

Federation Improvement Plan 2025 / 26



The following plan is a living document and as such is regularly changing.

This version was printed on:
15/11/25

For the most up to date details please see a member of the Senior Leadership Team

Federation Improvement Plan 2025 / 26

Section 1

Key Information

Aims and Values

The aims, values and vision below have been written by the children, parents, governors and staff. We believe that a shared set of beliefs will ensure that all stakeholders join forces to ensure progression in all areas.

Values:

Our stakeholders at Ormesby Village Infant and Junior Schools Federation have decided upon the following set of core values (although we regularly include others) that underpin everything we do. These values will guide the children and adults through periods of change and development on our journey to being the best we can be.

- Respect
- Honesty
- Family
- Aspiration
- Nurturing
- Friendship
- Togetherness
- Resilience

Aims:

The aim of Ormesby Village Infant & Junior Schools Federation is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on ethical and moral teaching and lead us to build a caring family. Our school aims to promote an environment where all feel happy, safe and secure. At our Infant school, all stakeholders are always **learning to grow: growing to learn** as they develop how they interact, learn and play together. At our Junior school, everyone **aspires** to be the best they can be, everyone **acquires** the knowledge and skills to be a valuable future citizen of the world and everyone **achieves** success from the many opportunities they are provided with no matter what their starting points.

By the time a child leaves Ormesby Village Infant and Junior Schools Federation they will have:

- Become a valued member of a diverse and accepting community
- Experienced a rich and varied curriculum
- Made progress in order to be the best they can be
- Gained the skills needed to become a life-long learner
- Celebrated success and been celebrated

Vision:

At Ormesby Village Infant and Junior Schools Federation we have a clear vision for the future. It is our vision that our Federation of schools will continue to be a nurturing environment underpinned by strong morals and British values. Embedded throughout our school from our logo to our playground, we are a family community where each child is treated as an individual, and the strongest and most exciting teaching helps them to discover and develop their unique talents and abilities.

Current OFSTED:

Infant School - Good – December 2022 – Section 8

Junior School – Good with Outstanding Behaviour – November 2024 – Section 5

SATS Results / Targets (From 2025)

In-House School Data End of Year 2024-25

Strengths

- EYFS GLD was just above/in line with National Average ending the three-year falling trend.
- KS1 the percentage of children in Year 1 achieving Expected in Phonics Screening Check increased by 11% to 79% on the previous year standing in line with National Average Of 80% in 2024. Three-year falling trend has been addressed.
- KS1 Writing at Expected was just above/in line with National Average.
- KS1 Reading at Expected was just above National Average.
- KS1 Reading at Greater Depth was just above National Average.
- KS1 RWM combined at Expected was in line with National Average.
- KS1 Maths at Greater Depth was just above National Average.
- KS2 GPS has a four-year rising trend and was above National Average.
- KS2 Reading at Expected and Greater Depth were above National Averages.
- KS2 Writing at Expected and Greater Depth were just above National Averages.
- KS2 Maths at Expected and Greater Depth were above National Averages.
- KS2 Four-year rising trend in RWM at Expected and at Greater Depth.
- KS2 Writing has a four-year rising trend.
- KS2 reading has a three-year rising trend.
- KS2 Maths has a four-year rising trend.
- KS2 All areas at Expected and Greater Depth has improved on the previous year apart from GPS at Greater Depth.

Areas for Development - Priorities

- EYFS: GLD was better than the previous two years, but results need to continue to improve in order to remain above National Average 67.7% and return to where results were in 2022.
 - EYFS Literacy Strand needs to be stronger and above National Average.
 - KS1: Raise the attainment of pupils achieving Expected in RWM as this has fallen by 13% from the previous year.
 - KS1: Raise the attainment of pupils achieving Greater Depth in RWM as this has fallen by 4% from the previous year.
 - KS1 Raise the attainment in Writing at Expected and Greater Depth.
 - KS1 Year 2 Phonics Re-sits showed a decline from the previous year with 54%, seven out of thirteen pupils achieved the threshold.
 - KS2 Year 4 Multiplication Check has a three-year falling trend 91%, 85% and 70% that needs to be addressed.
 - KS2: Continue to improve the attainment of pupils achieving Greater Depth in RWM to bring it above National Average.
 - KS2: Improve attainment of SEND pupils in RWM (MLD)
 - KS2: Continue to improve the attainment of PP pupils' attainment in RWM (Target new Year 5)
 - KS2 Continue to improve GPS at Greater Depth as this was below National Average.
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- EYFS GLD: (Good Level of Development) 3.4% above National Average
 - EYFS GLD: Average Number of Good Levels of Development 13.8, 0.3 points below National Average at 14.1
 - KS1 Reading: 4% above National Average at Expected and 2% above National Average at Greater Depth

- KS1 Writing: 2% above National Average at Expected and 5% above below National Average at Greater Depth.
- KS1 Maths: 2% below National Average and 5% above National Average at Greater Depth.
- KS1 Phonics Screening Check 1% below National Average.
- KS2: None of our progress measures were below floor standards.
- KS2 Reading: 16% above National Average
 - KS2 Writing: 4% above National Average
 - KS2 Maths: 8% above National Average

Pupil Premium

EYFS

- Neither of the two PP pupils in EYFS for 2024-2025 achieved GLD.

KS1

- Whole School – 9 PP pupils – Maths 4/9 pupils achieved Expected. Reading 4/9 pupils achieved Expected. Writing 2/9 pupils achieved Expected.

Year 2 – Maths 2/4 pupils at Expected+ with 1/4 at Greater Depth / Writing 2/4 pupils at Expected+ with 0/7 pupils at GDS / Reading 2/4 pupils at Expected+ with 1/4 pupils at GDS – Phonics 1/2 pupils achieved threshold in Phonics Screening Check. 25% achieved Greater Depth in Maths and Reading, which was above National Average.

Year 1 – Maths 2/3 pupils at Expected+ with 0/3 at GDS / Writing 1/3 pupils at Expected+ with 0/3 pupils at GDS / Reading 2/3 pupils at Expected+ with 0/3 pupils at GDS – Phonics 2/3 pupils achieved threshold in Phonics Screening Check.

KS2

- Year 6 – Maths 4/7 pupils at Expected+ with 1/7 at Greater Depth / Writing 4/7 pupils at Expected+ with 0/7 pupils at GDS / Reading 4/7 pupils at Expected+ with 3/7 pupils at GDS.

Year 5 – Maths 3/5 pupils at Expected+ with 1/5 at GDS / Writing 2/5 pupils at Expected+ with 1/5 pupils at GDS / Reading 1/5 pupils at Expected+ with 3/5 pupils at GDS.

Year 4 – Maths 4/10 pupils at Expected+ with 3/10 at GDS / Writing 2/10 pupils at Expected+ with 1/10 pupils at GDS / Reading 1/10 pupils at Expected+ with 1/10 pupils at GDS.

Year 3 – Maths 3/6 pupils at Expected+ with 1/6 at GDS / Writing 4/6 pupils at Expected+ with 0/6 pupils at GDS / Reading 2/6 pupils at Expected+ with 2/6 pupils at GDS.

Results by Key Stage

EYFS

Reception (29)

Level	Number of Children for GLD	Percentage
A (Significantly Below)	1	4%
1 (Emerging)	7	25%
2 (Expected)	20	71%

Key Stage 1 Phonics

Year 1 Phonics Screening (29)

Score	Number of Children	Percentage
0-10	2 (1 absent & 1 below test)	7%
11-20	2	7%
21-31	2 (1 child with 31)	7%
32-40	23	79%

Year 2 Phonics Screening Re-Sits (13)

Score	Number of Children	Percentage
0-10	1	8%
11-20	2	15%
21-31	3 (1 child with 30)	23%
32-40	7	54%

*Significant improvement on all children's scores who did not make the threshold of 32 from the previous year.

Key Stage 1

Year 2 KS1 Optional SATs Results (39)

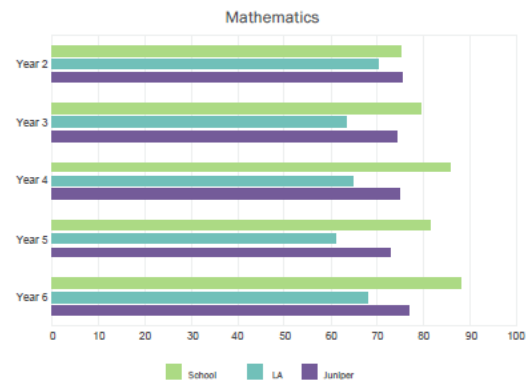
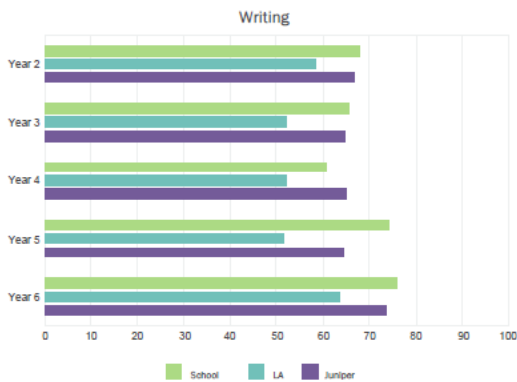
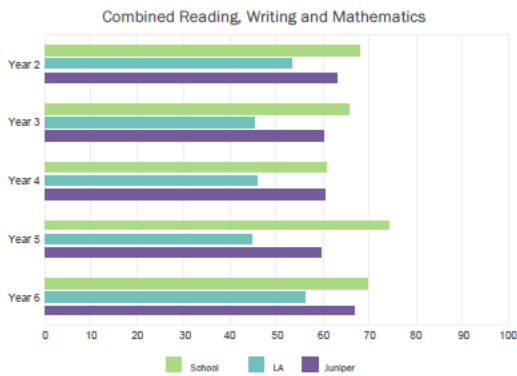
SATs Scaled Score	Reading	Maths
0	4 – 11%	5 – 13%
1-99	6 – 15%	9 – 23%
100-109	27 – 69%	19 – 49%
110+	2 – 5%	6 – 15%
100+	29 – 74%	25 – 64%

Year 2 KS1 Teacher Assessments (39)

Level	Reading	Writing	Maths
Pre-Key Stage	6 – 15%	6 – 15%	5 – 13%
Working Towards	5 - 13%	9 – 23%	7 – 18%
Expected	20 – 51%	23 – 59%	19 – 49%
Greater Depth	8 - 21%	1 – 3%	8 – 21%
Expected+	28 – 72%	24 – 62%	27 – 69%
Combined Expected (RWM)	22 – 56%		
Combined Greater Depth (RWM)	1 - 3%		

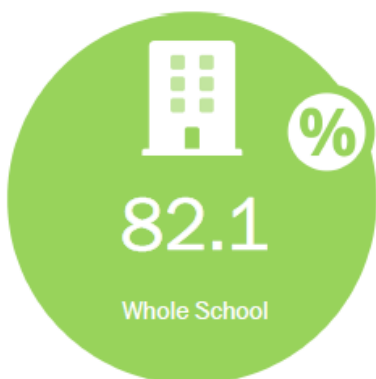
Greater Depth in Two Areas	5- 13%
Greater Depth in One Area	4 – 10%

Key Stage 2



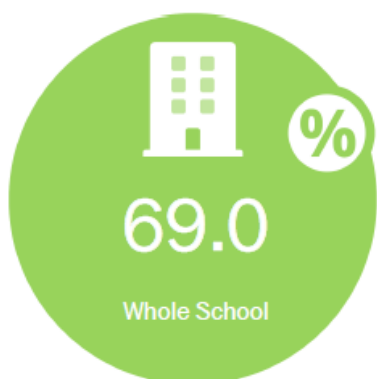
MATHEMATICS

School - Year Group Age-Related Expectation Analysis



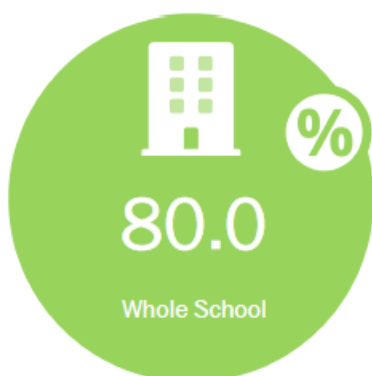
WRITING

School - Year Group Age-Related Expectation Analysis



READING

School - Year Group Age-Related Expectation Analysis



Year 4 Multiplication Check (30)

Score	Number of Children	Percentage
0-5	1	3%
6-10	3	10%
11-15	2	7%
16-20	3 (17, 18 & 20)	10%
21-25	21	70% (9/30% scored full marks)

*Previous 2 years 91% and 85% at 21-25.

Year 6 KS2 SATs Results (33)

SATs Scaled Score	Reading	Maths	Writing (TA)	GPS
Pre-Key Stage	0	0	0	0
0 (Below Level of Tests or Absent)	0	0	0	0
N/A-99	3 – 9%)	6 – 18%	8 - 24%	7 – 21%
100-109	18 – 55%	17 – 52%	19 - 58%	20 – 61%

110+	12 – 36%	10 – 30%	6 - 18%	6 – 18% (1 x 120 scaled score)
100+	30 – 91%	27 – 82%	25 - 76%	26 – 79%
Combined RWM EXP	22/67%			
Combined RWM GDS	4/12%			

* Combined 67% (four-year improving trend – previous years 31 – 45 – 57 - 67).

Year 6 KS2 Teacher Assessments (33)

Level	Reading	Writing	Maths	Science
Pre-Key Stage	0	0	0	0
Working Towards/Has Not Met	5/15%	8/24%	4/12%	3/9%
Expected	13/39%	19/58%	16/48%	30/91%
Greater Depth	15/45%	6/18%	13/39%	0
Expected +	28/85%	25/76%	29/88%	30/91%
Combined RWM at Expected+	23/70%			
Combined RWM at Greater Depth	5/15%			
Greater Depth in Two Areas	6/18%			
Greater Depth in One Area	5/15%			

*After marking review improved one child to Expected in Reading.

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Section 2

This overview provides the top priorities from each of the four areas. For a more detailed picture, please see the yearly overview. (*Current Year)

Three-Year Overview (Towards Outstanding)

	Identified Priorities	Budget Implications
YEAR 1*	<ul style="list-style-type: none"> Continue to enable the Federation of schools to work collaboratively together. Address all improvement targets from most recent Ofsted reports, in particular preparing Infants for another Ofsted inspection. Alongside the Chair of Governors, ensure Governor roles and monitoring cycle are clearer and embedded. Continue to ensure highest quality of teaching by refreshing the teaching approach; taking more risks and enhancing pupil engagement as well as their attitudes towards learning. Increase the exposure to difference and diversity for all pupils. Continue to provide opportunities to raise pupil aspirations and attitudes towards learning. Ensure positive behaviour is established and maintained in both schools utilising all tools at the school's disposal. Continue to embed the Federation's Climate and Sustainability Plan. Using INDES applications ensure Federation acquires the financial support required to recruit support staff to meet specific needs. Ensure HIDE area is utilised more effectively with recruitment of more staff. 	<p>New resources to improve the curriculum. Release Time for leaders to work with others. Training External Validation from inside and outside Norfolk</p> <hr/> <p>Can this provision be provided from within the current budget plan? Yes</p>
YEAR 2	<ul style="list-style-type: none"> Develop further links with other schools and colleges for outreach/specialist support to enrich the curriculum. Ensure more school groups are using our immersive learning classroom in order to bring further funds into the school. Ensure behaviour standards remain highest as possible. Ensure teaching and learning remains at the highest possible levels through robust and effective training and monitoring. Maintain strong attainment and progress. Increase the outdoor learning package available to pupils. Review the Federation's Climate and Sustainability Plan. Address succession planning of senior management. 	<p>Training Costs Outreach/Support work External Validation from inside and outside Norfolk Training</p> <hr/> <p>Can this provision be provided from within the current budget plan? Yes</p>
YEAR 3	<ul style="list-style-type: none"> Ensure RWM attainment and progress remains strong across the school in each year group. Ensure the gender gap is diminished. Ensure the behaviour and safety of the school remains at the highest of levels. Ensure EYFS outcomes remain above National Average, achieving a consistent number of pupils at an Expected level across the curriculum. Ensure teaching and learning continues to be engaging, pacy and enables pupils to guide the path of their own education. Ensure subject leaders can evidence from subject assessments that good progress is being made across the curriculum. Review the Federation's Climate and Sustainability Plan. 	<p>Training costs Improved Resources Training External Validation from inside and outside Norfolk</p> <hr/> <p>Can this provision be provided from within the current budget plan? Yes</p>

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Section 3

Review of Previous Year

For the detailed review document, please see a member of the Senior Leadership Team or enquire at the school office.

Infant School Target – Junior School Target – Combined Target

	Target Achieved	Working towards	Not Achieved
Quality of Education			
To continue the rise in the percentage of pupils reaching Expected and Greater Depth in Reading, Writing and Maths. (Federation)		✓	
To implement a consistent teaching approach to Writing across the Federation. (Federation)		✓	
To improve the fluency of number, reasoning and problem-solving across the schools. (Federation)	✓		
To continue to ensure pupils with SEND are effectively supported across the Federation. (Federation)		✓	
To further embed the programme of outdoor learning across the Federation. (Federation)		✓	
To continue to develop the teaching of reading consistently across the Federation. (Federation)	✓		
To achieve a Quality Skills Mark for an area of the curriculum and seek to widen the Federation's achievements. (Federation)	✓		
Personal Development			
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)	✓		
To continue to expand the transitional elements of the schools. (Federation)	✓		
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)	✓		
Behaviour and Attitudes			
To continue to ensure the importance of strong attendance is maintained across the Federation. (Federation)	✓		
To continue ensure all pupils are supported pastorally to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)		✓	
Leadership and Management			
To continue to embed the Federation vision and ethos. (Federation)		✓	
To recruit new members to expand the Federation Governing Body. (Federation Governors)	✓		
To modernise and improve the schools' premises. (Federation)	✓		
To continue to ensure staff training has a greater impact on the schools. (Federation)	✓		
To continue to ensure staff well-being and workload remains appropriate. (Federation)	✓		
To further embed new SEND systems and approaches to raise the SEND provision in both schools. (Federation)	✓		

Federation Improvement Plan

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Section 4

Current OFSTED grading: **INFANT SCHOOL – GOOD** (December 2022)

In order to further raise the quality of the education that we offer our children, the school has highlighted these key themes for improvement:

- 1) Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.

Current OFSTED grading: **JUNIOR SCHOOL – GOOD with OUTSTANDING BEHAVIOUR** (November 2024)

In order to further raise the quality of the education that we offer our children, the school has highlighted these key themes for improvement:

- 2) Some learning activities do not enable pupils to achieve the ambitious curriculum aims. As a result of this, some pupils do not learn as well as they could. The school must ensure that learning activities enable pupils to realise the high expectations within the curriculum.
- 3) Some teachers do not systematically identify misconceptions and errors in written work. As a result of this, some pupils continue to make the same mistakes and misunderstanding may persist. The school must ensure that teachers systematically check learning and that pupils are provided with next steps to help them to learn better.

Rationale

Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.

At the time of the last inspection, the school employed a SENDCo, who worked one day per week in each school. In order to improve the support for SEND pupils, a change of staff has enabled two full-time SENDCos to be trained with the National qualification to work collaboratively across the Federation alongside two Teaching Assistants trained to work in each school to specifically support SEND children. A centralised provision map enables the interventions organised to be managed effectively tracking the attainment and overall progress of SEND pupils against their targets in their Individual Education Plans or EHCPs. All pupils' information regarding their additional needs is shared with all staff to ensure all are aware of how to support them effectively.

Some learning activities do not enable pupils to achieve the ambitious curriculum aims. As a result of this, some pupils do not learn as well as they could. The school must ensure that learning activities enable pupils to realise the high expectations within the curriculum.

At the time of the most recent inspection, four classes were observed teaching in Mathematics. It was felt that challenge in two of the classes did not match the school's ambitious expectations and curriculum and undermined the potential outcomes the pupils may have achieved. As a result, the school invested in stronger training to implement greater challenge for all pupils, particularly in Mathematics. This approach in ensuring greater challenge was evident in all lessons also provided the most confident pupils with opportunities to grasp a deeper understanding of reasoning and problem-solving in a variety

of mathematical contexts. In Mathematics, a sequence of learning plan was devised and shared to ensure clarity over lesson adaptations were evident.

Some teachers do not systematically identify misconceptions and errors in written work. As a result of this, some pupils continue to make the same mistakes and misunderstanding may persist. The school must ensure that teachers systematically check learning and that pupils are provided with next steps to help them to learn better.

At the most recent inspection, a pupil book scrutiny in writing identified misconceptions in their spelling and grammar which had not been addressed sufficiently enough and as a result, children continued to make similar mistakes over a period of time. This meant that our Effective Feedback and Marking Policy needed to be adjusted with staff and the expectations surrounding regularity and depth of marking were reinforced. The pupils' writing books are reviewed every three weeks to ensure effectiveness of marking remains of the highest quality.

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Section 5/Section 8 Inspections

Actions for the **Infant School** from Section 8 OFSTED report (December 2022)

Actions for the **Junior School** from Section 5 OFSTED report (November 2024)

(Also, see You Said, We Did document for further detail)

What does the school need to do to improve further:	Actions carried out and planned:
<p>Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.</p>	<p>Actions carried out 2024/25</p> <ul style="list-style-type: none"> Two NASEN SENDCos continued to work collaboratively across the Federation full-time. Using the support of external sources, the graduated provision maps for each school were completed Ensured SENDIASS cafés were held regularly to provide access to specialist support for parents and families of children with SEND. <p>Actions planned for 2025/26</p> <ul style="list-style-type: none"> Make more effective use of the two SENDCO Now trained TAs to provide more targeted SEND support. Revise approach to INDES completion Implement revised approach to parent-teacher meetings for children with SEND. Hold main parent-teacher meeting first and then SENDCos follow up with parents at another meeting. Obtain external validation of SEND provision.
<p>Some learning activities do not enable pupils to achieve the ambitious curriculum aims. As a result of this, some pupils do not learn as well as they could. The school must ensure that learning activities enable pupils to realise the high expectations within the curriculum.</p>	<p>Actions carried out 2024/25</p> <ul style="list-style-type: none"> Whole staff training regarding how best to make challenge in lesson planning more impactful for our more able pupils, especially in Mathematics. Introduction of a weekly Sequence of Learning in Maths evidencing the planned adaptations for the less confident to access the content and for the most confident to be able to be challenged more deeply. Subject Coordinators worked collaboratively on cross-phase Maths projects where the older children prepared Maths activities for the younger children. STEM enrichment sessions arranged so all children can be challenged at their appropriate level more deeply in Mathematics. VNET Maths Communities attended to share best practice and update latest mathematical understanding. <p>Actions planned for 2025/26</p> <ul style="list-style-type: none"> Continued external support and validation of challenge in lessons (VNET). Ensure all leaders are prepared to articulate the impact of their subjects, particularly in Maths. Implement new subject leaders for Mathematics in each school. (RH/LMc)
<p>Some teachers do not systematically identify misconceptions and errors in written work. As a result of this, some pupils continue to make the same mistakes and misunderstanding may persist. The school must ensure that teachers systematically check learning and that pupils are provided with next steps to help them to learn better.</p>	<p>Actions carried out 2024/25</p> <ul style="list-style-type: none"> Improved effective feedback and marking policy sharing the best ways to undertake whole class feedback, particularly for independent writing. Improved effective marking policy to give pupils clearer and more regular feedback to address misconceptions in their work sooner enabling them to make greater progress more swiftly. Book Scrutinies for different subjects built into Teacher Meeting time to enable all teachers to quality assure the marking effectiveness through our learning. Expectations for teachers to ensure marking is more regular and more thorough in order to address any misconceptions swiftly. <p>Actions planned for 2025/26</p> <ul style="list-style-type: none"> Continue with three weekly checks of writing books. Quality assure pupil books with external sources. Subject leaders to build in effective feedback and marking reviews during their monitoring cycles.

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| | <ul style="list-style-type: none">• Review effective marking and feedback in other nearby schools. |
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Section 6

DETAILED ACTION PLANS

2025/26

Leadership and Management

(Vision and Ethos, Staff Development, Staff Workload & Well-Being, Off-Rolling, Inclusion, Governance and Safeguarding)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To ensure new Governors develop effectively in their roles and enhance effectiveness of Governance. (Federation Governors)	<p>Ensure new Governors understand their positions and new roles assigned (Vice-Chair, Cyber-Security and GDPR are filled.)</p> <p>Update and share Ofsted Readiness Pack regarding all key information about the school to prepare new and existing Governors further.</p> <p>Ensure Governors access regular and appropriate training, particularly finance.</p> <p>Ensure skills audit of Governors is completed.</p> <p>Replace any departing Governors with new ones, should vacancies arise.</p> <p>Implement more regular cycle of senior/subject leaders to attend to be challenged over their areas of responsibility. Challenge evident via questions sent to Head in advance of meetings.</p> <p>Improve Governor Challenge Days so that they mirror an Ofsted-style Deep Dive and still possess a narrow SIDP focus and pupils and staff are able to speak together.</p> <p>Improved monitoring cycle established and agreed at the start of the year and shared with all staff to ensure SEND, Safeguarding and other key areas of the school are being monitored regularly.</p> <p>Governors to attend Broader Horizons Governor Network.</p>	Sept 2025 – Oct 2026	BY / LG / JCFCB	<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>Staff will be more prepared of articulating confidently about their subject areas to Ofsted by practising with Governors on Challenge Days.</p>	<p>FGB minutes</p> <p>Governor Challenge Day minutes</p> <p>Governor Log</p>

	Quality Assurance of Governance arranged for November meeting.				
2. To improve the Federation's premises. (Federation)	<p>Recruit new cleaning staff to ensure premises are presentable and hygienic.</p> <p>Using Devolved Capital ensure areas of the school are improved aesthetically and certain areas are re-purposed or re-designed to improve provision on offer or increase safety.</p> <p>Ensure corridors and offices are decorated. New carpets in corridor and in HT Infant office. New carpet to be placed in Reception classes as these are beyond restoration, despite cleaning them.</p> <p>To improve the safety of the Infant school by replacing faulty electric gates with manually operated ones. Contribution to total costs £2,500.</p> <p>Junior trim trail to be given a set surround and grass wear removed with artificial grass to overcome Summer/heat problems. Maintain health and safety of provision.</p> <p>Where required purchase new laptops/tablets/hardware for staff or children to enhance provision. Support from PTFA fundraising. 10-15 new/last generation IPADS needed at Infants.</p> <p>Continued maintenance of surrounding trees/bushes and presentation of site. New signage for Infant school to be commissioned.</p>	Sept 2025 – Oct 2026	SLT, AO'C & Staff	<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>Governor minutes</p>
3. To ensure continued impactful staff training is arranged. (Federation)	<p>Enable subject leaders to attend impactful CPD to develop their knowledge and skillset further to lead.</p> <p>Staff continue to access nationally accredited leadership courses, Ofsted Inspector Training, NPQEYL, NPQEH, NPQH, NPQML and NPQSL.</p>	Sept 2025 – Oct 2026	BY AMc/EA SLT Subject Leads TAs	<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</p>	<p>Training records</p> <p>Governor minutes</p> <p>Lesson observation records</p> <p>Learning Walks</p>

	<p>Governors to challenge senior/middle leaders on their subject areas by inviting them to share their impact at FGB meetings.</p> <p>Challenge Days with Governors altered to become more like Deep Dive style reviews for further practice.</p> <p>Teacher meetings used to enable subject leaders to articulate how their subjects are organised and feedback on monitoring reviews.</p> <p>VNET Subject Communities for subject leaders to attend and stay up-to-date with the latest subject knowledge and approaches.</p> <p>Linked to Behaviour and Attitudes ensure STEP ON and UP training remains up to date.</p> <p>Teachers to carry out peer to peer observations (Lesson Study) to augment their own teaching quality.</p> <p>Subject leaders to work collaboratively on action planning and cross-phase projects.</p> <p>VNET SIP visits to provide further quality assurance of key areas of the school, as well as peer reviews with Broader Horizons.</p> <p>Broader Horizons joint schools' staff training January 2026 INSET SEMH.</p>			<p>school, enabling them to have a far greater understanding of their impact.</p> <p>Staff aware of Intent, Implementation and Impact of their subjects.</p> <p>Subject leaders all aware of how many pupils are at Expected in their subjects in each class. (Target 75%)</p> <p>NPQH EA to complete successfully. NPQEYL EB to be completed successfully.</p>	<p>Subject Leader Files</p> <p>Book Looks</p> <p>Subject Leader Monitoring Forms</p> <p>Subject Leader Class Data</p>
<p>4. To continue to ensure staff well-being and workload remains positive. (Federation)</p>	<p>Reinvigorate half-termly timetabled meetings for different staff groups to voice any concerns.</p> <p>Monitor and address any concerns swiftly to avoid discontent.</p> <p>Commemorate World Mental Health Day 2025 with the theme of mental health in the work place.</p> <p>Ensure an open door policy exists across the Federation.</p>	<p>Sept 2025 – Oct 2026</p>	<p>BY / AMc / SV / EA</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</p> <p>Staff Attendance</p>

	<p>Ensure well-being events are regularly held and suitably attended.</p> <p>Ensure all staff feel valued and appreciated. Gratitude and praise whenever needed.</p> <p>Ensure performance management of staff continues robustly to provide another avenue for a voice.</p> <p>Ensure staff have delegated responsibilities and are involved in decision making and have ownership over new approaches.</p> <p>Share Norfolk Support Line/IPRS Services.</p> <p>Provide release time/support to staff to achieve tasks, where possible.</p> <p>Provide staff with support and trust to lead and develop the school themselves.</p> <p>Ensure staff have access to regular and impactful training.</p>				
<p>5. To ensure the provision for SEND continues to evolve successfully. (Federation)</p>	<p>Ensure policy and SEND Information report are updated accordingly.</p> <p>SENDCOs to arrange further SENDIASS workshops for parents to gain additional information and support.</p> <p>INDES applications completed by SENDCOs and submitted for all relevant children with the hope that the highest levels of need will obtain the schools further funding to recruit staff.</p> <p>Implement variation on parent-teacher meetings by offering families additional meetings with SENDCOs.</p> <p>In liaison with the Headteacher, ensure the graduated provision maps for each school are reviewed and updated prior to submission to LA.</p>	<p>Sept 2025 – Oct 2026</p>	<p>AMc EA LF / SD / BY</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. All Reception children screened.</p>	<p>Centralised Provision Map used by all staff. IPSEF document Costed Provision maps</p>

	<p>Ensure there is triangulation with INDES and IEPs.</p> <p>SENDCOs to ensure teachers review their IEPs to bring them more strongly in line with the child's INDES application. Needs seen match the support being implemented in class.</p> <p>Learning walks completed as part of monitoring cycle to gauge how well SEND children are being supported and how well staff are enabling the gap between non-send peers to be closed. Ensure all interventions are being tracked.</p> <p>The SENCOs will continue to 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. Support staff to be trained on its use and supported anyone be new or unfamiliar with the system. Ensure Infant interventions have the bespoke pages required in the provision map prepared.</p> <p>SENDCos supervise the continued use of Wellcomm by ensuring all staff are confident in its use. Ensure Reception children are all screened as normal procedure. Monitor delivery of programme to ensure children are assessed accurately.</p> <p>Meet with SEND/Inclusion Advisors to support the implementation of the IPSEF across both schools and advise on additional support.</p> <p>Continue to use CPOMS as the recording system for SEND related matters.</p> <p>SENDCOs to ensure external settings are utilised such as SRBs and APs to better support specific children and provide them with specialist support.</p>			<p>Parental attendance at SENDIASS workshops expands.</p>	
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	The SENCOs will review and update the IPSEF to prioritise future targets/outcomes for SEND across the Federation.				
6. To continue to manage the budgets of the Federation schools effectively.	<p>Budgets at both schools require diligent management to ensure both schools continue without deficits. Where there are deficits, senior management must review and make necessary economies of respective budget lines.</p> <p>Maintain transparency with the Governors and seek their support to identify any other areas that re more cost effective.</p> <p>Review structure of Federation staffing and management. Prepare succession planning of senior management staff should this need to be altered.</p> <p>Consider site amalgamation using Local Authority viability study.</p> <p>SENDCOs to use INDES application process and the graduated provision maps to secure further funding to support those with higher level of need.</p>	September 2025 – October 2026	BY / LG / JH	<p>Budgets remain in surplus.</p> <p>Effective economies are made to ensure continued effective provision of the schools.</p>	<p>Budgets</p> <p>Graduated Provision Maps</p> <p>INDEs Applications</p>

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2025/26 budget	Paid by Cluster/PTA/Other Sources
1-6	Training Courses	£6000 in Junior school £4000 at the Infant school	✓			
3	Building Re-development & IT Hardware – New Computers/Tablets/Laptops - Flooring/Trim Trail/Gates (Devolved Formula Capital)	£10,000			Closed Schools Fund Account Monies	✓ Devolved Capital
3	Online Software, Training and Maintenance Package for Immersive Learning Classroom	£500-£1000 annual fee	✓			

1-6	VNET Support Package	£3000 approximately per school	✓			
6	CPOMS	£1400 annual subscription for both schools (£700 at each)	✓			

Quality of Education

(Intent – Curriculum Design, Coverage & Appropriateness – Implementation – Curriculum Delivery, Early Years, Inclusion, Teaching (Pedagogy), Assessment (Formative & Summative) – Impact – Achievement, Attainment & Progress (SATs), Reading and Destinations)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To embed the foundations of writing consistently across the Federation. (Federation)	<p>Infant English Lead and Junior English Lead will continue to work collaboratively to maintain the 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. Ensure children grasp the foundations of basic sentence construction of subject + verb + object.</p> <p>All staff familiarize themselves with the new writing framework. Conduct an audit of current provision/standard. Identify areas for development and then look to launch new writing programme for 2026-2027.</p> <p>Alongside these improvements, ensure children's writing is more greatly independent in EYFS/KS1. Ensure all classes have sounds mats being used to aid independent spellings. Ensure fine motor skills and mark making skills are focused on in Reception each day.</p> <p>Ensure KS2 long term writing plan is finalized and updated.</p> <p>Ensure monitoring is impactful to hold other teachers accountable for their writing effectiveness. Achieved in three-weekly writing scrutinies. Ensure teaching sequence of writing is clear with good sentence level work evident.</p> <p>Continue Federation standardisation exercises across the Federation, beginning this year with a new non-fiction piece of work.</p>	Sept 2025 – Oct 2026	SV/EA and Teaching Staff	<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>Pupils' Writing</p> <p>School data</p> <p>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%. Progress in reading ages from Salford baseline Tests.</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%</p>

	<p>Ensure handwriting approach is followed. EA and teaching staff will include structured opportunities for pupils to 'deepen the moment' in writing lessons to include ambitious vocabulary choices, sentence structures and punctuation.</p> <p>VNET Emma Adcock supporting to ensure the writing curriculum is effectively strengthened.</p> <p>Embed discreet grammar and punctuation requirements for each genre of writing being taught.</p> <p>To ensure writing moderation takes place internally and externally across the school enabling teachers to be confident in making accurate judgements.</p> <p>Research the Literacy Tree/Pathways to Write and visit other settings using these schemes. (Caister/North Denes/Hillsdie)</p> <p>Establish 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>Ensure Junior school have a writing wall to celebrate all examples of positive independent writing.</p> <p>Continue three weekly writing scrutinies to ensure the teaching progression, grammar/punctuation elements needed and effective sentence formation is being taught and is having a strong impact.</p> <p>To improve the Grammar and Punctuation understanding across the school by enabling all pupils to have Grammar CGP revision work books.</p>				Summer: 10%
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	Raise the attainment in writing at Expected and at greater Depth across the Federation.				
2. To continue to improve the fluency of number, reasoning and problem-solving across the schools. (Federation)	<p>Ensure children are taught the same objective but it is made accessible to all through differentiation using manipulatives, annotations and/or adult support. (unless the child is on a different curriculum)</p> <p>Implement maths workshops for parents to see how pupils are taught maths in schools.</p> <p>Implement a week of Inspirational maths collaboratively across the Federation.</p> <p>Cooperative Learning Clips used to engage children and make learning more active.</p> <p>Consistent use of ten in ten type activities in every maths lesson - JNR Every maths lesson begins with a fluency activity – INF Maths word of the day continues to embed understanding. Promoting use of TTRS to become fluent in tables facts and in readiness for the Year 4 multiplication check including at Year 2. To ensure the teaching of times tables is consistent with the calculations policy. To ensure the use of manipulatives to reinforce concepts. Use White Rose Maths resources - Fluency Bee and Power of 2 - for catch up interventions. All pupils have access to Maths CGP/White Rose books to consolidate mathematical understanding. Books also used as a homework resource too.</p> <p>Raise the attainment in Maths at Expected and at greater Depth across the Federation.</p>	Sept 2025 – Oct 2026	LMc/RH/AMc	<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 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>Maths data Pupil Books Maths monitoring Maths tests</p> <p>School data</p> <p>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%. Progress in reading ages from Salford baseline Tests.</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>3. To ensure learning activities enable pupils to realise the high expectations within the curriculum.</p>	<p>All teaching staff must ensure all lesson planning contains evident adaptations, namely challenge to ensure the most confident learners make the best progress they can across the curriculum.</p> <p>Planning scrutinies and lesson observations to verify that teachers have ensured there is sufficient challenge available to all learners.</p> <p>Staff need to discipline their children so that they fully understand where the challenges are in their learning, how they can locate another challenge should one be completed and why challenge is important.</p>	<p>Sept 2025-Oct 2026</p>	<p>Teaching Staff BY / AMc</p>	<p>All lessons have clear challenge for all learners. All pupils are able articulate where the challenge is and where they can get more.</p>	<p>Pupil Surveys Book Scrutinies and Lesson Observations</p>
<p>4. To ensure misconceptions are systematically identified and clear next steps are provided to make learning better.</p>	<p>Review the marking and feedback policy and update accordingly following discussion with staff.</p> <p>Teaching staff to ensure marking is regular, with an increase in detailed feedback in written work addressing misconceptions at the earliest possible moments so that pupils do not continue to make the same errors.</p> <p>Teaching staff will provide pupils with regular opportunities to edit and refine their work from Pink to Purple and ensure all pupils respond to such detailed feedback so that it is more evident that errors will not continue to happen.</p> <p>Teaching staff through their detailed feedback will ensure clear next steps for the children are present and the children are fully aware of them.</p>	<p>Sept 2025-Oct 2026</p>	<p>Teaching Staff BY / AMc</p>	<p>Pupil books show that teachers have been identifying misconceptions swiftly and providing regular opportunities for children to respond to feedback Pink to Purple.</p> <p>Children know the next steps in their learning.</p>	<p>Work Scrutinies Lesson Observations Book Looks</p>
<p>5. To ensure pupils with any disadvantage (PP, FSM, EAL, SEND & CLA) are effectively supported in order to narrow the gap to those without disadvantage. (Federation)</p>	<p>SENDCOs to ensure all pupils with SEND have an accurate and smart IEP, which is triangulated with their INDES applications and the school's graduated provision map.</p> <p>Ensure all interventions are tracked by staff and that this records the smaller steps of progress made by pupils with SEND.</p>	<p>Sept 2025 – Oct 2026</p>	<p>AMc/EA LF/SD</p>	<p>SEND children making stronger progress and this can be measured. Provision map effectively run in both schools.</p>	<p>Centralised Provision Map IEPs</p>

	<p>Staff use the centralized provision map effectively to understand the children and their needs. Using this information to better personalise learning.</p> <p>Ensure children with SEN/additional needs are provided with regular keep up and catch up sessions to narrow the gap to their peers in Little Wandle reading sessions.</p> <p>INDES applications used to acquire further funding to recruit more support staff. In turn, better supporting those pupils with SEND.</p> <p>Implement variation on parent-teacher meetings by offering families additional meetings with SENDCOs.</p> <p>Use of external specialists to support pupils with SEND further.</p>				
<p>6. To evolve the climate and sustainability plan of the Federation in connection with the outdoor learning programme across the Federation. (Federation)</p>	<p>Review the Climate and Sustainability Plan with Governor Working Party and update it.</p> <p>Exploit the Government Electric Car Charging grant by installing charging points at each school site. (Annual maintenance charge of £100 per unit)</p> <p>Speak to Norse to promote a “Meat Free” day at both schools. Date to be arranged.</p> <p>Food waste and plastic packaging reduced – food waste bins purchased separated from main packaging waste.</p> <p>Application for sheep to be housed at school for study and workshop.</p> <p>Energy saving meters managed by the safety committee members at both schools to ensure energy is not wasted unnecessarily.</p>	<p>Sept 2025 – Oct 2026</p>	<p>Teaching Staff BY / LG / JC</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>Children learning a lot about bee and other animal conservation.</p> <p>Increased pupil understanding of how everyone must look after our world and the best ways in which this can be done.</p>	<p>Pupil surveys Outdoor Learning Booklet Climate and Sustainability Plan</p>

	<p>Better use of den building and shelter kits previously purchased by the Tesco Grant monies.</p> <p>Further training from Learning through Landscapes to be purchased.</p> <p>Continue to use the space for bee conservation and enable children to participate in bee management. Honey produce sold at Summer Fayre and monies reinvested in bee programme.</p> <p>Use the space for Junior Duke/Mini Duke challenges.</p> <p>Further embed outdoor learning into both curriculums by ensuring space is used regularly for such purpose, linking use to subject action plans (History/Geography/Science).</p> <p>Regularly evidence use of outdoor learning shared on social media and websites.</p>				
<p>7. To continue to ensure the teaching or reading is prioritised across the Federation. (Federation)</p>	<p>Foster a culture of reading for pleasure to improve comprehension and vocabulary across the school.</p> <p>Ensure children with SEN/additional needs are provided with regular keep up and catch up sessions to narrow the gap to their peers.</p> <p>Improve reading sessions ensuring comprehension sessions are taught well and frequently.</p> <p>Ensure library spaces are improved and reading material reviewed and updated.</p> <p>Class readers to be available in the library as well as "Teacher recommended" shelves.</p> <p>Continue with Junior Librarians to lead reading clubs at lunchtimes and ensure the library is well used and maintained.</p>	<p>Sept 2025 – Oct 2026</p>	<p>EA & SV Teaching Staff</p>	<p>Reading has a significant importance across the Federation.</p> <p>Reading systems for Phonics well embedded and producing consistently high results.</p> <p>The importance of Reading is seen as a key ingredient to pupil success by the pupils themselves.</p> <p>Reading intervention effectively used for all pupils requiring support.</p> <p>Phonics Screening Check scores increase on the previous year.</p>	<p>Reading Data</p> <p>Pupil surveys</p> <p>School data</p> <p>KS2 SATS</p> <p>Pupil Asset data</p> <p>KS1 Milestones</p> <p>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%. Progress in reading ages from Salford baseline Tests.</p> <p>KS2 Milestones</p>

	<p>Ensure Little Wandle is taught and kept on time to maximise progression.</p> <p>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 or read less confidently.</p> <p>Ensure all TAs are trained and up-to-date with knowledge of Little Wandle. Purchase new card holder resources.</p> <p>Ensure all classes practise reading five times a week. Ensuring pupils who do not read out of school have opportunities to practise within school.</p> <p>Ensure reading comprehension is practised within classes focussing on the key skills of inference, summarising, retrieval, explain and compare.</p> <p>Ensure fluency and prosody skills are also practised during guided reading sessions.</p> <p>Ensure class novels are read daily in each class to maintain use of high quality texts. At least one per term.</p> <p>Raise the attainment in reading at Expected and at greater Depth across the Federation.</p>				<p>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>8. To implement the statutory changes in the PSHE/RSHE curriculum.</p>	<p>Review and update policy and procedures accordingly for both PSHE and RSHE. Share with the staff and discuss. Obtain Governor approval.</p> <p>What are the age limits? In primary school, we've set out that subjects such as the risks about online gaming, social media and scams should not be taught before year 3.</p>	<p>Sept 2025-Oct 2026</p>	<p>BY / RH / LB & LMc</p>	<p>Curriculum coverage matches new requirements ahead of the statutory deadline.</p> <p>Pupils have a greater understanding of PSHE and RSHE from their studies.</p>	<p>Pupil Survey</p> <p>Book Scrutiny</p>

	<p>Puberty shouldn't be taught before year 4, whilst sex education shouldn't be taught before year 5, in line with what pupils learn about conception and birth as part of the national curriculum for science.</p> <p>Share with wider stakeholders of the school.</p> <p>Adjust the curriculum accordingly to meet statutory requirements.</p>				
<p>9. To ensure Quality Skills Mark for History is upgraded from Silver to Gold. (Federation)</p>	<p>Ensure the Quality Mark achieved in History at Silver standard is successfully upgraded to Gold by meeting the suggested improvements provided by the assessor.</p> <p>Self-Evaluation completed by subject leaders to ensure suggested improvements are being implemented correctly.</p> <p>Ensure all KWLs are fully completed.</p> <p>Planning for all history units are equally as in depth.</p> <p>Use some form of Widgets for pupils with SEND to make things more accessible.</p> <p>Original Sources and historical interpretations used to replace primary and secondary sources.</p> <p>Share Quality Mark journey at a network.</p> <p>Depth of coverage global impact of WW2 and Ancient Egypt chronology.</p> <p>Implement an overview of ancient civilisations.</p> <p>Outdoor learning for history, develop the history club for more pupils and equal history display in each class.</p> <p>Implement black British significant figures.</p> <p>Share exercise with Infant counterpart and implement some collaborative cross-phase work.</p> <p>Support from external mentor to ensure provision of History is successful and upgraded to Gold.</p> <p>Share successful completion with wider audience.</p>	<p>Sept 2025 – Oct 2026</p>	<p>All Teaching Staff RH, EB.</p>	<p>Certificate for successful upgrade in History.</p>	<p>Quality Mark Certificate</p> <p>Enhanced curriculum provision</p> <p>External validation</p>

	Look into further quality marks.				
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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2025/26 budget	Paid by Cluster/PTA/Other Sources
1-6	Training Courses	£6000 at the Junior School and £4000 at the Infant	✓			
1, 2 and 7	IT Subscriptions and Licences (Immersive.co.uk software and maintenance)	£1000	✓			
7	Improved Reading Material/Intervention Packages (New Little Wandle Books)	£1000	✓			
9	Quality Mark review/increase grading	£500	✓			
6	Outdoor Learning in the curriculum or after-school club	£500	✓			Sports' Premium
6	Electric Car Charging Points Maintenance	£400 (4 x £100 per unit annually)			✓	

Behaviour and Attitudes

(Attitudes to Learning, Behaviour, Attendance, Exclusions and Bullying)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
<p>1. To continue to ensure the importance of strong attendance is maintained across the Federation. (Federation)</p>	<p>Ensure attendance reviews are conducted weekly by DHT.</p> <p>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.</p> <p>Home visits implemented for any persistent absenteeism.</p> <p>Using the Working Together to improve school attendance document engage with families to support attendance issues regarding mental health etc. Provide parents with links to Just One Norfolk and CAMHS.</p> <p>Distribute annual letter from LA regarding FPN. Ensure policy is updated also in line with changes.</p> <p>Ensure 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 track families with poorest attendance for fining.</p> <p>Continue with weekly attendance awards promoting weekly winners on the websites. Termly 100% attendance certificates too.</p> <p>Use of Attendance award trip to incentivise those to attend school better. Consider bicycle vouchers for the child with the best attendance in each school.</p>	<p>Sept 2025 – Oct 2026</p>	<p>AMc / BY</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>Percentage of attendees on reward trip remains high.</p>	<p>Attendance figures</p>

<p>2. To ensure all pupils are supported to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)</p>	<p>Bespoke PBSP (Behaviour plans) using Roots and Fruits approach assisting to manage and de-escalate behavior earlier.</p> <p>Exploit the support of schools and communities' team, SEND and Inclusion Team, SRBs and Alternative Provisions.</p> <p>Review the provision space to contemplate possibility of forming a SHIP for children who are unable to manage within a mainstream classroom. Sufficient funding and staffing are required in order for this to be effective.</p> <p>Recruit further support staff at both schools to assist specific children displaying behaviours that challenge and harm. Dependent on successful INDES applications for further funding for the increased level of need.</p> <p>Ensure staff access regular training in Step On/Up in order to manage children with more highly challenging behavior. Ensure Lead Professional training remains up to date.</p> <p>Use visits from the Benjamin Foundation/Play Therapist to support those displaying more emotional needs requiring more specialist intervention.</p> <p>Ensure Zones of Regulation training is completed with staff. These boards to be 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. Ensure staff follow these up with pupils.</p> <p>Further training sessions for staff to be able to deliver DESTY in both schools.</p>	<p>Sept 2025 – Oct 2026</p>	<p>BY / AMc / All Staff</p>	<p>Number of more severe behavioural incidents reduced from pupils who do not behave as expected.</p> <p>Pupils continue to show positive aptitude for the new 5Rs.</p> <p>Emotional need is fully supported and pupils are able to focus on learning across the Federation.</p> <p>Video of pupils demonstrating a guide to the best forms of Attitudes to learning finished.</p> <p>Peer Mentors are actively using restorative approaches dealing with minor issues. Achieve the Diana Award for Anti-Bullying.</p> <p>Promote positive mental health in primary education.</p> <p>Approach helps to build resilience and appropriate behaviour in young children.</p> <p>Pupils' attitudes are more positive, prepared and focused to engage and learn.</p> <p>Pupils are more resilient to expectations upon them.</p>	<p>Break Observations</p> <p>Detention Log</p> <p>Behaviour Incident Book</p> <p>Vulnerable Children Log</p> <p>Class Observations</p> <p>Teacher Feedback</p> <p>Pupil Survey</p>
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	<p>JLT to prepare and create a video for all children of the school to promote a guide to the best Attitudes to learning.</p> <p>Ensure NEST and HIDE provisions at each school are utilised effectively staff numbers permitting. This nurture support would also help any pupils with mental health. 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. (SHIP)</p> <p>Teachers and TAs to ensure they address any drop in behaviour swiftly and at the earliest point to avoid any escalation in negative behaviours.</p> <p>Accept the use of suspensions/exclusions are sometimes necessary as a last resort when other avenues have been explored and exhausted and/or behaviours that challenge/harm have reached such a regular and severe level that they are impacting on the effectiveness of learning and the well-being of the children/staff.</p> <p>Ensure sensory circuits continue effectively and daily at the beginning of school to regulate those requiring such support. Continue to track the impact of sensory circuits.</p> <p>Further embed the immersive learning environment space into both Infant and Junior curriculums, not to mention use the provision to support those with any sensory needs.</p> <p>Utilise the outdoor spaces at both school sites more greatly to develop nurture/therapy element to improve behaviour, not to mention embedding the use of the spaces into the curriculum at each school.</p>				
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	<p>Provide opportunities for children to undertake Junior Duke/Mini Duke in order to develop life skills.</p> <p>Peer Mentors (Juniors) to raise 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 (10th Oct) – Wear something yellow. Continue 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>Continue 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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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2025/26 budget	Paid by Cluster/PTA/Other Sources
2	Nurture Resources (Both Schools)	£500	✓			✓
2	Junior Duke/Mini Duke/Outdoor Learning (Both Schools)	£2000	✓			Pupil Premium
2	DESTY CPD	£700				✓ Virtual School

Personal Development

(SMSC, British Values, Careers' Guidance, Well-Being, Healthy Living, Citizenship, Equality & Diversity and Future Preparation)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To continue to evolve the opportunities open to pupils to gain greater aspiration and exposure to diversity (Federation)	<p>Provide broader experiences and stronger appreciation of other cultures, ethnicities and religions by arranging opportunities where these can take place.</p> <p>Invite speakers to host professional visit meetings to talk about their careers, e.g. doctors, firemen, designers etc. This increases equality and diversity. Look into Primary First website. Implement school-run careers' fayre.</p> <p>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>Make links with schools in other parts of the country.</p> <p>Continue with Ormesby University to award pupils with a graduation for all the extra-curricular clubs they attend over the year.</p> <p>Implement opportunities for pupils to lead on curriculum celebration events with parents invited in to share in the occasions.</p> <p>Liaise 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.</p> <p>Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements.</p> <p>Increase opportunities for ILT/JLT/Peer Mentors/Pupil voice to lead and be courageous advocates for social action on a national and local scale.</p>	Sept 2025 – Oct 2026	BY / AMc / Staff	<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 and understanding of diversity alongside acceptance of difference.</p>	Pupil Surveys

	<p>Consider organising a Multi-Faith Library exposing pupils to a variety of different religions.</p> <p>Look at implementing Junior Duke/Mini Duke to help children accomplish a variety of challenges and develop life skills, namely resilience and a growth mindset.</p> <p>To organise trips to other areas of the UK to improve understanding and appreciation of other cultures and religions within Britain.</p> <p>Greater understanding of British Values from the children. JLT/ILT to prepare an assembly on this for each school.</p>				
<p>2. To further evolve the transitional procedures of the Federation. (Federation)</p>	<p>Ensure further cross-phase elements take place across the year, this year we are looking at a Geography theme. Infant and Junior staff are to link across the schools with subject-specific roles working collaboratively. Creating joint action plans, knowing the beginning and end points of their subjects and pushing for pupils to hold more responsibilities.</p> <p>Stronger transitional works with the Ormesby Pre-School. SENCOs and EYFS Lead to work with staff from Pre-School. Phonics Training to be shared. Transition sessions to begin after Summer half-term up to twice a week. Staff to spend time in Pre-School to see pupils in their setting. Monitor how this training is being implemented.</p> <p>Staff from Infant school to spend time working with children with additional needs to build rapport with them.</p> <p>Prepare virtual transition to show what each teacher is like. Transition packs.</p> <p>Look into the parameters around opening our own Nursery provision. Government grant scheme to be reviewed.</p> <p>Visits from High Schools to prepare Year 6. Years 5 & 6 trips to High Schools. Additional trips to respective High Schools for pupils with SEND.</p>	<p>Sept 2025 – Oct 2026</p>	<p>All Staff</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>3. To evolve the pastoral capacity of the schools to improve pupils' mental health and well-being. (Federation)</p>	<p>Continue to utilise daily sensory circuits in each school at the beginning of the day.</p> <p>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.</p> <p>Ensure reduction in support staff does not impact the pastoral provision quality negatively.</p> <p>Provide continued 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 is raised.</p> <p>Pastoral provision to continue to be shared on our social media pages to raise its profile positively.</p>	<p>Sept 2025 – Oct 2026</p>	<p>BY All Teaching Staff Pastoral Support Staff</p>	<p>Children are supported more emotionally and in turn spiritually. Children's SMSC qualities are augmented by being at Ormesby Positive praise from users and their parents.</p>	<p>School Distinctiveness Observations Learning Walks Surveys</p>
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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2025/26 budget	Paid by Cluster/PTA/Other Sources
1	Trips to UEA/ENSFC/Flegg High	£1000	✓			Pupil Premium
1	Trips to other parts of country (Reward Trips/Attendance Trip)	£1000	✓			Pupil Premium
2	Staff Training	£2000	✓			
1	Ormesby University – Robes/Caps (f more needed)	£500			✓	