

# OAK TREE FEDERATION

## SCHOOL IMPROVEMENT PLAN and SELF-EVALUATION 2024-2025

September 2024- July 2025



### I. FEDERATION VISION

**‘Inspiring learning for Life’**

Each school is unique and the shared vision is embedded through the individual school values. These are

**At Firle Church of England Primary School we achieve our vision through the following values and have linked these with the gospel stories:**

Values	Gospel Stories
Kindness	The Good Samaritan
Perseverance	Lent
Forgiveness	The Prodigal Son
Working together	Feeding of the Five Thousand
Respect	Jesus Heals A Leper
Aspiration	The Christmas Journey

**Our vision statement is; ‘I have come that they may have life, and that they may have it more abundantly.’ Saint John Chapter 10 Verse 10’**  
**‘We work collectively with our whole school community to create a cooperative environment in which both pupils and adults can flourish.**  
**Underpinned by Christian values and practices, we are an inclusive, caring school that embraces diversity, tolerance and dignity for all. We encourage creativity and imagination and strive to inspire pupils with the very best learning experiences delivered through an engaging and aspirational curriculum.’**

*At Laughton our vision is underpinned by the Growth Mindset values;*

**Imagination** *(Individuality, having the right tools to meet children's needs, appreciating opportunities available)*

**Curiosity** *(Openness to learning, approaching life and learning in a creative way, exploring capabilities through environment, appreciating skills they are learning for their future)*

**Collaboration** *(Working together, dealing with people, listening to each other, cooperating with each other, speaking to each other in a positive way, communicating well with each other)*

**Resilience** *(self-belief, risk taking in learning , celebrating differences, learning not to fear mistakes- seeing them instead as an opportunity for positive gain)*

**Discipline** *(following the Golden rules, knowing where to look for support, being aware of when it is appropriate to self- regulate)*

## **2. CONTEXT**

Both schools are set in rural areas with close links to neighbouring villages. They are a huge part of community life and events that link the school and their local village are well supported. Both schools run tight budgets to meet the increasing demands of limited budgets due to pupil numbers and limiting funding factors.

Laughton Community Primary School has 67 children on roll arranged in 4 mixed age classes

Underwater Class- Reception- 5 and Year 1- 4

Bugs Class- Year 1-8 and Year 2- 8

High Peaks Class- Year 3- 9 and Year 4- 11

Jungle Class- Year 5- 12 and Year 6- 10

There are 17.9% PP children (12 pupils) currently on role and we have 20.8% of pupils (14 pupils) on the SEND register, 2 pupils have an EHCP. We also have a further 7.4% of pupils ( 5) identified as vulnerable in school.

Most pupils come from the local and surrounding villages with some pupils coming from outside the catchment area. We currently have no pupils whose first language is not English. The pupils are predominantly White British with 3 LAC children on roll.

**Firle Church of England Primary School has 54 children on roll with 3 classes, class sizes as follows:**

**Cherry/ Pips (23) 5 EYFS, 5 Year 1 and 13 Year 2**

**Beech (18) 10 Year 3 and 8 Year 4**

**Holly ( 15) 8 Year 5 and 7 Year 6**

There are 22.2% PPG children (12 pupils) currently on role and we have 25.9% of pupils (14 pupils) on the SEND register, 1 pupil has an EHCP. We also have a further ( 7 pupils) 12.9% of pupils identified as vulnerable in school and these pupils are monitored closely through pupil progress meetings and additional provision. The needs of these pupils cover a range of behavioural, emotional, social and academic factors. A third of pupils come from the local and surrounding villages with many pupils coming from outside the catchment area. We currently have 2 pupils whose first language is not English.

In this Federation Improvement plan a plain text will indicate both schools, **bold text refers to Firle CEP** and *italics refers to Laughton CP*

## PRIORITIES FOR SCHOOL IMPROVEMENT FROM SCHOOL'S SELF-EVALUATION

*Key issues identified by Ofsted in purple, SIAMS areas in green Bold -Firle CEP, Italics for Laughton CP and normal for both schools*

**Leadership and Management:** **How does the school's theologically rooted Christian vision enable pupils and adults to flourish?**

- 1.1 **Identify the knowledge and skills that pupils need to know from Reception to Year 6 in all areas of the curriculum enabling pupils to connect key ideas and remember more overtime. (Leaders must ensure that their ambitions for a knowledge rich curriculum are realised so that all pupils across every year group develop the knowledge they need to learn more) (Firle Ofsted 2022)** *Ensure assessment opportunities identify gaps in learning and adapt teaching to pupils' needs consistently well. ensuring that assessment supports all teachers in identifying gaps and helping pupils to learn as well as they can.(Laughton Ofsted March 2024)*
- 1.2 **Ensure safeguarding is effective in strengthening oversight of processes making sure they are followed consistently well. (Firle Ofsted 2022)**
- 1.3 Develop and implement effective policies and practice in dealing with racist incidents and promoting equality and diversity to provide a consistent approach to deal with any incidents of discrimination including racism
- 1.4 To ensure The Oak Tree Way is understood by all new staff in aligning practice and achieving Federation vision
- 1.5 Establish a secure future for both schools in the federation enabling sustainability

**Quality of Education:** **Is the religious education curriculum effective?**

- 2.1 **Ensure that pupils read books that match the sounds they are learning, both in school and at home regularly checking what sounds and letters pupils struggle to read (Firle Ofsted 2022)** *Ensure the teaching of phonics provides pupils with enough clear opportunities to practise the sounds, letters, and techniques required to become fluent readers. (Laughton Ofsted March 2024)*
- 2.2 **Accelerate progress for combined outcomes in Yr 2, Yr 4 and Yr 6 from September 2024 baseline at Firle and Yr2 writing, combined outcomes in Yr4 and Yr 6 at Laughton**
- 2.3 Raise attainment in writing through a tighter focus on the basic concepts of sentence construction in KS1 and building upon these in KS2
- 2.4 Increase the staff knowledge and understanding of and use of fluency within the mathematics lessons to provide effective learning opportunities for pupils.

**Behaviour and Attitudes:** **How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?**

- 3.1 **Take appropriate action quickly and effectively to ensure good attendance and punctuality for all pupils, particularly for disadvantaged pupils (Firle Ofsted 2022)** Continue to take appropriate action quickly and effectively to ensure good attendance and punctuality for all pupils.
- 3.2 Effectively monitor and record children's behaviour through the new Arbor system in targeting areas for support and addressing those areas
- 3.3 Embed the new therapeutic thinking based behaviour policy ensuring consistency of approach across the schools promoting positive behaviours, procedures and planning

**Personal Development:** **How is collective worship enabling pupils and adults to flourish? How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?**

- 4.1 Further increase the take-up by pupils of the opportunities provided by the school in order that the most disadvantaged pupils consistently benefit

## Early Years Education:

### 5.1 Leaders to identify what is important for children to know and further develop children's thinking and problem-solving skills (Firle Ofsted 2022)

5.2 Secure effective induction for the new EYFS lead role

5.3 Continue to develop the outside area as an effective learning space in raising attainment in the Early Learning Goals

5.4 Review the EYFS curriculum in ensuring skills and knowledge across all areas of learning are mapped termly enabling children to meet ELGs

## REPORTING PUPIL PROGRESS

The Executive Headteacher will report on pupil progress to the governing body 3 times a year. Reports will focus on all pupils, disadvantaged pupils, pupils with send and high prior attaining pupils.

### 6. ATTENDANCE TARGETS FOR 2024/2025 Firle CEP in bold, Laughton CP in italics

Group	Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	<b>96%</b> <i>96.5%</i>	<b>92.35%</b> <i>95.67%</i>	<b>91.09%</b> <i>92.88%</i>	<b>93.21%</b> <i>93.54%</i>	<b>91.53%</b> <i>94.1%</i>		
EYFS	<b>96%</b> <i>96.5%</i>	<b>98.38%</b> <i>99.2%</i>	<b>96.67%</b> <i>95.1%</i>	<b>99.33%</b> <i>98.3%</i>	<b>92.88%</b> <i>98.0%</i>		
Yr 1	<b>96%</b> <i>96.5%</i>	<b>94.18%</b> <i>94.9%</i>	<b>92.86%</b> <i>87.2%</i>	<b>92.5%</b> <i>92.6%</i>	<b>93.22%</b> <i>96.0%</i>		
Yr2	<b>96%</b> <i>96.5%</i>	<b>93.48%</b> <i>97.0%</i>	<b>92.2%</b> <i>96%</i>	<b>96.81%</b> <i>92.5%</i>	<b>93.93%</b> <i>95.2%</i>		
Yr3	<b>96%</b> <i>96.5%</i>	<b>87.52%</b> <i>97.0%</i>	<b>86%</b> <i>95.2%</i>	<b>90.33%</b> <i>91.9%</i>	<b>88.47%</b> <i>91.7%</i>		
Yr4	<b>96%</b> <i>96.5%</i>	<b>90.41%</b> <i>93.7%</i>	<b>86.92%</b> <i>90.4%</i>	<b>88.33%</b> <i>91.8%</i>	<b>93.96%</b> <i>93.8%</i>		
Yr5	<b>96%</b> <i>96.5%</i>	<b>87.63%</b> <i>96.4%</i>	<b>92.32%</b> <i>95.6%</i>	<b>92.71%</b> <i>91.3%</i>	<b>93.53%</b> <i>93.6%</i>		
Yr6	<b>96%</b> <i>96.5%</i>	<b>94.9%</b> <i>92.9%</i>	<b>93.88%</b>	<b>93.33%</b> <i>96.4%</i>	<b>84.98%</b> <i>90.7%</i>		

## 7. PLANS

### LEADERSHIP AND MANAGEMENT

Priorities for Improvement:

- 1.1 Identify the knowledge and skills that pupils need to know from Reception to Year 6 in all areas of the curriculum enabling pupils to connect key ideas and remember more overtime. (Leaders must ensure that their ambitions for a knowledge rich curriculum are realised so that all pupils across every year group develop the knowledge they need to learn more) (Firle Ofsted 2022) Ensure assessment opportunities identify gaps in learning and adapt teaching to pupils' needs consistently well. ensuring that assessment supports all teachers in identifying gaps and helping pupils to learn as well as they can.(Laughton Ofsted March 2024)**
- 1.2 Ensure safeguarding is effective in strengthening oversight of processes making sure they are followed consistently well. (Firle Ofsted 2022)**
- 1.3** Develop and implement effective policies and practice in dealing with racist incidents and promoting equality and diversity to provide a consistent approach to deal with any incidents of discrimination including racism
- 1.4** To ensure The Oak Tree Way is understood by all new staff in aligning practice and achieving Federation vision
- 1.5** Establish a secure future for both schools in the federation enabling sustainability

Plans for term 1 and 2:

Key actions to meet Priority for improvement	Evaluation and impact
<b>1.1</b> <ul style="list-style-type: none"> <li>• Timetable subject leads to observe teaching and monitor assessment across both schools in embedding the curriculum progression maps</li> <li>• Subject leads report on how assessment opportunities have an impact on curriculum design and pupil progress</li> </ul>	<p>Subject leads monitoring show progression maps embedded- in place from book scrutiny</p> <p>Subject leads can identify next steps from assessment and this is shared with staff to action</p> <p>Curriculum changes in subjects made on updated progression maps for those subjects- delayed to term 4 due to changes in EYFS curriculum</p>
<b>1.2</b> <ul style="list-style-type: none"> <li>• INSET Safeguarding update CPD for all staff- follow up with staff survey for understanding</li> <li>• Induction for new staff on My Concern</li> <li>• Lessons learnt staff meeting CPD on My Concern</li> </ul>	<p>New staff induction sessions supporting confidence in routines, policy and procedures</p> <p>My Concern reports reported accurately and timely</p> <p>Staff voice shows confidence in safeguarding- see governor report</p>

	<p>Governor monitoring on safeguarding evidences policy and procedures in place- policy in place, highlighted concerns over impact of individual pupils at Laughton regarding safety, see FGB mins 28.1.25</p> <p>Pupil safety survey at Laughton identifies areas to address</p>
<p>I.3</p> <ul style="list-style-type: none"> <li>• Staff CPD on developing an anti-racist school</li> <li>• Develop policy based on feedback</li> <li>• Introduce anti racist curriculum across all year groups, complimenting PSHE curriculum</li> <li>• Provide further opportunities for promoting equality and diversity</li> </ul>	<p>Vision for anti racist school in place and shared with all stakeholders- shared with staff and to go out to stakeholders with draft policy</p> <p>Staff CPD from ES consultant impacting staff confidence- moved to term 3 for availability. Staff meeting and INSET have led to whole staff recognising vision for building an anti racist school</p> <p>Pupil voice on racism carried out and feedback analysed to inform policy</p> <p>Class lessons on racism impacting on children's understanding evidenced in pupil voice- more time needed to explore curriculum progression</p> <p>Equality and diversity resources reviewed and list compiled for what is needed</p>
<p>I.4</p> <ul style="list-style-type: none"> <li>• INSET on The Oak Tree Way for all staff in aligning practice and achieving Federation vision</li> </ul>	<p>Resources on Google drive meeting staff needs for accessing Oak Tree Way Learning walks and lessons observation evidence consistency in practice</p>
<p>I.5</p> <ul style="list-style-type: none"> <li>• Carry out due diligence on DCAT- contact Newick Primary and discuss process and changes with SLT</li> <li>• Collect questions from staff on expectations and impact</li> <li>• Prepare information and evidence for DCAT due diligence on Oak Tree Federation</li> <li>• Improve marketing of both schools through website and media presence</li> </ul>	<p>Collated questions from staff answered</p> <p>Collected information received by DCAT</p> <p>Film made for both schools to go on front page of website- delayed due to capacity of provider</p> <p>New website plans made with timeline- moved to term 4</p> <p>Both schools have a social media site run by in house staff for updates- Firlle</p>

Plans for term 3 and 4:

Key actions to meet Priority for improvement	Evaluation and impact
<p>I.1</p> <ul style="list-style-type: none"> <li>• Subject leads report on how assessment opportunities have an impact on curriculum design and pupil progress</li> <li>• Book monitoring , data analysis and pupil voice triangulated for effectiveness of the history, science and PSHE curriculum</li> <li>• Assessment moved to Arbor</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leads can identify next steps from assessment and this is shared with staff to action</li> <li>• Curriculum changes in subjects made on updated progression maps for those subjects- EYFS reviewed curriculum in place to refer to</li> <li>• Arbor assessments in place for history science and PSHE- system in place for all subjects but staff require training now to use</li> </ul>
<p>I.2</p> <ul style="list-style-type: none"> <li>• Safeguarding effective practice reviewed in safeguarding audit</li> </ul>	<ul style="list-style-type: none"> <li>• LA safeguarding visit reports evidence effective reporting and preventative curriculum in place</li> <li>• Safeguarding audit updated and action plan in place, shared with LA and safeguarding governor</li> <li>• Pupil safety survey at Firle identifies areas to address- completed in infants, juniors to complete</li> </ul>
<p>I.3</p> <ul style="list-style-type: none"> <li>• Continued staff CPD on building an anti-racist school</li> <li>• Anti Racism policy and strategy approved by FGB and shared with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Whole staff training on conscious and unconscious bias builds unified understanding and approach</li> <li>• Pupil voice on racism carried out and feedback analysed to inform policy</li> <li>• Class lessons on racism impacting on children's understanding evidenced in pupil voice- need further time to ensure the right curriculum in place, taking advice from LA</li> <li>• Equality and diversity resources reviewed and list compiled for what is needed- started mapping preventative curriculum</li> </ul>
<p>I.4</p> <ul style="list-style-type: none"> <li>• Learning walks by subject leads in History, Science and PSHE evidence consistency in teaching and learning through embedded curriculum and assessment procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Book scrutiny evidence consistency in progression of knowledge and skills</li> <li>• Pupil voice evidences engagement in the curriculum and next steps in areas to further develop- see Alliance partner visit report and subject lead pupil voice</li> <li>• New staff have constructive feedback and are confident in planning lessons- lots of support being given by LA EYFS team</li> </ul>



<p>1.5</p> <ul style="list-style-type: none"> <li>• Make necessary changes to meet trust policies and website requirements</li> <li>• Create 5 yr plan based on DCAT decision and set out actions to be taken within next 12 months</li> <li>• Draft new website in place</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability group meet to identify next steps from Trust decision</li> <li>• Plans shared with all stakeholders- sustainability group meeting addressing next steps following DCAT response- DCAT on hold sure to due diligence outcome</li> <li>• Parent meeting to discuss schools 3-5 yr plan to gain parent voice in decision making</li> <li>• Meet with federation Chairs and Exec Heads to look at future partnerships- sustainability group planning next actions</li> </ul>
--	--

Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
<p>1.1</p> <ul style="list-style-type: none"> <li>• Subject leads to be able to use Arbor assessment to monitor progress in their subjects for different groups</li> <li>• Subject leads to monitor impact of curriculum and make any necessary changes</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD on Arbor assessment develops confidence in system use</li> <li>• Subject lead time for book look and pupil voice identifies what information is retained and pupils engagement in different units of learning</li> </ul>
<p>1.2</p> <ul style="list-style-type: none"> <li>• Set DDSL meetings for term 5 and 6 to ensure consistency when DSL leaves in Aug 2025</li> <li>• Re survey children regarding their safety in school</li> </ul>	<ul style="list-style-type: none"> <li>• DDSL and DSL share common practice through timetabled meetings to embed meeting agendas and updates on training</li> <li>• Safety survey to be carried out to see if there are any changes from previous results</li> </ul>
<p>1.3</p> <ul style="list-style-type: none"> <li>• Ensure that all school staff are kept up to date with LA developments in building anti-racist schools and confident in addressing conscious and unconscious bias</li> </ul>	<ul style="list-style-type: none"> <li>• RW attend 'Difference makes a difference' training and uses information to inform school practice</li> <li>• RW and IP attend race equality network meetings for support with developing an anti-racist curriculum lessons</li> </ul>

1.4 <ul style="list-style-type: none"> <li>Ensure continuity in planning and teaching lessons so that children retain more knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Staff to agree a lesson template and create with adaptations for their different subjects. Templates to be trialled in lesson planning in term 5 and adapted as necessary</li> <li>Carry out actions in new writing action plan to raise standards and create a whole school system of approach towards set target</li> </ul>
1.5 <ul style="list-style-type: none"> <li>Sustainability group to set a 3 year plan for both schools to be educationally and financially viable in raise becoming schools of choice</li> </ul>	<ul style="list-style-type: none"> <li>Develop a marketing team to raise profile of schools and receive more interest from new families</li> <li>Invite parents in to school to see what is going on and to confidently share this through word of mouth to other families</li> <li>Work with LA to create the most effective structure in meeting the needs of all children on roll</li> </ul>

## QUALITY OF EDUCATION

### Priorities for Improvement

**2.1 Ensure that pupils read books that match the sounds they are learning, both in school and at home regularly checking what sounds and letters pupils struggle to read (Firle Ofsted 2022) Ensure the teaching of phonics provides pupils with enough clear opportunities to practise the sounds, letters, and techniques required to become fluent readers. (Laughton Ofsted March 2024)**

**2.2 Accelerate progress for combined outcomes in Yr 2, Yr 4 and Yr 6 from September 2024 baseline at Firle and Yr2 writing, combined outcomes in Yr4 and Yr 6 at Laughton**

**2.3** Raise attainment in writing through a tighter focus on the basic concepts of sentence construction in KS1 and building upon these in KS2

**2.4** Increase the staff knowledge and understanding of and use of fluency within the mathematics lessons to provide effective learning opportunities for pupils.

Plan for term 1 and 2:

Key actions to meet Priority for improvement	Evaluation and impact
2.1 <ul style="list-style-type: none"> <li>Update staff CPD in Monster Phonics programme to deliver with fidelity</li> <li>Staff observe each other's teaching of phonics</li> <li>Phonics lead monitor consistency in practice</li> </ul>	All staff confident in teaching of Monster Phonics Parent workshops held in KS1 and EYFS on phonics supporting help at home- completed at Laughton - scheduled for Firle term 3- achieved lesson obs evidence consistent practice- fidelity to scheme, improved use of signs for sounds- observation at Firle supported new teacher

<ul style="list-style-type: none"> <li>Interventions timetabled and discussed at pupil progress meeting and monitored so pupils get the swift help needed to catch up quickly- <b>accelerated progress for year 2 at Firle</b></li> </ul>	<p><b>Monster phonics assessments evidence pupil progress</b></p> <p>Interventions timetables and outcomes met at pupil progress meetings- not all completed at end of term 2 due to staff illness- accelerated progress evident in rescreening yr 2 from phonics</p>
<p>2.2</p> <ul style="list-style-type: none"> <li>Subject leads to provide guidance in consistency in expectations for outcomes and how that looks in a mixed age class across the foundation subjects to clarify and raise expectations</li> <li>Ensure that the end of unit assessments are being used consistently for all year groups and are monitored by the subject lead for curriculum progression and adaptations</li> <li><b>Accelerate progress for combined outcomes in Yr 2, Yr 4 and Yr 6 (Sept 2024)</b> <i>Accelerate progress for Yr2 writing, combined outcomes in Yr4 and Yr 6</i></li> </ul>	<p>Subject leads collate examples of EXS for year groups for their subjects Examples are shared with staff and staff are aware of expectations Book looks evidence progress in meeting EXS - staff meeting book look identified arrears to address but not enough time for range of work to be sampled for examples- move to term 4 All end of unit assessments completed and data on Google Drive at the end of each term- continual monitoring needed Subject leads able to share what progression looks like and any adaptations needed for their curriculum Interventions and catch up in place for these year groups with Venns identifying what areas have been target for focus Areas for focus shared at parents evening in October</p>
<p>2.3</p> <ul style="list-style-type: none"> <li>Ensure that all staff have high expectations of presentation and consistently reinforce this in class</li> <li>Raise attainment in writing by focusing tighter on the basic concepts of sentence construction in KS1 and building upon these in KS2</li> </ul>	<p><b>Handwriting timetabled at least 2x weekly</b> Progress in handwriting seen in books <b>Intervention support in place for identified children</b> Whole school handwriting display evidences improved handwriting Writing lead analysis of English books and planning identifies key areas for focus- carried out at Firle and needs to be completed for Laughton <b>New end of year milestones agreed by staff</b> All teaching staff taken part in standardisation and can confidently assess writing standards.</p>

<p>2.4</p> <ul style="list-style-type: none"> <li>• All infant staff attend mastering number course run by the maths hub</li> <li>• CPD disseminated to support staff</li> <li>• Increase fluency within mathematics lessons to provide effective learning opportunities for all pupils.</li> </ul>	<p>Staff confident in fluency from training</p> <p>Staff meeting outlining the specific target for increasing the use of fluency strategies within mathematics lesson</p> <p>A4 sheet in place supporting staff in how we teach mathematics fluency in the Oaktree Federation</p> <p>Peer observations modelling best practice</p> <p>Pupil progress meeting raising focus on the individual pupils who have not sustained at least expected progress over each 2-term block</p> <p>Mathematics CPD for all support staff on mathematics fluency strategies</p>
---	---

Plan for term 3 and 4:

Key actions to meet Priority for improvement	Evaluation and impact
<p>2.1</p> <ul style="list-style-type: none"> <li>• Year 1 children on target for phonics screening and Year 2 catch up effective in children meeting standards</li> <li>• Parent confidence in supporting their children with reading through the phonics scheme</li> </ul>	<p>Parent workshops held at Firlie in KSI and EYFS on phonics supporting help at home</p> <p>Staff training meeting led by Monster phonics team embeds consistency in practice</p> <p>Learning walk evidences consistent practice</p> <p>Monster phonics assessments evidence pupil progress</p> <p>Interventions timetables and outcomes met at pupil progress meetings</p>
<p>2.2</p> <ul style="list-style-type: none"> <li>• Subject leads to provide guidance in consistency in expectations for outcomes and how that looks in a mixed age class across the foundation subjects to clarify and raise expectations</li> <li>• Ensure that the end of unit assessments are being used consistently for all year groups and are monitored by the subject lead for curriculum progression and adaption</li> </ul>	<p>Subject leads collate examples of EXS for year groups for their subjects and examples are shared with staff instilling awareness of expectations.</p> <p>Book looks evidence progress in meeting EXS</p> <p>Google drive assessments accessible on deadline date and used to create individual subject assessments on Arbor- Arbor system not in place until end of T4 so will be carried out in T5</p> <p>Interventions and catch up in place for these year groups with Venns identifying what areas have been target for focus</p>

<ul style="list-style-type: none"> <li>● <b>Accelerate progress for combined outcomes in Yr 2, Yr 4 and Yr 6 (Sept 2024)</b> <i>Accelerate progress for Yr2 writing, combined outcomes in Yr4 and Yr 6</i></li> <li>● Firle school to school writing support programme with Ditchling CEP accelerates progress in writing standards across the federation</li> </ul>	<p>Learning walk at Firle with Ditchling leads and alliance partner identifies areas to address in improving writing standards.</p> <p>Learning walk at Ditchling identifies further improvements in learning environment- action plan in place and disseminated to staff</p>
<p>2.3</p> <ul style="list-style-type: none"> <li>● Alliance moderation evidences priority areas for focus are embedded in teaching and referred to in marking in targeting EXS</li> </ul>	<p>Progress in handwriting evident in books in book scrutiny</p> <p>Writing lead analysis of English books and planning identifies key areas for focus- completed for Laughton. LA support to identify key targets for Yr 6 at Firle</p> <p>Alliance writing moderation 28.1.25 evidences effective teaching and learning</p>
<p>2.4</p> <ul style="list-style-type: none"> <li>● All infant staff continue to attend mastering number course run by the maths hub</li> </ul>	<p>Rek en Reks sourced from local school ( due to order delay) being used effectively as learning resource</p> <p>Infant staff feedback on impact of programme with maths lead to identify what next steps are</p> <p>Infant staff attend training workshops to embed knowledge and skills</p>

Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
<p>2.1</p> <ul style="list-style-type: none"> <li>● Accelerated phonics support ensures children are meeting expectations for Yr1 phonics screening</li> <li>● Children's reading progress evident in intervention support</li> </ul>	<ul style="list-style-type: none"> <li>● Staff CPD in phonics enables them to feel confident in moving away from consistent use of IWB resources and to add teaching strategies to engage children further whilst still maintaining fidelity to the scheme</li> <li>● Ditchling visit to Firle evidences pupils on track for phonics and that the intervention support enables them to make accelerated progress</li> </ul>
<p>2.2</p> <ul style="list-style-type: none"> <li>● Pupils meeting or exceeding targets set in October 2024 in reading, writing and maths.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil data shows improved <b>outcomes in Yr 2, Yr 4 and Yr 6 at Firle from Sept 2024 baseline and Yr2 writing and combined outcomes in Yr4 and Yr 6 at Laughton</b></li> </ul>

2.3	<ul style="list-style-type: none"> <li>Writing action plan in place and improvements seen in sentence construction by end of term 5</li> </ul>	<ul style="list-style-type: none"> <li>All staff aware of and addressing actions in writing action plan</li> <li>Assembly times share the writing achieved at daily sentence time</li> <li>Whole school displays evidence progress in writing skills through common them.</li> </ul>
2.4	<ul style="list-style-type: none"> <li>Pupil progress in number exceeding results from previous year</li> </ul>	<ul style="list-style-type: none"> <li>Increase in attainment seen in EYFS, yr1 and yr 2 in understanding and applying number through teaching and embedding mastering number programme</li> </ul>

### 3. BEHAVIOUR AND ATTITUDES

#### Priorities for Improvement

#### 3.1 Take appropriate action quickly and effectively to ensure good attendance and punctuality for all pupils, particularly for disadvantaged pupils

**(Firle Ofsted 2022)** Continue to take appropriate action quickly and effectively to ensure good attendance and punctuality for all pupils.

3.2 Effectively monitor and record children's behaviour through the new Arbor system in targeting areas for support and addressing those areas

3.3 Embed the new therapeutic thinking based behaviour policy ensuring consistency of approach across the schools promoting positive behaviours, procedures and planning

Plan for term 1 and 2:

Key actions to meet Priority for improvement	
3.1	
<ul style="list-style-type: none"> <li>Timetable 3 weekly attendance reviews</li> <li>Send out relevant communication and monitor punctuality</li> </ul>	<p>New attendance guidance shared in newsletters</p> <p>Reviews taken place and reduction in meetings from Term 1 2023</p> <p>New school day times monitored to evidence if punctuality has improved</p>
3.2	
<ul style="list-style-type: none"> <li>Review staff confidence in recording children's behaviour on Arbor system</li> <li>Timetable monitoring of behaviour using Arbor and feedback to staff at staff meetings, identifying next steps and any errors</li> <li>Key Stage assemblies on pro social behaviours and safe use of the Internet</li> <li>Provide individual pupil log ins for internet access for safer online access</li> <li>Plan for communication on behaviour with parents and carers using Arbor</li> </ul>	<p>All staff recording behaviour on Arbor</p> <p>SLT monitoring behaviour on Arbor</p> <p>Office staff and teaching staff more confident in using Arbor</p> <p>Pupil voice recognises what pro social behaviours are and can give examples in school</p> <p>Reduced Smoothwall notifications</p>

	Any breaches of unsafe online access recorded with person who has accessed it Office staff confident in using Arbor for setting up parents evenings, payments and start to use for communication through messaging
3.3 <ul style="list-style-type: none"> <li>Review behaviour policy with all staff</li> <li>Carry out Pupil voice on behaviour with children in each year group</li> <li>Monitor behaviour incidents and identify and priority areas to address</li> </ul>	All staff clear on behaviour policy Well being time introduced in all classes and having a positive impact Reduction in behaviour incidents

Plan for term 3 and 4:

Key actions to meet Priority for improvement	Evaluation and impact
3.1 <ul style="list-style-type: none"> <li>Improve punctuality for pupils which is impacting on attendance data</li> <li>Take part in LA earlier identifier pilot to address potential attendance issues</li> </ul>	Parent meetings for persistent lateness and late slips in place to reinforce impact Pilot scheme meeting with LA Parent approval for children to take part in pilot and sessions carried out in school- impact shared with staff, parents and governors Extend pilot scheme in to KS2
3.2 <ul style="list-style-type: none"> <li>Set out plan for communication on behaviour with parents and carers using Arbor</li> <li>Identify reports for monitoring behaviour through Arbor in gaining insight in to any patterns of behaviour and vulnerable children</li> </ul>	Meeting with schools using Arbor to communicate behaviour with parents and identify best approach for Oak Tree Federation Share plan with parents to trial Explore reporting on Arbor for behaviour with local schools to identify best use of system- share findings with safeguarding governor
3.3 <ul style="list-style-type: none"> <li>Ensure all children are aware of the behaviour policy and procedures and can voice their thoughts about it</li> <li>Plan assemblies/ worship to promote Thrive and therapeutic thinking approach</li> </ul>	School Council meetings to collect evidence of what pupils understand by pro social behaviour Learning walks evidence Thrive and therapeutic approach in all areas of school

Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
3.1 <ul style="list-style-type: none"> <li>Take part in pilot from LA with KS2 at both schools</li> <li>Introduce drawing for anxiety at Firle through external support</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice at start and end of programmes to show impact of workshops on feelings towards school and how to manage anxieties</li> </ul>
3.2 <ul style="list-style-type: none"> <li>Timetable monitoring of Arbor records to ensure that concerns are closed within manageable timeframes and that parents have been informed</li> </ul>	<ul style="list-style-type: none"> <li>Introduce communication to parents and carers on behaviour through Arbor to keep them informed and gain support from home</li> <li>DSLs and DDSLs to monitor Arbor behaviour with My Concern reporting</li> </ul>
3.3 <ul style="list-style-type: none"> <li>Reset behaviour systems at both schools with weekly targets to address any anti social behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Weekly assembly/ worship based on behaviour and target for the week</li> <li>Staff meeting on consistency of approach to reinforce high expectations and procedures to follow</li> </ul>

#### 4. PERSONAL DEVELOPMENT

Priorities for Improvement:

4.1 Further increase the take-up by pupils of the opportunities provided by the school in order that the most disadvantaged pupils consistently benefit

Plan for term 1 and 2:

Key actions to meet Priority for improvement	Evaluation and impact
4.1 <ul style="list-style-type: none"> <li>Collate register for clubs and uptake</li> <li>Promote clubs in assemblies/ worship</li> </ul>	Club uptake in registers- high uptake for Multi skills (F), lego (L), languages (F), gardening (L) Football ( L). Low uptake for craft (L), breakfast club (L) and football (F). Increase in Girls football club at F Children engaged in extracurricular clubs - positive pupil voice

Plan for term 3 and 4:

Key actions to meet Priority for improvement	Evaluation and impact
--	-----------------------



4.1	<ul style="list-style-type: none"> <li>Pupil voice with children on what clubs they enjoy and would go to if they aren't attending at present</li> <li>Create a celebration of achievements wall</li> </ul>	List of what clubs children would attend and providers sought in raising number of children attending extra curricular activity Display of what children have achieved in extra curricular activities celebrating achievements
-----	---	---

Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
<ul style="list-style-type: none"> <li>Promote personal development achievements and opportunities to children and families</li> </ul>	Report on childrens' successes in school through assemblies/ worship. School newsletters, websites and social media Set up social media sites at both schools to celebrate personal development and support marketing Continue to provide extra curricular experiences to promote personal development

## 5. EARLY YEARS

Priorities for improvement

5.1 Leaders to identify what is important for children to know and further develop children's thinking and problem-solving skills (Firle Ofsted 2022)

5.2 Secure effective induction for the new EYFS lead role

5.3 Continue to develop the outside area as an effective learning space in raising attainment in the Early Learning Goals

Plan for term 1 and 2:

Key actions to meet Priority for improvement	Evaluation and impact
5.1	
<ul style="list-style-type: none"> <li>Adapt EYFS planning to meet recommendations from consultant visit</li> <li>Carry out baseline</li> <li>Identify thinking and problem solving aspects of learning and be explicit in teaching and learning</li> </ul>	Planning on Google drive clearly states purpose of learning and reflects on individual needs of cohort Staff meeting informing staff of expectations in EYFS curriculum Baseline complete with all pupils and used to inform next steps

	<p>New planning format in place to ensure knowledge and skills in line with interest of cohort and meet the Early Years Framework. LA EYFS support in place- see reports</p> <p>Children able to say what problem they are trying to solve and what they have had to think about in solving it- evidence in floor books</p>
<p>5.2</p> <ul style="list-style-type: none"> <li>• EYFS lead role time to plan and monitor the curriculum</li> <li>• Attendance at EYFS conference</li> <li>• EYFS lead confident in sharing good practice with consultants</li> </ul>	<p>EYFS lead time across both school and report states what the strengths and areas for development are across both</p> <p>EYFS conference feedback identifies next steps for Oak Tree Practice</p>
<p>5.3</p> <ul style="list-style-type: none"> <li>• Outside area equipped appropriately engaging children in meeting the ELGS</li> <li>• Outside area well maintained by school staff</li> </ul>	<p>Learning walk evidence effective use of outside area for learning</p> <p>Children responding well to activities set up- see EYFS monitoring report</p> <p>Outside area looks well maintained and purposeful- learning walk</p>

Plan for term 3 and 4:

Key actions to meet Priority for improvement	Evaluation and impact
<p>5.1</p> <ul style="list-style-type: none"> <li>• Problem solving explicit in teaching and learning</li> </ul>	<p>Pupil voice demonstrates how a problem was identified and solved</p> <p>Floor books evidence children's learning through enquiry</p>
<p>5.2</p> <ul style="list-style-type: none"> <li>• EYFS lead confident in teaching and learning in EYFS and pedagogy around planning the curriculum</li> <li>• Consistency in expectations across the federation in effective EYFS provision</li> <li>• EYFS staff working closely with LA consultant to enhance EYFS provision targeting it to the individual cohorts</li> </ul>	<p>EYFS lead to continue adapting the EYFS curriculum skills progression document using feedback and training to improve opportunities for children</p> <p>Mastering number scheme increasingly embedded into EYFS timetable and impact observed from pupils understanding of number</p> <p>LA adviser reports evidence progress in adapted EYFS curriculum</p> <p>EYFS lead and R,1,2 teacher release time to adapt progression document into new medium term plans for cohort specific interests</p>

5.3	<ul style="list-style-type: none"> <li>Maintenance carried out in EYFS outdoor learning area to improve access to resources and effective management of learning resources</li> </ul>	<b>Caretaker attention to outdoor area to ensure it is well maintained</b> Resources purchased to enable area to reflect learning opportunities and pupil voice evidences effective use of area
-----	---	--

Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
<ul style="list-style-type: none"> <li>EYFS staff to embed new curriculum framework in further exploring opportunities to support pupil development</li> </ul>	<ul style="list-style-type: none"> <li>EYFS staff to visit other settings to observe good to outstanding practice and adapt own practice in our setting</li> </ul>
<ul style="list-style-type: none"> <li>Monitoring timetable in place for EYFS lead supports all Early years staff in training and development</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring timetable in place for visits across both schools for internal and external early years specialist</li> <li>EYFS lead to monitor progress towards ELGs and identify what interventions have an impact on pupil progress</li> </ul>
<ul style="list-style-type: none"> <li>Enhanced outdoor area promoting all areas of learning</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor area well maintained through cleaning schedule and maintenance program</li> <li>learning walks evidence that outdoor learning is enhancing progress with children making good progress to meet ELG</li> </ul>

## Monitoring Schedule

Term 1:

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
2.9.24	INSET	INSET x2 Induction FIP	SEND provision My Concern records transfer	INSET

9.9.24	IP- Equality and Diversity feedback from INSET - draft vision statement and set equality objectives RM- Apprenticeship time	Coaching NPQSL DSL meeting Pupil voice - racism	DSL meeting Hearing lowest 20% readers Provision maps	Individual Schools business- behaviour policy, WWO
16.9.24	ED- Life skills (PSHE) handover meeting with RW RM- Apprenticeship time	Due diligence DCAT Strategy meeting Attendance	Safeguarding CPD for caretaking and cleaning staff Intervention timetables	SEND- ANPS and provision maps- Firle
23.9.24	NC- Sports Premium, evaluate 2023-24 and set 2024-25 targets. CL- Maths monitoring of new scheme at Firle	Alliance partner visit Firle INSET DSL meeting	DSL meeting Monster phonics workshops	writing and standardisation- Laughton INSET twilight 26.9.24- Teachers- curriculum expectations . Support staff - playtimes and sensory circuits- Firle
30.9.24	IP - History- Action planning and impact of assessment CL- Maths action plan	Alliance partner visit Laughton Lesson observations Alliance INSET	SEND conference SEND learning walk	Equality and Diversity- Firle
7.10.24	NC- PE action plan and equipment register/order RM- Apprenticeship time	Performance management interviews Open mornings leadership conference DSL meeting	DSL meeting SEND pupil voice Behaviour learning walk	Spelling - Laughton
14.10.24	IP- Equality and Diversity- Anti racism policy LT- Reading monitoring, update quality texts planner	Harvest Heads Alliance Meeting Attendance	Pupil progress working with reading lead on quality texts	Maths fluency- online, rescheduled
21.10.24	RM- Apprenticeship time ED- Life skills (PSHE) monitoring	RE monitoring DSL meeting Website planning	DSL meeting Behaviour monitoring on Arbor	Parents evening

DC - Science and EYFS, NC Art and Computing 11:15-12:15 weekly ( SD covering infant music)

**Term 2:**

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
4.11.24	IP - Geography RM- Apprenticeship time	EYFS curriculum and planning DCAT due diligence Gov monitoring maths and English Health and safety audit preparation	playtimes learning walk- identify areas to address in anti bullying week	Safeguarding- prevent training online
11.11.24	IP- Pupil voice on racism and vision intent finalised with RW CL- maths fluency info for staff and 1 page maths at Oak Tree page	Open afternoons Heads Alliance Firle Health and Safety audit	Support staff appraisals	Online- maths fluency and EYFS curriculum
18.11.24	ED- PSHE ( life skills) action plan RM- Apprenticeship time	Attendance Parent workshops in KSI and EYFS on phonics supporting help at home	Support staff appraisals	Writing analysis at Firle
25.11.24	IP- Make curriculum changes on updated progression maps for EYFS and any feedback from staff RM- Apprenticeship time	FGB Residential cover Equality and diversity policy Potential interviews	SEND learning walk and pupil voice Residential cover	Arbor reporting- online Equality and diversity INSET twilight 20.11.24 at Laughton
2.12.24	NC- PE obs and assessments LT- Reading monitoring, update quality texts planner	Heads Alliance learning walk- writing	staff survey on safeguarding	Pupil progress preparation
9.12.24	ED- coverage of race, diversity and racism in PSHE curriculum and resourcing CL- impact of maths fluency- drop ins	Sustainability group Personnel	ANP reviews Pupil progress	Laughton - Christmas Bonanza Firle- time in lieu for Christmas fair
16.12.24	LCP and LT identify next steps from reading and writing assessments and share with staff to action	Evaluation of SEF and FIP and setting priorities for improvement Children's safety survey Laughton		Curriculum- Subject leads collate examples of EXS for year groups for their subjects and report on progression maps, assessment and next steps at Firle

DC - Science and EYFS, NC Art and Computing 11:15-12:15 weekly ( SD covering infant music)- Make curriculum changes on updated progression maps for EYFS and any feedback from staff. Update action plans

### Term 3:

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
6.1.25	CL- Maths monitoring at Firle IP- Anti racism training	Open mornings, EYFS outdoor areas Safeguarding support Q and A visit Laughton Phonics learning walk -Firle School Council		Safeguarding - preventative curriculum
13.1.25	NC- Preventative curriculum in Computing ED- Preventative curriculum in PSHE/ Life skills	Alliance partner visit Firle- writing children's safety survey Firle Heads alliance EYFS floor books Opportunities in mixed age infant classes with CR	Phonics learning walk Laughton	Conscious and unconscious bias at Firle- All staff
20.1.25	DC- Science monitoring at Firle IP- History assessment- (Thurs p.m)	Safeguarding support Q and A visit Firle Equality and Diversity policy attendance	Catch up on support staff appraisals	ADHD - CLASS training Part 1 at Laughton 3:45-5:15
27.1.25	LT - Reading meeting at Blackboys (Mon) p.m ED - Use of Floor books PSHE (Wed)	monitoring writing FGB HR		Alliance Writing moderation at Laughton Twilight INSET 30.1.25 ADHD CLASS training P2 at Firle 3:45-5:15. Teachers completing writing analysis
3.2.25	NC- Safer internet day planning IP- Anti racism training	Heads alliance, Arbor reporting Handwriting - books scrutiny	Pupil progress	Monster phonics training - online
10.2.24	IP-Equalities and Diversity policy with RW	HT mid point, HR prep, phonics mid year check School to school support - writing programme	SEND meetings	Parents evening

**Term 4:**

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
24.2.25	CL- Maths A4 fluency document- monitoring of mastering number programme IP- Pupil voice on racism, resources audit	Diocesan adviser visit Assessment check website planning social media updates T3 attendance and punctuality v school day analysis Firle pupil safety analysis	Monster phonics and MFL learning walks	Consultation
4.3.25	LT- reading data analysis L-CP- writing school to school support visit at Ditchling	RE learning walk Arbor assessment plans Alliance partner visit- Curriculum pupil voice School to school support at Ditchling	Learning walks evidence Thrive and therapeutic approach	MHEW - Sleep talk, wellbeing in the workplace
10.3.25	NC- Online 360 and Computing monitoring of assessments IP- researching class resources for teaching about racism	Mid point PM meetings MHEW awards ceremony Parent meeting- sustainability	Online 360	Subject lead assessment monitoring at EXS PAM , VB, RE, LT and CLASS
17.3.25	DC- Science monitoring of assessments ED- PSHE ( life Skills) monitoring and action plan update	Diocesan Heads conference Arbor assessment	Leadership conference SEND data	Maths fluency and assessment
24.3.25	IP- History examples of EXS NC- Art examples of EXS	Website Data analysis	Federation SEND overview	Pupil progress preparation
31.3.25	CL- maths action plan update and impact of mastering number NC- PE monitoring and Sports Premium update	SEF and FIP updates		Report format

**Term 5:**

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
21.4.25	CL- Alliance partner preparation IP- Equality and diversity resources audit	SEFs for both schools and FIP update Heads alliance DSL meeting	SEFs for both schools and FIP update DSL meeting	Behaviour and Website
28.4.25	EW- English catch up ED - PSHE pupil voice	Alliance partner visit Book awards Yr 2 Maths test at Firle FGB	Supporting SEND – TASS visit at Firle	Arbor assessment Planning templates
5.5.25	DC- Science pupil voice and book look Firle- tbc	Heads alliance Lowest 20% school to school support visit DSL meeting	SEND assessment DSL meeting	Writing action plan Twilight INSET 8.5.25- EXS portfolio in subjects
12.5.25	EW- phonics and reading obs IP- Humanities pupil voice	SATS	SATS	Alliance Writing moderation
19.5.25	NC- Computing- complete 360 NC- Sports premium progress report	DSL meeting	Pupil progress DSL meeting	End of unit assessments

**Term 6**

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
2.6.25				Report writing time
9.6.25		Leadership conference Heads alliance Phonics cover	Phonics cover	Transition



16.6.25				Writing progress
23.6.25				2025-26 planning
30.6.25				Pupil progress preparation
7.7.25		FGB		Pupil transition meetings
14.7.25				Report meeting with parents/carers