

# PATHFINDERS

FEDERATION OF ST MICHAEL'S, ERPINGHAM & NORTHREPPS



## School Improvement & Development Plan

2024 - 2025

### Vision

#### Dream, Believe, Achieve

Inspired by Christian values, we nurture children to reach their boundless potential, empowering them to become loving, confident and curious learners, so that they can create their own pathway towards flourishing as responsible citizens and create a brighter future for all.

#### – A vision rooted in Ephesians 3:20

“Now all glory to God, who is able, through his mighty power at work within us, to accomplish infinitely more than we might ask or dream.”

### Brief Context

- As of the 1<sup>st</sup> September 2024 the three schools have joined together to create the Pathfinders Federation. This is following a year of 'Official Partnership'.
- The schools are going through multiple changes and challenges. There has continued to be changes within the leadership structure over the past 18 months and the schools will be looking to appoint a new Executive Headteacher from September 2025 with an Interim Executive Head being appointed from 1<sup>st</sup> November 2024.
- All schools have been facing financial difficulties with changes budgets and staff absences. There is a need to halt spending and cut costs wherever possible.
- All of the schools have a Pre-School or Nursery.
- Erpingham and Northrepps have benefitted from Flexi-Schooling and from Forest Schooling in their recent history.
- Heading into 2024/2025 the schools have a more settled staffing structure in terms of Teachers.
- All three schools have had to change their class structure this year due to falling roll and financial pressures. Northrepps has gone from three classes to two, Erpingham has three classes for 3 days and 2 for two days & St Michaels has 6 classes in the morning and 5 in the afternoon.

### Further needs/concerns to address

- Despite the difference in the three schools there are a number of similarities with regards to improvement.
- The monitoring of the curriculum has improved over the past 18 months but this still needs to be a priority, especially with the formation of a new governing board.
- The middle/subject leadership needs to be developed and supported with staff able to network and develop their understanding of the role. The increase in the SLT will support the monitoring requirements and the knowledge base of the middle/subject leaders.
- Children need to be challenged within their age range. To ensure there is a deeper understanding of subjects or areas of subjects.
- The schools need to work on how knowledge is revisited to ensure that it is embedded and not forgotten. Assessment in foundation subjects needs to be looked at as part of this.
- There needs to be clear adaptations to learning which show the scaffolding for pupils as well as the extension.
- As the level of needs grows across all three schools we will need to engage further support from external agencies to develop the understanding of our staff.
- Writing is a particular area of concern with the number of children reaching ARE at the end of KS2 very low.
- The impact of flexi schooling on the children's progress needs to be assessed.
- Attendance needs to be a priority, especially at Erpingham. There is not only significant absence but extremely high rates of lateness.

**Overview of Priorities for 2024 – 2025**

<b>Priority No.</b>	<b>Priority – Quality of Education</b>	<b>Lead</b>	<b>School</b>
1	Raise attainment for the end of KS1 and KS2 to enable pupils to make at least good progress in English writing (including spelling, punctuation, and grammar)	SLT	All
2	Raise attainment for the end of KS1 and KS2 to enable pupils to make at least good in Maths (In reasoning and Arithmetic)	SLT	All
3	Ensuring that progress of SEND and Vulnerable pupils is monitored more effectively.	SENDCO	All
4	There must be high expectations of children's work throughout the curriculum which evidences the impact of high quality teaching. As well as the adaptations to their learning.	SLT	All
5	Increase the profile of assessment and revisiting knowledge within the schools to support the retention of information	SLT	All
	<b>Priority –Behaviour and attitudes</b>	<b>Lead</b>	<b>School</b>
6	Monitoring of how behaviour is supported within the school, ensuring that low level behaviour is tackled. There needs to be a consistent approach, "the behaviour we walk past is the behaviour we accept". Support teachers to be able to manage behaviour in classes.	HT &DHT	All
	<b>Priority – Personal development</b>	<b>Lead</b>	<b>School</b>
7	To further develop and embed spirituality throughout the curriculum, school and into the community. Provide opportunities for courageous advocacy.	LW & DB	STM & EPS
	<b>Priority – Early Years</b>	<b>Lead</b>	<b>School</b>
8	Development of the outside areas to meet the needs of mixed age classes and children in Pre-School/Nursery	EYs Teachers & SLT	All
	<b>Priority – Leadership and management</b>	<b>Lead</b>	<b>School</b>
9	To continue to improve monitoring within the schools assessing the impact of the curriculum and assessment practices. Working alongside school Governors and Stakeholders. Also, supporting subject leaders to be able to discuss their subject/s in a professional meeting.	SLT	All
10	To ensure that attendance across the schools is on target and all children attend school in line with School, County and Government expectations.	HT, DHT & SLT	All
11	Ensure that Flexi-schooling is of benefit to pupils and supports their education.	HT & DHT	ERP & NPS
12	Well being of staff to be managed and supported by Governors	Govs	All

<b>Priority 1</b>	<b>Person responsible: SLT (ALL)</b>	<b>Costs</b>		
<b>SDP Target:</b>	Raise attainment for the end of KS1 and KS2 to enable pupils to make at least good progress in English writing (including spelling, punctuation, and grammar)			
<b>Success Criteria:</b> <input type="checkbox"/> The school will come in line with, or closer to, national and local percentage of children achieving ARE for Writing including Spelling, Punctuation and Grammar.	<b>Impact:</b> ●			
<b>What monitoring has taken place?</b>	●			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
Half-termly staff meeting devoted to in school to book looks and moderation. -Time given over in staff meetings	SLT		Half-termly	
Pupil Progress Meeting each term to review data.	HT & DHT		Termly	
Cross Trust Moderation to ratify judgements. - Cluster Moderation for writing to be organised.	TACT Heads		TBC	
English Leads to attend network meetings.	DHT		TBC	
Ensure children are given opportunities for long writes when good verbal and written feedback is given appropriately.	Teachers		Half-termly	
Visit other settings to see best practice in English.	DHT		TBC	
Continue to work on reading for pleasure to ensure that children have the opportunity to explore a wide range of vocabulary, supporting their writing development.	DHT		Ongoing	

<b>Priority 2</b>	<b>Person responsible: SLT (ALL)</b>			<b>Costs</b>
<b>SDP Target:</b>	Raise attainment for the end of KS1 and KS2 to enable pupils to make at least good in Maths (In reasoning and Arithmetic)			
<b>Success Criteria:</b> <input type="checkbox"/> The school will come in line with, or closer to, national and local percentage of children achieving ARE in Maths.	<b>Impact:</b>			
<b>What monitoring has taken place?</b>	●			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
Half-termly staff meeting devoted to in school moderation. -Time given over in staff meetings	SLT		Half-termly	
Pupil Progress Meeting each term to review data.	HT & DHT		Termly	
Cross Trust Moderation to ratify judgements. - Partnership Moderation for Maths to be organised.	TACT Heads		TBC	
Maths Leads to attend network meetings	HG		TBC	
Ensure children are ready for statutory assessments, especially those Children involved in KS1, Times Table & KS2 Assessments	Teachers		Ongoing	
Make arrangements to visit other settings to see best practice in Maths.	DHT		TBC	
Use of Renaissance Maths, White Rose, Timetables Rockstars or other to complement curriculum	HG & KM Maths Leads		Ongoing	

<b>Priority 3</b>	<b>Person responsible: SENDCo</b>			<b>Costs</b>
<b>SDP Target:</b>	Ensuring that progress of SEND and Vulnerable pupils is monitored more effectively.			
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Interventions are allowing children to catch up and narrow the gap on their peers.</li> <li>Children will make better than good progress from their initial starting point. □</li> </ul> Work will be well matched to the children ability.	<b>Impact:</b>			
<b>What monitoring has taken place?</b>	●			
	<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>
	Baseline data to be collected to assess the impact of interventions put in place.	Teachers		Start of Intervention
	Ensure that any IEPs match the level of need and the pupil is accessing consistent and regular intervention.	SENDCo		Half-termly
	Termly Pupil Progress reviews to review SEND (Special Educational Needs and Disabilities), PP (Pupil Premium) and LAC progress.	HT, DHT & Teachers		Termly
	Meetings to share best practice across the partnership and TACT	Teachers		Termly
	All staff working with children on a class or individual basis will have knowledge of their needs, targets and how to support them.	Teacher & TAs		Ongoing

<b>Priority 4</b>	<b>Person responsible: SLT (All)</b>			<b>Costs</b>
<b>SDP Target:</b>	There must be high expectations of children's work throughout the curriculum which evidences the impact of high-quality teaching. As well as the adaptations to their learning.			
<b>Success Criteria:</b>	<b>Impact:</b>			
<ul style="list-style-type: none"> <li>• There will be high and consistent expectations across all three school with regards to the following: <ul style="list-style-type: none"> <li>- Behaviours for learning</li> <li>- Presentation</li> <li>- Marking</li> </ul> </li> <li>• There will be clear evidence of adaptations to learning to ensure all children are being support and challenged.</li> </ul>				
<b>What monitoring has taken place?</b>	•			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
Teachers handbook to be produced and/or updated.	DHT		Oct Half-term	
Support Staff handbook to be produced and/or updated.	DHT		Oct Half-term	
All Teachers will follow the guidance in the teacher's/support staff handbook handbooks with regard to presentation expectations and marking expectations.	Teachers		Ongoing	
Close monitoring to take place in line with the monitoring schedules.	HT & DHT		Ongoing	
Subject leaders and those with areas of responsibility will need to monitor planning, books and folders.	Subject Leaders		Ongoing	
Evidence of Verbal Feedback and marking will be clearly seen during book looks.	Teachers		Ongoing	
Teachers to ensure there are adaptations to teaching where required and that challenge is being provided to all children.	Teachers		Ongoing	

<b>Priority 5</b>	<b>Person responsible: SLT (All)</b>			<b>Costs</b>
<b>SDP Target:</b>	Increase the profile of assessment and revisiting knowledge within the schools to support the retention of information			
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• There will be evidence of good questioning being used to check the understanding of children.</li> <li>• Questioning will show that children have retained knowledge from prior teaching.</li> </ul>	<b>Impact:</b>			
<b>What monitoring has taken place?</b>	•			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
Teachers to understand the importance of deeper questioning to ascertain children's starting points and then the retention of knowledge.	Teachers		Ongoing	
Children's knowledge will be assessed using a variety of methods at the start and end of a focus area. This will be used to adapt planning and inform assessment.	Teachers		Ongoing	
Staff meetings relating to questioning and knowledge retention will be held.	DHT		TBC	
There will be evidence of children's starting points and knowledge assessments within books and folders.	Teachers		From Sep 24	
Visiting other settings who have had a recent Ofsted and the report shows good knowledge revision.	Teachers		TBC	

<b>Priority 6</b>	<b>Person responsible: SLT (All)</b>			<b>Costs</b>
<b>SDP Target:</b>	Monitoring of how behaviour is supported within the school, ensuring that low level behaviour is tackled. There needs to be a consistent approach, "the behaviour we walk past is the behaviour we accept". Support teachers to be able to manage behaviour in classes.			
<b>Success Criteria:</b> <input type="checkbox"/> Behaviour in the school will remain at least 'Good' with there being more established routines and expectations.	<b>Impact:</b>			
<b>What monitoring has taken place?</b>	●			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
Behaviour Policy to be updated so there is consistency across all the schools.	HT & DHT		Sep 24	
Behaviour Inset training to take place for staff	DHT		4 <sup>th</sup> or 5 <sup>th</sup> September 24	
Behaviour learning walk to take place.	SLT		See monitoring schedule	
Consistent use of behaviour support letters to be implemented across all three schools	SLT		From Sep 24	
Behaviour to be a focus in all meetings.	DHT		Ongoing	
Behaviour reports to be implemented across all three schools	DHT		From Sep 24	



<b>Priority 7</b>	<b>Person responsible: RE Leads (EPS and STM)</b>			<b>Costs</b>
<b>SDP Target:</b>	To further develop and embed spirituality throughout the curriculum, school and into the community. Provide opportunities for courageous advocacy.			
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Staff at STM and EPS will understand how spirituality is embedded throughout the curriculum.</li> <li>Children will be given opportunities to show courageous advocacy and impact their communities in a positive way.</li> </ul>	<b>Impact:</b>			
<b>What monitoring has taken place?</b>	<ul style="list-style-type: none"> <li></li> </ul>			
	<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>
	To ensure staff understand the meaning of spirituality and where it sits in the CofE Vision for Education.	LW & DB		Autumn 24
	In Spring term subject leads to report to whole staff regarding subject leadership. Also identify how they show spirituality through the subjects and how this is monitored and evidenced.	Teachers		Spring 25
	Work with Rev H, Rev J & Rev N to support the development of spirituality outside of the classroom.	LW & DB		Ongoing
	Develop an understanding of the new SIAMS framework	LW & DB		Ongoing
	Attend training by the DoN to understand the role of RE within the schools.	LW & DB		TBC

<b>Priority 8</b>	<b>Person responsible: EYs Teachers and SLT</b>			<b>Costs</b>
<b>SDP Target:</b>	Development of the outside areas to meet the needs of mixed age classes and children in Pre-School/Nursery			
<b>Success Criteria:</b>	<b>Impact:</b>			
<ul style="list-style-type: none"> <li>EYFS Staff will ensure there are different opportunities for learning in the outside area for different age groups</li> <li>The development of questioning to extend the learning and understanding of children in EYFS will be developed with new staff.</li> </ul>				
<b>Monitoring/Notes</b>	•			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
There will be clear opportunities in the outside area where the year groups combine to extend the Reception Children past what the Nursery Children are doing whilst also extending the Year 1 & 2 children where appropriate.	EYs Teachers		Ongoing	
Develop the use of questioning to extend learning opportunities.	EYs Staff		Ongoing	
Staffing to be managed to ensure children's learning is adapted to their needs.	EYs Teachers		Ongoing	
Good use of Tapestry will show how learners are being supported and extended.	EYs Teachers		Ongoing	

<b>Priority 9</b>	<b>Person responsible: SLT and Governors (All)</b>			<b>Costs</b>
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<b>SDP Target:</b>	To continue to improve monitoring within the schools assessing the impact of the curriculum and assessment practices. Working alongside school Governors and Stakeholders. Also, supporting subject leaders to be able to discuss their subject/s in a professional meeting.		
<b>Success Criteria:</b> <input type="checkbox"/> A full monitoring schedule will have been completed and carried out.	<b>Impact:</b>		
<b>What monitoring has taken place?</b>	●		
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>
A monitoring schedule will have been created for STM, NPS and EPS.	HT		Sep 24
Monitoring will be recorded and shared with SLT and Govs where appropriate.	HT, DHT, SLT & SLs		Ongoing
Governors will carry out monitoring in line with their responsibility. (Remaining strategic and not operational)	Govs		Set dates – see schedule
Reports will be given to the curriculum committee.	DHT		Ongoing
Teachers to submit data in line with the school assessment timetable. This will be monitored and feedback given/requested to/from teachers.	Teachers		Half-termly
Teachers to be provided with data and monitoring form.	Ht & DHT		Termly

<b>Priority 10</b>	<b>Person responsible:</b>	<b>Costs</b>
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<b>SDP Target:</b>	To ensure that attendance and lateness across the schools is on target and all children attend school in line with School, County and Government expectations.			
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Overall attendance will improve across all three schools.</li> <li>• Attendance will be challenged and evidence will have been recorded on MyConcern or CPOMS respectively.</li> <li>• Holiday won't have been authorised accept in exceptional circumstances.</li> <li>• Lateness will have been reduced at EPS and the other schools.</li> </ul>	<b>Impact:</b>			
<b>What monitoring has taken place?</b>	•			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
Attendance letter to be sent out to all parents.	HT		September 2024	
Evidence of holiday forms being received and responded to.	Office		Ongoing	
FPNs being requested for families who meet the unauthorised absence threshold.	HT & Office		Ongoing	
Fast track meetings to be held when required	HT, DHT & SLT		Ongoing	
Attendance SEF to be completed for the schools	HT & DHT		Spring Term	
Lateness to be challenged and recorded on the MIS system	Office		Ongoing	

<b>Priority 11</b>	<b>Person responsible: ES (EPS &amp; NPS)</b>			<b>Costs</b>
<b>SDP Target:</b>	Ensure that Flexi-schooling is of benefit to pupils and supports their education.			
<b>Success Criteria:</b> <input type="checkbox"/> Parents will have followed the flexi-school agreement. Anyone not meeting the agreement will be challenged accordingly.	<b>Impact:</b>			
<b>What monitoring has taken place?</b>	●			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
Meetings with Flexi-School parents	DHT		July 25	
Monitoring of Tapestry and parental engagement	DHT		End of Each Term	
Flexi days will not be changed by parents without a terms notice. Evidence of this being challenged or supported.	HT & DHT		Ongoing	
Position Paper to be provided to the Governing board prior to JN leaving. Looking at Attendance, data and impact.	HT		Sep 24	
Governors to revisit Flexi Schooling at Curriculum and FGB Meetings	Govs		Termly	

<b>Priority 12</b>	<b>Person responsible: Governors and SLT (All)</b>			<b>Costs</b>
<b>SDP Target:</b>	Well-being of staff to be managed and supported by SLT and Governors			
<b>Success Criteria:</b>	<b>Impact:</b>			
<ul style="list-style-type: none"> <li>Staff will have been supported through professional conversations and emotional provision.</li> <li>External support will be requested if required.</li> </ul>				
<b>What monitoring has taken place?</b>	<ul style="list-style-type: none"> <li></li> </ul>			
<b>Actions</b>	<b>Who</b>	<b>RAG</b>	<b>Timescale</b>	
Staff will have performance management or supervision meetings throughout the year to support them professionally.	HT, DHT or SLT		Twice Yearly at Least	
We need to ensure that no members of staff feel threatened, bullied or belittled in anyway by anyone.	Governors and SLT		Ongoing	
Signs need to be around the school highlighting what we expect and that poor behaviour will not be tolerated.	Office		Ongoing	
All staff will be aware of their job descriptions so they are aware of career stage expectations.	HT & DHT		Yearly	
Chair of Governors to be aware of any incidents and support the HT, DHT or SLT accordingly.	Govs		Ongoing	
Staff will be reminded of Norfolk Support Line and Union Support	All Staff & Govs		Ongoing	