

Federation Development Plan 2024/2025



Learning together, we grow kind hearts
and healthy minds.

Key Priorities	Rationale Why are we doing this?
1. Leadership	Subject Champions are all committed to fulfilling their role. The introduction of data analysis in foundation subjects and end points have further enhanced their ability to provide an overview of standards and achievement within their subject area. Our aim is for all Subject Champions to be proactive in their role 'championing their subject'. Governing body continue to challenge, engage and support leaders, ensuring key priorities are having impact within the Federation.
2. Curriculum	Our curriculum, remains strong validated by OFSTED Preston's inspection February 2024. We will continue to further explore ways in which to enhance provision and ensure all children have the opportunity to succeed. The introduction of the deepening learning activities (DELVE) in history last year were a positive addition to the offer within the curriculum. The introduction of two more subjects will provide more depth and variety for the children to deepen their learning. The SOW for science was well received by staff and children, this now needs to be embedded to ensure we are maximising the opportunities for our children in science. PE across the Federation is a strength, however to further develop this we will ensure the curriculum is sequenced effectively to ensure skills and progression build from early years to end of KS2 and the children are accessing a broad range of sports and activities. We are mindful of budgets and barriers when looking at provision for SEN children so the introduction of Blossom class at Wingham will provide suitable alternative adaptive provision for children with significant SEN. As a Federation we continue to be passionate and curious when thinking about our 21 st learners so we will continue to explore good practice and alternative ways in which children flourish and thrive not just academically.
3. Personal Development (Well Being)	We will continue to provide an environment where children feel safe and are inspired to learn. It is important that we seek the views of stakeholders to ensure we are covering all areas. We will develop and distribute staff and pupil well-being surveys. We want our children to be the voice of the community, through assemblies, school council and themed weeks to ensure high levels of well-being are promoted, therefore children are ready and able to access their learning.
4. Collaboration	We will develop the term <i>collaboration</i> and build in opportunities for our children to work collaboratively across the Federation . This will build upon the joint trips and workshops that already happen. We will explore and maximise the use of TEAMS for our children to share work and experiences with corresponding classes.
Continued Focus/ Priority	
Attainment and Progress	We will continue to provide high quality teaching and learning with high expectations for all. We will focus on writing and particularly the editing for improvement part of the writing journey. This will continue to give us an opportunity to include spelling. Both schools' attainment at end of KS2 continues to be above the national average. Maths continues to be a strength across the Federation, we are mindful from conversations with staff that children's reasoning is still an area we will continue to focus on with the addition of children being efficient and fluent. We will ensure that we endeavour

	to close the gap from KS1 to KS2 focusing on children who did not achieve the expected standard in reading, writing and maths, that is all groups including not SEN not PP.
--	---

Key Priority 1: Leadership

1. Further strengthen the impact subject leadership have across the Federation

Success Criteria (How will we know?)

The three-year strategy plan is reviewed and evaluated and the plan remains viable particularly with the increased stress on budgets and funding. Subject Champions will be able to talk about strengths and areas for development in their subject based on their monitoring including pupil voice. Subject Champions will deliver CPD in their subject as and when necessary to enhance the subject's delivery across the Federation including for more-able learners. They will also explore and talk confidently of key threads within their subject area. Every Subject Champion will analyse their subject three times a year and produce an analysis report for EHT. Subject Champions will have made links with and shared best practice with other schools within STAR alliance to enhance their leadership role. Subject leadership continues to be consistent across the Federation.

Actions	Lead person	Timescale	Budget Implications	Monitoring	Evaluation
<ul style="list-style-type: none"> The three-year strategy plan will be reviewed by governing body. EHT to ensure vision and values and Federation offer still viable with reduced funding at Preston. Subject champions to implement the new Federation Subject Champion manual to ensure consistency across all subjects. Subject Champions to build upon LA advisor training on how their subject links with EYFS and explore trends and progress from EYFS to Year 6. Monitoring timetable clear guidelines of expectation communicated to all. Analysis of FLOURISH data by FLT to look at common trends in data. Subject Champions to maintain links with other schools within the STAR Alliance Subject Champions to ensure their knowledge is up to date with current 	GB	Autumn		Plan reviewed annually at GB meetings	
	HC	All Year		Manual given out to Subject Champions start to collate evidence and impact	
	KP/AP	Autumn	Release time SC £2000 each school for the year		
	FLT	All year			
	FLT			Impact on provision for foundation subjects.	
	HC				
	HC	All Year	Supply cover costs £1000 each school		

trends within their subject and priorities across the Federation. <ul style="list-style-type: none"> ECTs new subject attend relevant training and be supported within ECT time to become an effective subject champion. 	KP		Supply cost £1000 at Wingham ECT mentor		
Key Priority 2: Curriculum <ul style="list-style-type: none"> Federation will achieve the Diversity Quality Mark. To incorporate other subject areas into DELVE to enhance provision for deepening learning for all children. To monitor, track and evaluate the impact of Blossom Class at Wingham. To enhance our curriculum documentation. 					
Success Criteria (How will we know?)	The Federation will have further enhanced the curriculum with a continuation of the focus area-diversity, ensuring it is embedded within everyday practice. Children and adults understand the role they play in making our Federation a safe and happy place to be. The new SOW for science is fully embedded and science teaching and learning is strong across the Federation. The PE curriculum is fully mapped and sequenced in each school showing how the curriculum builds year on year. The deepening learning activities will allow all children to be given the opportunity to show their understanding by applying their knowledge independently and with creativity and confidence in history, science and geography. Units of work further support the planning process and ensure that we have a consistent content and are varied and diverse and focus on what we want our children to learn based on our vision and values. The provision for children with significant SEN will ensure good progress is being made.				
Actions <ul style="list-style-type: none"> Diversity mission statement written and section on the website providing details and examples within each school. FLT to explore skills based practical learning and continuous provision for ALL year groups to further enhance our curriculum. New Kent scheme of work for science is embedded and staff are using this scheme effectively to enhance the teaching of science across the Federation. 	Lead person ED/DC FLT SP HC	Timescale Ongoing Autumn All year	Budget Implications £500 visit to schools Resources and CPD £500 each school	Monitoring Mission statement written and on website The new SOW embedded pupil voice positive all children accessing high standards in science.	Evaluation

<ul style="list-style-type: none">• The development of ‘deepening learning’ activities or adaptations to ensure challenge to include geography and science.• To strengthen the PE curriculum in each school to ensure there is a clear progression of skills from EYFS and KS1/2, how sports and activities are chosen and how assessment informs future planning and delivery.• To develop units of work for geography and history to support progression and children’s learning experiences and the content being taught is carefully and purposefully chosen.• To create learning journey diagrams to demonstrate the sequence of skills and achievements children will experience across each subject throughout their time at school.• To ensure the alternative provision at Wingham for children with significant SEN is reviewed and evaluated and the new assessment Stepping Stones Pathway two is fully implemented.	PM/MP	Ongoing but in place by Sept 2025	Subject release time £500 each school	DELVE cards include science and geography	
	HC/ED	Ongoing	Resources £500 each school	PE sequences and mapped throughout each school. Clear rationale re why we teach what we teach and the skills progression clear.	
	HC	Ongoing	Costings for publishing diagrams etc £500	Teachers have clear outline of what to be taught in a unit of work.	
	ED	Ongoing	Set up of Blossom Class £850 (Wingham ONLY)	Diagrams in classrooms / children’s books/ website.	
Key Priority 3: Personal Development /Well-Being <ul style="list-style-type: none">• To ensure high levels of well-being are being observed across the Federation.• To strengthen opportunities for pupil voice (school council and children assemblies)					
Success Criteria (How will we know?) Pupil voice	All staff across the Federation feel empowered and successful in becoming the best practitioners that they can be, whilst well-being is considered a priority by all. All pupils feel happy and inspired to achieve their best at school. They				

	feel safe and special. Well-being issues are identified quickly and shared with the correct members of staff to organise next steps, e.g. a Thrive group, in order to help all children with their mental health. School council and key positions held by children has purpose and have had an impact on school life. Children assemblies give children an opportunity to develop self-confidence and independence also promoting equality.				
Actions <ul style="list-style-type: none"> Pupil and staff questionnaires inform FLT Governor well-being visits twice a year Themed weeks, assemblies and visitors to raise awareness of 'healthy minds' To train key staff to facilitate the role as Mental Health Champion To develop further school council and HG/HB roles (Preston) To further develop pupil voice greater than within individual schools 	Lead person HC/ED CWD HC/ED ED AP HC/ED	Timescale Ongoing	Budget Implications Visitors to school, workshops and activities Themed weeks £1000 each school CPD training costs (£500) and additional hours for TAs	Monitoring Questionnaire data and governor reports Attendance data Pupil conversations and THRIVE action plan outcomes Children's assemblies Events and fundraising, minutes school council	Evaluation
Key Priority 4: Collaboration <ul style="list-style-type: none"> To develop opportunities for off-site collaboration 					
Success Criteria (How will we know?)	Children will have had opportunities to share work across the Federation- either through TEAMS or face to face. Joint trips and workshops have provided links. The children understand collaboration and the links with our children are stronger.				
Actions <ul style="list-style-type: none"> All stakeholders understand the vision and can articulate this (same at both schools) Website updated regularly to include joint events Children develop their understanding of collaboration. Planning meetings discuss the opportunities to include sharing of work or cross school activities. 	Lead person HC All HC ED/HC	Timescale Ongoing Ongoing All year	Budget Implications Transport £200 each school	Monitoring Ethos, learning walks, LA visits, governor monitoring Website	Evaluation

Continued Focus/Priority						
<ul style="list-style-type: none">To ensure high quality teaching and learning is being provide to ensure children are being given opportunities to reach their true potential.To track all groups to ensure gaps in learning are being addressed and children are making good progress.To support children’s social, mental, emotional needs to ensure their readiness and ability to learn.						
Success Criteria (How will we know?)		Lessons are engaging, fun and purposeful. Children can talk confidently and enthusiastically about their learning recalling knowledge and skills learnt. All children are making at least good progress across the curriculum especially in maths and English. Interventions have been effective in closing any gaps due to lost learning and provided the children with the confidence to access learning in class. Summative and formative assessment informs teachers planning and ensures differentiated and challenging lessons for all abilities. Children are resilient learners who engage fully in their learning. Standards across the Federation are at least, in line with, the national and local data. Attendance is above the national average for all groups.				
Actions <ul style="list-style-type: none">Teaching and learning in maths and English are effectively taught and allow all children to make good progress.Assistant Heads to delve deeper into key areas within their subject (maths and English)To ensure the editing process is developmental and allows children’s writing to strengthen and improve. (Marking and feedback)To continue to monitor the effectiveness of the application of spellingsTo provide staff with ideas to strengthen maths teaching focusing on fluency and efficient methods to reason and problem solve.To provide staff with relevant up to date SEND training.Ensure TA training schedule throughout the year to enable high quality support for SEND/PP and also supporting whole class literacy and maths lessons.		Lead person HC/ED/AP/KP AP/KP KP KP AP ED	Timescale Ongoing throughout the year Autumn Autumn Autumn/Spring Autumn/Spring Ongoing Ongoing	Budget Implications Release time for AP/KP from class responsibilities £140 x 6 = £840 CPD English leader leader briefings 3x yearly £480 CPD Maths subject leader briefing 3x yearly £480 ASD awareness training £500	Monitoring Learning walks by SLT and subject leaders (Maths/literacy) Pupil progress meetings, Target tracker data base, Learning walks and book looks. Learning walks, pupil monitoring, intervention observations As above	Evaluation

Respect Inclusive Creative Hardworking

