Federation Development Plan

Priority 1 - Leadership and Management
To develop the Federation Governing Body with clear roles and responsibilities throughout periods of change. Ensure the stability of the Leadership with a forward-thinking plan for continued development. To fill vacancies with knowledgeable, committed members.

Impact

- School leaders are ambitious and empower all governors and staff members to continually develop their knowledge and skills in a high challenge/low threat environment that is based on our five Christian Values;
- Governors are visible in school and staff feel valued and supported;
- Strong relationships are forged between link governors and subject leads;
- The MER (Monitoring, Evaluation and Review) document is embedded and governor visits are scheduled in line with this and ongoing curriculum priorities;
- The Governing Body is outward facing, creating links with boards from other schools and accessing external training opportunities.

Evidence

Committee minutes /Action plans / Link Governor reports/FGB meeting minutes/
Partnership meeting minutes / cross moderation.

Priority 2 - Spirituality
To help children and adults develop their relationship with themselves, each other, God, nature and the environment. To enable each individual to reflect on this learning, discover what spirituality means to them and to be the best they can be.

Impact

- Opportunities are provided for spiritual experiences that differ from person to person;
- Children and adults encounter and experience God through miracles of everyday life;
- Children have the ability to ask and discuss the 'big questions';
- All stakeholders have a positive attitude to the value of spiritual education;
- Spirituality is developed through **windows, mirrors and doors**;
- Children participate in learning that allows them to engage in examination of, and reflection upon, a range of religious beliefs and practices.

Evidence

Worship rota / worship files / pupil voice / Diocesian visits / SIAMS SEF / staff voice / parent voice / governor visits / worship leaders / church services and visits.

Priority 3 - Attendance
To embed the new statutory guidelines for attendance, ensuring that both schools have a minimum of 97% attendance overall with fewer than 7% of children classed as persistent absentees (>90% attendance).

Impact

- Positive attendance is promoted throughout the school communities;
- New policies and strategies are embedded, including the DfE attendance guidance: 'Working Together to Improve School Attendance';
- School-specific policies are updated and adhered to in line with this;
- Good relationships are forged with families and work is done to help and support those who are struggling;
- Weekly attendance is reported to the DfE and EWO;
- School leaders work closely with the EWO.

Evidence

Weekly attendance data / Hexham Partnership meeting minutes / letters to families / meetings with EWO / governing body and committee meeting minutes / SLT analysis / CPOMS / communication with families through Parentmail..

Corbridge CofE First School Development Plan

Priority 1 - Behaviour and Attitudes
To develop and embed further the relational approach to behaviour management, securing consistently good outcomes and 100% positive pupil, parent and staff voice.

Impact
- Relational policy is developed and embedded across school;
- All staff and pupils work together to model the school's 5 core Christian Values and the Corbridge First School Code;
- Children's emotional self-regulation skills are intentionally taught and embedded into all areas of school life;
- Mental health and wellbeing is prioritised for all staff, children and governors;
- Pupil, parent and staff surveys reflect positive attitudes towards behaviour in school;
- Support from external professionals is used to enhance the offer.

Evidence
Monitoring / pupil voice / staff voice / parent voice / governor visits / committee meeting minutes /performance management / training logs / meetings with external professionals.

Priority 2 – Curriculum Aspiration
To ensure that all children know more and remember more. To provide a high-quality, sequenced curriculum that is rooted in Rosenshine's principes of metacognitive learning. To successfully embed evaluation and enquiry skills throughout all aspects of the curriculum in line with this theory, creating active learners.

Impact
- The revised curriculum is developed and embedded across school;
- All learners are supported effectively in line with adapting and enabling the curriculum documents;
- Non-negotiable expectations are in place for all subjects and monitored by subject leads;
- Staff plan and deliver robust, high-quality creative learning using the school's progression documents with opportunities to reflect, revise and enquire built into each lesson.

Evidence
Monitoring file – lesson obs / work scrutiny / learning walks / pupil progress meetings / data review / intervention records / subject leader data – planning / pupil voice / displays.

Priority 3 – Writing
To raise attainment in writing, ensuring all children reach aspirational targets. To aim for >80% of children achieving the expected standard in writing across all year groups. To assess accurately.

Impact
- Progressive skills curriculum leading to secure basic skills in spelling/grammar/handwriting.
- Inspiring texts, environments and stimuli utilised, inspiring writing for a purpose and with pride.
- Targeted intervention and support to close the gap for those not achieving their optimal standards due to limiting factors/PP/SEND.
- Talk precedes writing and oracy is given importance;
- Non-negotiable expectations in place, displayed in classrooms and enforced during ALL lessons across the curriculum.

Evidence
Subject leader files / monitoring / moderation / training records / reviewed action plans / assessment results / Governor reports / SIP / displays / performance meetings.

Priority 4 – Teaching and Learning - Assessment
To embed refined assessment grids to record assessment and track progress throughout the school, ensuring continual progress for all pupils whilst managing staff workload and wellbeing.

Impact
- Aspirational cohort targets are set and achieved, ensuring personalised provision where necessary and optimal progress for all – led by classroom staff and monitored by management – including in-lesson progress, based on assessment;
- Pupil voice reports challenging, interesting and inspiring learning;
- National tests/checks reflect optimal progress and standards;
- Assessment data is collected in line with school policy and used effectively to meet the needs of all learners;
- Workload for staff is manageable.

Evidence
Monitoring file – lesson obs / work scrutiny / learning walks / pupil progress meetings / data review / intervention records / subject leader data / pupil voice / assessment data and tracking sheets / staff voice / committee minutes.

Priority 5 - Community Engagement
To increase opportunities for wider achievement by engaging the local community. To foster a strong sense of pride in our local area and understand each individual's role in making it a better place.

Impact
- Strong links are established with a variety of local stakeholders including: Cllr Nick Oliver, Joe Morris MP, Corbridge Village Trust, the village show committee, Corbridge Youth Initiative and local residents;
- The Evolve Local Area Visits moduce is unlocked, enabling trips to the village with no additional workload for staff;
- Local charities are nominated by the school and supported throughout the year;
- A Fare Share shop is established on site, providing affordable food options and combatting food waste.

Evidence
Committee minutes /Action plans / Link Governor reports/ FGB meeting minutes/ Partnership meeting minutes / partici[ation photos / social media / Corbridge Matters magazine.