



Each leader implements their own response plan and evidence trail regarding their response to, and impact on, the key priority they have responsibility for. Improvement activities are detailed in the federation's strategic and operational plans each term.

### Mary Howard Primary School

Mary Howard is a small, rural Primary school situated in the village of Edingale close to the River Mease. There are currently **45** pupils on roll. The school is part of **The Mease Federation** with **St. Andrew's Primary School** which is situated in a nearby village approximately 3.5 miles away. The schools have been federated for 14 years, sharing a budget and governing board. There is one Executive Headteacher across the federation who started in the role September 2019 and a Senior Leader (TLR) based in each school. Leaders have responsibility to champion improvement across the federation. Mary Howard last had an Ofsted inspection in 2014 and was judged to be Outstanding. We self-evaluate the overall effectiveness of Mary Howard to be currently **good**.

In order to help our pupils at Mary Howard to succeed, we have identified that our curriculum needs to:

- Promote aspiration
- Promote resilience
- Provide opportunities for them to be independent in their decisions and actions
- Broaden their experiences

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**The Mease Federation**  
Mary Howard St. Andrew's

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## Federation Evaluation...

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## ...for Federation Improvement

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### 2021 - 2022

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Believe

**The Mease Federation** is a union of two, small, rural Primary schools in villages that lie on the River Mease. **Mary Howard CE Primary School** and **St. Andrew's CE Primary School** are both church schools that are connected not only by the river, but by the ambition they both hold for all the children within the federation.

## MOTTO

**The Mease Federation's** motto is **Believe** – believing in you, believing in each other and believing in our faith. *'I can do all things through Christ who strengthens me'* (Philippians 4:13)

## VISION

At **The Mease Federation** we are aspirational for the future of all our pupils in that they will learn how to grow and develop into physically and mentally healthy, successful, spiritual and moral citizens. In our inclusive Christian schools, we support each other to thrive together as *'One Family Under God'*.

## MISSION

At **The Mease Federation** we are a community of children, parents/guardians, staff, governors and neighbours who challenge and support each other to flourish. Our mission is to provide a safe space for our pupils to develop:

- A life-long love of learning
- Inquisitive, creative and critical thinking skills that they can use to solve problems
- A willingness and ability to communicate with different audiences
- Confidence and resilience in and out of school and their future workplace

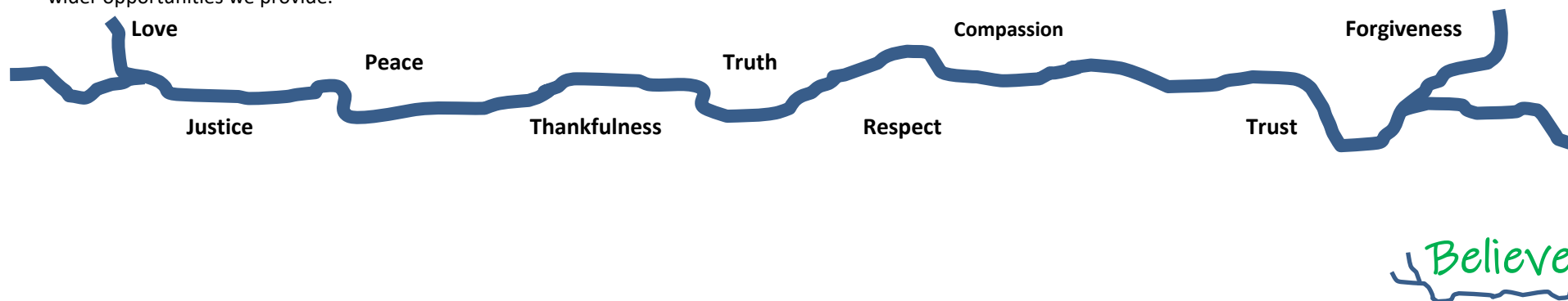
## INTENTIONS

At **The Mease Federation** our intentions are to motivate, appropriately challenge and support all the pupils to experience enjoyment through academic, personal and social achievement. We enable this to happen by providing:

- High quality teaching
- A varied and relevant curriculum
- Collective Worship

## VALUES

**The Mease Federation** has a strong commitment to Christian and Human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide.



So, what is it like  
for pupils at  
Mary Howard?

### The Quality of Education at Mary Howard is GOOD

#### Strengths: Our curriculum...

- ✓ Enables pupils to learn and achieve good results through systematic progress and appropriate challenge.
- ✓ Ensures pupils make progress – know more and remember more due to our carefully planned Learning Flows and rolling programmes of teaching over Class 1 (R, Y1, Y2), Class 2 (Y3, Y4) and Class 3 (Y5, Y6) for Science and foundation subjects.
- ✓ Prepares pupils well for their transition to secondary school because it is aspirational for their outcomes and there is clarity over end points.
- ✓ Enables the majority of pupils to read to an age-appropriate level and fluency, starting with the successful teaching of synthetic phonics using books that match the children's phonic knowledge.
- ✓ Is delivered using our teachers' excellent subject knowledge, supported by leaders.
- ✓ Is underpinned with an environment that focuses on the pupils and their learning.
- ✓ Uses assessment (3x a year) to identify if the pupils are 'developing', 'striving', 'demonstrating' or 'transferring' knowledge and to respond quickly if additional intervention with teaching assistants is needed through programmes such as Accelerated Reader.

#### The Quality of Education is not graded higher as...:

- ⇒ Disadvantaged pupils and those with SEND are just starting to gain more knowledge and cultural capital that they need to succeed in the future.
- ⇒ More opportunities within the curriculum are needed to equip all pupils with cultural capital.
- ⇒ Foundation subjects are currently weaker as they haven't yet been developed in line with English and Maths due to strategic-focused time lost due to COVID lockdowns.

### Behaviour and Attitudes at Mary Howard is GOOD

#### Strengths: Our pupils...

- ✓ Demonstrate consistently excellent attitudes to learning.
- ✓ Respond positively to high expectations and the federation's Behaviour for Learning and Caring policy.
- ✓ Demonstrate excellent behaviour in lessons, around school and on trips and residential visits.
- ✓ Behaviour does not disrupt lessons or the day-to-day life of the school.
- ✓ Have not required any permanent exclusions for many years.
- ✓ Work with leaders and staff to create a positive environment in which bullying is not tolerated.
- ✓ Are confident that the schools would deal with any bullying and peer-to-peer abuse and base this confidence on their own experiences and now having more opportunities to talk about and understand these potential issues through our daily **CONNECT** time (Communication, Open-mindedness, Nurture, News, Empathy, Calmness, Time).
- ✓ Pupils are safe and say that they feel safe.

#### Behaviour and Attitudes is not graded higher as...:

- ⇒ An improvement in punctuality and attendance (94.91% Nov '21) is required for a small group of pupils.

Believe

### Personal Development at Mary Howard is GOOD

#### Strengths: Our school policies and practice...

- ✓ Incorporate provision for pupils' spiritual, moral, social and cultural education wherever possible.
- ✓ Promote British values and develop responsible, respectful and active citizens through key roles and responsibilities such as School Council and Anti-Bullying Ambassadors, all underpinned by our **Vision, Mission, Intentions** and **Values**.
- ✓ Encourage discussion and debate whilst promoting respect and tolerance.
- ✓ Ensure equality of opportunity and promote an inclusive environment.
- ✓ Enable us to develop pupils' character as a small school and through great knowledge of our pupils and strong links between their home and school life.
- ✓ Help pupils (and their parents / carers / guardians) to understand online and offline risks.
- ✓ Promote pupils' physical and mental health, beyond the curriculum, through lunchtime and after school clubs with Premier sports coaches, advice / signposting on newsletters and the website, CONNECT time and our Healthy Curriculum which builds on our Healthy, Happy, Learning recovery curriculum provided during lockdown and focused on mental and physical health as priorities during this time.
- ✓ Develop pupils' age-appropriate understanding of healthy relationships.
- ✓ Promote extra-curricular participation (Sports clubs and a range of activities in Wrap-Around Care) with a strong take-up by pupils.

#### Personal Development is not graded higher as...:

- ⇒ Inclusive access to the learning in foundation subjects needs to be improved for pupils with SEND through more modelling, alternative recording techniques and prompts / instructions adapted to reflect reading abilities.

### Leadership and Management at Mary Howard is GOOD

#### Strengths: Our clarity of vision, ethos and strategic direction can be seen through...

- ✓ Our leaders at all levels who have high expectations and a focus on the curriculum.
- ✓ Our Strategic and operational plans which align staff CPD to the curriculum each term.
- ✓ Our leaders who use monitoring to check teaching is consistently effective through observations, outcomes and conversations with pupils whilst looking at their work together. They take further action if required.
- ✓ The school benefitting from strong engagement with parents / carers and guardians through newsletter and Head's Up communication, excellent support for performances, celebrations and church worships and high attendance at Progress Review discussions. (This engagement was maintained, and strengthened, during COVID lockdowns through regular phone calls with home, Hub-Home newsletters to share news and welcoming consultation and feedback that we used to further improve our Remote Learning provision.)
- ✓ Our leaders who consider staff workload carefully by removing any that isn't necessary and who promote staff wellbeing.
- ✓ Our inclusive culture and leaders who are ambitious about the outcomes for all pupils.
- ✓ Our leaders who use Pupil Premium and Catch-Up Premium to help achieve these ambitions by providing individual, personalised teaching where needed.

#### Leadership and Management is not graded higher as...:

- ⇒ Strategic-focused time lost due to COVID lockdowns has meant that the federation's new distributed leadership model has not had time to become fully embedded and so the impact of these leaders cannot yet be evaluated.
- ⇒ We now need to extend our engagement with parents / carers / guardians, following COVID, so that they also benefit once again from our leaders supporting them to support their children with their learning.

Believe

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>✓ Our governors who share these ambitions and fulfil their focus on the pupils through monitoring, challenge and support, during and between board meetings.</li> <li>✓ Our culture of safeguarding which ensures this and child protection is effective at both schools and our leaders who welcome this being regularly checked by governors through conversations with staff and pupils.</li> </ul> |  |
|---|--|

**Early Years provision at Mary Howard is GOOD**

|   |  |
|---|--|
| <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>✓ Leaders ensure, through monitoring, that the aims we have for our EYFS pupils in Reception are met and children have planned, and un-planned, opportunities to develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS. As a result, children achieve well by the end of Reception and achieve the early learning goals, particularly in mathematics and literacy.</li> <li>✓ Children are taught to read systematically by using synthetic phonics and books that match the children’s phonic knowledge. As a result, all children learn to read words and simple sentences accurately by the end of Reception and the Year 1 Phonics Check outcomes are consistently high.</li> <li>✓ The challenging provision our EYFS pupils receive is personalised in response to their baseline outcomes and enhanced by the mixed age nature of Class 1 where Reception children benefit from playing and working alongside older children in Year 1 and Year 2. Smaller class sizes and two adults facilitating learning, developing children’s love of reading and being able to focus individually on communication and language leads to consistently successful outcomes.</li> <li>✓ The pupils’ development of vocabulary and understanding of language is a priority.</li> <li>✓ Leaders take advice from Development Matters to secure progression in the seven areas of learning and teachers take advantage of the mixed age class and our three-year rolling programme to plan for any pupils who don’t achieve this to quickly gain these necessary foundations they need for the rest of their schooling.</li> <li>✓ Reception and Wrap-Around staff liaise together to ensure everyone has good knowledge of our Reception pupils so that their early years provision is of the same standard before and after school that it is for them during the school day.</li> </ul> | <p><b>Early Years is not graded higher as...:</b></p> <ul style="list-style-type: none"> <li>⇒ Due to COVID lockdowns and pupils’ time away from the classroom, the newly developed continuous provision has not had sufficient time to be embedded with the children and evaluated as to its impact.</li> </ul> |
|---|--|

### Waiting

Improvements need time to embed – *how long?*  
Some follow-up monitoring may be needed  
*Is this the end of your trail?*  
*Or is there more work needed?*

**Holding** staff to account and **Acting** on challenge of non-compliance:  
*Motivation issue? Capability issue? Disciplinary issue?*

### Analysing

End of term / end of year summative assessment outcomes  
Analyse your leadership **impact**, pupil progress, areas requiring improvement. *Have you solved the question?*  
*What is the question that needs solving now?*  
This will be the start of your next evidence trail.....

### Monitoring, Investigating, Evaluating

Look at the learning environment, planning, teaching and books to find out more. Check pitch, coverage, feedback and work. Gather and listen to different voices in the school community.  
*What is it all telling you?*

### Deciding and Planning

Decide what is needed – and who needs it.  
*Support? Collaboration? Training? Purchase of resources?*  
Create your **Response**

### Supporting, Collaborating, Training, Resourcing

Make your improvements through your **Response Plan**. Action needed could include:

- o **Providing** 1:1 staff support (this may need to be layered / repeated over a period of time)
- o **Facilitating** collaboration with someone demonstrating best practice elsewhere in the school / federation
- o **Delivering / organising** training (whole federation / single school / year group / individual / 1:1 'subject surgeries')
- o **Ordering** the required resources

**The Mease Federation's Evaluation Cycle**  
**Leading a steady flow of improvement**

**Believe**

So, what?

## EVALUATION OF IMPACT

Due to COVID lockdowns, staff absence and new staff, these priorities will be taken forward for 'maintenance', 'further improvement' or to be addressed as a 'priority' during 2021-2022

| Federation Priorities 2019 - 2021   | Difference? Self-Evaluation has told us...  |
|---|---|
| <p>To adapt Quality First Teaching approaches (responding and adapting teaching as necessary to meet the different needs of pupils and accelerate progress) <i>so that</i> more pupils in each cohort are 'demonstrating' or 'transferring' their year-group appropriate learning in Mathematics, Writing and Reading by the end of the academic year compared to when they returned after the COVID-19 'lockdown' period (September 2020).</p> | <p><b>Monitoring and self-evaluation has told us that</b> in the majority of cohorts, more pupils were 'demonstrating' their year group appropriate learning in Mathematics, Writing and Reading by the end of the academic year compared to when they returned after the COVID-19 'lockdown' period (September 2020) This priority will be taken forward as <b>maintenance</b> to:</p> <ul style="list-style-type: none"> <li>⇒ Further embed Quality First Teaching with new staff</li> <li>⇒ Focus on more pupils 'transferring' their learning</li> </ul>   |
| <p>To refine provision mapping and targeted 'assess', 'plan', 'do' and 'review' intervention in each school <i>so that</i> pupils with SEND, pupils who are disadvantaged and pupils who require early help, meet their personalised targets or achieve in line with expectations for their year group.</p>   | <p><b>Monitoring and self-evaluation has told us that</b> although provision mapping and targeted 'assess', 'plan', 'do' and 'review' intervention has been refined in each school, it isn't embedded due to the further lockdown and the impact this had on these pupils' learning. This priority will be taken forward as <b>improvement</b> to:</p> <ul style="list-style-type: none"> <li>⇒ Embed the approach and process with new teaching assistant roles and staff</li> <li>⇒ Use <b>Personal Learning Plans</b> to better effect with more involvement of pupils and their families</li> </ul> |
| <p>To engage with staff and parents/guardians in developing and providing The Mease Federation Remote Learning Policy <i>so that</i> during any period of prolonged absence from school, all pupils on roll receive equal access to educational provision that meets their learning needs and sustains their progress.</p>  | <p><b>Monitoring and self-evaluation has told us that</b> this was achieved. This priority will be taken forward as <b>maintenance</b> to ensure new staff and families are confident with the Remote Learning guidelines over the next year, when it is likely they will still be required.</p>  |
| <p>To provide a localised curriculum that demonstrates clear, sequential progression in subject knowledge and skills, whilst also meeting the specific needs of mixed-age teaching <i>so that</i> teachers are able to secure better progress and outcomes in non-core subjects.</p>  | <p><b>Monitoring and self-evaluation has told us that</b> less work than expected was completed on this due to the second period of lockdown in the Spring Term and Covid related staff absences during the Summer Term. This will be taken forward as a <b>priority for 2021-2022</b>.</p>   |
| <p>To use distributive leadership across The Federation to drive improvement by leaders at all levels <i>so that</i> they <u>impact</u> on raising standards in the subject/area that they are responsible for.</p>   | <p><b>Monitoring and self-evaluation has told us that</b> although Maths and English distributive leadership has been used, the disruption meant that this wasn't to full effect. This priority will be taken forward as <b>improvement</b> to:</p> <ul style="list-style-type: none"> <li>⇒ Extend distributive leadership to other subjects / areas</li> <li>⇒ Focus on the impact these leaders have on raising standards</li> </ul>   |

Believe



| Federation Priorities 2019 - 2021   | Difference? Self-Evaluation has told us...  |
|---|---|
| <p>To further develop the Governing Board with defined roles and strategic objectives <b>so that</b> governors directly <b>impact</b> on improving key areas of the federation (e.g. financial and premises strategy).</p>  | <p><b>Monitoring and self-evaluation has told us that</b> the Governing Board now has defined roles and strategic objectives and these have directly impacted on improving key areas of the federation – in particular finances and premises. This priority will be taken forward as <b>maintenance</b> to:</p> <ul style="list-style-type: none"> <li>⇒ Maintain this impact and transfer it to curriculum and learning</li> </ul>                     |
| <p>To ensure The Mease Federation’s Vision, Values and Mission underpin and drive all aspects of decision and strategy making <b>so that</b> the development of the federation, and each school within it, reflects the aims we have for our pupils and their wider community.</p>  | <p><b>Monitoring and self-evaluation has told us that</b> the Mease Federation’s Vision, Values and Mission now underpin all aspects of decision and strategy making and ensure our development reflects these aims we have for our pupils and their wider community. This priority will be taken forward as <b>maintenance</b>.</p>  |
| <p>To engage with leaders, staff, pupils and governors in reviewing and making alterations to the Behaviour Policy <b>so that</b> everyone involved uses it consistently and there is exceptional behaviour across The Federation, in and out of the classroom.</p>   | <p><b>Monitoring and self-evaluation has told us that</b> leaders, staff and governors were engaged and involved in creating the new Behaviour for Learning and Caring Policy (with Anti-Bullying). This priority will be taken forwards as <b>maintenance</b> to:</p> <ul style="list-style-type: none"> <li>⇒ Support new staff and monitor consistent use</li> <li>⇒ Involve pupils in a review at the end of the year</li> </ul>                    |
| <p>To engage with parents/guardians in reviewing and updating Relationships and Sex Education policy and provision <b>so that</b> The Federation meets new statutory guidelines and clarifies the rights and responsibilities of stakeholders in regard to pupils’ learning in this area.</p>   | <p><b>Monitoring and self-evaluation has told us that</b> our new Health and Relationships policy meets statutory guidelines and provides clarification to staff and parents / carers / guardians. This priority will be taken forwards as <b>maintenance</b> to:</p> <ul style="list-style-type: none"> <li>⇒ Support new staff and our parents / carers / guardians</li> <li>⇒ Add resources and review before the academic year 2022-2023</li> </ul> |
| <p>To further develop class Worship and CONNECT time <b>so that</b> they are embedded across The Mease Federation and are supporting the children with their spiritual, social, cultural and academic growth.</p>   | <p><b>Monitoring and self-evaluation has told us that</b> Class Worship and CONNECT time (Communication, Open-mindedness, Nurture, News, Empathy, Calmness, Time) are embedded across the federation. This priority will be taken forward as <b>maintenance</b>.</p>  |
| <p>To ensure local and national Health, Safety, Wellbeing and COVID related guidelines are communicated and implemented swiftly <b>so that</b> all staff are supported in keeping themselves mentally and physically safe and healthy.</p>  | <p><b>Monitoring and self-evaluation has told us that</b> these guidelines have been communicated and implemented swiftly and that this has helped staff to keep themselves mentally and physically safe and healthy. The safety of pupils and their families supported by risk assessments and The Mease Mantra. This priority will be taken forward as <b>maintenance</b> as it is still required.</p>  |
| <p>To ensure Reception children, within their mixed-age class, access regular, adult facilitated games and play <b>so that</b> they make continual progress towards achieving Early Learning Goals in Communication and Language, Physical development, Personal, Social and Emotional development, Literacy, Mathematics, Understanding the World and Expressive Art and Design.</p> | <p><b>Monitoring and self-evaluation has told us that</b> work was completed to further improve adult facilitation and continuous provision but that COVID disruption made the impact of these measures difficult to evaluate. This priority will be take forward as <b>maintenance</b>.</p>  |



The priorities have been monitored by leaders against the milestones we set ourselves for progress by the end of each term. Leaders use their monitoring to:

- Check compliance and consistency with federation approaches, policies, Vision and Values
- Evaluate the impact of improvements of the quality of provision for our pupils
- Identify individual / group / school and federation wide training needs
- Inform the federation’s Strategic and Operational plan for the following term

### COVID timeline for The Mease Federation 2020 – 2021:

| Date                                 | Provision   |
|--------------------------------------|---|
| <b>20<sup>th</sup> March 2020</b>    | All schools closed to all pupils except those who were vulnerable or children of key workers.   |
| <b>23<sup>rd</sup> March 2020</b>    | Decision made to close St. Andrew’s and only open one building.<br>Keyworker and vulnerable children from both schools attend Mary Howard Primary. Remote learning started for pupils at home.  |
| <b>1<sup>st</sup> June 2020</b>      | St. Andrew’s re-opens and Reception, Year 1 and Year 6 pupils plus keyworker and vulnerable children return to their own school.  |
| <b>6<sup>th</sup> July 2020</b>      | Places offered to pupils in every year group on a rota as class size limits were 15 children. Majority of parents accepted their days.<br>Blended learning in place.  |
| <b>3<sup>rd</sup> September 2020</b> | Both schools open to all pupils in class bubbles. With increased ventilation, extra cleans, staggered starts, lunches and end of day.   |
| <b>5<sup>th</sup> January 2021</b>   | All schools closed to all pupils except those who were vulnerable or children of key workers. Blended learning re-introduced.<br>This time both schools stayed open as there were far more pupils attending under these arrangements than the previous lock down. |
| <b>8<sup>th</sup> March 2021</b>     | Both schools open to all pupils. Class bubbles, extra cleaning, staggered timetables (including start and end of day)   |
| <b>2<sup>nd</sup> September 2021</b> | Both schools open to all pupils without class bubbles, but with preventative measures still in place (ventilation, hand washing, visitor protocol) and remote learning available for pupils needing to self-isolate, but well enough to complete work.            |

### Attendance at Mary Howard during second lockdown (4.1.21 – 5.3.21)

Attendance at Mary Howard was considerably higher during the second lockdown with more pupils identified as vulnerable or children of key workers. Average attendance during this period was **45%**, significantly higher than the averages for national and Staffordshire state funded primary schools.

When the lockdown was lifted, the majority of pupil immediately returned to school. Average attendance during Summer Term 2021 was 94.83%. (This figure includes 1 pupil who did not return to school and was supported with his learning at home before moving to a special school September 2021)



At Mary Howard, the pupil size of each cohort fluctuates across the school and can be very low. We therefore advise referring to our quantitative data (particularly percentages) with caution if using it to measure progress and outcomes. Focusing more on the numbers of pupils is one way to evaluate whether the children are **knowing and remembering more** over time.

| Pupils demonstrating expected outcomes or better: |   |  |  |
|---|---|--|--|
|   | Mathematics   | Writing  | Reading  |
| Reception   | September 2020 baseline:<br>1/2 <b>50%</b><br>July 2021: ↑<br>4/4 <b>100%</b>   | September 2020 baseline:<br>1/2 <b>50%</b><br>July 2021: ↑<br>4/4 <b>100%</b>  | September 2020 baseline:<br>1/2 <b>50%</b><br>July 2021: ↑<br>4/4 <b>100%</b>    |
| Year 1  | September 2020 baseline:<br>3/5 <b>60%</b><br>July 2021: ↑<br>4/5 <b>80%</b>    | September 2020 baseline:<br>3/5 <b>60%</b><br>July 2021: →<br>3/5 <b>60%</b>   | September 2020 baseline:<br>4/5 <b>80%</b><br>July 2021: ↑<br>5/5 <b>100%</b>    |
| Year 2  | September 2020 baseline:<br>3/4 <b>75%</b><br>July 2021: ↑<br>5/6 <b>83%</b>    | September 2020 baseline:<br>3/4 <b>75%</b><br>July 2021: ↑<br>5/6 <b>83%</b>   | September 2020 baseline:<br>3/4 <b>75%</b><br>July 2021: ↑<br>5/6 <b>83%</b>     |
| Year 3  | September 2020 baseline:<br>3/11 <b>27%</b><br>July 2021: ↑<br>10/11 <b>91%</b> | September 2020 baseline:<br>7/11 <b>64%</b><br>July 2021: →<br>7/11 <b>64%</b> | September 2020 baseline:<br>6/11 <b>54%</b><br>July 2021: ↑<br>11/11 <b>100%</b> |
| Year 4  | September 2020 baseline:<br>4/5 <b>80%</b><br>July 2021: ↑<br>5/6 <b>83%</b>    | September 2020 baseline:<br>5/5 <b>100%</b><br>July 2021: ↓<br>5/6 <b>83%</b>  | September 2020 baseline:<br>5/5 <b>100%</b><br>July 2021: →<br>6/6 <b>100%</b>   |
| Year 5  | September 2020 baseline:<br>9/10 <b>90%</b><br>July 2021: →<br>9/10 <b>90%</b>  | September 2020 baseline:<br>6/10 <b>60%</b><br>July 2021: ↑<br>7/10 <b>70%</b> | September 2020 baseline:<br>5/10 <b>50%</b><br>July 2021: ↑<br>8/10 <b>80%</b>   |
| Year 6  | September 2020 baseline:<br>2/2 <b>100%</b><br>July 2021: →<br>2/2 <b>100%</b>  | September 2020 baseline:<br>1/2 <b>50%</b><br>July 2021: →<br>1/2 <b>50%</b>   | September 2020 baseline:<br>0/2 <b>0%</b><br>July 2021: ↑<br>2/2 <b>100%</b>     |

Writing (particularly at length) was the subject area that our pupils were weakest in on their return to school. Mathematics and Reading were the subjects that they and their families found easier to access and work on at home.

We used our allocated Catch Up premium for both schools **£3,340** to employ a Teaching Assistant (**£3,225**) across the federation during Summer Term 2021 to deliver Reading and Mathematics intervention sessions to those pupils who had the greatest gaps in their learning.

As a Federation, we worked on our Writing provision together and accelerated pupil progress in the classroom.



Monitoring and self-evaluation has told us that:

| <b>Maintenance</b><br>These improvements now need to be maintained...   | <b>Improvement</b><br>These areas need further improvement...  | <b>Priorities 2021-2022</b><br>These are areas requiring improvement and are now priorities... | <b>Our longer-term aims are...</b>  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>✓ Quality First Teaching delivery</li> <li>✓ English teaching and learning</li> <li>✓ Mathematics teaching and learning</li> <li>✓ Remote Learning guidelines</li> <li>✓ Governing Board</li> <li>✓ Vision and Values</li> <li>✓ Behaviour for Learning and Caring Policy</li> <li>✓ Health and Relationships Policy</li> <li>✓ Class worships</li> <li>✓ CONNECT time (Communication, Open-mindedness, Nurture, News, Empathy, Calmness, Time)</li> </ul> | <ul style="list-style-type: none"> <li>⇒ Inclusion - graduated response</li> <li>⇒ Distributed leadership</li> </ul> | <ul style="list-style-type: none"> <li>⇒ Curriculum (beyond English and Maths)</li> </ul>      | <ul style="list-style-type: none"> <li>➤ Increasing pupil numbers at both schools</li> <li>➤ Potential academisation</li> </ul> |

- In September, January and May, every member of staff receives a copy of the federation's **Strategic and Operational Plan** for that term. These plans outline the logistical way we will address the following priorities and enable us to monitor and evaluate our progress towards achieving them over the year.
- Teachers and Teaching Assistants also receive up to date **contextual information** about the pupils in their school (FSM, PP, PP+ (Looked After / Previously Looked After, Service children, EAL, SEND) so that they can plan and respond appropriately.



| Maintenance – these areas now need to be maintained...  |  |  | End of Summer Term 2022  |
|---|--|--|--|
| This is what needs to be maintained   | This is how we will maintain a high standard   | These are the people who will <b>champion</b> and <b>check</b>   | <b>Embedded?</b><br>Can we celebrate or do we need to do something more / else to make a difference?   |
| <ul style="list-style-type: none"> <li>Quality First Teaching delivery</li> <li>English teaching and learning</li> <li>Mathematics teaching and learning</li> <li>EYFS (adult facilitation and continuous provision)</li> </ul> | <ul style="list-style-type: none"> <li>Monitoring and follow-up (Additional leadership cover cost approx. £189 a day)</li> <li>Performance Management teaching observations</li> <li>Training</li> <li>Use of assessment and feedback from pupils (Summative assessment materials approx. £1,400)</li> </ul> | <ul style="list-style-type: none"> <li>Claire Evans (HT)</li> <li>Jo Bennett (Literacy Health champion)</li> <li>Dan Buckley (STEM Health champion)</li> <li>Helen Carpenter (EYFS leader)</li> <li>Robert Bates (Curriculum lead governor)</li> <li>SB (Entrust QA, LA commissioned for Mary Howard)</li> </ul> | <p><i>Are all pupils having their different needs met? Are they knowing and remembering more as a result?</i></p> <p><i>Are the English and Mathematics learning flows fully implemented? Do the pupils know and remember more as a result?</i></p> <p><i>Are the Reception children, within their mixed age class, accessing regular adult facilitated play and independent continuous provision? Have they achieved well in all areas as a result?</i></p> |
| Remote learning guidelines  | <ul style="list-style-type: none"> <li>Review after use</li> <li>Adapt in line with national and local advice</li> <li>Monitor consistency and pupil progress when guidelines are applied</li> </ul>   | <ul style="list-style-type: none"> <li>Helen Carpenter (Developmental Health champion)</li> <li>Robert Bates (Curriculum lead governor)</li> </ul>   | <p><i>Have all pupils had equal access to remote learning when it has been required? Did they sustain progress as a result?</i></p>  |
| Governing Board effectiveness   | <ul style="list-style-type: none"> <li>Maintain established Governing Board overview &amp; monitoring</li> <li>Self-evaluation</li> <li>Training (Budget available)</li> </ul>   | <ul style="list-style-type: none"> <li>Steve Webb (Chair)</li> <li>Clerk</li> </ul>  | <p><i>Are governor roles and strategic objectives fully embedded? Have they directly impacted on federation improvement as a result? (Premises? Financial strategy?)</i></p>   |
| Vision, Values and Mission  | <ul style="list-style-type: none"> <li>Ensure that our established values underpin all that we do</li> <li>Commission wall artwork for river and values (quote £615 for both schools)</li> <li>Ensure that our pupils discuss, follow and use the values with confidence.</li> </ul>                         | <ul style="list-style-type: none"> <li>Phoebe Warner (Spiritual and Cultural Health champion)</li> <li>John Grice (Religion and Worship lead governor)</li> </ul>  | <p><i>Have the Vision, Values and Mission underpinned our decisions and strategy this year? Do our developments reflect the aims we have for our pupils and wider community as a result?</i></p>   |



| Maintenance – these areas now need to be maintained...  |  |   | End of Summer Term 2022  |
|---|--|---|--|
| This is what needs to be maintained   | This is how we will maintain a high standard   | These are the people who will <b>champion</b> and <b>check</b>  | <b>Embedded?</b><br>Can we celebrate or do we need to do something more / else to make a difference?   |
| <b>Behaviour for Learning and Caring Policy</b>   | <ul style="list-style-type: none"> <li>Embed the policy in everyday practice</li> <li>Liaise with parents / carers / guardians to support the policy</li> <li>Ensure the children understand and support the policy</li> <li>Monitoring and analysis of class behaviour logs (<b>within leadership time x1 afternoon each week</b>)</li> </ul> | <ul style="list-style-type: none"> <li><b>Jo Bennett</b> (Senior Leader St. Andrew's)</li> <li><b>Helen Carpenter</b> (Senior Leader Mary Howard)</li> <li><b>Elaine Harlin</b> (Inclusion lead governor)</li> </ul>  | <i>Are all stakeholders using the Behaviour for Learning and Caring Policy consistently? Is there exceptional behaviour across the federation (in and out of school) as a result?</i>              |
| <b>Health and Relationships Policy</b>  | <ul style="list-style-type: none"> <li>Liaise with parents / carers / guardians to support the policy</li> <li>Add recommended resources to the policy as used over the year</li> <li>Monitoring and follow-up (<b>Additional leadership cover cost approx. £189 a day</b>)</li> </ul>   | <ul style="list-style-type: none"> <li><b>Sarah Orgill</b> (Personal Health champion)</li> <li><b>Robert Bates</b> (Curriculum lead governor)</li> </ul>  | <i>Are all stakeholders using, and resourcing, the Health and Relationships policy consistently? Do Class 3, in particular, know and remember more about health and relationships as a result?</i> |
| <ul style="list-style-type: none"> <li><b>Class worships (&amp; RE Big Books)</b></li> <li><b>CONNECT time</b></li> </ul> | <ul style="list-style-type: none"> <li>Continue to develop and embed into the policy and practice of the federation</li> <li>Further training and advice</li> <li>Further development and use of classroom prayer areas</li> <li>Monitoring and follow-up (<b>15-minute cover slots provided by teaching assistants</b>)</li> </ul>            | <ul style="list-style-type: none"> <li><b>Phoebe Warner</b> (Spiritual and Cultural Health champion)</li> <li><b>John Grice</b> (Religion and Worship lead governor)</li> <li><b>Lynsey Jennings</b> (Diocese Christian Distinctiveness Advisor)</li> <li><b>Sarah Orgill</b> (Personal Health champion)</li> <li><b>Robert Bates</b> (Curriculum lead governor)</li> </ul> | <i>Are class worships, CONNECT time and classroom prayer areas embedded across our federation? Have the children grown spiritually, socially and culturally as a result?</i>                       |

| Improvement – these areas need further improvement...   |  |  | Further improved?  |
|---|--|--|--|
| This is what needs improving further  | This is how we will improve further...<br>(Further detail will be provided on the Strategic and Operational plan each term.)   | These are the people who will champion and check   | Can we celebrate progress or do we need to do something more / else to make a difference?  |
| <p><b>1. Inclusion provision</b></p> <p>To refine provision mapping and targeted ‘assess’, ‘plan’, ‘do’ and ‘review’ intervention in each school</p> <p><i>so that</i></p> <p>(success criteria)<br/>Pupils with SEND, pupils who are vulnerable, disadvantaged or who require early help and pupils who are looked after / previously looked after, meet their personalised targets or achieve in line with expectations for their year group.</p> | <p><b>Implemented by end of Autumn Term</b></p> <p>⇒ 1.1 Complete graduated response and SEND information report (<a href="#">website</a>)</p> <p>⇒ 1.2 Complete Pupil Premium report (using revised recommended DfE format (<a href="#">website</a>))</p> <p><b>Implemented Autumn – Spring – Summer Terms</b></p> <p>⇒ 1.3 Embed cycles of support and review from teaching assistants at both schools, through Personal Learning Plans where appropriate, using SEND allocated budget, Pupil Premium, Catch Up Premium and additional finance from federation budget.</p> <p>SEND allocated budget: £13,317<br/>Pupil Premium: £4,734<br/>Catch Up Premium: £1330 (MH)</p> <p>⇒ 1.4 Further improve personalised provision for looked after / previously looked after children, through Personal Education Plans where appropriate, using Pupil Premium Plus. (£2,345 each pupil)</p> <p>⇒ 1.5 CPD for Teaching Assistants: Accelerated Reader (Staffordshire EP Service free), Emotional Coaching (Staffordshire EP Service free), Speech and Language – building blocks for communication, supporting speech and boy talk (Staffordshire SEND free), ELSA (Emotional Literacy Support Assistant training, Staffordshire EP Service £450 x2), Autism Outreach Team training for lunchtime supervisors (£20 per person)</p> <p>⇒ 1.6 Liaise with parents / carers and guardians regarding provision available</p> | <p>Claire Evans (SENCO, Inclusion champion)<br/>Jo Bennett (Designated Lead Teacher for Looked After Children SA)<br/>Elaine Harlin (Inclusion lead governor)</p> <p>Nicky Wardale (Teaching Assistant at St. Andrew’s)<br/>Will Morley (Teaching Assistant at Mary Howard)<br/>Class teachers</p> | <p><b>Key question for end of Autumn Term</b><br/>1.1, 1.2 Is the federation meeting statutory requirements for information published on our website? Is it being used to inform policy, practice and evaluation?</p> <p><b>Key question for end of Spring Term</b><br/>1.4 Are looked after / previously looked after children receiving the personalised provision (PEP) that they are entitled to? What impact has this had?</p> <p><b>Key question for end of Summer Term</b><br/>1.3, 1.5, 1.6 Has the federation now got an embedded graduated response?</p> <p>(success criteria)<br/>Are pupils with SEND, pupils who are vulnerable, disadvantaged or require early help and pupils who are looked after / previously looked after, meeting their personalised targets or achieving in line with expectations for their year group?</p> |

*Believe*

| Improvement – these areas need further improvement...   |  |   | Further improved?  |
|---|--|---|--|
| This is what needs improving further  | This is how we will improve further...<br>(Further detail will be provided on the Strategic and Operational plan each term.)   | These are the people who will champion and check                              | Can we celebrate progress or do we need to do something more / else to make a difference?  |
| <p><b>2. Distributed leadership</b></p> <p>To use distributive leadership across The Federation to drive improvement by leaders at all levels</p> <p><i>so that</i></p> <p>(success criteria) they impact on raising standards in the subject / area that they are responsible for.</p> | <p><b>Implemented by end of Autumn Term</b></p> <p>⇒ <b>2.1</b> Establish federation leadership roles</p> <ul style="list-style-type: none"> <li>⇒ Personal health champion</li> <li>⇒ Physical health champion</li> <li>⇒ Spiritual and Cultural health champion</li> <li>⇒ Developmental health champion</li> <li>⇒ Literacy health champion</li> <li>⇒ Science, Technology, Engineering, Mathematics (STEM) health champion</li> </ul> <p>⇒ <b>2.2</b> Incorporate into Performance Management objectives</p> <p><b>Implemented Spring – Summer Terms</b></p> <p>⇒ <b>2.3</b> Provide personalised CPD dependent on leadership experience</p> <p>⇒ <b>2.4</b> Embed The Mease Federation’s Evaluation Cycle – leading a steady flow of improvement, monitoring, evaluation and accountability (Additional leadership cover cost approx. £189 a day)</p> | <p>Claire Evans<br/>(Executive Headteacher)</p> <p>Steve Webb<br/>(Chair)</p> | <p><b>Key question for end of Autumn Term</b></p> <p><b>2.1, 2.2</b> Has the federation now got established leadership roles in place?</p> <p><b>Key question for end of Spring &amp; Summer Terms</b></p> <p><b>2.3</b> Do leaders feel fully equipped to lead?<br/>OFSTED Leadership and Management – GOOD</p> <ul style="list-style-type: none"> <li>▪ Leaders have a clear and ambitious vision for providing high quality education to all pupils.</li> <li>▪ Leaders plans and actions focus on improving teachers’ subject, pedagogical and content knowledge to enhance: <ul style="list-style-type: none"> <li>- The teaching of the curriculum (which builds over time)</li> <li>- Appropriate use of assessment</li> </ul> </li> </ul> <p><b>2.4</b> Is The Mease Federation’s Evaluation Cycle embedded and leading to a steady flow of improvement?</p> <p>(success criteria)</p> <p><b>Are leaders impacting on raising standards in the subject / area that they are responsible for?</b><br/>OFSTED Quality of Education – GOOD</p> <ul style="list-style-type: none"> <li>▪ All pupils develop detailed knowledge and skills across the curriculum and, as a result achieve well (particularly disadvantaged pupils and pupils with SEND). This is reflected in the work pupils produce.</li> <li>▪ Where available, impact is reflected in results from national tests.</li> </ul> |



| Priorities 2021-2022 – these are areas requiring improvement and are now priorities...   |  |   | End of Summer Term 2022  |
|--|--|---|--|
| This is what needs improving   | This is how we will improve  | These are the people who will champion and check  | Improvements?<br>Can we celebrate progress or do we need to do something more / else to make a difference?   |
| <p><b>3. Curriculum</b></p> <p><b>To provide a localised curriculum that demonstrates clear, sequential progression in subject knowledge, whilst also meeting the specific needs of mixed-age teaching</b></p> <p><b>so that</b></p> <p>(success criteria)<br/><b>teachers are able to secure better progress and outcomes in subjects beyond English and Maths.</b></p> | <p><b>Implemented by end of Autumn Term</b></p> <p>⇒ <b>3.1</b> Build on our ‘Happy, Healthy, Learning Curriculum’ (developed and used during lockdown) by establishing and embedding our ‘Healthy Curriculum’ (<b>intent, implementation, impact</b>)</p> <p><b>Implemented by end of Spring Term</b></p> <p>⇒ <b>3.2</b> Build on our Mathematics Learning Flow and English Learning Flow by establishing and embedding similar progressive planning for Science, PSHE, RE, Physical Education, Music, Art, Design and Technology, Computing, History, Geography and French. (<a href="#">website</a>)</p> <p>⇒ <b>3.3</b> Subject resourcing (<b>Learning Resources budget</b>)</p> <p>⇒ <b>3.4</b> Complete Sports Premium report (<a href="#">website</a>) (<b>Sports Premium £9,202 remaining</b>)</p> <p><b>Implemented Spring – Summer Terms</b></p> <p>⇒ <b>3.5</b> Use distributed leadership to provide subject knowledge training and subject specific monitoring.</p> | <p>Claire Evans<br/>(Executive Headteacher)</p> <p>Helen Carpenter<br/>(Developmental Health champion)</p> <p>Robert Bates<br/>(Curriculum lead governor)</p> <p>Hannah Shutts<br/>(Physical health champion)</p> | <p><b>Key question for end of Autumn Term</b></p> <p><b>3.1</b> <i>Is the intent, implementation and impact of our ‘Healthy Curriculum’ now embedded?</i></p> <p><b>Key question for end of Spring Term</b></p> <p><b>3.2, 3.3</b> <i>Are there learning flows in place, resourced and being used in: Science, PSHE, RE, Physical Education, Music, Art, Design and Technology, Computing, History, Geography and French?</i></p> <p><b>3.4</b> <i>Is the federation meeting statutory requirements for information published on our website?</i></p> <p><b>Key question for end of Spring &amp; Summer Terms</b></p> <p><b>3.5</b> <i>Do the Strategic and Operational Plans demonstrate leaders have delivered subject specific training?</i></p> <p>(success criteria)<br/><b>Are teachers able to secure better progress and outcomes in subjects beyond English and Maths? Are the pupils knowing and remembering more? Are they learning what is intended in our curriculum?</b></p> <p>OFSTED Quality of Education – GOOD</p> <ul style="list-style-type: none"> <li>Implementation – Teachers have good knowledge of the subject(s) they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</li> <li>Impact – Pupils develop detailed and knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.</li> </ul> |

## Federation Evaluation Evidence

### Quality of Education

#### Curriculum intent

- ✓ The Mease Federation Healthy Curriculum (intent, implementation, impact) ([website](#))
- ✓ The Mease Federation curriculum Learning Flows for each subject (**in development**) ([website](#))

#### Curriculum implementation

- ✓ Graduated Response and inclusive provision mapping at The Mease Federation. (**in development**)
- ✓ Personal Learning Plans (SEND, Looked after, FSM)
- ✓ Monitoring of the impact of teaching on learning.
- ✓ Assessment at The Mease Federation being used by teachers to plan learning.
- ✓ Assessment in non-core subjects (+Evidence trail of development) (**in development**)
- ✓ Pupils' work (Pitch and Feedback for Progress being used by teachers and pupils.)
- ✓ The Learning environment in each school
- ✓ Curriculum development and delivery staff CPD
- ✓ Curriculum enhancement – visits and visitors ([website](#))

#### Curriculum impact

- ✓ Results (internal tracking and against external national benchmarking) ([website](#))
- ✓ Pupils' work (standardisation / exemplification files: Mathematics and Writing)
- ✓ Listening to our pupils read.
- ✓ Pupil conversations (about what they have remembered about the content they have studied)
- ✓ Governor monitoring records

### Leadership and Management

#### School Leaders

- ✓ The Mease Federation Vision, Values and Mission (+Evidence trail of development) ([website](#))
- ✓ Distributive Leadership (**in development**)
- ✓ Federation Evaluation for Federation Improvement document and plans ([website](#))
- ✓ The Mease Federation policies ([website](#))
- ✓ Termly Strategic and Operational plans (Staff CPD, monitoring) ([website](#))
- ✓ The Mease Federation Healthy Curriculum (**in development**)
- ✓ Assessment at The Mease Federation – formative and summative, pupil tracking and analysis, Pupil Progress evaluation meetings, headline data analysis and evaluation of trends
- ✓ The Mease Federation SEN offer (graduated response) (**in development**)
- ✓ Pupil Premium and Sports Premium reports ([website](#))
- ✓ Community engagement (school, locality and wider community)
- ✓ Parents' Evenings attendance analysis.
- ✓ Parent / Carer / Guardian concerns and school response
- ✓ The Mease Memorandum – Leaders' commitment to being fair and constructive - protecting staff and volunteers from bullying, harassment and unrealistic workload pressures ([website](#))
- ✓ Staff Stress risk assessment
- ✓ External LA commissioning reports (2018-2021)
- ✓ Health and Safety LA returns

#### Governors

- ✓ Governing Board academic year overviews ([website](#))
- ✓ Governing Board two-year policy review timetable ([website](#))
- ✓ Full Governing board minutes, Committee minutes (up to 2019)
- ✓ Governor monitoring reports
- ✓ Staff, pupil and parent/carer feedback and questionnaires

#### Safeguarding

- ✓ Single Central Record (+ recruitment files)
- ✓ Safeguarding CPD matrix and policy signatures
- ✓ S175 education safeguarding self-audits
- ✓ Governor monitoring records

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## Federation Evaluation Evidence

### Behaviour and attitudes

- ✓ The Mease Federation Vision, Values and Mission (+Evidence trail of development) ([website](#))
- ✓ Behaviour for Learning and Caring Policy (incorporating Anti-Bullying) (+Evidence trail of development) ([website](#))
- ✓ Individual Behaviour plans
- ✓ Formal and informal monitoring and feedback of pupils' behaviour and attitudes.
- ✓ Class behaviour logs
- ✓ Behaviour and exclusion records and response
- ✓ Bullying / discrimination / derogatory language / peer on peer abuse records and response
- ✓ Parent/Carer Learning Walks – feedback forms
- ✓ Attendance analysis
- ✓ Medical Care Plans
- ✓ Governor monitoring reports

### Personal development

- ✓ The Mease Federation Healthy Curriculum (**in development**)
- ✓ Religious Education provision (+Evidence trail of development) ([website](#))
- ✓ Health and Relationships Policy ([website](#))
- ✓ The Mease Federations' Equal Opportunity statement and Accessibility Plan (**being reviewed**)
- ✓ Sporting and Creative opportunities (Art gallery, Music concert) (**in development**)
- ✓ SMSC coverage (**in development**)
- ✓ Daily **CONNECT** time (**C**ommunication, **O**pen-mindedness, **N**urture, **N**ews, **E**mpathy, **C**almness, **T**ime) – feedback from staff and pupils
- ✓ Mental Health and Well-being support ([website](#))
- ✓ Online safety advice for pupils, parents/carers (**being reviewed**) ([website](#))
- ✓ School Council meeting minutes
- ✓ (Speaking / debating competition) (**in development**)
- ✓ Anti-Bullying work ([website](#))
- ✓ Bullying / discrimination / derogatory language / peer on peer abuse records and response
- ✓ Analysis of extra-curricular take-up
- ✓ Let Your Light Shine celebration displays
- ✓ Pupil conversations

### Quality of Early Years Education

- ✓ The Mease Federation Early Years Policy and Curriculum (**being reviewed**)
- ✓ Continuous provision and challenges
- ✓ Assessment at The Mease Federation – formative and summative, pupil tracking and analysis, Pupil Progress evaluation meetings, headline data analysis and evaluation of trends
- ✓ Records of cross-federation moderation meetings
- ✓ Pupil observations
- ✓ Class Dojo, photos and emails from home
- ✓ Pupils' work

*Believe*