



Federation Development Plan (Filleigh Primary School)

2025 – 2026

Quality of Education	Introduce the new Grammarsaurus DT curriculum	Review the planning and delivery of the wider curriculum units, fine tune knowledge organisers and add in engaging activities. Subject leaders to monitor Publish Music development plans	Use assessment across the wider curriculum with precision to effectively check what pupils have learned. Ensure that assessment in the wider curriculum identifies gaps in prior knowledge so that subsequent learning builds on what pupils already know and remember. Develop recall of the curriculum in all subject areas	Continue to develop Maths Mastery approach. Writing Review, Literacy working group to lead.
Ofsted inspection Nov 24: “In subjects where the curriculum is new and less embedded, expectations of what pupils can do are not as consistently high.”	Autumn Term trial in year 1/2 class of “taster” DT unit released on Grammarsaurus. Points to consider: 1)Federation knowledge organisers are pending – use ones provided on Grammarsaurus for the time being. 2)What resources are needed? Ensure units are checked before had and materials ordered. 3)What prior knowledge will the children have need to access this unit? A pre-teach may be required. 4)Feedback effectiveness of unit at SLT meeting.	Use DMF curriculum SharePoint to share updates on Knowledge Organisers. Learning walks and book audits for wider curriculum units to monitor delivery of content and effectiveness of planning. Further development of extra-curricular offer, including trips, visitors, enrichment opportunities and opportunities for parental engagement. Termly learning walks added to calendar and opportunities to implemented feedback during scheduled staff meetings. Music development plan published on website – review meeting with music lead in Spring term.	Book audit of cumulative quizzes at the end of each unit – What knowledge should the pupils have? Are they able to recall this during pupil conferencing sessions with their books open in front of them? If there is a gap in knowledge, is this picked up and addressed in a later unit? Or is it addressed at the time?	Phoebe to attend Maths Mastery hub meetings. Staff meeting time scheduled for feedback and implementation. Callum to attend federation English meetings and DES briefings. Staff meeting time scheduled for feedback and implementation. Liz/Callum to attend DfE Writing Framework Update.



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<p>Behaviour and Attitudes</p>	<p>Attendance maintained at National or above for all groups.</p> <p>Use attend framework and monitor regularly.</p>	<p>Develop Cultural Capital by providing a wealth of experiences which build confidence, self-esteem and experience of working in groups.</p> <p>Focus activities on British values, protected characteristics and world views on religion</p>	<p>Further develop Relational support approach for pupils</p> <p>Explore and develop new approaches to support pupils mental health</p>	<p>Support staff training and deployment is developed with bespoke training.</p> <p>Develop a Climate action plan with a focus on sustainability.</p>
<p>Ofsted inspection Nov 24: “At times, the behaviour of a minority of pupils disturbs the learning of others.” “The school is continuing to develop this work to improve attendance so all pupils attend regularly.”</p>	<p>Attendance tracked fortnightly and pupils at risk of PA monitored for improvements. Termly engagement and meetings with AIO. Attendance reminder letters biannually. Half termly celebration of pupils with good attendance.</p>	<p>Range of enrichment activities, including visioning afternoon run by pupils working in groups to present their learning to parents, , project work built into the curriculum to allow pupils to pursue their own passions (e.g. sustainability fund raiser developed by year 3/4 class).</p> <p>further development of Children’s Champions role within the school community, with links made to British Values (i.e. democracy). Implementation of curriculum plan which details how the British Values are linked explicitly to wider curriculum units. Protected characteristics and world views explored in PSHE/RE sessions and planned into assembly timetable for the year.</p>	<p>Relational support plans in place for key pupils. Continue to promote a relational approach to all pupil interactions in school. Head of School to provide advice and support for staff where appropriate.</p> <p>Continue to provide SEMH support for key pupils (see provision map) with coregulation at the heart of interactions with pupils. Key pupils to receive DESTY intervention (see provision map).</p>	<p>Weekly support staff meetings (20 mins) to share support plans and CPD. Opportunities for feedback and further development of children’s provision.</p> <p>Climate Action Plan?</p>



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Personal Development	Embed EH4MH strategies to support pupils wellbeing and continue to promote positive mental health for all pupils.	Continue to provide a variety of in-school and after-school clubs
Ofsted inspection Nov 24: “The school ensures that pupils’ learning extends beyond the academic.”	Celebration of “World Mental Health Day” with a non-uniform day and activities to promote positive mental health strategies. Daily meditations, exercise sessions and breathing exercises within classrooms. EH4MH strategies integrated throughout PHSE curriculum and assembly timetable.	All staff required to run an after school or lunchtime club for at least half a term. After-school clubs run by external providers where appropriate (e.g. Exeter City football club).

Early Years	Continue to develop the EYFS Curriculum to meet the needs of children in each school	Ensure the effective use of purposeful continuous provision that is accessible to all pupils.
Ofsted inspection Nov 24: “Relationships between staff and pupils are warm and respectful. This starts in the early years, where children get off to a great start. They quickly learn the expectations and routines.”	EYFS leads to attend DES EYFS briefings and subject leader meetings across the federation. Opportunities for feedback provided on inset training days. EYFS to support learning walks and audit implementation of strategies (i.e. questioning and Block Play).	Ongoing support from Nursery Plus and complex needs teams to ensure inclusivity and that all pupils can access continuous provision through carefully planned adaptations.



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<p>Leadership and Management</p>	<p>School leaders, including those responsible for governance, regularly check the impact of the curriculum on pupil attainment.</p>	<p>Support new and recently appointed Heads of School to become effective leaders</p>	<p>Continue to support coordinators to be clear on expectations of their role. What is required in files, evidence of teaching and learning, monitoring evidence, coaching and the ability to articulate clearly about their subject.</p>	<p>Implement more effective communication across the Federation. Set up and develop the use of SharePoint, emails and teams groups.</p>	<p>Support ECTs to become effective practitioners.</p>
<p>Ofsted inspection Nov 24: “The school works closely with the federation to support school development.” This provides an opportunity for staff and leaders to work with other schools. Governors share the ambitious vision for the school.”</p>	<p>Appointment of a Filleigh parent onto the board of governors. Champion governors to visit the school regularly. Head of School reports distributed to governors.</p>	<p>Continued development of leadership through NPQs.</p>	<p>Staff meeting time allocated to subject leadership files. Regular updating of SharePoints for each subject. Use of DMF curriculum SharePoint to share good practice.</p>	<p>Engage in DMF curriculum SharePoint as a communication tool across the federation.</p>	<p>N/A</p>