



The Federation of the Church Schools of  
Shalfleet and Freshwater & Yarmouth

*Together for a Brighter Future*

# **FEDERATION DEVELOPMENT PLAN STRATEGIC VIEW**

**2025-2026**

# Strategic Objectives

Our Governing Board have agreed five key strategic objectives which will support the growth and development of the Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth.

## Objective 1 Aspire

Every child in our Federation has a fantastic education

All children receive the highest quality T&L and provision

## Objective 2 Unify

The future vision of our Federation is committed to and shared by all stakeholders

## Objective 3 Collaborate

The Federation works collaboratively with all stakeholders, the wider community other schools, and external agencies to improve the curriculum offer and drive Federation improvement

## Objective 4 Include

Ensuring provision meets the needs of all learners

Embed the 'Federation Welcome' to everyone entering our schools

## Objective 5 Stabilise

The Federation continues to have a consistent, dedicated staff team confident to drive future improvement

Opportunities for future Career Development/CPD

A financially sustainable Federation

## Strategic Objective 1: Aspire

Ensuring the provision of high-quality curriculum, teaching, learning & assessment.

Every child has a 'fantastic education'

### Why is it Important?

- It is our responsibility to provide every child who attends the Federation with a fantastic education.

### How will we achieve this?

- All subjects will be taught consistently across the Federation securing good outcomes for children
- All subjects are led consistently across the Federation securing good outcomes for children
- Assessment and monitoring processes to be consistent with clear expectations and positive impact on outcomes

Identified Area for Action with Supporting Evidence	Actions	Expected Impact	Evidence
<b>Phonics</b> <b>Freshwater and Yarmouth</b> The percentage of children achieving a pass in the phonics test is below National Average  School – 67% National (2024) – 80%  The percentage of girls passing the Phonics test is below National Average  School – 64% National (2024) – 84%	Analyse outcomes from the EYFS literacy strands and the Year 1 phonics tests  Identify the children targeted to pass the phonics test in Year 1 or the retake in Year 2  Assess all children and complete a QLA to ascertain gaps in knowledge  Group the children according to their assessments  Follow the Little Wandle Phonics scheme/approach  Provide targeted children with additional daily phonics intervention following the Little Wandle scheme  Reassess the children throughout each session to ascertain progress  Reassess the children via practice assessments at the end of each half term and reallocate groupings according to outcomes	<b>Freshwater and Yarmouth</b> The percentage of children passing the phonics test will increase to 79% (23/29)  The number of children passing the phonics retake will be 57% (4/7)	<b>Freshwater and Yarmouth</b> Observations of the effectiveness of Phonics Teaching and interventions  Outcomes from the Phonics Test 2026
<b>Reading ARE</b> <b>Freshwater and Yarmouth</b> The percentage of children attaining ARE in Reading is below National Average in the following cohorts: Year 1 into Year 2 – 66% (14/21) Year 4 into Year 5 – 65% (11/17) Year 6 SATS - 62% (16/26)  <b>Shalfleet</b> Year 4 into Year 5 – 73% (22/30) Year 5 into Year 6 – 70% (19/27)  <b>National 2025</b> – 75%	Complete data analysis of end of year outcomes for each year group  Analyse the gaps in knowledge for targeted children via transition meetings and data handover  Set challenging targets for all children within cohort and identify focus children for accelerated progress  Teachers to carefully choose key texts to meet cohorts needs which can be varied for accessibility  Staff meeting (3 x per year) to focus on variation in Reading lessons – including planning for support and challenge	<b>Reading ARE</b> <b>Freshwater and Yarmouth</b> The percentage of children reaching ARE in Reading will increase in the following cohorts: Year 2 – 80% (16/20) Year 5 – 82% (14/17) Year 6 - 79% (22/28)  <b>Shalfleet</b> Year 5 – 77% (23/30) Year 6 – 75% (18/24)  <b>National 2025</b> – 75%	Effectiveness of approaches in Reading through lesson observations  Careful choice of and adaptation of Reading materials and questions to match the ability of the learners  Outcomes and progress through the IDL programme for specific children  Outcomes and progress within

	<p>Teachers to plan/deliver Reading activities with carefully considered variation to close the gaps in children's knowledge</p> <p>Teachers to plan Reading sessions including carefully considered challenge activities to stretch children</p> <p>Teachers to use AI programme, Gemini, to produce texts which are accessible for different ability levels</p> <p>Targeted children identified for Reading intervention e.g. Words in a Minute, daily reading</p>		<p>SALFORD reading assessments for specific children</p> <p>Outcomes from Reading Tests (including the SATS 2026)</p>
<p><b>Reading Greater Depth</b> The percentage of children attaining GDS in Reading is below National Average in the following cohorts:</p> <p><b>Freshwater and Yarmouth</b> Year 1 into Year 2 – 12% (3/21) Year 2 into Year 3 – 7% (2/28) Year 4 into Year 5 – 24% (4/17) Year 5 into Year 6 – 19% (5/26)</p> <p><b>Shalfleet</b> Year 1 into Year 2 – 23% (6/26) Year 2 into Year 3 – 20% (6/30) Year 3 into Year 4 – 14% (3/21) Year 4 into Year 5 – 27% (8/30) Year 5 into Year 6 – 22% (6/27)</p> <p><b>National 2025</b> – 33%</p>	<p>Targeted children identified for the IDL programme</p> <p>Interventions carried out as per Provision Map timetable</p> <p>Children reassessed regularly as per the intervention/half termly assessment programme</p> <p>Interventions and grouping reviewed following assessments</p> <p>Half termly data review following the assessment timetable to check progress towards targets</p> <p>Pupil progress meetings to focus on the progress of each learner towards their targets with a particular focus on target children</p>	<p><b>Reading Greater Depth</b> The percentage of children attaining GDS in Reading will increase in the following cohorts:</p> <p><b>Freshwater and Yarmouth</b> Year 2 – 25% (5/20) Year 3 – 25% (7/28) Year 6 – 46% (13/28)</p> <p><b>Shalfleet</b> Year 2 – 31% (8/26) Year 3 – 27% (8/30) Year 4 – 24% (5/21) Year 5 – 30% (9/30) Year 6 – 25% (6/24)</p> <p><b>National 2025</b> – 33%</p>	<p>Effectiveness of approaches in Reading through lesson observations</p> <p>Careful choice of and adaptation of Reading materials and challenge questions to match the ability of the learners</p> <p>Quality of challenge activities and the effectiveness of responses within identified children's books</p> <p>Outcomes and progress within SALFORD reading assessments for specific children</p> <p>Outcomes from Reading Tests (including the SATS 2026)</p>
<p><b>Writing ARE</b> The percentage of children attaining ARE in Writing is below National Average in the following cohorts:</p> <p><b>Freshwater and Yarmouth</b> Year 1 into Year 2 – 33% (7/21) Year 3 into Year 4 – 64% (16/25) Year 4 into Year 5 – 65% (11/17) Year 5 into Year 6 – 50% (13/26) Year 6 SATS – 65% (16/26)</p> <p><b>Shalfleet</b> Year 4 into Year 5 – 63% (19/30) Year 5 into Year 6 – 63% (17/27)</p> <p><b>National 2025</b> – 72%</p>	<p>Complete data analysis of end of year outcomes for each year group</p> <p>Analyse the gaps in knowledge for targeted children via transition meetings and data handover</p> <p>Set challenging targets for all children within cohort and identify focus children for accelerated progress</p> <p>Teachers to carefully choose key writing opportunities to meet cohorts needs which can be varied for accessibility</p> <p>Staff meeting (3 x per year) to focus on variation in Writing lessons – including planning for support and challenge</p> <p>Teachers to plan/deliver Writing activities with carefully</p>	<p><b>Writing ARE</b> The percentage of children attaining ARE in Writing will increase in the following cohorts:</p> <p><b>Freshwater and Yarmouth</b> Year 2 – 65% (13/20) Year 4 – 80% (20/25) Year 5 – 76% (13/17) Year 6 – 75% (21/28)</p> <p><b>Shalfleet</b> Year 5 – 77% (23/30) Year 6 – 71% (17/24)</p> <p><b>National 2025</b> – 72%</p>	<p>Effectiveness of approaches in Writing through lesson observations</p> <p>Careful choice of and adaptation of key texts and purpose of writing and questions to match the ability of the learners</p> <p>Outcomes and progress through the IDL programme for specific children</p> <p>Outcomes and progress within SWST reading assessments</p>

	<p>considered variation to close the gaps in children's knowledge</p> <p>Teachers to plan Writing sessions including carefully considered challenge activities to stretch children, including the opportunity to write from a different perspective</p>		<p>for specific children</p> <p>Outcomes from Writing moderation and end of year data</p>
<p><b>Writing GDS</b> The percentage of children attaining GDS in Writing is below National Average in the following cohorts:</p> <p><b>Freshwater and Yarmouth</b> Year 1 into Year 2 – 4% (1/21) Year 2 into Year 3 – 3.5% (1/28) Year 5 into Year 6 – 8% (2/26) Year 6 SATS – 8% (2/26)</p> <p><b>National 2025 – 13%</b></p>	<p>Targeted children identified for Writing intervention – Morph Mastery</p> <p>Targeted children identified for the IDL programme</p> <p>Interventions carried out as per Provision Map timetable</p> <p>Children reassessed regularly as per the intervention/half termly assessment programme</p> <p>Interventions and grouping reviewed following assessments</p> <p>Half termly data review following the assessment timetable to check progress towards targets</p> <p>Pupil progress meetings to focus on the progress of each learner towards their targets with a particular focus on target children</p>	<p><b>Writing GDS</b> The percentage of children attaining GDS in Writing will increase in the following cohorts:</p> <p><b>Freshwater and Yarmouth</b> Year 2 – 20% (4/20) Year 3 – 14% (4/28) Year 6 – 21% (6/28)</p> <p><b>National 2025 – 13%</b></p>	<p>Effectiveness of approaches in Writing through lesson observations</p> <p>Careful choice of and adaptation of key texts and purpose of writing and questions to match the ability of the learners</p> <p>Evidence of pupil's writing from a different perspective and a varied style of writing enabling them the opportunity to use sophisticated writer's technique</p> <p>Quality of challenge activities and the effectiveness of responses within identified children's books</p> <p>Outcomes and progress within SWST reading assessments for specific children</p> <p>Outcomes from Writing moderation and end of year data</p>
<p><b>Maths ARE</b> The percentage of children attaining ARE in Maths is below National Average in the following cohorts:</p> <p><b>Freshwater and Yarmouth</b> Year 2 into Year 3 – 71% (20/28) Year 3 into Year 4 – 64% (16/25) Year 4 into Year 5 – 65% (11/17) Year 5 into Year 6 – 50% (13/26) Year 6 SATS – 50% (13/26)</p> <p><b>Shalfleet</b> Year 4 into Year 5 – 60% (18/30) Year 5 into Year 6 – 52% (14/27)</p> <p><b>National 2025 – 74%</b></p>	<p>Complete data analysis of end of year outcomes for each year group</p> <p>Analyse the gaps in knowledge for targeted children via transition meetings and data handover</p> <p>Set challenging targets for all children within cohort and identify focus children for accelerated progress</p> <p>SLT and Maths leaders to review Maths approach based on Monitoring Activities and end of year data</p> <p>SLT and Maths leaders to agree approach (based on research)</p> <p>SLT and Maths leader to agree lesson structure, AFL approaches and schemes/resources we are going to use with</p>	<p><b>Maths ARE</b> The percentage of children attaining ARE in Maths will increase in the following cohorts:</p> <p><b>Freshwater and Yarmouth</b> Year 3 – 86% (24/28) Year 4 – 80% (20/25) Year 5 – 76% (13/17) Year 6 – 68% (19/28)</p> <p><b>Shalfleet</b> Year 5 – 67% (20/30) Year 6 – 67% (16/24)</p> <p><b>National 2025 – 74%</b></p>	<p>Effectiveness of approaches in Maths, including AFL, through lesson observations</p> <p>Evidence of appropriate variation of activity within books</p> <p>Evidence of appropriate interventions</p> <p>Outcomes of assessments and question level analysis for specific children</p> <p>Outcomes from Maths</p>

	clear rationale		assessments and end of year data
<b>Maths GDS</b> The percentage of children attaining GDS in Maths is below National Average in the following cohorts:  <b>Freshwater and Yarmouth</b> Year 1 into Year 2 – 12% (3/21) Year 2 into Year 3 – 4% (1/28) Year 3 into Year 4 – 12% (3/25) Year 4 into Year 5 – 18% (3/17) Year 5 into Year 6 – 8% (2/26) Year 6 SATS – 19% (5/26)  <b>Shalfleet</b> Year 1 into Year 2 – 12% (3/26) Year 2 into Year 3 – 17% (5/30) Year 3 into Year 4 – 14% (3/21) Year 4 into Year 5 – 13% (4/30) Year 5 into Year 6 – 19% (5/27)  <b>National 2025</b> – 26%	Staff meeting (3 x per year) to focus on variation in Maths lessons – including planning for support and challenge  Teachers to plan/deliver Maths activities with carefully considered variation to close the gaps in children's knowledge  Teachers to plan Maths sessions including carefully considered challenge activities to stretch children  Targeted children identified for Maths interventions  Interventions carried out as per Provision Map timetable  Children reassessed regularly as per the intervention/half termly assessment programme  Interventions and grouping reviewed following assessments  Half termly data review following the assessment timetable to check progress towards targets  Pupil progress meetings to focus on the progress of each learner towards their targets with a particular focus on target children	<b>Maths GDS</b> The percentage of children attaining GDS in Maths will increase in the following cohorts:  <b>Freshwater and Yarmouth</b> Year 2 – 25% (5/20) Year 3 – 14% (4/28) Year 4 – 24% (6/25) Year 5 – 24% (4/17) Year 6 – 32% (9/28)  <b>Shalfleet</b> Year 2 – 24% (6/26) Year 3 – 23% (7/30) Year 4 – 24% (5/21) Year 5 – 17% (5/30) Year 6 – 25% (6/24)  <b>National 2025</b> – 26%	Effectiveness of approaches in Maths, including AFL, through lesson observations  Evidence of appropriate challenge seen within lesson observations and within work scrutiny  Outcomes of assessments and question level analysis for specific children  Outcomes from Maths assessments and end of year data
<b>Curriculum</b>			
Inconsistencies identified in the effectiveness of research based informed pedagogy for subject leaders  Inconsistencies identified in the dissemination of research-based pedagogy to colleagues through staff meetings and CPD feedback  Inconsistencies identified in the effectiveness of Subject Leader reports across the curriculum	Subject Leaders specifically chosen for each subject due to experience, interest and qualifications  Time allocated for Subject Leadership research and monitoring  Staff meeting allocation for subject specific areas  Teachers will provide feedback to subject leaders regarding the effectiveness of CPD and staff meeting training and the impact on their teaching  Monitoring timetable is followed each term, Autumn, Spring and Summer to ensure monitoring activities are carried out  Subject Leaders provided feedback to teachers regarding the impact of the chosen approach on their teaching through lesson observations and work scrutiny feedback as per monitoring timetable  Each subject outlines their chosen research and their rationale for chosen approaches	The effectiveness of research based informed pedagogy will be consistent across all subjects  Subject Leaders will have clear justification for the chosen research/approach they are adopting  Subject Leader reports will be consistent in quality and professional writing style  The dissemination of research-based pedagogy and CPD to colleagues will be of high quality and consistent	Subject Leader reports will demonstrate clear justification with evidence for chosen approaches  Subject Leader reports writing style and quality  Through staff meetings, colleagues will provide feedback regarding the effectiveness of the CPD  Subject Leaders/SLT will see the impact of the chosen approach through observations and work scrutiny  Staff to input into impact statements for the effectiveness of CPD/research-based

	<p>Subject Leaders are provided with exemplars for Subject Leader reports which clearly demonstrate writing style, research, rationale, approach and impact</p> <p>Subject Leader reports are written based upon research, chosen approach and monitoring in the agreed style</p> <p>Clear research and approach are identified for each subject by the end of the academic year, subject leaders are able to demonstrate impact through the % of children reaching ARE</p>		<p>approach and the impact on their teaching</p>
<p>Specific subject related vocabulary is being used inconsistently across the Federation</p>	<p>Subject Glossaries are shared with all staff at the beginning of the year</p> <p>Teachers identify key vocabulary within planning for all subjects</p> <p>Within lessons key vocabulary/definition is shared and taught to the children as per glossary</p> <p>Within lesson observations, Subject Leaders and SLT to ensure that key vocabulary, as per agreed glossary, is shared and explained to children</p> <p>Evidence of key vocabulary is seen within Work Scrutiny and correctly applied</p> <p>Subject Leaders and SLT provide feedback to teachers regarding use of the glossary</p> <p>Following feedback, improvements are seen based on advice given at the next lesson observation, book scrutiny</p>	<p>Specific subject related vocabulary is used consistently across the Federation</p>	<p>Use of the Subject Glossaries</p> <p>Subject specific vocabulary will be taught during lessons</p> <p>Consistent vocabulary use will be seen in lesson observations and through work scrutiny</p>
<b>Monitoring and Assessment</b>			
<p>New monitoring and assessment timetables need to be embedded</p>	<p>Monitoring and Assessment timetable are shared with all members of staff at the beginning of the school year in depth and at the beginning of each half term</p> <p>SLT provide clarity regarding the expectations around monitoring and the activities expected to ensure consistency in approach</p> <p>All Assessment Activities are completed:</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Assessment activities are quality assured by SLT in Autumn, Spring and Summer</p>	<p>Monitoring and Assessment systems are embedded across the curriculum, providing consistent and effective oversight and judgements of children's progress and achievements in all subject areas</p> <p>Subject Leaders will accurately report on the % of children reaching ARE and GDS in their subjects</p>	<p>Assessment System outcomes</p> <p>Subject Leader reports regarding the impact of approaches and the % of children reaching ARE and GDS in specific subjects</p> <p>Feedback from teachers regarding the efficiency of the system</p>

	<p>All Monitoring Activities are completed to a high and consistent standard:</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Monitoring Activities are quality assured by SLT in Autumn, Spring and Summer</p> <p>Subject Leaders to report impact based upon the % of children reaching ARE</p>		
Assessment System for Foundation Subjects has been inconsistent and ineffective	<p>Assessment Lead introduces the teachers to the new system for reporting on progress for the foundation subjects</p> <p>Teachers complete the Assessments as per the Assessment timetable and upload the assessment data onto the system Autumn, Spring and Summer</p> <p>Assessment Lead checks the data upload for each year group to check for accuracy Autumn, Spring and Summer</p> <p>Subject Leaders to report impact based upon the % of children reaching ARE</p>	<p>Assessment System for Foundation Subjects is consistent and effective</p> <p>Subject Leaders will accurately report on the % of children reaching ARE and GDS in their subjects</p>	
Assessment system for Core Subjects needs updating for efficiency	<p>Assessment Lead introduces the teachers to the new system for reporting on progress for the core subjects</p> <p>Teachers complete the Assessments as per the Assessment timetable and upload the assessment data onto the system Autumn, Spring and Summer</p> <p>Assessment Lead checks the data upload for each year group to check for accuracy Autumn, Spring and Summer</p> <p>Subject Leaders to report impact based upon the % of children reaching ARE</p>	<p>The new Arbor assessment system is embedded, being used accurately and efficiently in all subject areas</p>	
<b>Budgeting Considerations:</b>			



## Strategic Objective 2: Unify

The future vision of our Federation is committed to, lived by and shared by all stakeholders

### Why is it Important?

**For the current and future success of the Federation it is essential that we have a vision which is suitable and is committed to, lived by and shared by all stakeholders**

### Reasons for Focus Areas:

The Federation has been through significant change over the last 5 years, we now arrive at a new juncture of Federation improvement which focuses on consistency in approach and unity in our vision. We have had a significant number of new children joining the Federation, we also have move children attending with significant, complex needs. The Mission Statement underpinned by our Conscious Community is integral to future Federation success.

The partnership between Hampshire and the Isle of Wight Council for Children's Services has ended and the Isle of Wight Council is undertaking a second School Place Planning Review. We need to be mindful and prepared for the impact on the Federation and together decide the best course of direction for the Federation's future success.

Identified Area for Action with Supporting Evidence	Actions	Expected Impact	Evidence
<b>Vision</b>  We have new members of the Federation community – children, parents and new members of staff who do not know the Federation vision and values  Some existing parents, children and members of staff do not have the Federation vision and values embedded	<p>Revisit the Christian Mission and Values with all stakeholders at the beginning of each half term Autumn 1 2 Spring 1 2 Summer 1 2</p> <p>Present the Home School Agreement to stakeholders outlining our commitment to the Conscious Community – our offer and expectation</p> <p>Home School Agreement presented to parents and children for their agreement</p> <p>SLT to contact any families who refuse to sign the Home School Agreement to discuss reasons and encourage collaboration</p> <p>Junior Leadership Team and Learning Leaders to understand and promote the Mission Statement, Values and Ethos via introductory classroom visits</p> <p>Junior Leadership Team write child friendly versions of the key policies, SEF and Development Plan</p> <p>All relevant policies are renewed by the JLT and disseminated to all children in an understandable and accessible way</p> <p>Ensure policies and handbooks up for renewal throughout the year include reference to the new Christian Vision, Mission, Values and Ethos</p> <p>Autumn</p>	<p>The Christian Vision, Mission and Values is deeply embedded with all stakeholders</p> <p>The Christian Vision, Mission and Values is deeply embedded with the children</p>	<p>Pupil, parent and staff questionnaire outcomes</p> <p>JLT policies</p> <p>Pupil and staff interviews prove that they know the vision and values off by heart</p> <p>Shared voice within Collective Worship</p>

	<p>Spring Summer</p> <p>Share/recite the Mission Statement and the Values with the children in every Collective Worship</p> <p>Introduce the children to the Mission Statement prayer and ensure that it is part of the Collective Worship rota</p>		
<p><b>Conscious Community</b></p> <p>We have new members of the Federation community – children, parents and new members of staff who do not know about the Conscious Community</p> <p>Some existing parents, children and members of staff do not have the Conscious Community embedded</p>	<p>Reintroduce the CC to staff, children, parents, Governors and the wider community each half term</p> <p>Autumn 1 2 Spring 1 2 Summer 1 2</p> <p>At the beginning of all staff meetings and key meetings with parents, Governors and staff reference the CC and the importance of its ethos at the Federation</p> <p>Introduce the school community to the CC song</p> <p>Include the Conscious Community in all Performance Management targets to highlight its importance and our commitment to it.</p> <p>Review the Conscious Community in all Performance Management review meetings</p> <p>Conscious Community song is sung regularly in Collective Worships and known by the children and staff</p>	<p>The Conscious Community ethos is deeply embedded through the Federation</p>	<p>Pupil, parent and staff questionnaire outcomes</p> <p>Staff meeting minutes</p> <p>Pupil and staff interviews prove that they know the vision and values off by heart</p> <p>Shared voice within Collective Worships</p>
<p><b>Conscious Communication</b></p> <p>It has been reported (via parent feedback) that school communication could be improved – method of communication, frequency of communication and timely notification of events</p> <p>The staff team have reported an increase in disrespectful and threatening communication from the parent community</p>	<p>Introduce the new Conscious Communication agenda to all stakeholders and the rationale behind it</p> <p>Hold a Conscious Communication forum with stakeholder groups to hear their views and input ideas into the Conscious Communication Plan 3 x per year</p> <p>Autumn Spring Summer</p> <p>Produce the Conscious Communication plan outlining communication types and method from the school to various stakeholder groups</p> <p>Produce the expectation around communication – including the Respect Charter which is referred to in key meetings</p> <p>Review the Conscious Communication to check it is being actioned consistently and seek improvements</p>	<p>The Christian Vision, Mission and Values are clear and deeply embedded within all communications and within the Federation environment</p> <p>Communication from the school is clear, succinct, uses the most appropriate method and keeps parents well informed</p> <p>The incidences of disrespectful and threatening communication from the parent community reduces throughout the year</p>	<p>Communication Plan</p> <p>Minutes from the Conscious Communication forums</p> <p>Examples of Communication with parents</p> <p>Reporting of disrespectful and threatening communications</p> <p>Record of disrespectful and threatening communication</p>

	<p>Share the Conscious Communication plan with all stakeholders after the review 3 x per year</p> <p>Complete a final review of the Conscious Communication plan to inform the way forward</p>		
<p><b>Governance</b></p> <p>It is important for the strategic direction and future success of the Federation that we maintain the high level of expertise in Governance</p>	<p>Governor Planner completed and shared with all Governors Governor Action Plan/Risk Register completed and reviewed by all Governors</p> <p>Governor areas of responsibility agreed – including portfolio holders, subject areas and star meetings (linked to FDP)</p> <p>Governor Planner actioned by all Governors</p> <p>Autumn 1 2 Spring 1 2 Summer 1 2</p> <p>Governor Action Plan/Risk Register reviewed by all Governors</p> <p>Governor areas of responsibility actioned – including portfolio holders and subject areas</p> <p>Autumn 1 2 Spring 1 2 Summer 1 2</p> <p>Governors attend key Federation events Autumn 1 2 Spring 1 2 Summer 1 2</p> <p>All meeting minutes capture the support and challenge issued by Governors key questions are clearly captured</p>	<p>The Governance Professional demonstrates confidence leadership in Governance organisation, advice and planning</p> <p>Governance Administration is further streamlined and information is disseminated by set deadlines</p> <p>Governors are present at key Federation events, portfolio presentations and development meetings</p> <p>Governor Meeting Minutes are accurate in capturing challenge, questions and praise Governor's Action Plan is updated, with clear direction</p>	<p>Governor planner</p> <p>Governor Action Plan/Risk Register</p> <p>Governing Body meeting minutes</p> <p>Governor register of attendance at key events</p> <p>Monitoring activity actions</p>
<p><b>Strategic Direction</b></p> <p>Due to the changes at a local and national level it is essential Governors and leaders are making well informed decisions regarding the strategic direction of the Federation, ensuring its future success</p>	<p>HT to attend all meetings with the LA/Diocese about the future/School Place Planning</p> <p>HT to attend all Headteacher Executive meetings</p> <p>HT to attend all Diocese reference group meetings</p> <p>Ascertain all options available to the Federation and explore each one – academisation, development of a local agreement, Diocesan direction</p> <p>Present options to the Governing Body for their consideration</p>	<p>Governors have carefully considered the options around academisation and will have chosen the best path forward for the Federation</p> <p>Governors and the wider school community embark upon the path chosen</p>	<p>HT reporting on the meetings attended</p> <p>Full Governing Body meeting minutes</p>
<p><b>Budgeting Considerations:</b></p>			

### Strategic Objective 3: Collaborate

The Federation works collaboratively with all stakeholders, the wider community other schools, and external agencies to improve the curriculum offer and drive Federation improvement

#### Why is it Important?

- It is essential for the future success of the Federation to work collaboratively with others, to have an outward looking Federation which is focused entirely on school improvement and achieving the very best for the children

#### How will we achieve this? – See below

##### Reasons for Focus Areas:

We are committed to developing good practice and school improvement. Therefore, we believe a key point of development for our Federation is to form important links, learn from each other and commit to the future development of the Federation on a National stage.

We are in now in a position where we have two thriving preschools (Little Explorers and Little Stars) and Freshwater Early Years (on the Freshwater and Yarmouth site) is going to be taken over by Little Stars proving opportunities and future proofing for the Federation.

Identified Area for Action with Supporting Evidence	Actions	Expected Impact	Evidence
<b>EYFS – Preschool</b>  Due to strategic changes within our preschools, taking over Freshwater Early Years and integrating new members of staff, it is essential we develop the Federation Preschool Vision and offer for all children  Due to the significant strategic changes it is essential that we align our preschool curriculum, experiences and approaches to ensure children receive a positive start on their education journey  There has been an increase in children going into Reception class who are not yet 'school ready'	<b>Vision</b> Visioning exercise completed with pre school manager, deputy manager and pre school staff to align vision, adopt the Mission Statement, Values and Conscious Community  Vision, Mission Statement, Values and Conscious Community revisited with the staff team and parent community each half term  Autumn 1 2 Spring 1 2 Summer 1 2  <b>Events/Experiences</b>  Meeting between preschool manager, deputy manager, DHT and HT to plan events into a preschool events calendar with 3 x per year opportunity for collaborative event/trip for the preschools  Federation Preschool Event takes place: Autumn Spring Summer  Ensure weekly shared play sessions take place between the preschool and Reception class from the end of September  Preschool children to have access to the school library/outdoor learning area 1 x per week	EYFS team has deeply embedded vision and practice with inter working relationships benefitting children's learning outcomes  Federation Preschool curriculum, experiences and approaches are aligned and children have a positive start on their educational journey  The number of children deemed 'school ready' will have increased of the children who attend the Federation pre schools	Mission Statement, Values and Conscious Community  Minutes of meetings  Events  Preschool use of the school spaces  Curriculum Progression Maps  School Readiness Document  Preschool Planning Documents  Staff Meeting Minutes  Monitoring Timetable  Assessment Examples

	<p><b>Curriculum</b></p> <p>Preschool Team to further develop the curriculum based on the Early Learning Goals by developing Curriculum Progression Maps - Autumn</p> <p>Preschool Team to produce a School Readiness plan, shared with:</p> <p>Autumn – Preschool and Reception Staff (for review) Spring – Existing Families Summer – Future Families</p> <p>Preschool planning to demonstrate the Early Learning Goals and child led activities</p> <p>Autumn Spring Summer</p> <p>The EYFS team meet regularly through staff meetings to share ideas for research and to ensure work is collaborative and provides at least good provision at all times with an emphasis on Early Reading, Phonics and Number</p> <p><b>Monitoring and Assessment</b></p> <p>Monitoring Timetable in place for the academic year – Autumn</p> <p>All actions completes on the Federation Preschool Monitoring Timetable</p> <p>Autumn 1 2 Spring 1 2 Summer 1 2</p> <p>Robust assessment in place for EYFS to accurately monitor the children</p> <p>Autumn 1 2 Spring 1 2 Summer 1 2</p>		
<p><b>Little Stars takeover of Freshwater Early Years</b></p> <p>It is essential that the takeover of Freshwater Early Years goes smoothly and children from both setting receive excellent care and educational experiences</p>	<p>Finalise the structure for the Federation Preschools</p> <p>Appoint the Federation Preschool Manager and Deputy Manager</p> <p>Hold interviews for/appoint the Room Lead posts</p>	<p>The takeover of Freshwater Early Years goes smoothly and children from both setting receive excellent care and educational experiences</p>	<p>Federation Preschool Staffing Structure</p> <p>Interview notes for room leads</p> <p>Notes from meetings with staff</p>

	<p>Hold regular meetings with the Preschool Teams to align vision values and inform them of progress with the take over (bi weekly)</p> <p>Prior to transition meet with every parent of children in Little Stars and Freshwater Early Years to discuss their child's needs and answer any questions they have</p> <p>Ensure all HR and Financial processes are followed accurately in the takeover</p> <p>During October half term oversee the improvements to the new preschool site</p> <p>Hold an open morning after the take over to welcome families to the new setting</p> <p>Hold meetings with each member of the preschool team post takeover to assess how the transition has gone</p> <p>Hold meetings with every families post takeover to see how the transition has gone</p>		<p>and parents</p> <p>Building improvements</p>
<p><b>Sharing Good Practice – Federation</b></p> <p>It is essential we continue to learn from each other, be reflective in our practice and celebrate excellent examples of teaching and learning</p>	<p>Opportunities for the Subject Leader focus in the Summer term to observe, to share and develop good practice in their subject</p> <p>Complete subject review with teachers regarding their strongest and weakest teaching</p> <p>Ensure each teacher gets the opportunity to observe another teacher who has strength in their weakest subject</p> <p>5 teachers per term</p> <p>Autumn Spring Summer</p> <p>Ensure each teacher has the opportunity to be observed in their area of strength</p>	<p>Federation Team learn from each other and develop their practice in subjects across the Curriculum</p> <p>Federation Team practice is improved and consistent in subjects across the Curriculum</p>	<p>Subject Review Sheet</p> <p>Lesson Observation Forms</p>
<p><b>Seeking Good Practice – Further afield</b></p> <p>It is essential for the Federation to remain outward looking, to learn from others and develop our practice accordingly</p> <p>It is also important that our children develop cultural experiences and links in order to develop an appreciation and understanding of the world</p>	<p>Seek opportunities for moderation with good/outstanding schools on the Island and the Mainland</p> <p>Moderation session to take place in:</p> <p>Autumn Term Spring Term Summer Term</p> <p>Links made with a good/outstanding mainland schools to</p>	<p>Links have been embedded with good/outstanding schools to further develop mutual practise</p> <p>Strong link is embedded with overseas school to further develop children's cultural awareness</p>	<p>Moderation notes/minutes</p> <p>Meeting notes/minutes from meetings with mainland schools</p> <p>Evidence of communication with overseas links</p>

	<p>develop good practice and 'magpie' ideas</p> <p>Autumn Term Spring Term Summer Term</p> <p>Link developed with school overseas to increase children's cultural awareness</p> <p>2 x communication in Autumn Term 2 x communication in Spring Term 2 x communication in Summer Term</p>		
<p><b>Parents/Family Support</b></p> <p>A growing number of families require additional support from the school and connection with other external agencies</p>	<p>Research all possible avenues of support and initiatives for our families to access</p> <p>Build a leaflet for parents detailing all support and initiatives available to support them</p> <p>Send out the leaflet for parents detailing all support and initiatives available to support them three times a year (Autumn, Spring, Summer)</p> <p>Inclusion Officer to hold meetings with identified families to discuss avenues of support</p> <p>Autumn 1 2 Spring 1 2 Summer 1 2</p> <p>Open days provided for parents to come into school</p> <p>Autumn Spring Summer</p> <p>Review and add to avenues of support and initiative for our families to access</p> <p>Resend support leaflet to parents in Spring and Summer term</p>	<p>Families who require additional support from the school receive the support they need and are put in touch with external agencies</p> <p>Cross agency working is further established, thus further improving children's life chances</p>	<p>Leaflets</p> <p>Parent view from parents the Inclusion Officer has supported</p> <p>Open Day take up</p> <p>Reporting on the external agencies we are working with as a Federation</p>
<b>Budgeting Considerations:</b>			

#### Strategic Objective 4: Include

Provision meets the needs of all learners

The 'Federation Welcome' is embedded and applies to everyone entering our schools

#### Why is it Important?

In order for children to have the best life chances it is essential our provision meets the needs of all learners enabling them to make good progress from their starting points. We want to ensure that everyone entering our Federation feels welcome and included.

#### Reasons for Focus Areas:

Over the last few years, the number of children entering our Federation has significantly increased. We also have a rising percentage of children with specific learning and emotional needs in both schools which has resulted in an increase in behaviour incidents.

Identified Area for Action with Supporting Evidence	Actions	Expected Impact	Evidence
<b>Behaviour</b> Due to the number of children across the Federation with specific learning and emotional needs, we have seen an escalation in behaviour incidents  We are aware of the influence of Social Media on the behaviour choices of our children so it is important we focus on consistency in expectation to reduce behaviour incidents	<b>Autumn</b> Behaviour approach clearly linked to the school values, Mission Statement and the Conscious Community  Behaviour approach/policy shared with all members of staff and families  Behaviour expectations and approach shared with all children at the beginning of each half term – including all members of staff and their role Expectations of communication regarding behaviour made clear to all stakeholders – 'the way we do things here', 'I know you can do better', notice children making the right choices  Autumn 1 2 Spring 1 2 Summer 1 2  Consistent rewards/sanctions approach shared with stakeholders  Introduction of the behaviour scripts and organisation for key moments in the day and points of transition/learning style expectation (welcome, corridors, play, lunch, collective worship, transitions, school trips, farewells)  With class team input, select the children for an Individual Behaviour Plan, craft it according to the children's needs and share with parents  Where appropriate, share the reasonable adjustments made for other children to ensure children understand  Introduce the weekly behaviour discussion time introducing scenarios for discussion  Introduce Year 6 children to a range of roles and responsibilities to	The behaviour needs of children will be met  There will be a decrease in the number of behaviour incidents reported (target of ½ the amount from the Autumn term)	Behaviour Policy  Behaviour Scripts  Individual Behaviour Plans  Behaviour Discussion Time  Y6 Roles and Responsibilities list  My Happy Mind Planning  Records of Behaviour Incidents



	<p>support the younger children including lunchtime mentors</p> <p>Keep a record of the number and nature of behaviour incidents each half term</p> <p><b>My Happy Mind</b> Introduce My Happy Mind to the teaching staff and begin implementation</p> <p><b>Spring and Summer Terms</b> Review all Autumn actions for impact and adjustment Keep a record of the number and nature of behaviour incidents each half term looking for patterns and expecting a decrease in incidents</p> <p><b>My Happy Mind</b> Embed My Happy Mind into the curriculum and review for impact</p>		
<p><b>Interventions</b></p> <p>Robust data analysis identifies a number of children who require SEND support or need to make accelerated progress</p>	<p><b>Autumn Term</b> Set out expectations for consistency in provision maps Teachers to liaise with the Inclusion Manager to identify those children in need of additional support – identify level, booster, intervention, SEND or PP Inclusion Manager to share the updated intervention menu /catalogue of intervention possibilities Select the most appropriate intervention for individual children Teachers to provide the Inclusion Manager with the intervention provision map for each class every half term Intervention reviewed and amended by the Class Teacher/Inclusion Manager as required Inclusion Manager/teachers to ensure that all IEPs are up to date and being used in all classrooms</p> <p><b>Spring and Summer</b> Provision maps are consistent across the Federation Teachers to liaise with the Inclusion Manager to review those children in need of additional support – identify level, booster, intervention, SEND or PP Teachers to liaise with the Inclusion Manager to review the impact of the intervention on individual pupil's progress towards targets The most appropriate intervention is selected for individual children Teachers to provide the Inclusion Manager with the intervention provision map for each class every half term Intervention reviewed and amended by the Class Teacher/Inclusion Manager as required Inclusion Manager/teachers to ensure that all IEPs are up to date and being used in all classrooms Booster groups and intervention groups continue across the Federation for all year groups</p>	<p>90% of children who have intervention support reach their end of year target in Reading, Writing and Maths</p>	<p>Provision Maps Intervention Menu Intervention Records IEPs Pupil Progress Meeting records Observations of interventions</p>
<p><b>Budgeting Considerations:</b></p>			

### Strategic Objective 5: Stabilise

The Federation has a reliable staff team confident to drive future improvement

Opportunities are taken for future Career Development

The Federation is financially sustainable

Premises are safe, vibrant and conducive to a strong learning environment into the future

#### Why is it Important?

For the future success of the Federation, it is essential to maintain a stable, consistent, dedicated staff team which is highly trained and reactive to all developments in education. In order to provide the children with a high-quality provision and curriculum, it is essential that the Federation remains financially viable with premises which are conducive to a high-quality learning environment.

#### Reasons for Focus Areas:

As a Federation, we are committed to future proofing our schools. In order to do this, it is essential to recruit and retain high quality staff and provide attractive opportunities for future career development. We recognise the importance of financial stability and maintaining an environment to promote good learning and high-quality outcomes.

Identified Area for Action with Supporting Evidence	Actions	Expected Impact	Evidence
<b>Performance Management</b>  It is essential for the future success of the Federation that Performance Management is valued, the staff are held to account and there are opportunities for growth and development	Clear Performance Management timetable set out for all members of staff  Consistent streamlined paper work introduced for Performance Management  Performance Management objectives set for all staff which is intrinsically linked to the data profile for their current class Autumn  Keeping in Touch Meetings take place for Teachers and Support Staff Autumn Spring Summer  Performance Management objectives reviewed for all staff which is intrinsically linked to the data profile for their current class Spring Summer	Performance Management is valued, the majority of staff (90%) achieve their targets	Performance Management Records
<b>CPD</b>  It is essential for the future success of the Federation that CPD is valued, the staff are held to account and there are opportunities for growth and development	CPD needs/desires are discussed and agreed with all members of staff at the initial PM meeting  CPD partners/providers are sought and CPD opportunities identified and actioned  Develop staff's professional identity, skills set and contribution through completing a Federation Profile of skill which is drawn on by the Federation  Subject Leaders identified, Subject Leader monitoring timetable actions completed	High quality CPD continues to be valued and taken by all members of staff having a positive impact on teaching and learning  Staff develop confidently in their leadership skills and take further areas of responsibility  Good practice continues to be showcased and shared across the Federation and other schools	CPD records Staff Meeting Minutes Federation Staff Profile Monitoring Timetable Subject Leader Reports

	Autumn Spring Summer		
<b>CPOMS</b>  It is essential to hold robust records regarding staff performance and CPD	Implement CPOMS Staff Safe to record all Performance Management, CPD and professional history  All safeguarding updates shared with staff  Autumn Spring Summer	CPOMS Staff Safe is embedded	CPOMS staff safe records
<b>Premises/Environment</b>  In order for pupils to thrive academically it is essential that they have a premises and environment in order for them to thrive	Complete an updated maintenance and redecoration programme for the Federation  Complete actions on the redecoration programme:  Autumn Spring Summer  Complete plan/action for the improvement of shared spaces – PPA room, Music Room, ELSA and staff room to maximise use  Plan/forecast for maintenance and repair of the structure of the Federation buildings  Introduce the Opal approach to the Federation focusing on 2 x classrooms per term Autumn Spring Summer  Introduce the Opal approach to the outdoor area, completing a plan and action for a phased implementation  Phase 1 completed by Summer term	Long term maintenance and redecoration programme for the Federation is in place and actioned  Opal approach is introduced to the Federation with interior and exterior areas improved  Plan in place for maintenance and repair of the structure of the Federation buildings  Children are seen in the improved spaces  Pupil voice regarding the spaces  Children attitudes to learning and calm environments seen in lesson observations	Premises Plan Redecoration Evidence Premises Forecast Evidence of the Opal approach Pupil Voice Lesson Observations
<b>Finance</b>  In order to future proof the Federation and ensure future success it is essential we have excellent management of finances	Ongoing budget monitoring highlighting further income streams and managing unexpected/necessary expenditure  Timely, comprehensive financial reporting – ensuring that the financial position is known at all times  Ensure all premises improvement work is financially viable and included within the budget  Planning Federation Development in line with budgeting  Complete timely, informative benchmarking activities to compare our Federation and ensure best value spending	Income streams have been identified, actioned and received  Unexpected/necessary expenditure has been managed and planned  Financial reporting is timely and comprehensive, financial position is known at all times  All premises improvement work is planned within the budget	<b>Finance reporting</b> <b>Budget monitoring</b>

	Use the key performance indicators/comparison to evaluate/review and plan forward ensuring best value for money	Planning Federation Development is in line with budgeting  Benchmarking activities are completed to compare our Federation and ensure best value spending  Key performance indicators/comparison is used to evaluate/review and plan forward ensuring best value for money  The Federation remains in a healthy financial position	
Budgeting Considerations:			

# People Strategy 2025 - 2030

Our People Strategy has a focus on the five key areas below. This strategy will enable our Federation to provide high quality Teaching & Learning, Leadership, HR, Governance and Support Services by promoting development, clarity and consistency at all times and structure and consistency wherever appropriate.

	Recruitment & Induction	CPD & Succession Planning	Governance	Human Resources	Local Communities
PRIORITY 1	Innovative recruitment to attract and retain the best talent - whilst ensuring compliance, equality and diversity	Regular collaboration, networking and feedback across the Federation and externally (in person and online) to regularly identify CPD opportunities.	Enhanced communication, collaboration, transparency and consistency through Governor presence coupled with in-house clerking.  Utilise secure, shared online systems to enable all staff and Governors to access the same data, at the same time.	The Federation administration is transparent and consistent processes and documentation and to shorten response times.	Proactive engagement with community stakeholders including secondary schools, local families, local MPs, emergency services, local businesses and the Local Authority.
PRIORITY 2	Enhanced role-specific, inductions to ensure all new employees and those new to role are best supported to excel in their career.	Proactive identification of aspiring leaders and the strategic development of their skills and knowledge under the guidance of experienced leaders.	Thorough Governor inductions to ensure clarity of role to nurture and enhance effective governance.	Ensure staff wellbeing is monitored, prioritised and supported at all times.	Strong and effective parent partnerships both in person and online - including detailed <i>Federation Newsletters</i> and various social media platforms.
PRIORITY 3	Regular benchmarking and review of benefits and rewards packages.		Regular and systematic governance skills audits to identify Governor CPD opportunities and facilitate continuous improvement.	Utilise central online systems to track progress, ensure compliance and identify bottlenecks.  Structured performance management / appraisal systems for all Federation staff.	

# What does the People Strategy mean for everyone involved?

## Students

- Quick and easy identification of Federation wide points of contact e.g. Subject Leaders, Year Group/Key Stage Leaders and other SLT
- Inclusion in the *Core CPD Offer*

## Staff

- Vast opportunities for individual and group CPD
- Quick response times and consistent practice
- Improved networking opportunities
- Clarity, transparency, consistency of processes and documentation

## Parents & School Community

- Proactive collaboration and improved partnerships through regular, detailed updates, valued input and essential feedback on various forums

## All

- Continue individual/group CPD promotion
- Simple, clear and accessible structure overviews and relevant points of contact

## Leadership & Governance

- Easy and secure access to all relevant and up to date information to support inspiring leadership and effective governance
- Improved networking opportunities
- Continuous promotion and facilitation of the development of Governor skills and knowledge

## Service

- Utilisation and management of resources to ensure compliance, clarity, consistency and transparency

# Financial Strategy 2025 - 2030

Our Finance Strategy has a focus on the four key areas below. This strategy will enable both schools to provide high quality Teaching & Learning, Leadership, Financial Services through development of school and budgets.

	Financial Controls	Funding Strategies	Sustainability and Investment	Federation Model
PRIORITY 1	Maintain and develop systems of financial control which conform to the requirements of both propriety and good financial management and comply with latest DfE / ESFA requirements and Funding Agreements	To maximise the level of funding received by the Federation and to explore and apply for additional funding streams available	To ensure that all staffing structures and budgets are sustainable in the current academic year and over the medium to long term by providing at least three year budget projections and monitoring these against actuals on a regular basis	To ensure the Federation model is sustainable from a financial perspective for both schools
PRIORITY 2	Ensure the Finance Committee manage their affairs in accordance with the standards detailed in 'Guidance on Codes of Practice for Board Members of Public Bodies' and in line with the seven principles of public life	To maximise the amount of funding spent directly on educational staffing and resources that are directly linked to improving pupil outcomes by reviewing all non-educational costs and keeping them to a minimum	Produce monthly accounts in a timely manner and provide these for Governors and staff for consideration and review. Feedback is then acted on swiftly to update latest budget projections as identified in Priority 1	To develop staffing structures and financial deadlines across the Federation to ensure the Financial Control priorities are met
PRIORITY 3	Ensure the Board of Trustees continue to review the responsibilities of each person involved in the administration of finances and provide a framework of accountability for governors and staff	To ensure the level of reserves held across the Federation is of a reasonable level and any surplus reserves above 8% of School Budget Share are invested sustainably on targeted School Improvement priorities	To ensure that the Federation's cash flow is in a health position and maintained at a minimum value of one month allocation of School Budget Share. Any excess cash is invested in school improvement	To grow the Federation Curriculum and identify the financial implications in tandem with the growth of the Federation

# What does the Finance Strategy mean for everyone involved?

## Students

- To ensure the finances are targeted effectively on the priorities that will have the greatest impact on pupil outcomes
- To maintain financial stability across the Federation so no students are disadvantaged in the future by the need for deficit recovery

## Staff

- To ensure the staff across the Federation have the resources to enable them to provide an Outstanding education to the students
- To ensure staff have consistency of employment and packages that can attract and retain the best highest quality employees

## Parents & School Community

- To enable parents and the wider community to receive assurance that the Federation is in sound financial health via their Local Governing Body

## All

- Clear and concise communication of financial policy across the Trust to ensure compliance
- All levels of responsibility are clear on their delegated limits and areas of responsibility
- Accountability and challenge can be ensured

## Leadership & Governance

- Leaders and Governors are fully aware of their financial responsibilities and delegated powers within the structure of the Federation
- They receive up to date financial projections and information to enable them to make informed decisions
- To ensure compliance with policy and guidance from the DfE and ESFA is maintained

## Service

- Provision of accurate, up to date and timely information to all stakeholders
- Produce, update and communicate policy to ensure compliance with Government directives



# Digital Strategy 2025-2030

Our Digital Strategy has a focus on the five key areas below. This strategy will enable both schools within the Federation to promote high quality Teaching & Learning using the latest technologies in a safe and secure environment. The emphasis on moving all services online to allow flexibility, creativity and availability to all staff and students is a priority over the coming years.

	Curriculum and Innovation	Safeguarding, Security and GDPR	Centralised Cloud Infrastructure Services	Web Media, Management & Communications	Information Management and Data Analysis
<b>PRIORITY 1</b>	To provide an exciting and engaging curriculum filled with a range of innovative technologies & software applications. ICT network meetings with ICT leads to stimulate curriculum.	All device types with active monitoring / filtering safeguarding software. Virus control for all devices and full encryption for all devices. Managed door access and CCTV in both Schools.	Enabling as many services as possible online for anytime access and single sign-on from any location.	All trust schools to have quality website content & information that exceeds government requirements. A Parent communication system that enables multi-faceted communication and transactions.	Federation Wide Data analysis tool to provide key information and key performance statistics across the Federation as well as a National level.
<b>PRIORITY 2</b>	Both schools offer Computing focus weeks which enhance learning opportunities across the curriculum. To re-enforce e-Safety and promote Digital Well Being.	Continually review Data security policy and procedures that comply with ICO guidelines. Ensure systems are protected with effective measures in place.	Identify all school software / applications and systems in place to streamline efficiency. To implement cloud workflow systems that will improve efficiency across the Federation.	Work with staff and children across schools to help produce quality media for use with learning and showcase schools. Produce analysis and stats in relation to the online media.	Ensuring 100% accuracy and consistency of all data in systems used and the scrutiny of how this feeds into other areas of the Trust.
<b>PRIORITY 3</b>	Promote Home Learning Digital methods for children, parents and staff to extend their learning beyond the normal day.	GDPR and online security courses available to all employed staff. Parents and carers offered annual e-Safety briefings with their children.	Continually review Broadband, firewalls, filtering and cloud security to ensure the maximisation of investment to meet the needs of the Federation.	Integrated Federation wide single communication system for telephone and video calls. Call recording, menu options and effective flexible management of the system.	Working with all stakeholders Governors, Leaders and Teachers to develop the understanding of the data and how we make better informed decisions.

# What does the Digital Strategy mean for everyone involved?

## Students

### Accessibility:

- to learning wherever, whenever, however;
- learning content available online and easy to access

### Confidence and competence:

- engagement with, and informed choices about appropriate use of digital technologies for learning
- Confident and competent preparation for secondary school;
- Technology helps to personalise learning, so:
  - every student is an adept user of technology to support and develop their own learning

### Balancing online risks and benefits:

- Students adopt positive attitude & online well-being
- Federation wide access and network with Federation Classes

**Prospective students** have an online flavour of the school

## Staff

### Skills:

- Teachers confidently using technology for teaching;
- Digital support as and when needed.
- CPD opportunities for a variety of technologies and software

### Culture for technology:

- A culture of using digital resources to enrich and engage group and individual learning;
- Use of technology to plan, teach, moderate, assess, communicate, share and learn;
- Access to fast, relevant, digital training and CPD
- Staff are confident that technologies work.

### Access:

- Access to information, quality data and technologies that complement and transform innovate teaching;
- Staying abreast of research and emerging trends to use technologies to promote student learning;
- Access to tools, based on department and subject.
- Federation wide access to resources, content and other subject specialist knowledge

## Parents & School Community

### Digital access:

- Fast, relevant communications;
- Timely information about their child(ren);
- Parents who do not live locally or unable to attend can participate online in school activities;
- Easy online sign-up for activities and events;
- Online access to key events that showcase the school's work and progress
- Secure, reliable tools to communicate and manage their financial accounts with school

### Information about the school;

**Information** about how technology supports the development of their child(ren) ;

An **understanding** of online opportunities and risks to help their child make wise choices;

**Prospective Parents** have online access at all stages of the application process but are more informed about the school, it's ethos, values and what they can expect being part of the school and Federation.

## All

- Fast, reliable online access to resources and services anytime, anywhere and by any device
- Secure systems that protect against threats
- Secure communications internal and external
- Technology in place to allow everyone associated with the Federation to produce high quality work

## Leadership & Governance

- **Management information** to support decisions
- **Communication** that is secure, fast and efficient
- Quality statistics and data to help shape future
- **Strategic Digital Development** based on need and following best practice principles

## Service

- Controlled, efficient management of resources;
- A centralised management system for both schools
- Efficient and informative support to all users
- Planned development of secure systems with reliability, future-proofing and documentation;
- Rigorous business continuity and disaster recovery plans.

## Premises Strategy 2025-2030

Our Premises Strategy has a focus on the five key areas below. This strategy will enable both schools to provide high quality Teaching & Learning by developing the school environments. This ensures our buildings and grounds are well maintained with a strong view to improve our facilities and invest in the future.

	Statutory Servicing, Testing and Inspection	Property Management & Maintenance	CIF & SCA	School Development and Improvement	Site Safety
PRIORITY 1	Inspect and review existing testing and servicing records for compliance.	To review and schedule regular property maintenance via school site staff and external contracts.	To work with a specialist property service's adviser to identify CIF/SCA schemes of work.	To develop a strategy with school leaders for future building refurbishments and improvements, focusing on the learning environment.	To support school leaders with their duty to site safety alongside external agencies.
PRIORITY 2	Identify and prioritise essential services to bring schools in line with regulations and statutory requirements.	To budget and procure maintenance and remedial works identified from statutory servings and school site inspections.	To prioritise schemes of work for school improvement to reduce risk of building failures and future maintenance costs.	To plan, budget, procure and deliver school improvement projects.	To ensure all contractors and service providers have appropriate up to date certification and meet Federation requirements.
PRIORITY 3	Utilise a central online system to track progress, ensure compliance and record all testing and servicing records.	To review and consolidate maintenance contracts across the Federation to ensure best value and quality of service.	To involve all stakeholders with the delivery of awarded CIF applications and future applications.	To review projects and share practices and ideas across the Federation to develop consistency across school buildings.	To provide emergency support relating to building failures and site safety.

# What does the Premises Strategy mean for everyone involved?

## Students

- To ensure all children across the Federation go to school with inspiring and stimulating learning environments.
- To make students feel safe and secure in their school.

## Staff

- To provide staff with quality teaching and learning environments.
- To provide staff with efficient working space.
- To ensure staff feel safe and secure in their school.

## Parents & School Community

- To demonstrate that the Federation is continuing to develop their children's educational environment to enhance learning and wellbeing.
- To provide a secure, safe and stable building.
- To involve parents/community with building developments.

## All

- To work and teach in safe, secure and reliable buildings.
- To provide inspirational teaching and learning environments.
- To embed consistency and familiarity within the Federation.

## Leadership & Governance

- To support school leaders with the delivery of projects.
- To support/manage statutory servicing of their schools.
- To provide inspiration and guidance with the development of the building and grounds.
- To support the leaders with the management of site safety and maintenance.

## Service

- Utilise a central online systems to track progress, ensure compliance and document all testing and servicing records.
- Support to the finance manager to ensure projects meet DFE financial regulations.
- To collaborate with all service providers in relation to school projects, to ensure effective communication and consistency.