



Federation Action Plan

Parent Copy



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

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

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

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

Want to know more?

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

Mr. Young

Miss. McMylor

Mrs. Vaughan

Mr. Robertson



LEADERSHIP AND MANAGEMENT

What?	How?	When?
To ensure Government funding is effectively allocated, such as Pupil/Sports' Premium, catch-up and school-led tutoring grants. (Federation)	Research Catch-Up funding and discuss with SLT best ways to spend this. Implement additional intervention. Prepare a Tiered Approach Plan and share with other stakeholders. Use funding to recruit additional support staff. Liaise with support staff over who may be interested in delivering school-led tutoring. Access fully funded school-led tutoring training and upskill current staff Guaranteed fifteen sessions per child to be held after school for the most disadvantaged. Ensure Pupil Premium and Sports' Premium are spent to enhance the opportunities for most disadvantaged and to enhance the sports' provision on offer to the pupils.	2021-2022
To generate a fresh vision and ethos for the Federation that are embedded in both schools. (Federation)	Discuss with SLT what a refreshed vision for the Federation of schools should be, along with a new strapline for the Junior school. Aspire, Acquire, Achieve (The Three As) – Learning to Grow, Growing to Learn (Infants). Survey the parents, Governors, staff and pupils in deciding which key values the Federation should have, that will contribute to the vision. Ensure the understanding of the British Values has been refreshed with the pupils and included in ethos. Involve the JLT/ILT in determining elements for vision and ethos. Promote vision and ethos through new websites and social media.	2021-2022
To enable middle/senior leaders to access more effective training to enhance subject leadership and in turn have a greater impact on the school .	Enable subject leaders to attend impactful CPD to develop their knowledge and skillset further to lead, particularly if subject being led is new. Joint staff meetings led by alternating staff in turn to increase leadership skills.. Governors to challenge senior/middle leaders on their subject areas by inviting them to share their impact at FGB meetings. Subject Leaders to complete Knowledge and Skills documents for all foundation subjects. Enable subject counterparts to work collaboratively so that KS2 staff are aware of the beginnings of their subject at EYFS and KS1 levels.	2021-2022

BEHAVIOUR & ATTITUDES

What?	How?	When?
To improve pupil attendance in the Federation. (Federation)	Ensure attendance reviews are conducted weekly by DHT. Any persistent absenteeism is promptly addressed and families of concern raised with SLT and LA Attendance Team, as well as any other support agencies. Consider EHAPs for family support. Factor in understanding of COVID-related absence. Seek further guidance from LA. Update letter from LA regarding FPN. Devise letters to go to families identifying as a concern. These will include regular poor attendance, broken weeks, below 90% and a second follow up letter about still being below 90% and persistent absenteeism. Request from persistent absentee families for medical evidence for the absence. Fast track families with poor attendance for fining. Re-introduce weekly attendance awards.	2021-2022
To establish a more robust approach to improving behaviour and establishing stronger attitudes to learning. (Federation)	Schools to revise their policies on behaviour and combine to ensure consistency for all. Governors to approve and parents to be notified. This to be launched after half-term 1.11.21. JLT/ILT in their respective schools to survey stakeholders as to the new Golden rules all should follow and the key values the Federation should employ in their ethos and vision. ILT to design a new gratitude pledge poem and perhaps a school song. 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. HS and LF to be trained in nurture with the aim of developing a nurture room in the mobile at the Junior school.	2021-2022

QUALITY OF EDUCATION

What?	How?	When?
To ensure a validated systematic synthetic phonics programme is implemented. (Infant)	Research the best from the existing list and book an audit from the Wensum English Hub. Seek their advice and guidance. Aim to get matched funding for new reading material. PP could be used for this also. Look at Read Write Inc., Big Cat Collins Little Wandle and Storytime Phonics as possible schemes, due to the fact that the Junior school already has Read Write Inc. Purchase training for all staff jointly. Purchase resources for classes to teach scheme faithfully and consistently. Purge the current reading material to ensure all books are phonetically decodable. Purchase new reading material true to a scheme or combination of validated schemes. Agree a GPC progression that is adhered to and the reading material follows suit.	2021-2022
To implement the new Early Years Curriculum Framework and Reception Baseline Assessments. (Infant)	Staff to familiarize themselves with the new EYFS curriculum objectives. Enable EYFS staff to update planning to new expectations. Implement new topics for the pupils to be immersed in. Staff to attend relevant training courses and attend virtual meetings with other local schools also implementing the curriculum early to share best practice. To ensure opportunities for mark making within independent play are increased across the Infant school, particularly in Early Years (inside and outside). Ensure mark making activities are not undermined by too many other activities. Entice pupils to them.	2021-2022
To increase the percentage of pupils achieving Expected and Higher Standard in RWM across the school, including disadvantaged and SEND pupils.	Ensure high quality and challenging teaching in all year groups. Monitoring of practice by all coordinators to ensure continued high provision. Hold termly pupil progress meetings to track attainment and hold teachers to account for their class milestones. Whole School Performance Management target to raise attainment in RWM all class-based teaching staff. Use intervention/mop up strategies in class to support and improve the understanding of those children that find Maths/English topics challenging.	2021-2022

PERSONAL DEVELOPMENT

What?	How?	When?
To raise the aspirations and diversity of pupils. (Federation)	Invite speakers to host virtual meetings to talk about their careers, e.g. doctors, firemen, designers etc. This increases equality and diversity. Look into Primary First website. 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. Make links with schools in other parts of the country. Liaise with UEA to discuss the possibility of a trip for all Year 6 children. ENSFC to carry our careers' event/entrepreneurial sessions. Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements. Increase opportunities for JLT/Peer Mentors/Pupil voice to lead and be courageous advocates.	2021-2022
To improve the transitional elements of the school. (Federation)	Ensure further cross-phase elements take place across the year in a COVID friendly manner. Stronger transitional works with the Ormesby Pre-School. Do they wish to become part of the school? To work as a unit joining together for outdoor activities. Prepare virtual transition videos explaining what each teacher is like. Transition packs. Visits from High Schools to prepare Year 6 with the use of virtual tours.	2021-2022
To ensure the SMSC of the school continues to thrive. (Federation)	To organise trips to other areas of UK (not in lockdown) to improve understanding and appreciation of other cultures and religions within Britain. This increases awareness of equality and diversity. To raise the pastoral capacity of the schools to support those children most in need. 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. Create a document How SMSC is evidenced at Ormesby. Share on website under distinctiveness.	2021-2022