

OAKMEADOW CE PRIMARY SCHOOL AND NURSERY  
part of the Marches Academy Trust

# LGB ANNUAL REPORT

## 2023 - 2024



## Trust vision and values

### Our vision:

Achievement through caring

### Mission statement:

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.

### Our values:



# Our Vision and Values

Dreaming together, Growing together, Achieving together



## Vision

Live Life in all its fullness (John 10:10)

**Oakmeadow CE Primary and Nursery School is committed to ensuring it is a place where together all children dream, grow and achieve – a place where they experience 'life in all its fullness' (John 10:10)**

Our vision and values are central to every decision we make in school. We know from Jesus' words from John 10:10, that God's aspiration for us all is that all of our children and staff experience a full and rich life. He calls us to a full life in mind, body and spirit. Therefore we believe the purpose of education is to nurture and enable every child to be the person they are fully capable of being. For us this is ensuring an important balance between academic excellence and developing the whole child – curious, confident and independent learners as well as respectful, resilient and caring courageous advocates of their community who can thrive in an increasingly complex and changing world. We want our children to be excited to come to school; dreaming together of a bright future. We help our children understand that if we can dream it and we work hard, we can achieve it. Our school is rooted proudly in its successful past but is dynamic and forward thinking. We are an inclusive, Christian learning community that embraces difference and uniqueness working together as a team so that we dream, grow and achieve together.

## Values

Our core values: Respect, Honesty & Integrity, Love, Faith, Resilience and Teamwork

In order to ensure we meet our vision and aim of developing the whole child we have an agreed set of Christian values that we live by at Oakmeadow. Our values, shape our mindset, guide our behaviour and help us to be the best version of ourselves. Daily collective worship encourages children to reflect on these values and how they help them in their lives.



# SCHOOL PRIORITIES



# School Priorities (SDP) 2023 - 2024

## The Quality of Education/ Standards and Outcomes:

To ensure that attainment and progress in phonics, reading and writing is strong so that children leave with the literacy skills necessary to succeed in the next stage of their education. To ensure a well delivered phonics scheme supports early reading. To ensure a pedagogy of teaching and learning across all year groups that supports children in committing knowledge to long term memory is in place securely. To embed our wider curriculum that is ambitious and designed so that all pupils, particularly disadvantaged pupils and including pupils with SEND, make progress and attain in line with other pupils. To ensure all children can work at depth and teaching and learning ensures challenge at all levels. To ensure Teaching Assistant led interventions demonstrate impact and that TA time is being spent effectively in line with EEF evidence.

## Behaviour and Attitudes:

To embed a culture where pupils celebrate and nurture difference and where all actively contribute and support the wellbeing of each other and the wider community. To develop staff skill set in managing and supporting the achievement of those pupils with more complex behavioural needs. For positive learning attitudes to be nurtured in every classroom through ensuring our values guide behaviour and low-level disruption to be addressed successfully so that barriers to learning for all are removed.

## Personal Development:

To further ensure the taught and lived curriculum provides for pupils' broader development and their spiritual, moral, social and cultural development is of a high quality so that they experience a rich and full life. To ensure children celebrate and nurture difference working together as a team. To further secure mental and physical wellbeing as a priority across the curriculum. For children to be courageous advocates of their community. To provide an increasingly wide range of opportunities to nurture, develop and stretch pupils' talents and interests and ensure that all pupils appreciate these and make good use of them.

## Leadership and Management:

To embed our new vision ensuring this is realised through shared practices and understanding of mutual responsibility. Ensure excellence in the application of QFT10 and the Learning for Life Framework consistently across all classes. Ensure that middle and subject leaders are developed and demonstrate skill and impact in leading on their areas to support the effective implementation of our curriculum. To ensure TAs are using their time effectively, impacting positively on key areas of need through effective implementation of interventions and supporting of QFT. To ensure Governors are highly effective at holding leaders to account for the quality of education. SIAMs - To ensure our theologically routed vision enables all pupils to flourish.

## Early Years:

To support SEND and Disadvantaged pupils in the attainment and achievement of GLD through removing barriers, changing mindset and aspirations, building trust and relationships. To ensure high quality observation and provision through getting to know pupils, their interests and motivations to aid sustaining of high levels concentration. To use child's interest to shape planning and celebration of small steps. Further enhance staff knowledge of the small steps of progress, not just the milestones to enable more effective and useful assessment to plan as well as sustaining high self-esteem. To pave the way for the wider primary national curriculum in a meaningful way through planning for and teaching explicit subjects.



# Reflections – a summary of the year



This year we have very much been focusing on embedding our vision for our diverse and wonderfully unique set of pupils. Our vision is centred around developing the whole child and encouraging them to 'live life to its fullness'. For us this means nurturing and enabling every child to live a full life. The children understand this as seizing opportunity, making the most of every day and recognising that life isn't always easy but through living out our values we can achieve anything. A significant amount of work with our staff, pupils, governors and community around this vision this year has meant there is a greater clarity around what this means for our daily practice at school. Our vision and values really are central to every decision we make. This was reflected in our pleasing SIAMs Inspection report in February.

We have also focused this year on outcomes as we recognise that academic excellence opens doors for the children throughout their life. Our children all have different strengths and talents, and the School Development Plan has focused on ensuring we develop these so that each child achieves what they are capable of. Through appointing new middle leaders to drive standards in quality first teaching, through taking brave steps with intervention and support models and through a robust pupil progress system we have been able to improve outcomes across school.

I'm incredibly grateful to our committed staff, who this year have embraced new ways of working always with the benefits to the children at the forefront of their mind.



# Safeguarding and Attendance.

- Through maintaining robust systems for attendance and punctuality we have ensured that we have continued excellence in this area. Our overall attendance figure sits again this year at 96.4% which is above national and our persistent absentee rate is 6.6% (where the National figure is 16.7%) Where persistent absence does exist, this is accompanied by a plan of support for pupils and families and we can demonstrate that these have had impact.
- We have continued to promote that good attendance displays a love of school and demonstrates that the offer we provide day to day is valued. Our Attendance Officer in post continues to work closely with leaders and the local authority to ensure that support is provided for pupils and families where needed.
- One of our biggest successes this year is around our new Meet and Greet offer in the mornings. This is a group run by the pastoral team on arrival in the mornings for our most vulnerable pupils. As soon as a pupil is identified as having issues that may impact on attendance or punctuality they are provided with this offer which is a significant pull factor. We have seen impact through offering pupils the opportunity to start their day with a session that promotes social relationships and provides time to talk through any personal or emotional issues.
- Safeguarding processes have continued to be strong in school this year. A Safeguarding review from the Trust highlighted an inclusive culture and systems that are successful in managing any concerns. We have found our use of Cpoms has been transformative in how we communicate and work collaboratively across school to manage safeguarding. Vulnerable student reviews have ensuring timely and effective support for those pupils most at risk and have provided leaders with valuable advice and strategies. Utilisation of the Learning for Life framework has highlighted to all staff how strong provision in this area can also impact on outcomes.





# PEOPLE FIRST

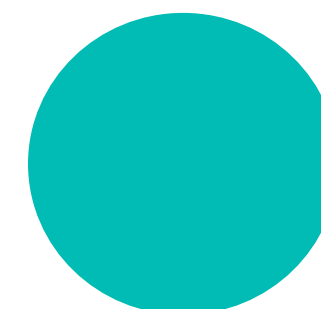


# Wellbeing

Staff wellbeing remains a high priority and through continuing to utilise our SAS offer to employees, we have had staff able to stay in work or return to their role earlier. We have provided opportunities to seek staff and pupil voice on how to support wellbeing further. Leaders sent to staff a survey early in the year regarding high performing teams and we have looked at this as part of our CPD. This coupled with the We Thrive survey have provided us with a valuable insight into how we can further enhance our offer in this area. We were pleased with the results of these surveys where staff expressed positive feelings of belonging, a sense of recognition, appreciation of opportunities for professional development and connection as a team.

This year we have appointed a Senior Mental Health Lead who has undertaken the training offered by the DfE to work with leaders on a strategic plan. She is also seeking staff voice at the end of the year to measure impact and identify next steps. Feedback from this means our plan will be centred around communication, understanding of strategic priorities and headspace.

Our wellbeing Governor continues to support staff and has also been working with our pupil Health and Wellbeing Lead within school to ensure we are promoting this with the children. Through participating in the active Schools scheme and The Children's Health project we have focused on the link between physical and mental health. We have offered wellbeing clubs as extra curricular opportunities and through Nurture programs and pastoral interventions for our most vulnerable pupils we are able to target support where there is identified need. Our pupils have reported this year that they feel safe and cared for within school.

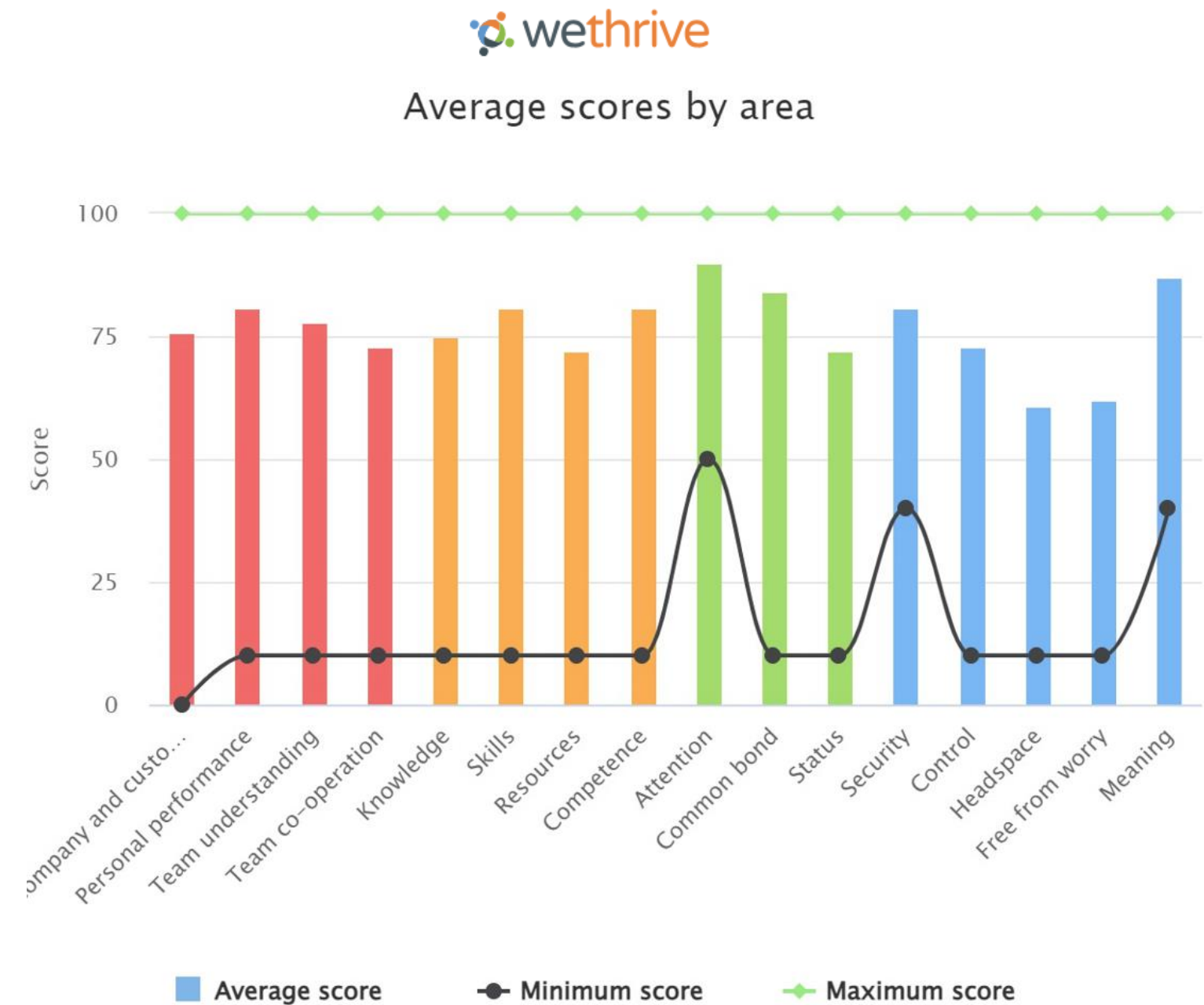




# The We Thrive survey

## What staff love about working here:

- Friendliness of staff; commitment to individual children and families.
  - I love working at Oakmeadow. Our team is a large group of people with different skills and attributes but it feels like we are all working towards the same goal and vision. The atmosphere is calm and purposeful, most people go above and beyond for the children and for their colleagues. The site is fantastic and everyone pulling together, with leaders deploying well defined roles means we are able to offer the children excellent opportunities. Leaders are supportive and kind and try to give us opportunities to further our careers and grow.
  - The team I work with.
  - Collaboration - the team. We work well together as a team to do the best we can for our pupils.
  - I feel I can talk to people if I am unsure/worried about something.
  - All working in the same direction towards common goal
  - The team of people that I work with.
  - I consider myself to be in a very privileged position. I love my work. I have the opportunity to work with children, families and colleagues who want what's best for the children. I love to see colleagues developing and realising their potential. Working within the leadership team provides me with the opportunity to develop and prioritise the needs of our children and families so they receive the best opportunities to achieve what they want and need from life. Having a head teacher who is passionate about the children, our community and our staff team encourages me even more to be the best I can so that I can support her to realise our goals.
- The staff and the children.
  - My colleagues are a huge help/support. We do what we do for each other and for the children, we go above and beyond to help each other or lend a hand when we see them struggling but sometimes this needs to come from top too.
  - I always feel supported by SLT if I have any challenging situations to deal with whether that be with parents, children or something else. I work with an amazing team who check in on each other every single day and would do anything to make all the cogs run smoothly.



# Three key priorities for action:

**You said...**

**Headspace and being free from worry:**

**Communication across school as a whole needs development. Communication from SLT.**

**Being free from worry:**

**Dealing with behaviour and the next steps in a more structured way so everyone knows the consequences and next steps. Resources – staff and external agency support.**

**Headspace – time and space to plan and prepare rather than be responsive such as responding to emails**

**We will...**

We recognise effective communication can relieve anxiety by feeling ‘in the loop’ and through a clear understanding of what is happening, coming up.

- We will consult staff on more details around this – the type of things that staff would like to receive communication in to feel more settled.
- We will consider ways to disseminate relevant messages and information in a reliable, efficient way.
- SLT will look at processes for feedback and seek staff voice on how they would like this
- After putting new processes in place we will review and seek staff voice on success.

We recognise that a secure skill set in dealing with day to day challenges in the classroom and around school, such as behaviour at breaks for example, can ease anxiety. Also, a sense of structure and agreed ways of working that all follow can create clarity. We know that a feeling that all tasks have been completed well can ease worry.

- We will deliver further training on the logical consequence model and set up working parties to explore and evaluate how well this agreed model is working across school. We will consider how consequences are managed and communicated.
- We will seek staff voice on deployment of human resources and work together to plan for September agreeing where this is most needed.
- Work with wider staff on school staffing models, limitations and research on how deployment most benefits the progress of pupils.
- Share with staff external agency support and how this can be utilised to aid understanding and clarity around options for specific pupils.

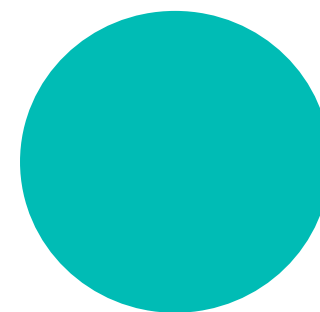
We recognise that when time used at work becomes responsive, we have less time for strategic development.

- We will work with staff to explore ideas and options for time management to ensure that both
- We will look at meeting options – what needs to be shared by email and what can be shared in meetings and discussed to reduce email traffic. Explore option of more regular Key Stage meetings to reduce email traffic.
- Explore ‘internal collaboration days’ for teachers to work on key areas such as subject development or assessment.
- Continue to look at where key tasks can be built into staff meeting time.



# Professional Learning – developing a culture of continuous learning and investing in our staff through our Talent Pathway

This year we have supported staff through the Talent Pathway and now have members of staff supporting the Trust. We have teachers who have taken on the role of EDIB Ambassador, Trust Improvement Consultant and through a Health and Wellbeing Advisory role, one member of staff regularly supports other schools. Our School Business Manager and Business Consultant have also spent time in other Trust schools using their expertise to move forward on key areas of development. Internally we have opened up opportunities for leadership through extending our middle leadership team we have teachers leading on important areas of the school development plan. These roles have been pivotal in motivating staff and driving school improvement. We are moving forward with supporting Teaching Assistants to further their career path – we have staff working towards their HLTA qualification and training in Nurture and Team Teach. We have a number of staff on NPQ programs to help develop their practice and support others.





# Equality, diversity, inclusion and belonging (EDIB) impact

Our EDIB Ambassador has worked closely with leaders this year to support us in promoting our EDIB Agenda. She has led staff training in unconscious bias and inclusive language with a focus on how we can reach our community.

Feedback on the EDIB twilight professional learning packages has been sought and staff have found these both insightful and thought provoking, enabling us to think about how we might adapt practice. A survey will be conducted in the Summer term to assess measurable impact.

Our focus on EDIB has supported curriculum development and has influenced content for lessons and worship.

Next year, our focus will be on 'banning the banter' and ensuring we continue with our approach to zero tolerance on discrimination.





# LEARNING FOR LIFE





## Learning for Life

The Learning for Life Framework has been used this year to underpin practice within school. The framework details how all areas of a child's circumstances contribute to academic excellence.

Staff have an increased awareness that through inclusive practice, supporting a pupil's health and wellbeing, through providing opportunities for individual development and ensuring safeguarding and attendance practices are robust, we can remove barriers to learning so that all children achieve what they are capable of.

We have seen improvements in outcomes this year; at the time of writing, our phonics screening, multiplication check scores and Teacher Assessment of Key Stage 2 outcomes being higher than last year. Internal data also demonstrates a more consistent picture across school. Reading has been impacted through a whole school action-based research project and pupil voice has evidenced that children are learning more and remembering more.

School have continued to invest in the wider development of pupils through funding music service delivery, providing a wide range of extra curricular clubs and opportunities for residential.





# Wave system and the development of behaviour and SEND

The WAVE system is a tool to assist practitioners in their support of children and young people. We utilize the WAVE system to identify and plan steps to be taken to support the child to achieve their best possible outcome.

This year we have further developed our provision with a real focus on Wave 2 interventions, implementing new schemes to ensure that needs in basic skills are being met with a view to gaps being addressed so that learning need does not continue long term. We have a number of interventions that run daily to support pupils academically, socially and emotionally.

To support with removing barriers to learning we have successfully run a Meet and Greet program and Nurture for identified pupils. This has been successful in some children with more complex behavioural needs, now independently accessing quality first teaching within the classroom.

We have taken part in Trust Vulnerable Students Reviews and Safeguarding reviews to quality assure our processes, with positive feedback on our systems and structures.

To support with behaviour, we have implemented a Logical Consequence model across school this year, and following evaluation of this we can see impact in a consistency of approach and with staff feeling more empowered and confident.





# BELONGING





# Belonging

- We know that a sense of belonging can hugely impact on a sense of wellbeing and is a key component in positive mental health. Supported by the Trust focus on belonging, school have been working on how we can enhance the feeling of deep connection with each other, and how we can use our individual and collective experiences to enhance our offer.
- Our rebrand this year, resulting in site developments and in a new logo and uniform, has been constructed collectively with staff, children and families and positive feedback demonstrated how this has been positively received. With emerging changes to the school demographic and need, we re-visioned with a new school motto of 'Live life in all its fullness' (John 10:10) being chosen by children and staff as encapsulating what we want for ourselves and others. Through revisiting this vision and what it means we have been able to feel a sense of belonging – a team working together to achieve the same goal.
- Worship and the curriculum have been pivotal in helping us to celebrate difference and provide opportunities for us to come together as one, with time to reflect and consider what it means to be part of Oakmeadow. Pupil and staff voice have evidenced an increased sense that we are all working towards the same goal and an understanding of how powerful working collectively can be. Some pupils have expressed a feeling of family when at school.





# Connecting with our communities and community plans

- This year has seen the opening of our Oaklands Community Hub. With support of the Trust, this building on site is enabling school to realise its vision of being a central part of the local community. The space offers a place for local groups, parenting and family agencies to use and addresses the lack of quality community spaces. We already have the local football group, Rainbows, church group and a children's music class signed up to use the Hub and we are supplementing this with our own, school led groups such as Stay and Play, Understanding Your Child classes and a church run club - Jesus and Me. We hope for this to grow over the next academic year.
- We have continued to invite parents and the wider community into school through running workshops and open sessions. Our weekly Open Door sessions held in Reception have been a great success, with parents and carers joining children in class to observe and take part in phonics, reading and maths learning.
- Through staff and pupils attending and supporting local events and we are continuing to foster our valued relationships with local groups. We also have an increased amount of volunteers within school this year supporting with reading, lunchtime provision and generally within the classroom. Our active PTA 'The friends of Oakmeadow' continue to be involved in supporting the school in many ways. This year we have collaborated to run a number of events such as our Fireworks, discos and our summer fair. We work closely with the events committee in planning these throughout the year and discussing how the money raised will be put back into provision for the children such as funding speakers, workshops and curriculum resources.





# LGB AND GOVERNANCE



## 6. LGB and governance

Our LGB continues to play an active role in school life. Several new Governors have joined us this year bringing a range of skills and expertise to support the Headteacher and the school. The impact on these appointments has allowed us to support the Trust principles of ‘Working today to protect tomorrow’ through succession planning, enabling the LGB to perform its duties more efficiently.

Link Governor duties have been shared which has supported the Trust principle of ‘Belonging’. We engaged in a mentoring system for new Governors which has allowed designated link governors to pass on their experience during visits and feel supported.

Governors have acted as a critical friend, overseeing the work of the school, and in particular, supporting the Headteacher during the recent SIAMS inspection. The SIAMS inspection recognised that Governors and trust leaders monitored the impact of the vision regularly, enabling pupils to grow. To support the ‘People First’ agenda, we have ensured that adults in school are also empowered through high quality professional development, supporting the school community to flourish.

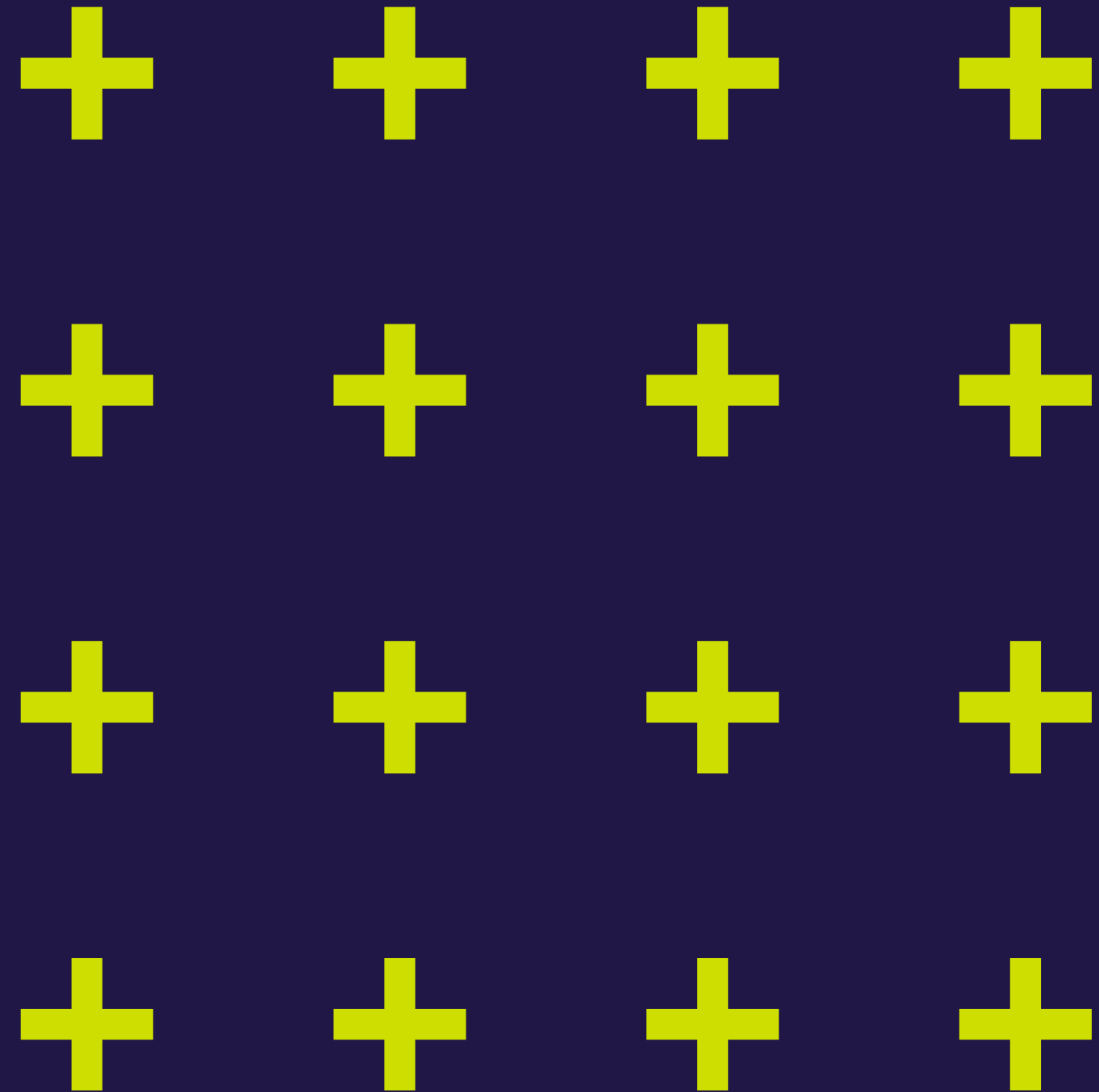
All Governors visit the children in their classrooms via Learning Walks which have provided a good insight and challenge to the quality of teaching and learning in school and ensuring school are considering ‘Anytime, anywhere learning’ as part of their offer.

*Maralyn Long*

Chair of Governors



# SCHOOL HEALTH AND SAFETY - GDPR COMPLIANCE





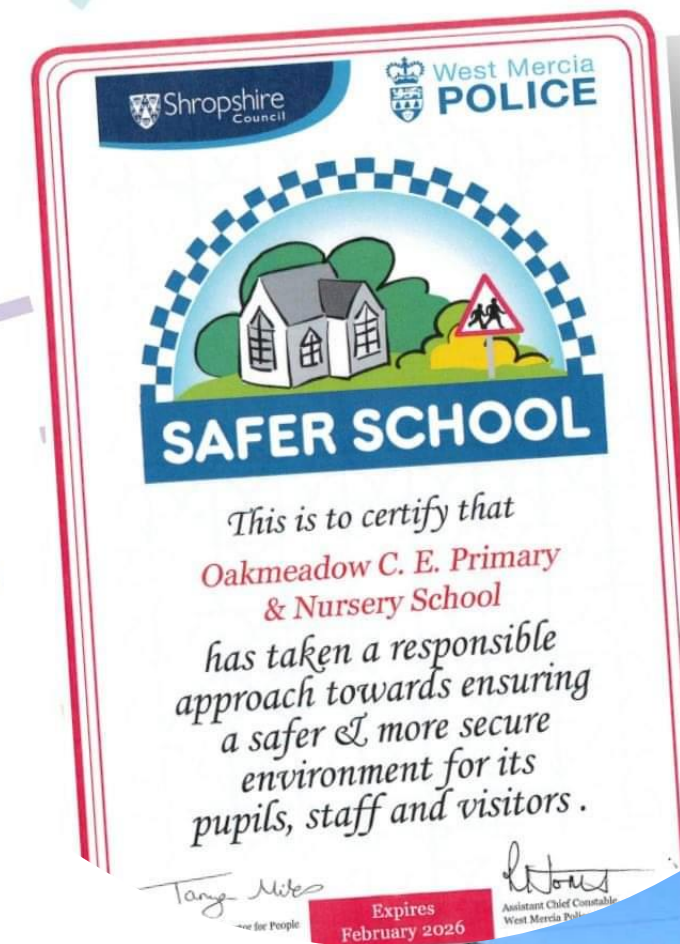
# Health and safety including GDPR compliance

Our robust system of Health and Safety checks have ensured us that we can identify and act promptly on emerging issues and address the security and safety of the school environment for school staff, pupils, visitors. Governors have received regular reports on health and safety and GDPR, with analysis of tracking and reports being shared. There have been no reportable incidents in either area this academic year.

This year, development of our curriculum has also meant enhanced opportunities for children to learn about how to keep themselves safe through lessons on areas such as water and road safety. We have invited speakers in to talk to pupils about crime and conduct in the local community.

This year school achieved its reaccreditation in the Safer Schools Award; an acknowledgement of strong practices in Health and Safety. Parent and pupil voice was collected as part of this, and the positive results were pleasing. Any areas for development enabled us to discuss any strategies or actions moving forward.

We continue to invest in our site such as through new safety flooring around the gym equipment and in additional CCTV. We have also considered additional health and safety requirements in the building of the community hub. Our First Aid systems have been reviewed which has led to enhanced processes, including two lead staff to oversee the efficiency and reliability of systems.





# CHRISTIAN DISTINCTIVENESS



School vision
<p>Oakmeadow Church of England Primary and Nursery School is committed to ensuring it is a place where together all children dream, grow and achieve - a place where they experience 'life in all its fullness' (John 10:10).</p> <p>Our vision and values are central to every decision we make in school. We know from Jesus' words from John 10:10, that God's aspiration for us all is that all of our children and staff experience a full and rich life. He calls us to a full life in mind, body and spirit. Therefore, we believe the purpose of education is to nurture and enable every child to be the person they are fully capable of being. For us, this is ensuring an important balance between academic excellence and developing the whole child.</p>
School strengths
<ul style="list-style-type: none"><li>• The Christian vision of the school creates a culture that enables pupils and adults to 'live life in all its fullness'. The vision is true to the foundation of the school and provides clear direction and motivation based on biblical teaching. Therefore, pupils are able to flourish.</li><li>• Leaders ensure that the school provides excellent care and support to pupils and adults. Wellbeing is central to its work and the differing needs of pupils are carefully evaluated. This means that pupils are encouraged to achieve their aspirations in an equitable culture.</li><li>• Driven by a vision to ensure pupils experience a full life, an inspiring curriculum has been designed. Leaders and teachers effectively collaborate as a school and as part of the Marches Multi-Academy Trust. This ensures that pupils can thrive as learners.</li><li>• Religious education (RE) is well led and resourced. An imaginative curriculum provides deep questions, creating opportunities for personal challenge. Pupils are enthusiastic in lessons and enjoy investigating a wide range of faiths and worldviews.</li><li>• Collective worship is invitational and inclusive. Careful planning involving Church leaders, provides opportunities for pupils to learn about biblical teaching and express themselves enthusiastically in song.</li></ul>
Areas for development
<ul style="list-style-type: none"><li>• Deepen an understanding of the meaning of spiritual development. This will enable pupils to grow through rich experiences in collective worship and across the curriculum.</li><li>• Develop and enrich links with global partnerships. This will enable pupils to have a deeper understanding of social injustice and to act as agents of change on a global level.</li></ul>

# SIAMS

- Following a successful SIAMs Inspection in February 2024, school was found to be living up to its foundation as a Church school.
- We found the process a very positive one and was an excellent opportunity to show case how our vision is central to our effectiveness as a church school. Leaders were found to have designed a curriculum that is broad and includes a wide variety of opportunities and skills. Pupils were found to value collective worship and that the wellbeing of staff and pupils is a priority. Serving the needs of the local community was found to be an important focus at school and that teaching about ethical issues is strong. RE was found to be well led and the carefully constructed curriculum provides breadth and effective opportunities to explore difference and diversity.





# Oakmeadow CE Primary School

part of the Marches Academy Trust

Oakmeadow CE Primary School and Nursery  
Longmeadow  
Bayston Hill  
Shrewsbury  
Shropshire  
SY3 0NU

**T.** 01743 875020

**E.** [admin@oak.mmat.co.uk](mailto:admin@oak.mmat.co.uk)

**W.** [oakmeadowprimary.co.uk](http://oakmeadowprimary.co.uk)

 [oakmeadowceschool](https://www.facebook.com/oakmeadowceschool)