Oatlands
School Development Plan

September 2019 – July 2021

Living our Values, Learning for Life

Contents

Living our Values, Learning for Life

The Oatlands Learning experience:

➢ Children are taught key knowledge and skills across a broad and balanced curriculum. This curriculum is underpinned by our values ethos to give children an understanding of developing responsibilities as citizens both within school and in the wider community.

➢ Resilience and positive attitudes to learning are fostered through use of 'Characteristics of Effective learning' and 'Growth Mindset' strategies.

➢ The curriculum meets the needs of all learners and creates challenge through a clear progression of skills and knowledge that build on prior learning.

➢ Children learn in a safe and secure environment in which exciting, memorable and immersive learning experiences are planned for both within and beyond the classroom.

➢ There are opportunities for children to embed their skills and deepen their knowledge and understanding independently.

➢ There is frequent and systematic revisiting of key skills and knowledge providing children with a firm foundation for future learning.

➢ Children are part of a learning community that ensures parents and carers are involved in the Oatlands experience.

School Context

Number of roll: 270

Pupils eligible to Pupil Premium (£1,320 per child) 01.04.19 – 31.3.20

Reception: Add

Year 1: 3

Year 2: 3

Post LAC (£2,300 per child):

Reception: 0

Year 1: 0

Year 2: 0

Total funding: £

SEN:

Children on SEN register:

Reception: 4

Year 1: 15

Year 2: 5

Children with EHCP:

Reception: 4

Year 1: 5

Year 2: 3

EAL: 2019 – 60 2018- 58 children (21%) 2017 – 46 children (17%) 2016 – 34 children (13%)

Finance

Thee total budget tor FY 2019/20 has been set at **£1,642,816**

This figure includes:

▪ Delegated funds	£1,012,217
▪ Grants	£29,927
▪ Carry forward of	£280,346
▪ Estimated income from facilities and services	£9,600
▪ UIFSM	£96,814
▪ SEN – ISPSB	£56,911
▪ SEN – Additional high needs	£15,966
▪ Pupil Premium	£18,140
▪ Sports Premium	£17,800
▪ Oscar income	£70,000
▪ Donations and other income	£35,095

The 18/19 carry forward to this financial year includes a committed amount of £37,355 for redecoration, refurbishment, UIFSM and Sports Premium. The school plans to continue to fund Play Therapy (.2 per week), a Home School Link Worker (.1 per week). PPA will be covered by permanent supply teachers and HLTAs. Additional English, Maths and SEND support will continue to be provided in all year groups. The budget this year will allow us to provide staff with training and additional support elements.

Finance continued

Further sources of funding

- Capital Project money

- Elmbridge School partnership bids

- Oatlands School PTA

- Oatlands school fund

- Local business sources and sponsorship

- Token and Voucher collections

- School Book fairs/book clubs

- Charities

Allocation of Funds

As in previous years, Curriculum Leaders have prepared 'bids' for their subject area. Primarily money will be allocated to maintenance costs, remaining funds will be given to develop subject areas in line with school priorities. Leaders will prepare action plans to support the implementation of initiatives. These will be reviewed at regular intervals.

Money has been allocated to continue the Curriculum Leader monitoring programme.

Outcomes for pupils

EYFS GLD

2017			2018			2019			Targets for 2020		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
76%	77%	71%	81%	78.4%	71.5%	75%		75%			

Year 1 Phonics

2017			2018			2019			Targets for 2020		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
79%	84%	81%	84%	84.2%	82%	79%		82%			

Year 2 Phonics

2017			2018			2019			Targets for 2020		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
47%			78%			60% (15 chn)		91%			

Outcomes for pupils continued

Key stage 1 SATs - Reading

	2017			2018			2019			Targets for 2020		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	81.6%	80%	76%	79%	79%	75%	73%		75%			
GDS	48.3%	32%	25%	39%	32%	25%	46%		25%			

Key stage 1 SATs - Writing

	2017			2018			2019			Targets for 2020		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	69%	71%	68%	62%	73%	70%	64%		69%			
GDS	18%	19%	16%	2%	19%	16%	7%		15%			

Key stage 1 SATs - Maths

	2017			2018			2019			Targets for 2020		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	75%	78%	75%	80%	79%	76%	78%		76%			
GDS	13.3%	24%	21%	19%	25%	22%	23%		22%			

Strategic School Development Cycle
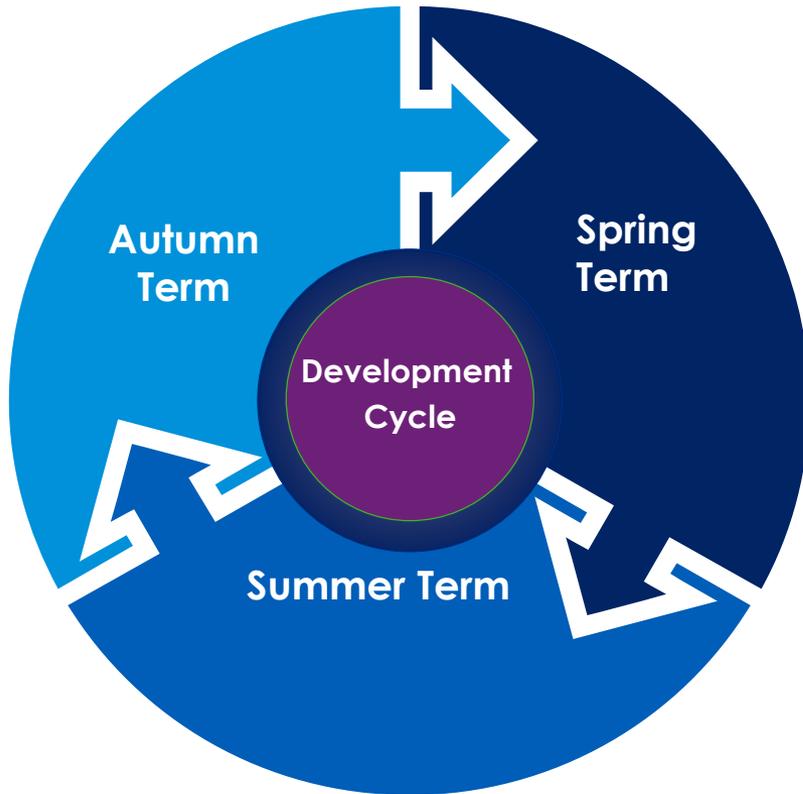
Summer Term
- ➢ School Development day – whole school community evaluate SDP
- ➢ RAG school development plan
- ➢ Review and update SEF against Ofsted criteria
- ➢ Analysis of statutory and school's own assessment data

Autumn Term
- ➢ Share new SDP with all staff and Governors
- ➢ Set monitoring schedule linked to key priorities
- ➢ RAG school development plan against milestones
- ➢ Review school's achievement data
- ➢ Review and update SEF against Ofsted criteria

Spring Term
- ➢ Continue cycle of monitoring
- ➢ RAG school development plan against milestones
- ➢ Review school's achievement data
- ➢ Review and update SEF against Ofsted criteria
- ➢ Set budget

School Development Day 2019 – working together to plan next steps

All members of the school community are invited to take part in the School Development planning process at Oatlands. This plan arose as a result of our last School Development day, which took place on June 3rd 2019.

The day provided all stakeholders with the opportunity to reflect on the past year through the evaluation of the School Development plan. A summary of achievements are listed under key headings on the following pages.

This year ideas for school improvement were shared through a 'Dragon's Den' style format. Ahead of the day teams of 4-5 were created from different sectors of the school community to work on the following areas:

- The curriculum

- The mental health and wellbeing of children

- The school environment

- The mental health and well-being of staff

- Healthy lifestyles

- Behaviour

Teams then had time to work together to consider what element of their chosen area they would like to develop. They shared their rationale and ideas for improvement as well as considering the impact their proposal would have on the children.

Continued …

Teams presented in a range of ways from power point presentations to practical demonstrations.

All ideas have been pulled together into the categories of the new Ofsted Framework and form our School Development Plan.

It is a shared plan and by remaining in allocated teams, the aim is for all staff to work together to see their proposals come to fruition. They will also link to performance management targets.

The first draft of the Development plan is shared with all staff at the first Inset Day of the year in September and with Governors at the first FGB.

Copies of the plan are given to all governors, each class and copies are available in the staffroom and office.

Achievements of 2018/19

1. Embedding

- ✓ Embedding of 'Growth Mindset' strategies implemented in 2017/18
- ✓ Embedding children's understanding of values for learning through 'The Characteristics of effective learning'.
- ✓ Embedding of transition routines for Reception to Year 1 implemented in 2017/18
- ✓ Embedding of the assessment cycle and pupil progress meetings
- ✓ Embedding opportunities for independent consolidation of learning
- ✓ Embedding use of Tapestry in Reception classes, ensuring greater parental engagement
- ✓ Outdoor learning days were embedded in the Year 1 and 2 curriculum

2. Writing

- ✓ Development whole school approach to planning writing around a core text
- ✓ Allocation of time to enable new writing units to be planned together as a team
- ✓ Development of strategies to promote positive attitudes to presentation of writing
- ✓ Development of routines for editing and improving writing
- ✓ CPD to support teachers to develop teaching and share ideas with other schools around 'Greater Depth' writing

3. Consistency

- ✓ Planning was completed together as a year group and there was a consistency in provision across classes
- ✓ Colleagues further developed the sense of collaboration and enhanced trust by observing each other's practice.

4. Inclusion

- ✓ Parents were Identified and supported to gain a clear understanding of home school learning strategies (Book-share etc.)
- ✓ External speakers were booked to support parents understanding about inclusion
- ✓ The Voysey room was created to facilitate the learning of our high needs children
- ✓ You adapted, trialed and liaised with external professionals

5. Strengthen safeguarding and strategies to enhance well being

✓ Audit existing mental health and well being provision
✓ Identified and ensured appropriate support is in place for families in need
✓ Developed a team to look at strategies to promote staff wellbeing
✓ Continued to develop playground provision to gain the gold 'Healthy Schools' award

7. Facilities

✓ New doors with glass panels to improve health and safety
✓ New washrooms
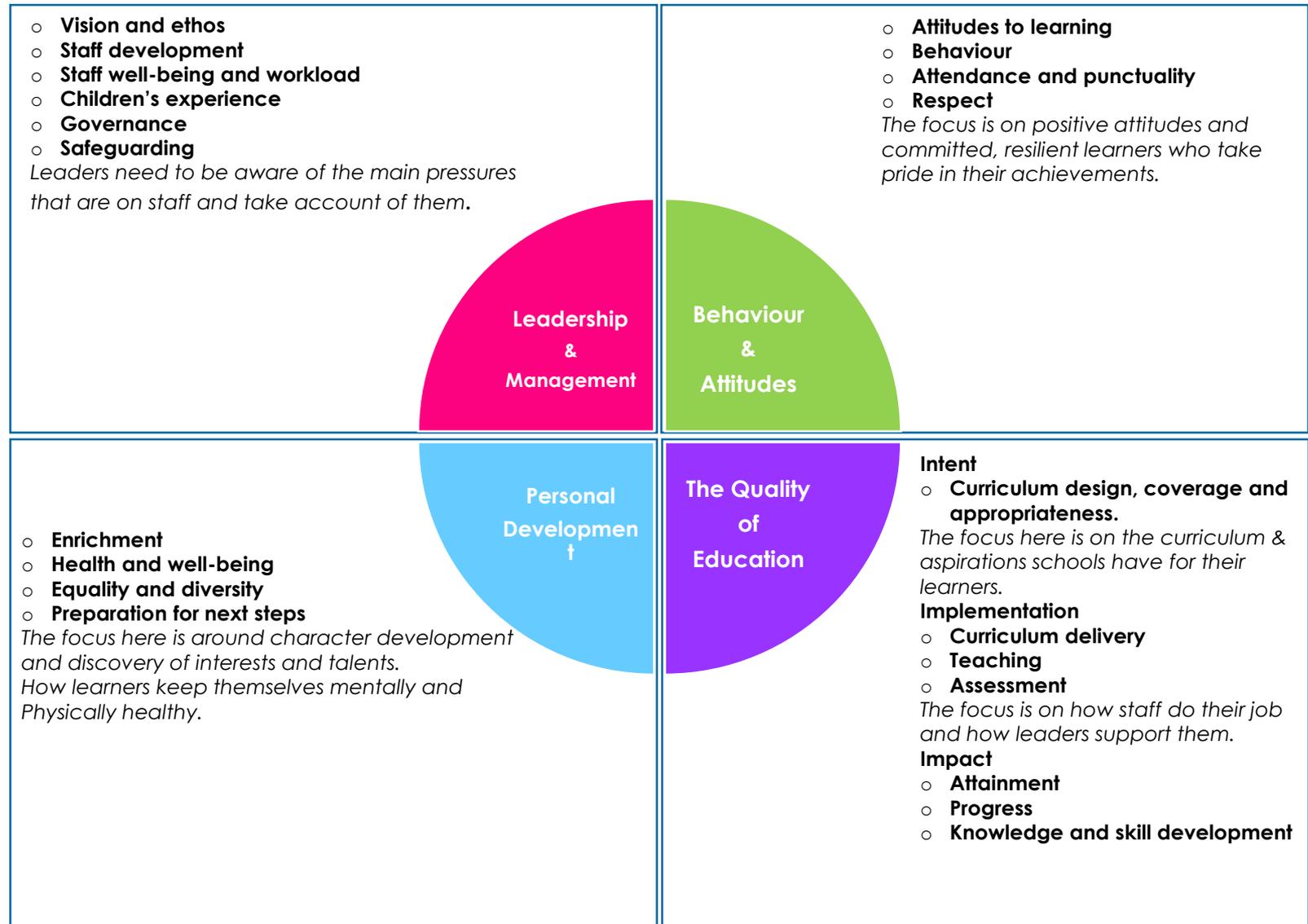✓ Develop use of new shared Early Years outdoor space

8. ICT

✓ New Interactive White Boards
✓ 16 new ipads

9. Develop community cohesion through joint projects

✓ Work with Artist Caroline Wendling to create flags to be displayed in Weybridge and Walton-on-Thames this summer

The New Ofsted Framework

- o **Vision and ethos**
- o **Staff development**
- o **Staff well-being and workload**
- o **Children's experience**
- o **Governance**
- o **Safeguarding**

Leaders need to be aware of the main pressures that are on staff and take account of them.

- o **Attitudes to learning**
- o **Behaviour**
- o **Attendance and punctuality**
- o **Respect**

The focus is on positive attitudes and committed, resilient learners who take pride in their achievements.

Leadership & Management

Behaviour & Attitudes

Personal Development

The Quality of Education

- o **Enrichment**
- o **Health and well-being**
- o **Equality and diversity**
- o **Preparation for next steps**

The focus here is around character development and discovery of interests and talents.
How learners keep themselves mentally and Physically healthy.

Intent
- o **Curriculum design, coverage and appropriateness.**

The focus here is on the curriculum & aspirations schools have for their learners.

Implementation
- o **Curriculum delivery**
- o **Teaching**
- o **Assessment**

The focus is on how staff do their job and how leaders support them.

Impact
- o **Attainment**
- o **Progress**
- o **Knowledge and skill development**

Quality of Education

1. Intent – developments linked to curriculum design, coverage and appropriateness *The curriculum is designed to show clear progression of key skills and knowledge*

1.1 Create whole school aims outlining our curriculum intent at Oatlands and share with all stakeholders.

1.2 Adapt planning to ensure that the context of the school is reflected and that key skills and knowledge are appropriate and are made explicit.
To ensure that there is clear progression from Reception to Year 2.

1.3 Develop overarching curriculum policy, which clearly defines what education looks like at Oatlands.

1.4 Ensure all subject policies include our shared aims and how they relate to their subjects. Ensure policies are uniform in content and format.

2. Implementation – developments linked to curriculum delivery, teaching and assessment - – *The quality of teaching and learning throughout the school is outstanding*

2.1 Embed changes to writing planning

2.2 Plan opportunities for leaders across Manby/Cleves to meet to share curriculums/assessment procedures.

2.3 Opportunities for teachers to share best practice.

2.4 To embed use of technology across the curriculum

2.5 Improve maths provision in EYFS by planning opportunities for children to develop investigative and problem solving skills throughout the learning environment. Assessment

2.6 Embed feedback procedures – Progression of editing skills.

2.7 Pedagogy – Review the strategies used to allow children to embed concepts in their long term memories. (Nov INSET – Making it stick: an evidence-based approach to successful learning).

3. Impact – developments linked to outcomes - *Outcomes are in line with other outstanding schools. All children, regardless of their needs make good progress.*

3.1 Ambitious targets set to be above National figures and In line with other outstanding schools.

3.2 Readiness for next stage in life – Parent voice questionnaires on transition

3.3. Analysis of Year 3 end of year outcomes – core subject leaders

Behaviour and Attitudes

4. Attitudes to learning *Children demonstrate the ability to tackle their learning independently and show resilience*

4.1 Continue to embed 'Growth Mindset' strategies and link to values for learning.

Behaviour – *Behaviour throughout the school is outstanding as policy is used consistently throughout the school.*

4.2 Ensure clear and consistent behavioural routines are used throughout the school by all staff.

4.3 Ensure staff are well deployed to support children in their play at morning break and lunchtime.

4.4 Promote good manners through clear and consistent expectations.

Attendance- – *Attendance is monitored rigorously so that progress is not hindered by children not being in school.*

4.4 Continue to follow revised procedures, supporting our more vulnerable families to get into school.

Personal development

Strategies are in place to support the positive mental well-being of the children

5.1 Develop children's Emotional Literacy

5.2 Further develop opportunities for physical activity throughout the school day.

5.3 Promote an inclusive environment – understanding and celebrating diversity.

5.4 Providing staff training (ELSA?) for 1:1, group sessions.

5.5 Providing quiet spaces at playtimes for identified children.

Leadership and Management

The quality of provision is outstanding due to clarity of vision, communication, policy and practice.

6.1 To further develop consistency across the school through clear communication of policy and practice.

6.2 To further develop opportunities for staff development through team teaching, CPD and sharing practice with colleagues from other schools.

6.3 To promote positive mental well-being of staff through Wellbeing team.

6.4 To ensure that all procedures and practices put in place are adhered to by all staff and are effective – clear monitoring cycle.

6.5 To continue to develop and enhance the school environment.

1. Intent - The curriculum is designed to show clear progression of key skills and knowledge

Rationale

Oatlands already has a broad and balanced curriculum and over the past 3 years the curriculum has been evaluated and updated by year groups and subject leaders. Changes have been made as some elements of the curriculum did not allow children to demonstrate their skills independently and were reliant on significant adult support.

We now need to adapt our curriculum to ensure that identified key skills and knowledge are taught explicitly and that there is clear progression from Reception to Year 2. We work closely with Manby Lodge and Cleves so collaboratively we aim to ensure that our curriculums support progress in all subjects from Reception to Year 6.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
1.1 Create whole school aims outlining our curriculum intent at Oatlands	TM PC EL	1 x staff meeting	None	**Summer 2019 –** teachers to review curriculum aims **Autumn 2019 –** Ensure revised aims are shared through SDP, subject policies, Prospective parent meetings, curriculum evenings **All stakeholders are clear of what our curriculum intent is at Oatlands.**
1.2 Adapt planning to ensure that the context of the school is reflected and that key skills and knowledge are appropriate and are made explicit. **To ensure that there is clear progression from Reception to Year 2.**	PC Sub ldrs	Staff meeting time 11.11.19	SLT to review progress and look at knowledge year groups have identified ahead of creating knowledge organisers.	**Autumn 2019** – staff meeting to explain and trial adding key knowledge to weekly foundation planning. Subject leaders and SLT to review and look at progression ahead of year groups writing knowledge organisers for Autumn 2. **Spring 2019 –** As above – continue adding key knowledge and write planners for the Spring term. **Summer 2019 -** As above – continue adding key knowledge and write planners for the Summer term. Pull together and finalise planning formats to be used from September 2020. **Skills and knowledge taught in each year group are explicit. There is clear progression of skills and knowledge from Reception to year 2.**

1. Intent The curriculum is designed to show clear progression of key skills and knowledge

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
1.3 Develop overarching curriculum policy, which clearly defines what education looks like at Oatlands.	TM PC	None	None	**Summer 2020 –** Pull together approaches to planning and assessment finalised throughout the year. **Curriculum policy clearly identifies the learning experience offered at Oatlands and aspirations we have for our learners.**
1.4 Ensure all subject policies include our shared aims and how they relate to their subjects. Policies are uniform in content.	Sub lead ers	Curriculum release time – see policy review schedule Staff Meeting time	Curriculum committee in line with schedule	**September 2019-** PC to share generic policy format template. Curriculum policies to be updated in line with Policy review schedule and shared with staff following ratification of policies at curriculum committee meetings. **All subject leaders know how their subject relates to the whole school curriculum intent. Updated policies are to be amended in line with new structure guidelines. Any amendments to policies are shared with staff following review.**

2. Implementation - The quality of teaching and learning throughout the school is outstanding

Rationale

The quality of teaching and learning is good across the school with reflective and experienced members of staff. Although improving, outcomes in writing have been below National and Surrey figures for the last 3 years. In 2018/19 we changed our approach to planning as well as taking part in a 'Greater Depth' research project. New planning and feedback strategies now need to be embedded across the school.

For the past 2 Years teachers have had the opportunity to trial and share teaching strategies within their year groups through research style projects. To support staff development and working collaboratively we aim to buddy up teachers working in the same year group at Manby Lodge. Teachers will have the opportunity to share good practice to support them in developing their own practice as well as looking at each school's approaches to writing.

EYFS have successfully developed their writing provision and are now focusing on adopting the same approach in mathematics by facilitating opportunities to develop investigative and problem solving maths activities throughout the provision.

With the acquisition of smart boards and 16 ipads in 2018/19, we will be focusing on developing teacher's skills in using the available software as well as looking at how they can be used to enhance teaching and learning in all areas of the curriculum.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
2.1 Embed changes to approach to writing planning through continuing to review and rewrite writing units and ensure that writing routines are clear and consistent.	PC	Texts to support writing units - £200 New/replacement books - £1000 Phonics play - £120	Planning scrutiny - termly SLT observations of teaching and learning Book scrutiny - termly	**Autumn** –PC to record which texts are being used and what planning is still to be updated. Allocate planning time to year groups. **Spring** – Autumn and Spring planning in place **Summer –** Writing units all planned and evaluated by year groups. **Writing outcomes are above the National average**

2. Implementation - The quality of teaching and learning throughout the school is outstanding

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
2.2 Plan opportunities for leaders across Manby Lodge and Cleves to work collaboratively and share approaches to curriculum development and assessment procedures	TM MM DHs Sub Ldrs	Meetings where possible after school as staff meetings – allocate 1 x spring meeting and 1 x summer meeting	Deputy heads to monitor and evaluate progress	**Autumn term –** MM and TM to share school Development plans and identify common areas for development. Deputies to meet to work on collaborative projects: • Approaches to curriculum development • Assessment of foundation subjects • Transition • Report formats Share contact details of subject leaders to make initial communication **Spring term –** Subject leaders to meet to share identified key knowledge. **Summer term-** Subject leaders to meet to share curriculums – focus on progression of skills and knowledge. **Curriculum and assessment procedures are in line with ML. Skills and knowledge are planned to ensure clear progression as children move to Cleves**

2. Implementation - The quality of teaching and learning throughout the school is outstanding

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
2.3 Opportunities for teachers to share best practice.	SLT MM	Cover for teachers	Summer term - Curriculum committee governors to talk to group of teachers about impact of experience. SLT drop in observations.	**Autumn term** Following Performance management observations identify key areas for development based on outcomes and individual teacher needs. TM to work with MM (Manby) to pair teachers. **Spring term** Manby Lodge and Oatlands to have a teacher social where SLTs from both schools will introduce the peer observation project/share expectations and pair teachers and key dates. Teachers to share experiences at social staff meeting at the end of the term **Summer** Teachers to embed/practice skills taken away from the experience. **Best practice is shared and across schools and outcomes in identified areas improve.**
2.4. To embed use of technology across the curriculum.	KW	Smartboard training 6 ipads – class based **£1800**	KW to monitor use of ipads across the curriculum	**Autumn term** – 2nd half when completing weekly planning year groups to complete proforma showing ipad use in different areas of the curriculum over the half term. Staff CPD to use ipads in conjunction with smartboards. **Spring term** – Teachers to continue to build opportunities for ipad use across the curriculum. **Summer term** – KW to collate use of ipads in different subjects to share with subject leaders. Subject leaders to build into medium term planning. **Ipads are used to support learning in all areas of the curriculum. Teachers are confident to use smart boards with ipads.**

2. Implementation - The quality of teaching and learning throughout the school is outstanding

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
2.5 Improve maths provision in EYFS by planning opportunities for children to develop investigative and problem solving skills throughout the learning environment.	EL SH	Time out of class to visit other settings time for maths lead to work with EL – Thursday ams Relevant EYFS maths CPD - £300	Observations Termly governor monitoring visits - AS	**Autumn term –** TM/EL to identify EYFS settings with outstanding maths provision. Visit to look at practice. Develop and trial ideas. Develop planning with maths lead. **Spring term –** Continue to work on developing ideas. Team up with ML Reception teachers to share best practice in maths. **Summer term –** Embed planning **Maths outcomes are above National and Surrey. Children are engaged and accessing investigative and problem solving activities throughout the learning environment.**
ASSESSMENT				
2.6 Embed feedback procedures	SLT	Staff meeting time	Monitor feedback teacher notes alongside books to evaluate impact. Add to monitoring schedule.	**Autumn term –** TM/PC to review marking policy and plan staff meeting 'Giving children feedback – what has an impact'. Introduce whole class feedback sheets and review procedures with teachers. Develop feedback policy **Spring term** – put policy into practice **Summer term** – monitor impact **Books show children are making good progress and misconceptions are not repeated**

3. Impact – Outcomes are in line with other outstanding schools. All children, regardless of their needs make good progress.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
2.7 Review the strategies used to allow children to embed concepts in their long term memories.	TM	Chris Quigley 'Making it stick' INSET Nov 2019	Spring term – Observe how strategies are being implemented in class	<u>**Autumn term–**</u> INSET followed by staff meeting to agree next steps. <u>**Spring term –**</u> monitor how strategies are being used effectively in class. <u>**Summer term**</u> – Subject leaders to look at how strategies can be used to support assessment of foundation subjects. Processes in place ready for September 2020. **Strategies are implemented. Children demonstrate the ability to embed key knowledge in their long term memories. Assessment of Foundation subjects in place.**

4. Attitudes to learning - Children demonstrate the ability to tackle their learning independently and show resilience

Rationale	'Growth Mindset' approach was introduced in 2017/18 alongside using the 'Characteristics of Effective Learning' throughout the school. It is important that strategies continue to be embedded and built upon through sharing good practice.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
4.1 Embed 'Growth Mindset' strategies and link to Values for Learning.	TM PC	Growth Mindset stickers and posters	Autumn – classroom displays of learning lines and Characteristics of Effective learning. Spring – use of learning lines in books Summer – Pupil voice – children's understanding of Growth Mindset.	**Autumn term –** Evaluate current practice and develop guidelines to form part of curriculum policy. **Spring term** – review children's understanding. Provide opportunity for teachers to share resources **Summer term** - Provide opportunity for teachers to share resources **Children have a good understanding about what it means to have a 'Growth Mindset' . Consistent language and strategies are used throughout the school.**

4. *Behaviour – Behaviour throughout the school is outstanding as policy is applied consistently throughout the school.*

Rationale	Children generally demonstrate positive attitudes towards their learning and children are focused and purposeful during lessons. Expectations are not always clear and consistent and children do not always demonstrate good manners.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
4.2 Ensure clear and consistent behavioural routines are used throughout the school by all staff.	TM PC	Copies of Non-negotiable routines and expectations	Ongoing – learning walks Review with staff half termly in staff meeting	**Autumn term** – review and update pastoral policy Share key elements with all staff at Sept inset inc non-negotiables. HT/Teachers/TAs to share expectations with children **Children understand how to behave in and around the school. The pastoral policy is followed consistently by all staff.**
4.3 Ensure staff are well deployed to support children in their play at morning break and lunchtime.	TM Pco BT	Playground equipment £200 PTA	TM to monitor weekly, giving feedback to staff	**Autumn term** – Set up playground rules with children Share new zones with allocated adult support Including use of values garden for identified vulnerable children **Spring**- evaluate provision **Playground incidents reduce as children are engaged in supervised purposeful play at break times.**
4.4 To teach children key skills to demonstrate good manners	TM PC EL	Stickers - £50 Classroom posters showing expectations	Review with staff half termly in staff meetings	**Autumn term** – Inset – agree expectations with all staff. Posters to be displayed in classrooms and around the school. TM to build into assemblies/share on website Ensure parents are aware of expectations. Share at curriculum evenings. **Children demonstrate good manners when in school and the wider community.**

4. *Attendance – Attendance is monitored rigorously so that progress is not hindered by children not being in school.*

Rationale	Whilst attendance continues to be excellent at Oatlands, persistent absenteeism and lateness is more prevalent with our PP families. Strategies to support identified families have been successful and now need to be embedded.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
4.4 To continue to follow revised procedures, supporting our more vulnerable families to get into school.	TM SH LM	Medals and badges for termly attendance assemblies	TM to review Weekly attendance report with LM TM to review attendance ½ termly and liaise with SH re warning letters.	**Autumn** – Send out information to parents re expectations for attendance Review procedures with Admin team re 1st/2nd warning letters. Ensure teachers are aware of who persistent absentees/late children are. Review termly **Overall Attendance is 98% with less than 5 children being classed as 'Persistent absentees'**

5. Strategies are in place to support the positive mental well-being of the children.

Rationale

Oatlands already has many successful strategies in place to support children's wellbeing. These include our values ethos, PSHE curriculum, a Play therapist and Home School Link Worker, who work with identified children. Mindfulness is also well embedded through 'Just a minute' which is practiced consistently throughout the school. We would now like to support children to develop their emotional literacy through the development of our PSHE curriculum and values programme. Our aim is to ensure that all staff have a clear understanding of the context of the school so that we have a curriculum and support in place to support potentially vulnerable groups of children.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
5.1 Develop children's Emotional Literacy	PC TA CWT	Staff meeting/TA meeting time	Termly pupil voice discussions	**Autumn term** – SLT to look at our school context, who our families are, any potential vulnerabilities and what we do/can do to ensure needs are met. TM to meet with Child wellbeing team to share ideas. PC to work with SM re planning opportunities for children to express emotions. **Spring term** – develop planning to provide opportunities for children to share and understand their emotions **Summer term** – **Children demonstrate an understanding of their emotions and what to do when they are feeling ….. Sad, anxious, worried etc**

5. Strategies are in place to support the positive mental well-being of the children.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
5.2 Further develop opportunities for physical activity throughout the school day.	PE lead		Autumn – TM to monitor during performance management observations Spring – PE lead to carry out pupil voice discussions Summer -	**Autumn term –** PE lead to share list of activities to be used in classes as movement breaks throughout the day. PE lead to meet with PE leads within the cluster (Lead by Cleves) to explore further opportunities for whole school activities promoting healthy lifestyles. **Spring term –** Movement breaks are embedded. The whole school has the opportunity to take part in planned physical activities (Beyond PE). Children understand the importance of taking part in physical activities. **Summer term** – **There is a whole school approach to fitness for learning.**
5.3 Promote an inclusive environment – understanding and celebrating diversity	SLT SEN parent gp	Cost of author – Autism	Pupil voice Autumn/Summer Parent voice – SEN group around inclusion	**Autumn term –** SLT to review school context . Who are our community/What do they need to know? Ensure curriculum and assemblies provide children with knowledge and understanding of different cultures and religions. TM/KI to meet with parent SEN group to share ideas as to how to educate our community about the differing needs of children at Oatlands. **Spring term** – Assemblies/curriculum reflect our school context. **Summer** – **Children have a good understanding and show respect for different cultures and religions. The school community has a good understanding of the differing needs of the children at Oatlands and these are celebrated.**

5. Strategies are in place to support the positive mental well-being of the children.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
5.4 Providing staff training (ELSA?) for 1:1, group sessions.	KM	ELSA training		**Autumn term** – KM to attend ELSA training **Spring term** – Start sessions with identified children **ELSA (Emotional Literacy Support Assistant is in place to support identified children)**
5.5 Providing quiet spaces at playtimes for identified children.	TA MHT TM	Playground equipment	Termly in monitoring schedule – Observations/pupil voice	**Autumn term** – TM/Class teachers to identify children who would benefit from quieter playtimes – allocate adults to the area **Spring term** – continue to monitor and develop use of area **Children develop confidence and feel safe at playtimes**

6. *The quality of provision is outstanding due to clarity of vision, communication, policy and practice.*

Rationale

Peer observations and facilitating the opportunity for year groups to plan new Literacy units together in 2018/19 had the greatest impact on supporting consistency across classes. In addition our Reception classes used their new shared outdoor space for the first time, allowing all 3 classes to work closely together developing children's social skills as well as aiding effective staff deployment. Teaching Assistants working in Reception also took on the responsibility of planning for and setting up the outdoor areas of learning. Staff all proactively take part in the School Development process (School Development Day) but do not always have the opportunity to share and see their ideas through from start to finish. The aim this year is for **all** staff to be involved in school development through being part of a School Development Team. We also aim to share best practice by linking closely and sharing teaching and learning strategeis and approaches to curriculum development with Manby Lodge and Cleves.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
6.1 To further develop consistency across the school through clear communication of policy and practice.	TM	Time out of class 2 x per term	Curric Governors to meet with representatives from each team to discuss progress and impact.	**Autumn term** – School development teams to be finalised and include new staff members. Half termly meetings to take place with TM and TAs within each group. All meetings to be minuted and shared with all staff. TAs to be set up with school email accounts. 2 meetings per term to take place. **All members of staff have shared responsibility for school development.**
6.2 To further develop opportunities for staff development through team teaching, CPD and sharing practice with colleagues from other schools. (1:1 TAs)	TM/KM/KI		KI to monitor use of Voysey room and 1:1 TA CPD	**Autumn term** – KM and KI to plan group interventions for children with EHCPs with common targets. KM to model sessions and TAs to join in. **Spring term** – Continue to develop use of room with TAs planning and leading their own group sessions. **Summer term – 1:1 Teaching Assistants are working collaboratively and delivering group sessions.**

6. The quality of provision is outstanding due to clarity of vision, communication, policy and practice.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
6.2 To further develop opportunities for staff development through team teaching, CPD and sharing practice with colleagues from other schools. (1:1 Teachers)	TM/ MM SLT	Cover for teachers to visit Manby Lodge	Observations Questionnaire at he beginning/end of project.	<u>**Autumn term**</u> – TM and MM to look at shared opportunities for CPD and sharing of good practice. Facilitate pairing of teachers to work together across schools. + joint moderation. <u>**Spring term**</u> – Shared staff social with Manby Lodge for teachers to meet one another and TM/MM to share project. Teachers from each school to observe each other. + Joint moderation <u>**Summer term –**</u> Joint moderation **Teachers trial/embed successful teaching strategies observed during Peer observations.**
6.3 To promote positive mental well-being of staff through Wellbeing team.	WB tea m			<u>**Autumn term –**</u> Set up buddy system for new members of staff. Continue with staff 'Shout outs' to recognise people's achievements. Establish staff wellbeing news letter – for staff, by staff **Staff's achievements are recognised and 100% of staff feel happy and well supported in their job.**

6. The quality of provision is outstanding due to clarity of vision, communication, policy and practice.

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
6.4 To ensure that all procedures and practices put in place are adhered to by all staff and are effective – clear monitoring cycle.	SLT		SLT - weekly	**Autumn term** – A monitoring cycle is in place to ensure actions on SDP are being met. **Spring term** – A monitoring cycle is in place to ensure actions on SDP are being met. **Summer term** - A monitoring cycle is in place to ensure actions on SDP are being met. **All staff are aware of SDP priorities and have regular feedback as to strengths and next steps.**
6.5 To continue to develop and enhance the school environment.	TM & ET	PTA? Library development Plants Frames and printing	Governors School Council	**Autumn term** – Environment team meeting to discuss plans from school development day. Large action photos of children learning to be displayed around the school. Plans in place to develop library area. **Spring term –** continue to develop plans for library area/ cost. Develop planting in values garden and calm zone. Admin team begin plans for school entrance. Planting of main school entrance. **Summer term** – Set up new library area Quotes and plans for school entrance in. **Identified areas for renewal/updating are planned/in use. The school environment is enhanced.**

Future Planning -

Objectives

Strategies for development	Lead	Resources & Cost	Monitoring	Milestones & Outcome
To plan for reductions to the budget over time				
To retain high quality staff				
To ensure standards remain above National and Surrey figures				

Schedule of Publication and Policy Review 2019-20

Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021
Curriculum					
❑ Terms of reference (S) ❑ Mathematics (NS) ❑ SEN (S) ❑ Pupil premium statement ❑ Music (NS)	❑ English (NS) ❑ Values/PSHE/Citizenship (NS) ❑ Mental Health and Wellbeing (NS)	❑ Assessment ❑ Curriculum	❑ Terms of reference (S) ❑ Science (NS) ❑ RSE (S) ❑ EYFS (S) ❑ Outdoor Environment (NS) ❑ RE ❑ Pupil Premium statement	❑ Art (NS) ❑ Geography (NS) ❑ History (NS) ❑ Educational visits (NS) ❑ Intimate care and toileting	❑ DT (NS) ❑ Computing (inc safety) (NS) ❑ Physical Education (NS)
Personnel					
❑ Terms of reference (S) ❑ Protocol for electronic communication (NS) ❑ Data protection (S) ❑ Recruitment & selection (S)	❑ CPD (NS) ❑ Fairness and dignity (NS) ❑ Grievance procedures (S) ❑ Single equality policy (inc racial, disability, accessibility plan) (S) ❑ Complaints (S)	❑ Admissions ❑ Teacher Appraisal (S) ❑ Home school agreement (S)	❑ Terms of reference (S) ❑ Attendance management staff (NS) ❑ Attendance management pupils (NS) ❑ Disciplinary/capability (S) ❑ Special leave of absence (NS)	❑ Complaints (S) ❑ Statement of procedures for dealing with allegation of abuse against staff (S) ❑ Whistleblowing (NS)	❑ Admissions ❑ Teacher Appraisal (S) ❑ Whole school food (NS) ❑ Freedom of information (S) ❑ Supporting pupils with medical conditions (S)
Finance					
❑ Terms of reference (S) ❑ Finance (NS) ❑ Statement of Internal cont. ❑ Best value statement ❑ School fund statement ❑ Renumeration/pay policy (S)	❑ Renumeration/pay policy (S) ❑ Financial procedures (NS) ❑ Charging and remissions	❑ Budget plan	❑ Terms of reference (S) ❑ Finance (NS) ❑ Statement of Internal cont. ❑ Best value statement ❑ School fund statement	❑ Renumeration/pay policy (S) ❑ Financial procedures (NS) ❑ SFVS	❑ Budget plan
Facilities					
❑ Terms of reference (S) ❑ Site review ❑ Risk ass– Lone working/Working at heights	❑ Site review ❑ Health and safety (S) ❑ Risk Ass – Admin & storage of Meds/Fire safety/Play equip/Hazardous substances/H&S in PE, Art, DT, Sci &PE	❑ Site review ❑ Lettings memorandum ❑ Risk Ass-Staff wellbeing and stress/Management of use of display screens (DSE) & work station self assessments/Manual handling/Legionella/Asbestos/Site security inc vehicle movement	❑ Terms of reference (S) ❑ Site review ❑ Lettings (NS)	❑ Site review	❑ Site review
FGB/staff					
❑ CP (S) ❑ Pastoral (S) ❑ Governor self review ❑ Instrument of Gov (S) ❑ School development plan		❑ School Brochure (Website) ❑ Emergency plan (NS) ❑ Staff handbook (NS) ❑ Update Govs skills audit	❑ CP (S) ❑ Pastoral policy (S) ❑ Governor self review ❑ Staff code of conduct ❑ School development plan	❑ School self review and evaluation policy (NS) ❑ Intimate care (NS)	❑ School brochure (Website) ❑ Emergency plan (NS) ❑ Staff handbook (NS) ❑ Update Govs skills audit

Subject Leader Monitoring and policy review schedule

Subject/Leader	Date of Policy review	Monitoring focus
Maths – Sam Hoad	Autumn 2019	
Computing – Katy Wood	Autumn 2019	
SEN – Katie Isaac	Autumn 2019	
Music – Julia Veira	Autumn 2019	Kate -
English – Phil Copsey	Spring 2020	
Values/PSHE/Citizenship- Phil Copsey	Spring 2020	
Science	Autumn 2020	
RSE	Autumn 2020	
EYFS	Autumn 2020	
RE	Autumn 2020	

Guidelines

- Budget allocations have been made to enable each Foundation subject leader a total monitoring of 1 day and 1 afternoon. This is in line with the term the policy is due for renewal.
- English and Maths will be monitored every term
- Enter dates on Arbor and request office to organise cover
- Agree focus for monitoring with Headteacher
- Arrange mutually convenient time to meet Governor responsible for the subject area to monitor together, share changes to policy and discuss standards, strengths and development priorities
- Discuss findings and next steps with Headteacher and agree how this will be fed back to staff
- Remember to refer to outcomes of monitoring when preparing Curriculum Development Plans

Schedule and focus for Governors Curriculum Monitoring Visits

Term	Subject area	Monitoring question	Who	Completed date
Autumn 2019	English (Termly)			
	Maths (Termly)			
	SEN (Termly)			
	Pupil premium			
	Music			
Spring 2020	English (Termly)			
	Maths (Termly)			
	SEN (Termly)			
	Values/PSHE/Citizenship-			

Schedule and focus for Governors Curriculum Monitoring Visits

Term	Subject area	Monitoring question	Who	Completed date
Summer 2020	English (Termly)			
	Maths (Termly)			
	SEN (Termly)			
	Assessment			