



Clyst Hydon
Primary School

Aim of the action plan – To ensure the aims of the Federation Development Plan which are pertinent and relevant for our school, are met and monitored to help to raise attainment, well-being and behaviour across the school for all groups.

Outcome required	Time	Actions needed to succeed	Evaluation/Impact
Quality of Education			
All summative data is effectively tracked and identifies achievement for all groups. (PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls.)	End of each term	Teachers complete assessments and add data into BromCom	
Data analysis identifies where there are gaps and address these using Bromcom and excel.		Teachers & NC meet each term to review pupil progress- any needs identified and interventions put in place as appropriate	
The use of formative assessment is strengthened in lessons so that misconceptions are quickly identified, addressed and monitored. Support staff are deployed effectively to support catch up interventions.	End of each term	Quick quizzes used in lessons Whiteboards used to show thinking and knowledge rather than hands up where appropriate	
Develop all pupils' knowledge of the appropriate foundational knowledge to allow them to access the full curriculum – language and communication, reading, spelling, handwriting and maths knowledge. Work with Hubs in maths and English to support this.			
Pupils will have attainment scores in line with the national averages. (GLD, PSC, MTC, KS2) so they are well prepared for the next stage of their education.		NC to report these scores to AM termly	

Gaps between disadvantaged pupils and those with SEND and non-disadvantaged pupils start to close, and all pupils will make progress from their starting points. Timetables are used to ensure that there are clear routines and that there is enough time to deliver the curriculum fully. EYFS & KS1 Big books are well established and show the range of learning in PSHE, performing arts & computing. Children can use these books to show what they have learned and what they can remember.		NC closely track, monitor and work with teachers to achieve this. NC to work with teachers and TA's to ensure full coverage of the curriculum by managing time effectively Adults capture learning in a variety of ways to show progress and achievement towards learning objectives. Children have the opportunity to contribute their own comments on their learning journey, they can revisit work in the books and can explain what they have learned and what they remember.	
English			
<u>Reading</u> Children across the school regularly (3x a week) read at home		In both classes, systems are in place to ensure that reading books of an appropriate level are taken home regularly. Teachers monitor how often books are read at home with a simple record. Parent workshop on the importance of children reading at home and parents modelling reading for pleasure- Using Go All In resources from the National Literacy Trust Recognise and reward children who are reading regularly SPARX used in KS2 to motivate pupils to read at home. More of the library books to be labelled with SPARX codes	
<u>Writing</u> Writing standards to be held to scrutiny (e.g. using AI prompts developed by DMF)		SLT meet regularly to do moderation tasks between schools in the federation Monitoring visits from SLT 2 x a year to focus on standards in writing across the school DMF to disseminate new policy and programme to use	

Handwriting policy and progression to be standardised across all schools and to be implemented consistently. Track and monitor the impact in books.		Teachers to receive training and resources to support the implementation of the programme Book scrutiny- handwriting should be a focus each term Monitoring visits from SLT 2 x a year to focus on standards of handwriting across the school	
<u>Spelling</u> Ensure that spelling is well taught and there is a focus on developing the fundamental skills of spelling.		DMF yet to agree a strategy for this EYFS & Y1 to continue using Little Wandle to develop spelling Y2 & KS2 to use Spelling Shed for progression and resourcing	
Maths			
<u>Maths Fluency and number fact recall</u> Foundational skills in maths to be strengthened with high expectations – using NCETM materials. Monitor and analyse gaps and address them. Focus on the MTC and improving scores over time. Ensure calculation policy is well understood.		In EYFS & KS1 NCTEM materials used daily to support maths fluency and number fact recall KS2 uses NNNF x3 a week and specific X tables teaching 3X a week Half termly assessments of x tables identify individual needs and targets and track progress Staff meeting on the calculation policy to ensure it is understood	
<u>Delivery of Maths lessons in KS2</u> Teachers and TA's share planning and resources to effectively teach the full maths curriculum which is differentiated for each year group appropriately.		CS & NC carefully plan the delivery of the White Rose maths curriculum, supplemented by LCP problem solving tasks to support this weakness in WR. Y3/4 and Y5/6 to have differentiated learning objectives and separate lessons- supported by TA TA to have induction with NC to ensure she is able to support pupils in KS2 maths lessons and knows how to access resources and teaching slides etc Daily handover notes should be used to support the effective teaching of maths and to ensure any 'gaps' in learning can be addressed.	
Recording of work in EYFS & KS1			

Big books for EYFS show examples of pupil achievements towards expected goals In KS1 pupils learn to record their mathematical understanding in a variety of ways and by Y2 are recording their learning in their own books		Adults capture learning in a variety of ways to show progress and achievement towards learning objectives. Children have the opportunity to contribute their own comments on their learning journey, they can revisit work in the books and can explain what they have learned and what they remember.	
Foundation Subject curriculum and Science			
The PHSE/RSE guidance is followed through the systematic delivery of the taught programme. Parents engage with the RSE aspects of the subject. Children have a voice in their learning. Delivery of Grammarsaurus units in Geography and History are more engaging and meaningful to children and more enjoyable for teachers.		Use mixed age planning units on SCARF Use pre/post assessment tasks NC to lead a parent forum/info session for RSE with an online SCARF representative to answer parent questions expertly Children are consulted about the KS2 content of the RSE curriculum Further develop the foundation subjects with teachers given the scope to refine and improve units of learning, especially in KS2 history and geography without losing key threads and disciplinary knowledge. Staff meeting time allocated to finding ways of improving the delivery of the history and geography units Children should continue to know and remember more, and this must be monitored by teachers, so misconceptions are swiftly addressed.	
Non-core subjects are assessed at the end of each unit of work	Start in September 2026 Ongoing monitoring	At the end of each unit of work, summative assessments will be made to show which children did not/met/exceeded the objectives Teachers can use formative assessments and end of unit tasks and cumulative quizzes to establish an individuals attainment towards the objectives on the knowledge organiser used for each unit of work.	

Music tuition is an offer at CHPS Pupils attend at least 1 interschool sports event each term. KS1 & EYFS to have daily PE/ LEAP into life using playground space/library when wet		NC to work with other schools in the federation and local contact to try and provide music tuition. Music MEG funding used to pay for PP pupils. NC to liaise with other schools locally and within the federation to provide further sporting opportunities and access to competitive events. WM to timetable a regular session when this can be delivered. Using Y1 LEAP into life sessions which are differentiated for those working below or above Y1 expectations	
Attendance & Behaviour			
There is sustained high attendance for vulnerable groups over time. Behaviour in all schools will be managed in line with the relational approach. Staff will have high expectations for sustained engagement in learning, making use of clear routines and transitions. Children should be 'ready to learn'. A relational approach to behaviour is adopted in all schools, in partnership with DCC (Matt Jones). Staff have training and are able to work in cross-federation groups to further develop their practice. Parents feel involved and engaged in the life of the school.		Monitor weekly attendance for all groups: PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls. Demonstrate what actions have been taken and the impact of these. Engage with DCC attendance briefings and use the support of inclusion partners to improve overall attendance and engagement with school. Use outside agencies where appropriate. Work in partnership with parents to help create sustained improvements over time for all pupils. Ensure parents are aware of important messages about the importance of good attendance. Help families remove barriers to good attendance. Parent voice survey results shared with parents	

Parental engagement with school is stronger and contributes to improved attendance		Staff to encourage parents to support the PTFA Workshops to support children & SDP focus areas- such as growth mindset, reading, phonics, RSE, relational approach etc Invite parents to all school 'services' Informal coffee mornings 1 x a term so parents feel welcome and improve the feeling of coming into school. Open up playground in the morning and at end of day.	
Personal Development			
New Mental Health and Well-being policy is implemented. Elements of the new non-statutory enrichment framework are implemented. A range of enrichment opportunities are available for all children and in particular these groups – PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls.		New MH lead for the Federation will guide schools into developing or enhancing MH provision in each school. Ensure vulnerable pupils have targeted access to enrichment and track who is fully participating. https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges WM to investigate deprivation funding. Analyse the impact of this engagement. Review the offer for trips and residentials to make them relevant, affordable and enjoyable for all children. Utilise the local area and environment to promote learning outside and the development of confidence and well-being.	
Growth mindset is incorporated into CHPS learning behaviours. Pupils demonstrate resilience, perseverance and confidence when faced with challenge, understanding that mistakes are an important part of learning and that effort, practice and feedback help them improve.		Establish a shared vision of what growth mindset is and what it looks like in the classroom, define the required behaviours and link them to the school values-	

All staff have annual refresher training, including the Prevent strategy, KCSIE 2026. HoS maintain strategic oversight of all aspects of safeguarding, promote an open culture and work effectively with a range of agencies to support pupils. Evaluate the impact of safeguarding actions and report termly to FGB. Early identification and intervention for vulnerable pupils. (PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military.) The voices of pupils are heard, including those who are not on school site or on p/t timetables. Annex R is used only in appropriate circumstances, closely monitored, and impact is measured. Governance Governors challenge school leaders and hold them to account in driving forward school. They are well informed about the impact of leader's actions in the schools through visits and monitoring of reports. They take actions to safeguard the future of the Federation. They hold school leaders to account in preparation for SIAMS. Professional Development Staff have opportunities to undertake professional learning. This learning draws on evidence and is related to aspects of the SDP so that it can make an impact. New		Attendance is monitored closely as a tool to help identify any safeguarding concerns. Teachers work with SENDCo to discuss concerns and determine appropriate provision to support CS, NC and Office communicate with pupil not in school Provide work to complete at home Pupil voice should be completed on IEPs School link governor to visit CHPS 2x a year to discuss SDP and reviews of data etc Professional development meetings provide a discussion about what support or training may be required	
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TA to access support and training. HoS use their DSLS support partners. Training for SIAMS is attended. New TA has a good induction and is well supported in being able to deliver high quality interventions. Leadership Leaders' actions have a significant impact on vulnerable and disadvantaged pupils by implementing effective use of the PP fund and drawing on resources or other resources to help support. The impact of this is analysed and measured using data and tools such as the IDSR. Leaders consider staff workload especially when implementing new initiatives. Projects are planned and carried out with trust and support. Ofsted and SIAMS inspections are well-prepared for and managed with minimal disruption to the operation of a school. Leaders take account of staff well-being in all decisions. They can use the employee assistance programme, and Mental Health in Schools Team or other resources to help support and manage staff well-being and managing absence.		NC make recommendations and source any outside training that is needed NC to complete NPQH WM to begin EYFS NPQ TA is highly qualified but may need support in some specific interventions or programmes NC to provide support in readiness to deliver KS2 maths lessons for groups WM to ensure roles and responsibilities are clear for all TA's PP fund strategy written by NC NC to use data and IDSR to determine the impact of the PP funding and strategies employed Timetable of staff meetings ensures that workload is managed and time is given to implement new initiatives. Opportunities for informal conversations in breaktimes is valued Support from SLT in preparation for Ofsted will be utilised NC to complete OFSTED Risk assessment and share with staff NC to monitor staff wellbeing and recommend support where appropriate	
EYFS			
There is a strong, inclusive setting for Early Years children.		Working in partnership with parents and other agencies to achieve this.	

EYFS to have outdoor CP available at all times.		Having rigorous, evidence-based decisions around the use of continuous provision. The intention will be to maximise what children are learning 'in the moment'. Developing a handwriting strategy which forms a strong foundation for pupils. Strong foundations in mathematics related to mastery approach from NCETM. PSED opportunities to be further strengthened, including a sharp focus on developing good learning focus and behaviours. EYFS planning refined to work alongside KS1 more effectively Funding raised to be used to turf the outdoor play space Volunteers from secondary school to build structures to support the play space	
SEND			
Inclusion The needs of disadvantaged pupils are identified quickly, and support is provided to reduce barriers to learning and well-being. There are high expectations for these pupils. Staff have evidence-based research to learn from –EEF.	Ongoing	The Federation develops a clear inclusion strategy with a measurable impact. SENDCos work with HoS to drive this forward and rigorously evaluate the impact. Work with DCC and Olive Academies to implement the new inclusion strategy for Devon Maintained Schools, including place-based working, inclusion partners and Experts at Hand. Monitoring and audit of current provision, including effective use of OAIP. Tracking of SEND pupils – attendance, engagement, enrichment, achievement.	Assessments show that SEND pupils are making good progress and IEP reviews show that pupils are meeting their individual targets.

Teachers Planning shared with TA to ensure good learning outcomes for 1:1 SEND pupil IHCPs created and evaluated for those pupils on the health register		Birmingham Toolkit used to assess needs and establish key areas for development WM shares medium and short term plans with CK to develop planning to suit the needs of SEND pupil All staff aware of the new allergen policy All staff trained in how to administer EpiPen	
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