

All All staff  
 AoL Area of Learning  
 Art The Arts team  
 Beh Behaviour  
 CPD Continued Professional Development  
 En English & Languages team  
 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  
 HQT High Quality Teaching  
 Hum Humanities team  
 HLI Healthy Living team

Inc Inclusion team  
 JLT Junior Leadership Team  
 LA Local Authority  
 LTP Long Term Plan  
 Ma Maths team  
 MER Monitoring, Evaluation & Review  
 MTP Medium Term Plan  
 PLT Parent Leadership Team

PD&W Personal Development & Wellbeing  
 PM Performance Management  
 PPG Pupil Premium Grant  
 PPRM Pupil Progress Review Meeting  
 P&PRM Parent & Pupil Review Meeting  
 RAP Raising Attainment Plan  
 Sci Science & Technology team  
 SEND Special Educational Needs & Disability

SDP School Development Plan  
 SLT Senior Leadership Team  
 Sports Sports Premium Grant  
 STP Short Term Plan  
 T&L Teaching & Learning  
 WWW What Working Well  
 YG Year Group



# School Improvement Plan 2021-22

PPG SEND EYFS Sports Reading OfSTED Priority

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		
<p><b>1. To embed a coherent curriculum which uses purposeful experiences</b> to develop the children's skills.</p> <p>3. Further develop the curriculum to ensure breadth and depth across all subject areas and include opportunities to deepen pupils' cultural understanding.</p> <p>AMBITION   ENQUIRY</p>	<p>All year group members collectively plan in PPA rather than separately therefore sharing ideas.</p> <p>Support for PPG in place</p> <p>Plans for all levels of provision in place</p>	<p>Children's work shows that the skill development in each narrative follows clear route-map.</p> <p>Resources clearly in place for SEND</p> <p>EYFS curriculum is clearly planned and published</p>	<p>Children talk positively about the experiences and audiences which they have encountered so far.</p> <p>Classes have a wide access of texts.</p>	<p>Children's learning is promoted through the use of all specialist learning environments.</p> <p>Children effectively develop skills in the environment without adults.</p>	<p>Children are able to discuss the skills of 'Being a...' across the year to show they have a secure knowledge of these.</p>	<p>1. There is a <b>coherent approach</b> across the year to the sequence of learning</p> <p>2. The school day and environment have been used successfully so <b>children can talk about 'Being a...'</b> in a range of subject areas.</p> <p>3. <b>A wide set of purposeful experiences and audiences</b> have deepened the children's learning so they have a secure knowledge of topics studied and can relate these to themselves.</p> <p>4. <b>Children in receipt of PPG have experiences, pre-taught where needed, which prime their learning.</b></p> <p>5. Learning is successfully adapted for children with SEND.</p> <p>6. Learning is ambitious for children with SEND.</p> <p>7. <b>The logical progression of the EYFS curriculum is ambitious for all children.</b></p> <p>8. <b>The continuous provision clearly develops children skills without the need of adults.</b></p> <p>9. <b>Opportunities for the children to read are often and high quality.</b></p>	<p>Virtual trips for PPG</p> <p>Resources</p> <p>Real Life purpose</p>
<p><b>2. To embed learning into children's long-term memory</b> through carefully planned teaching, practising and applying.</p> <p>2. Ensure that the progress of pupils who have SEN and/or disabilities continues to rise to at least match that of other pupils.</p> <p>AMBITION   PERSEVERANCE INDEPENDENCE</p>	<p>All classes have a clear use of practice and applying across the curriculum.</p> <p>Clear support for PPG in place</p> <p>PE LTP in place.</p>	<p>Children are able to show where they have used their practice or editing to improve their work.</p> <p>Children are able to explain what they have learned</p>	<p>Children mind-maps and discussions show a deepening level of knowledge of their year group topic.</p> <p>Children talk about what they learn.</p>	<p>Children's work shows clear progression over the year as a result of practice &amp; redrafting.</p>	<p>Children can share how they develop over the year in their learning.</p>	<p>2.1. Learning is sequenced well allowing children opportunities to <b>practice and apply learning effectively.</b></p> <p>2.2. Children <b>remember the long-term content taught</b> over the year and have integrated new knowledge into their learning.</p> <p>2.3. Children effectively use <b>redrafting and editing to improve</b> their work.</p> <p>2.4. <b>Weekly mentoring has ensured the children with PPG are practising keys skills effectively in all learning.</b></p> <p>2.5. Learning for children with SEND ensures that key skills are practiced and embedded into long term memory so they are applied to all learning.</p> <p>2.6. <b>The curriculum ensures strong knowledge and memory of learning.</b></p> <p>2.7. <b>Pupils know how to eat healthy and maintain an active lifestyle.</b></p>	<p>Purposeful practice.</p>
<p><b>3. Leaders develop and support skills progression</b> so that children's work is of high quality in all subject areas.</p> <p>1. Raise expectations, particularly for the most able pupils, in the few remaining classes where teaching is not consistently strong enough to secure good rates of progress.</p> <p>3. Further develop the curriculum to ensure breadth and depth across all subject areas and include opportunities to deepen pupils' cultural understanding.</p> <p>AMBITION   ENQUIRY</p>	<p>All leaders have a clear understanding of their subjects &amp; next steps for SDP.</p> <p>Clear support for PPG in place</p>	<p>Leaders are working with their Curriculum Teams/ Research Groups to develop areas Where appropriate, leaders are developing subject knowledge/ pedagogy for staff.</p> <p>Support carefully planned into lessons</p> <p>Clubs running a range of experiences</p>	<p>Representation of SEND is seen in groups and displays</p> <p>All subjects have texts</p>	<p>Curriculum developments have been led by team's research</p> <p>Children talk about the texts they read</p>	<p>Quality of teaching in all subject areas is of a consistently high quality.</p> <p>Most children have enjoyed in a sports club or activity</p>	<p>3.1. <b>Children's work</b> across the curriculum is of a consistently high quality.</p> <p>3.2. <b>Children's work</b> shows clear skills progression over the whole school.</p> <p>3.3. Leaders hold a clear <b>understanding of their curriculum areas</b> and how they have improved these over the year.</p> <p>3.4. <b>Support has been interwoven into their day to day learning so they have not been disadvantaged from any curriculum areas.</b></p> <p>3.5. Pupils strengths are recognised and achieve their best possible outcomes.</p> <p>3.6. <b>Children can talk about their learning and show a deep knowledge and understanding across all areas of learning.</b></p> <p>3.7. <b>Children have a rich experience of sporting activities including extra-curricular activities.</b></p> <p>3.8. <b>Children have read high quality texts across the curriculum which have developed their learning.</b></p>	<p>Sports Coach for MA chn</p> <p>Phase leaders meeting TAs.</p>
<p><b>4. Ensure that day to day assessment feeds into planning</b> so children achieve well.</p> <p>1. Raise expectations, particularly for the most able pupils, in the few remaining classes where teaching is not consistently strong enough to secure good rates of progress.</p> <p>AMBITION   ENQUIRY</p>	<p>Teachers share reflections and adjust planning &amp; support appropriate</p> <p>TAs are informed and impacting of targeted children.</p>	<p>Children's work show that teaching is adapted from day to day assessment.</p> <p>Resources clearly in place for SEND.</p> <p>Resources clearly respond to needs</p>	<p>Parent Workshops have engaged most parents</p>	<p>Books show clear progression as a result of careful assessment and planning.</p> <p>Children's work is of high quality in all areas.</p> <p>Provision is tailored effectively to child</p> <p>Provision set at appropriate developmental stage</p>	<p>Teachers use <b>day to day assessment</b> well so children's skills and knowledge is used fluently.</p> <p>Teachers adjust the <b>planning, sequence and support for pupils</b> following assessments in lessons.</p> <p>Feedback is clear and direct and so they <b>achieve well.</b></p> <p>4.4. <b>Clear liaison with home ensures child and family are clear on their next steps.</b></p> <p>4.5. Teachers have a clear understanding of the child's strengths and needs, tailoring the provision effectively for these.</p> <p>4.6. <b>Resources and activities are carefully chosen to meet the children's needs to promote learning.</b></p>	<p>Marking group.</p>	
<p><b>5. To promote a positive learning community</b> where children have ownership of their high-quality learning.</p> <p>AMBITION   SELF-CONFIDENCE PERSEVERANCE   INDEPENDENCE RESPECT   ENQUIRY</p>	<p>All staff have implemented the Behaviour policy effectively.</p> <p>Reading is celebrated</p>	<p>Children are able to make decisions in their learning, such as double page spreads.</p> <p>Data show that children are able to self-regulate.</p> <p>Children talk about their reading</p>	<p>Children are able to share contributions to the school through their own actions or the curriculum.</p> <p>PPRMs show clear exit strategies working</p>	<p>Children are able to talk about the choices they have made in their learning.</p> <p>Children are able to engage and concentrate well</p>	<p>INNOVATE and EXPRESS celebrate children independent application of learning.</p>	<p>5.1. Pupils show <b>consistently high levels</b> of self-control and positive attitudes to their learning.</p> <p>5.2. Pupils are able to <b>make choices and decisions</b> about their own learning.</p> <p>5.3. Pupils make <b>highly positive contributions</b> to the school and wider community.</p> <p>5.4. <b>Attendance of children in receipt of PPG is inline with other children.</b></p> <p>5.5. <b>Pupils show equally positive attitude to their learning.</b></p> <p>5.6. <b>Interventions and support have been successfully withdrawn and children have maintained the same standards.</b></p> <p>5.7. <b>Children show a deep level of engagement and concentration.</b></p> <p>5.8. <b>Children had opportunities to develop talents and interests to an exception quality.</b></p> <p>5.9. <b>Children enjoy reading and talk about this positively.</b></p>	<p>TASC</p>