



Ox Close Federation Improvement Plan

2022 - 2023

Quality of Education

Target	Actions	Resources	Timescale	Responsibility
<p>Oracy and Reading:</p> <p>To develop and improve oracy.</p> <p>To create language rich environments linked to areas and subjects.</p> <p>To improve reading skills in order to increase the percentage of children working at and beyond ARE expectations.</p>	<p>Federation:</p> <ul style="list-style-type: none"> - Develop and implement oracy progression map. - Develop and implement reading progression map. - Develop and implement key vocabulary for all subject areas. - Collaborative enquiry to focus upon best practice strategies to overcome the language barriers and equip the children with the skills of articulation. - Continue to foster a love of reading and have enhanced reading areas in all provisions. - Further develop a language rich environment with age appropriate vocabulary displayed and adults acting as language modellers and enablers. - Staff to complete online CPD relating to the delivery of Little Wandle. - Working alongside other schools to identify and best practice. 	<p>TDT - £500</p> <p>£500</p> <p>£995</p>	<p>Autumn Term 2022</p> <p>Autumn Term 2022</p> <p>Autumn Term 22022</p> <p>Spring Term 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2022</p> <p>Ongoing</p> <p>September 2022 and ongoing</p> <p>Autumn Term 2022</p> <p>Spring Term 2023</p> <p>Ongoing</p> <p>Spring Term 2023</p>	<p>DH and MB</p> <p>AB, GR and HS</p> <p>AB and Subject Leaders</p> <p>DH, MB and JT</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>DH</p> <p>JP and All Staff</p> <p>JP</p> <p>JP and All Staff</p> <p>JP and LW</p>
	<p>Nursery:</p> <ul style="list-style-type: none"> - Embed the ethos that storytelling is at the heart of the Nursery curriculum with learning centred around core texts. - Develop partnerships with parents and carers around reading and storytelling – this will include supportive workshops. - Consolidate children’s retelling of story through provision and intervention. - Implement Little Wandle Foundations for Phonics with associated resources and books. 	<p>£200</p>	<p>Ongoing</p>	<p>JP and All Staff</p>

	<p>Reception:</p> <ul style="list-style-type: none"> - Implement Little Wandle Phonics – daily whole class teaching sessions and ‘Keep Up’ intervention. - Decodable reading books to be matched for each child in EYFS to support phonics development. - Develop partnerships with parents and carers around reading – this will include phonics. <p>Key Stage One:</p> <ul style="list-style-type: none"> - Implement Little Wandle Phonics – daily whole class teaching sessions and ‘Keep Up’ intervention. - Decodable reading books to be matched for each child in KS1 to support phonics development. - Implementation of VIPERS to Y2 children. - Introduction of new reading record for use at home in order to encourage engagement. <p>Key Stage Two:</p> <ul style="list-style-type: none"> - KS2 staff to deliver Little Wandle Keep Up phonics intervention as needed in Years 3-6. - Continue to develop the use of VIPERS in KS2. - CPD for staff focusing of how to effectively deliver reading sessions and how to develop the application of this to reading comprehension. - Introduction of new reading record for use at home in order to encourage engagement. 	<p>£1000</p> <p>£2000</p> <p>£50</p> <p>£100</p>	<p>September 2022</p> <p>September 2022</p> <p>Autumn Term 2022 Spring Term 2023</p> <p>September 2022</p> <p>September 2022</p> <p>Autumn Term 2022 September 2022</p> <p>Ongoing</p> <p>Ongoing Autumn Term 2022</p> <p>September 2022</p>	<p>All Staff</p> <p>GR, SP and RC</p> <p>JP, SP and RC</p> <p>All Staff</p> <p>GR, MB, CE and EJ</p> <p>GR and HS AB</p> <p>All Staff</p> <p>GR and HS HS</p> <p>AB</p>
--	--	--	--	---

<p>More Able:</p> <p>To increase the proportions of children working at greater depth in all areas of the curriculum, with a particular focus that a greater number of children leave KS2 working at greater depth.</p>	<ul style="list-style-type: none"> - CPD for staff on how to challenge and extend the learning of more able children. - Close and regular analysis of class groupings of children to ensure that they match the needs of the children. - Half-termly pupil progress meetings to be held. - More able interventions to run including through the use of the school led tutoring grant. - Monitor provision of intervention through learning walks. - Monitor outcomes of intervention through talking to staff and pupils. - Use of EDAs to moderate and evaluate practice and moderate end of key stage judgements. 	<p>SLA – EDA - £600</p> <p>School Led Tutoring Grant</p> <p>SAL – EDA - £400</p>	<p>November 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer Term 2023</p>	<p>DH</p> <p>AB</p> <p>DH, AB and JP</p> <p>DH and AB</p> <p>DH, AB and JP</p> <p>DH, AB and JP</p> <p>DH</p>
<p>Cognitive Load:</p> <p>To assist the children with developing effective strategies so that knowledge sticks and can be recalled in the future.</p>	<ul style="list-style-type: none"> - Metacognition work from previous NEPRC projects to be disseminated and cascaded to staff. - Whole staff training on developing the language of metacognition. - Develop the use of metacognitive strategies within the classroom. - Research leads to signpost staff to relevant research for their phases with discussions will - Use of floor books to assist the children with retention of information over time and be able to talk about their learning. 		<p>September 2022</p> <p>Autumn Term 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DH, HS and LW</p> <p>DH</p> <p>All Staff</p> <p>DH, MB and JT</p> <p>All Staff</p>

Quality of Education Review	
End of Autumn Term 2022	
End of Spring Term 2023	
End of Summer Term 2023	

Leadership and Management

Target	Actions	Resources	Timescale	Responsibility
<p>To develop clear career pathways for all staff and ensure effective CPD in line with identified priorities.</p> <p>To develop leadership capacity.</p>	<p>Career Pathways:</p> <ul style="list-style-type: none"> - Creation of career progression pathways linked to Federation values: <ul style="list-style-type: none"> o Leadership o Teacher o Teaching Assistants o Non-Teaching Support Staff - Professional dialogue and CPD meetings to be held with all staff where objectives will be agreed and a CPD plan put in place: <ul style="list-style-type: none"> o Leadership o Teachers o Teaching Assistants o Non-Teaching Support Staff <p>TDT:</p> <ul style="list-style-type: none"> - Introduction of evidence-based improvement through the use of a lesson-based study and collaborative enquiry. The focus will be based upon oracy and linked to academic research. - Attend TDT training and network events. <p>North East Research Collaboration:</p> <ul style="list-style-type: none"> - Attend termly reading conferences which will centre upon aspects of best practice in reading. - Create a research tool in order to gather information regarding attitudes to reading. - Analyse evidence base to identify key themes and plan strategies and support to increase children and parent engagement with reading. - Network with colleagues across the collaboration and model and disseminate best practice to staff across the Federation. 	<p>TDT Partnership</p> <p>TDT Partnership</p>	<p>September 2022</p> <p>Autumn Term 2022</p> <p>Autumn Term 2022</p> <p>Ongoing</p> <p>Termly</p> <p>Autumn Term 2022</p> <p>Autumn Term 2022</p> <p>Ongoing</p>	<p>DH AB AB and JP TJ</p> <p>DH AB AB and JP TJ</p> <p>DH, MB and JT</p> <p>DH, MB and JT</p> <p>DH, GR and HS</p> <p>GR and HS supported by DH</p> <p>GR and HS supported by DH</p> <p>DH, GR and HS</p>

	<p>Middle and Subject Leaders:</p> <ul style="list-style-type: none"> - Middle leaders to work with leadership coach as part of an Ox Close Leadership Development Programme. - Staff to be signposted NPQ courses and other relevant CPD. - Subject leaders to confidently talk about intent, implementation and impact of their subject and how it fits in to the wider curriculum of the Federation. Key focus will be progression of knowledge and skills across the Federation and the sequencing of learning linked to this. - Opportunities for Middle and Subject Leaders to work and be challenged by Governors. <p>Strengthening Leadership:</p> <ul style="list-style-type: none"> - Embed new Federation leadership structure – EHT, DEHT, AEHT and SBM. - New leaders to receive induction and support which includes mentoring from external sources: <ul style="list-style-type: none"> o AEHT – Clare Lishman o SBM – Nic Milne - EHT to liaise with external consultant Jonathan Brown regarding key priorities. - Weekly SLT meetings. 	<p>Subject Resources - £1000</p>	<p>Autumn Term 2022</p> <p>Ongoing</p> <p>Termly Subject Leader Days plus ongoing work.</p> <p>Termly Committee Meetings and FGB</p> <p>Autumn Term 2022</p> <p>Induction – September 2022</p> <p>Ongoing Support</p> <p>Termly</p> <p>Weekly</p>	<p>PS, LW, RC, MB, HS and LP</p> <p>DH and AB</p> <p>AB and Subject Leaders</p> <p>AB, Subject Leaders and FGB</p> <p>DH</p> <p>DH</p> <p>DH</p> <p>DH</p> <p>DH</p>
<p>To promote the wellbeing of staff.</p>	<ul style="list-style-type: none"> - Ongoing commitment to workload management from Leaders and Governors and the continuation of Me Days. - Half Termly Wellbeing events to be organised for all Federation staff. - Federation Staff Wellbeing questionnaire to gather views in a confidential manner. - Ongoing access to SAS Packages to support the health and wellbeing of staff. - Annual meeting with Staff Wellbeing Governor to review actions and impact. 	<p>£500</p>	<p>Ongoing</p> <p>Half Termly</p> <p>Spring Term 2023</p> <p>Ongoing</p> <p>Summer Term 2023</p>	<p>DH, AB and FGB</p> <p>AB</p> <p>AB</p> <p>AB and WH</p>

<p>To continue the transition towards amalgamation and move to new site in September 2024.</p>	<ul style="list-style-type: none"> - Regular liaison with Durham County Council and appointed contractors. - Working Parties made up of staff and Governors to look at the following key areas: <ul style="list-style-type: none"> o Travel and Traffic o Transition o Community Relations o Marketing and Promotion - Continue to look at staffing structure to ensure that it is fit for purpose for the new build and amalgamation in September 2024. 		<p>Ongoing</p>	<p>DH</p> <p>Lead – DH Lead – AB Lead – TJ Lead - PS</p>
--	--	--	----------------	--

Leadership and Management Review	
End of Autumn Term 2022	
End of Spring Term 2023	
End of Summer Term 2023	

Personal Development

Target	Actions	Resources	Timescale	Responsibility
<p>Character Development:</p> <p>To foster and embed character development of identified key values.</p> <p>Empathy Nurture Resilience Independence Confidence Honour and Respect Endurance Determination</p>	<ul style="list-style-type: none"> - Share the character development plan and values with staff and assign staff to the different houses. - Resources to be purchased to support children’s understanding of the inspirational people. - Values to be incorporated into new staff and pupil charter and this will be shared with all stakeholders. - Launch with children and parents/carers on Friday 23rd September – Ox Close Federation Colour Run. - Half termly house events to run focussing on each of the different values. Following this, information about what has happened during drop down days will be shared with parents/carers. - Star of the Week – awards will be linked to the character development values. - Appointment of Children’s Leadership Team and Children’s Champion. Regular meetings will be held to discuss school improvement with a focus around the character development values. This will be then shared with SLT and Governors. 	<p>Resources - £200</p> <p>Resources - £200</p> <p>Resources - £500</p>	<p>5th September 2022</p> <p>September 2022</p> <p>September 2022</p> <p>23rd September 2022</p> <p>Half Termly</p> <p>Weekly</p> <p>September 2022 Meetings - monthly</p>	<p>LW</p> <p>LW</p> <p>DH, AB and LW</p> <p>AB and LW</p> <p>LW All Staf</p> <p>All Staff</p> <p>Children LW to facilitate meetings</p>

Personal Development Review

End of Autumn Term 2022

End of Spring Term 2023

End of Summer Term 2023

Behaviour and Attitudes

Target	Actions	Resources	Timescale	Responsibility
<p>Attendance:</p> <p>To improve overall attendance and punctuality.</p> <p>Attendance Target - 96%</p> <p>To narrow the gap between all vulnerable groups.</p>	- Finalise DFE Self Assessment Attendance tool.		September 2022	DH
	- Share development points from the DEF Self Assessment tool with all staff – ensuring that there is a shared responsibility.		5 th September 2022	DH
	- Launch Attendance poster competition with children.	Prizes - £100	September 2022	DH and RB
	- Launch parent/carers workshops with a focus on targeting children in EYFS.	£100	September 2022	RB
	- Implement the use of the DFE Attendance Tracker Tool in order to analyse across the Federation and narrow the gap between vulnerable groups.			DH
	- Introduce SLT and Key Stage Leaders to the DFE Attendance Tracker.			DH
	- Attendance Manager to meet with EHT weekly to discuss attendance and trends identified. This will then be shared with SLT and Key Stage Leaders on a monthly basis.		Ongoing	DH and RB SLT KS Leaders
- Liaise with Durham County Council Attendance Team: <ul style="list-style-type: none"> o Support with EYFS and strategies to positively engage parents/carers with their children’s education. o Follow statutory processes in line with the planned statutory changes for 2023. 	SLA Cost	Autumn Term 2022	DH and RB	
- Termly meetings with Link Governor for Attendance, EHT and Attendance Manager.			Termly	DH, RB and DSt

<p>Behaviour for Learning:</p> <p>To create a positive behaviour for learning culture in order to increase active engagement in learning.</p> <p>To ensure consistent routines and expectations.</p>	<ul style="list-style-type: none"> - Behaviour Policy refresher for all staff as well as refresher on effective behaviour for learning strategies. - All staff to create clear routines with their group/class which reflects high expectations and incorporates a consistent approach that is expected across the Federation. Focus Areas: - EYFS: <ul style="list-style-type: none"> o Group Rooms o Continuous Provision Areas – indoors and outdoors o Movement around the Nursery and School Key Stage One: <ul style="list-style-type: none"> o Classroom Expectations o Continuous Provision Areas o Movement around the School. o Playtimes and lunchtimes o Behaviour for Learning Expectations Key Stage Two: <ul style="list-style-type: none"> o Classroom Expectations o Movement around the School. o Playtimes and lunchtimes o Behaviour for Learning Expectations - EYFS and Lunchtime Supervisors to participate in restorative approaches with younger children. - Staff to model the positive behaviour for learning culture and model at all times effectively to the children in order to maximise the engagement of all. - EYFS – develop a tracking method of children’s engagement in different areas and use this information to ensure that children are accessing all areas to ensure enhanced progress. - Primary – awareness assemblies linked to the expected behaviours for learning and linked to the character development values. 	<p>Training Cost - £500</p>	<p>5th September 2022</p> <p>Ongoing</p> <p>October 2022</p> <p>Ongoing</p> <p>Autumn Term 2022</p> <p>Half Termly Assembly</p>	<p>AB and JP</p> <p>All Staff</p> <p>Monitored by DH, AB and JP</p> <p>Monitored by DH, AB and MB</p> <p>Monitored by DH, AB and LP</p> <p>DH</p> <p>All Staff</p> <p>DH and JP</p> <p>AB</p>
---	---	-----------------------------	--	---

Behaviour and Attitudes Review

End of Autumn Term 2022

End of Spring Term 2023

End of Summer Term 2023