



## Oakwood Infant and Nursery School Improvement Plan September 2021 – July 2022

Due to the COVID 19 situation this document will reference 2018 – 2019 data

**Each target will ensure that lost learning/concept as a result of COVID are actioned**

### CONTEXT - Introduction September 2021

Basic Characteristics  
Nur, Rec, Y1, Y2 - All Pupils (294 pupils)

N.B There might be slight variations with the figures as departments provide data at different times. E.g. School context, SEND and vulnerable.

Fig. 1

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Nur	24	11 (45.8%)	13 (54.2%)	0 (0%)	0 (0%)	5 (20.8%)	0 (0%)	1 (4.2%)	1 (4.2%)	0 (0%)	0 (0%)	0 (0%)
Rec	88	47 (53.4%)	41 (46.6%)	47 (53.4%)	47 (53.4%)	11 (12.5%)	1 (1.1%)	6 (6.8%)	6 (6.8%)	0 (0%)	0 (0%)	0 (0%)
Y1	84	40 (47.6%)	44 (52.4%)	49 (58.3%)	49 (58.3%)	11 (13.1%)	3 (3.6%)	8 (9.5%)	7 (8.3%)	0 (0%)	1 (1.2%)	0 (0%)
Y2	98	49 (50.0%)	49 (50.0%)	60 (61.2%)	61 (62.2%)	11 (11.2%)	3 (3.1%)	9 (9.2%)	8 (8.2%)	0 (0%)	1 (1.0%)	5 (5.1%)
All	294	147 (50.0%)	147 (50.0%)	156 (53.1%)	157 (53.4%)	38 (12.9%)	7 (2.4%)	24 (8.2%)	22 (7.5%)	0 (0%)	2 (0.7%)	5 (1.7%)

Fig. 2

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	126	130	87.1
White and Black African	3	2	1.7
White Eastern European	1	3	1.4
White and Asian	3	1	1.4
White and Any Other Ethnic Group	2	4	2.0
Black Caribbean	0	1	0.3
White and Black Caribbean	5	3	2.7
White Other	1	0	0.3
White Western European	1	0	0.3
Bangladeshi	1	0	0.3
Filipino	1	0	0.3
Other Black African	0	1	0.3
Any Other Black Background	1	0	0.3
Indian	0	1	0.3
Turkish / Turkish Cypriot	0	1	0.3
Thai	2	0	0.7
All	147	147	100.0

## Oakwood Infant and Nursery School Journey to Outstanding – Review Plan Ongoing/Termly

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	

### School Context Information: September 2021

- Oakwood Infant and Nursery School is a larger than average-sized school. November 2021 the NOR was 294 (School files – exc nursery). There is one Nursery class (15 hours), four Reception classes, three Year 1 classes and four Year 2 Classes.
- Most learners are of White British heritage. 12.9% of learners are from other/minority groups, which is below the national average of 33.4% (National Assessment Report Jan 2019). At 2.4% the proportion of learners speaking English as an additional language is below the national average of 21.2% (National Assessment Report 2019).
- In November 2021 the proportion of learners who are eligible for the pupil premium is 156 (53.1 %) Children- Rec 47 (53.4%) children, Year 1 49 (58.3%) children and Year 2 61 (62.2%) children (Exc of Nursery, but including ever 6), above the national average for pupils eligible for pupil premium is 27% (Gov.com).
- In October 2021, the number on roll is 290 (November 2021 294), of which the proportion of children with special educational needs is 24, with an additional 10 children being monitored for SEND needs, of which 2 children are in receipt of EHCPs below the national average at 14.9% of which 11.9% for children in receipt of EHCPs (National Assessment Report July 2019). In addition to these figures, 3 children are in receipt of IPRA funding.

Fig. 3 October 2021

Year Group	Number of pupils	SEN Support	EHCP	SEN aware
Nursery	19	1		
Reception	95	6 (3 funded)		5
Year 1	83	6	1	2
Year 2	101	7	1	7

- The school has 2 children in care and 2 who are post care, of which one is adopted and 1 is subject to a Special Guardianship Order.
- The school community experiences considerable social and economic deprivation. With 290 children on role (inc Nursery) 40 on the concerns register and 75 children who have or still have other agency involvement.

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			Term 1			Term 2		
						Term 3		

The majority of learners admitted to the Reception phase work below their age related for maths, reading, writing and speech and language. However they make excellent progress. Fig. 4

Reception Baseline Data Autumn 2018 Exp/+ EYFS Data for Summer Term 2021 Not available				Sum 2019	Sum 2019 Exp/+	Sum 2019 Exc	Sum 2019	Sum 2019 Exp/+	Sum 2019 Exc	Reception Target Outcome 2021 – 2022 Exp/+	Reception Target Outcome 2021 – 2022 Exc
Read PP	3.2% (1 chd)	Read NPP	1% (1 Chd)	Read PP 2019	65%	16%	Read NPP 2019	85%	24%	80 %	24%
Writing PP	3.2% (1 chd)	Writing NPP	4.5% (4 Chd)	Write PP 2019	61%	10%	Write NPP 2019	83%	23%	78 %	24%
Maths PP	3.2% (1 chd)	Writing NPP	4.5% (4 Chd)	Maths PP	65%	19%	Maths NPP	89%	30%	83 %	32%

- The leadership team consists of a number of highly experienced and effective professionals. They have worked hard to drive whole school improvement, which have incorporated, curriculum development, health and safety, managing behaviour and securing systems to ensure learners make good progress.
- The school benefits from a successful leadership team, who support staff in their teaching, use of assessment and behaviour management.

## Oakwood Infant and Nursery School Journey to Outstanding – Review Plan Ongoing/Termly

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

Fig. 5

### Summary of Key Priorities

Priority Number	1	2	3	4	5	6	7	8	9	10	11	12	13
Summary Target	<p>Improve standards and achievement for all learners, especially for learners belonging to SEND, in receipt of Pupil Premium and the More Able vulnerable groups through a thematic cross curricular approach.</p> <p>Provide learners belonging to this unique context with an engaging S.M.S.C curriculum, where cultural identity, health and well-being, relationships and diversity and equality.</p>	<p>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</p>	<p>Raise attainment in phonics, especially for vulnerable learners</p> <p>Ensuring children achieve their target as below</p> <p>Nursery children to achieve their target To ensure that 78% of the children leaving the Nursery Phase are confident in Phase 1</p> <p>Reception 70% achieve Phase 3</p> <p>Year 1 82% pass their phonic screening</p> <p>Year 2 94% to have achieved their phonic screening</p>	<p>Improve the quality of teaching and learning to ensure 87% of teaching is judged as good with at least 37.5% (6 teachers ) to be judged as better.</p>	<p>Ensure 80% of learners belonging to vulnerable groups, to include SEND, EAL and learners in receipt pupil premium achieve their targets and demonstrate this within the foundation subjects.</p>	<p>Embed a consistent, effective approach towards planning, for progression, teaching, assessing and marking to ensure learner's outcomes achieved are high. All planning must incorporate a cross curricular approach and clearly demonstrate progression of knowledge.</p>	<p>All learners, especially those belonging to SEND, in receipt of Pupil Premium and the More able 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>	<p>To develop a knowledge based curriculum which is purposeful and provides all learners, especially the more able with challenge, ensuring good progression</p>	<p>Improve attendance for all learners, especially for learners belonging to vulnerable groups, to include pupils with send, in receipt of pupil premium, the More able and for learners with EAL.</p> <p>To ensure attendance is at least 95.5 % for all and PA to be 10% or less. To improve the number of children who are PA by 1.75% on last year's figures. (2018/2019 achieved 13%), which was an improvement of 5.6%) Attendance manager to explain</p> <p>These targets are potentially subject to drastic fluctuations as a result of the current pandemic situation.</p>	<p>Through effective monitoring and strategic planning, governors demonstrate a key role in improving standards and outcome for all learners, especially learners belonging to vulnerable groups.</p>	<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</p>	<p>To improve the well-being of pupils and staff and embed a supportive culture.</p> <p>To ensure that pupil's behaviour is good and ensure all learners feel safe.</p>	<p>Ensure that the school site is safe and maintained well</p> <p>To ensure that the school's site and forestry area are secure and are effectively used to support learning</p>
Milestones and deadline	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn 2022</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Termly E Jul 2022 Rev Aut 2022</p>	<p>S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Summer term 2022 E Jul 2022 Rev Aut 2022</p>	<p>S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn 2022</p>	<p>S Sep 2021 R Summer term 2022 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Summer term 2022 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut</p>	<p>S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn 2022</p>	<p>Ongoing Review Progress Monthly</p>

## Oakwood Infant and Nursery School Journey to Outstanding – Review Plan Ongoing/Termly

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				Term 1			Term 3			
				2022				2022		

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

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

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'**

- Improve the quality of teaching and learning to ensure 87% of teaching is judged as good with at least 37.5% (6 teachers) to be judged as better.
- 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

## Oakwood Infant and Nursery School Journey to Outstanding – Review Plan Ongoing/Termly

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	

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: Improve standards and achievement for all learners, especially for learners belonging to SEND, in receipt of Pupil Premium and the More Able vulnerable groups through a thematic cross curricular approach

**Outcome Targets: English – All Learners (2018 Outcome) - Fig. 6**

	Key Stage Rec	% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2019	Reading	80 (73)	22 (16)	Reading	66	27	Reading	84 (76.9)	41 (41)
	Writing	78 (71)	19 (9)	Writing	58	21	Writing	77 (76.9)	34 (34)
	GLD	76.7 (75.4)		Phonics Screen Pass	73.3 (78)		Phonics Screen Pass	91 (92)	
2022 Target	Reading	82	24	Reading	70	30	Reading	89	42
	Writing	80	21	Writing	64	24	Writing	79	36
	GLD	78%		Phonics Screen Pass	82%		Phonics Screen pass	94%	

**Outcome Target Maths- All Learners (2018 Outcome) - Fig. 7**

	Key Stage Rec		% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2019	Numbers Shape, space and measure	Rec Maths	83 (73)	28 (22)	Year 1 Maths	67 (57)	28 (34)	Year 2 Maths	81 (82)	37 (33)
2022 Target	Numbers Shape, space and measure	Rec Maths	84	29	Year 1 Maths	69	34	Year 2 Maths	84	38

**Outcome and Targets Science –All Learners (2018 Outcome) - Fig. 8**

## Oakwood Infant and Nursery School Journey to Outstanding

Key Stage Rec	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2019	86 (83.6)	22 (13.6)	2019	96.4 (90)	N/A
2022 Target	86 %	23 %	2022	97 %	TBC

### Outcome and Targets: English – Disadvantaged Learners (2018 Outcome) - Fig. 9

	Key Stage Rec	% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2019	Reading	65 (64)	22 (9)	Reading	57 (52)	14 (32)	Reading	87(76)	39 (28.3)
	Writing	61 (61)	10 (6)	Writing	48 (52)	22 (33)	Writing	80 (77)	30 (26.4)
	GLD	61 (62)		Phonics Screen Pass	73 (71) -		Phonics Screen Pass	93 (94)	
2022	Reading	67	23	Reading	63	27	Reading	89	39
	Writing	63	15	Writing	58	23	Writing	81	31
	GLD	67		Phonics Screen Pass	78		Phonics Screen pass	94	

### Outcome Target Maths-Disadvantaged Learners (2018 Outcome) - Fig. 10

		Key Stage Rec	% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2019	Number Shape, space and measures	Rec Maths	65 (63%)	19(9 %)	Year 1 Maths	50 (61%)	14 (24%)	Year 2 Maths	87 (83%)	40 (22.6%)



## Oakwood Infant and Nursery School Journey to Outstanding

2022	Number Shape, space and measures	Rec Maths	67	22	Year 1 Maths	62	25	Year 2 Maths	89	40
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Outcome Targets Science – Disadvantaged Learners (2018 Outcome) - Fig. 11

	Key Stage Rec	% Level Exp/+	% Level Exc	Year 1	% Level Exp/+	% Level Exc	Year 2	% Level Exp/+	% Level Exc
2019	Rec Science	70 (66%)	19 (48%)	Year 1 Science			Year 2 Science	96 (94.2%)	
2022	Rec Science	74	21	Year 1 Science	72	30	Year 2 Science	97	

<u>Target NO.</u>	Target	Actions	<u>Respo nsible Leads</u>	<u>Monitoring</u>	<u>Budget Allocation</u>	<u>Evidence</u>	<u>Success Indicator</u>

## Oakwood Infant and Nursery School Journey to Outstanding

1	<p>Improve standards and achievement for all learners, especially for learners belonging to SEND, in receipt of Pupil Premium and the More Able vulnerable groups through a thematic cross curricular approach</p> <p>Provide learners belonging to this unique context with and engaging S.M.S.C curriculum, where cultural identity, health and well-being, relationships and diversity and equality.</p>	<ol style="list-style-type: none"> <li>1. Ensuring teaching gives enough time developing key knowledge and skills, transferring them in other subjects where ever there is a valuable opportunity (Inset, Monitoring lessons and plans and track progress).</li> <li>2. In the early years monitor pupil attainment to ensure more learners are achieving greater depth across the curriculum – Reception</li> <li>3. Implement and monitor a cross curricular curriculum, ensuring cross curricular opportunities are highlighted on weekly plans</li> <li>4. Ensure all classes have cross curricular displays highlighting learner’s successful transfer of key skills.</li> <li>5. Ensuring a clear tracking system is in place to monitor progress and provide early intervention as soon as underachievement is eliminated</li> <li>6. Purchase high quality resources across the curriculum which support the school’s cross curricular, thematic curriculum</li> <li>7. Develop cross-curricular links so that skills are developed and applied in different contexts.</li> <li>8. Monitor through baseline, pupil progress and PMRs to ensure that learners stay on track to meet their targeted outcome (See school evidence files)</li> <li>9. Additional support will be provided for those children who are identified as underachieving and evidence of effectiveness will be closely monitored</li> <li>10. Through improved tracking of pupil progress. The school will set challenging but achievable targets.</li> <li>11. The school will monitor National standards to ensure that learners are at least in line with national expectations</li> <li>12. SMT and CT monitor vulnerable groups to ensure progress is good and barriers to learning are addressed through the school’s monitoring procedures.</li> <li>13. The P.H.S.E and RE co-ordinator will work closely with the Head Teacher and other members of the senior management team to ensure these curriculum areas are rich and provide engaging, progressive learning experiences, to include guest speakers, theme weeks, assemblies, interactive resources, educational visits and artefacts.</li> </ol>	<p>Assess HT/S MT/G ovs</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>Staff Training (01028) £3000</p> <p>Target Tracker Subscription Professional Fees(05115) £1550</p> <p>ECC Consultancy £5000 (03092)</p>	<p>The outcome targets identified above are, met.</p> <p>Tracking evidence demonstrates good progress throughout the years.</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>	
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## 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, particularly in the early years	<ol style="list-style-type: none"> <li>1. To ensure that planning incorporates cross curricular opportunities</li> <li>2. All classes to incorporate cross curricular writing into the learners English books, clearly identified as cross curricular</li> <li>3. Provide inset on the benefits of a cross curricular approach</li> <li>4. Provide inset on 'Writing for a Purpose'</li> <li>5. Provide high quality theme week opportunities where cross circular writing is a key feature</li> <li>6. Provide 'Talk for Writing' CPD with a cross curricular focus throughout the school including teaching assistants and learning support staff</li> </ol>	HT/SMT/ Govs	R Spring term 2022 E Jul 2022 Rev Autumn 2022	Staff Training 01028 £3000  ECC Consultan cy £5000 (03092)	<ol style="list-style-type: none"> <li>A. Effective cross curricular planning consistently throughout the school</li> <li>B. Evidence of a cross curricular approach in books, especially in writing</li> <li>C. Evidence of learning for a purpose in books</li> </ol>	Book scrutinies Planning scrutinies Lesson observations Pupil interviews (See evidence and proforma)	
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## Oakwood Infant and Nursery School Journey to Outstanding

3	<p>Raise attainment in phonics, especially for vulnerable learners</p> <p>Ensuring children achieve their target as below</p> <p>Nursery children to achieve their target To ensure that 78% of the children leaving the Nursery Phase are confident in Phase 1</p> <p>Reception 70% achieve Phase 3</p> <p>Year 1 82% pass their phonic screening</p> <p>Year 2 94% to have achieved their phonic screening</p>	<ol style="list-style-type: none"> <li>1. Implement clear tracking and assessment procedures throughout the school and use this information to provide challenging phonics lessons</li> <li>2. As a result of the gaps caused as a result of the COVID situation, ensure the children most effected, Year 1 and Year 2, come into school at 8.30 am instead of 8.55am to attend phonics intervention lesson</li> <li>3. Monitoring to ensure underperformance in teaching is quickly identified and support provided to improve the teaching of phonics</li> <li>4. Organise the lunch time periods to provide phonics interventions for targeted children, to priorities the more vulnerable</li> <li>5. The school's phonics subject lead and members of the management team, will work with an external specialist consultant to ensure teaching and learning experiences maximise progress</li> <li>6. The school's phonics subject lead and members of the management team, will monitor the teaching and learning in phonic and support staff to ensure learners achieve their targets</li> <li>7. The phonics lead will review resources to ensure they are engaging and maximise progress.</li> <li>8. To ensure by the end of the summer term 78% children who are starting Reception in September expected level of phonics should be secure in Phase 1 or working within the last few sections. Therefore children will be ready to start Phase 2 early in Reception year.</li> <li>9. Planning to be adapted to the meet the needs of the children in Year 1. Ensure teachers use assessment to inform planning and keep children moving through the phases. Teachers to use assessment to fill gaps not to repeat whole phases.</li> <li>10. Teaching to enable children leaving Reception are working at the end of Phase 3 or within Phase 4 (see expectation document).</li> <li>11. Teaching to ensure children who are at expected level at the end of year 1 are secure in Phase 5 (see expectation document).</li> </ol>	Phonics Lead/Class Teachers	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>Staff Training (01028) £3000</p> <p>Target Tracker Subscription Professional Fees(05115) £1550</p> <p>ECC Consultancy £5000 (03092)</p>	<p>The outcome targets identified above are, met.</p> <p>Tracking evidence demonstrates good progress throughout the years.</p>	<p>Children achieve their target of</p> <p>Nursery children to achieve their target To ensure that 78% of the children leaving the Nursery Phase are confident in Phase 1</p> <p>Reception 70% achieve Phase 3</p> <p>Year 1 82% pass their phonic screening</p> <p>Year 2 94% to have achieved their phonic screening</p> <p>Raise attainment in phonics, especially for vulnerable learners</p>	
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## Oakwood Infant and Nursery School Journey to Outstanding

4	<ul style="list-style-type: none"> <li>Improve the quality of teaching and learning to ensure 87% of teaching is judged as good with at least 37.5% (6 teachers) to be judged as better.</li> </ul>	<ol style="list-style-type: none"> <li>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)</li> <li>To implement the school's performance procedures, ensuring targets are securely based on pupil outcomes and sustained whole school improvement (Ref PM Targets)</li> <li>Further sustain the school's programme for supporting teachers who are working below the school's expectation of good through CPD and effective monitoring</li> <li>Engage with external specialist consultants to provide specialist support for key areas, to include phonics, EYFS development, creative writing and S&amp; L</li> <li>Where there is underperformance, this is quickly identified, supported and addressed</li> <li>Teaching staff will receive continuous professional development to ensure they are secure in the knowledge for good and outstanding practice.</li> </ol>	HT/SMT/ Govs	S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022	<p>Staff Training (01028) £3000</p> <p>ECC Consultancy (03092) £5000</p> <p>SMT Release (01009) £3000</p> <p>Supply teacher (01008) £3500</p>	<ul style="list-style-type: none"> <li>By Dec 2021 87% of teaching and learning judged to be good with at least 37.5% (6 teachers) to be judged as better.</li> <li>By July 2022 for any teacher who are demonstrating less than good practice to have received an informal programme of support and to have demonstrated an improvement in practice.</li> <li>Judgements made using the school's internal criteria</li> </ul>	<p>Termly:</p> <p>Close monitoring of the quality of teaching, action taken quickly where the quality is not being met.</p> <p>Dec 2021 &amp; July 2022</p> <p>HT/SMT to:</p> <ul style="list-style-type: none"> <li>Check lesson observation reports to determine if the quality of teaching is improving.</li> <li>Make a judgement on the impact of the monitoring programme on teaching and learning. Report to the GB.</li> </ul>
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## Oakwood Infant and Nursery School Journey to Outstanding

5	<p>Ensure 80% of learners belonging to vulnerable groups, to include SEND, EAL and learners in receipt pupil premium achieve their targets and demonstrate this within the foundation subjects.</p>	<ol style="list-style-type: none"> <li>1. Allocate pupil premium funding directly to learners who are eligible to provide intervention groups for the core skills, phonics and S &amp; L (See allocation of PP)</li> <li>2. Reduce the reliance on worksheets, to allow for creativity</li> <li>3. 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.</li> <li>4. Tracking pupil progress, especially for vulnerable children, who include SND, pupil premium, EAL and there more able, will be linked to the performance management system within the school</li> <li>5. Allocate a proportion of the school's budget to purchase resources (incl. Homework) which will challenge the most able throughout the school.  Ensure there is an effective, accurate register for vulnerable learners, who include SND, pupil premium, EAL and there more able, learners, which is used to monitor learner's progress.</li> <li>6. Based on assessment information plan early intervention to include working effectively with other agencies to support the needs of vulnerable learners, who include SND, pupil premium, EAL and there more able, ensuring good progression.</li> <li>7. Plan for and provide resources to ensure pupils from vulnerable groups, who include SEND, pupil premium, EAL and the more able, develop resilience.</li> </ol>	HT/SMT/C Ts and Govs	R Spring term 2022 E Jul 2022 Rev Autumn 2022	<p>Pupil Premium funding (Cost Centre 03093)</p> <p>Apr 2019-2020 £189233</p> <p>School MA budget £3600 (Cost centre 03085)</p>	<p>By July 2021 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

6	<p>Embed a consistent, effective approach towards planning, for progression, teaching, assessing and marking to ensure learner's outcomes achieved are high. All planning must incorporate a cross curricular approach and clearly demonstrate progression of knowledge.</p>	<ol style="list-style-type: none"> <li>1. * Adopt a common planning proforma so that planning is consistent and enables teachers to deliver quality lessons.</li> <li>2. * SMT to monitor to ensure standard, agreed marking expectations are consistent throughout the school.</li> <li>3. Ensure staff adhere to school's marking policy</li> <li>4. Monitor teaching and learning during the first term to ensure inconsistencies are quickly resolved and CPD allocated</li> <li>5. Teachers meet weekly to share best practice</li> <li>6. * Systematic approach to assessment and reviewing assessment material against targets</li> <li>7. Regular progress reviews</li> <li>8. * Peer and SMT observations carried out throughout the year to ensure quality first and consistently high standards.</li> <li>9. Governors monitor termly to ensure consistent high standards.</li> </ol>	<p>HT/SMT/C Ts and Govs</p> <p>HT Key lead</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>School based CPD and monitorin g</p> <p>£5000 Consultan cy support SMT (Cost centre 03092)</p>	<p>All staff use the planning proforma from January 2019. Planning meets success criteria.</p>	<p>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</p> <p>HT provides report to GB on the quality and consistency of planning and what impact this is having on pupil progress</p>	
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## Oakwood Infant and Nursery School Journey to Outstanding

7	<p>All learners, especially those belonging to SEND, in receipt of Pupil Premium and the More able 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"> <li>1. Baseline to be completed in all phases before the October Half Term</li> <li>2. Next step targets to be a feature of all lessons and to be based on relevant assessment material (See Target 7)</li> <li>3. Assessment targets to be reviewed lesson by lesson and dated when achieved</li> <li>4. Progress and next steps to be identified by the children and shared with them.</li> <li>5. Formal termly assessments to ensure there are comparable milestones.</li> <li>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</li> </ol>	HT/SMT/C Ts and Govs	S Sep 2020 R Termly E Jul 2021 Rev Aut 2021	<p>Staff Training 01028 £3000</p> <p>Target Tracker Subscription Professional Fees 05115 £1550</p> <p>ECC Consultancy £5000 03092</p> <p>SMT Release 01008 Supply teacher £3500</p>	<ul style="list-style-type: none"> <li>• The outcome targets identified above are, met.</li> <li>• Tracking evidence demonstrates good progress throughout the years.</li> </ul>	<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

8.	<p>To develop a knowledge based curriculum which is purposeful and provides all learners, especially the more able with challenge, ensuring good progression.</p>	<ol style="list-style-type: none"> <li>1. Review the curriculum to ensure there is a breadth and balance and progress of knowledge and concepts.</li> <li>2. Provide continued professional development to ensure all staff look for opportunities to plan purposeful learning experiences</li> <li>3. Ensure all phases implement challenging targets, which are specific to individual learner’s needs based on formative assessments</li> <li>4. Next step targets are shared with learners and all members of staff working with the learners. Learners are to be encouraged to recall their targets independently during lessons to ensure they consciously work on achieving them</li> <li>5. Targets made visible during each lesson and the children are encouraged to review that progress against the targets throughout each lesson</li> <li>6. To provide staff with the ability to plan a curriculum where knowledge is prioritised and deepen through the application of skills and through working across curriculum areas</li> <li>7. To ensure leader support staff, especially in the early years setting and with pupils in receipt of pupil premium to gain exciting learning experiences. For these learners to gain understanding of knowledge beyond their experiences.</li> </ol>	<p>HT/SMT/C Ts and Govs</p>	<p>R Spring term 2022 E Jul 2022 Rev Autumn 2022</p>	<p>Staff Training 01028 £3000</p>	<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>	
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## Oakwood Infant and Nursery School Journey to Outstanding

9.	<p>Improve attendance for all learners, especially for learners belonging to vulnerable groups, to include pupils with send, in receipt of pupil premium, the More able and for learners with EAL.</p> <p>To ensure attendance is at least 95.5 % for all and PA to be 10% or less. To improve the number of children who are PA by 1.75% on last year's figures. (2018/2019 achieved 13%), which was an improvement of 5.6%) Attendance manager to explain.</p> <p>These targets are potentially subject to drastic fluctuations as a result of the current pandemic situation.</p>	<p>Systems will be developed to:</p> <ol style="list-style-type: none"> <li>1. Monitor the attendance of the ten poorest attendees, initially, on a daily basis.</li> <li>2. Seek immediate clarification through direct contact with parents of reason for absence (once every three weeks)</li> <li>3. Attendance will be tracked electronically.</li> <li>4. Where required carry out home visits.</li> <li>5. Where required, work closely with the police to support families to ensure they attend school.</li> <li>6. Continue to develop good relationships with the parents in order to ensure parents feel supported in the child's attendance</li> <li>7. Ensure most effective use is made of the 'Attendance Specialists at ECC' support improving standards for attendance</li> <li>8. Provide incentives for good attendance; certifications, educational toys, vouchers, badges and activity vouchers</li> <li>9. Punctuality to be monitored daily. Parents interviewed on late arrival</li> <li>10. Meet with families early, who potentially risk becoming persistent absentees</li> <li>11. Head Teacher to meet with Attendance officer termly to monitor attendance and challenge concerns</li> </ol>	HT/Mrs Jenkins/ Govs	Monitoring weekly and monitored by the Safeguarding governor once a term	Attendance budget: £3500j (Cost centre 03055)  Attendance Officer/Admin Staff 01010	By July 2019: School's attendance record will be within one percentage point of the national average.	Termly: As part of the HTs report to governors a breakdown will be provided to show levels of attendance.  Standing agenda item for Governing Board meetings to discuss attendance. Is it improving?	Termly:
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## Oakwood Infant and Nursery School Journey to Outstanding

10	Through effective monitoring and strategic planning, governors demonstrate a key role in improving standards and outcome for all learners, especially learners belonging to vulnerable groups.	<ol style="list-style-type: none"> <li>1. SMT work with the Headteacher termly to monitor the children's attainment to ensure they achieve their targets</li> <li>2. Work with the Headteacher to ensure outcomes demonstrate an upward trend, responding when required to ensure the potential risks are reduced, where possible</li> <li>3. SMT work with the Headteacher to ensure outcomes for all children especially those children belonging to specific vulnerable groups demonstrates high quality provision.</li> <li>4. 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</li> <li>5. Governors carry out head teacher performance management target setting and review of previous targets set</li> <li>6. Governors carry out termly monitoring exercises, through governor monitoring focus weeks</li> <li>7. Governors to be kept fully aware of curriculum development through Subject Leader presentations delivered during curriculum committee meetings</li> </ol>	Govs/HT	S Sep 2020 R Termly E Jul 2021 Rev Aut 2021	<p>Staff Training 01028 £3000</p> <p>Target Tracker Subscription Professional Fees 05115 £1550</p> <p>ECC Consultancy £5000 03092</p> <p>SMT Release 01008 Supply teacher £3000</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

11	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	<ol style="list-style-type: none"> <li>1. Financial success and risk will be a standing agenda item at F &amp; P and FGB.</li> <li>2. Governors will monitor and review school decisions to ensure allocation of school funding meets with statutory and GB requirements</li> <li>3. Ensure that the F &amp; P Committee regularly review</li> <li>4. * Governors will have good knowledge and understanding of the tracking procedures and will hold the school to account for its performance</li> </ol>	Govs/ HT	S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022	Governor Training Support (05117) £1485	<ul style="list-style-type: none"> <li>• All Governors have sound understanding of the tracking process.</li> <li>• 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.</li> </ul>	<p>Termly: Chair of GB ensures the GB receives a report from the Chair of the F&amp;P committee and ensure any issues raised are fully discussed.</p> <p>Monitoring term to ensure the Chair of GB and F &amp; P are confident that the financial decisions which have been made are in the best interest of the school.</p>	Jul 2019
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## Oakwood Infant and Nursery School Journey to Outstanding

12	<p>To improve the well-being of pupils and staff and embed a supportive culture.</p> <p>To ensure that pupil's behaviour is good and ensure all learners feel safe.</p>	<ol style="list-style-type: none"> <li>1. Ensure the school implements effective anti-bullying procedures</li> <li>2. School implements effective anti-bullying assemblies and theme weeks.</li> <li>3. School Ambassadors take a key role in being buddies when children are without friends or feel isolated.</li> <li>4. SMT meetings (Governor Instruction) to discuss aspects for bullying for current week focus, generating a referral process for victim and perpetrator.</li> <li>5. Monitor Circle – time in classes regularly focuses on school procedures for dealing with bullying.</li> <li>6. Provide CPD sessions for the Midday Assistants relating playing with the children</li> <li>7. Teacher led play for all recreation sessions and try to move away from using appointed midday assistants to using teaching assistants instead</li> <li>8. Well-being Manager to review play time provision half termly and use this evidence to review provision</li> <li>9. 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</li> <li>10. Investigate the highest ten children that have attended medical</li> <li>11. We have introduced the 'Top Table' to improve behaviour and raise the profile of the MDAs/Kitchen staff</li> <li>12. For staff well-being</li> <li>13. Appoint staff well-being champions and provide them with the appropriate training</li> <li>14. Host regular well-being meeting where staff have opportunities contribute in relation to concerns or suggested improvements to their working environment</li> <li>15. For the SMT and governors to work hard to promote a caring, supportive culture, where staff and children are valued. This will incorporate, well-being initiatives, opportunities to share contributions anonymously and non-anonymously, release time to carry out additional responsibilities and early finish on a Friday.</li> <li>16. Host regular departmental meeting.</li> <li>17. Constantly look for opportunities to improve communication, for example staff briefings</li> </ol>	Govs/ HT	R Spring term 2022 E Jul 2022 Rev Autumn 2022	<p>Manager for Vulnerable Children (01013)</p> <p>Staff Training (01028) £3000</p>	<p>Gov's monitoring, parent, pupil's questionnaires</p>	<p>Weekly (Working Progress)</p> <p>Termly and Annually monitoring</p>	
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## Oakwood Infant and Nursery School Journey to Outstanding

13	<p>Ensure that the school site is safe and maintained well</p> <p>To ensure that the school's site and forestry area are secure and are effectively used to support learning.</p>	<ol style="list-style-type: none"> <li>1. Work with Site Manager to ensure the school is inspected regularly to ensure it meets with Health and Safety regulations.</li> <li>2. Replace the existing lighting tubes for LEDs, to ensure they are more energy efficient</li> <li>3. Monitor to ensure the school site to ensure the site manager is inspecting the wooded area daily</li> <li>4. Train staff to look for Health and Safety concerns</li> <li>5. Review the remaining perimeter fencing, including the fencing to the main entrance, with the site manager</li> </ol>	<p>HT/Site Manager/GOV</p>	<p>S Sep 2020 R Termly E Jul 2021 Rev Aut 2021</p> <p>Ongoing monitoring</p>	<p>Forestry and main entry fencing</p> <p>Staff Training 01028 £3000</p>	<p>Health and Safety regulation met</p> <p>Secure site</p>	<p>External and internal inspection demonstrating high safeguarding standards.</p>	
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## Summary of Key Priorities Term 1

Priority Number	1	3	4	6	11	13
Summary Target	<p>Improve standards and achievement for all learners, especially for learners belonging to SEND, in receipt of Pupil Premium and the More Able vulnerable groups through a thematic cross curricular approach.</p> <p>Provide learners belonging to this unique context with and engaging S.M.S.C. curriculum, where cultural identity, health and well-being, relationships and diversity and equality.</p>	<p>Raise attainment in phonics, especially for vulnerable learners</p> <p>Ensuring children achieve their target of</p> <p>Nursery children to achieve their target To ensure that 78% of the children leaving the Nursery Phase are confident in Phase 1</p> <p>Reception 70% achieve Phase 3</p> <p>Year 1 78% pass their phonic screening</p> <p>Year 2 92% to have achieved their phonic screening</p>	<p>Improve the quality of teaching and learning to ensure 87% of teaching is judged as good with at least 37.5% (6 teachers) to be judged as better.</p>	<p>Embed a consistent, effective approach towards planning, for progression, teaching, assessing and marking to ensure learner's outcomes achieved are high. All planning must incorporate a cross curricular approach and clearly demonstrate progression of knowledge.</p>	<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.</p>	<p>With the termination of the PFI contract, ensure that the school site is safe and maintained well</p> <p>To ensure that the school's site and forestry area are secure and are effectively used to support learning.</p>
Milestones and deadline	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>	<p>S Sep 2021 R Termly Aut 2021 E Jul 2022 Rev Aut 2022</p>
Outcome to date and overall judgement – Approved by Govs						

### Target 1

Raise standards and achievement for all learners, especially for learners belonging to vulnerable group through a thematic cross curricular approach.  
Provide learners belonging to this unique context with and engaging S.M.S.C. curriculum, where cultural identity, health and well-being, relationships and diversity and equality.

1. Provide learners belonging to this unique context with an engaging S.M.S.C. curriculum, with cultural identity, health and well-being, relationships, diversity and equality.
2. Ensuring teaching gives enough time to develop key knowledge and skills, transferring them in other subjects wherever there is a valuable opportunity (Inset, Monitoring lessons and plans and track progress).
3. In the early years monitor pupil attainment to ensure more learners are achieving greater depth across the curriculum – Reception
4. Implement and monitor a cross curricular curriculum, ensuring cross curricular opportunities are highlighted on weekly plans
5. Ensure all classes have cross curricular displays highlighting learner's successful transfer of key skills.

## Oakwood Infant and Nursery School Journey to Outstanding

6. Ensuring a clear tracking system is in place to monitor progress and provide early intervention as soon as underachievement is eliminated
7. Purchase high quality resources across the curriculum which support the school's cross curricular, thematic curriculum
8. Develop cross-curricular links so that skills are developed and applied in different contexts.
9. Monitor through baseline, pupil progress and PMRs to ensure that learners stay on track to meet their targeted outcome (See school evidence files)
10. Additional support will be provided for those children who are identified as underachieving and evidence of effectiveness will be closely monitored
11. Through improved tracking of pupil progress. The school will set challenging but achievable targets.
12. The school will monitor National standards to ensure that learners are at least in line with national expectations
13. SMT and CT monitor vulnerable groups to ensure progress is good and barriers to learning are addressed through the school's monitoring procedures.
14. The P.H.S.E and RE co-ordinator will work closely with the Head Teacher and other members of the senior management team to ensure these curriculum areas are rich and provide engaging, progressive learning experiences, to include guest speakers, theme weeks, assemblies, interactive resources, educational visits and artefacts.

Target 1
Raise standards and achievement for all learners, especially for learners belonging to vulnerable group through a thematic cross curricular approach. Provide learners belonging to this unique context with and engaging S.M.S.C curriculum, where cultural identity, health and well-being, relationships and diversity and equality.
<b><u>Action Point 1.</u></b>

### **Target 3**

Raise attainment in phonics, especially for vulnerable learners

Ensuring children achieve their targets of;

Nursery children to achieve their target to ensure that 78% of the children leaving the Nursery Phase are confident in Phase 1

Reception 70% achieve Phase 3

Year 1 78% pass their phonic screening

Year 2 92% to have achieved their phonic screening

1. Implement clear tracking and assessment procedures throughout the school and use this information to provide challenging phonics lessons
2. As a result of the gaps caused as a result of the COVID situation, ensure the children most effected, Year 1 and Year 2, come into school at 8.30 am instead of 8.55am to attend phonics intervention lesson
3. Monitoring to ensure underperformance in teaching is quickly identified and support provided to improve the teaching of phonics
4. Organise the lunch time periods to provide phonics interventions for targeted children, to priorities the more vulnerable



## Oakwood Infant and Nursery School Journey to Outstanding

5. The school's phonics subject lead and members of the management team, will work with an external specialist consultant to ensure teaching and learning experiences maximise progress
6. The school's phonics subject lead and members of the management team, will monitor the teaching and learning in phonics and monitor support staff to ensure learners achieve their targets
7. The phonics lead will review resources to ensure they are engaging and maximise progress.
8. To ensure by the end of the summer term 78% children who are starting Reception in September are at their expected level of phonics and should be secure in Phase 1 or working within the last few sections. Therefore, children will be ready to start Phase 2 early in Reception year.
9. Planning to be adapted to meet the needs of the children in Year 1. Ensure teachers use assessment to inform planning and keep children moving through the phases. Teachers to use assessment to fill gaps and not to repeat whole phases.
10. Teaching to enable children leaving Reception are working at the end of Phase 3 or within Phase 4.
11. Teaching to ensure children who are at expected level at the end of year 1 are secure in Phase 5.

### **Target 3**

Raise attainment in phonics, especially for vulnerable learners  
Ensuring children achieve their target of  
Nursery children to achieve their target To ensure that 78% of the children leaving the Nursery  
Phase are confident in Phase 1  
Reception 70% achieve Phase 3  
Year 1 78% pass their phonic screening  
Year 2 92% to have achieved their phonic screening

#### **Action Point 1.**

### **Target 4**

Improve the quality of teaching and learning to ensure 87% of teaching is judged as good with at least 37.5% (6 teachers) to be judged as better.

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 training diary).
2. To implement the school's performance procedures, ensuring targets are securely based on pupil outcomes and sustained whole school improvement (Ref PM Targets).
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.
4. Engage with external specialist consultants to provide specialist support for key areas, to include phonics, EYFS development, creative writing and S& L.
5. Where there is underperformance, this is quickly identified, supported and addressed.

## Oakwood Infant and Nursery School Journey to Outstanding

6. Teaching staff will receive continuous professional development to ensure they are secure in the knowledge for good and outstanding practice.

Target 4
Improve the quality of teaching and learning to ensure 87% of teaching is judged as good with at least 37.5% (6 teachers) to be judged as better.

### **Target 6**

Embed a consistent, effective approach towards planning, for progression, teaching, assessing and marking, to ensure learner's outcomes are high. All planning must incorporate a cross curricular approach and clearly demonstrate progression of knowledge

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.

Target 6.
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

### **Target 11**

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.

## Oakwood Infant and Nursery School Journey to Outstanding

1. Work with Site Manager to ensure the school is inspected regularly to ensure it meets with Health and Safety regulations.
2. Replace the existing lighting tubes for LEDs, to ensure they are more energy efficient
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. Instruct grounds to clear approximately 2 metres from both sides of the perimeter fence
6. Review the perimeter fencing with the site manager

### Target 11

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

### Target 13

With the termination of the PFI contract, ensure that the school site is safe and maintained well

To ensure that the school's site and forestry area are secure and are effectively used to support learning.

1. Work with members of the management team, governors and professional services to ensure the school is inspected regularly to ensure it meets with Health and Safety regulations.
2. Replace the existing lighting tubes for LEDs, to ensure they are more energy efficient
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. Instruct grounds to clear approximately 2 metres from both sides of the perimeter fence
6. Review the perimeter fencing with the site manager

### Target 13

With the termination of the PFI contract, ensure that the school site is safe and maintained well

To ensure that the school's site and forestry area are secure and are effectively used to support learning.

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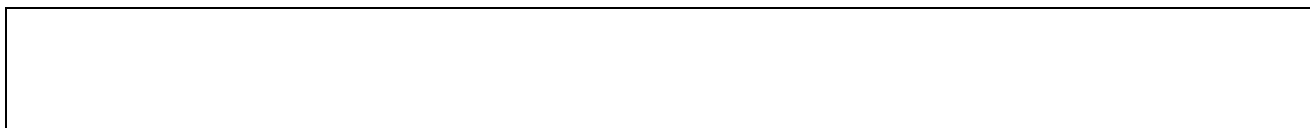
<u>Summary of Key Priorities Term 2</u>					
Priority Number	2	5	8	12	13
Summary Target	Ensure learners are able to develop greater depth of skills and knowledge, through the use of a cross curricular curriculum, particularly in the early years	Ensure 80% of learners belonging to vulnerable groups, to include SEND, EAL and learners in receipt pupil premium achieve their targets and demonstrate this within the foundation subjects.	To develop a knowledge based curriculum which is purposeful and provides all learners, especially the more able with challenge, ensuring good progression.	To improve the well-being of pupils and staff and embed a supportive culture.  To ensure that pupil's behaviour is good and ensure all learners feel safe.	To ensure that the school's site and forestry area are secure and are effectively used to support learning.
Milestones and deadline	S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn 2022	S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn 2022	S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn 2022	S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn 2022	S Sept 2021 R Spring term 2022 E Jul 2022 Rev Autumn 2022

### Target 2

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.

1. To ensure that planning incorporates cross curricular opportunities.
2. Reduce the reliance on worksheets, to allow for creativity
2. All classes to incorporate cross curricular writing into the learners English books, clearly identified as cross curricular.
3. Provide inset on the benefits of a cross curricular approach.
4. Provide inset on 'Writing for a Purpose'.
  1. Provide theme week opportunities where cross circular writing is a key feature.
  2. Provide 'Talk for Writing' CPD with a cross curricular focus throughout the school including teaching assistants and learning support staff.
  3. Ensure that there are high quality, cross curricular themed weeks.

Target 2
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.



**Target 5**

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, who include SND, pupil premium, EAL and there more able, will be linked to the performance management system within the school
4. Allocate a proportion of the school's budget to purchase resources (incl. Homework) which will challenge the most able throughout the school.
5. Ensure there is an effective, accurate register for vulnerable learners, who include SND, pupil premium, EAL and there more able, learners, which is used to monitor learner's progress.
6. Based on assessment information plan early intervention to include working effectively with other agencies to support the needs of vulnerable learners, who include SND, pupil premium, EAL and there more able, ensuring good progression.
7. Plan for and provide resources to ensure pupils from vulnerable groups, who include SEND, pupil premium, EAL and there more able, develop resilience.

Target 5
Ensure 80% of learners belonging to vulnerable groups, to include SEND, EAL and learners in receipt pupil premium achieve their targets and demonstrate this within the foundation subjects.

**Target 8**

To develop a knowledge based curriculum which is purposeful and provides all learners, especially the more able with challenge, ensuring good progression.

1. Review the curriculum to ensure there is a breadth and balance and progress of knowledge and concepts.
2. Provide continued professional development to ensure all staff look for opportunities to plan purposeful learning experiences

## Oakwood Infant and Nursery School Journey to Outstanding

3. Ensure all phases implement challenging targets, which are specific to individual learner's needs based on formative assessments
4. Next step targets are shared with learners and all members of staff working with the learners. Learners are to be encouraged to recall their targets independently during lessons to ensure they consciously work on achieving them
5. Targets made visible during each lesson and the children are encouraged to review that progress against the targets throughout each lesson
6. To provide staff with the ability to plan a curriculum where knowledge is prioritised and deepen through the application of skills and through working across curriculum areas
7. To ensure leaders support staff, especially in the early years setting and with pupils in receipt of pupil premium, to gain exciting learning experiences. For these learners to gain understanding of knowledge beyond their experiences.

### Target 8

To develop a knowledge based curriculum which is purposeful and provides all learners, especially the more able with challenge, ensuring good progression.

### Target 12

To improve the well-being of pupils and staff and embed a supportive culture.  
To ensure that pupil's behaviour is good and ensure all learners feel safe.

1. Ensure the school implements effective anti-bullying procedures
2. School implements effective anti-bullying assemblies and theme weeks.
3. School council Ambassadors take a key role in being buddies when children are without friends 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 play for all recreation sessions and try to move away from using appointed midday assistants to using teaching assistants instead
8. Well-being Manager to review play time provision half termly and use this evidence to review provision
9. 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
10. Investigate the highest ten children that have attended medical
11. We have introduced the 'Top Table' to improve behaviour and raise the profile of the MDAs/Kitchen staff
12. For staff well-being
13. Appoint staff well-being champions and provide them with the appropriate training
14. Host regular well-being meeting where staff have opportunities contribute in relation to concerns or suggested improvements to their working environment
15. For the SMT and governors to work hard to promote a caring, supportive culture, where staff and children are valued. This will incorporate, well-being initiatives,

## Oakwood Infant and Nursery School Journey to Outstanding

opportunities to share contributions anonymously and non-anonymously, release time to carry out additional responsibilities and early finish on a Friday.

16. Host regular departmental meeting.

17. Constantly look for opportunities to improve communication, for example staff briefings

### Target 12

To improve the well-being of pupils and staff and embed a supportive culture.  
To ensure that pupil's behaviour is good and ensure all learners feel safe.

### Target 13

With the termination of the PFI contract, ensure that the school site is safe and maintained well

To ensure that the school's site and forestry area are secure and are effectively used to support learning.

1. Work with members of the management team, governors and professional services to ensure the school is inspected regularly to ensure it meets with Health and Safety regulations.
2. Replace the existing lighting tubes for LEDs, to ensure they are more energy efficient
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. Instruct grounds to clear approximately 2 metres from both sides of the perimeter fence
6. Review the perimeter fencing with the site manager

### Target 13

With the termination of the PFI contract, ensure that the school site is safe and maintained well

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<u>Summary of Key Priorities Term 3</u>				
Priority Number	7	9	10	13
Summary Target	All learners, especially those belonging to SEND, in receipt of Pupil Premium and the More Able groups make good or better progress:  EYFS 8 Steps/+ In year one 6 steps progress and in KS 1 6 steps/+ progress : TT	Improve attendance to at least 95.5 % for all and 90% for persistent absence, especially children belonging to vulnerable groups	Through effective monitoring and strategic planning, governors demonstrate a key role in improving standards and outcome for all learners, especially learners belonging to vulnerable groups.	To ensure that the school's site and forestry area are secure and are effectively used to support learning.
Milestones and deadline	S Sep 2020 R Summer term 2021 E Jul 2021 Rev Aut 2021	S Sep 2020 R Summer term 2021 E Jul 2021 Rev Aut 2021	S Sep 2020 R Summer term 2021 E Jul 2021 Rev Aut 2021	S Sep 2020 R Summer term 2021 E Jul 2021 Rev Aut 2021
Outcome				

### Target 7

All learners, especially those belonging to SEND, in receipt of Pupil Premium and the More Able groups make good or better progress:

EYFS 8 Steps/+, in year one 6 steps progress and in KS 1 6 steps/+ progress: TT

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 Target 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.

Target 7
All learner, especially those belonging to SEND, in receipt of Pupil Premium and the More Able groups make good or better progress:  EYFS 8 Steps/+ In year one 6 steps progress and in KS 1 6 steps/+ progress: TT



Target 9

Improve attendance for all learners, especially for learners belonging to vulnerable groups, to include pupils with send, in receipt of pupil premium, the More Able and for learners with EAL.

To ensure attendance is at least 95.5 % for all and PA to be 10% or less. To improve the number of children who are PA by 1.75% on last year's figures. (2018/2019 achieved 13%), which was an improvement of 5.6%) Attendance manager to explain.

Systems will be developed to:

1. Monitor the attendance of the ten poorest attendees, initially, on a daily basis.
2. Seek immediate clarification through direct contact with parents of reason for absence (once every three weeks)
3. Attendance will be tracked electronically.
4. Where required carry out home visits.
5. Where required, work closely with the police to support families to ensure they attend school.
6. Continue to develop good relationships with the parents in order to ensure parents feel supported in the child's attendance
7. Ensure most effective use is made of the 'Attendance Specialists at ECC' support improving standards for attendance
8. Provide incentives for good attendance; certifications, educational toys, vouchers, badges and activity vouchers
9. Punctuality to be monitored daily. Parents interviewed on late arrival
10. Meet with families early, who potentially risk becoming persistent absentees
11. Head Teacher to meet with Attendance officer termly to monitor attendance and challenge concerns

## Oakwood Infant and Nursery School Journey to Outstanding

### Target 9

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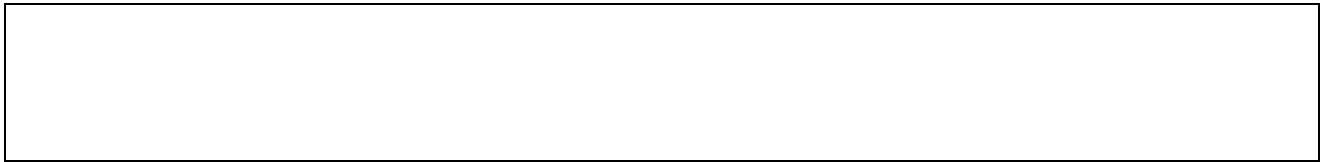
### **Target 10**

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.

1. SMT to 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 demonstrate high quality provision.
4. The governing body to hold 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.

### Target 10

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.



**Target 13**

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To ensure that the school's site and forestry area are secure and are effectively used to support learning.

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