

School Development Plan 2024 - 2025



From Small Acorns to Mighty Oaks

For all learners to have courage to embrace new experiences with confidence; work co-operatively, whilst respecting and caring for others; be curious about the whole world and enjoy learning for life

Strategic Vision

Our **values** of Curiosity, Confidence, Co-operation, Caring and Courage underpin everything we do.

Our **curriculum** is enriched by meaningful, motivating and memorable experiences.

Our core **skills and knowledge** enable pupils to reach their fully potential and become highly competent/confident in all subjects.

Our pupils attitude and behaviour enables them to become independent, responsible and resilient lifelong learners.

Strategy for Delivery

Quality of Education

Create an engaging, bespoke curriculum that is inclusive and delivered through excellent teaching.

Personal Development & Behaviour

Through high attendance and respectful behaviour, pupils flourish in a safe and happy learning environment.

Leadership and Management

Through high expectations and aspirations leaders ensure all pupils achieve outstanding outcomes.

Engagement and Partnerships

Create a sustainable, well-resourced outward facing school which works well with all stakeholders in the local and wider community.

Development Priorities 2024-2025

- To further develop the curriculum ensuring improved outcomes for all pupils
- To ensure targeted support is highly effective and sustainable
- To ensure staff are able to deliver quality first teaching
- To enable pupils to become more resilient, independent and responsible
- To successfully create effective and sustainable teams
- To work successfully with other schools and academies

Quality of Education

Writing

INTENT

To increase the proportion of pupils achieving age related expectations and greater depth in writing

To increase the proportion of pupils achieving their progress target in writing

IMPLEMENTATIONS

- Carry out planning review
- Provide CPD which focusses on improving standards in writing
- Provide pupils with opportunities to edit & evaluate their work
- Introduce IT tools to engage/support pupils in the writing process
- Carry out in house and across school moderation
- Validate writing judgements as part of transition work
- Further develop writing opportunities across the curriculum
- Raise the profile of writing
- Increase parent involvement and support through workshops & homework
- Improve standard and consistency of joined handwriting
- Increase teaching of SPAG in all year groups
- Ensure expectations within each area of English are clear and being implemented consistently

IMPACT

An increased number of high quality extended pieces of writing
Explaining and Modelling strategies shared at writing inset and staff training sessions are being used effectively
Increased editing and evaluating opportunities have resulted in pupils displaying greater ownership of their writing
Varied resources used to engage pupils in the writing process (video clips, short stories/extracts)
Writing barriers have been overcome through the use of effective IT tools
Moderation activities have resulted in accurate teacher judgements
A higher number of high quality extended pieces of writing produced across the curriculum
More parents are able to effectively support their child's writing due to their increased subject knowledge
Greater proportion of pupils are writing in a joined legible and fluent style when writing at speed.
Improve outcomes in spelling/phonics, punctuation and grammar

Interventions

INTENT

To increase the proportion of pupils achieving age related expectations

IMPLEMENTATION

- Evaluate current interventions for impact on outcomes
- Audit intervention leaders' subject knowledge and provide relevant training
- Review length, frequency and timings
- Agree which interventions are cost effective/sustainable
- Research new evidence based interventions
- Train staff on new methods
- Ensure pupils on interventions have been accurately identified
- Pupil premium pupils are prioritised for targeted interventions

IMPACT

Evidence based intervention programs for specific needs are in place
Interventions are impacting positively on pupil outcomes
SEND & PP pupils show measurable progress in targeted areas after completing an intervention
Positive feedback from staff, pupils and parents on intervention effectiveness
Pupils requiring additional support are accurately identified for appropriate interventions and closely monitored by class teacher in discussion with adults leading targeted support/interventions
Intervention sheets are updated regularly and include all information needed to evaluate impact of additional support including attendance, entry, exit data and success criteria

SEND

INTENT

To enhance the educational experiences and improve academic and social outcomes for pupils with Special Educational Needs and Disabilities (SEND)

IMPLEMENTATION

- Provide ongoing SEND specific training for all teachers and support staff e.g. receptive and expressive language skills; dyslexia, phonics; PDA
- Provide SEND support sessions on inclusive teaching practices
- Clarify SEND expectations by ensuring:
all staff understand and implement expectations set out in the ordinary available provision document
- Adaptive teaching approaches are fully embedded in each lesson
- Learning Support Plans are a meaningful element of pupil provision
- Monitor and evaluate SEND pupils progress
- Conduct regular learning walks and observations focussed on SEND provision
- Gather and analyse feedback from pupils, parents and staff
- Regular meetings to discuss SEND pupils' progress and challenges
- Manage increased complexity of need by:
Providing assistive technology and specialised learning resources to support SEND pupils
- Implementing a buddy system pairing SEND pupils with peer mentors
- Carry out a feasibility test on providing a lower KS2 SEND Hub
- Provide ongoing support for all parents of SEND pupils
- Create a resource library for parents on supporting SEND pupils at home
- Organise regular SEND parent workshops/forums
- Improve inclusive practices through clearer communication and expectations (centre & mainstream)
- Implement a collaborative multi-agency approach
- Strengthen partnerships with external agencies e.g. STIPS
- Develop clear referral pathways for specialist support

IMPACT

Staff have received high quality training in SEND/Adaptive teaching practices resulting in increased confidence, subject knowledge, inclusive approaches and improved outcomes

SEND expectations for OAP are commonly understood and consistently implemented throughout the school

The % of SEND pupils meeting or exceeding their personalised learning targets has increased

Additional adult support in class is deployed effectively to meet the needs of pupils across the year group

Learning Support Plans are meaningful and valuable and are impacting positively on the quality of education for SEND pupils and their progress

Monitoring reports demonstrate that SEND pupils barriers to learning have been successfully addressed through personalised adaptations

Support in mainstream classes for SEND pupils has been enhanced

There is a clear shared vision around the provision for SEND, including centre pupils

All SEND pupils report feeling supported and valued in their learning environment

All SEND pupils have access to an engaging and bespoke curriculum

Parents of SEND pupils are well supported and feel valued as a key stakeholder in their child's SEND journey

All LAN and mainstream staff understand their key roles, responsibilities and purpose linked to SEND pupils

Collaborative multi-agency approach is in place

DISADVANTAGED PUPILS

INTENT

To ensure all disadvantaged pupils have access to a full and rich curriculum, fostering aspirational outcomes

IMPLEMENTATIONS

- Ensure all PP are accessing at least one academic intervention
- Ensure all PP pupils who are on the SEMH register receive ELSA/Thrive support
- Identify barriers to success

IMPACT

PP pupils say their wellbeing is good and they demonstrate resilience in coping with challenges and changes

Class teachers know pupils barriers to success and these are overcome

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| <ul style="list-style-type: none"> - Assign buddy/peer mentor - Monitor, follow up and improve attendance to ensure it does not drop below 90% -Ensure all enrichment opportunities are being accessed (clubs, workshop, residential) - Assign a PP champion -PP champion to liaise with school FSW ensuring additional support is provided for the family -Create a resource library for parents on supporting PP pupils at home -Organise regular PP parent workshops/forums | <p>PP pupils report feeling valued and supported at school</p> <p>PP pupils' attendance is in line with non PP pupils and is above national average</p> <p>PP pupils leave Oakfield prepared for secondary school as responsible, respectful and active citizens</p> <p>PP pupils enjoy a wide range of clubs, workshops and residential as well as opportunities to represent the school</p> <p>Parents of PP pupils are well supported and feel valued as a key stakeholder in their child's school experiences</p> |
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Leadership and Management

Quality First Teaching

To deliberately increase the chances of learning through adaptive whole class teaching *focusing on pupils who only achieved WTS at KS1*

To provide effective professional development to staff which impacts positively on pupil outcomes

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| <p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Maths leader to share times tables resources and expectations for each year group -Develop teaching staff members pedagogical knowledge and teaching skills -Implement agreed whole school and personal teaching strategies outlined in Tom Sherrington WALKTHRUS linked to explaining & modelling; practice & retrieval; questioning & feedback across subjects -Ensure all monitoring across subjects focusses on adaptive teaching; quality of pupils' work; pupil engagement; support for all ability groups -Subject expectations linked to adaptive teaching will be agreed and implemented and promoted through subject leaders' actions plans -Sharing of effective practice through book looks, pupil voice, teacher feedback -Enhance curriculum outcomes through knowledge organisers -Develop and implement bespoke knowledge organisers for each unit of work across foundation subjects -Agree how best to use knowledge organisers effectively in lessons -Implement retrieval practice to gauge pupils' retention and understanding -Evaluate the impact of knowledge organisers on pupil outcomes | <p>IMPACT</p> <p>For pupils to achieve well above national average in the times table check</p> <p>Quality first teaching is highly effective and accelerates pupils' progress in English and Maths (at least an increase of 10% for the 'On Track' percentages. Target is 85% and a minimum of 95% for the '1 point off track' percentages is achieved)</p> <p>Monitoring shows that strategies to accelerate progress have been adopted and that work provided is always suitably challenging/supportive</p> <p>Teachers successfully and consistently implement adaptive/inclusive strategies discussed/agreed/learnt in staff meetings and insets</p> <p>Improved lesson responsiveness to individual learning needs</p> <p>Increased teaching efficacy as observed in learning walks and appraisal reviews</p> <p>All subjects, where relevant, have tailored knowledge organisers in place</p> <p>Enhanced pupil engagement and achievement where knowledge organisers were used</p> |
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Leadership and Management Strategic

INTENT

To successfully create effective and sustainable teams

IMPLEMENTATION

Governors

Develop a clear and strategic 4 year plan

-Conduct a SWOT analysis to identify strengths, weaknesses, opportunities and threats

Enhance the school's capacity to anticipate and adapt to future challenges & changes in demographics

Area/Subject Leaders

Ensure school leaders (SLT, English, Maths, PP & SEND) are challenged to accelerate the progress made by vulnerable pupils

Review current teaching staff teams, roles and responsibilities

SLT

Recruit, induct and train new Oakfield Members to successfully fulfil roles

-Admin Staff

- SEND Staff LAN

- SEND Staff Mainstream

Manage pupils needs as well as staff, parents and wider school community's expectations against individual pupils' SEND funding

- Friends

HT

Remain outward facing and up to date with educational thinking through SCITT support tutor work & NPQEL work

IMPACT

Concise and comprehensive strategic plan is documented and approved by FGB

School policies and strategies are adjusted to reflect changing demographics

Effective and sustainable teams will impact positively on pupils outcomes and experiences

Change in roles (subject leaders) will result in: varied pupil experiences; improved outcomes; greater staff enthusiasm within subjects

Admin members have developed a deep and accurate understanding of their areas of responsibility and are able to execute their new roles effectively within budget

A sustainable LAN centre caters well for pupils whose primary needs are learning and cognition and this is within budget

All Friends' positions are filled and Friends are well supported by the whole community

Knowledge gained from Ambition Institute & SSF SCITT shared with staff

Personal Development & Behaviour

INTENT

To enable pupils to become even more resilient, independent and responsible

To further improve our attendance rates and the rates of pupils with persistent absence decrease

IMPLEMENTATION

Implement new **attendance** policy

-FPN for unauthorised absence (5 days > holidays)

-Raise profile of importance of attendance and incentivize good attendance (newsletters, assemblies, parents meetings)

Evaluate effectiveness and costs of additional **pastoral support** for pupils: additional adults, calm club, Thrive, ELSA

Parents: workshops, meetings, referrals

IMPACT

Attendance % of pupils classified as PA is reduced

Recognition in school newsletters and assemblies boosts pupils' morale and promotes attendance

School supports staff, pupils and parents to be confident, resilient and independent and to develop strength of character

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| <p>Introduce a supportive wellbeing library for the whole school community to access</p> <p>Introduce Restorative Practice</p> <ul style="list-style-type: none"> -agree principles -restorative conversations (questioning & listening) -connection activities (circles) <p>Implement a consistent approach towards school uniform and behaviour expectations</p> <p>Pupil are provided with further opportunities to develop their independence and resilience</p> <ul style="list-style-type: none"> - extra curricular opportunities e.g. clubs/workshops - curricular design e.g. focus weeks, learner aims <p>Ensure staff who are responsible for providing pastoral support (Mental Health, SEND, Safeguarding Teams) access necessary training and support</p> | <p>Benefits of restorative school: peaceful learning environment, reduction in negative incidents, pupils develop better problem solving skills, increased social awareness</p> <p>Staff encourage pupils to behave consistently well, demonstrating high levels of self-control and positive growth mindset</p> <p>All adults ensure there is a shared responsibility for safeguarding and protecting pupils wellbeing</p> |
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Engagement and Partnerships

INTENT
To work successfully with other schools and academies

| IMPLEMENTATION | IMPACT |
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| <p>Develop a better understanding of the benefits as well as potential drawbacks of joining an academy/trust</p> <ul style="list-style-type: none"> -Meet with HT & CEOs from different academies/trusts <p>Work collaboratively with local schools, sharing best practices and securing excellent outcomes for all pupils</p> <ul style="list-style-type: none"> -Further develop partnerships with local schools (WJS, RKS, FVIS) -Attend local HT network meetings (G, T, WA, PL, BW,SP, RV) -Share strategic & organisational documents to identify common priorities & increase opportunities for school to school support -Explore shared training opportunities -Organise meetings for all subject leaders focussing on Maths and English with FVIS as our main feeder school <p>Further develop partnerships with parents</p> <ul style="list-style-type: none"> -Hold half termly parent forum meetings <p>Explore future opportunities to generate income; provide further services/experiences for pupils, parents & community</p> <ul style="list-style-type: none"> -Wrap Around Facilities -Lettings -Clubs -Grants to build an Arts & Well being Hub | <p>An informed decision can be made as to whether or not to join an academy and which is the best fit for our school</p> <p>Strong links will have been made with local schools, working together to provide opportunities for staff development</p> <p>Pupils benefit from a diverse and comprehensive educational offering through partnership working in which resources, expertise and best practices are shared</p> <p>Clear progression of skills and knowledge across all curriculum between FVIS and Oakfield</p> <p>Parents feel valued and supported</p> <p>Oakfield remains the school of choice for parents in the local community</p> <p>Progress will have been made towards the Arts & Wellbeing building project which will enhance the schools music, dance, mental health, SEND and wrap around provision and benefits the wider community and is within budget</p> |

