

# School Development and Improvement Plan REVIEW

September 2025

Infant School Target – Junior School Target – Federation Combined Target

	Target Achieved		Working Towards		Not Achieved
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**Action Plan Title: QUALITY OF EDUCATION**

Target	Actions Taken	Impact	Evidence
To continue the rise in the percentage of pupils reaching Expected and Greater Depth in Reading, Writing and Maths. (Federation)	<p>Ensured high quality and challenging teaching in all year groups.</p> <p>Held termly pupil progress meetings to track attainment and hold teachers to account for their class milestones.</p> <p>Ensured more children in the Foundation Stage achieve Expected and achieved their GLD.</p> <p>Whole School Performance Management target was in place to help raise attainment in RWM all class-based teaching staff. Ongoing Raising Attainment Plan in place to continue upward trend of KS2 RWM combined</p> <p>Used intervention/mop up strategies in class to support and improve the understanding of those children that find Maths/English topics challenging. Ensured any interventions used were in line with the objectives being taught in the class.</p> <p>Worked collaboratively and virtually with other schools, which showed consistently strong attainment. (Broader Horizons)</p> <p>Sought further CPD on improving attainment, particularly in Maths Mastery (fluency, reasoning and multiplication and division) and Reading (inference, fluency, deduction, comprehension). White Rose assessment materials to be used and adapted if necessary.</p> <p>Continued to grow our culture of reading for pleasure alongside learning reading with fluency as well as comprehension.</p>	<p>The percentage of children achieving RWM at Expected in each class will be in line with or above National Average (75%+) by Summer 2025</p> <p>The percentage of children achieving Expected Standard in RWM will be above or at least in line with National Average. (2025 In line and above)</p> <p>In 2024, National Averages were KS1 56% and KS2 61% for combined RWM. Ormesby figures need to be above these standards. (2025 KS1 56% - KS2 70%)</p> <p>Percentage of pupils achieving Higher Standard in RWM will be above or at least in line with National Average at the end of KS1 (2024 6%) – (2025 – 3%)</p> <p>Percentage of pupils achieving Higher Standard in RWM will be above or at least in line with National Average at the end of KS2 (2024 8%) – (2025 15%)</p> <p>The gap between SEND pupils and non-SEND pupils will be smaller. Gap between boys and girls will be smaller.</p> <p>The gap between PP pupils and non-disadvantaged pupils will be smaller.</p> <p>Intervention Groups that have SEND pupils will show effective progress of them from their starting points.</p> <p>GLD in Reception was 71% in 2025.</p>	<p>School data</p> <p>KS1 and KS2 SATS</p> <p>Pupil Asset data</p> <p>KS1 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%.</p> <p>KS2 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%.</p> <p>KS1 Milestones Higher Standard: Autumn: 6% Spring: 9% Summer: 12%</p> <p>KS2 Milestones Higher Standard: Autumn: 3% Spring: 6% Summer: 10%</p>

	<p>Junior Librarians continued to set a higher example of a passion for reading to others with lunchtime clubs. Reading Champions established, once again.</p> <p>Online provisions were used and promoted regularly. Times Tables Rock Stars, SPAG.com and Hit the Button to increase learning outside of classroom. Used Testbase to enable the teaching of key question types.</p> <p>Cooperative Learning was used to improve the pupils understanding and reasoning, fluency and to enable pupils to be more active whilst learning.</p> <p>Ten in Ten or Five in Five equivalents are pacy arithmetic learning tasks and are were used daily in Maths. Ensured QLA documents are analyses to identify areas of curriculum, which needed to be focused on for specific cohorts.</p> <p>Regularly reviewed and improved the Revised curriculum enables pupils to be immersed in a greater depth of subject content and utilising skills in a cross-curricular manner.</p> <p>Held termly pupil progress meetings to track attainment and hold teachers to account for their classes.</p> <p>Attended further CPD around identifying elements required to enable pupils to achieve higher standard/greater depth.</p> <p>Enabled the gender gap to be closed in RWM, most notably in Year 4.</p> <p>SENDCos worked more closely with SEND pupils providing additional support through a timetabled cycle across the year.</p> <p>Ensured IEPs and centralised Provision Maps are used efficiently by all teachers</p>		
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	<p>and specific targets were shared with pupils and parents. Maps were reviewed termly and evidence of impact shared with Headteacher and SLT.</p> <p>SENDCo shared the attainment and progress of SEND pupils with Governors.</p>		
<p><b>To implement a consistent teaching approach to Writing across the Federation. (Federation)</b></p>	<p>Infant English Lead and Junior English Lead worked collaboratively to ensure a set of non-negotiables are established dealing with transcription, clarity of handwriting and accurate sentence formation, particularly in Year 1, but used across all of the Federation. Ensured children grasp the foundations of basic sentence construction of subject + verb + object.</p> <p>Alongside these improvements, ensured children's writing was more greatly independent in EYFS/KS1. Ensured all classes have sounds mats being used to aid independent spellings.</p> <p>Ensured KS2 long term writing plan was finalised and updated.</p> <p>Ensured monitoring was impactful to hold other teachers accountable for their writing effectiveness. Achieved in three-weekly writing scrutinies. Ensured teaching sequence of writing was clear with good sentence level work evident.</p> <p>Continued Federation standardisation exercises across the Federation, beginning this year with a non-fiction piece of work.</p> <p>Ensured handwriting approach was followed. EA and teaching staff included structured opportunities for pupils to 'deepen the moment' in writing lessons to include ambitious vocabulary choices, sentence structures and punctuation.</p>	<p>Teachers have accurate judgement levels in writing.</p> <p>School creates its own standardisation materials for fiction and non-fiction genres of writing.</p> <p>Independent writing is strong.</p> <p>Writing presentation is good.</p> <p>Teaching sequences are A good percentage of pupils reach Expected standard and some achieve Greater Depth.</p> <p>Reception Writing 71.4%  <b>Year 1 Writing 58.6%</b>  <b>Year 2 Writing 61.5%</b>  Year 3 Writing 65.5%  <b>Year 4 Writing 60%</b>  Year 5 Writing 70.4%  Year 6 Writing 75.8%</p>	<p>Lesson Observations</p> <p>Subject leader data</p> <p>From Year 2 upwards, Kahoot quizzes are being used at the beginning of topics and repeated at the end of the topics to show retention of knowledge. In Year 1, these quizzes are completed at the end of the topics being covered.</p> <p>History and Geography, as well as Music and MFL have assessments in place carried out by the teachers of those subjects.</p>

	<p>VNET Emma Adcock supported to ensure the writing curriculum was effectively strengthened.</p> <p>Embedded discreet grammar and punctuation requirements for each genre of writing being taught.</p> <p>Ensured writing moderation took place internally and externally across the school enabling teachers to be confident in making accurate judgements.</p> <p>Visited other schools using The Write Stuff to see another setting's approach to making judgments. (Caister/Stalham Junior)</p> <p>Established greater conversational skill development opportunities at the Infant school in EYFS building on what we talk about, what we read about in Year 1 to improve what we write about in Year 2.</p> <p>Ensured Junior school have a writing wall to celebrate all examples of positive independent writing.</p> <p>Implemented three weekly writing scrutinies to ensure the teaching progression, grammar/punctuation elements needed and effective sentence formation was being taught and was having a strong impact.</p> <p>Improved the Grammar and Punctuation understanding across the school by enabling all pupils to have Grammar CGP revision work books.</p>		
<p><b>To improve the fluency of number, reasoning and problem-solving across the schools. (Federation)</b></p>	<p>Ensured children were taught the same objective but that it was made accessible to all through differentiation using manipulatives, annotations and/or adult support. (unless the child is on a different curriculum)</p>	<p>Number of pupils achieving Expected in Maths is improved in all years, but particularly at the end of KS1 and KS2. Results from Calculation audit will improve in all year groups Year 6 will show improvement in the Arithmetic paper from baseline results Children's books will show reasoning using stem sentences Evidence of fluency activities at the start of each lesson in planning and in books</p>	<p>Pupils' Writing</p>

	<p>Implemented maths workshops for parents to see how pupils are taught maths in schools.</p> <p>Cooperative Learning Clips used to engage children and make learning more active.</p> <p>Consistently used ten in ten type activities in every maths lesson - JNR Every maths lesson began with a fluency activity – INF Maths word of the day continued to embed understanding. Promoted use of TTRS to become fluent in tables facts and in readiness for the Year 4 multiplication check including at Year 2. Ensured the teaching of times tables was consistent with the calculations policy. Ensured the use of manipulatives to reinforce concepts. Used White Rose Maths resources - Fluency Bee and Power of 2 - for catch up interventions. All pupils had access to Maths CGP books to consolidate mathematical understanding. Books also used as a homework resource to consolidate and strengthen understanding.</p>	<p>Children in Year 2 to Year 6 are practising their times tables on TTRS for 3 x 5 minutes each week The teaching of times tables is consistent with the calculations policy Evidence of manipulatives being used in lesson observations, photos in books TAs are using Fluency Bee and the Power of 2.</p> <p>Reception Number &amp; Numerical Patterns 85.7% Year 1 Maths 72.4% Year 2 Maths 71.8% Year 3 Maths 79.3% Year 4 Maths 83.3% Year 4 MTC 21 pupils scored between 21-25 70% with 9 achieving full marks 30% Year 5 Maths 77.8% Year 6 Maths 87.9% Year 6 SATS Maths 29/33 – 88%</p>	
<p>To continue to ensure pupils with SEND are effectively supported across the Federation. (Federation)</p>	<p>Ensured the two SENDCOs continued to work collaboratively. Ensured Schools and Communities were contacted for greater support in school.</p> <p>Ensured support staff continued to access regular and relevant training to best support our SEND pupils.</p> <p>Ensured the implemented and centralised provision map used to track SEND/Intervention for pupils more effectively and was used to identify the types of support being undertaken. Reviewed provision to ensure is at the same standard in both schools.</p>	<p>SEND children making stronger progress and this can be measured. Provision map effectively run in both schools.</p>	<p>Maths data Pupil Books Maths monitoring Maths tests</p>

	<p>Ensured intervention tabs are prepared for both schools. Allowed time for SENDCOs to develop these.</p> <p>Embedded regular parental workshops with SENDIASS. Ensured IEPs are used effectively and are completed in time.</p> <p>Further embedded the effective connections with external specialists, sound knowledge of funding application process INDES and use of IPSEF tools</p> <p>CPOMS used to record all SEND information.</p> <p>Medical Care Plan templates used and shared for each relevant child.</p>		
<p>To further embed the programme of outdoor learning across the Federation. (Federation)</p>	<p>Further training from Learning through Landscapes to be purchased. Provided access to outdoor planning on the shared drive.</p> <p>Looked into staff being trained to be a Forest School instructor. Finished spending Tesco grant.</p> <p>Used the space for bee conservation and enabled children to participate in bee management.</p> <p>Prepared the spaces for Junior Duke/Mini Duke challenges.</p> <p>Now outdoor learning is built into both curriculums ensured space was used regularly for such purpose, linking use to subject action plans (History/Geography/Science).</p> <p>Regularly evidenced use of outdoor learning shared on social media and websites.</p>	<p>Pupils learning life skills, such as survival instincts and first aid.</p> <p>Pupils using the area for pastoral purposes also as an area to reflect and de-escalate.</p> <p>More children occupied using the playground markings effectively.</p> <p>Children learning a lot about bees.</p>	<p>Centralised Provision Map</p> <p>IEPs/Learning Ladders.</p>

To continue to develop the teaching of reading consistently across the Federation. (Federation)

Ensure library spaces are improved and reading material reviewed and updated. Finish spending Tesco grant at the Infant school – additional reading material and Little Wandle resources.

Class readers to be available in the library as well as “Teacher recommended” shelves.

Continue with Junior Librarians to lead reading clubs at lunchtimes and ensure the library is well used and maintained.

Ensure Little Wandle is taught and kept on time to maximise progression.

Ensure Little Wandle Phonics programme is utilised effectively in the Infant school, including the interventions of Catch Up and Keep Up. At the Junior school ensure the Little Wandle 7+ intervention is used with the Year 3 and 4 children who still have not passed the phonics screening check.

Ensure all TAs are trained and up-to-date with knowledge of Little Wandle.

Ensure all classes practise reading five times a week. Ensuring pupils who do not read out of school have opportunities to practise within school.

Ensure reading comprehension is practised within classes focussing on the key skills of inference, summarising, retrieval, explain and compare.

Ensure fluency and prosody skills are also practised during guided reading sessions.

Ensure class novels are read daily in each class to maintain use of high quality texts. At least one per term.

Reading has a significant importance across the Federation.

Reading systems for Phonics well embedded and producing consistently high results.

The importance of Reading is seen as a key ingredient to pupil success by the pupils themselves.

Reading intervention effectively used for all pupils requiring support.

Reception Word Reading 75%

Reception Reading Comprehension 85.7%

Phonics Screening Year 1 – 23/29 – 79%

Phonics Screening Re-Sits Year 2 – 7/13 – 54%

Year 1 Reading 58.6%

Year 2 Reading Optional SATs – 29/39 – 74%

Year 2 Reading TA – 28/39 – 72%

Year 2 Greater Depth Reading 8/39 – 21%

Year 3 Reading 82.8%

Year 4 Reading 73%

Year 5 Reading 84.8%

Year 6 Reading SATs – 30/33 – 91%

Year 6 Reading TA – 28/33 – 85%

Year 6 Greater Depth – 12/33 – 36%

Pupil surveys  
Outdoor Learning Booklet

<p>To achieve a Quality Skills Mark for an area of the curriculum and seek to widen the Federation's achievements. (Federation)</p>	<p>Achieved the Quality Mark in History as window for assessment is Autumn Term 2024 from previous application round.</p> <p>Self-Evaluation completed by subject leaders. Subject leaders to work collaboratively across the Federation to enable both schools to achieve the Quality Mark as a realistic, but challenging target.</p> <p>Support from external mentor ensured provision of History was successful and accomplished Silver with minor tweaks for Gold. Worked on in the following year.</p> <p>Shared successful completion with wider audience.</p> <p>Looked into further quality marks, such as the Dyslexia Quality Award.</p>	<p>Certificate for successful completion of a subject specific quality mark.</p>	<p>Reading Data</p> <p>Pupil surveys</p>
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**Next Steps:**

Implement a revised writing and more effective grammar, spelling and punctuation toolkit in Juniors (Literacy Tree) and improve writing attainment across the Federation.

Percentage of achieving the Expected standard in RWM needs to continue be improved, particularly in KS1.

Percentage of achieving the Higher standard in RWM needs to be improved, particularly in KS1.

Percentage of pupils achieving GLD continues to be improved.

Embed outdoor learning more effectively in Junior curriculum, including doing bee workshops with children.

Achieve upgraded Quality Mark in History from Silver to Gold.

Implement statutory PSHE and RSHE changes.

*Action Plan Title: PERSONAL DEVELOPMENT*

Target	Actions Taken	Impact	Evidence
<p>To continue to raise the aspirations and diversity of pupils by providing ongoing exposure to broader experiences and stronger appreciation of other cultures, ethnicities and religions. (Federation)</p>	<p>Planned to invite speakers to host professional visit meetings to talk about their careers, e.g. doctors, firemen, designers etc. This increases equality and diversity. Looked into Primary First website. Implemented school-run careers' fayre.</p> <p>Planned to survey pupils regarding their career interests from Years 4, 5 and 6. In collaboration with the JLT, collate findings and make contact with the most popular careers to come in and speak to pupils.</p> <p>Intended to make links with schools in other parts of the country.</p> <p>Continued with Ormesby University to award pupils with a graduation for all the extra-curricular clubs they attend over the year.</p> <p>Implemented opportunities for pupils to lead on curriculum celebration events with parents invited in to share in the occasions.</p> <p>Liaised with UEA to discuss the possibility of a trip for all Year 6 children. ENSFC to carry our careers' event/entrepreneurial sessions. New workshops are being prepared for such sessions. UEA did not get back to the school.</p> <p>Gave all children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements. Achieved through Virtual Competitions.</p> <p>Increased opportunities for ILT/JLT/Peer Mentors/Pupil voice to lead and be courageous advocates for social action on a national and local scale.</p> <p>Considered organising a Multi-Faith Library exposing pupils to a variety of different religions.</p>	<p>Virtual links with another school outside Norfolk will be in place.</p> <p>Multiple careers will visit to inspire pupils and give them more knowledge about future choices.</p> <p>Pupil Survey shows pupils have a greater appreciation and future ambition. Higher aspirations of children wanting to continue education/skilled vocational work</p> <p>More pupils offered the chance to represent the school at different events.</p> <p>Higher proportion of pupils representing the school.</p> <p>Better understanding of the world around us.</p> <p>Stronger appreciation for diversity and acceptance of difference.</p>	<p>Pupil Surveys</p> <p>Pupil Committees were created across both schools and ILT and JLT created their own action plans to achieve across the year. Lots of opportunities for Years 3 and 4 and Year 5 and 6 pupils to represent the school in a multitude of sports. Peer mentors established successfully in Junior School and achieved Anti-Bullying Ambassador certificates from Diana Award Scheme.</p>

	<p>Looked at implementing Junior Duke/Mini Duke to help children accomplish a variety of challenges and develop life skills, namely resilience and a growth mindset. Will implement 2025-2026.</p> <p>Organised trips to other areas of the UK to improve understanding and appreciation of other cultures and religions within Britain.(Hampton Court/Duxford.</p>		
<p><b>To continue to expand the transitional elements of the schools. (Federation)</b></p>	<p>Ensured further cross-phase elements took place across the year. Infant and Junior staff are to link across the schools with subject-specific roles working collaboratively. Design and Technology project completed together. Created joint action plans, knowing the beginning and end points of their subjects and pushing for pupils to hold more responsibilities. Identify cross-phase subject projects for 2025-2026.</p> <p>Stronger transitional works with the Ormesby Pre-School. SENCOs and EYFS Lead to work with staff from Pre-School. Achieved well. Phonics Training to be shared next year. Transition sessions began earlier after Summer half-term up to twice a week. Staff spent time in Pre-School to see pupils in their setting. Monitored how this training is being implemented.</p> <p>Staff from Infant school spent time working with children with additional challenging needs to build rapport with them.</p> <p>Prepare virtual transition to show what each teacher is like. Transition packs prepared.</p> <p>Looked into the parameters around opening our own Nursery provision, but not viable at present.</p> <p>Had visits from High Schools to prepare Year 6. Years 5 &amp; 6 trips to High Schools.</p>	<p>Transition for children moving from Pre-School to Reception will be smooth and less settling time needed.</p> <p>By knowing all FS children better in-house moderation will be more accurate and effective.</p> <p>Staff forge more effective relationships with our youngest children enabling them to thrive more.</p> <p>KS1 to KS2 and KS2 to KS3 transitions will be much more effective.</p>	<p>Foundation Stage Assessments Pupil Survey Parental Survey</p>

<p>To ensure the pastoral capacity of the schools continues to run effectively in order to support the improvement of pupils' health and well-being. (Federation)</p>	<p>Implemented daily sensory circuits in each school at the beginning of the day.</p> <p>Ensured children from each class have weekly sessions inside the NEST and HIDE.</p> <p>Ensured reduction in support staff does not impact the pastoral provision quality negatively.</p> <p>Provided training opportunities to staff to deal with children's emotions. Enable pastoral staff to visit other settings where pastoral provision is strong.</p> <p>Mental Health Champion liaises with pastoral staff to ensure awareness of maintaining a positive mental health was raised.</p> <p>Pastoral provision continued to be shared on our social media pages to raise its profile positively.</p>	<p>Children are supported more emotionally and in turn spiritually.</p> <p>Children's SMSC qualities are augmented by being at Ormesby</p> <p>Positive praise from users and their parents.</p>	<p>School Distinctiveness Observations Learning Walks Surveys</p>
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Next Steps: Further embed the outdoor learning approach into our curriculums, particularly the conservation of bees opportunity amongst the pupils. Pupil workshops with bees to be expanded.

Ensure children are exposed to a greater diversity helping them to understand their place in the world. Plan and organise a careers' fayre. JLT to carry out a careers' survey. University trip organised. Pairing with another school in a foreign country.

**Action Plan Title: BEHAVIOUR & ATTITUDES**

Target	Actions Taken	Impact	Evidence
<p>To continue to ensure the importance of strong attendance is maintained across the Federation. (Federation)</p>	<p>Ensured attendance reviews are conducted weekly by DHT.</p> <p>Any persistent absenteeism was 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.</p> <p>Used the Working Together to improve school attendance document engage with families to support attendance issues regarding mental health etc.</p> <p>Distributed new changes to attendance and FPN process 19.8.24. Updated letter from LA regarding FPN. Ensured policy is updated also in line with changes.</p> <p>Ensured letters go to families identified as a concern. These will include regular poor attendance, broken weeks, below 90% and a second follow up letter about still being below 90% persistent absenteeism.</p> <p>Fast tracked families with poorest attendance for fining.</p> <p>Continued with weekly attendance awards promoting weekly winners on the websites.</p> <p>Used Attendance award trip to incentivise those to attend school better. Considered bicycle vouchers for the child with the best attendance in each school.</p>	<p>Pupil attendance remains at or above Government threshold of 96% in each school.</p> <p>Number of people taking holidays reduces.</p> <p>Recognition of pupils with highest attendance using reward strategies.</p>	<p>Attendance figures</p>

To continue ensure all pupils are supported pastorally to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)

JLT were going to prepare and create a video for all stakeholders of the school to promote all that is good/distinct about Ormesby driven by the vision, values and straplines. **Aspire, Acquire, Achieve & Learning to Grow – Growing to Learn**

Ensured NEST and HIDE provisions at each school are utilised effectively. Ensure sensory circuits are implemented daily at the beginning of school to regulate those requiring such support. This would support any pupils with mental health through nurture sessions. Track the impact of sensory circuits.

Further embedded the immersive learning environment space into both Infant and Junior curriculums, not to mention use the provision to support those with any sensory needs.

Utilised the outdoor spaces at both school sites to develop nurture/therapy element to improve behaviour, not to mention embedding the use of the spaces into the curriculum at each school.

Provided opportunities for children to undertake Junior Duke/Mini Duke in order to develop life skills skills.

Recruited further support staff at the Infant school to assist our youngest children adapt to schooling more effectively and to have expected behaviours modelled more strongly. Dependent on successful INDES applications for further funding.

Ensured support staff access regular training in Step On/Up in order to manage children with more highly challenging additional needs and behaviour.

Establish nationally trained SENDCos working collaboratively across the Federation, as well as a trained SEND TA in each school to support those pupils with additional needs more efficiently and in turn reducing dysregulation.

Number of more severe behavioural incidents reduced from pupils who do not behave as expected.

Pupils continue to show positive aptitude for the new 5Rs.

Emotional need is fully supported and pupils are able to focus on learning across the Federation.

Video of all that is good about Ormesby finished.

Peer Mentors are actively using restorative approaches dealing with minor issues. Achieve the Diana Award for Anti-Bullying.

Promote positive mental health in primary education.

Approach helps to build resilience and appropriate behaviour in young children.

Pupils' attitudes are more positive, prepared and focused to engage and learn.

Pupils are more resilient to expectations upon them.

Break Observations

Detention Log

Behaviour Incident Book

Vulnerable Children Log

Class Observations  
Teacher Feedback  
Pupil Survey

	<p>Peer Mentors (Juniors) raised the awareness of mental health and well-being with pupils by writing articles about it on the nurture blog/magazine/leading assemblies. Mental Health Awareness Day display. Commemorate Mental Health Awareness Day (10<sup>th</sup> Oct) – Wear yellow. Continued the Anti-Bullying drive by achieving the Diana Award. DHT to be instrumental as our Mental Health Champion in helping promote Mental Health in the Workplace this year with JLT support.</p> <p>Used visits from the Benjamin Foundation to support those displaying more emotional needs requiring more specialist intervention.</p> <p>Ensured Zones of Regulation were used discreetly 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. Ensured staff followed these up.</p> <p>Further training sessions for staff completed to be able to deliver DESTY. Licences renewed.</p> <p>Continued cross-phase opportunities to enable younger pupils the chance to aspire to the older children and the older children to be given the additional responsibility of looking after the younger children.</p>		
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**Next Steps:**

Continue to develop higher aspirations of children through visits to careers' events (School Song Competition). Expand the Ormesby University graduation by engaging more pupils. Utilise Junior and Mini Duke schemes to increase opportunities for disadvantaged pupils to develop new skills and develop character strengths.

Develop further projects to tackle social injustice and support worthy causes as courageous advocates.

With reducing staff numbers, continue to evolve how the pastoral element of the schools ensures the pupils have a greater sensory support and support for mental well-being. Embed the Mental Health Lead's role across the Federation to support our pupils and families further.

***Action Plan Title: LEADERSHIP & MANAGEMENT***

Target	Actions Taken	Impact	Evidence
<p>To continue to embed the Federation vision and ethos in order to progress both schools forward. (Federation)</p>	<p>Ensured the straplines for each school are known by all stakeholders of the school. <b>Aspire, Acquire, Achieve (The Three As) (Juniors) – Learning to Grow, Growing to Learn (Infants)</b></p> <p>Prepared and updated a parental brochure promoting these. Use survey to check these have been retained.</p> <p>Used Pupil Leadership Teams to prepare a Kahoot quiz with the children to ensure they are aware of the straplines. JLT to prepare a Federation promotional video of all that is good about the school.</p> <p>Ensured British values and our vision underpin all we do at the school and staff refer back to the vision as a reminder of how we interact with one another and how learning relates to it</p>	<p>Established new vision for the Federation and straplines are evident across the schools, embedded and remembered.</p> <p>All staff and pupils are able to articulate the main themes of the vision and the straplines from each school.</p> <p>Most parents are aware of the school straplines and how each school achieves them.</p>	<p>Learning Walks Pupil Voice Surveys Subject Leaders Meetings Visitor Comments</p>
<p>To recruit new members to expand the Federation Governing Body. (Federation Governors)</p>	<p>Advertised in a local pamphlet for potential new Governors. Advertised for a new parent-governor. Hold ballot and election should this be required.</p> <p>Ensured new Governor roles, such as Cyber-Security and GDPR are filled.</p> <p>Updated and shared Ofsted Readiness Pack regarding all key information about the school to prepare new and existing Governors further.</p> <p>Ensured Governors access regular and appropriate training.</p> <p>Increased non-staff Governor numbers with enhanced recruitment drive. Parental Governor advertisement.</p> <p>Continued cycle of senior/subject leaders to attend to be challenged over their areas of responsibility.</p>	<p>Challenge within FGB meetings will increase and be clearly evidenced for all areas.</p> <p>Governors to attend more training.</p> <p>Governors will feel more confident in their knowledge of the school and more confident in presenting staff with challenging questions.</p> <p>Governors more visible in school aiding and supporting school improvement.</p> <p>Staff/Pupils/Parents more aware of Governing Body members.</p> <p>Increase in number of non-staff Governors by July 2025.</p>	<p>FGB minutes  Governor Challenge Day minutes  Governor Log</p>

	<p>Enabled Governor Challenge Days possess a narrow SIDP focus and pupils and staff are able to speak together.</p>		
<p><b>To modernise and improve the schools' premises. (Federation)</b></p>	<p>Used Devolved Capital ensure areas of the school are improved aesthetically and certain areas are re-purposed or re-designed to improve provision on offer.</p> <p>Ensure cloakrooms and toilets are decorated..Staff room carpet re-laid</p> <p>Continued with a cycle of re-decoration to more worn areas of the schools, particularly the corridors and flooring.</p> <p>Improved EYFS outdoor area to support and embellish the curriculum with new artificial grass replacing deteriorated black rubber crumb base.</p> <p>Where required purchase new laptops/tablets/hardware for staff or children to enhance provision.</p>	<p>Unique provision encourages new children to join the school.</p> <p>School builds stronger reputation with a wider community.</p> <p>More pupils speak positively about the school.</p> <p>Schools look ready for learning and fit for education.</p>	<p>Budget allocated to improvements</p> <p>Survey to gauge opinion of improvements.</p>
<p><b>To continue to ensure staff training has a greater impact on the schools. (Federation)</b></p>	<p>Enabled subject leaders to attend impactful CPD to develop their knowledge and skillset further to lead.</p> <p>Staff accessed nationally accredited leadership courses, Ofsted Inspector Training, NPQEH, NPQML and NPQSL. SENDCos to finish NASEN course.</p> <p>Governors challenged senior/middle leaders on their subject areas by inviting them to share their impact at FGB meetings.</p> <p>TAs from across the Federation were paired up and support one another in their understanding of Little Wandle Rapid Catch Up 7+ intervention.</p> <p>Teacher meetings enabled subject leaders to articulate how their subjects are organised.</p>	<p>Staff to achieve accreditation to enhance leadership skills.</p> <p>Subject leaders effectively monitoring subjects, recording evidence and sharing feedback to staff.</p> <p>Staff will have up-to-date evidence on how subject areas are operating in school, enabling them to have a far greater understanding of their impact.</p> <p>Implemented whole-school foundation subject assessments, reviewed and tailored to the curriculum.</p> <p>Staff aware of Intent, Implementation and Impact of their subjects.</p>	<p>Training records</p> <p>Governor minutes</p> <p>Lesson observation records</p> <p>Learning Walks</p> <p>Subject Leader Files</p> <p>Book Looks</p> <p>Subject Leader Monitoring Forms</p> <p>Subject Leader Class Data</p>

	<p>Subject Leaders worked collaboratively across the two schools developing each other's knowledge of different Key Stages.</p> <p>The schools within the Broader Horizons group enabled respective subject leaders to work collaboratively to build upon curriculum knowledge and skills and their own confidence in articulating the school's subject position to Ofsted/External Visitors. Peer to Peer review of Personal Development Area of Ofsted Framework or our schools and other schools. Peer Review of Maths to be completed as external validation.</p> <p>Teachers were going to carry out peer to peer observations (Lesson Study) to augment their own teaching quality.</p> <p>Subject leaders held other teachers to account for underperformance swiftly and improved quality of teaching and learning. Offered informal support to underperforming staff.</p> <p>Subject leaders worked collaboratively on action planning and cross-phase projects.</p> <p>Subject leaders finalised foundation subject whole school assessments sharing these with other staff and ensuring these are effectively completed.</p> <p>VNET provided further external validation regarding key areas, such as Maths and Writing across the Federation.</p>	<p>Subject leaders all aware of how many pupils are at Expected in their subjects in each class. (Target 75%)</p> <p>Successful completion of NASENDCo</p> <p>Successful completion of Coaching Course (EA)</p> <p>NPQML SY to reignite interest and complete following previous health-related issues.</p>	
<p>To ensure staff well-being and workload remain appropriate. (Federation)</p>	<p>Continued to communicate effectively with staff by holding half-termly timetabled meetings for different staff groups to voice any concerns. Addressed any concerns swiftly to avoid discontent.</p> <p>Commemorated World Mental Health Day 2024 with the theme of mental health in the work place.</p> <p>Ensured an open door policy exists across the Federation.</p> <p>Ensured well-being events were regularly held and suitably attended.</p>	<p>Staff remain enthusiastic and positive.</p> <p>Staff fully aware they are supported and feel valued for the work they do.</p> <p>Staff appreciate available time and support to get things done, when and where possible.</p> <p>Staff feel safe and listened to.</p>	<p>Staff Surveys Staff Attendance</p>

	<p>Ensured all staff feel valued and appreciated. Gratitude and praise when needed. Ensure staff have delegated responsibilities and are involved in decision making and have ownership over new approaches.</p> <p>Shared Norfolk Support Line/IPRS Services.</p> <p>Provided release time/support to staff to achieve tasks, where possible.</p> <p>Provided staff with support and trust to lead and develop the school themselves. Ensured staff have access to regular and impactful training.</p>		
<p>To further embed new SEND systems and approaches to raise the SEND provision in both schools. (Federation)</p>	<p>The SENCOs monitor the impact of the centralised provision mapping tool ensuring all systems are fully updated by staff and both schools are using the tool effectively.</p> <p>Supported staff to be trained on its use and supported anyone be new or unfamiliar with the system.</p> <p>Ensured Infant interventions have the bespoke pages required in the provision map prepared.</p> <p>SENCOs made themselves familiar with WelComm programme and trained other staff at a twilight INSET on its use. Monitored delivery of programme to ensure children are assessed accurately.</p> <p>Met with SEND/Inclusion Advisors to support the implementation of the IPSEF across both schools and advise on additional support.</p> <p>Updated two whole school costed provision maps</p> <p>Hosted regular parental information workshops with SENDIASS.</p> <p>Continued to use CPOMS as the recording system for SEND related matters.</p>	<p>Provision maps updated and fully costed for each school.</p> <p>Staff able to track SEND pupil intervention impact, not to mention the additional support pupils may be having.</p> <p>Schools have self-evaluated themselves accurately to support additional funding applications.</p> <p>Stronger awareness of where the school's SEN provision lies.</p> <p>Both schools use the provision map tool and WelComm programme effectively at to the same level.</p> <p>Parental attendance at SENDIASS workshops expands.</p>	<p>Centralised Provision Map used by all staff.</p> <p>IPSEF document</p> <p>Costed Provision maps</p>

	<p>The SENCOs used the IPSEF to prioritise future targets/outcomes for SEN across the Ormesby schools.</p> <p>The SENCOs used the INDES application process to support additional funding bids.</p>		
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Next Steps: Use Devolved Formula Capital to develop the building and grounds further (Reception carpet/Junior trim trail)

Ensure the Federation is promoted further within the community. (School Song Competition 2025)

Ensure effective succession planning is in place for Senior Management Team roles.

Implement new Governor role descriptors and visit timetable.

Ensure GPMs are regularly updated and accurately depict the SEND picture for support.