

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
 PRIM Parent's Review Meeting

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



OfSTED Priority links Pupil Premium Links Sports Premium Links

Strategic Intent (What do we want to achieve?)	Milestones (How will we know we are 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
1. Expand children's knowledge of the world to widen their cultural understanding and aspirations. 3. Further develop the curriculum to ensure breadth and depth across all subject areas and include opportunities to deepen pupils' cultural understanding.	Clear SMSC skills and structure developed to guide staff Clear overview of Year groups focus Finalise yearly curriculum overviews for coverage.	SMSC included in PPRMs to focus Visitor to school planned or completed Books show evidence of all areas of learning.	SMSC is clear in lessons to develop the children's SMSC. Visit outside of school planned or completed Displays in school showcase every area of Learning	Clear links in learning to the school and wider community Pupils are able to share learning about their world area Assessment of skills in all AoL clear in PPRMs.	Pupils are able to share how they make the school/ community better Class has clear links to another community or culture. Books show a balanced of developing skills in all AoL	1.1. Monitoring shows that Pupils spiritual, moral, social & cultural development is at the heart of the curriculum so that they have the skills to be thoughtful, caring and active citizens in school and in the wider society 1.2. Monitoring shows that teaching provides a comprehensive understanding of people & communities beyond their immediate experience. 1.3. Pupil conferencing and Monitoring shows that the curriculum is broad and balanced with opportunities to acquire skills, knowledge and understand in all areas of the curriculum.	Development of Global curriculum → SMSC framework → Ensure that SMSC is throughout all areas. → Y6 Integrity challenge. → Visits planned → Culture days → Vocab and languages → Past pupils	Links to visitors or organisations	JLT involvement in what is SMSC → Parents involved in sharing their own cultures and experiences. → Visit local church → Food days	Visitors and visits to locations → Links to other schools around the world. → World map- where are you from? → Links with other schools.
2. Ensure the curriculum promotes pupils being as happy, healthy & safe as possible. 3. Further develop the curriculum to ensure breadth and depth across all subject areas and include opportunities to deepen pupils' cultural understanding.	Class circle time & PSHCE in place. Sports clubs at range of school times. Class circle time & PSHCE in place. Attendance is at least 97%	Development of resilience framework for children PE taught twice at least week. Journaling and reflections clearly show shared vocabulary Attendance is at least 96.8%	Pupils choosing and sharing learning at P&PRMs Pupils leadings games at break times. Daily physical activity clearly taking place. Attendance is at least 96.6%	INNOVATE challenge child led allowing for failure Healthy eating focused in topics Pupils are able to resolve conflicts with help. Attendance is at least 96.4%	Pupils leading discussions of learning in P&PRMs Pupils are able to develop Healthy Living Week. Pupils manage conflicts well without adult Attendance is at least 96.2%	2.1. Pupil conferencing and monitoring show that they are confident and self-assured learners who are proud of their achievements. They love challenges and are resilient to failure. 2.2. Pupil conferencing and monitoring shows pupils can explain how to keep themselves healthy through healthy eating and fitness 2.3. Pupil conferencing and monitoring shows pupils can explain how to maintain their emotional and mental well-being. 2.4. EoY data shows Pupils and families value their learning and so attendance is at 96% or above	Art of Being Brilliant training → Planned clubs → Healthy Workplace awards → Children University → Wake and Shake → Healthy Lunch boxes → Belonging focus → Daily mile etc.	→	Peer mediators and mentors → Healthy Living cookery. → Joining in the with exercise. → Parent and child cooking → Sharing successes for learning	Nurse and Dental visitors → Road safety → Sporting events. → Share & display work
3. Develop the use of the environment and resources providing opportunities for all areas of learning. 3. Further develop the curriculum to ensure breadth and depth across all subject areas and include opportunities to deepen pupils' cultural understanding.	Classroom and school environment clear and purposeful. Development of Peer coaching model for all staff. TASC wheel established for INNOVATE phase	Allotments cleared and established First Peer coaching cycle completed Pupils lead INNOVATE through TASC	Cloudbase links established to other schools. Sharing of good practice shows developments Introduction of Leuvens Five Factors to enhance learning.	Fieldwork skills planned or completed. Clear use of pupil activity through Talk partners, roles. Monitoring shows Five Factors in use	Outside and Forest school in use for lessons. Second Peer coaching shows development of teaching. Pupils learning uses a wide range of resources and approaches	3.1. Pupil conferencing and monitoring show that learning takes place in a wide range of forms, experiences and locations. 3.2. PDMs and PPRMs show that staff reflect and debate on the way they teach; they take risks and innovate in ways which are right for the pupils. 3.3. Monitoring shows that CPD and coaching has created highly effective teaching for pupils through maximum use of time and resources.	New site team structure. → CPD of TA and teachers continue to mirror. → Talk partners → Develop gym → 'Olympics' → Staff maintain areas. → Outdoor areas	Link with local organisations for new experiences Fund Raising	Oaklands Responsibilities to include litter pickers. → Forest school for families.	Allotments → IT developed → Inspirational people.
4. Ensure the pupils' basic skills, particularly phonic & spelling application, is clear all areas of learning. 1. Raise expectations, particularly for the most able, in the few remaining classes where teaching is not consistently strong enough to secure good rates of progress	Whole sch RWI items in place such as Class book, signals etc 16% EXP+ 5% WA 5% WA	Writing & Maths applied weekly in all classes. 32% EXP+ 20% WA 30% WA	Reading is embedded into the curriculum. 46% EXP+ 5% GLD 40% WA 50% WA	Speaking & Listening used effectively in all lessons. 55% EXP+ 20% GLD 65% WA 80% WA	Pupils fluent in reading at their stage. 70% EXP+ 40% GLD 90% WA 85% WA	4.1. Monitoring shows that reading, writing, speaking, listening and maths are embedded exceptionally well across the curriculum. 4.2. EoY Data shows the progress ensure that 80% of pupils are Expected of above. 4.3. EoY data show that Reading and Writing attainment are 80% by the end of Year R. 4.4. EoY data shows that Phonics attainment is at least 90% in Year 1. 4.5. EoY data shows that GPS attainment is above national in Year 6 in both EXS and GDS.	Competitions linked with subjects. → Spelling teaching and practice → Better use of Sum Dog and Bug Club	See children's work.	Parent & child workshops → Support leaflets.	→
5. Ensure high progress for SEND & disadvantaged children through consistently effective teaching. 1. Raise expectations, particularly for the most able, in the few remaining classes where teaching is not consistently strong enough to secure good rates of progress. 2. Ensure that the progress of pupils who have SEND continues to rise to at least match that of other pupils.	Progress of pupils with SEND is at least inline with other children in all subjects. Progress of Disadvantaged pupils is at least inline with other children in all subjects. Silent signals and B4L expectations established. Books show clear feedback Focus pupils from 2017-18 have are all ENT+	Presentation & layout meeting policy Book show all children responding Focus pupils make accelerated progress compared to the average.	6% GDS In class incidents above Yellow are infrequent Books show children practice and embed skills previously taught	13% GDS Books show age appropriate quality and quantity of work Pupils are able to engage in effective and meaningful peer assessment	21% GDS Books show clear depth of learning across all AoL. Pupils leading discussions of learning in P&PRMs	5.1. EoY data shows that the progress of pupils with SEND is in line with the high progress of others. 5.2. EoY data shows that the progress of disadvantaged pupils is in line with the high progress of others. 5.3. EoY data shows that at least 30% of children are GDS in subjects. 5.4. Monitoring and PPRMs show that staff have consistently high expectations of all pupils' attitudes 5.5. Books show that pupils are provided with incisive feedback with given time to practice and embed skills, knowledge and understanding. 5.6. Monitoring shows that interventions are provided for any pupil who is falling behind and enabling them to catch up.	High Needs funding → Learning mentor for vulnerable children. → Assessments completed regularly. → All staff consistent and deal with situations → Interventions right place right time.	→	Activities to practise and embed skills → Parent & child workshops	Outside agencies inc special schools and outreach