

Coastal Together

						
David Hopkins		Lucy Daisley-Cramp	Robbie Houghton Rosie Maunder	Abi Howett		
Executive Head - Simon Wakeman - exehead@coastaltogether.co.uk Co-Chairs of Governors - Mike Blake & Steve Lunniss chairfagovs@coastaltogether.co.uk						
‘together aspire, together achieve, together we are stronger...’						

November 2022

Dear Parents,

All schools and in fact most organisations have strategic improvement development plans (SIDP) - in a business this might be to increase productivity and profit but a school’s improvement plans are in essence about improving children’s educational attainment and rates of progress with regard to the curriculum and their personal and social development. What is presented here is a summary view of our improvement work for this year. We have quite lengthy technical documents which sit behind this and detail all of the work that the staff will be doing alongside the leadership teams in our schools.

Overleaf there is a ‘what does this look like in school’ version. What schools decide to work on and improve further are normally based around children’s performance data (assessment scores) or areas which we feel are really important. The columns, Quality of Education, Behaviour and Attitudes etc are the areas of focus which OfSTED use when they come and inspect schools.

 <h2>Mundesley Infant & Junior Schools Parent SIDP Sheet</h2> <p>This School Improvement Development plan (SIDP) concentrates on the period from September 2022 to September 2023, but also sets out some of the school’s longer term objectives or items of school improvement. This plan focuses on bringing about effective teaching and learning to good or better through rigorous self- evaluation and training.</p> 	What we are good at...			
	% of girls and Pupil Premium children in EYFS reaching a Good Level of Development is above national (2022 Data)	% of children reaching Greater Depth in Reading at the end of KS1 is above national (2022 Data)	% of children reaching the Expected Standard in Maths at the end of KS1 - less than one child away from national (2022 Data)	Progress children have made in all Key Stages from Autumn to Summer Term
	% of children reaching the Expected Standard in Reading - less than one child from national (2022 Data)	% of children reaching the Expected Standard in Reading significantly improved from 2019 (2022 Data)	% of children reading 80% or higher in the Year 4 Multiplication Check (2022 Data)	
	A broad and immersive knowledge based curriculum which engages all children		Friendly, polite children who want to do well	
A staff team who inspire and expect the best from every child, while also caring for their needs			Non-Covid attendance rates above national	

MIJS Focus for 2022/23 and Beyond

Quality of Education <small>Intent Implementation Impact</small>	Behaviour and Attitudes	Personal Development	Leadership and Management	Effectiveness of the Early Years
To develop a Federation wide consistent assessment system for the foundation subjects.	To review and further develop the behaviour systems to ensure all staff are empowered and equipped to confidently support all children to ensure a positive and respectful culture.	To embed the wider PSHE Curriculum across the wider curriculum.	To develop a joint federation approach to curriculum leadership through collaborative working parties	To review and develop the Early Years curriculum through the development of knowledge and skills, planning packs and progression documents for EYFS.
To review and further develop a revised writing curriculum, including spelling and grammar.	To improve the attendance of each group of children.	To continue to develop our children’s cultural capital.	To continue to develop systems to audit and monitor teaching workload and wellbeing and address identified issues.	To develop aspects of continuous provision in all areas of the EYFS curriculum.
To develop the mastery approach to the mathematics curriculum.		To develop a Children’s Mental Health and Wellbeing programme	To continue to improve standards across the Federation through the consistent application of accountability systems.	To improve outcomes across the ELGs for all groups of learnings, particularly boys.
To continue the development of a consistent approach to reading.				
To develop an investigative approach to the teaching of science.				

Pupil Premium
Our Pupil Premium Grant will be used to improve the attainment of our disadvantaged pupils and enrich their school experience. Following diagnostic assessments we will provide targeted interventions for phonics, reading and mathematics. We will also use our Pupil Premium Grant to continue to support the children’s Social, Emotional and Mental Health.

Recovery Premium & School-Led Tutoring Grant
The Recovery Premium will be used alongside the School-Led Tutoring Grant to provide school based tutoring for pupils with the aim of filling gaps in their knowledge that developed during the past two disrupted academic years.

Sports Premium
The Sports Premium has been designed to help schools achieve the government’s commitment to ensuring that young people have access to at least 60 minutes of physical activity a day. At Mundesley we are using our grant to enrich our provision by offering a wide range of sporting activities both in and out of school hours using the company Community Sports Foundation. We will be reviewing our resources available for physical activity, both in lessons and at playtimes. We will also be identifying new and exciting opportunities for children to engage in a wider range of different physical activities.

Quality of Education	
Priority	What does this look like in school?
To develop a Federation wide consistent assessment system for the foundation subjects.	Part of the benefit of being part of a larger group of schools is the ability to look at all children's work and assessments. This allows us to share good practice across the schools. We have well established assessment systems but more time is needed to embed systems for the foundation subjects (topic - History, Geography, Music, Art etc).
To review and further develop a revised writing curriculum, including spelling.	We have been developing our writing curriculum over the last few years, alongside a new approach to spelling which we want to review and continue to embed this year. We have also evolved teaching of phonics, which children learn in Year R, 1 and 2 and have continued this approach with our older children.
To develop the mastery approach to the mathematics curriculum.	Continue to develop the Mastery approach which requires children to really understand a method or process before moving onto the next piece of learning. Children are taught to use manipulatives (physical resources) to solve problems.
To continue the development of a consistent approach to reading.	The teaching of reading is a strong feature of our curriculum - we have successfully introduced 'guided reading' which allows children the opportunity in lessons to read and better comprehend the texts which we are studying. We also read more often to children to help with fluency.
To further develop an investigative approach to the teaching of science.	We will be developing further children's understanding of science investigations and processes by which scientists learn and discover new things. This good grounding will allow children to systematically tackle problems and questions methodically.
Behaviour and Attitudes	
To review and further develop the behaviour systems to ensure all staff are empowered and equipped to confidently support all children to ensure a positive and respectful culture.	Behaviour (conduct) in classrooms is generally very good. This is more of a focus on behaviours for learning, for example children 'attending' well during the learning which basically means concentrating and listening attentively. We are also developing further the improvement of children's good manners - how to conduct a conversation, e.g when a member of staff asks a child 'Good morning, how are you?' the response would be 'I'm fine, thank you for asking - how are you?' rather than just 'alright' which we occasionally hear. It's about equipping children with good listening and speaking skills.
To improve the attendance of each group of children.	The government asks us to group children (children are not made aware of this) into groups who are Special Educational Needs, Pupil Premium and Looked After Children (some children are in all three). These are all groups which tend to have lower attendance levels nationally than 'other' children - 'other' being children without those group labels. We assiduously monitor all children and communicate this to parents to elicit any support that may be needed in line with nationally expected levels of attendance.
Personal Development	
To embed the wider PSHE Curriculum across the wider curriculum.	Personal Social Health Education (PSHE) is at the centre of our curriculum - this includes; health, relationships and sex education (RSE), keeping safe both physically and online. Our curriculum is interwoven carefully with these concepts and skills

	alongside the teaching of our CCC, RRR core values: curiosity, creativity, collaboration, resourceful, resilient and reflective.
To continue to develop our children's cultural capital.	Cultural capital is to ensure that children have the broadest possible education that we can give them - so beside the National Curriculum we try to ensure that children get as many varied experiences as we can for example a programme of trips and visits and residential besides visitors from outside enriching the learning for the children.
To develop a Children's Mental Health and Wellbeing programme.	We have set up a bespoke programme for all of our schools to benefit from. Each school will have a Mental Health First Aider, co-ordinated by our Senior Mental Health and Wellbeing Leader - currently one of our Heads of School.
Leadership and Management	
To develop a joint federation approach to curriculum leadership through collaborative working parties.	As a federation of 6 small schools (Norfolk CC definition is a school with less than 150 pupils on roll) it can be challenging for a school with only 3 teachers to lead multiple subjects across the curriculum. We have taken the decision to set up curriculum working parties which allow staff from a number of schools to work together, alongside our Head of Teaching, Learning, Standards and CPD to continue to improve each subject area and then disseminate that back into their own schools.
To continue to develop systems to audit and monitor teaching workload and wellbeing and address identified issues.	All schools are being asked to look at teacher workload and the wellbeing of school teams. This is part of the work which we have already started with our Mental Health First Aiders and coordinated programme of activities.
To continue to improve standards across the Federation through the consistent application of accountability systems.	This year we have set up a system called 'Improvement Board', alongside our normal senior leadership meetings we meet 6 times a year to forensically look at school performance data and children's books - leading to the sharing of good practice across the federation. Each school has a School Effectiveness Governor who visits the school termly and reports findings during full governing body meetings.
Effectiveness of the Early Years	
To review and develop the Early Years curriculum through the development of knowledge and skills, planning packs and progression documents for EYFS including all pre-school settings.	Preschools are the first rung on children's educational ladder, so consequently we need to continue to develop our provision to get children off to the best start that we can. High quality phonics and early reading skills, alongside children's knowledge of the world around them is critical to that.
To develop aspects of continuous provision in all areas of the EYFS curriculum.	Continuous Provision is a system which allows children to learn through many different types of play, ensuring that they cover the curriculum needed for their overall personal development. For example the focus of an activity might be the number 5 so children may be asked to group objects/toys in blocks of five - it might seem like a game to the children but it has a learning intention attached to it.
Development of planning of discrete teaching of phonics and number in pre-school settings to ensure children are 'Reception ready'.	When children start their reception year there is an expectation that they will come with certain skills - for example basic number and letter recognition. Our preschools will start to develop a more direct approach to this through, for example, very focused Continuous Provision as detailed above.