



Harnser SIDP – 2025/2026

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

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Contextual Information:

Harnser Schools

Frettenham Primary School, Hainford VC Primary School and St Faiths' C of E Primary School work together under the collective name of 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 collective and its collaborative working offers a wide range of inter-school opportunities for all the children, as well as increased collaboration and support for staff across the curriculum.

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 recognised 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.



Nebula
where stars are born

Frettenham Primary School:

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 educational 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, 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 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 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.

The following priority was identified in the Ofsted Monitoring Report April 2024 where the school was judged to remain 'Good':

Due to a number of staff changes, leaders have not been able to ensure all staff, including support staff, have the subject knowledge and expertise required to deliver their ambitious curriculum. This means pupils' learning does not always move on as effectively as it could in all curriculum areas. Now staffing arrangements are more settled, the school needs to think carefully about its training and support programme, so all staff develop their confidence and expertise in delivering the school curriculum as effectively as possible. This will ensure pupils achieve equally as well throughout the curriculum.

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

NOR: 59

Hainford VC Primary School:

Hainford VC Primary School is a small village school situated in the centre of the village of Hainford, north of Norwich. The school currently caters for pupils aged 4-11 and has existed since the 1870s. The school serves the villages of Hainford and Stratton Strawless. Many educational and social changes have taken place in this time and Hainford VC 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. There is a large playground, playing field, school garden and adventure playground making up the rest of the school site. 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 priority was 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: 70

St Faiths' C of E Primary School:

St Faiths' was built in 1853 by the Twining family, famed 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.



**ST FAITHS'
PRIMARY SCHOOL**

The original school building comprises of one classroom with its own cloakroom facilities, a hall with servery and storage areas, and a library. The school office is also located within this part of the building. The old schoolhouse is also 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 the change from a first school to a primary school.

St Faiths' is set in extensive grounds of approximately 1.75 acres. The grounds comprise of a playground with markings for ball games, an adventure playground and a large, grassed area with a football pitch and other season sports markings. In November 2011, the school added a designated outdoor learning area for the youngest children and the same class use the small copse on-site as a 'woodland classroom'.

In February 2019, 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 priority was 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.

The following priority was identified in the Ofsted Monitoring Inspection July 2024 where the school was judged to remain 'Good':

Sometimes, teachers do not provide the most appropriate support for a minority of pupils to access the challenging curriculum. A small number of pupils spend too long waiting for help before they are supported to access the learning. The school needs to ensure that staff consistently provide appropriate, and timely, adaptations for all pupils so they can achieve well.

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

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Curriculum Enrichment 2025-2026

Frettenham	Hainford	St Faiths'
<ul style="list-style-type: none"> • Sensory circuits • Forest schools • Yoga • Year 6 trip to Langham Dome History • Year 6 trip to Time and Tide Museum History • Class 2 trip to Castle Museum History • Bike-ability Year 5 & 6 • Live Harvest Festival Assembly NFU • Nebula Sport events various through the year • Swimming • Pastoral Support • Live Black History Month Assembly Sanctuary Foundation • Charlie-Charlie 1 • Young Voices • Film Club • Chess Club • Lego Club • Art Club • Pupil Voice groups • Whole School trip to Puppet Theatre Planned Dec 2024 • Nativity • Carol Service • A Day of Welcome. • Young Minds Bake Sale and Wear Yellow • NSPCC Kindness Challenge • Play Leaders • Librarians • 	<ul style="list-style-type: none"> • Charley Charley 1 (yr4&5) • Outdoor learning provision • Yoga provision • Young Voices club and trip to the O2 • Hainford Choir • Sports clubs such as: Netball club, Korfbal and matches • Cross Country races and City Sports • Nebula Sporting Events throughout the year • Schools and Communities Team ...various in-school interventions (Family Support) • Additional nurture and pastoral interventions • Harvest Festival • Whole-school Nativity performance • Termly vision and values events • Various class trips throughout the year including this autumn's c3 trip to Langham Dome (History) • Bikeability (Level 1 yr LKS2 and Level 2 for UPKS2) • Class 3 residential to Horstead Centre • Mad science club • Internal and external football matches • Games club • PAT dog • Nativity performances • Whole school partner reading • Pupil fundraising committee (events throughout the year) such as Children in Need • Pupil Voice groups (circle group) • Yr6 additional responsibilities (Assembly helpers etc) • Class 3 swimming • Crucial Crew • Summer Reading Challenge • Open afternoon event for parents • Author visits 	<ul style="list-style-type: none"> • Sensory Circuits • Yoga • School Trips including: Year 6 trip to Polar Museum, Cambridge, YR/1 Seasonal walks, YR/1 Church visit, Y6 London Residential • Bikeability Year 5 • Harvest Festival with parents in school • Nebula Sport events various through the year • Y5 Swimming • Pastoral Support • Black History Month Assembly and stories • Y5 Charley Charley 1 • Young Voices • Various lunchtime clubs • Seedlings Volunteer Club • Circle Time Meetings • Nativity • Carol Service and Choir for Crematorium Christmas Service • House Captains • Vice Captains • Librarians • School Book Fair (with book rewards per class) • Safer Internet Day • Children in Need Day • International Dot Day • Charity events throughout the year • Christmas Activity Days • Virtual Christmas Panto on 'Christmas Day' • John Hindley visits in RE • Vision and Values Afternoons each half term • Crucial Crew • Year group cinema visits • Volunteer readers • Day of Welcome • Play Leaders • Summer Reading Challenge • Grounded Forest • St Faiths' Sunflowers collaborations • Reading buddies • Author Visits

School Development Priorities 2024-2025

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

Priority 1: Teaching and Learning – Assessment Focus

- a) Ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.
- b) Ensure additional intervention where required is identified, planned and implemented, particularly in phonics, reading, writing and maths.
- c) Ensure curriculum and lesson planning should be informed by an assessment of pupils' starting points and target the gaps identified on QLAs and Phonics Tracker
- d) Ensure teaching is adapted in a responsive way, including targeted support to pupils who are struggling, in order to increase pupil success.
- e) Ensure end of year EYFS profile results are in line or above National average for GLD.
- f) Ensure Phonics Screening Checks meet at least national standard.
- g) Ensure end of KS2 results for reading writing, GPS and maths at least meet national standard at expected and GD.
- h) Ensure end of Year test results show year-on-year progress with a clear trajectory towards meeting national standards in reading, writing, GPS and maths at expected and GD.
- i) Ensure Class teachers to liaise with support staff about QLA targets and writing targets – *what are they supporting the child to achieve?*
- j) Ensure clear progress is evidenced across every half term for each pupil.
- k) Fully implement the new Nebula Assessment system by July 2026, ensuring it is embedded in daily practice, effectively used to monitor pupil progress, and drives targeted teaching interventions that demonstrably raise standards in children's outcomes.
- l) Ensure high standards of literacy and numeracy are seen across **all** subjects.
- m) Ensure outcomes in small schools are equitable with our larger federation schools.

Priority 2: Curriculum – Writing Focus

- a) Implement a new whole-school writing framework to raise pupils' standards in writing by **July 2026**.
- b) Demonstrate an increase in the proportion of pupils achieving age-related expectations or above in writing compared with July 2025 outcomes.
- c) Improve children's knowledge and skills in all year groups across a broad curriculum, ensuring that gaps in learning are addressed as a priority.
- d) Ensure that vulnerable pupils access the same curriculum and achieve as well as all other pupils.
- e) Ensure Subject Leaders provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved progress for ALL pupils.
- f) Ensure high standards of literacy and numeracy are seen across the foundation subjects.
- g) Ensure pupils in small schools have an equity of curriculum experiences as their peers in larger schools.
- h) Ensure subject leader monitoring takes place regularly and informs next steps of action planning.
- i) Ensure a sharp focus is kept on the progress and achievement of the most vulnerable children in our schools.

Priority 3: SEND and Embedding Inclusion by Design

- a) Ensure that, by July 2026, all teachers consistently implement Universal Design for Learning (UDL) principles, making purposeful adaptations to planning, teaching, and assessment so that the needs of all children, including those with SEND, EAL, and disadvantaged backgrounds, are effectively met.
- b) Ensure all teachers have embedded Universal Design for Learning principles in planning and teaching.
- c) Ensure each school agrees to, and applies, a set of whole school non-negotiable adaptations for all children, evidenced through lesson monitoring, pupil outcomes, and feedback.
- d) Ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.
- e) Ensure all our children FLOURISH.
- f) Ensure that all information is available about each child – professional reports, support plans, EHCPs, previous IEPs etc – is provided by SENCOs and SLT.
- g) Implement IEPs that are fully in place and appropriate with SMART and regularly reviewed targets (at least termly).
- h) Ensure all adults working with the children have access to the IEPs and targets and are able to annotate progress towards targets and when targets are achieved.
- i) Ensure parents and pupils know and agree the targets in place and can contribute easily to reviews.
- j) Implement and embed the whole school inclusive strategies/practices identified and support the evaluation of the approaches chosen.
- k) Promote the UDL Working Party Action Plan and any identified whole-school practices are in place in all classrooms and learning areas.

Priority 4: Development of the Distinctive Characteristics of a Church School (Hainford and St Faiths') RE Quality Mark and SIAMS-related

- a) To ensure that pupils are able to talk confidently about the school's Christian vision and values.
- b) To further embed the Norfolk Agreed Syllabus with a focus on all stakeholders understanding the three lenses (theology, philosophy and human/social sciences)
- c) To revise, implement and monitor the LTP for RE across the Harnser Schools to best suit the changing organisation of the mixed aged classes and new staff joining the schools
- d) To ensure St Faiths' achieve a successful SIAMS Inspection this year

Priority 5: To improve parental voice and engagement across the schools

- a) To improve the engagement of parents in Friends and PTA planning and events
- b) To improve parental engagement with homework
- c) To encourage more parents to read with children, especially in KS2

Appendices: HoS and Subject Leader Action Plans

<ul style="list-style-type: none">❖ Frettenham Action Plan/s❖ Hainford Action Plan/s❖ St Faiths' Action Plan/s❖ English – Writing; English – Phonics & GPS; English – Reading; Maths❖ English – Phonics and GPS	<ul style="list-style-type: none">❖ English – Reading❖ Maths -KS1 & KS2❖ EYFS action plan❖ Documentation relating to UDL non-negotiables❖ Parental engagement action plans and evidence
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Priority 1: Teaching and Learning

- a) Ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.
- b) Ensure additional intervention where required is identified, planned and implemented, particularly in phonics, reading, writing and maths.
- c) Ensure curriculum and lesson planning should be informed by an assessment of pupils' starting points and target the gaps identified on QLAs and Phonics Tracker
- d) Ensure teaching is adapted in a responsive way, including targeted support to pupils who are struggling, in order to increase pupil success.
- e) Ensure end of year EYFS profile results are in line or above National average for GLD.
- f) Ensure Phonics Screening Checks meet at least national standard.
- g) Ensure end of KS2 results for reading writing, GPS and maths at least meet national standard at expected and GD.
- h) Ensure end of Year test results show year-on-year progress with a clear trajectory towards meeting national standards in reading, writing, GPS and maths at expected and GD.
- i) Ensure Class teachers to liaise with support staff about QLA targets and writing targets – *what are they supporting the child to achieve?*
- j) Ensure clear progress is evidenced across every half term for each pupil.
- k) Fully implement the new Nebula Assessment system by July 2026, ensuring it is embedded in daily practice, effectively used to monitor pupil progress, and drives targeted teaching interventions that demonstrably raise standards in children's outcomes.
- l) Ensure high standards of literacy and numeracy are seen across **all** subjects.
- m) Ensure outcomes in small schools are equitable with our larger federation schools.

Success Criteria:

- ❖ Curriculum and lesson planning is informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment.
- ❖ Question level analysis (QLA) of termly tests will advise where gaps continue to exist in reading, writing and maths and these gaps will be addressed. Incl. GPS – QLA to inform 'Fast 5', GPS planning and interventions.
- ❖ Teaching is adapted in a responsive way, including targeted support to pupils who are struggling, in order to increase pupil success.
- ❖ Teachers identify where children they teach sit on the simple view of reading and writing grids.
- ❖ All pupils have targets (which can include individual and group targets) to make progress in reading and writing, incl. GPS.
- ❖ Yellow boxing is planned for and implemented across all subjects.
- ❖ Interventions are in place for those children not making expected progress or need more practice.
- ❖ Teachers participate in CPD related to assessment and implement strategies in the classroom.
- ❖ Teachers engage in moderation activities to ensure consistency and accuracy of assessment judgments.
- ❖ Feedback from learning walks, book looks, and pupil voice shows effective assessment use.
- ❖ Class teachers to liaise with support staff about QLA targets and writing targets.
- ❖ End of year EYFS profile results are in line or above National average for GLD.
- ❖ Phonics Screening Checks meet at least national standard.
- ❖ End of KS2 results for reading writing, GPS and maths at least meet national standard at expected and GD.
- ❖ End of Year test results show year-on-year progress with a clear trajectory towards meeting national standards in reading, writing, GPS and maths at expected and GD.

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
a b c d i k m	To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors. Baseline PP data to be analysed.	SLT	PP update		PP Update		<ul style="list-style-type: none"> Pupil Progress Meeting data November 2024 to be attached C&S Minutes Subject leader Action Plans Individual School Action Plans
d k m	To ensure additional intervention, where required, is identified, planned and implemented, particularly in phonics, reading, writing and maths.	HoS, Subject Leaders and SENCO	PP Update and IEP checks		PP Update and IEP checks		<ul style="list-style-type: none"> Intervention maps Action Plans IEP Updates Simple view grids
b c d j k m	Curriculum and lesson planning will be informed by an assessment of pupils' starting points and target the gaps identified on QLAs and Phonics Tracker.	SLT, Phonics lead	PP update		PP update		<ul style="list-style-type: none"> Phonics tracker data Subject Leaders monitoring Intervention tracking by SENCO PP meeting records
b c d j k m	Teaching is adapted in a responsive way, including targeted support to pupils who are struggling, in order to increase pupil success and expediate progress.	SLT SENCO Subject leads Class Teachers	Learning Walks		Learning Walks		<ul style="list-style-type: none"> Subject Monitoring Book Looks PP Meetings Simple View Grids

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
i	Class teachers to liaise with support staff about QLA targets and writing targets to better inform them on the specifics they are supporting pupils to achieve.	SLT and SENCO to monitor	SLT/support staff informal meetings to discuss		SLT/support staff informal meetings to discuss		<ul style="list-style-type: none"> • Subject leader monitoring • Interviews with TAs by SENCO and Exec Dep
d k l	Marking is informative across all subjects. Deeper marking is planned for, shared with pupils and responses are checked.	SLT Subject Leaders	Book Looks and related action plans Subject leader monitoring		Book Looks and related action plans Subject leader monitoring		<ul style="list-style-type: none"> • Subject leader monitoring • Book Looks • Staff meeting
e f j k	Moderation meetings deepen staff knowledge of assessment and identifying next steps in learning.	All teaching staff	Moderation meeting records		Moderation meeting records		<ul style="list-style-type: none"> • Moderation meeting records • Book looks
e f j k	Book look findings are shared with all teaching staff and responses and action plans are completed where necessary. Subject Leaders need to follow up any points for action in a timely manner	SLT Subject leaders All staff	Book Looks and related action plans Subject leader monitoring		Book Looks and related action plans Subject leader monitoring		<ul style="list-style-type: none"> • Book Look records • Subject Leader action planning
e f j k	All national and internal tests demonstrate progress both year on year as well as termly. National test results are in line with national standards.	All staff Heads of school to monitor closely	QLAs and PP update		QLAs and PP update		<ul style="list-style-type: none"> • QLAs • PP records • End of year test data

Priority 2: Curriculum – Writing Focus

- a) Implement a new whole-school writing framework to raise pupils' standards in writing by July 2026.
- b) Demonstrate an increase in the proportion of pupils achieving age-related expectations or above in writing compared with July 2025 outcomes.
- c) Improve children's knowledge and skills in all year groups across a broad curriculum, ensuring that gaps in learning are addressed as a priority.
- d) Ensure that vulnerable pupils access the same curriculum and achieve as well as all other pupils.
- e) Ensure Subject Leaders provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved progress for ALL pupils.
- f) Ensure high standards of literacy and numeracy are seen across the foundation subjects.
- g) Ensure pupils in small schools have an equity of curriculum experiences as their peers in larger schools.
- h) Ensure subject leader monitoring takes place regularly and informs next steps of action planning.
- i) Ensure a sharp focus is kept on the progress and achievement of the most vulnerable children in our schools.

Success Criteria:

- ❖ Writing framework fully implemented and consistently applied in all classes by the end of the spring term 2026.
- ❖ 100% of teachers trained and confident in using the framework (measured through CPD evaluations and learning walks).
- ❖ Book scrutiny and lesson observations show improved consistency
- ❖ Regular monitoring (e.g., book looks, lesson observations, moderation) shows increased consistency in and quality of writing teacher instruction.
- ❖ Pupil progress data indicates measurable improvement in writing outcomes (e.g., higher % of pupils meeting or exceeding age-related expectations compared with the previous year).
- ❖ Pupil voice feedback reflects greater confidence, engagement and enjoyment in writing.
- ❖ The curriculum is exciting, ambitious and leads to high levels of pupil interest.
- ❖ Educational performance of the school 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.
- ❖ Vulnerable pupils are able to access the foundation curriculum as well as their peers.
- ❖ Vulnerable pupils achieve as well as their peers.
- ❖ Effective plans are in place to support those not making the expected progress.

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
a c	Writing framework embedded by March 2026. Termly assessment colling by subject leads demonstrates better progress in year than 2024-2025	Subject Leads, SLT, Class Teachers; SENCO	Book Monitoring Round 2 Harnser writing moderation		Book Monitoring Nebula Moderation		<ul style="list-style-type: none"> • Book looks • Subject Leader Action plans • SEN Staff meeting minutes • Moderation meeting records
a b c d	Interventions are carefully planned and timetabled to ensure gaps in knowledge are addressed and progress is assured.	Class teachers overseen by HoS and SENCO	IEP update staff meeting PP updates		IEP update staff meeting PP updates		<ul style="list-style-type: none"> • IEPs • HoS • Subject Leader Monitoring and Action Plans
e h i	Action plans put in place where further actions are required. Clear actions, timescales, milestones, success criteria and evaluations to be included. Subject leader evaluation to focus on the achievement of our vulnerable pupils.	Subject leaders	Action Plans Book looks		Action Plans Book looks		<ul style="list-style-type: none"> • Subject leader monitoring • Action Plans • PP Meeting notes demonstrate impact
e h i j	Half termly learning walks by HoS and/or Executive Deputy identify displays and resources which promote and raise the profile individual subjects. Displays are accessible for ALL pupils and celebrate or reflect the work of all pupils.	SLT		SLT			<ul style="list-style-type: none"> • Learning walk records • Action plans

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
all	Pupils are clearly building on previous learning and the journey through a unit of work demonstrates progress and improvement over time.	Subject leaders, HoS, SLT		Subject leaders, HoS, SLT			<ul style="list-style-type: none"> • Book looks • Action plans • Oversight of any changes to curriculum docs at a termly staff meeting
h i	Progress and attainment are improved term on term and compared to last year	HoS Subject Leaders	PP Meeting		PP meeting		<ul style="list-style-type: none"> • Pupil Progress meetings • Information to DSI, DSI2 and Governors
b c d f g	Phonics intervention groups introduced	Phonics and English Lead, SLT	Phonics Tracker data		Phonics Tracker data		<ul style="list-style-type: none"> • Phonics tracker data • Pupil Progress meetings
all	Feedback from staff and pupils demonstrates greater confidence, enjoyment, and clarity in writing.	Subject leaders SLT	PP update Circle groups Staff questionnaires		PP update Circle groups Staff questionnaires		<ul style="list-style-type: none"> • Pupil progress • Questionnaires • Circle Group records

Priority 3: UDL & SEND: If we get it right for Vulnerable pupils, we get it right for everyone.

- a) Ensure that, by July 2026, all teachers consistently implement Universal Design for Learning (UDL) principles, making purposeful adaptations to planning, teaching, and assessment so that the needs of all children, including those with SEND, EAL, and disadvantaged backgrounds, are effectively met.
- b) Ensure all teachers have embedded Universal Design for Learning principles in planning and teaching.
- c) Ensure each school agrees to, and applies, a set of whole school non-negotiable adaptations for all children, evidenced through lesson monitoring, pupil outcomes, and feedback.
- d) Ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.
- e) Ensure all our children FLOURISH.
- f) Ensure that all information is available about each child – professional reports, support plans, EHCPs, previous IEPs etc – is provided by SENCOs and SLT.
- g) Implement IEPs that are fully in place and appropriate with SMART and regularly-reviewed targets (at least termly).
- h) Ensure all adults working with the children have access to the IEPs and targets and are able to annotate progress towards targets and when targets are achieved.
- i) Ensure parents and pupils know and agree the targets in place and can contribute easily to reviews.
- j) Implement and embed the whole school inclusive strategies/practices identified and support the evaluation of the approaches chosen.
- k) Promote the UDL Working Party Action Plan and any identified whole-school practices are in place in all classrooms and learning areas.

Success Criteria:

- ❖ The working parties are in place and have effectively identified inclusive practices which are in place throughout the whole school – have become ‘non-negotiables’.
- ❖ Staff have contributed to identifying the inclusive whole school practices and have ensure these are evident in their practice in their classrooms.
- ❖ Staff have contributed to the Working parties plans for broader implementation in 2025-26 as well as evaluate the pilot strategies that have already been put in place.
- ❖ SEND Report includes a list of the inclusive whole school strategies that are in use across the school to support vulnerable children to achieve as well as their peers.

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
a	Ensure all teachers consistently implement Universal Design for Learning (UDL) principles in planning, teaching and assessment	SENCO & SLT	Learning walks Pupil feedback Subject Monitoring		Learning walks Pupil feedback Subject Monitoring		<ul style="list-style-type: none"> • Book Looks • Circle groups • Questionnaires • Learning Walks
b	Individual schools set their own list of UDL non-negotiables	SENCO & SLT	Learning walks Working party meetings		Learning walks Working party meetings EMBEDDED by this time		<ul style="list-style-type: none"> • Circle groups • Questionnaires • Learning Walks
c	All staff have access to all relevant reports and paperwork linked to SEND and Vulnerable pupils in the classroom	SENCO and SLT	TA and Class Teacher survey				<ul style="list-style-type: none"> • Survey results • SENCO Monitoring • HoS Monitoring
d	IEPs are updated in a timely manner – the targets are smart and are reviewed at least termly.	SENCO and all staff	IEP checks by SENCOs and EXEC Dep				<ul style="list-style-type: none"> • Checking IEPs – targets and reviewing up to date • SEN and IEP staff meeting time
d	Pupil voice is recorded on the IEP. Pupils know what their targets are.	SENCO and Class Teachers. Exec Dep for SEND	IEP checks of online folders				<ul style="list-style-type: none"> • IEP checks • SEN Pupil Voice survey
d	Parental contributions to IEP target setting and reviewing is given priority, and their comments are clearly recorded.	Class Teachers SENCO Exec Dep for SEND	IEP checks of online folders				<ul style="list-style-type: none"> • IEP checks • SEN Parent Survey
d	All adults working with pupils on interventions have access to relevant paperwork and targets and keep records on what is being achieved through intervention.	TAs SENCO Class Teachers Exec Dep for SEND	SENCO monitoring and TA surveys				<ul style="list-style-type: none"> • Records are checked by SENCO as part of monitoring at least termly • TA survey

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
b	Zones of Regulation introduced and embedded across all 3 schools	Senco & SLT	Learning walk		Learning walk		<ul style="list-style-type: none"> • Pupil surveys • Learning walks
b	Outdoor Learning is used tactically to improve engagement for the most vulnerable pupils	SENCO and SLT	Pupil voice Learning walks		Pupil voice Learning walks		<ul style="list-style-type: none"> • Learning walks • Pupil voice
b	Food Explorers groups are used tactically to improve engagement for the most vulnerable pupils	SLT	Pupil voice		Pupil voice		<ul style="list-style-type: none"> • Learning walks • Pupil voice

Priority 4: Development of the Distinctive Characteristics of a Church School (Hainford and St Faiths')

RE Quality Mark and SIAMS-related

- a) To ensure that pupils are able to talk confidently about the school's Christian vision and values.
- b) To further embed the Norfolk Agreed Syllabus with a focus on all stakeholders understanding the three lenses (theology, philosophy and human/social sciences)
- c) To revise, implement and monitor the LTP for RE across the Harnser Schools to best suit the changing organisation of the mixed aged classes and new staff joining the schools
- d) To ensure St Faiths' achieve a successful SIAMS Inspection this year

Success Criteria:

- ❖ 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 RE syllabus with confidence, through each of the multi-disciplines (Theology, Philosophy, Social Science); using the 'Three Lenses'.
- ❖ RE will have a raised profile at St Faiths' is implemented to promote among teachers and learners an understanding of diversity in religious and non-religious world views
- ❖ The Harnser RE curriculum contributes to whole school work to challenge prejudice and discrimination and to promote agreed and shared values
- ❖ LTPs will be adapted to incorporate the most successful units from across the Federation

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
a	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.	RE lead HoS					<ul style="list-style-type: none"> Ethos Committee minutes Governor monitoring Displays Pupils able to articulate the school's vision and values
b	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.	RE Lead HoS					<ul style="list-style-type: none"> Curriculum maps, skills progression and assessment in place Lesson observations showing evidence that knowledge gained through 'Understanding Christianity' is being applied in teaching
c	LTPs updated regularly to reflect the change in class structures and to incorporate successful units	RE Lead, HoS, Exec Dep					<ul style="list-style-type: none"> RE monitoring
d	St Faiths' receives a successful SIAMS grading	RE Lead, HoS, Exec Dep					<ul style="list-style-type: none"> RE monitoring records

Priority 5: To improve parental voice and engagement across the schools

- a) To improve the engagement of parents in Friends and PTA planning and events
- b) To improve parental engagement with homework
- c) To encourage more parents to read with children, especially in KS2

Success Criteria:

- ❖ A bigger percentage of parents will regularly join Friends/PTA meetings and events
- ❖ More children complete homework on time
- ❖ KS2 Reading records demonstrate higher level of parental engagement
- ❖ Families are more active in participating in school-led activities

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
a b c	Parentkind sessions and training attended and action plans developed	HoS	Action plan in place		Action plan reviewed		
b	More children complete homework on time – class teacher records demonstrate this	HoS oversee	Figures have improved		Figures sustained/further improved		
c	KS2 pupils read regularly to parents/carers	HoS Class teachers Literacy Leads Baseline information gathered by December	Reading records demonstrate higher levels of parental engagement		Reading records demonstrate sustained or improved parental engagement since February		



Driver 1

Ethos and behaviours

61 measures across

5 initiatives:



Strategising parent participation



Leading parent participation



Fostering the school culture



Evolving the school environment



Prioritising parent support



Driver 2

Two-way communication

61 measures across

5 initiatives:



Diversifying communication channels



Creating inclusive communications



Evaluating communication impact



Enabling parent feedback



Making communications accessible



Driver 3

Home-based learning

69 measures across

5 initiatives:



Motivating learning at home



Sharing learning progress



Managing learning at home



Building parent skills



Supporting effective transition



Driver 4

Involvement in school life

51 measures across

5 initiatives:



Recruiting parent volunteers



Ensuring inclusive volunteering



Coordinating parent volunteers



Empowering the PTA



Ensuring accessible volunteering



Driver 5

Community partnerships

61 measures across

5 initiatives:



Planning community partnerships



Securing inclusive partnerships



Widening the community network



Serving as a community hub



Signposting to community resources