

Colman Federation - School Improvement and Development Plan Overview 2023/2024

		Colman Infant and Junior School Federation Priorities
Area A	Quality of Education	A1 - To improve standards in Reading at all stages throughout the federation to at least in line with national.
		A2 - To improve standards in Writing at all stages throughout the federation to at least in line with national.
		A3 - To improve standards in Maths at all stages throughout the federation to at least in line with national.
		A4 - To ensure consistently high quality teaching and learning in all classes across the federation.
		A5 - To improve teaching and learning provision for pupils with SEND both within and outside of the classroom.
Area B	Behaviour & attitudes	B1 – To introduce and implement a new federation Positive Behaviour Policy.
		B2 – To increase staff confidence in managing behaviour effectively to ensure a good and safe learning environment.
		B3 – To increase pupils’ levels of positive engagement with learning.
		B4 – To engage with external services to support the effective inclusion of all pupils in school life.
		B5 – To improve overall attendance levels rates to at least in line with national with a particular focus on reducing persistent absenteeism/lateness.
Area C	Personal Development	C1 – to ensure a rich extra-curricular offer in both schools.
		C2 – To map the opportunities for wider personal development across the federation and identify opportunities for further development.
		C3 - To increase engagement with active play at lunchtimes in both schools.
		C4 – To develop a structured plan for Equality, Diversity and Inclusion work across the federation.
		C5 – To fully embed the work of ELSAs across the federation.
Area D	Leadership & management	D1 – Governors to consider and plan for the future leadership and strategic direction of the federation.
		D2 – To ensure clarity of roles and responsibilities of leaders at all levels across the federation.
		D3 – To support and develop the role of the newly appointed Assistant Headteachers in each school.
		D4 – To ensure the effective induction of the newly appointed SENDCO as she establishes herself in her new role.
		D5 – To support subject leaders in effectively monitoring the consistency of application of each schools’ curriculum approach.
Area E	Early Years	E1 – To develop an in-school baseline to enable a better comparison of starting points to future assessment data.
		E2 – To increase the number of children achieving GLD to at least in line with national with a particular focus on Reading, Writing and Communication and Language.
		E3 – To develop the consistency of provision across Reception classes and explore ways to more effectively utilise staff and spaces.
		E4 – Continue to develop the effectiveness of adult interactions in the Early Years environment (including during continuous provision activities in Year 1).