

St Oswald's CE Primary School – Strategic Plan Sept 2017

VISION & VALUES STATEMENT:

It is our aim that St Oswald's will be a place where:

- Everyone is valued and all relationships are based on trust, respect, equality and celebration of diversity
- Everyone has opportunities to develop, achieve and contribute in different ways to be the best they can be
- Everyone is encouraged to take responsibility for themselves, for each other and for our world
- Everything we do contributes to children's personal, spiritual, moral and cultural development
- Children are happy and confident and play a valued role in their local community

“Learning for all, caring for each other, preparing for the future”

Ofsted areas for improvement (Oct 2013):

- Standards at the end of Key Stage 2 are not yet high enough.
- In some lessons there is a lack of challenge, especially for the most-able pupils.
- The development of skills in mathematics is not promoted as well as it could be in the Early Years Foundation Stage
- In some classes, pupils are not given sufficient opportunity to read the teachers' marking and respond to it.

Our Key Aims:

- To maximise progress & achievement for all pupils and close gaps for specific groups
- To develop excellence in teaching & learning throughout school
- To ensure that pupils' spiritual, moral, social & cultural development is at the heart of everything we do
- To provide a curriculum which is broad, balanced and engaging for all
- Through distributed leadership to maintain shared high expectations and a continuous cycle of monitoring and evaluation which drive ongoing improvement

This plan sets out our core values and our vision and the current priorities and key actions for achieving this. It is intended to be a working document, to be updated as necessary in the light of ongoing self-evaluation and changing national and local priorities. More detail on specific aspects of school improvement is provided by individual action plans and the Weekly Improvement Plan (WIMP).

MAXIMISING PUPIL PROGRESS AND ACHIEVEMENT AND CLOSING GAPS

Our aim:

All pupils ('home-grown' and mobile) have the best possible start to school, make good or better progress based on their individual starting points and needs and are well-prepared for the next phase of their education and future lifelong learning.

Priorities	Key Actions	When / Who?	Success criteria
Ensure attainment & progress of all pupils in Writing is at least in line with national average / other subjects and gaps are closed/rapidly closing	<ul style="list-style-type: none"> Participate in CYC Writing project 	Y4/5 teachers - from Jan 18-?July 19	<ul style="list-style-type: none"> Attainment & progress of all pupils in Writing is at least in line with national averages / other subjects There are no significant gaps for different groups
	<ul style="list-style-type: none"> Review whole school impact and use of 'Talk for Writing' to improve quality of writing 	All staff - from Sept 17	
	<ul style="list-style-type: none"> Address specific gaps (boys v girls) 	All staff - from Sept 17	
	<ul style="list-style-type: none"> Use KS2 timetable change to maximize learning 	KS2 staff - ongoing from Sept 17	
	<ul style="list-style-type: none"> Work with other schools to moderate judgements / ensure consistency of expectations 	All staff	
Ensure all disadvantaged pupils make good progress	<ul style="list-style-type: none"> Review effectiveness and impact of Pupil Premium Passports 	All staff – Sept 17	<ul style="list-style-type: none"> Progress of all disadvantaged pupils is at least in line with other pupils nationally and in school The impact of Pupil Premium spending can be identified for all PP pupils
	<ul style="list-style-type: none"> Continue to monitor and evaluate impact of all interventions / additional support and provide additional CPD as necessary 	SLT – ongoing from Sept 17	
	<ul style="list-style-type: none"> Continue to monitor and evaluate impact of Pupil Premium spending 	SLT & PP Governor - ongoing	
Embed mastery approach to Maths in teaching throughout school	<ul style="list-style-type: none"> Participate in Yorkshire Ridings Maths Hub Mastery Work Group and lead CPD / support for staff 	M & KR – from Sept 17	<ul style="list-style-type: none"> Attainment and progress in Maths are good throughout school The percentage of pupils achieving above expectation in Maths is above national
Ensure all assessments are robust, accurate and consistent	<ul style="list-style-type: none"> Embed use of SPTO for formative/summative assessment 	All teachers (JR) - ongoing	<ul style="list-style-type: none"> Teaching & learning is informed by accurate formative assessment, leading to good pupil

	<ul style="list-style-type: none"> Participate in regular phase / cross-phase moderation and opportunities to moderate with other schools 		<p>progress</p> <ul style="list-style-type: none"> Assessments are robust and consistent across school and beyond
Ensure EYFS GLD continues to improve and that the % of children exceeding is more consistent across areas of learning.	<ul style="list-style-type: none"> Continue to develop Talk4Writing Enhance guided reading experiences Plan to include opportunities for children to demonstrate exceeding knowledge and skills in all areas. 	DN / CU –from Sept 17	<ul style="list-style-type: none"> All Reception pupils continue to make at least good progress from their individual starting points Percentage of pupils achieving GLD is above national % pupils exceeding increases in PSED, Health and Self Care and Understanding the World
<ul style="list-style-type: none"> Ensure that effective provision for mobile pupils and families minimizes impact of mobility on pupil progress Use capacity of SFLO to support other York schools 	<ul style="list-style-type: none"> For all incoming mobile pupils: Introduce ‘Transition Reports’ For all outgoing pupils: introduce consistent format for passing information to receiver school 	All staff (RG) – autumn 17	<ul style="list-style-type: none"> Mobile pupils settle quickly and make rapid progress Feedback from parents of mobile pupils is positive SFLO has provided effective support to other schools to develop their provision for service pupils
	<ul style="list-style-type: none"> SFLO / PPC to deliver CPD / support for staff RG / SJ / SFLO to attend York Service Pupil Forum meetings, North Yorks Service Pupils Group, SCISS Conference SFLO to support other York schools who have service pupils as required 	SFLO / SJ / RG - ongoing	
<ul style="list-style-type: none"> Ensure that all staff make effective provision for EAL pupil Improve communication and engagement with parents who have EAL 	<ul style="list-style-type: none"> AU/HT to provide staff support / CPD / resources Introduce EAL baseline assessment to enable more accurate measurement of progress AU to set up regular EAL parents’ group 	AU / HT – from Sept 17	<ul style="list-style-type: none"> Pupils with EAL make rapid progress from their starting points Staff plan and deliver appropriate provision for pupils with EAL Parents with EAL have attended Parents’ Group and given positive feedback

ENSURING SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT IS CENTRAL

Our aim:

- All members of the school community display a clear understanding of the school's core values and their Christian basis; these are demonstrated in daily relationships and interactions and can be seen in all the school's actions and processes
- Pupils participate in a wide range of creative, artistic, sporting and cultural activities and willingly take on responsibilities in school. They are able to engage with significant spiritual and moral concepts, showing a developing ability to question, reflect on and understand their own experiences and those of others.
- Through its close links and active involvement in our diverse local community, the school is highly-regarded and our pupils develop and demonstrate excellent citizenship

Priorities	Key Actions	When / Who?	Success criteria
Promote pupils' understanding of and respect for diversity in school and the wider local / UK / global community	<ul style="list-style-type: none"> • Mark / celebrate important occasions for different faith groups in school through RE curriculum and other opportunities • ?Participate in Inter Faith Week 12-19 Nov 	All staff (AM) - ongoing	<ul style="list-style-type: none"> • All pupils have had opportunities to learn / share experience of each other's culture / faith • Pupils have participated in learning opportunities / events to increase their understanding of global diversity and issues
	<ul style="list-style-type: none"> • Participate in Global Learning Programme • Continue to develop international school link(s) (Germany / Nepal) 	All staff (AU) - from Sept 17	
Create permanent indoor / outdoor reflection spaces	<ul style="list-style-type: none"> • Develop indoor reflection space in 'The Den' 	SR – Sept 17	<ul style="list-style-type: none"> • All pupils / staff have access to a designated 'reflection spaces' which promote their spiritual development
	<ul style="list-style-type: none"> • Develop 'Rainbow Room' outdoor space 	AM / School Worship Team – autumn term 17	
	<ul style="list-style-type: none"> • Involve pupils in creation of permanent memorial for AT 	Y5/6 Team / RG / pupils – autumn 17	
Develop children's understanding of Christianity as a multi-cultural world faith	<ul style="list-style-type: none"> • Fully implement new RE syllabus across school 	All staff (AM) -	<ul style="list-style-type: none"> • RE monitoring shows pupils are developing understanding of Christianity as a multi-cultural world faith
Continue to develop leadership in a church school context so that the school's distinctive Christian character can continue to flourish	<ul style="list-style-type: none"> • Continue to develop role of School Worship Team in leading collective worship in the school and community 	AM / RG – from Sept 17	<ul style="list-style-type: none"> • Pupils have regularly been involved in planning & leading collective worship
	<ul style="list-style-type: none"> • Continue to monitor the school's development as a Church school (e.g. through pupil voice, governor visits, HT Report) 	Governors / RG - ongoing	<ul style="list-style-type: none"> • St Oswald's' distinctive Church school character continues to impact positively on the quality of teaching & learning, SMSC and collective worship
	<ul style="list-style-type: none"> • Continue to use Diocesan Adviser visits to review and plan Church school development 	RG / Govs - ongoing	

<p>Ensure that Sport Premium funding is used effectively to improve the range and quality of pupils' participation in sporting activities</p>	<ul style="list-style-type: none"> • Monitor and evaluate impact of Sport Premium spending • Continue to develop the range of extra-curricular sporting activities available to pupils of all ages • Provide a wide range of opportunities for pupils to participate in sports competitions and festivals within school and between schools • Monitor the quality of PE teaching and resources • Identify teachers' training needs and provide CPD as necessary • Ensure high quality, appropriate resources are available for the PE curriculum 	<p>RWS and Sport Link Governor – regular meetings - ongoing</p> <p>All staff (RWS)</p>	<ul style="list-style-type: none"> • Positive impact of Sport Premium spending can be identified in: <ul style="list-style-type: none"> - Range of extra-curricular activities available and pupil participation rates - Range of opportunities to participate in inter-school competitions and festivals - Quality of PE teaching & learning in the curriculum - Teachers' confidence in teaching high quality PE lessons • Shared leadership of Sport / PE throughout school ensures development is manageable and sustainable • Silver Activemark has been achieved
<p>Continue to promote opportunities for the school to engage positively with members of the local community</p>	<ul style="list-style-type: none"> • Continue to participate in community and Church events, Time Out, Village Café, Parish magazine etc • Continue to develop links with community groups (Army Padre, British Legion) • Investigate possible links with local business • Share outcomes of Sustrans / Bike It 'Big Street Survey' with local community 	<p>RG - ongoing</p>	<ul style="list-style-type: none"> • Pupils have made a positive contribution to the local community • Good links with the community have had a positive impact on pupil outcomes and on the community
<p>Ensure pupils are developing effective learning habits which impact positively on their behaviour for learning and progress</p>	<ul style="list-style-type: none"> • Raise parents' understanding of / involvement in 'super-learners' initiative • Plan whole school opportunities to reinforce 'super-learner' skills (e.g. No Pens Wednesday) • Use PDM to share good practice in school 	<p>All staff (JR)</p>	<ul style="list-style-type: none"> • Parents understand how and why the school promotes 'super-learner' skills and are able to support this through development of common language and effective home-school communication

ENSURING THE SAFETY & WELL-BEING OF ALL PUPILS

Our aim:

- All pupils and their families feel safe, happy and supported. Effective procedures are in place to ensure the safety and well-being of pupils and these are understood and followed by staff, pupils and parents.
- The school works effectively in partnership with parents and other agencies to ensure that any barriers to learning for individual pupils are minimized.

Priorities	Key Actions	When / Who?	Success criteria
Ensure all pupils understand how to stay safe	<ul style="list-style-type: none"> • Implement NSPCC 'PANTS' programme throughout school • Continue to participate in whole school safety initiatives (e.g 'Road Safety Week', Internet Safety Day, Pedestrian/cycle training, Crucial Crew etc) • Re-issue Acceptable Use policy 	All staff – from Sept 17	<ul style="list-style-type: none"> • Pupils can say what they need to do to stay safe in a range of contexts
	<ul style="list-style-type: none"> • Continue 'Travel2school' (Bike It) partnership work • Enrol on Modeshift STARS scheme 	RG / Active Travel Crew - ongoing	<ul style="list-style-type: none"> • School has achieved Modeshift STARS Bronze level
Ensure all staff understand how to keep pupils safe and remain vigilant and proactive	<ul style="list-style-type: none"> • All staff to complete Prevent e-learning course 	All staff – Sept 17	<ul style="list-style-type: none"> • All staff understand their responsibilities and how to act to keep pupils safe • All safeguarding concerns are appropriately reported, recorded and followed-up • Emerging concerns are identified early and appropriate Early Help support is in place
	<ul style="list-style-type: none"> • Continue to update safeguarding training regularly as appropriate for all staff • Liaise with external agencies (e.g. Local Area Team) to ensure Early Help is in place when needed 	RG / DN - ongoing	
Ensure parents understand how the school keeps pupils safe and how they can support this	<ul style="list-style-type: none"> • Re-issue Acceptable Use policy • Inform parents re PANTS programme and other safety initiatives through newsletters etc • Continue to work with pupils / parents to promote safe travel to school / use of car park 	RG / EP - ongoing	<ul style="list-style-type: none"> • Parents have signed Acceptable Use Policy • Parents are aware of school's participation in safety initiatives and support as appropriate • Incidents of unsafe / inconsiderate use of car park are reduced
Continue to develop break time and lunch time provision to create additional opportunities for positive play	<ul style="list-style-type: none"> • Develop use of KS1 area / Rainbow Room as 'quiet zones' • Use pupil voice to plan further changes as required • Continue to develop role of pupils in leading break-time play activities 	SR / JD / RWS – from Sept 17	<ul style="list-style-type: none"> • Behaviour incidents at break / lunch times are rare • Pupils speak positively about break times • The playground environment is stimulating and provides for a range of activities • Pupils play an active role in promoting positive play
Continue to develop effectiveness of provision for supporting pupils' social and emotional needs	<ul style="list-style-type: none"> • Continue to provide 'Lunch Club' provision • Use School Wellbeing Worker to support / extend existing pastoral provision • Share / implement ideas from 'RelaxEd' training 	SJ / SR / CU – from Sept 17	<ul style="list-style-type: none"> • Pupils with specific social / emotional needs are well supported and as a result are ready to learn and make good progress

DEVELOPING EXCELLENCE IN TEACHING & LEARNING

Our aim:

- All staff are excellent, reflective practitioners who work collaboratively and independently to build continuously on their own strengths and those of others. They see themselves as learners and continuous professional learning is embedded, encouraged and supported. Staff have the confidence to trial, research and share new approaches which have a positive impact on learning
- The school's collaborative work with other schools (particularly in the South York Schools Partnership) impacts positively on all members of the schools' communities and ensures the best outcomes for all children in the local area

Priorities	Key Actions		Success criteria
<ul style="list-style-type: none"> • Ensure that CPD is planned strategically for maximum impact on school improvement • Ensure that information and feedback from monitoring have positive impact on staff practice and pupil progress • Ensure all staff are able to regularly and accurately evaluate their own performance and are proactive re: their own CPD as part of a continuous cycle of improvement • Ensure all staff have opportunities to share and learn from good practice within and outside school • Continue to use an evidence-informed approach to classroom practice, professional development and school improvement 	<ul style="list-style-type: none"> • Continue to use 'Professional Development Logs' to record developmental feedback for individual staff • Teachers continue to complete Teacher Profile to evaluate own strengths/areas for development • Use individualised support plan / coaching to address any specific teaching issues if needed • Continue to develop use of peer observation for CPD 	SLT / All staff - ongoing	<ul style="list-style-type: none"> • Feedback from monitoring / teachers' self-evaluation shows that teachers have effectively implemented specific strategies as a result of feedback / CPD • Staff are able to evaluate their own strengths and areas for improvement and are proactive re: their own professional development • Staff are willing to embrace new approaches / take informed risks / share practice • Staff have had opportunities to reflect on and discuss their own practice and learn from others, leading to changes in practice and improved outcomes for pupils • Collaborative, sustained learning opportunities including use of evidence-based research or expert input have had a positive impact on pupil outcomes
	<ul style="list-style-type: none"> • Support NQT 	All staff (RWS) – from Sept 17	
	<ul style="list-style-type: none"> • Improve teaching & learning in Maths throughout school through school participation in Maths Hub Mastery Work Group 	All staff (MM & KR) – from Sept 17	
	<ul style="list-style-type: none"> • Improve teaching & learning in Writing throughout school through further implementation of 'Talk for Writing' / participation in CYC Writing project 	All staff – ongoing Y4/5 teachers – from Jan 18	
	<ul style="list-style-type: none"> • Review Performance Management arrangements to ensure that they are effective • Update Appraisal / Pay policies to reflect school approach 	RG / JR – autumn 17	
Continue to use opportunities to work with schools in the SYSP to secure continuous, sustained school-to-school improvement and share good practice	<ul style="list-style-type: none"> • Maths, Literacy, Science, Computing, SEN leaders to participate in further Cluster network meetings • Participate in Cluster moderation and other SYSP school improvement / CPD activities • Use allocated Cluster funding to support school improvement activities (e.g. Maths CPD) 	All staff - ongoing	<ul style="list-style-type: none"> • There is consistency of practice and expectations across SYSP schools • Sharing of good practice and consistency in approaches to teaching and learning have impacted positively on quality of teaching and pupil progress

PROVIDING A CURRICULUM THAT IS BROAD, BALANCED AND ENGAGING FOR ALL

Our aim:

Pupils, staff and parents are excited and engaged by a curriculum which provides opportunities for collaborative and independent learning, encourages creativity and problem-solving and is relevant to their past, present and future

Priorities	Key Actions		Success criteria
Continue to provide a whole school curriculum gives appropriate progression / coverage and provides opportunities for learning in depth	<ul style="list-style-type: none"> • Continue to provide first-hand experiences to enhance learning • Ensure that the curriculum is accessible for pupils with SEND / EAL • Review 2-year curriculum plan 	All staff – from Sept 17	<ul style="list-style-type: none"> • The school’s curriculum enables all pupils to gain the skills and understanding needed to progress to the next stage in their learning • All pupils continue to experience a broad, balanced and engaging curriculum
	<ul style="list-style-type: none"> • Take action to maximize parental contributions for visits etc. 	RG – Sept 17	
	<ul style="list-style-type: none"> • Monitor quality of teaching and learning in Science • Produce and share action plan for improving teaching & learning in Science 	Science Leader – autumn 17	<ul style="list-style-type: none"> • Science Leader has an accurate picture of the quality of teaching and learning in Science and actions have been taken for improvement as necessary
Ensure current and future ICT provision effectively supports learning throughout school and across the curriculum	<ul style="list-style-type: none"> • Trial use of Chromebooks and evaluate impact • Develop long term vision / plan for ICT 	EP / SLT – from Sept 17	<ul style="list-style-type: none"> • Current ICT provision is used regularly, appropriately and confidently by pupils and staff throughout school and supports effective learning • The school has a clear vision for the future development of ICT provision

MAINTAINING CONTINUOUS IMPROVEMENT THROUGH EFFECTIVE LEADERSHIP & MANAGEMENT

Our aim:

- Staff at all levels share high expectations and play a key role in driving aspects of school self-evaluation and improvement. All senior leaders are directly involved and have a positive impact in improving the practice of colleagues through modelling / coaching etc.
- All governors share a strategic vision and ambition for the school and are actively involved in monitoring, supporting and communicating the school's progress towards this
- Parents feel that the school works well in partnership with them, communicating effectively and helping them to play a part in their children's education
- St Oswald's works effectively in partnership with the other members of the South York Schools Partnership to ensure the best possible provision and outcomes for all pupils now and in the future.

Priorities	Key Actions	When / Who?	Success criteria
<ul style="list-style-type: none"> • Ensure all phase / subject leaders have clear understanding of priorities for their phase / subject • Ensure that staff are trained/mentored to carry out leadership roles effectively • Ensure leaders/governors/ staff have easy access to appropriate performance data to aid self-evaluation and assessment for learning • Continue to promote a school culture where monitoring / feedback, professional development and appraisal are seamlessly linked to create an effective, developmental process for all staff based on trust and professionalism 	<ul style="list-style-type: none"> • Phase / subject leaders to update action plans, carry out monitoring, feed back to staff/leaders as appropriate 	<p>Phase / subject leaders – Sept 17</p>	<ul style="list-style-type: none"> • Senior / middle leaders and governors carry out their roles effectively to monitor and drive improvement • All leaders have a clear overview of strengths / areas for development in their phase / area of responsibility • All staff understand current priorities for school and their own teaching • All teachers / staff have a leadership role in an aspect of school
	<ul style="list-style-type: none"> • Support new Y5/6 Phase Leader & Maths /Literacy Leaders 	<p>JR / DN / RG – from Sept 17</p>	
	<ul style="list-style-type: none"> • Teachers' Appraisals: Review teachers' 2016-17 leadership objectives and set new ones for 2017-18 	<p>RG / JR – Oct 17</p>	
<p>Ensure that effective measures are in place to promote staff wellbeing and reduce unnecessary workload</p>	<ul style="list-style-type: none"> • Governors to analyse responses to Staff Wellbeing Survey • SLT to work with staff to discuss / address any issues 	<p>Govs / RG / SLT – Sept 17</p>	<ul style="list-style-type: none"> • All staff feel empowered and valued and not subject to unnecessary workload • Staff absence rates are low; retention and morale are high

<p>Ensure that the Governing Body continues to carry out its strategic role in school self-evaluation and improvement</p>	<ul style="list-style-type: none"> • Governors to work with SLT to review Strategic Plan • Governors complete 360 degree review of Chair and respond to any issues • Governors to set objectives for 2017-18 • Governors to address any specific needs / gaps when recruiting to vacancies on the FGB 	<p>Governors – Sept 17</p>	<ul style="list-style-type: none"> • Governors have ownership and understanding of the school’s vision and Strategic Plan • Governors have a clear understanding of the school’s strengths and priorities/actions for improvement and continue to challenge and support
<p>Explore ways to further improve engagement with parents</p>	<ul style="list-style-type: none"> • Raise parents awareness /understanding / involvement in ‘super-learners’ • Ensure Twitter feed and website are up to date and share achievements / communicate key information • Use research evidence to plan new methods to engage with ‘hard-to-reach’ parents • Organise additional curriculum workshops based on parents’ expressed needs • Carry out annual survey of parents, analyse results & communicate to parents; address any significant issues • AU to set up regular EAL parents’ group • Governors to explore ways to engage directly with parents (e.g. through Report / newsletter / one-to-one contact) 	<p>All staff (JR) – from Sept 17</p> <p>All staff - ongoing</p> <p>RG – spring term 18</p> <p>AU – from Sept 17</p> <p>Governors - ongoing</p>	<ul style="list-style-type: none"> • Parents understand how and why the school promotes ‘super-learner’ skills and are able to support this through development of common language and effective home-school communication • School website and Twitter feed are up to date and used by parents • New methods have been adopted as appropriate to improve engagement with parents • Parents’ views of school are known and are positive • Any significant areas of concern have been identified and actions have been taken to address these • Parents know the outcome of the survey and understand how the school has responded to any issues
<ul style="list-style-type: none"> • Ensure that St Oswald’s is actively involved in shaping the vision, values and operation of the South York MAT • Work in partnership with other SYSP schools to improve the quality and cost-effectiveness of provision for all pupils in the locality 	<ul style="list-style-type: none"> • HT / Governors to participate in arrangements for setting up South York MAT • Consult and communicate with all stakeholders as necessary regarding progress of academisation / MAT • Continue to participate in SYSP school improvement initiatives 	<p>RG / Governors - ongoing</p>	<ul style="list-style-type: none"> • Vision, values and operation of South York MAT reflect those of St Oswald’s and preserve its distinctive identity • All stakeholders are aware of the progress of academisation process • Membership of the SYSP/South York MAT has enabled St Oswald’s to benefit from shared appointments / procurement of services / school-to-school support

GLOSSARY

DHT = Deputy Headteacher

EAL = English as an Additional Language

ELSA = Emotional Literacy Support Assistant

PDM = Professional Development Meeting

PPC = Pupil Premium Champion

PSA = Pupil Support Assistant

SFLO = Service Families Liaison Officer

SLT = Senior Leadership Team

SWT = School Worship Team

SYSP = South York Schools Partnership