



Castle Hill
Community Primary School



Folkestone Ethos Schools
Improvement Limited
2023 – 2024



Introduction:

The governing bodies of the respective schools and academies that make up FESI recognise the value of school collaboration as a means to build capacity, sustainability and to raise standards within the individual member schools and academies.

The East Folkestone Church Schools have been collaborating in various ways for 13 years and there is general agreement that the successes of the individual schools have been due, at least in part, to the cross fertilisation that comes from joint working.

All members recognise that the joint work has to be focused and stream lined with clear recognition that its purpose is to enable individual schools to achieve their goals as well as establishing a collective values base upon which education across our locality is founded.

Benefits of our collaboration are clearly in our Membership Agreement.

Folkestone Ethos School Improvement Ltd Development Plan 2022-23

This Improvement Plan highlights our main areas for development for 2022-23

➤ **To Enhance Collaboration and Leadership**

- Enhance collaboration with middle and senior leadership of FESIC schools
- Improve systems of support for Sen / Pastoral teams
- Establish HT peer to peer reviews

➤ **Enhancing Cultural Capital and Experiences Beyond Curriculum**

- Opportunities and wider experiences in Music, Sport, Art , Forest School, Transition and Worship

➤ **Enhancing the Curriculum Offer for All**

- Enhancing SEMH provision across all schools
- Enhance the foundation subject curriculum knowledge and skills
- Improve progress and outcomes in core subjects

Aims

The aims of our company are as follows:

- To develop a desire for learning and an enjoyment of knowledge that promotes enquiry and rational debate.
- To feel secure and confident as individuals.
- To value and respect all members of the school community: pupils, staff, parents and governors and the contribution they make towards the success of the school.
- To respect and show sensitivity to the differences between one another and to celebrate the richness this brings.
- To facilitate and improve the process of transition for our pupils on entry to primary and secondary schools.
- To develop all children to their full potential and to recognise the needs of individual children and how they can be fully supported.
- To encourage all children to become responsible, independent people who are able to think deeply about the world around them.
- To develop in children a high degree of excellence in English, mathematics, science and the aesthetic and physical areas of learning.
- Preparing a holistic curriculum tailored for the needs of our pupils
- To foster character development and enhancement of the curriculum via collective site facilities and staff expertise, eg forest schools, swimming and creative projects.
- To nurture positive attitudes towards punctuality, reliability and cleanliness.
- To help children understand the interdependence of the world in which we live and the interdependence we have with individuals, groups and nations.

For Church Schools within FESI –

- Enabling all children to flourish in the context of the Christian faith and Anglican doctrine and an ability to relate this to everyday life.

Enhancing the Curriculum Offer for All

Intent	Implementation	Impact
<p>To ensure standards are high in Reading, Writing and Maths and all children make good progress.</p>	<ul style="list-style-type: none"> • FESI Subject Meetings to internally review R, W and M across schools and identify and share good practice. • EYFS, KS1 and KS2 Moderation via external and internal. • Develop and share good practice around effective strategies to help all children to read and target those who are not making progress or reaching age-related expectation (including reading for meaning). • Develop pupil's Times Tables knowledge and recall of multiplication facts. 	<ul style="list-style-type: none"> • Subject Leaders will be able to provide support and challenge to develop core subjects across schools. • Moderation will demonstrate good practice and accurate judgement and next steps. • All children will make good progress in reading with specific targets and interventions in place for vulnerable readers. • Increase in outcomes in the MTC.
<p>To ensure schools have a well-sequenced, clear and ambitious curriculum for all learners.</p>	<ul style="list-style-type: none"> • Continue the FESI Subject Leader Meetings across the school year (3 times a year). • Re-share the directory and identify potential leaders for subject groups. • Share good practice of work and schemes already established in schools. • Share assessment practices around the assessing of foundation subjects. • Ensuring prior knowledge and long-term memory is evident in school practice including key vocabulary. • Opportunities to see books and observe lessons for staff and subject leaders to see good practice. • Identify and share how evidence is collected for different subjects. 	<ul style="list-style-type: none"> • Subject Leaders will feel empowered and skilled in leading their subject. • All Subject Leaders will have an opportunity to develop leadership skills. • Schools will see good practice and be able to use this to inform developments in their own school and common priorities will be identified. • Robust assessments will be in place which reflects the curriculum intent. • Children will retain knowledge and vocabulary. • Staff will identify good practice in order to develop their own practice.

To Enhance Collaboration and Leadership

Intent	Implementation	Impact
<p>Continue to embed subject leader collaboration across the FESI schools</p>	<ul style="list-style-type: none"> • Ensure key contacts in each school are up to date • Co-ordinate facilitated coaching groups for key leaders to problem solve together. • Identify key groups and area of focus. • Ensure confidentiality agreements and contracting in place. 	<ul style="list-style-type: none"> • Improve relationships and networking for leaders across FESIC. • Further develop trust between schools and school leadership. • Provide opportunity to learn from each other and learn together.
<p>Identify key strengths among SENCOs working across the FESI schools.</p> <p>Identify key SEN needs in each school and provide training for Teaching Assistants led by identified SENCOs</p>	<ul style="list-style-type: none"> • Provide CPD and networking opportunity for all relevant teams. 	<ul style="list-style-type: none"> • Improved support across all schools. • Connecting systems in a more effective way. • Better understanding of shared resources and available services.
<p>Continue with HT peer to peer reviews</p> <p>Mentor identified for new Headteacher</p>	<ul style="list-style-type: none"> • Set dates for baseline +2 visits a year with a focus set by hosting HT as well as including additional observations from visiting HT. • Establish agreements on how we will work together in these interactions. • Mentor for new Headteacher agreed • Mentor to meet regularly with new Headteacher 	<ul style="list-style-type: none"> • School SEF is accurate and leads to direct developmental work. • Learn alongside each other • Coach/mentoring support. • New Headteacher feels supported in her new role.

Enhancing Cultural Capital and Experiences Beyond Curriculum

Intent	Implementation	Impact
<p>Sport Pupils to experience the wider opportunities for competitive and non competitive sports activities.</p>	<ul style="list-style-type: none"> • Football Competitions – hub tournament (term 1) School to school friendly matches • KS1 Summer Sports event • Swimming Gala – (28th June 2023) 	<ul style="list-style-type: none"> • Widens collaboration and team skills • Provides life skills • Increased confidence • Enhanced social skills • Aids Transition to Year 7 • Fosters a love of school
<p>Art To enhance opportunities for talented artists.</p>	<ul style="list-style-type: none"> • Develop an education programme through the National gallery • Children to have opportunities to visit the National Gallery • Children to have opportunities to exhibit work. 	<ul style="list-style-type: none"> • Encourages creativity and imaginative thinking • Develops problem solving skills • Deepens and widens knowledge • Raises self-esteem and self-confidence. • Aids Transition to Year 7 • Fosters a love of art • Identifies gifted and talented artists
<p>Transition All Year 6 have the opportunity to meet and bond with each other before starting in secondary school.</p>	<ul style="list-style-type: none"> • All Primary's host. • One morning in Term 6 	<ul style="list-style-type: none"> • Pupils can meet and establish friendships so that they are familiar with new pupils when they start secondary. • Gives confidence and encourages resilience skills.
<p>Worship Church schools join together for worship so that pupils understand that Christianity is across schools.</p>	<ul style="list-style-type: none"> • Harbour Worship 18th September 2023 • Seasonal term shared Zoom worship. Each school to host with format shared beforehand. Dates to be confirmed. 	<ul style="list-style-type: none"> • Pupils gain a broader understanding of their Christian distinctiveness. • Enhanced social skills

		<ul style="list-style-type: none">• Aids children's understanding of the schools collaboration through FESIC.• Fosters a love of being part of a C of E school
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