



# **Ox Close Federation Improvement Plan**

**2023 - 2024**

## Context Information

Year Group	Total	Boys	Girls	SEND		Dis	CLA and former CLA
				K	EHCP		
Two-Year-Old	15	10	5	1	0	0	0
Nursery	41	22	19	4	0	4	0
Year R	45	18	27	7	0	4	0
Year 1	41	25	16	4	2	11	1
Year 2	43	17	26	3	0	6	0
Year 3	49	26	23	13	1	14	2
Year 4	46	13	33	7	1	9	1
Year 5	46	33	13	8	1	9	1
Year 6	46	18	28	9	2	14	1

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

## Quality of Education

Target	Actions	Resources	Timescale	Responsibility
<p><b>Reading:</b></p> <p>To embed a reading curriculum which promotes a love of reading, develops children’s reading fluency and understanding and increases the percentage of children working at and beyond age related expectations.</p>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>- Develop partnerships with parents and carers around reading and storytelling – this will include supportive workshops.</li> <li>- Consolidate children’s retelling of story through provision and intervention.</li> <li>- Implement Little Wandle Foundations for Phonics with associated resources and books.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>- Embed Little Wandle Phonics – daily whole class teaching sessions and ‘Keep Up’ intervention.</li> <li>- Continue to develop partnerships with parents and carers around reading – this will include phonics.</li> </ul> <p><b>Key Stage One:</b></p> <ul style="list-style-type: none"> <li>- Embed Little Wandle Phonics – daily whole class teaching sessions and ‘Keep Up’ intervention.</li> <li>- Embed and monitor the use of VIPERS with Y2 children.</li> <li>- Continue to develop partnerships with parents and carers around reading – this will include phonics.</li> </ul> <p><b>Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>- KS2 staff to deliver Little Wandle Keep Up phonics intervention as needed in Years 3-6.</li> <li>- Continue to develop the use of VIPERS in KS2.</li> <li>- Continue to develop partnerships with parents and carers around reading comprehension.</li> <li>- CPD on how to increase greater depth readers at KS2 ensuring that progress from KS1 is maintained and accelerated.</li> </ul>		<p>Ongoing</p> <p>Ongoing</p> <p>Summer Term 2024</p> <p>Ongoing</p> <p>Autumn Term 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn Term 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring Term 2024</p> <p>November 2023</p>	<p>JP and LW</p> <p>Nursery Staff</p> <p>JP and LW</p> <p>All Staff</p> <p>Reception Staff</p> <p>All Staff</p> <p>HS and GR</p> <p>KS1 Staff</p> <p>All Staff</p> <p>HS and GR KS2 Staff</p> <p>HS and GR</p>

<p><b>Writing:</b></p> <p>To enhance the writing curriculum in order to develop the children's writing skills and increase the percentage of children working at and beyond ARE expectations.</p>	<ul style="list-style-type: none"> <li>- Refresher CPD training on the Talk for Writing Approach focussing on how this can be adapted for the children of Ox Close.</li> <li>- Implementation of free writing activities to provide children with opportunities to write outside of English lessons.</li> <li>- Extended writing to be incorporated into wider curriculum subjects at least once per unit.</li> <li>- Writing to be a focus for Triads – staff to observe each other and have dedicated time to discuss.</li> <li>- Key stage termly reviews to monitor implementation of Talk for Writing, impact on children's writing and moderate writing assessments.</li> <li>- Half-termly pupil progress meetings to be held with English leads analysing data and identifying key priorities.</li> <li>- Monitor provision through learning walks.</li> <li>- Monitor outcomes through talking to staff and pupils.</li> </ul>	<p>£750 – External CPD for English Leaders</p> <p>Release Time</p>	<p>September 2023</p> <p>September 2023</p> <p>Ongoing</p> <p>Autumn Term 2023</p> <p>Termly</p> <p>Half Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HS and GR</p> <p>HS, GR and Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>AB, HS, MB and GR</p> <p>AB, HS and GR</p> <p>DH, AB, HS and GR</p> <p>DH, AB, HS and GR</p>
<p><b>Maths:</b></p> <p>To enhance the teaching of reasoning skills in order to increase the percentage of children working at and beyond ARE expectations.</p>	<ul style="list-style-type: none"> <li>- CPD for staff on how to teach problem solving strategies and how to incorporate these into all Maths lessons.</li> <li>- Staff to incorporate problems solving activities in to recap starts.</li> <li>- Manipulative toolkits to be provided to children to support them with reasoning and problem solving explanations.</li> <li>- Close and regular analysis of groupings of children to ensure that they match the needs of the children.</li> <li>- Half-termly pupil progress meetings to be held with Maths lead analysing data and identifying key priorities.</li> <li>- Monitor provision through learning walks.</li> <li>- Monitor outcomes through talking to staff and pupils.</li> </ul>	<p>£500 – External CPD for Maths Leader</p>	<p>October 2023</p> <p>October 2023</p> <p>Autumn Term 2023</p> <p>Half Termly</p> <p>Half Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>JP</p> <p>Teachers</p> <p>JP and Teachers</p> <p>JP</p> <p>AB and JP</p> <p>DH, AB and JP</p> <p>DH, AB and JP</p>

<p><b>Cognitive Load:</b></p> <p>To assist the children with developing effective strategies so that knowledge sticks and can be recalled in the future.</p> <p>To explore methods of assessment to check on knowledge retention.</p>	<ul style="list-style-type: none"> <li>- Whole staff training on developing the language of metacognition through curriculum sessions.</li> </ul>	£500	Autumn Term 2023	DH and HS
	<ul style="list-style-type: none"> <li>- Develop the use of metacognitive strategies within the classroom.</li> </ul>		Ongoing	All Staff
	<ul style="list-style-type: none"> <li>- Identification of key knowledge that children need to retain for each wider curriculum unit and link this in to planning and end points.</li> </ul>		Autumn Term 2023	DH, AB, HS and Class Teachers
	<ul style="list-style-type: none"> <li>- Ensure there is a consistent method used to check children's retention of knowledge.</li> <li>- Use of floor books and SeeSaw to assist the children with retention of information over time and be able to talk about their learning.</li> </ul>		Autumn Term 2023	DH, AB, HS and Class Teachers
			Ongoing	All Staff

<b>Quality of Education Review</b>	
<b>End of Autumn Term 2023</b>	
<b>End of Spring Term 2024</b>	
<b>End of Summer Term 2024</b>	

## Leadership and Management

Target	Actions	Resources	Timescale	Responsibility
<p><b>Wider Curriculum Assessment:</b></p> <p>To develop a robust assessment system for wider curriculum subjects.</p>	- Visit other schools to discuss their assessment system for wider curriculum subjects.	Release Time	September 2023	AB and HS
	- Attend Arbor training to look at how the MIS can support with the analysis of wider curriculum data.	£300 – Arbor CPD	September 2023	AB and HS
	- Develop robust school system for assessing wider curriculum subjects incorporating identified end points.		Autumn Term 2023	DH, AB and HS
	- Develop an analysis system for wider curriculum subjects.		Autumn Term 2023	AB and HS
	- Implement the system for assessing wider curriculum subjects from Year 1 to Year 6.		Spring Term 2024	DH, AB and HS
	- Increase subject leader confidence of analysing data and using this to identifying future priorities.		January 2024	DH, AB and HS
	- Termly progress meetings to be held with subject leaders analysing data and identifying key priorities.	Release Time	Spring and Summer Terms 204	AB, HS and Subject Leaders
- Monitor provision through learning walks.		Ongoing	DH, AB, HS and Subject Leaders	
- Monitor outcomes through talking to staff and pupils.		Ongoing	DH, AB, HS and Subject Leaders	
<p><b>Amalgamation and New Build:</b></p> <p>To continue the transition towards amalgamation and move to new site in September 2024.</p>	- Regular liaison with Durham County Council and appointed contractors.		Ongoing	AB
	- Working Parties made up of staff and Governors to look at the following key areas: <ul style="list-style-type: none"> <li>o Travel and Traffic</li> <li>o Transition</li> <li>o Community Relations</li> <li>o Marketing and Promotion</li> </ul>		Ongoing	Lead – DH Lead – AB Lead – TJ Lead – PS
	- Continue to look at staffing structure to ensure that it is fit for purpose for the new build and amalgamation in September 2024.		Ongoing	Ongoing

**Leadership and Management Review**

**End of Autumn Term 2023**

**End of Spring Term 2024**

**End of Summer Term 2024**

## Personal Development

Target	Actions	Resources	Timescale	Responsibility
<p><b>Character Development:</b></p> <p>To embed the ENRICHED values and use these as a vehicle to prepare the children for their future.</p>	<ul style="list-style-type: none"> <li>- Values to be incorporated into staff and pupil charter and this will be shared with all stakeholders.</li> <li>- 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.</li> <li>- Regular assemblies to highlight the different values and increase children’s understanding of how it will help with character development.</li> <li>- Star of the Week – awards will be linked to the character development values.</li> <li>- 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.</li> </ul>	<p>Resources - £500</p>	<p>September 2023</p> <p>Half Termly</p> <p>Ongoing</p> <p>Weekly</p> <p>September 2023</p>	<p>DH</p> <p>MB and LW</p> <p>DH</p> <p>All Staff</p> <p>DH and LW</p>
<p><b>Equalities:</b></p> <p>To continue to promote positive equality and diversity and celebrate differences across the Federation.</p>	<ul style="list-style-type: none"> <li>- Implementation of an Equalities Inclusion Register across the Federation.</li> <li>- Develop a calendar of events in order to raise awareness and promote positive equality and diversity across the Federation.</li> <li>- Assemblies to be used to as a vehicle for raising awareness and celebrating differences.</li> <li>- Celebrating Differences information to be shared with parents and carers on a termly basis.</li> </ul>		<p>September 203</p> <p>September 2023</p> <p>Ongoing</p> <p>Termly</p>	<p>LW</p> <p>MB</p> <p>DH</p> <p>MB</p>



<p><b>Cultural Capital:</b></p> <p>To map out Cultural Capital from Nursery to Year 6 to ensure children are given a wide range of experiences.</p>	<ul style="list-style-type: none"> <li>- Development of a Cultural Capital Policy and Plan for 2023 – 2024 focussing upon the key areas: <ul style="list-style-type: none"> <li>o Personal Development</li> <li>o Social Development, including political and current affairs awareness.</li> <li>o Physical Development</li> <li>o Spiritual Development</li> <li>o Moral Development</li> <li>o Cultural Development</li> </ul> </li> <li>- Analysis of the curriculum and development of how cultural capital opportunities can be incorporated in order to further enhance the opportunities for the children.</li> <li>- Cultural Capital plans to be shared with parents and carers termly so that they are aware of plans and also a plan of the voluntary contributions identified.</li> <li>- Subject leaders to have increased awareness of how their subject is enhancing Cultural Capital.</li> </ul>		September 2023	MB
			Autumn Term 2023	MB and HS
			Termly	MB
			Ongoing	Subject Leaders

<b>Personal Development Review</b>	
<b>End of Autumn Term 2023</b>	
<b>End of Spring Term 2024</b>	
<b>End of Summer Term 2024</b>	

## Behaviour and Attitudes

Target	Actions	Resources	Timescale	Responsibility	
<p><b>Attendance:</b></p> <p>To reduce the number of persistent absentees and close the gap between vulnerable groups.</p>	- Launch Attendance poster competition with children to raise the awareness of the importance of attendance.	Prizes - £100	September 2023	DH, RB and LS	
	- Develop parent/carers workshops with a focus on targeting families who have historically been identified as persistent absentees.		Termly	RB and LS	
	- Weekly analysis of attendance data.		Weekly	DH	
	- Parents Support Advisors to meet with EHT weekly to discuss attendance and trends identified. This will then be shared with FLT on a monthly basis.		Weekly	DH, RB and LS	
	- Liaise with other schools on best practice to increasing attendance, improving persistent absenteeism and closing the gaps between vulnerable groups.			Ongoing	DH
	- Liaise with Durham County Council Attendance Team: <ul style="list-style-type: none"> <li>o Support with strategies to positively engage parents/carers with their children's education.</li> <li>o Follow statutory processes in line and submit correct documentation to DCC.</li> </ul>	SLA Cost		Ongoing	DH
- Regular meetings with Link Governor for Attendance, EHT and Attendance Manager.			Termly Updates	DH	

<p><b>Behaviour for Learning:</b></p> <p>To ensure that our younger children know what behaviours for learning look like.</p> <p>To ensure that there is a consistent approach to behaviour at all points during the school day.</p>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>		Ongoing	All Staff
	<ul style="list-style-type: none"> <li>- 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.</li> </ul>		Ongoing	All Staff
	<ul style="list-style-type: none"> <li>- Continue to embed strong routines and high expectations of children to become independent learners from Early Years to the end of Key Stage Two.</li> </ul>		Ongoing	All Staff
	<ul style="list-style-type: none"> <li>- Clear routines and expectations established for use of the different areas of outdoor provision in the Early Years.</li> </ul>		Ongoing	JP and Early Years Staff
	<ul style="list-style-type: none"> <li>- Develop lunchtime provision so that behaviour during this period matches that of the rest of the school day.</li> </ul>		September 2023	DH, LP and Lunch Staff

<b>Behaviour and Attitudes Review</b>	
<b>End of Autumn Term 2023</b>	
<b>End of Spring Term 2024</b>	
<b>End of Summer Term 2024</b>	

## Early Years

Target	Actions	Resources	Timescale	Responsibility
<p><b>Communication and Language:</b></p> <p>To ensure opportunities for communication and language are embedded in all areas of the curriculum in order to increase the number of children reaching ARE in Communication and Language Early Learning Goal.</p>	<ul style="list-style-type: none"> <li>- Continue to embed key vocabulary for all provision areas.</li> <li>- Continue to foster a love of reading and have enhanced reading areas in all provisions.</li> <li>- Continue to develop a language rich environment with age appropriate vocabulary displayed and adults acting as language modellers and enablers.</li> <li>- Consolidate children’s retelling of story through provision and intervention.</li> <li>- Work alongside other settings to identify best practice and use this to inform improvement plans.</li> </ul>		Ongoing	JP
		Ongoing	Early Years Staff	
		Ongoing	Early Years Staff	
		Ongoing	Early Years Staff	
		Autumn Term 2023	JP	
		Termly	JP	
		Spring Term 2024	JP and LW	
		Summer Term 2024	JP and LW	
		Ongoing	JP, RC and SP	
		Ongoing	JP, RC and SP	
	Autumn Term 2023	JP		
	Termly Events	JP, RC and SP		
	September 2023	JP, RC and SP		
	September 2023	JP, RC and SP		
	September 2023	JP, RC and SP		
	September 2023	JP, RC and SP		
	September 2023	JP, RC and SP		

<p><b>Provision Environments:</b></p> <p>To develop the environments to maximise opportunities for learning.</p>	<ul style="list-style-type: none"> <li>- Develop the environments in Nursery and Reception to maximise opportunities for play-based learning.</li> <li>- Work alongside other settings to identify best practice and use this to inform improvement plans.</li> <li>- Develop appropriate writing areas within the Reception classroom so that all children are sat at tables when writing in phonics.</li> <li>- Analyse data and adopt a gap strength analysis approach to provision enhancement – areas to be identified and focus for the next term in order to increase the number of children meeting expected standard for the relevant Early Learning Goal.</li> </ul>	<p>£1000</p>	<p>Autumn Term 2023</p> <p>Autumn Term 2023</p> <p>Autumn Term 2023</p> <p>Termly</p>	<p>JP and Early Years Staff</p> <p>JP</p> <p>JP, RC and SP</p> <p>JP</p>
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<h3>Early Years Review</h3>	
<p><b>End of Autumn Term 2023</b></p>	
<p><b>End of Spring Term 2024</b></p>	
<p><b>End of Summer Term 2024</b></p>	