



Federation Plan 2021-22

Executiive Headteacher: Emma Hickling	Chair of Governors: Annie Allum
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Dates reviewed	Signed

The school was last inspected by Ofsted Section 5 Inspection

Kingswood - March 2017 - section 8 - Good

Leeds and Broomfield - October 2016 - section 5 - Good

Platts Heath - May 2018 - Section 5 - Requires improvement

Ulcombe - November 2019 - Good

Outcome Judgements: Last Inspection

Overall Effectiveness	Leadership & Management	Behaviour & attitudes	Quality of Education	Personal development	Early Years Provision
Kingswood - 2 Leeds and Broomfield 2 Platts Heath - 3 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield 2 Platts Heath - 3 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield 2 Platts Heath -3 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield 2 Platts Heath - 3 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield -2 Platts Heath - 3 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield 2 Platts Heath - 3 Ulcombe - 2

Next Steps: S8

- Kingswood - a greater proportion of disadvantaged pupils come to school more regularly
- pupils in key stage 1 and the early years are given greater opportunities to solve mathematical problems and develop their reasoning skills
- Ulcombe- Leaders have recently introduced a federation leadership structure which increases capacity and expertise in the leadership of SEND and the curriculum. Those new to post have already made headway in areas identified for improvement, but it is too early to see the full impact of their work. Leaders need to embed these structural changes so that their intended impact on the quality of education, including outcomes, can be fully realised.

- Books that some pupils read are not always carefully selected as they include sounds that pupils have not yet learned. As a result, reading books are too hard for some pupils who struggle to read words with fluency. Leaders need to ensure that staff choose books that match the pupils' current phonics knowledge.
- The school's curriculum is not yet sufficiently coherently planned in some subjects. Leaders need to ensure that teachers select and order the subject content to build knowledge sequentially so that pupils understand and remember key facts and ideas. It is clear from the actions that leaders have already taken that they are in the process of bringing this about.

Areas for improvement: S5

- Leeds and Broomfield - Improve achievement in mathematics at key stage 2 by: – developing pupils' reasoning skills – ensuring that there are more opportunities for pupils to use and apply their mathematical skills in other subjects.
- Ensure that the early years environment more effectively promotes the richness and variety of children's experiences and enquiring minds in all areas of learning.
- Ensure that the curriculum provides more opportunities for pupils to use their initiative and be more resourceful learners, drawing on their good behaviour, personal skills and positive attitudes to learning.
- Platts heath - School leaders and governors have not maintained the quality of education since the last inspection. It has declined over time.
- While current pupils have very recently started to make better progress in English and mathematics, this has not been the case over time, particularly in mathematics in key stage 2. As a result, all groups of pupils, including those who are disadvantaged, pupils who have special educational needs (SEN) and/or disabilities and the most able, do not do as well as they should.
- The quality of teaching varies, including in the early years, and does not build well enough on what pupils know and can already do, particularly the most able and those who have SEN and/or disabilities.
- Leaders have taken action to improve pupils' levels of attendance, and persistent absence has reduced. Despite this, attendance is not yet good enough.
- The school offers a broad curriculum but it is not well balanced. Leaders have not checked on what is being taught in subjects other than mathematics and English and the progress that pupils make in subjects such as history, geography and religious education (RE). Pupils' spiritual and cultural development are not as strong as their social and moral development.
- Governors have not been effective over time. They have not made good use of information or their knowledge of the school. As a result, they do not hold leaders to account for pupils' progress and outcomes.
- Leaders have not analysed the impact of the steps they have taken to support disadvantaged pupils. Additional funding for disadvantaged pupils and those who have SEN and/or disabilities has not been used effectively
- Ulcombe -

Self-Evaluation aligned to EIF

Overall Effectiveness	Quality of Education	Behaviour and attitudes	Personal Development	Leadership and Management	Early Years Provision
Kingswood - 2 Leeds and Broomfield 2/3 Platts Heath - 2 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield 2/3 Platts Heath - 2 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield 3 Platts Heath-2 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield 3 Platts Heath - 2 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield -2 Platts Heath - 2 Ulcombe - 2	Kingswood - 2 Leeds and Broomfield 3 Platts Heath - 3 Ulcombe - 2

These areas for improvement are the key priorities for the School Plan informed by the SEF

Guidance: There is no requirement to identify priorities in each of the judgement areas.
 Leaders will need to consider:

- the stage of development of the school
- progress made with:
 - a) next steps identified through the S8 report
 - b) areas identified for improvement identified in the S5 report
- the amount of work required to address criteria outlined in the “quality of education”

Quality of Education	To improve the commitment of learning to memory by pupils by the adoption of sticky learning moments
Behaviour and Attitudes	To improve parent engagement within the federation and across all four schools, with the goal of ensuring pupils are engaged and motivated within school

Personal development	To develop outdoor and active learning, to ensure that pupils of all abilities and learning styles make progression through formal learning and play
Leadership and Management	To continue to develop the curriculum with a particular focus on the subjects with new leaders/ those that need further development (MFL, computing, creative arts, PSHCE/SRE)
Early Years Provision	To provide opportunities within the environment for identified next steps to be met To develop the role of the adult with child initiated times as a facilitator of learning

Quality of Education:					
Key priority 1:		End goal (success criteria - evaluative)		Led by: subject leaders	
To improve the commitment of learning to memory by pupils by the adoption of sticky learning moments		<p>Targets for statutory assessment will be met</p> <p>All pupils will make at least 6 points progress in reading, writing and maths from the last assessment in July 2021 by July 2022</p> <p>In all subjects pupils will be able to demonstrate in lessons that they can recall previous knowledge - evidence in subject leaders deep dives</p> <p>Pupil will make at least expected progress in foundation subjects and their books will show this over time</p> <p>-</p>		Monitored by: EHT	
				Link Governor:	
				Cost: Staff meetings: Resources CPD TLR costs for subject leaders release time for subject leaders to carry out deep dives	
Season 1: Milestone:	RAG	Season 2: Milestone	RAG	Season 3: Milestone	RAG

<p>Re work the curriculum in science, history and geography so that pupils learn in progression. Develop learning journeys so that staff can refer to prior learning Ensure the time table allows for regular teaching of each subject discretely</p>		<p>Deep dives carried out termly by subject leaders provide evidence that pupils are making progress in foundation subjects</p> <p>pupils are able to voice how they have used prior learning as part of the deep dive, references are also observed in lessons</p>		<p>Targets for statutory assessment will be met</p> <p>All pupils will make at least 6 points progress in reading, writing and maths from the last assessment in July 2021 by July 2022</p> <p>Pupil will make at least expected progress in foundation subjects and their books will show this over time</p>	
<p>Implications</p>		<p>Implications</p>		<p>Implications</p>	

<p>Guidance: RAG rating- progress made with milestones</p>		
<p>RED</p>	<p>Milestone not met and not likely to be met by the next season</p>	<p>Action: Leaders evaluate the barriers/challenges that prevented the milestone being met and agree what needs to:</p> <ul style="list-style-type: none"> - Stop - Be amended - Continue <p>Amend the actions planned for season 2</p>

AMBER	Milestone not met but likely that they will be met by the next season	Action: Leaders evaluate the barriers/challenges that prevented the milestone being met and agree what actions need to be put into place to ensure that the milestone is met by the next season
GREEN	Milestone Met	Action: Leaders continue with identified actions

Behaviour and attitudes					
Key priority 1: To improve parent engagement within the federation and across all four schools, with the goal of ensuring pupils are engaged and motivated within school		End goal (success criteria- evaluative) Majority of parents supportive of school and the standards it upholds, and values it promotes - ensuring that behaviour of the pupils is conducive to learning		Led by: Emma Hickling	
				Monitored by: Governors	
				Link Governor	
				Cost: Staff meetings: Resources CPD Venue, release time and	
Season 1: Milestone:	RAG	Season 2: Milestone	RAG	Season 3: Milestone	RAG
Establish a parent council made up of representatives from each class from each school		Parent voice in surveys/ and part of the deep dives shows that they feel they have a voice		Behaviour incidents reduced from previous years in all aspire schools	

<p>schedule first meeting - make charter clear - agreed agenda, items to be submitted before the meeting</p> <p>Aim of the council to support the education of the pupils and be involved in relevant decision making.</p>		<p>Parents supportive of school policies, procedures and decisions as they will have had a chance to share their opinions to either their class rep or the parent council</p>		<p>Behaviour and attitudes judged to be good in all SEFS for aspire schools</p> <p>Parents supportive of staff where there are incidents and issues quickly resolved - see paper trail.</p>	
Implications		Implications		Implications	

Personal Development		
<p>Key Priority 1: To develop outdoor and active learning, to ensure that pupils of all abilities and learning styles make progression through formal learning and play</p>	<p>End goal (success criteria- evaluative)</p> <p>All learning targets are met</p> <p>SEN, more able and PP pupils make at least expected progress</p> <p>teachers are able to plan so that pupils continue to achieve on their trajectory through quality first teaching and use of</p>	Led by: Subject leaders
		Monitored by: Heads of school/ EHT
		Link Governor:
		<p>Cost:</p> <p>Active maths - £300 Active English - £300 Both per school</p>

	interventions which allow pupils of all learning styles to all pupils to progress	Forest schools - £200 per day - total of 10 days used
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Season 1: Milestone:	RAG	Season 2: Milestone	RAG	Season 3: Milestone	RAG
Provision maps developed per class and individually where child has more complex needs - all provision maps to include some use of active learning attainment to be baselined and then first data drop - November 2021		Kingswood to have established and outside learning base, with Ulcombe offering a literacy/ storytelling/ role play structure and PH and Leeds developing scrap pod play - schools to be used as a resource bank - with children accessing what they need to ensure progress Second data drop - April 2022		Pupils meet their target set according to their trajectories SEN and other vulnerable pupils to have made at least expected progress from their baseline having accessed active learning based interventions	
Implications		Implications		Implications	

Leadership & Management					
Key priority 1:		End goal (success criteria- evaluative)		Led by: Subject leaders	
To continue to develop the curriculum with a particular focus on the subjects with new leaders/ those that need further development (MFL, computing, creative arts, PSHCE/SRE)		Quality of education is at least good in all schools - self evaluation/ LA review/ OFSTED		Monitored by: Heads of School EHT	
		All learning targets are met		Link Governor:	
				Cost:	
Season 1: Milestone:	RAG	Season 2: Milestone	RAG	Season 3: Milestone	RAG
Training delivered to subject leaders - as a result each leader has a clear plan which is measurable links to priorities and the school improvement plans		Progress evident in foundation subject books - see school improvement plans		End of Year targets for national benchmark key stages are met	
First deep dive completed and all subject leaders have a clear idea of their subjects strengths and weaknesses		progress evident on areas of development identified in first deep dive		End of Year targets for non-benchmark year groups are met	
		All pupils making at least expected progress and this is agreed at moderation			
Implications		Implications		Implications	

EYFS					
<p>Key priority 1:</p> <p>To provide opportunities within the environment for identified next steps to be met</p> <p>To develop the role of the adult with child initiated times as a facilitator of learning</p>		<p>End goal (success criteria- evaluative)</p> <p>To set targets for GLD based on an accurate baseline</p> <p>All pupils to make at least expected progress from baseline</p> <p>Targets met at each school for GLD by July 2022</p> <p>Deep dives by the subject leader evidence that all adults within EY classrooms are facilitating learning</p>		<p>Led by: Fiona Steer</p>	
				<p>Monitored by:EHT</p>	
				<p>Link Governor</p>	
				<p>Cost:</p> <p>Staff meetings:</p> <p>Resources</p> <p>CPD</p> <p>Supply cover for SL</p>	
Season 1: Milestone:	RAG	Season 2: Milestone	RAG	Season 3: Milestone	RAG
<p>Training provided for TAs to develop ability to facilitate and not direct learning within child initiated time</p> <p>next steps for each individual pupil displayed within the classroom and clearly linked to planning of challenges</p>		<p>Targets set from accurate baseline - first data drop shows each child has made appropriate progress</p> <p>Deep dive provides evidence that adults are facilitating learning in child initiated</p> <p>pupils making progress as they are able to access</p>		<p>To set targets for GLD based on an accurate baseline</p> <p>All pupils to make at least expected progress from baseline</p> <p>Targets met at each school for GLD by July 2022</p> <p>Deep dives by the subject leader evidence that all adults within EY classrooms are facilitating learning</p>	

		activities which help them to achieve their next steps in learning			
Implications		Implications		Implications	

Monitored by Headteacher (HT), Senior Leaders (SLT), Governors, (Govs), Local Authority (LA), School Collaboration (S2S), External Agency (EA) Internal Pupil Premium Strategy Audit (seasonally)				
<i>✓ To show when monitoring takes place and Delete / add as appropriate to list</i>		Termly	Seasonally	Annually
Overall quality of teaching judgements formed from: Lesson Observations / Visits Planning Monitoring Book Scrutiny Assessment Moderation		✓		
Data capture and evaluation Pupil Progress Meetings		✓		

External Leadership Review		✓	
External Teaching and Learning Review			✓
Appraisal Cycle		✓	
Pupil Voice	✓		
Governor Monitoring Visits	✓		
HT Reports to Governors	✓		
Subject Leader / Senior Leader Impact Reports		✓	
Attendance Monitoring & Reports to Governors	✓		
Learning Walks	✓		
LA Progress & Impact Meetings	✓		
Improvement Adviser Visits	✓		

Monitoring Arrangements – How the School Plan will be monitored