

School Development Plan (SDP) 2026-2027

Oakwood Primary School

9:05 - Information sharing and questions in advance

9:25 - Additional questions

9:30 - Time for writing further questions

9:35 - Close

- First of 5 sessions this term
 - Sessions are intended to share information about one specific aspect of our work; separate to feedback gathering
 - All dates shared on dates list emailed on 7th September
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- 1st October - Behaviour
 - 15th October - Spelling
 - 19th November - Anti-bullying
 - 26th November - SEND

Rationale

- Our previous School Development Plan (SDP) was a three year plan covering the academic years from September 2024 to July 2027 - we are still within that three year cycle
- Following ongoing review and data analysis, we have now amended the final year of the plan to incorporate a new target on behaviour and bullying
- The SDP is reviewed each term by the senior leadership team (SLT) and school governors.
- In addition, SLT meet each summer term to complete a Self Evaluation Form (SEF).
- 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.
- This data is shared, discussed and approved with governors to support the ongoing review cycle and to inform the School Development Plan (SDP) for the following year.
- The SDP is then shared with all staff and used as a basis for staff training and development for the year.

The original three year plan with three overarching aims

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

Three objectives for this academic year

SUMMARY OF OBJECTIVES FOR 2026-2027	
Objective 1	Embed consistent implementation of agreed teaching pedagogy across all classes
Objective 2	Reduce behaviour and bullying incidents, particularly physical behaviour
Objective 3	Close the attendance and attainment gap for vulnerable pupils, particularly those with special educational needs and disabilities (SEND) and those in receipt of the pupil premium grant (PPG)

More information on our objectives

Objective 1 - [links to overarching aims 1 and 2](#)

Embed consistent implementation of agreed teaching pedagogy across all classes

This objective builds on our target last year to ensure consistent quality first teaching across all classrooms and learning spaces. Last year, we focused broadly on a shared understanding of what high quality teaching looks like at Oakwood. This year, we are focusing specifically on active, practical lessons; “Ordinarily Available Provision” and ensuring challenge for all learners.

More information on our objectives

Objective 2 - [links to overarching aims 1 and 2](#)

Reduce behaviour and bullying incidents, particularly physical behaviour

This objective has been introduced following data collection in the form of parent and pupil surveys and external visitor reports. We will be focusing on both classroom and playground behaviour with new, consistent routines embedded across the school and the introduction of our new Relationships and Behaviour Policy. The Anti-bullying Policy will also be updated and we are working with a Behaviour and Wellbeing adviser who will be supporting leaders and staff with the implementation of both policies. All children will have support through Zones of Regulation and Protective Behaviour assemblies. We have introduced a Continuum of Pastoral Support to show how individual children can be further supported. There will be further information shared throughout the year at specific parent information events.

More information on our objectives

Objective 3 - links to overarching aims 1 and 3

Close the attendance and attainment gap for vulnerable pupils, particularly those with special educational needs and disabilities (SEND) and those in receipt of the pupil premium grant (PPG)

This objective recognises the improvements we have already made on our provision for pupils with SEND and expands the objective to develop this further and to include other vulnerable children, ensuring that interventions that are now in place across the school have a measurable impact for focused groups of pupils.

Q&A

Questions submitted in advance

Q&A – Questions asked in advance

1. What quantitative metrics is the school using to analyse improvement, and what are the results of that analysis.
2. Has the current plan been reviewed by the governors?
3. What is the approach to addressing verbal bullying?

Q&A

1. What quantitative metrics is the school using to analyse improvement, and what are the results of that analysis?

- Like all schools, we use a mixture of qualitative and quantitative data to identify areas of strength and areas for improvement
- Quantitative measures include:
 - Pupil attainment data
 - Pupil progress data
 - Pupil attendance data
 - Behaviour incident reports
 - Some stakeholder survey questions are quantitative
- Qualitative measures include:
 - Pupil voice
 - Book looks
 - Lesson visits
 - External visit reports
 - Some stakeholder survey questions are qualitative

(Continued)

Q&A

1. What quantitative metrics is the school using to analyse improvement, and what are the results of that analysis?

- The results of the analysis:
- Clear improvement trajectory, particularly in teaching, staff culture, KS2 outcomes and EYFS
- Strengths:
 - Strong inclusive ethos with improving SEND systems and staff confidence
 - Improving teaching quality, particularly in mathematics
 - Curriculum increasingly embedded, with Golden Threads established in DT, History, Geography, Art, Music and Computing
 - Strengthening EYFS provision with strong pupil outcomes
 - Effective safeguarding systems
 - Positive staff culture and improving wellbeing
 - Evidence of sustained improvement across curriculum implementation, EYFS, SEND systems and teaching quality
 - External validation confirms the school's direction and improving practice
- Key priorities remain:
 - Consistency of teaching
 - Behaviour improvement
 - Closing gaps for vulnerable pupils
- Future success depends on securing consistency across all classrooms

Q&A

2. Has the current plan been reviewed by the governors?
 - Yes, the SDP is reviewed each term by governors and objectives are agreed each academic year.

Q&A

3. What is the approach to addressing verbal bullying?

- If you are concerned that your child is the subject of bullying, it is vital for parents to speak with the class teacher as soon as possible. Through conversation with the class teacher, a set of actions will be put in place and time frames for follow-up meetings agreed.
- In situations where we can confirm the events in your concern, consequences and support are put in place for the other child involved. This includes:
 - PSHE curriculum
 - Protective Behaviours assemblies
 - Bespoke plan of work around the actions of the child – individualised
 - Meetings with parents
 - Possible referrals to external agencies
 - Protective consequences such as separation
 - Relationship building through supervised activities
- Please be aware, we will not be able to share individual actions for other children due to their right to privacy.
- Support is also put in place for the child who has been the recipient of actions through different avenues:
 - Check-ins with key members of staff
 - Subtle communication methods with staff – worry box, post-it notes
 - Individualised support

Q&A — Questions asked on the day

Q. What is included in the continuum of pastoral support?

A. This is detailed in our updated Relationships and Behaviour Policy (Appendix E) It includes “universal” support – support that is ordinarily available to any pupil who might need it – for instance whole class PSHE, regulation tools, calm corners; “targeted” support – for instance a small group or 1:1 intervention and “specialised” support – for instance a referral to an external agency. Please speak with your child’s class teacher if you feel your child needs support at any level.

Q&A — Questions asked on the day

Q. How do staff assess pupils, how do you ensure that assessments are robust, how are gaps identified for individual pupils and how is support identified?

A. Staff assess pupils every day through the work they are doing – this is called formative assessment. This means that staff will adapt subsequent teaching based on what pupils were able to do before. We also have conduct more formal assessments each term in reading, writing and maths. The reading and maths assessments are quantifiable and will lead to a clear picture of the child's attainment level. Writing assessment is more subjective, and we therefore hold termly "moderation meetings" where staff across the school will look at a pupil's work to agree on the assessment in writing. Each term, after the assessments have taken place, senior leaders meet with every class teacher to discuss the progress of every individual pupil. During these meetings, any gaps in learning are discussed and strategies to support the pupil, including interventions, are agreed.

Q&A — Questions asked on the day

Q. How is a pupil's attainment data stored? Is the attainment data accessible to parents? How is it shared

A. A pupil's attainment data is stored on Arbor. It is accessible to parents. It is also shared during teacher consultations evenings and in end of year school reports.

Q&A — Questions asked on the day

Q. How can parents help with the school development objectives?

A.

Objective 1 - Embed consistent implementation of agreed teaching pedagogy across all classes

This is a target for school staff and the best way that parents can help is to continue to share positive feedback and show appreciation for everything that teachers and teaching assistants do – this is a tough job and your positive feedback and comments really do make a difference!

Objective 2 - Reduce behaviour and bullying incidents, particularly physical behaviour

Familiarise yourselves with the Relationships and Behaviour Policy and work collaboratively with the school. Follow up incidents with your child and reinforce messages at home so that children can see school and home are working together. This also gives children predictability and consistency, which supports them to feel safe.

Objective 3 - Close the attendance and attainment gap for vulnerable pupils, particularly those with special educational needs and disabilities (SEND) and those in receipt of the pupil premium grant (PPG)

Meet with your child's class teacher to discuss any concerns or gaps in learning and to find out ways you can support your child at home. Your child's teacher will be able to share small and manageable next steps with you that you can support with.

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

