



Developing the action plan

CONTEXT

- Oakwood Infant and Nursery School is a larger than average-sized school. In October 2018 the NOR was 391 (School files). There are two Nursery classes, four Reception, four Year 1 classes and four Year 2 Classes.
- Most learners are of White British heritage. 12% of learners are from other/minority groups, which is below the national average of 32.1% (National Assessment Report 2017). At 5% the proportion of learners speaking English as an additional language is below the national average of 21 % (Inspection Data Summary 2017).
- In October 2018 the proportion of learners who are eligible for the pupil premium is 36% - Rec 27 children, Year 1 42 children and Year 2 57 children (Exc of Nursery, but including ever 6), above the national average of 24% (Inspection Data Summary 2017).
- The proportion of learners supported with special educational needs is 9.5 % (Exc Nursery), of which 1.7% have received EHCPs, below the national average at 12.2 of which 1.3% for children in receipt of EHCPs (Inspection Data Summary 2017).
- The school community experiences considerable social and economic deprivation. With 391 children on role over 176 families are on our concerns register. The school's deprivation indicator as measured by the Inspection Data Summary 2017 is 0.5, higher than the national of 0.2 (Inspection Data Summary 2017).
- The majority of learners admitted to the Reception working below their age related for maths, reading, writing and speech and language.

Oakwood Infant and Nursery School Journey to Outstanding –All targets for Spring 2019

No.	Key priority	Action	Lead Person	Start/Rev/End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact) Outcome
				ALL Terms			Term 2	
				Term 1			Term 3	

* Significant Focus

Oakwood Infant and Nursery School Improvement Plan- Based on the recent inspection

OFSTED Key Priorities for the next inspection and sources of evidence:

Summary of Key Priorities												
Priority Number	1	2	3	4	5	6	7	8	9	10	11	12
Summary Target	Raise standards and achievement for all learners, especially for learners belonging to vulnerable group through a thematic cross curricular approach Appendix 1	Ensure learners are able to develop greater depth of skills and knowledge, through the use of a cross curricular curriculum, particularly in the early years Appendix 3	Improve the quality of teaching and learning to ensure at least 94% of teaching is good and that 50% is outstanding. Appendix 2	Ensure all learners, especially learners belonging to vulnerable groups achieve their targets or better. Appendix 1	A consistent effective approach towards planning, preparing, teaching, assessing and marking lessons to ensure learning standards achieved are consistently good. All planning must incorporate a cross curricular approach	All learner, especially those belonging to vulnerable groups make good or better progress: EYFS 8 Steps/+ In year one 6 steps progress and in KS 1 6 steps/+ progress : TT	Effective next step targets are embedded and for the basis for accelerated progress	Improve attendance to at least 95.5 % for all and 90% for persistent absence, especially children belonging to vulnerable groups	Governors demonstrate a key role in improving standards and outcome for all learners, especially learners belonging to vulnerable groups.	Governors ensure oversight of the financial performance of the school and effective use of the schools resources and in this time of financial reductions the school's budget remains healthy, with a minimum of £50,000 carry forward/held in contingency	To improve the physical well-being of the children reduce the number of physical injuries which occur during the recreation periods	To ensure that the school's perimeter, internal and forestry areas are made secure.
Milestones and deadline	S Sep 18 R Termly E Jul 19 Rev Aut 19	S Sep 18 R Termly E Jul 19 Rev Aut 19	S Sep 18 R Termly E Jul 19 Rev Aut 19	S Sep 18 R Termly E Jul 19 Rev Aut 19	S Sep 18 R Termly E Jul 19 Rev Aut 19	S Sep 18 R Termly E Jul 19 Rev Aut 19	S Sep 18 R Termly E Jul 19 Rev Aut 19	Daily reviewed Shared with Govs T1 T2 T3	S Sep 18 R Termly E Jul 19 Rev Aut 19	S Sep 18 R Termly E Jul 19 Rev Aut 19	S Sep 18 R Termly E Jul 19 Rev Aut 19	Ongoing Review Progress Monthly

Oakwood Infant and Nursery School Journey to Outstanding –All targets for Spring 2019

No.	Key priority	Action	Lead Person	Start/Rev/End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact) Outcome
				ALL Terms			Term 2	
				Term 1			Term 3	

* Significant Focus

OFSTED Report November 2016

Current school priorities are in green:

1. Ensure that key skills in Literacy and Maths are transferred across the curriculum

- A chronological report in Literacy is transferred to a chronological report in History
- To present a bar graph in science for animals who exist in our local environment

2. Ensure teaching 'reflects best practice'

- Target is for 94% of teaching to be good or better of which 50% to demonstrate outstanding.
- The school's most recent book scrutiny highlighted

- Good quantity of work
- A number of children are making a clear effort to join their writing
- Good balance of concepts covered
- Some evidence of cross- curricular. However there needs to be a considerable amount more and cross-curricular work needs to be clearly labelled in books
- Marking in some books was good, but needs to be consistent and need to clearly move learning on. Pupils need opportunities to act upon teachers advice
- Some inconsistencies in marking, quantity and quality

3. To further improve the school's attendance. Especially for specific groups

- Ensure girls are attending as well as the other focus groups and in line with the national.

Key Priority 1: Raise standards and achievement for all learners, especially for learners belonging to vulnerable group through a thematic, cross curricular approach

Outcome Targets: English – All Learners (2017 Outcome)

	Key Stage Rec	% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2018	Reading	80.0 % (76.7)	16.4 % (24.1)	Reading	60 % (59)	37 % (22)	Reading	77.1% (80.3)	40.1% (34.4)
	Writing	78.2 % (73.3)	9.1% (12.1)	Writing	55 % (60)	37 % (18)	Writing	77.1% (80.3)	33.9% (30.3)
	GLD	75.7 % (65)		Phonics Screen Pass	78.2 % (72)		Phonics Screen Pass	92 % (87)	
2019 Target	Reading	86 %	21 %	Reading	84%	34%	Reading	83%	35%
	Writing	84 %	17 %	Writing	83%	25%	Writing	83%	34%
	GLD	77%	Phonics Phase 5	Phonics Screen Pass	77%		Phonics Screen pass	94%	

Outcome Target Maths- All Learners (2017 Outcome)

	Key Stage Rec		% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2018	Numbers Shape, space and measure	Rec Maths	84 % (77)	24 % (24)	Year 1 Maths	68 % (63)	26 % (8)	Year 2 Maths	82 % (83)	32 % (31.1)
2019 Target	Numbers Shape, space and measure	Rec Maths	88 %	26 %	Year 1 Maths	78 %	30 %	Year 2 Maths	86 %	35 %

Oakwood Infant and Nursery School Journey to Outstanding

Outcome and Targets Science –All Learners (2017 Outcome)

Key Stage Rec	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2018	83.6 % (68)	13.6 % (11)	2018	90 % (89)	N/A
2019 Target	86 %	16 %	2018	93 %	TBC

Outcome and Targets: English – Disadvantaged Learners (2017 Outcome)

	Key Stage Rec	% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2018	Reading	63 (48)	9 (26)	Reading	52 (33)	32 (21)	Reading	76 (89)	28.3 (38)
	Writing	60 (52)	6 (15)	Writing	52 (29)	40 (12)	Writing	77 (85)	26.4 (36)
	GLD	60 48%		Phonics Screen Pass	76 70.2%		Phonics Screen Pass	(92)	
2019	Reading	72%	25%	Reading	68%	35%	Reading	90%	38%
	Writing	70%	24%	Writing	68%	35%	Writing	88%	36%
	GLD	77%	Phonics Phase 5 60%	Phonics Screen Pass	82%		Phonics Screen pass	93%	

Oakwood Infant and Nursery School Journey to Outstanding

Outcome Target Maths-Disadvantaged Learners (2017 Outcome)

		Key Stage Rec	% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2018	Number Shape, space and measures	Rec Maths	63 (65%)	9 (15 %)	Year 1 Maths	68 (60%)	20 (9%)	Year 2 Maths	83 (89%)	22.6 (40%)
2019	Number Shape, space and measures	Rec Maths	75%	28%	Year 1 Maths	89%	30%	Year 2 Maths	89%	40%

Outcome Targets Science – Disadvantaged Learners (2017 Outcome)

	Key Stage Rec	% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2018	Rec Science	67 (68%)	2.8 (11%)	Year 1 Science			Year 2 Science	94.2 (93%)	
2019	Rec Science	76	21	Year 1 Science	90%	33%	Year 2 Science	96	

Oakwood Infant and Nursery School Journey to Outstanding

	<u>Target</u>	<u>Action</u>	<u>Responsible Leads</u>	<u>Monitoring</u>	<u>Budget Allocation</u>	<u>Evidence</u>	<u>Success Indicators:</u>	
1	1. Raise standards and achievement for all learners, especially for learners belonging to vulnerable groups through a thematic cross curricular approach	<ol style="list-style-type: none"> 1. Ensuring teaching gives enough time developing key skills, especially for greater depth learning, and transferring them in other subjects where ever there is a valuable opportunity (Inset, Monitoring lessons and plans and track progress 2. In the early years monitor pupil attainment to ensure more learners are achieving greater depth across the curriculum – Reception 3. Implement and monitor a cross curricular curriculum, ensuring cross curricular opportunities are highlighted on weekly plans 4. Ensure all classes have cross curricular displays highlighting learner’s successful transfer of key skills. 5. Ensuring a clear tracking system is in place to monitor progress and provide early intervention as soon as underachievement is eliminated 6. Purchase high quality resources across the curriculum which support the school’s cross curricular, thematic curriculum 7. Develop cross-curricular links so that skills are developed and applied in different contexts. 8. Monitor through baseline, pupil progress and PMRs to ensure that learners stay in track to meet their targeted outcome (See school evidence files) 9. Additional support will be provided for those children who are identified as underachieving and evidence of effectiveness will be closely monitored 10. Through improved tracking of pupil progress. The school will set challenging but achievable targets. 11. The school will monitor National standards to ensure that learners are at least in line with national expectations 12. * SMT and CT monitor vulnerable groups to ensure progress is good and barriers to learning are addressed through the school’s monitoring procedures. 	Assess HT/SMT /Govs	S Sep 18 R Termly E Jul 19 Rev Aut 19		The outcome targets identified above are, met. Tracking evidence demonstrates good progress throughout the years.	<p>Termly: Relevant S/L to: Review progress towards the outcome targets for each year group with the HT.</p> <p>Scrutinise the tracking data to evaluate the quality of the data collected and what is being done with it. Report to GB committee at next meeting. If it looks as if targets will not be met what action is being taken to improve the situation?</p>	

Oakwood Infant and Nursery School Journey to Outstanding

2	Ensure learners are able to develop greater depth of skills and knowledge, through the use of a cross curricular curriculum, especially in writing	<p>1. To ensure that planning incorporates cross curricular opportunities All classes to incorporate cross curricular writing into the learners English books, clearly identified as cross curricular Provide inset on the benefits of a cross curricular approach Provide inset on 'Writing for a Purpose' Provide high quality theme week opportunities where cross circular writing is a key feature Provide 'Talk for Writing' CPD with a cross curricular focus throughout the school including teaching assistants and learning support staff</p>	HT/ SM T/G ovs	S Sep 18 R Termly E Jul 19 Rev Aut 19		<p>A. Effective cross curricular planning consistently throughout the school</p> <p>B. Evidence of a cross curricular approach in books, especially in writing</p> <p>C. Evidence of learning for a purpose in books</p>	<ul style="list-style-type: none"> • Book scrutinies • Planning scrutinies • Lesson observations • Pupil interviews (See evidence and proforma) 	
3	Improve the quality of teaching and learning to ensure at least 94% of teaching is good and that 50% is outstanding.	<p>1. A rigorous programme of monitoring the quality of teaching and learning and a process of self-evaluation will be established. Training will be provided where identified (Ref diary)</p> <p>2. To implement the school's performance procedures, ensuring targets are securely based on pupil outcomes and sustained whole school improvement (Ref PM Targets)</p> <p>3. * Further sustain the school's programme for supporting teachers who are working below the school's expectation of good through CPD and effective monitoring</p> <p>4. * Engage with external specialist consultants to provide specialist support for key areas, to include phonics, EYFS development, creative writing and S& L</p> <p>5. * Where there is underperformance, this is quickly identified, supported and addressed</p> <p>6. Teaching staff will receive continuous professional development to ensure they are secure in the knowledge for good and outstanding practice.</p>	HT/ SM T/G ovs	S Sep 18 R Termly E Jul 19 Rev Aut 19		<ul style="list-style-type: none"> • By Dec 18 all teaching and learning is judged to be satisfactory with at least 50% good or better. • By July 19 all teaching and learning is judged to be at least satisfactory with at least 94% good or better <p>Judgements made using Ofsted criteria</p>	<p>Termly:</p> <p>Close monitoring of the quality of teaching, action taken quickly where the quality is not being met.</p> <p>Dec 18 & July 19:</p> <p>HT/SMT to:</p> <ul style="list-style-type: none"> • check lesson observation reports to determine if the quality of teaching is improving. • make a judgement on the impact of the monitoring programme on teaching and learning. report to the GB. 	

Oakwood Infant and Nursery School Journey to Outstanding

4	<p>Ensure all learners, especially learners belonging to vulnerable groups achieve their targets or better.</p>	<ol style="list-style-type: none"> 1. Allocate pupil premium funding directly to learners who are eligible to provide intervention groups for the core skills, phonics and S & L (See allocation of PP) 2. * Performance management discussions will take place with all teaching staff on three separate occasions throughout the year. Pupil progress, the setting and monitoring of appropriate and challenging pupil targets will be central to all discussions. 3. * Tracking pupil progress, especially for vulnerable children, will be linked to the performance management system within the school 4. * Allocate a proportion of the school's budget to purchase resources (inc Homework) which will challenge the most able throughout the school. 5. * Ensure there is an effective, accurate register for more able learners, which is used to monitor learner's progress. 	<p>HT/ SM T/C Ts and Gov s</p>	<p>S Sep 18 R Termly E Jul 19 Rev Aut 19</p>	<p>By July 2019 at least 80% of the individual targets set for the pupils are met in each class.</p> <p>Effective allocation of PP funds</p>	<p>Termly: The governors Curriculum Committee (CC) ensures that the performance management discussions have taken place.</p> <p>Curriculum Committee reports to full GB.</p> <p>Monitoring and pupil progress meetings demonstrate effective practise in ensuring learners who are not making their target progress are quickly identified and supported.</p>
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Oakwood Infant and Nursery School Journey to Outstanding

5	A consistent effective approach towards planning, preparing, teaching, assessing and marking lessons to ensure learning standards achieved are consistently good. All planning must incorporate a cross curricular approach	<ol style="list-style-type: none"> 1. * Adopt a common planning proforma so that planning is consistent and enables teachers to deliver quality lessons. 2. * SMT to monitor to ensure standard, agreed marking expectations are consistent throughout the school. 3. Ensure staff adhere to school’s marking policy 4. Monitor teaching and learning during the first term to ensure inconsistencies are quickly resolved and CPD allocated 5. Teachers meet weekly to share best practice 6. * Systematic approach to assessment and reviewing assessment material against targets 7. Regular progress reviews 8. * Peer and SMT observations carried out throughout the year to ensure quality first and consistently high standards. 9. Governors monitor termly to ensure consistent high standards. 	HT/ SM T/C Ts and Gov s	S Sep 18 R Termly E Jul 19 Rev Aut 19)	All staff use the planning proforma from January 2019. Planning meets success criteria.	Sep 2017 and half termly thereafter: SMT monitors planning, ensures all staff are using the proforma and judges the quality of what is seen. Report to HT HT provides report to GB on the quality and consistency of planning and what impact this is having on pupil progress	
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Oakwood Infant and Nursery School Journey to Outstanding

6	<p>All learner, especially those belonging to vulnerable groups make good or better progress:</p> <p>EYFS 8 Steps/+ In year one 6 steps progress and in KS 1 6 steps/+ progress : TT</p>	<ol style="list-style-type: none"> 1. Baseline to be completed in all phases before the October Half Term 2. * Next step targets to be a feature of all lessons and to be based on relevant assessment material (See action 7) 3. * Assessment targets to be reviewed lesson by lesson and dated when achieved 4. * Progress and next steps to be identified by the children and shared with them. 5. Formal termly assessments to ensure there are comparable milestones. 6. * Pupil progress meeting to ensure learners, especially those belonging to vulnerable groups, not making appropriate progress are quickly identified and supported through quality first and intervention 	<p>HT/ SM T/C Ts and Gov s</p>	<p>S Sep 18 R Termly E Jul 19 Rev Aut 19</p>	<ul style="list-style-type: none"> • The outcome targets identified above are, met. • Tracking evidence demonstrates good progress throughout the years. 	<p>Termly: Relevant S/L to: Review progress towards the outcome targets for each year group with the HT.</p> <p>Scrutinise the tracking data to evaluate the quality of the data collected and what is being done with it. Report to GB committee at next meeting. If it looks as if targets will not be met what action is being taken to improve the situation?</p>
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Oakwood Infant and Nursery School Journey to Outstanding

7.	Effective next step targets are embedded and for the basis for accelerated progress.	<ol style="list-style-type: none"> 1. * Ensure all phases implement targets, which are specific to individual learner's needs based on formative assessments 2. * Next step targets are shared with learners, parents and all members of staff working with the learners 3. * Ensure next step targets are taken directly from the appropriate assessment frameworks: EYFS – ELG and Development Matters, KS1 and Year 1 Interim framework and steps 4. Ensure next step targets are reviewed lesson by lesson and are action during a maximum two week period. 5. * Targets made visible during each lesson and the children are encouraged to review that progress against the targets throughout each lesson 	HT/SM T/C Ts and Gov s	S Sep 18 R Termly E Jul 19 Rev Aut 19		<p>The outcome targets identified above are, met.</p> <p>Tracking evidence demonstrates good progress throughout the school.</p>	<p>Termly: Relevant S/L to: Review progress towards the outcome targets for each year group with the HT.</p> <p>Scrutinise the tracking data to evaluate the quality of the data collected and what is being done with it. Report to GB committee at next meeting. If it looks as if targets will not be met what action is being taken to improve the situation?</p>	
8	Improve attendance to at least 95.5 % for all and PA TO 90% or improve the number of children who are PA by 5% on last year's figures. (2017, 19% - 44 children)	<p>Systems will be developed to:</p> <ol style="list-style-type: none"> 1. * Monitor the attendance of the poorest attendees, initially, on a daily basis. Seek immediate clarification through direct contact with parents of reason for absence (once every three weeks) 2. Attendance will be tracked electronically. 3. * Ensure most effective use is made of the 'Attendance Specialists at ECC' support improving standards for attendance 4. * Provide incentives for good attendance; certifications, educational toys, vouchers, badges and activity vouchers 5. * Punctuality to be monitored daily. Parents interviewed on late arrival 6. * Meet with families early, who potentially risk becoming persistently absentees 7. * HT to meet with Attendance officer termly to monitor attendance and challenge concerns 	HT/ Mrs Jenkin s/G ovs	Monitoring daily and monitored by the Safeguarding govern or once a term		<p>By July 2019: School's attendance record will be within half a percentage point of the national average.</p>	<p>Termly: As part of the HTs report to governors a breakdown will be provided to show levels of attendance.</p> <p>Standing agenda item for Gb meetings to discuss attendance. Is it improving?</p>	Termly:

Oakwood Infant and Nursery School Journey to Outstanding

9	<p>Through a systematic approach to monitoring governors demonstrate a key role in improving standards and outcomes for all learners, especially learners belonging to vulnerable groups.</p>	<ol style="list-style-type: none"> 1. * SMT work with the Headteacher termly to monitor the children's attainment to ensure they achieve their targets 2. * work with the Headteacher to ensure outcomes demonstrate an upward trend, responding when required to ensure the potential risks are reduced, where possible 3. * SMT work with the Headteacher to ensure outcomes for all children especially those children belonging to specific vulnerable groups demonstrates high quality provision 4. with the governing body holds the Headteacher to account for the educational performance of the school and its pupils, and for the performance management of staff 5. Governors carry out head teacher performance management target setting and review of previous targets set 6. Governors carry out termly monitoring exercises, through governor monitoring focus weeks 7. Governors to be kept fully aware of curriculum development through Subject Leader presentations delivered during curriculum committee meetings 	<p>Go vs/ HT</p>	<p>S Sep 18 R Termly E Jul 19 Rev Aut 19</p>	<p>The outcome targets identified above are, met.</p> <p>Tracking evidence demonstrates good progress throughout the school.</p> <p>Evidence of highly effective governor involvement</p>	<p>Termly: Relevant S/L to: Review progress towards the outcome targets for each year group with the HT and present to governors.</p> <p>Scrutinise the tracking data to evaluate the quality of the data collected and what is being done with it. Report to GB committee at next meeting. If it looks as if targets will not be met what action is being taken to improve the situation?</p> <p>Standing agenda item for Gb meetings to discuss outcomes and school improvement. Is it improving?</p>
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Oakwood Infant and Nursery School Journey to Outstanding

10	<p>Governors ensure oversight of the financial performance of the school and effective use of the schools resources and in this time of financial reductions the school's budget remains healthy, with a minimum of £50,000 carry forward/held in contingency</p>	<ol style="list-style-type: none"> 1. Financial success and risk will be a standing agenda item at F & P and FGB. 2. Governors will monitor and review school decisions to ensure allocation of school funding meets with statutory and GB requirements 3. Ensure that the F & P Committee regularly review 4. * Governors will have good knowledge and understanding of the tracking procedures and will hold the school to account for its performance 	<p>Govs/ HT</p>	<p>S Sep 18 R Termly E Jul 19 Rev Aut 19</p>	<ul style="list-style-type: none"> • All Governors have sound understanding of the tracking process. • There is evidence through scrutiny of the governing body minutes that challenging and appropriate questions are being asked in order to hold the school to account. 	<p>Termly:</p> <p>Chair of GB ensures the GB receives a report from the Chair of the F&P committee and ensure any issues raised are fully discussed.</p> <p>Monitoring term to ensure the Chair of GB and F & P are confident that the financial decisions which have been made are in the best interest of the school.</p>	<p>Jul 2019</p>
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Oakwood Infant and Nursery School Journey to Outstanding

11	To improve the physical well-being of the children and reduce the number of physical injuries which occur during the recreation periods	<ol style="list-style-type: none"> 1. Ensure the school implements effective anti-bullying procedures 2. School implements effective anti-bullying assemblies and theme weeks. 3. School council and School Ambassadors take a key role in being buddies when children are being isolated or feel isolated. 4. SMT meetings (Governor Instruction) to discuss aspects for bullying for current week focus, generating a referral process for victim and perpetrator. 5. * Monitor Circle – time in classes regularly focuses on school procedures for dealing with bullying. 6. * Provide CPD sessions for the Midday Assistants relating playing with the children 7. Teacher led place for all recreation sessions 8. Well-being Manager to review play time provision half termly and use this evidence to review provision 9. Achieve 'Well-Being Awards' 10. * Host MDA meeting termly 11. Plan to remove skipping ropes and hoops then skips only/hoops only for a period of time and then monitor impact. Continue to review minimum of half-term 12. Investigate the highest ten children that have attended medical 13. We have introduced the 'Top Table' to improve behaviour and raise the profile of the MDAs/Kitchen staff 	Govs/ HT	S Sep 18 R Termly E Jul 19 Rev Aut 19		Gov's monitoring, parent, pupil's questionnaires	Weekly (Working Progress) Termly and Annually monitoring	
12	To ensure that the school's perimeter and forestry area are made secure.	<ol style="list-style-type: none"> 1. Work with academy services to ensure the school is inspected regularly to ensure it meets with safeguarding regulations. 2. Arrange for anti-vandalism paint to be placed around vulnerable fencing areas 3. Monitor to ensure the school site to ensure the site manager is inspecting the wooded area daily 4. Train staff to look for Health and Safety concerns 5. Installation of a maglock access control system throughout the school (Summer 2018 – Autumn 2018) 6. Instruct grounds to clear approximately 2 metres from both sides of the perimeter fence 	Academy services/HT/Gov	Ongoing monitoring		Secure site and Maglock installation Autumn 2018 Unauthorised entry eliminated	External and internal inspection demonstrating high safeguarding standards.	

Whole School Data 2017 - 2018

Appendix 1 Exp/+

Year Group 2018 2019	All Exp/+	All Exc	PP Exp/+	PP Exc	SEND Exp/+	SEND Exc	EAL Exp/+	EAL Exc	CIC Exp/+	CIC Exc	Summer Exp/+	Summer Exc	MA Exc
Year Rec													
Read	80.0	16.4	63.9	8.3	33.3	0	62.5	0	0	0	70	15	16.4
Write	78.2	9.1	61.1	5.6	33.3	0	62.5	0	0	0	70	8	9.1
Maths	80.0	21.8	63.9	8.3	33.3	8.3	75.0	12.5	0 (1 ch)	0	72.5	23	21.8
Year One													
Read	59.8	36.6	52	32	38.5	30.8	40	30	NA	NA	57.5	35	36.6
Write	54.5	37.5	52	40	15.4	7.7	40	30			50	30	37.5
Maths	67.9	25.9	65	20	30.8	7.7	60	20			57.5	17.5	25.9
Phonics:													
Year Two													
Read	60.2	31.4	59.6	25	7.4	3.7	55.6	33	0	0	60	20	31.4
Write	60.2	30.5	57.7	26.9	11.1	3.7	66.7	33	0	0	57.8	22.2	30.5
Maths	57.6	28.0	55.8	21.2	7.4	0	55.6	44	0	0	55.6	17.8	28.0
Phonics:									1 Cd				

All groups are underperforming when compared to 'All'.

Appendix 2:

Oakwood Infant and Nursery School Standards in Teaching

Phase	1	2	3	4	Job Share
Nursery	2	1 - 2 0.6			
Rec	TBC	1	1	2	
One	1	2	1 - 2	TBC	
Two	1	1	1	1	

Oakwood Infant and Nursery School Journey to Outstanding

Oakwood Infant and Nursery Data Analysis 2014 – 2018

EYFS GLD	School %	National %	Comment
2017 – 2018	76		
2016 – 2017	62	71	
2015 – 2016	55	69	
2014 - 2015	53	66	

Breakdown of EYFS GLD Data 2018

2017 – 2018		Comment
EYFS	GLD %	
Boys	74.5	
Girls	76.8	
Pupil Premium	62.2	
Non Pupil Premium	82.4	

Year 1 Phonics

Year	School %	National %	Essex %	Comment
2017 – 2018	78.2			
2016 – 2017	72.3	81	82	
2015 – 2016	72	81	81	
2014 - 2015	67	77	77	

Breakdown of data Year 1

	2016 - 2017	2017 – 2018
Year 1	Working at %	
Boys	68.4	81.8
Girls	75.8	74.5
Pupil Premium	69.4	71.2
Non Pupil Premium	75.4	84.5

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Year 2 Phonics Data

Year 2 Phonics

Year	School %	National %	Comment
2017 – 2018	92.2		
2016 – 2017	86.8		
2015 – 2016	92.6	91	
2014 - 2015	77.0	90	

Breakdown of data Year 2

	2016 - 2017	2017 – 2018
Year 2	Working at %	
Boys	85.9	86
Girls	87.7	98.3
Pupil Premium	92.3	94.2
Non Pupil Premium	82.6	90.5

Year 2 Key Stage 1 Data

Year 2 Data End of KS1

2017/18 at or greater %		
Reading	Writing	Maths
77.1	77.1	82.2
2017/18 Greater Depth		
Reading	Writing	Maths
40.7	33.9	32.2
2016 – 2017 at or greater depth		
Reading	Writing	Maths
80.3	80.3	82.0
2016/17 Greater Depth		
Reading	Writing	Maths
33.6	31.1	31.2

Oakwood Infant and Nursery School Journey to Outstanding

Breakdown of data Expected/+ Year 2

	2016 – 2017 %			2017 – 2018 %			Comment
Boys	78.1	78.1	82.8	68.9	70.5	73.1	
Girls	82.8	82.8	82.2	84.5	84.5	89.7	
Pupil Premium	88.7	88.7	90.6	75.5	77.4	83	
Non Pupil Premium	73.9	73.9	76.8	77.3	77.3	80.3	

Within this % working at greater depth

Subject	School 2017 - 2018 %	School 2016 – 2017 %	National 2016 – 2017 %	Essex 2016 – 2017 %	School 2015 – 2016 %	National 2015 – 2016 %	Comment
Read	40.3	34.4	25	29	13.2	24	
Write	33.6	30.3	16	18	4.1	13	
Maths	31.9	31.1	21	23	1.7	18	

Breakdown Year 2 Greater Depth

	2016 – 2017 %			2017 – 2018 %			Comment
Boys	37.5	29.7	35.9	34.4	21.3	31.1	
Girls	31	31	25.9	46.6	46.6	32.8	
Pupil Premium	37.7	35.8	39.6	28.3	26.4	22.6	
Non Pupil Premium	31.9	26.1	24.6	50	3.4	39.4	