



Welcome
Parents and
carers

Plan for this evening

- School Development Plan (SDP) update on progress
- Q&A (submitted in advance)



School Development Plan (SDP)

Oakwood Primary School

Rationale

- SLT came together in the Summer term 2024 to complete a Self Evaluation Form (SEF) – this was completed over several discussions and meetings.
- The SEF is based on pupil data (attainment, attendance, behaviour etc.) monitoring (lesson visits, pupil voice, book looks), external visit reports, feedback from staff, parents and pupils.
- The SEF was discussed with inspectors as part of the Ofsted visit. Ofsted were impressed with our SEF and agreed with the strengths and areas for development that we had identified.
- Ofsted, SLT and governors had conversations about the key strengths of the school and the key areas for development.
- The SDP focuses on the Ofsted areas for development.

The SDP has been approved by governors and shared with staff.

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.

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 inspectors were clear with leaders that the areas for long term improvement are long term goals. What we are doing is GOOD! The areas to develop are to make it even better! This is a marathon and not a sprint. Having a long term plan reduces pressure on staff, boosting staff morale and supporting staff retention.

Five objectives for this academic year

SUMMARY OF OBJECTIVES FOR 2024-2025

Objective 1	There will be a clear curriculum intent and “Golden Threads” in writing, geography, history and DT, which will be implemented consistently by teaching staff
Objective 2	All learning tasks, including independent and extension tasks, will be challenging and develop children’s learning
Objective 3	Adult interactions, including in outdoor learning, will develop children’s learning
Objective 4	Support Plan targets for pupils with EHCPs will be SMART and clearly linked to pupils’ specific needs, leading to progress for these pupils
Objective 5	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	Actions so far	Next steps
<p>Objective 1 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>Fine tuning of curriculum mapping in Geography: highlighting which parts of the scheme are priority areas (linking to National Curriculum)</p> <p>Ongoing work with Advisers</p>

Progress on our objectives

OBJECTIVES FOR 2024-2025	Actions so far	Next steps
<p>Objective 2 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 & Learning Policy</p> <p>Ongoing consultation with Herts for Learning Advisers</p>	<p>Further develop the challenge in extension tasks (additional staff training planned)</p>
<p>Objective 3 Adult interactions, including in outdoor learning, will develop children's learning</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>Maximise every opportunity for interactions to enhance learning</p> <p>Peer coaching planned for teachers</p>

Progress on our objectives

OBJECTIVES FOR 2024-2025	Actions so far	Next steps
<p>Objective 4 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. Visits to lessons from the SENCo and other leaders</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>The SENCo's review of Support Plan targets show that these are SMART, link to EHCP provision and develop over time, demonstrating progress for most pupils</p>	<p>Further develop provision to ensure progress for all pupils with EHCPs (2 pupils) including by continuing to implement external support and advice</p>

Progress on our objectives

OBJECTIVES FOR 2024-2025	Actions so far	Next steps
<p>Objective 5 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>Staff absence has impacted the consistency and number of interventions – we will be taking this into account when looking at staffing structures for the upcoming financial year – although budgets are becoming tighter and this is a challenge</p> <p>Further analysis is needed of provision, particularly for pupils in receipt of Pupil Premium.</p>

Q&A

Questions submitted in advance

Q&A

1. What is Oakwood's plan to address Ofsted concerns about the lower English and reading attainment levels?
2. What plans are there to further develop support for children with SEND and neurodiversity?
3. How could parents contribute?

Q&A

1. What is Oakwood's plan to address Ofsted concerns about the lower English and reading attainment levels?

- To clarify: Oakwood's reading attainment levels are well above average (top 20% of schools) so this is not a concern.
- Ofsted recognised how well children do in reading at Oakwood.
- Ofsted noted that a **few** children do not catch up quickly enough and we are committed to ensuring that **every** child at Oakwood makes good progress.
- Little Wandle phonics interventions are in place for children who are falling behind with their reading.
- Further analysis of interventions is needed, and this is a focus for the rest of this academic year.

In reading and mathematics and grammar, pupils do very well in national assessments by the end of Year 6.

Reading is a strength.

There are a few pupils that are not catching up quickly enough in reading...their interventions are not always precisely linked to the gaps in their phonics knowledge.

Q&A

1. What is Oakwood's plan to address Ofsted concerns about the lower English and reading attainment levels?

- Ofsted did not specifically look at writing.
- They mention writing in their report because of our own self-evaluation and our data.
- Writing outcomes for pupils across all year groups are lower than in reading and maths.
- Many, but not all, schools have had similar writing results since COVID; we have the ambition to be in line with the best schools when it comes to writing.
- Analysis of pupils' writing across all year groups shows that key areas for development are spelling and sentence structure including punctuation.
- This year, we have purchased a new writing scheme of work from Herts for Learning (HfL) Education called "Essentials Writing." We also subscribe to external support from HfL's Teaching and Learning Advisor (TLA).
- Our English Lead has additional release time to support teachers to implement this programme and the advice from the TLA.

Pupils would benefit from learning in more depth in some wider curriculum areas and in writing.

Q&A

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

Each pupil with SEND has targets set which are regularly reviewed and specialist advice sought.

There are a few pupils with SEND where this is not consistently the case and so they do not achieve as well as they could.

2. What plans are there to further develop support for children with SEND and neurodiversity?

- Developing provision for children with SEND is one of our 3 overarching aims and forms 2 out of 5 of our objectives for this year
- Actions include:
 - Ongoing training and support for staff (see slide 9)
 - This includes training on autism and ADHD
 - Senior leaders and external advisors visiting classes and interventions
 - Termly pupil progress meetings to analyse the data of every pupil in the school and identify pupils who will benefit from interventions
 - Intervention mapping and analysis to ensure that interventions are having impact.

Q&A

2. What plans are there to further develop support for children with SEND and neurodiversity?

- Support in class may include:
 - Visual supports
 - Focus aids
 - Regulation aids
 - Movement breaks
 - Conscious choice of language
- Every child with SEND is different so provision and support may look different for different children.
- Future plans for September are taking shape behind the scenes and we are hoping to give further updates at our summer term SDP meeting.

Q&A

3. How could parents contribute?

The biggest challenges schools are facing are recruitment/retention of staff and budgetary constraints. Looking after our staff and our budgets will be key. You can help us!

Support

Trust

Flexibility

Time!

Parent role

Independence

Resilience

Attendance

Home learning

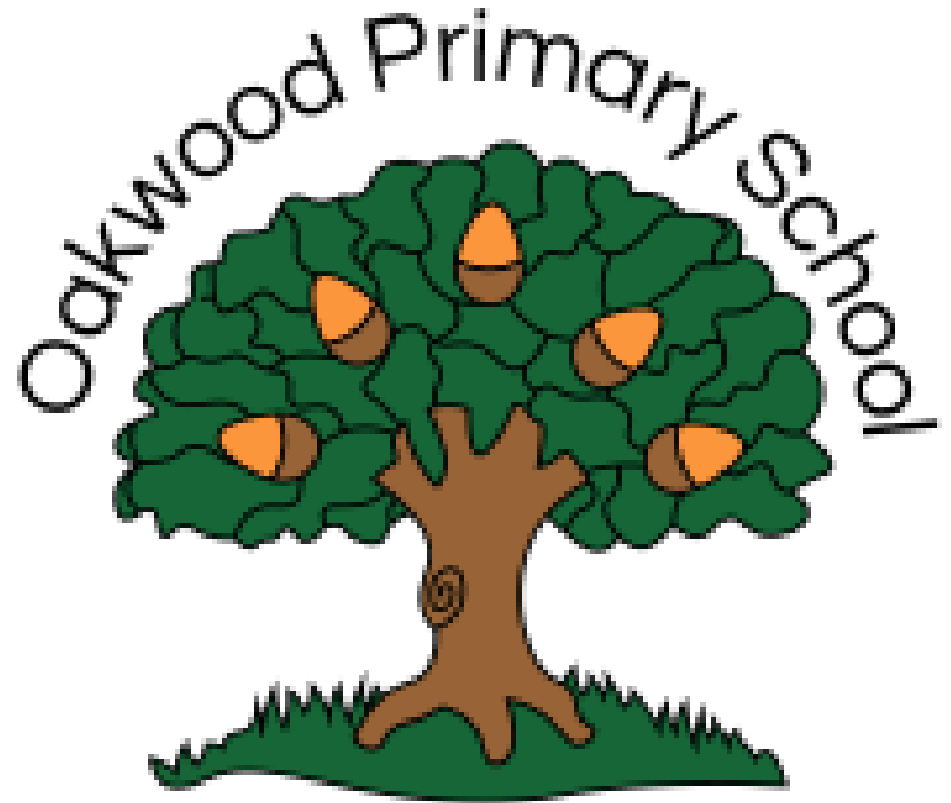
Resources

PTA events
and donations

Parent
volunteers

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



Additional questions asked at the event

Q - How will you know if you have met the objectives? (What are the success criteria?)

A – Our SDP includes success criteria. These are listed below and on the next slide:

OBJECTIVE 1:

There will be a clear curriculum intent and “Golden Threads” in all subjects which will be implemented consistently by teaching staff

Success Criteria:

- All teachers will know the curriculum content and sequences will be taught consistently.
- Prior learning will be referenced and built on in lessons.
- Subject Leaders will be able to evidence this through monitoring activities.
- Children will be able to talk about their learning in each subject and reference prior learning.
- There will be an increase in the number of children achieving ARE in writing in all year groups.

OBJECTIVE 2:

All learning tasks, including independent and extension tasks, will be challenging and develop children’s learning

OBJECTIVE 3:

Adult interactions during lessons, including in outdoor learning, will develop children’s learning

Success Criteria:

- All children will be engaged in purposeful learning activities during lessons, including during outdoor learning
- There will be a consistency in the quality of teaching & learning in all classes
- Vulnerable children (eg those with SEND and PPG) will make good progress
- Higher attaining children will have a deeper understanding of their learning

Q - How will you know if you have met the objectives? (What are the success criteria?)

A – Our SDP includes success criteria. These are listed below (continued from previous slide):

OBJECTIVE 4:

Support Plan targets for pupils with EHCPs will be SMART and clearly linked to pupils' specific needs

Success Criteria:

- Staff will feel confident in how to support children with SEND
- Support Plan targets for children with EHCPs will be linked to Section F provision
- Support Plans will show that targets are developing learning over time
- Children with SEND will make progress appropriate to their needs

OBJECTIVE 5:

Interventions will be in place for pupils falling behind in their learning, particularly in reading

Success Criteria:

- Class Teachers and Subject Leaders will know a range of support available to children who are falling behind
- Swift support will be put in place for children who are falling behind
- Interventions will be of high quality and children will make progress as a result
- Data analysis will show which interventions have most impact and will identify where practice needs to develop or where children need more or different support
- Children with SEND will make progress appropriate to their needs
- Children who have completed programmes of interventions will be able to access learning independently with their peers

Additional questions asked at the event

Q – Where is the SDP published?

A – The SDP is an internal document for school staff and governors. Every school has a SDP. We are keen to be transparent and collaborative with parents, which is why we have shared our SDP aims, objectives and success criteria within this document.

Q – How can the school address concerns with the budget?

A – Budgets are a challenge! It is difficult to be able to do everything that we want to. There are upcoming pay rises that will be unfunded and will further stretch budgets. We are exploring ways to generate more income, for example through letting the school premises out of school hours.

Additional questions asked at the event

Q - How does the writing target work for mixed classes?

A – Our aim is that each cohort (year group) of children has a higher number of children achieving the expected standard for their year group by the end of this academic year, compared to last year. We will review the attainment of every child at the end of the year and it is straightforward for us to group the children by year group rather than by class to compare the year group attainment.

Q – Who came up with the Golden Threads (the school, the advisers, the Department for Education)?

A – Our Golden Threads are unique to our school, designed with our school needs and context in mind, and Oakwood subject leaders have devised these with support from our Curriculum Lead (Mr Stanway) and an external adviser from HfL (Herts for Learning) Education.

Additional questions asked at the event

Q – A year or two ago, my child was falling behind, and I was not aware of this. What will you do to ensure the school communicates with parents?

A – We have a motto at Oakwood which is “no surprises at parents evening.” If teachers have concerns about your child, they should be pro-active in communicating that to you. That might be, for instance, in letting you know that your child is having an intervention to support in a particular area of learning.

We are pleased that the feedback from the SDP evening is that, this year, teachers have been pro-active in communicating with parents around interventions and additional support.

Additional questions asked at the event

Q – How is staff retention being addressed to ensure consistency for children?

A – We recognise that staff workload, wellbeing and retention are big issues nationally and Oakwood is no exception. It is important to note that there are many reasons that staff move on, for example moving out of the area or professional development and promotion.

Our ethos is to work collaboratively with staff and we regularly seek staff feedback and consult with staff about school policies and projects. Staff wellbeing is always on the governing body agenda.

We support staff through effective staff development, including a carefully planned CPD programme and a mentoring and appraisal system. Staff are encouraged to work within their phase teams and this is one of the many benefits of our mixed-age system.

We consult with staff about what will support their wellbeing and we act on their feedback.

We care very much for our school staff and were pleased that the staff feedback during our Ofsted visit was overwhelmingly positive. Ofsted noted that:

“The school is mindful of staff well-being and workload. Staff are positive about working here and the training and support they receive.”