



TROSNANT
SCHOOLS



Trosnant Infant and Junior Schools Federation Improvement Plan Overview 2024-25

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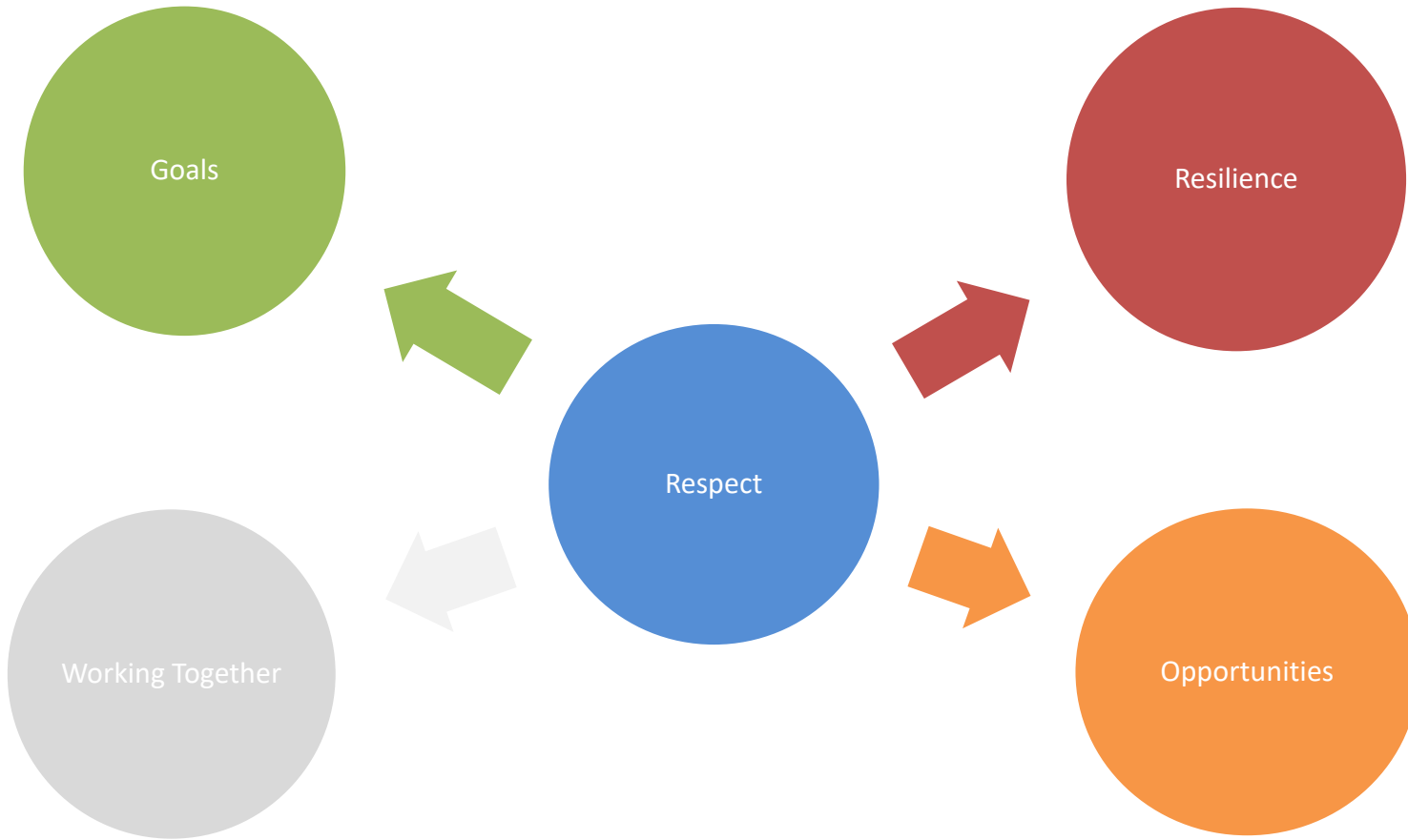
Chair of Governors: Rosemary Sherwood



Respect each other and **grow** together



Everyone will achieve their best!



Federation Improvement Plan (FIP)

The thread that runs throughout the 2023-24 Federation Improvement Plan is achieving both academic success and improved well-being. This is achieved by the three key themes of:

Precision, Outcomes, Pupil Premium (POP!)



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Goals

Goals enable all pupils, to have the best possible opportunity of achieving 'Age Related Expectations' (ARE) and where appropriate 'Greater Depth' (GDS) through high quality teaching and learning, in the core curriculum.

Key Objective 1:	Key Objective 2:	Key Objective 3:
<p><i>In order for pupils to achieve end of key stage, and age-appropriate expectations we will:</i></p> <p>Use what we know works well, to increase progress and raise attainment (Big Inclusion Project 2 - CC/NC).</p> <p>This will include the review programmes and interventions, (Monster Phonics and KS2 Reading Fluency, and the White Rose Mathematics Programme); and reviewing federation pupil progress monitoring systems, including ensuring best outcomes in statutory assessments.</p>	<p><i>In order to ensure our teachers, have access to the most up to date research and effective approaches and use learning from recent CPD we will:</i></p> <p>Use the EEF Teaching Toolkit (Big Inclusion Project 4 - CM), MELSA programme and the learning from the Y6 Data training, to inform and refine teaching and learning approaches.</p> <p>This will include reviewing and embedding our revised pedagogy in writing, including spelling, grammar and handwriting, across the federation;</p>	<p><i>In order to continue to tackle Educational Disadvantage in our community we will:</i></p> <p>Use the TED Project (Big Inclusion Project 8 – IW) and maintain a particular focus on those in receipt of Pupil Premium in all aspects of school improvement.</p> <p>This will include focusing on closing attainment gaps, expectations, pitch and dialogue.</p>

Are all learners, including pupil premium pupils, meeting milestones across all subjects? (CC and YL)



Resilience



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Resilience enables our whole community to develop a growth mind-set approach to learning and life, supports a successful curriculum and develops the physical, emotional and mental well-being of the individual.

Key Objective 1:	Key Objective 2:	Key Objective 3:
<p><i>In order to secure the best possible outcomes for SEND pupils we will:</i></p> <p>Use practical teaching and learning strategies for neurodiverse learners and pupils with special educational needs, (Big Inclusion project 3 – JJ/SS).</p> <p>This will include the training of a School-Wide Advocate for Neuro-Diversity. (Big Inclusion Project 9); and the completion of NPQSEN, establishing of a SENCO Support role.</p>	<p><i>In order to ensure effective support for good mental health and wellbeing we will:</i></p> <p>Review and adapt provision for emotional development and good mental health, based on the federation’s Thrive approach and PDL Curriculum</p> <p>This will include ensuring provision of a wide range of physical and sporting opportunities and encourage a high level of engagement from pupils and their families, to improve activity rates, promote good physical health and the physical literacy’ of all pupils.</p>	<p><i>In order to best support pupil premium pupils with SEND we will:</i></p> <p>Use the TED Project (Big Inclusion Project 8 - IW) and practical teaching and learning strategies for neurodiverse learners and pupils with special educational needs, (Big Inclusion project 3 - JJ/SS) to forensically identify needs and as a result improve progress.</p> <p>This will include reviewing the effectiveness of support plans and ensuring task design is always appropriate.</p>

Are learners, including SEND and pupil premium pupils, demonstrating the necessary resilience to engage in their learning? (BH and HT)



Opportunities



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Opportunities, in our wider curriculum, which are diverse and relevant to our learners and community, equip individuals for citizenship in the 21st century.

Key Objective 1:	Key Objective 2:	Key Objective 3:
<p><i>In order to deliver a high-quality curriculum in all subjects and EYFS areas of learning for all pupils we will:</i></p> <p>Ensure that all staff have the expert knowledge required to teach across the curriculum, emphasising the most important content, checking pupils' understanding carefully and using this information to inform future teaching. (Infant School OFSTED Action 2023)</p> <p>This will include subject leaders continuing to refine their curriculum planning so that subject knowledge is broken down into smaller steps, (Junior School OFSTED Action 2022), and in particular include a review of design technology, music, MFL and RE.</p>	<p><i>In order to broaden children's essential knowledge and experiences we will:</i></p> <p>Develop the essential knowledge that pupils need to be educated citizens, by enhancing their cultural capital.</p> <p>This will include the development and embedding of the 'Uniqueness Curriculum, the impact of Forest School and its associated Environmental projects, continue to work towards 'Art Mark' to foster creativity, explore the use of AI, and provide planned opportunities for HAPS.</p>	<p><i>In order to challenge and motivate pupil premium pupils we will:</i></p> <p>Provide opportunities for Pupil Premium Pupils which specifically give access, equity and build strong foundations (Big Inclusion Project 8 - IW).</p> <p>This will include opportunities for specific pupil premium groups such as SEND and HAPS.</p>

Are learners, including SEND, pupil premium and higher achieving pupils, demonstrating precise key knowledge and skills? (ET and JJ)



Working Together



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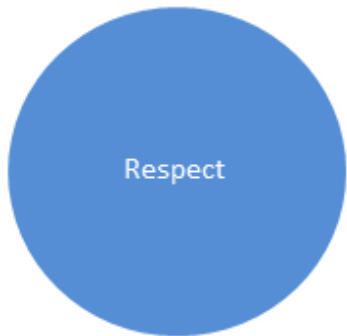


Working Together ensures clarity of vision, consistency and high expectations; with effective professional development and well targeted child and family support, ensuring all stakeholders can achieve aspirational outcomes.

Key Objective 1:	Key Objective 2:	Key Objective 3:
<p><i>In order to build on and promote our shared vision, goals, and high expectations we will:</i></p> <p>Ensure key systems including performance management, mentoring, monitoring by leaders and governors and links with pre-schools are robust, purposeful and consistent.</p> <p>This will include us reviewing and continuing to shape the EYFS provision, in the light of a new EYFS teacher team and to continue to ensure our children have the best start in school.</p>	<p><i>In order to secure the best possible outcomes for all pupils we will:</i></p> <p>Continue to implement the Back-to-Basics approach</p> <p>This will include ensuring we continue to work to remove barriers to good attendance; build a trauma-informed toolkit to support identified children in school (Big Inclusion project 7), and enhance the impact of our Family Support team through the creation of a family support "hub".</p>	<p><i>In order to ensure all our children, become successful, members of our school and wider communities:</i></p> <p>Review and publish new three-year Pupil Premium Strategy. (Big Inclusion Project 8 - IW).</p> <p>This will include reinforcing the importance of whole school approaches such as Thrive, emotion coaching and safeguarding procedures for many of those pupils in receipt of pupil premium.</p>

Are all stakeholders contributing effectively to the Federation's vision, ethos and values? (IW and LF)





Respect underpins all interactions and relationships within our community, which enables members of the federation to contribute positively to a diverse and ever-changing society.

Key Objective 1:	Key Objective 2:	Key Objective 3:
<p><i>In order to enable all pupils to engage fully in school and in the wider community, now and in the future:</i></p> <p>Complete review of behaviour policy and practices – underpinned by the ethos of “When the Adults Change”, including an effective focus on the development of strong, confident and appropriate pupil voice.</p> <p>This will also include ensuring the wider curriculum provision provides regular and cohesive opportunities to encourage engagement in positive social and community activities, and promote inclusion and diversity to strengthen the teaching of British Values.</p>	<p><i>In order to ensure all our children are successful members of our school and wider communities we will:</i></p> <p>Ensure Emotional Well-Being Plans develop an understanding of pupils executive functioning skills.</p> <p>This will also include a review of ELSA support and how this links with Thrive, MELSA, Drama Therapy and nurture.</p>	<p><i>In order to ensure the well-being needs of pupil premium pupils are met effectively we will:</i></p> <p>Identify these pupils at progress meetings and triangulate their needs with the support in place provided by wellbeing systems and provision. (Big Inclusion Project 8 - IW).</p> <p>This will also include ensuring this is a feature of the revised Pupil Premium Strategy and a focus on CiC.</p>

Are individuals, including SEND pupil premium supported to achieve their best? (CM and LJ)





Everyone will achieve their best!