



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

Together for a Brighter Future

FEDERATION DEVELOPMENT PLAN STRATEGIC VIEW

2024-25

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 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

Following forensic analysis of Year Groups' End of Year Data:

Increase the combined percentage to national average at Freshwater Y1,2,3,4,5 and Shalfleet Y3,4,5

Increase the percentage of children reaching ARE in Reading at Freshwater Y1,3 and 4

Increase the percentage of children reaching ARE in Writing at Freshwater Y2,3,4,5 and Shalfleet Y3,Y5

Increase the percentage of children reaching ARE in Maths at Freshwater Y3,4,5 and Shalfleet Y3,4,5

Increase the percentage of children reaching Greater Depth in Maths at Freshwater and Shalfleet in Year 6

Increase the percentage of children reaching ARE and Greater Depth in Writing at Shalfleet in Year 6

Autumn Term	Spring Term	Summer Term
<p>Curriculum Consistency Introduce the Research Based pedagogy approach to the Subject Leaders and initial time provided</p> <p>Glossary developed for each subject</p> <p>Timetables are consistent in delivering the Curriculum offer</p> <p>Streamlining Subject Leaders revisit and prioritise progression map objectives</p> <p>Revisit Subject Front covers to ensure intent, implementation and impact are clear</p> <p>Clearly set out expectations for displays</p> <p>Streamline Subject Leader portfolios to showcase select pieces of work</p>	<p>Curriculum Consistency Research Based pedagogy approach used by Subject Leaders – time provided</p> <p>Glossary used for each subject achieving consistency in language</p> <p>Timetables are consistent in delivering the Curriculum offer</p> <p>Streamlining Revised progression map objectives used by all teachers</p> <p>Subject Front covers show clear intent, implementation and impact informed by Subject Leader research</p> <p>Displays are consistent across the Federation</p> <p>Subject Leader portfolios showcase select pieces of work</p>	<p>Curriculum Consistency Research Based pedagogy approach used by Subject Leaders – clear direction and approach agreed for all subjects</p> <p>Glossary used for each subject achieving consistency in language</p> <p>Timetables are consistent in delivering the Curriculum offer</p> <p>Streamlining Revised progression map objectives used by all teachers</p> <p>Subject Front covers show clear intent, implementation and impact informed by Subject Leader research</p> <p>Displays are consistent across the Federation</p> <p>Subject Leader portfolios showcase select pieces of work</p>

<p>Subject Leaders Consistency Explicit time provided for research, subject leader reports, curriculum development, CPD and staff meetings – set out at the beginning of the year</p> <p>Subject Leader expectations set out at the beginning of the year and consistent across all subjects</p> <p>Subject Leader 'keeping in touch' meetings introduced</p> <p>Streamlining New consistent Subject Leader report proformas are introduced</p> <p>Assessment and Monitoring Consistency Consistent and clear improved Monitoring Timetable (Core, Foundation Subject and SEND) introduced clearly setting out expectations and deadlines</p> <p>Consistent and clear new Assessment Timetable (Core, Foundation Subject and SEND) introduced clearly setting out expectations and deadlines</p> <p>Agreed Assessment materials used consistently across the Federation by deadlines</p> <p>Streamlining Streamline Core and Foundation subject assessments using the improved progression maps</p> <p>Use the Year 2 and 6 interim statements for assessment in Writing</p>	<p>Subject Leaders Consistency Explicit time provided for research, subject leader reports, curriculum development, CPD and staff meetings</p> <p>Subject Leaders demonstrate consistency in monitoring and reporting expectations</p> <p>Subject Leader 'keeping in touch' meetings take place</p> <p>Streamlining New consistent Subject Leader report proformas are used</p> <p>Assessment and Monitoring Consistency Consistent and clear improved Monitoring Timetable (Core, Foundation Subject and SEND) actioned</p> <p>Consistent and clear new Assessment Timetable (Core, Foundation Subject and SEND) actioned</p> <p>Agreed Assessment materials used consistently across the Federation by deadlines</p> <p>Streamlining Streamline Core and Foundation subject assessments using the improved progression maps</p> <p>Use the Year 2 and 6 interim statements for assessment in Writing</p>	<p>and capture the year's work</p> <p>Subject Leaders Consistency Explicit time provided for research, subject leader reports, curriculum development, CPD and staff meetings</p> <p>Subject Leaders demonstrate consistency in monitoring and reporting expectations</p> <p>Subject Leader 'keeping in touch' meetings take place</p> <p>Streamlining New consistent Subject Leader report proformas are used and reviewed</p> <p>Assessment and Monitoring Consistency Consistent and clear improved Monitoring Timetable (Core, Foundation Subject and SEND) actioned</p> <p>Consistent and clear new Assessment Timetable (Core, Foundation Subject and SEND) actioned</p> <p>Agreed Assessment materials used consistently across the Federation by deadlines</p> <p>Streamlining Streamline Core and Foundation subject assessments using the improved progression maps</p> <p>Use the Year 2 and 6 interim statements for assessment in Writing</p>
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Indicators of Success:

The combined percentage to national average will have increased at Freshwater in Y2,3,4,5,6 and Shalfleet Y4,5,6
The percentage of children reaching ARE in Reading at Freshwater will have increased in Y2 (70%),4 (61%) and 5 (76%)
The percentage of children reaching ARE in Writing at Freshwater will have increased in Y3 (56%),4 (61%),5 (52%),6 (65%) and Shalfleet Y4 (70%),Y6 (75%)
The percentage of children reaching ARE in Maths at Freshwater will have increased in Y4 (55%),5 (52%),6 (54%) and Shalfleet Y4 (64%),5 (58%),6 (70%)
The percentage of children reaching Greater Depth in Maths at Freshwater and Shalfleet in Year 6 will have increased
The percentage of children reaching ARE and Greater Depth in Writing at Shalfleet in Year 6 will have increased

Costings Linked to the FDP for 2024-25:

Staff meetings - £3564.36, Subject Lead allocated time - £18798.78, Teacher CPD time - £6266.26, CPD Training costs - £16110.00

Total – 44739.40

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 have had Ofsted visits to both schools in the last 2 years and we have now arrived at a new juncture of Federation improvement. We have had a significant number of new children joining the Federation, we also have move children attending with significant, complex needs.

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 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.

Autumn Term	Spring Term	Summer Term
<p>Vision Revisit the Christian Mission and Values with all stakeholders</p> <p>Ensure all relevant Autumn policies and handbooks include reference to the new Christian Vision, Mission, Values and Ethos</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>Conscious Community Reintroduce the CC to staff, children, parents, Governors and the wider community</p> <p>Introduce the new Conscious Communication agenda to all stakeholders</p> <p>CC Performance Management Include the Conscious Community in all Performance Management targets to highlight its importance and our commitment to it.</p> <p>Governance Governor Planner completed and shared with all Governors</p>	<p>Vision Revisit the Christian Mission and Values with all stakeholders</p> <p>Ensure all relevant Spring policies and handbooks include reference to the new Christian Vision, Mission, Values and Ethos</p> <p>Conscious Community Revisit the CC to staff, children, parents, Governors and the wider community</p> <p>Review the Conscious Communication to check it is being actioned consistently</p> <p>CC Performance Management Review the Conscious Community in all Performance Management review meetings</p> <p>Governance Governor Planner actioned by all Governors</p> <p>Governor Action Plan/Risk Register reviewed by all Governors</p> <p>Governor areas of responsibility actioned – including portfolio holders, subject areas and star meetings (linked to FDP)</p> <p>Strategic Direction</p>	<p>Vision Revisit the Christian Mission and Values with all stakeholders</p> <p>Ensure all relevant Summer policies and handbooks include reference to the new Christian Vision, Mission, Values and Ethos</p> <p>Conscious Community Revisit the CC to staff, children, parents, Governors and the wider community</p> <p>Review the Conscious Communication to check it is being actioned consistently and seek improvements</p> <p>CC Performance Management Review the Conscious Community in all Performance Management review meetings</p> <p>Governance Governor Planner actioned by all Governors</p> <p>Governor Action Plan/Risk Register reviewed by all Governors</p> <p>Governor areas of responsibility actioned – including portfolio holders, subject areas and star meetings (linked to FDP)</p>

<p>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>Strategic Direction HT to attend all meetings with the LA/Diocese about the future</p> <p>HT to attend all Headteacher Executive meetings in the Autumn term</p> <p>Ascertain all options available to the Federation and explore each one – academisation, development of a local agreement, Diocesan view</p> <p>Present options to the Governing Body for their consideration</p>	<p>HT to attend all meetings with the LA/Diocese about the future</p> <p>HT to attend all Headteacher Executive meetings in the Spring term</p> <p>Ascertain all options available to the Federation and explore each one – academisation, development of a local agreement, Diocesan view</p> <p>Present options to the Governing Body for their consideration</p>	<p>Strategic Direction HT to attend all meetings with the LA/Diocese about the future</p> <p>HT to attend all Headteacher Executive meetings in the Summer term</p> <p>Ascertain all options available to the Federation and explore each one – academisation, development of a local agreement, Diocesan view</p> <p>Present options to the Governing Body for their consideration</p>
Indicators of Success: Year 1	Indicators of Success: Year 2	Indicators of Success: Year 3
The Christian Vision, Mission and Values will have been agreed and shared with all Stakeholders	The Christian Vision, Mission and Values will have been embedded with all Stakeholders	The Christian Vision, Mission and Values will have been deeply embedded with all Stakeholders
The Christian Vision, Mission and Values are clear and prominent within all communications and within the Federation environment	The Christian Vision, Mission and Values are clear and embedded within all communications and within the Federation environment	The Christian Vision, Mission and Values are clear and deeply embedded within all communications and within the Federation environment
All relevant policies exemplify our ethos and are updated to reflect the new Christian Vision, Mission and Vision	All relevant policies are renewed and updated as per the policies calendar	
The JLT and LL understand the new Christian Vision, Mission and Values and promote them to the children	The new Christian Vision, Mission and Values are embedded with the children	The new Christian Vision, Mission and Values are deeply embedded with the children
Child friendly versions of key policies are written by the JLT and disseminated to all children in an understandable and accessible way	All relevant policies are renewed by the JLT and disseminated to all children in an understandable and accessible way	
The Conscious Community ethos permeates through the Federation	The Conscious Community ethos is embedded through the Federation	The Conscious Community ethos is deeply embedded through the Federation
All stakeholders buy in and share in the Conscious Community ethos		
The Home School Agreement reflects our commitment to the Conscious Community		
The importance of the Conscious Community is reflected through Performance Management		
The Governance Professional is competent within the role	The Governance Professional grows within the role developing leadership in Governance organisation and planning	The Governance Professional demonstrates confidence leadership in Governance organisation, advice and planning
Governance Administration is streamlined with information disseminated by set deadlines	Governance Administration is further streamlined and information is disseminated by set deadlines	
Governors are present at key Federation events, portfolio presentations and development meetings		

Governor Meeting Minutes are accurate in capturing challenge, questions and praise

Governor's Action Plan is updated, with clear direction

Models of academisation will have been researched and presented to Governors

Governors have carefully considered the options around academisation and will have chosen the best path forward for the Federation

Governors and the wider school community embark upon the path chosen

Costings Linked to the FDP for 2024-25:

JLT Meetings - £580.95

Performance Management Meetings - £13196.04

HT Meetings - £2097.87

HT Exec Meetings - £968.25

Total - £16483.11

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.

Autumn Term	Spring Term	Summer Term
<p>EYFS Initial meeting between preschool 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</p> <p>1 collaborative event/trip takes place in the Autumn term</p> <p>Monitoring Timetable shared with all members of EYFS staff</p> <p>The EYFS team meet 2 x per term 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>Ensure weekly shared play sessions take place between the preschool and Reception class from the end of September</p> <p>Preschool children to have access to the school library/outdoor learning area 1 x per week from the end of September</p> <p>Sharing Good Practice - Federation Opportunities for the Subject Leader focus in the Autumn term to observe, to share and develop good practice in their subject</p> <p>Seeking Good Practice – Further afield</p>	<p>EYFS Meeting between preschool 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</p> <p>1 collaborative event/trip takes place in the Spring term</p> <p>Monitoring Timetable actioned all members of EYFS staff</p> <p>The EYFS team meet 2 x per term 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>Ensure weekly shared play sessions take place between the preschool and Reception class from the end of September</p> <p>Preschool children to have access to the school library/outdoor learning area 1 x per week</p> <p>Sharing Good Practice - Federation Opportunities for the Subject Leader focus in the Spring term to observe, to share and develop good practice in their subject</p> <p>Seeking Good Practice – Further afield Seek opportunities for moderation with good/outstanding schools on the Island and the Mainland</p>	<p>EYFS Meeting between preschool 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</p> <p>1 collaborative event/trip takes place in the Summer term</p> <p>Monitoring Timetable actioned all members of EYFS staff</p> <p>The EYFS team meet 2 x per term 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>Ensure weekly shared play sessions take place between the preschool and Reception class from the end of September</p> <p>Preschool children to have access to the school library/outdoor learning area 1 x per week</p> <p>Sharing Good Practice - Federation Opportunities for the Subject Leader focus in the Summer term to observe, to share and develop good practice in their subject</p> <p>Seeking Good Practice – Further afield Seek opportunities for moderation with good/outstanding schools on the Island and the Mainland</p>

<p>Seek opportunities for moderation with good/outstanding schools on the Island and the Mainland</p> <p>1st Moderation session to take place in the Autumn term</p> <p>Link made with a good/outstanding mainland school to develop good practice and 'magpie' ideas – 1st shared event to take place</p> <p>Link developed with school overseas to increase children's cultural awareness - 2 x communication in the Autumn term</p> <p>Parents/Family Support Research all possible avenues of support and initiative for our families to access</p> <p>Build a leaflet for parents detailing all support and initiatives available to support them</p> <p>Inclusion Officer to hold meetings with identified families to discuss avenues of support</p> <p>Autumn open day provided for parents to come into school</p> <p>Community and Safeguarding Share the Events Calendar with all stakeholders</p> <p>Ensure all Autumn term events on the Events Calendar are actioned and provide children with more opportunities</p> <p>Share the Conscious Communication plan with all stakeholders</p> <p>Conscious Communication plan actions completed for the Autumn term</p> <p>Increase collaboration/communication with Children's Services and supporting agencies to better support children and improve their life chances</p> <p>Continue work with the Safeguarding Education Subgroup to improve Federation Safeguarding approaches and keep up to date with current guidance, legislation and advice</p>	<p>2nd Moderation session to take place in the Spring term</p> <p>Link made with a good/outstanding mainland school to develop good practice and 'magpie' ideas – 2nd shared event to take place</p> <p>Link developed with school overseas to increase children's cultural awareness - 2 x communication in the Spring term</p> <p>Parents/Family Support Review and add to avenues of support and initiative for our families to access</p> <p>Send out the leaflet for parents detailing all support and initiatives available to support them</p> <p>Inclusion Officer to hold meetings with identified families to discuss avenues of support</p> <p>Spring open day provided for parents to come into school</p> <p>Community and Safeguarding Share the Events Calendar with all stakeholders</p> <p>Ensure all Spring term events on the Events Calendar are actioned and provide children with more opportunities</p> <p>Resend the Conscious Communication plan with all stakeholders</p> <p>Conscious Communication plan actions completed for the Spring term</p> <p>Increase collaboration/communication with Children's Services and supporting agencies to better support children and improve their life chances</p> <p>Continue work with the Safeguarding Education Subgroup to improve Federation Safeguarding approaches and keep up to date with current guidance, legislation and advice</p>	<p>3rd Moderation session to take place in the Summer term</p> <p>Link made with a good/outstanding mainland school to develop good practice and 'magpie' ideas – 3rd shared event to take place</p> <p>Link developed with school overseas to increase children's cultural awareness - 2 x communication in the Spring term</p> <p>Parents/Family Support Review and add to avenues of support and initiative for our families to access</p> <p>Send out the leaflet for parents detailing all support and initiatives available to support them</p> <p>Inclusion Officer to hold meetings with identified families to discuss avenues of support</p> <p>Summer open day provided for parents to come into school</p> <p>Community and Safeguarding Share the Events Calendar with all stakeholders</p> <p>Ensure all Summer term events on the Events Calendar are actioned and provide children with more opportunities</p> <p>Resend the Conscious Communication plan with all stakeholders</p> <p>Conscious Communication plan actions completed for the Summer term</p> <p>Increase collaboration/communication with Children's Services and supporting agencies to better support children and improve their life chances</p> <p>Continue work with the Safeguarding Education Subgroup to improve Federation Safeguarding approaches and keep up to date with current guidance, legislation and advice</p>
<p>Indicators of Success: Year 1</p>	<p>Indicators of Success: Year 2</p>	<p>Indicators of Success: Year 3</p>
<p>EYFS team will develop their working relationships to benefit children's learning outcomes</p>	<p>EYFS team is united in vision and practise with strong working relationships benefitting children's learning outcomes</p>	<p>EYFS team has deeply embedded vision and practise with inter working relationships benefitting children's learning outcomes</p>

Federation Team learn from each other and develop their practise in subjects across the Curriculum	Federation Team practise is improved and consistent in subjects across the Curriculum	Federation Team offer for subjects across the curriculum is aligned and consistent
Children will have increased collaborative learning opportunities, trips and events		
Further links have been made with good/outstanding schools to further develop mutual practise	Strong links have been maintained with good/outstanding schools to further develop mutual practise	Links have been embedded with good/outstanding schools to further develop mutual practise
Link is made with overseas school beginning to develop children's cultural awareness	Strong link is maintained with overseas school to further develop children's cultural awareness	Strong link is embedded with overseas school to further develop children's cultural awareness
Parents are better informed about initiatives, key aspects of the Federation and their children's learning/curriculum experience	New parents are better informed about initiatives, key aspects of the Federation and their children's learning/curriculum experience	
Parents are a greater presence within the school and increase their involvement in their child's learning	Parents are an even greater presence within the school and increase their involvement in their child's learning	
Introduction of Events Calendar improves organisation and all actions are completed	Events Calendar further improves from feedback and all actions are completed	
All Community/Communications actions are completed by deadlines		
Cross agency working is further established, thus further improving children's life chances		
Families receive the support they are entitled to through support from the Inclusion Officer and the Community Connector		
Costings Linked to the FDP for 2024-25: EYFS Meetings - £1072.44 HT EYFS Meetings - £2517.45 Foundation Subject Lead time - £2014.15 Core Subject Lead time - £2845.44 Inclusion Assistant Family Support - £16443.20 HT Inclusion Support - £1161.90 SLT Meetings - £4386.32 Total - £30440.90		

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.

Autumn Term	Spring Term	Summer Term
<p>BEHAVIOUR</p> <ul style="list-style-type: none">Behaviour approach communicated to all members of staff and the wider communityConsistent rewards/sanctions approach shared with stakeholdersBehaviour approach clearly linked to the school values, Mission Statement and the Conscious CommunityExpectations of communication regarding behaviour made clear to all stakeholders <p>SEND/PP</p> <ul style="list-style-type: none">Update the SEND and PP registers, each half termAs a staff team (teacher, Inclusion Manager and SLT) set aspirational targets for all children across the federationSet out expectations for consistency in provision maps <p>INTERVENTIONS/BOOSTERS</p> <ul style="list-style-type: none">Teachers to liaise with the Inclusion Manager to identify those pupils in need of additional support – identify level, booster, intervention, SEND or PPInclusion Manager to share the updated intervention menu /catalogue of intervention possibilitiesSelect the most appropriate intervention for individual children	<p>BEHAVIOUR</p> <ul style="list-style-type: none">Behaviour approach consistent across the Federation with all members of staffConsistent rewards/sanctions approach in placeBehaviour approach embedded to the school values, Mission Statement and the Conscious CommunityCommunication regarding behaviour in place with all members of staff <p>SEND/PP</p> <ul style="list-style-type: none">Update the SEND and PP registers, each half termProvision maps are consistent across the Federation <p>INTERVENTIONS/BOOSTERS</p> <ul style="list-style-type: none">Teachers to liaise with the Inclusion Manager to review those pupils in need of additional support – identify level, booster, intervention, SEND or PPThe most appropriate intervention is selected for individual childrenTeachers to provide the Inclusion Manager with the intervention provision map for each class every half termIntervention reviewed and amended by the Class Teacher/Inclusion Manager as requiredInclusion Manager/teachers to ensure that all IEPs are up to date and being used in all classrooms	<p>BEHAVIOUR</p> <ul style="list-style-type: none">Behaviour approach consistent and reviewed across the Federation with all members of staffConsistent rewards/sanctions approach in placeBehaviour approach embedded and reviewed to the school values, Mission Statement and the Conscious CommunityCommunication regarding behaviour in place with all members of staff <p>SEND/PP</p> <ul style="list-style-type: none">Update the SEND and PP registers, each half termProvision maps are consistent across the Federation <p>INTERVENTIONS/BOOSTERS</p> <ul style="list-style-type: none">Teachers to liaise with the Inclusion Manager to review those pupils in need of additional support – identify level, booster, intervention, SEND or PPThe most appropriate intervention is selected for individual childrenTeachers to provide the Inclusion Manager with the intervention provision map for each class every half termIntervention reviewed and amended by the Class Teacher/Inclusion Manager as requiredInclusion Manager/teachers to ensure that all IEPs are up to date and being used in all classroomsBooster groups and intervention groups continue across the Federation for all year groups

<ul style="list-style-type: none"> 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 set up across the Federation for all year groups 	<ul style="list-style-type: none"> Booster groups and intervention groups continue across the Federation for all year groups 	
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Indicators of Success: Year 1	Indicators of Success: Year 2	Indicators of Success: Year 3
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All children joining the Federation and those in receipt of PP or those who have a SEND will meet their end of year targets making accelerated progress

<p>SEND and PP registers updated Aspirational targets set for all children across the federation Performance Management objectives met for teachers which are intrinsically linked to the data profile for their current class Staff meeting actioned highlighting the banding system and making teachers and support staff aware of their responsibilities under the SEND Code of Conduct Provision for the ALL pupils including those in receipt of PP monies and/or SEND discussed at data meetings Teachers used the data to inform their provision maps and IEPs Teachers and SLT have a clear handle of pupil progress towards their targets to come through the assessments, flight paths and forensic discussion about children Teachers liaised with the Inclusion Manager to identify those pupils in need of additional support – identify level, booster, intervention, SEND or PP Intervention menu /catalogue of intervention shared and actioned Intervention time table in place for each class Intervention has been reviewed and amended by the Inclusion Manager as required IEPs are up to date and being used in all classrooms Booster groups and intervention groups are set up across the Federation Pupil Premium spend has impact on outcomes</p>	<p>SEND and PP registers updated Aspirational targets set for all children across the federation Teachers drive the communication with the Inclusion Manager regarding specific children as their expertise increased Intervention Menu and timetable driven by class teachers Interventions continue to be timely and immediately address children’s misconceptions quickly IEPs are up to date and being used in all classrooms Booster groups and intervention groups continue Observations completed of intervention groups, PP provision and SEND provision and advice provided Pupil Premium spend has impact on outcomes</p>	<p>SEND and PP registers updated Aspirational targets set for all children across the federation All learning team members drive the communication with the Inclusion Manager regarding specific children as their expertise increased Intervention Menu and timetable driven by learning team members Interventions continue to be timely and immediately address children’s misconceptions quickly IEPs are up to date and being used in all classrooms Booster groups and intervention groups continue Observations completed of intervention groups, PP provision and SEND provision and advice provided Pupil Premium spend has impact on outcomes</p>
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Costings Linked to the FDP for 2024-25:
Target Setting Meetings (Teachers) - £1385.72
Data Meetings - £2036.58
Total – £3422.30

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.

Autumn Term	Spring Term	Summer Term
<p>Performance Management Clear Performance Management timetable set out for all members of staff</p> <p>Consistent streamlined paper work introduced for Performance Management</p> <p>Performance Management objectives set for all staff which is intrinsically linked to the data profile for their current class</p> <p>Keeping in Touch Meetings introduced for Support Staff</p>	<p>Performance Management Clear Performance Management timetable actioned for all members of staff</p> <p>Consistent streamlined paper work in place for Performance Management</p> <p>Performance Management objectives reviewed for all staff which is intrinsically linked to the data profile for their current class</p> <p>Keeping in Touch Meetings actioned for Support Staff</p>	<p>Performance Management Clear Performance Management timetable actioned for all members of staff</p> <p>Consistent streamlined paper work in place for Performance Management</p> <p>Performance Management objectives reviewed for all staff with the vast majority of children reaching their end of year targets</p> <p>Keeping in Touch Meetings actioned for Support Staff</p>
<p>CPD CPD needs/desires are discussed and agreed with all members of staff at the initial PM meeting</p> <p>CPD partners/providers are sought and CPD opportunities identified and actioned</p> <p>Develop staff's professional identity, skills set and contribution through completing a Federation Profile of skill which is drawn on by the Federation</p> <p>Subject Leaders identified, Subject Leader monitoring timetable actions completed for the Autumn term</p>	<p>CPD CPD needs/desires are actioned</p> <p>CPD partners/providers are sought and CPD opportunities actioned</p> <p>Develop staff's professional identity, skills set and contribution through completing a Federation Profile of skill which is drawn on by the Federation</p> <p>Subject Leaders identified, Subject Leader monitoring timetable actions completed for the Spring term</p>	<p>CPD CPD needs/desires are actioned</p> <p>CPD partners/providers are sought and CPD opportunities actioned</p> <p>Develop staff's professional identity, skills set and contribution through completing a Federation Profile of skill which is drawn on by the Federation</p> <p>Subject Leaders identified, Subject Leader monitoring timetable actions completed for the Summer term</p>
CPOMS	CPOMS	CPOMS

<p>Implement CPOMS Staff Safe to record all Performance Management, CPD and professional history</p> <p>All Autumn 2024 safeguarding updates shared with staff</p> <p>Premises Complete an updated maintenance and redecoration programme for the Federation</p> <p>Complete Autumn actions on the redecoration programme</p> <p>Complete plan for the improvement of shared spaces – PPA room, Music Room, ELSA and staff room to maximise use</p> <p>Plan/forecast for maintenance and repair of the structure of the Federation buildings</p> <p>Introduce I compliant in improving communications and actions concerning Health and Safety and Maintenance</p>	<p>Implement CPOMS Staff Safe to record all Performance Management, CPD and professional history</p> <p>All Spring 2025 safeguarding updates shared with staff</p> <p>Premises Complete an updated maintenance and redecoration programme for the Federation</p> <p>Complete Spring actions on the redecoration programme</p> <p>Complete plan for the improvement of shared spaces – PPA room, Music Room, ELSA and staff room to maximise use</p> <p>Plan/forecast for maintenance and repair of the structure of the Federation buildings</p> <p>Embed I compliant in improving communications and actions concerning Health and Safety and Maintenance</p>	<p>Implement CPOMS Staff Safe to record all Performance Management, CPD and professional history</p> <p>All Summer 2025 safeguarding updates shared with staff</p> <p>Premises Complete an updated maintenance and redecoration programme for the Federation</p> <p>Complete Summer actions on the redecoration programme</p> <p>Complete plan for the improvement of shared spaces – PPA room, Music Room, ELSA and staff room to maximise use</p> <p>Plan/forecast for maintenance and repair of the structure of the Federation buildings</p> <p>Embed I compliant in improving communications and actions concerning Health and Safety and Maintenance</p>
<p>Finance 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 Use the key performance indicators/comparison to evaluate/review and plan forward ensuring best value for money</p>		
<p>Indicators of Success: Year 1</p>	<p>Indicators of Success: Year 2</p>	<p>Indicators of Success: Year 3</p>
<p>Staff Team High quality CPD has been undertaken by members of staff and have a positive impact on teaching and learning</p> <p>The Conscious Community is embedded through the Federation developing professional identity</p> <p>Staff have developed leadership skills through their subject leadership and areas of responsibility</p> <p>Good practice has been showcased and shared across the Federation</p> <p>CPOMS Staff Safe is implemented to record all Performance Management, CPD and professional history</p>	<p>Staff Team High quality CPD continues to be valued and taken by all members of staff having a positive impact on teaching and learning</p> <p>The Conscious Community is embedded through the Federation</p> <p>Staff develop confidently in their leadership skills and seek further areas of responsibility</p> <p>Good practice continues to be showcased and shared across the Federation</p> <p>CPOMS Staff Safe is embedded</p>	<p>Staff Team High quality CPD continues to be valued and taken by all members of staff having a positive impact on teaching and learning</p> <p>The Conscious Community is deeply embedded through the Federation</p> <p>Staff develop confidently in their leadership skills and take further areas of responsibility</p> <p>Good practice continues to be showcased and shared across the Federation and other schools</p>
<p>Premises I compliant is implemented improving communications and actions concerning Health and Safety and Maintenance</p> <p>The new school is completed and Yarmouth C.E. Primary moves to the site in Freshwater – to an excellent learning</p>	<p>Premises I compliant is embedded improving communications and actions concerning Health and Safety and Maintenance</p> <p>Long term maintenance and redecoration programme for the Federation is in place and actioned</p>	<p>Premises Long term maintenance and redecoration programme for the Federation is in place and actioned</p> <p>Plan in place for maintenance and repair of the structure of the Federation buildings</p>

environment

The redecoration programme at Shalfleet is actioned and planned for future years

The outdoor spaces at both schools is improved with new play equipment

Long term maintenance and redecoration programme for the Federation is in place

Foyers in both schools are updated to ensure that our ethos and vision are clear

Shared spaces – PPA room, Music Room, ELSA and staff room are improved

Plan in place for maintenance and repair of the structure of the Federation buildings

EYFS learning environment is improved so it is in line with current educational advice to enhance children's learning experience

The driveway entrance to Shalfleet is improved making it safer, welcoming and user friendly

Plan in place for maintenance and repair of the structure of the Federation buildings

Finance

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

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

Costings Linked to the FDP for 2024-25:

Performance Management Meetings - £13196.04 *

CPD Training Costs - £16110.00*

Subject Lead allocated time (Foundation) - £2014.15*

Subject Lead allocated time (Core) - £2845.44*

CPOMS cost - £1420.00

IamCompliant - £1258.00

Premises Maintenance - £37000.00

Total – 73843.63

***Costs also included in other Strategic Objectives above**

People Strategy 2020 - 2025

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 2020 - 2025

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
PRIORTIY 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
PRIORTIY 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 2020- 2025

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
PRIORITY 1	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.
PRIORITY 2	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.
PRIORITY 3	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 2020 - 2025

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 pupils 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.