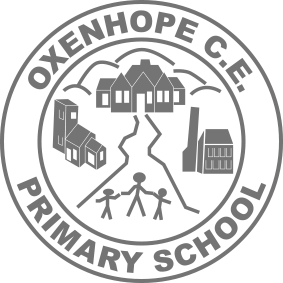
**Oxenhope Church of England Primary School**

**Whole School Development Plan**

**2020 – 2021**

**Written by Alice Jones – Head Teacher**



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| **Overview of Leadership and Management**  **Area for Development – Leadership and Management** | | | | | | | |
| **Strengths:**   * A robust CPD calendar is in place to challenge and support teachers and subject leaders in achieving these targets * A quality assurance calendar is in place to enable robust monitoring and review to take place * A timetable for each class has been written alongside SLT to ensure coverage and accountability measures for teaching the curriculum * Central support from BDAT is in place to support Headteacher, teachers and subject leaders to ensure all targets can be met * Leadership overtime has improved outcomes and progress for end of key stage measures in key priority areas. * Middle leadership is in place and to develop over the year to ensure accountability and responsibility is spread across the staff team * The school has a robust vision and curriculum intent * Teachers have been set challenging targets to address missed learning and allow recovery in learning * Greater depth across school remains a constant * A reading strategy curriculum is firmly in place across school * A robust plan for teaching phonics was implemented leading to Phonic screening to be above national in 2019 this continues to impact on the recovery of missed learning * A literary based curriculum was implemented by SLT through 2019 and 2020 this has developed writing and reading skills and continues to do so * Close monitoring of maths across school by SLT has meant an impact of end of KS2 results being above national in 2019 and continued progress of Greater Depth in 2020. * Clear performance management across all staff ensures accountability and allows all staff to understand their roles and responsibility in driving the school forward. | | | **Areas of development:**   * More whole school maths teaching and learning – reviewing and developing the maths curriculum * Whole school writing – to ensure progress and attainment remain in line with national or above * To embed spelling teaching and learning – progress and attainment * Further develop distributed leadership * Develop knowledge and articulation of subject leaders across school to hold up to scrutiny and challenge * To improve leadership of SEND * To re-launch the schools vision and intent to all stake-holders and staff. * To further develop admin structure to mitigate against reduction of Executive Business Mangers time | | | | |
| **Objective** | **Actions** | **Evidence and Personnel** | **Success Criteria – Termly Milestones** | | | | |
| To formalise and streamline structures needed to ensure the SSE, SDP Covid Action Plan, CPD and PM are all intrinsically linked | * SDP for 2020-2021 to be completed by the end of the first half of the Autumn term and shared with governors, all staff, parents and children during the second half of the Autumn term 2020. * SSE to be reviewed and updated by end of Autumn term 2020 followed b termly updates * Clear CPD plan and timetable reviewed and re-established for each term as a basis for implementing new approaches to teaching and learning as well as subject leadership and further embedding strategies already introduced. * Leaders use performance management process to develop professional learning community and secure whole school improvements * School leaders at all levels understand their roles and responsibilities in achieving priorities identified in the strategic documents * Clear roles and responsibilities for distributed leadership identified to drive forwards key initiatives and developments in the curriculum and subject areas by the end of the Autumn term. | * Headteacher to have overall responsibility for the completion for the SSE, SDP Covid Action Plan and for driving these forwards in meeting end goals * Headteacher to monitor and review impact of the SDP through a system of RAG rating * Headteacher to present and update the governing body on: * Monitoring evidence * CPD file and CPD plan * Performance management documentation * TLRs, UPS and MS teachers have responsibilities for subject files as part of subject leader structure | **Autumn 2021**  All school improvement documents and structures are in place. These are completed strategically and are linked and presented to the governing body  Performance management targets/objectives are reviewed from 19/20 and new targets developed for 20/21  School leaders and governing boy fulfil their statutory responsibility re the PM policy  Clear CPD plan for 20/21 created with a key focus on:   * Implementing new approaches to teaching and learning as well as further embedding strategies already introduced * Developing distributed leadership * CDP plan updated in light of accurate SSE and to reflect PM priorities   Clear roles and responsibly have been introduced and identified to enable leaders to drive forwards key initiatives /developments in subject areas by the end of the Autumn term 20  Clear monitoring calendar is developed for 20/21 to ensure rigor  Embed and monitor the appraisal, monitoring and moderation (AMM) cycle | | **Spring 2021**  All autumn term SDP milestones have been evaluated and RAG rated alongside Trust support and middle leaders  All strategic school improvement documents reviewed and updated to reflect the outcomes from the monitoring calendar and stakeholder consultation  Updated documents and are presented to the governing body as appropriate  PM targets are reviewed and evidence added to file by March 21.  CDP plan updated in light of accurate SSE and to reflect PM priorities | **Summer 21** | |
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| To ensure at all leaders at all levels are equipped to develop their ideas of responsibilities and can measure the impact of their actions | * The leaders create clear strategic action plans around developing their areas of responsibility and how they are going to measure the impact of their actions * For leaders to receive training and support around accurately analysing and reporting on the impact of their leadership * Subject leaders deepen their own subject knowledge of curriculum innovation and design, they undertake their own CPD and source necessary training. They use this to facilitate whole school CPD programme to promote best practice in the latest, tried teaching and learning strategies * Regular leadership meetings to analyse actions undertaken and identify next steps * Subject leaders facilitate a programme of quality assurance of their designated area of responsibility. * To support and work effectively with a growing governing body that works in partnership with the school, providing sufficient challenge where necessary | * Senior/middle and subject leaders monitoring evidence * Subject audits * Subject leader task monitor sheets * Subject action plans * SLT agendas and minutes | | **Autumn 20** | **Spring 21** | | **Summer 21** |
| Curriculum vision re-viewed and re-launched which lays out the desired outcomes for the school curriculum  Curriculum training plan created to help focus of curriculum design and the role of subject leaders  Subject leader folders established  Long term plans reviewed  Skills per subject reviewed  Medium term plans reviewed  Subject action plans created and exemplar given to subject leaders  Curriculum timeline completed  Governors take on a subject focus | Action plans reviewed  Monitoring of subjects continues in line with curriculum timeline  Subject leadership in line with performance management targets  Subject leader present their subject to governors | |  |
| To continue to develop relationships with the parents and the community the ensure pupil numbers are secure | * Head teacher to appoint an Assistant head for community, conduct and church school characteristics * Head teacher to remain as visible as possible for the parent, carers and the community * Head teacher to improve communication between school and parents about pupil progress and targets * To further develop marketing strategy alongside the governors * To engage in regular parents and carers questionnaires to inform changes and ensure that stakeholders voice is heard * Develop the Individual Education Plans for parents to ensure half termly feedback about progress is received * Relaunch vision and involve parents and carers and the community * To put a two-year action plan together to develop the Nest, nature area, forest school and family hub. * Develop a parent and carer working party to help drive the school agendas forward * Develop ‘Community Spaces’ and offer out facilities to the local community | * Headteacher to engage with parents and carers responding to concerns within two working days * Governors/Admin staff/ School leaders to develop routines meeting opportunities to discuss marketing * Headteacher and school business manager to work together to develop community plan | | **Autumn 20** | **Spring 21** | | **Summer 21** |
| Head teacher and business manager work together to develop a marketing action plan for 20/21  Clear monitoring calendar is developed to ensure marketing opportunities are taken advantage of and regular parental contact is made  Bids of funding are continued to improve facilities for children and to ensure desirability of the school. | Marketing plans are reviewed | |  |
| To further develop a safeguarding culture across school | * A safeguarding action plan will be developed by the DSL and the DDSL * An Assistant head will be appointed who will take responsibility for conduct across school * Leaders identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation and create a matrix of need * Case studies are developed to articulate impact of Early Help * Leaders help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help * Ensure that rigorous health and safety/safeguarding procedures are in place that go above and beyond compliance * Review initial referral process and provide staff training on how to report concerns. * Staff, leaders, governors and volunteers receive appropriate training on safeguarding at induction that is updated yearly. * Inclusion Team to develop a cycle of Safeguarding training to be delivered annually. * Inclusion team to work closely with Parent Coach, and other external agencies, to provide targeted workshops/sessions for individual/groups of parents. * Fire marshal training to be delivered by an external provider to all TAs, premises team and admin team. * Online -safety teaching to be embedded across the school and e-safety workshops to be delivered to * parents/pupils, organised by IT subject lead. * Premises team/leadership to carry out all necessary risk assessments and ensure they are accessible to relevant * staff. | * Head teacher and DSL review the SCR alongside the safeguarding governor * Head teacher to articulate safeguarding status to governors using Trust report format * Inclusion team work together using the Early Help offer and this is reported to governors by the headteacher | | **Autumn 20** | **Spring 21** | | **Summer 21** |
| Safeguarding action plan created  Early help offer reviewed  Re-establish safety squad  Develop case studies to evidence impact  Review the safeguarding audit  Review relevant safeguarding policies  Establish an up to date training matrix  Deliver KCSiE 2020 training to all staff  Deliver Prevent training for all staff | Review the key documents and Rag rate the action plan | | Review the key documents and Rag rate the action plan |

**Impact:**

**Area for Development – Quality of Education**

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| **Overview of Quality of Teaching, Learning and Assessment** | |
| **Strengths**   * Pupils have traditionally made good progress across the school and outcomes have been strong, particularly in KS 1 and KS2. * Pupils are able to access age related teaching with many pupils accessing work at greater depth * Teaching across school is good or better * Teaching Assistants are highly trained and are capable of supporting different children of differing ability as well as contributing accurately on progress * Use of gap analysis is helping the mitigation against lost learning across the core subjects * Summative assessment is firmly in place and teachers make good use of this data to analyse the impact of their teaching * The school works alongside BDAT to improve the quality of the English and Maths curriculum. This means that the school has a a strong baseline for reading teaching and key arithmetic concepts. * The current leaders have raised the expectations of children’s work. Productivity, presentation and accuracy in writing have improved overall. * Pupils reading skills are developed through a constant approach t bench marking and phonics | **Areas of Development**   * Raise expectations of learning behaviours so that there is no off task behaviour. * Continue to raise expectations of productivity, accuracy and presentation of work * Develop teacher’s knowledge of AFL and learning styles of children * Develop a structured approach to maths lessons * Continue with Big Maths, Mathletics and TTRockstars * Set expectations for the learning environment to ensure a consistent approach and that children feel challenged and supported * Improve the quality of the whole curriculum to ensure progression in skills and knowledge * Improve the quality of the English curriculum by continue to implement a whole book approach – linking reading grammar and writing * Develop spelling curriculum to ensure progress is improved across KS2 * Develop interventions for SEND * Create a recovery curriculum which will mitigate against lost learning * Re-evaluate the home learning offer for all children to ensure measurable impact occurs should a local or national lockdown occur or children are isolating |

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| **Objective** | **Action** | **Evidence and Personnel** | **Success Criteria** | | |
| To adhere to whole-school systems and enforce consistently high expectations in order that all teaching (in accordance with career stage expectations) is good or better. | * Ensure that all teaching is in-line with career expectations * Key policies and non-negotiables are drawn up and clearly articulated to all staff members. * Monitoring procedures identified and timetable in place. * Non-negotiables for learning environments are clearly articulated * Ensure that tasks provide enough challenge for all learners, in particular the lower/higher attainers | * All staff members are compliant and adhering to systems. * Policies and non-negotiable documents * Senior leaders review findings from work scrutiny, learning walks, lesson observations and pupil interviews to evidence consistently high expectations. * Head teacher to use profile of teaching and learning to summarise outcomes of QA activities. * Leaders create and regularly review CPD calendar to ensure that it meets the needs of all stakeholders.   Leaders develop monitoring calendar to ensure rigor | **Autumn 20**  Non-negotiables are drawn up and policies reviewed/updated to reflect current expectations and shared with all stakeholders.  Profile of T&L completed  27.6.19 Ofsted Expectations  CPD plan created for Autumn 20/spring 21 | **Spring 21**  Non-negotiables (NN) and policies are reviewed and adjusted as appropriate.  New NN are devised by leaders and shared.  Profile of T&L completed  CPD plan for 2020-2021 created | **Summer 21**  Non-negotiables (NN) and policies are reviewed and adjusted as appropriate.  New NN are devised by leaders and shared.  Profile of T&L completed  CPD plan for 2020-2021 created |
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| Develop a reading culture across the school | * To improve the quality and challenge of the English Curriculum by continuing to implement quality inference and deduction strategies * Leaders will work with the Headteacher to further develop the whole text curriculum * Assign resources to purchase high quality and challenging literature * English leads to create a long term plan that ensures progress in reading – particularly in inference and deduction * School to adopt a 5 stage planning format which supports and challenges children * Phonics lessons are good or better * Phonics is taught where appropriate in ks2 as well as ks1 and R * SEND interventions offer children strategies in reading and this progress is closely monitored * Leaders inform all stakeholders about reading at Oxenhope * Leaders embed a ‘reading to learn’ ethos * Develop strategies for mitigating against lost learning | * Findings from scrutiny, leaning walks, lesson observations and pupil interviews * Subject leader task notes * English planning | **Autumn 20** | **Spring 21** | **Summer 21** |
| School adopts and adapts the whole text curriculum approach and teaching and learning  CPD calendar is developed  Leaders ensure progression in the long term plan  English leads to create a reading parent guide  Phonics and reading assessment create a baseline  All teachers, including new to the school, are fully equipped to use whole texts to teach English. Resources are in school.  Covid/English action plan created | Whole class reading lessons are planned, using agreed SATs style questions to support learning across all content domains.  English lead monitors planning and lessons  Action plans are reviewed | English lead monitors planning and lessons  Action plans are reviewed |

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| To accelerate progress in writing so that outcomes improve | | * To improve standards in writing * To promote pupils creative writing skills through deeper engagement with challenging texts * To ensure that pupils write accurately applying the skills delivered through grammar lessons * To improve teaching of writing by planning writing for a reason lessons * To improve muscle strength in hands to further develop handwriting * To draw upon the wider curriculum to provide powerful contexts for writing * To provide CPD and exemplar planning for teachers to support their understanding of how to plan effectively from a whole book. * Create document identifying whole school approach to using whole texts to teach reading and writing. * Documents include guidance on how to promote the development of grammar and spelling skills / understanding through the whole book approach. * Monitor teaching plans * Organise visits to schools who exemplify best practice in planning and learning environments * Instil high expectations across the school in handwriting and presentation * Plan for age-appropriate vocabulary progression in all curriculum subjects | * English Lead, SLT HT * Monitoring documents * Findings from work scrutiny * Assessment and progress data | **Autumn 20** | | **Spring 21** | **Summer 21** |
| Develop a CPD calendar which will feature updates on Phillip Webb approach of developing a whole text curriculum  Leaders monitor lessons  Book scrutiny  Information and training about learning environments | | Staff working walls are effective in promoting learning – photographs taken each half term for PM files and evidence  Half termly book monitoring establish high expectations high productivity accuracy and careful presentation  Re-launch rainbow writing or something similar to help children and parents understand year group expectations | Staff working walls are effective in promoting learning – photographs taken each half term for PM files and evidence  Half termly book monitoring establish high expectations high productivity accuracy and careful presentation |
| To review and re-build the curriculum using the 3 ‘I’s to move the school forward | **Intent**   * Revisit the curriculum intent to ensure this is still relevant and SMSC and Covid referenced * Subject leaders to re-develop subject intents * Re launch the vision and intents to all stakeholders * To gather parent and pupil voice as a benchmark for school improvement | | * Curriculum leader’s folders and monitoring * Planning * Pupil’s work and progress data | **Autumn 20** | **Spring 21** | | **Summer 21** |
| Subject leaders are given time with trust support to help identify starting points for their subjects  Curriculum is audited  English monitoring  Relaunch of the vision to staff children and parents  Curriculum timeline is developed  PE is monitored  Gather parent and pupil voice about curriculum | Continuation of the curriculum time line | | Continuation of the curriculum timeline |
| **Implementation**   * To review and update skills for each year group in preparation for moving the curriculum forward into 2021 * To develop a CPD programme which ensures subject leaders can articulate the school’s vision and their subject to outside monitors and school leaders * To develop and review the school’s long term, medium and short term plans to ensure coverage and that the school vision is met throughout and to mitigate against any lost learning * To create action plans which drive the curriculum forward over the rest of this year and into 2021-22 * To further develop the EYFS curriculum to offer challenge and ensure that all areas offer challenge and ensure that all areas are being taught effectively to develop a strong foundation | |
| **Impact**   * To develop subject leader knowledge and understanding to ensure that their leadership has a direct and measureable impact on children’s attainment and progress * To create a non-core subject assessment pack * To gather pupil voice as a gauge of impact | |

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| To improve teaching and learning of maths | * To improve standard in maths * Review planning across school * Develop an action plan * Create a parent’s guide for Maths at Oxenhope * Review extra provision – TTRockstars, Mathletics and big maths * Implement maths shed * Review reasoning teaching * Use data and question analysis to review medium term planning across school * To develop a CPD plan for staff * To develop a resources, list to help develop the teaching of maths * Review planning into 4 phase maths with greater emphasis on the practical and reasoning | * Curriculum leader files * Monitoring evidence * Data | **Autumn 20** | **Spring 21** | **Summer 21** |
| Subject leader to meet with trust to develop an action plan  Book scrutiny  Big maths review  TTrockstars launch  Mathletics review  Children’s assessments  Maths promoted around school  Maths shed developed | Launch of the 4 stage planning  Guide to maths at Oxenhope for parents and children  Monitoring  Data collection  Maths promoted around school communal areas  Development of the maths working walls  Review of the action plan | Continuation of monitoring  Data collection  Review of the action plan |

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| To develop use of assessment for non-core subjects to identify gaps and inform next steps in learning | * Long term curriculum map reviewed together with skills and knowledge coverage * Non-negotiables for units, topics etc identified * Curriculum expectations, unit outcomes milestones and/or keep performance indicators identified for each subject through a programme of CPD and INSET * Leaders develop and implement an agreed approach to the use of assessment in identified subject areas * Assessment at ARE developed | | * Curriculum map * Subject leader folders * Evidence of subject and learning outcomes to include coverage and quality | | **Autumn** | | **Spring** | **Summer** |
| Assessment in RE CPD  Assessment systems for Re implemented based on unit outcomes for ‘understanding Christianity’  Leaders develop a curriculum time line  Review of the curriculum | | Continuation of the curriculum time line | Continuation of the curriculum timeline |
| To ensure the quality of education for children with SEND remains high and closes any gap between them and non-SEND | * Develop a plan for interventions for SEND children * Create pupil passports which will support children and inform parents * Track interventions and measure impact * Support staff through a programme of CPD * Monitor the progress of children with SEND * Develop case studies | * Pupil passports * Data * Monitoring | | **Autumn** | | **Spring** | | **Summer** |
| Launch pupil passports  Inform parents about pupil passports  Identify children  Identify needs  Launch identifying P-standards  Continuation of SENCO assistants training as SENCO  Trust support working with pastoral manager and SENCO Assistant to action plan  Boxall identified children for SEMH needs | | Continue to monitor progress against pupil passports  Support staff with relevant CPD  Monitor interventions and impact  Continue to collect case studies  Engage with eternal professionals if needed to refer children for diagnosis if needed | | Continue to monitor progress against pupil passports  Support staff with relevant CPD  Monitor interventions and impact  Continue to collect case studies  Engage with eternal professionals if needed to refer children for diagnosis if needed  Re-view using data |

**Impact:**

**Area for Development – Behaviour and Welfare**

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| **Overview of Behaviour and Welfare** | |
| **Strengths**   * Behaviour in the classroom is good * The school offers a good Early Help package * The nurture support in school is good * Mental Health of pupils is well supported * Children can articulate why good behaviour is important * Behaviour expectations are high * The school works effectively with external professionals * There are effective, responsive and tenacious systems in place for Safeguarding * Children articulate feeling safe at school | **Areas for Development**   * Eliminate any remaining off-task behaviour in class * Improve behaviour during less structured times of the school day e.g lunchtimes and break * Ensure that all children use good manners * Further development of nurture provision to incorporate outdoor learning * Further development of community links for children * Further development of SCMC value articulation * Further development of British values |

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| **Objective** | **Action** | | | **Evidence and Personnel** | **Success Criteria** | | | | |
| To secure interest and commitment to learning through teachers consistently high expectations accurate lesson planning and relevant curriculum. All off-task behaviour is eliminated | * Senior leaders establish the non-negotiables for pupil’s behaviour. They model through their own interactions * Behaviour management expectations made clear e.g. movement through school, expectations at playtimes and lunchtimes * All staff are briefed and adopt the raised expectations * Roles and timetables of the pastoral manager and nurture/inclusion team are reviewed and developed further * To ensure that the support for children with SEMH is robust and links to other agencies and families * To review the resources and the learning environment of the nest to ensure that it is fit for purpose and meets the needs of families and the children who use it * Develop pupils’ roles and responsibilities within the school | | | * Evidence for lesson observations and monitoring visits * Pupil conversations * Pupil parent questionnaires * Regular audits and agenda items in staff meetings * Health and safety, the pastoral manager and the business manager to work together to look at the nest provision | **Autumn** | | **Spring** | | **Summer** |
| Staff to create class charter rules  Continuation of monitoring  Leadership agree vision for the school and this is re launched to all stakeholders  Improvements for the nature area and nurture provision developed in an action plan  Improvements to the playground organisation are planned and bids applied for  Apply for bid funding to improve KS2 classroom/ communal spaces  CPOMs audit to be completed by Leadership and action plan created  Assemblies used to make expectations clear including what is expected in relation to good manners and courtesy  Head boy and Head girl established  School Council established  Safety Squad established | | Action plans reviewed and developed  CPD for lunchtime supervisors  CPD for teaching assistants – when leading a class  Apply for bid funding to improve the nature area and investigate the outdoor classroom  Continuation of monitoring  Parent questionnaire  Pupil questionnaires | | Action plans reviewed and developed  Continuation of any CPD  Continuation of monitoring  Action plans reviewed |
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| Persistent absenteeism improve over time | | * Identification of groups by leadership * Ensure that attendance push takes into account circumstances and Covid * Create individual plans for each PA child * Regular meetings with parents, Bradford Educational social work team and early help | * Meeting notes * CPOMS * Individual attendance plans * Attendance data | | | **Autumn** | **Spring** | | **Summer** |
| Leadership to identify groups  Leadership and pastoral manager develop IAP for PA children  Teachers discuss attendance at parents evening  Attendance lead attend Workstream  General attendance action plan developed  Attendance policy reviewed | Continued monitoring of PA  Reviews of IAP  Continued discussion with parents in regular attendance meetings  Attendance action plan reviewed | | Continued monitoring of PA  Reviews of IAP  Continued discussion with parents in regular attendance meetings  Attendance action plan reviewed |
| To ensure that cases of bullying or derogatory incidents are dealt with effectively and through robust and tenacious support structures | | * To track the number of bullying and derogatory incidents logged * Develop a training programme to support staff about logging incident on CPOMS * A policy outlines robust measures of support * Children are aware of what bullying and derogatory incidents is/are and why they are wrong * Children feel safe to articulate when they feel bullying or derogatory incidents are happening * The culture of the school is one of nurture and support for all * Parents feel happy talking to staff about incidents and feel that incidents are dealt with effectively * Staff are well trained and understand the safeguarding protocols of the school * Values revisit and re-launch | * CPOMs trackers * Action plans * Pupil conversations * Parent questionnaires * Staff training notes * Governor minutes | | | **Autumn** | **Spring** | | **Summer** |
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| CPOMS scrutiny and action plan created  Anti-bullying week  Diversity week  PSHCE subject relaunch  PSHCE curriculum intent further developed  Governor link set up  Incidents reported to governors through safeguarding report  Class charters set up  General celebration of difference promoted through assemblies as well as values  Behaviour at playtime and lunchtime monitored by leaders and action plan created  Pupil conversations  Peer to peer abuse policy reviewed | CPOMS scrutiny and action plan monitored  PSHCE lessons monitored  Continued support from Governors  General celebration of difference promoted through assemblies as well as values  Behaviour at playtime and lunchtime monitored by leaders and action plan monitored  Pupil conversations  Parent questionnaire  Reporting structures reviewed for parents and children  Child mental health week 3-9th Feb | | CPOMS scrutiny and action plan monitored  Continued support from Governors  General celebration of difference promoted through assemblies as well as values  Behaviour at playtime and lunchtime monitored by leaders and action plan monitored  Pupil conversations  Parent questionnaire  Reporting structures reviewed for parents and children  Refugee Day – 21st June |
| To promote understanding of online safety | | * To have a programme of study for online safety * Audit computing skills and curriculum to check coverage of online safety * Audit PSHCE skills and curriculum to check coverage of online safety * Appoint a computing champion * Establish safety squad with an online safety focus * Engage with outside professionals in order to deliver a rich online safety curriculum * Engage parents and carers | * Pupil conversations * Planning * Subject leader’s folders * Lesson monitoring * Parent questionnaire | | | **Autumn** | **Spring** | | **Summer** |
| Appoint a computing champion  Audit online safety curriculum through PSHCE and Computing – action  Arrange PCSO training for teachers and children  Parent questionnaire about online safety knowledge  Online safety part of newsletters | Action plan for online safety monitored  Devise a parent online safety training programme for questionnaire  Online safety part of newsletters  PCSO delivers lessons  Children’s questionnaire | | Action plan monitored  Parents training continues  Online safety on newsletters  PCSO delivers lessons |
| All opportunities to incorporate SCMC. XnVs and BV into the re-designed curriculum | | * Role and timetable of Pastoral manager is reviewed in order to maximise support for vulnerable children * Curriculum promotes personal development * Assembly rota makes use of opportunities to promote personal development through choice of moral teaching * Conduct is raised in profile within the school as a good moral choice * The community is engaged with in order to ensure its value amongst the school community * Christian values/British values and SCMC are intrinsically linked to provide a broad and balanced experience which provides a good foundation for the children * Charity work forms a thread through most school activities * Children articulate a knowledge about looking after the natural world and the importance of this * Outdoor learning experiences offer children a rich environment to learn about looking after the world and themselves * Provide children with role models from the wider community that reflect the diverse nature of west Yorkshire | * Pupil conversations * Assistant heads subject action plans and monitoring * Displays * Work in books | | | **Autumn** | **Spring** | | **Summer** |
| Review SIAMS action plan  Develop a community engagement action plan  Understanding Christianity role out  RE audit and action plan developed  Children conversation  Re launch of Oxenhope values  Engagement with the community  Children in need  Poppy day  Manorlands is chosen as link charity  Outdoor learning is launched  Woodlands trust link is developed  Outdoor learning action plan developed  Outdoor learning and nurture plan developed | Appoint an assistant head for community conduct and church school values  Promotion of SCMC in displays  Promotion of Christian Values through display resources and displays in school  RE displays audited  Children conversation  Engagement with the community  Great Britain’s Day – celebration of Great Britain’s – 22nd January 21  Outdoor learning monitored  Outdoor learning action planned further developed | | Children conversations  Parent questionnaires  Displays round school audited  Engagement with the community  OBON day/curriculum focus  Day of the African child – 16th June |
| To ensure that the progress of PP children matches progress of non-PP | | * Clear identification of pupil premium/FSM children * Individual needs identified * Individual learning plans – pupil premium passports created to ensure smart targets are met * Outside professionals engaged if necessary * Funding tracked and articulated through the website | * Data * Leaders monitoring * Smart targets being met * Tracking of referrals * Pupil progress meetings | | | **Autumn** | **Spring** | | **Summer** |
| Identification of PP/FSM children  Individual needs identified from data/attendance/SEMH assessments  Website information reviewed | Individual pupil passports created  Smart targets tracked  Needs interventions  Pupil progress meetings  Website information up-dated | | Individual pupil passports reviewed  Smart targets tracked  Needs interventions  Pupil progress meetings  Website information reviewed  Data submitted |

**Impact:**

**Area for Development – Outcomes for Pupils**

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| **Overview of outcomes for pupils** | |
| **Strengths:**  **Key Stage 1**   * Year 1 Phonics have increased to above NA for the last two years. * Year 2 phonic retake above NA * The trend in KS1 is that outcomes for EXS have been consistently above NA. * KS1 results in writing and Math at GDS demonstrate a three-year upward trend. * KS1 results in reading have risen from below to in line with NA. * 2019 KS1 attainment data for reading is 92% - which is above FFT50 (87%); * 2019 KS1 attainment data for writing is 85% - this is above FFT50 (83%); * 2019 KS1 attainment data for maths is 88% - above FFT50 (86%); * The latest data confirms that KS1 outcomes are on a steady, upward trend; * 2019 data for GD are still above national average and FFT targets;   **Key Stage 2**   * There has been a three-year upward trend in attainment at KS2 for EXS in RWM, R, M and EGPS * Attainment in writing is in line with NA and aligns with EGPS outcomes. * KS2 percentile ranks in Maths have improved from 78th in 2016 to 29th in 2018 * KS2 percentile ranks in reading has improved from 51st in 2016 to 47th in 2018 * KS2 progress in Maths has improved from -1.9 in 2016 to 1.3 in 2018 * KS2 progress in reading has improved from 0.0 in 2016 to 0.2 in 2018. * There have been improvements in EXS for English Grammar Punctuation and Spelling (EGPS) (School 2017 62% School 2018 83% National 2018 78%), Maths (School 2017 69% School 2018 73% National 2018 76%) , and Combined RWM (School 2017 54% School 2018 63% National 2018 64%). * Reading has remained stable and above National (School 2017 77% School 2018 77% National 2018 75%) and while writing has dropped (School 2017 85% School 2018 77%) it is in line with National (78%). * All attainment at EXS for the school is within one child of National apart from EGPS, which is above. * Greater Depth (GD) has risen slightly in writing to be closer to National 2017 (School 2018 17% National 2017 18%) but is above National 2017 in Reading (School 2018 37% National 2017 25%) Maths (School 2018 30% National 2017 23%) and EGPS (School 2018 37% National 2017 31%). * End of year outcomes have improved in school from 2017, particularly in the key areas of Maths (School 2017 GD 19% School 2018 GD 30%) and EGPS (School 2017 12% School 2018 37%).   KS2 Progress Measures over time:   |  |  |  |  | | --- | --- | --- | --- | |  | **2017** | **2018** | **2019** | | **Reading** | +0.5 | +0.2 | -0.1 | | **Writing** | +0.2 | -0.2 | +0.2 | | **Maths** | -2.7 | +1.3 | 0 |  * KS2 progress in maths has improved over time from -1.9 in 2016 to 0 in 2018 (although there has been a dip from 2018 to 2019)l * KS2 progress in reading has fallen due to a group of greater depth pupils who did not make expected progress from KS1; * KS2 progress in writing, from the dip in 2018, is now beginning to show a much stronger picture; | **Areas for Development**   * GLD to be in line with or above National regardless of baseline (See EYFS Section) * Writing attainment at Key Stage Two * Consolidate Maths attainment at least at NA across KS2 * Ensure that outcomes for identified vulnerable groups are at least in line with associated NA. (with a specific focus on SEND and PP children. * 2019 KS1 combined has dropped from 79% in 2018 to 77% in 2019 and is 1% under FFT50; * 2019 KS2 progress measures indicate that reading (particularly GD in reading) and lower and middle attaining pupils in maths need to be a key focus this year; |

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| **Objective** | **Actions** | **Evidence & Personnel** | **Success Criteria – Termly Milestones** | | |
| To improve writing attainment at Key Stage Two | * Assessment grids are used to track progress in writing throughout KS1 and KS2. * Non-negotiables for writing are regularly reviewed and updated to reflect expectations. * School engages in Trust wide moderation for all phases to ensure consistency in standards. * Regular opportunities for whole-school moderation activities reinforce expectations of teaching, learning and assessment. * GPS tracked in writing examples across school * EXS and Greater Depth tracked per class with examples created within school and Trust * Subject leader carries out regular joint QA activities with SLT | * Subject leader action plans * Moderation reports * Writing portfolios * Externally moderated writing evidence and standardised exemplification * Staff meeting notes * Observations * Book Scrutiny * Pupil conversations * Outcomes from pupil progress meeting * Subject leader termly reports | **Autumn** | **Spring** | **Summer** |
| Challenging targets set for writing and EGPS.  Outcomes in writing at EXS and GDS are least in line with KS starting points.  Outcomes of monitoring demonstrate compliance with non-negotiables.  Assessment grids and flip up displays demonstrate better than expected progress in writing.  PPM structure is used to effectively track progress and identify next steps for vulnerable groups and individuals. (with a focus on achievement of SEND). | Outcomes in writing at EXS and GDS are least in line with KS starting points.  Outcomes of monitoring demonstrate compliance with non-negotiables.  Assessment grids and flip up displays demonstrate better than expected progress in writing.  PPM structure is used to effectively track progress and identify next steps for vulnerable groups and individuals. (with a focus on achievement of SEND). | KS2 outcomes for 2020 show an improvement in both ARE and Greater Depth overall and for identified groups.  Sustain above NA outcomes in writing at EYFS and KS1.  Internal outcomes in writing at EXS and GDS are least in line with KS starting points and above NA.  Outcomes of monitoring demonstrate compliance with non-negotiables.  Assessment grids and flip up displays demonstrate better than expected progress in writing.  PPMs are used to review and evaluate achievement of targets and to inform future SSE and SDP. |
| Phonics: 90% of children to pass Year 1 Phonics screening test | * Regular in house checks to be undertaken to monitor progress in December, March and May. * Pupils to be taught in match groups using Read, Write, Inc. programme. * Interventions and accurate groups ensure quality access | * Data * Lesson obs * Pupil progress | **Autumn** | **Spring** | **Summer** |
| Pupil progress meetings  Groupings arranged  Baseline created  Intervention groups | Pupil progress  Monitoring | Pupil progress  Monitoring |
| To continue to embed improved achievement in Maths across Key Stage Two as well as accelerate progress in Y1. | * Non-negotiables for Maths are regularly reviewed and updated as appropriate to exemplify the whole school approach to teaching, learning and assessment. * Subject leader carries out regular joint QA activities with SLT. * Subject leader tracks progress using outcomes of units as well as analysis of whole school approach to the teaching of arithmetic. | * Subject leader action plans * Subject leader termly reports * Writing portfolios * Externally moderated writing evidence and standardised exemplification * Staff meeting notes * Observations * Book Scrutiny * Pupil conversations * Pupil progress meeting notes | **Autumn** | **Spring** | **Summer** |
| Challenging targets set for Maths.  Pupil performance in NFER tests in Y1 as well as Y3-Y5 is at least in line with KS starting points.  Analysis of whole school approach to arithmetic demonstrates an increasing number of children achieving ARE and above.  PPM structure is used to effectively track progress and identify next steps for vulnerable groups and individuals. (with a focus on achievement of SEND). | Pupil performance in NFER tests in Y1 as well as Y3-Y5 is at least in line with KS starting points.  PPM structure is used to effectively track progress and identify next steps for vulnerable groups and individuals. (with a focus on achievement of SEND). | Outcomes of learning sequences exemplify accelerated progress for identified groups in Maths and an increased % of children achieving GDS.  PPMs are used to review progress and evaluate achievement of targets and to inform future SSE and SDP. |
| To improve formative assessment to include tangible, visible elements that support teachers and pupils to identify gaps in learning. Teachers become skilled in planning and teaching to address gaps in learning. | * Rainbow assessment re-launched and extended to include reading and maths * Ideas for teaching to gaps identified and trialled; e.g. *rainbow sentences, post-it reminders, red dot marking.* | * Non-negotiables to include specific references to formative assessment. * Learning environments * Children’s work * Pupil conversations | **Autumn** | **Spring** | **Summer** |
| Outcomes of learning sequences exemplify accelerated progress for identified groups in reading, writing and Maths. | Outcomes of learning sequences exemplify accelerated progress for identified groups in reading, writing and Maths.  Children’s work and outcomes exemplifies agreed approach to formative assessment. | Outcomes of learning sequences exemplify accelerated progress for identified groups in reading, writing and Maths and an increased % of children achieving GDS at the end of the year. |
| EYFS: 85%+ of children to achieve GLD, with 30%+ exceeding in CLL, PSEDL, Maths | * Indoor/outdoor learning environment developed by Reception teachers and overseen by EYFS lead * Optional baseline assessments to be used alongside teacher judgements in September. * Children given opportunity to move beyond ELGs in broad and balanced curriculum. | * Data * Observations * Pupil progress | **Autumn** | **Spring** | **Summer** |
| Pupil progress meetings  Baseline  Regular meetings with EYFS lead and EYFS staff  EYFS Teacher to access training | Curriculum audited  Pupil progress meetings  Regular meetings with EYFS lead and EYFS staff  EYFS Teacher to continue to access training | Curriculum audited  Pupil progress meetings  Regular meetings with EYFS lead and EYFS staff  EYFS Teacher to continue to access training |
| To ensure lost learning is mitigated against to ensure Children who have made the least progress make accelerated progress so that they have made the same good progress as their peers. | * Gap analysis of core subjects * Skills review of non-core * Clear starting points and teacher understanding of where children’s starting points are * Clear differentiation supports teaching and learning * Clear and accurate data tracking | * Observations * Pupil conversations * Pupil progress meetings * Gap analysis | **Autumn** | **Spring** | **Summer** |
| Assesment week x2  Gap analysis  Individual learning plans sent to parents  Lesson observations  Skills review | Assesment week x2  Gap analysis  Individual learning plans sent to parents  Lesson observations  Skills review | Assesment week x2  Gap analysis  Individual learning plans sent to parents  Lesson observations  Skills review |

**Impact:**

**Area for Development – Effectiveness of EYFS provision**

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| **Overview of Effectiveness of the EYFS provision** | |
| **Strengths:**   * The new phonics programme has been introduced and is impacting positively on pupils’ independent work. Pupils are using their phonic knowledge to support their spelling. * The school has appointed a qualified EP to support early years; this has had a positive impact on provision. * The outdoor environment has benefitted from some improved resourcing and pupils are making better use of the outdoor area as a result. Parents have supported the school to improve provision. * Assessment in early years has improved; good use is being made of the Eazmag on line learning journey as well as work in books. * There is an experience EYFS lead who is mentoring and supporting the CT and this is a strength * Communications with families is strong * Some recourses have been up-graded * Three adults in the classroom in the morning has meant that the phonics can be grouped and maths and English becomes the focus to tasks * Children who come from pre-school come well prepared for EYFS2 | **Areas of Development:**   * Create stability in early years staffing. Class share and reduction in learning support due to budget cuts resulted in a difficult year 2018-2019. This has been addressed and will be further improved and stabilised from September. * Embed the phonics programme to accelerate progress from the beginning of the year. Embed the approach to early reading. * Financial constraints have made it difficult to resource EYFS adequately; many resources are old and require renewal. SLT need to examine ways to secure funding to refurbish the learning environment. * Challenge within the provision needs work to ensure a reception (not nursery) experience * PSED remains an area for development mainly due to lockdown |

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| **Objective** | **Actions** | **Evidence & Personnel** | **Success Criteria – Termly Milestones** | | |
| **To ensure that all of the areas of provision (both inside and outside) are examples of best practice within the MAT and provide significant challenge for all learners, but for boys in particular** | * Complete audit of current provision * Review and plan engaging topics, that are ‘boy friendly’ and encourage independent reading and writing in the provision * Organise the outdoor environment promote engagement and purposeful learning in all the areas of provision. * To maximise learning opportunities to ensure challenge for all groups of learners in all areas of provision. * Visit other outstanding EYFS settings to allow for continual reflection and development of Oxenhope practice * Monitor classroom provision through formal lesson observations, learning walks, book scrutiny, BDAT moderations and LA agreement trialling * EYFS colleagues to attend BDAT EYFS Networks and other identified CPD opportunities. | * Environment checklists * Outcomes of learning walks * Teaching focussed on addressing areas of need * Evidence of scrutiny of Learning Journeys and children’s work * Timetabled programme of support from BDAT Director of T&L over 4 terms. * Environment resourced to support learning | **Autumn** | **Spring** | **Summer** |
| EYFS Action Plan created and has an appropriate focus on provision.  Baseline assessments carried out and moderated alongside BDAT Director of T&L  Tracking and analysis of pupil performance data identifies that all children including groups are making strong progress from baseline assessments.  Joint monitoring of classroom provision through formal lesson observations, book scrutiny, coaching sessions and learning walks carried out by EYFS Leader, Director of T and L and HofS identify that the quality of provision is at least consistently good.  Evidence from pupil progress meetings interventions demonstrate a focus on the achievement of all groups of learners in all areas.  Visit another EYFS setting to look at best practice and to reflect on current practice. | Tracking and analysis of pupil performance data identifies that all children including groups are making strong progress from baseline assessments  Joint monitoring of classroom provision through formal lesson observations, book scrutiny, coaching sessions and learning walks carried out by EYFS Leader, Director of T and L and HofS identify that the quality of provision is at least consistently good.  Evidence from pupil progress meetings interventions demonstrate a focus on the achievement of all groups of learners in all areas. | Analysis of outcomes of EYFSP data identifies that achievement for GLD and all the areas of learning is at least in line with NA for the expected level and that an increasing  % of children achieve exceeding levels.  Joint monitoring of classroom provision through formal lesson observations, book scrutiny, coaching sessions and learning walks carried out by EYFS Leader, Director of T and L and HofS identify that the quality of provision is at least consistently good. |
| **To ensure that all teaching in EYFS is good or better to improve outcomes for children –ensuring that those who enter Reception at ARE or above are given the opportunity to secure an exceeding judgement.** | * Carry out accurate baseline in EYFS to inform future provision that meets the needs of all groups of learners. * EYFS leader carries out joint moderation and analysis of data with school leaders and external colleagues from across the Trust and LA at key assessment points throughout the year. * Create an action plan for EYFS that is informed by baseline assessment information. * Implement a programme of joint monitoring with school leaders and Trust colleagues. | * Environment checklists * Outcomes of learning walks * Teaching focussed on addressing areas of need * Evidence of scrutiny of Learning Journeys and children’s work * Timetabled programme of support from BDAT Director of T&L over 4 terms. * Environment resourced to support learning | **Autumn** | **Spring** | **Summer** |
| EYFS Action Plan created and has an appropriate focus on provision.  Baseline assessments carried out and moderated alongside BDAT Director of T&L  Tracking and analysis of pupil performance data identifies that all children including groups are making strong progress from baseline assessments.  Joint monitoring provision through using lesson observations, book scrutiny, coaching sessions and learning walks by EYFS Leader, HofS and Trust identify that the quality of provision is at least consistently good.  The leader’s termly impact report accurately summarises the strengths and areas for development in EYFS. | Tracking and analysis of pupil performance data identifies that all children including groups are making strong progress from baseline assessments  Joint monitoring provision through using lesson observations, book scrutiny, coaching sessions and learning walks by EYFS Leader, HofS and Trust identify that the quality of provision is at least consistently good.  Evidence from pupil progress meetings interventions demonstrate a focus on the achievement of all groups of learners in all areas.  The leader’s termly impact report accurately summarises the strengths and areas for development in EYFS. | Analysis of outcomes of EYFSP data identifies that achievement for GLD and all the areas of learning is at least in line with NA for the expected level and that an increasing  % of children achieve exceeding levels.  The boy/girl gap continues to diminish and is at least in line with national data.  Joint monitoring of classroom provision through formal lesson observations, book scrutiny, coaching sessions and learning walks carried out by EYFS Leader, Director of T and L and HofS identify that the quality of provision is at least consistently good.  The leader’s end of year report accurately summarises the strengths and areas for development in EYFS. |
| **To further develop the use of observations to promote challenge and ensure that no learning opportunity is missed.** | * Organise staffing to maximise opportunities for recording and extending learning. * EYFS leader to work with BDAT Director of T&L to enhance content of observations e.g. through use of direct speech. * EYFS leader to attend BDAT network to access best practice * Senior Leaders carry out weekly monitoring of observations. * Review use of learning journeys and the way evidence is collected and recorded. * All EYFS colleagues are trained in the agreed approach to collecting and recording observations. | * Evidence of scrutiny of Learning Journeys and children’s work * Timetabled programme of support from BDAT Director of T&L over 4 terms. * Environment resourced to support learning * Senior leaders monitor use of observations and learning journeys. | **Autumn** | **Spring** | **Summer** |
| Children’s learning journey exemplify agreed approach and the full range of ELGS.  Development of full range of ELGs a key focus of monitoring activities and in PPM. | Children’s learning journey exemplify agreed approach and the full range of ELGS.  Development of full range of ELGs a key focus of monitoring activities and in PPM | Children’s learning journey exemplify agreed approach and the full range of ELGS.  Development of full range of ELGs a key focus of monitoring activities and in PPM.  Analysis of EYFSP outcomes identifies any ELGs for development. |
| PSED to improve to ensure at least 72% is achieved | * Engage with families * Ensure PSED opportunities are taken advantage of * Forest Schools is in place * Ensure that resources are accessible for children and easy to access in order to promote independent learning | * Data * Observations | **Autumn** | **Spring** | **Summer** |
| Pupil progress meetings  Parents communication through See-saw for further evidence  Action plan created  CPD available | Action plan reviewed  Parents communication through See-saw for further evidence  Action plan reviewed  CPD available | Action plan reviewed  Parents communication through See-saw for further evidence  Action plan reviewed  CPD available |
| Develop the indoor learning environment | * Teachers directed to good practice so that they can use best practice in their planning and organisation. * Targeted CPD for Reception teachers to develop environment. * Ensure that indoor environment is clutter free and resources labelled so all children can access them. * TA/Teachers focused on interaction and sustained shared thinking in the Early Years. * Objective led planning to target a range of abilities. * Resources within the provision allow open ended discovery and engagement, catering for the most able and the emerging learners. | * Learning walks | Learning walk  Action plan in place  Any CDP in place | Action plan reviewed  Learning walk | Action plan reviewed  Learning walk |