Strategic Plan 2017-2022

Oakmeadow CE Primary and Nursery

This is a good school because:...

- *The inspirational Headteacher, ably supported by other senior leaders, provides highly effective leadership and works with governors to continuously drive school improvement forward. Together, they have secured rapid improvements since the last inspection and developed a strong culture for good teaching and learning across the school.*
- *Teaching has improved and is now good. Consequently, pupils' outcomes are good and rising rapidly across the school. Pupils are well prepared for the next stage of education.*
- *Progress and attainment in writing has increased rapidly because of the carefully planned approach to teaching.*
- *Pupils are courteous, respectful and friendly. Their conduct around the school is excellent.*

- *Children get off to a very rapid start in the early years, where they are very well taught and supported by all the adults who work with them.*
- *Since the previous inspection, the governing body has taken effective actions to hold the school to account and improve the quality of teaching and outcomes.*
- *The school is successful in creating a safe and secure environment where pupils recognise that everyone has their welfare at heart. Staff provide strong pastoral care to promote pupils' welfare effectively. Safeguarding is highly effective.*
- *Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils enjoy opportunities to undertake positions of responsibility in the school.*

Ofsted noted that to improve further, the school needs to:

- *Standards and progress in reading are not as high as those seen in mathematics and writing.*
- *There are variations in the effectiveness of pupils' daily reading sessions.*
- *A few pupils do not have a correct pencil grip and have not developed a fluent handwriting style.*

- *The teaching of artistic learning occasionally lacks depth.*
- *On a few occasions, pupils do not give full attention to their teacher or their learning tasks*

As a leadership team we have a real sense of responsibility that as leaders we will keep abreast of new educational theory and practise. However, we will always ensure we act in the best interests of our children and the community we serve.

<u>Vision, Values, Mission and Aims</u>

The family at Oakmeadow CE school community is committed to ensuring it is a place where all children learn and flourish in a safe, happy and stimulating environment.

We aim to serve our community by providing an education of the highest quality for children of all faiths and none within the context of Christian beliefs and practice.

<u>Our vision</u> is that we are a truly learning centred school, which strives to nurture the creative talents of all its learners. Oakmeadow Ce Primary and Nursery will be a happy, healthy school where everyone feels safe to learn, to 'have a go', make mistakes and persevere.

This is a brain stretching, laughter sharing, independence building and mistake-making place to be.

We develop independent thinkers, who will thrive in an increasingly complex and changing world.

<u>Our mission</u> is to:
 Be a happy, welcoming and a caring school
 Provide a safe, purposeful and stimulating learning environment
 To value childhood as an intrinsic right of all children
 Enable every child
 Help children develop a strong sense of identity
 Inspire the children
 Capture the children's curiosity and foster a desire for learning
 Teach values to children, inviting them to build their own lives upon them
 Recognise and value parents as the first educators
 Help the children develop respect and responsibility for themselves, for others, and the world in which they live

<u>Our values: Love, respect, honesty & integrity, faith, teamwork and resilience.</u>

We value enriching the children's spiritual and moral development nurturing a sense of family … *love* for all.

We value ensuring all pupils are literate, numerate and are able to make informed life choices, *resilience and respect* in learning

We value inspiring a love for learning

We value ensuring children are independent, resilient, confident, self-disciplined and have a sense of self-worth, learning that working as a *team* takes you further.

We value developing understanding, consideration and mutual respect for other religions, races, cultures, gender, people with disabilities and the environment.

We value ensuring truthfulness, honesty, *integrity*, compassion and love are present in everything we all do.

We believe every person has the right...

The right to be safe...
The right to learn...
The right to respect.

Long term strategic Priorities

To build a culture of success and achievement
    We develop educators who believe that all pupils can achieve and be successful.
    We believe every child should continually aspire to further develop and extend their learning, as well as become confident, independent and resilient learners.
    We monitor and evaluate pupil progress data to track pupils' progress and we challenge, not just identify, underachievement.
    We maintain a focus on narrowing the gap between vulnerable pupils and their peers, as well as challenging the underachievement of all pupils.
    We set inspirational, yet realistic, targets for each pupil so that they can make the best possible progress.

To establish a growth mind-set learning culture

We create the conditions that enable effective learning to take place.

We challenge adults' and children's thinking about success and performance; we promote the belief that intelligence can be grown and developed with persistence, effort, and a focus on learning - all children can achieve and be successful

We develop children's conceptual understanding of learning; to develop a love of learning and to take an active and lead role in their own learning and progression.

We expect the sustained use of best practice in Assessment for Learning (AfL) within our classrooms.

We regularly review our teaching and learning policy to seek to provide an agreed and consistent framework for our creative practice.

To develop an aspirational, artistic and inspirational curriculum

We plan a curriculum that is based upon the provision of a breadth of opportunities; a creative and challenging curriculum, with key skills at the core, enriched by visits and experiences.

We create learning experiences which bring together all the areas of the curriculum, and present these in topics which are designed in partnership with the children, which are fun, exciting, relevant and engaging.

We deliver a curriculum that provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development.

We develop children's confidence and expressive skills through a curriculum which supports the arts at its heart and encourages our pupils to express themselves through a wide and diverse range of artistic media.

We offer a variety of extra-curricular activities to channel the personal development of individual pupils, including a range of sport, music, drama and art.

Continuing strong financial management

We oversee, monitor and implement strong financial controls and achieve best value.

We secure funding to resource our learning community an enable staff and pupils to be successful within a building which is "fit for purpose".

Improving the school environment

We value the state of repair of the school, its look and feel, so that it reflects our ethos.

We continue to enhance our physical learning environment, both indoors and outdoors.

OAKMEADOW CHURCH OF ENGLAND PRIMARY SCHOOL
We are a brain stretching, independence building, laughter and mistake making kind of place, where we all have faith.

Short term key principles for 18-19

- We have an established culture where only the best will do, and teachers and other staff fully support this. We endeavour to continue to improve and reflect on our practice.

- We believe pupils' behaviour and attitudes to learning are exemplary. They are curious, attentive and keen to do well. They take great pride in their work. Over 18-19 we aim to continue to secure work in mindfulness, emotional health and spirituality.

- We will continue to invest in additional support for pupils and their families. So that this ensures early action is taken to help families when they need it most.

- So we will ensure all our pupils are confident individuals, who can communicate effectively, articulate their emotions and in addition, secure reading, writing and mathematics skills so our children can fulfil their true potential.

We will also continue to ensure and build on the following:

- Pupils keen sense of tolerance and respect for other.

- Pupils secure understanding of how to stay safe, including through talks by fire safety and police officers.

- Pupils taking responsibility for their own learning.

Oakmeadow CE Primary School - School Improvement: The mapped out vision			
Term →	**17-18-reviewed**	**18-19**	**19-20**	**20-22**

	17-18-reviewed	18-19	19-20	20-22
Governors & Leadership	▪ To be strategically involved in the development of the school status – securing the future for Oakmeadow. ▪ To continue to challenge the school to improve by asking effective questions and being fully involved in understanding daily school life. ▪ To enhance the role of middle leadership across school. ▪ Continue to develop a wider role as a support school.	▪ To be strategically involved in the development of the school status – securing the future for Oakmeadow. ▪ To continue to challenge the school to improve by asking effective questions and being fully involved in understanding daily school life. ▪ To secure MAT status, to future proof the school vision. ▪ To achieve Local Hub status for the CCT. Developing a collaborative Hub for shared work. ▪ Senior leads to continue to develop their support roles with other schools. ▪ Senior leaders to be members of CCT and develop this relationship. ▪ Continue work to develop an evidence base to become a NSS with NLE. ▪ Begin work to prepare a **community Hub.**	• To continue to challenge the school to improve by asking effective questions and being fully involved in understanding daily school life. • To develop working practice with school so that Governors are well known in school and the children understand the role in supporting the school. • **Secure position as a NSS** • Secure workload and teacher wellbeing. • Develop a **community Hub- wellbeing area.**	• To continue to challenge the school to improve by asking effective questions and being fully involved in understanding daily school life. • To develop working practice with school so that Governors are well known in school and the children understand the role in supporting the school. • **Secure position as a NSS** • Secure workload and teacher wellbeing. • Continue to develop a **community Hub- wellbeing area.**
Curriculum and Assessment	▪ Ensure security in working above nationalional expectations in KS1 and KS2 SAT's ▪ Secure EYFS Profile/BASELINE ▪ Secure moderation internally. ▪ Introduce **Science assessment & RE assessment.** ▪ **Introduce art weeks' and a holistic personal development curriculum.** ▪ Develop artistic learning so there is sufficient breadth in the curriculum. ▪ **Develop the use of AFL by pupils to enable them to understand how best to improve their own learning. Focus on self and peer review.** ▪ Embed solo taxonomy ▪ *To develop accountability of subject leaders for raising attainment.* ▪ **To achieve GOLD sports award**	▪ Introduce **Science assessment & RE assessment (carried forward from 17-18)** ▪ **Carried forward: Develop the use of AFL by pupils to enable them to understand how best to improve their own learning. Focus on self and peer review.** ▪ Carried forward: *To develop accountability of subject leaders for raising attainment*. ▪ **To achieve GOLD sports award** ▪ Embed solo taxonomy ▪ Secure the outstanding impact of Intervention groups. ▪ Introduce foundation assessment. ▪ Secure personal development/Our World and me curriculum so that behavior and personal development is outstanding. ▪ Secure wider moderation work. ▪ To implement Forest Schools sessions across the whole school with a particular focus on improving writing. (Whole school). ▪ *To achieve RE quality mark*	▪ Secure assessment in all subject areas ▪ Monitor and review the impact of mindfulness programme. ▪ Develop work in mental health and resilience ▪ Develop national moderation potential. ▪ Widen diversity experiences within school.	▪ Embed mindfulness work within school and diversity.
Finance, admin & Premises	▪ Secure and set budget for 3 years and agreeing main focus for financial implementation (IT) ▪ Maintenance planner update with premises team- to secure the building to be in top condition. ▪ **Planning for school future status (academy discussions)** ▪ **Secure School office responsibilities and accountability** ▪ Develop areas around school so there is an outdoor	▪ Secure and set budget for 3 years and agreeing main focus for financial implementation (IT) ▪ **Planning for school future status (academy discussions)** ▪ **Secure School office responsibilities and accountability** ▪ **Develop Nursery provision for wraparound care and**	▪ Develop school site for enterprise opportunities (eg school shop) and potential funding opportunities.	

	theatre, sensory area and forest school/science area ▪ Grow nursery to take age 2 pupils.	**age 2 pupils** ▪ Decisions on school future status to go into consultation. ▪ Develop areas around school so there is an outdoor theatre, sensory area and forest school/science area.		

English budget £3000 in total					Status
ENGLISH READING KEY OBJECTIVES					
1	To develop the teaching of reading skills so that we can sustain rates of progress in reading across whole school - particularly securing these for our SEND/Disadvantaged pupils. Therefore, ensuring that all children are making good progress and that there is **at least 85% of the year group at expected attainment, with the ambition to be reaching FFT 20 expectations.**				
2	To **secure good progress** (above national/FFT expectation %/0 +) for Greater Depth learners in reading.				
3	Through effective leadership it is expected that all teaching of reading will be consistently good with outstanding features – as defined by OFSTED. **The school to maintain its 100% profile for good and extend its current 50% outstanding profile to 75%.**				

Objective	Key success criteria and success statements	Lead	Actions /Tasks to achieve objective	Allocated budget priorities	Status
1	**To secure the tracking of scaled scores in reading supports effective targeting across the whole of KS2.** **The school have engaged more parents in supporting reading at home and this is a strength across school. e.g.: Reading Café/online material (tracking) and secure video support on website.** **To secure reading skills being taught in daily English lessons. So that good reading skills and behaviour are demonstrated across the school ad also evident in the creative curriculum.** **To develop <u>reading fluency.</u>** **To develop <u>areas within school to evidence a high profile for reading.</u>**	SH	• Secure termly assessment so we can track scaled scores for all KS2 children. • Are book bands accurate and checked regularly? • Are book bands accurately levelled against STATs? Is there a high profile for GR and reading in English. • **Are library areas encouraging children to read?** • **<u>Individual reading happening for all vulnerable readers.</u>** • **Compile "Reading Procedures" booklet for parents to encourage good habits. <u>Videos for website.</u>** • **<u>All Teachers to monitor the frequency of reading at home. "Non-readers" to be</u>**	• Testbase allocation • Library updating • Reading records • CPD and cover needs	

	 EVALUATION QUESTIONS • *Are SEND & PPG pupils making good progress so they are within confidence intervals for progress measures?* • *Have we improved on the summarizing ideas in the reading SAT Ks2 and continued the improvement in speed reading?* • *Do you children enjoy reading and read for enjoyment? How do we know?*		**highlighted swiftly and opportunities to improve frequency explored (e.g. adults in school, liaison with home).** • CPD on reading fluency- how to model this and planning for supporting this in the daily classroom. To secure this being taught whole school.		
2	**To secure the higher order comprehension required for greater depth readers.** **To secure the planning of longer sequences which allow children to know a book inside and out, to look at how writers use language and words to impact on the reader and use them as models for their own writing.** **To secure teachers understanding of what children needed to secure the year group learning by the end of the year and that progress would look very different from that of previous years.** **EVALUATION QUESTIONS:** • **Are teachers secure with year group expectations and what greater depth looks like?** • **Is GD/higher attainer outcomes in line and aspiring to be above national?**		• Monitoring of planning to secure that teachers are accommodating GD in guided reading. • Regular moderation of reading and writing to support teacher understanding. • Ensure there are suitable resources for higher order comprehension.	• Guided reading resources • Monitoring additional time/cover	
3	**To ensure monitoring is supporting the securing of good reading skills being taught and allowed to embed.** **To secure reading into writing as a key part in english lessons and this journey is securely evidenced in books.**		• Monitor diary to secure termly monitoring of guided reading by coordinator. • CPD to be delivered on effective use of reading into writing and how to deepen comprehension skills.	• Monitoring additional time/cover	3

	EVALUATION QUESTIONS				
	• *Are chn transferring other skills into reading – from EYFS up to year 6?* • *Is there a clear reading focus coming through in the writing journeys in all books?* • *Is reading aloud, reading for purpose a common place in every classroom?*				

Impact review -Autumn	Spring	Summer
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ENGLISH GPS/PHONICS and WRITING KEY OBJECTIVES					Status
1	To secure PHONICS and GPS within writing by making sure these skills are transferring to writing in daily work. So this embeds the good attainment for phonic check and GPS tests into whole daily curriculum and secures writing attainment and progress across the whole school.				
2	To improve 'plan to write' and 'edit' skills across whole school so children can build up a resilience to improving their work and understand that this is an essential skill and ensuring that handwriting is not a barrier. **Therefore securing at least 85% writing attainment, with <u>an ambition to meet FFT 20 expectations.</u> To secure greater depth writers so <u>it is above national.</u>** To support writing attainment by ensuring it is an active addition to the creative curriculum.				

Objective	Key success criteria and success statements	Lead	Actions /Tasks to achieve objective	Allocated budget priorities	Status
1	**To secure phonic and spelling stations so they are an integrated part of daily learning and supporting the high frequency word understanding and achieving in spelling tests.** **To raise awareness of GPS terminology, and end of KS2 expectations of this, in parents and support staff throughout school.** **To ensure we maintain GPS achievement, particularly for**	SH	• <u>**Monitoring to secure weekly Phonics/GPS and this transferring into writing**</u>. • Apply test base to support validated PITA- ensuring this is moderated to validate data. • *Ensure resources are available and outdoor areas reflect the priority of these skills sets.*	• Developing reading resources and website materials.	

	vulnerable groups, at end of KS1 and KS2 through robust monitoring and expectations. **To develop use of library areas within school to enhance learning in Reading and provide opportunities to practice and apply their reading skills.** Developing ownership for learning – so that children are engaging in their own reading attitudes and routines. **To develop reading corners within classrooms in order to build enthusiasm for reading.** **To improve the word attack strategies of children in EYFS and KS1 to improve fluency.** **EVALUATION QUESTIONS** - **Are gender groups/vulnerable now performing in line with nationally?** - ***Are disadvantaged pupils performing in GPS in line with all learners?*** - **Are children being provided with a range of styles of questions to enable them to apply skills fluently?** - **Are teachers and children efficient in checking spellings and capitalization?**		- Secure high profile of reading in school and at home through reading challenge work and ongoing events. - Use seesaw to engage homes to reading for fluency and comprehension.		
2	**To secure the writing journey so that there is a high profile for planning to write and editing in all books.** **To secure teaching of reading skills in English lessons as part of the writing journey approach and to ensure reading skills are being taught across other areas of the curriculum.** **To ensure that children are being given an opportunity to write by securing extended writing in books and writing to be fluent in other books to English to support embedding these**	SH	- Clear focus on edit work evidencing in all books in monitoring. - CPD on how to edit effectively and **planning format to be universal across school t**o support. - Regular moderation of reading and writing to support teacher	- **Monitoring time – cover** - **Teacher CPD materials**	

	skills. **To ensure we give children a variety of and regular opportunities to write at length and to secure the use of planning and editing to support quality output.** **To raise staff awareness of what Greater Depth looks like in writing and use this to adapt provision and target setting for these pupil** ***EVALUATION QUESTIONS*** ==*Are boys in writing now in line with girls in all areas of the school?*== ==*Are disadvantaged pupils performing in GPS in line with all learners?*== ==Secure FFT targets for attainment and maintain school progress measures and improve annually by +0.5 as a minimum.==		understanding.		

Impact review -Autumn	Spring	Summer
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£3000 allocated budget	MATHEMATICS KEY OBJECTIVES				Status
1	To develop opportunities for problem solving & reasoning – so that children have a fluency in applying skills from the calculation policy in problems and puzzle situations. To embed the use of problem solving work into the creative curriculum across all years /other curriculum areas to influence the sustainability of maths skills. **So that this support the children attaining in line with FFT 20 and making good progress.**				
2	To secure basic skills and depth in arithmetic/tables, by improving rapid recall and times tables knowledge for all children and therefore increase attainment in arithmetic in maths. **So that this support the children attaining in line with FFT 20 and making good progress.**				
3	To develop variation in different mathematical concepts.				

Objective	Key success criteria and success statements	Lead	Actions /Tasks to achieve objective	Allocated budget priorities	Status
1	**To develop opportunities for problem solving & reasoning across the curriculum.** **To ensure teachers understand there are clear connections (relationships) made in maths, a clear build up on skills to develop depth and a clear development from conceptual to procedural, so this can then be supporting their delivery daily.** **To secure the calculation policy so that bridging methods are not held for too long.** **To secure resilient and independence through explicit teaching of Problem Solving and then application to test style questions throughout KS2** **EVALUATION QUESTIONS** • **Are children fluent in their explanations of maths? Can they talk through their learning, explain to others and use mechanical skills fluently?** • **Are children building conceptual understanding (of the facts we want them to learn)?** • **Are children building relational understanding (e.g. seeing the link between**	JT	• **B**ook trawls to secure exercises are providing structured deep conceptual knowledge alongside developing procedural fluency. • Monitor: Teachers need to ensure there are routines and strategies that help children to memorize key facts. • Regular moderation of children's work by teachers within their phases, focusing on a range of children's recordings • Monitor impact of testbase – are testbase questions being used regularly and how are children responding to them? • Ensure all phases are using 'I see Reasoning' resource. • **Secure TA knowledge in calculation policy**	• Additional leadership time cover • CPD materials • Testbase /Assessment additional materials	

	4 + 5 and 40 + 50)? • **Are children building an understanding of the structure of operations (e.g. 3 × 10 is the same as 10 + 10 + 10?**				
2	**To secure arithmetic/tables so that children are fluent for their year group expectations and are fully fluent in all tables by the end of year 2.** **Developing the concept of depth within school and an understanding about how we teach at home.** **EVALUATION QUESTIONS** • **In KS2 are girls now performing as well as boys?** • **Are SEND and disadvantaged learners now performing better?** Is there an **effective arithmetic system** in school that secures understanding in this area? • Is the pitch evidencing depth and challenge in all classes? • Are children meeting the end of year expectation in calculation? • ***Are KS1 children secure with number bonds? Monitor number bonds assessment sheets termly.***	JT	• **To embed *the 5 'big ideas' in maths* teaching across school, with a focus on FLUENCY AND VARIATION** • ***VARIATION: looking at maths and making connections – relationship reasoning/conceptual variation. Monitor learning through lesson study approach. Check planning and books to look for variation.*** • ***FLUENCY: Knowing tables and number bonds. IS this robust and checked regularly? Factual fluency.*** • *REPRESENTATION AND STRUCTURE*: representations to develop understanding. Meaning- concept- abstract-fluency. See the connections. Do all maths lesson use appropriate representations to expose the structure? Monitor use of representations being used and check working walls. Monitor use of 'stem sentences'. • *Coherence* – are lessons being planned suing small steps to ensure a coherent journey? Monitor planning and resources. • **Set up video support on website for home to use.** • **Develop leaflet info to send home to support.** • **Parent workshops – use of ten frame for KS1 children and LA children in KS2. Send all year 1 children home with ten frame and counters during ready for transition**	• Arithmetic materials • Additional time (website input)	

			meetings. • **During year 2 transition meeting, provide parents with times tables reciting sheets. Ask to support children to learn these ready for year 2.** • **Set up a mental maths** • **All children in Key Stage 2 reciting times tables/ evidencing a good understanding of tables by heart by end of Spring term 2019** *Are all classes reciting timetables daily? Are teachers using the PowerPoints created to support? Pupil voice to monitor this half termly.* •		
3	**To develop variation in different mathematical concepts.** **Develop teachers understanding of conceptual and procedural variation.** **Collaborative planning sessions and lesson study approach for CPD. Using NCETM PD lead format to develop teachers subject knowledge** **EVALUATION QUESTION** **Are children more confident in maths application because they are exposed to more variation?**	JT	Lesson study approach to PD for all teachers. To work within phrases to develop practice and subject knowledge. • **Coaching to support planning to widen maths into the creative curriculum** and look at ways to reinforce/overlap learning to develop mastery.	• Release for every teacher throughout the year. Refer to separate plan for full details. HLTA cover will be used.	

Impact review -Autumn	Spring	Summer
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Leadership and Management Key objectives (allocated SLT budget within C1)					Status
1	To ensure an effective <u>curriculum design</u> in school which enhances learning for all and reinforces life skills. Through the effective leadership of all subject areas it is expected that the curriculum will provide highly positive experiences and rich opportunities for high quality learning. Develop middle leadership to secure the accountability of subject development. *TO SECURE A CURRICULUM THAT HAS A HIGH VALUE FOR MINDFULNESS, EMOTIONAL EMPAHTY AND MENTAL RESILIENCE.*				
2	To manage an efficient budget to secure the stability of the schools provision.				
3	Secure teaching and learning that is outstanding – as defined by OFSTED. **All teaching being good with at least 50% plus being outstanding.**				
4	To continue to ensure Governors have an impact on school improvement.				

Objective	Key success criteria and success statements	Lead	Actions /Tasks to achieve objective	Allocated budget	Status
1	To secure accountability for subject areas across all UPR and TLR staff. *Evaluation question: How well do we understand our roles and responsibilities, including what it means to be strategic?* To ensure there is a **clear vision for the curriculum design** that is shared across all staff, so that all staff understand the purpose of the work around the curriculum and there are clear outcomes. *To secure that we are:* *-genuinely child-centred. Relationships are at the heart of the learning. The curriculum is as much about developing community and care as about inspiring curiosity and creativity. Each individual child is right at the centre of everything we do & there is an inclusivity that underpins the learning and builds self-esteem as the central pillar in the construction of the curriculum.* *Evaluation question: What has been the impact on pupil learning and teaching profiles? How well do we*	LJ	• Ensure regular XSLT to support coach roles and responsibility within these posts. • To use the leadership expectations and career progression document as a benchmark for performance. • Enable Subject leaders to monitor their subject areas, assess and scrutinize pupil's work and progress: • All subject leaders to complete a thorough data analysis of their subjects to present to Gov and SLT. • To continue to complete impact statements termly to review at SLT. Which will support development in the ownership of their subject and a deeper understanding of the subject in school. • All subject leaders to contribute to HT report and to present annually to Governors.	• Additional leadership time as and when required. (SLT/C1 budget) • CPD materials (CPD budget)	

listen to, understand and respond to our pupils, parents and staff?

To secure all TLR posts have data accountability, clear ownership of their budget and have secured outcomes.
Evaluation question: What has been the impact on school organisation and leadership? How well do they understand the school's performance data (including in-year progress tracking data) so they can properly hold teachers to account?

SPORTS PREMIUM HIGHLIGHTS *(Please refer to SPPM for detailed use of sports premium ad n coordination action planning)*

- Meet the recommendations of the Chief Medical Officer (HMG National Obesity Strategy: 2016) by delivering 30 minutes of moderate to vigorous physical activity every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events
- Develop a whole school approach to healthy living by recognising and promoting the links between physical activity, healthy eating and mental wellbeing

Evaluation question: Are we meeting the requirements set? Are children participating well in all year groups in PE session in school ad activity times across school? Are children competing and enjoying sports? Is the sporting profile of the school developing across SHROPSHIRE eg competing/wining events). Have children got a good understanding of nutrition and healthy lifestyles?

- Review timetables and look at opportunities in school to Increase active opportunities throughout day, particularly during classroom-based lesson time through 'wake-up, shake up' and 'supermovers' initiatives
- Utilise heat mapping tool available from Youth Sport Trust half-termly (www.activeschoolplanner.org) as means of reviewing opportunities for activity offered, and to identify opportunities for improving this further feeding back to SLT termly.
- Work with lunchtime team to improve offer at break and lunchtimes to engage children in physical activity, through implementing Sports leaders to lead and officiate in play activities; run 5 minutes of wake up, shake up whilst children line up at the end of lunchtime.
- Review extra-curricular opportunities so that attract less-active young people to participate in physical activity, through careful identification of activity levels both inside and outside of school, followed by targeted provision through 'sportsability' or Change4life club/activities.
- Healthy eating sessions /working with kitchen to develop the curriculum offer in nutritional

				- guidance. - Growth mindset and mental wellbeing lessons/workshops to become wider into KS2 (extending from yr 6)	
2	To secure an efficient long term (2 years) budget for sustainability. *Evaluation question: Are our financial management systems robust so we can ensure best value for money?* To ensure that there is an effective use of curriculum allocated funds that impacts on improving provisions for all children across school.	CW	• To work with SBM and finance assistant to secure the immediate and long term budget. • To secure delegated budgets and ensure they are strategically allocated against criteria from the SIDP.	• Additional time with admin (Supply budget)	
3	To ensure there is a robust monitoring schedule that secures good teaching, quality feedback and regular outcome discussion within SLT. *How much has the school improved over the last 3 years?* To develop the schools work with others, supporting and collaboratively. *What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?* To track pupil's achievement & progress using baseline progress data from Reception to Year 6 ensuring that pupils are targeted for support/extension teaching/support if required. EVALUATION QUESTIONS: Are chn meeting national expectation? Is target setting aspirational? *Are vulnerable groups closing the attainment gap?*	SLT	• Monitoring schedule to be rigorously adhered to, giving regular feedback to colleagues in a coaching format to secure improvement. • Develop the CCT Hub format to secure work with others, continue to support others through SSIF partnership work and at least 2 members of staff to become SLEs. • Head and deputy to apply for fellowship membership of CCT to engage in national work with CCT. • **School to apply for NSS status in 2019.** • **Analyse results for updating SEF and SDP** • **Secure robust PPM so that all teachers are accountable for good progress** • **Target set across all year groups to exceed national trends to secure outstanding work** • **Use FFT to support target setting and case study work- so there is a clear**	• Coaching CPD (CPD budget) • Wellbeing work (C1/SLT budget)	

				understanding about how each child is progressing/what barriers there are and what intervention is supporting this	
4	To annually review the impact of the governor body against the 20 questions/Ofsted and SIAMs feedback. **EVALUATION QUESTION** <mark>*Are Governors asking challenging questions to secure the church school impact? Is it recorded in minutes? How is the school performing and how do we know?*</mark>	CW/GF	• **To secure an annual extraordinary meeting for governors that has a specific <u>evaluation focus.</u>** • **To increase the focus for Governors on worship to meet SIAMs criteria.**	• Governors CPD (CPD budget)	

Impact review -Autumn	Spring	Summer
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RE/WORSHIP/PHSE and SRE Key Objectives					Status
1	**To develop R.E & Worship links outside of school.**				1
Objective	**Key success criteria and success statements**	**Lead**	**Actions /Tasks to achieve objective**	**Allocated budget**	**Status**
1	To monitor the new curriculum work and secure quality teaching in RE across all areas. Develop **links with other faiths** to support a wider knowledge base (eg Methodist church and parents (Buddhist)) **EVALUATION QUESTIONS** *Is RE strong across all year groups? Being taught well and the expectations as high as RWM?* *Is worship happening daily and what is children's perception of worship?*	LJ/JK/CW TEAM	Review curriculum – under new design expectations as a whole school team. Look at how RE fits into theme based curriculum to reduce workload. Look at rota for teachers and HLTA- so all coverage is not purely PPa time. Look at quality of resources and worship /prayer areas. Set up links with Methodist church and secure visits to relevant yr groups. Set up opportunity for other faith speakers to work with the children.	**C1 SLT pot- £300**	

Impact review -Autumn	Spring	Summer
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(Budget allocation- £1000) SCIENCE KEY OBJECTIVES					Status
1	To promote science as a core subject, to raise the profile of the subject in weekly work and through a science week. So that there is an established whole school science project work annually.				

Objective	Key success criteria and success statements	Lead	Actions /Tasks to achieve objective	Allocated budget	Status
1	To widen the profile of science across the school and secure a high expectation with science (so skills are transferring and are level with core work). To ensure there are opportunities to analyse/predict/evaluate regularly in all classrooms. To continue to develop STEM week. (on a rotational curriculum planner) To introduce assessment in science EVALUATION QUESTIONS *Is there a clear high profile in science across the whole school? Posters to promote? Adults promoting?* *Is teaching securing outstanding in a good % of year groups across school?* *Are children completing science work weekly? Do they feel they do 'enough' science?* *Is there an efficient assessment system so we know where children are in science and next steps? IS this moderated so we have secure data?*	JR- with LJ mentoring support	Key skills expectations milestones to be shared –whole school. Staff training yr group expectations & expected assessment understanding. **Introduce science assessment through target tracker by July 2019.** **Monitor planning to secure AT1 development whole school.**	1000	

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Budget allocation: £4000					Status
COMPUTING AND TECHNOLOGY					
1	<u>AREAS AND RESOURCES</u>: **To develop an <u>IT zone in Ks2 to utilize the space in school</u> and <u>form an independent hub where children can be creative.</u> To secure the use of the <u>website</u> as an information base/ learning zone to support curriculum development and a way to inform parents of learning. To improve parental involvement through the use of website engagement and seesaw use.**				
2	<u>CURRICULUM</u>: **To develop an <u>IT efficient classrooms to ensure all classes have the capacity to use IT daily, so that we can utilize this to develop artistic learning within school.</u>**				

Objective	Key success criteria and success statements	Lead	Actions /Tasks to achieve objective	Allocated budget	Status
1	**To promote the use of the new school website (effective September 2018) as a learning and communication tool to support learning both inside and outside the school environment for children and parents** *EVALUATION QUESTIONS:* *Are children using IT to develop other core learning areas?* *Are KS2 children managing their IT, independently working on projects and seeing how IT can influence basic skills?* *Are teachers planning to use IT? Is the computing curriculum being delivered and evidenced? Can they show an understanding of the computing descriptors for their age range?* *What is the impact of IT on learning over the last 12months? How do we know and what works best?* *(SWOT analysis)*	JR	1) Each class will have regularly updated section which parents and children can access to support learning at home 2) All curricula areas will have dedicated section with current information and developments in these areas 3) Our school website will become the primary method of advertising information for current and prospective children and parents-Parents will be supported in the home environment through regularly shared national updates via school blog and website **Secure the use of seesaw to share work and website to support learning.** **Develop the efficiency of IPAD use for all classrooms, so it impacts on learning and engages learners.**	£4000: Website £1200 Equipment allocation remaining: £2800	

			Develop 'work' areas on all class pages that children and home access to support learning.	
2	**To develop the use of technology across school to support the teaching in all core and foundation curriculum areas.** **To secure the teaching of computing in line with all strands of the National Curriculum 2014 objectives across school.** To secure the use of IPADS across school to raise the profile in core subjects and artistic development. **To develop and utilize 'digital leaders' as method of promoting effective and innovative practice to raise profile in all curricula areas** **To promote and embed an ethos of the use of technology where it is used safely, respectfully and responsibly by all members of our school.** To secure other devices and desktops around school so that there is good access to equipment both in computing and It across the curriculum. To secure the teaching of computing across whole school. *==EVALUATIVE QUESTIONS==* *==Are children using IT to develop other core learning areas?==* *==Are KS2 children managing their IT, independently working on projects and seeing how IT can influence basic skills?==* *==Are teachers planning to use IT? Is the computing curriculum being delivered and evidenced? Can they show an understanding of the computing descriptors for their age==*		All classes to have access to at least ¾ devices that are 'green' (RAG) to secure use in classrooms and in addition **Secure E SAFETY around school and on website. All years will have discrete standalone e-safety lesson every half term, as well as termly assembly in key stages**. Children will follow active BYTES PoS throughout school to increase awareness of the safe use of technology Implement an E safety policy which is child focused/all classes to evidence safety work and PREVENT work. **Secure IT in key areas in school- KS2 library** Core team of UKS2 children will be trained and responsible for developing and maintaining use of shared technology around school Digital leaders will be scheduled and released to support innovative use of technology across school in all classes as means to develop knowledge and understanding of how technology can support learning in curricula areas iPad based APPS will be utilized as way of children sharing their learning in media form,		

	range? *What is the impact of IT on learning over the last 12months?* *How do we know and what works best?* *(SWOT analysis)* **Do parents know how they can support their children's learning? Do they have the resources they need to achieve this? Are 'hard to reach' parents spending time in school – parents' eve, workshops? Is there any other way we can involve them?** *Are chn able to talk about keeping safe on line and we meet the new requirements in KCSIE 2016?* *Is there a high profile of ESAFETY across whole school? Is this shared with home and promoted?*	particularly as 'finished product' for written literacy units iPads/laptops/PCs will be used in core subjects as method of developing independent learning in class Purplemash subscription will be used to support learning in all curricula areas and children's logins known and readily available Yearly overviews using Wessex curriculum builder will be in place for September 2018, with consideration to how units can complement thematic learning Evidence of learning will be present in both book and multimedia form on shared network	

Impact review -Autumn	Spring	Summer
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EYFS	Status

1	**To improve communication and language within the EYFS curriculum and involve parents in Literacy learning through workshops, sharing Learning Journey books, home reading books and home resources.**
2	**To raise attainment in PSED and secure COEL: playing and exploring.**
3	**To develop leadership in EYFS to sustain outstanding leadership judgment.**

Objective	Key success criteria and success statements	Lead	Actions /Tasks to achieve objective	Allocated budget	Status
1	**To secure communication and language so that all children are achieving age milestones and the gap is closing from baseline.** **To provide workshops for parents so that they understand how they can support at home.** **To develop planning and questioning so there are more opportunities for responding to instructions, preposition understanding and asking why and how questions.** *EVALUATION:* *Do Learning Journeys show that children are embedding strong basic Literacy skills, linked to interesting and relevant contexts?* *Do staff and parents understand how to develop phonic skills and communication and language skills when referring to the school English policy?* *Is home learning supporting the transfer of phonic skills into reading and writing?* *Are reading and writing % more in line with other areas of*	CW supporting PW	Develop **reading environment**, both indoor and outdoor, within EYFS. Strengthen links with local library and SLS. Develop EYFS lending library, 'Share a book' small group story time, circle time to focus on books, book of the week, story sacks. Give more opportunity for **reading and writing within CIL**, role play areas so that reading and writing is always purposeful and linked to children's interests. CPD for questioning to be delivered by PW/RR/JG to all TAs. Continue to **share phonics and Literacy approaches with parents** and allow parents to access children's own work in books or digitally (2build or see saw, linked to IT objectives). Encourage parents to be involved in story time / reading sessions within class.	£3000	

	learning at Oakmeadow?				
2	**To embed PSED** in Nursery so that children are school ready on entry to Reception. To provide a full range of opportunities in CIL and AD sessions to encourage turn taking, sharing, talking and exploring feelings. To focus on developing children's ability to try new things (tryosaurus) through active play. **EVALUATION** ==Is PSED a continued high priority in EYFS planning, teaching, assessing and monitoring?== ==Do adults, including staff new to EYFS, take a consistent approach to supporting development of PSED in EYFS? Are resources and prompts consistent throughout EYFS?== ==Do children continue to show an understanding of key PSED skills through class discussion and use of appropriate vocabulary? Do staff continue to liaise regularly about children within EYFS meetings, discussing targets, case study children and areas for observation?==	CW supporting PW	Nursery to focus on **Prime Areas of learning**, particularly **PSED behaviour** and **CL speaking** to help children to become school ready. Planning work to develop focusing on group work, positive relationship focuses and role play opportunities. Develop questioning to support adult positively intervening in, regular time to talk and emotion sharing activities. Securing that these are VISUAL in all areas. Ongoing review of the balance of CIL and AD (especially for Summer born and disadvantaged children) to improve learning attitude and readiness for transition to R (and Yr 1 for R). Secure outdoor area to promote these- mirrors/role play/puppets/ books/parachute time etc		
3	**Offer coaching opportunities to EYFS to develop their understanding of leadership for future roles.**	CW	Coaching CPD Middle leadership work with CW	3	
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SEND & WELLBEING TEAM £1000 (with additional pastoral/Mindfulness £1000)					Status
1	**Develop personalised provision so all SEND children receive good learning opportunities and the support to ensure their progress.** Complete the IQM (Inclusion Quality Mark)/ or SEND Award				
2	**To develop early help support so that there is a clear pathway of support for parents and pupils prior to other agency intervention. To secure wellbeing initiatives to future plan a wellbeing hub.**				
Objective			**Actions /Tasks to achieve objective**	**Allocated budget**	**Status**
1	**To secure progress and attainment for all send learners so that is evident in the whole school date. Ensuring an effective menu for all SEND learners in all classes.** To a**nalyse progress made, attendance, FSM etc. Identifying any patterns and trends in data to support actions to improve, ensuring there are no barriers to not being successful at school.** **EVALUATION** Are parents and home actively involved in the education of their child? Understand their rights and the support their child gets? Is there a positive mindset for SEND support from parents/home? **How do SEND chn feel about learning across school?** **Are they making progress in line with all other learners?** **Is intervention having an impact and how do we know?** **Is the intervention feeding back into every day learning?** **Are teachers skilled on individual SEND needs/how to identify concerns etc?** Are interventions showing im0pact? Are all children progressing appropriately? Is the link Gov well informed?	HM	• **SENco to produce data evaluations to HT termly to review action planning** • **All provision mapping to be reviewed termly** • **Book monitoring to have a SEND focus at least half termly and ensuring there is a structured cycle for monitoring and evaluating SEN** • annual questionnaire for SEND parents. • Tracking folders are in place for TAs covering interventions to review the impact of each. So we can review the impact of al interventions and ensure targeted support is given. - **Devise an early identification process for EYFS and KS1 for SEND support through better teacher understanding/CPD.** - **Analyse data regularly to feedback to SLT to support targeted intervention.** - **Termly impact statements to be completed and termly data reviews for discussion with HT** - Book monitoring to be available termly to review with progress	£1000	1

2	To secure early help proactive workshops in EYFS to support sharing information earlier to parents. To develop a wider pastoral team to support early help intervention within school, offering UYC programmes termly and to develop a wellbeing team to support ongoing daily intervention. To develop a holistic programme of wellbeing support that is available for vulnerable pupils. (including counselling/play therapy etc) **Evaluation:** **Are families that need help able to access it? Is information shared transparently to support parents knowing where and how to engage?**	MS/CW/HM team	• Train an additional Ta in ECINS AND EARLY HELP. • Train and additional TA in ELKAN to support Communication and language development. • Continue to develop play therapy and work with therapy dog in school. • Continue counselling work with MIND practitioner.		
Impact review -Autumn			Spring		Summer
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** PLEASE SEE PUPIL PREMIUM AND SPORTS PREMIUM PLANS WHICH SIT ALONGSIDE THIS SIDP.

Assessment overview

	Target Tracker	NGRT	TESTBASE	Target setting/tabbing	Independent writing	Spelling (or GPS testbase)	Formal testing	Pupil progress
Overview of assessment	Online tracking of attainment and progress SCHEDULE: HALF TERMLY – LOCKED WEEK PRIOR TO HALF TERM	Standardised reading test. Provides raw score, standardised score and reading age.	Standardised tests which provide information on progress	As a result of educater analysis (gaps in learning) teachers will set targets.	Provides an opportunity for children to demonstrate writing skills away from a taught unit.	Spelling assessment against nationalional curriculum appendices		All data collated per class .From school analysis of educater developing standard
Autumn	Teachers to input stars onto system on a weekly basis for all children EYFS-Y6. This should inform planning and next steps for individuals. Reports can be accessed to show gaps in learning and target set for the future. Data will be locked half termly. This will take place on	NGRT test A first week October. All children Y1-6. This data must be added by teachers to individual pupil progress sheets(APTs) and saved into assessment folder/pupil progress on work group	TERMLY for year 2-6 All data to be added to pupil progress sheets (APTs) by teachers half termly	Targets will be set according to the individual needs of the children and be linked to KPIs. This should happen at least once every half term. The information will be gathered from children's work and information on educater. Targets will be recorded in the front of books on a school target sheet. A target tab	At least one piece of independent writing is to be completed each half term. This will provide a minimum of 6 pieces over the year. Work should be marked in accordance with school marking policy and children MUST be allowed an opportunity to edit and improve.	Y2-Test against common exception words list Y3&4 test against stat word list for y3/4 and fill in error analysis sheet from no nonsense spelling Y5&6 test against stat word list for y5/6 and fill in error analysis sheet	Y6 Mock SATs to track attainment and progress. Analysis of results to inform grouping and teaching. This will be recorded in VA spreadsheet.	ASSESSMENT FOLDERS MUST BE PRODUCED IN PM SESSIONS: This must include: * Pupil progress report (which will give ARE and PITA/Progress) *APT sheets completed result and school target expectation *FFT report for your year group. KS1 will also need their

	the Monday of the final week of half term to allow data anlaysis. PITA TO BE COMPLETED AT THIS POINT ALSO.			should be placed in book when target is set. Tabs (3) should then evidence when and where this target has been achieved before the target is signed off.	Teachers MUST use an interim framework tick sheet for the appropriate year group to assess the writing. This will allow a judgement to be made across the sample of writing and will also highlight areas for focus.	from no nonsense spelling		**phonic tracker.** **<u>TARGET % IN ARE ARE:</u>** **Reading 85%** **Writing 85%** **Maths 85%** **GPS 85%**
Spring		NGRT <u>test B</u> April Y1-6 This data must be added by teachers to individual pupil progress sheets and saved into assessment folder/pupil progress on work group	Half termly tests GPS y2-6 ReadingY 2-6 Maths y1-6 All data to be added to pupil progress sheets by teachers half termly			<u>Y2</u>-Test against common exception words list <u>Y3&4</u> test against stat word list for y3/4 and fill in error analysis sheet from no nonsense spelling <u>Y5&6</u> test against stat word list for y5/6 and fill in error analysis sheet	Y1 MOCK phonics Y2 Mock SATs Y6 Mock SATs to track attainment and progress. Analysis of results to inform grouping and teaching Data to be added to pupil progress sheet(APTs)	*complete individual intervention column for each child. * add in results from NGRT and rising stars as they occur *update educater steps half termly *Attend pupil progress meeting *y1-6 update phonic and book band tracker

							from no nonsense spelling	
Summer			Half termly tests GPS y2-6 ReadingY 2-6 Maths y1-6 All data to be added to pupil progress sheets by teachers half termly			Y2-Test against common exception words list Y3&4 test against stat word list for y3/4 and fill in error analysis sheet from no nonsense spelling Y5&6 test against stat word list for y5/6 and fill in error analysis sheet from no nonsense spelling	Y1=phonic screening Y2=KS1SATs Y3 Y4 Y5 Y6=KS2SATs	*complete individual intervention column for each child. * add in results from NGRT and rising stars as they occur *update educater steps half termly *Attend pupil progress meeting *y1-6 update phonic and book band tracker