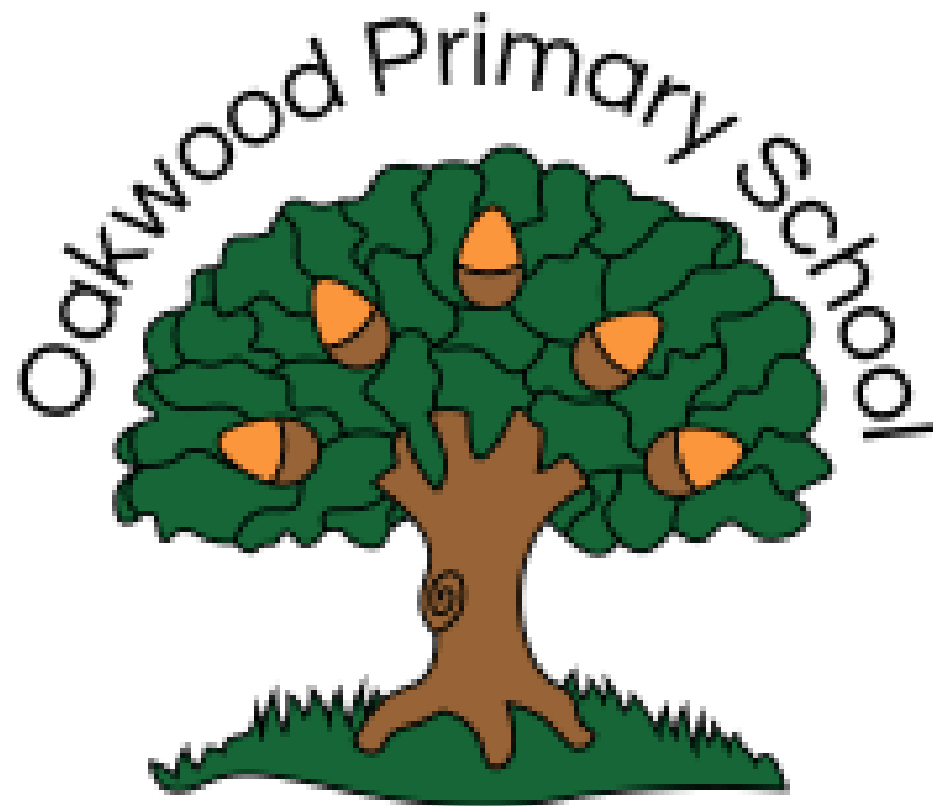




Welcome Parents
and carers

Plan for this evening

- School Development Plan (SDP)
- Beyond the SDP
- Q&A



School Development Plan (SDP)

Oakwood Primary School

Rationale

- SLT came together last term 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, 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.

Three year plan with three overall 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	
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

Beyond the SDP



PARENT SURVEY
Treasures & Traps
RESULTS

We all have the right to feel safe all the time

We can talk about anything, even if it's awful or scary

Protective Behaviours Theme 1

Protective Behaviours Theme 2

Q&A

Questions submitted in advance

Q&A

1. Was the Ofsted issue with writing related to handwriting or self-expression/grammar/vocab?
2. Which wider foundation subjects require more in depth provision?
3. Please explain how you plan to adapt current teaching practices to implement the Ofsted area for improvement that "the school needs to ensure these pupils are set work that is suitably ambitious, so they fully achieve what they are capable of."
4. What will you be doing to ensure children with SEN are better supported at accessing the curriculum?
5. How can parents help support the staff/school in making these improvements?

Q&A

1. Was the Ofsted issue with writing related to handwriting or self-expression/grammar/vocab?

- 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

In a few curriculum areas, there is not enough depth or detail about what pupils need to learn. Links to previous learning are not always explicit.

2. Which wider foundation subjects require more in depth provision?

- Ofsted looked at the curriculum mapping for all foundation subjects and looked closely at a selection of subjects.
- They did not identify specific curriculum areas; their practice is to make generalisations. Our grading represents that our curriculum is mostly established, with some 'tidying up' to do in places to ensure consistency.
- Our focus for all subjects will be on ensuring that the key learning in the national curriculum is the key learning selected from schemes of work.
- We will also be developing a few subjects each year to establish the 'Golden Threads' of the curriculum – these are the elements of each curriculum subject that will be woven through for children to revisit (making links to previous learning explicit) For example in our history curriculum we have identified 7 golden threads which run through our historical topics.
- We are starting with history, geography and DT – these subjects were chosen for the capacity for swift improvements and they will then be a model for other subjects.

Q&A

3. Please explain how you plan to adapt current teaching practices to implement the Ofsted area for improvement that “the school needs to ensure these pupils are set work that is suitably ambitious, so they fully achieve what they are capable of.”

- There are some specific practices that we will be focusing on as a result of Ofsted’s feedback.
- These include extension activities (tasks for children who complete the required learning accurately and quickly) and independent tasks in ‘carousel’ type sessions (where the adult/s are working with a focus group while another group completes an alternative task).
- Also includes how to develop learning through play and practical activities, for example through questions and interactions.
- Staff training and sharing good practice (observing others, team planning, team teaching).
- Leaders will monitor through lesson visits, pupil voice and looking at pupil work.

In some instances, though, pupils are set work that is not ambitious enough. This means that pupils are not always able to extend their learning further, especially when working independently.

Q&A

For a few pupils with SEND, the provision in place is not sufficiently aligned to their specific needs. This limits how well these pupils can access and learn the curriculum.

4. What will you be doing to ensure children with SEN are better supported at accessing the curriculum?

- The SENCo will be supporting class staff to understand and prioritise the requirements of children's EHCPs.
- Staff have received training on how to align support plans with EHCPs and ensure that targets are SMART.
- The SENCo runs "surgeries" for staff to attend to talk through strategies that will help support the child
- The SENCo and other senior leaders will monitor provision in Support Plans to ensure that identified targets are appropriate for the child and that the agreed provision is happening
- Staff will work closely with external professionals who are involved with the child to implement advice and strategies

Q&A

5. How can parents help support the staff/school in making these improvements?

Oakwood has the capacity to improve with current staffing and budgets. The biggest challenges schools are facing are recruitment/retention of staff and budgetary constraints. Looking after our staff and our budgets will be key.

Support

Trust

Flexibility

Time!

Parent role

Independence

Resilience

Attendance

Home learning

Resources

PTA events
and donations

Parent
volunteers

Q&A

The following additional questions were asked on the evening:

Q – Could we utilise parent expertise more to support learning across the curriculum, for example in specific topics or within the “Golden Threads”? Could we hold a careers workshop?

A – Definitely! Any parents who feel they have particular expertise can contact their child’s class teacher or Mr Stanway (volunteer co-ordinator). We very much welcome the expertise of parents. A careers workshop is a great idea and something we will look into.

Q&A

The following additional questions were asked on the evening:

Q – Does homework need to be more challenging to help achieve the school development priorities? Could homework be set at different challenge levels within each class?

A – Changes to homework would not directly support the school development priorities, as our next steps are focused on the teaching and learning that happens within the classroom.

There was a wider discussion on homework, with contrasting views from different parents about homework.

We will be sending out a parent survey regarding homework in due course.

Q&A

The following additional questions were asked on the evening:

Q – This is a very ambitious plan, there is a lot on there, how can you do it all? What won't you do so that you can do this instead?

A – It is an ambitious plan, and we need to remember it is a marathon and not a sprint! In that, we mean that we are looking to create sustainable and meaningful change over time, which will benefit all of the children at Oakwood.

We want to ensure that we support our staff wellbeing and workload. Subject leaders will have additional release time to ensure they have time to work on their priorities and to give them time to support other teachers across the school. A significant amount of Mr Stanway's time is allocated to supporting subject leaders as well as supporting teachers in the classroom.

We will be looking carefully at some of the tasks we undertake to ensure that these are being done in the most efficient and effective way possible.

Q&A

The following additional questions were asked on the evening:

Q – Will our children in Year 6 see any benefit of this plan?

A – Yes! Whilst younger children are likely to benefit from changes that will happen year-on-year, we are already working hard on the School Development Plan. For instance, the new Writing scheme is already being delivered. We hope to see improved outcomes for the current Year 6 along with all pupils in the school.

The Golden Threads, which we will see run through our curriculum, will begin to be introduced this year and our Year 6 pupils will be challenged to consider their learning at Oakwood in a different way. This will encourage them to consider learning from previous years and different curriculum subjects.

Q&A

The following additional questions were asked on the evening:

Q – Which is the best second language to teach for pupils’ development and future opportunities? The world context has changed considerably since French/Spanish were chosen/ Are they still relevant?

A – We have been thinking about a change in our language provision to ensure children are better prepared for secondary school. (Currently, all Year 7 children at Beaumont learn Spanish so this could be a possibility.) The government are currently undertaking a curriculum review so we may wait and see what is advised as a result of this. We will need to consider how and when we change our language provision, especially taking into account our two-year rolling programme and mixed aged groups. (For example, will all children across the school start a new language at the same time, or will we keep French in UKS2 but change the provision in LKS2 etc.) It is also important to consider that many local schools still teach French as their chosen modern foreign language.

Q&A

The following additional questions were asked on the evening:

Q – Extra curricular activities – Are there any free or cheaper activities available, especially if you don't receive any benefits or pupil premium support?

A – Internally provided clubs (led by staff) are non-profit and there is a small charge for these to cover costs. External club providers set their own prices, we are always open to recommendations if you know of any good providers who offer a lower cost option.

Q&A

The following additional questions were asked on the evening:

Q – To help improve writing skills, do we need to move away from learning on online platforms?

A – Most writing lessons in school involve writing using pen and paper, and many other subjects involve writing using pen and paper. Writing is a complex skill that involves both composition (ideas, word choice, sentence structure) and transcription (spelling and handwriting). Therefore, children are utilising and developing writing skills even when using computer technology. We are passionate about developing children's computing skills in order to prepare them for their future lives.

Q&A

The following additional questions were asked on the evening:

Q – Are children whose mother tongue is not English doing just as well in the long term as children with English as their first language?

A – Yes! Every child is different and progresses at their own rate, so the outcomes may vary from year to year. Our most recent Year 6 SATs results show that a greater percentage of children with English as an additional language achieved the expected standard in reading and writing compared to children with English as their first language.

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

