

## St Oswald's CE Primary School – Strategic Plan 2014-17

### 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

### 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 Priorities:

- To maximise progress & achievement for all pupils and close gaps for specific groups (SEN / Pupil Premium / EAL)
- 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
- To further distribute leadership amongst staff so that shared high expectations and the continuous cycle of monitoring and evaluation drive ongoing improvement in all areas

This plan provides a framework for the development of St Oswald's over the next three years. It 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 vision:

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 2016-2017	Expected outcomes / impact	Review July 2017
<ul style="list-style-type: none"> <li>To maximise achievement &amp; progress for all pupils and close gaps for specific groups (SEN / Pupil Premium / EAL)</li> </ul> <p><b>[Equalities objective 1]</b></p>	<ul style="list-style-type: none"> <li>Introduce new assessment tracking system</li> <li>Continue to monitor and evaluate impact of all interventions / additional support and provide additional CPD for TAs as necessary</li> <li>SLT &amp; PP Governor to continue to monitor and evaluate impact of Pupil Premium spending</li> <li>Ensure that SYSP TEMS provision (SR) is used effectively to support progress of EAL pupils</li> <li>Work with SYSP schools to moderate judgements / ensure consistency of expectations</li> <li>Continue to take positive steps to ensure eligible parents claim FSM</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and assessment shows all pupils (including vulnerable groups) have made good progress from individual starting points</li> <li>Impact of interventions can be demonstrated</li> <li>New assessment tracking system enables teachers / SLT /governors to monitor progress of all pupils including vulnerable groups and implement and monitor interventions / strategies</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li><i>Robust and accurate systems for assessment and monitoring show that <b>all</b> pupils make substantial and sustained progress from their individual starting points as a result of excellent teaching and timely, effective interventions</i></li> <li><i>Progress of disadvantaged pupils: is at least in line with other pupils nationally and in school</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>2017 KS2 attainment for WRM in line with national; Maths, Reading above national, Writing below; progress below average in W, M</li> <li>2017 KS1 attainment improved in all subjects – in line with national averages (tbc)</li> <li>EYFS 2017: 74% achieved GLD</li> <li>Disadvantaged pupils: provision improved by introduction of Pupil Premium Passports; some disadvantaged pupils have made good progress, but not all</li> <li>SPTO has been fully implemented across school for formative &amp; summative assessment and enables leaders to monitor progress of individuals / groups</li> <li>Moderation in phases /across school, with other SYSP schools and by LA (KS1) has confirmed accuracy and consistency of assessments</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that pupils are</li> </ul>	<ul style="list-style-type: none"> <li>DN to continue to work with Fulford Pre-school and support Manager on</li> </ul>	<ul style="list-style-type: none"> <li>Pre-school providers and parents have a consistent and clear understanding of</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li><i>Quality of pre-school provision and links</i></li> </ul>

<p>'school-ready at the end of EYFS by continuing work with pre-school providers and developing outstanding provision in Reception</p>	<p>'school-readiness', moderation of assessment, quality of provision</p> <ul style="list-style-type: none"> <li>• CU / DN to continue to work with Fulford Early Years Partnership to share good practice, moderate assessments</li> <li>• Re-organise EFYS learning environment, planning and timetable</li> <li>• Ensure consistent high-quality adult interactions</li> </ul>	<p>'school-readiness' and help children to achieve this</p> <ul style="list-style-type: none"> <li>• All pupils in Reception have regular opportunities for sustained child-initiated &amp; play-based learning, supported by high quality interactions from staff</li> <li>• All Reception pupils make at least good progress from their individual starting points</li> <li>• Increased percentage of children achieving GLD by the end of EFYS</li> </ul>	<p><i>with St Oswald's EYFS ensure continuity of provision and expectations between settings, enabling children to make a smooth transition into Reception</i></p> <ul style="list-style-type: none"> <li>• <i>EYFS Baseline assessments show children's key skills on starting Reception are improving year-on-year</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• Re-organisation of EYFS provision has enabled better use of outdoor provision and more effective deployment of adults to support learning</li> <li>• 74% of pupils achieved GLD (2016 68%)</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to develop provision for mobile pupils and families to minimize impact of mobility on pupil progress</li> </ul> <p><b>[Equalities objective 2]</b></p> <ul style="list-style-type: none"> <li>• Share our experience / expertise in meeting the needs of service pupils with other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce 'Transition Reports' for mobile pupils</li> <li>• Introduce consistent whole school 'buddy' arrangements for all mobile pupils</li> <li>• SFLO / PPC to deliver CPD for staff</li> <li>• Create 'Service Pupils' area on website for key policies / documents relating to service families</li> <li>• Continue to use parent / pupil voice to evaluate effectiveness of arrangements for transition into / out of St Oswald's</li> <li>• RG / SJ / SFLO to attend York Service Pupil Forum meetings, North Yorks Service Pupils Group, SCISS Conference</li> <li>• SFLO to support other SYSP / York schools who have service pupils as required</li> <li>• Submit bid to MoD Support fund for further funding to support work with service pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of pupils who have moved into school receive information about how their child has settled in and emerging needs/issues are identified promptly</li> <li>• Progress of mobile pupils is at least in line with non-mobile throughout school</li> <li>• Parents of service pupils understand how the school supports service children and how the service PP is used</li> <li>• Surveys of service parents show that service families feel well-supported</li> <li>• Effective measures are in place to support pupils and families when a parent is deployed on active service</li> <li>• Pupils who leave St Oswald's are able to make smooth transitions to their new school</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>Effective measures to support mobile pupils and their families ensure that they are able to transition smoothly between schools and make excellent progress</i></li> <li>• <i>St Oswald's is recognised as a model of excellent practice in provision for service pupils and families</i></li> <li>• <i>The school provides support to other schools in developing effective provision for service pupils</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• Progress of service pupils in line with or better than non-service in almost all year groups / subjects</li> <li>• Some mobile pupils with EAL have made exceptional progress</li> <li>• SFLO has provided support for other CYC schools (e.g. Robert Wilkinson)</li> <li>• SFLO has enabled service families to access additional support in specific circumstances (e.g. bereavement)</li> <li>• Parental feedback from mobile families (including non-service) is very positive</li> <li>• SIAMS report recognized effectiveness of provision for mobile pupils</li> </ul>
<ul style="list-style-type: none"> <li>• Improve communication with parents who have EAL</li> </ul>	<ul style="list-style-type: none"> <li>• Put <i>Google Translate</i> / translated versions of key documents on website</li> <li>• Investigate ways of providing interpreter services (e.g. for Parents Evenings)</li> </ul>	<ul style="list-style-type: none"> <li>• The school has effective procedures for communicating with parents for whom English is not first language</li> </ul>	

## ENSURING SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT IS CENTRAL

### Our vision:

- 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 2016-17	Expected outcomes / impact	By July 2017
<ul style="list-style-type: none"> <li>• To promote key values of tolerance and respect for / celebration of diversity <b>[Equalities objective 3]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Y5/6 to participate in 'Heartstone Odyssey' project</li> <li>• Promote positive images of disability through whole school Paralympian visit?</li> <li>• Ensure key festivals are marked celebrated through RE curriculum and other opportunities</li> <li>• Continue to develop link international school link(s) (Nepal / Germany)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' cultural understanding and global perspective is increased through direct links with pupils in other countries</li> </ul>	<p><b>Strategic Aim - by July 17:</b> <i>Through the consistent and effective application of the school's SMSC policy, pupils opportunities for SMSC development are excellent, and this is recognized as a strength of the school</i></p> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• 'Outstanding' SIAMS Report June 2017 recognised effectiveness of school's work in promoting pupils' SMSC development and understanding of values</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to promote pupils' spiritual &amp; moral development through planned opportunities to explore the school's core values, Christian teaching and moral issues</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop 'Values in Action Plan' to include half-termly 'Big Question' + response and identify key concepts / questions / resources</li> <li>• Develop 'Rainbow Room' as permanent outdoor reflection space</li> <li>• Continue link with YoYo through assemblies / RE Day</li> <li>• Continue to develop additional community links to support Christian perspective in collective worship (e.g Army Padre, British Legion)</li> </ul>	<ul style="list-style-type: none"> <li>• All members of the school community understand the school's core values and their link to Christian teachings</li> <li>• Pupils are encouraged to reflect on spiritual and moral issues and relate these to their own experience</li> </ul>	
<ul style="list-style-type: none"> <li>• To maintain systematic monitoring of Church school effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use Diocesan Adviser visits to review and plan Church school development</li> <li>• RG to continue to report to FGB on Church school development / SIAMS self-evaluation</li> <li>• Foundation governors to monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Church school distinctiveness is evident in the school ethos, environment and</li> <li>• Governors monitor the school's development as a Church school and the impact of this on pupils' SMSC development</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>The school's effectiveness as Church of England school has been judged at least 'Good' by SIAMS inspection</i></li> <li>• <i>Governors continue to share a strategic vision of excellence for the school which recognizes and develops the school's distinctiveness as a</i></li> </ul>

	impact of 'Values in Action Plan' (e.g. through pupil voice, governor visits)		<p><i>Church school</i></p> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>SIAMS June 17: 'Outstanding' in all areas</li> <li>"Established evaluation processes ensure leaders have a very clear understanding both of the school's performance and its Christian distinctiveness.....A governor audit of the school's Christian character has led directly to improvements."</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that Sport Premium funding is used effectively to improve the range and quality of pupils' participation in sporting activities</li> </ul>	<ul style="list-style-type: none"> <li>Carry out evaluation of Sport Premium spending</li> <li>Continue to develop the range of extra-curricular sporting activities available to pupils of all ages</li> <li>Provide a wide range of opportunities for pupils to participate in sports competitions and festivals within school and between schools</li> <li>Monitor the quality of PE teaching and resources</li> <li>Sport Link Governor to meet regularly with PE subject leader and report to governors</li> <li>Identify teachers training needs and provide CPD as necessary</li> <li>Ensure high quality, appropriate resources are available for the PE curriculum</li> </ul>	<p>Positive impact of Sport Premium spending can be identified in:</p> <ul style="list-style-type: none"> <li>Range of extra-curricular activities available and participation rates</li> <li>Range of opportunities to participate in inter-school competitions and festivals</li> <li>Quality of PE teaching &amp; learning in the curriculum</li> <li>Teachers' confidence in teaching high quality PE lessons</li> <li>Distributed leadership of Sport / PE throughout school ensures development is manageable and sustainable</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li><i>Pupils participate enthusiastically in a wide range of high quality curricular and extra-curricular sporting activities</i></li> <li><i>Excellence in sport is identified, encouraged and celebrated</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>Pupils have participated in a range of in-school and inter-school competitive activities</li> <li>Additional curricular / extra-curricular opportunities offered (e.g. basketball, tennis coaching)</li> <li>Pupil Sport Leaders have played an active role in promoting physical activity</li> <li>Sport Premium funding has been used to update / improve resourcing (e.g. of gymnastics), provide quality coaching for pupils / CPD for staff</li> <li>Bronze Activemark achieved</li> </ul>
<ul style="list-style-type: none"> <li>Continue to promote opportunities for the school to engage positively with members of the local community</li> </ul>	<ul style="list-style-type: none"> <li>Continue to participate in community and Church events, Time Out, Village Café, Parish magazine etc</li> <li>Develop links with new Army Padre, British Legion</li> <li>Continue to develop Y6 'School Ambassador' role</li> <li>Recruit new Reading Guardians</li> <li>Investigate possible links with local business</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have made a positive contribution to the local community</li> <li>Good links with the community have had a positive impact on pupil outcomes</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li><i>The school has strong, active links with the local community which are mutually beneficial</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>SIAMS June 17: "Partnerships with the church, other faith groups such as YoYo Trust and the community are strong and mutually beneficial."</li> <li>Pupils have participated regularly in Church activities, Time Out, Village Café and other community events; feedback has been very</li> </ul>

<ul style="list-style-type: none"> <li>Develop pupils' intellectual character / effective learning habits / independent thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed 'super-learners' initiative in teaching &amp; learning throughout school</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are given planned opportunities for developing 'super-learner' skills</li> <li>Pupils and parents understand how they are progressing in developing 'super-learner' skills and what they need to do to improve</li> </ul>	<p>positive</p> <p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li><i>A whole school focus on effective learning habits enables all pupils to develop resilience, independence and creativity, which results in high levels of aspiration, achievement and readiness for lifelong learning.</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>'Super-learners' initiative is embedded in teachers' practice throughout school</li> <li>Pupils in all age groups have a developing understanding of their own skills</li> </ul>
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## ENSURING THE SAFETY & WELL-BEING OF ALL PUPILS

### Our vision:

- 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 2016-17	Expected outcomes / impact	By July 2017
<ul style="list-style-type: none"> <li>• Ensure all pupils understand how to stay safe</li> <li>• Ensure all staff understand how to keep pupils safe</li> <li>• Ensure parents understand how the school keeps pupils safe and how they can support this</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to participate in awareness-raising initiatives (e.g 'Road Safety Week', Internet Safety Day, Drowning Prevention Week, Crucial Crew etc)</li> <li>• Update safeguarding training as appropriate for all staff</li> <li>• E-safety Group to use '360 degree safe' to carry out full online safety self-review and plan actions</li> <li>• Work with parents to address car parking issues</li> <li>• Use 'Modeshift STARS' framework to develop School Travel Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can say what they need to do to stay safe in a range of contexts</li> <li>• All staff understand their responsibilities and how to act to keep pupils safe</li> <li>• Incidents of unsafe / inconsiderate use of car park are reduced</li> <li>• School has achieved Modeshift STARS Bronze level and Travel Plan is in place</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>Pupil and parent surveys show that pupils and parents have continuing confidence in the school's procedures for keeping pupils safe</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• All staff have up to date training appropriate to responsibility</li> <li>• E-safety group has reviewed procedures and produced new e-safety policy – shared with staff, pupils and parents</li> <li>• Parents survey 2016 &amp; 2017: 99% of respondents agreed/strongly agreed their child feels safe at school</li> <li>• Pupils have been involved in initiatives to promote safer travel through work with 'Bike It' (e.g. Archbishop of York's Young Leaders' Award, Active travel Crew)</li> </ul>
<p>Develop break time and lunch time provision to create additional opportunities for positive play</p>	<ul style="list-style-type: none"> <li>• PSA to carry out pupil voice</li> <li>• Provide additional training / support for MSAa as necessary</li> <li>• Purchase additional play resources as necessary</li> <li>• Enrich/improve physical environment (e.g. through provision of additional seating / zoning / shade)</li> <li>• Continue to develop role of pupils in leading break-time play activities</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour incidents at break / lunch times are rare</li> <li>• Pupils speak positively about break times</li> <li>• The playground environment is stimulating and provides for a range of activities</li> <li>• Pupils play an active role in promoting positive play</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils' behaviour and attitudes to learning are consistently excellent</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• SIAMS June 17: "The exemplary behaviour of all pupils and relationships between all members of the school community are key strengths of the school.....Pupils' behaviour is exemplary with sincere and respectful relationships the norm."</li> </ul>
<p>Continue to develop effectiveness of provision for supporting pupils' social and emotional needs</p>	<ul style="list-style-type: none"> <li>• Deploy new Pupil Support Assistant according to needs and review regularly</li> <li>• Use Cluster School Wellbeing Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with specific social / emotional needs are well supported and as a result are ready to learn and make good progress</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>Well-trained and appropriately skilled staff and effective pastoral systems ensure that pupils' social / emotional needs are met</i></li> </ul>

	<p>to support / extend existing pastoral provision</p> <ul style="list-style-type: none"><li>• KS1 to introduce 'sensory area'</li></ul>		<p><b>Review July 2017:</b></p> <ul style="list-style-type: none"><li>• School has 2 full-time staff with specific roles and training to meet social/emotional needs</li><li>• A range of personalized support is in place / available for pupils</li><li>• Specific pupils have made identifiable progress as a result of support</li></ul>
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## DEVELOPING EXCELLENCE IN TEACHING & LEARNING

### Our vision:

- All teachers 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 2016-17	Expected outcomes / impact	By July 2017
<ul style="list-style-type: none"> <li>• Create an ongoing, seamless link between monitoring / feedback, professional development and appraisal so that this is an effective, developmental process for all based on trust and professionalism</li> <li>• Ensure all teachers have opportunity to regularly and accurately evaluate their own performance and take responsibility for their own CPD as part of a continuous cycle of improvement</li> <li>• Ensure all staff have opportunities to share and learn from good practice within and outside school</li> <li>• Adopt an evidence-informed approach to classroom practice, professional development and school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Set up new Collaborative Learning Groups with whole school focus</li> <li>• Continue to develop use of peer observation for CPD</li> <li>• Support NQT</li> <li>• Continue to use 'Professional Development Logs' to record developmental feedback for all staff</li> <li>• Teachers continue to complete Teacher Profile to evaluate own strengths/areas for development</li> <li>• Update Appraisal / Pay policies to reflect new approach</li> <li>• Explore idea of coach / mentor for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are able to evaluate their own strengths and areas for improvement and take responsibility for their own professional development</li> <li>• Staff are willing to embrace new approaches / take risks / share practice</li> <li>• Collaborative, sustained learning opportunities including use of evidence-based research or expert input have had a positive impact on pupil outcomes</li> <li>• 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</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>Teaching &amp; learning in all phases / subjects is consistently excellent and as a result all pupils make excellent progress</i></li> <li>• <i>The school is a learning community in which all staff take responsibility for their own continuing professional development</i></li> <li>• <i>Sharing of good practice and trialling of new approaches are embedded</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• Monitoring by senior leaders and external consultant shows consistency and examples of excellent practice</li> <li>• Teachers have responded positively to un-announced observations</li> <li>• All teachers and TAs receive verbal and written feedback from observations</li> <li>• Feedback is used constructively and promotes professional dialogue</li> <li>• Teachers are reflective and evaluate their own practice regularly and</li> <li>• Individual support plans have been used to improve specific aspects of teaching</li> <li>• Teachers have worked collaboratively in cross-phase CLGs leading to sharing of good practice and whole school improvements</li> <li>• NQTs and RQT have been well-supported and made good progress in school</li> </ul>

<ul style="list-style-type: none"> <li>To continue to work as part of the South York Schools Partnership to secure continuous, sustained school-to-school improvement and share good practice</li> </ul>	<ul style="list-style-type: none"> <li>Maths, Literacy, Science, Computing, SEN leaders to participate in further Cluster network meetings</li> <li>Participate in Cluster moderation opportunities</li> <li>Use allocated Cluster funding to support school improvement activities (e.g. Maths CPD)</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of effective practice in teaching &amp; learning and assessment throughout SYSP leads to improved pupil outcomes and smooth transition to Fulford School for Y6 pupils</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li><i>The SYSP provides a platform for high quality professional development</i></li> <li><i>Regular moderation and sharing of good practice with other SYSP schools contributes to robust self-evaluation and ongoing improvement</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>Participation in cross-Cluster moderation has helped to support assessment</li> </ul>
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## PROVIDING A CURRICULUM THAT IS BROAD, BALANCED AND ENGAGING FOR ALL

### Our vision:

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 2016-17	Expected outcomes / impact	By July 2017
<ul style="list-style-type: none"> <li>Ensure whole school curriculum gives appropriate progression / coverage and provides opportunities for learning in depth</li> </ul>	<ul style="list-style-type: none"> <li>Organise CPD / CLGs for staff around 'Mastery learning' / greater depth</li> <li>Use White Rose Hub framework to revise approach to Maths planning</li> </ul>	<ul style="list-style-type: none"> <li>The school's curriculum enables all pupils to gain the skills and understanding needed to progress to the next stage in their learning</li> <li>All pupils continue to experience a broad, balanced and engaging curriculum</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li><i>The new curriculum is fully embedded.</i></li> <li><i>A cross-curricular approach to learning motivates pupils and staff and gives opportunities for meaningful application and development of key skills</i></li> <li><i>The curriculum provides depth, breadth and first-hand experience and encourages creativity</i></li> <li><i>The whole-school assessment system is fully embedded and robust</i></li> <li><i>Accurate assessment is used effectively by all staff to enable all pupils to make good progress</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>Cross-curricular, meaningful &amp; engaging curriculum has been maintained throughout school – pupils, parents and staff are positive about school's approach to learning &amp; assessment</li> <li>SPTO has been fully implemented across school for formative &amp; summative assessment and enables leaders to monitor progress of individuals / groups</li> <li>Moderation in phases /across school, with other SYSP schools and by LA (KS1) has confirmed accuracy and consistency of assessments</li> </ul>
<ul style="list-style-type: none"> <li>Introduce new assessment tracking system which supports effective assessment for learning and self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Identify &amp; purchase suitable tracking system</li> <li>Train staff in use of system</li> <li>Create further opportunities for team / school / Cluster moderation</li> <li>Review format of Pupil Progress Reviews / Governors' Standards Committee</li> </ul>	<ul style="list-style-type: none"> <li>A manageable system for tracking assessment is in place which enables teachers, pupils and parents to measure individual pupils' skills, knowledge, understanding and progress accurately and plan next steps for improvement</li> <li>Tracking system enable teachers / SLT / Gobs etc to monitor progress across school for different groups / subjects</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure teaching and learning in non-core subjects provides suitable breadth, progression and challenge</li> </ul>	<ul style="list-style-type: none"> <li>Monitor quality of teaching and learning in non-core subjects</li> <li>ICT Leader to monitor quality of teaching and learning in computing and provide CPD for staff as necessary</li> <li>Subject leaders to work with colleagues in the SYSP</li> </ul>	<ul style="list-style-type: none"> <li>Leaders have an accurate picture of the quality of teaching and learning in all year groups across the curriculum and actions have been taken for improvement as necessary</li> <li>Curriculum leaders are able to share examples of good practice from SYSP schools</li> <li>Consistency in expectations across SYSP schools</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure ICT is used effectively to enhance learning across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Install data projector and screen in Performing Arts Room</li> <li>Begin programme of replacing Smartboards</li> <li>Purchase iPads for staff to support formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>ICT is used regularly, appropriately and confidently by pupils and staff throughout school in ways which enhance learning</li> </ul>	

## MAINTAINING CONTINUOUS IMPROVEMENT THROUGH EFFECTIVE LEADERSHIP & MANAGEMENT

### Our vision:

- 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.

Priorities	Key Actions 2016-17	Expected outcomes / impact	By July 2017
<ul style="list-style-type: none"> <li>• Further distribute leadership amongst teaching staff</li> <li>• Ensure that staff are trained/mentored to carry out leadership roles effectively</li> <li>• Ensure leaders/governors/ staff have easy access to appropriate performance data to aid self-evaluation and assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Review curriculum leadership responsibilities</li> <li>• Develop new Middle Leaders</li> <li>• Provide additional non-contact time for senior leaders</li> <li>• Teachers Appraisals: Review teachers' 2015-16 leadership objectives and set new ones for 2016-17</li> <li>• Introduce new assessment tracking system</li> <li>• Foundation subject leaders to carry out monitoring (PE / Geog / Hist)</li> </ul>	<ul style="list-style-type: none"> <li>• New Middle Leaders have carried out their roles effectively and developed their leadership experience</li> <li>• Leaders have a clear overview of strengths / areas for development in all curriculum areas</li> <li>• All teachers have led improvement in an aspect of school</li> <li>• Senior / middle leaders and governors are able to carry out roles effectively to drive improvement</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>Highly effective and ambitious leadership and management at all levels ensures a continuous cycle of monitoring, accurate self-evaluation and improvement</i></li> <li>• <i>Effective performance management for all staff results in individual and whole school improvement</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• Development of leaders has enabled Y3/4 Phase Leader to gain Deputy Headship and internal appointment of new Y5/6 Phase Leader from Sept 17</li> <li>• New Maths &amp; Literacy leaders have made successful transition from 'shadowing' role</li> <li>• 3 NQTs have successfully completed induction year since 2015</li> <li>• Effectiveness of senior leadership demonstrated and noted in external consultant School Review March 17 and SIAMS inspection June 17</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that the Governing Body continues to carry out its strategic role in</li> </ul>	<ul style="list-style-type: none"> <li>• Governors to work with SLT to review Strategic Plan</li> <li>• Governors complete 360 degree review of Chair</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have ownership and understanding of the school's vision and Strategic Plan to achieve this</li> <li>• Governors continue to challenge and</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>All governors have a shared vision and ambition for the school.</i></li> <li>• <i>Governors' effective procedures for</i></li> </ul>

<p>school self-evaluation and improvement</p>	<ul style="list-style-type: none"> <li>• Governors set objectives for 2016-17</li> <li>• Review operation of Standards Committee, Phase-link governors, Governor Days as needed</li> </ul>	<p>support and have a clear understanding of the school's strengths and priorities/actions for improvement</p>	<p><i>holding senior leaders to account help to drive continuous improvement.</i></p> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• Governors participated in formulation and reviews of strategic plan</li> <li>• Processes for governors monitoring have been revised (e.g. standards committee, governor visits), enabling governors to play effective role in self-evaluation</li> </ul>
<ul style="list-style-type: none"> <li>• Explore ways to further improve engagement with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out annual survey of parents, analyse results &amp; communicate to parents; address any significant issues</li> <li>• EYFS to continue to develop use of '2BuildaProfile' to communicate with parents</li> <li>• Continue to promote use of school Twitter account to share achievements / communicate key information</li> <li>• Governors to explore ways to engage directly with parents (e.g. through Report / newsletter / one-to-one contact)</li> <li>• Continue regular 'Maths Cafes'</li> <li>• Organise additional curriculum workshops based on parents' expressed needs</li> </ul>	<ul style="list-style-type: none"> <li>• Parents' views of school are known and are positive</li> <li>• Any significant areas of concern have been identified and actions have been taken to address these</li> <li>• Parents know the outcome of the survey and understand how the school has responded to any issues</li> <li>• New methods have been adopted as appropriate to improve engagement with parents</li> <li>• Parents are positive about EYFS '2BuildaProfile' communications and contribute actively to assessments</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>Effective engagement with parents enables them to play an active part in supporting their children's learning</i></li> <li>• <i>A range of methods are used to support communication with parents as an ongoing, two-way process</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• 2016 and 2017 Parents' surveys showed high levels of satisfaction</li> <li>• Very positive feedback from EYFS parents re: '2BuildaProfile'</li> <li>• Twitter &amp; website provide (mainly) up-to-date information for parents</li> <li>• Positive parental feedback re new pupil Report format introduced 2016</li> <li>• SPTO offers opportunities to increase parental involvement</li> </ul>
<ul style="list-style-type: none"> <li>• Work in partnership with other SYSP schools to improve the quality and cost-effectiveness of provision for all pupils in the locality</li> </ul>	<ul style="list-style-type: none"> <li>• Chair of Govs to participate in SYSP Collaboration Working Group</li> <li>• Consult and communicate with all stakeholders as necessary regarding any proposed developments</li> <li>• Make effective use of new Cluster TEMS and School Wellbeing Worker provision</li> <li>• Continue to participate in SYSP school improvement initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• SYSP schools have enhanced ability to make shared appointments, procure services and provide school-to-school support</li> <li>• All stakeholders understand the reasons, implications and timescale for any proposed change in collaboration arrangements</li> <li>• Sharing of good practice and consistency in approaches to teaching and learning have impacted positively on quality of teaching and pupil progress</li> </ul>	<p><b>Strategic Aim - by July 17:</b></p> <ul style="list-style-type: none"> <li>• <i>All schools in the SYSP deliver excellence in provision and outcomes for all pupils and are part of a self-improving partnership</i></li> </ul> <p><b>Review July 2017:</b></p> <ul style="list-style-type: none"> <li>• St Oswald's has participated in a range of Cluster CPD activities</li> <li>• All relevant stakeholders have been consulted re: academy conversion</li> <li>• DfE &amp; Diocesan approval gained for academy conversion to join South York MAT</li> </ul>

## 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

**SIAMS** = Statutory Inspection of Anglican & Methodist Schools

**SLT** = Senior Leadership Team

**SYSP** = South York Schools Partnership

**TEMS** = Traveller & Ethnic Minority Support