



Welcome  
Parents and  
carers

# Plan for this evening

- School Development Plan (SDP) update on progress
- Q&A (submitted in advance)
- Further questions can be written on post-its and answers will be published on the website



# School Development Plan (SDP)

Oakwood Primary School

# Three year plan with three overarching aims

Going from  
'GOOD' to  
better!

## 3 YEAR PLAN (SEPT 2024 – JULY 2027)

### AIMS

1	All children will consistently access the curriculum across the school
2	Time will be well used to maximise meaningful and purposeful learning opportunities to ensure the depth of pupils' learning
3	Support for pupils with SEND will be clearly structured and swift action will be taken to address gaps in pupils' learning

# Ofsted

July 2024

Many pupils achieve highly here, especially in reading and mathematics.

Teachers check pupils' understanding and address any misconceptions.  
Pupils receive feedback on how to improve their work.

Pupils know that staff have high expectations of them and also that there is help when needed.

Overall, pupils with SEND are provided for well. They have their needs identified swiftly and the school provides the appropriate support.

# Five objectives for this academic year

## SUMMARY OF OBJECTIVES FOR 2024-2025

<b>Objective 1</b>	There will be a clear curriculum intent and “Golden Threads” in writing, geography, history and DT, which will be implemented consistently by teaching staff
<b>Objective 2</b>	All learning tasks, including independent and extension tasks, will be challenging and develop children’s learning
<b>Objective 3</b>	Adult interactions, including in outdoor learning, will develop children’s learning
<b>Objective 4</b>	Support Plan targets for pupils with EHCPs will be SMART and clearly linked to pupils’ specific needs, leading to progress for these pupils
<b>Objective 5</b>	Impactful interventions will be in place for pupils falling behind in their learning, particularly in reading, leading to progress for these pupils

# Progress on our objectives

OBJECTIVES FOR 2024-2025	Previous actions	Actions since Spring	Next steps
<p><b>Objective 1</b> There will be a clear curriculum intent and “Golden Threads” in writing, geography, history and DT, which will be implemented consistently by teaching staff</p>	<p>Introduction of new “Essentials” writing scheme</p> <p>Ongoing consultation with Herts for Learning Advisers</p> <p>Curriculum mapping has been finalised for History and DT with “Golden Threads” created for History</p> <p>Monitoring (<i>lesson visits, looking at children’s work, speaking to children</i>) shows that teachers are delivering lessons according to our curriculum intent</p>	<p>Geography curriculum has been completely mapped and the key learning for each topic has been identified</p> <p>Ongoing work with HfL advisers in English and maths</p> <p>Completion of Golden Threads in Geography and DT</p> <p>Staff meeting to introduce and develop work on threads through our curriculum</p> <p>Continuation of monitoring with feedback given to staff</p> <p>Development of Diversity Forum with the aim of ensuring representation across our curriculum</p>	<p>Ongoing monitoring of DT, History and Geography with a focus on Golden Threads</p> <p>Identify the next subjects to be developed for Golden Threads and curriculum mapping</p> <p>Continuation of work with advisers and Diversity Forum</p>

# Progress on our objectives

OBJECTIVES FOR 2024-2025	Previous actions	Actions since Spring	Next steps
<p><b>Objective 2</b> All learning tasks, including independent and extension tasks, will be challenging and develop children's learning</p>	<p>Staff training recapping metacognitive strategies</p> <p>Staff training on Oakwood's Teaching &amp; Learning Policy</p>	<p>Experienced teachers in school have led staff training</p> <p>Staff have had the opportunity to observe colleagues through peer observations</p>	<p>Further develop challenge through the Golden Threads in foundation subjects</p>
<p><b>Objective 3</b> Adult interactions, including in outdoor learning, will develop children's learning</p>	<p>Ongoing consultation with Herts for Learning (HfL) Advisers</p> <p>Monitoring (<i>lesson visits, looking at children's work, speaking to children</i>) shows that children are engaged in purposeful learning relating to clear learning intentions</p>	<p>Coaching with teachers through feedback on maximising learning opportunities</p> <p>Work with specialist science teachers to develop pedagogy</p> <p>Staff have had the opportunity to visit other schools in EYFS</p>	<p>Visit partner settings to further develop our own practice – follow up through monitoring and peer coaching</p> <p>Continue to access support from HfL advisers</p>

# Progress on our objectives

OBJECTIVES FOR 2024-2025	Previous actions	Actions since spring	Next steps
<p><b>Objective 4</b> Support Plan targets for pupils with EHCPs will be SMART and clearly linked to pupils' specific needs, leading to progress for these pupils</p>	<p>Staff training at the start of the academic year and revisited</p> <p>Weekly team meetings with the SENCo for staff working with children with the highest level of need</p> <p>Termly "SEND Surgeries" for all staff to meet with SENCo</p> <p>Personalised provision and learning activities in place for identified children</p>	<p>Review of Support Plans shows that EHCPs are being used to identify targets, targets are SMART and show progression over time. Children are making appropriate steps of progress.</p> <p>Staff report that they feel confident meeting the needs of children with SEND.</p> <p>Training for Deputy SENCo started in April with planned release time from September.</p> <p>Plans for the SENCo's teaching responsibility to focus on children with EHCPs.</p> <p>SEN HLTA appointed for September</p>	<p>Ensure that SEND inductions for new staff are happening consistently so that all relevant staff are aware of provision for children.</p>

# Progress on our objectives

OBJECTIVES FOR 2024-2025	Previous actions	Actions since spring	Next steps
<p><b>Objective 5</b> Impactful interventions will be in place for pupils falling behind in their learning, particularly in reading, leading to progress for these pupils</p>	<p>Intervention menu created by SENCo</p> <p>Little Wandle Phonics interventions in place across EYFS, KS1 and Year 3</p> <p>Booster groups are in place for children in older year groups</p> <p>Data shows that interventions are having a positive impact on pupil progress</p>	<p>TAs delivering interventions take notes and share these with teachers to support learning in the classroom.</p> <p>Where interventions have been observed by the SENCo, these are delivered with fidelity to the programme and with clear structures and routines in place, leading to progress for the child.</p> <p>The progress of every individual child is discussed in termly pupil progress meetings with the Deputy Head, and appropriate next steps are identified where there are gaps in learning.</p>	<p>Ensure interventions are being recorded appropriately. Use this information to analyse the impact and effectiveness of interventions.</p> <p>Further explore evidenced based interventions that are suitable for UKS2.</p> <p>The HfL SEND consultant will be supporting us with these next steps.</p>

# Q&A

Questions submitted in advance

# Q&A

**Q - I would like to understand for September 2025, are there enough teachers/assistants to help provide additional support to the children who require this. The reason I am asking is to understand the shortfall if any (so that the school community can perhaps help raise the require funding shortfall).**

A – Our budget for 2025-2026 is looking positive compared to other schools (nationally, 36% primary schools are expected to reduce their headcount in 2025-2026). There are still some unknown factors, such as the upcoming unfunded teacher pay rises. The guidance is that schools spend up to 80% of local authority funding on staff and we are expecting to allocate 88%.

This will allow us to provide the equivalent of one full-time class teacher per class with additional teaching hours from the SENCo and Deputy Head.

We plan to have a structure of 10 teaching assistants (some of whom work part time) which will provide targeted support for individual children as well as daily interventions for groups of children.

We are looking to recruit up to 4 higher-level teaching assistants who will provide class cover, which gives class teachers valuable release time for planning, preparation, assessment and curriculum development. This will also provide capacity for absence cover and contingency planning.

# Additional questions asked at the event

Q – How many children with EHCPs are there?

A – We currently have 8 children with EHCPs.

Q – The main focus for interventions has been phonics, how has the level of maths been?

A – Our maths outcomes are at least in line with national data in every year group, and exceed national data in the majority of year groups.

Q – How do you identify if a child has SEND?

A – Class teachers meet with the SENCo and assessment lead termly to discuss the progress and needs of all children in the class. Where concerns are identified, support will be put in place. In line with the SEND code of practice, if there are still concerns after two cycles of assess-plan-do-review, the child may be identified as having SEND.

Further information can be found in our SEND information report on the SEND area of our website here: <https://www.oakwood.herts.sch.uk/inclusion-and-send-1/> and the SEND Code of Practice here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

# Additional questions asked at the event

Q – Is the training that staff receive internal or external?

A – Both. We hold weekly staff training which is usually internal, but we also invite external trainers to deliver this on occasion. In addition, we arrange for staff to attend external training off-site and we are also supported by visiting professionals through the school year.

Q – What subjects are you thinking of for Golden Threads next?

A – Art, music and computing

Q – How/where can parents support?

A – Show an interest in your child's education; engage with the class teacher; recognise the professional role of the class teacher; volunteer!

We are grateful to have a highly engaged and supportive community – thank you! 😊

# Thank you for coming!

- Additional questions?
- Please use the post-it notes and pens provided
- Additional Q&A will be added to the PowerPoint which will be published on our website

