Federation Development Plan

Priority 1 - Leadership
To develop the Federation Governing Body with clear roles and responsibilities. Ensure the stability of the Leadership with a forward-thinking plan for continued development.

Priority 2 - Leadership
To establish the newly appointed Senior Leadership Team (Executive Headteacher, Executive SENCo and Deputy Headteachers), with clear roles and responsibilities. Ensure the stability of the SLT with a forward-thinking plan for continued development.

Impact

- Governors have delivered federation and established a viable and sustainable structure.
- A skilled Governing Body supports the senior leaders and offers challenge and support in school improvement.
- Clear succession planning for middle and senior leadership – including Governors.
- Governors are visible in school and staff feel valued and supported.
- Strong relationships are forged between link governors and subject leads.

Impact

- Commitments to ensure best practice and outcomes for all through reviewing sustainable practice.
- Clear educational journey for our pupils from EYFS to Key Stage 2 and beyond, offering good and better education and opportunities across a broad curriculum.
- Partnership working to ensure future development and growth, sharing skills and experience across the Hexham Partnership. Staff accessing CPD, such as funded NPQ places for leaders.
- Governors conduct favourable reviews of systems.

Evidence

Committee minutes /Action plans / budget review (diocese and school)
Partnership meeting minutes / cross moderation.

Evidence

Action plans / budget review (diocese and school) / meetings with CMS leaders / Hexham Partnership Headteachers' meetings agendas and minutes / training log

Corbridge CofE First School Development Plan

Priority 1 - Attendance
To decrease persistent absenteeism. To continue year on year improvements in pupil attendance until pre-Covid levels are reached (97%) To engage families in improving attendance and work in partnership to support individuals and families.

Impact
- Persistent absenteeism reduced to <4 children.
- Overall attendance improved to 97%
- Registers are monitored daily for missing marks and unexplained absence, with parents evidencing appointments.
- Persistent absentees reported to Education Welfare Service
- Information on attendance is shared with parents and families, who see the value of good attendance and work in partnership with school leaders to improve this.
- High standards are modelled and shared by all.

Evidence
Monitoring / CPOMS / EWO referrals / communication with families through letters and ParentMail / attendance and punctuality figures / good attendance at family events to foster partnership working / webpage / Twitter / displays.

Priority 2 – Early Help and Intervention
To lead exceptional practice in providing early help support and utilising all staff skills and available resources to ensure the highest quality of provision for our families and children. Increase in SEND/PP children achieving EXS in reading and writing, narrowing the achievement gap.

Impact
- Trained staff recognise difficulties and access support through secure systems.
- Staff time and support is targeted and planned for maximum impact and value for money.
- Advice/liaison with professionals leads to swift outcomes and progress to address concerns.
- Families are confident to approach school and secure home/school relationships result in positive outcomes.

Evidence
Meeting Minutes / SEND PP provision / TA intervention / referrals and partnership working / EHA information / Safeguarding systems / work with agencies / access to grants and funding/ Be You referrals

Priority 3 – Teaching and Learning
To report evidence that 100% of teaching and learning is deemed at least good for all pupil groups. To ensure value for money and impact of additional adults is evident in standards and progress measures.

Impact
- Aspirational cohort targets are set and achieved, insuring personalised provision where necessary and optimal progress for all – led by classroom staff and monitored by management – including in-lesson progress.
- Pupil voice reports challenging, interesting and inspiring learning.
- National tests/checks reflect optimal progress and standards.

Evidence
Monitoring file – lesson obs / work scrutiny / learning walks / pupil progress meetings / data review / intervention records / subject leader data / pupil voice.

Priority 4 – Curriculum
To ensure that all children know more and remember more. To provide a high-quality, sequenced curriculum that is accessible for all learners. To build links across the curriculum, exploiting learning opportunities in and out of the classroom, thus increasing cultural capital.

Impact
- Talk mats develop skills of oracy and increase retention of Tier 3 vocabulary.
- Starters and plenaries maximise revision time. Learning is committed to long term memory and children demonstrate retention of sticky knowledge.
- Planning is revised yearly and implemented successfully based on cohorts and individual starting points.
- Learning environments are inspiring and nurturing.

Evidence
Monitoring file – lesson obs / work scrutiny / learning walks / pupil progress meetings / data review / intervention records / subject leader data – planning / pupil voice / displays.

Priority 5 – Writing
To devise a whole school oracy approach. To secure outcomes in spelling and embed grammar into weekly planning. To raise attainment in writing, ensuring all children reach aspirational targets. To assess accurately.

Impact
- Progressive skills curriculum leading to secure basic skills in spelling/grammar/handwriting.
- Inspiring texts, environments and stimuli utilised, inspiring writing for a purpose and with pride.
- Targeted intervention and support to close the gap for those not achieving their optimal standards due to limiting factors/PP/SEND.
- Talk precedes writing and oracy is given importance.

Evidence
Subject leader files / monitoring / performance management / training records / reviewed action plans / website / pupil voice / Governor reports / SIP / displays / performance meetings.

Broomhaugh CofE First School Development Plan

Priority 1 – EYFS Development
To work in partnership with current providers to develop a comprehensive EYFS and community offer leading to community cohesion and children developing to be the best they can be in partnership with all stakeholders.

Impact
- Successful partnership work to ensure all children received their entitlement to a broad and balanced EYFS experience which promotes understanding of, and growth for the children in our care.
- Strong team of practitioners established to continue to grow and develop provision in line with local and national developments.
- Sustain high levels of staff and promote early help and intervention allowing all to flourish.

Evidence
Meeting Minutes / working group research and financial plans / feedback and liaison with current providers – outcomes of developed provisions.

Priority 2 – Early Help and Intervention
To lead exceptional practice in providing early help support and utilising all staff skills and available resources to ensure the highest quality of provision for our families and children. Increase in SEND/PP children achieving EXS in reading and writing, narrowing the achievement gap.

Impact
- Trained staff recognise difficulties and access support through secure systems.
- Staff time and support is targeted and planned for maximum impact and value for money.
- Advice/liaison with professionals leads to swift outcomes and progress to address concerns.
- Families are confident to approach school and secure home/school relationships result in positive outcomes.

Evidence
Meeting Minutes / SEND PP provision / TA intervention / referrals and partnership working / EHA information / Safeguarding systems / work with agencies / access to grants and funding/ Be You referrals

Priority 3 – Teaching and Learning
To report evidence that 100% of teaching and learning is deemed at least good for all pupil groups. To ensure value for money and impact of additional adults is evident in standards and progress measures.

Impact
- Aspirational cohort targets are set and achieved, insuring personalised provision where necessary and optimal progress for all – led by classroom staff and monitored by management – including in-lesson progress.
- Pupil voice reports challenging, interesting and inspiring learning.
- National tests/checks reflect optimal progress and standards.

Evidence
Monitoring file – lesson obs / work scrutiny / learning walks / pupil progress meetings / data review / intervention records / subject leader data / pupil voice.

Priority 4 – Curriculum
To ensure that all children know more and remember more. To provide a high-quality, sequenced curriculum that is accessible for all learners. To build links across the curriculum, exploiting learning opportunities in and out of the classroom, thus increasing cultural capital.

Impact
- Talk mats develop skills of oracy and increase retention of Tier 3 vocabulary.
- Starters and plenaries maximise revision time. Learning is committed to long term memory and children demonstrate retention of sticky knowledge.
- Planning is revised yearly and implemented successfully based on cohorts and individual starting points.
- Learning environments are inspiring and nurturing.

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Monitoring file – lesson obs / work scrutiny / learning walks / pupil progress meetings / data review / intervention records / subject leader data – planning / pupil voice / displays.

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To devise a whole school oracy approach. To secure outcomes in spelling and embed grammar into weekly planning. To raise attainment in writing, ensuring all children reach aspirational targets. To assess accurately.

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- Progressive skills curriculum leading to secure basic skills in spelling/grammar/handwriting.
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- Targeted intervention and support to close the gap for those not achieving their optimal standards due to limiting factors/PP/SEND.
- Talk precedes writing and oracy is given importance.

Evidence
Subject leader files / monitoring / performance management / training records / reviewed action plans / website / pupil voice / Governor reports / SIP / displays / performance meetings.