

FEDERATION IMPROVEMENT & DEVELOPMENT PLAN

September 2017 – July 2018

Federation Mission Statement

Work together; learn together; grow together.

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

TACOLNESTON & MORLEY CE VA PRIMARY SCHOOLS FEDERATION

OFSTED ACTION PLAN AND PROGRESS SINCE LAST INSPECTION

| TACOLNESTON | | |
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| Key Issue | Progress Made | Continuing Action |
| <p><i>Pupils do not have sufficient opportunities to write at length and for different purposes.</i></p> | <p>We have developed an expectation that all children have opportunities to write at length at least once per week on a topic from across the curriculum. We introduced ‘Extended Writing’ books in order to more easily monitor and track progress with this target. We also introduced a ‘Writing Progress Book’ for the purpose of carrying out half-termly assessment of writing. This has led to greater rigour in setting individual writing targets for pupils and has given us the ability to track writing progress over time. We have enriched our curriculum by encouraging a range of visiting authors and performers and have involved our children in local and county projects in order to provide rich stimulus for writing. We have worked closely with our cluster of schools to develop writing opportunities and produced online compilations of writing from all the schools during 2014/15. This work led to a Literacy Festival which our school helped to organise and host in the summer term of 2015. Last year, 6 of our Y6 pupils (including 2 disadvantaged pupils) took part in The Brilliant Club – this involved work with a PhD tutor who visited school for 6 sessions to cover a philosophy unit on fairness. The children visited Cambridge University at the start of the project and, following their submission of 1000 word dissertations, they graduated at the University of East Anglia. All of the pupils who took part gained at least a 2:1 and 2 pupils gained firsts.</p> | <p>FDIP Priority</p> |
| <p><i>Pupils do not possess the breadth of imaginative vocabulary needed to produce</i></p> | <p>We recognised that imaginative vocabulary comes from exposure to high quality talk, texts and creative opportunities. We carried out a thorough audit of our library to ensure that we have good coverage of quality reading texts for our pupils. We were able to purchase new books and library furniture through donations from our Friends Of Tacolneston School (FOTS). We encouraged members of the community to come into school to read to our children and to discuss stories with them. We introduced a family story time on Monday afternoons in order to signal to parents the quality of fiction that they can share with their children and to model to parents the enjoyment that they and their children can gain from listening to stories and talking about them. When we first introduced this initiative we had 2 to 4 parents</p> | |

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| <p><i>consistently high quality written work</i></p> | <p>attending; we now have upwards of 20 parents each week. Through CPD we improved our teaching strategies for building imaginative vocabulary, eg. all classrooms have 'writing working walls' which highlight vocabulary; all pupils have access to vocabulary aids such as word sheets, dictionaries and thesauri. Teachers focus on discussing vocabulary through their teaching. In order to improve the quality of creative opportunities for our pupils, and to utilise the talents and skills of teachers within our Federation, we have introduced a Creative Curriculum Carousel on Friday afternoons for KS2 and Outdoor Learning for KS1. The Creative Curriculum Carousel is a 6 week block of teaching of the following subjects: Robotics, STEM, Drama, Dance, Art and Music. Children are organised into mixed age groups within their Key Stage for these sessions in order for younger pupils to have focused opportunities for talking with their older peers and for older children to take the role of mentors and teachers for younger children. In this way, all children will have the opportunity to enhance and improve their communication and vocabulary skills. We have built on our established provision for 'pupil voice' by introducing a pupil Ethos Group which runs separately to our School Council. The Ethos Group meets once or twice per fortnight and discusses the current values for life that we are exploring through our Collective Worship and RE Curriculum.</p> | |
| <p><i>Teachers' skills in teaching about computing and new technology are underdeveloped and there are too few high quality resources to support pupils' learning in this subject.</i></p> | <p>We deployed a teacher from our partner school: Morley CE VA Primary School as our Computing Leader for the Federation: she has a PhD in computing. Our Computing Leader worked with our teachers to introduce the new Computing Curriculum which was introduced in September 2014. She has worked alongside them in classrooms and carried out CPD, lesson observations, monitoring and tracking to ensure that teaching and learning is meeting high standards. With the aid of money raised through FOTS we were able to replenish and upgrade our computing resources. Each class now has a set of lap tops and there is a moveable lap top trolley containing a class set of lap top computers. We also purchased two data loggers for use in maths and science lessons. We have upgraded the interactive whiteboard in our Y5/6 classroom to improve the quality of access to online materials. We recognised that we were experiencing very slow internet speeds which was hampering our teaching and learning and we conducted a successful campaign to have our internet cabling upgraded. We have become involved in the STEM VEX IQ Challenge through the Kinesis Centre in Norwich. This has led to the purchase of robotics kits which are being used by pupils within our creative curriculum carousel. We will be taking part in a Norfolk-wide robotics competition during 2017/18. Year 6 pupils run a popular lunch-time Computing Club and one of our teachers runs a Digital Leaders Club.</p> | |
| <p><i>Teachers do not have enough opportunities to</i></p> | <p>All teachers have observed teaching in each other's classrooms and in classrooms at our partner school. We identify areas for personal development through the performance management cycle and arrange for teachers to observe and learn from best practice according to their needs. We have placed emphasis on developing expertise in an attempt to</p> | |

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| <p><i>observe and learn from the best practice.</i></p> | <p>ensure that staff are inspired and enthusiastic about their teaching. In the past year, we have been focusing on Maths Mastery. Our Maths Leader has been working with the Norfolk & Suffolk Maths Hub as a leading mastery teacher. This has involved her in mentoring maths leaders in 6 other schools and taking part in a China-England Teacher Exchange programme during 2017/18. In order to roll out Maths Mastery in our school, our teachers have observed our Maths Leader and carried out lesson studies as well as taking part in CPD activities. One of our teachers has taken part in The Outstanding Teaching Programme with the Sheringham Teaching Alliance. We have an NQT+1 who has been excellently supported throughout her first year of teaching by our Senior Teacher and given ample opportunities for observing and learning from more experienced teachers. Our NQT is a music specialist (trained at the Royal College of Music) and despite her limited experience in primary school teaching has been an excellent role model for the teaching of music and has been able to share her subject knowledge and skills with our staff across both schools. All Subject Leaders are given time to carry out lesson observations and monitoring activities and regularly organise and deliver CPD sessions. We work with our cluster to arrange opportunities for teachers to visit other schools and carry out moderation activities.</p> | |
| <p><i>Teachers do not monitor pupils' learning sufficiently in lessons. The targets they set pupils are often too wide ranging and numerous for pupils to identify the steps they need to take to achieve them.</i></p> | <p>We have carried out CPD to address this issue and one of our teachers has taken part in The Outstanding Teacher programme (as stated above). Lesson observation evidence shows that teachers are monitoring pupils learning within lessons. We have adopted the mastery approach to teaching of maths and are applying these techniques across the curriculum. This approach attempts to ensure that lessons are structured to meet the needs of individual pupils. Progress is continuously monitored within the lesson in order to ensure that pupils are not 'left behind'. We have developed our marking and assessment procedures in order to ensure that pupils' learning is moved on from their starting points. We have a clear rubric for 'marking for progress' and the SLT carry out monitoring of marking and target setting on a fortnightly basis. We also carry out 'book looks' on a regular basis within staff meetings as part of our continuous monitoring cycle. A survey of pupils' views about target setting in the summer term of 2017 highlighted the fact that pupils in Y3/4 did not know what their personal targets were or where they would find them. Changes to practice were put in place immediately and we have identified this as an ongoing development area within our FDIP.</p> | |

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| MORLEY | | |
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| Key Issue | Progress Made | Continuing Action |
| <i>Not enough teaching is outstanding</i> | We have had a significant change of teaching staff since the last inspection. We have recruited 3 new teachers to teach Y1/2; Y3/4 and Y4/5. All of these teachers are within the first 5 years of their teaching career which has meant that they have been trained according to up-to-date expectations for pedagogical approaches and delivery of the latest primary curriculum. Our Maths Leader was selected last year to become a leading teacher for Maths Mastery with the Norfolk and Suffolk Maths Hub and has also been chosen to take part in China-England Teacher Exchange Programme this year. She is mentoring six other schools (including our Federation partner school – Tacolneston CE VA Primary School) to train them to deliver Maths Mastery and we are seeing excellent levels of progress amongst the pupils that she is teaching. The leadership team have established a robust system of monitoring and tracking of teaching and hold teachers to the highest standards through the performance management cycle; lesson observations, work scrutiny and learning walks. Monitoring of lessons shows that most lessons are good or outstanding. | |
| <i>Occasionally, questions and activities do not extend pupils' thinking to ensure they make rapid progress.</i> | All of our teachers have had CPD linked to methods of extending pupils' thinking. One of our teachers has attended Growth Mind Set training and she has cascaded this learning to our staff (including our teaching support team). The Leadership Team and Subject Leaders focus on the way in which pupils' thinking is being extended when carrying out lesson observations and book scrutiny and our findings show that teachers and teaching assistants are using higher order questioning techniques and ensuring that pupils are challenged through the activities provided. We have adopted Maths Mastery approaches to our Maths teaching. This has meant that we no longer use ability groups but ensure that all pupils work on the same concepts and are challenged to take part in 'intelligent practice'. We have also adopted the new Church of England RE curriculum – 'Understanding Christianity'. This curriculum has higher level expectations for theological thinking and has improved the level of challenge within RE teaching. We have established a School Council and a pupil Ethos Group to give pupils opportunities for discussion and debate about the wider life of the school and beyond. | |
| <i>Older pupils do not always know what they need</i> | We have attended training and workshops to inform ourselves about the requirements for the new assessment frameworks which were introduced in 2015. We have ensured that our curriculum matches the requirements of the new national tests. We use the assessment frameworks as well as our day to day marking to set targets for our pupils. | |

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| <i>to do to raise their attainment in preparation for national tests.</i> | Pupils respond to the targets they are set by their teachers by making improvements in green pen. Monitoring of pupils' work shows that they are able to respond to the advice they are given and can move their learning on as a result. | |
| <i>Insufficient attention is given to marking of grammar, punctuation and spelling in subjects other than English.</i> | We have developed our Marking and Assessment Policy to create a clear rubric for marking across all areas of our teaching. Monitoring of pupils' work shows that teachers are drawing attention to the need for grammar, punctuation and spelling improvements in subjects other than English. | |

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KEY PRIORITIES FOR DEVELOPMENT

PART ONE: FEDERATION SCHOOL IMPROVEMENT ACTIVITIES:

1. Ensure good progress of disadvantaged and vulnerable pupils
2. Ensure good progress of pupils with SEND
3. Ensure that teaching, learning and assessment in our Y3/4 classes are of the highest possible quality and that all pupils are making significant progress from their starting points and, in most cases, are reaching age related expectations or above
4. Ensure that all pupils are aware of their individual targets and can articulate what they need to do next to improve their work.
5. Continue to roll-out Maths Mastery to ensure that standards are raised in Maths
6. Develop and embed behaviour for learning/growth mindset principles to ensure that all pupils reach their full potential
7. Ensure that we have strong governance in order to guarantee good outcomes for pupils
8. Continue to ensure that the distinctive character and effectiveness of the schools as Church schools is maintained

PART TWO: CURRICULUM LEADER ACTION PLANS 2017/18:

Contained in separate documents – see Governor Hub (Action Plans) and school websites (Subject Leaders)

OTHER FEDERATION KEY PRIORITIES 2017/18:

Federate the two school budgets

Review Academy status and the creation of a further partnership

Build an EYFS classroom at Tacolneston

Data Headlines Tacolneston

EYFS pupils – 15 (6.6%) / KS1 pupils – 12 (8.3%) / KS2 pupils – 15 (6.6%)

| EYFS | | | | |
|----------------------|-----------|--------|----------|--------|
| | GLD | | APS | |
| | Nat 2017 | School | Nat 2017 | School |
| All Pupils | 71 | 80 | 34.5 | 33.4 |
| Disadvantaged | 55 (2016) | 50 | | |

| Year 1 Phonics Screening Check (Wa EXS+) | | |
|--|--------------|---|
| | Nat 2017 | School |
| All Pupils | 81.3 | 64 (-17.3) Down 19% on last year's results. 36% of cohort (4 boys) SEND) |
| Disadvantaged | 70 (2016) | - |

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| KS1 | | | | | | | | | | | | |
|----------------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|
| | Reading | | | | Writing | | | | Mathematics | | | |
| | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 |
| All Pupils | 76 | 67 | 25 | 25 | 66 | 58 | 16 | 8 | 75 | 67 | 21 | 8 |
| Disadvantaged/Other | 62/78 (2016) | - | 13/27 (2016) | - | 53/70 (2016) | - | 7/15 (2016) | - | 60/77 (2016) | - | 10/20 (2016) | - |

| KS2 | | | | | | | | | | | | | | | | |
|----------------------------|-----------------|-----------------------|--------------------|-----------------------|-----------------|-----------------------|--------------------|-----------------------|--------------------|-----------------------|--------------------|-----------------------|-----------------|-----------------------|--------------------|-----------------------|
| | Reading | | | | Writing | | | | GPS | | | | Mathematics | | | |
| | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 |
| All Pupils | 71 | 67 | 25 | 27 | 76 | 67 | 18 | 7 | 77 | 80 | 31 | 20 | 75 | 67 | 23 | 20 |
| Disadvantaged/Other | 53/72 (2016) | 13 | 10/23 (2016) | 0 | 64/79 (2016) | 7 | 8/18 (2016) | 0 | | 20 | 0 | | 58/76 (2016) | 7 | 9/20 (2016) | 0 |

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| KS2 | EXS Combined | | KS2 GDS Combined | |
|---------------------|-----------------|--------|------------------|--------|
| | National | School | National | School |
| All Pupils | 61 | 53 | 9 | 7 |
| Disadvantaged/Other | 39/60 (2016) | 0 | 2/7 2016 | 0 |

The 'floor' is 65% in 2017, the Coasting Definition is 85% in 2016.

| KS2 | Progress | | |
|---------------------|----------|---------|-------|
| | Reading | Writing | Maths |
| All Pupils | 0.3 | -2.7 | -2.8 |
| Disadvantaged/Other | 0.7 | -2.6 | -4.4 |

The floor is -5.0 in Reading, -7.0 in Writing and -5.0 in Maths in 2017, the Coasting Definition is -2.5 in Reading, -3.5 in Writing and -2.5 in Maths in 2016.

TARGETS FOR TACOLNESTON 2018

KS2 % pupils age related expectations: Reading 75%; Writing 65%; Maths 75%; RWM 65%

Data Headlines Morley

EYFS pupils – 21 (4.7%) / KS1 pupils – 17 (5.8%) / KS2 pupils – 31 (3.2%)

| EYFS | | | | |
|---------------|--------------|--------|----------|--------|
| | GLD | | APS | |
| | Nat 2017 | School | Nat 2017 | School |
| All Pupils | 71 | 76 | 34.5 | 36.3 |
| Disadvantaged | 55 (2016) | 100 | | |

| Year 1 Phonics Screening Check (Wa EXS+) | | |
|--|--------------|--|
| | Nat 2017 | School |
| All Pupils | 81.3 | 64 (-17.3) Down 28% on last year's results. 29% of cohort (SEND). |
| Disadvantaged | 70 (2016) | - |

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| KS1 | | | | | | | | | | | | |
|----------------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|
| | Reading | | | | Writing | | | | Mathematics | | | |
| | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 |
| All Pupils | 76 | 76 | 25 | 24 | 66 | 53 | 16 | 12 | 75 | 65 | 21 | 0 |
| Disadvantaged/Other | 62/78 (2016) | 0 | 13/27 (2016) | 0 | 53/70 (2016) | 0 | 7/15 (2016) | 0 | 60/77 (2016) | 40 | 10/20 (2016) | 0 |

| KS2 | | | | | | | | | | | | | | | | |
|----------------------------|-----------------|-----------------------|--------------------|-----------------------|-----------------|-----------------------|--------------------|-----------------------|--------------------|-----------------------|--------------------|-----------------------|-----------------|-----------------------|--------------------|-----------------------|
| | Reading | | | | Writing | | | | GPS | | | | Mathematics | | | |
| | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 | Nat EXS 2017 | School EXS 2017 | Nat GDS 2017 | School GDS 2017 |
| All Pupils | 71 | 77 | 25 | 35 | 76 | 74 | 18 | 19 | 77 | 81 | 31 | 26 | 75 | 77 | 23 | 29 |
| Disadvantaged/Other | 53/72 (2016) | 57 | 10/23 (2016) | 14 | 64/79 (2016) | 57 | 8/18 (2016) | 14 | | 86 | | 43 | 58/76 (2016) | 100 | 9/20 (2016) | 14 |

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| KS2 | EXS Combined | | KS2 GDS Combined | |
|----------------------------|-----------------|--------|------------------|--------|
| | National | School | National | School |
| All Pupils | 61 | 55 | 9 | 13 |
| Disadvantaged/Other | 39/60 (2016) | 43 | 2/7 2016 | 0 |

The 'floor' is 65% in 2017, the Coasting Definition is 85% in 2016.

| KS2 | Progress | | |
|----------------------------|----------|---------|-------|
| | Reading | Writing | Maths |
| All Pupils | -0.8 | -2.3 | -1.3 |
| Disadvantaged/Other | -5.2 | -2.7 | -2.3 |

The floor is -5.0 in Reading, -7.0 in Writing and -5.0 in Maths in 2017, the Coasting Definition is -2.5 in Reading, -3.5 in Writing and -2.5 in Maths in 2016.

TARGETS FOR MORLEY 2018

KS2 % pupils age related expectations: Reading 80%; Writing 65%; Maths 75%; RWM 65%

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PART ONE: Federation School Improvement Activities

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|--------------------------|--|--|--------------------|--|--------------------------|---|---------------------------|
| Priority 1 | | Ensure good progress of disadvantaged and vulnerable pupils | | | | | |
| Rationale: | | Some D&V pupils are not making good enough progress from their starting points. | | | | | |
| Success Criteria: | | <ul style="list-style-type: none"> • Teaching is consistently good leading to the best learning outcomes for pupils • Teaching Assistants are highly effective in their support of pupils' learning • Progress is tracked and monitored half-termly • Pupil Premium Strategy is a flexible action plan which adapts to the immediate needs of the pupils • External reports, eg. School Challenge Partner and B2B Consultant, indicate Pupil Premium provision is at least good • Pupil and Parent surveys indicate that teaching, learning and assessment for D&V pupils is at least good or better | | | | | |
| Intended outcomes | | Actions | Responsible | Resources | Timescale | Monitoring | Review of outcomes |
| 1.1 | D&V pupils have individual progress and tracking sheets which indicate next steps for progress | <ul style="list-style-type: none"> • Previous CTs complete Progress Tracking Sheets at the end of the Summer Term • Whole-child development needs identified in order to direct funding requirements to the individual child • Funding requirements reflected in the Pupil Premium Strategy which is published on the school website • Pupil Premium Strategy and school procedures to be audited by B2B consultant – Joan Low • CTs meet with member of SLT once per half- | HT; DH | CTs released for meetings with SLT half-termly; £500 per school for external audit | Ongoing from Autumn 2017 | HT report to Effect/Comm; SLT weekly meetings; Lesson Observations and Drop-Ins | |

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| | | term to discuss progress and next steps for D&V pupils | | | | | |
| 1.2 | TAs deliver high-quality one to one and small group support using structured interventions | <ul style="list-style-type: none"> Ensure TAs have access to good professional development, particularly in fortnightly TA meetings, so that they are most effective in supporting pupils' learning in class and in teaching intervention programmes Ensure explicit connections are made between learning from everyday classroom teaching and structured intentions (time for teachers and Tas to liaise) Develop the nature and quality of TAs' talk to pupils eg. avoid prioritising task completion and instead concentrate on helping pupils develop independent learning skills Have a structured time-table for TA intervention teaching | SENDCo; DH and CTs | HT to release DH/CTs for TA meetings | Ongoing Autumn 2017 onwards. Fortnightly TA Meetings led by SENDCo/DH | HT Reports to Effect/Comm; Feedback from Tas and CTs; Minutes of TA Meetings; Lesson Observations and Drop-Ins | |
| 1.3 | Teaching and learning for D&V pupils is consistently good | <ul style="list-style-type: none"> CTs plan for needs of D&V pupils D&V pupils make good progress in lessons D&V pupils have adequate resources to ensure that they make rapid progress CTs hold parent and child meetings for half an hour each half-term to discuss progress and plan next steps Subject Leaders track the needs of D&V | HT, DH, Snr Teacher | HT to arrange release of CT for parent/child meetings ; HT to arrange | Ongoing from Autumn 2017 | HT Reports to Effect/Comm; Feedback from Subject Leaders and CTs; Minutes of Teacher Meetings; | |

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| | | <p>pupils in their subject areas using Pupil Asset data and the end of year Curriculum Tracking Sheet</p> <ul style="list-style-type: none"> • Subject Leaders include the needs of D&V pupils within their Subject Action Plans | | <p>release of Subject Leaders for monitoring activities once per term</p> | | <p>Lesson Observations and Drop-Ins; Notes from Parent/Child Meetings</p> | |
| 1.4 | <p>Each D&V pupil has an adult mentor to keep track of basic and individual needs</p> | <ul style="list-style-type: none"> • Adults from among the whole staff team are matched with D&V pupils • The mentor arranges to meet their pupil on a weekly basis • Meetings can be one to one reading, playing outside together or having a chat • Mentors keep track of the pupils' wider interests and their feelings about their learning and school life which can then feed into the Pupil progress and tracking plans • Mentors to feedback to the SLT via the fortnightly TA Meetings and on a 'need to know' basis | <p>HT; SENDCo; DH</p> | <p>HT to release DH for TA meetings</p> | <p>Ongoing from Autumn 2017 onwards. Fortnightly TA Meetings led by SENDCo/DH</p> | <p>HT Reports to Effect/Comm; Feedback from Mentors; Minutes of TA Meetings;</p> | |

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| Priority 2 | Ensure good progress of pupils with SEND |
| Rationale: | Some SEND pupils are not making good enough progress from their starting points. |

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| Success Criteria: | | <ul style="list-style-type: none"> Teaching is consistently good leading to the best learning outcomes for pupils Teaching Assistants are highly effective in their support of pupils' learning Progress is tracked and monitored half-termly SENDCo and HT meet weekly to track immediate and ongoing needs External reports, eg. School Challenge Partner and multi-agency teachers and advisors, indicate SEND provision is at least good Pupil and Parent surveys indicate that teaching, learning and assessment for pupils with SEND is at least good or better | | | | | |
| Intended outcomes | | Actions | Responsible | Resources | Timescale | Monitoring | Review of outcomes |
| 2.1 | Pupils with SEND have Individual Education Plans which indicate next steps for progress | <ul style="list-style-type: none"> CTs meet with parents and child every half-term for half hour progress and target setting meetings CTs plan structured interventions and in-class support to meet IEP targets SEND records kept up-to-date within Red Cohort Files CTs meet with member of SLT once per half-term to discuss progress and next steps for pupils with SEND | HT; DH | CTs released for meetings with SLT half-termly | Ongoing from Autumn 2017 | SENDCo Report to FGB; HT report to Effect/Comm; Minutes HT/SENDCo weekly meetings; Hal-termly monitoring of Red Folders | |
| 2.2 | TAs deliver high-quality one to one and small group support using | <ul style="list-style-type: none"> Ensure TAs have access to good professional development, particularly in fortnightly TA meetings, so that they are most effective in supporting pupils' learning in class and in | SENDCo; DH and CTs | HT to release DH/CTs for TA meetings | Ongoing Autumn 2017 onwards. | HT Reports to Effect/Comm; Feedback from CTs; TAs | |

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| | structured interventions | <p>teaching intervention programmes</p> <ul style="list-style-type: none"> • Ensure explicit connections are made between learning from everyday classroom teaching and structured intentions (time for teachers and TAs to liaise) • Develop the nature and quality of TAs' talk to pupils eg. avoid prioritising task completion and instead concentrate on helping pupils develop independent learning skills • Have a structured time-table for TA intervention teaching | | | Fortnightly TA Meetings led by SENDCo/DH | and external agencies; Minutes of TA Meetings; Lesson Observations and Drop-Ins | |
| 2.3 | Teaching and learning for pupils with SEND is consistently good | <ul style="list-style-type: none"> • CTs plan for pupils' needs • Pupils with SEND make good progress in lessons • Pupils with SEND have adequate resources to ensure that they make rapid progress • CTs hold parent and child meetings for half an hour each half-term to discuss progress and plan next steps • Subject Leaders track the needs of pupils with SEND in their subject areas using Pupil Asset data and the end of year Curriculum Tracking Sheet • Subject Leaders include the needs of pupils with SEND within their Subject Action Plans | HT, DH, Snr Teacher | HT to arrange release of CT for parent/child meetings ; HT to arrange release of Subject Leaders for monitoring activities once per term | Ongoing from Autumn 2017 | SENDCo Report to FGB; HT Reports to Effect/Comm; IEPs and records on Red File; Feedback from Subject Leaders and CTs; Minutes of Teacher Meetings; Lesson | |

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| | | | | | | Observations and Drop-Ins; Notes from Parent/Child Meetings | |
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| Priority 3 | | Ensure that teaching, learning and assessment in our Y3/4 classes are of the highest possible quality and that all pupils are making significant progress from their starting points and, in most cases, are reaching age related expectations or above | | | | | |
| Rationale: | | An external audit in spring term 2017 found that the pace of learning with our Y3/4 classes was not sufficiently challenging. | | | | | |
| Success Criteria: | | <ul style="list-style-type: none"> • Teaching is consistently good leading to the best learning outcomes for pupils • Teaching Assistants are highly effective in their support of pupils' learning • Progress is tracked and monitored half-termly • External reports, eg. School Challenge Partner and external agencies report that provision is at least good • Pupil and Parent surveys indicate that teaching, learning and assessment is at least good | | | | | |
| Intended outcomes | | Actions | Responsible | Resources | Timescale | Monitoring | Review of outcomes |
| 3.1 | Each Year Group has a tracking sheet which indicates if a pupil is not on track and | <ul style="list-style-type: none"> • CTs meet with member of SLT once per half-term, or more regularly if needed, to discuss progress and next steps for pupils • CT and SLT agree structured interventions where these are required | HT; DH | CTs released for meetings with SLT half-termly or more | Ongoing from Autumn 2017 | HT report to Effect/Comm; SLT weekly meetings; Lesson | |

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| | what steps need to be taken to ensure progress | <ul style="list-style-type: none"> • CTs update Pupil Asset for attainment in Reading, Writing and Maths once every half-term so that all stakeholders can monitor progress • CTs update Pupil Asset for attainment in all subject areas once every term so that all stakeholders can monitor progress | | often as need arises; | | Observations and Drop-Ins | |
| 3.2 | TAs deliver high-quality one to one and small group support using structured interventions | <ul style="list-style-type: none"> • Ensure TAs have access to good professional development, particularly in fortnightly TA meetings, so that they are most effective in supporting pupils' learning in class and in teaching intervention programmes • Ensure explicit connections are made between learning from everyday classroom teaching and structured intentions (time for teachers and Tas to liaise) • Develop the nature and quality of TAs' talk to pupils eg. avoid prioritising task completion and instead concentrate on helping pupils develop independent learning skills • Have a structured time-table for TA intervention teaching | SENDCo; DH and CTs | HT to release DH/CTs for TA meetings | Ongoing Autumn 2017 onwards. Fortnightly TA Meetings led by SENDCo/DH | HT Reports to Effect/Comm; Feedback from Tas and CTs; Minutes of TA Meetings; Lesson Observations and Drop-Ins | |
| 3.3 | Teaching and learning is | <ul style="list-style-type: none"> • CTs plan for needs of all of their pupils • Pupils make good progress in lessons • Pupils have adequate resources to ensure | HT, DH, Snr Teacher | HT to arrange release of | Ongoing from Autumn | HT Reports to Effect/Comm; Feedback | |

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| | consistently good | <p>that they make rapid progress</p> <ul style="list-style-type: none"> • CTs hold parent and child meetings for half an hour each half-term to discuss progress and plan next steps • Subject Leaders track and monitor progress in their subject areas using Pupil Asset data; the end of year Curriculum Tracking Sheet ; lesson observations and work scrutiny. | | CT for parent/child meetings ; HT to arrange release of Subject Leaders for monitoring activities once per term | 2017 | from Subject Leaders and CTs; Minutes of Teacher Meetings; Lesson Observations and Drop-Ins; Notes from Parent/Child Meetings | |
| 1.4 | All pupils know their individual targets for Reading, Writing and Maths | <ul style="list-style-type: none"> • Marking policy is followed by all staff • Teachers make next steps clear through comments on work or through talking to pupils • Targets are recorded at the back of Pupils Maths and Writing Books and Reading targets are recorded in Reading Journals/Records. • Targets are shared with pupils and also with parents during the half hour termly parent/child meeting • Adults explain to pupils how to reach their targets and provide adequate resources to enable them to independently reach their targets | HT; DH; Snr Teacher | HT to arrange release of CT for parent/child meetings; SLT carries out work scrutiny on fortnightly basis; DH and Snr Teacher to meet pupils once per | Ongoing from Autumn 2017 onwards. | HT Reports to Effect/Comm; Feedback from pupil meetings; Minutes of Meetings; notes from parent/child meetings; pupil and parent surveys | |

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| | | <ul style="list-style-type: none"> Writing Progress books for Y1 and Y2 pupils and Y5 and Y6 pupils have the Interim Assessment Framework in them for their end of key stage progress indicators (this is necessary for moderation and teacher assessment requirements) | | half term | | | |
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| Priority 4 | | Ensure that all pupils are aware of their individual targets and can articulate what they need to do next to improve their work. | | | | | |
| Rationale: | | The SLT interviewed Y3/4 pupils in both schools during the Summer Term 2017 and some pupils did not know what their individual targets for improvement were. | | | | | |
| Success Criteria: | | <ul style="list-style-type: none"> Pupil and Parent surveys indicate that they know what the child's individual targets are Teachers are discussing individual targets during parent/child half termly meetings Pupils are able to use their targets to make progress | | | | | |
| Intended outcomes | | Actions | Responsible | Resources | Timescale | Monitoring | Review of outcomes |
| 4.1 | All pupils know their individual targets for Reading, Writing and Maths | <ul style="list-style-type: none"> Marking policy is followed by all staff Teachers make next steps clear through comments on work or through talking to pupils Targets are recorded at the back of Pupils Maths and Writing Books and Reading | HT; DH; Snr Teacher | HT to arrange release of CT for parent/child meetings; | Ongoing from Autumn 2017 onwards. | HT Reports to Effect/Comm; Feedback from pupil meetings; Minutes of | |

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| | | <p>targets are recorded in Reading Journals/Records.</p> <ul style="list-style-type: none"> • Targets are shared with pupils and also with parents during the half hour termly parent/child meeting • Adults explain to pupils how to reach their targets and provide adequate resources to enable them to independently reach their targets • Writing Progress books for Y1 and Y2 pupils and Y5 and Y6 pupils have the Interim Assessment Framework in them for their end of key stage progress indicators (this is necessary for moderation and teacher assessment requirements) | | <p>SLT carries out work scrutiny on fortnightly basis; DH and Snr Teacher to meet pupils once per half term</p> | | <p>Meetings; notes from parent/child meetings; pupil and parent surveys</p> | |
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| Priority 5 | Continue to roll-out Maths Mastery to ensure that standards are raised in Maths |
| Rationale: | End of key stage data shows that some pupils are not making enough progress in maths. Lesson observations have shown that maths planning and teaching and learning resources are not always adapted to give the pupils the best chance of understanding and then consolidating their number awareness and problem solving skills |
| Success Criteria: | <ul style="list-style-type: none"> • The Maths Leader completes her Maths Hub training, including the China-England Teacher Exchange in October 2017 • Teachers in Y3/4 classes are beginning to embed Maths Mastery • Teachers in other classes are beginning to adopt Maths Mastery • Pupils in Y3/4 classes are making significant progress in maths |

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| | | <ul style="list-style-type: none"> All pupils are making progress from their starting points At the end of Key Stage 2, 75% of pupils reach age related expectations or above | | | | | |
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| Intended outcomes | | Actions | Responsible | Resources | Timescale | Monitoring | Review of outcomes |
| 5.1 | The Maths Leader completes her training with the Maths Hub | <ul style="list-style-type: none"> ML to work on Maths Mastery activities on Mondays while a job share teacher takes her class ML to go to Shanghai for 2 week teacher exchange in October 2017 | HT; DH, ML | Maths Hub to pay costs of job share teacher and teacher exchange | Ongoing from Autumn 2017 to July 2018 | HT report to Effect/Comm; ML to produce Maths Mastery progress reports once per term | |
| 5.2 | The ML to mentor teachers in other schools and our Y3/4 teachers as well as leading CPD for the whole staff | <ul style="list-style-type: none"> ML to use her Monday release time for mentoring activities in our school and other schools ML to agree a programme of support, development and mentoring for teachers that she is mentoring ML to agree, through her Maths Action Plan, a programme of CPD for the whole staff | HT, DH, ML | HT to release CTs for Maths Mastery training and development with ML; HT to make time within the CPD programme for Maths | Ongoing Autumn 2017 onwards. | HT Reports to Effect/Comm; ML progress reports; Feedback from CTs; Minutes of Maths Meetings; Lesson Observations and Drop-Ins; | |

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| | | | | Mastery training | | training evaluations | |
| 5.3 | Y3/4 teachers are using Maths Mastery materials and strategies to achieve high standards of teaching and learning in their classes and other teachers are trying out the teaching techniques and resources | <ul style="list-style-type: none"> HT and ML to agree upon and purchase Maths Mastery text books and online resources All classes to have concrete maths resources on desks during maths lessons All classes to have a Maths Working Wall with resources to aid mathematical thinking and independent learning SLT and ML to carry out lesson observations and drop-ins to track progress and standards of teaching and learning CTs to reflect upon their practice and development and seek support where needed CTs to share best practice in staff meetings | HT, DH, Snr Teacher | HT to arrange release of ML for lesson observations and drop-ins; DFE to match fund (£2000 per school) for the purchase of text books; £500 for purchase of concrete maths resources | Ongoing from Autumn 2017 | HT Reports to Effect/Comm; Feedback from Subject Leaders and CTs; Minutes of Teacher Meetings; Lesson Observations and Drop-Ins; Notes from Parent/Child Meetings | |

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| Priority 6 | Develop and embed behaviour for learning/growth mindset principles to ensure that all pupils reach their full potential |
| Rationale: | Work with pupils who require catch up or intervention teaching has shown that some children are developing 'learned helplessness' from an early stage. Highly able pupils sometimes have a fixed mindset and believe that learning should come |

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| | | easily and if you need to put in effort and ask for help you are not clever. Pupils need to develop meta-cognitive awareness and self-reliance before they can move on in their ability to problem solve and rise to challenges in their learning. A key determinant in a pupil's success is the belief they have about themselves in terms of their ability and how they learn. | | | | | |
| Success Criteria: | | <ul style="list-style-type: none"> • Pupils are independent problem solvers • Pupils enjoy meeting and taking on new challenges • All pupils are making good progress from their starting points • Pupils are able to access resources for learning independently • Pupil and Parent surveys indicate that pupils are self-reliant and enjoy working independently • Behaviours for learning are apparent in every classroom and are explicitly indicated on displays | | | | | |
| Intended outcomes | | Actions | Responsible | Resources | Timescale | Monitoring | Review of outcomes |
| 6.1 | A growth mindset approach is introduced to the children. Pupils learn that perseverance is needed when learning new concepts and skills | <ul style="list-style-type: none"> • A Rapid Action Plan for this development area will be running during the Autumn Term 2017 • Sally O'Dell to cascade her learning from a Growth Mindset course that she attended last year • Laura Ketley to attend Growth Mindset training at Sprowston Manor – Tuesday 19th September • Behaviours for learning posters are visible in all classrooms • CTs make explicit reference to independent learning skills within their teaching • Lesson observation and drop-in records | Sally O'Dell and Laura Ketley | Training and supply cover for Laura £380; staff CPD time x 2 sessions; resources for displays £200 per school | Rapid Action Plan Autumn 2017 then ongoing | SLT through lesson observations and drop-ins; HT report to effect/comm; pupil and parent surveys | |

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| | | <p>show evidence of use of behaviours for learning</p> <ul style="list-style-type: none"> Marking of work adheres to growth mindset principles | | | | | |
| 6.2 | TAs ensure that pupils are working independently | <ul style="list-style-type: none"> Ensure TAs have access to good professional development, particularly in fortnightly TA meetings, so that they are most effective in supporting pupils' independent learning in class and in teaching intervention programmes Develop the nature and quality of TAs' talk to pupils eg. avoid prioritising task completion and instead concentrate on helping pupils develop independent learning skills | SENDCo; DH and CTs | HT to release DH/CTs for TA meetings | Ongoing Autumn 2017 onwards. Fortnightly TA Meetings led by SENDCo/DH | HT Reports to Effect/Comm; Feedback from TAs and CTs; Minutes of TA Meetings; Lesson Observations and Drop-Ins | |
| 6.3 | The creative curriculum is developed to ensure that pupils have opportunities to challenge themselves and become creative problem solvers | <ul style="list-style-type: none"> Kate Easter, Claire Cumberlidge (YR/1), Gemma Wooff and Laura Ketley (Y1/2) to take part in an Immersive Learning project through B2B Friday afternoon Creative Curriculum Carousel to be introduced for KS2. Friday afternoon Outdoor Learning session to continue at Tacolneston and be introduced at Morley for KS1 Pupils to be put into mixed-age groups for | HT; DH; Computing Leader | Money from PE Grant for Dance lessons (refer to PE Strategy); £500 from School Fund for Robotics Kit (grant | Ongoing from Autumn 2017 | HT report to Effect/Comm; SLT weekly meetings; Lesson Observations and Drop-Ins | |

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| | | <p>these sessions</p> <ul style="list-style-type: none"> Federation to put forward a team to take part in a County Robotics competition | | <p>obtained for further £500 to enable us to purchase 2 kits); Costs of travel between schools (£300)</p> | | | |
| 6.4 | <p>The Teaching and Learning Policy and the Homework Policy reflect a growth mindset approach</p> | <ul style="list-style-type: none"> Re-draft the Teaching and Learning and Homework Policies All governors aware of work in school on developing growth mindset and its impact | | <p>Staff meeting time to re-draft and agree policies; Governor meeting time for agreeing policies</p> | <p>Autumn Term 2017</p> | <p>Policies on website; lesson observations and governor monitoring; parent and pupil feedback</p> | |
| 6.5 | <p>Parents informed and supporting their children in growth mindset</p> | <ul style="list-style-type: none"> A school leaflet is produced by pupils to help parents and pupils understand our approach to growth mindset | | <p>Lesson time to work on the leaflet</p> | <p>Autumn Term 2017</p> | <p>Parent and pupil feedback</p> | |

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| Priority 7 | | Ensure that we have strong governance in order to guarantee good outcomes for pupils | | | | | |
| Rationale: | | Terms of office are coming to an end for a number of our experienced governors. A succession plan is required in order to ensure that we have the right expertise and skills to continue the future development of the Federation and ultimately ensure that all of our pupils have the best outcomes possible. | | | | | |
| Success Criteria: | | <ul style="list-style-type: none"> • All places on the Governing Body are filled • The Governing Body consists of people from a variety of backgrounds who bring a wealth of knowledge and skills with them to support the work of the school • The Governing Body are highly visible to the school community • The Governing Body have an agreed vision for the future development of the school | | | | | |
| Intended outcomes | | Actions | Responsible | Resources | Timescale | Monitoring | Review of outcomes |
| 7.1 | All places on our Governing Body are filled with people from a variety of backgrounds and professional disciplines | <ul style="list-style-type: none"> • The first FGB of the academic year will ascertain up and coming vacancies • We will approach our community for governor candidates via the weekly newsletters; the Friends associations; the Parent Forum; the Parishes and local businesses | Chair and Vice Chairs of Governors; Diocese | A variety of community forums | Autumn 2017/ Spring 2018 | Governor meeting minutes | |
| 7.2 | The Governing Body are highly visible to the | <ul style="list-style-type: none"> • Governors are linked to subject leaders and meet them on at least two occasions during the academic year to monitor and review | HT and Chair of Governors | Subject Leaders have cover | Autumn 2017 and ongoing | Governor monitoring records | |

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| | community | <p>subject action plans</p> <ul style="list-style-type: none"> • Governors visit the school regularly to carry out monitoring activities, take part in events and meet parents – SLT to ensure that Governors are introduced to the community at these events • Governors to visit their link class on at least two occasions during the academic year to talk to children and get a greater feel for the day to day life of the school | | for Gov meeting time | | | |
| 7.3 | Governors have an agreed vision for the future development of the school | <ul style="list-style-type: none"> • The first FGB of the academic year will have a focus on our Vision and development plans for the future • Governor roles will be confirmed and working parties agreed for specific development work eg. Federated Budget; Extension project at Tacolneston; replacement of play equipment at Tacolneston; Partnership plans; Academy plans | Chair and Vice Chairs of Governors | Governor meeting time; time for working parties to meet | Autumn 2017 and going forward | Governor meeting minutes | |

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| Priority 8 | | Continue to ensure that the distinctive character and effectiveness of the schools as Church schools is maintained | | | | | |
| Rationale: | | Development areas identified in the Tacolneston June 2017 SIAMS report: <ul style="list-style-type: none"> • Continue to work with the diocese to develop procedures for assessing RE, relating these to the Understanding Christianity resource and recording them on Pupil Asset. • Cultivate closer links with the parish church, including a greater involvement by the new incumbent, when appointed, in leading collective worship and supporting school staff. Ensure that there are more opportunities for pupils to visit the parish church in order to improve their understanding of Anglican traditions and services. • | | | | | |
| Success Criteria: | | <ul style="list-style-type: none"> • Diocese has developed an assessment approach for Understanding Christianity • RE Leader has been trained to use the assessment tool and has cascaded this to all teachers • Pupil Asset is being used to track progress in RE • Tacolneston will have close links with our Parish Church (this is already well established at Morley) • Pupils will visit the Parish Churches (outside of Worship times) to learn about Anglican traditions • Pupils will understand that the Anglican Church is a denomination of Christianity | | | | | |
| Intended outcomes | | Actions | Responsible | Resources | Timescale | Monitoring | Review of outcomes |
| 8.1 | The Diocese will deliver the assessment tool for Understanding Christianity and we will be using this at the end of | <ul style="list-style-type: none"> • RE Leader to share all information about RE assessment as it comes on line • RE Leader to attend RE Leader meetings at Diocesan House • RE Leader to visit other schools to look at their assessment systems • RE Leader to undertake training in RE assessment with the Diocese | HT; REL; DH | Maths Hub to pay costs of job share teacher and teacher exchange | Ongoing from Autumn 2017 | HT report to Ethos/Comm; REL to feedback to Gov link person | |

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| | each unit of work | <ul style="list-style-type: none"> RE Leader to cascade learning and lead development of RE assessment practices CTs to assess pupil progress against Understanding Christianity objectives at the end of each unit | | | | | |
| 8.2 | Teachers will use Pupil Asset to make termly judgements about progress in RE | <ul style="list-style-type: none"> RE Leader to liaise with Diocese to ensure that we have the correct assessment criteria on Pupil Asset RE Leader to train CTs in use of Pupil Asset for assessment of RE CTs to update RE progress on Pupil Asset at least once per term. | HT; DH; REL | HT to release REL for training; CPD programme to include time for RE assessment training | Ongoing Autumn 2017 onwards. | HT report to Ethos/Comm; REL to feedback to Gov link person; REL monitoring records | |
| 8.3 | Tacolneston to develop closer links with the Parish Church | <ul style="list-style-type: none"> Continue to have regular visits from our Minister – John Hooper to carry out Collective Worship Continue to visit our Parish Church for services to celebrate Harvest, Christmas and Easter Once the new incumbent has been appointed, agree a way of working together to create even closer links between the Parish Church and the School | HT; Rev'd Colin; new incumbent for Tacolneston; REL | Meeting time with new incumbent | Ongoing from Autumn 2017 | HT report to Ethos/Comm | |

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| 8.4 | Pupils will understand that we are Anglican Church Schools and will be informed about the traditions of the Anglican Church | <ul style="list-style-type: none"> • Rev'd Colin to arrange a visit to school of ministers from other Christian denominations to discuss the similarities and differences between the different branches of Christianity • Pupils to visit the local Parish Churches to find out about Anglican traditions • Anglican traditions to be taught explicitly within our RE Curriculum – Understanding Christianity | HT, Rev'd Colin; new incumbent for Tacolneston; REL | Time for pupils to meet visitors; pupils to feedback to whole school | Autumn Term 2017 and ongoing | HT report to Ethos/Comm; REL feedback to Gov and action plan review; pupil and parent surveys; Morley SIAMS inspection Report Autumn 2017 |
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SCHOOL SELF REVIEW CYCLE



