



The Oaks CE Learning Federation Improvement Plan 2026 -2027

Our Vision

Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

"Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go" Joshua 1: 9

Values

All we do within our schools are influenced by our vision and values:

LOVE – THINKING OF OTHERS BEFORE OURSELVES

RESPECT – SHOWING VALUE TO EVERYONE AND EVERYTHING AND CELEBRATING OUR DIFFERENCES.

COMPASSION – ‘STANDING IN SOMEONE ELSE’S SHOES’

STRATEGIC GOALS

Love – caring for every child, ensuring every child can reach their potential - Children's progress is consistently high across all schools and all children progress is comparable between schools within the Federation.

Respect – Sharing best practice respecting each other to reach true collaboration. – ensuring best practice in teaching is distributed within all schools within the Federation, resulting in a consistent pedagogy, in order to truly evaluate the impact of provision on outcomes and support staff in their constant pursuit of excellence, resulting in high outcomes for all children.

Compassion – standing in a child's shoes - Ensure our curriculum is appropriate for every child, taking into consideration age, stage of development, individual need and inclusivity. Also that we preserve the wonder of childhood, with a curriculum that is driven by children's interest's and builds children cultural capital while developing a love of learning.

Courageous Advocates – Children develop an understanding that we can make a positive difference in the world and that every act of kindness is a positive step to a better world – preparing us to be future ready to make the world a better place.

BI- book look, PC pupil conference, PS planning scrutiny, m-meeting TC –teacher conferencing, COM – coach, observe, mentor M- meeting, PM progress meetings

Long Term Goal 1 <i>positive difference Future ready</i> Leaders and teachers ensure that Ordinarily Available Provision, effective tasks for children and additional interventions for children with SEND are precise and clearly reflected in lesson, so that these children can make strong progress and <u>maximise their attainments</u>. Success Criteria <u>OAP in classes matches children's area of need and impacts positively on learning and independence</u> BS, LW, PM <u>Implementation and recording of interventions is consistent and leads to accelerated progress</u> PM, LW, BS <u>Tasks are consistently adapted to support access to all curriculum areas and where needed adaptation to curriculum starting points</u> BS, LW, PM <u>ALL leaders have established a clear and consistent understanding of Ordinarily Available Provision across the school</u> M TC <u>ALL staff demonstrate confidence in implementing the schools graduated approach to SEND support</u> M TC <u>Individual plans are reviewed regularly and accurately reflect pupils needs, support and progress.</u> PM LW <u>Monitoring activities demonstrate that SEND provision is implemented across ALL CLASSES</u> LW, BS, PM						
Short term goals - 2025-26 – Established Ordinarily Available Provision across the Federation in ALL classes – Lead Teacher Grace Allinson						
	Termly action	Intended impact	Predicted costs	Governor monitoring	Dates	
	<u>Autumn 1</u> SEN timetables are in place for each LSA so expectations are clear regarding their role Meet with LSAs to outline SEN policy and expectations of OAP and importance of following IEPs closely Meet with staff to outline SEN policy. To discuss what is OAP and outline responsibilities and actions regarding IEPs and children's progress <u>OAP is practised in all classes</u>	SEN timetables are followed at each school LSAs understand their responsibilities M BS, LW) There is a clear understanding of the policy, graduated approach and OAP There is a full understanding about why IEPs are written, used and reviewed consistently for ALL staff (M, BS, LW) Children are learning positively because work is matched to need and they can access task independently (m, BS, LW)	None GA to use SENCO days	Meet with inclusion lead before half term to see Evidence of Timetables of interventions Recording of interventions Inclusion leads evidence of monitoring and evaluating the quality of interventions SEND gov to report to the FIP team from meeting with Inclusion lead	Aut 1 LSA meeting in each school? Staff meeting Staff meeting re task designs	

	<i>Inclusion lead to work with new w to support provision for children with additional needs</i> <u>Autumn 2</u> <i>LSA time to be as effective as possible across the Federation</i> <i>Interventions are delivered successfully to a high standard</i> <i>Inclusion lead to have knowledge of and information regarding OAP and IEPs for children with SEN</i> <u>Teachers in PPA/ daily are adapting work to match need consistently to support all children's access to the curriculum</u>	New staff understand expectations and feel supported and gain confidence in knowing their role, SENCO role and responsibilities (M TC, LW) SEND , OAP standards and expectations are evident (LW, BS, PM) Intervention impact measured LSAs to record interventions , creating evidence (LW, BS , M) LSAs will be confident in filling out children's individual documents stating which interventions children have been part of and the impact of this (BS, LW, TC, PM) There is clear evidence of task adaptation across the curriculum (BS, LW, PM)		<i>Meet with inclusion lead before half term to see Evidence of Impact of inclusion lead reactions from monitoring and evaluation and last visit</i> <i>Recording of the impact of interventions</i> <i>Collation of impact of interventions by inclusion</i> <i>Governor samples IEPs from across the Fed</i> <i>(prior to FIP)</i>	Aut 2	
	<u>Spring 1</u> <i>Review and look at progress of SEND outcomes using data /progress reviews</i> <i>Review and look at those children not making expected progress using data progress reviews</i>	Evidence of reduced SEN attainment gaps Improved attainment in core subjects reduced behaviour incidents (PM, BS LW, PS) Review OAP and task designs being implemented for these children and discuss how to improve to		<i>SEND gov to meet with inclusion lead to review case studies using data/progress</i> <i>Example in each school of a child</i>		

	<i>Individual Plans such as IEPs, BMs, intimate care plans etc are reviewed and completed in a timely manner to the expected standard</i> <i>Parents have knowledge of these docs and are working in partnership with staff</i> <u>Spring 2</u> <i>OAP is clearly evident in all teachers reviewed PPA planning to meet children's needs</i> LSA confidence and knowledge to deliver interventions and use of timetable is consistent and established. Teachers are consistent in meeting and supporting LSAs regarding IEPs etc	ensure successful independent learning – progress (PM, BS, PS, LW, BL) SMART targets are evident , and reference to adaptation to meet need to support progress Staff are confidently completing these understanding expectation regarding time and content (m, PS,) Documents updated and signed with parents Inclusion lead informed about updates and progress Books and lesson planning clearly show OAP evidence and it independent learning is observed owing to task design (PS, BL, Lw) When inclusion lead meets with staff it is evident through discussion that staff are consistent in working as a team to support children's progress (TC PS, PM) Questionnaire to be completed		<i>making strong progress and why . Example of a child who has not made progress and why and what are the actions in place</i> <i>Govs FIP visit and meet with inclusion lead – then learning walk across the schools to see examples of OAP and inclusion support</i>	<i>Staff meeting – consistency in process of paperwork /task/targets to meet needs – partnership with parents</i> Parent forum – partnership	
	<u>Summer 1</u> <i>All children can access learning through carefully thought planning and task design to meet needs</i>			<i>FIP learning walk to see impact of adaptive tasks on</i>	<i>Summer 2</i>	

	OAP is clear in every day practice <u>Summer 2</u> OAP is established in practice all staff confident in practice All staff are confident in understanding processes and strategies that support SEND Planning and books show evidence of adaptation of tasks much more consistently	A range of children in each school can discuss how the structure of their work has helped them to learn and make progress (PC, BL)) Planning documentation, classroom environment, children's ability to work independently and make progress in their tasks are observed (BL, PS, LW) Staff teaching and planning abilities have improved and team work and paperwork/reviews/processes in each school to ensure needs are met improved (BL, PS)		engagement understanding and independence – Overview of any additional support for any adults Inclusion lead shares summer end of year report with govts		
Evaluation						

Long term goal 2 –To ensure that teaching , learning and assessment (High Quality Inclusive teaching) is strengthened so that it is consistently effective across all classes so that all children are challenged appropriately Progress and pursuit of excellence

Success criteria

- There is clear expectations of a typical lesson to ensure that teachers are planning effectively. Teaching and learning is consistently effective across all classes (BL, PS, LW , COM)
- *Expectations of behavior and use of time ensure that all children are productive and there is challenge through the lesson (PS, BL, COM, LW)*
- *Teachers plan for and deploy additional adults so that they have an impact in ALL points of the lesson(PS, BL, LW, COM)*
- *Formative assessment is effective in lessons so that planning and teaching is adapted to address misconceptions and gaps in the learning (PS, COM, BL, LW)*
- *Resources are chosen to ensure that they support learning and independence(PS, COM, LW, BL)*

Short term goals – 2026 -27 – Teaching and Learning – Lead Teachers – [Jon Warren](#) and [Mary Flynn](#)

	Termly Action	Intended outcome	Predicted costs	Governors	Times and dates	
	<u>Autumn 1</u> To revisit strengths already in place To ensure continued , retrieval practice at start of lessons , use of the 5Cs and smooth transitions with high expectations of all children’s behaviour everywhere in school To ensure there is a shared understanding of expectations of a lesson format Provide CPD on gradual release model (I do, you do, we do) cutaway groups and effective modelling using a visualiser Ensure all classrooms have stem sentences displays, discussion prompts and visualisers in place ECTS receive focussed training on these aspects throughout the year	Staff continue practice developed but understand the expectations and begin implementing consistent strategies . (ps, lw) Staff are developing expectations of shared lesson format (ps, lw, com) Staff are confident in using visualisers in core subjects And the gradual release approach is evident in core subjects (com, lw) Classroom environments all have displays in place (lw)	SLT time will be used and some extra coaching and mentoring release time	Learning walk /FIP MF talks through typical lesson and they look for elements of the lesson across the Fed KS1 For governors to see key focus and expectations of teaching and learning in practice Look at impact on children Expectations of behaviour Gradual release Learning and use of resources	End of autumn 1 Three staff meetings set aside Analyse current practice and the journey for visualiser training Gradual release model Stem sentences Marking and feedback	

	<i>Revisit live marking and expectations of marking and feedback</i> <i>Teacher conferencing to support implementation and identify individual coaching targets</i> <i>Baseline planning scrutiny and book look to establish current practice</i> <u>Autumn 2</u> <i>Coaching through teacher conferencing (TC) focusing on questioning, modelling and use of visualisers.</i> <i>Book looks (BL) to evaluate impact on children's recording and evidence of challenge.</i> <i>Planning scrutiny (PS) to monitor gradual release model and cutaway groups.</i> <i>Pupil conferences (PC) to evaluate children's confidence in using sentence stems and discussion symbols.</i> <i>CPD on lesson structure use of visualisers and gradual release given to TAS</i> <i>Share effective practice during staff meeting (M).</i>	<i>New TLA and behaviour management policies in place that staff use confidently (ps,)</i> Greater consistency in classroom practice. Children increasingly articulate reasoning using agreed sentence stems and engage confidently in purposeful discussion. (lw, PC) Children are able to talk about and use sentence stems and discussion symbols (pc, lw) TAs are confident to follow the format of gradual release and lesson structure inc visualisers (lw, PS)		Governors receive monitoring report and meet with leads		
	<u>Spring 1</u> <i>Refresher CPD responding to monitoring findings (M).</i> <i>Peer observations to showcase effective modelling and adaptive teaching.</i>	Teaching becomes increasingly adaptive and inclusive. High expectations are evident across classrooms with effective use of modelling and challenge (bs, lw, com)	Staff release time for peer observations	Governor monitoring visit focusing on quality of teaching-modelling and challenge-task design	FIP team Spring 1	

	<i>Teacher conferencing (TC) focused on challenge, inclusion and behaviour for learning.</i> <i>Planning scrutiny (PS) to ensure challenge is evident for all learners.</i> <i>Book looks (BL) focusing on evidence of high expectations and progress.</i> <i>Continued CPD for TAs on lesson expectations</i> <i>Staff are live marking in lessons particularly in core subjects</i> <u>Spring 2</u> <i>Revisit live marking and feedback</i> <i>Review /coach TA development as support in lesson and teaching roles in lessons</i>	<i>TAs are more confident in their roles in the classroom and high expectations (tc, com , ps)</i> <i>Live marking is evident in all core lessons</i> (ps, bl) Marking and feedback are making an impact on all children's learning (bl, lw, pc) <i>Tas confident in teaching , learning , expectations of children's independence and marking</i> (bl, tc)		<i>and task adaption (pre FIP visit)</i> <i>FIP meeting (pre visit)</i> <i>Impact of coaching and ECt support</i>	Mid year review <i>First staff meeting review progress look at marking and progress</i>	
	<i>Summer 1 and 2</i> <i>Pupil conferences (PC) to evaluate children's understanding of learning routines and classroom discussion.</i> <i>Teacher conferencing (TC) to support remaining staff development priorities</i>	<i>Consistently high-quality inclusive teaching is evident across the federation. Children confidently articulate their learning, experience appropriate challenge and learning time is maximised through high expectations of behaviour.</i>		FIP learning walk across the Federation to look at impact of teaching and learning inc EY	<i>Staff meeting review for next steps and practice evaluation</i> <i>Subject leads give feedback to governors during</i>	

	. Book looks (BL) and planning scrutiny (PS) to evaluate consistency across the federation. Staff meeting (M) to evaluate impact, identify next steps and plan sustainability into the following academic year. Celebrate effective practice and share case studies.			Governors evaluate impact against success criteria and receive end-of-year report on each year group (focus too on HA childrens progress) Governors Can see evidence of challenge in books and pupil conferencing	summer term or at meetings?	
Evaluation						

To develop Writing planning and provision so that it is consistently effective and progress is strong for all groups with a focus on the levels of challenge for each year group and the impact and effectiveness of the learning journey. *progress and pursuit of excellence*

Success criteria

The teaching of handwriting is highly effective and supports children's development linked to progression document.

Marking and Feedback in lessons ensure that errors in foundational skills are addressed

Writing planning ensures foundation knowledge and writing fluency are secured and that there is appropriate pitch for mixed age classes

Writing assessment impacts on targeted teaching for individuals, groups and where necessary the curriculum so that progress is made

Writing planning demonstrates clear progression in knowledge, skills, and vocabulary from EYFS to year 2

All units of work are built around a carefully sequenced learning journey that enables pupils to successfully achieve the intended writing outcome

Planning provides appropriate challenge for all pupils, including SEND, disadvantaged pupils and higher attaining pupils.

Teaching of Vocabulary and oracy

Task adaptation for higher attainers and lower attainers

Agreed routines and expectations so that children are ready to learn and learn effectively during the lesson

Planning revised so that there is clarity on expectations of children in mixed year groups

Short term goals – 2025-26 lead teacher Holly Scotland

	Termly Action	Intended outcome	Predicted costs	Governors	Times and dates	
	<u>Autumn 1</u> KS1 staff to implement handwriting sessions x3 weekly from Aut 1 week 3 Staff recall nip flip and grip vocab and demonstrate Handwriting displays up in class and pictures of nip flip and grip Range of tools to support grip development EYFS staff start to implement handwriting sessions in Autumn 1 week 3 alongside daily gross and fine motor skills sessions KS1 To begin to use new planning format and follow Hampshire long term plan for writing	Teachers have assessed children's pen grip needs and resources being used if appropriate Pupils are using nip flip and grip Pupils have secure letter formation and presentation skills are improving (lw, bl) Children develop the muscles in gross and fine motor development to enable them to hold pencil appropriately to start formation control and excitement and confidence to mark make (lw) Writing is planned progressively and consistently across KS1 High quality texts are being used and explicit modelling (use of visualisers) used to develop writing skills (lw, bl)	SLT time release and any extra time dependent on teacher support required HS to monitor plans and adult deployment in lessons	Writing governor meets HS to go through handwriting progression doc and outcomes of their initial handwriting /marks in books /paper (pre FIP meet)	Staff meeting reminder of expectations and vocab. HS to model lesson expectations Holly to support staff new to EYFS team in PPA regarding child development	

	<i>HS/JW/ML to meet with Lisa Karulis to plan next learning stage</i> <i>All teachers to identify additional adult deployment on English planning</i> <i>Additional adults/TAs trained on expectations of handwriting and spelling</i> <i>Establish routines and expectations for marking (inc live marking)</i> <i>To continue to develop use of dictation to support overlearning of grammar and spelling</i> <u><i>Autumn 2</i></u> <i>Review planning – look at the impact of new learning journeys and impact on children’s progress</i> <i>Deliver training on effective writing instruction – guided , shared and modelled to teachers and TAs</i> <i>Review marking and feedback</i> <i>From monitoring Pupils requiring additional handwriting interventions are identified and targeted support arranged</i>	<i>The next phase of curriculum development is carefully planned, ensuring learning journeys remain coherent, progressive and aligned with the writing framework</i> <i>(ps, bl)</i> <i>Additional adults are deployed strategically during lessons to provide support and challenge , enabling targeted pupils to make stronger progress and maximise learning opportunities.</i> <i>(ps, tc)</i> <i>TAs confident in knowing expectations and begin to implement effectively</i> <i>(tc, lw)</i> <i>A consistent approach to marking and feedback is established across all schools providing clear guidance to children of how to improve their learning</i> <i>(lw, ps, bl)</i> <i>Staff are including dictation in their lessons</i> <i>(ps, bl)</i> <i>Planning is more developed and learning journey is supporting curriculum outcomes and children’s progress</i> <i>(ps, bl, lw)</i> <i>All staff develop confidence and consistency in teaching writing leading to improved engagement and writing outcomes</i> <i>(lw, tc)</i> <i>Staff are marking consistently and children are responding</i> <i>Pupils are given targeted support and improvements are beginning to be seen.</i> <i>(pm, bl)</i>		<i>Governors in FIP visit observe handwriting lesson</i> <i>And sample a range of books from three schools at different year groups and vulnerable groups for consistency</i>	<i>Planning day 25/9</i> <i>Regular book monitoring inc bring to staff meetings</i> <i>Book monitoring from year leads and lesson obs</i> <i>Meetings/time set aside to instruct all staff</i>	
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	<i>Inclusion lead to monitor specific groups</i>					
	<u>Spring 1</u> <i>HS/JW/ML to meet with Lisa Karulis to plan next learning stage</i> <i>Review drawing club and its impact on early writing skills in year R</i> <i>Review handwriting lessons and progress made and link/expectations of this within /English lessons and the wider curriculum</i> <i>Moderate writing across both key stages</i> <i>Deliver training on how to plan and effective learning journey using the LTP to guide</i> <i>Lessons observed to see all staff using skills taught so far inc TAs</i> <u>Spring 2</u> <i>Review planning – look at impact of the following</i> <i>Drawing club progress</i> <i>Handwriting – interventions impact</i> <i>Impact of learning journeys</i> <i>Impact of feedback and marking</i> <u>Summer term</u> <i>Review writing curriculum and writing journey and adapt and plan</i>	<i>The next phase of curriculum development is carefully planned, ensuring learning journeys remain coherent, progressive and aligned with the writing framework (ps)</i> <i>Staff assess impact and how to continue with this writing approach during the year – adaptations made if appropriate (ps, lw com)</i> <i>There is evidence of impact and cross over in lessons of skill building (lw, bl, m)</i> <i>All staff are confident in how to moderate effectively and writing judgements are accurate and consistent across year groups (com, m, tc)</i> <i>Staff are confident to plan purposeful and coherent learning journeys that build knowledge and skills (ps, m)</i> <i>Mid year review and adaptations</i> <i>Adapt forward planning to ensure consistent and structured approach to maximise children's progress</i> <i>Curriculum is successful and has provided the structure to enable</i>		<i>FIP team (LW)</i> <i>Evidence consistency of writing approach in KS1</i>	<i>FIP team Spring 1</i> <i>Meet spring 2</i> <i>Progress reviews in summer term</i>	

	<i>To review handwriting progress /letter formation in writing and if children are applying these skills in all curriculum subjects</i>	<i>children success and progress across a range of genres</i> <i>Children are holding pencils correctly and forming legible handwriting with style expected in writing and across curriculum subjects</i>		<i>English lead meets FIP team to discuss year journey looking at books and learning across the curriculum to evidence impact on handwriting and quality of writing</i>		
<i>Evaluation</i>						

Long term goal 4 *To Further develop the consistency of planning and implementation across Year R with a focus on enhanced provision and provision outside maximising the impact of all adults -.*

Success criteria

All year r/1 staff maximise the opportunities of engaging children in high quality interactions throughout the day

Baseline and ongoing summative assessment is used to adapt the curriculum including the use of outdoors and enhanced provision to address relative weaknesses of the cohort

Outdoor environment replicates the learning environment inside(on a larger scale) and is used consistently , it is adapted to match learning interests and curriculum areas

Children's learning and progress is impacted positively through both continuous and enhanced provision, and the deliberate changes to these I light of assessments

Systems are in place to support all adults understanding the current attainment of children that are working below age related expectations , including vulnerable children and systems ensure strong knowledge of individuals

Systems in place to increase progress of target children are used consistently and are impacting positively on pupil outcomes

All adults have an impact on learning and progress , through effective deployment , questioning and any additional interventions.

	<i>New support staff receive training about questioning and interaction to maximise children's learning</i> <i>Establish systems and routines for delivering interventions and phonics keep up in both reception and mixed year R/1 classes</i> <i>Review text drivers to drive learning and provision , plan ahead fir the next term</i> <i>Attend year R network</i>	<i>Support staff begin to gain confidence with the curriculum and how to question children effectively to further learning (lw, com, ps)</i> <i>These sessions are delivered consistently and effectively enabling children to address gaps in learning and make accelerated progress (bl child initiated , lw, ps)</i> <i>Carefully selected texts provide meaningful contexts for learning ensuring broad and engaging curriculum that builds opportunities to develop children's vocabulary knowledge and skillsets (ps, lw)</i> <i>Team are updated with practice expectations and continue to develop skillset as EY practitioners Com , ps)</i>		<i>Early years governor to meet with lead to analyse baseline and cohort needs</i> <i>Impact of support in NM (based at NM)</i>		
	Spring 1 Attend DFE profile training (summative assessment) <i>Review outdoor learning environments provision make adoptions</i> <i>Continue to review routines and expectations for interventions. Drive through focus on secure blending for those not secure at this point</i> Spring 2	<i>Staff confidence and accuracy in profile judgements strengthened (tc)</i> <i>Outdoor provision remains engaging and purposeful providing learning opportunities to meet all curriculum areas (lw, ps)</i> <i>Targeted phonics is organised to target children's needs (ps, m,)</i>		<i>Meeting EY lead to evidence impact of support and challenge on learning environment and its use and overview of summative Autumn term assessments and how planning will be adapted and individual assessments/planned activities</i>	<i>20 jan – 12 Feb</i>	

	<i>Attend year R network</i> <i>Review indoor environments. Make adaptations and changes in light of children's development and interests</i> <i>New support staff receive training about questioning and interaction to maximise children's learning</i> <i>Review text drivers used to drive learning and provision , plan ahead for summer term</i> <i>Continue to review routines and expectations for interventions . Begin to have a greater focus on securing writing for those who are at risk of not meeting GLD</i> <i>Summer term</i> <i>To review progress of the outdoor learning environment</i> <i>Is it meeting needs</i> <i>To plan transition aspects of learning outdoors with KS1 colleagues</i> <i>To review if outdoor learning has made a positive impact on GLD results</i> <i>To review if all staff are confident to know how to interact and ask questions and support in play to raise outcomes for all pupil groups</i>	<i>Team are updated with practice expectations and continue to develop skillset as EY practitioners(com)</i> <i>The environment continues to reflect children's evolving needs and interests. It promotes independence, engagement and high quality learning opportunities</i> <i>Support staff begin to gain confidence with the curriculum and how to question children effectively to further learning</i> <i>High quality texts continue to underpin a rich coherent curriculum supporting oracy literacy and cross curricular learning</i> <i>Targeted writing support enables children to make accelerated progress improving confidence and independence in writing</i> <i>The environment continues to reflect children's evolving needs and interests. It promotes independence, engagement and high quality learning opportunities</i> <i>Colleagues in key stage 1 understand how learning outdoors supports progress in learning and review the transition to support this</i> <i>Staff can talk about new skills that they have learned and now feel confident in using daily</i> <i>Setting up continuous and enhanced</i>		<i>Governors FIP focus on outcome of environment change on learning and observe teaching from all staff with EY lead Inc OAP</i> <i>Meet EYFS leader/KS1 leader re use of enhanced provision within year ks1 to support effective transition –case studies of children who have not yet met GLD</i>		
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	<i>To attend year R network</i> <i>To review the year as a team and plan forward</i>	<i>Questioning</i> <i>Taking the child's learning forward</i>		<i>EY lead meets EY gov to discuss years improvements and impact on data outcomes</i>		
Evaluation						

Long term goal 5 To develop the federation well being strategy so there is a whole school approach to mental health and well being , centred around the 8 principles(leadership and management, Ethos and environment, Curriculum, Teaching and learning , Student voice, Staff development, health and well being , Identifying need and monitoring impact, Working with parents and carers and Targeted support) PSHE and Health Education and fostering a respectful environment for all

Success criteria

Short term goals – 2026-27 led by Grace Allinson MHL and Mary Flynn

	<i>Termly Action</i>	<i>Intended outcome</i>	<i>Predicted costs</i>	<i>Governors</i>	<i>Times and dates</i>	
	<i>Autumn term</i> <i>To discuss government guidance on mental health and well being in school settings</i>	<i>Staff understand guidance and what support should be in place and how the school values stand with the guidance</i>		<i>Read the guidance</i> <i>Governor assigned to the role of mental health and well being</i>	<i>Autumn staff meeting</i>	

	<i>To send out questionnaire to all staff regarding health and well being</i> <i>To create a clear federation well being policy that is understood and shared with staff</i> <i>To share the well being charter with staff</i> <i>To start researching / scheduling well being events for staff</i> <i>Mental health and well being links are added to the school website for parents and children.</i> <i>Mental health links are actively promoted internally at all schools</i> <i>School councils are set up to support mental health and well being and pupil voice in each school</i>	<i>Staff complete the questionnaire and this is analysed as a baseline</i> <i>A policy is reflected that incorporates the vision and values</i> <i>Staff and pupils know who they can go to for support - Staff rooms have information board to support well being</i> <i>Activities organised and staff attend</i> <i>The school community know how to find support</i> <i>Pupils feedback their opinions , ideas , thoughts freely – action taken if necessary to support pupils</i>		<i>Are involved in the questionnaire sent out and then analysed for baseline information</i> <i>Governor can attend a school council meeting at one of the schools</i>	<i>Autumn 2</i>	
	<i>Spring 1</i> <i>Staff Mental health and well being is reviewed a to see impact of available support</i> <i>Children's Mental health week February</i> <i>School council meetings are scheduled</i>	<i>Next steps from discussions are programmed in to action</i> <i>Planned activities , children more aware</i> <i>Pupils feedback their opinions , ideas , thoughts freely – action taken if necessary to support pupils</i>		<i>Governor visits schools to see mental health week activities</i>	<i>Feb 2027</i>	

	<u>Spring 2</u> Parent forum held to discuss mental health and well being Review Well being activities being planned across the curriculum /threaded through or as part of PHSE curriculum Mental health and well being links are added to the school website for parents and children. Mental health links are actively promoted internally at all schools <u>Summer</u> Review impact of school council Staff complete another questionnaire in reference to their well being Review progress in research about Mental health and well being and find supportive materials to continue into next year	PHSE lead and year leads ensure this is on LTP and MTP plans The school community know how to find support Next steps are planned There is a clear overview of staff well being from the questionnaire and any areas that need development		In spring 2 governors review well being strategy and impact on these in the school community Mental health lead writes a report for governors about the years actions and impact on the school community	June FGB	
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Evaluation						

Long term goal to continue -. To develop children's understanding of spirituality and these spiritual moments can be encapsulated *the wonder of childhood* how they can make a *positive difference in the world* – courageous advocacy

Success criteria

- Levels of behaviour are consistently high as children can articulate how their behaviour can make others feel (lw)
- Children can talk about the impact of their actions, including charity work, acts of kindness etc (pc)
- Children recognise when others are making a difference and celebrate this. (pc)
- Children's spiritual development impacts on their understanding of the world (bl, ps, Pc)

All stakeholders are able to articulate how our vision and values impacts on the running of the schools within the federation and provide examples of how our vision and values make a positive impact on the lives of our pupils, families, staff and wider community (Stakeholder conferencing)

Short term goals - 2026-27 – lead teacher Mrs Vikki Day vikki.day@Lyndhurst.hants.sch.uk

	Termly Action	Intended outcome	Predicted costs	Governors	Times and dates	
	<u>Autumn 1</u> Staff meeting: -Staff to feedback on progress with mirror and door moments. Candle moments to be launched through collective worship programme. Candle moments to be planned for on medium term planning Re lead takes learning walks across the Federation	Evidence of spirituality in learning environments e.g. displays around 'door moments' Hearing the language of mirror, door, window and candle moments used around our schools. (LW) Evidence of planning for Candle moment on MTP (PS) Evidence of planning for Candle moment on MTP (PS)	Cost of spirituality bags to be researched by RE Lead	RE Lead to meet with RE Governor to demonstrate impact of learning environments , candle moments and spirituality bags(PC)	Autumn 1	
	<u>Autumn 2</u> RE Lead to conduct further pupil conferencing across the Federation and compare with feedback from Autumn 2	Spiritual areas in class and across the school are evident. Teaching staff to have an understanding of how our children have progressed in their spirituality this year.				

	<i>Spirituality bags to be created for each pupil to take home, containing a representation of a mirror, door, window and candle</i>	<i>Children to be able to share their bags with their families. Further develop their understanding and vocabulary around spirituality outside of school.</i> <i>Children to further develop their courageous advocacy and understand that they can make a difference in somebody else's life. (Pc)</i>				

Evaluation						

