



Ox Close Federation Improvement Plan

2022 - 2023

Context Information

NURSERY							
	Total Pupils	EYPP	SEN EY1	SEN EHCP	SEN K	EAL	Deprivation Indices
Number Pupils	64	9	2	0	4	1	1 st Centile
Percentage of Pupils	NA	14%	3%	0%	6%	2%	NA

PRIMARY							
	Total Pupils	FSM Ever6	Pupil Premium	SEN EHCP	SEN K	EAL	Deprivation Indices
Number Pupils	310	65	78	8	46	0	1 st Centile
Percentage of Pupils	NA	21%	25%	3%	15%	0%	NA

Current SEF Gradings		
	Nursery	Primary
Quality of Education	3	2
Leadership and Management	3	2
Personal Development	3	2
Behaviours and Attitudes	3	2
EYFS		2

Quality of Education

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

<p>Nursery Curriculum</p> <p>To develop detailed curriculum plans for the nursery</p> <p>Develop a detailed medium-term plan for the seven areas of learning.</p> <p>Plan training opportunities to support staff in their delivery of effective implementation of activities.</p> <p>Feedback to staff following learning walks and ensure all staff are aware of how to implement the curriculum effectively.</p> <p>Develop triads to share good practice amongst staff.</p>	<ul style="list-style-type: none"> - Develop a detailed medium-term plan that is used to inform weekly plans. - Visit Outstanding nurseries to look at effective implementation of the curriculum. - Work alongside colleagues from other nurseries to further develop medium term plans and ensure they are meeting the needs of children at Oxclose. - Use Milestones from OPAL assessments to inform medium term and weekly plans, based on the needs of the cohort. - Plan staff training to support staff in effective implementation of the curriculum. - Use triads to model high level teacher / pupil interactions. - Plan staff meetings to highlight good practice noted in triads and how this can be implemented daily in all areas. - Provide clear feedback from learning walks so that staff are aware of which actions need to be put in place to further improve practice. - Assess staff confidence in using appropriate vocabulary to promote effective learning opportunities for children. - Plan staff meetings to provide opportunities for staff across EYFS to work together plan vocabulary triangles. - Staff to complete Communication and Language training to improve knowledge of effective use of vocabulary to enhance learning opportunities. - Monitor effective use of vocabulary in provision areas and provide feedback to staff. - Plan BLAST interventions for pupils to focus on developing communication and language. 	<p>Time out to visit other settings Consult with Clare Lishman on planning</p> <p>OPAL assessments</p> <p>Funding for training</p> <p>Funding for BLAST training for new staff members.</p>	<p>Autumn 2022</p> <p>Ongoing</p> <p>Spring 2023</p> <p>November 2022</p> <p>November 2022</p> <p>Spring 2023</p> <p>Spring 2023</p> <p>Termly</p> <p>Spring 2023</p> <p>Autumn 2022</p> <p>November 2022</p> <p>Spring/ Summer 2023</p> <p>November 2022</p>	<p>DH, JP and LW</p> <p>DH, JP and LW</p> <p>DH, JP and LW</p> <p>JP and LW</p> <p>JP</p> <p>JP</p> <p>JP</p> <p>DH and JP</p> <p>JP</p> <p>JP</p> <p>JP</p> <p>DH and JP</p> <p>JP and LW</p>
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<p>Nursery Assessment</p> <p>Implement the use of OPAL assessments to complete effective assessment of pupils.</p> <p>Provide staff training to ensure consistent and effective use of OPAL</p> <p>Plan opportunities for parents to receive feedback from staff on their child's progress, following Milestone assessments.</p> <p>Plan regular opportunities on weekly plans for children to 'Remember More' through group time activities.</p> <p>Planned weekly staff briefings to discuss the progress of individual pupils and address any areas of concern.</p>	<ul style="list-style-type: none"> - Staff training delivered to ensure all staff are confident in assessing pupils using OPAL. - Staff to work with AEHT to complete milestone assessments, in order to ensure continuity across the nursery. - Review of Initial Assessments to highlight areas of learning that need to be addressed through weekly plans. - Milestone assessment reviews to be planned in with SLT to ensure regular and effective assessment of pupil's progress and reporting to parents. - Parent Consultation dates for Spring Term to be replaced with parent meetings throughout the year that align with Milestone assessments of pupils. This will ensure regular and accurate assessments are reported. - Weekly opportunities for 'Remember More' activities are planned into the curriculum and weekly overview. - Weekly staff briefing and planning meeting to include any noted assessments of pupils across nursery that need to inform planning. - Staff to use questioning effectively when working with groups of children to formatively assess children. 	<p>Training time</p> <p>Release time from nursery</p> <p>Assessment Document</p> <p>Dates for reviews shared with parents</p> <p>PPA time</p> <p>Staff briefing time</p> <p>Staff meeting time to discuss effective questioning</p>	<p>September 2022</p> <p>November 2022</p> <p>October 2022</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring 2023</p>	<p>JP</p> <p>JP</p> <p>JP</p> <p>DH and JP</p> <p>JP</p> <p>JP and LW</p> <p>JP</p> <p>JP</p>
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<p>More Able:</p> <p>To increase the proportions of children working at greater depth in all areas of the curriculum, with a particular focus that a greater number of children leave KS2 working at greater depth.</p>	<ul style="list-style-type: none"> - CPD for staff on how to challenge and extend the learning of more able children. - Close and regular analysis of class groupings of children to ensure that they match the needs of the children. - Half-termly pupil progress meetings to be held. - More able interventions to run including through the use of the school led tutoring grant. - Monitor provision of intervention through learning walks. - Monitor outcomes of intervention through talking to staff and pupils. - Use of EDAs to moderate and evaluate practice and moderate end of key stage judgements. 	<p>SLA – EDA - £600</p> <p>School Led Tutoring Grant</p> <p>SLA – EDA - £400</p>	<p>November 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer Term 2023</p>	<p>DH</p> <p>AB</p> <p>DH, AB and JP DH and AB</p> <p>DH, AB and JP</p> <p>DH, AB and JP</p> <p>DH</p>
<p>Boys:</p> <p>To increase the proportions of boys working at expected and greater depth in all areas of the curriculum.</p>	<ul style="list-style-type: none"> - CPD for staff on how to motivate and inspire boys across all areas of the curriculum - Review of curriculum to ensure that its suitability for boys. - Half-termly pupil progress meetings to be held. - Boys to be targeted through the use of the school led tutoring grant. - Monitor provision of intervention through learning walks. - Monitor outcomes of intervention through talking to staff and pupils. 	<p>SLA – EDA - £600</p> <p>School Led Tutoring Grant</p>	<p>Spring Term 2023</p> <p>Ternly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer Term 2023</p>	<p>DH</p> <p>AB and Subject Leads</p> <p>DH, AB and JP DH and AB</p> <p>DH, AB and JP</p> <p>DH, AB and JP</p> <p>DH</p>

<p>Cognitive Load:</p> <p>To assist the children with developing effective strategies so that knowledge sticks and can be recalled in the future.</p>	<ul style="list-style-type: none"> - Metacognition work from previous NEPRC projects to be disseminated and cascaded to staff. - Whole staff training on developing the language of metacognition. - Develop the use of metacognitive strategies within the classroom. - Research leads to signpost staff to relevant research for their phases with discussions will - Use of floor books to assist the children with retention of information over time and be able to talk about their learning. 		September 2022	DH, HS and LW
			Autumn Term 2022	DH
			Ongoing	All Staff
			Ongoing	DH, MB and JT
			Ongoing	All Staff

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

Leadership and Management

Target	Actions	Resources	Timescale	Responsibility
<p>Nursery:</p> <p>To ensure effective supervision of three-year olds in the outdoor area.</p> <p>Staff to ensure a safe environment for children to play and learn.</p> <p>To ensure an effective balance between adult and child-initiated activities.</p> <p>Children will be taught to safely manage risks in their play.</p>	- Set high expectations of behaviour for children using the outdoor area.		Ongoing	All Staff
	- Clear routines and expectations established for use of the different areas of provision outdoors.		October 2022	All Staff
	- Limit the number of children accessing the outdoor area at any one time to 20 with 2 staff.		October 2022	All Staff
	- Develop strong routines and high expectations of children to become independent in putting on coats and wellies before accessing the outdoor area.		October 2022	All Staff
	- All children wear a high visibility jacket when using the outdoor area, to ensure they are easily seen.	High visibility jackets	October 2022	LW
	- Plan the areas that are to be supervised by staff and ensure this is shared clearly with all staff.		November 2022	JP
	- Install a high-level handle for the door to the coat pegs so that this area can only be accessed by the children when accompanied by an adult.	Handle	September 2022	JC and GB
	- Maintain high standards of behaviour through ensuring close supervision of children across all areas of outdoors.		November 2022	All Staff
	- Send children inside if they need to be reminded more than once about appropriate play and use of equipment.		October 2022	JP and LW
	- Fence off the upper part of the outdoor area and use this for adult led activities only.	Fence	October 2022	JC and GB
	- Plan a balance of adult and child-initiated activities for the outdoor area.		October 2022	LW
	- Ensure that expectations of staff with regard to supervision of children outdoors to be regularly reviewed in staff briefings.		October 2022	JP
	- Close off the swings unless they are being supervised 1:2 by a staff member.		October 2022	All Staff
	- Trim the tree and bushes in the outdoor area to improve sight lines for staff.		October 2022	DH
- Durham County Council Arborist to complete tree identification report.		November 22	DH	

<p>To develop clear career pathways for all staff and ensure effective CPD in line with identified priorities.</p> <p>To develop leadership capacity.</p>	<p>Career Pathways:</p> <ul style="list-style-type: none"> - Creation of career progression pathways linked to Federation values: <ul style="list-style-type: none"> o Leadership o Teacher o Teaching Assistants o Non-Teaching Support Staff - Professional dialogue and CPD meetings to be held with all staff where objectives will be agreed and a CPD plan put in place: <ul style="list-style-type: none"> o Leadership o Teachers o Teaching Assistants o Non-Teaching Support Staff <p>TDT:</p> <ul style="list-style-type: none"> - Introduction of evidence-based improvement through the use of a lesson-based study and collaborative enquiry. The focus will be based upon oracy and linked to academic research. - Attend TDT training and network events. <p>North East Research Collaboration:</p> <ul style="list-style-type: none"> - Attend termly reading conferences which will centre upon aspects of best practice in reading. - Create a research tool in order to gather information regarding attitudes to reading. - Analyse evidence base to identify key themes and plan strategies and support to increase children and parent engagement with reading. - Network with colleagues across the collaboration and model and disseminate best practice to staff across the Federation. <p>Middle and Subject Leaders:</p> <ul style="list-style-type: none"> - Middle leaders to work with leadership coach as part of an Ox Close Leadership Development Programme. - Staff to be signposted NPQ courses and other relevant CPD. 	<p>TDT Partnership</p> <p>TDT Partnership</p>	<p>September 2022</p> <p>Autumn Term 2022</p> <p>Autumn Term 2022</p> <p>Ongoing</p> <p>Termly</p> <p>Autumn Term 2022</p> <p>Autumn Term 2022</p> <p>Ongoing</p> <p>Autumn Term 2022</p> <p>Ongoing</p>	<p>DH AB AB and JP TJ</p> <p>DH AB AB and JP TJ</p> <p>DH, MB and JT</p> <p>DH, MB and JT</p> <p>DH, GR and HS</p> <p>GR and HS supported by DH</p> <p>GR and HS supported by DH</p> <p>DH, GR and HS</p> <p>PS, LW, RC, MB, HS and LP</p> <p>DH and AB</p>
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	<ul style="list-style-type: none"> - Subject leaders to confidently talk about intent, implementation and impact of their subject and how it fits in to the wider curriculum of the Federation. Key focus will be progression of knowledge and skills across the Federation and the sequencing of learning linked to this. - Opportunities for Middle and Subject Leaders to work and be challenged by Governors. <p>Strengthening Leadership:</p> <ul style="list-style-type: none"> - Embed new Federation leadership structure – EHT, DEHT, AEHT and SBM. - New leaders to receive induction and support which includes mentoring from external sources: <ul style="list-style-type: none"> o AEHT – Clare Lishman o SBM – Nic Milne - EHT to liaise with external consultant Jonathan Brown regarding key priorities. - Weekly SLT meetings. 	Subject Resources - £1000	<p>Termly Subject Leader Days plus ongoing work.</p> <p>Termly Committee Meetings and FGB</p> <p>Autumn Term 2022</p> <p>Induction – September 2022</p> <p>Ongoing Support</p> <p>Termly</p> <p>Weekly</p>	<p>AB and Subject Leaders</p> <p>AB, Subject Leaders and FGB</p> <p>DH</p> <p>DH</p> <p>DH</p> <p>DH</p> <p>DH</p>
To promote the wellbeing of staff.	<ul style="list-style-type: none"> - Ongoing commitment to workload management from Leaders and Governors and the continuation of Me Days. - Half Termly Wellbeing events to be organised for all Federation staff. - Federation Staff Wellbeing questionnaire to gather views in a confidential manner. - Ongoing access to SAS Packages to support the health and wellbeing of staff. - Annual meeting with Staff Wellbeing Governor to review actions and impact. 	£500	<p>Ongoing</p> <p>Half Termly</p> <p>Spring Term 2023</p> <p>Ongoing</p> <p>Summer Term 2023</p>	<p>DH, AB and FGB</p> <p>AB</p> <p>AB</p> <p>AB and WH</p>

<p>To continue the transition towards amalgamation and move to new site in September 2024.</p>	<ul style="list-style-type: none"> - Regular liaison with Durham County Council and appointed contractors. - Working Parties made up of staff and Governors to look at the following key areas: <ul style="list-style-type: none"> o Travel and Traffic o Transition o Community Relations o Marketing and Promotion - Continue to look at staffing structure to ensure that it is fit for purpose for the new build and amalgamation in September 2024. 		<p>Ongoing</p>	<p>DH</p> <p>Lead – DH Lead – AB Lead – TJ Lead - PS</p>
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Leadership and Management Review	
End of Autumn Term 2022	
End of Spring Term 2023	
End of Summer Term 2023	

Personal Development

Target	Actions	Resources	Timescale	Responsibility
<p>Character Development:</p> <p>To foster and embed character development of identified key values.</p> <p>Empathy Nurture Resilience Independence Confidence Honour and Respect Endurance Determination</p>	- Share the character development plan and values with staff and assign staff to the different houses.		5 th September 2022	LW
	- Resources to be purchased to support children’s understanding of the inspirational people.	Resources - £200	September 2022	LW
	- Values to be incorporated into new staff and pupil charter and this will be shared with all stakeholders.		September 2022	DH, AB and LW
	- Launch with children and parents/carers on Friday 23 rd September – Ox Close Federation Colour Run.	Resources - £200	23 rd September 2022	AB and LW
	- Half termly house events to run focussing on each of the different values. Following this, information about what has happened during drop down days will be shared with parents/carers.	Resources - £500	Half Termly	LW All Staf
	- Star of the Week – awards will be linked to the character development values.		Weekly	All Staff
- Appointment of Children’s Leadership Team and Children’s Champion. Regular meetings will be held to discuss school improvement with a focus around the character development values. This will be then shared with SLT and Governors.		September 2022 Meetings - monthly	Children LW to facilitate meetings	

Personal Development Review

End of Autumn Term 2022

End of Spring Term 2023

End of Summer Term 2023

Behaviour and Attitudes

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

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

End of Autumn Term 2022

End of Spring Term 2023

End of Summer Term 2023