

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



School Improvement Plan 2022-23

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 2	Term 4		Staff	Pupils & Community	Governors & Trust
<p>1. Engage both children and parents to ensure attendance is at least 96% across the school.</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>School resources are clearly used to engage children.</p> <p>Links with persistent families are in place and having an impact on attendance.</p> <p>Attendance is at least 94%</p> <p>Mentors have all clearly impacted on targeted children</p> <p>Medical care plans have attendance focus</p> <p>Children below 5 years attend regularly.</p>	<p>All families have had opportunities to visit the school specialist facilities.</p> <p>Persistent absence families show improvement in regular attendance.</p> <p>Attendance is at least 95%</p> <p>Families are engaging well with PPG celebrations.</p> <p>Link with attendance and attainment shows positive impact.</p> <p>HSSW engages with persistent absence families & show impacts.</p>	<p>1.1. Pupil Surveys show that the children enjoy coming to school.</p> <p>1.2. Attendance data shows persistent absence is below 15%.</p> <p>1.3. Attendance data shows that attendance is at least 96%.</p> <p>1.4. There is no gap between PPG and N-PPG attendance.</p> <p>1.5. There is no gap between SEND and N-SEND attendance.</p> <p>1.6. There is no gap between EYFS and other year groups.</p>	<p>Focus on parents and their role.</p> <p>Weekly focus and update on attendance.</p>	<p>Children increase sense of community.</p> <p>Parents increased knowledge and understanding.</p>	<p>Monitor attendance data each term by vulnerable group to report to governors and Trustees</p> <p>Share evidence-based attendance good practice approaches</p> <p>Achieve Together Plan Target (2a)</p>
<p>2. Develop children's fluency and reasoning in Maths.</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>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>Mastering number in place daily.</p> <p>The unit follows the maths route-map coherently over the unit.</p> <p>Books show jotting and reasoning are clearly used on 'practice page'.</p> <p>Maths interventions have clearly impacted on targeted children</p> <p>Mentors have all clearly impacted on targeted children</p> <p>Clear CPA scaffolding in place to support.</p> <p>Mastering number clearly embedded for children.</p> <p>Ambassadors sharing texts.</p>	<p>Weekly assessment show positive application of mental skills.</p> <p>Clear feedback and intervention shown impacting in books.</p> <p>Reasoning is clearly embedded in all maths learning.</p> <p>Data shows more children on track for maths.</p> <p>Families are engaging well with PPG celebrations.</p> <p>Scaffolding clearly shows children able to maintain pace with all.</p> <p>Children are able to confidently able to share their knowledge.</p> <p>Maths texts in place</p>	<p>2.1. Pupil's mental skills are fluently and effectively applied.</p> <p>2.2. Pupils books show clear progression through strands of maths studied.</p> <p>2.3. Books show that pupils are able to confidently explain their reasoning.</p> <p>2.4. Maths attainment is at least 80% in all year groups.</p> <p>2.5. There is no gap in attainment between children with PPG.</p> <p>2.6. Books show CPA is clearly used to support progress in maths.</p> <p>2.7. Children are able to demonstrate firm understanding of number.</p> <p>2.8. Children enjoy reading texts in all subjects.</p>	<p>Maths PDMs</p> <p>Teaching for Mastery.</p> <p>Maths, maths, maths daily.</p>	<p>Maths workshops for parents.</p>	<p>TWT Maths leader Group.</p> <p>Subject reviews of maths.</p> <p>Teaching and learning handbook.</p> <p>'5 a day' T&L reviews</p> <p>Achieve Together Plan Targets (1e and 1f)</p>
<p>3. Ensure children are able to retrieve and apply learning in all subjects to a high standard.</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>Purposeful practice shows children confident in retrieving previous learning.</p> <p>Books show clear route-maps of learning for each narrative.</p> <p>Books show well focused activities for children.</p> <p>Weekly mentoring in place and ensuring children apply learning</p> <p>Forensic Intervention Stage focus is clearly in place for subjects.</p> <p>Clear purpose to all areas of the setting.</p> <p>Children are applying their learning at end of term..</p> <p>Reading is promoted & in every area of the school.</p>	<p>Purposeful practice shows development over time of their refinement.</p> <p>All classes have used each specialist space in their narratives.</p> <p>Innovate challenges show positive application of learning independently.</p> <p>Pupils are able to talk about priming and practising.</p> <p>Same day interventions are clearly in place following assessments.</p> <p>Children are able to talk about their learning and development.</p> <p>There is a range of during and after school sports activities.</p> <p>Reading is priority for children needing to read more.</p>	<p>3.1. Children's work show they are able to retrieve and apply previous learning effectively.</p> <p>3.2. Specialist spaces are used effectively to develop subject specific knowledge and skills.</p> <p>3.3. Staff focus activities well to ensure children produce high quality work independently.</p> <p>3.4. Pupils share how PPG mentors use pre-teaching and practicing to ensure progress.</p> <p>3.5. Books show Same day interventions ensure progress for children have made an impact.</p> <p>3.6. Resources and activities are carefully chosen to meet the children's needs to promote learning.</p> <p>3.7. Surveys show clubs have developed pupils PE skills.</p> <p>3.8. Reading attainment is at least 80%</p>	<p>Homework to focus on priming & practice choices for term.</p> <p>Children to use books to support work in Purposeful Practice.</p> <p>Review Purposeful Practice regularly.</p> <p>Phase leader meetings</p>	<p>TWT Subject leaders to review Purpose Practice.</p> <p>Teaching and Learning Handbook.</p> <p>'5 a day' T&L reviews</p> <p>Peer Review focus.</p> <p>Analysis of standardised assessment data.</p>	
<p>4. Middle Leaders develop consistent curriculum provision of high standards</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>All learning is following the route-maps for subjects.</p> <p>AoL Leaders demonstrate a clear overview of their subjects.</p> <p>Clear focus of learning for narratives.</p> <p>Mentors have built relationships</p> <p>Same day interventions avoid subject deprivation for pupils.</p> <p>Curriculum booklets clearly set.</p> <p>Reading is clearly represented in other subject areas.</p>	<p>Children are able to talk about the skills of 'being a...'</p> <p>AoL have a clear portfolio for their Quality Mark frameworks.</p> <p>Skills are deepened over the year to show progression for their skills.</p> <p>Pupils have wide curriculum offer.</p> <p>Pupils have wide curriculum offer.</p> <p>Children effectively develop skills in the environment without adults.</p> <p>Children are reading several times a day.</p>	<p>4.1. Monitoring shows high quality learning in all curriculum areas which follow carefully planned subject pedagogy.</p> <p>4.2. SDPs and Quality Mark Frameworks show AoL Leaders have a secure analysis of their subject areas.</p> <p>4.3. Attainment is at least 80% in all subject areas.</p> <p>4.4. Children are able to identify and share their strengths.</p> <p>4.5. Teaching has impacted on accelerated progress for pupils.</p> <p>4.6. The curriculum ensures there is strong knowledge and memory of learning.</p> <p>4.7. Reading attainment is at least 80%</p>	<p>Quality Marks for areas of Learning.</p> <p>Same day interventions as standard.</p>	<p>Pupil ambassadors for all subjects.</p>	<p>School Improvement committees.</p> <p>TWT subject leaders.</p> <p>Science SLE</p> <p>Subject review materials.</p> <p>School to school support.</p>
<p>5. Children's personal development is focused on being self-regulating members of the community.</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>Children are aware of the zones of regulation and toolkits.</p> <p>Children are able to engage with range of role, activities or opportunities.</p> <p>Staff careful support & model play areas.</p> <p>Well planned PERMA support in place where needed.</p> <p>PSE has been carefully developed.</p> <p>Playground zones are taught to children to use well.</p> <p>Reading zones are well used.</p>	<p>Proactive zones & toolkits show greater self-regulation & improved behaviour</p> <p>School support develops home and child personal development.</p> <p>Children lead games on playground to support others for happy playtimes</p> <p>'Team Around the Child' is supporting the children.</p> <p>Children interact independently.</p> <p>Pupils talk about how they have developed personally.</p> <p>Reading builds relationships</p>	<p>5.1. Monitoring shows that children are able to self-regulate at all times.</p> <p>5.2. Surveys show a range of activities develop the personal & social development of the children and families.</p> <p>5.3. There are no gaps in conduct with PPG and non-PPG.</p> <p>5.4. Careful plans support children well with additional needs so learning is not disturbed.</p> <p>5.5. Children are confident and independent parts of the community.</p> <p>5.6. PE curriculum is enhanced by purposeful play and a range of clubs.</p> <p>5.7. Play is an opportunity to read and enjoy books.</p>	<p>INSET of Zones of Regulation.</p> <p>TA training.</p> <p>HSSWs for EYFS and Primary.</p>	<p>Achieve Together Plan Targets (1c and 1d)</p>	