to be short-term reflection areas, where children are able to calm and then reflect before returning to class to continue with learning. Ensure Zones of Regulation training is completed with staff. These boards to be used consistently across the two schools to enable children to identify how they are feeling to staff, who in turn can address this with intervention preventing a deterioration of behaviour. Ensure staff follow these up with pupils.	2026-2027

CURRICULUM AND TEACHING

What?	How?	When?
To ensure the teaching of Writing achieves greater outcomes across the Federation.	Engage in the RISE Norfolk Writing Project to improve outcomes. Junior School chosen as one of 22 schools fully immersed in this project and invited to participate in conferences, meetings with Sally Rundell and other resourceful training. Ensure middle and higher prior attainers in KS2 achieve more successfully. Staff aware of who these children are and target them specifically. SV on Writing Essentials training with Emma Adcock.	2026-2027
To continue to ensure the disadvantaged children have barriers to their learning identified quickly and overcome with effective initiatives.	Staff working closely with children with SEND or pupils eligible for Pupil Premium/EAL/CLA/FSM need to identify any such barriers swiftly and liaise with SENDCOs for further investigation. Once barriers are identified liaise as class teams together and implement suitable interventions to support improvements.	2026-2027

ACHIEVEMENT

What?	How?	When?
To ensure the percentage of pupils achieving Expected and Greater Depth/Higher Standard in RWM across the schools, including disadvantaged and pupils with SEND remains in line with or above National average.	Middle and Higher Prior Attainers progress in Reading, Writing and Maths needs to be in line with or above average. Staff to concentrate on identifying who these children are and targeting them specifically to aid greater outcomes being achieved. Engage in RISE Norfolk Writing Project as one of 22 Norfolk Schools to raise writing outcomes in KS2.	2026-2027

EARLY YEARS

What?	How?	When?
To ensure the percentage of pupils achieving GLD is in line with or above National average.	Ensure the Government inclusion grant is utilised effectively on upskilling staff, providing additional and supportive resources or providing further adult support in the short-term for specific children to overcome their barriers. Purchase of new sandpit, Writing and Number sheds and other resources to stimulate the outdoor learning environment and immerse children in greater choice to undertake number and mark-making activities.	2026-2027

PERSONAL DEVELOPMENT AND WELL-BEING

What?	How?	When?
To continue to support pupils pastorally and emotionally in order to enhance their mental health and well-being.	Continue to utilise daily sensory circuits in each school at the beginning of the day. Adapted each year to meet the needs of individual children. Ensure children from each class have weekly sessions inside the NEST. Recruit staff to utilise the HIDE provision more effectively. Aim of this is to provide an outlet for certain children who are unable to manage their emotions in the classroom. Continue to access the Benjamin Foundation and Play Therapist for therapeutic support for the children requiring such assistance. Ensure the evidence of the impact of the personal development programme is clearer on the outcomes and experiences of pupils including the groups of pupils listed above.	2026-2027
To continue exposing pupils to greater aspiration and diversity	Provide broader experiences and stronger appreciation of other cultures, ethnicities and religions by arranging opportunities where these can take place. To organise trips to other areas of the UK to improve understanding and appreciation of other cultures and religions within Britain. Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements. Access career opportunities for the children.	2026-2027