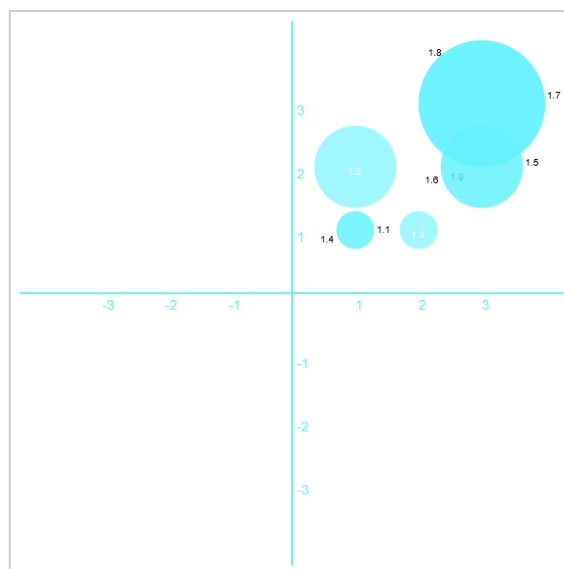


OAKMEADOW CE PRIMARY AND NURSERY

SELF EVALUATION



Autumn 2018



Culture, Climate and Clarity

INDICATOR	DESCRIPTION	EXPERTISE	CLARITY	EMBEDDEDNESS
1.1	Contribute to the creation of, or refinements to, the school's culture which promotes ambition for the highest possible outcomes for pupils in their academic and personal development.	1 ▼	1 ▼	1 ▼
1.2	Champion, defend and secure through their day-to day work and at every opportunity, the culture of the school.	1 ▼	2 ▼	2 ▼
1.3	Promote and secure, in all its forms, equality for all pupils and staff.	2 ▼	1 ▼	1 ▼
1.4	Create a positive, encouraging climate for learning in which pupils feel respected, valued and safe.	1 ▼	1 ▼	1 ▼
1.5	Support and encourage staff, treat them as professionals so that they feel motivated, optimistic and enthusiastic about their work.	3 ▼	2 ▼	2 ▼
1.6	Encourage debate, exploration, experimentation and innovation so that staff work together to discover effectiveness in their setting.	3 ▼	2 ▼	2 ▼
1.7	Create, communicate and explain unambiguous policies, (statutory and non-statutory) so that all concerned have the necessary clarity and understanding to implement them.	3 ▼	3 ▼	3 ▼
1.8	Ensure the implementation of policies.	3 ▼	3 ▼	3 ▼
1.9	Evaluate the effectiveness of policies.	3 ▼	3 ▼	3 ▼

Self-evaluation

At Oakmeadow:

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. There is a positive relationship between leaders, staff and pupils and this greatly support the progress of all pupils at the school.
- The values system of the school is well established and this supports all children to make good progress.
- The culture and climate is conducive excellent outcomes as the attainment is significantly above national progress is positive and well within the average confidence bands.
- The school have achieved the Quality Mark (2017), Safer schools award (2015) and the Sainsbury silver award (2016) to validate its improvements over the last 18 months.
- Staff work productively as a team, supporting new initiatives and are fully involved in all aspects of school life. They volunteer to attend residential placements and attend school and community events. This results in staff championing the school in the local community. This is enhanced by the school's involvement in community events and even hosting local events.
- The school has forged links with Severndale to promote inclusivity. This was recognised during the daily mile challenge when Severndale and Oakmeadow formed a partnership for the Shrewsbury Half Marathon School event.
- The school has an active pupil leadership team and school council. These groups of children lead and drive charity and curriculum developments across school shaping the culture of the school.
- Oakmeadow has a prefect system, which encourages children to take on additional responsibilities across school, these include supporting assemblies and role modelling expectations across the school. This means our children feel a real sense of accountability within school, ownership and belonging.
- Stonewall training means we are a LGBT+ aware school and have actively worked on our curriculum to ensure that all children feel safe to be the person they choose to be at Oakmeadow.
- Our C of E status means we highly regard the Christian distinctiveness of our school. The latest SIAMS reports grades the school as outstanding in this area.
- There is a climate of professional trust at Oakmeadow, teachers with good profiles are not required to submit weekly planning. Teachers are encouraged to carry out research and trial initiative in groups and feedback to SLT on impact.
- There is a clarity of documentation at Oakmeadow, regular meetings are held to discuss developments and amendments to policies, systems and structures.
- Research is valued at school. Teachers work in focussed teacher research groups looking at developments linked to growth mindset, feedback and success criteria. In 2018/19 staff meetings have been allocated for 'what research' where teachers are encouraged to follow their own professional curiosity.
- There is a strong commitment to CPD for all staff. The school is a maths hub school, which has provided CPD for teachers and teaching assistants. All staff have access to

online Educare training materials. As part of a Shanghai maths exchange all members of staff were provided with opportunities to observe lessons.

- The school is a reflective environment for all learners, this is echoed in the school mission statement of being a 'mistake making' place. Everyone at school is encouraged to reflect and learn from mistakes and make positive changes.
- We actively seek to keep parents involved through workshops, seesaw sharing and regular communication (twitter/Facebook/Newsletters/Blogging)
- The school invests in staff wellbeing. Teachers are provided with toil time to attend events during the year. Great strides have been made to reduce workload by streamlining systems and structures within school. Various after school activities are provided for staff by the school including bootcamp, yoga and massage sessions.
- Over the last year we have been part of a Shanghai maths exchange and hosted two teachers within school, alongside a member of the Oakmeadow team visiting Shanghai.
- As a school many of our team support other schools as we recognise highly the need to share our experiences, support and provide for others.

(HT report – Autumn 2018- teacher input to evaluation)

SELF EVALUATION:

ACHIEVEMENTS AND POSITIVES

The teaching staff were asked to contribute their thoughts about the school to record in this report:

<p><u>Good things about Oakmeadow:</u></p> <ul style="list-style-type: none"> • The children! • Supportive SLT • Great colleagues across school – team work <p><u>Achievements:</u></p> <ul style="list-style-type: none"> • Ofsted • SIAMS • The great Oak team – all on same page and working together • The improvements to the building – inside and out 	<p><u>Three best things –</u></p> <p>Teamwork – we have a fabulous team at Oakmeadow</p> <p>Appreciation – Staff are regularly thanked and hard work does not go unnoticed.</p> <p>School Building & Surrounding areas.</p> <p><u>Best achievements</u></p> <p>The feeling of togetherness & strength amongst one another – we have a cohesive team throughout school.</p> <p>All working towards a common goal</p> <p>Achieving good and well on the road to achieving outstanding. Teachers having confidence and having pride in their achievements.</p> <p>Strong leadership team.</p>	<p><u>...best achievements over the last 3 years?</u></p> <ul style="list-style-type: none"> o The children at Oakmeadow are amazing and have a great positive attitude to learning. o A great whole school team – love team Oak o Freedom to try out new things o The environment both inside and outside. o Providing good/outstanding teaching consistently across school, which in turn improves data and raises standards o Development of the creative curriculum. This comes in many ways such as learning in the classroom, the outside areas being used creatively (forest school, young voices, sports events, drama, Nanny Sally's Kitchen, the many events and activities that are held throughout the year. o Hosting the Chinese exchange teachers.
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Next steps for Oakmeadow:

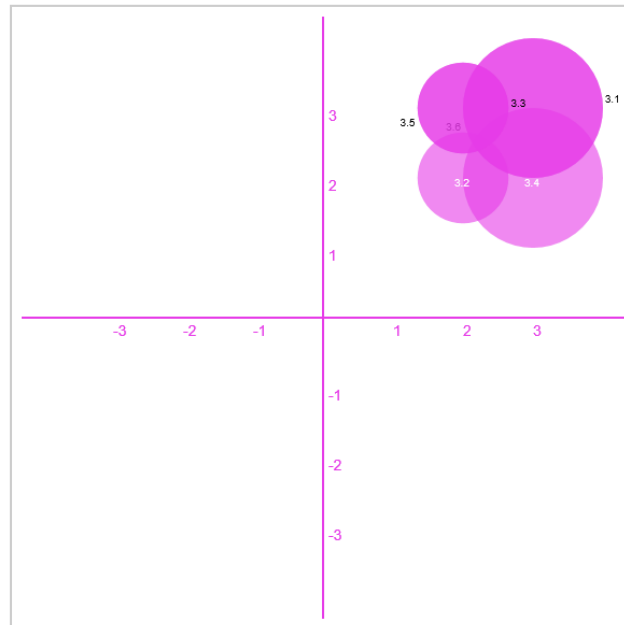
We will be working hard to secure class sizes and review resources to enable our teachers.

(HT report – Autumn 2018- teacher input to evaluation)

THINGS WE COULD DO TO IMPROVE...	
<p>What Oakmeadow can do:</p> <ul style="list-style-type: none"> • Give more time for evidence collecting <p>Resource for classroom:</p> <ul style="list-style-type: none"> • iPads for each room in KS1 <p>It is being reviewed to look at best options, with a view to purchase these in spring term.</p> <p>3 things would you add to Oakmeadow now to make it even better?</p> <ul style="list-style-type: none"> o Lesson study approach to planning in place across school. The ability to incorporate lesson study for teachers – cover so teachers can plan together, then observe and unpick lessons together. o A TA in charge of same day intervention across school for maths. o Class bank of iPads. 	<p>Size of current class to ensure I am able to give each child the time and personalisation they deserve.</p> <p>This will be eased with the move to single year groups in 2019.</p> <p>Forest school for KS2 chn – particularly for chn that struggle in the confines of a classroom and those that need to use outdoors more</p> <p>Planned for development over 2019.</p> <p>Outside area for Year 3 and 4 classrooms</p> <p>More reading materials for chn – especially guided reading books.</p> <p>Planned for development over 2019.</p> <p>Already built into diary</p>

- We will be focusing on the development of all areas of **equality** within school is a priority and will be delivering more work in this area through our curriculum. We will also be looking to secure a gender-neutral school by reviewing policies and PHSE practice across all years and in addition, we are looking at how we secure **mindfulness** practice across all areas.
- We will be looking at ways we can continue improving parental engagement by putting forward a parent questionnaire/developing further workshops and placing resources to support on our website.

Oakmeadow SEF



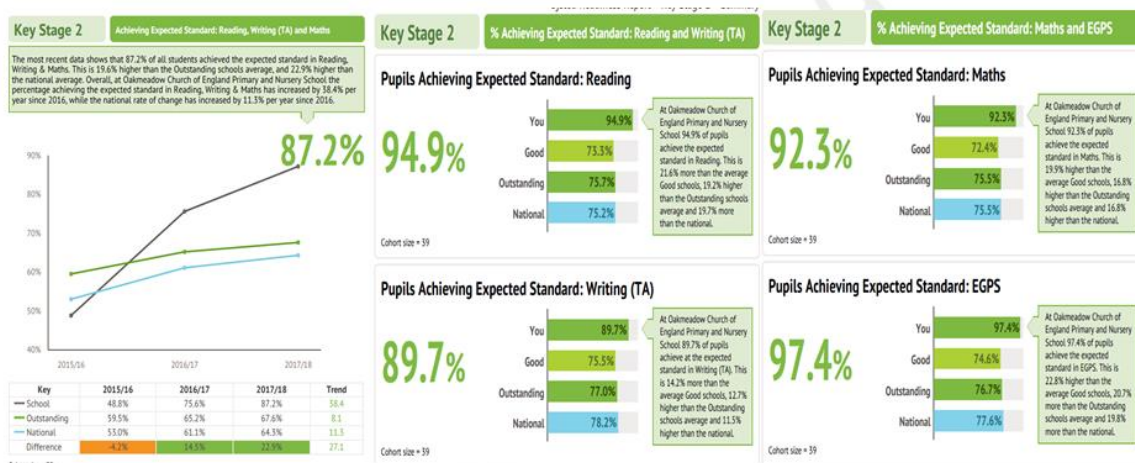
Learning

INDICATOR	DESCRIPTION	EXPERTISE	CLARITY	EMBEDDEDNESS
3.1	Evaluate how well teachers use assessment to inform planning and pitch activities at the appropriate degree of challenge.	3 ▼	3 ▼	3 ▼
3.2	Evaluate how well teachers systematically check to ensure pupils are benefitting from explanations, activities, and other provision.	2 ▼	2 ▼	2 ▼
3.3	Evaluate how well teachers use feedback to help pupils to understand their strengths, deepen their understanding and gives clarity as to how to improve over time.	2 ▼	3 ▼	2 ▼
3.4	Evaluate how well teachers understand the art of teaching, including methods, pupil groupings, explanations, questioning, resources, learning environment, pacing, relationships.	3 ▼	2 ▼	3 ▼
3.5	Evaluate how well teachers promote the use of, and reinforce at every opportunity, the use of the basic skills of literacy, communication and numeracy.	2 ▼	3 ▼	2 ▼
3.6	Evaluate how well teachers promote the use of, and reinforce at every opportunity, attitudes to learning and behaviour that reflect the culture and climate of the school.	3 ▼	3 ▼	3 ▼

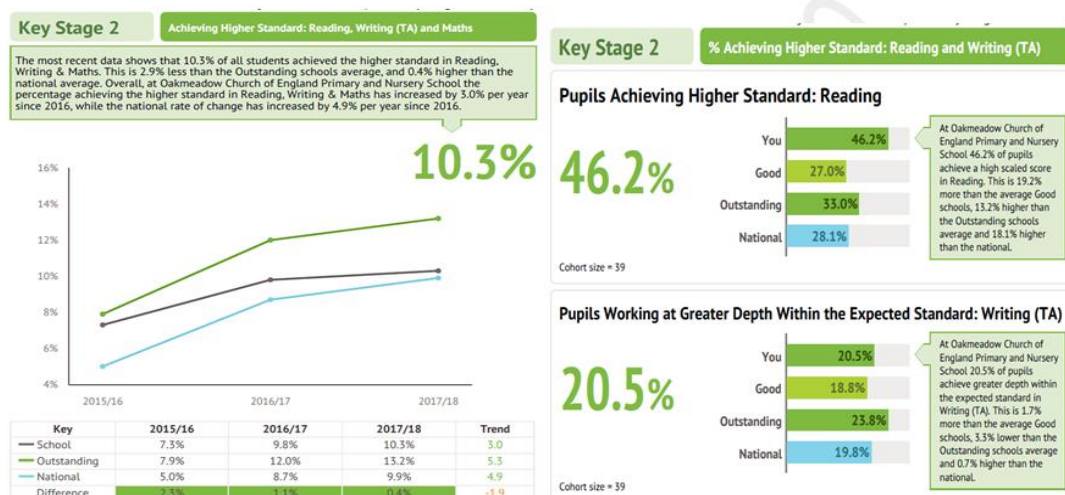
Self-evaluation

- All attainment outcomes across school are well above national expectation and also above those from other outstanding schools (ARBOR report 2018)
- In EYFS the GLD is consistently over national and this is an ongoing trend.
- In the phonics the school have sustained for 4 years a significant increase to national expectations and this is also well above the national average.
- At the end of KS1 all outcomes are above national.

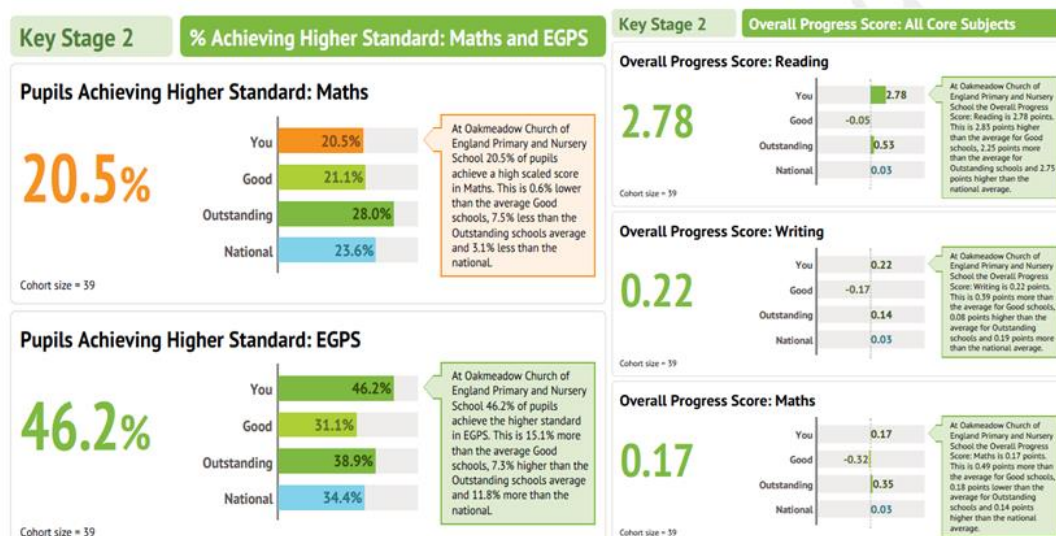
Arbor report 2018



Evidencing for our SEF – outstanding achievement.



Evidencing outstanding in higher attainment in reading and GPS.



****We are prioritising the maths higher attainment over 2018-19 to support this moving in line with other attainment. In progress we are prioritising the maths. At present the school is still being judged on a previous curriculum and assessment structure and in addition these KS1 figures will not have been moderated as tightly as the systems in place now.**

FROM FFTASPIRE (National info)

Number of pupils	61		
Pupils with reading & maths scaled scores			
Pupils with FSP prior attainment	59		
	School Attainment	FFT 'National Comparison'	School Value Added
% Expected standard + RWM (TA)	77%	65%	1%
% Higher standard RWM (TA)	21%	12%	5%
Scaled Score Re/Ma (test)		102	
% Expected standard + Reading (TA)	84%	76%	-3%
% Higher standard Reading (TA)	31%	25%	-2%
Scaled Score Reading (test)		102	
% Expected standard + Writing (TA)	77%	70%	-3%
% Higher standard Writing (TA)	25%	16%	4%
% Expected standard + Maths (TA)	85%	76%	-2%
% Higher standard Maths (TA)	28%	22%	-2%
Scaled Score Maths (test)		102	

% Expected standard + RWM	77%
% Expected standard + Reading	84%
% Expected standard + Writing	77%
% Expected standard + Maths	85%

- Teaching profile shows **100% good and 65% outstanding**. The development of research groups is supporting the ownership of pedagogy across the school and in addition allowing teachers to consult and debate systems in the classroom.
- This teacher profile has been validated by external advisors, Literacy and Numeracy Consultants and Governors who have conducted lesson observations, book scrutinies and discussions with pupils about their learning alongside Senior Leaders to validate judgements made by the school. **It was also validated in the latest Ofsted (May 2016).**
- Teachers have a secure understanding about what learning should look like and share the high expectation that 'good' teaching is a non-negotiable within the school, the teaching and learning policy compiled by teaching staff clearly defines the high expectations and unwavering ambition each teacher has for all pupils at Oakmeadow.

- *Progress for all pupils is never less than consistently good, which is sustained, and pupils achieve well with an increasing proportion making outstanding achievement.*

Strengths that indicate outstanding teaching:

- Teacher's use of questioning is becoming more skilful and increases the levels of engagement and opportunities for pupils to demonstrate gains in knowledge, skills and understanding.
- Teachers systematically and effectively check pupils' understanding throughout the lessons, anticipating and intervening where they need to with noticeable impact.
- High levels of precision well-judged teaching, the use of s/c, marking/targets and guided sessions are used with maximum effect.
- Varied lesson structure to ensure the teacher is efficient and has maximum impact on the progress of all pupils throughout the whole lesson.
- Subject knowledge is a strength and they can impart knowledge in an engaging and imaginative manner that creates high levels of commitment from pupils.
- Planning opportunities throughout the lesson that deepen understanding and provide experiences for pupils to apply new knowledge or skills within each lesson.
- Teacher's acute awareness of the different needs of individuals and groups, helps the teachers pitch lessons appropriately for all, ensuring support and challenge is evident in all lessons.
- Teacher's diagnostic marking indicates that they are monitoring pupil's progress over time effectively and are responding more rapidly and adjusting their teaching as a result of the pupils' work within a lesson. Verbal feedback is positive and constructive and helps learners address misconceptions and edit and improve work.

As a SLT we would now judge T&L to be outstanding (1) with outstanding features:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. *This is evidenced in monitoring in all subject areas for a majority of teachers and outcomes for end of key stage evidence excellence.* They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. *This is evidenced in the external and internal achievement data, where a very large majority of our pupils are working above national expectations now.*
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. *This is clearly evident in book trawls across year groups and over a period of time is sustained.*
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. *Outcomes evidence this.*
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Teaching is outstanding because the profile is sustained and improving across school. Outcomes are all mainly well above national in expected and higher attainment. There is a thorough and broad curriculum and excellent additional opportunity in skills for all our pupils.

TEACHER & SUPPORT PROFILES

**This judgement is based on learning walks/pupil discussion and a brief book trawl – it is based on progress over time.

(HT report – Autumn 2018)

- **There is a culture to excel.** All teachers promote high expectations and this is evidenced in the books because all work is a high standard and where it isn't it is immediately addressed.

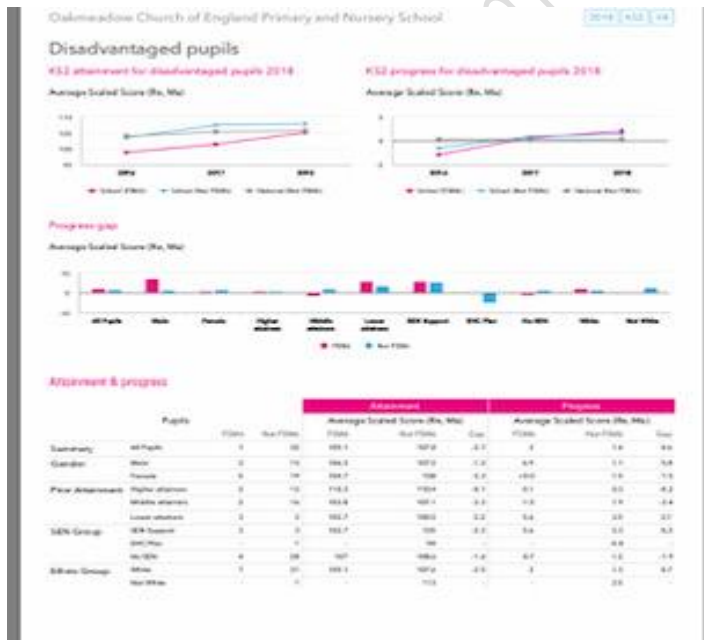
How our data compares against the FFT benchmark estimates for 2018(KS2):

(FFT benchmark overview is included in appendix)

To clarify – FFT 50 is expected/FFT 20 is above and FFT 5 is excellence

	School achievement 2017	FFT 2017	2018 school achievement	2019 predictions for expected (red are higher attainment and these will meet FFT20)
Reading	90%	FFT 5	Achieved 95% FFT 5 Higher attainment: 46%	93% FFT 5 45% FFT 20
Writing	78%	Just under FFT 50	Achieved 89% FFT 20 HA: 21%	92% FFT 20 (95% would be FFT 5) 41 % FFT 20
Maths	85%	FFT 20 (and only 3% from FFT 5)	Achieved 92% FFT 5 HA: 20%	96% FFT 5 45% FFT 20
GPS	93%	FFT 5	Achieved 95% FFT 5 HA: 46%	96% FFT 5 55% FFT 20
Combined	76%	Sits between FFT 20 and 5	Achieved 87% FFT 5	88% FFT 5 26% FFT 20

- **In 2019, we are setting ambitious targets to achieve FFT5 in expected and FFT 20 in higher attainment.**
- There is a thorough focus on improving outcomes which is continually reviewed in a robust MER system. This is then validated by SIA throughout the year.
- There is an improvement in the provision for disadvantaged pupils and this is evidenced in the 2017 and 2018 outcomes, where the gap was significantly closing. In 2018 scaled score averages for FSM pupils are in line with national learners (Non FSM) and the progress for disadvantaged pupils at Oakmeadow is above national (non FSM) learners.



FFT ASPIRE 2018

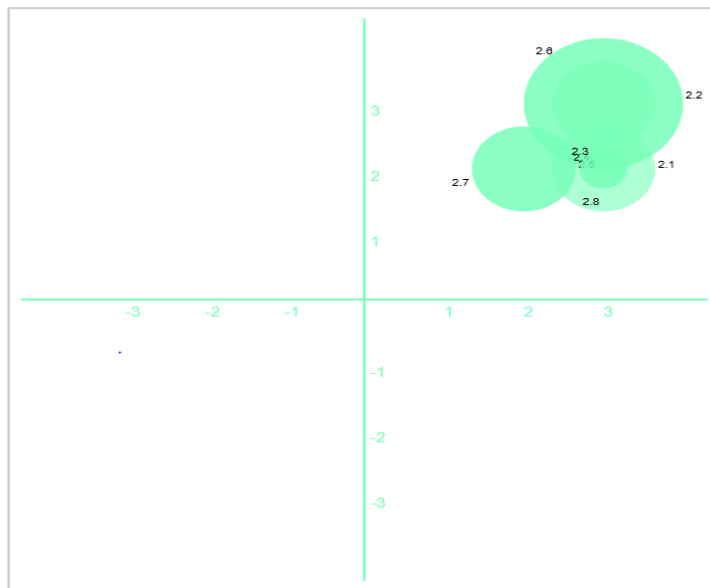
- Due to the CPD and commitment to monitoring of learning in school, there is a rising progress agenda and outcomes and this has been sustained over the last 5 years.
- The teacher research groups allow for the teachers to actively contribute and reflect on teaching within school and embed and reinforce pedagogy understanding.
- Teachers deep knowledge and understanding is evident in lesson observations and monitored within the teacher profiles held in LT. Misconceptions are identified in books and there is a clear agenda to feedback to secure progress.
- Progress is improving and above the national expectation:

<u>PROGRESS MEASURES:</u>		
	<u>2017</u>	<u>2018</u>
Reading:	1.25	2.7
Writing:	-0.87	0.2
Maths:	0.38	0.2

- Special Educational Needs – **(need to update when ASP in)** end of key stage summary In Ks2 SEND pupils progress is: • Reading 1.69 – which has increased by 11 points and higher than national SEND progress. • Writing -0.62 that is just below national progress measure. Better than other learners in school. • Maths 1.05 that is above national and an improvement from 2016.
- PUPIL premium/disadvantage: **(NEED TO UPDATE WHEN ASP IN)** end of key stage summary: In KS1 disadvantage pupils are attaining significantly above national, in KS2 this is also above national. However, the disadvantage pupils are not attaining as well as other learners internally. The school are addressing this area with targeted intervention. Progress in KS2 for disadvantage pupils is above national disadvantaged pupils in reading, writing and maths.
- In pupil discussions, children are able to articulate their learning, recently reflecting on how they would like adaptations made to the success criteria to support them being more involved.

Next steps for Oakmeadow:

- Higher attaining progress in maths remains an area school is monitoring. We are developing our work with the maths hub to secure more challenge daily for HA learners, developing the mastery approach and are now embedding a new calculation and reasoning policy across school.
- The ability to release teachers to continue their lesson study work will support the outstanding agenda across school and this now needs to be a focus on CPD.



People

INDICATOR	DESCRIPTION	EXPERTISE	CLARITY	EMBEDDEDNESS
2.1	Evaluate how well recruitment focuses on finding people who are the right fit for the culture and climate of the school.	3 ▼	2 ▼	2 ▼
2.2	Evaluate how well induction processes help all staff to understand the culture and climate of the school and give the necessary clarity to implement policies effectively.	3 ▼	3 ▼	3 ▼
2.3	Evaluate how well all staff are deployed to maximise their expertise, including supporting those newer to the profession.	3 ▼	2 ▼	1 ▼
2.4	Evaluate how well performance management helps all staff to recognise their effectiveness and involves them in their professional development.	3 ▼	3 ▼	2 ▼
2.5	Evaluate how well all staff feel supported in their career development.	2 ▼	2 ▼	2 ▼
2.6	Evaluate how well leaders at all levels monitor and understand pupil outcomes.	3 ▼	3 ▼	3 ▼
2.7	Evaluate how well leaders at all levels evaluate provision and understand which aspects are most effective and which require improvement.	2 ▼	2 ▼	2 ▼
2.8	Evaluate how well leaders at all levels are skilled in creating effective development plans that lead to improvements in pupil outcomes.	3 ▼	2 ▼	1 ▼

Self-evaluation

- There is a clear sustainability plan for LT by developing other leaders, recently with the deputy Head-achieving NPQH, the ASHTs completing SLE work and the HT is embarking on the NPQEL. The HT is also an associate Head for the LA and a SIA for a local teaching alliance.
- The school is ambitious to ensure they serve their community, colleagues and the profession by ensuring they are up to date and relevant in their profession.
- In addition, the HT is a Fellow member for the Chartered College and a member of the leadership advisory group working with the chartered college and DFE.



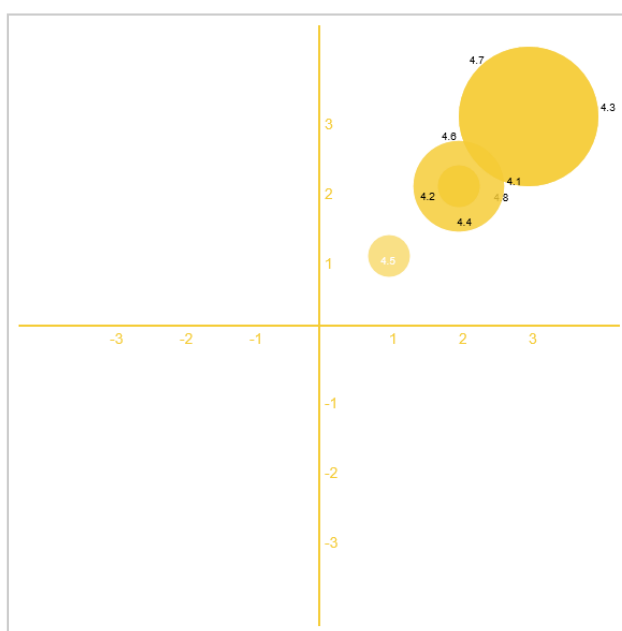
- LT have a thorough monitoring schedule (MER) that supports good and outstanding provision. This has a wide accountability with all UP teachers sharing areas for monitoring also.
- There are a number of staff and governors who are safer recruitment trained.
- The school work effectively with universities with a training programme for associate teachers, this allows the school to identify high quality NQTs and the work with the Hub also secures excellent practitioners working with the school. This has enabled outstanding appointments over the last 3 years.
- There are regular reflection meetings with staff, to evaluate the progress made on school, recognise our achievements and continue to strive to improve. This is recorded into our SIDP through a running record approach.
- The school work as a lead school for the maths hub, sharing expertise and supporting other schools. This evidencing schools capacity to support others in their development.
- There is a thorough induction plan for all new staff to secure their understanding of the school, the ethos and the expectations within school.
- By having a robust performance management procedure and a career expectation document, school are clear on the expectations for all teachers at different points of their career. Each staff member identifies barriers to their development and this is carefully targeted with relevant CPD.
- Recent achievements are the deputy achieving NPQH and the Head teacher becoming a fellow member of the CCT, a national advisor for leadership and working as a SSIF.
- The school has trained delegated LAC leads, safeguarding leads. This results in a safe and secure place for all children to thrive.

- All staff benefit from training and have been rewarded with many awards and accreditations. These include SENDCO award, Mastery maths, Forest school leader, ELKLAN award, Level 5 sports trained TA, ASA swimming coach and Global learning qualification.
- Performance management is carried out for all staff across school. This includes staff leading and driving where they are and which outcomes they wish to achieve. They also consider what impact this will have wider within school.
- Succession planning is a key priority for SLT, as a result training leadership opportunities are provided for staff.

Next steps for Oakmeadow:

- Middle leadership accountability needs to improve and ownership of data evaluation. We will be putting in place coaching sessions for our middle leaders to develop their understanding of the role and how they can influence the learning within the school.
- Middle leaders need training in producing more targeted action planning. This needs to demonstrate impact and have measurable outcomes. The SLT are going to support this through coached sessions.

Oakmeadow SEF



Curriculum

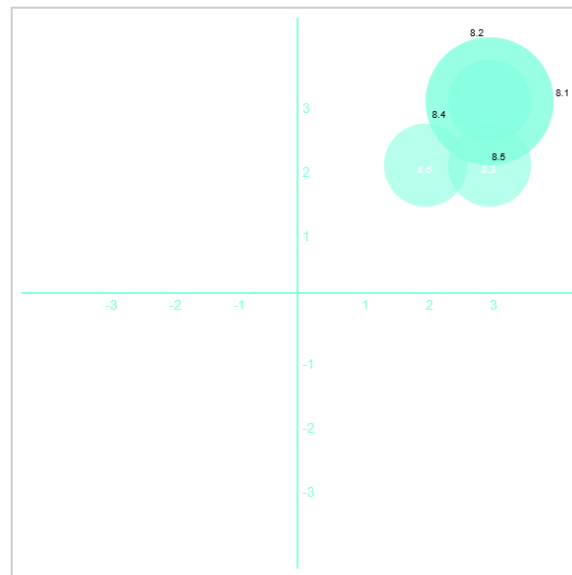
INDICATOR	DESCRIPTION	EXPERTISE	CLARITY	EMBEDDEDNESS
4.1	Evaluate how well the curriculum meets any statutory or regulatory requirements.	2 ▼	2 ▼	2 ▼
4.2	Evaluate how well the curriculum is customised to capitalise upon the experiences and backgrounds of pupils as well as give them relevant new experiences.	2 ▼	2 ▼	1 ▼
4.3	Evaluate how well the curriculum supports and promotes the culture and climate of the school.	3 ▼	3 ▼	3 ▼
4.4	Evaluate how well the curriculum gives sufficient balance to both the academic and personal development of pupils.	2 ▼	2 ▼	1 ▼
4.5	Evaluate how well the curriculum provides for all pupils a suitable breadth of opportunities.	1 ▼	1 ▼	1 ▼
4.6	Evaluate how well the curriculum promotes pupils' spiritual, moral, social and cultural development (SMSC), including the promotion and understanding of British Values.	2 ▼	2 ▼	2 ▼
4.7	Evaluate how well the curriculum is organised effectively to support pupils growing depth of understanding.	3 ▼	3 ▼	3 ▼
4.8	Evaluate how well the curriculum engages pupils' interest.	3 ▼	3 ▼	3 ▼

Self-evaluation

- Commitment to mindful approaches and pastoral support across school
- School counsellor and therapy dog in place.
- Provision for pupil's spiritual, moral, social, emotional and cultural development is good and developing, and underpins the schools work. This is achieved through a new curriculum programme and the well-planned use of PSHE, which is embedded across all curriculum areas. The school teaches the pupils the skills and personal qualities needed to become good citizens and useful members in their communities, as well as key safety matters including stranger danger, Internet safety, road safety and the dangers of water and fire. Children take part in projects which encourage them to be creative, work in teams, solve problems and take leadership roles. This develops the key personal and social skills needed to move on. Improvements in the curriculum content and offer are enabling children to develop a good understanding of cultural diversity, sustainability and rights and responsibilities. Pupils' spiritual development is met through well planned collective worship in which all the children take part. The pupils' cultural development is met through creative sessions within the curriculum which help the children to be more aware of the wide variety of cultural influences that affect their lives. As a result children form positive relationships with all pupils in school. The broad and balanced learning in SMSC prepare the children for life in modern Britain, promote British values, rule of law, liberty, mutual respect and tolerance.
- The current curriculum is motivating and engaging and this can be seen by the outcomes in pupils book. However, we need to utilise the local area more.
- The work completed with the maths hub over 2016-17 has enabled the school to develop its understanding of mastery and this has promoted a greater depth to the learning within school.
- The **sports funding** at Oakmeadow has been used to help increase the participation of physical activity and help children to develop a healthy lifestyle.
- We employ a sport coach who works throughout the school to teach, support and extend the children's physical ability in a range of skills as well as providing professional development and coaching skills for teachers. This continues into extracurricular activities where a number of sporting clubs are run to encourage the children's lifelong interest in sport. As well as promoting the participation of Sport through PE and extra-curricular activities, and through a plethora of competitions, we also ensure that physical activities are available for children during break and lunch times with a range of sporting stations available to all the children. The school also has a clear set of sporting values, which were put in place after consultation with pupils and parents in 2015.
- We are regular winner at competitions and in 2017 won the Primary PE and sports premium award in Shropshire.

Next steps at Oakmeadow:

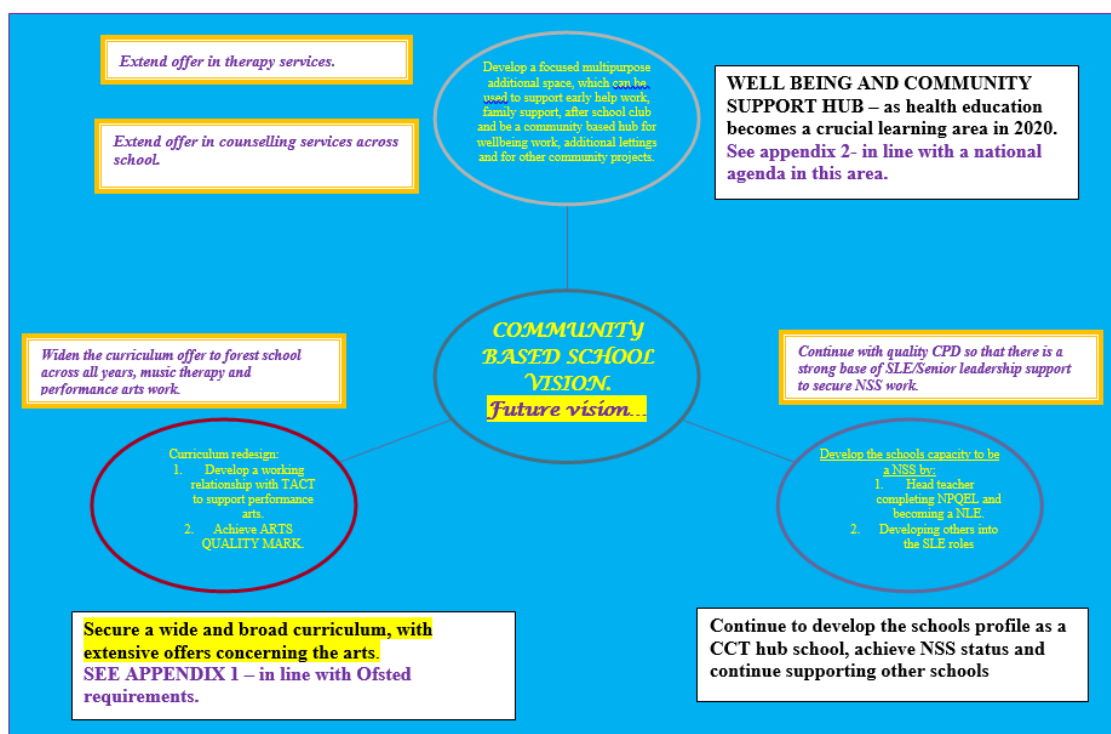
- There will be a curriculum review in 2018 to secure the intent and purpose of our curriculum in line with new ofsted requirements for 2019. Within this we will be looking to influence our curriculum with more localised learning, more input around mindfulness and developing stronger links between subjects.



Welfare

INDICATOR	DESCRIPTION	EXPERTISE	CLARITY	EMBEDDEDNESS
8.1	Evaluate the extent to which safeguarding procedures are effective.	3 ▼	3 ▼	3 ▼
8.2	Evaluate how well staff are trained, confident and vigilant in dealing with any safeguarding issues.	3 ▼	3 ▼	3 ▼
8.3	Evaluate the extent to which health and safety policies are effective.	3 ▼	2 ▼	2 ▼
8.4	Evaluate the extent to which pupils feel safe from bullying and other forms of harassment and or discrimination.	3 ▼	3 ▼	2 ▼
8.5	Evaluate how well staff are informed and confident in identifying and following appropriate procedures for pupils who are at risk of exploitation and, or, radicalisation.	3 ▼	3 ▼	2 ▼
8.6	Evaluate the extent to which sufficient priority is given to promoting staff and pupils emotional and mental well-being.	2 ▼	2 ▼	2 ▼

Self-evaluation



There is a long term ambition as a school to be a centre of excellence for mindfulness, ensuring the children at our school are emotional resilient for their future world.

- At Oakmeadow teachers promote an ethos where children feel able to talk about their lives and feelings, where the pupils are encouraged to support one another and work collectively. The effects of racism, disabilities, and other prejudices, are explained and discussed so the children develop empathy, are able to challenge discrimination and include those who may feel excluded. The curriculum provides opportunities to celebrate the richness and diversity of different cultures within the school and beyond.
- The vast majority of pupils feel safe in school. Any instances of perceived bullying are acted upon swiftly with a whole school awareness of any children needing monitoring. The school promotes Anti-bullying week and cyber bullying is given a high profile within the curriculum.
- Pupil's views and opinions are valued and all have a voice through the School Council. Our Key Stage School Councils regularly discuss issues and look at how to resolve them. They have a strong voice and have led many initiatives within the school demonstrating our school ethos of team work, independence and resilience. Pupils understand how important it is to maintain a healthy lifestyle. Pupils are regularly reminded of how they can keep themselves and their peers safe. They vote on key school decisions.
- Prefects act as the pupil leadership team in school and are assigned to different areas of the school improvement plan. They actively make decisions and inform monitoring around the school.

PUPIL QUESTIONNAIRE (completed at school council- November 2016)	agree	disagree	Not sure
I enjoy learning about school	18 90%		2 10%
Work is interesting and challenging	16 80%		4 20%
I sometimes find work too easy	14 70%		6 30%
Teachers explanations are clear and easy to follow	15 75%		5 25%
Teachers encourage me to speak in class	19 95%		1 5%
Sometimes we work in groups or pairs	19 95%		1 5%
I work on my own most of the time	2 10%	15 75%	3 15%
Teachers praise me when I do something well	17 85%		3 15%
I know who to ask for help	18 90%		2 10%
I get help when I need it	15 75%		5 25%
We get a good amount of homework	16 80%		4 20%
Teachers help me improve my learning	17 85%		3 15%
Teaching assistants are helpful	14 70%		6 30%
I worry about getting things wrong	11 55%	5 25%	6 30%
Teachers mark my work fairly	17 85%		3 15%
Teachers are interested in what I have to say	13 65%	1 5%	6 30%
I know what I need to do to improve	17 85%		3 15%
There is a friendly atmosphere in our classroom	17 85%		3 15%

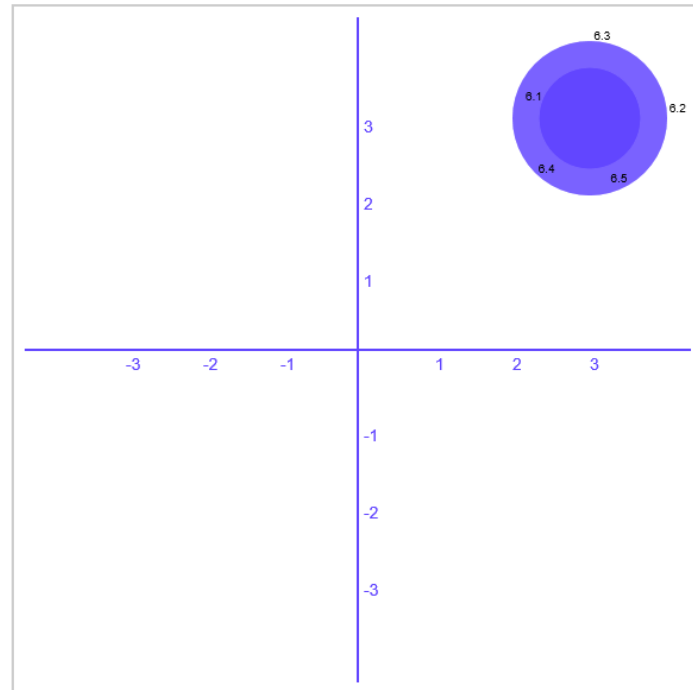
- Thorough and comprehensive safeguarding audits are completed every term with the safeguard team. This consists of the Head and SLT, a safeguard manager and the school business manager. Within this audit, the Safeguarding and Prevent action plans are reviewed and amended.
- Online training is updated annually for all staff. There is DSL updating in place and in addition, a thorough induction plan for all new staff.
- Clear H&S procedures in place and reviewed regularly – completed by the Premises team and reviewed termly by the governing body. One GB member is a member of the LA health and safety team.
- GDPR audit and action plans are in place, all overseen by an external DPO and recent monitoring described the school as ‘having excellent procedures’.
- Provision for pupil’s spiritual, moral, social, emotional and cultural development is good and developing, and underpins the schools work. This is achieved through a new curriculum programme and the well-planned use of PSHE, which is embedded across all curriculum areas. The school teaches the pupils the skills and personal qualities needed to become good citizens and useful members in their communities, as well as key safety matters including stranger danger, Internet safety, road safety and the dangers of water and fire. Children take part in projects, which encourage them to be creative, work in teams, solve problems and take leadership roles. This develops the key personal and social skills needed to move on. Improvements in the curriculum content and offer are enabling children to develop a good understanding of cultural diversity, sustainability and rights and responsibilities. Pupils’ spiritual development is met through well-planned collective worship in which all the children take part.

- The pupils' cultural development is met through creative sessions within the curriculum which help the children to be more aware of the wide variety of cultural influences that affect their lives. As a result, children form positive relationships with all pupils in school.
- The broad and balanced learning in SMSC prepare the children for life in modern Britain, promote British values, rule of law, liberty, mutual respect and tolerance.
- Attendance over the past 5 years has improved, sitting well above national averages. The school works hard to improve attendance, in particular with families wanting to take their children out in term time for holidays. The LA policy is adhered to rigorously by the school, with unauthorised absences being given if the policy is breached. The school has completed work to reduce the number of pupils.

Next steps at Oakmeadow:

In order to maintain grade judgement Outstanding, we need to:

- To ensure a new curriculum design promotes opportunities for pupils to build positive learning dispositions. This will be reviewed and addressed through our redesign work.
- Continue to review the curriculum on anti-bullying, e- safety and prejudice – based bullying as part of the curriculum planning skills review.



INDICATOR	DESCRIPTION	EXPERTISE	CLARITY	EMBEDDEDNESS
6.1	Evaluate how well monitoring gives leaders a clear understanding of outcomes for pupils.	3 ▼	3 ▼	2 ▼
6.2	Evaluate how well governors ensure they have a clear overview of outcomes for pupils and therefore have enough insight to make informed, well considered strategic decisions, including the degree of autonomy they give the head teacher.	3 ▼	3 ▼	3 ▼
6.3	Evaluate how well governors challenge leaders about any significant differences in outcomes for different groups of pupils.	3 ▼	3 ▼	3 ▼
6.4	Evaluate how well leaders evaluate provision in relation to outcomes identifying strengths and limitations.	3 ▼	3 ▼	2 ▼
6.5	Evaluate how well leaders and governors have thoughtfully explored and debated options on the future status and strategic direction of the school.	3 ▼	3 ▼	2 ▼

Self-evaluation

Strengths that indicate outstanding teaching:

- Teacher's use of questioning is becoming more skilful and increases the levels of engagement and opportunities for pupils to demonstrate gains in knowledge, skills and understanding.
- Teachers systematically and effectively check pupils' understanding throughout the lessons, anticipating and intervening where they need to with noticeable impact.
- High levels of precision well-judged teaching, the use of s/c, marking/targets and guided sessions are used with maximum effect.
- Varied lesson structure to ensure the teacher is efficient and has maximum impact on the progress of all pupils throughout the whole lesson.
- Subject knowledge is a strength and they can impart knowledge in an engaging and imaginative manner that creates high levels of commitment from pupils.
- Planning opportunities throughout the lesson that deepen understanding and provide experiences for pupils to apply new knowledge or skills within each lesson.
- Teacher's acute awareness of the different needs of individuals and groups, helps the teachers pitch lessons appropriately for all, ensuring support and challenge is evident in all lessons.
- Teacher's diagnostic marking indicates that they are monitoring pupil's progress over time effectively and are responding more rapidly and adjusting their teaching as a result of the pupils' work within a lesson. Verbal feedback is positive and constructive and helps learners address misconceptions and edit and improve work.
- Homework is used effectively to develop work completed in the classroom, allowing pupils the opportunity to consolidate and apply skills learnt within the classroom and the teachers the opportunity to assess the concrete/secure learning and thus plan pupil's precise next steps.
- Monitoring of books also shows that the use of targets and success criteria in R, W, M are embedded into lessons with pupils having a better understanding of their next steps, these are tightly linked to key performance indicators to secure deep learning and a high regard for basic skills reinforcement. They have a clear understanding of what they need to do to improve further.
- Teachers are responsible for their pupil data, monitoring pupil's progress and identifying programs of work, with support from senior leaders, to support pupils who are underachieving. This ensures that all staff are aware of their accountability for the progress of their learners.
- There is an agreed expectation of progress each year. Analysis of summative data informs the priorities for SIDP. Termly assessments and information gathered from monitoring of teaching and learning are used to inform monitoring and coaching schedule for the following half term. The learning of pupils, who are disabled or who have special educational needs, is good.
- Pupils with SENs are identified early and make good progress, with many pupils exceeding original targets. All pupils' needs are well matched due to confident, precise teaching, which builds on what pupils already know and clearly identifies next steps. Teaching assistants and resources are deployed to support pupils in accessing lessons. The SENCo monitors the impact of all interventions and support to ensure these have the maximum impact. Those pupils that have joined school later

on, because the school offers an outreach programme which integrates excluded pupils back into mainstream, make at least good progress during their time with us and often make accelerated progress ensuring they are very well equipped for the next stage of their education which reflects the schools highest aspirations for all pupils.

- The vast majority of pupils with SEN display outstanding attitudes to learning. All pupils are engaged and attentive in lessons and show an eagerness to learn. All teachers engage positively in the monitoring and professional development process and agree development points and appropriate support to address issues quickly. Training over the last two years has resulted in significant pedagogical gains across the school.
- In maths, areas including pitch and expectations have been addressed by differentiation that is more accurate. In light of the new curriculum training in 2014-15 now focusses on the breadth of children's learning, rather than just teaching new learning, to ensure that the mathematical skills, concepts and understanding are deeply embedded and that the children can apply their skills in different areas of learning. Making greater use of moderation is helping teachers secure judgements against the new curriculum expectations.
- In English teachers are much clearer about the structure of the writing sequence and how to carefully structure a guided session to have maximum effect on the quality of sentence structure as well as genre features, followed by the opportunity for applying this new learning. Quality texts are being used effectively, which has had an impact on the standard of the writing.
- The teaching of phonics has had a significant impact on children's writing in the EY and KS1 where children are making much more effective use of their knowledge of sounds and letters, applying it to their independent writing. There are parents evening to feedback termly, a mid-report card in February to give an overall view of the learning at that point and then also an annual report in summer.
- Alongside this there are workshops to support parents understanding in learning. This year we have also included guest speakers in education for our parents to attend.
- The Head teacher, Governors and the SLT (appointed September 2014) have worked *relentlessly over the last 5 years* to change the way staff and governors work to ensure greater focus on the school's core purpose of improving teaching and learning and raising standards. This has resulted in an ongoing rise in the attainment levels in R, W and M and consistent improvement in progress. This has been achieved even when the head teacher was faced with the difficulty of managing a **deficit budget inherited on her appointment**. This initially influenced the ability to provide additional resources within the school and meant there has needed to be a creatively applied attitude to making improvements to the school and an efficiency in resources and staff deployment. However, since 2017 there has been a strong surplus budget in place and this has strengthened the schools capacity further.
- Appraisal plans are tight and directly correlate with the teaching standards, with school-based objectives in addition. There is a clear expectation on these documents around the differentiation of expectations for main scale to upper pay range teachers. From these meetings tailored programmes of professional development have been devised for teachers whose progress in lessons and books was judged as

good to help further move their practice into outstanding. This includes coaching from experience colleagues in school.

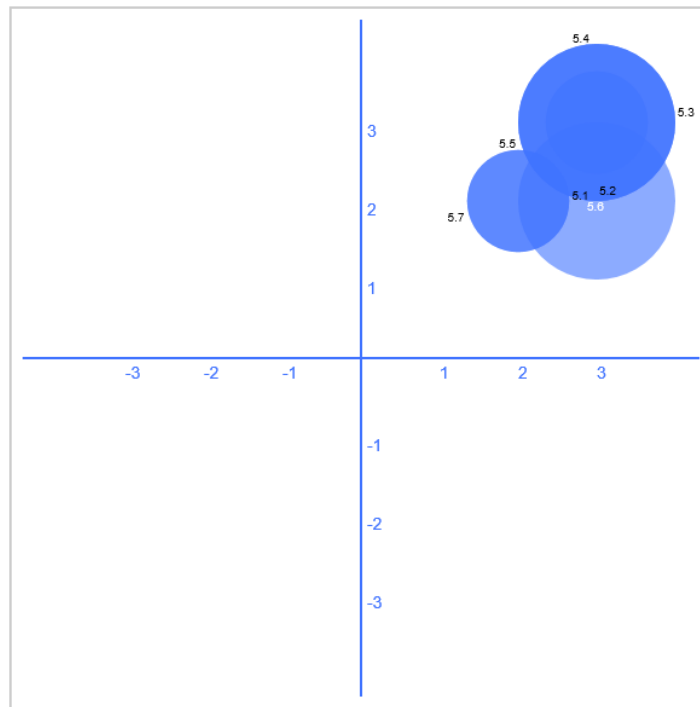
- Teachers are also benefitting from regular opportunities to reflect on their practice and from the intensive support and training delivered internally and supported by English and Maths Consultants. The impact of this work can be seen by the increased % of good teaching and the book scrutiny reports which show an increase in good and outstanding progress judgements.
- Pupil's books clearly evidence the rapid rates of improvements.
- Governors regularly hold middle and senior leaders to account through participating in regular monitoring and evaluation tasks, analysing the impact of school improvement work. Through these tasks governors visit the school regularly to observe teaching, talk to pupils, look at books and participate in pupil progress meetings. In this way Governors have a deep understanding of the performance of the school and their challenges and can validate the judgements made by the Head teacher. Governors regularly consult with stakeholders to help inform the evaluation of school improvement work and to identify and act on areas for further improvement.

Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

Next steps at Oakmeadow:

- To continue to developing middle leaders' ability to review their own effectiveness and identify areas for development.
- To continue to develop the way we challenge learners so that higher attaining learners in the school make better than expected progress and achieve well above national.
- To develop secure emotional resilience and self-awareness opportunities for our children.



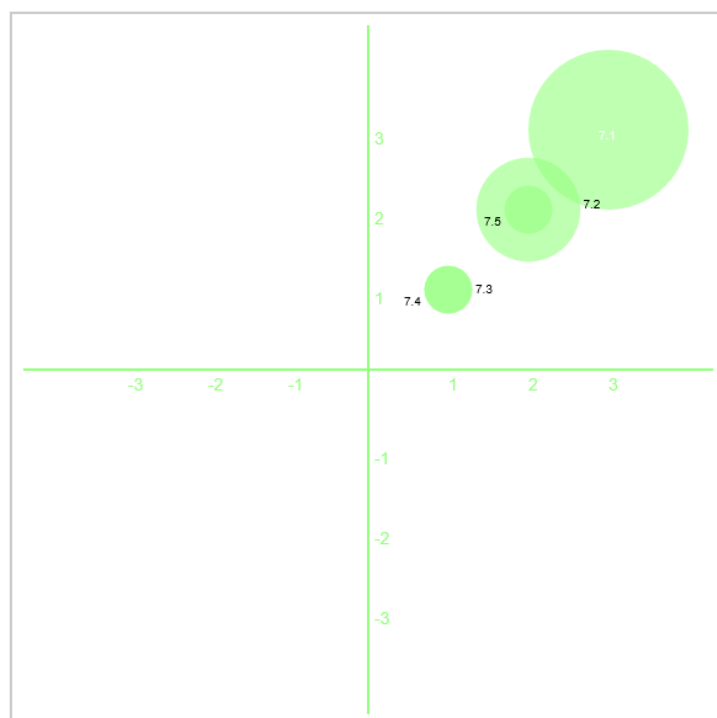
INDICATOR	DESCRIPTION	EXPERTISE	CLARITY	EMBEDDEDNESS
5.1	Evaluate how well Skills, structures and procedures are established.	2 ▼	2 ▼	2 ▼
5.2	Evaluate how well finances used for staffing are clear, understood by governors and effective in promoting the best possible outcomes for pupils.	3 ▼	3 ▼	2 ▼
5.3	Evaluate how well any specific funding is used effectively, with measurable and visible success in securing the outcomes intended in its award.	3 ▼	3 ▼	3 ▼
5.4	Evaluate how well any contracted services and other such agreements provide value for money.	3 ▼	3 ▼	3 ▼
5.5	Evaluate how well the school buildings and grounds are maintained, providing a healthy and safe environment.	3 ▼	3 ▼	3 ▼
5.6	Evaluate how well finances that do not have specific funding requirements are suitably prioritised are deployed in line with school priorities.	3 ▼	2 ▼	3 ▼
5.7	Evaluate how well governors effectively manage the performance of the head teacher, and set a suitable, sustainable salary scale.	2 ▼	2 ▼	2 ▼

Self-evaluation

- Reviews for expenditure against SIDP take place half termly
- Thorough PM systems in place to secure accountability
- VA exercises are completed in line with audit requirements
- Budget is specifically aligned to SIDP and Premises planning
- A recent audit monitoring evidenced good procedures, all in line with LA requirements and efficient.
- ***The school have successfully paid off a substantial deficit and are now able to manage a balanced budget under fairer funding.***
- A highly efficient facilities manager ensures that contractors are adhering to the school/LA requirements.
- School is maintained well and feedback from visitors' evidences this is a school with a 'good atmosphere'.

Next steps:

- Limited budget - which mainly supports staffing and premises. The challenge will now be to maintain a strong financial position for the school in an ever-changing educational system.



INDICATOR	DESCRIPTION	EXPERTISE	CLARITY	EMBEDDEDNESS
7.1	Evaluate how well all staff work as a cohesive team that promotes the culture and climate of the school and secures excellent outcomes for pupils.	3 ▼	3 ▼	3 ▼
7.2	Evaluate how well the school utilises the services of relevant children's agencies and services to support pupils.	2 ▼	2 ▼	2 ▼
7.3	Evaluate how well parents are involved with and support their child's education.	1 ▼	1 ▼	1 ▼
7.4	Evaluate how well the school engages with and is held in high regard within the community.	1 ▼	1 ▼	1 ▼
7.5	Evaluate how well the school works in partnership with other schools to learn about effectiveness, share and debate ideas, assist schools that need assistance and, in the case of highly effective practice, influence thinking within the profession.	2 ▼	2 ▼	1 ▼

Self-evaluation

- The outcomes across school internally evidence that there are tight teams across school who plan effective learning opportunities for our children. All staff work together under the schools ethos of being a team.
- Within school, there is a wide range of expertise: a MND counsellor/a play therapist and therapy dog/a safeguarding manager with early help expertise/an experience SENDco and HT who has a vast amount of SEN experience.
- School is a CCT HUB school and the HT is a founding Fellow and leadership advisory board member with the CCT.
- HT is an associate Headteacher for the LA and a SIA for the SSIF work funded through a local teaching alliance.
- School is a primary lead for MATHS HUB
- Huge commitment to charitable fundraising within school
- There is a clear procedure for identifying additional need within school, both with SEND and early help needs.
- Sure start use our building weekly and we are developing connections.
- We have a strong Early Help procedure in school.
- We are a well-connected sporting activity school- working inclusively with a local special setting. Recently this work has secured funding for an all-weather track on our field to support further developments.
- We participate in many inter school events: sporting/spelling bee/engineering programmes
- There are two residentials available in KS2 and a number of trips to support learning across all year groups.
- We offer a wide range of workshops for home to support their inclusion in their child's learning and development: maths/English/understanding your child.

Next steps:

- Need to develop community presence in school and look at how we can continue to impact on the community in a positive way. We will begin work on this through connecting with the local Methodist church, local elderly homes and the parish council. In addition, we will be working with our global links coordinator to look at how we can widen our children experiences of the rest of the world and connecting up with others in other countries.