



Oakmeadow CE Primary School

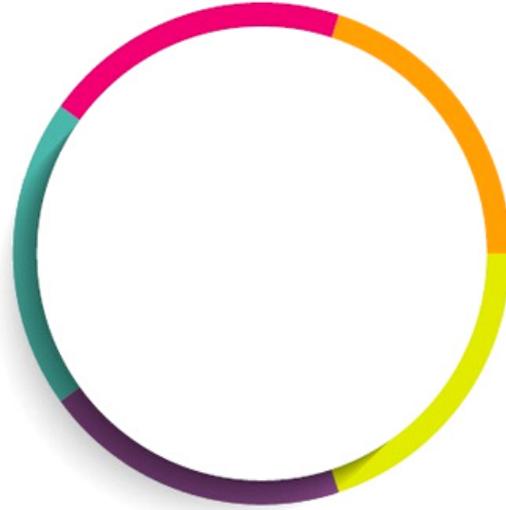
ANNUAL REVIEW 2020/21



Vision & Values



Our vision:
Achievement
through caring



Excellence: striving always for mastery and personal success



Integrity: consistently acting with honesty, compassion and respect



Empathy: embracing and supporting the uniqueness of every individual



Creativity: inspiring and challenging through invention, experimentation and exploration



Equality: ensuring fair opportunity for all

Reflections

This year has been one that we will never forget - it is safe to say that, in our own ways, we have all navigated new challenges in our professional and personal lives. As a school, we have successfully shifted between teaching online and face to face and have provided a high-quality offer equally to our children at home and those in school during lockdowns. We have had to balance short term solutions because of the immediate need to respond to health and safety challenges, and longer term strategies to move forward with school development. I know how hard the leadership team have worked this year to remain focused on the overall strategic direction whilst maintaining a compassionate and empathetic approach to each other, our staff and children. I am incredibly proud of how the Oakmeadow team have managed to respond, amazed by how resilient our children are and touched by the support of our families. We have learned so much that would never have been on our lesson plans and have gained such an insight into the important things in life. I have never been prouder to be a part of our profession or to have been in a position where I can support a community that I care so very much about throughout this year.

Sarmantha Hill Head of School



Attendance

Absenteeism has remained well below the last published national figures of 2019 throughout the year. Our overall absenteeism has not been in excess of 1.76% compared to the national 4.26%. Our persistent absenteeism rate has not exceeded 2.78% compared to the national average of 16.85%. Where persistent absence has become an issue this has been acted on and resolved swiftly. This evidences a culture of strong attendance, a love of being in school and robust systems and structures for tracking and involvement within this.



Growth

Oakmeadow has grown considerably since its opening - this year has seen us meet capacity in most year groups aside from Year 6 which is our last cohort moving through, lower in size. Each other year group now contains 60+ pupils and we have waiting lists for some cohorts. As now the school of choice within the local area we have had an increasing number of people applying from out of catchment or moving into the area hoping to obtain a place. We are monitoring this and discussing future potential growth if viable in years to come.

Strategic Development

As a school we have worked hard to maintain a focus on strategic development throughout the year and the pandemic. Robust systems for financial reviews have ensured that spending has been tracked and targeted well to need. As a result, the budget remains extremely healthy and a considerable surplus is being carried over into next year. This enables us to invest in our curriculum and our teaching and learning offer in relation to staffing for the coming academic year. Professional development opportunities have remained a strength this year with staff undertaking a range of high quality CPD and a continuation of this already mapped out for next year.

School of the Future

This year has seen us spend time considering the 'School of the Future'. Collaborative staff time has enabled us to produce our vision for Oakmeadow's future:

'Our children at our core'

Oakmeadow is a centre of excellence where there are no outsiders, where everyone is welcomed, valued and belongs with pride. Personal, social, emotional and spiritual wellbeing is at the heart of all we do.

'Our community at our core'

We know our school is responsible for providing the foundations for the community to thrive. We provide exceptional pastoral care for our children and families, engage in outreach and we are a place where our community can come to for help and support as well take an active role in the learning opportunities for our children.

'Our curriculum at our core'

We are a research driven school with passionate staff that are forward thinking and model exemplary teaching and learning methods. We support other schools with our expertise.



Improvements to Infrastructure & Processes



This year has seen growth and development of the leadership team at Oakmeadow. The Head of School role has been a new one to us and represents a significant change to the structure of the SLT moving forward. With the support of the Director of Primary Education this is evolving well and has provided an additional layer of leadership at an important time of change in staffing and ways of working. Roles within the wider senior leadership team have been embedded this year, with the ASHTs now fully undertaking their respective responsibilities on a whole school level. Development of two senior leaders to oversee Key Stages is enabling this to happen. A leadership CPD plan to build on this next year is already in place.

We continue to invest heavily in our premises to enhance the offer for our children. We have established the use of our outdoor classroom Enchanted Oaks and our 'Space To Be' is underway providing an outdoor reflection area for our older children. By next academic year we will have a community allotment on site and a rustic gym all linked to our school vision and curriculum drivers.

Infrastructure linking to school improvement has developed greatly through the use of the newly established Primary Improvement Collaboration teams, enabling staff to work with other trust schools to develop practice.

Refining of the internal systems for monitoring, assessment, safeguarding, attendance and pupil progress has taken place this year which has enabled us to further develop and streamline our processes. With the support of the Director of Primary Education we have now evaluated these and have plans for carrying these forward.



LGB & Governance

Since joining the Trust, the newly formed Local Governing Body has developed greatly and members are invested in the development of the school and provision on offer for our children, staff and our community. The Chair of Governors ensures an understanding regarding expectations of roles and is extremely proactive in developing the body to be able to challenge and support.

The Chair and Head of School work well together, discussing current issues and understanding common goals. Following skills audits, all governors have undertaken training and have involved themselves within the link governor roles to work with delegated staff to have an understanding of specific areas such as Quality of Education, Safeguarding and SEND.

As well as the half termly meetings to review impact, governors have taken part in new staff appointments, salaries approval and in accreditation of awards such as the SENDIA award recently.

School Improvement



The school improvement agenda has been greatly supported this year through the use of the School Overview File as a system of recording school priorities and tracking progress against these. From this, SLT and subject leaders have contributed to specific costed action plans and monitoring schedules to ensure that progress towards targets is being made and that impact is being achieved. Due to the uncertain nature of this year, we have been flexible with plans and have adapted accordingly to address arising issues such as the need to develop practice in remote learning. We have also considered elements of wellbeing to run alongside this, ensuring our staff feel well supported whilst obtaining the level of school improvement required. A robust and ambitious plan of CPD has run alongside this - for instance leaders have been developed through the use of coaching and NPQ programmes, subject leaders have received coaching in how to assess the impact of school closures on their subject and teachers to assess gaps in coverage and how to prioritise curriculum on return. School improvement has been supported by external validation - we received positive feedback from a Standards Review visit by the EPD and Chis Ogden in the Autumn term, the Quality Mark in the Spring term and a safeguarding review and the SENDIA award in the summer term. These regular occurrences have all provided us with strengths and constructive ways forward. Research projects have continued to be carried out in school, many of which evolving from the impact of the pandemic such as mindfulness and mental health, the No Outsiders project linking to equality and diversity, cognitive theory and the impact of neutral learning environments. All of which will contribute to next years SIDP.

People First



The People First agenda is key to our ethos at Oakmeadow. We continue to prioritise the wellbeing of our pupils, staff and community. The pastoral offer for our children is strong with a Family Inclusion lead also working with our families supporting with Early Help and CP. The pastoral team have also facilitated the Understanding your Child course to aid the growing number of parents requesting support. For staff, weekly briefings are held which ensure staff are up to date and have the opportunities to share concerns or ask questions. We have an 'Ears for Peer's representative who is available for support for any issues. We have a trained counsellor now a member of our staff who sees our children based on assessed need but is also available to staff. Supervision is in place for those members of staff who deal with safeguarding incidents and we ensure that the leadership team are aware and that timely and compassionate support is provided. The Trust wellbeing offer is advertised to our staff and signposted on need. The 'We Thrive' Survey enabled us to gain an insight into any development points and the SLT have created an action plan to address these. We promote the links between physical and mental wellbeing of staff and pupils, taking part in sporting events and organising opportunities for staff to be active. We highly value the development of careers within the profession and a number of our staff have completed NPQ programmes and we have invested heavily in high quality CPD. Teaching Assistants have received internal CPD from the leadership team and an individualised Pathway Review process.

Christian Distinctiveness



The school and trust vision and values are tightly aligned with Christian values and these thread through the curriculum at Oakmeadow. Whole school and church led worship has been maintained this year, despite the team not being able to visit site, through the use of remote assemblies. We have continued CPD in this area through supporting the implementation of Simply Collective Worship, and this has significantly impacted on the quality of class worship. Leadership of this area has been strong and staff are well directed in the delivery of RE and embedding Christian distinctiveness in all we do.

Our links with our local church are strong. We have continued to hold half termly team meetings to discuss and formulate plans for future collaboration. The youth team workers have initiated and carried out events such as an Easter workshop which enriched the understanding of this time of year for our pupils. They send activities and tasks for our children to complete, designed to enhance their understanding of key elements of Christianity and also now contribute to our monthly newsletter to support the connection with our school community. The leadership team have continued to work on our School Evaluation of our offer and expect SIAMs to validate this in the next academic year.



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