

FEDERATION IMPROVEMENT & DEVELOPMENT PLAN

September 2018 - July 2019

Mission Statement

Work together; learn together; grow together.

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

Curriculum Aims

We aim to:

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

OFSTED ACTION PLAN AND PROGRESS SINCE LAST INSPECTION

TACOLNESTON

(Section 5 Inspection June 2014 and Section 8 Inspection March 2018)

Key Issue	Progress Made	Continuing Action
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<p><i>Pupils do not have sufficient opportunities to write at length and for different purposes. (2014)</i></p>	<ul style="list-style-type: none"> • All children have opportunities to write at length at least once per week on a topic from across the curriculum. Evidence in pupils' work has shown that this has improved fluency and use of technical vocabulary where they are writing for different purposes. • A 'Writing Progress Book' is used 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. This has provided an audience for pupils' writing and encouraged them to take risks in the written production of their thoughts and ideas. This has been evidenced through displays of writing and writing in pupils' English books. • 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. We maintained the network of contacts that were made during this work and have had follow-up visits. We continue to work with the Wymondham Cluster to monitor teaching and learning and moderate pupils' writing. • • During the 2016-17 academic 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, 	<p>We are going to focus on reading during 2018-19 in order to drive up standards in language acquisition and ideas for writing. We will be refreshing our training for guided reading with an emphasis on using texts that expose pupils' to more challenging vocabulary and stimulate ideas for writing.</p> <p>Monitoring of guided reading and progress in writing by SLT and English Leader. Tracking of individual pupil progress in reading and writing via Pupil Asset</p> <p>Planning for writing is generally linked to texts. When looking at pupil writing it is possible to see these links and note the vocabulary and idioms used as a consequence of exposure to challenging reading material</p>
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<p><i>Pupils do not possess the breadth of imaginative vocabulary needed to produce consistently high quality written work (2014)</i></p>	<ul style="list-style-type: none"> • We carry out regular audits of our library to ensure that we have good coverage of quality reading texts for our pupils. We use our expertise as Educators to select materials and weed materials out of our Library where we feel that they have little value. We carry out audits of our library stock at least once per year. • We have purchased new books and library furniture through donations from our Friends Of Tacolneston School (FOTS). • We encourage members of the community and volunteers to come into school to read to and with our children and to discuss stories with them. At the time of the 2014 inspection, I believe there was only one volunteer who read with our pupils on a weekly basis. We now have five volunteers. This includes the Beanstalk Charity Volunteer who comes in for three hours per week to support three of our disadvantaged pupils. Evidence can be provided within the Beanstalk pupil booklets and the notes maintained by one of our volunteers to collect pupil comments from discussions about Bible stories. • 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 attending; we now have upwards of 20 parents each week. We have had feedback via the parent survey. We haven't requested isolated feedback. We will be doing this as part of our evidence gathering at the end of this academic year in order to measure our effectiveness with our reading priority plans. • Through CPD we have continued to improve 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, and thereby give opportunities for use of imaginative vocabulary, 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. The HT interviewed each class to gain verbal feedback. Refer to 	<p>See above</p>
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<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. (2014)</i></p>	<ul style="list-style-type: none"> • Our current Computing Leader has a PhD in computing. • Our Computing Leader has worked alongside teachers 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. We use the NCC Refresh package at Morley and review our computing needs at Tacolneston on a yearly basis. The Computing Leader has included the updates required within her Computing Action Plan • 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 whiteboards in our classrooms to improve the quality of access to online materials. • Poor internet access 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 have been able to recycle the robotics kits and our Computing Leader has trained two members of our Support Team to lead activities using the kits during the creative curriculum carousel. • We have taken part in a Norfolk-wide robotics competition during 2017/18. The competition provided an exciting opportunity to take part in a coding challenge and see what other schools were able to invent. By taking part, we were able to buy the recyclable robotics kits at a heavily reduced cost. The kits have provided a challenging resource with which to teach coding to our pupils. The competition was mostly attended by high school pupils and we had to put a lot of time and resource into taking part. We won't be taking part again unless there is a more specific opportunity for the primary phase. • Year 6 pupils run a popular lunch-time Computing Club and one of our teachers runs a Digital Leaders Club. 	<p>Refer to Computing Action Plan</p>
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<p><i>Teachers do not have enough opportunities to observe and learn from the best practice. (2014)</i></p>	<ul style="list-style-type: none">• All teachers have observed teaching in each other's classrooms and in classrooms at our partner school. By observing learning in different classrooms at different times, teachers are able to make judgements as to where practice is strong - typically, communication is clear and all pupils are able to make progress. We have also arranged for teachers to observe experienced, specialist teachers (eg. maths and RE) in other schools.• 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 ensure that staff are inspired and enthusiastic about their teaching. For example, our Maths Leader was selected to take part in the Norfolk and Suffolk Maths Hub as a leading maths mastery teacher - this resulted in her being given 9 other schools to support; our RE Leader has undergone a full programme of training and attended professional networks and briefings to help her to improve delivery of RE - we received a judgement of outstanding for RE in our SIAMS inspection for Morley in November 2017.• 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 9 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. The teacher's general practice improved (as evidenced in teaching and learning reviews) and she delivered a training session the rest of the staff. The knowledge shared linked with our growth mindset work which was evidenced in all learning walks during 2017-18.• 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 has been an	
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<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. (2014)</i></p>	<ul style="list-style-type: none">• 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). Training and changes to the National Curriculum have led to a reduction in the number of learning objectives being included within a lesson. With Maths Mastery, in particular, the focus has narrowed in order to ensure that there are no gaps in learning. We continue to track this through our monitoring systems and the SLT identify teacher development needs via the performance management system.• 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.	
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<p><i>Teaching challenges most able pupils sufficiently (2018)</i></p>	<ul style="list-style-type: none">• We have introduced and are beginning to embed our Maths Mastery curriculum which ensures that the most able pupils are challenged through ‘intelligent practice’ activities• We are applying the ‘mastery’ approach across other curriculum areas• The SLT track all pupils to ensure that they are making sufficient progress from their starting points• Through termly class tracking discussions with class teachers, a focus is maintained upon the need for challenge for the most able pupils.	<p>2017-18 data shows that not enough pupils are achieving ‘greater depth’ at the end of KS1 and KS2. Therefore, this is a priority area for our FDIP in 2018-19. Since 2014 the curriculum and the expectations at the end of KS1 and KS2 have changed - the goal posts have moved. We have implemented the changes and tried to prepare pupils for statutory tests but gaps in learning have been inevitable. By adopting a mastery approach with continuous challenge for higher achieving pupils we aim to ensure that all pupils are able to build on their learning and reach their full potential.</p>
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<p><i>New middle leaders are supported in planning effectively to bring about improvements in their areas (2018)</i></p>	<ul style="list-style-type: none">• Our Deputy Head is Curriculum Leader and has attended training in Curriculum development during 2017-18.• Our appraisal and performance management system provides a systematic way of ensuring that middle leaders training and development needs are addressed.• Middle Leaders (SENDCo, English, Maths and RE Leaders) take part in external termly subject leadership briefings; Cluster meetings and meetings with the Diocese to ensure that they are kept up-to-date.• Middle leaders are given time to monitor and track their areas.• Middle leaders are given time to deliver staff training and development activities.	
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<p><i>More distributed leadership brings about greater consistency of high standards throughout the school (2018)</i></p>	<ul style="list-style-type: none"> • There is a clear senior management structure in place • Middle leaders and SLT have regular meetings to review the current status of development plans • 	<p>We are making changes to our subject leadership structure by creating subject leader groups. The groups will have common development areas in order to increase the level of support and focus on achieving high standards. The aim is: 1. To reduce teacher workload (which has already been achieved by the reduction in the number of action plans having to be written and acted on) and 2. To work more collegially and bring the strengths of a team to a focus on improvements in one sphere and 3. To narrow our focus and thereby bring about noticeable and far reaching improvements. Each team has developed an action plan - we will measure the success of this initiative against the targets therein and against a staff wellbeing survey and overall pupil results.</p>
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MORLEY

(Section 5 Inspection January 2015)

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Key Issue	Progress Made	Continuing Action
<p><i>Not enough teaching is outstanding</i></p>	<ul style="list-style-type: none"> • 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 to become a leading teacher for Maths Mastery with the Norfolk and Suffolk Maths Hub and was also chosen to take part in a China-England Teacher Exchange Programme in 2017. She mentored nine other schools (including our Federation partner school - Tacolneston CE VA Primary School) to train them to deliver Maths Mastery. • 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 and some are outstanding. The use of ‘good’ and ‘outstanding’ are recognised terms in relation to the judgements made of teaching and can be defined by OFSTED checklists. In reality, if you tracked a teacher across an entire week, they would most likely produce a mixture of good and outstanding lessons. Even teachers who are regularly doing this are capable of producing a below par lesson and it is possible that when monitoring, the SLT will see a below par lesson. Using ‘most’ and ‘some’ in this context is an honest reflection of the reality in schools. • Termly visits from our Diocesan School Support Officer have evidenced good and outstanding provision. • The SIAMS report of November 2017 found that the teaching and learning of RE is outstanding. 	

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<p><i>Occasionally, questions and activities do not extend pupils' thinking to ensure they make rapid progress.</i></p>	<ul style="list-style-type: none"> • All of our teachers and teaching assistants have had CPD linked to methods of extending pupils' thinking. • Two of our teachers have attended Growth Mind Set training. • 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 introduced a KS2 Creative Curriculum Carousel and a KS1 Outdoor Education curriculum. • 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. The Ethos Group maintains and updates our reflective spaces and ensures that we include pupils in the delivery of collective worship as they lead this once every half-term. They also help us to include pupil choice for the music that we use in Collective Worship. The Ethos Group enables us to put a special focus on our Christian Ethos while also widening the opportunities for pupil voice beyond just the School Council. The School Council members are elected by their peers whereas pupils in the Ethos Group are chosen by their teachers in order to give 'quieter' or 'reflective' pupils an opportunity to participate in the wider decisions of the school. The findings of the SIAMS inspection (Nov 2017) show that our children can articulate the Christian ethos and values within out school. 	<p>2017-18 data shows that not enough pupils are achieving 'greater depth' at the end of KS1. Therefore, this is a priority area for our FDIP in 2018-19.</p> <p>Since 2014 the curriculum and the expectations at the end of KS1 and KS2 have changed - the goal posts have moved. We have implemented the changes and tried to prepare pupils for statutory tests but gaps in learning have been inevitable. By adopting a mastery approach with continuous challenge for higher achieving pupils we aim to ensure that all pupils are able to build on their learning and reach their full potential</p>
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<p><i>Older pupils do not always know what they need to do to raise their attainment in preparation for national tests.</i></p>	<ul style="list-style-type: none"> • We attended training and workshops to inform ourselves about the requirements for the assessment frameworks which were introduced in 2015. • We 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. • 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. • Our teachers attend county training events across the year to prepare them for test requirements and ensure high quality moderation. The training events outline changes to assessment frameworks (which have been continuous year on year) and the expectations for County moderation processes. 	
<p><i>Insufficient attention is given to marking of grammar, punctuation and spelling in subjects other than English.</i></p>	<ul style="list-style-type: none"> • 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. Monitoring of pupils' work from across the curriculum has taken place in different forums: SLT meetings, Staff Meetings, Subject Lead monitoring - we have ongoing work scrutiny which promotes and ensures consistency of approach. 	

KEY PRIORITIES FOR DEVELOPMENT

PART ONE: ONGOING SCHOOL DEVELOPMENT ACTIVITIES:

1. Ensure pupils with special educational needs and disabilities make progress from their starting points at the beginning of the academic year
2. Ensure all pupils are making progress from their starting points and, in most cases, are reaching age related expectations or above
3. Embed Maths Mastery to ensure that standards are raised in Maths and ensure that, by the end of Year 4, pupils are confident in their knowledge and use of the times tables up to 12
4. Ensure that the work of our governing body leads to good (as defined by OFSTED) outcomes for our pupils

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5. Continue to ensure that the distinctive character and effectiveness of the schools as Church schools is maintained

PART TWO: SCHOOL IMPROVEMENT FOCUS 2018/19:

6. Improve the teaching of reading to ensure that 80% of pupils achieve age related expectations at the end of KS2.
7. Ensure that all pupils have access to an arts curriculum that gives them a wider experience of arts than that prescribed within the National Curriculum (Refer to criteria for Arts Gold Mark).

PART THREE: CURRICULUM LEADER ACTION PLANS 2018/19:

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

OTHER FEDERATION KEY PRIORITIES 2018 to 2021:

SHORT TERM	MEDIUM TERM	LONG TERM
Improve internet access at Morley	Review pre-school provision at Tacolneston	Ensure all children have a strong foundation in the French language
	Continue to investigate the potential to create additional partnership arrangements or expand the existing federation	

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	Review the strategic and academic benefits of attaining academy status within the next 3 to 5 years	
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Data Headlines Tacolneston

EYFS pupils - 13 (7.7%) / KS1 pupils - 14 (7.1%) / KS2 pupils - 17 (5.9%)

EYFS				
	GLD		APS	
	Nat 2018	School	Nat 2018	School
All Pupils	72	77		

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Disadvantaged/SEND		-		
0 pupils/0 pupils				

Year 1 Phonics Screening Check (Wa EXS+)		
	Nat 2018	School
All Pupils	83	85 Increase of 21% points on last year's results
Disadvantaged /SEND 1 pupil/3 pupils	-	0/66

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	Reading				Writing				Mathematics			
	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018
All Pupils	76	64	26	29	70	50	16	7	76	71	22	21
Disadvantaged/ SEND 0 pupils/5 pupils		-/20		-/0		-/20		-/0		-/40		-/20

KS2																
	Reading				Writing				GPS				Mathematics			
	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018
All Pupils	75	88	28	29	78	61	20	0	78	59	34	18	76	56	23	11
Disadvantaged/ SEND 1 pupil/2 pupils		0/50		0/50		0/50		0/0		0/50	0	0/0		0/50		0/50

KS2	EXS Combined	KS2 GDS Combined
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	National	School	National	School
All Pupils	64 (2017)	47	10 (2017)	6
Disadvantaged/ SEND 1 pupil/2 pupils		0/50		0/0

The 'floor' is 65% in 2017

KS2	Progress		
	Reading	Writing	Maths
All Pupils	+1.41	-4.54	-2.08
Disadvantaged/ SEND 1 pupil/2 pupils	-75/-25	22/-28	24/-26

The floor is -5.0 in Reading, -7.0 in Writing and -5.0 in Maths in 2017

TARGETS FOR TACOLNESTON 2019

KS2 % pupils age related expectations: Reading 80%; Writing 70%; Maths 75%; RWM 70%

Data Headlines Morley

EYFS pupils - 18 (5.6%) / KS1 pupils - 11 (9.1%) / KS2 pupils - 24 (4.2%)

EYFS				
	GLD		APS	
	Nat 2018	School	Nat 2018	School
All Pupils	72	72		
Disadvantaged 0 pupils		-		

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Year 1 Phonics Screening Check (Wa EXS+)		
	Nat 2018	School
All Pupils	83	78 Increase of 14% points on last year's results
Disadvantaged/ SEND 3 pupils/2 pupils		100/50

	KS1											
	Reading				Writing				Mathematics			
	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018

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All Pupils	76	75	26	0	70	58	16	0	76	75	22	17
Disadvantaged/ SEND		-/0		-/0		-/0		-/0		-/0		-/0
0 pupils/2 pupils												

KS2																
	Reading				Writing				GPS				Mathematics			
	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018	Nat EXS 2018	School EXS 2018	Nat GDS 2018	School GDS 2018
All Pupils	75	75	28	42	78	83	20	21	77	79	31	38	76	71	23	42
Disadvantaged/ SEND		60/10 0		20/0		80/50		20/0		80/50		20/0		80/0		0/0
5 pupils/2 pupils																

KS2	EXS Combined		KS2 GDS Combined	
	National	School	National	School
All Pupils	64	58	10	29

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Disadvantaged/ SEND		0/0		0/0
5 pupils/2 pupils				

The 'floor' is 65% in 2017

KS2	Progress		
	Reading	Writing	Maths
All Pupils	-2.92	-1.71	-2.40
Disadvantaged/ SEND	-6.89/-1.32	1.20/3.25	-3.43/-7.71
5 pupils/2 pupils			

The floor is -5.0 in Reading, -7.0 in Writing and -5.0 in Maths in 2017

TARGETS FOR MORLEY 2019

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

PART ONE: Federation School Improvement Activities

Priority 1	Ensure pupils with special educational needs and disabilities make progress from their starting points at the beginning of the academic year					
Rationale:	Some pupils with SEND 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 • Lesson monitoring shows that TA support in lessons leads to progress in pupils' learning • Progress is tracked and monitored termly • SENDCo and HT meet fortnightly to track immediate and ongoing needs • SENDCo has completed SEND induction and introductory courses by end of academic year 2018-19 • External reports, eg. School Challenge Partner and multi-agency teachers and advisors, indicate SEND provision is good • Pupil and Parent surveys indicate that teaching, learning and assessment for pupils with SEND is good or better 					
Intended outcomes	Actions	Responsible	Resources and Costs	Timescale	Monitoring	Review of outcomes

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1.1	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 when required but at least once per term for 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 term to discuss progress and next steps for pupils with SEND • CTs meet with SENDCo once per half-term or more regularly to discuss progress and next steps for pupils with SEND 	HT; DH	CTs released for meetings with SLT termly (TA cover £10.65 per hour. 2 hours per teacher £21.30 = Morley £106.50 / Tacolneston £85.20)	Ongoing from Autumn 2018	SENDCo Report to FGB; HT report to Effect/Comm; Minutes HT/SENDCo weekly meetings; Hal-termly monitoring of Red Folders	<p style="color: red;">SENDCo has explained paperwork to all staff and given examples of forms to help staff when completing them. All pupils with SEND have IEPs and Behaviour Plans in place as at November 2018</p> <p style="color: red;">Parent meetings have taken place for Autumn Term</p>
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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 half-termly 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 interventions(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 	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 CTs; TAs and external agencies; Minutes of TA Meetings; Lesson Observations and Drop-Ins	<p>Clicker 7 licenses purchased and training has taken place to ensure that pupils have access to technology to support the development of writing. However, there is an under-use of this resource. Follow-up training to take place on 4th Sept and SENDCo to monitor it's use for those pupils who require support for writing.</p> <p>Intervention materials and training have been carefully researched to ensure that we are matching needs with resources eg. Project X; ELSA; Third Space etc. Use of these resources has been successful. Pupils tell us that they like them and outcomes are very positive.</p>
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1.3	Teaching and learning for pupils with SEND is consistently good	<ul style="list-style-type: none"> • Pupils with SEND make progress in lessons • Pupils with SEND have adequate resources to ensure that they make progress • CTs meet with parents and child when required but at least once per term for progress and target setting meetings • Subject Leaders track the needs of pupils with SEND in their subject areas using Pupil Asset data • Subject Leaders include the needs of pupils with SEND within their Subject Action Plans 	HT, DH, Snr Teacher	HT to arrange release of Subject Leaders for monitoring activities one afternoon per term (cover by DH/HT)	Ongoing from Autumn 2017	<p>SENDCo Report to FGB; HT Reports to Effect/Comm; IEPs and records on Red File;</p> <p>Feedback from Subject Leaders and CTs; Minutes of Teacher Meetings;</p> <p>Lesson Observations and Drop-Ins; Notes from Parent/Child Meetings</p>	<p>See above for training and resources update.</p> <p>Subject Leaders use Pupil Asset to track their subjects and monitor pupils with SEND.</p>
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<p>Priority 2</p> <p>Morley</p>	<p>Ensure all pupils are making progress from their starting points and, in most cases, are reaching age related expectations or above</p>
<p>Rationale:</p>	<p>EYFS</p> <ul style="list-style-type: none"> - In Sept 2017, pupils entered school with 50% on track for GLD - Outcomes in terms of percentage of pupils attaining a GLD were above the national average in 2017 - 76% (nat 71%) and in line with national in 2018 - 72% (nat 72%) - Pupils had particularly low entry levels for Making Relationships (63%), Listening & Attention (63%), Writing (50%) and Number (50%) <p>KS1</p> <ul style="list-style-type: none"> • 2018 attainment outcomes: <ul style="list-style-type: none"> - Reading outcomes were in line with national averages at the expected standard but no pupil achieved greater depth - Writing outcomes increased from 53% in 2017 to 58% but were low compared to national (70%) and no pupils achieved greater depth - Maths outcomes were in line with national averages at the expected standard and at greater depth <p>KS2</p> <ul style="list-style-type: none"> • 2018 progress outcomes (based upon NCC progress calculator as DFE progress measures not available until December 2018): <ul style="list-style-type: none"> - Reading: below national at the expected level (-2.92) but significantly above at greater depth (+15) - Writing: below national at the expected level (-1.71) but above at greater depth (+2) - Maths: below national at the expected level (-2.40) but significantly above at greater depth (+19) - Groups: - Progress in all subjects was impacted by a small number of middle prior attaining pupils with specific needs or SEN who made low progress.

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Success Criteria:	<ul style="list-style-type: none"> • Teaching is consistently good leading to the best learning outcomes for pupils as evidenced in T&L Reviews • Lesson monitoring shows that TA support in lessons leads to progress in pupils' learning • Progress is tracked and monitored by SLT regularly through Pupil Asset data, lesson drop-ins and work scrutiny • External reports, eg. Cluster Peer To Peer Reviews and VNet consultants, show that provision is good or better • Pupil and Parent surveys indicate that teaching, learning and assessment is at least good 					
Intended outcomes	Actions	Responsible	Resources and Costs	Timescale	Monitoring	Review of outcomes

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2.1 M	EYFS pupils tracked to ensure that they are making good progress from their starting points.	<ul style="list-style-type: none"> • CTs meet with member of HT once per term, or more regularly if needed, to discuss progress and next steps for pupils • CTs and HT agree structured interventions where these are required • CTs update Pupil Asset for attainment every term so that all stakeholders can monitor progress 	EYFS CTs	CTs released for meetings with HT termly or more often as need arises. Cost as Priority 1.	Ongoing from Autumn 2018	HT report to Effect/Comm; SLT weekly meetings;	<p style="color: red;">Baseline measures carried out in September</p> <p style="color: red;">Phonics tracking has taken place and good progress so far</p>
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2.2 M	The number of EYFS pupils achieving GLD in July 2019 meets or is above the national figure for GLD	<ul style="list-style-type: none"> • CTs use the September baseline data to plan for individual needs • Use maths mastery strategies to ensure that pupils have a secure foundation in number • Link teaching strategies to findings in 'Bold Beginnings' - emphasis on structured teaching of maths and English 	EYFS CTs; HT	CT/TA planning meetings	Ongoing from Autumn 2018	Teaching & Learning Reviews; Class Progress meetings with SLT; Governor Effectiveness Committee	
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2.3 M	The number of KS1 pupils attaining GD for reading in May 2019 meets or is above the national figure for KS1	<ul style="list-style-type: none"> • Whole School Rapid Action Plan for Reading in place during Autumn term • CTs to work with VNet consultant - Emma Adcock - in order to improve group reading provision • Identified resources purchased to support reading • Member of support team deployed to enhance library provision • Parents to receive advice and support for reading • School Story Time to be opened to 	KS1 CT; DH; HT; English Leader	CPD via VNet package (total package: £1,500)	Ongoing from Autumn 2018	Teaching & Learning Reviews; Class Progress meetings with SLT; Governor Effectiveness Committee
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2.4 M	The number of KS1 pupils attaining ARE and GD for writing in May 2019 meets or is above the national figure for KS1	<ul style="list-style-type: none"> • Use whole class marking feedback to plan next steps in learning • Pupils to use teacher feedback to improve their writing from lesson to lesson (green pens) • Maintain a focus on half-termly progress measurements via the Writing Portfolio • Ensure pupils have opportunities for extended writing every week • 	KS1 CT; DH; HT; English Leader	English Leader to provide ongoing CPD and support; KS1 teacher to attend cluster moderation event	Ongoing from Autumn 2018	Teaching & Learning Reviews; Book Looks; Moderation; Class Progress meetings with SLT; Governor Effectiveness Committee	Staff meeting (wb 5 th Oct) to look at Writing Progress from Y1 to Y6 for H, M and L attaining pupils. Main weakness is vocabulary and teachers focusing on this in their lessons and through reading targets
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2.5 M	Middle Prior Attaining pupils continue to make progress as they transition from KS1 to KS2	<ul style="list-style-type: none"> • Track pupils from Y2 to end of Y3 to ensure that they remain on target • Teachers to carry out moderation activities during weekly staff meetings • Identify learning needs through day to day classroom assessments and termly class progress tracking meetings • Provide catch up or measured, high quality interventions for pupils who seem to be falling behind 	Y2/3 CTs; DH; HT	CTs to meet with SLT for class progress tracking meetings each term; weekly staff meeting time for moderation activities; a range of intervention strategies and materials are available for use in class or via an intervention group supported by a TA outside of the classroom	Ongoing from Autumn 2018	Teaching & Learning Reviews; Book Looks; Moderation; Class Progress meetings with SLT; Governor Effectiveness Committee	
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<p>Priority 2 Tacolneston</p>	<p>Ensure all pupils are making progress from their starting points and, in most cases, are reaching age related expectations or above</p>
<p>Rationale:</p>	<p>KS1</p> <ul style="list-style-type: none"> - 2018 outcomes: - Reading at the expected standard was below national (nat 76% / school 64%). Reading at greater depth was in line with national (nat 26% / school 29%) - Writing at the expected standard was significantly below national (nat 70% / school 50%) and greater depth was also below (nat 16% / school 7%) - 1 out of 3 pupils who were exceeding in Reading at the beginning of Y1 achieved greater depth at the end of Y2. <p>KS2</p> <ul style="list-style-type: none"> • 2018 outcomes for attainment: <ul style="list-style-type: none"> - Writing: below national (3 pupils difference) at the expected standard and greater depth (nat 20% / school 0%) - Maths: below national (3 pupils difference) at the expected standard and below national (2 pupils difference) at greater depth (5 pupils achieved a maths score between 97 and 99 where the expected standard is 100 - this equates to 29% of the cohort) • Progress: <ul style="list-style-type: none"> - Writing: below national (-4.54) but above the 'floor standard' of -7.0 - Maths: below national (-2.08) but above the 'floor standard' of -5.0 • Attainment of groups: <ul style="list-style-type: none"> - Maths: 40% of girls achieved the expected standard compared to 75% of boys

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Success Criteria:	<ul style="list-style-type: none"> • Teaching is consistently good leading to the best learning outcomes for pupils as evidenced in T&L Reviews • Lesson monitoring shows that TA support in lessons leads to progress in pupils' learning • Progress is tracked and monitored by SLT regularly through Pupil Asset data, lesson drop-ins and work scrutiny • External reports, eg. Cluster Peer To Peer Reviews and VNet consultants, show that provision is good or better • Pupil and Parent surveys indicate that teaching, learning and assessment is at least good 					
Intended outcomes	Actions	Responsible	Resources and Costs	Timescale	Monitoring	Review of outcomes

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2.1 T	<ul style="list-style-type: none"> The number of KS1 pupils attaining ARE for reading in May 2019 meets or is above the national figure for KS1 and pupils who were emerging and exceeding at the end of Y1 for reading progress attain expected and greater depth by the end of Y2 	<ul style="list-style-type: none"> Whole School Rapid Action Plan for Reading in place during Autumn term CTs to work with VNet consultant - Emma Adcock - in order to improve group reading provision Identified resources purchased to support reading Member of support team deployed to enhance library provision Parents to receive advice and support for reading School Story Time open to parents 	KS1 CT; DH; HT; English Leader	CPD via VNet package (total package: £1,500)	Ongoing from Autumn 2018	Teaching & Learning Reviews; Class Progress meetings with SLT; Governor Effectiveness Committee	
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2.2 T	The number of KS1 and KS2 pupils attaining ARE and GD for writing in May 2019 meets or is above the national figure for KS1 and KS2 (KS2 target for ARE = 70%)	<ul style="list-style-type: none"> • Use whole class marking feedback to plan next steps in learning • Pupils to use teacher feedback to improve their writing from lesson to lesson (green pens) • Maintain a focus on half-termly progress measurements via the Writing Progress Book • Teachers to attend cluster moderation meetings • Moderation to take place with Morley teachers • Ensure pupils have 	CTs; DH; HT; English Leader	English Leader to provide ongoing CPD and support; teachers to attend cluster moderation events; teachers to moderate work with Morley teachers	Ongoing from Autumn 2018	Teaching & Learning Reviews; Book Looks; Moderation; Class Progress meetings with SLT; Governor Effectiveness Committee	Staff meeting (wb 5 th Oct) to look at Writing Progress from Y1 to Y6 for H, M and L attaining pupils. Main weakness is vocabulary and teachers focusing on this in their lessons and through reading targets
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2.3 T	<p>The number of KS2 pupils attaining ARE and GD for Maths in May 2019 meets or is above the national figure for KS2 and girls are attaining in line with the data for boys (KS2 target for ARE = 75%)</p>	<ul style="list-style-type: none"> • Continue to embed the Maths Mastery strategy as identified below • Y6 teacher and Y3/4 TA to attend Teacher Research Groups sessions for Maths Mastery • Use QFT and AFL to plan for next steps in learning • Track pupil progress and provide catch-up teaching and interventions where pupils are falling behind • Teachers to attend cluster moderation meetings • Moderation to take place with 	<p>KS2 CT; DH; HT; English Leader</p>	<p>Maths Leader to provide ongoing CPD and support; teachers to attend cluster moderation events; teachers to moderate work with Morley teachers; Maths Mastery TRGs for teachers and TAs (cost of cover: £600)</p>	<p>Ongoing from Autumn 2018</p>	<p>Teaching & Learning Reviews; Book Looks; Moderation; Class Progress meetings with SLT; Governor Effectiveness Committee</p>	<p>Mrs Bird beginning a TA Maths Mastery Course in wb 12th Nov</p> <p>Maths Leader to see a Shanghai Maths Showcase in Bury St Edmonds</p> <p>Mrs Livermore has attended a TRG with cluster in Autumn Term</p>
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Priority 3	Embed Maths Mastery to ensure that standards are raised in Maths and ensure that, by the end of Year 4, pupils are confident in their knowledge and use of the times tables up to 12					
Rationale:	End of key stage data shows that some pupils are not making enough progress in maths and not enough pupils are achieving greater depth. At Morley 6 out of 13 pupils in the middle attaining group at KS1 achieved the expected level at the end of KS2 in 2018. At Tacolneston 2 out of 7 pupils in the high attaining group at KS1 achieved the expected level at the end of KS2 in 2018. Teachers in end of key stage classes (Y2 and Y6) have found it difficult to match the Maths Mastery curriculum with the requirements of the end of key stage statutory tests. By 2020, pupils at the end of Year 4 will take a statutory test for times tables proficiency. The current Year 3 pupils will be the first cohort to sit this test so we will need to track progress and support rapid development where possible.					
Success Criteria:	<ul style="list-style-type: none"> • The new Maths Leader is fully trained and up to date with the Maths Mastery approach • Teachers are adept at using the Inspire Maths curriculum and resources and are able to combine this with other contextual material as appropriate • Y2 and Y6 teachers are confident in combining test preparation with the Inspire Maths curriculum • All pupils are making progress from their starting points • At the end of Key Stage 2, 75% (Tacolneston)/80% (Morley) of pupils reach age related expectations or above • At Tacolneston, an increasing number of pupils achieve greater depth at the end of Year 6. • At the end of Y4, the majority of pupils are confident in their knowledge and use of the times tables up to 12. 					
Intended outcomes	Actions	Responsible	Resources and Costs	Time scale	Monitoring	Review of outcomes

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3.1	The new Maths Leader is trained and up to date with the Maths Mastery approach	<ul style="list-style-type: none"> • ML to have induction and handover from outgoing ML • ML to attend Maths Mastery training 	HT; DH, ML	Maths Hub to provide free training opportunities Other training £500	Ongoing from Autumn 2018	HT report to Effect/Comm; ML to produce Maths Mastery progress reports once per term	Outgoing ML and new ML met at the end of the 2018 Summer Term to complete induction and handover. Plans in place for Federation to continue to work with the Norfolk and Suffolk Maths Hub.
3.2	The ML to mentor teachers and lead CPD for the whole staff	<ul style="list-style-type: none"> • ML to be released for mentoring activities • ML to lead regular Maths workshops during staff meeting times • ML and HT to agree a CPD programme for ongoing Maths Mastery training 	HT, DH, ML	HT to release ML; HT to make time within the CPD programme for Maths Mastery training Training to be provided in-house or through Maths Hub to avoid additional costs	Ongoing Autumn 2018 onwards.	HT Reports to Effect/Comm; ML progress reports; Feedback from CTs; Minutes of Maths Meetings; Lesson Observations and Drop-Ins; training evaluations	A TA at Tacolneston is taking part in a Maths Hub training programme during 2018/19. She will be forming a network with and supporting TAs in other schools.

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3.3	Teachers are using Maths Mastery materials and strategies to achieve high standards of teaching and learning in their classes	<ul style="list-style-type: none"> • New teachers are given Maths Mastery training during academic year 2018-19 • 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 by end of Autumn Term 2018 • 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 	HT, DH, Snr Teacher, ML	HT to arrange release of ML for lesson observations and drop-ins; cost for training 2 new teachers £500 (use free Maths Hub training and in-house support where we can)	Ongoing from Autumn 2018	<p>HT Reports to Effect/Comm;</p> <p>Feedback from Subject Leaders and CTs; Minutes of Teacher Meetings;</p> <p>Lesson Observations and Drop-Ins; Notes from Parent/Child Meetings</p>	Lesson drop-ins and surveys of pupils during 2017/18 showed that Maths Mastery techniques are being applied well and pupils are finding teaching fun and engaging.
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3.4	All classes are doing daily times tables practice with weekly progress checks	<ul style="list-style-type: none"> • Purchase and set up an on-line resource for times tables learning and practice • Times tables data to be fed back to ML so that she can ensure ongoing tracking termly • Identify pupils who may require interventions to make progress (with particular emphasis on current Y3 pupils as they will be the first cohort to sit the statutory test at the end of Y4) • CTs to plan in-class and homework interventions for those pupils who require additional support 	ML, DH, CTs	Purchase Primary Rock Stars online resource £150	Ongoing from Autumn 2018	<p>Weekly progress checks; ML data collection; HT Reports to Effect/Comm;</p> <p>Feedback from Subject Leaders and CTs; Minutes of Teacher Meetings;</p> <p>Lesson Observations and Drop-Ins; Notes from Parent/Child Meetings</p>	
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Priority 4	Ensure that the work of our governing body leads to good (as defined by OFSTED) outcomes for our 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 and Costs	Timescale	Monitoring	Review of outcomes

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4.1	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 • We will ensure that our new governors continue to be inducted and mentored to ensure that they gain the necessary knowledge to serve as effective governors. 	Chair and Vice Chairs of Governors; Diocese	A variety of community forums	Autumn 2018/ Spring 2019	Governor meeting minutes	We welcomed three new governors to our Governing Body this year during 2017/18.
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4.2	The Governing Body are highly visible to the community	<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 subject action plans • 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 	HT and Chair of Governors	Subject Leaders have cover for Gov meeting time	Autumn 2018 and ongoing	Governor monitoring records	<p>Some governors met their Subject Leader on at least two occasions during 2017/18.</p> <p>Governors have carried out monitoring, including Deep Dive Days.</p> <p>All governors have attended events.</p> <p>I'm not aware of any governor who has visited their link class on two occasions although all governors have been in school during the school day on at least one occasion.</p> <p>Governor/school links were discussed at the Strategy Meeting held in May and a new approach will be put into place in the forthcoming year.</p>
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4.3	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. Partnership plans; Academy plans; new build at Morley; pre-school provision at Tacolneston; strategic development of the Federation • Project team lead governors will develop a working plan / timetable for their individual topics to deliver recommendations 	Chair and Vice Chairs of Governors	Governor meeting time; time for working parties to meet	Autumn 2017 and going forward	Governor meeting minutes	Two working parties have been set up for the new academic year: Pre-School Provision and Strategic Development.
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Priority 5	Continue to ensure that the distinctive character and effectiveness of the schools as Church schools is maintained
Rationale:	<p>Development areas identified in the Tacolneston June 2017 SIAMS report:</p> <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. <p>Development areas identified in the Morley November 2018 SIAMS Report:</p> <ul style="list-style-type: none">• Strengthen the cohesion between the school's mission statement, vision and values by making their biblical foundation more evident.• Build on current strategies to monitor and evaluate collective worship, enabling pupils, staff, governors and parents to contribute to future developments.

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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 • Our Mission statement is updated to reflect more fully our biblical foundation • Collective Worship is regularly monitored and evaluated by all stakeholders • RE leader has begun to gather evidence for achieving an REQM award for both schools 					
Intended outcomes	Actions	Responsible	Resources and Costs	Time scale	Monitoring	Review of outcomes

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5.1	<p>The Diocese will deliver the assessment tool for Understanding Christianity and we will be using this at the end of each unit of work</p>	<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 • RE Leader to cascade learning and lead development of RE assessment practices • CTs to assess pupil progress against Understanding Christianity 	HT; REL; DH	<p>Maths Hub to pay costs of job share teacher and teacher exchange</p>	<p>Ongoing from Autumn 2018</p>	<p>HT report to Ethos/ Comm; REL to feedback to Gov link person</p>	<p>Most actions completed.</p> <p>Visits to other schools to look at RE assessment systems not required as Diocese have been working on a new assessment system.</p> <p>RE Leader has attended Diocese session on new assessment system and will roll out to schools in new academic year.</p> <p>CTs using Pupil Asset to track RE progress at present</p>
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5.2	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 2018 onwards.	HT report to Ethos/ Comm; REL to feedback to Gov link person; REL monitoring records	<p>Actions completed but may need to make a link with the Understanding Christianity key objectives in our termly tracking</p> <p style="color: red;">RE Leader has attended RE Assessment briefings during Autumn Term.. She is planning to cascade to staff on the 2nd January INSET day.</p>
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5.3	Tacolneston to develop closer links with the Parish Church	<ul style="list-style-type: none"> • Continue to have regular visits from our Lay Minister -to carry out Collective Worship • Continue to visit our Parish Church for services to celebrate Harvest, Christmas and Easter • Once the new Parish Priest in in place, 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 2018	HT report to Ethos/Comm	HT has met and discussed future possibilities with the new priest. A programme of visits to be arranged in September 2018.
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5.4	Update our Mission statement to reflect more fully our biblical foundation	<ul style="list-style-type: none"> All stakeholders meet and agree an updated mission statement 	HT and Governors; Ethos Committee & use of Pupil Ethos group for feedback / evaluation	Meeting time	Spring 2018		Completed
5.5	Ensure that Collective Worship is regularly monitored and evaluated by all stakeholders	<ul style="list-style-type: none"> Pupil Ethos Group to collect feedback from pupils on a regular basis SLT use feedback to improve quality of Collective Worship Parents encouraged to feedback using forms and other means after each event Governors to have a regular programme of monitoring 	HT, DH and Governors	Time for Pupil Ethos Group to meet; Governor time	Ongoing from Autumn 2018	HT report to Ethos/Comm; Foundation governors to report to Ethos/Comm	<p>We regularly collect feedback from parents and visitors and this evidence is kept in a folder in the HTs office</p> <p>Governors have visited to monitor CW but a clear programme for the year needs to be drawn up</p>

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5.6	REQM award gained for both schools	<ul style="list-style-type: none"> • RE Leader to gather evidence for REQM • RE Leader to attend REQM training 	HT; DH; REL	Training cost ?. Cover £200 HT to release REL for evidence gathering work £200	By July 2019	REL action plan review; HT report to Ethos/Comm; Foundation governors to report to Ethos/Comm
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PART TWO: School Improvement Focus 2018/19

Priority 6	Improve the teaching of reading to ensure that 80% of pupils achieve age related expectations at the end of KS2.
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Rationale:	<p>Through monitoring activities it has become apparent that teachers are using different ways to organise and deliver the reading curriculum. This is leading to inconsistency in approach. Some parents are confused by our approach to book banding in KS1 and have told us that they don't feel that they can come into school to change books with their child. We need greater clarity in relation to home/school reading. We have held reading evenings for parents but have had a very low turnout and so are not reaching enough of our parent body in order to inform them about ways to support their children's reading and the way we teach reading in school. It has been difficult to replenish our stocks of high quality reading materials due to demands on the school budget and we have relied upon small amounts being raised by our parent associations (FOTS and FOMPS). The Morley library needs a complete audit and overhaul as it contains many old resources that are no longer appropriate.</p> <p>Progress and attainment data for Reading: Morley - progress score for Y6 is -2.92 and for disadvantaged pupils is -6.89; 8 out of 13 middle attaining pupils at KS1 achieved expected at the end of KS2. KS1 is in line with national for expected achievement but none of the pupils achieved greater depth. Tacolneston - progress score for Y3 (Y4 Sept) is -9; Progress score for Y2 (Y3 Sept) is -12 (however, 5 of these pupils have SpLD); progress score for Y6 is +0.67 and attainment of greater depth is above national but the progress score for 1 disadvantaged pupil is -10.75; 1 out 3 pupils who were exceeding in reading at the beginning of Y1 achieved greater depth at the end of Y2.</p> <p>This data shows that we need to do more to ensure that early progress is sustained and that children remain confident and eager to develop their reading interests as they move through school and the reading requirements of the curriculum become more challenging. We need to place greater focus on disadvantaged pupils and this will be detailed within our Pupil Premium Strategy document.</p>
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Success Criteria:	<ul style="list-style-type: none"> Consistency of approach to the teaching of reading Confident and skilled teachers Informed and supportive parents Good to excellent resources and library provision Parents and children tell us that they enjoy reading and feel suitably challenged in their learning All Children (including disadvantaged and children with SEND) make good to better progress from their starting points and an increasing number of pupils achieve the greater depth measurement at the end of Y2 and Y6. 					
Intended outcomes	Actions	Responsible	Resources and Costs	Timescale	Monitoring	Review of outcomes

TACOLNESTON & MORLEY CE VA PRIMARY SCHOOLS FEDERATION

6.1	There is a consistent approach to the teaching of reading across the Federation	<ul style="list-style-type: none"> • Review our approach to the teaching of reading • Review our approach to guided reading • EL mentor and support staff through discussions and lesson drop-ins • EL monitor reading curriculum plans and teaching for all year groups and ensure consistency and progression 	HT; DH; EL	<p>Audit of and support for guided reading via VNet training package.</p> <p>EL to have release time for monitoring</p>	<p>Guided Reading Audit July 2018</p> <p>Consistent approach from Autumn 2018</p>	EL work scrutiny	Emma Adcock (VNet consultant) carried out a guided reading audit at Morley in July 2018. She will be visiting Tacolneston in October to work with teachers on planning for guided reading.
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6.2	All teachers and support staff are skilled in teaching reading and feel confident with our approach to the teaching of reading	<ul style="list-style-type: none"> • Whole staff training to be provided by VNet and county advisor • Regular reading discussions and workshops via our staff meeting schedule • EL to provide mentoring and support and to identify training needs • EL and other staff to cascade their training and moderation information to all staff 	HT; DH; EL	<p>VNet training package.</p> <p>County Advisor training session £300</p> <p>EL to have release time for monitoring and training</p> <p>EL to attend English Leader briefings every term £135</p> <p>EL to attend Whole Class Guided Reading session at VNet £45</p> <p>Time to be made available in Staff Meeting Schedule and INSET Schedule</p>	By July 2019	<p>EL monitoring activities; termly data tracking; SLT pupil progress meetings; HT reports to Gov Effect Comm; parent and pupil survey</p>	<p>Victoria Groom (County Advisor) delivered a 2 hour training session for all staff in June 2018. This covered guided reading and the Readng Domains.</p> <p>Emma Adcock (VNet Consultant) will be visiting Tacolneston in October to support teachers with planning for guided reading.</p> <p>EL to attend Guided Reading as Whole Class Reading Workshop - VNet Mattishall 3:45-5:15 with Emma Adcock on 27th Sept.</p>
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6.3	Parents are informed and support the teaching of reading	<ul style="list-style-type: none"> • Carry out a reading survey of parents views; knowledge and preferred ways of receiving information about reading • Analyse survey and find ways to address the gaps in parent knowledge • Address the need to bridge the gap between home and school support for reading 	HT; DH; EL	<p>EL to devise survey questions and analyse findings</p> <p>EL to conduct staff and parent meetings to look at ways to improve home/ school support for reading</p>	By Dec 2018	Survey results; action plan reviews; Parent Forum minutes; HT report to gov Effect Comm	Parent Forum meetings are set for the Autumn Term.
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6.4	Teachers and children have access to high quality materials	<ul style="list-style-type: none"> • Member of support team at Morley to audit and refresh the library • EL to survey resources with teachers and children • Purchase new resources via parent fund raising 	HT; DH; EL	<p>KS to work for 4 hours per week to carry out improvements to library; support and promote the use of the Reading Cloud as an online resource for teachers, parents and children and provide mentoring for pupils using the library</p> <p>£1404 pa (to be taken from Pupil Premium Grant)</p>	By Dec 2018	EL monitoring activities; HT reports to Gov Effect Comm; teacher, parent and pupil survey	<p>Year 6 teachers have identified a need for high quality books for older boys and we have purchased a set of Barrington Stokes books for both schools. Book band books and topic books have been purchased with match funding via Booklife.</p> <p>We are using money raised by FOTS/FOMPS and money provided via the Pupil Premium Grant. I have applied for library grants in the past - a lot of hard work and no success. Would be helpful if a governor were to take this on.</p>
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6.5	All pupils (including disadvantaged and pupils with SEND) make good or better progress from their starting points and the number of pupils achieving the greater depth measurement at the end of Y2 and Y6 has increased.	<ul style="list-style-type: none"> • Teachers plan high quality guided reading and reading domain activities • Teachers deploy support staff to ensure a focus and drive on improving standards and progress • EL and SLT carry out regular monitoring of progress • High quality interventions are provided for children who have identified needs • Teachers attend cluster 	HT; DH; Snr Teacher; EL; SENDCo	<p>EL to be released for monitoring activities</p> <p>Staff Meeting time for ongoing discussion and training</p> <p>Teachers released for moderation meetings and County workshops (TA cover @ £10.65 per hour) Moderation meetings = 12 hours - £127.80 per school. County workshops = 12 hours - £127.80 per school.</p>	By July 2019	<p>EL monitoring activities; Pupil Asset tracking data; Termly test data; ongoing teacher assessment records; HT reports to Gov Effect Comm; SAT results</p>	<p>We have a programme of moderation activities in place organised via our cluster of schools.</p> <p>We have booked to attend all county workshops during 2018/19.</p>
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Priority 7	Ensure that all pupils have access to an arts curriculum that gives them a wider experience of arts than that prescribed within the National Curriculum (Refer to criteria for Arts Gold Mark).					
Rationale:	The arts - movement, drama, creativity, STEM - play a crucial role in the development of the ‘whole child’ and we want to ensure that the arts curriculum is given high priority. We are seeking to inspire creativity and challenge preconceptions across our whole community and we want our pupils to have a voice within the arts.					
Success Criteria:	<ul style="list-style-type: none"> • Every child has increased and sustained exposure to the arts through galleries, performances and exhibitions both external and created by themselves • We have an inclusive arts curriculum which challenges pupils’ perceptions • We have an Arts Council where the children influence and make decisions about their arts experiences 					
Intended outcomes	Actions	Responsible	Resources and Costs	Time scale	Monitoring	Review of outcomes

TACOLNESTON & MORLEY CE VA PRIMARY SCHOOLS FEDERATION

7.1	Improve our provision for the arts curriculum	<ul style="list-style-type: none"> • Audit current provision within the school; particularly for the Friday carousel to deliver a refined and specific programme in September. • Finalise a gallery trip for September so that teachers are able to plan their own classes' contribution to our whole school / Federation exhibition. • CPD - <i>Take one picture</i> comes with staff CPD, supporting each other with the creative carousel units and reading widely in order for a shift in mind set 	DH; Art & DT Leader	DH and A&DT Leader release time Staff meeting and CPD time	Ongoing from Autumn 2018 to July 2019	Lesson drop-ins Pupil feedback via Arts Council	Audit completed and programme for Sept now in place.
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7.2	Raise the profile of our arts curriculum	<ul style="list-style-type: none"> • Arts mark Launch event for the school community, involving press coverage and social media platforms to further inform parents of our exciting commitment to the arts for their children. • School staff meeting to engage and enthuse, and to gather support for our Arts mark journey. • Investigate the use of existing exhibition space geographically between the cluster of schools so that we can share each others' work to a wider audience. 	HT and DH	Staff meeting HT Cluster Meeting	Sept 2018	Parent and community feedback	All pupils visited the Castle Museum in September to see the 'Paston's Treasure' artwork
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7.3	Work with the wider community to develop our arts curriculum	<ul style="list-style-type: none"> • Timetable for the 5 showcase events so that parents have the dates and ample time to make necessary provisions so that they can engage. • Build partnerships with Festival Bridge organisations to widen children's cultural experiences/opportunities within the arts. 	HT; DT; A&DT Leader	Meeting time	By July 2019	Parent and community feedback	
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SCHOOL SELF REVIEW CYCLE

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July

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