



# Carlisle and Hampton Hill Federation Schools Development Plans 2022-2023

*'Love Learning, Love Life'*



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# Carlisle and Hampton Hill Federation Priorities

Federation Priority 1a: **To maximise the benefits of the Federation model for all stakeholders**

**Why was this chosen as a priority?**

- To ensure the two schools are working as efficiently as possible together
- To deliver finance and resources opportunities
- To improve the Governing Body’s strategic approach by focusing on Federation priorities vs individual schools
- To support recruitment of families by raising the profile of the Federation in the local community

**What will success look like by the end of this year?**

- The Governing Body structure delivers support and challenge to the Federation
- The financial structure of the Federation is settled
- The Governing Body is in a position to set its vision/values and develop a 3 year plan for the Federation

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
<b>The Governing Body owns and drives Federation priorities</b>	Revisit Governance structures (agendas, meeting timings and dates) to ensure focus on Federation-wide priorities Ensure Federation meetings are in place. Chairs meetings confirm federation priorities for each term’s committee. Highlight strategic priority updates in FGB agendas.	GB, Autumn 2022	<ul style="list-style-type: none"> <li>● Progress seen towards objectives by end of year 1.</li> <li>● The GB takes a more strategic outlook in preparation for 3-5 year planning.</li> <li>● Reduced workload for the GB – Federation as opposed to 2 school focus.</li> </ul>	N/A	FGB meeting minutes Committee meeting minutes
	Governors linked to Federation priorities (possibly committee chairs?)	GB Autumn 2022	Federation priorities are closely monitored throughout the year	N/A	Chairs meeting minutes
	FST meetings to review Federation-wide priorities at least half termly	GB / SLT	Schools more closely aligned for benefit of all stakeholders	N/A	FST meeting minutes

	FST and GB to review maintaining current 2 budget structure vs moving to 1 budget	SLTs, gobs to meet with Graham Craig. Review document from SBM Autumn 2022 in next FST meeting SLTs from both schools to create a list of concerns and plan for how this is to be managed.	GB Decision taken on whether and how to change the financial structure of the Federation	N/A	FST meeting minutes
	Revisit Governance structures (agendas, meeting timings and dates) to ensure focus on Federation-wide priorities	GB, Autumn 2022	The GB takes a more strategic outlook in preparation for 3-5 year planning Reduced workload for the GB – federation as opposed to 2 school focus.	N/A	Three year plan for federation in place and shared with FGB in place.

<b>I M P A C T</b>	<b>December Review:</b> Regular FST meetings have taken place. Meeting with Graham Craig to look at initial options re budgets for both schools going forwards, further meeting to take place on 5th December. Governors are linked to priorities highlighted in the School Development Plan.
	<b>April Review:</b> GB agreed to move to one budget-February 2023.
	<b>July Review:</b>

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
<b>The benefits of the Federation are communicated to stakeholders</b>	Agree a plan to market the federation starting with Year R parent tours Autumn 2022  Working party with parent gobs to create questions- ZB AW DL to meet to create a list of questions beforehand.	GB / SLT July - September 2022  Nov 22	<ul style="list-style-type: none"> <li>• Increase of numbers of pupil first choice places at CIS/HHJS</li> <li>• Fully subscribed/ oversubscribed at beginning of year</li> </ul>	Marketing banners with QR codes for both schools-cost TBC	<ul style="list-style-type: none"> <li>• Short parent questionnaire to be completed after school tours</li> <li>• Information/feedback gathered to inform future tours</li> </ul>

	<p>Find out the timeframe for changes to uniform.</p> <p>Federation logo created to link in with new uniform/branding.</p> <p>Parent questionnaire in place to ascertain parent views on what parents would like to see from a more joined up federation.</p>	<p>Nov 22 by Admin teams</p> <p>SDP (Second year)</p> <p>Nov/Dec 22</p>	<ul style="list-style-type: none"> <li>● Federation is viewed positively by parental community and reflects their viewpoints</li> </ul>		<p>Review answers from questionnaire to inform future decisions for the federation</p>
	<p>Set up shared calendar-CITL Admin teams to add spring/summer dates to shared calendar</p> <p>All staff have access to Google calendar</p>	<p>DF Dec 22</p>	<ul style="list-style-type: none"> <li>● Parents across the federation are aware of all dates</li> <li>● Staff are confident accessing shared calendar</li> </ul>	<p>N/A</p>	<p>Office Team/SLT throughout the year</p>
	<p>PTAs at both schools work together to communicate dates and forward plan for fundraising events</p>	<p>CW/DF Oct 22</p>	<ul style="list-style-type: none"> <li>● Increased fundraising across the federation</li> <li>● Parental engagement is higher</li> <li>● Reduction of clashes of dates/repetition of events</li> </ul>	<p>N/A</p>	<p>Monitor number of joint events and avoid events clashing</p>

<b>I M P A C T</b>	<p><b>December Review:</b></p> <p>Marketing banner in place for CIS and in process of being obtained at HHJS.</p> <p>Questionnaire has been sent out to all stakeholders to give a better understanding of how parents and staff view the federation.</p> <p>Shared calendar has been set up and will be used from January to avoid any potential clashes of dates.</p> <p>PTAs have started to coordinate dates.</p>
	<p><b>April Review:</b> Children across the federation have had the opportunity to design a logo for a shared uniform.</p> <p>Feedback from both the parent and staff questionnaire reviewed in Strategy group and by SLTs of both schools who are focusing on transition and marketing of the federation to parents.</p>
	<p><b>July Review:</b></p>



			<ul style="list-style-type: none"> <li>● Subject leads are able to support each other and workload is shared</li> </ul>		
<b>Deliver improvement in writing across the age range 4-11</b>	<i>See individual School Specific Priorities</i>	CIS to take part in SPARK Writing project HHJS to meet with Lead School Improvement advisors Sept 2022			<ul style="list-style-type: none"> <li>● Termly data analysis</li> <li>● End of year data</li> <li>● End of Key Stage data</li> <li>● Feedback from SPARK Ed Writing project</li> </ul>
<b>Embed the approach to phonics across the age range with particular focus on those not reaching expected outcomes by end Y2</b>	<i>See individual School Specific Priorities</i>	Embed use of Little Wandle L&S across CIS. English leads to regularly update English leads at HHJS HHJS to introduce programme in 2023-2024	<ul style="list-style-type: none"> <li>● See success linked with individual school priorities</li> </ul>	Approx £2000 for HHJS - TBC	Termly data analysis Phonics Screening outcomes End of year data End of Key Stage data
<b>Agree and document a Federation- wide approach in key areas eg Safeguarding, Attendance, SEND, PP, Vulnerable Families, EAL, wellbeing</b>	FST meetings take 1or 2 key areas per session & agree a joint policy and processes	On-going across the year	<ul style="list-style-type: none"> <li>● Reduce staff workload</li> <li>● Ensure joined up processes</li> </ul>	N/A	At committee level - termly
<b>Ensure consistent, timely communication with parents, taking into account the volume and content of comms across the two schools</b>	Admin teams to liaise regarding LA communications  Investigate family option on Parenthub to ensure are not overloaded	DF Oct 22	<ul style="list-style-type: none"> <li>● Communications are timely and consistent</li> <li>● Schools are communicating more consistently to ensure communications aren't doubled up wherever possible</li> </ul>	N/A	Results from parents' survey  Office team to communicate
<b>Deliver as many 'joint' events to families as</b>	FST to look for joined up where possible.	SLT Ongoing	<ul style="list-style-type: none"> <li>● To stage one joint event this academic year (e.g. Summer Fete)</li> </ul>		SLT to monitor if joint event is delivered

possible: social events, curriculum evenings etc	PTAs to be aware of each others events				
I M P A C T	<p><b>December Review:</b>          CPD session between Subject Leads at both schools, curriculum knowledge journey is being developed.          Joint Assessment and Feedback policy has been reviewed and updated by both deputy headteachers and passed on to A&amp;F Committee. Other policies are being combined to produce a federated example (Homework, Remote Learning)          Both English Leads are on SPA[RK] writing project and have met with the linked governor.          Feedback shared from key visits (e,g, SIP Visits, HHJS Safeguarding Audit) helped to identify key federation priorities.</p>				
	<p><b>April Review:</b> English leads working closely together to plan and deliver CPD          Joint SIP visit March 23 focused on writing from reception to key stage two</p>				
	<p><b>July Review:</b></p>				

## Carlisle and Hampton Hill Federation Priorities

### Federation Priority 1c: To maximise benefits of the federation model for staff

#### Why was this chosen as a priority?

- High quality teachers are in great demand: the Federation needs to be attractive to them
- Reduce staff workload
- Widen professional development by offering access to of all KS
- Widen career opportunities by opening more promotional roles to staff from either school

#### What will success look like by the end of this year?

- Staff will be working more closely across the two schools on one approach in whatever their area of expertise. No duplication of tasks.
- Staff will have a greater understanding of the school they aren't based in.
- Staff have the opportunity to know children throughout their primary education
- Staff will be free to request to work in any KS without changing contract
- Federation will be a more attractive place to work for new staff wanting experience across the whole age range

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
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<b>Enable work opportunities across both schools for staff who want them</b>	Recruit any new staff to the Federation rather than to individual schools  Staff communication in place to ensure their understanding about federation contracts.	DF to look at federation contracts  Nov. 2022 SLTs from both schools	Staff are given opportunities across the federation as the need arises  Newly appointed staff will be on federation contracts  Communicate to existing staff and give them the opportunity to change contracts if they want	n/a	Ongoing  P&P committee to monitor at termly meetings
<b>Enable staff to deepen their understanding of the other KS</b>	Joint work with SLs  Collaboration with monitoring and moderation across schools	Begin with SLT  Writing leads (Autumn term)	Joint CPD  SIP visits  Learning Walks across the federation		Writing focus for joint CPD (Autumn Term) - writing leads to liaise
I M P A C T	<b>December Review:</b> Federation leadership team have begun conversations around the strengths and challenges of offering federation contracts and considered what the implications of this may be. Subject Leads completed <i>Curriculum Knowledge Journeys</i> to begin the process of understanding what is taught in the other key stage. This will be shared with all teachers once complete.				
	<b>April Review:</b>				
	<b>July Review:</b>				

## Carlisle Infant School Priorities

School Specific Priority : **To ensure gaps in reading and phonics are closed to support our aim for every child to leave Carlisle as a reader.**

### Why was this chosen as a priority?

- Impact of COVID19 – has led to gaps in phonics and has had an impact on children’s reading skills
- Year R - 80% of children meeting the Early Learning Goal for word reading, 89% of children meeting the Early Learning Goal for comprehension
- Year 1 - Phonics Results for 2021-2022 was 79% who met the threshold
- Year 2 - Reading Results for 2021-2022 was 77% at expected or above



- SIP visit and internal monitoring focussing on the teaching of Early reading and Phonics highlighted many strengths alongside the need to improve consistency across year groups
- New phonics scheme Little Wandle Letters and Sounds Revised to be introduced in line with recommendations from The Reading Framework
- Demands on families has led to less opportunities to encourage reading for pleasure at home

**What will success look like by the end of this year?**

- All class-based staff have received training to support with phonics and reading groups, the impact of these are measured through regular monitoring
- Children identified with gaps in phonic knowledge are identified by half termly assessments and supported by a mixture of quality first teaching and intervention support
- Children identified as needing extra support for reading are closely tracked to ensure gaps are closed as quickly as possible
- Pupil voice indicates reading is a pleasurable experience and can discuss texts/authors of preference
- Increased % of pupils meeting the phonics threshold at the end of Year 1 and 2 (retakes)
- End of EYFS/KS1 outcomes are in line/above the LA average at the end of 2022-2023

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
<p><b>All staff have improved subject knowledge in phonics and have accessed high quality phonics training</b></p>	<p>All staff have accessed Little Wandle Letters and Sounds training.</p> <p>Further staff CPD sessions allocated to Phonics and early reading See <a href="#">CPD Overview</a></p>	<p>9.9.22 All staff to complete all training modules.</p> <p>On-going CPD throughout year</p>	<ul style="list-style-type: none"> <li>● Phonics sessions and intervention groups will be taught in a consistent way</li> <li>● Improved pupil outcomes in phonics and reading</li> </ul>	<p>N/A</p>	<p>See <a href="#">Monitoring Schedule</a></p>
<p><b>High quality keep up sessions are in place for children identified with gaps or who need extra support</b></p>	<p>Support Staff/Teachers timetable and deliver regular sessions following LW L&amp;S Planning and record progress and next steps</p>	<p>Regularly planned sessions weekly</p> <p>Teachers/TAs</p>	<ul style="list-style-type: none"> <li>● Staff use AFL to identify children who need extra support</li> </ul>	<p>Equivalent of 45 mins of Teacher/TA salary</p>	<p>See <a href="#">Monitoring Schedule</a></p>
<p><b>All children are encouraged to develop a love of reading and texts</b></p>	<p>Timetabled library access for classes in school time.</p>	<p>Planned collectively by YGLs - to occur at least once a week</p>	<ul style="list-style-type: none"> <li>● Children talk about favourite authors and books</li> </ul>	<p>£1000 Book budget</p>	<p>English Lead - Pupil Voice Termly</p>

<b>reflect the diversity of our school community</b>	Promotion of texts in school day Celebration of Books Events across the year	Termly	<ul style="list-style-type: none"> <li>● Children recognise familiar story book characters</li> <li>● Children can discuss their favourite text genre</li> <li>● Books represent/reflect the diversity of families and people in our world</li> </ul>		
<b>Parents feel equipped to support their children to develop their decoding, comprehension and reading for pleasure</b>	Reading evening for parents with focus on quality texts and how to support reading at home. Opportunity to share a huge range of diverse texts for parents to engage with.	Summer Term led by AL/YGLs	<ul style="list-style-type: none"> <li>● Parent feedback indicates they feel upskilled to support their children</li> <li>● Pupil data demonstrates good or better progress</li> </ul>	N/A	Parent Feedback following workshop See <a href="#">Monitoring Schedule</a>
<b>Assessments</b>	Lowest 20%				

### December Review:

- All staff have completed phonics training. Phonics CPD session has given staff the opportunity to share ideas and practice. Phonics observations have taken place and targets have been shared with staff to further develop an aspect of their phonics teaching.
- Phonics lead has analysed a summary of training needs and is beginning to identify staff who may need further support to develop subject knowledge.
- SIP visit highlighted the following:
  - Where phonics teaching was seen, this was effective, well-paced and provided opportunity for repeated practice.
  - Key Stage One children are accessing timetabled library slots supported by library volunteers from LEH. Pupil voice shows children love these sessions and are keen to choose books to share at home.
  - In addition, children have participated in Roald Dahl day which took place on 13th September and National Poetry day to further develop their love of reading. Year two classes have all visited the local library this term.
  - Phonics workshops have taken place for parents in reception and in Key Stage One -parent feedback has been very positive.
  - All children in Year 2 have visited Hampton Library to encourage the use of this facility outside of school, furthering their love of reading.

**April Review:**

- Recent Learning Walks have identified that where suggestions have been made to strengthen practice, these are being demonstrated more consistently.
- Phonics lead has modelled effective practice to develop consistency and improved performance.
- Collins Big Cat texts being sent home weekly along with further books to develop reading for pleasure. Parental feedback indicates the children are demonstrating prosody and improved comprehension considering their familiarity with these texts.
- Year 1 classes have visited the library to encourage the use of this facility outside of school, furthering their love of reading.
- Bedtime Story event for year one children was well attended and supported our aim to develop a love of reading
- Significant progress demonstrated in Keep Up phonics groups led by skilled TA - Progress data shows 15 out of 18 targeted children in year one Rapid Catch up intervention made good progress during the intervention and have closed the gap at phase 3 and are ready to move on to Phase 4.

**July Review:**

## Carlisle Infant School Priorities

School Specific Priority : **To improve outcomes in writing for all pupil groups through developing staff subject knowledge**

**Why was this chosen as a priority?**

- Impact of COVID19 – has led to insecurities with children’s spellings and has had an impact on children’s handwriting skills
- Year R 79 % of children meeting the Early Learning Goal for writing
- Year 2 End of KS1 writing results for 2021-2022 was 62% at the expected standard or above
- Feedback from some staff would suggest that further CPD would be beneficial for improved teaching and learning

**What will success look like by the end of this year?**

- Increased confidence scale rating for staff following CPD training and monitoring
- Writing outcomes are in line with/above local authority averages at the end of EYFS and KS1
- Pupil voice (from different pupil groups) indicates confidence and enthusiasm for writing

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ success criteria?	Cost	How and when will this be monitored?
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<p><b>Participation in SPA[RK] Ed project focussing on writing improves staff confidence and pupil outcomes</b></p>	<p>Release time allocated to enable key staff to benefit from training and allocate staff CPD time to disseminate training.</p>	<p>Key dates for project TBC AL/DW or ZB</p>	<ul style="list-style-type: none"> <li>● Staff will demonstrate improved practice following different monitoring procedures</li> <li>● Planning/resources offered reflects improved staff subject knowledge</li> <li>● Improved pupil outcomes indicate effective practice in place</li> </ul>	<p>SPA[RK] Credits TBC</p>	<p>Initial SWOT Analysis - AL  Termly - AL English Lead: Planning Scrutiny Learning Walk observations Feedback to/from staff</p>
<p><b>Staff self-evaluate an increased confidence scale rating in teaching of writing across the year</b></p>	<p>Opportunity for staff to complete a questionnaire with scale rating during CPD in Autumn term to outline confidence rating. Revise in Spring and Summer term.</p>	<p>AL to produce and share with all teaching staff.  See <a href="#">CPD Overview</a> date TBC</p>	<ul style="list-style-type: none"> <li>● Improved scale ratings are seen term by term</li> <li>● Improved practice is evident through monitoring</li> </ul>	<p>N/A</p>	<p>Ratings analysis completed by AL following CPD sessions.</p>
<p><b>Various monitoring identifies improved practice and pupil outcomes</b></p>	<p>SLT and English Lead will carry out various monitoring to determine effectiveness of writing developments</p>	<p>See <a href="#">Monitoring Schedule</a></p>	<p>Books identify embedded improvements following CPD Planning reflects developed practice and new initiatives Learning walks demonstrate relentless drive by teachers/TAs to embed key initiatives to improve writing Pupil outcomes at the end of each term indicate rapid progress</p>	<p>N/A</p>	<p>See <a href="#">Monitoring Schedule</a>  Termly monitoring - AL/SLT</p>
<p><b>Data points throughout the year identify rapid progress and improved pupil outcomes</b></p>	<p>Teachers input data termly using INTEGRIS alongside 'Stepping Stones' materials to assign progress points. Data analysed and progress identified.</p>	<p>Class teachers input data at the end of each term. DW to analyse and feedback data findings. Pupil Progress meetings to discuss in depth.</p>	<p>Pupil outcomes at the end of each term indicate rapid progress Pupil progress meetings highlight key children who need intervention/focus and these make rapid progress by the following term</p>	<p>N/A</p>	<p>Termly data analysis Termly pupil progress meetings</p>

<b>Pupil voice indicates improved confidence and enthusiasm for writing</b>	Collate a sample of pupil voice from pupils from different groups from each year group, capturing views around writing.	AL  Autumn Term Spring Term Summer Term	<ul style="list-style-type: none"> <li>● Children’s views reflect a positive view of writing</li> <li>● Children recognise their strengths, improvements and increased confidence</li> </ul>	N/A	Pupil voice collated into a termly grid.
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<b>I M P A C T</b>	<p><b>December Review:</b></p> <ul style="list-style-type: none"> <li>● ZB and AL attended first session of SPA[RK] Ed project and AL is using materials to plan Jan CPD session for staff and to design a questionnaire for staff to self-evaluate how confident they feel teaching different aspects of writing.</li> <li>● Staff questionnaire has been shared and analysis of this will lead to personalised CPD opportunities in Spring/Summer CPD sessions.</li> <li>● Monitoring of the teaching of writing has highlighted strengths and areas to develop. Feedback from monitoring in KS1 was acted on swiftly which was seen by AL in the autumn SIP visit which had writing as a focus for the learning walk. Strengths highlighted included the following:</li> <li>● Effective practice was observed in the early years. Pupils were encouraged to mark make in a range of ways and adults skillfully interacted to support pupils to give meaning and distinguish between the marks they made. The use of different materials and resources encourage pupils to explore and control tools. Opportunities for pupils to build physical strength were given in the outdoor learning environment and specific teacher instruction supported pupils with correct letter formation.</li> <li>● The deployment of adults in the early years and across the school was effective.</li> <li>● Opportunities to reinforce the teaching of grammar when modelling were maximised.</li> <li>● The teaching of vocabulary is high profile across the school.</li> </ul> <p><b>April Review:</b></p> <ul style="list-style-type: none"> <li>● English lead and Year 2 YGL have met to discuss developments in Year 2 Writing planning in response to writing CPDs led by English lead. YGL indicates that children are writing more independently in a whole class setting, demonstrating greater stamina, resilience and confidence. Quality of the writing process by separating transcription and composition.</li> <li>● Reception team focussing on preparation processes for handwriting - posture, spacial awareness, direction and formation of the letters. This is evident in the writing outcomes.</li> <li>● Handwriting CPD delivered to all staff has led to improvements in support for children in interventions and those working with a 1:1 support assistant</li> <li>● Additional writing resources have been funded through CSA to support children with their writing</li> </ul> <p><b>July Review:</b></p>
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# Carlisle Infant School Priorities

School Specific Priority : **To continue to develop the impact of leaders at all levels to improve pupil outcomes**

**Why was this chosen as a priority?**

- Ofsted Inspection next step indicated that *‘the role of subject and year group leaders is strengthened to increase their impact on the quality of teaching and pupils’ learning’*
- Performance Management reviews indicated further training opportunities should increase staff confidence in monitoring implementation and impact
- Some leaders are still fairly new to their role and need further support

**What will success look like by the end of this year?**

- Subject leads have the opportunities and feel equipped to monitor the impact of their curriculum developments across the school and have fed back areas for development to staff
- Year group leads demonstrate increased accountability for the developments in their teams including data analysis and personnel
- SENDCo is confident and supported in role, demonstrating impact on pupils’ engagement and progress in school
- Deputy Headteacher has successfully completed NPQSL qualification and demonstrates greater confidence in leadership of whole school

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
<b>To ensure subject leads have monitored their subjects and feedback developments to staff to ensure measurable impact</b>	Release time provided to ensure monitoring can include learning walks  Monitor SL Action Plans to ensure effective monitoring is planned	DW/Subject Leads Termly  DW Termly	Subject Leads are able to discuss the effectiveness of how children are learning their subject(s) and the impact of their subject monitoring	N/A - SL Release Time	Termly - through discussions with DHT during subject leadership release time
<b>To ensure subject leads across the federation develop further links to ensure a cohesive curriculum experience is in place</b>	Termly Federation Subject Leader meetings are timetabled with a shared focus for discussion. Collaborative documents are used to strengthen the curriculum experience	Termly CPD sessions Federation SLs	Subject Leads are able to discuss what/how the children learn in their subject areas from Year R to Year 2 with a good understanding of the progress they continue to make up until Year 6	N/A - SL Release Time	Termly - through discussions with DHT during subject leadership release time

<p><b>To provide training to ensure year group leads are confident to effectively develop their teams</b></p>	<p>Marie Newman (SIP) to lead 'Leadership Day' outlining our current practice and supporting effective developments (including coaching YGLs)</p>	<p>7th Sept 2022 Marie Newman/SLT</p>	<p>Year Group Leads will feel upskilled to manage the individuals in their teams with clear actions established to include in action plans. Coaching will enable specific opportunities to be discussed and solutions sought</p>	<p>N/A - YGL Release Time</p>	<p>SLT meeting feedback YGL Action Plans</p>
<p><b>To ensure year group leads are able to strategically analyse pupil progress and consider necessary developments throughout the year</b></p>	<p>DW/ZB to support YGLs following data input to analyse core year group data and consider next steps/interventions to implement within their teams.</p>	<p>Termly YGLs/DW/ZB</p>	<p>Year Group Leads will (over time) develop confidence to analyse data inputted by class teachers to consider strengths and areas for development in core subject teaching Year Group Leads are able to track and comment on the progress of pupils in their key groups within the year group Interventions and strategies are in place to target identified areas for development</p>	<p>N/A - YGL Release Time</p>	
<p><b>To ensure lunch leaders feel empowered to support pupils with varying needs in order for them to manage successful lunch times</b></p>	<p>LB to deliver training to lunch leaders, focussing on offering support to pupils with different needs (2 x sessions)  Revised behaviour policy</p>	<p>Autumn Term/ Spring Term  Lorraine Blake (SENCo)  DW/ZB</p>	<p>Lunch leaders will have increased confidence in managing pupil dysregulation Lunch leaders will build stronger relationships with pupils in order to maintain positive interactions</p>	<p>N/A - contracted CPD</p>	<p>Staff feedback Pupil feedback Following CPD</p>

**December Review:**

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- Subject leads have accessed CPD from Marie Newman on Effective leadership of the curriculum and have found this beneficial in evaluating and planning their actions for their subject area this year. Further group coaching is planned for Jan iNSET session to continue to develop subject leadership. [CIS Leadership Day](#)
- Year Group Leads accessed coaching from Marie Newman as part of our Leadership day and also accessed training in leading and developing a team.
- Subject Leads are working together across the federation and have had a joint session looking at knowledge progression and the child's journey from year R to year 6 in their subject area.
- ZB and DW have initially met with the lunch leaders to begin to elicit current strengths and areas for development in their roles

**April Review:**

- Some core SLs have engaged in monitoring their subjects (Learning Walks, Book Looks) and suggested feedback. Impact of feedback to be tracked as we move towards summer term.
- Pupil Progress meetings took place at the end of December in readiness for the Spring Term where interventions were planned and needs addressed.
- 2/3 YGLs received training to analyse their year group Autumn data and created areas for development regarding data highlighted.
- Lunch Leaders received training (2nd March 2023) with regards to behaviour policy revisions and strategies for supporting pupils' behaviours. SLT to monitor this moving forward and identify further support as necessary.

**July Review:**

## Carlisle Infant School Priorities

School Specific Priority : To further develop our nurturing provision to support the mental health and wellbeing needs of the children, staff and families

**Why was this chosen as a priority?**

- More children are starting school needing support to express and manage emotions successfully
- Impact of increased pressure on families following COVID19 and in light of the escalating cost of living crisis
- Continue our work on Attachment aware and trauma informed approach to support children, parents and staff
- To ensure staff are supported in managing wellbeing

**What will success look like by the end of this year?**

- All children are better equipped with tools to support self-regulation and self-esteem
- Families and children are well supported through parent workshops, work of Emotional Wellbeing Practitioner and the school staff team
- Senior Mental Health Lead role will be established and embedded supporting children, parents and staff
- Nurture space will have a positive impact on children needing support

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
To further develop our Attachment Aware and trauma informed	Behaviour policy will reflect attachment aware approach and	19.9.22 ZB	● Staff confident and consistent using attachment aware	NA	Learning walk, lesson observations and monitoring of



<p><b>approach to support all stakeholders</b></p>	<p>include emotion coaching</p> <p>Set up regulation stations in every class</p> <p>Further training and support for staff, governors</p> <p>Parent workshops to develop attachment awareness and emotion coaching</p>	<p>14.9.22 -KS1 LI AL 21.9.22 -YR AO</p> <p>TBC as training is offered by Virtual School</p> <p>November 22 Attachment Aware Workshop April 23 Emotion coaching Workshop</p>	<p>strategies and emotion coaching</p> <ul style="list-style-type: none"> <li>• Children will be well-supported in managing their emotions</li> <li>• Staff use training to support children's emotional wellbeing</li> <li>• Parents are better equipped to manage children's behaviour and emotions, strategies used at home model those used in school providing consistency or children</li> </ul>	<p>£150-Resources</p> <p>NA</p> <p>NA</p>	<p>playtime and lunchtime behaviour</p> <p>Termly pupil voice</p> <p>Staff feedback following training</p> <p>Parent feedback after workshops</p>
<p><b>To develop opportunities for pupils to build resilience in our curriculum offer</b></p>	<p>PSHE Leader to work with YG Leaders to plan opportunities which support PSHE curriculum</p>	<p>21.10.22 LI MG</p>	<ul style="list-style-type: none"> <li>• Children are able to manage unfamiliar tasks or challenges and support their peers with these</li> </ul>	<p>NA</p>	<p>Termly pupil voice</p>
<p><b>Wellbeing Offer supports staff with managing workload and prioritises wellbeing</b></p>	<p>Staff wellbeing team established</p> <p>Wellbeing Policy in place</p> <p>Wellbeing offer shared with staff</p>	<p>3.10.22 MG</p> <p>7.11.22 MG and Wellbeing team</p> <p>19.9.22 ZB</p>	<ul style="list-style-type: none"> <li>• Staff manage workload and feel supported</li> </ul>	<p>NA</p>	<p>Termly wellbeing survey</p>
<p><b>To establish a nurture space and develop the role of Senior Mental Health Lead</b></p>	<p>MG to meet with LB and JK to plan support for each term</p> <p>Nurture space is planned and set up to support children</p>	<p>21.9.22 MG LB</p> <p>16.9.22 MG ZB</p>	<ul style="list-style-type: none"> <li>• Children access support through ELSA/ EWP as appropriate</li> <li>• Appropriate environment is in place for nurture sessions</li> </ul>	<p>NA</p> <p>£100</p>	<p>Termly pupil voice</p> <p>Evaluation of EWP work</p>

**December Review:**

- Effective use is being made of Education Wellbeing Practitioner through direct work with parents and resilience work with identified children.
- In addition a CAMHS practitioner and music therapist has been allocated to Carlisle who is supporting teaching assistants through reflective practice sessions and supporting some of our most vulnerable pupils with access to music therapy.
- Designated nurture space is now set up and used for ELSA to support identified children
- SENDCo, ELSA, EWP working more closely together to plan support for identified children
- Parent workshops on emotion coaching and attachment aware strategies have been moved to Spring term to allow for workshops on managing anxiety, challenging behaviour and ADHD to take place as these were felt to be more needed as a response to parental demand.

**April Review:**

- Children throughout school participated in activities during Mental Health Week (raising £256 for further Wellbeing Resources for the school) - children and teachers have improved access to resources which support self regulation
- Resilience Parent Workshop was well-attended and resources have been added to the website to support families with this.
- Stronger links with the mental Health Support team have been established with identified children being offered art or music therapy to support their wellbeing
- Carlisle has achieved the bronze Rights Respecting Schools award and are on track to achieve the silver award in autumn 2023. This work ensures children are aware of the right to be safe from harm both in and out of school, have shelter, food, clean water and a right to learn. The impact of this has been greater awareness from children around these areas which has enabled us to identify families needing support more easily.

**July Review:**

## Hampton Hill Junior School Priorities

School Specific Priority: **To continue to make improvements to the quality of education we provide**

**Why was this chosen as a priority?**

- To ensure we deliver a balanced curriculum which responds proactively to any core or foundation learning gaps.
- To ensure alignment to national requirements and expectations.
- To respond proactively to any data trends or patterns (e.g. end of KS1 phonic data, Y6 SAT data, Y4 MTC scores).
- To ensure our curriculum is supportive to federation aims and ambitions.

**What will success look like?**

- The delivery of a high-quality curriculum that engages all pupils and positively supports their progress towards KS2 end points.

- Assessment procedures fully in place to inform pupil progress.
- Improved reading, writing and multiplication table outcomes (provisional data to add...).
- KS1 CIS links that impact positively on our curriculum.

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
1.1 To identify and address any core curriculum cohort progress trends.	Review pupil progress data to identify priorities and respond accordingly- through QFT, resourcing and additional interventions (e.g. additional teaching sets).	Initial review in September with ongoing termly reviews. (Leadership team)	Progress trends to be addressed (e.g. Y6 SATs FFT 50). PPG Action plan targets achieved (core curriculum). Positive IDSR Y6 SAT data. Improved Y4 MTC scores.	Curriculum resourcing Intervention costs (e.g. Y6 boosters)	Termly pupil progress meetings. Ongoing year group/ SEND/ PPG and EAL data reviews.
1.2 To ensure support is in place for all children to become fluent readers and progress toward writing steps.	Use KS1 phonic and Y3-6 reading data to inform our provision. Ensure a high priority of reading opportunities and resources are in place. Support writing resilience and vocabulary through QFT and targeted interventions.	Initial review in September with ongoing termly reviews. (Leadership team/ PJ/ LOC)	Reduced number of children requiring bottom 20% (national) intervention input. Children progressing through the book bands- with an increased number of free readers- supporting fluency and curriculum access (ready for the next stage of education).  Children enjoying their reading. Children progressing towards their writing steps.	Curriculum resourcing- e.g. Little Wandle resources/ CPD/ subscription	Termly pupil progress meetings. Reading records. Writing steps progress. Pupil voice. Ongoing year group/ SEND/ PPG and EAL data reviews.
1.3 To ensure our foundation curriculum assessment schedule is fully in place- with subject unit updates	Check Google skill grids are fully in place for all subjects. Monitor our foundation curriculum for full delivery across the Key Stage.	Sept onwards. Termly release time and CPD. (subject leaders/ YGLs/ SLT)	A sequential curriculum, aligned to national expectations fully in place. Assessment grids fully in place- informing YG teams and subject leaders. Full timetable access and	CPD costs  Curr resourcing	Curriculum Action Plans (CAPs). Foundation assessment grids. School self- review schedule. Curriculum reviews (termly). A/F committee monitoring and support.

embedded and (CV19) learning gaps addressed.	Provide subject specific CPD to support teacher subject knowledge (including external support (e.g. AFC SPARK links).		coverage for pupils. Children progressing with the required knowledge and skills towards key stage end points across all subjects.		
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I M P A C T	<p><b>December Review:</b></p> <ul style="list-style-type: none"> <li>● Autumn term progress data is being collated for end of term pupil progress meetings with year group teams.</li> <li>● Reading progress is positive.</li> <li>● Writing is an ongoing priority- with a particular focus on Y3. We are involved in an AFC SPARK project to support this. We have adjusted our writing steps to better track progress.</li> <li>● Basic number bonds and multiplication tables are a Y3 focus. Gaps in Y4-6 are being addressed.</li> <li>● Teacher CPD has been supportive to our aims and is ongoing (quality first teaching).</li> <li>● Y2 children who did not pass the phonic screening were identified pre-transition and additional support is in place.</li> <li>● Our response to a post Cv19 impact continues- evident in children’s attention span and working stamina. This has impacted on foundation curriculum coverage. The focus is on developing concentration and being active learners. Teaching observations focused on assessment for learning approaches.</li> <li>● Lost curriculum units from last year (due to CV19) are being addressed (e.g. geography mini units- mapping skills).</li> </ul>
	<p><b>April Review:</b></p>
	<p><b>July Review:</b></p>

# Hampton Hill Junior School Priorities

School Specific Priority: **to ensure our routines and expectations support all pupils to consistently make positive behaviour choices**

## Why was this chosen as a priority?

- To respond to our staff survey.  
To be fully in line with new DFE statutory behaviour guidance.  
To further embed our Attachment Aware Schools Award.  
To respond positively to the needs of all children- including those who are displaying dysregulated behaviour

## What will success look like by the end of this year?

- All pupils feeling safe, listened to and supported.  
Staff feeling empowered and confident to address low level behaviour concerns consistently and manage challenging behaviour confidently.  
All staff modelling language and responding in line with our attachment aware commitments.  
All pupils responding positively to clear and consistent behaviour expectations.

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
2.1 Ensure staff practice is fully in line with updated DFE behaviour guidance.	Update our behaviour policy and circulate. Communicate our expectations to staff, pupils and parents. Monitor pupil response and respond accordingly. Provide support and CPD to staff as required.	Sept INSET Day onwards. (SLT SENCo)	Staff fully understand their role in ensuring pupils are making good behaviour choices. Pupils consistently make good choices. Reduction in the need for resets and suspensions (termly data). A positive learning culture in evidence for all pupils.	CPD costs and resources (e.g. Team teach).	Pupil surveys and voice. Staff audits. KPIs. Lesson observations.
2.2 Monitor and support the wellbeing, attendance and punctuality of all pupils-	Monitor attendance and punctuality and respond to individual barriers. Continue to embed	Sept onwards- with ongoing half termly reviews (Attendance/ KPIs).	All pupils attending (96%+). Punctuality barriers addressed for individuals. Pupils feeling positive and fully engaged in school life.	PPG funding. Sport Premium	Pupil/ parent/ staff voice KPIs. P2B/ Trailblazer feedback. Behaviour reset monitoring.

addressing any identified concerns or barriers.	attachment aware language. Support the transition and arrival of all new pupils. Respond to any updated CV19 guidance.	(Admissions officer/DSL/ SLT)	Pupils enjoying school.	funds. P2B/MH support.	EHCP reviews/ EISS input. Anti-bullying/ discriminatory behaviour monitoring.
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**December Review:**

- We have updated our policy and practice in line with new statutory guidance.
- Pupil behaviour responses across the school have been really positive. Reduced number of report cards compared to previous autumns.
- Pupils are tolerant and supportive to children who require high profile support- this is in place with AFC/ reduced timetable input.
- Attendance and punctuality impacts: 2 children on roll but not attending/ children with medical care plans and reduced timetables.
- PSHE has been very beneficial (Jigsaw sessions) in reinforcing positive diversity and inclusion messages.
- Children are aware that they have peers requiring different levels of support and input.
- Team Points reintroduced to a positive response- reward time provided.

**April Review:**

**July Review:**

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# Hampton Hill Junior School Priorities

School Specific Priority: **to ensure ongoing support for the personal development of all pupils at HHJS**

**Why was this chosen as a priority?**

- To build on previous work and ensure that HHJS has an inclusive culture where all pupils feel listened to, valued and represented.

**What will success look like by the end of this year?**

- All staff and pupils respond positively to a school culture promoting an inclusive set of values that are understood and engaged with by our school community.

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
3.1 To ensure our messaging and communications support all pupils to feel fully included and valued.	Understand the profile and needs of our YG cohorts and individuals. Provide related resourcing and CPD to our staff team. Engage with external support and advice (e.g. AFC/ Govs). Promote club participation and extra-curricular opportunities (prioritising disadvantaged pupils).	Sept onwards (and new pupil transition data). Termly club enrollment and participation in additional opportunities. (SLT)	Clear and inclusive messaging in place. Supportive displays and resources in place. Pupils and staff able to articulate a positive and inclusive culture.	PPG funding. Staff release time. CPD costs (TBC).	Pupil/ staff and parent voice. A/F committee input and monitoring. SLT input.
3.2 Provide pupil voice and leadership opportunities that	Respond to pupil voice (through smart school council input).	Sept onwards- with termly changes to pupil leadership roles and	Pupils feeling valued and listened to- with opportunities to impact proactively on school	Staff release time.	Pupil audits. Google surveys. PPG action plans.

support positive pupil engagement.	Introduce a new daily lunch rota- informed by pupil voice (including sport leaders and LEH pupils). Provide a range of leadership opportunities for pupils. Complete pupil voice google surveys and PPG action plans to seek pupil view to inform our decision making.	opportunities. (CW/ LT)  (Autumn and Summer)	life and develop leadership experience and qualities.	Badges and related resources.	SEND EAL reviews. Smart council- communications and feedback. Children in role and engaging with their posts proactively.
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**December Review:**

- A new lunch rota has been well received (from our pupil survey)- making better use of space and lunchtime resources.
- Pupil leadership and voice is active.
- Smart school council surveys have informed our thinking- alongside other audits (e.g. Y3 pupil transition).
- A school council comms team will be set up (in the spring).
- Participation in choir has increased significantly (70 participants). Young interpreters also has developed impressively.
- Library and PSHE resources are supportive to positive diversity messages.
- SRP pupils have a voice within their year groups.
- Transgender support has been provided to 1 pupil.

**April Review:**

**July Review:**



## Hampton Hill Junior School Priorities

School Specific Priority: **to ensure that school leaders continue to impact positively on the quality of teaching and learning at HHJS**

### Why was this chosen as a priority?

- To ensure our leadership team impacts positively on teaching and learning outcomes and our school culture.

### What will success look like by the end of this year?

- School leaders having a positive and sustained impact on our curriculum.  
 Leaders lead their subject (or development area) with confidence, communicating clearly to a range of potential audiences (including Ofsted).  
 Leaders having opportunities for continued professional development within and beyond HHJS.  
 Leaders confident to support and challenge colleagues to improve outcomes and opportunities for pupils.

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
4.1 For subject leaders to have clear overview and leadership of their subject.	Ensure intent statements inform our curriculum. Identify subject priorities to inform	Sept onwards- with ongoing input and termly curriculum	A progressive and sequential, well led curriculum across all subject areas- with KS1 links in place. Additional learning materials in	Release time. CC input. Curr	School self-review schedule. CAPs/ At a glance grids. Curriculum reviews. SPARK Networks. A&F reports.

	<p>Curriculum Action Plans (CAPs) and progress towards these (including “at a Glance” subject grids). Prepare for curriculum audits and checks (e.g. SIP visits and deep dives).</p> <p>Ensure federation subject links are in place. Lead CPD and provide resourcing to support colleagues as required.</p>	<p>reviews. (SLs)</p>	<p>place (e.g. trialling sticky knowledge organisers- history/ geography) to support pupil’s learning.</p>	<p>resources CPD cover.</p>	<p>Deep dives. SIP reports. Federation feedback.</p>
<p>4.2 For year group leaders to lead their team toward school priorities.</p>	<p>YGL input that is supportive to their team’s role in curriculum development and improvement.</p>	<p>Sept onwards- termly schedule. Christine C to work with YGLs across the year. (YGLs)</p>	<p>YGL input informs improvements in teaching and learning across their teams. Teams in year groups working effectively- with all team members contributing proactively (e.g. in regard to planning and assessment).</p>	<p>YGL Release time. CPD costs.</p>	<p>Pupil Progress Meetings. YGL termly reviews. School self- review schedule. A/F comm meetings. SIP feedback.</p>
<p>4.3 To promote wider leadership opportunities that are supportive to professional development and enhance our curriculum offer.</p>	<p>Ensure systems are in place for staff to lead on key aspects of school development: 1. Sustainability 2. Healthy Schools 3. Sports mark 4. Parental links 5. Staff wellbeing</p>	<p>Sept onwards. Monitor surveys and audits. Termly reviews. (SLT)</p>	<p>A positive and vibrant school culture where identified leaders impact on key priorities (see how column). Increased leadership confidence and staff upskilling (e.g. AFC and external links- DT/ PSHE/ Racial justice/ Maths Hub). A curriculum that supports and encourages children to develop a</p>	<p>Release time. CPD costs. Related resource costs.</p>	<p>Leadership audits and reviews. Perf Mgt reviews. Pupil and community response. AFC feedback. Progress towards accreditations.</p>

			wider knowledge view and engagement (e.g. sustainability).		
4.4 To ensure our commitment to racial justice and inclusion is evident across our curriculum and school culture.	Continue to review our curriculum to ensure positive learning experiences and resources are in place. Work with the CIS team and our wider community (e.g. parent assemblies/ Caterlink food links/ home recipes/ community events) to enhance our offer. Celebrate a range of festivals and our Language of the week. Provide access to a diverse range of reading materials and representative displays to support positive messaging.	Autumn CPD. Termly and ongoing review. (SLT CW NB)	Children know what racism is and feel part of our positive response to this. Positive representation to support pupil self-identity. A diverse mix of learning resources and themes to enhance our curriculum. Staff understand how positive language can aid discussions about inclusion, race, racism and diverse ethnic heritage.	Curriculum resources. Library materials. Visitor costs.	Diversity surveys (NB). Parental feedback. EAL parent groups. Staff view/ Pupil voice. Learning walks- display and resources. Termly curriculum reviews. Racist return sheets (to AFC).
4.5 to provide leadership input to support the successful induction of our newly appointed ECTs.	Have clear support and monitoring structures in place (tutor/mentors/ Wandle/ induction). Provide ongoing weekly and termly support and monitoring. Provide required release time and CPD (internal and external).	Weekly and termly monitoring. (CC RJ MD SLT)	All required support in place-enabling our ECTS to feel fully involved and inducted within their teams. Quality teaching delivered by ECTs within their teams. Successful completion of ECT year impacting positively on pupils.	Release and CPD time and cover-weekly.	ECT documentation (Wandle). Lesson observations and feedback. Professional development logs.

<p>4.6 to ensure financial decision making is supportive to setting a sustainable budget.</p>	<p>Set a budget that is not in deficit- with ongoing monitoring and input. Communicate financial updates and decision making- to inform staff, partners and parents (in regard to revenue, costs and forward planning). Liaise with external partners (e.g. AFC, PTA, charitable organisations) to improve resourcing and enhance our offer.</p>	<p>Sept onwards. F/P committee dates and timescales.</p>	<p>Well managed budget which is able to support all required school priorities- with a clear approach to cost cutting and generating of additional funding streams (e.g. bid applications and PTA events).</p>		<p>School budget and AFC returns. F/P committee monitoring and input.</p>
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<b>I M P A C T</b>	<p><b>December Review:</b></p> <ul style="list-style-type: none"> <li>● Subject leaders have widened links and developed their subject confidence (e.g. external awards/ AFC links/Maths Hub...)- supporting school delivery.</li> <li>● CPD links with KS1 Federation colleagues are developing.</li> <li>● Year group teams are established into year group routines.</li> <li>● Governor links are in place (e.g. wellbeing/ PPG/ safeguarding/ curriculum) and supportive to progress towards SDP priorities.</li> <li>● ECT support provided with progress being made (one is leaving due to personal circumstances).</li> <li>● Finance work is ongoing- including progress towards a federation budget.</li> <li>● Healthy School Award- links being developed for spring term progress.</li> <li>● Racial justice action plan in place and informing our steps forward.</li> </ul>
	<p><b>April Review:</b></p>
	<p><b>July Review:</b></p>