



# Oatlands School Development Plan

September 2023 – July 2024

*Living our Values, Learning for Life*

# Contents

- Introduction
- Curriculum aims
- School context
- Finance
- Outcomes for pupils
- Strategic School Development cycle
- Achievements of 2022 23
- Summary of school development priorities
- Quality of Education priorities (p14-17)
- Behaviour and Attitudes priorities (p18)
- Personal development (p19)
- Leadership and Management (p20-24)
- Staff wish list
- Schedule of Publication and Policy Review
- Schedule and focus for Governors Curriculum Monitoring Visits

# 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 (£1455 per child) 01.04.23 – 31.03.24 (based on Oct 2022 census)**

**Reception:** 4 (On roll currently: 4)

**Year 1:** 6 (On roll currently: 5)

**Year 2:** 7 (On roll currently: 5)

**Total funding £24,735**

**Post LAC - 1**

Total funding: TBC

**SEN: September 2023**

**Children on SEN register (including those with EHCP):**

**Reception:** 10 (1 EHCP/3 SEN Support/6 Monitoring)

**Year 1:** 3 (0 EHCP/2 SEND support/1 Monitoring)

**Year 2:** 16 (3 EHCP/9 SEN Support/4 Monitoring)

**Children with EHCP:**

**Reception:** 1

**Year 1:** 0

**Year 2:** 3

**EAL:** 2023 – 82 children (30.4%) 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 2023-24 has been set at **£1,885,915**

**This figure includes:**

▪ Delegated funds	£1,228,772
▪ Additional Grant (MSAG)	£ 40,144
▪ Other Grants	£ 3,670
▪ Carry forward of	£ 306,815
▪ Est income from facilities/services	£ 14,500
▪ UIFSM	£ 100,245
▪ SEN – ISPSB	£ 15,559
▪ Pupil Premium	£ 23,280
▪ Sports Premium	£ 7,400
▪ Oscar income	£ 100,000
▪ Donations	£ 20,000
▪ Other income	£ 25,530

The 22/23 carry forward to this financial year includes a committed amount of £68,916 for such things as redecoration, refurbishment, UIFSM, Sports Premium and Covid Catch Up monies. It also includes an OSCAR carry forward of £180,908 of which the majority is earmarked for repairs/replacement of the OSCAR building when required. Some of this OSCAR carry forward has been used to balance the 2023-24 budget.

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

2018			2019			2022			2023		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
81%	78.4%	71.5%	75%	78%	75%	75%	73%	65.2%	80%	TBC	TBC

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

2019			2020 (Nov)			2020 (Nov)			2021 (Nov)		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
84%	84.2%	82%	79%	84%	82%	84%	80%	78%	84%		

2022			2023		
Oatlands	Surrey	National	Oatlands	Surrey	National
75.3%	78.4%	75.5%	74%	78%	78.9%

# Outcomes for pupils continued

## Key stage 1 SATs - Reading

	2018			2019			2022			2023		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	79%	79%	75%	73%	79%	75%	81%	72.6%	66.9%	77%	72.9%	68.3%
GDS	39%	32%	25%	46%	32%	25%	41%	24.6%	18%	30%	?	?

## Key stage 1 SATs - Writing

	2018			2019			2022			2023		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	62%	73%	70%	64%	73%	69%	77%	62.7%	57.6%	66%	64.6%	60.1%
GDS	2%	19%	16%	7%	19%	15%	12%	10.5%	8%	9%		

## Key stage 1 SATs - Maths

	2018			2019			2022			2023		
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	80%	79%	76%	78%	79%	76%	83%	72.9%	67.7%	82%	74.1%	70.4%
GDS	19%	25%	22%	23%	25%	22%	26%	19.2%	15.1%	12%		

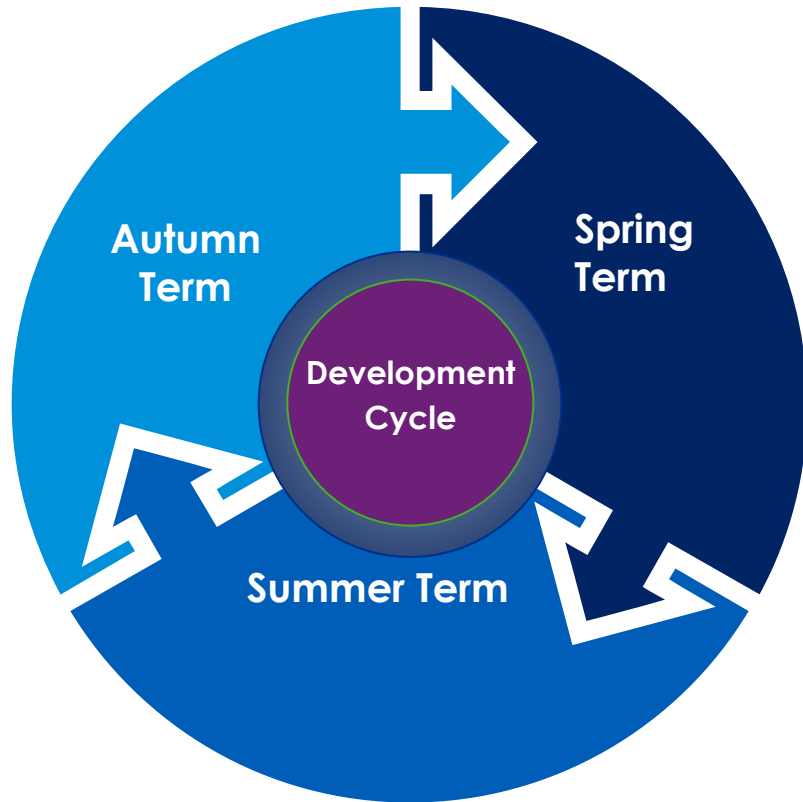


# Outcomes for pupils continued

## Key stage 1 SATs - Science

	2022			2023								
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
EXP+	81%			93%								

# 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 2022-23

## **Curriculum**

- ✓ Subject leaders completed curriculum unit plans for all subjects. The plans clearly identified the knowledge children were expected to know at the end of each year group. Plans also provided a clear and consistent framework for teachers to follow.
- ✓ Subject leaders reviewed and updated the way in which children are assessed in each subject.
- ✓ Drumba was introduced and delivered in years 1 and 2. Reception had taster sessions during the Summer term.
- ✓ The new music curriculum 'Charanga' was introduced ensuring that we were meeting the new statutory NC content.
- ✓ Little Wandle reading programme was embedded, with effective 'Keep up' and tutoring in place to support children not working at the expected standard.

## **Behaviour and attitudes**

- ✓ A new behaviour policy was put in place.
- ✓ The role of Nurture lead put in place to share expertise and provide support for identified children.
- ✓ Parent workshops delivered to promote a common approach to behaviour management.

## **Personal development**

- ✓ New texts were purchased to ensure our reading curriculum is diverse.
- ✓ A parent working group was set up to discuss how best to tackle racism with children in our age group.

## **Leadership and management**

- ✓ Opportunities for leaders to work with partnership schools were facilitated. Subject leaders worked together on the 7 year learning journey.
- ✓ Support and intervention for High Needs children.

# Summary of achievements of 2022-23

## **Other achievements/things that cropped up!**

- ✓ Parent helpers returned and allowed us to facilitate cooking sessions again.
- ✓ We were selected as 1 of 5 schools to be a part of a sustainability project.
- ✓ Ofsted!
- ✓ PTA fundraising.
- ✓ Parent workshops were well attended.

## Overview of School Development Priorities 2023/24

### Quality of Education

1. To continue to raise standards in reading and writing through teaching of phonics.
2. To ensure that **all** pupils, including the lowest 20% of pupils leave Key Stage 1 with the intended component knowledge outlined in the curriculum.
3. By the end of Key Stage 1, Pupil Premium pupils (Non SEND) to achieve the expected standard in reading, writing, mathematics and phonics.
4. To continue to develop specific areas of the curriculum identified in subject leader action plans.

### Behaviour and Attitudes

1. To continue to implement a whole school consistent approach to behaviour management where 'Behaviour is Everyone's responsibility'.

### Personal development

1. To continue to develop the school's approach to inclusion and equality.

### Leadership and Management

1. Safeguarding – To embed and monitor effective use of CPOMs across the school.
2. To continue to facilitate partnership work with leaders from Cleves and Manby Lodge.
3. To provide CPD opportunities to support all staff to be confident in their role and to facilitate opportunities to develop skills and expertise.
4. To continue to support staff wellbeing.
5. Facilities – To manage and complete the following projects: Sustainability whole school upgrade, refurbishment of the Oscar wash rooms, Security upgrade for Oscar, installation of large playground equipment and updates to Reception furnishings.
6. Explore models for external evaluation of the school.

# 1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>1. To continue to raise standards in reading and writing through teaching of phonics.</b></p> <p><i>The programme has been in place for two years and this year the spelling programme will be introduced into Year 2. New staff need to be trained and coached and keep up implemented.</i></p> <p><i>Following our inspection the focus on writing in EYFS and Y1 will move towards transcription and implementation the principles of the SSP to developing writing skills in line with the NC.</i></p>	<p><b>PC</b> to ensure all staff are fully trained and have completed refresher training.</p> <p><b>PC</b> to coach all staff to deliver lessons, reading practice sessions and keep-up.</p> <p><b>Y2</b> to start to deliver Phase 5 review programme and Bridge to Spelling.</p> <p><b>Trained Staff</b> to run NTP tutoring to Year 1 pupils not on track.</p> <p><b>PC/EL</b> to introduce changes in approach to planning writing in team meetings.</p> <p><b>All staff</b> assess children at 3/6 week intervals. <b>PC</b> to analyse data and plan keep-up as appropriate with a focus on SEND/PP children.</p>	<p><b>PC/EL</b> to update pedagogy for teaching writing in EYFS/Year 1 for inclusion in new English policy.</p> <p><b>PC/EL/TM</b> to review writing planning in light of changes to pedagogy.</p> <p><b>PC</b> to continue to coach staff to deliver lessons, reading practice sessions and keep-up.</p> <p><b>PC</b> to identify children at risk of not making PSC threshold from assessments and implement additional support with a focus on SEND/PP children.</p> <p><b>PC/TM/EL</b> Evaluate end of Autumn term assessments and evaluate success of changes to writing curriculum and make any changes as needed.</p>	<p><b>Y1 Staff</b> complete 'mock' PSC assessment of all children to identify key gaps and organise keep-up as appropriate.</p> <p><b>EYFS/Y1 staff</b> observe writing teaching in each others year groups to discuss impact of changes.</p> <p><b>YR/Y1</b> continue to assess regularly to ensure provision is appropriate and that children falling behind are quickly identified.</p> <p><b>Y1/2 staff</b> to carry out PSC for all children as required.</p>
<b>Monitoring</b>	<p><b>PC</b> to observe lessons and reading practice in all classes.</p> <p><b>PC</b> to monitor impact of tutoring on progress of SEND/PP children.</p> <p><b>New English governor</b> to discuss and observe changes to writing pedagogy in Year 1.</p>	<p><b>PC</b> to observe lessons and keep-up in all classes.</p> <p><b>PC</b> to monitor impact of tutoring on progress of SEND/PP children.</p> <p><b>English governor</b> to discuss/review projected data for all year groups with English Lead.</p>	<p><b>PC</b> to observe lessons and keep-up in all classes.</p> <p><b>English governor</b> to carry out pupil voice around reading for pleasure.</p>
<b>CPD</b>	<p><b>PC/EL</b> to visit LW Champion School to observe best practice?</p> <p><b>PC</b> to take part in reading leader training as appropriate throughout the term.</p> <p><b>PC</b> to attend SAFE English/Phonics networks.</p>	<p><b>PC</b> to take part in reading leader training as appropriate throughout the term.</p> <p><b>PC</b> to attend SAFE English/Phonics networks.</p>	<p><b>PC</b> to take part in reading leader training as appropriate throughout the term.</p> <p><b>PC</b> to attend SAFE English/Phonics networks.</p>

# 1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>2. To ensure that all pupils, including the lowest 20% of pupils leave Key Stage 1 with the intended component knowledge outlined in the curriculum.</b></p> <p><i>'The curriculum clearly defines what pupils should learn and when. Leaders have trained teachers to start with thinking about the knowledge first. Positively, the work that pupils do is starting to give them more knowledge practice. But this still needs strengthening'. (Ofsted 2023)</i></p>	<p><b>Lesson observations</b></p> <ul style="list-style-type: none"> <li>o <b>SLT</b> to carry out performance management observations focussing on teaching pedagogy supporting children to acquire the intended component knowledge.</li> <li>o <b>Subject leaders</b> to carry out pupil voice discussions to check understanding. (Are our lowest 20% retaining intended component knowledge?)</li> <li>o <b>SLT</b> to review assessment procedures. How are POP tasks being used once completed?</li> <li>o <b>SLT</b> carry out Pupil Progress meetings to review progress and attainment of all pupils in Reading, Writing, Maths and Science.</li> </ul>	<p><b>Lesson observations</b></p> <ul style="list-style-type: none"> <li>o Facilitate opportunities for peer observations – use of cognitive learning approaches.</li> <li>o <b>Subject leaders</b> to carry out pupil voice discussions to check understanding. (Are our lowest 20% retaining intended component knowledge?)</li> <li>o <b>SLT</b> carry out Pupil Progress meetings to review progress and attainment of all pupils in Reading, Writing, Maths and Science.</li> </ul>	<p><b>Lesson observations</b></p> <ul style="list-style-type: none"> <li>o Facilitate opportunities for peer observations – use of cognitive learning approaches.</li> <li>o <b>Subject leaders</b> to carry out pupil voice discussions to check understanding. (Are our lowest 20% retaining intended component knowledge?)</li> <li>o <b>SLT</b> carry out Pupil Progress meetings to review progress and attainment of all pupils in Reading, Writing, Maths and Science.</li> </ul>
<p><b>Monitoring</b></p>	<p><b>Subject leaders</b> to carry out Pupil voice discussions.</p>	<p><b>Subject leaders</b> to carry out Pupil voice discussions.</p>	<p><b>Subject leaders</b> to carry out Pupil voice discussions.</p>
<p><b>CPD</b></p>	<p>Staff meeting – Revisit cognitive principals and how children learn principals.</p>	<p>TBC</p>	<p>TBC</p>

# 1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>3. By the end of Key Stage 1 Pupil Premium children to achieve the expected standard in reading, writing, mathematics and phonics.</b></p> <p><i>'Leaders know that they need to target disadvantaged pupils who are not attaining well enough in reading and writing compared with the high attainment of their peers' (Ofsted 2023)</i></p>	<ul style="list-style-type: none"> <li>o <b>TM</b> to create register of PP children and potential barriers to learning.</li> <li>o <b>TM</b> to set individual plans for PP children outlining needs and provision.</li> <li>o <b>TM</b> to meet with Head of ML to discuss PP strategy.</li> <li>o PP strategy to be updated on school website.</li> <li>o Teacher Performance management targets to be linked to attainment of PP children.</li> <li>o Review impact of Autumn term provision and plan for Spring term.</li> <li>o SLT to carry out Pupil Progress meetings to review progress with all children.</li> </ul>	<ul style="list-style-type: none"> <li>o <b>TM</b> to review individual plans for PP children outlining needs and provision.</li> <li>o <b>TM</b> to continue to work with PP leads from ML and Cleves and share best practice.</li> <li>o Review impact of Spring term provision and plan for Summer term.</li> <li>o SLT to carry out Pupil Progress meetings to review progress with all children.</li> </ul>	<ul style="list-style-type: none"> <li>o <b>TM</b> to review individual plans for PP children outlining needs and provision.</li> <li>o <b>TM</b> to continue to work with PP leads from ML and Cleves and share best practice.</li> <li>o Review impact of Summer term provision and outcomes of end of year assessments.</li> <li>o SLT to carry out Pupil Progress meetings to review progress with all children.</li> </ul>
<p><b>Monitoring</b></p>	<p><b>TM</b> to report to curriculum committee. PP governor to review and discuss PP strategy and check on website.</p>	<p>TBC</p>	<p>TBC</p>
<p><b>CPD</b></p>	<p>TM to look into CPD – Marc Rowland</p>	<p>TBC</p>	<p>TBC</p>



# 1. Quality of Education

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>4. To continue to develop specific areas of the curriculum identified in subject leader action plans.</b></p> <p><b>(see separate subject leader action plans)</b></p>	<ul style="list-style-type: none"> <li>o <b>TM</b> to carry out Teacher appraisals and facilitate time for leaders to carry out identified actions.</li> <li>o <b>SLT</b> to facilitate staff meetings to enable leaders to disseminate information and provide CPD</li> <li>o <b>TM</b> to create monitoring programme for Governors to support subject leaders and review progress against action plans.</li> </ul>	<ul style="list-style-type: none"> <li>o <b>SLT</b> to facilitate staff meetings to enable leaders to disseminate information and provide CPD</li> <li>o <b>TM</b> to create monitoring programme for Governors to support subject leaders and review progress against action plans.</li> <li>o TM to review progress with leaders.</li> <li>o <b>Subject leaders</b> to begin to put together new action plans ready for new budget.</li> </ul>	<ul style="list-style-type: none"> <li>o <b>SLT</b> to facilitate staff meetings to enable leaders to disseminate information and provide CPD</li> <li>o <b>TM</b> to create monitoring programme for Governors to support subject leaders and review progress against action plans.</li> <li>o <b>TM</b> to review action plans and set budgets for the new year.</li> </ul>
<p><b>Monitoring</b></p>	<p>Curriculum committee to monitor progress</p>	<p>Curriculum committee to monitor progress</p>	<p>Curriculum committee to monitor progress</p>
<p><b>CPD</b></p>			

## 2. Behaviour and Attitudes

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>1. To continue to implement a whole school consistent approach to behaviour management where 'Behaviour is Everyone's responsibility'.</b></p> <p><i>A new behaviour policy was implemented in September 2022. There are 'occasional inconsistencies' (Ofsted). This year we need to work on clarity of expectations and consistency when following the behaviour policy.</i></p> <p><b>Success Criteria:</b> <i>There is a significant reduction in significant behaviour incidents.</i></p>	<p><b>Summer 2023</b> – SLT reviewed expectations and created clear guidelines of expectations for behaviour beyond the classroom, Playtimes, lunchtimes, Assembly and within the classrooms.</p> <p><b>Inset September 2023:</b></p> <ul style="list-style-type: none"> <li>○ TM to share updates and changes to the behaviour policy with a focus on behaviour being everyone's responsibility.</li> <li>○ Expectations shared and discussed with staff.</li> <li>○ Introduce whole school weekly focus on behaviour to be shared with children in assembly each Monday.</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>○ Share expectations with parents through curriculum evenings and weekly newsletter.</li> <li>○ Facilitate regular opportunities for staff to discuss and provide feedback on behaviour.</li> <li>○ TM to provide regular feedback to staff informally and via weekly behaviour update.</li> <li>○ Performance management targets to include behaviour management.</li> <li>○ Show all staff how to record incidents on Arbor.</li> <li>○ SLT to review provision for the Spring term.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>TM</b> to share Spring term weekly behaviour focus for the term.</li> <li>○ Plan opportunities for peer observations focusing on areas identified through Autumn term monitoring.</li> <li>○ Parent behaviour book club to be set up and delivered with <b>KM/TM</b> and support of Charlotte Taylor around new book 'When the parents change'.</li> <li>○ Share expectations with parents through curriculum evenings and weekly newsletter.</li> <li>○ Facilitate regular opportunities for staff to discuss and provide feedback on behaviour.</li> <li>○ <b>TM</b> to provide regular feedback to staff informally and via weekly behaviour update.</li> <li>○ <b>SLT</b> to review provision for the Summer term.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>TM</b> to share Summer term weekly behaviour focus for the term.</li> <li>○ Share expectations with parents through curriculum evenings and weekly newsletter.</li> <li>○ Facilitate regular opportunities for staff to discuss and provide feedback on behaviour.</li> <li>○ <b>TM</b> to provide regular feedback to staff informally and via weekly behaviour update.</li> <li>○ <b>SLT</b> to review provision for the new academic year.</li> <li>○ <b>SLT</b> to review the behaviour policy ahead of new academic year.</li> </ul>
<p><b>Monitoring</b></p>	<p><b>TM</b> to feedback on weekly behaviour focus.</p> <p><b>Governors</b> (curriculum committee) to carry out learning walk and talk to children about expectations.</p> <p><b>TM</b> to provide termly summary of reported incidents using Arbor.</p> <p><b>Staff</b> to complete survey on behaviour to identify next steps re CPD needs emerging.</p>	<p><b>TM</b> to feedback on weekly behaviour focus.</p> <p><b>Governors</b> (curriculum committee) to carry out learning walk and talk to Staff about behaviour.</p> <p><b>TM</b> to provide termly summary of reported incidents using Arbor.</p> <p><b>Staff</b> to complete survey on behaviour to identify next steps re CPD needs emerging.</p>	<p><b>TM</b> to feedback on weekly behaviour focus.</p> <p><b>Governors</b> (curriculum committee) to carry out learning walk and talk to Staff and children about behaviour.</p> <p><b>TM</b> to provide termly summary of reported incidents using Arbor.</p> <p><b>Staff</b> to complete survey on behaviour to identify next steps re CPD needs emerging.</p>
<p><b>CPD</b></p>	<p>SLT to identify best practice and plan for peer observations for Spring term.</p>	<p>TBC based on need.</p>	<p>TBC based on need.</p>

### 3. Personal Development

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>1. To continue to develop the school's approach to inclusion and equality.</b></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>Plan and run an international week to celebrate diversity in the school community.</p> <p>Hold event involving parents after school for families to attend (23/11)</p> <p>Invite parents to join a working party to discuss inclusion and diversity in school.</p> <p>Development of calendar of festivals and celebrations to mark throughout the year.</p>	<p>Staff Training around discussing race in the classroom?</p> <p>Meeting of the working party in necessary to follow up Autumn work with a view to drawing up a document outlining school's approach to diversity and inclusion.</p>	<p>Curriculum updated based on working party if needed.</p>
<p><b>Monitoring</b></p>	<p><b>PC/TM</b> - To monitor class / family involvement in events and working party.</p>	<p>Post training feedback from staff regarding confidence in discussing race in the classroom.</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><b>CPD</b></p>	<p>Allocate staff meeting time in Autumn 2 – look into external speaker.</p>	<p>CPD training for all staff around race in the classroom.</p>	

## 4. Leadership and Management

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>1. Safeguarding – To embed and monitor effective use of CPOMs across the school.</b>  <i>'There is a strong safeguarding culture where pupils are kept safe. Training is thorough and ongoing so that staff know what to do.'</i> ofsted 2023</p> <p><i>As safeguarding referrals have increased, we have decided that it would be more effective and time efficient to move to using CPOMs. This will be introduced to all staff and used from September 2023.</i></p>	<p><b>Inset September 2023</b>  <b>Deliver KCSIE to all staff</b></p> <ul style="list-style-type: none"> <li>o Follow up with any new staff or staff who missed the Inset Day.</li> <li>o Share updated Child Protection policy with all staff.</li> <li>o Deliver safeguarding training to parent helpers.</li> <li>o Move to CPOMs to record safeguarding concerns.</li> <li>o Handover records to new schools.</li> <li>o Share SG information on need to know basis with staff.</li> <li>o Plan CPD for Spring term.</li> <li>o Complete safeguarding summary using CPOMs for Autumn term and share with staff and Governors.</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>o Anti-bullying week – 13<sup>th</sup> – 17<sup>th</sup> November.</li> <li>o Share end of term update with staff and Governors.</li> </ul>	<ul style="list-style-type: none"> <li>o Follow up with any new staff – complete training and meet with DSL.</li> <li>o Continue to share SG information on need to know basis with staff.</li> <li>o Plan CPD for Summer term.</li> <li>o Complete safeguarding summary using CPOMs for Spring term and share with staff and Governors.</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>o WB 5.2.24 children's Mental health week.</li> <li>o Online safety Day</li> </ul>	<ul style="list-style-type: none"> <li>o Follow up with any new staff – complete training and meet with DSL.</li> <li>o Continue to share SG information on need to know basis with staff.</li> <li>o Plan CPD for 2024/25.</li> <li>o Complete safeguarding summary using CPOMs for Summer term along with annual safeguarding report for Governors.</li> <li>o Transfer year 2 records to new schools.</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>o WB 5.2.24 children's Mental health week.</li> <li>o Online safety Day</li> </ul>
<p><b>Monitoring</b></p>	<p><b>Safeguarding Governor</b> to Check staff understanding of KCSIE part 1. Check all staff have completed 'The Key' safeguarding training. Check transfer of safeguarding records.  <b>Safeguarding Audit</b> – Window 4<sup>th</sup> September – 5<sup>th</sup> January. Submit by <b>Friday 5<sup>th</sup> January</b></p>	<p><b>Safeguarding Governor</b> to review children's understanding of online safety. School's approach to supporting children's mental health. Talk to staff about confidence in using CPOMs.  <b>Safeguarding Audit</b> – Window 3<sup>rd</sup> Jan – 18<sup>th</sup> March. Submit by <b>Friday 19<sup>th</sup> April</b>.</p>	<p><b>Safeguarding Governor</b> to review safeguarding annual report – discuss any trends arising. Carry out Pupil voice – How safe do children feel in school? Do they understand how to keep safe?  <b>Safeguarding Audit</b> – 15<sup>th</sup> April – 12<sup>th</sup> July. Submit by <b>Friday 5<sup>th</sup> August</b>.</p>
<p><b>CPD</b></p>	<p><b>CPOMs training</b> – following Inset day, Laptop set up in office so LM can support staff in completing 'Expression of concern' forms on CPOMs.  <b>Anti bullying</b> (The key staff briefing)</p>	<p>The Key – <b>Pupil Mental Health – Deepening understanding. Pupil mental health - anxiety</b>          Whole school online safety – delivered by external provider.</p>	<p><b>LM</b> to ensure she is familiar with how to transfer records using CPOMs. FGM          The Key – How to support children who may have experienced trauma.</p>

## 4. Leadership and Management

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>2. To continue to foster links with partnership schools, Cleves and Manby Lodge.</b></p> <p><i>The ongoing partnership continues to develop between the 3 schools. This year meetings were facilitated between subject leaders to share curriculums and create a 7 year learning journey.</i></p> <p><i>This is a work in progress and actions will be added following meeting between Heads and Chairs in the Autumn term.</i></p> <p><i>(Refer to 3 schools Partnership action plan) which is available on Drop Box.</i></p>	<ul style="list-style-type: none"> <li>○ 19. 9. 23 Head teachers to meet to review and update shared action plan.</li> <li>○ Look at opportunities for schools to work together, facilitating partnership work between subject leaders.</li> <li>○ Head Teachers and Chairs of Governors to meet.</li> </ul>	<ul style="list-style-type: none"> <li>○ Head teachers to meet to review and update shared action plan.</li> <li>○ Look at further opportunities for schools to work together.</li> <li>○ Head Teachers and Chairs of Governors to meet to review progress of shared actions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Head teachers to meet to review and update shared action plan.</li> <li>○ Look at further opportunities for schools to work together.</li> <li>○ Head Teachers and Chairs of Governors to meet to review progress of shared actions.</li> <li>○ Meet with new Head of Cleves to ensure positive partnerships continue.</li> </ul>
<b>Monitoring</b>	Head Teacher and Chair of Governors to provide update to be added to FGB agenda.	Head Teacher and Chair of Governors to provide update to be added to FGB agenda.	Head Teacher and Chair of Governors to provide update to be added to FGB agenda.
<b>CPD</b>	<ul style="list-style-type: none"> <li>○ Maths leads to visit ML to observe 'Mastering number'.</li> <li>○ TM to work with Miriam on PP strategy. Arrange CPD – Marc Rowland has been recommended.</li> <li>○ Cleves are completing 'Inclusion quality mark' SENDco to share process with the view of Oatlands completing next year.</li> </ul>	TBC	TBC

## 4. Leadership and Management

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>3. To provide CPD opportunities to support all staff to be confident in their role and to facilitate opportunities to develop skills and expertise.</b></p> <p><i>Although we provide CPD opportunities for staff, linked to school development priorities, with our growing number of part time staff, particularly amongst Teaching Assistants, it is challenging to have regular meetings. It is a priority to facilitate opportunities for year group teams to meet. Reception currently have half termly meetings with the whole team – where PE coaches take the whole year group for the afternoon.</i></p>	<ul style="list-style-type: none"> <li>o Summer 2023 – TM asked teachers to host students for 2023/24 – (SM/LS, HI, KW/KI, ST/SP) volunteered)</li> <li>o Early Career Teachers (ECTs) we have 2 ECTs who joined in Sept 2023 (PC and HN are mentors)</li> <li>o Set performance management targets for Teachers based on School Development priorities and schedule release time.</li> <li>o SLT to review how TA appraisals are conducted and facilitate opportunities for SLT to manage TA appraisals.</li> <li>o SLT to review Subject leader action plans and allocate Staff meetings where needed.</li> <li>o Create new Job description for Nurture Lead.</li> <li>o SLT to Facilitate opportunities for Year 1 and 2 teams to meet half termly.</li> <li>o SLT to review needs and set Staff meetings for the Spring term.</li> <li>o Facilitate any partnership school CPD opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>o TM to review performance management targets.</li> <li>o SLT to meet with TAs to review targets</li> <li>o SLT to set agendas for Spring 1 and Spring 2 team meetings.</li> <li>o SLT to review needs and set Staff meetings for the Summer term.</li> <li>o Facilitate any partnership school CPD opportunities.</li> <li>o Continue to support ECTs</li> <li>o Review students – Any potential candidates for 2024/25</li> </ul>	<ul style="list-style-type: none"> <li>o TM to review performance management targets.</li> <li>o SLT to meet with TAs to review targets</li> <li>o SLT to set agendas for Summer 1 and Summer 2 team meetings.</li> <li>o SLT to review needs and set Staff meetings for the Summer term.</li> <li>o Facilitate any partnership school CPD opportunities.</li> <li>o Continue to support ECTs</li> <li>o Review students – Any potential candidates for 2024/25</li> <li>o School Development Day – Review SDP and plan CPD</li> <li>o Review and set staffing for 2024/25</li> <li>o Subject leaders to review and update Action plans</li> </ul>
<b>Monitoring</b>	<b>TM</b> to share staff CPD overview with curriculum committee.	<b>TM</b> to share staff CPD overview with curriculum committee. Governors – Talk to staff about their professional development.	<b>TM</b> to share staff CPD overview with curriculum committee.
<b>CPD</b>	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
<p><b>4. To continue to support staff wellbeing.</b></p> <p><i>The Governors sent out a staff survey in September/October 2022. Behaviour was sighted as one of the main issues effecting staff wellbeing. Governors then nominated HN to set up a wellbeing team to discuss some of the issues raised. Although a small group was formed, no one came forward to share and discuss concerns. We will try and facilitate a confidential forum for staff to share and discuss ideas again this year.</i></p>	<ul style="list-style-type: none"> <li>○ HN to invite staff members to form a new wellbeing team.</li> <li>○ Set up a locked post box in the staffroom for staff to post suggestions/concerns. This will be monitored by the wellbeing group.</li> <li>○ Plan an Autumn term staff social</li> </ul>	<ul style="list-style-type: none"> <li>○ Nominate new lead for wellbeing team (HN maternity leave)</li> <li>○ Wellbeing team to facilitate meetings based on staff feedback.</li> <li>○ Plan an Spring term staff social</li> </ul>	<ul style="list-style-type: none"> <li>○ Nominate new lead for wellbeing team (HN maternity leave)</li> <li>○ Wellbeing team to facilitate meetings based on staff feedback.</li> <li>○ Plan an Summer term staff social</li> </ul>
<p><b>Monitoring</b></p>	<p>Governors to investigate external providers of staff well-being surveys.</p>	<p>Staff wellbeing survey to be sent to all staff.</p> <p>Analyse findings of staff survey.</p>	
<p><b>CPD</b></p>			

## 4. Leadership and Management

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>5. Facilities – To manage and complete the following projects:</b></p> <ul style="list-style-type: none"> <li>○ <b>Sustainability whole school upgrade</b></li> <li>○ <b>Refurbishment of the Oscar wash rooms</b></li> <li>○ <b>Oscar security</b></li> <li>○ <b>Installation of large playground equipment</b></li> <li>○ <b>Updates to Reception furnishings.</b></li> </ul>	<p><b>Sustainability whole school upgrade</b></p> <ul style="list-style-type: none"> <li>○ <b>EL</b> to continue to oversee the project, providing regular updates to the facilities committee.</li> </ul> <p><b>Refurbishment of the Oscar wash rooms</b></p> <ul style="list-style-type: none"> <li>○ <b>EO</b> to get 3 quotes for job.</li> <li>○ <b>EO/CL</b> and <b>HB</b> to investigate CIL funding.</li> <li>○ <b>CL</b> to consult with PTA re partially funding the refurb.</li> </ul> <p><b>Installation of large playground equipment</b></p> <ul style="list-style-type: none"> <li>○ <b>LC</b> to contact Sovereign re replacement of wet pore rubber and climbing equipment. PTA funding.</li> </ul> <p><b>Updates to Reception furnishings.</b></p> <ul style="list-style-type: none"> <li>○ <b>EL</b> to audit current provision.</li> <li>○ <b>EL</b> to visit other EYFS settings</li> <li>○ <b>EL</b> to set available budget with <b>TM/EO</b> and put proposal to PTA</li> <li>○ <b>EL</b> to begin to look at suppliers</li> </ul>	<p><b>Sustainability whole school upgrade</b></p> <ul style="list-style-type: none"> <li>○ <b>EL</b> to continue to oversee the project, providing regular updates to the facilities committee.</li> </ul> <p><b>Refurbishment of the Oscar wash rooms</b></p> <ul style="list-style-type: none"> <li>○ <b>EO</b> to finalise and put forward CIL application for funding.</li> <li>○ Choose and secure contractor</li> <li>○ <b>EO/TM</b> agree plans and timings for refurb.</li> </ul> <p><b>Oscar security</b></p> <ul style="list-style-type: none"> <li>○ <b>EO</b> to obtain quotes for new gates/phone entry system.</li> <li>○ Choose and secure contractor.</li> <li>○ <b>EO/TM</b> to agree plans and timings for installation.</li> </ul> <p><b>Installation of large playground equipment</b></p> <ul style="list-style-type: none"> <li>○ Choose replacement climbing equipment and arrange installation</li> </ul> <p><b>Updates to Reception furnishings.</b></p> <ul style="list-style-type: none"> <li>○ Order new furniture ready to set up ahead of September 2024.</li> </ul>	<p><b>Sustainability whole school upgrade</b></p> <ul style="list-style-type: none"> <li>○ <b>EL</b> to continue to oversee the project, providing regular updates to the facilities committee.</li> </ul> <p><b>Refurbishment of the Oscar wash rooms</b></p> <ul style="list-style-type: none"> <li>○ <b>EL</b> to continue to liaise with contractors ready for summer holiday installation.</li> </ul> <p><b>Oscar security.</b></p> <ul style="list-style-type: none"> <li>○ Finalise plans and timings for installation in the view of works being completed over the summer.</li> </ul>
<p><b>Monitoring</b></p>	<p>Facilities committee to monitor progress.</p>	<p>Facilities committee to monitor progress.</p>	<p>Facilities committee to monitor progress.</p>
<p><b>CPD</b></p>			



## 4. Leadership and Management

Areas for development	Autumn term - actions	Spring term - actions	Summer term - actions
<p><b>6. Explore models for external evaluation of the school</b></p>	<p>SLT/FGB to Review role of SIP and needs of the role within the school.</p> <p>TM to talk to Richard Blackmore regarding how he can best support the school. What model do we need post Ofsted?</p>	<p>SLT/FGB to decide whether to continue with SAFE support package ahead of renewal.</p>	
<p><b>Monitoring</b></p>	<p>Discuss at FGB and Head and Chair partnership meeting.</p>	<p>Discuss at FGB and Head and Chair partnership meeting.</p>	
<p><b>CPD</b></p>			

## Wish List 2022/23

Wish	Achieved
Air conditioning	No – Will investigate
Budget for new/current books for book corners	Yes – PTA allocated £2000 for new books now in classes
Staff socials	Yes – We had a end of year/post Ofsted party. PTA part funded
Fitness classes for staff	No
Vegetable patch and gardening sessions	No but we have gardening club starting this term.
A new year 2 bell	Yes
An SEN cupboard where all staff can access resources	In part
Spruce up year 2 entrance	No – will look at post sustainability project
Painted lines in playground to show children 'no go' areas	In part
Speech and language teaching space	Yes
Bug mats for all Reception classes	Yes
New display boards above pegs in Bumblebees	Yes
Termly half day opportunities for year groups to plan new topics together	No – will try this year
Review the job title 'Teaching Assistant' to something more fitting	No – this is the name used by Surrey 'Work families' linked to pay points.

Wish List 2023/24 – work in progress

Wish	Achieved
Air conditioning	
Termly half day opportunities for year groups to plan new topics together	
Spruce up year 2 entrance	

# Schedule of Publication and Policy Review 2023 - 2024

Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025
<b>Curriculum</b>					
<input type="checkbox"/> Terms of reference (S)	<input type="checkbox"/> English Policy	<input type="checkbox"/> Assessment (ns)	<input type="checkbox"/> Terms of reference (S)	<input type="checkbox"/> Pupil Premium statement	<input type="checkbox"/> Art & Design Policy
<input type="checkbox"/> Maths Policy	<input type="checkbox"/> Mental Health and Wellbeing (ns)	<input type="checkbox"/> Curriculum (ns)	<input type="checkbox"/> Early Reading Policy		<input type="checkbox"/> Children with Health Needs who cannot attend school.(s)
<input type="checkbox"/> Music Policy	<input type="checkbox"/> Pupil Premium statement	<input type="checkbox"/> Teaching & Learning Policy (new)	<input type="checkbox"/> EYFS Policy (s)		<input type="checkbox"/> Computing Policy
<input type="checkbox"/> PSHE & Values Policy			<input type="checkbox"/> Feedback Policy		<input type="checkbox"/> Design & Technology Policy
<input type="checkbox"/> RE			<input type="checkbox"/> Maths Policy		<input type="checkbox"/> Educational Visits Policy
<input type="checkbox"/> RSE					<input type="checkbox"/> Geography Policy
<input type="checkbox"/> Science					<input type="checkbox"/> History Policy
<input type="checkbox"/> SEND Policy (s)					<input type="checkbox"/> Intimate Care & Toiletting Policy
<input type="checkbox"/> Sports Premium (website)					<input type="checkbox"/> Online Safety
					<input type="checkbox"/> PE Policy
					<input type="checkbox"/> Supporting Children with Medical Conditions (s)
<b>Personnel</b>					
<input type="checkbox"/> Terms of Reference	<input type="checkbox"/> Attendance Policy (pupil)	<input type="checkbox"/> Admissions Policy	<input type="checkbox"/> Terms of Reference	<input type="checkbox"/> ECT Induction Policy	<input type="checkbox"/> Admissions Policy
<input type="checkbox"/> Data Protection	<input type="checkbox"/> CPD Policy (ns)	<input type="checkbox"/> Appraisal Policy	<input type="checkbox"/> Absence Capability Policy	<input type="checkbox"/> Grievance Policy & Procedure	<input type="checkbox"/> Appraisal Policy
<input type="checkbox"/> Special Leave of Absence Policy (ns)	<input type="checkbox"/> ECT Induction Policy	<input type="checkbox"/> Equality Policy	<input type="checkbox"/> Absence Management Policy	<input type="checkbox"/> Single Equality Policy (inc racial, disability, accessibility plan) (s)	<input type="checkbox"/> Complaints Policy
	<input type="checkbox"/> Fairness & Dignity at Work (ns)	<input type="checkbox"/> Freedom of Information	<input type="checkbox"/> Data Protection		<input type="checkbox"/> Freedom of Information
	<input type="checkbox"/> Grievance Policy & Procedure	<input type="checkbox"/> Communication Policy (new)	<input type="checkbox"/> Disciplinary Policy & Procedure		<input type="checkbox"/> Whistleblowing Policy (ns)
	<input type="checkbox"/> Privacy Notice (s)		<input type="checkbox"/> Performance Capability Policy (support staff)		
	<input type="checkbox"/> Single Equality Policy (inc racial, disability, accessibility plan) (s)		<input type="checkbox"/> Performance Capability Procedure (support staff)		
	<input type="checkbox"/> Accessibility Plan		<input type="checkbox"/> Performance Capability Policy (teachers)		
			<input type="checkbox"/> Recruitment & Selection Policy		
			<input type="checkbox"/> Workforce Privacy Notice (s)		
<b>Finance</b>					
<input type="checkbox"/> Terms of Reference (s)	<input type="checkbox"/> Charging and Remissions policy	<input type="checkbox"/> Budget Plan	<input type="checkbox"/> Terms of Reference (s)	<input type="checkbox"/> Charging and Remissions policy	<input type="checkbox"/> Budget Plan
<input type="checkbox"/> Best Value Statement	<input type="checkbox"/> Financial procedures (ns)		<input type="checkbox"/> Best value statement	<input type="checkbox"/> Financial procedures (ns)	
<input type="checkbox"/> Finance Policy (ns)	<input type="checkbox"/> Governors allowances		<input type="checkbox"/> Finance Policy (ns)	<input type="checkbox"/> Gifts & Hospitality	
<input type="checkbox"/> Pay Policy			<input type="checkbox"/> Governor Allowance Policy	<input type="checkbox"/> Governors allowances	
<input type="checkbox"/> Statement of Internal Cont.			<input type="checkbox"/> Pay Policy		
			<input type="checkbox"/> School Fund Statement		
			<input type="checkbox"/> Statement of Internal Cont.		
<b>Facilities</b>					
<input type="checkbox"/> Terms of Reference	<input type="checkbox"/> Health, Safety & Welfare Policy	<input type="checkbox"/> First Aid Policy	<input type="checkbox"/> Terms of Reference	<input type="checkbox"/> Health, Safety & Welfare Policy	<input type="checkbox"/> Lettings Policy (ns)
<input type="checkbox"/> Site Review	<input type="checkbox"/> Site Review	<input type="checkbox"/> Infection Control Policy	<input type="checkbox"/> Site Review	<input type="checkbox"/> Site Review	<input type="checkbox"/> Lettings Memorandum
<input type="checkbox"/> Risk Assessment	<input type="checkbox"/> Risk Assessment	<input type="checkbox"/> Site Review	<input type="checkbox"/> Risk Assessment	<input type="checkbox"/> Risk Assessment	<input type="checkbox"/> Site Review
		<input type="checkbox"/> Risk Assessment			<input type="checkbox"/> Risk Assessment
<b>FGB/staff</b>					
<input type="checkbox"/> Behaviour policy (s)		<input type="checkbox"/> Emergency Plan	<input type="checkbox"/> Behaviour Policy (s)		<input type="checkbox"/> Emergency Plan
<input type="checkbox"/> Child Protection & Safeguarding Policy		<input type="checkbox"/> Staff Handbook	<input type="checkbox"/> Child Protection & Safeguarding Policy		<input type="checkbox"/> Staff Handbook
<input type="checkbox"/> Code of Conduct Staff		<input type="checkbox"/> Update Govs Skills Audit	<input type="checkbox"/> Code of Conduct Staff		<input type="checkbox"/> Update Govs Skills Audit
<input type="checkbox"/> ICT Code of Conduct Staff			<input type="checkbox"/> ICT Code of Conduct Staff		
<input type="checkbox"/> Governor Self Review			<input type="checkbox"/> Governor Self Review		
<input type="checkbox"/> Instrument of Gov (s)			<input type="checkbox"/> School Development Plan		
<input type="checkbox"/> School Development Plan					

# 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
<b>Autumn 2023</b>	English (Termly) Claire A2			
	Maths (Termly) Sara A1 Weds/Thurs			
	SEND (Termly) Kathryn A2			
	Safeguarding (Termly) Kathryn A1			
	Pupil Premium/EAL Chrissy A1			
	Behaviour Kathryn and Chrissy A1			

# 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
<b>Spring 2024</b>	English (Termly)			
	Maths (Termly)			
	SEN (Termly)			
	Safeguarding (Termly)			

# Schedule and focus for Governors Curriculum Monitoring Visits

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