

Oakfield CE Primary School
School Development Plan 2018/19 (edition 2 revised 1 Nov 18)

Key Improvement Priorities

1. Leadership and management	<p>Ofsted Dec 17 Improve leadership and management by:</p> <ul style="list-style-type: none"> – embedding the school's assessment system fully, so that leaders and teachers can determine precisely how well pupils are doing in all aspects of learning, and take swift action should pupils fall behind – implementing plans to accelerate the progress of pupils, especially in key stage 1 and in writing, across all year groups. <p>1.1 Ensure summative assessments are accurate and are used effectively to measure progress. Realign planning where pupils are at risk of not making expected rates of progress from starting points. Monitoring, moderation and professional development enables swift action to have high impact. Priority – review of KS1 and whole school writing progress.</p> <p>1.2 Inclusion and subject leaders support and challenge pupils to secure a greater proportion of pupils working at increasingly greater depth</p> <p>1.3 Strengthen the Pupil Premium Strategy so that accountabilities are explicit in supporting disadvantaged pupils to overcome barriers and accelerate their progress.</p> <p>1.4 Inclusion leaders monitor class based interventions and support teaching teams to secure personalised challenging targets for pupils with SEND.</p> <p>1.5 Improve governor monitoring so that governors have a deeper understanding of the school and drive improvement.</p>
2. Quality of teaching, learning and assessment	<p>Ofsted Dec 17 Improve teaching, learning and assessment by:</p> <ul style="list-style-type: none"> – developing pupils' writing skills and providing pupils with more opportunities to write at length across the curriculum – ensuring that teachers plan precisely for pupils' next steps in learning – ensuring that teaching challenges pupils, especially the most able pupils – ensuring that teaching assistants' questions deepen pupils' understanding. <p>2.1 Increase the proportion of consistently good teaching across the school through Assessment for Learning (AfL) strategies.</p> <p>2.2 The regular use of variation in task design.</p> <p>2.3 Embed learning journeys within English and Mathematics, so that they motivate pupils, build on pupils' needs and provide opportunities to apply skills across the wider curriculum.</p> <ul style="list-style-type: none"> a) Develop pupils writing and maths skills and provide pupils with more opportunities to write at length across the curriculum. b) Ensure TAs work with teachers to raise learning and attainment, while also promoting independence and self-esteem. c) Pupils develop fluency and resilience to solve problems. <p>2.4 Ensure pupils receive the support needed to gain the phonics and comprehension skills required to make good progress in reading.</p> <p>2.5 Embed an enquiry based approach through Key Stage 1 that inspires and motivates pupils.</p>
3. Personal development, behaviour and welfare	<p>3.1 Ensure that all adults and pupils' have high expectations of behaviour.</p> <p>3.2 Strengthen the impact of SEMH provision through ELSA support.</p> <p>3.3 Implement CPOMS safeguarding processes and systems.</p>

<p>4. Outcomes – See data headlines and targets section also.</p>	<p>Ofsted Dec 17 – Improve outcomes for pupils by:</p> <ul style="list-style-type: none"> - improving the proportion of pupils that reach the expected standards in phonics by the end of Year 1 - ensuring that a greater proportion of pupils reach the expected standards in reading, writing and mathematics by the end of key stage 1 - ensuring that, by Year 6, pupils’ writing skills are improved - ensuring that a greater number proportion of most able pupils achieve the higher standards <p>4.1 Higher percentage of children achieve ARE in EYFS, Y1 Phonics Screen, Y2 and Years 6 Assessments, compared to 2018. 4.1 The gap between Oakfield and national data continues to diminish for all pupil groups, especially disadvantaged pupils. 4.3 Higher percentage of vulnerable group pupils on track for ARE, higher percentage of children working at greater depth (GD) overall and Year 6 SATs combined score at national average.</p>
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Key Priority 1 : Leadership and Management

1.1 Ensure summative assessments are accurate and are used effectively to measure progress and realign planning where pupils are at risk of not making expected rates of progress from starting points. Monitoring, moderation and professional development enables swift action to have high impact.

1.2 Inclusion and subject leaders support and challenge pupils to secure a greater proportion of pupils working at increasingly GD.

1.3 Strengthen the Pupil Premium Strategy so that accountabilities are explicit in supporting disadvantaged pupils to overcome barriers and accelerate their progress.

1.4 Inclusion leaders monitor class based interventions and support teaching teams to secure personalised challenging targets for pupils with SEND.

1.5 Improve governor monitoring so that governors have a deeper understanding of the school and drive improvement.

Milestones Autumn 2018	Milestones Spring 2019	Final Outcome by Summer 2019
<p>1.1 All leaders, including governors, have a comprehensive understanding of the quality of education and can secure further improvement. Clear improvement plan in place. Roles and responsibilities understood. Performance management links improvement to development plan. Accurate monitoring by senior leaders informs school improvement. Book monitoring, reading moderation and lesson observations demonstrate higher consistency of teaching and learning. Awaiting first data drop (Nov). PP meetings pick up any children not making expected progress. PP strategy group in place – PP monitoring in place. Need to accurately track spending. Teaching profile is embedded and identifies the CPD that is required to inform individual teacher support. Teacher profiles in place. Challenge and Review meetings completed.</p>	<p>Leaders inform their impact in supporting, challenging and motivating teachers. The impact of all leaders’ actions can be evidenced in progress of pupils. Teacher profiles evidence they are more effective. A greater proportion of good teaching can be evidenced. Teaching that requires improvement robustly addressed by SLT Teachers empowered to undertake monitoring that leads to improvement. Foundation subject leaders impact on securing improvement in the quality of provision.</p>	<p>All stakeholders have an accurate and comprehensive understanding of the quality of education and are clear about securing further improvement.</p> <p>The impact of leaders’ actions can be evidenced in improved EOY outcomes.</p>

<p>Leaders are able to evidence the impact of their actions in securing improvement. Range of teaching and learning monitoring reports from HIAS, challenge partners and SLT during Sept/Oct. Evidence of improving trends.</p>		
<p>1.2 INSIGHT enables SENCO and SLT to monitor children working at or with the potential to work at GD. INSIGHT in place – not all confident in use. These children are discussed in all progress meetings. Challenge and Review meetings completed. Senior leaders evidence impact of actions in securing improvement in the quality of provision for children working at GD. SLT monitoring indicating improvement but yet fully embedded.</p>	<p>Teachers are able to identify children working at GD within their class and challenging a greater proportion to secure GD. SENCO and SLT monitor the progress of children working at GD and challenge a higher percentage to work at increasingly GD.</p>	<p>SENCO and SLT can evidence a higher proportion of children working at GD compared with 2018. All teachers are able to explain their teaching provision contributed to improved outcomes. The impact of all leaders' actions can be evidenced in progress of pupils.</p>
<p>The gap in attainment and progress for disadvantaged pupils is closing. Awaiting first data drop (Nov). Senior leaders are able to evidence the impact of their actions in securing improvement in the quality of provision for PP children. Awaiting first data drop (Nov). Observations and monitoring by external (HIAS) and internal (SLT) indicates improvement, particularly for ex-alternative provision pupils. Audit of medium term planning: the curriculum provides opportunities for pupils to learn and make progress. The curriculum contributes to pupils' behaviour and welfare, including physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. Rich curriculum in place with increase in trips/visits to enhance subject 'hooks'. New curriculum planning in Autumn term. Achieved. Units of work in foundation subjects have succinct and specific assessment criteria identified in planning. In place. Awaiting first data drop (Nov). KS 1 LKS2 UKS2 progressions are clearly identified. Awaiting first data drop (Nov).</p>	<p>Disadvantaged pupils' progress in line with their peers and the impact of additional funding can be evidenced. Foundation subject leaders provide evidence of disadvantaged pupils being challenged to meet or exceed ARE in subjects where they have the potential to excel. The quality of the curriculum is evaluated to evidence skills, knowledge and understanding, pupils make informed decisions and spiritual, moral, social and cultural development evident.</p>	<p>Disadvantaged pupils are achieving at least in line with disadvantaged nationally and the gap is diminishing with non PP nationally. The impact of additional funding can be evidenced. EOY assessments and work samples evidence that the broad and balanced curriculum inspires and challenges pupils to learn. The impact of all leaders' actions can be evidenced in progress of pupils within and across subjects.</p>

<p>1.4 First quality teaching expectations for children with SEN established and used to review provision in relation to baseline assessments/starting points. SEN audit and subsequent action plan improving provision. Senior leaders evidence impact of their actions in securing improvement in the quality of provision for children with SEND. Range of internal/external monitoring. SENCo is clear on responsibilities and has the appropriate CPD. HIAS support and governor monitoring in place.</p>	<p>Core/foundation subject leaders provide evidence of SEN pupils being challenged to meet or exceed ARE in subjects where they have the potential to excel. Class based interventions, linked to learning journeys, enable SEN pupils to access NC programmes of study appropriate to their age group or starting points</p>	<p>The impact of all leaders' actions can be evidenced in progress and attainment of SEN pupils in core and foundation subjects.</p>
<p>1.5 All leaders, including governors, have an accurate and comprehensive understanding of the quality of education and are clear about their responsibility in securing further improvement. Governor audit completed and action plan implemented. All staff are held to account by the EHT, HOS and governors through performance management. Performance management underway for all staff. Expected to be completed by early Nov. Senior leaders develop the skills required to lead performance management. Senior leaders share performance management – collective support in place.</p>	<p>There is an agreed culture of high expectations, modelled by all leaders. LA monitoring All staff are held to account by the EHT, HOS and governors through performance management. Underperformance is robustly addressed CPD effectiveness is evaluated. Senior leaders are applying performance management skills applicable to their roles.</p>	<p>SEF evidence in relation to Ofsted 2019 framework indicates Leadership is good in terms of: Governance Strategic leadership team Inclusion leadership (Pupil Premium and SEN) Subject leadership</p> <p>Leadership effectiveness is evidenced to be good.</p>

Key Priority 2 Quality of teaching, learning and assessment

2.1 Increase the proportion of consistently good teaching across the school through incisive and responsive Assessment for Learning (AfL) strategies.

2.2 The regular use of variation in task design:

2.3 Embed learning journeys within English and Mathematics, so that they motivate pupils, build on pupils' needs and provide opportunities to apply skills across the wider curriculum.

a) Develop pupils writing and maths skills and provide pupils with more opportunities to write at length across the curriculum.

b) Ensure TAs work with teachers to raise learning and attainment, while also promoting independence and self-esteem.

c) Pupils develop fluency and resilience to solve problems.

2.4 Ensure pupils receive the support needed to gain the phonics and comprehension skills required to make good progress in reading.

2.5 Embed an enquiry based approach through Key Stage 1 that inspires and motivates pupils.

Milestones Autumn 2018	Milestones Spring 2019	Final Outcome by Summer 2019
2.1 Increase the proportion of consistently good teaching across the school through incisive and responsive Assessment for Learning (AfL) strategies.		
<p>Consistent application of AFL strategies, set as non-negotiable in September. In place. Feedback/marking is evident within lessons/books. Noted in moderation and lesson observations. Pupils use feedback well and know what to do to improve. Book scrutiny indicating 'red pen' editing in operation, teacher feedback annotated and pupil responses noted. Teachers give sufficient time for pupils to review learning and develop further. Not yet fully embedded in all classes. Teachers identify and support those pupils to fall behind and intervene to improve their learning. Same day follow ups evident. Support plans in place for individual pupils. Teachers use formative assessment to secure pupils' progress from starting points. Awaiting first data drop (Nov).</p>	<p>Teachers check pupils' understanding in lessons, following the school's assessment policy. Formative assessment positively impacts on progress within lessons: - Feedback and self-evaluation enable pupils to improve their work and address misconceptions - Teaching inputs and learning reviews are flexible and responsive to 'live' learning to offer additional support or to further challenge - 'Talk for learning' within guided groups challenges pupils to articulate and extend their thinking / reasoning using technical vocabulary.</p>	<p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. 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. Pupils are eager to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. Teachers tackle misconceptions and build on pupils' strengths. Teachers are determined that pupils achieve well. SEF evidence in relation to Ofsted 2019 framework indicates teaching, learning and assessment is good.</p>
2.2 The use of variation in task design leads to strong progress from starting points;		
<p>Evidence of variation in task design (planning/books). Evident in book scrutiny. Teachers plan precisely for pupils' next steps. Planning in place – daily updating not yet fully embedded. All pupils given opportunities to develop conceptual understanding, fluency and reasoning. Work in progress.</p>	<p>All teachers use effective planning to help pupils learn well. They set tasks that follow a clear sequence of learning and challenge all pupils. Time in lessons is used efficiently to ensure all pupils make progress.</p>	<p>Teachers plan lessons effectively, making maximum use of lesson time and coordinating resources well. Teachers identify and support any pupil who is falling behind, and enable them to catch up. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They constantly challenge pupil thinking.</p>

<p>Formative assessment impacts across a sequence of lessons. <i>Work in progress.</i></p> <ul style="list-style-type: none">- Task design is varied to meet learning needs; flexible groupings/inputs impact on progress within work unit. <i>Increasing evidence through lesson observations although flexible teaching not yet universal across school.</i>- Pupils able to work independently, with appropriate resources on tables or working walls. <i>Independence remains low; resource provision increasing; working walls not yet fully supportive.</i> <p>Pupil progress meetings indicate that pupils are on track for aspirational targets (GDS). <i>Challenge and Review meetings completed. Aspirational targets shared.</i></p>		
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<p>2.3 Embed learning journeys within English and Mathematics, so that they motivate pupils, build on pupils' needs and provide opportunities to apply skills across the wider curriculum.</p> <p>a) Develop pupils writing and maths skills and provide pupils with more opportunities to write at length across the curriculum.</p> <p>b) Ensure TAs work with teachers to raise learning and attainment, while also promoting independence and self-esteem.</p> <p>c) Pupils develop fluency and resilience to solve problems.</p>		
<p>Learning Journeys in English continue to be embedded, showing opportunities for children to write at length. Increasing opportunities although writing stamina remains low for many.</p> <p>3 Phase planning model enables pupils to discuss and record ideas, develop their vocabulary, and apply GPS in purposeful contexts. Planning model in place and being used by all teachers.</p> <p>Reading strategies empower pupils to increasingly write creatively and formally to meet or exceed ARE. Remains work in progress.</p>	<p>Opportunities to write at length are evident in literacy books and cross-curricular writing. Sights of application can be clearly cross-referenced to the planning and individual children's assessments/curriculum domains.</p>	<p>A higher percentage of children are at ARE than Autumn 2018 predictions.</p> <p>A higher number of children are at GD in EYFS, KS1 and KS2 writing.</p>
<p>Teaching assistants use Six Strands assessments to identify barriers to learning for vulnerable pupils (Phase 1). In place and being used.</p> <p>Pupils develop the capacity to learn from mistakes, commit to improving their work and become keen learners who want to find out more. Pupils willing to develop, consolidate and deepen their knowledge, understanding and skills. Some evidence through monitoring but editing skills in KS1 low and problematic in KS2. Stamina and thirst for knowledge remains low for some.</p>	<p>Pupils focus well on their learning because they are motivated by interesting and challenging tasks.</p> <p>Teachers develop and consolidate pupils' knowledge, understanding and skills.</p> <p>Teachers plan learning that sustains pupils' interest and offers challenge.</p> <p>Teachers expect all pupils to work with positive attitudes to apply themselves and make good progress.</p>	<p>Teachers manage pupils' behaviour effectively.</p> <p>Teachers use subject knowledge to plan learning that sustains pupils' interest and challenges thinking.</p> <p>Teachers encourage pupils to strive, recognise their efforts and ensure pupils take pride in their work. Teachers have consistently high expectations of pupils' attitudes to learning.</p> <p>Pupils love the challenge of learning. They are curious, interested learners who enjoy using new information to develop, consolidate and deepen their knowledge, understanding and skills.</p>
<p>Key monitoring, moderation and professional development Autumn 2018</p> <ul style="list-style-type: none"> • Book monitoring Completed • Lesson observations/ Learning walk Completed • Planning review Completed • CPD for Teaching assistants: Six Strands – SENDCO to lead On going 	<p>Key monitoring, moderation and professional development Spring 2019</p>	<p>Key monitoring, moderation and professional development Summer 2019</p>
<p>Governor Monitoring Actions Autumn 2018</p>	<p>Governor Monitoring Actions Spring 2019</p>	<p>Governor Monitoring Actions Summer 2019</p>
<p>SEN</p>		

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Autumn Term Action Plan						
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Key area	Date	Actions	Responsibility	Resources	Monitoring impact /Success Criteria	RAG

Impact Statement October 2018 (Effectiveness of transition / Phase 1)

Impact Statement November 2018 (After Phase 1 Analysis)

Review leads to Spring Action Plan

Key Priority 3 : Personal development, behaviour and welfare

- 3.1 Ensure that all adults and pupils' have high expectations of behaviour.
- 3.2 Strengthen the impact of SEMH provision through ELSA support.
- 3.3 Implement CPOMS safeguarding processes and systems.

Milestones Autumn 2018	Milestones Spring 2019	Final Outcome by Summer 2019
<p>Behaviour Policy reviewed and updated. In place. Consultations complete. Impact evident. SLT working hard to ensure positive impact.</p> <p>Children and parents are informed about the revised behaviour policy, and understand their roles and responsibilities to ensure success. Completed.</p> <p>The school is an orderly environment. Generally orderly with re-integration of alternative provision pupils successful. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Work in progress – lesson observations shows generally positive learning environments.</p> <p>Pupils' conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. Several exclusions have underlined behaviour expectations. Generally positive behaviour responses.</p>	<p>Pupils' attitudes to their learning are consistently positive and impact on progress.</p> <p>Absence is above 96%. No groups of pupils are disadvantaged by low attendance. Attendance of pupils who previously had high rates of absence shows marked and sustained improvement.</p> <p>Pupils' good conduct continues to reflect the school's efforts to promote high standards.</p>	<p>Pupils value their education. They take pride in their work, their school and their appearance.</p> <p>Pupils are confident and self-assured.</p> <p>Pupils' good conduct continues to reflect the school's efforts to promote high standards. Low-level disruption is rare.</p> <p>Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.</p>
<p>Staff enrolled on ELSA training.</p> <p>Pupils who would benefit from temporary or longer term ELSA support are identified.</p> <p>The curriculum provides a range of opportunities for pupils to learn and make progress. The curriculum also contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. Increased use of trips and visits as 'hooks'. Increased use of church for class worship. Alternative provision now opened up as dedicated MfL, ICT and creative arts classrooms.</p>	<p>Pupils' have enhanced opportunities to learn how to keep themselves safe and have developed new skills and coping strategies manage social and emotional demands. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. The curriculum is carefully planned to support pupils in developing their skills, knowledge and understanding across a range of subjects. The curriculum contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p>	<p>An enhanced culture promotes all aspects of pupils' welfare where children feel, safe supported and nurtured.</p> <p>ELSA programme is making a positive difference by the increased numbers who demonstrate, they are better equipped to recognise their own emotions, have increased self-esteem and improved social and friendship skills.</p> <p>The broad and balanced curriculum inspires pupils to learn and supports pupils' good progress. The curriculum contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p>

<p>CPOMS installed as schools Safeguarding and Child Protection software. Completed. All Staff trained. Initial training completed and system in use. Quality of reporting and the systems for analysing safeguarding and behaviour concerns are much improved ensuring that teachers are also quick to tackle any concerns including the rare use of derogatory language or incidents of bullying. Initial reporting indicates benefit of system with increasing linkage between behaviour, home circumstance and safeguarding. Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk, reporting concerns and supporting the needs of those pupils. Safeguarding in place. Audit arranged for 11 Dec. Monitoring on going and indicates follow up action needed for SCR.</p>	<p>Enhanced monitoring of safeguarding and behaviour ensures issues and patterns are identified efficiently and effectively. DSL SK is able to produce weekly analysis at SLT meetings and half-termly (or as appropriate) analysis for key professionals. Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk.</p>	<p>Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk.</p>				
<p>Key monitoring, moderation and professional development Autumn 2018</p>	<p>Key monitoring, moderation and professional development Spring 2019</p>	<p>Key monitoring, moderation and professional development Summer 2019</p>				
<p>Safeguarding development day CPOMs training LA Safeguarding review.</p>	<p>SK and VR to analyse first term of CPOMs use and offer further CPD where appropriate; including linking to the SENCO and SL's to support both teachers and pupils in class.</p>					
<p>Governor Monitoring Actions Autumn 2018</p>	<p>Governor Monitoring Actions Spring 2019</p>	<p>Governor Monitoring Actions Summer 2019</p>				
<p>Health and safety spot check completed. Safeguard spot check completed. Single Central Record spot check completed.</p>						
Autumn Term Management Plan						
<p>Key area</p>	<p>Date</p>	<p>Actions</p>	<p>Responsibility</p>	<p>Resources</p>	<p>Monitoring impact /Success Criteria</p>	<p>RAG</p>

Impact Statement October 2018 (Effectiveness of transition / Phase 1)						
Impact Statement November 2018 (After Phase 1 Analysis)						
Review leads to Spring Action Plan						

Key Priority 4 : Outcomes

4.1 Higher percentage of children achieve ARE in EYFS, Y1 Phonics Screen, Y2 and Years 6 Assessments, compared to 2018.

4.2 The gap between Oakfield and National Data continues to diminish for all pupil groups, especially disadvantaged pupils.

4.3 Higher % of vulnerable pupils on track for ARE, higher percentage of children working at GD overall and Y6 SATs combined score at least at national average.

Milestones Autumn 2018	Milestones Spring 2019	Final Outcome by Summer 2019
<p>4.1 INSIGHT Assessment system in place and providing analysis opportunities for PPM's and SLT scrutiny. In place and used as part of Challenge and review meetings. Awaiting first data drop (Nov).</p> <p>Across year groups, in English and mathematics, pupils make progress, developing knowledge, understanding and skills, considering their different starting points. Awaiting first data drop (Nov).</p> <p>Pupils are on track to achieve the expected standard in phonics check in Year 1. Awaiting first data drop (Nov). Year 2 pupils who previously failed to achieve the standard are reassessed and supported. Support in place.</p>	<p>Across year groups, including in English and mathematics, pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.</p> <p>Pupils are on track to achieve the expected standard in phonics check in Year 1. Year 2 pupils who previously failed to achieve the standard are now on track to pass.</p>	<p>Higher percentage of children have achieved ARE in EYFS, Y2 and Years 6 Assessments, compared to 2018.</p> <p>Throughout each year group, including in English and mathematics, pupils make sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</p> <p>The percentage of pupils in Year 1 + 2 achieving the expected standard in the national phonics check improves.</p>
<p>4.2 Children on track to meet targets.</p> <p>The vast majority of pupils are making good progress from their starting points. Awaiting first data drop (Nov). Pupils who have previously fallen behind are rapidly catching up. Awaiting first data drop (Nov).</p> <p>Pupil Progress Review meetings support and ensure that:</p> <ul style="list-style-type: none"> a) Specific learning gaps are addressed, b) Domain analysis indicates stronger progress, c) Reduction in % of 'close to', d) Increase in 'on track' to GDS, e) Gap analysis indicates closing gaps. <p>All done via Challenge and Review meetings – completed and based on interim assessments. To be followed up after data drop (Nov).</p>	<p>Children on track to meet targets.</p> <p>SLT to do a mid-year analysis in relation to how on track the school is compared to 2018 National outcomes)</p> <p>The vast majority of pupils are making good progress from their starting points. The majority of pupils who had previously fallen behind have caught up.</p> <p>Gaps continue to close.</p>	<p>The gap between Oakfield and National Data has lessened.</p> <p>From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</p>
<p>4.3 INSIGHT Assessment system in place and providing analysis opportunities for PPM's and SLT scrutiny.</p> <p>The progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to that of other pupils with the same starting points. Awaiting first data drop (Nov).</p>	<p>The progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to that of other pupils with the same starting points.</p> <p>Pupils' progress is good across subject areas.</p>	<p>Higher % of vulnerable pupils at ARE.</p> <p>The progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches that of other pupils with the same starting points.</p>

Pupils' progress is improving in English and particularly maths. Early indications that core subject delivery improving outcomes but early days.		Pupils' progress is above average or improving across most subject areas. Y6 SATs combined higher and at least at national average.
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Autumn Term Action Plan

Key area	Date	Actions	Responsibility	Resources	Monitoring impact /Success Criteria	RAG
4.1 Higher percentage of children achieve ARE in EYFS, Y1 Phonics Screen, Y2 and Years 6 Assessments, compared to 2018.	Development Day	SLT to share what is needed to improve things further based on 2018 outcomes. Non- Negotiables shared with teaching staff as a reminder. Deliver staff Insight training.	HOS SLT		All staff are aware of the SDP priorities. Revised SDP and SEF shared Nov 18. All teachers complying with non-negotiables. Lesson observation indicate general compliance. All teachers confident with using Insight and inputting assessments following each programme of work/objective taught. INSIGHT being used, teacher confidence in and use of system currently low. Children on track to meet targets. Awaiting data drop (Nov).	
4.2 The gap between Oakfield and National Data continues to diminish.	By October half term	Full Aspire and FFT data analysis (including question level analysis) completed by SLT and action plan to improve outcomes for 2019 put in place and shared with all staff.	EHT HOS SLT		Book monitoring, lesson observations and PPM's show evidence of teachers meeting the targets they have been set (identified through the action plan). Book monitoring regular, lesson observations completed. PPM's in place and monitored. The teachers show a conscious determination and desire to close the gap. Effort to improve teaching and learning evident.	
4.3 Higher % of vulnerable pupils on track for ARE	By Monday 24 th September Development Day	New SENCO and DT to complete a vulnerable analysis, identify any gaps areas for concern and create an action plan to share with staff moving forwards. SEN classroom non- negotiables and high quality practice proforma shared with teachers.	SENCO HD RB LW & VR		Many vulnerable children are making beyond expected progress. Completed analysis and outcomes shared. Pupil Profiles are completed for all children. (By Oct half term) LW/RB Completed and in place.	

Children who are or could potentially be working at GD are identified during PPM and targets set accordingly.	PPM's (Date TBC)	Children who are or could potentially be working at GD are identified during PPM and targets set accordingly	HOS Teachers			
<p>Impact Statement October 2018 (Effectiveness of transition / Phase 1)</p> <p>Impact Statement November 2018 (After Phase 1 Analysis)</p> <p>Review leads to Spring Action Plan</p>						