

All All staff  
 AoL Area of Learning  
 Art The Arts team  
 CPD Continued Professional Development  
 EYFS Early Year Foundation Stage  
 Ext Extended Schools  
 EoY End of Year  
 FoO Friends of Oaklands School  
 FLT Full Leadership Team

GLD Good Level of Development  
 Gov Governors  
 Hum Humanities team  
 HLI Healthy Living team  
 Inc Inclusion team  
 JLT Junior Leadership Team  
 LA Local Authority  
 Lit Literacy & Languages team  
 Ma Maths team

MER Monitoring, Evaluation & Review  
 MTP Medium Term Plan  
 OSC Outcomes Sub committee  
 PLT Parent Leadership Team  
 PM Performance Management  
 PPRM Pupil Progress Review Meeting  
 P&PRM Parent & Pupil Review Meeting  
 Prem Premises Action plan  
 PRM Parent's Review Meeting

QFT Quality First Teaching  
 RAP Raising Achievement Plan  
 RSC Resources Sub committee  
 Sci Science & Technology team  
 SLT Senior Leadership Team  
 WWW What Working Well  
 YG Year Group



School Improvement Plan (2017-18)

OfSTED Priority links Pupil Premium Links Sports Premium Links

Strategic Intent (What do we want to achieve?)	Milestones (How will we know we're on the right path?)					End of Year Success Criteria (What will the outcomes be?)	Actions (What are we going to do?)			
	Term 1	Term 2	Term 3	Term 4	Term 5		Staff	Governors	Pupils & families	Community
<b>1. To ensure all leaders are committed to the highest expectations enabling all pupils to excel, in particular pupils with SEND or PPG</b>  <i>Strengthen the impact of leaders and managers, including GB, to improve the school's effectiveness securely to good</i>	CPD priorities identified for each phase SEND scaffolding in place Termly data collections show SEND progress is more than non-SEND. Termly data collections show PPG progress is more than non-PPG. 16% EXP+	70% of provision (inc TAs) is good & improvement plans in place for that which is not. Mastery approach clear in work 32% EXP+	Deployment of resources is effective 46% EXP+	85% of provision is good (inc TAs) & improvement plans in place for that which is not. Clear 3 levels of challenge in all books. 55% EXP+	70% EXP+	a. <b>Monitoring</b> shows all leaders have a clear understanding of their teams and have shared good practice so that 100% of all provision (inc TAs) is good. b. <b>Book Looks</b> show that all work has clear differentiation for the range of all abilities and scaffolding for pupils with SEND to succeed. c. <b>EoY Data</b> shows that SEND progress is more than non-SEND therefore closing the gap in attainment. d. <b>EoY Data</b> shows that PPG progress is more than Non-PPG therefore closing the gap in attainment. e. <b>EoY Data</b> shows that at least 80% of pupils are Expected or above.	MER procedures Weekly support & MER Termly phase leader plans & reports Match policies and procedures CPD on SEND and QFT PM to focus on SEND.	SEND Gov to monitor seasonal SEND Report to Gov meeting.		MTSA Leadership Programme.
<b>2. To increase the achievement of pupils in KS1, especially the more able.</b>  <i>Improve teaching to secure consistently good learning and progress, especially in Y2, 3 &amp; 4</i>	All Planning shows high expectations 16% EXP+ 4% GDS 5% WA	Positive Behaviour for Learning. 32% EXP+ 8% GDS 30% WA	External LLE review of KS1 is positive. 46% EXP+ 13% GDS 50% WA	KS1 Leader presentation to GB. 55% EXP+ 17% GDS 80% WA	Actions from LLE are all implemented 70% EXP+ 20% GDS 85% WA	a. <b>Monitoring</b> shows the quality of teaching is good in all provision in KS1. b. <b>EoY Data</b> shows that the percentage of Y2 EXP+ is above national averages in Reading, Writing & maths c. <b>EoY Data</b> shows that the percentage working at GDS is at least in line with national averages in Reading, Writing & maths d. <b>Phonic check</b> shows that at least 85% in Y1 achieve the working at standard.	High expectations of behaviour for learning. Gap analysis and planning focus.	Link KS1 focus		Link with strong KS1 provision.
<b>3. Planning, feedback and support are rapid and effective in ensuring rapid progress and high attainment in all year groups.</b>  <i>Improve teaching to secure consistently good learning &amp; progress, especially in Y2, 3 &amp; 4</i>	PPA allows for fluid planning Clear learning journey in place. Afl policy followed in all classes TAs confident in role & skills 16% EXP+	Lessons being adapted in lessons. Adaptation of activities clear in books Most pupils responding to feedback Termly measuring of 'short term' & 'Long term' interventions increasing progress for the children involved. Adaptation of successful interventions shared and less effective reviewed. 32% EXP+	Pupils confident in next steps. Topic shows journey of skills Most pupils confident in next steps. 46% EXP+	Hard, Harder & hardest consistent Hard, Harder & hardest clear in books. All pupils responding to feedback 55% EXP+	Learning across YG is fluid All pupils confident in next steps. 70% EXP+	a. <b>Monitoring</b> shows that all staff use assessments to effectively plan so learning is correctly pitched, both within and after lessons. b. <b>Book Looks</b> show learning is carefully planned to adapt for misconceptions or adapt for depth of learning. c. <b>Book looks</b> show that pupils receive and respond to feedback which clearly shows them how to improve. d. <b>Interventions</b> show improved progress with both long termed groups (over the term) and short term groups following assessments (next day). e. <b>EoY Data</b> shows that at least 80% of pupils are Expected or above.	Rapid 'next day' interventions. Regular Revised PPA timings helping day to day assessment & planning. PPRMs	Governors day visits to shadow and collect information.		
<b>4. To ensure the curriculum allow pupils to acquire broad range of skills, knowledge &amp; understanding, including emotional well-being &amp; basic skills.</b>  <i>Improve teaching to secure consistently good learning and progress, especially in Y2, 3 &amp; 4</i>	Marvel Monday in place. Pupils can talk about all AoLs Consistency in teaching policy in place Writing seen weekly. Classes meet handwriting expectations	'Global Hub' in place. Displays show a range of AoLs. Talk less teaching in place Maths links to Marvel Monday Classroom environment shows pride	Books show every AoL taught P&PRM reflections show range of AoLs WWW sharing shows techniques Reading planned into topic learning Books clearly show pride.	Assessment show skills of AoL are EXP+ Mental health survey shows positive results. Weekly use of 'out of class' learning. Clear R, W & M application in topic learning. Pupils discuss their learning with pride.	Books show every AoL taught P&PRM reflections show all AoL. JLT share positive approaches. JLT share positive approaches.	a. <b>Book Looks</b> show a wide range of opportunities for pupils to acquire skills knowledge & understanding in all subjects. b. <b>Pupil Conferencing</b> shows the pupils are able to share their learning & developments in a range of subjects in particular their own personal development, wellbeing & Mental health. c. <b>Monitoring</b> shows imaginative and engaging teaching of skills which allows pupils to be active in their learning. d. <b>Monitoring</b> shows that the basic skills are applied throughout all areas of learning. e. <b>Learning walks</b> show that pupils take pride in their learning and are have positive attitudes to their learning and therefore good progress.	'Global Hub' for awareness & communication Embed topic assessments Well being & mental Health focus			Medway PSHCE links
<b>5. Ensure that all pupils' attitudes are positive towards all aspects of school.</b>  <i>Lift overall attendance and reduce the numbers of pupils who are persistently absent.            Raise the overall confidence levels that pupils, parents and staff have in behaviour management and anti-bullying strategies.</i>	Termly data collections show behaviour incidents drop each term. Termly data collections show break incidents remain drop each term. Specific pupils identified Parent survey is above 80% positive Attendance is at least 97% PA is at most 12%	Pupil survey is above 80% positive Attendance is at least 96.8% PA is at most 11%	Parent survey has improved since last Attendance is at least 96.6% PA is at most 10%	Pupil survey has improved since last Attendance is at least 96.4% PA is at most 9%	Parent survey has improved since last Attendance is at least 96.2% PA is at most 8%	a. <b>Behaviour records</b> show that pupils are on task in lessons and low level disruptions in lessons are rare due to positive attitudes from children. b. <b>Behaviour records</b> show that pupils conduct themselves at break and lunch times. c. <b>Behaviour records</b> show that pupils with specific behavioural needs make marked improvements. d. <b>Surveys</b> show that parents & pupils have no well founded concerns about personal development, well being & behaviour. e. <b>EoY Data</b> shows that attendance is at least 96%. f. <b>EoY Data</b> shows that persistent absence is at most 7%	High Expectations & ownership from all Termly Values Communication via letter an text Support plans Nurture support (MS) Wellbeing & Mental health	Ensure parental responsibilities for all pupils. FoO and Parent TEAM.		Magistrate visit. AAP continue. PCSO link