



IFIELD SCHOOL & KING'S FARM PRIMARY SCHOOL FEDERATION

FEDERATION STRATEGY 2015-2018

- 1. Strategic Intent**
- 2. Federation Priorities**
- 3. Context & Rationale**
- 4. Aims and Values**
- 5. School Priorities**

1. STRATEGIC INTENT

- i) To deliver a strategic and effective partnership between the schools in working towards the very best educational provision and outcomes for pupils.
- ii) To create an innovative culture to maximise organisational creativity and development.
- iii) To sustain collaborative, reflective and learning school communities harnessing the benefits of our Teaching School so that we train, recruit and retain excellent staff and future leaders.
- iv) To ensure a safe, positive and caring ethos, developed through consistently strong engagement with pupils, parents, staff and Governors.
- v) To pursue partnership arrangements with other schools as part of strengthening Ifield and King's Farm Schools and in establishing strong community relationships.

2. FEDERATION PRIORITIES

- To enable both schools to provide mutual support, challenge, outstanding provision and excellent outcomes for all pupils
- To further strengthen self-evaluation by Peer Review with external partners and regular review of achievement / outcomes against similar schools
- To extend the work of the Federation Curriculum Teams so that the curriculum meets the needs of all pupils and is personalised so that they are prepared for next steps in learning
- To ensure a sustainable and effective Governing Body that provides challenge which is rigorous and consistent
- To strengthen collaborative working with multi-agencies so that we develop appropriate pathways for all pupils
- To continue to pursue funds and opportunities to develop iSparc so that a community resource is created

3. CONTEXT

As part of the Government's policy to raise standards in schools, it is encouraging institutions to work together rather than in isolation. Collaboration enables schools to share expertise, good practice and ideas for innovation, to provide support and opportunities for developing leadership across a number of schools, as well as tackling issues of inclusion and narrowing of the achievement gap.

Within the Federation, it is important to clarify the following:

- Each school retains a separate legal identity in respect of its:
 - Budget
 - admissions and;
 - performance tables;

- Each school is still subject to a separate inspection by Ofsted.

Rationale for the Federation

Whilst the federation of a Special School and a Primary school may appear unusual, there are a number of factors which indicate that Federation is both positive and beneficial for both schools. These are:

- The location of the two schools means they are readily served by the same local governing body
- There is a history of strong collaboration between the two schools in the operation and management of the Kings Farm Nursery
- To enable step change improvements in learner outcomes by facilitating the delivery of an enriched curriculum that is broader and richer than any single institution, to meet the diverse range of learning needs
- The sharing of staff and resources to enrich the opportunities of pupils
- The development of current school leadership and aspiring leaders by widening experience so that we secure the long term leadership of our schools
- The development of leadership and governance models determined by the need of the Federation
- The opportunity to promote inclusion and disability on a wider scale to break down barriers
- To ensure pupils are well equipped to make a positive contribution to the community in which they live
- To ensure economies of scale through the joint purchasing of goods and contracting of services
- The capacity to be able to dynamically respond to Government policy and look confidently to the future

Federations positively impact on standards by sharing responsibility for improving learning, behaviour, and delivering personalised learning. This is achieved by realising the benefits of being part of a wider professional community with shared values and aims.

Background

Ifield School and Kings Farm Primary School are on adjacent sites in Cedar Avenue, based within the community of Kings Farm, in South East Gravesham.

Kings Farm Primary School is a two form of entry primary school with Early Years Foundation Stage provision in both Nursery and Reception. The proportion of pupils with learning difficulties and/or disabilities is much higher than average and in many classes this includes more than half the pupils. Many of these pupils have speech, language and communication difficulties or need additional support in order to achieve.

Following an OFSTED inspection on 22nd and 23rd October 2014, the school was placed in Special Measures. However, good progress was made in turning this around, demonstrated by positive HMI monitoring visits conducted on 22nd January 2015, 12th May 2015 and 28th September 2015. A further OFSTED inspection on 18th & 19th May where the school was judged overall to Require Improvement. Effectiveness of Leadership & Management, Personal Development, Behaviour & Safety and Early Years were all judged as Good.

Ifield School is a Foundation Special School and delivers the National Curriculum from Year R to Year 14 for pupils with Special Educational Needs who have either profound, severe and / or complex learning difficulties and those pupils with Communication and Interaction needs. Ifield is part of the Kent SEN Trust (KSENT), which comprises 16 Special Schools in Kent. By federating Kings Farm Primary School did not automatically become a member of KSENT, but could consider becoming a partner school.

In June 2011 Ofsted inspected Ifield School as part of the pilot inspection for the 2012 Framework and judged the school to be outstanding, a subsequent inspection under the 2014 inspection framework retained this judgement.

The school gained National Support School status in June 2013 and Teaching School status in September 2014 and is designated to meet the needs of pupils with learning difficulties and has Specialist status for Communication & Interaction.

Ifield enjoys close links with schools and other providers in and around the Gravesham area. Through a collaborative arrangement, the Kings Farm Primary nursery provides inclusive opportunities for able children and those with profound, severe and complex learning needs so that they can access the Early Years curriculum together. All pupils are officially on the Kings Farm roll as only children with a Statement of Educational Need / Education and Health Care Plan (EHCP) are permitted to be registered on Ifield School's roll. Ifield School takes complete responsibility for providing the staffing and educational support or assessment needed to meet the needs of the children referred by the Local Authority. Sixth Form provision for Ifield School is based on the North Kent College (NKC) campus in Gravesend. A post 19 Pilot is currently being trialled and is expected to become a separate entity by September 2018.

Leadership & Governance

Governance

A single governing body for the Federation has 19 members, made up as follows:

- 2 Parent Governors
- 1 Staff Governor – elected from across the two schools
- 1 Local Authority Governors – supported by the Local Authority panel
- 12 Co-opted governors – appointed by the Joint Governing Body Executive according to skills (2 positions ring fenced for the Head of School at Kings Farm and Head of School at Ifield School)
- 2 Foundation Governors
- 1 Executive Head Teacher (Ifield)

In addition, Associate Members may be appointed to take an active part in any teams or working groups.

School Leadership and wider staffing issues

The current leadership structure through the Federation, is such that both schools have a Head of School but with the Head Teacher of Ifield School continuing the role of Executive Headteacher. Even though the Executive Headteacher has overall accountability to the Governing Body, it is the expectation that the Head of Schools' work in close partnership with both reporting to the same Governing Body as required. Federation leadership will remain flexible to allow the exploration of further partnerships and remain under review to deal with the demands associated with updates to Government policy and legislation.

Staff remain working within the school to which they were appointed, though the federation greatly increases opportunities for staff to work across either school if this is deemed beneficial to them and the pupils. It is possible for newly appointed staff (including those promoted to jobs from within) to be offered contracts with a condition that makes it necessary for them to work in both schools in the Federation.

4. AIMS & VALUES

AIMS

Our schools aim to provide an outstanding and supportive learning environment: one which allows everyone to achieve their best, with high self-esteem and respect for others in the community, so that they are able to take their place in society with confidence and pride.

Our schools aim to do this by:

- Sustaining warm, welcoming communities of pupils, parents, staff and governors which offers its members support and every opportunity for personal growth.
- Helping our pupils to develop into confident, independent young people.
- Providing a curriculum which enables pupils to enjoy their learning and achieve their best.
- Teaching pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the schools and to society more widely.
- Responding to individual needs, recognising individual achievement and offering equal opportunities.
- Offering pupils a secure and stimulating environment, which positively encourages the development of self-esteem and self-confidence.
- Working in partnership with our parents and carers, providing an environment where pupils and parents feel that staff are approachable and that they will always make time to listen.
- Continue to be well-managed and value the contribution that each member of our community makes.

VALUES

RESPECTED – SUPPORTED – CHALLENGED - SUCCESSFUL

We believe every individual is unique and special

This means that we:

- Will respect the rights and needs of all
- Will foster a sense of self-esteem and self-worth
- Want everyone to realise their full potential
- Want our young people to be happy, confident and who will contribute to their community.

RESPECTED

We believe that regardless of faith, belief or disability, everyone should be accepted and not be the subject of prejudicial or discriminatory behaviour

This means that we will:

- Encourage mutual respect and tolerance of everyone including those with different faiths, beliefs or disability
- Challenge opinions or behaviours in our schools that are contrary to fundamental British values
- Enable students to acquire a broad general knowledge of and respect for democracy, public institutions and services in England;
- Promote an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

SUPPORTED

We believe that a good learning environment stems from a committed staff who work as a team to support all pupils

This means that we will:

- Provide a happy, secure and stable environment
- Give a high level of support to all individuals
- Work in partnership with parents
- Help our pupils to develop communication, social and self-help skills

CHALLENGED

We believe that pupils succeed best when teachers have high expectations

This means that we will:

- Deliver a curriculum that is broad, balanced and relevant
- Set challenging individual targets to develop determination and courage
- Expect consistent high standards of behaviour
- Provide inclusive opportunities for our pupils to join with their peers within the local community

SUCCESSFUL

We believe that success is important to every individual and to have that success recognised encourages further achievement

This means that we will:

- Measure success in many ways across the range of social and academic achievements
- Ensure areas of success for everyone
- Recognise every achievement however small the step
- Praise and reward success

School values are reinforced throughout the schools using PRIDE Values Taken from the Unicef Charter, The United Nations Convention on the Rights of the Child and underpin the school reward system.

	PRIDE Values	
<p>Personal excellence You have the right to a good quality education & the responsibility to work to the highest level you can.</p>	<ul style="list-style-type: none"> • Achievement • Assessment on or above target • Classroom participation • Coursework on or above target 	<ul style="list-style-type: none"> • Excellent work • Planning ways to improve • Set realistic goals • Review & evaluate your progress
<p>Respect & Friendship You have the right to your own friends as long as it is not harmful to others.</p>	<ul style="list-style-type: none"> • Helping & caring for others • Protecting the environment • Teaching others to improve 	<ul style="list-style-type: none"> • Making others happy • Work as part of a team • Reach agreements with others
<p>Inspiration You have the right to explore and share your good work with others.</p>	<ul style="list-style-type: none"> • Highly creative thinking • Use positive role models • Model answers to improve work 	<ul style="list-style-type: none"> • Use your initiative • Explore possibilities • Persuade others to take part
<p>Determination & Courage You have the right to reach your potential.</p>	<ul style="list-style-type: none"> • Exceptional effort • Overcoming difficulties • Ask for help 	<ul style="list-style-type: none"> • Ask questions • Show perseverance & commitment
<p>Equality You have the right to your opinion & beliefs and the responsibility to listen to others.</p>	<ul style="list-style-type: none"> • Promoting equality • Being fair & considerate 	<ul style="list-style-type: none"> • Keep a balance point of view • See things from others points of view

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5. PRIORITIES

A. Outcomes for Pupils

To sustain pupil progress that is consistently good or outstanding throughout the Federation.

Within the Federation by ensuring that:

- below-expected progress across all phases is addressed;
- progress-tracking tools are used effectively to identify the need for and impact of additional provision on outcome;
- consistently high expectations are maintained for all pupils, including the most disadvantaged.

At Ifield by ensuring that:

- delivery of meticulous personalised interventions provides support for pupils' learning and challenge for the most able across all areas of the Federation;

At King's Farm School by ensuring that:

- continued improvement is made in outcomes for English, Mathematics and Science;

B. Quality of teaching, learning and assessment

To ensure that outstanding teaching and learning throughout the school increases, and teaching is consistently 100% good or better.

Federation priorities:

- the impact of additional interventions are effective, with improvements to the pupil progress review process;
- use of the new assessment system is embedded so that staff can effectively track pupil progress and address the challenge of life without levels, to measure accurately pupil progress.

Ifield School priorities:

- pupils are given the opportunity to become more independent learners;
- the new curriculum is developed and embedded so that learning is personalised to meet the needs of all pupils;

King's Farm School priorities:

- disadvantaged pupils make consistently good progress in line with their peers;
- pupils have more input in the definition and evaluation of success criteria;

C. Personal development, behaviour and welfare

To ensure that all pupils develop successful behaviour and attitudes for learning in lessons and throughout the school day and all pupils learn effectively in an exciting, fun, safe and supportive environment in which they experience a wide range of relevant learning experiences and can flourish

Federation priorities for Ifield School & King's Farm Primary School:

- all pupils develop an appreciation of British Values;
- a robust, comprehensive and effective pastoral system is maintained;
- effective systems are developed to harness the views of young people;
- pupils' independence is increased, and they are prepared for transition.

D. Effectiveness of leadership and management

Ensure that secure Federation wide leadership is developed by embedding:

- a) a robust organisational structure**
- b) leadership capacity**
- c) a middle leadership structure to aid succession planning and further distribute leadership at all levels**
- d) a programme of teacher development, nurturing talent from within to identify future leaders;**

Ifield School priorities:

- measures are developed to determine the impact of outreach and STLS support on other schools;
- Post 16 & Post 19 developments;
- Continue to develop the Thames Teaching Alliance;

King's Farm School priorities:

- School finance and resources are managed effectively to provide excellent facilities and a stimulating physical environment;

These are linked directly to the Ofsted Framework.