



Oatlands School Development Plan

September 2022 – July 2023

Living our Values, Learning for Life

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Living our Values, Learning for Life

- Values are at the heart of all we do as a school. It underpins our curriculum, ethos, relationships and identity as a school community. Our values ethos gives our children an understanding of their 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.
- Children are taught key knowledge and skills across a broad and balanced curriculum. 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 on roll: 270

Pupils eligible to Pupil Premium (£1385 per child) 01.04.22 – 31.03.23 (based on Oct 2021 census)

Reception: 6

Year 1: 4

Year 2: 9

Total funding £26,315

Post LAC - 0

Total funding: £ 0

SEN: September 2022

Children on SEN register (including those with EHCP):

Reception: 2 (tbc)

Year 1: 7

Year 2: 10

Children with EHCP:

Reception: TBC

Year 1: 1

Year 2: 3

EAL: 2022 – 56 children (21.21%), 2021 - 65 Children (24%), 2020 - 56 (21%), 2019 - 60 (22%), 2018 - 58 (21%), 2017 – 46 (17%), 2016 - 34 (13%)

Finance

The total budget for FY 2021/2022 has been set at **£1,777,937**

This figure includes:

▪ Delegated funds	£1,182,669
▪ Supplementary Grants	£ 33,190
▪ Other Grants	£ 1,763
▪ Carry forward of	£ 313,699
▪ Estimated income from facilities and services	£ 8,000
▪ UIFSM	£ 85,808
▪ SEN – ISPSB	£ 23,153
▪ Pupil Premium	£ 26,315
▪ Sports Premium	£ 18,690
▪ Oscar income	£ 80,000
▪ Donations and other income	£ 4,650

The 21/22 carry forward to this financial year includes a committed amount of £88,879 for such things as redecoration, refurbishment, UIFSM, Sports Premium and Covid Catch Up monies. It also includes an OSCAR carry forward of £137,873 which is earmarked for repairs/replacement of the OSCAR building when required.

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

Please note that no statutory assessments took place in the summer of 2020 or 2021 due to Covid 19.

EYFS GLD

2017			2018			2019			2022		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
76%	77%	71%	81%	78.4%	71.5%	75%	78%	75%	75%	73%	65.2%

Year 1 Phonics – Note all year 2 children took part in phonics screening in Nov 2020 & 2021

2017			2018			2019			2020 (Nov)		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
79%	84%	81%	84%	84.2%	82%	79%	84%	82%	84%	80%	78%

2021 (Nov)			2022		
Oatlands	Surrey	National	Oatlands	Surrey	National
			75.3%	78.4%	75.5%

Outcomes for pupils continued

Key stage 1 SATs - Reading

	2017			2018			2019			2022		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	81.6%	80%	76%	79%	79%	75%	73%	79%	75%	81%	72.6%	66.9%
GDS	48.3%	32%	25%	39%	32%	25%	46%	32%	25%	41%	24.6%	18%

Key stage 1 SATs - Writing

	2017			2018			2019			2022		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	69%	71%	68%	62%	73%	70%	64%	73%	69%	77%	62.7%	57.6%
GDS	18%	19%	16%	2%	19%	16%	7%	19%	15%	12%	10.5%	8%

Key stage 1 SATs - Maths

	2017			2018			2019			2022		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	75%	78%	75%	80%	79%	76%	78%	79%	76%	83%	72.9%	67.7%
GDS	13.3%	24%	21%	19%	25%	22%	23%	25%	22%	26%	19.2%	15.1%

Outcomes for pupils continued

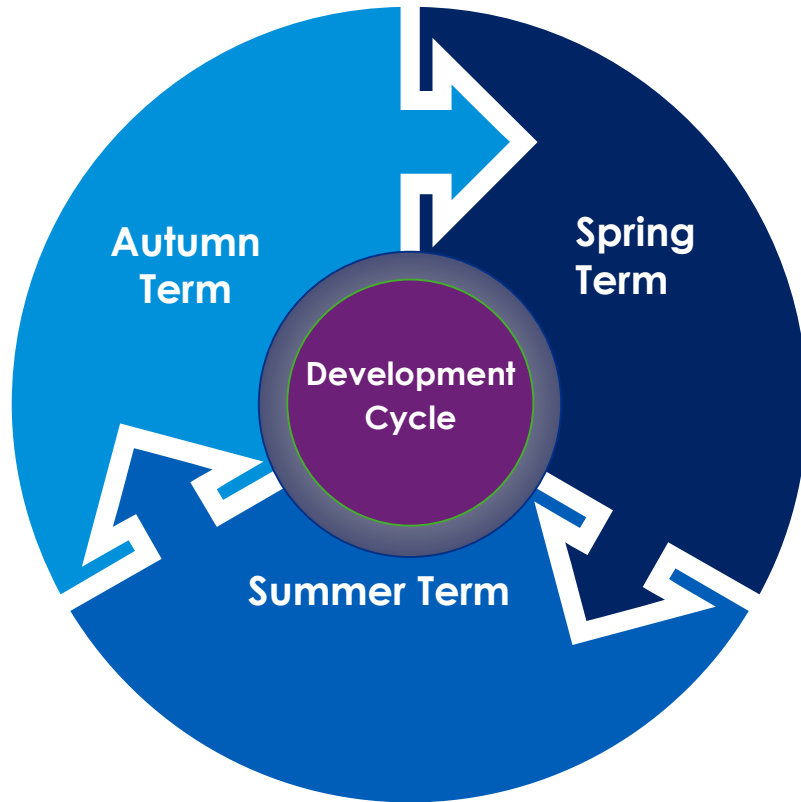
Key stage 1 SATs - Science

										2022		
										Oatlands	Surrey	National
EXP+										81%		

Key stage 1 SATs – Reading, writing and mathematics

	2017			2018			2019			2022		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+										72%		
GDS										11%		

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

Summary of achievements of 2021-22

- ✓ Implementation of the revised EYFS Framework
- ✓ Implementation of EYFS baseline
- ✓ Introduction of New Reading scheme – ‘Little Wandle Letters and Sounds revised’.
- ✓ Implementation of changes to the curriculum and focus on retention of key knowledge.
- ✓ Governance – ‘Intensive monitoring’ and support for subject leaders.
- ✓ Consistency of content and quality of teaching and learning across year groups.
- ✓ A smooth return to ‘Normality’ as the school returned to ‘pre-covid’ provision and routines.
- ✓ Demand for Oscar club and facilitating as many places as we could.
- ✓ Playground zones.
- ✓ Moving from ‘family service’ at lunch time.

School Development Day 2022 – working together to plan next steps

One of the things that we are still managing post Covid is community cohesion. School development day this year therefore, alongside the evaluation of the year focussed on rekindling the Oatlands community in the following areas:

- Parental engagement
- Inclusion
- Values
- Staff relations

Our aim this year is to re-establish these positive partnerships to promote and enhance the experiences for our children, staff and parents and the wider community.

Wish List

Wish	Achieved
Air conditioning	
Budget for new/current books for book corners	
Staff socials	
Fitness classes for staff	
Vegetable patch and gardening sessions	
A new year 2 bell	
An SEN cupboard where all staff can access resources	
Spruce up year 2 entrance	
Painted lines in playground to show children 'no go' areas	
Speech and language teaching space	
Bug mats for all Reception classes	
New display boards above pegs in Bumblebees	
Termly half day opportunities for year groups to plan new topics together	
Review the job title 'Teaching Assistant' to something more fitting	

The Ofsted Framework

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment (qualifications and assessments)
- Progress
- Knowledge and skill development
- Destinations

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Employability
- Attendance and punctuality
- Respect

Personal development

- Enrichment
- FBV
- Careers guidance
- Health and well-being
- Citizenship
- Equality and diversity
- Preparation for next steps

Leadership and management

- Vision and ethos
- Staff development
- Staff workload and well-being
- Student experience
- Governance/oversight
- Safeguarding

1. To make necessary adaptations to the curriculum (curriculum intent)
1. To introduce Drumba to support physical and mental wellbeing (Curriculum intent and implementation)
2. To introduce new music curriculum (Replace Active music) to ensure NC objectives are being met. (Curriculum intent and implementation).
3. To develop assessment of Foundation subjects (Implementation)
4. To develop consistent approaches to effective use of display (Implementation)
5. Reporting - Move toward more regular reporting to parents so that we are able to work together to address any gaps in knowledge. (Implementation)
6. To continue to raise standards in reading through embedding SSP (Little Wandle Letters and Sounds Revised)

Behaviour and Attitudes

1. To further develop strategies to support staff in managing dysregulated and/or children displaying neuro-typical behaviours.

Personal development

1. To implement plans to enhance the school's approach to inclusion and equality.
2. To develop the range of extra curricular clubs available to children.
3. Inclusion – To develop a shared understanding of all of our children with additional needs so that all adults are confident in working with any child.
4. To further develop use of values garden to promote healthy eating and reintroduce cooking lessons.

Leadership and Management

1. To ensure that all staff have the support and training needed in fulfilling their roles expertly and deliver school development priorities.
2. To continue to foster links with partnership schools.
3. Facilities – To plan for and replace identified areas within the school.

1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>1. To make necessary adaptations to the curriculum (curriculum intent)</p> <p>Year 1 Science - Content heavy so reducing so in line with NC. Match investigations to fit in with continuous provision model. History- following evaluation content needs to be developed to be more practical.</p> <p>Year 2 Science - Content working but needs to ensure in line with NC and add investigations to support assessment. Computing - tweaked to ensure pitched at the right level as children struggled using the keypad.</p>	<p>Deputy Head and Year 2 Leader to update identified areas of the curriculum when planning with year group and communicate changes to subject leaders.</p>	<p>Phil and Hannah to update identified areas of the curriculum when planning with year group and communicate changes to subject leaders.</p>	<p>Phil and Hannah to update identified areas of the curriculum when planning with year group and communicate changes to subject leaders.</p>
<p>Monitoring</p>	<p>Science – Lucy S to have time to look at planning science across the school. Governors – Meet new Science lead Lucy Saunders Year 1 – Talk to Phil & Lucy about how science is being integrated through continuous provision.</p>	<p>Governors – History – Year 1 observations and pupil voice. Is curriculum content promoting engagement and historical knowledge?</p>	<p>Governors –</p>
<p>CPD</p>			

1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>2. To introduce Drumba to support physical and mental wellbeing (Curriculum intent and implementation)</p> <p><i>Drumba was trialled in the Summer term when looking into alternative activities to promote physical and mental wellbeing. We had overwhelmingly positive feedback from children, staff and parents and therefore have purchased planning and resources to deliver Drumba in school.</i></p>	<p>Following Inset on October 31st, Autumn 2 Year 1 to deliver sessions instead to replace previously taught dance curriculum.</p> <p>Year 2 - introduce children to Drumba ahead of teaching in Spring 1.</p>	<p>Spring 1 – Year 2 to deliver sessions instead to replace previously taught dance curriculum.</p> <p>Spring 2 – Year 1 to continue to deliver sessions.</p> <p>Year 1 parents invited to watch Drumba session.</p>	<p>Summer 1 – Year 2 to deliver sessions instead to replace previously taught dance curriculum.</p> <p>Summer 2 - Reception to introduce Drumba</p> <p>Year 2 parents invited to watch lesson</p>
<p>Monitoring</p>	<p>PE Lead to drop in to Year 1 sessions. Governor to visit to observe sessions taking place.</p>	<p>PE Lead to drop in to Year 2 sessions.</p>	<p>PE lead to evaluate impact and next steps. Consider club?</p>
<p>CPD</p>	<p>Inset 31st October for teacher and all TAs invited See if any TAs express an interest in delivering sessions in moving forward.</p>	<p>Evaluate how sessions are going and allocate further staff meeting if required. Reception teachers refresher ready for implementation in Summer term.</p>	

1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>3. To introduce new music curriculum (Replace Active music) to ensure NC objectives are being met. (Curriculum intent and implementation).</p> <p><i>Following discussions between partnership music leads, Charanga was selected as a scheme that all 3 schools could follow. It has already been successfully implemented at Cleves.</i></p>	<p>Music subject lead to map out scheme of work for each year group to follow.</p> <p>All Year groups to start implementing Charanga scheme.</p> <p>Assemblies – Music subject lead to identify songs to be taught in assemblies alongside opportunities for musical appraisal and model lessons.</p>	<p>All Year groups to continue implementing Charanga scheme.</p> <p>Music lead to continue to support teachers and ensure resources are in place and accessible.</p>	<p>All Year groups to continue implementing Charanga scheme.</p> <p>Music lead to continue to support teachers and ensure resources are in place and accessible.</p>
<p>Monitoring</p>	<p>Music subject lead to carry out drop in observations.</p>	<p>Music subject alongside Governor to observe lessons. Leader to talk through how Charanga has enhanced the teaching of music at Oatlands.</p>	<p>Music leads from partnership schools to evaluate implementation and plan next steps.</p>
<p>CPD</p>	<p>Introduction to Charanga – shared staff meeting with Manby Lodge. Purchase 30 Glockenspiels</p>	<p>Shared staff meeting with Manby Lodge.</p>	<p>Follow up to introduce model curriculum</p>

1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>4. To develop assessment of Foundation subjects (Implementation)</p> <p><i>Teachers have planned opportunities for revisiting key skills and knowledge at the beginning of each lesson, planned in opportunities to revisit key knowledge over time and trialed retrieval strategies.</i></p> <p><i>Leaders have begun to look at ways in which we could assess foundation subjects and agreed that any system implemented:</i></p> <ul style="list-style-type: none"> ➤ Shows the knowledge the child has acquired. ➤ The outcomes are used to inform future teaching – i.e. There are planned opportunities for identified children to revisit learning. ➤ Is not over burdensome on teacher time. 	<p>Year group teams begin to create POP tasks for each foundation subject area being taught.</p> <p>Complete and implement new assessments.</p> <p>Year 2 to create POP tasks for Science, Geography and Art</p>	<p>Year group teams to create POP tasks for each foundation subject area being taught in the Spring term.</p> <p>Complete and implement new assessments.</p>	<p>Year group teams to create POP tasks for each foundation subject area being taught in the Summer term.</p> <p>Complete and implement new assessments.</p>
<p>Monitoring</p>	<p>SLT to look at pop tasks and completed assessments</p>	<p>Governors –Talk to teachers about how they have planned in opportunities for children to revisit curriculum content where they have not retained knowledge.</p>	<p>Subject Leaders – Data analysis And next steps. Consider how data is used to inform future planning. Transition – what information needs to be shared with next teacher?</p>
<p>CPD</p>	<p>Staff meeting 3/10 to introduce assessment process and template. Staff meeting each half term to plan pop tasks</p>	<p>Staff meeting to plan POP tasks. Spring 1 and Spring 2 Look at reporting arrangements</p>	<p>Staff meeting to plan POP tasks Summer 1 and Summer 2</p>

1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>5. To develop consistent approaches to effective use of display (Implementation)</p> <p><i>Following SIP visit in Summer 2021 it was noted that displays are used differently across the school. We need to agree upon the displays that we have and their impact on learning.</i></p>	<p>Agree what displays to be used and difference between working walls and displays of children's work.</p> <p>Focus - Is current English and maths learning obvious and accessible for children to aid recall?</p> <p>Agree as a staff on how to use display.</p> <p>Develop subject displays in hall. (1 per term)</p>	<p>Continue to develop use of working walls to support children to recall key knowledge.</p>	<p>Continue to develop use of working walls to support children to recall key knowledge.</p> <p>Subject leader to each write section of curriculum policy outlining use of display in their subject.</p>
<p>Monitoring</p>	<p>TM to carry out learning walk and feed back</p>	<p>Subject leaders and Governors to evaluate how displays support knowledge retention. How is your subject represented across the school?</p>	<p>SLT to carry out learning walk looking at consistent use of display in each year group.</p>
<p>CPD/Resources</p>	<p>Staff meeting to agree upon how displays will be used across the school.</p>		

1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>6. Reporting</p> <p>Move toward more regular reporting to parents so that we are able to work together to address any gaps in knowledge. (Implementation)</p>	<p>SLT to liaise with Manby and Cleves re reporting.</p> <p>Year 1 carrying out baselines in reading and maths.</p>	<p>SLT and subject leaders to create revised interim reporting template to share with parents at the end of the Spring term.</p> <p>Develop end of year reporting to build on Spring term report.</p>	<p>Trial new end of year reports</p>
<p>Monitoring</p>	<p>Parent questionnaire following Autumn term parents evening. Including how parents are going to use the information they gained to support their children at home.</p>	<p>Parent questionnaire</p>	<p>Parent questionnaire</p>
<p>CPD</p>	<p>Staff meeting re revised focus for October parent consultations so that conversations build on end of year reports and learning as well as how children have transitioned into their new year group.</p>	<p>Staff meeting to share new reporting arrangements.</p>	<p>Support any new staff with report writing.</p>

1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>7. To continue to raise standards in reading through embedding SSP (Little Wandle Letters and Sounds Revised)</p> <p><i>The programme has been in place year in YR and Y1 this year will be introduced to Y2. New staff need to be trained and coached in the programme and keep-up implemented to continue to raise standards across the school.</i></p>	<p>PC to ensure all staff have completed online training.</p> <p>PC to coach staff new to the programme to start to deliver lessons and keep-up.</p> <p>Y1/2 staff to assess/baseline all children in phonics to plan teaching programme and keep-up.</p> <p>Y2 stream children based on assessments and deliver reading support based on need.</p> <p>PC to coach all staff involved in the programme to ensure consistency across the school.</p> <p>All staff assess children at 3/6 week intervals. PC to analyse data and plan keep-up as appropriate.</p> <p>PC to deliver workshops to YR/Y1 parents to help them in supporting their children in phonics.</p>	<p>PC to ensure any new staff have completed online training.</p> <p>PC to coach/organise team teaching to support all staff involved in the programme to ensure consistency across the school.</p> <p>Y2 staff assess all children still on SSP and plans made for support for any children not yet fluent and secure at Phase 5.</p> <p>YR/Y1 continue to assess regularly to ensure provision is appropriate and that children falling behind are quickly identified.</p>	<p>Y1 Staff complete 'mock' PSC assessment of all children to identify key gaps and organise keep-up as appropriate.</p> <p>PC to coach/organise team teaching to support all staff involved in the programme to ensure consistency across the school.</p> <p>YR/Y1 continue to assess regularly to ensure provision is appropriate and that children falling behind are quickly identified.</p> <p>Y1/2 staff to carry out PSC for all children as required.</p>
Monitoring	<p>PC to observe lessons and keep-up in all classes.</p> <p>New English governor to speak to PC about programme and learn about principles of SSP and how we meet government and OFSTED expectations.</p>	<p>PC to observe lessons and keep-up in all classes.</p> <p>English governor to observe phonics teaching in YR/Y1 to develop understanding of programme.</p>	<p>PC to observe lessons and keep-up in all classes.</p> <p>English governor to observe keep up teaching in YR/Y1 to develop understanding of programme.</p>
CPD	<p>PC to deliver staff meeting Autumn 2 about using assessment data to plan support.</p> <p>PC to take part in reading leader training as appropriate throughout the term.</p>	<p>PC to take part in reading leader training as appropriate throughout the term.</p>	<p>PC to take part in reading leader training as appropriate throughout the term.</p>

2. Behaviour and Attitudes

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>1. To further develop strategies to support staff in managing dysregulated and/or children displaying neuro-typical behaviours.</p> <p><i>We have experienced higher levels of dysregulated behaviour which we believe to be an impact of Covid. We have adopted the work of Paul Dix, which builds on our positive values approach to behaviour management.</i></p>	<p>All staff to take part in training and implement strategies introduced:</p> <ul style="list-style-type: none"> ➤ Positive noticing. ➤ Recognition systems ➤ Meet and greet ➤ Simple whole school rules based on maximum of 3. (Ready, respectful and safe) <p>Create whole school 1 page summary – of what we do every day and how we do it. Update Behaviour policy in line with changes.</p> <p>Have a consistent approach to addressing dysregulated behaviour: Work with parents to ensure a consistent and joined up approach.</p>	<p>Continue to implement strategies, focussing on restorative practice – Children understanding how to make things right and understanding how their behaviour has affected others.</p>	<p>Embed procedures put in place ensuring that all staff and parents are clear about our behaviour systems and they are applied consistently across the school.</p> <p>Evaluate whole school behaviour at School Development Day. What have been the successes and impact of new approaches?</p>
<p>Monitoring</p>	<p>SLT – pupil voice – do children know and understand the rules?</p> <p>What has been effective? What has been the impact of 'Spotlighting' children?</p>	<p>Governors to observe behaviour around the school and carry out pupil voice to evaluate whether children understand the rules and what happens if you don't follow them.</p>	<p>Pupil, staff and parent questionnaire to evaluate school community understanding of our behaviour policy and it's impact.</p>
<p>CPD</p>	<p>Inset – Paul Dix Staff meeting to evaluate how system is being implemented and identify future staff training. Curriculum evenings to share strategies with parents.</p>	<p>Staff meeting – Professional conversations around what is working well. Implementing triage approach and how to support our more neuro-diverse children. Paul Dix – training videos.</p>	

3. Personal Development

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>1. To implement plans to enhance the school's approach to inclusion and equality.</p> <p><i>Antiracism ties closely with the schools' values in terms of respect and belonging. Staff have identified lack of confidence in discussing race in the classroom. We have an increasingly diverse school population although have an awareness that our school community is predominantly white.</i></p> <p>Monitoring</p>	<p>Invite members of the school community to join a working party. INSET with all staff to explore racial identity and the role of language in creating a diverse school. Questionnaire to all staff about confidence in use of language in school. Working party meet and plan actions for the year.</p>	<p>Review curriculum in the light of working party action plan and purchase resources.</p> <p>Hold event to celebrate diversity in the school community.</p>	<p>Curriculum updated based on working party.</p> <p>Staff questionnaires to evaluate training and future needs.</p> <p>Subject leaders to update Governors with key changes/additions to the curriculum.</p>
<p>CPD</p>	<p>Allocate staff meetings in Autumn 2 – look into external speaker.</p>	<p>Allocated staff meeting to plan and prepare community event</p>	

3. Personal Development

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>2. To develop the range of extra curricular clubs available to children.</p> <p><i>Following Covid, our clubs became limited. We are keen to develop the range of clubs we have in order to provide enriching experiences for our children.</i></p>	<p>Offer new range of clubs</p>	<p>Review offer and range of clubs offered.</p>	<p>Review offer and range of clubs offered.</p>
<p>Monitoring</p>	<p>Governors to review take up and inclusion – opportunities for SEND and PP children to take part in clubs.</p>	<p>Governors to review take up and inclusion – opportunities for SEND and PP children to take part in clubs.</p>	<p>Governors to review take up and inclusion – opportunities for SEND and PP children to take part in clubs.</p>
<p>CPD</p>			

3. Personal Development

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
3. Inclusion – To develop a shared understanding of all of our children with additional needs so that all adults are confident in working with any child.	<p>Develop systems for sharing information about identified children. Facilitate opportunities for staff to share knowledge so that all staff are aware of the needs of our children.</p> <p>Staff to contribute to booklet sharing all key information.</p> <p>Book 'Understanding' CPD for staff and parents to develop confidence and understanding of the differing needs of children in the school.</p> <p>Re-establish parent coffee mornings and working party.</p> <p>Introduction of new wellbeing pastoral role – Kelly Mathews</p>	<p>Develop staffing model to support staff to work with different children across the school.</p> <p>Run 'understanding ...' workshops for staff and parents.</p>	<p>Continue to develop staffing model to support staff to work with different children across the school.</p> <p>Run 'understanding ...' workshops for staff and parents.</p>
Monitoring	<p>Send out staff and Parent questionnaire to evaluate understanding and confidence in supporting children with additional needs.</p>		<p>Send out staff and Parent questionnaire to evaluate understanding and confidence in supporting children with additional needs.</p>
CPD	<p>Head Teacher, SENDco and SEND Governor to agree and book relevant CPD for staff and parents</p>	<p>CPD arising from staff and parent questionnaire.</p>	<p>CPD arising from staff and parent questionnaire.</p>

3. Personal Development

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>4. To further develop use of values garden to promote healthy eating and reintroduce cooking lessons.</p>	<p>Reintroduce parent helpers and working party to support maintenance of the the Values garden.</p> <p>Allocate each class a bed in the garden. Classes to choose what they are going to grow and make with their produce.</p> <p>Plan a day at the end of term to share produce and recipes.</p>	<p>Allocate each class a bed in the garden. Classes to choose what they are going to grow and make with their produce.</p> <p>Plan a day at the end of term to share produce and recipes.</p>	<p>Allocate each class a bed in the garden. Classes to choose what they are going to grow and make with their produce.</p> <p>Plan a day at the end of term to share produce and recipes.</p>
<p>Monitoring</p>	<p>SLT - Learning walk</p>	<p>SLT - Learning walk</p>	<p>SLT - Learning walk</p>
<p>CPD</p>	<p>Staff meeting to introduce and share ideas.</p>		

4. Leadership and Management

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
1. To ensure that all staff have the support and training needed in fulfilling their roles expertly and deliver school development priorities.	<p>Set performance management targets for Teachers and Teaching Assistants based on school priorities.</p> <p>Set clear monitoring arrangements for SLT and Governors.</p> <p>Allocate time for Subject leaders to implement any changes to the curriculum.</p>	<p>Review performance management targets for Teachers and Teaching Assistants based on school priorities.</p> <p>Set clear monitoring arrangements for SLT and Governors.</p> <p>Allocate time for Subject leaders to implement any changes to the curriculum.</p>	<p>Review performance management targets for Teachers and Teaching Assistants based on school priorities.</p> <p>Set clear monitoring arrangements for SLT and Governors.</p> <p>Allocate time for Subject leaders to implement any changes to the curriculum.</p>
Monitoring	Governors – curriculum and personnel.	Governors – curriculum and personnel.	Governors – curriculum and personnel.
CPD	Set staff meetings and Inset in line with needs.	Set staff meetings and Inset in line with needs.	Set staff meetings and Inset in line with needs.

4. Leadership and Management

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
2. To continue to foster links with partnership schools.	<p>Head teachers to meet to create shared action plan.</p> <p>Look at opportunities for schools to work together.</p> <p>Investigate possibility of shared SIP.</p> <p>Head Teachers and Chairs of Governors to meet to review each school's response to white paper.</p>	<p>Head teachers to meet to review and update shared action plan.</p> <p>Look at further opportunities for schools to work together.</p> <p>Head Teachers and Chairs of Governors to meet to review each school's response to white paper and impact of any collaborative work.</p>	<p>Head teachers to meet to review and update shared action plan.</p> <p>Look at further opportunities for schools to work together.</p> <p>Head Teachers and Chairs of Governors to meet to review each school's response to white paper and impact of any collaborative work.</p>
Monitoring	Head Teacher to update Governors	Head Teacher to update Governors	Head Teacher to update Governors
CPD			

4. Leadership and Management

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p>3. Facilities – To plan for and replace identified areas within the school.</p>	<p>Look into the following areas:</p> <p>Replacement of the large wooden crocodile in the playground.</p> <p>Replacement of the stage in the woods.</p> <p>Plan for replacement of desk tops in IT suite.</p>	<p>Look into and cost refurbishment of Oscar toilets.</p> <p>Look into and cost air conditioning in Year 2 building.</p>	<p>Plan for summer works</p>
<p>Monitoring</p>	<p>Updates to be shared with Governors – Facilities committee.</p>	<p>Updates to be shared with Governors – Facilities committee.</p>	<p>Updates to be shared with Governors – Facilities committee.</p>
<p>CPD</p>			

Schedule of Publication and Policy Review 2022-23

Autumn 2022	Spring 2023	Summer 2023	Autumn 2023	Spring 2024	Summer 2024
Curriculum					
<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference (S) <input type="checkbox"/> Mathematics (NS) <input type="checkbox"/> SEN (S) <input type="checkbox"/> Sports premium <input type="checkbox"/> Pupil premium statement <input type="checkbox"/> Values ,PSHE, Citizenship <input type="checkbox"/> Early Reading 	<ul style="list-style-type: none"> <input type="checkbox"/> Mental Health and Wellbeing (NS) 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment (NS) <input type="checkbox"/> Curriculum (NS) <input type="checkbox"/> Children with health needs who cannot attend school (S) <input type="checkbox"/> Supporting children with Medical conditions (S) <input type="checkbox"/> Art <input type="checkbox"/> Computing <input type="checkbox"/> Online safety <input type="checkbox"/> DT (NS) <input type="checkbox"/> Educational visits <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> Intimate care and toileting <input type="checkbox"/> PE 	<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference (S) <input type="checkbox"/> Science (NS) <input type="checkbox"/> RSE (S) <input type="checkbox"/> EYFS (S) <input type="checkbox"/> Outdoor Environment (NS) <input type="checkbox"/> RE <input type="checkbox"/> Pupil Premium statement <input type="checkbox"/> SEN <input type="checkbox"/> Music <input type="checkbox"/> PSHE/Values policy <input type="checkbox"/> Feedback policy <input type="checkbox"/> Maths <input type="checkbox"/> Values/PSHE/Citizenship (NS) 	<ul style="list-style-type: none"> <input type="checkbox"/> English 	<ul style="list-style-type: none"> <input type="checkbox"/> Children with health needs who cannot attend school (S) <input type="checkbox"/> Supporting children with Medical conditions (S)
Personnel					
<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference (S) <input type="checkbox"/> Protocol for electronic communication (NS) <input type="checkbox"/> Data protection (S) <input type="checkbox"/> Recruitment & selection (S) <input type="checkbox"/> Disciplinary/Capability (S) <input type="checkbox"/> Privacy notice (S) <input type="checkbox"/> Attendance management of staff 	<ul style="list-style-type: none"> <input type="checkbox"/> CPD (NS) <input type="checkbox"/> Fairness and dignity (NS) <input type="checkbox"/> Grievance procedures (S) <input type="checkbox"/> Single equality policy (inc racial, disability, accessibility plan) (S) <input type="checkbox"/> Complaints (S) <input type="checkbox"/> Early career teachers (S) <input type="checkbox"/> Statement of procedures for dealing with allegation of abuse against staff (S) 	<ul style="list-style-type: none"> <input type="checkbox"/> Admissions <input type="checkbox"/> Teacher Appraisal (S) <input type="checkbox"/> Home school agreement (S) <input type="checkbox"/> Freedom of information (S) <input type="checkbox"/> Attendance (Staff) <input type="checkbox"/> Disciplinary/Capability <input type="checkbox"/> Equality 	<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference (S) <input type="checkbox"/> Attendance management staff (NS) <input type="checkbox"/> Attendance management pupils (NS) <input type="checkbox"/> Disciplinary/capability (S) <input type="checkbox"/> Special leave of absence (NS) <input type="checkbox"/> Data protection (S) <input type="checkbox"/> Recruitment & selection (S) <input type="checkbox"/> Staff grievance procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> Complaints (S) <input type="checkbox"/> Statement of procedures for dealing with allegation of abuse against staff (S) <input type="checkbox"/> Whistleblowing (NS) <input type="checkbox"/> Grievance procedures (S) <input type="checkbox"/> Early career teachers (S) <input type="checkbox"/> Single equality policy (inc racial, disability, accessibility plan) (S) 	<ul style="list-style-type: none"> <input type="checkbox"/> Admissions <input type="checkbox"/> Teacher Appraisal (S) <input type="checkbox"/> Home school agreement (S) <input type="checkbox"/> Freedom of information (S)
Finance					
<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference (S) <input type="checkbox"/> Finance (NS) <input type="checkbox"/> Statement of Internal cont. <input type="checkbox"/> Best value statement <input type="checkbox"/> School fund statement <input type="checkbox"/> Pay policy (S) 	<ul style="list-style-type: none"> <input type="checkbox"/> Financial procedures (NS) <input type="checkbox"/> Charging and remissions <input type="checkbox"/> Governors allowances <input type="checkbox"/> Gifts and hospitality 	<ul style="list-style-type: none"> <input type="checkbox"/> Budget plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference (S) <input type="checkbox"/> Finance (NS) <input type="checkbox"/> Statement of Internal cont. <input type="checkbox"/> Best value statement <input type="checkbox"/> School fund statement <input type="checkbox"/> Pay policy 	<ul style="list-style-type: none"> <input type="checkbox"/> Financial procedures (NS) <input type="checkbox"/> SFVS <input type="checkbox"/> Charging and remissions <input type="checkbox"/> Governors allowances 	<ul style="list-style-type: none"> <input type="checkbox"/> Budget plan
Facilities					
<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference (S) <input type="checkbox"/> Site review <input type="checkbox"/> Risk assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Site review <input type="checkbox"/> Health and safety (S) <input type="checkbox"/> Risk Assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Site review <input type="checkbox"/> Lettings memorandum <input type="checkbox"/> Risk Assessments <input type="checkbox"/> First aid <input type="checkbox"/> Infection control 	<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference (S) <input type="checkbox"/> Site review <input type="checkbox"/> Lettings (NS) <input type="checkbox"/> Risk assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Site review <input type="checkbox"/> Risk assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Site review <input type="checkbox"/> Risk assessments
FGB/staff					

Schedule and focus for Governors Curriculum Monitoring Visits – To agree at sub committee meetings in line with policy review.

Term	Subject area	Monitoring question	Who	Completed date
Autumn 2022	English (Termly)			
	Maths (Termly)			
	SEN (Termly)			
	Safeguarding (Termly)			
	Science	Meet new Science lead Lucy Saunders		
	PE	to visit to observe Drumba sessions taking place.		

Schedule and focus for Governors Curriculum Monitoring Visits – To agree at sub committee meetings in line with policy review.

Term	Subject area	Monitoring question	Who	Completed date
Spring 2023	English (Termly)			
	Maths (Termly)			
	SEN (Termly)			
	Safeguarding (Termly)			
	History	Year 1 observations and pupil voice. Is curriculum content promoting engagement and historical knowledge?		
	Music	to observe lessons. Leader to talk through how Charanga has enhanced the teaching of music at Oatlands.		
	Assessment	Talk to teachers about how they have planned in opportunities for children to revisit curriculum content where they have not retained knowledge.		
	Assessment	to evaluate how displays support knowledge retention. How is your subject represented across the school?		

Schedule and focus for Governors Curriculum Monitoring Visits

Term	Subject area	Monitoring question	Who	Completed date
Summer 2023	English (Termly)			
	Maths (Termly)			
	SEN (Termly)			
	Safeguarding (Termly)			