

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 76 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- 13

High Peaks Class- Year 3- 9 and Year 4- 12

Jungle Class- Year 5- 16 and Year 6- 9

There are 12% PP children (9 pupils) currently on role and we have 20% of pupils (15 pupils) on the SEND register, 3 pupils have an EHCP. We also have a further 6.6% 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 57 children on roll with 3 classes, class sizes as follows:

Cherry/ Pips (24) 6 EYFS, 4 Year 1 and 14 Year 2

Beech (17) 9 Year 3 and 8 Year 4

Holly (16) 9 Year 5 and 7 Year 6

There are 19.2% PPG children (11 pupils) currently on role and we have 26.3% of pupils (15 pupils) on the SEND register, 1 pupil has an EHCP.

We also have a further (7 pupils) 10.7% 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	96% <i>96.5%</i>	92.35% <i>95.67%</i>	91.09%				
EYFS	96% <i>96.5%</i>	98.38% <i>99.2%</i>	96.67%				
Yr 1	96% <i>96.5%</i>	94.18% <i>94.9%</i>	92.86%				
Yr2	96% <i>96.5%</i>	93.48% <i>97.0%</i>	92.2%				
Yr3	96% <i>96.5%</i>	87.52% <i>97.0%</i>	86%				
Yr4	96% <i>96.5%</i>	90.41% <i>93.7%</i>	86.92%				
Yr5	96%	87.63%	92.32%				

	96.5%	96.4%				
Yr6	96% 96.5%	94.9% 92.9%	93.88%			

7. PLANS

LEADERSHIP AND MANAGEMENT

Priorities for Improvement:

- I.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)**
- I.2 Ensure safeguarding is effective in strengthening oversight of processes making sure they are followed consistently well. (Firle Ofsted 2022)**
- I.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**
- I.4 To ensure The Oak Tree Way is understood by all new staff in aligning practice and achieving Federation vision**
- I.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
I.1 <ul style="list-style-type: none"> • Timetable subject leads to observe teaching and monitor assessment across both schools in embedding the curriculum progression maps • Subject leads report on how assessment opportunities have an impact on curriculum design and pupil progress 	<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 3 due to changes in EYFS curriculum</p>

<p>I.2</p> <ul style="list-style-type: none"> ● INSET Safeguarding update CPD for all staff- follow up with staff survey for understanding ● Induction for new staff on My Concern ● Lessons learnt staff meeting CPD on My Concern 	<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, concerns over impact of individual pupils at Laughton regarding safety</p> <p>Pupil safety survey at Laughton identifies areas to address</p>
<p>I.3</p> <ul style="list-style-type: none"> ● Staff CPD on developing an anti-racist school ● Develop policy based on feedback ● Introduce anti racist curriculum across all year groups, complimenting PSHE curriculum ● Provide further opportunities for promoting equality and diversity 	<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</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"> ● INSET on The Oak Tree Way for all staff in aligning practice and achieving Federation vision 	<p>Resources on Google drive meeting staff needs for accessing Oak Tree Way</p> <p>Learning walks and lessons observation evidence consistency in practice</p>
<p>I.5</p> <ul style="list-style-type: none"> ● Carry out due diligence on DCAT- contact Newick Primary and discuss process and changes with SLT ● Collect questions from staff on expectations and impact ● Prepare information and evidence for DCAT due diligence on Oak Tree Federation ● Improve marketing of both schools through website and media presence 	<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>

	Both schools have a social media site run by in house staff for updates- Firle
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Plans for term 3 and 4:

Key actions to meet Priority for improvement	Evaluation and impact
I.1 <ul style="list-style-type: none"> ● Subject leads report on how assessment opportunities have an impact on curriculum design and pupil progress ● Book monitoring , data analysis and pupil voice triangulated for effectiveness of the history, science and PSHE curriculum ● Assessment moved to Arbor 	<ul style="list-style-type: none"> ● Subject leads can identify next steps from assessment and this is shared with staff to action ● Curriculum changes in subjects made on updated progression maps for those subjects ● Arbor assessments in place for history science and PSHE
I.2 <ul style="list-style-type: none"> ● Safeguarding effective practice reviewed in safeguarding audit 	<ul style="list-style-type: none"> ● LA safeguarding visit reports evidence effective reporting and preventative curriculum in place ● Safeguarding audit updated and action plan in place, shared with LA and safeguarding governor ● Pupil safety survey at Firle identifies areas to address
I.3 <ul style="list-style-type: none"> ● Continued staff CPD on building an anti-racist school ● Anti Racism policy and strategy approved by FGB and shared with stakeholders 	<ul style="list-style-type: none"> ● Whole staff training on conscious and unconscious bias builds unified understanding and approach ● Pupil voice on racism carried out and feedback analysed to inform policy ● Class lessons on racism impacting on children’s understanding evidenced in pupil voice ● Equality and diversity resources reviewed and list compiled for what is needed

<p>1.4</p> <ul style="list-style-type: none"> ● Learning walks by subject leads in History, Science and PSHE evidence consistency in teaching and learning through embedded curriculum and assessment procedures 	<ul style="list-style-type: none"> ● Book scrutiny evidence consistency in progression of knowledge and skills ● Pupil voice evidences engagement in the curriculum and next steps in areas to further develop ● New staff have constructive feedback and are confident in planning lessons
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<p>1.5</p> <ul style="list-style-type: none"> ● Make necessary changes to meet trust policies and website requirements ● Draft new website in place 	<ul style="list-style-type: none"> ● Sustainability group meet to identify next steps from Trust decision ● Plans shared with all stakeholders
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Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
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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
<p>2.1</p> <ul style="list-style-type: none"> Update staff CPD in Monster Phonics programme to deliver with fidelity Staff observe each other's teaching of phonics Phonics lead monitor consistency in practice Interventions timetabled and discussed at pupil progress meeting and monitored so pupils get the swift help needed to catch up quickly- accelerated progress for year 2 at Firle 	<p>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 lesson obs evidence consistent practice- fidelity to scheme, improved use of signs for sounds- observation at Firle supported new teacher Monster phonics assessments evidence pupil progress 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"> 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 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 Accelerate progress for combined outcomes in Yr 2, Yr 4 and Yr 6 (Sept 2024) Accelerate progress for Yr2 writing, combined outcomes in Yr4 and Yr 6 	<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</p>

	<p>Interventions and catch up in place for these year groups with Venns identifying what areas have been target for focus</p> <p>Areas for focus shared at parents evening in October</p>
<p>2.3</p> <ul style="list-style-type: none"> ● Ensure that all staff have high expectations of presentation and consistently reinforce this in class ● Raise attainment in writing by focusing tighter on the basic concepts of sentence construction in KS1 and building upon these in KS2 	<p>Handwriting timetabled at least 2x weekly</p> <p>Progress in handwriting seen in books</p> <p>Intervention support in place for identified children</p> <p>Whole school handwriting display evidences improved handwriting</p> <p>Writing lead analysis of English books and planning identifies key areas for focus- carried out at Firle and needs to be completed for Laughton</p> <p>New end of year milestones agreed by staff</p> <p>All teaching staff taken part in standardisation and can confidently assess writing standards.</p>
<p>2.4</p> <ul style="list-style-type: none"> ● All infant staff attend mastering number course run by the maths hub ● CPD disseminated to support staff ● Increase fluency within mathematics lessons to provide effective learning opportunities for all pupils. 	<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
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<p>2.1</p> <ul style="list-style-type: none"> Year 1 children on target for phonics screening and Year 2 catch up effective in children meeting standards Parent confidence in supporting their children with reading through the phonics scheme 	<p>Parent workshops held at Firle 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 meetins</p>
<p>2.2</p> <ul style="list-style-type: none"> 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 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 Accelerate progress for combined outcomes in Yr 2, Yr 4 and Yr 6 (Sept 2024) <i>Accelerate progress for Yr2 writing, combined outcomes in Yr4 and Yr 6</i> 	<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</p> <p>Interventions and catch up in place for these year groups with Venns identifying what areas have been target for focus</p>
<p>2.3</p> <ul style="list-style-type: none"> Alliance moderation evidences priority areas for focus are embedded in teaching and referred to in marking in targeting EXS 	<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</p> <p>Alliance writing moderation 28.1.25 evidences effective teaching and learning</p>
<p>2.4</p> <ul style="list-style-type: none"> All infant staff continue to attend mastering number course run by the maths hub 	<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 identity 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
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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"> • Timetable 3 weekly attendance reviews • Send out relevant communication and monitor punctuality 	<p>New attendance guidance shared in newsletters</p> <p>Reviews taken place and reduction in meetings from Term 1 2023</p>

	New school day times monitored to evidence if punctuality has improved
<p>3.2</p> <ul style="list-style-type: none"> ● Review staff confidence in recording children’s behaviour on Arbor system ● Timetable monitoring of behaviour using Arbor and feedback to staff at staff meetings, identifying next steps and any errors ● Key Stage assemblies on pro social behaviours and safe use of the Internet ● Provide individual pupil log ins for internet access for safer online access ● Plan for communication on behaviour with parents and carers using Arbor 	<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> <p>Any breaches of unsafe online access recorded with person who has accessed it</p> <p>Office staff confident in using Arbor for setting up parents evenings, payments and start to use for communication through messaging</p>
<p>3.3</p> <ul style="list-style-type: none"> ● Review behaviour policy with all staff ● Carry out Pupil voice on behaviour with children in each year group ● Monitor behaviour incidents and identify and priority areas to address 	<p>All staff clear on behaviour policy</p> <p>Well being time introduced in all classes and having a positive impact</p> <p>Reduction in behaviour incidents</p>

Plan for term 3 and 4:

Key actions to meet Priority for improvement	Evaluation and impact
<p>3.1</p> <ul style="list-style-type: none"> ● Improve punctuality for pupils which is impacting on attendance data ● Take part in LA earlier identifier pilot to address potential attendance issues 	<p>Parent meetings for persistent lateness and late slips in place to reinforce impact</p> <p>Pilot scheme meeting with LA</p> <p>Parent approval for children to take part in pilot and sessions carried out in school- impact shared with staff, parents and governors</p>
<p>3.2</p> <ul style="list-style-type: none"> ● Set out plan for communication on behaviour with parents and carers using Arbor 	<p>Meeting with schools using Arbor to communicate behaviour with parents and identify best approach for Oak Tree Federation</p> <p>Share plan with parents to trial</p> <p>Explore reporting on Arbor for behaviour with local schools to identify best use of system- share findings with safeguarding governor</p>

<ul style="list-style-type: none"> Identify reports for monitoring behaviour through Arbor in gaining insight in to any patterns of behaviour and vulnerable children 	
<p>3.3</p> <ul style="list-style-type: none"> Ensure all children are aware of the behaviour policy and procedures and can voice their thoughts about it Plan assemblies/ worship to promote Thrive and therapeutic thinking approach 	<p>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</p>

Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> 	

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"> Collate register for clubs and uptake Promote clubs in assemblies/ worship 	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) 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"> Pupil voice with children on what clubs they enjoy and would go to if they aren't attending at present Create a celebration of achievements wall 	List of what clubs children would attend and providers sought Display of what children have achieved in extra curricular activities

Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
<ul style="list-style-type: none"> 	

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"> ● Adapt EYFS planning to meet recommendations from consultant visit ● Carry out baseline ● Identify thinking and problem solving aspects of learning and be explicit in teaching and learning 	<p>Planning on Google drive clearly states purpose of learning and reflects on individual needs of cohort</p> <p>Staff meeting informing staff of expectations in EYFS curriculum</p> <p>Baseline complete with all pupils and used to inform next steps</p> <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>
5.2 <ul style="list-style-type: none"> ● EYFS lead role time to plan and monitor the curriculum ● Attendance at EYFS conference ● EYFS lead confident in sharing good practice with consultants 	<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>
5.3 <ul style="list-style-type: none"> ● Outside area equipped appropriately engaging children in meeting the ELGS ● Outside area well maintained by school staff 	<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
5.1 <ul style="list-style-type: none"> ● Problem solving explicit in teaching and learning 	<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"> ● EYFS lead confident in teaching and learning in EYFS and pedagogy around planning the curriculum ● Consistency in expectations across the federation in effective EYFS provision 	<p>EYFS lead to continue adapting the EYFS curriculum using feedback and training to improve opportunities for children following their interest Mastering number scheme increasingly embedded into EYFS timetable and impact observed from pupils understanding of number LA adviser reports evidence progress in adapted EYFS curriculum</p>
<p>5.3</p> <ul style="list-style-type: none"> ● Maintenance carried out in EYFS outdoor learning area to improve access to resources and effective management of learning resources 	<p>Caretaker attention to outdoor area to ensure it is well maintained Resources purchased to enable area to reflect learning opportunities and pupil voice evidences effective use of area</p>

Plan for term 5 and 6:

Key actions to meet Priority for improvement	Evaluation and impact
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Monitoring Schedule

Term 1:

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
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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- Loughton 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 Loughton 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 - Loughton
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

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
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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		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 p.m)	monitoring writing Re learning walk FGB HR		Alliance Writing moderation at Laughton Twilight INSET 30.1.25 ADHD CLASS training Part 2 at Firle 3:45-5:15. Then teachers complete writing analysis review

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 Assessment phonics mid year check		Parents evening

Term 4:

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
24.2.25				maths fluency
4.3.25				
10.3.25		Mid point PM meetings Heads alliance		
17.3.25		leadership conference		
24.3.25				
31.3.25				

Term 5:

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
21.4.25		Heads alliance		
28.4.25				
5.5.25		SATS	SATS	Twilight INSET 8.5.25

		Heads alliance		
12.5.25				
19.5.25			Pupil progress	

Term 6

Week beginning	Subject lead focus	RW- Exec Head	VB- Head of Schools	Staff meeting
2.6.25				
9.6.25		Leadership conference Heads alliance Phonics cover	Phonics cover	
16.6.25				
23.6.25				
30.6.25				
7.7.25		FGB		
14.7.25				