

Federation Improvement Plan 2024 / 25



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

This version was printed on:
06/10/24

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

Federation Improvement Plan

2024 / 25

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 – November 2018 – Section 5

SATS Results / Targets (From 2024)

Critical Issues - Areas below national targets for two years or a downward trend for two years (provided by Norfolk County Council)

INFANT SCHOOL

GLD shows a three-year falling trend.

Year 1 Phonics Screening Check shows a three-year falling trend.

JUNIOR SCHOOL

In-House School Data End of Year 2023-24

Strengths (Key Data 2024)

- EYFS GLD was just in line with National Average.
- KS1 Year 2 Phonics Re-sits showed improvement with 75%, 20% above National Average.
- KS1 Writing at Expected was just above National Average
- KS1 Reading at Expected was just above National Average
- KS1 Reading at Greater Depth was above National Average.
- KS1 RWM combined at Expected was above National Average.
- KS1 RWM combined at Greater Depth was in line with National Average.
- KS2 Reading at Expected was just above National Average.
- KS2 Reading at Expected, Writing at Expected and at Greater Depth, Maths at Expected and RWM combined at Expected and at Greater Depth had all improved on the previous year.
- Three-year rising trend in RWM at Expected.
- KS2 Year 4 Multiplication Check stood at 91% in 2023 and 85% in 2024 with a 21+ raw score.
- KS2 Writing has a three-year rising trend.
- KS2 Maths has a three-year rising trend.
- KS2 GPS has a three-year rising trend at Expected and at Greater Depth.

Areas for Development - Priorities

- EYFS: GLD dropped to 65.5% just below National Average 67.7% and showed a small drop since 2023. Overall, three-year falling trend needs addressing.
- KS1: Raise the attainment of pupils achieving Expected in RWM.
- KS1: Raise the attainment of pupils achieving Greater Depth in RWM.
- KS1 Raise the attainment in Writing at Expected and Greater Depth.
- KS1 Improve the percentage of children in Year 1 achieving Expected in Phonics Screening Check. Three-year falling trend needs to be addressed.
- KS2: Continue to improve the attainment of pupils achieving Expected in RWM to bring it above National Average.
- 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: Improve the attainment of PP pupils' attainment in RWM (Target new Year 4)
 - KS2 Continue to improve GPS at Expected and Greater Depth.
- EYFS GLD: (Good Level of Development) **2% below National Average**

- EYFS GLD: Average Number of Good Levels of Development 13.1 points below National Average at 14.1
- KS1 Reading: 1% above National Average at Expected and 2% above National Average at Greater Depth
- KS1 Writing: 6% above National Average at Expected and 1% below National Average at Greater Depth.
- KS1 Maths: 2% below National Average and 6% below National Average at Greater Depth.
- KS1 Phonics Screening Check 12% below National Average.
- KS2: None of our progress measures were below floor standards.
- KS2 Reading: 4% above National Average
 - KS2 Writing: 6% below National Average
 - KS2 Maths: 8% below National Average

EYFS

- Three PP pupils were in EYFS 2023-2024. 33% achieved GLD.

KS1

- Year 2 – 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 1/7 pupils at GDS – Phonics 4/7 pupils achieved threshold in Phonics Screening Check. 14.2% 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 0/3 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

- Our KS2 disadvantaged pupils in Years 4 and 5 performed well, but overall as a school our disadvantaged pupils have not performed as well as other non-disadvantaged pupils. In Year 6 in Maths 3/8 pupils at Expected+ with 1/8 at Greater Depth / Writing 4/8 pupils at Expected+ with 1/8 pupils at GDS / Reading 3/8 pupils at Expected+ with 1/8 pupils at GDS.

Results by Key Stage

EYFS

★ Good Level Of Development



65.5% in 2024

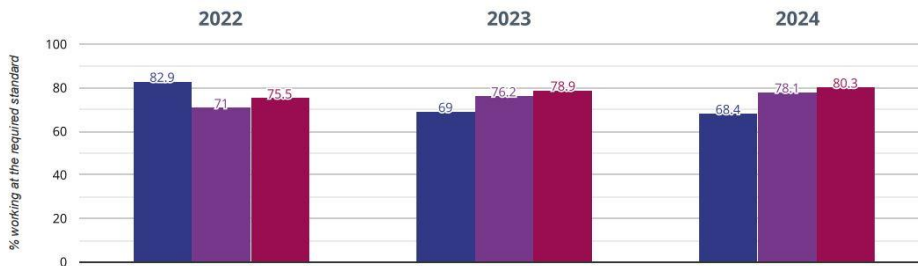
3.7% points drop since 2023

10.4% points drop since 2022

■ Ormesby Village Infant School ■ Norfolk (327) ■ NCER National (17536)

Key Stage 1 Phonics

🗣️ Year 1: Working At



68.4% in 2024

0.6% points drop since 2023

14.5% points drop since 2022

■ Ormesby Village Infant School ■ Norfolk (320) ■ NCER National (16429)

🗣️ Year 2: Working At



75% in 2024

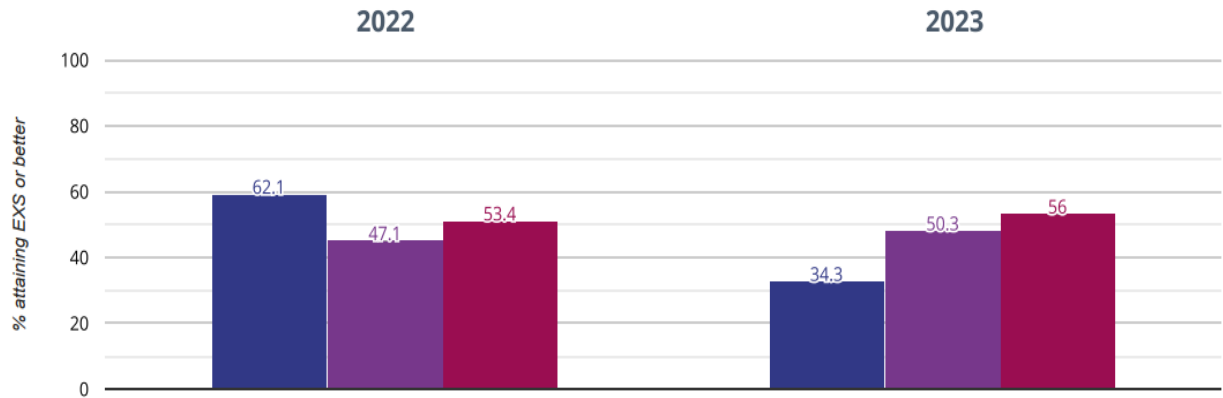
41.7% points rise since 2023

15% points rise since 2022

■ Ormesby Village Infant School ■ Norfolk (306) ■ NCER National (15945)

Key Stage 1

RWM - attaining EXS or better



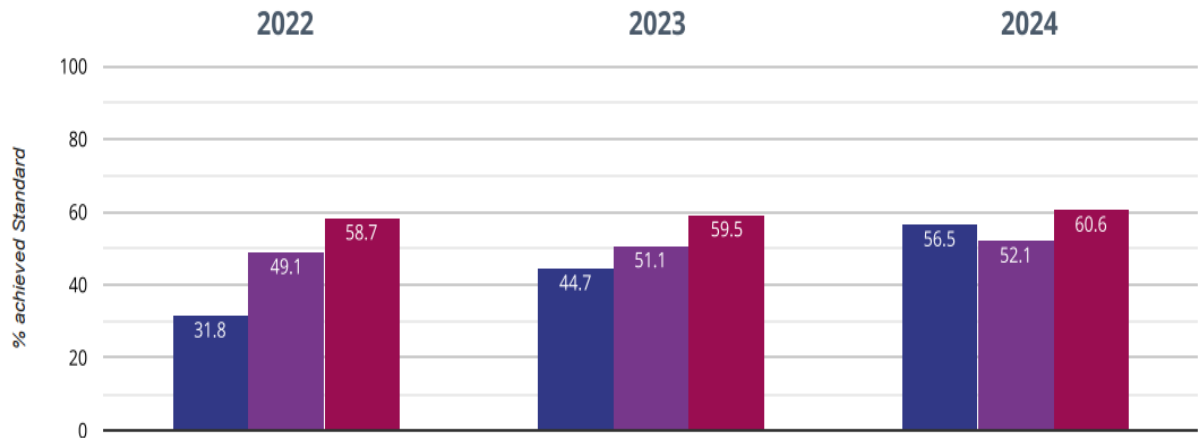
34.3% in 2023

27.8% points drop since 2022

■ Ormesby Village Infant School ■ Norfolk (325) ■ NCER National (16636)

Key Stage 2

RWM - achieved standard



56.5% in 2024

11.8% points rise since 2023

24.7% points rise since 2022

■ Ormesby Village Junior School ■ Norfolk (317) ■ NCER National (16130)

Federation Improvement Plan 2024 / 25

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"> • Enable the Federation of schools to work more collaboratively together. • Address all improvement targets from most recent Ofsted reports. • Implement a Government validated systematic synthetic Phonics programme at the Infant school. • Ensure the approach to reading in the Infant school follows the finalised SSP and GPC progression, whilst still establishing a reading for pleasure culture. • Ensure Federation spending is appropriate, efficient and provides value for money at both schools. • Prepare Infant school staff and governors for Ofsted with an Ofsted Readiness Appraisal. • Ensure highest quality of teaching by refreshing the teaching approach; taking more risks and enhancing pupil engagement as well as their attitudes towards learning. • Raise pupil aspirations and attitudes towards learning and ensure positive behaviour is established and maintained. • Empower Junior school staff to take ownership over the evolution of their own foundation curriculum. 	New resources to improve the curriculum. Release Time for leaders to work with others. Training
		Can this provision be provided from within the current budget plan? Yes
YEAR 2	<ul style="list-style-type: none"> • Develop further links with other schools and colleges for outreach/specialist support to enrich the curriculum. • Establish an immersive learning environment and nurture facilities • 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. • Prepare Junior school for an OFSTED inspection. • Establish an effective nurture provision at each school. 	Training Costs Outreach/Support work External Validation from inside and outside Norfolk Immersive Learning Environment and Nurture Provision
		Can this provision be provided from within the current budget plan? No (Immersive Learning Environments require further sources of funding) This has come through a developer's grant of £190,000.
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 Exceeding 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. • Implement programme of outdoor learning across the Federation embedded within the curriculums. 	Training costs Improved Resources
		Can this provision be provided from within the current budget plan? Yes

Federation Improvement Plan 2024 / 25

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 raise the percentage of pupils reaching Expected and Greater Depth in Reading, Writing and Maths. (Federation)		✓	
To continue to ensure the foundation subject curriculum and foundation subject assessments are more strongly embedded. (Federation)		✓	
To implement a stronger and more consistent approach to teaching independent Writing in the Infant school. (Infant)			
To continue to improve the effectiveness of teaching independent writing in the Junior school. (Junior)		✓	
To improve the fluency of number, reasoning and problem-solving across the schools. (Federation)	✓		
To ensure pupils with SEND are more effectively supported across the Federation providing them with greater access to their curriculum. (Federation)	✓		
To achieve a more effective programme of outdoor learning across the Federation. (Federation)		✓	
To continue to develop the teaching of reading fluency alongside raising its profile across the Federation. (Federation)	✓		
To achieve a Quality Skills Mark for an area of the curriculum. (Federation)		✓	
To implement and embed the Immersive Learning Classroom to further support and enhance the curriculums at each school. (Federation)		✓	
Personal Development			
To continue to raise the aspirations and diversity of pupils by enabling broader experiences and a stronger appreciation of other cultures, ethnicities and religions within the UK. (Federation)	✓		
To continue to improve the transitional elements of the schools. (Federation)		✓	
To embed the pastoral capacity of the schools to support the improvement of pupils' health and well-being. (Federation)	✓		
Behaviour and Attitudes			
To implement further strategies to continue to improve pupil attendance across the Federation. (Federation)	✓		
To 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 in order to progress both schools forward. (Federation)		✓	
To expand the skillset of the Federation Governing Body enabling effective succession planning. (Federation Governors)		✓	
To ensure premises development enhances school provision within the school and wider communities. (Federation)	✓		
To continue to ensure staff training has a greater impact on the schools. (Federation)	✓		
To ensure staff well-being and workload remain appropriate. (Federation)	✓		
To implement a centralised provision mapping management system for SEND. (Federation)	✓		
To embed a more efficient online safeguarding management system across the Federation. (Federation)	✓		

Federation Improvement Plan

2024 / 25

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** (November 2018)

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) To enable middle/senior leaders to access more effective training to enhance subject leadership.
- 3) To establish a more effective system of monitoring of key elements of the school, particularly teaching and learning and subject leadership.

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.

To enable middle/senior leaders to access more effective training to enhance subject leadership.

The school needs to ensure sufficient budget is allocated to continuous professional development and that external review/quality assurance is undertaken to check the quality of provision in place. Use of Broader Horizons as a networking tool to share best practice will be useful. As a VNET member, the school needs to ensure subject leadership is a focus for review and deep dive practice is undertaken preparing staff for inspection. Subject leaders will be directed to maintain a log of training and justify how this training has had an impact on the school. Knowledge and Skills documents are needed for each subject and in turn, subject-tracking assessments can then be made. Subject leaders will play an integral part in moving away from a ready-made curriculum and bespoke one of their own making. Subject leaders will be developed further by working collaboratively across the Federation with the future aim that one subject will be led by a single leader, if the schools were to ever amalgamate to one site.

To establish a more effective system of monitoring of key elements of the school, particularly teaching and learning and subject leadership.

Implement a strategic overview, which enables leaders of the school to identify when key monitoring is needed. Ensure staff are fully aware of the need for a full and regular cycle of lesson observations, pupil progress meetings, performance management and learning walks, which are not all to be undertaken by senior management, but by middle leaders and Governors. Assist Governors to have a full timetable of monitoring and arrange for termly challenge days where Governors visit to be monitor certain areas of the school. Narrow focus informed by the SIDP. Governors are also inviting subject leaders to meetings where the impact of their leadership can be shared.

Federation Improvement Plan

2024 / 25

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 2018)
 (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 2023/24</p> <ul style="list-style-type: none"> • Train two SENDCos with the National qualification to work collaboratively across the Federation full-time. • Train two Teaching Assistants to provide more targeted SEND support for children. • Centralise a provision map to track the attainment and progress of SEND pupils from their interventions and support programmes. <p>Actions planned for 2024/25</p> <ul style="list-style-type: none"> • Consider using revised IEPs to enable a quantifiable element to measuring progress against their targets. Expand the Provision map to be effectively used across the Federation Infant school. • Obtain external validation Peer Review of SEND provision.
<p>Improve leadership and management by providing additional training and support for leaders who need to improve the leadership of their subjects and by monitoring the impact of this additional training and support and evaluating how effective it is on increasing leaders' effectiveness in making improvements.</p>	<p>Actions carried out 2023/24</p> <ul style="list-style-type: none"> • Ensured both staff training budgets were increased and that staff were given access to improved training opportunities, particularly in subject leadership. • Generated a comprehensive curriculum document articulating the intent clearly. • Implemented assessment systems to track pupils' abilities in foundation subjects. (not established for all subjects) • Ensured staff feedback on training attended to share best practice and upskill other staff. • Subject leaders provided detailed and regular monitoring reports on their subjects through the year. • Ensured Performance Management encompassed targets to develop staff leadership qualities. <p>Actions planned for 2024/25</p> <ul style="list-style-type: none"> • Continued external support and validation of subjects to further enhance the skillset of leaders using VNET support, particularly in Phonics (Infants) and Reading (Juniors). • Ensure Junior writing moderation is used to check for quality and level of independence. • Ensure all leaders are prepared to articulate the impact of their subjects.
<p>Improve the quality of teaching, learning and assessment in Science and some foundation subjects so that pupils' attainment is in line with standards reached in English and Mathematics by providing training that equips teachers with the skills and strategies they need to help pupils to make strong progress in these subjects and by checking regularly that this additional training is improving the overall quality of teaching and enabling pupils' progress in these subjects.</p>	<p>Actions carried out 2023/24</p> <ul style="list-style-type: none"> • Subject leaders completed action plans stating their intent in developing their own subject areas. • Subject leaders created Knowledge and Skills documents in each subject to ensure full coverage, progression and ownership over their own areas. • Subject leaders developed assessment frameworks enabling pupil attainment to be tracked. (not all subjects are as established as others) • Ensured subject leaders took more ownership in the review of the blocked curriculum. <p>Actions planned for 2024/25</p> <ul style="list-style-type: none"> • Formal lesson observations to be carried out with another local Headteacher to add quality assurance to appraisal process. • Teachers to continue to work collaboratively upon a cross-phase project of their own creation. • Subject leaders to create joint action plans across the Federation to identify the start and end points from within their own subjects together. • Use the expertise of neighbouring schools through Broader Horizons to further enhance the staff skillset.

Section 6

DETAILED ACTION PLANS

2024/25

Leadership and Management

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

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To continue to embed the Federation vision and ethos. (Federation)	<p>Ensure the straplines for each school are known by all stakeholders of the school. Aspire, Acquire, Achieve (The Three As) (Juniors) – Learning to Grow, Growing to Learn (Infants)</p> <p>Prepare and update a parental brochure promoting these. Use survey to check these have been retained.</p> <p>Use 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>Ensure 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>	Sept 2024 – Oct 2025	BY/All Staff	<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</p> <p>Pupil Voice Surveys</p> <p>Subject Leaders Meetings</p> <p>Visitor Comments</p>
2. To recruit new members to expand the Federation Governing Body. (Federation Governors)	<p>Advertise for a new parent-governor. Hold ballot and election should this be required.</p> <p>Ensure new Governor roles, such as 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.</p> <p>Increase non-staff Governor numbers with enhanced recruitment drive. Parental Governor advertisement.</p> <p>Continue cycle of senior/subject leaders to attend to be challenged over their areas of responsibility.</p>	Sept 2024 – Oct 2025	BY / CS / LG / FGB	<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</p> <p>Governor Challenge Day minutes</p> <p>Governor Log</p>

	Enable Governor Challenge Days possess a narrow SIDP focus and pupils and staff are able to speak together.				
3. To modernise and improve the schools' premises. (Federation)	<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.</p> <p>Ensure corridors and offices are decorated. New flooring/carpets to be laid in Reception classes as these are beyond restoration.</p> <p>Continue with a cycle of re-decoration to more worn areas of the schools, particularly the corridors and flooring.</p> <p>Improve 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>	Sept 2024 – Oct 2025	SLT, AO'C & Staff	<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>
4. To continue to ensure staff training has a greater impact on the schools. (Federation)	<p>Enable subject leaders to attend impactful CPD to develop their knowledge and skillset further to lead.</p> <p>Staff to access nationally accredited leadership courses, Ofsted Inspector Training, NPQEH, NPQML and NPQSL. SENDCos to finish NASEN course.</p> <p>Governors to challenge senior/middle leaders on their subject areas by inviting them to share their impact at FGB meetings.</p> <p>TAs from across the Federation to be paired up and support one another in their understanding of Little Wandle Rapid Catch Up 7+ intervention.</p> <p>Teacher meetings used to enable subject leaders to articulate how their subjects are organised.</p>	Sept 2024 – Oct 2025	BY AMc/EA SLT Subject Leads TAs	<p>Staff to achieve accreditation to enhance leadership skills. 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 to work collaboratively across the two schools developing each other's knowledge of different Key Stages.</p> <p>The schools within the Broader Horizons group enabling 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 SEND to be completed as external validation.</p> <p>Teachers to carry out peer to peer observations (Lesson Study) to augment their own teaching quality.</p> <p>Subject leaders to hold other teachers to account for underperformance swiftly and improve quality of teaching and learning. Offer informal support to underperforming staff.</p> <p>Subject leaders to work collaboratively on action planning and cross-phase projects.</p> <p>Subject leaders finalising foundation subject whole school assessments sharing these with other staff and ensuring these are effectively completed.</p> <p>VNET to provide further external validation regarding key areas, such as Reading 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>5. To continue to ensure staff well-being and workload remains appropriate. (Federation)</p>	<p>Continue to communicate effectively with staff by holding half-termly timetabled meetings for different staff groups to voice any concerns. Address any concerns swiftly to avoid discontent.</p>	<p>Sept 2024 – Oct 2025</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 Surveys Staff Attendance</p>

	<p>Commemorate World Mental Health Day 2024 with the theme of mental health in the work place. Ensure an open door policy exists across the Federation.</p> <p>Ensure well-being events are regularly held and suitably attended.</p> <p>Ensure all staff feel valued and appreciated. Gratitude and praise when needed.</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>Staff appreciate available time and support to get things done, when and where possible.</p> <p>Staff feel safe and listened to.</p>	
<p>6. To further embed new SEND systems and approaches to raise the SEND provision in both schools. (Federation)</p>	<p>The SENCOs will 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>Support staff to use if who may be new or unfamiliar with the system.</p> <p>Ensure Infant interventions have the bespoke pages required in the provision map prepared.</p> <p>SENDCos to make themselves familiar with WelComm programme and train other staff at a twilight INSET on its use. Monitor delivery of programme to ensure children are assessed accurately.</p> <p>Meet with SEND/Inclusion Advisors to support the implementation of the</p>	<p>Sept 2024 – Oct 2025</p>	<p>AMc EA LF / SD / BY</p>	<p>Provision maps updated and fully costed for each school. 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. 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. Parental attendance at SENDIASS workshops expands.</p>	<p>Centralised Provision Map used by all staff. IPSEF document Costed Provision maps</p>

	<p>IPSEF across both schools and advise on additional support.</p> <p>Update two whole school costed provision maps</p> <p>Host regular parental information workshops with SENDIASS.</p> <p>Continue to use CPOMS as the recording system for SEND related matters.</p> <p>The SENCOs will use the IPSEF to prioritise future targets/outcomes for SEN across the Ormesby schools.</p> <p>The SENCOs will use the INDES application process to support additional funding bids.</p>				
--	--	--	--	--	--

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2024/25 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/Artificial Grass (Devolved Formula Capital)	£20,000				✓ 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	✓			

Quality of Education

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

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To continue the rise in the percentage of pupils reaching Expected and Greater Depth in Reading, Writing and Maths. (Federation)	<p>Ensure high quality and challenging teaching in all year groups.</p> <p>Hold termly pupil progress meetings to track attainment and hold teachers to account for their class milestones.</p> <p>Ensure more children in the Foundation Stage achieve Expected and achieve their GLD.</p> <p>Whole School Performance Management target to raise attainment in RWM all class-based teaching staff. Ongoing Raising Attainment Plan to continue upward trend of KS2 RWM combined</p> <p>Use intervention/mop up strategies in class to support and improve the understanding of those children that find Maths/English topics challenging. Ensure any interventions used are in line with the objectives being taught in the class. Tutoring to begin at both schools.</p> <p>Work collaboratively and virtually with other schools, which show consistently strong attainment. (Broader Horizons)</p> <p>Seek 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>Continue to grow our culture of reading for pleasure alongside</p>	Sept 2024 – Oct 2025	BY / AMc / EA All Staff	<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.</p> <p>In 2024, National Averages were KS1 56% and KS2 61% for combined RWM. Ormesby figures need to be above these standards.</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%)</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%)</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>Tutoring groups show progress from starting points.</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>learning reading with fluency as well as comprehension. 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 to be used and promoted regularly. Times Tables Rock Stars, SPAG.com and Hit the Button to increase learning outside of classroom. Use Testbase to enable the teaching of key question types.</p> <p>Cooperative Learning to be 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 to be used daily in Maths. Ensure QLA documents are analyses to identify areas of curriculum, which need to be focused on for specific cohorts.</p> <p>Regularly review and improve 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>Hold termly pupil progress meetings to track attainment and hold teachers to account for their classes.</p> <p>Attend further CPD around identifying elements required to enable pupils to achieve higher standard/greater depth.</p> <p>Enable the gender gap to be closed in RWM, most notably in Year 4.</p> <p>SENDCos to work more closely with SEND pupils providing additional support through a timetabled cycle across the year.</p>				
--	---	--	--	--	--

	<p>Ensure IEPs and centralised Provision Maps are used efficiently by all teachers and specific targets are shared with pupils and parents. Maps must be reviewed termly and evidence of impact shared with Headteacher and SLT.</p> <p>SENDCo to share the attainment and progress of SEND pupils with Governors.</p> <p>Tutoring groups in English and Maths to be run from October half-term in both schools.</p>				
<p>2. To implement a consistent teaching approach to Writing across the Federation. (Federation)</p>	<p>Infant English Lead and Junior English Lead will work 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. Ensure children grasp the foundations of basic sentence construction of subject + verb + object.</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.</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 non-fiction piece of work.</p>	<p>Sept 2024 – Oct 2025</p>	<p>SV/EA and Teaching Staff</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>Pupils' Writing</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>Visit other schools using The Write Stuff to see another setting's approach to making judgments. (Caister/Stalham Junior)</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>Implement 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>				
--	--	--	--	--	--

<p>3. To improve the fluency of number, reasoning and problem-solving across the schools. (Federation)</p>	<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>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 books to consolidate mathematical understanding. Books also used as a homework resource to</p>	<p>Sept 2024 – Oct 2025</p>	<p>LMc/LN/AMc</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 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>4. To continue to ensure pupils with SEND are effectively supported across the Federation. (Federation)</p>	<p>Ensure the two SENDCOs continue to work collaboratively. Ensure Schools and Communities are contacted for greater support in school.</p> <p>Ensure support staff continue to access regular and relevant training to best support our SEND pupils.</p> <p>Ensure the implemented and centralised provision map used to track SEND/Intervention for pupils more effectively and to identify the</p>	<p>Sept 2024 – Oct 2025</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/Learning Ladders.</p>

	<p>types of support being undertaken is at the same standard in both schools. Ensure intervention tabs are prepared for both schools. Allow time for SENDCOs to develop these.</p> <p>Embed regular parental workshops with SENDIASS. Ensure IEPs are used effectively and are completed in time.</p> <p>Further embed 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>5. To further embed the programme of outdoor learning across the Federation. (Federation)</p>	<p>Further training from Learning through Landscapes to be purchased. Provide access to outdoor planning on the shared drive.</p> <p>Staff trained to be a Forest School instructor. Finish spending Tesco grant.</p> <p>Use the space for bee conservation and enable children to participate in bee management.</p> <p>Use the space for Junior Duke/Mini Duke challenges.</p> <p>Now outdoor learning is built into both curriculums ensure 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>Sept 2024 – Oct 2025</p>	<p>Teaching Staff BY</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>Pupil surveys Outdoor Learning Booklet</p>
<p>6. To continue to develop the teaching of</p>	<p>Ensure library spaces are improved and reading material reviewed and updated. Finish spending Tesco grant at the Infant school – additional</p>	<p>Sept 2024 – Oct 2025</p>	<p>SY & SV Teaching Staff</p>	<p>Reading has a significant importance across the Federation.</p>	<p>Reading Data Pupil surveys</p>

<p>reading consistently across the Federation. (Federation)</p>	<p>reading material and Little Wandle resources.</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>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.</p> <p>Ensure all TAs are trained and up-to-date with knowledge of Little Wandle.</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>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>7. To achieve a Quality Skills Mark for an area of the curriculum and seek to widen the Federation's</p>	<p>Achieve the Quality Mark in History as window for assessment is Autumn Term 2024 from previous application round.</p>	<p>Sept 2024 – Oct 2025</p>	<p>All Teaching Staff RH, EB.</p>	<p>Certificate for successful completion of a subject specific quality mark.</p>	<p>Quality Mark Certificate</p> <p>Enhanced curriculum provision</p> <p>External validation</p>

<p>achievements. (Federation)</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 to ensure provision of History is successful and accomplishes Gold.</p> <p>Share successful completion with wider audience.</p> <p>Look into further quality marks, such as the Dyslexia Quality Award.</p>				
---------------------------------------	---	--	--	--	--

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2024/25 budget	Paid by Cluster/PTA/Other Sources
1-6	Training Courses	£6000 at the Junior School and £4000 at the Infant	✓			
1	IT Subscriptions and Licences (Immersive.co.uk software and maintenance)	£1000	✓			
6	Improved Reading Material/Intervention Packages (New Little Wandle Books)	£6000	✓			Support from Wensum Hub Tesco Grant (INF) (£1500)
7	Quality Mark application	£1000			✓	
5	Outdoor Learning in the curriculum or after-school club	£2000	✓			Sports' Premium Tesco Grant (JNR) (£1000)

Behaviour and Attitudes

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

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To continue to ensure the importance of strong attendance is maintained across the Federation. (Federation)	<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>Using the Working Together to improve school attendance document engage with families to support attendance issues regarding mental health etc.</p> <p>Distribute new changes to attendance and FPN process 19.8.24. Update 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.</p>	Sept 2024 – Oct 2025	AMc / BY	<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>	Attendance figures

	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.				
2. To continue ensure all pupils are supported pastorally to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)	<p>JLT 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</p> <p>Ensure 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.</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 to develop nurture/therapy element to improve behaviour, not to mention embedding the use of the spaces into the curriculum at each school.</p> <p>Provide opportunities for children to undertake Junior Duke/Mini Duke in order to develop life skills skills.</p> <p>Recruit 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.</p> <p>Ensure support staff access regular training in Step On/Up in order to manage children with more highly</p>	Sept 2024 – Oct 2025	BY / AMc / All Staff	<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 all that is good about Ormesby 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>

	<p>challenging additional needs and behaviour.</p> <p>To 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.</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 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>Use visits from the Benjamin Foundation to support those displaying more emotional needs requiring more specialist intervention.</p> <p>Ensure Zones of Regulation are 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.</p> <p>Further training sessions for staff to be able to deliver DESTY.</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>				
--	---	--	--	--	--

Major Financial Implications

Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2024/25 budget	Paid by Cluster/PTA/Other Sources
2	Nurture Resources (Both Schools)	£1000	✓			✓
2	Junior Duke/Mini Duke/Outdoor Learning (Both Schools)	£2000	✓			Pupil/Sports' Premium
2	DESTY CPD	£700	✓			

Personal Development

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

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. 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>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>	Sept 2024 – Oct 2025	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 diversity and acceptance of difference.</p>	Pupil Surveys

	<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> <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>				
2. To continue to expand the transitional elements of the schools. (Federation)	<p>Ensure further cross-phase elements take place across the year. 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. Identify cross-phase subject projects for 2024-2025.</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 challenging 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.</p> <p>Visits from High Schools to prepare Year 6. Years 5 & 6 trips to High Schools.</p>	Sept 2024 – Oct 2025	All Staff	<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</p> <p>Pupil Survey</p> <p>Parental Survey</p>
3. To ensure the pastoral capacity of the	<p>Implement daily sensory circuits in each school at the beginning of the day.</p>	Sept 2024 – Oct 2025	BY All Teaching Staff	<p>Children are supported more emotionally and in turn spiritually. Children's SMSC qualities are augmented by being at Ormesby</p>	<p>School Distinctiveness</p> <p>Observations</p> <p>Learning Walks</p>

<p>schools continues to run effectively in order to support the improvement of pupils' health and well-being. (Federation)</p>	<p>Ensure children from each class have weekly sessions inside the NEST and HIDE.</p> <p>Ensure reduction in support staff does not impact the pastoral provision quality negatively.</p> <p>Provide 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>Pastoral Support Staff</p>	<p>Positive praise from users and their parents.</p>	<p>Surveys</p>
--	---	--	-------------------------------	--	----------------

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2024/25 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)	£1500	✓			Pupil Premium
2	Staff Training	£2000	✓			
1	Ormesby University – Robes/Caps	£1500			✓	