



Creative - Collaborative - Curious

We inspire, develop and nurture every child to achieve their full potential believing anything is possible.

Our children are brave and love learning.

We are small schools at the heart of our communities

Skylark Federation
SCHOOL DEVELOPMENT PLAN
2019 – 2020

A child within our Federation is:

gentle	safe	healthy	proud	responsible
excited	determined	caring	respectful	helpful
independent	unique	reliable	polite	confident
happy	kind	successful	articulate	resilient

BARCOMBE CE SCHOOL CHRISTIAN VISION, VALUES AND AIMS

Learning Together, Believing Together in the Heart of the Village

Barcombe:

We are a small but 'mighty' school. We deliver an active and engaging curriculum that challenges and inspires all. Our emphasis is about learning to learn whilst promoting Christian ethos. We believe everyone can achieve!

Outcomes 2018-19

EYFS

Barcombe %	East Sussex	National
85%	75.9%	71.7%

Phonics Screening Check – Number and % of children passing the Year 1 Phonics Screening Check.

Barcombe %	East Sussex	National
74%	81.8%	82%

End of Key Stage 1 Assessment – Number and % of children reaching or exceeding End of Year 2 Expectations.

	Barcombe		East Sussex		National	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading	94%	28%	77.3%	26.9%	75%	25%
Writing	83%	22%	72.2%	15.6%	69.2%	14.7%
Maths	83%	22%	77.6	22.2%	75.7%	21.7%

End of Key Stage 2 Assessment – Number and % of children reaching or exceeding End of Year 6 Expectations.

	Barcombe		East Sussex		National	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading	89.5%	47.4%	71.9%	25.2%	73.1%	26.9%
Writing	89.5%	31.6%	78.7%	17.1%	78.4%	20.1%
Maths	94%	58%	75.1%	21.7%	78.6%	26.6%
GPAS	79%	53%	72.3%	26.9%	78%	35.6%

Members of the school community have also had a focus on selecting our Christian values which are:

- | | |
|-----------------------|--------------------|
| Friendship | Courage |
| Perseverance | Forgiveness |
| Responsibility | Trust |
| Compassion | Peace |
| Truthfulness | Respect |

PLUMPTON SCHOOL VISION, VALUES AND AIMS

Plumpton:

Our vision is to celebrate individual talents and encourage everyone to achieve their best within a safe, caring and happy environment where all pupils achieve their potential. At Plumpton School every child comes first.

OUTCOMES 2018 -19:

Results July 2019

End of Reception – Number and % of children reaching a Good Level of Development (GLD)

Plumpton %	East Sussex	National
73%	75.9%	71.7%

Phonics:

Phonics Screening Check – Number and % of children passing the Year 1 Phonics Screening Check.

Plumpton %	East Sussex	National
86%	81.8%	82%

End of Key Stage 1 Assessment – Number and % of children reaching or exceeding End of Year 2 Expectations.

	Plumpton		East Sussex		National	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading	83%	25%	77.3%	26.9%	75%	25%
Writing	83%	17%	72.2%	15.6%	69.2%	14.7%
Maths	83%	25%	77.6	22.2%	75.7%	21.7%

KS2:

End of Key Stage 2 Assessment – Number and % of children reaching or exceeding End of Year 6 Expectations.

	Plumpton	East Sussex	National

	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading	100%	84.6%	71.9%	25.2%	73.1%	26.9%
Writing	100%	23.1%	78.7%	17.1%	78.4%	20.1%
Maths	93%	46.2%	75.1%	21.7%	78.6%	26.6%
GPAS	100%	46.2%	72.3%	26.9%	78%	35.6%

HAMSEY CP SCHOOL VISION, VALUES AND AIMS

Hamsey:

Our vision is that every child develops a love of learning through creative teaching and can reach their potential.

OUTCOMES 2018 -19:

Results July 2019

Hamsey %	East Sussex	National
85.7	75.9%	71.7%

Phonics Screening Check – Number and % of children passing the Year 1 Phonics Screening Check.

Hamsey%	East Sussex	National
83.3%	81.8%	82%

End of Key Stage 1 Assessment – Number and % of children reaching or exceeding End of Year 2 Expectations.

	Hamsey		East Sussex		National	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth

Reading	76.9%	38.5%	77.3%	26.9%	75%	25%
Writing	75%	7.7%	72.2%	15.6%	69.2%	14.7%
Maths	75%	30.8%	77.6	22.2%	75.7%	21.7%

End of Key Stage 2 Assessment – Number and % of children reaching or exceeding End of Year 6 Expectations.

	Hamsey		East Sussex		National	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading	92.3%	30.8%	71.9%	25.2%	73.1%	26.9%
Writing	85%	8%	78.7%	17.1%	78.4%	20.1%
Maths	69.2%	23.1%	75.1%	21.7%	78.6%	26.6%
GPAS	76.9%	30.8%	72.3%	26.9%	78%	35.6%

Federation Outcomes 2018 -19:

Results July 2019

End of Reception – Number and % of children reaching a Good Level of Development (GLD)

Hamsey %	Plumpton %	Barcombe %	East Sussex	National
85.7	73%	85%	75.9%	71.7%

Phonics Screening Check – Number and % of children passing the Year 1 Phonics Screening Check.

Hamsey%	Plumpton %	Barcombe %	East Sussex	National
83.3%	86%	74%	81.8%	82%

End of Key Stage 1 Assessment – Number and % of children reaching or exceeding End of Year 2 Expectations.

	Hamsey		Plumpton		Barcombe		East Sussex		National	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading	76.9%	38.5%	83%	25%	94%	28%	77.3%	26.9%	75%	25%
Writing	75%	7.7%	83%	17%	83%	22%	72.2%	15.6%	69.2%	14.7%
Maths	75%	30.8%	83%	25%	83%	22%	77.6	22.2%	75.7%	21.7%

End of Key Stage 2 Assessment – Number and % of children reaching or exceeding End of Year 6 Expectations.

	Hamsey		Plumpton		Barcombe		East Sussex		National	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading	92.3%	30.8%	100%	84.6%	89.5%	47.4%	71.9%	25.2%	73.1%	26.9%
Writing	85%	8%	100%	23.1%	89.5%	31.6%	78.7%	17.1%	78.4%	20.1%
Maths	69.2%	23.1%	93%	46.2%	94%	58%	75.1%	21.7%	78.6%	26.6%
GPAS	76.9%	30.8%	100%	46.2%	79%	53%	72.3%	26.9%	78%	35.6%

Skylark Federation

‘Aim high, fly with the skylark’

We are a community of small schools and our shared values for learning focus on:

Curiosity – exploring and investigating, questioning and wondering, challenging assumptions

Imagination– generating new ideas, using intuition appropriately, making connections

Resilience – thinking about how to get stronger, tolerating uncertainty and complexity, willing to make sustained effort

Collaboration – being an effective team member, being self-aware, thinking interdependently

Discipline – learning from experience, thinking critically and rigorously, crafting and improving

Individual School Improvement/Federation Improvement Key Priorities 2019 -20

New OFSTED Criteria: Overall Effectiveness / Leadership and Management / Quality of Education /Behaviour and Attitudes / Personal Development /Provision of EYFS

Hamsey:

Leadership and Management:

Embed induction and development of new Head of School.

Ensure and clearly articulate high quality subject leadership with clear accountability to outcomes and subject development. (Resulting in a high quality, broad / balanced and innovative /unique curriculum)

Quality of Education:

Improve Quality First Teaching across the school to at least 100% good and 33%+ outstanding.

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium.

Embed a new assessment system across the federation for curriculum subjects and tighten up assessment and continuity of foundation subjects.

Improve outcomes in writing in particular at KS1

Improve outcomes in GPAS (Due to cohort changes across KS2)

Ensure the processes of reading for purpose and pleasure are clear and celebrated throughout the school. .

Improve outcomes in maths across KS1 and KS2 (including mental maths)

Embed new computing scheme of work

Behaviour and Attitudes:

Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance.

To celebrate the value of kindness as being at the beating heart of the Skylark Federation.

Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark)

To ensure all staff have received safeguarding training and safeguarding is effective within all three school

Personal Development:

To celebrate British values in relation to becoming an inspirational international citizen.

MHWB

Continue the development of art and eco issues.

Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example).

Provision of EYFS:

The EYFS lead ensures the curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

Plumpton:

Leadership and Management:

Embed induction and development of new Head of School.

Ensure and clearly articulate high quality subject leadership with clear accountability to outcomes and subject development. (Resulting in a high quality, broad / balanced and innovative /unique curriculum)

DSL

Quality of Education:

Improve Quality First Teaching across the school to at least 100% good and 60%+ outstanding.

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium.

Embed a new assessment system across the federation for curriculum subjects and tighten up assessment and continuity of foundation subjects.

Lead an NQT through a successful NQT year with a clear plan for CPD /support and mentoring.

Improve outcomes in mental maths across KS1 and KS2 with a particular focus on Times Tables.

Improve outcomes of writing at EYFS.

Ensure the processes of reading for purpose and pleasure are clear and celebrated throughout the school.

Embed and develop computing and Art subject leadership

Behaviour and Attitudes:

To celebrate the value of kindness as being at the beating heart of the Skylark Federation.

Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark)

Personal Development:

Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example).

To celebrate British values in relation to becoming an inspirational international citizen.

Provision of EYFS:

Improve attendance in EYFS

Improve outcomes of writing at EYFS

Improve links with nurseries.

The EYFS lead ensures the curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

Barcombe:

Leadership and Management:

Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children's books.

EHT and Hof S to lead governors through preparations for SIAMS

Ensure and clearly articulate high quality subject leadership with clear accountability to outcomes and subject development. (Resulting in a high quality, broad / balanced and innovative /unique curriculum)

Quality of Education:

Improve Quality First Teaching across the school to at least 100% good and 80% outstanding.

Accelerate progress in phonics in KS 1. Review and update Phonics training for all staff.

Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking.

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium.

Embed a new assessment system across the federation for curriculum subjects and tighten up assessment and continuity of foundation subjects.

Lead teacher to complete peer reviews leading on the development of the Mastery maths curriculum and lesson design / the importance of modelling to improve highest quality writing outcomes / The importance of high quality Science through a practical approach, high quality questioning and differentiated recording.

Lead a new teacher through an initial year through support and mentoring.

Improve outcomes in mental maths across KS1 and KS2 with a particular focus on Times Tables.

Ensure the processes of reading for purpose and pleasure are clear and celebrated throughout the school.

Embed and develop computing and Art subject leadership

Behaviour and Attitudes:

Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance.

To celebrate the value of kindness as being at the beating heart of the Skylark Federation.

Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark)

Personal Development:

Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example).

To celebrate British values in relation to becoming an inspirational international citizen.

Provision of EYFS:

Improve outcomes of writing at EYFS

The EYFS lead ensures the curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

Federation

Leadership and Management:

- Development of individual school USP within the overarching strength of the Federation
- Raise the marketing profile across the federation to have a greater local impact.
- Improve curriculum design to align with the new highest quality Ofsted expectations.
- Governance challenge on spending of PP, Sports Premium and SEND-lead governor for this/ lead governor for ASP.
- Continue to improve budget sustainability / stability
- Also, Equality Objectives (renew format), cultural capital curriculum links (re new Ofsted), Super Skills Day/Week/Month (community opportunity), Online Safety (messages to parents via Class Assemblies)...

OVERALL EFFECTIVENESS - (New OFSTED CRITERIA)

Outstanding (1)

- The quality of education is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- Safeguarding is effective.

Good (2)

- The quality of education is at least good.

- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective.

Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.
- Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.

LEADERSHIP AND MANAGEMENT

In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets **all** the criteria for good in leadership and management **securely** and **consistently**.
- Leadership and management are **exceptional**.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

- Leadership and management are not good.
- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

EVIDENCE TO SUPPORT THIS JUDGMENT:

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2019)

Development of individual school USP within the overarching strength of the Federation (FED))

Raise the marketing profile across the federation to have a greater local impact. (FED)

Improve curriculum design to align with the new highest quality Ofsted expectations. (FED)

Increase governance challenge on spending of PP, Sports Premium and SEND- Appoint and develop a lead governor to challenge data. (FED)

Continue to improve budget sustainability / stability. (FED)

Ensure and clearly articulate high quality subject leadership with clear accountability to outcomes and subject development. (Resulting in a high quality, broad / balanced and innovative /unique curriculum) (FED)

Embed induction and development of new Head of School. (H/P)

Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children's books. (B)

EHT and Hof S to lead governors through preparations for SIAMS (B)

ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2019-20 SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2019)

- XXXX
- XXXX
- XXXX

IMPACT (MARCH 2020)

- XXXX
- XXXX
- XXXX

IMPACT (JULY 2020)

- XXXX
- XXXX
- XXXX

BEHAVIOUR AND ATTITUDES

In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets **all** the criteria for good in behaviour and attitudes **securely** and **consistently**.
- Behaviour and attitudes are **exceptional**.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately¹ as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Requires improvement (3)

¹ www.gov.uk/government/publications/school-exclusion.

- Behaviour and attitudes in the school are not good.
- Pupils are safe and they feel safe.

EVIDENCE TO SUPPORT THIS JUDGMENT:

BEHAVIOUR AND ATTITUDES

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2019)

To celebrate the value of kindness as being at the beating heart of the Skylark Federation. (FED)

Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark). (FED)

Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance. (H/P)

ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2019-20 SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2019)

- XXXX
- XXXX
- XXXX

IMPACT (MARCH 2020)

- XXXX
- XXXX
- XXXX

IMPACT (JULY 2020)

- XXXX
- XXXX
- XXXX

PERSONAL DEVELOPMENT

In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets **all** the criteria for good in personal development **securely** and **consistently**.
- Personal development is **exceptional**.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks² to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Requires improvement (3)

■ Personal development in the school is not good.

EVIDENCE TO SUPPORT THIS JUDGMENT:

PERSONAL DEVELOPMENT
PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2019) To celebrate British values in relation to becoming an inspirational international citizen. (FED) Continue the development of art and eco issues. (FED) Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example). (FED)
ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2019-20 SCHOOL IMPROVEMENT PLAN
IMPACT (DECEMBER 2019) <ul style="list-style-type: none">• XXXX• XXXX• XXXX
IMPACT (MARCH 2020) <ul style="list-style-type: none">• XXXX• XXXX• XXXX
IMPACT (JULY 2020) <ul style="list-style-type: none">• XXXX• XXXX• XXXX

THE QUALITY OF EDUCATION

Note: Some sections of the criteria appear in [square brackets] below. This is to mark that they are transitional only, because Ofsted recognise that not all schools will have had the opportunity to complete the process of adopting or constructing their curriculum fully by September 2019. Ofsted will review these bracketed sections before September 2020 to decide whether they should be deleted.

Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

In order to judge whether a school is **good** or **requires improvement**, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition,³ and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

³ This ambition applies to secondary schools only, and does not apply to university technical colleges, studio schools, alternate provision or special schools.

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

- The quality of education provided by the school is not good.

EVIDENCE TO SUPPORT THIS JUDGMENT:

THE QUALITY OF EDUCATION

PRIORITIES FOR IMPROVEMENT (2019-2020)

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2019)

Improve Quality First Teaching across the school to at least 100% good and 40 /60 /80% outstanding. (FED)

Ensure the processes of reading for purpose and pleasure are clear and celebrated throughout the school. (FED).

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium. (FED)

Embed a new assessment system across the federation for curriculum subjects and tighten up assessment and continuity of foundation subjects. (FED)

Improve outcomes in maths across KS1 and KS2 (including mental maths /Times Tables) (FED)

Embed new computing scheme of work.(FED)

Accelerate progress in phonics in KS 1. Review and update Phonics training for all staff.

Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking. (B)

Lead teacher to complete peer reviews leading on the development of the Mastery maths curriculum and lesson design / the importance of modelling to improve highest quality writing outcomes / The importance of high quality Science through a practical approach, high quality questioning and differentiated recording. (B)

Improve outcomes in writing in particular at KS1. (FED)

Improve outcomes in GPAS (Due to cohort changes across KS2) (H/B)

ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2019-20 SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2019)

- XXXX
- XXXX
- XXXX

IMPACT (MARCH 2020)

- XXXX
- XXXX
- XXXX

IMPACT (JULY 2020)

- XXXX
- XXXX

- XXXX

EARLY YEARS EDUCATION

Outstanding (1)

- The school meets **all** the criteria for good in the effectiveness of early years **securely** and **consistently**.
- The quality of early years education provided is **exceptional**.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

Impact

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Requires improvement (3)

- The effectiveness of the early years is not yet good.

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes: their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.

EVIDENCE TO SUPPORT THIS JUDGMENT:

EARLY YEARS EDUCATION

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2019)

The EYFS lead ensures the curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. (FED)

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. (FED)

Improve attendance in EYFS (P)

Improve outcomes of writing at EYFS (B/P)

Improve links with nurseries.(P)

ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2019-20 SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2019)

- XXXX
- XXXX
- XXXX

IMPACT (MARCH 2020)

- XXXX
- XXXX
- XXXX

IMPACT (JULY 2020)

- XXXX
- XXXX

- XXXX

KEY AREAS FOR IMPROVEMENT (OVERVIEW)

<p style="text-align: center;">LEADERSHIP AND MANAGEMENT</p> <p>Development of individual school USP within the overarching strength of the Federation (FED))</p> <p>Raise the marketing profile across the federation to have a greater local impact. (FED)</p> <p>Improve curriculum design to align with the new highest quality Ofsted expectations. (FED)</p> <p>Increase governance challenge on spending of PP, Sports Premium and SEND- Appoint and develop a lead governor to challenge data. (FED)</p> <p>Continue to improve budget sustainability / stability. (FED)</p> <p>Ensure and clearly articulate high quality subject leadership with clear accountability to outcomes and subject development. (Resulting in a high quality, broad / balanced and innovative /unique curriculum) (FED)</p> <p>Embed induction and development of new Head of School. (H/P)</p> <p>Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children’s books. (B)</p> <p>EHT and Hof S to lead governors through preparations for SIAMS (B)</p>	<p style="text-align: center;">BEHAVIOUR AND ATTITUDES</p> <p>To celebrate the value of kindness as being at the beating heart of the Skylark Federation. (FED)</p> <p>Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark). (FED)</p> <p>Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance. (H/P)</p>
<p style="text-align: center;">PERSONAL DEVELOPMENT</p> <p>To celebrate British values in relation to becoming an inspirational international citizen. (FED)</p> <p>Continue the development of art and eco issues. (FED)</p> <p>Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools’ Exhibition, for example). (FED)</p>	<p style="text-align: center;">THE QUALITY OF EDUCATION</p> <p>Improve Quality First Teaching across the school to at least 100% good and 40 /60 /80% outstanding. (FED)</p> <p>Ensure the processes of reading for purpose and pleasure are clear and celebrated throughout the school. (FED).</p> <p>To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium. (FED)</p> <p>Embed a new assessment system across the federation for curriculum subjects and tighten up assessment and continuity of foundation subjects. (FED)</p>

	<p>Improve outcomes in maths across KS1 and KS2 (including mental maths /Times Tables) (FED)</p> <p>Embed new computing scheme of work.(FED)</p> <p>Accelerate progress in phonics in KS 1. Review and update Phonics training for all staff. Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking. (B)</p> <p>Lead teacher to complete peer reviews leading on the development of the Mastery maths curriculum and lesson design / the importance of modelling to improve highest quality writing outcomes / The importance of high quality Science through a practical approach, high quality questioning and differentiated recording. (B)</p> <p>Improve outcomes in writing in particular at KS1. (FED)</p> <p>Improve outcomes in GPAS (Due to cohort changes across KS2) (H/B)</p>
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EARLY YEARS EDUCATION

The EYFS lead ensures the curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. (FED)

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. (FED)

Improve attendance in EYFS (P)

Improve outcomes of writing at EYFS (B /P)

Improve links with nurseries.(P)

LEADERSHIP AND MANAGEMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-20120

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2019

NEXT REVIEW:OCTOBER 2019

KEY ISSUES AND PRIORITIES FOR IMPROVEMENT

Development of individual school USP within the overarching strength of the Federation (FED)

Raise the marketing profile across the federation to have a greater local impact. (FED)

Improve curriculum design to align with the new highest quality Ofsted expectations. (FED)

Increase governance challenge on spending of PP, Sports Premium and SEND- Appoint and develop a lead governor to challenge data. (FED)

Continue to improve budget sustainability / stability. (FED)

Ensure and clearly articulate high quality subject leadership with clear accountability to outcomes and subject development. (Resulting in a high quality, broad / balanced and innovative /unique curriculum) (FED)

Embed induction and development of new Head of School. (H/P)

Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children’s books. (B)

EHT and Hof S to lead governors through preparations for SIAMS (B)

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
Development of individual school USP within the overarching strength of the Federation (FED)	Continued but from From Sept. 19	SJ /CY /Governors /HoS	£0 SLT meeting time	<ul style="list-style-type: none"> SLT meeting time focused on clarifying each schools USP. This is clearly articulated by Hof S to articulate to rest of their schools. Marketing /newspaper articles and website updates are focused on this 	<p>By End T2 SLT minutes show discussion and articulation of USP. Newsletters and local newspaper articles are focused on this key individual characteristics.</p> <p>By End T4 Website updates and changes show clear individuality of schools. Governor minutes show this has been a gov. focus and all governors can articulate key features of ind. Schools.</p> <p>Newsletters and local newspaper articles are focused on this key individual characteristics.</p> <p>By End T6 .</p>	

<p>Raise the marketing profile across the federation to have a greater local impact. (FED)</p>	<p>Ongoing</p>	<p>SJ /H of S/ Dep H of S. Govs</p>	<p>£0</p>	<ul style="list-style-type: none"> • T1 and ongoing -SJ to communicate with local newspapers and arrange a key monthly date to get info to editors. • Websites are regularly checked and updated with key messages for Dep H of S. • H of S to deliver key events in newsletters every 3 weeks. • Facebook page to be trailed at Plumpton, Running by T2 • T2 visits by EYFS team to local nurseries 	<p><u>By End T2</u> Initial newspaper articles released in local press.</p> <p>Facebook page initiated at Plumpton, this to be advertised through newsletters and PTA. Marketing advertised further through open mornings.</p> <p>EYFS teachers and EHT /H of S to visit local nurseries.</p> <p><u>By End T4</u> Continued press releases on 'Skylark News' through local press. Feedback from parents –small parent survey. Press releases added to school websites.</p> <p><u>By End T6</u></p>	
<p>Improve curriculum design to align with the new highest quality Ofsted expectations. (FED)</p>	<p>September 2019</p>	<p>SJ / H of S All Staff</p>	<p>£0 Staff meeting time</p>	<ul style="list-style-type: none"> • Initial INSET term 1. SJ to share SDP with links to the new OFSTED framework. Focused on Broad balanced Curric. • Intent /implement /impact. • Staff meeting time to review rolling prog. Are the topics we are doing the right ones? Are they exciting enough? 	<p><u>By End T2</u> INSET and staff meeting time in term 1. All staff to review and discuss possible changes to rolling Prog. Opportunity to adapt and agree for year. Staff meeting time given to joint planning opportunities, ideas sharing / educational visit planning.</p> <p>Subject leader release time to focus on planning scrutiny and lesson observations</p> <p><u>By End T4</u> Review changes made to curriculum through staff meeting time. Have things improved, is coverage there?</p> <p><u>By End T6</u></p>	

<p>Increase governance challenge on spending of PP, Sports Premium and SEND- Appoint and develop a lead governor to challenge data. (FED)</p>	<p>Oct. 19 onwards</p>	<p>SJ /Governors /H of S</p>	<p>EHT /H of S time with govns</p>	<ul style="list-style-type: none"> At first gov meeting of the year – select a gov to lead. During late T1 /early T2 governor to have training. Gov to meet with EHT and H of S to challenge how SP and PP are being spent. Gov to have secure knowledge of how much each schools allocation is and exactly how it is being spent. Standing agenda item for finance committee to comment of at FGB. 	<p><u>By End T2</u> Governor to be elected as champion SP /PPG.</p> <p>Gov to meet with EHT and H of S to review how last years money was spent /plans for this year. <u>By End T4</u> Gov to meet with EHT /SBM's to review how money has been spent and progress made of children receiving funding.</p> <p>Through FGB all governors are clear how money is spent and impact on children's wellbeing /progress.</p> <p><u>By End T6</u></p>	
<p>Continue to improve budget sustainability / stability. (FED)</p>	<p>September 2019 ongoing</p>	<p>.SJ /SBM's / Finance govns.</p>	<p>£0 EHT time with SBM's</p>	<ul style="list-style-type: none"> From T1 –SJ to organise joint meetings with SBM's. SJ and SBM's to review staffing and see where possible savings can be made. SJ /govs /SBM's to ensure asset registers are up to date. Where possible procurements are possible across Fed. (Target of at least 2) 	<p><u>By End T2</u> EHT to set meeting dates to meet with SBM's jointly. Focus for meetings will be budget ledger codes used in the same way from both SBM's. Set a target of two procurements for this academic year.</p> <p><u>By End T4</u> Finance meeting minutes show what utilities we are now able to buy across fed. Finance gov meeting notes show where possible staff savings can be made.</p> <p><u>By End T6</u></p>	

<p>Ensure and clearly articulate high quality subject leadership with clear accountability to outcomes and subject development. (Resulting in a high quality, broad / balanced and innovative /unique curriculum) (FED)</p>	<p>September 2019 onwards</p>	<p>SJ /SLT /All staff</p>	<p>£500 per school release time.</p>	<ul style="list-style-type: none"> • T1 and T2 staff meeting –subject leader focus. • T1 and T2 subject leader release time for scrutiny /observation. • T2 and T3 Subject SEF’s updated. Meetings arranged with JA /EHT on progress. • T3 release time to monitor books. • T4 -Staff meeting time – subject leader presentations to all staff. • T5 - Staff meeting time – subject leader presentations to all staff 	<p><u>By End Term 2</u> All subject leaders have updated subject SEF’ and action plans. Have completed 1 observation and completed a planning check.</p> <p><u>By End T4</u> All subject leads have been interviewed by Jon Anniss / EHT All subject leads have monitored work / a lesson. Subject leads have started to plan a 5mins + presentation on their subject and subject developments.</p> <p><u>By End T6</u> Subject leads have started to plan a 5mins + presentation on their subject and subject developments. Review subject SEF’s</p>	
<p>Embed induction and development of Head of Schools and Inclusion manager (H/P)</p>	<p>On-going from September 2019</p>	<p>SJ /CY</p>		<ul style="list-style-type: none"> • Develop and embed senior leadership responsibilities and accountability. • Head and Deputy Head of School, will be accountable for planning / moderation and assessment. 	<p><u>By End T2</u> Head of School oversees all data updated tracked and analysed termly. SENCO ensuring all TA’s have individual timetables and TA interventions are having an impact of attainment. Inclusion Manager / Head of School – To performance manage all TA’s, ensure they are deployed effectively and ensure they impact positively on pupil progress. T2 pupil survey indicates 85%+ of children are enjoying school and feel safe.</p> <p><u>By End T4</u> H of S /Inclusion Manager, supporting teaching and learning and holding under performance to account. Inclusion Manager /Head of School– To update performance management of all TA’s, ensure they are deployed effectively and ensure they impact positively on pupil progress.</p> <p><u>By End T6</u></p>	

Head of School to raise the profile of Christian Distinctiveness within the school and ensure there is evidence of high quality differentiated RE lessons in children's books. (B)	Ongoing from Sept.	EHT /H of S /James H /Govs	£0	<ul style="list-style-type: none"> EHT and H of S to arrange meeting with DIP before end T2. Review internal and external environments with a Christian distinctiveness focus. Continue on from 2018-19 with assembly rota. Use Values for life resource. Ensure the schools religious syllabus is robust and is being delivered to a high standard. Ensure all teachers are using new assessment system Continue to invite people from other faiths to the school to teach the children to celebrate diversity and prepare them for life in modern Britain 	<p>By End T2 H of S to lead meeting on RE teaching expectations /differentiation and assessment. Scrutiny by end T2 demonstrates clear high expectation.</p> <p>EHT and H of S clear on expectations and identified criteria for SIAMS.</p> <p>By End T4 All internal and external environments have been reviewed and updated. Clear understanding from teachers what should be in their environments and what daily /weekly religious routines they follow.</p> <p>Policies are adapted to reflect the unique Christian distinctiveness of the school.</p> <p>By End T6</p>	
EHT and Hof S to lead governors through preparations for SIAMS (B)	From Oct 19	EHT /H of S /Gov. religious group	£0	<ul style="list-style-type: none"> At initial FGB arrange and set dates for the year for religious group. Nominate a lead governor. Arrange for governor to meet with DIP. Arrange training for H of S /governor. 	<p>By End T2 Lead gov and faith group met with EHT and H of S and have a developing knowledge of criteria for SIAMS. EHT /H of S has attended SIAMS inspect training and have a sound knowledge of expectations.</p> <p>By End T4 Gov. minutes show SIAMS prep. Is developing and governors have a sound knowledge of the process.</p> <p>By End T6</p>	

BEHAVIOURS AND ATTITUDES

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-20120

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2019

NEXT REVIEW: OCTOBER 2019

KEY ISSUES

Key Issues:

To celebrate the value of kindness as being at the beating heart of the Skylark Federation. (FED)

Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark). (FED)

Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance. (H/P)

To ensure all staff have received safeguarding training and safeguarding is effective within all three schools.

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
To celebrate the value of kindness as being at the beating heart of the Skylark Federation. (FED)	Beginning in Sept 2019	SJ /H of S Dep Head of S	£200	<ul style="list-style-type: none"> • 1 x assembly per week with a focus on: • Kind people in History /how we show kindness / children to nominate others who have shown them kindness. • Celebrate kindness through certificates /kindness rewards. • Take One Heart open afternoon – Kindness focus. • Class charities chosen with a theme of kindness to others. 	<p>By End T2 Through pupil voices it is clear children are able to articulate the importance of being kind. People who thy recognise that a kind. How to show kindness to others.</p> <p>By End T4 Through pupil voice and governor monitoring it is clear children are able to articulate the importance of being kind. People who thy recognise that a kind. How to show kindness to others.</p> <p>By End T6</p>	
Ensure excellent social /moral and learning behaviours are celebrated and acknowledged by all staff consistently. (Rewards / Responsibilities /Certificates / Special Work/ Super Skylark). (FED)	Term 1 and ongoing throughout 2019-20	SJ /H of S Dep Head of S All staff.	£500	<ul style="list-style-type: none"> • We have a policy and a no shouting culture to be adhered to by all staff. • In lessons and around the school all staff and children speak to each other with respect and politeness. • Buy stickers and children to be nominated 	<p>By End T2 Children able to articulate the importance of ‘Doing The Right Thing’. These children are celebrated in a communal area. Pupil voice shows all children feel safe and cared for in school.</p> <p>Learning observations feedback shows children are generally highly motivated and wish to try their</p>	

				<p>/allowed to go to SLT when politeness is identified.</p> <ul style="list-style-type: none"> • Weekly assembly –can link with kindness. • ‘Do the right thing!’ • Share Super Skylark with whole school community. • Celebrate excellent learning behaviours - /Special Work weekly. 	<p>hardest.</p> <p><u>By End T4</u> Governor monitoring learning observations feedback shows children are generally highly motivated and wish to try their hardest.</p> <p>Children are able to articulate the importance of - Curiosity – exploring and investigating, questioning and wondering, challenging assumptions</p> <p>Imagination– generating new ideas, using intuition appropriately, making connections</p> <p>Resilience – thinking about how to get stronger, tolerating uncertainty and complexity, willing to make sustained effort</p> <p>Collaboration – being an effective team member, being self-aware, thinking interdependently</p> <p>Discipline – learning from experience, thinking critically and rigorously, crafting and improving.</p> <p><u>By End T6</u></p>	
Raise percentage of attendance through appropriate challenge of certain families and innovative and exciting opportunities and rewards for good attendance. (H/P)	Sept 2019	SJ /CY /H of S	Staff meeting	<ul style="list-style-type: none"> • 97% attendance target achieved in all schools across the federation. • Lateness monitored fortnightly by SLT at Hamsey. • All non-attendance /lateness followed up with phone calls and daily communication. SJ and CY to meet with all parents under 90% attendance. Support plans put in place to significantly 	<p><u>By End T2</u> Introduce an attendance contract. Weekly celebration in assembly focused on attendance. Termly draw for all children over 97% attendance to win a prize. 3 weekly check to identify ch. With low attendance – parents to meet with SJ / SS / SLT Termly ESBAS letter home to attendance under 90%. Govs to continue to monitor.</p>	

				improve attendance. Attendance contracts between family and school.	By End T4 Attendance target of 97% monitored and reported to governors. All ch. With under 90% attendance to meet with SJ /SLT	
To ensure all staff have received safeguarding training and safeguarding is effective within all three school	Nov .19	SJ /CY	£300 per school	<ul style="list-style-type: none"> To ensure all staff within the federation have received safeguarding training. To ensure designated governors monitor safeguarding across all schools within the federation. Safeguarding and safeguarding procedures are effective in all schools 	By End T2 Training for new staff needs identified and training booked. CY to deliver safeguarding training /protocols to all staff. All safeguarding policies and related policies have been read and signed by all staff. Exec / Head of School to meet with CP gov. / Health and Safety gov. and complete initial monitoring visit. By End T4 Training completed and Head of School / Exec Head to report to governors FGB committee. Safeguarding / SCR completed. Safeguarding review booked for end T4. By End T6 Gov. monitoring indicates policy and procedure up to date / review cycle planned. Head of School / Exec Head to report to governors FGB committee	

PERSONAL DEVELOPMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019 – 20120

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2019

NEXT REVIEW: OCTOBER 2019

KEY ISSUES

To celebrate British values in relation to becoming an inspirational international citizen. (FED)

Continue the development of art and eco issues. (FED)

Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example). (FED)

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
To celebrate British values in relation to becoming an inspirational international citizen. (FED)	Beginning in Term 1	SJ / Dep H of S	£0	<ul style="list-style-type: none"> Focus Weekly assembly -What are British Values: Democracy. The rule of law. Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs. Children able to name and articulate them. Communal display to celebrate children's learning of British Values. –Pupil voice shows children can talk articulately about them. 	<p>By End T2</p> <p>By End T4</p> <p>By End T6</p>	
Continue the development of art and eco issues. (FED)	End of term 1 ongoing	SJ / H of S /CY / RE /KG /MA /AW	£500 per school	<ul style="list-style-type: none"> T1 -DH of S and School council continue to drive local Eco issues. Supported by Parish Councils. Forest school leads to lead 1x Eco assemblies during each term. During T2 /T4 and T6 – each school to lead on a local environment issue –Through the school council. High quality art lessons led by PE /KG across all three schools during PPA. 	<p>By End T2</p> <p>ART ; Pupils work shows PE and KG to raise profile and quality of delivery of art lessons across the federation.</p> <p>Pupil voice shows enjoyment and expectation in art lessons has improved, particularly at H and P.</p> <p>ECO: Pupil voice and gov. monitoring shows Forest school lead assemblies has led to an improved understanding of local /National and International eco issues. This will be reflected in SC/ EC focuses.</p>	

					<p><u>By End T4</u> Pupils work shows PE and KG to raise profile and quality of delivery of art lessons across the federation.</p> <p>Pupil voice shows enjoyment and expectation in art lessons has improved, particularly at H and P.</p> <p>ECO: Pupil voice and gov. monitoring shows Forest school lead assemblies has led to an improved understanding of local /National and International eco issues. This will be reflected in SC/ EC focuses.</p> <p><u>By End T6</u></p>	
Continue to improve sporting opportunities and arts opportunities eg (participation in the Brighton and Hove Half Marathon event, for example)/ participation in external creative opportunities (Towner Schools' Exhibition, for example). (FED)	Sept 2019 onwards	SJ /CY / LM /H of S	SP grant	<ul style="list-style-type: none"> • LM to introduce new sports from different countries and raise awareness of sports for people with disabilities. • LM to support identified ch. With high BMI /emotional and friendship issues / PPG /SEND pupils to support raising self-esteem and confidence. • Take One Heart Art exhibition at each school. • School to lead at least one exhibition with Towner / Ditching museum. 	<p><u>By End T2</u> Pupil and parent survey indicates a clear understanding of increased physical exercise routines throughout the school day.</p> <p>Class teachers demonstrate and team teach introduction of new sports from other countries / physically impaired sports.</p> <p>Identified children have individualised /small group support to develop and support specific health and friendship related concerns. – Ppuil voice and teacher input /gov monitoring shows support has led to a greater sense of wellbeing.</p> <p><u>By End T4</u> Class teachers demonstrate and team teach introduction of new sports from other countries / physically impaired sports.</p> <p>Identified children have</p>	

					<p>individualised /small group support to develop and support specific health and friendship related concerns. – Pupil voice and teacher input /gov monitoring shows support has led to a greater sense of wellbeing. Focused ch. Heart rate readings have improved. Friendship issues have reduced. <u>By End T4</u></p> <p><u>By End T6</u></p>	
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QUALITY OF EDUCATION

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-2020	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2019	NEXT REVIEW: October 2019

Key Issues:

Improve Quality First Teaching across the school to at least 100% good and 40 /60 /80% outstanding. (FED)

Ensure the processes of reading for purpose and pleasure are clear and celebrated throughout the school. (FED).

To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium. (FED)

Embed a new assessment system across the federation for curriculum subjects and tighten up assessment and continuity of foundation subjects. (FED)

Improve outcomes in maths across KS1 and KS2 (including mental maths /Times Tables) (FED)

Embed new computing scheme of work.(FED)

Accelerate progress in phonics in KS 1. Review and update Phonics training for all staff.
 Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking. (B)

Lead teacher to complete peer reviews leading on the development of the Mastery maths curriculum and lesson design / the importance of modelling to improve highest quality writing outcomes / The importance of high quality Science through a practical approach, high quality questioning and differentiated recording. (B)

Improve outcomes in writing in particular at KS1. (FED)

Improve outcomes in GPAS (Due to cohort changes across KS2) (H/B)

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
<p>Improve Quality First Teaching across the school to at least 100% good and 40 /60 /80% outstanding. (FED)</p>	<p>End of term 1, 2, 4 and 6</p>	<p>SJ /Heads of school</p>	<p>Release time £300</p>	<ul style="list-style-type: none"> • SJ to share and discuss with all staff key characteristics of highest quality teaching. • Lesson observations in T1 and T2 to focus on modelling and differentiation. • MB to lead peer reviews in T1 and T2 focusing on characteristics of teaching mastery. • MB to lead peer reviews in T3 and T4 on practical Science and presentation. • H of S /Dep Head of school to lead scrutinies • T2 and T3 Subject leaders to demonstrate high quality teaching of their subjects to observe and advise teachers within these subjects. 	<p>By End T2 End T2 all teaching judged by observation and scrutiny leads to an overall judgement of Good +</p> <p>By End T4 End T2 all teaching judged by observation and scrutiny leads to an overall judgement of Good + , 20/40/60 % good +</p> <p>By End T6 End T2 all teaching judged by observation and scrutiny leads to an overall judgement of Good + , 40/460/80 % good +</p>	

<p>Ensure the processes of reading for purpose and pleasure are clear and celebrated throughout the school. (FED).</p>	<p>Sept 2019 Ongoing Term 1 Throughout the year</p>	<p>Heads of School</p>	<p>£1000</p>	<ul style="list-style-type: none"> • T1 leadership focus on observing high quality guided / shared whole class reading. • Reading for pleasure to be celebrated across the school. • Purchase new factual texts to replenish school library. • Revise key texts read across year groups. • Refocus reading stars and reading champions celebrated weekly. 	<p>By End T2 Evidence in books show 80% + reading 3 x per week. Pupil voice shows children discussing stories /plot – sub plot /characterisation</p> <p>By End T4 Evidence in books show 80% + reading 3 x per week. Pupil voice shows children discussing stories /plot – sub plot / characterisation</p> <p>By End T6 Evidence in books reading 3 x per week. Pupil voice shows children discussing stories /plot – sub plot / characterisation</p>	
<p>To improve progress made by SEND and specific groups of pupils so that it is consistently good throughout the school by ensuring effective use of Pupil Premium. (FED)</p>	<p>On-going from Sept. 2019</p>	<p>All teachers /TA's /SS</p>	<p>£0</p>	<ul style="list-style-type: none"> • Specific groups identified within individual schools. • new tracking system used for R/W/M. Progress and attainment of these groups to be tracked. • Interventions and additional support is specifically tailored to individuals specific needs. • SEND /PPG and other individualised groups tracked each term. • SLT to analyse data of progress of specific groups against rest of school. 	<p>By End T2 Progress 1 point per year –internal data to discuss.</p> <p>By End T4</p> <p>By End T6</p>	

<p>Embed a new assessment system across the federation for curriculum subjects and tighten up assessment and continuity of foundation subjects. (FED)</p>	<p>Sept 2019</p>	<p>All teachers /TA's /SS</p>	<p>£0</p>	<ul style="list-style-type: none"> • T1 Crunch term 6 data 2018 -19 for R/W/M. • Early T1 – All teachers to have targets in front of books. • End T1 and termly from then. H of S to crunch data. • End of T2/4/6 – Subject leads and Dep H of S to crunch foundation subject data. 	<p><u>By End T2</u> Embed new assessment system showing progress of all children in all year groups across R/W/M. (initially 2 points approx across T1 and T2. Target 85%+ across all classes</p> <p>All foundation leads crunch and analyse foundation subject data for SLT examination.</p> <p><u>By End T4</u> Embed new assessment system showing progress of all children in all year groups across R/W/M. (initially 2 points approx across T1 and T2.</p> <p>All foundation leads crunch and analyse foundation subject data for SLT examination.</p> <p><u>By End T6</u> Embed new assessment system showing progress of all children in all year groups across R/W/M. (initially 6 points approx across T1 and T2.</p> <p>All foundation leads crunch and analyse foundation subject data for SLT examination.</p>	
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<p>Improve outcomes in maths across KS1 and KS2 (including mental maths /Times Tables) (FED)</p>	<p>Sept 2019</p>	<p>All teachers /TA's /SS</p>	<p>£1000</p>	<ul style="list-style-type: none"> • Early T1 –Times Tables focus for homework. • All year groups from 2 – 6 to use timestables rockstars 3 times per week. • Progress through times tables acquisition tracked by CT /Maths lead. • T and L lead to develop staff knowledge and teaching characteristics of Maths Maths through internal peer reviews. • Assessment tracking from T2 identifies children not making good progress and extra support is focused. 	<p>By End T2 Introduce new apps and expectations of individual times tables rock stars. All children using TT rock stars and CT checking during class quiz weekly – monitored by Maths lead. By End T4 New apps and expectations of individual times tables rock stars embedded.. All children using TT rock stars and CT checking during class quiz weekly – monitored by Maths lead. -60% of children to be on target to achieve year group expectation of times tables /mental maths.</p> <p>By End T6 New apps and expectations of individual times tables rock stars embedded.. All children using TT rock stars and CT checking during class quiz weekly – monitored by Maths lead. -80% of children to be on target to achieve year group expectation of times tables /mental maths.</p>	
<p>Embed new computing scheme of work.(FED)</p>			<p>£600 per school</p>	<ul style="list-style-type: none"> • Hamsey H of S to investigate a new scheme of work to be shared across the federation. • T2 and T3 Hamsey H of S to lead staff development and lead lessons across fed. • End T2 -All children to be assessed using the new framework. • Throughout T3 and T4 Write subject SEF and observe teachers teaching computing. 	<p>By End T2 New Head of School at H to initiate new scheme. All children and teachers using new scheme CPD development for all CT by mid T2. New scheme of work and assessment in place by end T2.</p> <p>By End T4 New Head of School at H to embed new scheme. All children and teachers using new scheme with CPD support. CPD development for all CT by mid T2. New scheme of work and assessment in embedded by end T4.</p> <p>By End T6</p>	

<p>Accelerate progress in phonics in KS 1. Review and update Phonics training for all staff. Review phonics planning structure to all staff. Review and embed phonics assessment and whole school tracking. (B)</p>	<p>Sept 19</p>		<p>£200</p>	<ul style="list-style-type: none"> SS and AW to share phonics planning across fed. AW /LN to support with lead lessons for phonics of all KS1 staff. 	<p>By End T2 AW to lead phonics teaching across fed. Through staff meetings and individualised training. CT and phonics observations show 100% differentiated teaching is at least good.</p> <p>By End T4 CT and phonics observations show 100% differentiated teaching is at least good 40% + and linked to learning journey /curriculum focus.</p> <p>By End T6 90%+ expected outcomes for phonics</p>	
<p>Lead teacher to complete peer reviews leading on the development of the Mastery maths curriculum and lesson design / the importance of modelling to improve highest quality writing outcomes / The importance of high quality Science through a practical approach, high quality questioning and differentiated recording. (B)</p>	<p>From Oct 19</p>	<p>SJ 'RF /MG</p>	<p>£500</p>	<ul style="list-style-type: none"> T1 +2 lead teacher to focus on and complete mastery maths CPD and federation internal peer reviews. T3 +4 Lead teacher to develop mastery maths CPD and federation internal peer reviews. T5 +6 Lead teacher to develop mastery maths and Scientific enquiry CPD and federation internal peer reviews. 	<p>By End T2 Staff meetings focus T1 and T2, CT using STEM sentences and CT focus on mastery maths LT expectations. 60+ on target through internal data to reach ARE.</p> <p>By End T4 Staff meetings focus T1 and T2, CT using STEM sentences and CT focus on mastery maths LT expectations. 60+ on target through internal data to reach ARE.</p> <p>By End T6 TBC –Science and reasoning focus.</p>	

Improve outcomes in writing in particular at KS1. (FED)			£0	<ul style="list-style-type: none"> Peer moderation of books Shared expectations across federation. Lead moderators across federation. 	<p>By End T2 Eng leads lead -modelling highest quality modelling.</p> <p>Lesson obs demonstrate feedback of high quality writing modelling. High quality learning observations are evident across 80% lessons.</p> <p>By End T4 Lesson obs demonstrate feedback of high quality writing modelling. High quality learning observations are evident across 100% lessons</p> <p>By End T6 .</p>	
Improve outcomes in GPAS (Due to cohort changes across KS2) (H/B)	Sept 19	All staff	£400	<ul style="list-style-type: none"> Staff meeting time leading clear development strategy across fed of GPAS. Buy resources for GPAS development AW to lead GPAs guidance across fed. 	<p>By End T2 Buy resources across fed. GPAS .com. CT timetables ensure teaching is timetabled. Informal lesson dropins articulate lessons are happening weekly.</p> <p>By End T4 Lesson obs and triangulation show GPAs lesson are impacting on outcomes. Possible GPAS check?</p> <p>By End T6 85+% expected outcomes at end KS2 for all Yr 6 classes</p>	

PROVISION OF EARLY YEARS

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-2020	PLAN WRITTEN BY: Stewart James
INITIAL DATE: SEPTEMBER 2019	NEXT REVIEW: October 2019

Key Issues:

The EYFS lead ensures the curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. (FED)

The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. (FED)

Improve attendance in EYFS (P)

Improve outcomes of writing at EYFS (B /P)

Improve links with nurseries.(P)

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
<p>The EYFS lead ensures the curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. (FED)</p>	<p>On-going from September 2018.</p>	<p>EYFS /SLT ? MA /AW</p>	<p>Staff meeting time. Peer group release time.</p>	<ul style="list-style-type: none"> Curriculum planning is Rec specific and child lead. Evidence of weekly evaluations leads to clear and individualised next steps for development. Termly meeting planned for EHT /H of S and EYFS leads to show EYFS development strategy and adaptations to planning. Termly 	<p><u>By End T2</u> Through PPM end T1 –Provision is clearly individualised. EYFS leads across fed continue to improve individualised prov. Linked to locality. All planning across fed is standardised and individualised due to cohort - identified though cohort. –(EYFS lead moderator to check)</p> <p><u>By End T4</u> Through PPM end T3 an 4 –Provision is clearly individualised. EYFS leads across fed continue to improve individualised prov. Linked to locality. All planning across fed is standardised and individualised due to cohort - identified though cohort. –(EYFS lead moderator to check)</p> <p><u>By End T6</u></p>	

				assessment venning clearly highlights children in need of identified support in specific areas.		
The EYFS lead ensures the children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. (FED)	Sept 2019 Ongoing Term 1 Throughout the year	SLT /EYFS staff	Support from across federation MAA / AW	<ul style="list-style-type: none"> • Learning observations monitor children’s early development of the 7 specific areas where appropriate. • Phonics and early reading are a key focus throughout Rec. Reading journals demonstrate every child is read to and commented on 3 x per week. • Parents invited in to meet and comment on ????. Every two /three weeks. Parents not commenting are identified and challenged to comment. 	<u>By End T2</u> <u>By End T4</u> <u>By End T6</u>	

Improve links with nurseries.(FED)	From T1 Sept 2019	EYFS staff /Head of School	Support from Federation	<ul style="list-style-type: none"> 	<p><u>By End T2</u> EHT /EYFS leads and SBMS lead marketing developments .</p> <p>EYFS leads meet local nurseries. EHT and H of S website develop ments adding focused USP developments.</p> <p><u>By End T4</u></p> <p><u>By End T6</u></p>
Improve outcomes of writing at EYFS (B /P)	From T2 Nov 19	EYFS staff /Head of School	Support from Federation	<ul style="list-style-type: none"> EYFS to lead to write dance and a range of other writing tasks to children making good progress from a baseline to Start T3. Phonic development and writing phonetically celebrated weekly. 2 x extra teacher led writing and extension activities timetabled for and available weekly. Continuous provision shows a weekly writing challenge individual child /group specific. 	<p><u>By End T2</u></p> <p><u>By End T4</u></p> <p><u>By End T6</u></p>
Improve attendance in EYFS (P)	Ongoing from T2 or specific birth date.	SJ /CY /SS /MA	£500	<ul style="list-style-type: none"> 97% attendance target achieved in all schools across the federation. Lateness monitored fortnightly by SLT at Hamsey. All non-attendance /lateness followed up with phone calls and daily communication. SJ and CY to meet with all parents under 90% attendance. Support plans put in place to significantly 	<p><u>By End T2</u> Introduce an attendance contract. Weekly celebration in assembly focused on attendance. Termly draw for all children over 97% attendance to win a prize. 3 weekly check to identify ch. With low attendance – parents to meet with SJ / SS / SLT Termly ESBAS letter home to attendance under 90%. Govs to continue to monitor.</p>

				improve attendance. Attendance contracts between family and school.	By End T4 Attendance target of 97% monitored and reported to governors. All ch. With under 90% attendance to meet with SJ /SLT	
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