



Nebula
where stars are born

HARNSER SIDP 2020-2021

School Improvement and Development Plan for Frettenham, Hainford and St Faiths' Primary Schools

OUR VISION

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

A place for all to flourish

Harnser Schools

Frettenham Primary School, Hainford Primary School and St Faiths' C of E Primary School work together under the collective, The Harnser schools. Although the schools remain independent in their teaching, structures and have their own ethos; the 3 schools share the wider management structure of the Nebula Federation. The Federation offers a wide range of inter-school opportunities for all the children.

The word nebula originates from the creation of stars, and that is exactly what all of our schools represent - places where individual talents and abilities are recognized and where stars are born.

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

The identity and formation of our federation gives us the opportunity to take advantage of significant benefits that will help to improve the education of our children



School Development Priorities 2020-21

To realise our vision, the current strategic priorities for improvement are:

Priority 1: Quality of Education
1a To improve children's knowledge and skills in all year groups across a broad curriculum, ensuring that gaps in learning as a result of Covid 19 are filled, as a priority
1b To improve standards in English and Maths
1d For Subject Leaders to provide professional leadership and management for the subject to secure high quality teaching, effective use of resources and improved progress for all pupils
1e To ensure high standards of literacy and numeracy are seen across the foundation subjects
Priority 1a: Develop the Capacity for remote learning
To develop remote learning to align as closely as possible with in-school provision (See Appendices 1,2 and 3)
Priority 2: Personal development, behaviour and welfare
2a To raise aspirations and expectations children have of their own learning
2b To ensure pupils have access to high quality first teaching through a fully appropriate curriculum which develops their cultural capital
2c To further develop pupil independence and resilience in learning
2d To enhance staff skills relating to trauma and resilience and to ensure schools are a safe place to be
2e To ensure Nurture Groups and Sensory Circuits take place regularly in all schools
2f To develop a system for planning for SEMH interventions and measuring the progress of our most vulnerable pupils
Priority 3: Leadership and Management
1a To ensure all staff confidently deliver lessons which prioritise closing any gaps in learning across all subjects
1b To develop the role of the Subject Leaders in supporting the Leadership Team to improve outcomes for pupils and the quality of teaching
1c For Subject Leaders to be able to articulate the progression in skills for their subject and to support staff in our schools to deliver high quality teaching in that subject
1d For Subject Leaders to provide professional leadership and management for the subject to secure high quality teaching, effective use of resources and improved progress for all pupils
1e To ensure high standards of literacy and numeracy are seen across the foundation subjects
Priority 4: Mixed Reception and Year 1 class provision
4a To improve the teaching, assessment, tracking and provision of Phonics
4b To narrow the gap between the expectations of ELGs and those in Y1
4c To offer increased opportunities to practise writing
4d To ensure the teaching of reading is matched to the teaching of Phonics

Contextual Information



Frettenham:

Frettenham Primary School is a small community school situated seven miles north of Norwich in the village of Frettenham, The school currently caters for pupils ages 4-11 and has existed since 1876. Many educational and social changes have taken place in this time and the school has always responded to the challenges of meeting children's education needs in a positive and constructive way.

The school operates in five separate buildings. There is a Victorian school room which has had three extensions over the last 11 years, to provide indoor toilets/cloakroom area, library, staff room, Headteacher's office and outdoor play area for Foundation Stage pupils, with an all-weather canopy. A log cabin was constructed in 2013 to provide an additional learning space for the school. A new library was built in 2016.

In July 2018, the Ofsted inspection was judged to be 'good'

To further improve and develop our school, we will be focussing on the areas for development which were highlighted in the Ofsted report.

The following priorities were identified in the Ofsted Report July 2018

Priority 1: To strengthen the curriculum by ensuring that:

- the high quality of writing seen in English books is promoted in all other areas of the curriculum
- the most able pupils are sufficiently challenged in foundation subjects.

Priority 2: To increase the proportion of pupils reaching the higher standard in grammar, spelling and punctuation by: – securing the new approaches to teaching spelling that have recently been adopted

Progress through the plan will be monitored by SLT and further supported by reporting to the Governing Body.

NOR: 73



Hainford:

Hainford Primary School is a small village school situated in the centre of the village which is north of Norwich. The school currently caters for pupils aged 4-11 and has existed since the 1870's. The school serves the villages of Hainford and Stratton Strawless. Many educational and social changes have taken place in this time and Hainford Primary School has always responded to the challenges of meeting children's educational needs in a positive and constructive way. The school is a Church of England Voluntary Controlled school with close links to the Church and a strong Christian ethos.

The school is an original Victorian building with four classrooms, a kitchen, an office, a group room, entrance hall and toilet facilities for the disabled. A purpose built Key Stage 2 classroom is an addition to the original site, along with a library for all the children to use. A mobile classroom provides the fourth teaching space. We have a large playground, playing field, school garden and adventure playground. The school is fully equipped to meet the needs of the National Curriculum.

In June 2016, the Ofsted inspection was judged to be 'good'

To further improve and develop our school, we will be focussing on the areas for development which were highlighted in the Ofsted report.

The following priorities were identified in the Ofsted Report June 2016

Priority 1: To improve the quality of teaching across the school to achieve outstanding outcomes, by:

- sharing the strong practice which exists in the partnership to further develop the quality of teaching over time in the school
- ensuring that subjects other than English and mathematics are taught in sufficient breadth and depth so that pupils develop their knowledge and understanding at levels appropriate for their age
- refining the recently introduced assessment systems to provide leaders and teachers with enhanced information about pupils' outcomes in all subjects.

Progress through the plan will be monitored by SLT and further supported by reporting to the Governing Body.

NOR: 71



St Faiths':

Our school was built in 1853 by the Twining family, noted for their famous tea empire. From this notable beginning, our school has continued to prosper. In September 2007 we became a primary school and underwent a significant building project to extend our facilities. Formerly known as Horsham St. Faith First School, we became St Faiths' Church of England (VC) Primary School in the same period, when Norfolk County Council re-organised its school provision.

The original school building comprises of one classroom with its own cloakroom facilities, a hall with kitchen and storage areas and a library. The main office is located within this part of the building.

The old school house forms part of the original building. Renovated in 2000, it provides 2 group teaching spaces on the ground floor. On the first floor there is a staff room with kitchen and additional office and storage space.

In 2006, the school had a three classroom extension to provide additional teaching space to accommodate our change from a first school to a primary school.

Our school is set in extensive and attractive landscaped grounds of approximately 1.75 acres. The grounds comprise of a playground with markings for netball, a brand-new adventure playground and a large grassed area with a football pitch. In November 2011 we added a designated outdoor learning area for our youngest children. In 2013 we developed a gardening and wildlife area.

In February 2019, the Ofsted inspection was judged to be 'good'

To further improve and develop our school, we will be focussing on the areas for development which were highlighted in the Ofsted report.

The following priorities were identified in the Ofsted Report February 2019

Priority 1: To strengthen the quality of teaching across the school, to accelerate the progress pupils make over time in reading, writing and mathematics and thereby improve pupils' outcomes, by:

- providing more opportunities for pupils to apply their English and mathematical skills across the curriculum to further deepen their knowledge and understanding in these subjects
- continuing to share the strong practice that exists across the federation to ensure that improvements in teaching and learning and the progress pupils make are sustainable.

Progress through the plan will be monitored by SLT and further supported by reporting to the Governing Body.

NOR: 99

Priority 1: Quality of Education

1a To improve children’s knowledge and skills in all year groups across a broad curriculum, ensuring that gaps in learning as a result of Covid 19 are filled, as a priority

1b To improve standards in English and Maths

1c For Subject Leaders to provide professional leadership and management for the subject to secure high quality teaching, effective use of resources and improved progress for all pupils

1d To ensure high standards of literacy and numeracy are seen across the foundation subjects

Success Criteria:

- **The curriculum is exciting, ambitious and leads to high levels of pupil interest.**
- **Educational performance of the Schools is rigorously monitored**
- **Educational performance of the Schools improves over time**
- **Subject Leaders support Heads of School in improving the quality of teaching and outcomes**
- **All pupils are appropriately challenged and supported**
- **Pupils in our schools and pupils in Subject Leaders’ areas of responsibility achieve progress in line with targets set prior to March 2020**
- **Effective plans are in place to support those not making the expected progress, e.g. there is good evidence of appropriate differentiation in teaching and learning as well as communication with and advice to parents**
- **Any appropriate support/training is accessed which has been identified (if required) to help achieve this objective**
- **New technologies are being used well to facilitate purposeful remote learning**

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
1a	Age appropriate skills in each subject are taught to each year group. The progression of skills in each area of the curriculum is carefully planned and delivered within relevant and engaging contexts	Subject Leads HoS Exec Team	Termly	Skills Progression Documents for each subject and each school are on websites by Christmas Skills Progression documents are updated termly with deeper learning, KWL grids and assessments Cross curricular links are made overt to pupils as they learn	Skills Progression documents clearly link to teacher’s plans, lesson observations, work in books and what pupils have learned.

1a 1b 1d	Teaching in the foundation subjects has at least as high expectations as teaching core subjects Teaching and learning standards are raised in foundation subjects English and Maths skills are demonstrated to be of an equally high level in cross curricular, inquiry and foundation subject work	All Teachers Subject Leaders HoS Exec Team	on going	The quality of writing seen in English books is promoted in all other areas of the curriculum The most able pupils are sufficiently challenged in foundation subjects	Triangulation of evidence – data, observations and work scrutiny. Does work in cross curricular subjects match the standards in English and Maths books
1b	Pupils report they are more engaged with reading, reading a wider variety of texts and reading more often.	HoS, English leads	Autumn baseline survey; summer impact survey	Autumn baseline survey; summer impact survey	Survey results In-year data and evidence of activities to enhance engagement
1a	A range of activities are arranged by each school – e.g. author visits, reading challenges, book weeks, book sales etc enhance engagement in reading for all pupils	HoS, English Leads	By Summer 2021	HoS and English Leads arrange targeted activities to engage the pupils in their own schools further	Impact on reading data, survey results from above
1b	Pupils make better progress in reading across the schools than in 2019	English Leads monitor progress in reading across to schools to track improvement	Each term	Power of Reading Reading Weeks LTE Inquiry Mantle Author visits Guided Reading VIPERS	Data, Work Scrutiny, Pupil voice, Learning walks, Book scrutinies, Guided Reading Observations, scrutiny of pupil asset data, Assertive Mentoring, Pupil Progress meetings, HoS meetings, Staff meetings, Moderation – Harnser, Nebula and LA
1b 1d	Teaching is at least Satisfactory More pupils make better than expected progress Higher percentage of pupils achieve Greater Depth in all subjects Skills Progression work leads to pupils making stronger links between	Subject Leaders HoS Exec Team	Termly	Power of Reading Reading Weeks LTE	HoS Monitoring Exec Monitoring External Observations Data, Work Scrutiny, Pupil voice,

	<p>previous and future learning as well as recognising the links between subjects through Inquiry and X-Curricular teaching</p> <p>Maths skills are embedded through Inquiry, Skills progression and X-Curricular teaching</p> <p>Times Tables tests and outcomes are improved</p> <p>All subjects have a high profile throughout the year</p>			<p>Inquiry</p> <p>Mantle</p> <p>Author visits</p> <p>Guided Reading</p> <p>VIPERS</p> <p>Skills Progression Docs</p> <p>Online Times Tables and Maths challenges</p> <p>CPG Maths</p> <p>Homework books</p>	<p>Learning walks, Book scrutinies, scrutiny of pupil asset data, Assertive Mentoring, Pupil Progress meetings, HoS meetings, Staff meetings, Moderation – Harnser, Nebula and LA</p>
1b	<p>Handwriting across the school is consistent, legible and follows the school's Handwriting Policy.</p> <p>Spelling results improve at KS1 and KS2</p> <p>Punctuation and Grammar results improve throughout the schools</p>	<p>Class Teachers</p> <p>Subject Leaders</p>	<p>By End of Year with steady improvement building throughout the year</p>	<p>Twice weekly Handwriting in every class.</p> <p>Regular scrutiny of books by ALL staff to ensure consistency in expectations and progression</p> <p>Spelling resources GYLES updated by Subject Leads</p> <p>All staff sit KS2 SPaG paper to see how majority of test is from Y2/3 expectations</p> <p>Staff to use SPAG vocabulary as part of everyday teaching across</p>	<p>Work Scrutiny will reveal consistency of expectations in handwriting throughout the school.</p> <p>HoS Book Scrutinies</p> <p>Pupil Progress Meetings</p> <p>Assertive Mentoring</p> <p>Exec Monitoring</p>

				the curriculum	
1b 1d	Good KS1 Phonics teaching and results are better shared further up the school and impact is maintained	English and Phonics Leads	Half Termly	New Phonics tracker and assessment data scrutiny Reading books linked carefully to phonics teaching Phonics teaching vocabulary embedded across the curriculum	Spelling results improve in tests Spelling improves across the curriculum through overt teaching of subject specific vocabulary Phonics results at Y1 stay above National levels
1a 1c	Age appropriate skills in each subject are taught to each year group. The progression of skills in each area of the curriculum is carefully planned and delivered within relevant and engaging contexts	Subject Leads HoS Exec Team	Termly	Skills Progression Documents for each subject and each school are on websites Skills Progression documents are updated termly with deeper learning, KWL grids and assessments Cross curricular links are made overt to pupils as they learn	Skills Progression documents clearly link to teacher's plans, lesson observations, work in books and what pupils have learned.
1b 1c 1d	Teaching in the foundation subjects has at least as high expectations as teaching core subjects Teaching and learning standards are raised in foundation subjects English and Maths skills are demonstrated to be of an equally high level in cross curricular, inquiry and foundation subject work	All Teachers Subject Leaders HoS Exec Team	on going	The quality of writing seen in English books is promoted in all other areas of the curriculum The most able	Triangulation of evidence – data, observations and work scrutiny. Does work in cross curricular subjects match the standards in English and Maths books

				pupils are sufficiently challenged in foundation subjects	
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Priority 1A: Develop the Capacity for remote learning					
To develop remote learning to align as closely as possible with in-school provision (See Appendices 1,2 and 3)					
	<p>Teams will be used to provide the interface between home and school</p> <p>Parental engagement is as high as on Seesaw and Tapestry for EYFS and KS1 pupils</p> <p>The difference between quality of learning remotely and in school is minimal</p> <p>All pupils have equality of access to remote learning</p>	<p>All Teachers</p> <p>Subject Leaders</p> <p>HoS Exec Team</p>	on going	<p>The quality of teaching and learning, as well as work produced is as close as can be realistically to standards in school</p> <p>Gaps in learning are further minimised through remote learning</p>	<p>Triangulation of evidence – data, observations and work scrutiny.</p> <p>Does work completed during remote learning equable to tasks completed in school?</p>

Priority 2: Personal development, behaviour, attitudes and welfare

2a To raise the aspirations and expectations children have of their own learning

2b To ensure pupils have access to high quality first teaching through a fully appropriate curriculum which develops their cultural capital

2c To further develop pupil independence and resilience in learning

2d To ensure that pupils and parents are aware of e-safety and have the knowledge necessary to make safe judgements.

2d To enhance staff skills relating to trauma and resilience and to ensure schools are a safe place to be

2e To ensure Nurture Groups and Sensory Circuits take place regularly in all schools

2f To develop a system for planning for SEMH interventions and measuring the progress of our most vulnerable pupils

Success Criteria:

- **Whole School Attendance rises to over 96% and punctuality improves**
- **Attendance of vulnerable pupils will improve**
- **Engagement of vulnerable pupils improves**
- **Family engagement and support is improved**
- **FEX and Internal Exclusions are 0**
- **Talking Mental Health is introduced remotely**
- **Fewer referrals needed to external agencies**
- **Behaviour is managed more appropriately by all adults in school**
- **Pupils and parents make informed judgements around e-safety**
- **Pupils know they have adults in school who can help them with their concerns and behaviour**

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
2a 2b	Pupils have a voice in their learning through Inquiry and Mantle based approaches. Pupils use self and peer assessment to reflect on their learning. Pupils have increased motivation and higher participation levels in all subjects. Pupils take more responsibly for their learning and progress.	All staff	On going	Children’s University* Charlie Charlie One for Y5 Schools Councils and Circle Groups Y6 have black Sweatshirts GoGo activities* Goblin Racer* Shakespeare in Schools*	Pupil Engagement surveys by subject leaders SDQs PATHs questionnaires Feedback from CC1 Feedback from pupils and staff following enrichment activities.

				Young Voices* National Challenges such as 500 Words *Covid dependent	
2c	<p>Pupils demonstrate resilience in their approach to new and challenging tasks</p> <p>Pupils use a range of techniques to overcome obstacles in learning and life</p> <p>Staff and pupils set a good example through their everyday conduct</p>	<p>HoS</p> <p>Class Teachers</p> <p>Charlie Charlie One Providers</p> <p>PE experts in school</p> <p>Sports and Learning Challenges</p> <p>Resilience Workers and their support with expanded Pastoral Team</p>	<p>Staggered start or remote delivery due to Covid restrictions may be necessary</p>	<p>Nurture Groups</p> <p>PATHS</p> <p>PSHE Curriculum</p> <p>Cross Country</p> <p>Multi Skills</p> <p>Interschool competitions</p> <p>Boots and Lydia</p> <p>Pastoral Team</p> <p>Collective Worship</p> <p>Circle Groups and School Councils</p> <p>NCCSF Intervention at St Faiths'</p>	<p>Pupils will know techniques for approaching difficulties with increased self confidence</p> <p>Attendance improves</p> <p>Need for therapeutic interventions is decreased</p> <p>Pupils' own reflections demonstrate improvement</p>
2c,e,f	<p>Staff develop an in-depth understanding of what it's like for a child to live with a specific mental health issue, and feel comfortable in offering them accurate empathy and understanding</p> <p>Staff develop an in-depth understanding of the long term impact of specific adverse childhood experiences and how to enable the child to work through feelings of anger and traumatic loss.</p> <p>To employ strategies for early intervention</p> <p>Staff understand how to assess impact of SEMH interventions</p>	<p>Pastoral Team</p> <p>TAs</p> <p>Class Teachers</p> <p>Nurture leads</p> <p>Exec Dep SEND</p>	<p>Over whole year</p>	<p>Training in Trauma and Mental Health- Informed schools – Exec Dep on SLT training – Selected TAs to take Diploma Talking Mental Health Project – parent led CBT to tackle anxiety</p>	<p>Reduced the frequency of challenging behaviour</p> <p>Improved educational outcomes.</p> <p>Staff learn effective ways of working with a child's challenging behaviour and develop an understanding of the mental health issues that block learning.</p> <p>Staff trained to use new assessment software to track impact of SEMH interventions</p>

2d	E-safety will be addressed through direct teaching and assemblies/collective worship. Parents will be up-dated when necessary or specific incidents discussed with them. If appropriate, parents meetings will be held to inform parents of specific issues around e-safety in order that they can keep their children safe on-line.	All staff. BH RQ HoS	On-going	Pupils able to articulate and demonstrate measures that can keep them safe on the internet.	E-Safety concerns and incidents are minimised; IF an incident occurs, it is dealt with appropriately by parents, staff and pupils working cooperatively
2f	Nurture Groups take place regularly in all 3 schools Sensory Circuits take place regularly in all 3 schools	SENCO Pastoral Team HoS Exec Dep SEND	Termly review	Senco to monitor pupils involved, nature of interventions and impact	SDQs and appropriate assessment systems

Priority 3: Leadership and Management

3a To ensure all staff confidently deliver lessons which prioritise closing any gaps in learning across all subjects

3b To develop the role of the Subject Leaders in supporting the Leadership Team to improve outcomes for pupils and the quality of teaching

3c For Subject Leaders to be able to articulate the progression in skills for their subject and to support staff in our schools to deliver high quality teaching in that subject

3d For Subject Leaders to provide professional leadership and management for the subject to secure high quality teaching, effective use of resources and improved progress for all pupils

3e To ensure high standards of literacy and numeracy are seen across the foundation subjects

Success Criteria:

- Leaders sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Leaders demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community
- Leaders lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Staff, pupils and the wider school community can clearly articulate and support the schools' vision and values through their actions and words

Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
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3a	Parent Questionnaires and responses to communication are overwhelmingly positive	HoS, Emma Leggett, SLT	Parent Questionnaire annually– others at least half termly	Collation and presentation of data	SLT and Govs to Monitor and analyse
3a	Feedback from visits, visitors and trips is overwhelmingly positive	HoS, Subject Leaders	At least half termly	Keep records of positive feedback	SLT and Govs to Monitor and analyse
3a	Governors demonstrate engagement in the strategic direction of our 3 schools, monitoring actions for improvement. The Governor monitoring schedule focuses on the schools' recovery processes All governors are well informed about the strengths to secure future improvement and any weaknesses that might prohibit it.	All Governors	Throughout the year according to monitoring schedule	Reports of monitoring Minutes of committees and FGB Subject leaders will submit a report to Governors outlining measures in place and the progress being made towards, addressing gaps in learning	Reports of monitoring Minutes of committees and FGB
1b 3b,c,d	Role of Subject Leaders is clearly defined and established	SLT, HoS	Half Termly	Subject Leader Evaluation Doc updated regularly	Quality of Teaching and Learning (Spotlight on Progression of Skills docs and related evidence) Work Scrutinies and Exec Monitoring reveal improvements

1c 3b,c,d	Subject Leaders have a detailed vision of what their subject looks like in their own school and then the other two	Subject Leaders HoS SLT	HoS Book and Work Monitoring meetings; Staff Moderation Meetings; Nebula Moderation Meetings; County Moderation Meetings	Subject Leaders join HoS for Subject Monitoring meetings at least termly	Quality of Teaching and Learning (Spotlights on Learning evidence) Work Scrutinies reveal improvements
1d 3b,c,d	Subject Leaders ensure their subject is given a highly visible profile across the schools	Subject Leaders	Staff meetings and personal CPD	Subject Leaders deliver CPD linked to the improvement of Quality First Teaching at least bi-annually	Work scrutinies and book looks reflect CPD and increased staff knowledge
1e	English and Maths leads, alongside HoS and Exec Dep, monitor teaching and learning in Foundation Subjects reflects high standards literacy and numeracy	SLT Exec Team	Subject Monitoring Exec Monitoring	SLT analyse data and evidence in books to identify appropriate actions to improve literacy and numeracy standards in the foundation subjects	Executive Monitoring visits Subject Monitoring Book looks Moderation meetings – school, Nebula and County demonstrate clear and measurable improvements
1a	The community will have confidence in the leadership of the school and will support the school in its endeavours.	HoS, SLT	Throughout the year	Develop further links within the community – church, Parish and Village Newsletters, increasing number of community events and/or parent participation events	Evidence of events publicised in the local Press Evidence in local publications; letters or cards of thanks, photographs of events on websites and in Newsletters; positive feedback from the community; feedback collected at regular intervals

1a	Involve the churches and communities in assemblies and collective worship by asking them to present awards linked to the school vision – e.g. Christian Value Award; Pupil of the Week/Term; Reading challenges and awards; Boots the Cat Awards	Hos	Throughout the year	Develop Celebration Assemblies and the Awards given to pupils to involve parents/ carers	Photographic evidence Newsletters Parent/Carer feedback collected on a Termly basis
1a	Involving the parents and extended families of pupils in regular school based activities to ensure they have a good grasp of the daily workings of the schools	HoS	Throughout the year	Learning focussed events throughout the year e.g Reading Cafes, Maths days (100 days of school) Phonics Evenings, Picnic lunches	Positive Parent/ Carer feedback

Priority 4: Y1 and Early Years Provision (All 3 schools now have R/Y1 mixed classes – new to St Faiths structure and NQT at Hainford, new EYFS lead on maternity cover)

4a To improve the teaching, assessment, tracking and provision of Phonics

4b To narrow the gap between the expectations of ELGs and those in Y1

4c To offer increased opportunities to practise writing

4d To ensure the teaching of reading is matched to the teaching of Phonics

4e To develop opportunities for YR pupils to join in more whole school activities earlier in the school year, where appropriate

Success Criteria:

- **Phonics Screening results are above National Average and as close to 100% as we can get**
- **Tracking of Phonics attainment identifies gaps in understanding**
- **Teaching of Phonics in years 1 and 2 continues to build on good progress in Reception**
- **Pupils can make links between reading and writing the sounds they have learned by the Summer Term**
- **Reading books clearly link to phonics phase for each pupil**
- **Curriculum Skills Progression documents make a smooth transition from YR to Y1 and overlaps are clearly identified**
- **Children in Reception year/class join assemblies/Collective Worship and whole school activities and playtimes by Christmas**

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
4a 4d	Phonics leads continue to develop and improve tracking system and regularly monitor teacher assessment to ensure coherence and consistency across schools Reading books are matched to Phonics phases throughout Early Years	Phonics Leads All staff	On going	Phonics staff meetings termly to share updates Peer moderation Lesson observations Tracking kept up to date by all relevant staff Interventions are planned and delivered to close any gaps Reading books linked to phonics phases are purchased where needed	Pupils make rapid progress through the Phonics phases Phonics Screening results are above National levels Pupils apply their phonics knowledge in their reading books Pupils begin to apply phonics to their writing by the end of the summer term.

4b	To narrow the gap between the expectations of ELGs and those in Y1	EYFS teacher at St Faiths' All EYFS staff Executive Deputy for EYFS HoS	Ongoing	Curriculum Skills Progression documents are scrutinised to identify links and overlaps between EYFS and Y1 expectations	EYFS pupils are better prepared for Y1 Curriculum
4c	EYFS pupils are given rich and engaging daily opportunities to write	EYFS staff Executive Deputy for EYFS HoS SLT	Ongoing	Planning, Assessments, Tapestry and Monitoring identifies clear opportunities for and evidence of writing, daily	Assessments Tapestry Evidence Books Monitoring Work Scrutinies HoS monitoring Subject leader monitoring
4d	EYFS pupils are part of the school community as soon as possible	EYFS staff HoS Exec Deputy	Autumn Term	Buddy system to integrate and support EYFS pupils during whole school activities In YR/Y1 classes – Y1 are clear role models for YR pupils	EYFS have a positive attitude towards integrating YR pupils YR pupils confidently feel they are part of the school community

Priority 5 St. Faiths' and Hainford

Development of Distinctive Characteristics of a Church School

5a To ensure that pupils are able to talk confidently about the school's Christian vision and values.

5b To ensure that the new Norfolk Agreed Syllabus is effectively taught across the school.

Success Criteria	<p>Pupils will be able to talk about the school's vision and values, giving examples of how they link to Christian beliefs and what everyday examples look like within the school environment.</p> <p>Pupils' understanding of key Christian beliefs will be deepened.</p> <p>Staff will be able to teach the new syllabus with confidence, through each of the multi-disciplines (Theology, Philosophy, Social Science).</p>
People with primary responsibility	<p>Governors – Ethos Committee Executive Headteacher Executive Deputy Headteacher Heads of School Paul Cross – RE subject Leader John Semmens to advise</p>

Outcomes		Who	Timescale	Evidence Source
5a	<p>Continue to weave the school values into the school day, including pupils identifying when they see evidence of their application amongst peers.</p> <p>Through Collective Worship, introduce the stories of Noah's Ark and The Mustard Seed in order that children understand how these values are rooted in Christian teaching</p> <p>Make specific links between Christian teaching and the school's vision.</p> <p>Enable the pupils to have a voice in reflecting upon and leading Collective Worship in age appropriate ways</p>	<p>All staff All pupils HoS</p> <p>PC All Staff</p>	On-going.	<p>Ethos Committee minutes Governor monitoring Displays Pupils able to articulate the school's vision and values.</p>
5b	<p>All teaching should follow the Norfolk Agreed Syllabus 2019.</p> <p>Deepen pupils' understanding of key Christian beliefs, such as the Trinity, helping to enrich their understanding of shared beliefs throughout the worldwide Christian church.</p>	<p>PC HoS All Staff</p>		<p>Curriculum maps, skills progression and assessment in place. Lesson observations showing evidence that knowledge gained through 'Understanding Christianity' is being applied in teaching.</p>