

Oakfield

Primary School

School Improvement Plan 2019-20

Edition 3

Key priorities for 2019 – 2020

- Priority 1** Training, coaching and mentoring to develop roles and impact of leadership and management at all levels.
- Develop leadership and management within the SLT through the Teach First 'Leading Together' programme
 - An effective governor action plan improves monitoring of the schools and effectiveness of the governors
 - Core subject action plans accelerate the progress of pupils across all year groups.
 - An embedded assessment system (INSIGHT) that effectively informs next steps to maximise pupil progress towards and beyond age related expectations
 - Education provision reflects school vision, ethos and values and clearly embedded within the curriculum
 - Partnerships with other schools, organisations, local authority and wider community are established and developed
- Priority 2** To embed principles of effective teaching and learning for all pupils all the time.
- Strengthen maths and literacy development through subject monitoring process, question level analysis and responsive teaching strategies – particular to improve outcomes in KS1 and 2 to at least national average levels
 - Develop teaching of reading, particularly through vocabulary development and support to phonics to meet the needs of all pupils
 - Strengthen writing development through effective moderation, book scrutiny and planning development in all year groups
 - More-able pupils are sufficiently challenged and learning enables them to make rapid progress, particularly accelerating pupils with low baseline assessment
 - High quality EY provision enables all pupils to make at least good progress from starting points
 - [KS1 recovery action plan to address staffing, pupil mobility and SEN/High Needs issues.](#)
- Priority 3** Develop leadership and provision for pupils with barriers to learning (including SEND, PP and disadvantaged) to maximise the progress made by these pupils.
- SEND provision is monitored and an intervention programme enables vulnerable group gaps to be closed
 - Ensure SEN provision meets needs of all disadvantaged pupils
 - Identify strategies to engage with pre-school providers to improve entry levels to Foundation phase

Outcomes (national averages in brackets)

EY GLD			
2017	2018	2019	2020
40% (71%)	56% (72%)	62% (72%)	71%

Yr 1 Phonics			
2017	2018	2019	2020
54% (81%)	65% (82%)	68% (82%)	69%

KS1 (expected standard)				
	2017	2018	2019	2020
Reading	46% (76%)	67% (75%)	70% (75%)	67%
Reading GD	8% (25%)	26% (26%)	18% (25%)	5%
Writing	31% (68%)	47% (70%)	58% (69%)	62%
Writing GD	8% (16%)	8% (16%)	6% (15%)	3%
Maths	44% (75%)	51% (76%)	61% (76%)	69%
Maths GD	10% (21%)	8% (22%)	3% (22%)	5%
RWM combined	31% (64%)	41% (65%)	52% (65%)	49%

KS2 (expected standard)				
	2017	2018	2019	2020
Reading	74% (71%)	65% (75%)	60% (73%)	69%
Reading GD	32% (25%)	3% (28%)	19% (28%)	4%
Writing	53% (76%)	62% (78%)	63% (78%)	62%
Writing GD	0% (18%)	6% (20%)	0% (20%)	2%
Maths	74% (75%)	74% (76%)	53% (79%)	67%
Maths GD	11% (23%)	0% (24%)	9% (23%)	4%
GPS	50% (77%)	56% (78%)	41% (78%)	tbc
RWM combined	59% (61%)	58% (64%)	47% (65%)	56%
RWM combined GD	0% (8%)	0% (10%)	0% (10%)	2%

Yr6 KS1 outcomes – Reading 54%, Writing 40%, Maths 40%, RWM 31%

KS2 (average scaled score)			
	2017	2018	2019
Reading	105 (104)	101 (105)	100 (104)
Maths	102 (104)	101 (104)	99 (105)
GPS	99 (106)	99 (106)	99 (106)

- Priority 1** Training, coaching and mentoring to develop roles and impact of leadership and management at all levels.
- Develop leadership and management within the SLT through the Teach First ‘Leading Together’ programme
 - Effective SLT/governor action plan improves monitoring
 - Core subject action plans accelerate the progress of pupils across all year groups.
 - An embedded assessment system (INSIGHT) effectively informs next steps to maximise pupil progress towards and beyond age related expectations
 - School vision, ethos and values clearly embedded within the curriculum
 - Partnerships with other schools, organisations, local authority and wider community are established and developed

Priority 1	Training, coaching and mentoring to develop roles and impact of leadership and management.				
Target/Tasks	Actions	Responsibility	Monitoring	Funding and resources	Outcome/Impact
1.1 Leading Together Programme	1.1.1 Undertake online modules, twilights and residential. Key Teach First modules – science of learning, principles of effective teaching, curriculum development and professional development. 1.1.2 Develop coaching/mentoring skills to improve teaching – focus on principles of effective teaching. IOW phonics project. MS coaching role.	CH, VR, MS, HD, BH SLT	CH/Teach First VR	Teach First. BH/HD release time (Teach First - £2K) Teach First budget (MS) - £3K	
1.2 Governor Action Plan	1.2.1 Revise Articles and governing body structure. 1.2.2 Governor monitoring plans for Autumn, Spring, Summer terms. Autumn – Quality of education and safeguard focus 1.2.3 Governor skills audit and succession plan. 1.2.4 Mental health and well-being review/action plan link to RSE policy development.	Committee ML/JP Committee CH	EH EH EH EH	Nil Nil Nil Nil	Articles - Completed. Autumn complete – reported to Ed&S. GB knowledge increased. RSE, PSHE policies to FGB
1.3 Curriculum improvement	1.3.1 Effective monitoring of teaching and learning by SLT. 1.3.2 Ensure Subject leaders accountable and having positive impact – science show cased to FGB. RSE, PSHE, PE, MfL ongoing. 1.3.3 Establish effective teaching coaching support – Teach First sessions plus MS development (coaching role established) 1.3.4 Improve attendance to above 95% overall – Dec 19 tbc	VR VR VR VR	CH CH CH CH	Link to 1.1.1 & 1.1.2 PE equipment buy - £4K plus SOW £210 Link to 1.1.2 EWO SLA £3.5K	
1.4 Partnerships	1.4.1 HIAS/Teach First programme of support. 1.4.2 Arts Mark quality mark – creative careers day, Arts blast week, Creative curriculum conference (INSET day) Governor (ML) appointed 1.4.3 Increase PCG participation. Agree fundraising target/aim. 1.4.4 Diocese Standing together project inc Y6 peace poles. 1.4.5 Staff, pupil and parent surveys and actions – surveys completed	CH VR VR VR VR	EH CH CH CH CH	3 x SEN, 5 x maths, 8 x literacy (50/50 school/LA) - £5K plus Teach First Teacher cpd - £800 TBC £200 Nil	HIAS triangulation and staff meetings/cpd Expanding creative curriculum Cathedral Leaving Service Reported to GB and subsequent action plan
Current situation		Desired Outcome		Success criteria	
Governing body improving monitoring effectiveness. SLT undertaking Teach First ‘Leading Together’ programme. Action plan to improve quality of education and outcomes in place, aimed at raising teaching standards across school. INSIGHT providing in year tracking against predicted outcomes. Need to focus on principles of effective teaching and effective use of AfL. Curriculum developing – Intent largely completely – focus now on Implementation.		Fully effective governing body supporting and monitoring quality of education. SLT confident in monitoring of standards, driving improvements and raising outcomes. SLT driving improvement through training, coaching and mentoring programme. Create a culture of high expectations and no excuses.		Restructured governing body having a positive impact on outcomes. SLT using Leading Together knowledge to adapt practice and confident in monitoring and assessing quality of education, action plans and clearly driving improvement through supportive coaching and mentoring. Effective partnerships supporting broad curriculum.	

Milestones Autumn 2019	Milestones Spring 2020	Milestones Summer 2020
New governor committee structure in place and effectively monitoring improvement. Coaching/mentoring training underway. SLT job descriptions reviewed. Teacher monitoring programme reviewed and planned. Artsmark visible within curriculum- Creative careers Day and Creative curriculum conference undertaken. Arts Blast week Oct 19. Teach First whole staff, SLT and individual training completed.	Governor monitoring programme having evidenced impact. SLT impact reviewed. Artsmark impact evident. Agreed broad curriculum – action plan to resource to full implementation.	All leadership roles clearly defined and understood by everyone. All leaders can evidence their impact on standards and provision. School clearly on track for Artsmark award. Curriculum intent complete and implementation in place for effective outcomes.

Priority 2 To embed principles of effective teaching and learning for all pupils all the time.

- Strengthen maths and literacy development through subject monitoring process, question level analysis and responsive teaching strategies – particularly to improve outcomes in KS1 and 2 to at least national average levels
- Develop teaching of reading, particularly through vocabulary development and support to phonics to meet the needs of all pupils
- Strengthen writing development through effective moderation, book scrutiny and planning development in all year groups
- More-able pupils are sufficiently challenged and learning enables them to make rapid progress, particularly accelerating pupils with low baseline assessment
- High quality EY provision enables all pupils to make at least good progress from starting points
- **KS1 recovery action plan to address staffing, pupil mobility and SEN/High Needs issues.**

Priority 2	To embed principles and strategies for consistent and effective teaching and learning in order to ensure all pupils make the right progress for them, in lessons and over time.				
Target/Tasks	Actions	Responsibility	Monitoring	Funding and resources	Outcome/Impact
2.1 Maths	2.1.1 Effective monitoring programme including 'at risk' groups. Action plan in place. LLPR and internal monitoring. 2.1.2 Termly pupil conferencing to signpost knowledge gaps. 2.1.3 Termly QLA of Y2/Y6 and 'at risk' groups. 2.1.4 LKS2 multiplication plan.	HD HD HD HD	VR, LLPR, internal and governors VR/HIAS VR VR	C+R meetings. L/S release time. HIAS £2K SLT. See 2.1.1 SLT SLT Times Tables Rockstars £110	2019 Y6 pupil analysis completed. 'Rockstars' in place
2.2 Literacy	2.2.1 Effective 3 Phase planning - HIAS audit positive – ongoing monitoring 2.2.4 Review and monitor provision of phonics – now part of IOW phonics project. 2.2.6 Effective guided reading and review of mechanics and fluency of reading across school.	BH BH BH	VR VR VR	HIAS £2.5K – staff mtgs and monitoring visits IOW Phonics project CPD - £400 £1500 – KS1 guided reading books. HIAS guided reading staff mtg (£400)	HIAS reports HIAS reports HIAS reports
2.3 More-able pupil progress	2.3.1 Agree 'more-able' pupils in each year group – add to Venns. 2.3.2 Track 'more-able' group on INSIGHT.	Teachers VR	VR CH	Nil Nil	
2.4 Staff CPD	2.4.1 SLT/teacher school visits/cpd. 2.4.2 CPD programme supporting performance management including principles of effective teaching and AfL. Teach First and internal staff meeting programme. 2.4.3 TA training programme. HLTA programme. Bi-weekly internal training programme. TA overtime for behaviour management and first aid. 2.4.4 Coaching/modelling support to teachers and TAs. See 1.1.2 2.4.5 NQT induction and support – 2 NQTs – BH to mentor both	VR VR VR VR	CH CH CH CH CH	£10K Teach First support/internal Overtime - £5K See 1.1.2 £3K including additional cpd.	3 HLTAs qualified Nov 19.

2.5 KS 1 recovery plan	2.5.1 SEN TA recruitment 2.5.2 Inner fencing. 2.5.3 KS1 resources/furniture. 2.5.4 KS1 classroom reorganisation.	VR/TT TT BH/TT BH	CH CH VR VR	£60K £13K £7K Nil	4 x TA recruited – 1 resignation 9 Dec Delivered
2.6 EY provision and accelerated 'more-able' reception pupils	2.6.1 Agreed baseline assessment. 2.6.2 EY 'more-able' identified and accelerated targets in place. 2.6.3 Phonics and reading fluency improvement plan. 2.6.4 Improve engagement with pre-school settings.	BH BH BH	VR VR VR	Nil Nil IOW phonics project Phonics cpd £500 L/S release time	Completed – 75% below expectation.
Current situation		Desired Outcome		Success criteria	
Need to improve core subject outcomes – particularly in KS2. Show consistency in high quality teaching and evidence accelerated learning, particularly for more-able. INSIGHT supporting planning and next steps. Show confidence in EY baseline assessments. Limited engagement with pre-school settings. Need to reinforce principles of effective teaching and effective AfL. KS1 recovery plan following staffing, SEN/high needs and pupil mobility issues. Staffing uplift, resources, premises and other measures (£75K).		Improved outcomes (including accelerated progress for more-able), especially in KS2. Clear improvement in writing outcomes. Reading and vocabulary strategies visibly raising standards. Stabilised KS1 learning environment with appropriate provision for all.		INSIGHT providing leadership with clear picture of outcomes and providing teachers with a tool to regularly monitor progress and refine task design. Clear progress in core subjects with improved attainment and progress outcomes, including for vulnerable groups, more able and KS2.	
Milestones Autumn 2019		Milestones Spring 2020		Milestones Summer 2020	
EOY targets set and shared. Guided reading reviewed and KS1 book order completed. Phonics improvement plan in place supported by IOW phonics project. Challenge and review meetings use triangulation of T&L and effective use of AfL. Monitoring of effective learning journeys. Y6 strategy plan in place. KS1 recovery plan adopted – 4 x TAs recruited, classroom resources and fencing in place.		Impact of guided reading and phonics improvement plans assessed. Progress against end of year targets – reviewed and consequential next steps in place. KS2 progress rapid.		Improved outcomes including phonics and greater depth through consistently high quality learning journeys. KS2 outcomes significantly improved from 2019.	

Priority 3 Develop leadership and provision for pupils with barriers to learning (including SEND, PP and disadvantaged) to maximise the progress made by these pupils.

- SEND provision is monitored and an adaptive intervention programme enables vulnerable group gaps to close
- Ensure SEN provision meets needs of all disadvantaged pupils

Priority 3						Develop leadership and provision for pupils with barriers to learning (including SEND, PP and disadvantaged) to maximise the progress made by these pupils.											
Target/Tasks		Actions		Responsibility		Monitoring		Funding and resources		Outcome							
3.1 Vulnerable groups monitoring effective		3.1.1 PP Strategy. <i>Pupil spreadsheet in place.</i>		MS/FBM		VR		Nil		Initial meeting completed							
		3.1.2 Effective SEND/vulnerable groups monitoring /action plan – gaps in monitoring. <i>HIAS support.</i>		MS		VR		HIAS £1K									
		3.1.3 Disadvantaged data gaps close. <i>Autumn gap -</i>		MS		VR		Nil									
3.2 SEN administration		3.2.1 SENCo to undertake SENCo training.		VR		CH		£2K		Resignation and subsequent restructure. HOS to undertake SEN trg.							
		3.2.2 SEN intervention team providing effective admin support – reorganisation Oct 19. <i>Maybo training to staff</i>		VR		CH		2 x TA (£30K) T4T £2K									
3.3 Review 6 strands provision and support to SEND pupils.		3.3.1 Relaunch 6 strands across school – SC visits Nov/Dec 19.		VR		CH		£1500/plus £100		Trg undertaken. Pupils identified (29)							
		3.3.2 Effective monitoring of SEND with responsive interventions – need to relaunch pupil passports and review individual provisions.		VR		CH		HIAS support <i>See 3.1.2 and 3.3.1</i>									
Current situation						Desired Outcome						Success criteria					
PP/SEND monitoring in place but assessment of impact and value for money problematic. SENCo unqualified and SEN admin support to be reorganised. First phase reorganisation completed. Developing intervention strategies. Provision shortcomings, lack of effective teaching at times in classroom. Need to review provision as part of longer term strategy. <i>SENCO provision review post SENCO resignation. Need to establish new SEND structure, roles and responsibilities.</i>						PP/SEND monitoring to show impact of interventions. PP/SEN pupils clearly progress towards closing gaps. SENCo qualified and effective monitoring/admin support in place						Clear PP/SEND monitoring system in place. Effective interventions facilitate closing gaps.					
Milestones Autumn 2019						Milestones Spring 2020						Milestones Summer 2020					
PP strategy review completed. SEND monitoring/action plan in place. SENCo undertaking qualification and admin support in place. 6 strands relaunched (29 pupils). Pupil passports/provision reviewed and pupil plans renewed.						Review impact of 6 strands and action plans. Pupils on track to improve outcomes.						SENCo enroute to qualification – <i>dependent on revised structure.</i> SEND monitoring plan effective at raising outcomes. Disadvantaged gaps closing.					

School Monitoring Cycle (Green complete red outstanding)

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Governors	Review SIP Business interests Review SIAMS – Spring 1 Improvement Partner reports Governor monitoring plan (Autumn) Clerk of governors PM – switch to FBM? Check SCR	PM review for EHT Monitor budget Review/Update SIP/SEF PP/SEND monitoring/reports FGB meeting Skills audit/self-evaluation LLP/LA strategy	Safeguard Audit Update SIP/SEF Draft budget and review SLAs Governor monitoring plan (Spring) LLP/LA strategy Check SCR Safeguard audits	Review/Updated SIP/SEF Improvement Partner reports PM review for EHT PP/SEND monitoring/reports FGB meeting Approve budget	Updated SIP/SEF Draft SIP Review Budget outturn Governor monitoring plan (Summer) LLP/LA strategy Check SCR SATs monitoring	Feedback on SATs Updated SEF Review current SIP Approve next SIP PM review for EHT PP/SEND monitoring/reports FGB meeting
EHT	Review/Update SIP/SEF Improvement Partner reports PP/SEND reports Admissions policy PP Strategy	Observation of teachers (PM objectives) HOS/Fed staff PM Data analysis Review/Update SIP/SEF	Set draft budget Review/Update SIP/SEF Data analysis Improvement Partner reports Review Parent/pupil questionnaires PP/SEND reports PP Strategy review	Classroom Observations Mid year PM reviews Data analysis Review/Update SIP/SEF Parent/pupil questionnaires	Monitor SATs Data analysis Review/Update SIP/SEF Draft SIP for next year PP/SEND reports Review curriculum Staff plot/recruitment	Draft SIP to GB SATs/Data analysis Update SIP/SEF EOY PM PP Strategy review
HOS	Data analysis Set pupil targets/predictions Class observations Monitor action plans Data predictions	Data analysis Moderation/scrutiny Staff PM SEN Report Monitor action plans	Moderation/scrutiny Update predictions SATs preps Data analysis Budget bids Monitor action plans	Moderation/scrutiny SATs preps Data analysis Mid year PM reviews SEN Report Monitor action plans	SATs Data analysis Moderation/scrutiny SEN Report Monitor action plans Draft SIP for next year Staff plot/recruitment	SATs results - analysis and review Staff EOY PM CPD Report Monitor action plans
SLT/Subject Leaders	Leading Together module	Leading Together module	Leading Together module Safeguard audits	Leading Together module	Leading Together module	Leading Together module Teach First Residential
Class teachers	New intake baseline information from pre-school settings Input school baseline data Agree pupil targets/predictions	Progress meetings Input progress data Order SATs resources Parent meetings Book scrutiny & moderation	Input progress data Review pupils targets/predictions Parent report Mock SATs Budget bids Book scrutiny & moderation Open classes	Input progress data SATs preparations Progress meetings Parent meetings Book scrutiny & moderation	Transition timetable Input progress data Draft pupil reports SEN Intervention review Open classes Book scrutiny & moderation	EY pre-school visits Assessment In Foundation subjects Reports to parents Input EOY progress data EOY progress meetings Transition/moving up
SEND Co-ordinator	Review pupils on SEN 'More-able' register SEND audit ISP's with teachers SEN Report/PP Strategy	Pupil Premium update/report SEND Report	ISP's with teachers Special arrangements for SATs SEN Report PP Strategy review	Interim Tests Report to Governors SEND pupil progress review	Special arrangements for SATs ISP's with teachers SEN Report	SEN Intervention review Foundation Stage re new intake requirements Transition requirements PP Strategy review

Federation Business Manager	2nd qtr review Admin Staff PM Federation Pay Policy Census	Draft budget/review SLAs 3rd qtr review Budget bids	Draft budget Monitor budget Close books Census	Set budget Admin Staff PM Monitor budget Outturn	Monitor budget Staff plot/recruitment	Monitor budget Admin Staff EOY PM 1 st qtr review
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