



Tacolneston & Morley CE VA Primary Schools Federation



Federation Improvement and Development Plan

September 2019 – July 2020

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Mission Statement

As each has received a gift, use it to serve one another, as good stewards of God's varied grace

1 Peter 4:10

Work together; learn together; grow together.

With the love of God, we will create a learning environment where high expectations and the teaching of Christian values ensure that everyone is cared for, valued, encouraged and able to achieve their full potential.

Curriculum Aims

We aim to:

- provide a full, varied and rich curriculum that is adapted to meet the needs of every child;
- provide an environment where children are stimulated, secure, happy and valued as individuals so that they become independent and compassionate with a desire to learn and achieve;
- provide a curriculum which inspires a sense of wonder, excitement and awe in the world about us leading to engaged, steadfast, life-long learners;
- give children a knowledge of the cultural difference that exists in the world;
- give children the opportunity to learn to value cultural variety;
- develop the spiritual awareness of our children and community.

OFSTED Key Issues

Tacolneston: Section 8 Inspection March 2018

1. Teaching challenges the most able pupils sufficiently

2. Leaders support middle leaders in planning effectively to bring about improvements in their areas

3. More distributed leadership brings about greater consistency of high standards throughout the school

Morley: Section 8 Inspection December 2018

1. Improve the quality of teaching, learning and assessment in key stage 1 by ensuring that most-able pupils are provided with appropriately challenging learning activities, especially in mathematics

2. All subject leaders' practice reflects the best that exists in school, so they can have demonstrable impact on the quality of provision within their subjects in all classes

3. Governors are well informed about the progress pupils make in subjects other than English, mathematics and science across the curriculum.

Tacolneston School Performance Data (%)

EYFS

	GLD	CL	PHY	PSE	Lit	Maths	Ave Points
2019	75	88	100	100	75	88	33.9
2018	77	92	92	100	77	85	34.6
2017	80	93	100	93	87	87	34.5
National 2019	72						34.6

Phonics Year 1

	School	National
2019	71	82
2018	85	82
2017	64	81

End of Key Stage 1	Reading	Writing	Maths	Overall in RWM
2019 school expected	63	44	69	44
National expected	75	69	76	65
School at greater depth	38	0	25	0
National at greater depth	25	15	22	11
2018 school expected	64	50	71	50
National expected	76	70	76	65
School at greater depth	28	7	21	0
National at greater depth	26	16	22	12
2017 school expected	67	58	67	58
National expected	76	68	75	64

School at greater depth	25	8	8	0
National at greater depth	25	16	21	11

End of Key Stage 2	Reading	Writing	Maths	Grammar, Punctuation & Spelling	Overall in RWM
2019 school expected					
National expected	73	78	79	78	65
School at greater depth					
National at greater depth	27	20	27	37	11
School average scaled score		-			-
National average scaled score	104	-	105	106	-
2018 school expected					
National expected	75	78	76	78	64
School at greater depth					
National at greater depth	28	20	24	34	10
School average scaled score		-			-
National average scaled score	105	-	104	106	-
2017 school expected					
National expected	71	76	75	77	64
School at greater depth					
National at greater depth	25	18	23	31	10
School average scaled score		-			-
National average scaled score	104	-	104	106	-

Progress KS2

	School	Norfolk	National	Floor Standard	Diff to Norfolk	Diff to Floor Standard
Reading	0.5			-2.5		+2.0
Maths	-2.9			-2.5		-0.4
Writing	-3.1			-3.5		+0.4

Morley School Performance Data (%)

EYFS

	GLD	CL	PHY	PSE	Lit	Maths	Ave Points
2019	67	87	87	87	67	80	33.3
2018	77	83	83	83	72	83	34.6
2017	76	95	100	100	88	90	36.4
National 2019	72						34.6

Phonics Year 1

	School	National
2019	90	82
2018	78	82
2017	64	81

End of Key Stage 1	Reading	Writing	Maths	Overall in RWM
2019 school expected	60	60	68	52
National expected	75	69	76	65
School at greater depth	20	0	4	0
National at greater depth	25	15	22	11

2018 school expected	75	58	75	58
National expected	76	70	76	65
School at greater depth	0	0	17	0
National at greater depth	26	16	22	12
2017 school expected	75	53	65	53
National expected	76	68	75	64
School at greater depth	24	12	0	0
National at greater depth	25	16	21	11

End of Key Stage 2	Reading	Writing	Maths	Grammar, Punctuation & Spelling	Overall in RWM
2019 school expected	82	60	91	86	77
National expected	73	78	79	78	65
School at greater depth	32	16	32	45	27
National at greater depth	27	20	27	37	11
School average scaled score	105	-	107	108	-
National average scaled score	104	-	105	106	-
2018 school expected	75	83	71	79	58
National expected	75	78	76	78	64
School at greater depth	42	21	42	38	29
National at greater depth	28	20	24	34	10
School average scaled score	105	-	105	105	-
National average scaled score	105	-	104	106	-
2017 school expected	77	74	77	81	55
National expected	71	76	75	77	64
School at greater depth	36	19	29	26	13
National at greater depth	25	18	23	31	10

School average scaled score	106	-	104	105	-
National average scaled score	104	-	104	106	-

Progress KS2

2019	School	Norfolk	National	Floor Standard	Diff to Norfolk	Diff to Floor Standard
Reading	-0.1			-2.5		+2.4
Maths	1.1			-2.5		+1.4
Writing	-2.8			-3.5		+0.7

Priority 1		Ensure that we have an engaging, knowledge-rich curriculum					
School Vision:		To promote excellence in our teaching and learning and ensure that our curriculum continues to be broad and balanced but provides effective coverage, content, structure and sequencing.					
Rationale:		Under the new OFSTED framework, there is an emphasis on the curriculum being knowledge-rich; however, <i>'this must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts'</i> . The curriculum must deliver cultural capital defined as <i>'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> There is still an expectation for skills teaching and the curriculum must be broad and balanced and provide a wide range of subjects. The curriculum should show appropriate coverage, content, structure and effective sequencing.					
Success Criteria:		<ul style="list-style-type: none"> • The whole school curriculum is reviewed and updated to ensure coverage, content, structure and sequencing are effective • The curriculum is knowledge-rich • The curriculum provides opportunities for enriching cultural capital 					
Staff Lead:		Kate Easter			Governor(s) responsible:		Jane Coath
Intended outcomes		Actions	Responsible	Resources and Costs	Timescale	Monitoring and Evaluation	RAG
1.1	The whole school curriculum is reviewed and updated to ensure coverage, content, structure and sequencing are effective	<ul style="list-style-type: none"> • Subject leaders to review their subjects to ensure coverage and structure is effective from YR to Y6 • Subject leaders to provide skills checklists for their subjects 	All subject leaders and teachers	Subject leader time for monitoring	Spring Term		

		<ul style="list-style-type: none"> • Subject leaders to ensure that the content of their subject curriculum is engaging and knowledge-rich • All teachers to produce/adopt/adapt medium term schemes of work to show coverage, content, structure and sequencing of the teaching 					
1..2	The curriculum is knowledge-rich	<ul style="list-style-type: none"> • All teachers to produce/adopt/adapt knowledge organisers with key facts to be retained by pupils • Knowledge organisers to be shared with parents via the homework book • Pupils to be encouraged to retain knowledge via homework revision; 	All teachers	Protected PPA time	Autumn Term		

		quizzes; competitions and end of topic assessment tasks.					
1.3	The curriculum provides opportunities for enriching cultural capital	<ul style="list-style-type: none"> • Trips and residentials are organised which enhance the cultural experiences for our children • A programme of visitors is planned across the academic year to enrich cultural experiences 	All teachers; Kate Easter and Laura Green	Protected PPA time	Autumn Term		

Priority 2		Increase the number of pupils achieving age-related expectations in Writing					
School Vision:		Writing is a personal, expressive and important skill for communication. We strive to embed a life-long love of language and communication by learning about literacy skills through use of quality children’s texts, books and topics that inspire and excite young readers and writers					
Rationale:		<p>We have sought to improve our writing scores over the past five years with little success. Last year, we focused on improvements to reading in order to ensure that our pupils had rich reading experiences to draw upon for their writing and we attained our highest ever greater depth scores for reading in statutory tests. However, we still have a large proportion of children who are not attaining age-related expectations for writing.</p> <p>Morley: Y2: 60 % Exp; 0% GD Y6: 60% Exp; 16% GD</p> <p>Tacolneston: Y2: 44% Exp; 0% GD Y6: 57% Exp; 14% GD</p>					
Success Criteria:		Number of Y2 and Y6 pupils achieving age-related expectations is above 60%					
Staff Lead:		Sally O’Dell/Darren Watson			Governor(s) responsible:		Robert Culyer
Intended outcomes		Actions	Responsible	Resources and Costs	Timescale	Monitoring and Evaluation	RAG
2.1	Majority of pupils to write with a fluent joined handwriting style by the Summer Term of Y5.	<ul style="list-style-type: none"> EYFS – ensure correct posture and pencil grip From Y1 – teach handwriting for short sessions at least 3 times per week. Use the Nelson Handwriting Scheme 	All teachers	Nelson Handwriting Scheme books to be purchased (1 book for teacher to model from) - £100	Ongoing		

		<ul style="list-style-type: none"> • All adults to model the use of the handwriting style in their marking of books and on the white board/displays etc. • EYFS – Y2 – use pencils • Y3/4 Award pen licenses in our Celebration Collective Worship 					
2.2	Achieve consistency of approach to the teaching of spelling across the schools	<ul style="list-style-type: none"> • Use techniques in No Nonsense Spelling within the classroom to give pupils strategies to support the learning of spelling • Subscribe to Twinkl scheme to support 	All teachers	<p>No Nonsense Spelling resources in all classrooms from Y2 and on servers under 'English – Spelling'</p> <p>Subscription to Twinkl - £400 (EL to</p>	Summer Term		

		<p>learning at home/school – set of resources including ppt. and linking to grammar requirements</p> <ul style="list-style-type: none"> • All pupils to have spelling journals from Y2 onwards 		<p>decide on roll out in both schools)</p> <p>Spelling journals for all pupils in KS2</p>			
2.3	Widen pupils' use of vocabulary in their own writing	<ul style="list-style-type: none"> • Purchase of class sets of books to support and further develop guided reading • Use of books to be planned across rolling programme to ensure best use of these • Subscriptions to Literacy Shed Plus and CLPSE 	English Leader and all teachers	<p>Use of parent fund raising to purchase books</p> <p>Subscriptions to Literacy Shed other resources on school servers</p> <p>All pupils to have a book or folder to contain their personal collection of words</p> <p>Good quality dictionaries</p>	ongoing		

		<p>and teachers to make use of these resources as appropriate</p> <ul style="list-style-type: none"> • English Leader to download resources to the servers • English Leader to suggest text links in KS2 long term planning • KS1 long term planning to be agreed with links to guided reading/class novels • Tier 3 vocabulary to be evident on Knowledge Organisers which are shared with 		<p>and Thesauri in each classroom (parent fundraising)</p>			
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		<p>pupils and parents/carers</p> <ul style="list-style-type: none"> • Tier 2 vocabulary to be identified within teacher planning and made explicit to pupils • Vocabulary to be displayed in classrooms • Pupils to have a personal collection of words from Y1 (book or folder) • Time given in lessons to explore vocabulary – use dictionaries and thesauri 					
2.4	Majority of pupils able to use correct simple sentence	<ul style="list-style-type: none"> • Systematic teaching of simple sentence structure in all 	All teachers	Zip bags for pupils with additional needs (£50)	Ongoing		

	<p>structure by the end of Y5</p>	<p>English and Reading lessons</p> <ul style="list-style-type: none"> • Basic skill practice every day via Soft Start/Early Morning work • Pupils who require extra practise to have zip bag with sentence writing activities to practise every day 					
2.5	<p>Majority of pupils in each class to be at Age Related Expectations for writing</p>	<ul style="list-style-type: none"> • Use of scaffolds to aid pupils sentence construction and cohesion of narratives • Pupils to know their targets following the assessment of the Big Write and these targets to be 	All teachers	<p>Scaffolding materials Consultancy days with Emma Adcock (funded via VNet contract £1,500) All pupils to have homework books</p>	Ongoing		

		<p>accessible to them when they are doing writing activities</p> <ul style="list-style-type: none">• Emma Adcock to provide CPD to support improvements in teaching of writing• Identify teachers who feel confident about teaching writing to mentor teachers who are less confident• Introduce Homework books from September linked to Knowledge Organisers with expectation of fortnightly written work					
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Priority 3	Further develop the use of the outside environment to enhance learning					
School Vision:	We aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.					
Rationale:	To allow children the time and space to develop skills, interest and understanding through a range of activities which provide practical, hands-on experiences in a natural environment. To think about the wellbeing of our environment and community and in this way taking care of our own wellbeing and that of our children.					
Success Criteria:	<ul style="list-style-type: none"> • Forest Schools introduced in both schools • A wider range of outdoor sports offered as part of the curriculum • More opportunities given for working outdoors across the curriculum • Ecology club introduced • Re-wilding of specific areas of the outdoor environment has taken place 					
Staff Lead:	Greg East / Ben Clements			Governor(s) responsible:		
Intended outcomes	Actions	Responsible	Resources and Costs	Timescale	Monitoring and Evaluation	RAG
3.1	Introduce Forest School sessions at Morley Primary in the Autumn Term and review their impact at the end of the Spring Term.	<ul style="list-style-type: none"> • Forest School Leader to start weekly sessions with his Y3 Class • Forest School Leader to teach Forest School Curriculum as an intervention for disadvantaged pupils and those with identified special needs 	Greg East	Greg to complete his Forest School training (funds from Sports Grant)	Autumn Term	

3.2	Give greater opportunities for a range of outdoor physical activities through the PE and wider curriculum.	<ul style="list-style-type: none"> • Introduce the mile-a-day • Improve our play areas and the outdoor environment to encourage a wider range of physical activities • Identify opportunities for outdoor learning through subject teaching for at least 10% of the teaching time 	Ben Clements and all subject leaders		Ongoing		
3.3	Increase our children's knowledge and interests in the outdoor environment.	<ul style="list-style-type: none"> • Start up Ecology Groups in both schools • Re-wild some areas of our outdoor landscape • Invite visitors to school with outdoor expertise eg. ornithologists 	Greg East and all subject leaders		Ongoing		

		<ul style="list-style-type: none">• Plan trips and residential that focus on the outdoors.• Include specific knowledge of the outdoor environment in curriculum planning and knowledge organisers					
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MONTHLY OVERVIEW

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<ul style="list-style-type: none"> • HT Autumn letter to parents • Safeguarding INSET • FIDP & SEF • Fire Risk Assessment • Letter out re holidays, photos, attendance etc. • Curriculum letters • Website update • Meet the teacher meetings • Remind parents of term dates • Update monitoring for the year • Harvest Church services • Full Governors meeting (24th) • Print Critical Incident Book • Advertise parent meetings • Tests 	<ul style="list-style-type: none"> • Single Central Record check • Teacher performance appraisals • Pupil Progress Reviews • Fire Drill • HT performance appraisal • Attendance Check • Ethos Committee (8th) • Effectiveness Committee (15th) • Parent consultations • Staff questionnaires • Parent Forums • ASP key data analysis • Open evenings 	<ul style="list-style-type: none"> • Budget Revision 2 (5th) • Resources Committee (19th) • Health and Safety check • Attendance check • Lock down practise • Pupil Progress Reviews 	<ul style="list-style-type: none"> • Single Central Record check • Full Governors meeting (3rd) • Attendance check • Christmas Activities: Nativity plays; Carol services; Christingle services • End of term report to parents • SEND child centred plans updated

<ul style="list-style-type: none"> • EYFS Baseline • QLA Analysis of KS2 SATs • Attendance Check 			
JANUARY	FEBRUARY	MARCH	APRIL
<ul style="list-style-type: none"> • HT Spring letter to parents • Website updates • Curriculum letters • Budget Revision 3 (7th) • Effectiveness Committee (14th) • Resources Committee (21st) • Attendance check • Tests • Health & Safety checks • Safeguarding review and monitoring 	<ul style="list-style-type: none"> • Single Central Record check • Full Governors meeting (4th) • Ethos Committee (11th) • Effectiveness Committee (25th) • Attendance check • Parent consultations • Fire Drill • Parent questionnaires • Fire Risk Assessment • Parent Forums 	<ul style="list-style-type: none"> • Update school brochure • Single Central Record check • Budget Setting (3rd) • Resources Committee (10th) • Full Governors meeting (24th) • Attendance check • Easter Activities: Church services; Easter Egg Hunts • FIDP and SEF review • End of term report to parents • Pupil Progress Reviews • SEND Child Centred Plans updated 	<ul style="list-style-type: none"> • HT Summer letter to parents • Website updates • Curriculum letters • Attendance check • Lock down practise • Support Staff performance appraisals
MAY	JUNE	JULY	AUGUST
<ul style="list-style-type: none"> • Single Central Record check • Attendance check • Tests / SATS • SEND Report to Governors • PE pupil survey • NCA Tools – HT declarations • Transition packs for new Reception pupils 	<ul style="list-style-type: none"> • Single Central • Attendance check • Phonics Check • Fire Drill • Pupil Progress Reviews • Safeguarding Report to Governors • Parent Forums 	<ul style="list-style-type: none"> • Single Central Record check • Attendance check • SEND Child Centred Plans updated • End of term report to parents • KS2 plays 	

<ul style="list-style-type: none">• Open mornings	<ul style="list-style-type: none">• Class Photos• New intake meetings• End of term reports to HT• Sports days	<ul style="list-style-type: none">• FIDP and SEF updates – write new FIDP• Health and Safety check• Analysis of test and progress data	
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