



HARNSER SIDP 2023-2024

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



Nebula
where stars are born

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

Contents

- 2. Outline of Harnser schools
- 3. Contextual Information – Frettenham
- 4. Contextual Information – Hainford
- 5. Contextual Information – St. Faiths'
- 6. SIDP Priorities 2023-2024
- 7. Learning and Curriculum Partnerships
- 8. Priority 1: Leadership and Management
- 12. Priority 2: Quality of Education
- 17. Priority 3: Personal Development
- 19. Priority 4: Behaviour, Standards and Welfare
- 21. Priority 5: (Hainford and St. Faiths') Development of the distinctive characteristics of a Church School

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.



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 20018, the Ofsted inspection was judged to be 'good'.

To further improve and develop our school, we will be forensically focusing 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: 62



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 July 2021, the Ofsted inspection was judged to be 'good'.

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

The following priorities were identified in the Ofsted Report July 2021

Priority 1: Teachers have had limited opportunities to access professional development in the last year and a half. This means that they have not been able to further improve their subject and pedagogical knowledge. As a result, teachers are not always confident to challenge pupils to attempt the most complex aspects of the curriculum. Leaders need to ensure that teachers have more opportunities to further develop their own curriculum understanding.

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

NOR: 73



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 schoolhouse 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: 91

School Development Priorities 2023-2024

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

Priority 1: Leadership and Management
1a To ensure all our children FLOURISH
1b To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.
1c To ensure that a broad and balanced curriculum is in place, clearly based upon the progression of knowledge, skills and understanding.
1d To ensure that all staff have the knowledge, skills and understanding to confidently deliver lessons across the curriculum.
1e To ensure all staff confidently deliver lessons which prioritise closing any gaps in learning across all subjects
1f To develop the role of the School Improvement Leaders and Subject Leaders in supporting the Leadership Team to improve outcomes for pupils and the quality of teaching
1g 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
1h For School Improvement Leaders and 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
1i To ensure high standards of literacy and numeracy are seen across the foundation subjects.
Priority 2: Quality of Education
2a To improve children's knowledge and skills in all year groups across a broad curriculum, ensuring that gaps in learning are addressed as a priority
2b To improve standards in Mathematics
2c 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
2d To ensure high standards of literacy and numeracy are seen across the foundation subjects
Priority 3: Personal development
3a To raise aspirations and expectations children have of their own learning
3b To ensure pupils have access to high quality first teaching through a fully appropriate curriculum which develops their cultural capital
3c To further develop pupil independence and resilience in learning
Priority 4: Behaviour, welfare and attitudes
4a To further develop pupil awareness of and resilience in confronting e-safety issues
4b To enhance staff skills relating to trauma and resilience and to ensure schools are a safe place to be
4c To ensure Nurture Groups and Sensory Circuits take place regularly in all schools
4d To promote positive behaviour strategies using Norfolk STEPS approaches
Priority 5: (Hainford and St. Faiths') Development of the distinctive characteristics of a Church School
5a To ensure that pupils are able to talk confidently about the school's Christian vision and values via virtual Collective Worship.
5b To ensure that the new Norfolk Agreed Syllabus is effectively taught across the school and staff have been given guidance about how to fill gaps in learning which are essential in order for pupils to make progress

Learning and Curriculum Partnerships

In order to facilitate and enrich our curriculum and achieve our development priorities we work with many other agencies and providers throughout the year. Those used on a regular basis include:

- STEPS Training for all staff (Step On and Step Up) *Priority 1 Priority 3 Priority 4*
- Charley Charley 1 *Priority 3 Priority 4*
- Norfolk SACRE *Priority 5*
- NCCSF.....provision of half-termly Nebula sporting competitions and Primary Stars English and mathematics intervention *Priority 2 Priority 3 Priority 4*
- TT Rock Stars *Priority 2*
- Young Voices - annual concert O² Arena *Priority 2 Priority 3*
- Norwich Cathedral *Priority 2 Priority 3 Priority 4 Priority 5*
- The Greenpower Education Trust.... building and racing go-carts *Priority 2 Priority 3 Priority 4*
- Let's Think in English *Priority 1 Priority 2*
- Schools and Communities Team ...various in-school interventions (e.g., Lego Therapy) and Family Support *Priority 1 Priority 2 Priority 3 Priority 4*

Priority 1: Leadership and Management

1a To ensure all our children FLOURISH

1b To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.

1c To ensure that a broad and balanced curriculum is in place, clearly based upon the progression of knowledge, skills and understanding.

1d To ensure that all staff have the knowledge, skills and understanding to confidently deliver lessons across the curriculum.

1e To ensure all staff confidently deliver lessons which prioritise closing any gaps in learning across all subjects

1f To develop the role of the School Improvement Leaders and Subject Leaders in supporting the Leadership Team to improve outcomes for pupils and the quality of teaching

1g 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

1h For School Improvement Leaders and 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

1i 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 led 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
- Governors demonstrate engagement in the strategic direction of the schools and monitor actions for improvement
- Progress made in year for reading, writing and mathematics will show children moving appropriately across attainment bands in all year groups
- Curriculum maps and skills progression documents are published and understood by Governors enabling them to monitor the breadth and balance of the curriculum
- Staff are delivering lessons in accordance with the curriculum maps and skills progression documents

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
1a	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 Gobs to Monitor and analyse
1a	Feedback from visits, visitors and trips is overwhelmingly positive.	HoS Subject Leaders	At least termly	Keep records of positive feedback	SLT and Gobs to Monitor and analyse
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
1a	Involving 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.	HoS RE lead Collective Worship Leads	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

1b	Governors demonstrate engagement in the strategic direction of both 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	Records of visits, monitoring and feedback are kept and reported back to the Governing Body as appropriate	Gov minutes Gov Hub
1c 1h	Role of School Improvement Leaders and Subject Leaders is clearly defined and established.	SLT HoS	Half Termly	Subject Leader Evaluation Doc School Improvement Leader DOC updated regularly	Quality of Teaching and Learning (Spotlight on Progression of Skills docs and related evidence) Work Scrutinies and Exec Monitoring reveal improvements
1b 1c 1d 1f 1g	Subject Leaders have a detailed vision of what their subject looks like	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
1b 1c 1d 1f 1g	School Improvement Leaders will support the Executive Deputies in school improvement and monitoring actions plans and resourcing as appropriate	School Improvement Leaders Executive Deputies	HoS Book and Work Monitoring meetings; Staff Moderation Meetings; Nebula Moderation Meetings; County Moderation Meetings	School Improvement Leaders join Exec Team and HoS for Subject Monitoring meetings at least termly	Quality of Teaching and Learning (Spotlights on Learning evidence) Work Scrutinies reveal improvements

1b 1c 1d 1f	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
1b 1c 1d 1f 1i	English and Maths leads, alongside HoS, Exec Dep and School Improvement Leaders 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
1e	All staff confidently deliver lessons which prioritise closing any gaps in learning across all subjects	All staff	Ongoing	SLT analyse data, evidence in books and use lesson observations to monitor delivery	Executive Monitoring visits Subject Monitoring Book looks Moderation meetings – school, Nebula and County demonstrate clear and measurable improvements

Priority 2: Quality of Education

2a To improve children's knowledge and skills in all year groups across a broad curriculum, ensuring that gaps in learning are filled, as a priority

2b To improve standards in English and Maths in all year groups

2c 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

2d 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
- School Improvement Leaders and 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 at least good progress
- 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
- IEPs are regularly written and updated making use of external reports and PEASS documents to ensure targets meet need and have impact on areas of need
- External agencies used prudently to ensure support is targeted in a financially sustainable fashion

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
2a 2c	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 amended for the new academic year on websites by second week of term Skills Progression documents are updated termly with deeper learning, front sheets and assessments Cross-curricular links are made overt to pupils as they learn Children are given opportunities to complete extended writing tasks in foundation subjects	Skills Progression documents clearly link to teacher's plans, lesson observations, work in books and what pupils have learned.
2a 2b 2c 2d	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 Children are given opportunities to complete extended writing tasks 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
2a 2b	Pupils report they are more engaged with reading, writing and Maths	HoS, English leads, Maths Leads, School Improvement Leads	Pupil questionnaires	Pupil questionnaires and surveys	Survey results In-year data and evidence of activities to enhance engagement
2a 2b	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; Maths challenges; 100 days; Maths Cafes, PoR afternoons	HoS, English Leads, Maths Leads, School Improvement Leads	By Summer 2024	Leadership Teams arrange targeted activities to engage the pupils in their own schools further	Impact on reading, writing and Maths data, survey results from above
2a 2b	Pupils make expedited progress in reading, writing and Maths across the schools	Subject Leads alongside HoS	Each term	Power of Reading Reading Weeks	Data, Work Scrutiny, Pupil voice, Learning walks, Book scrutinies,

		monitor progress in reading across to schools to track improvement		LTE Inquiry Mantle of the Expert Author visits Whole-Class Reading VIPERS White Rose Maths CPG textbooks	Guided Reading Observations, scrutiny of pupil asset data, Assertive Mentoring, Pupil Progress meetings, HoS meetings, Staff meetings, Moderation – Harnser, Nebula and LA Karl Nova Library replenishment at St Faiths' Class Libraries re-established at St Faiths'
2b 2c	Good KS1 Phonics teaching and results are better shared further up the school and impact is maintained	English and Phonics Leads	Half Termly	Phonics tracker and assessment data scrutiny Reading books linked carefully to phonics teaching Phonics teaching vocabulary embedded across the curriculum Phonics lead part of Harnser staff team	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

2d	<p>Teaching is at least Satisfactory</p> <p>More pupils make better than expected progress.</p> <p>Higher percentage of pupils achieve Greater Depth in all subjects.</p> <p>Skills Progression work leads to pupils making stronger links between 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>Phonics Tests are improved.</p> <p>All subjects have a high profile throughout the year.</p>	<p>Subject Leaders</p> <p>HoS</p> <p>Exec Team</p>	Termly	<p>WRM</p> <p>Power of Reading</p> <p>Reading Weeks</p> <p>LTE</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>Maths Homework books</p> <p>Targeted homework</p>	<p>HoS Monitoring</p> <p>Exec Monitoring</p> <p>External Observations</p> <p>Data, Work Scrutiny, Pupil voice, Learning walks, Book scrutinies, scrutiny of pupil asset data, Assertive Mentoring, Pupil Progress meetings, HoS meetings, Staff meetings, Moderation – Harnser, Nebula and LA</p>
2d	<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>	By End of Year with steady improvement building throughout the year	<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 updated by Subject Leads</p> <p>Staff to use SPAG vocabulary as part of everyday teaching across the curriculum</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>
2d	<p>Age-appropriate skills in each subject are taught to each year group</p> <p>The progression of skills in each area of the curriculum is carefully planned and delivered within relevant and engaging contexts</p>	<p>Subject Leads</p> <p>HoS</p> <p>Exec Team</p>	Termly	<p>Skills Progression Documents for each subject and each school are on websites.</p> <p>Skills Progression documents are reviewed regularly, including deeper learning, front sheets and assessments.</p> <p>Cross curricular links are made overt to pupils as they learn</p>	<p>Skills Progression documents clearly link to teacher's plans, lesson observations, work in books and what pupils have learned.</p>
2d	<p>Teaching in the foundation subjects has at least as high expectations as teaching core subjects.</p>	<p>All Teachers</p> <p>Subject Leaders</p> <p>HoS Exec Team</p>	on going	<p>The quality of writing seen in English books is promoted in all other areas of the curriculum</p>	<p>Triangulation of evidence – data, observations and work scrutiny.</p>

	<p>Teaching and learning standards are raised in foundation subjects.</p> <p>English and Maths skills are demonstrated to be of an equally high level in cross curricular, inquiry and foundation subject work.</p>			<p>The most able pupils are sufficiently challenged in foundation subjects</p> <p>Children are given opportunities to complete extended writing tasks in foundation subjects</p>	<p>Does work in cross curricular subjects match the standards in English and Maths books</p>
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Priority 3: Personal development

3a To raise the aspirations and expectations children have of their own learning

3b To ensure pupils have access to high quality first teaching through a fully appropriate curriculum which develops their cultural capital

3c To further develop pupil independence and resilience in learning

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
- Working on Worries is introduced remotely
- Good use made of the Schools and Communities Team
- All staff are trained in Step On and Step Up
- Behaviour is managed more appropriately by all adults in school
- Pupils know they have adults in school who can help them with their concerns and behaviour

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
3a 3b	Pupils have a voice in their learning through carefully chosen 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	Charley Charley One for Y5 (and Y6 Frettenham) Schools Councils and Circle Groups Y6 have black sweatshirts GoGo activities Goblin Racer Young Voices National Challenges such as 500 Words	Pupil Engagement surveys by subject leaders SDQs PATHs questionnaires Feedback from CC1 Feedback from pupils and staff following enrichment activities.
3c	Pupils demonstrate resilience in their approach to new and challenging tasks. Pupils use a range of techniques to overcome obstacles in learning and life. Staff and pupils set a good example through their everyday conduct.	HoS Class Teachers Charley Charley One Providers PE expert delivering PE in all 3 schools Sports and Learning Challenges Resilience Workers and their support with expanded Pastoral Team Trainee EP placements		Nurture Groups PATHS PSHE Curriculum Cross Country Multi Skills Interschool competitions Pastoral Team Collective Worship Circle Groups and School Councils	Pupils will know techniques for approaching difficulties with increased self-confidence. Attendance improves. Need for therapeutic interventions is decreased. Pupils' own reflections demonstrate improvement

Priority 4: Behaviour, attitudes and welfare

4a To ensure pupils have at least a good knowledge of e-safety and know the safe adults they can talk to at home and school about any issues that may arise

4b To enhance staff skills relating to trauma and resilience and to ensure schools are a safe place to be (SEN)

4c To ensure Nurture Groups and Sensory Circuits take place regularly in all schools

4d To promote positive behaviour strategies using Norfolk STEPS approaches

Success Criteria:

- **Attendance of vulnerable pupils will improve**
- **Engagement of vulnerable pupils improves**
- **WoW is delivered remotely and available for our families**
- **Good use is made of the Schools and Communities Team to support groups of pupils and families**
- **Use of the S&CT means workload of our own Pastoral team is lightened**
- **Fewer referrals needed to external agencies other than Pastoral Team or S&CT**
- **Behaviour is managed more appropriately by all adults in school**
- **Pupils know they have adults in school who can help them with their concerns and behaviour**

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
4a	E-safety will be addressed through direct teaching and assemblies/collective worship. Parents will be updated 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. EB HoS	On-going	Pupils able to articulate and demonstrate measures that can keep them safe on the internet E-Safety lessons accompany all elements of the Computing Curriculum E-Safety support for families shared in newsletters	Pupils are increasingly supportive of themselves and each other and report e-safety concerns to appropriate adults in a timely fashion. Record kept on CPOMS
4b 4c 4d	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. 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. To employ strategies for early intervention Staff understand how to assess impact of SEMH interventions	Pastoral Team TAs Class Teachers Nurture leads. Exec Dep SEND	Over whole year	Step On and Step Up training for all staff Exec Dep is a Steps Trainer Trainee EP Placements and associated bespoke training Training on Emotionally Based School Avoidance attended by Pastoral Manager Staff Training on Emotionally Based School Avoidance staff meeting	Reduced the frequency of challenging behaviour Improved educational outcomes. Staff learn effective ways of working with a child's challenging behaviour and develop an understanding of the mental health issues that block learning.
4c	Nurture Groups take place in all 3 schools when needed Sensory Circuits take place at least twice daily 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
4d	Ensure accurate identification of pupil needs, policy development, high-quality planning for positive behaviours, and practical approaches to de-escalation. It will ensure that all staff can support pupils to effectively self-regulate, reducing the need for restrictive physical intervention. Where RPI is required, staff can use this safely and with confidence, providing follow-up restorative support and reviewing risk assessments to prevent/reduce reoccurrences.	Exec Dep			

Priority 5: (Hainford and St. Faiths') Development of the 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: <ul style="list-style-type: none"> 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. Pupils' understanding of key Christian beliefs will be deepened. Staff will be able to teach the new syllabus with confidence, through each of the multi-disciplines (Theology, Philosophy, Social Science). 	
People with primary responsibility: <ul style="list-style-type: none"> Governors – Ethos Committee Executive Headteacher Executive Deputy Headteacher Heads of School Paul Cross – RE subject Leader John Semmens to advise 	

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

