

The Greenfield and Hurst Drive Federation

Federation Improvement Plan 2023 -2024

Federation Improvement Plan Overview

The federation improvement plan responds to the individual SEF documents for Greenfield and Hurst Drive published July 2023. Both SEFs are live documents and will be reviewed at least termly.

The Federation Improvement Plan details the headline objectives for the federation for the year ahead addressing the main areas for improvement that both schools have identified as priorities for 2023 2024.

Specific and detailed action plans that seek to meet the objectives of the FIP have been created by subject leaders and SLT. These will be shared with Link Governors to inform their strategic oversight of the school.

Action plans and person responsible

Curriculum Action Plans		Senior Leadership Action Plans	
Maths	Holly Clifford	Inclusion	Dorothy Fadairo
Science	Sophie Tyler	Behaviour	Mireilli Forrest & Hayley Nicolas
Computing	Alex Burgess	Safeguarding	Mireilli Forrest & Hayley Nicolas
History	Bethany Armstrong	Attendance	Mireilli Forrest & Hayley Nicolas
Geography	Bethany Armstrong	Teach First & ECTS	Sophie Tyler
RE	A'Ishah Vakaria	Curriculum & Assessment HD	Holly Clifford
Spanish	Gizem Akkaya	Curriculum & Assessment GF	Hayley Nicolas & Lisa Moore
Music	Amina Hoque		
Art	Beth Windmill		
DT	Beth Windmill		
PE	Tracy Thomson		
PSHE	Sally McCarthy		
English	Jazmin Clarke		
Phonics	Elle Savage		
Voice 21	Hajrah Akthar & Kiran Barwick		
Mental health & Wellbeing	Sally McCarthy (Hurst Drive) Lisa Moore (Greenfield)		

Communication and support

Regular supervision for all staff | Coaching and mentoring | Development of middle leadership
| Staff voice | Development of Mental Health & Wellbeing Policy | Mental Health Leads |
External support | Financial Checks/Health Checks | Community links and external relationships
| Support & training for mental health leads

Culture & Ethos

Culture of 'openness' about mental health | Develop teamwork and shared responsibilities |
Learning together | Learning from mistakes | SLT driven and upheld

Workload & Life Balance

Review policies and procedures | Improve communication | Reduce emails | Social activities
across the federation | Improve working environment | Clarity of expectations |
Communication

Embed & monitor staff wellbeing

Mental Health & Wellbeing on staff and governor meeting agendas | Survey staff | Regular
updates | Line management | Responsive SLT | Proactive approach

Priority 1 Health & Wellbeing

“A happy, safe, productive and supportive community in which to work and learn”

All staff are **proud** to be a part of the federation. They feel **valued** and **supported** to carry out the work they need to do. The federation has a **clear and consistent** approach to supporting staff **mental health** and **wellbeing**. The staff team are aware of their own **responsibility** for supporting their own mental health and wellbeing and where to go to should they need further help. The senior leadership team consider the **impact on staff** wellbeing of any new initiatives, practices and procedures in order to **reduce any unnecessary workload or pressure**. Staff are supported to develop professionally through a robust programme of professional development and appraisal.

High quality teaching and learning

Research based CPD to support reflection & agency | Develop shared understanding | Curriculum development and review | Improve subject leadership | Mentoring & coaching | Regular drop-ins | Targeted training | Development of expertise in the team | Peer to peer support | External experts | Curriculum links | 'Joined up' EYFS

Monitoring into practice

Monitoring of curriculum implementation | Targeted support for teachers | Develop middle leadership | Greater pupil voice | Faculty groups | Governor awareness | Always asking 'so what?' | Reflection into practice/reflection on practice | Reflective audits | ECERS/ITERS

Literacy for all and for everything

Early phonics & phonics into Year 3 | Reading comprehension explicitly taught | Reading for pleasure | Parental partnership | Cross curricular links and opportunities | Scaffolding and modelling of writing and the writing process | High expectations | Handwriting and presentation | Develop teacher knowledge and skills | Targeted intervention

Oracy and language development

High quality interactions | Terrific Talkers | Voice 21 | Purposeful and planned vocabulary development | Language interventions | EAL Assessment and planning tools | Language based intervention | Prioritised from pre-school to Year 6 | Development & training

Data Driven

Formative & summative assessment | Knowledge of the child | Pupil Premium Strategy | Milestones | Assessment to planning cycle | Annual cycle | Moderation | Targeted intervention | Adaptive teaching

Priority 2 Raising Attainment

“The highest quality of education for every child, every day”

All teachers and practitioners across the federation are **confident** as to what **high quality teaching and learning** looks like. They are enabled to teach **consistently** in this way in order to **raise attainment**. Children **thrive** as successful, **independent learners**. Our teaching is **research informed** and developed through **reflective practice** and **targeted CPD**. **Oracy and literacy** are at the heart of what we do to ensure all children can access learning and can take advantage of future learning opportunities. Every child is **known well**. Meaningful, timely **interventions** with adults support children to **feel successful, build confidence and close gaps**.

Culture & Ethos

Shared purpose | Shared values | Shared ownership | Children as leaders | Parental partnership | Community links | The Hurst Drive Way | The Greenfield Way | Marketing and promotion | Rights Respecting | Learning behaviours | Reflective children | Behaviour curriculum

Therapeutic Approach

TABS | STEPS | Trauma Informed | Develop staff knowledge and confidence | Clear systems and procedures | Robust reporting | Regular review | Behaviour Plans | Communication with parents

Teamwork

Shared responsibility | Clear policy and procedures | Time to review, reflect and improve | Phase groups | Team meetings | Regular updates and training | Praising the positive

The whole child and the whole family

Wellbeing & involvement | Pastoral support team | CHEXs | signposting | Early Help | Mental Health Leads | Family Centre | Safe Spaces | MHP | Parental partnership | Clarity of provision and lines of support | Develop staff knowledge of external support | Working in partnership

Priority 3 Behaviour

“A calm, safe and purposeful environment”

Children are **happy** and feel like they **belong** to their friendship group, class, their school and **community**. All relationships in the federation are rooted in **confidence, kindness, inclusion and respect**. Children enjoy feeling **successful** and have the confidence to **make mistakes**. They see the **value in learning** and **know how to learn** so they apply themselves well to their learning. Children take on **responsibilities** and **leadership** within the federation which encourages **pride** in their schools and community. **Parents are supportive** of the school's behaviour expectations and uphold them.

Strong Leadership of SEND

Federation Inclusion Lead | SENCO Assistant | Lead Practitioners | Consistency and quality of approach across the federation | Develop expertise | Strong communication | Supportive | Review and improve | Parental partnerships | Provide targeted support for staff | Advocate for children | Review of Policy & Procedure | Research informed | Robust monitoring

Holistic Understanding

Early identification | Purposeful, regular assessment | Assess, Do, Plan, Review | Teacher/key person accountability | Teacher | The whole child | Targeted intervention | Parent voice

Positive and supportive environment

Welcoming and inclusive culture | Authentic inclusion | Adapted spaces | All children included | Sensory room | Appropriate resources | Equitable offer | Signposting of Local Offer | Family Support | Develop trust

High quality teaching

Adaptive | Inclusive | Responsive & flexible | Scaffolding | Supportive of independence | high expectations for all | teacher accountability for all | Purposeful use of LSA/TAs | Equitable offer to enable equality of opportunity | Staff training

Priority 4 SEND

“Every child, without exception, included and fully enabled to succeed”

High quality, adapted teaching in a positive and supportive environment is our first step in responding to children who have, or may have SEND. **Early and accurate identification and assessment** ensures the **needs of all pupils are understood** in order to enable pupils with SEND to make **progress**. Staff are **well trained** and **confident** in knowing how to meet the needs of all children, they feel **well supported** in this role. **Support staff are effectively deployed. Teachers are fully accountable** for the assessment and progress of **all children** in their care, **without exception. Parents are included** as the ‘**first educators**’ of their child and **involved in decision making** and review. **Communication is strong. Record keeping is relevant and robust.**