**St Oswald’s CE Primary School – Strategic Plan 2014-17: Review Sept 2016**

**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 2015-2016** | **Expected outcomes / impact** | **Review Sept 2016** |
| * To maximise achievement & progress for all pupils and close gaps for specific groups (SEN / Pupil Premium / EAL) | * Design new systems for formative / summative assessment * Continue to monitor and evaluate impact of all interventions / additional support and provide additional CPD for TAs as necessary * Review deployment of Pupil Premium Champion / SFLO * Monitor and evaluate impact of Pupil Premium spending * Ensure that SYSP TEMS provision (CQ) is used effectively to support progress of EAL pupils * Ensure eligible parents claim FSM * Implement ‘Effective Learning Habits’ plan * Work with SYSP schools to moderate judgements / ensure consistency of expectations | * New assessment systems (formative and summative) are in place which are appropriate for purpose and audience * Monitoring and assessment shows pupils (including vulnerable groups) have made good progress from individual starting points * Impact of interventions can be demonstrated | **Assessment systems**   * Consistent systems for recording formative assessment in core subjects implemented * ‘Climbing Frames’ trialled alongside SYSP schools but found to be unsuitable   **KS2 outcomes:**   * Average progress in R, W, M below national, but above floor * 43% of pupils achieved expected standard in R,W & M   **Achievement of PP pupils:**   * **EYFS** - % achieving GLD below non-PP and LA * **Y1 Phonics -** % Wa above non-PP * **Y2 Phonics -** % Wa above non-PP * **KS1** - % achieving EXS in RWM above non-PP and LA * **KS2** - % achieving Exp+ in RWM below non-PP and LA (but included SEN pupils)   **Supporting vulnerable pupils**   * New Pupil Support Assistant role created from Sept 2016 * Individual EAL pupils made rapid progress   **‘Super-learners’ initiative**   * 5 effective learning habits identified – embedded into teaching / display / assemblies / reports etc |
| * Ensure that children enter Reception ‘school-ready’ | * DN to continue to work with Fulford Pre-school and support new Manager on ‘school-readiness’, moderation of assessment, quality of provision * CU / DN to continue to work with Fulford Early Years Partnership to share good practice, moderate assessments * Use outcomes of EYFS Baseline Assessments to inform work with pre-school providers * CU / DN to visit pre-school providers to talk to parents about school-readiness earlier in year * Work with SYSP schools to moderate Baseline assessments / share good practice | * Pre-school providers and parents have a consistent and clear understanding of ‘school-readiness’ and help children to achieve this * Pupils enter Reception with improved school-readiness * EYFS Baseline assessment has given secure starting point for measuring pupils’ progress | * Changes in management and ,governance of Pre-School * DN now on Fulford Pre-School committee * EY Partnership has strengthened links with pre-school providers * EYFS Baseline Assessment provided some useful information, but also some inconsistencies – abandoned by DfE as progress measure |
| * Continue to develop provision for service pupils and families to minimize impact of mobility on pupil progress * Use, develop and share our experience in meeting the needs of service pupils so that any additional needs created by the ‘draw-down’ from Germany are met | * Recruit Service Families Liaison Officer to work with service families * RG / SJ / SFLO to attend York Service Families Forum meetings, North Yorks Service Pupils Conference * Continue to use parent / pupil voice to evaluate effectiveness of arrangements for transition into / out of St Oswald’s * Use Pupil Information Profile to transfer important information about service pupils to receiving schools * Provide support (e.g. crèche facility) to enable parents to attend meetings at school * Improve communication with parents who have EAL * Liaise with Cluster / LA to enable SFLO to support other schools as appropriate | * Progress of service pupils is at least in line with non-service throughout school * Surveys of service parents show that service families feel well-supported * The school has put into place effective measures to support pupils and families when a parent is deployed on active service * Pupils who leave St Oswald’s are able to make smooth transitions to their new school * The school communicates effectively with parents for whom English is not first language | **Service Families Liaison Officer:**   * developed links with service families and relevant agencies * improved pupil induction processes * provided additional support/CPD for staff * Liaised with SYSP schools and participated in LA and wider networks * Positive feedback from service parents |

**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 2015-16** | **Expected outcomes / impact** | **Review Sept 2016** |
| * To ensure that pupils’ spiritual, moral, social & cultural development is at the heart of everything we do | * New ‘Values in Action Plan’ * Further development of ‘Rainbow Room’ outdoor reflection space * Plan whole school ‘Reflection Week’ every half term * Introduce ‘Thinking Thursday’ * Continue link with YoYo through assemblies / RE Day * Develop additional links to reinforce Christian perspective in collective worship (e.g Army Padre, British Legion) * Implement ‘Effective Learning Habits’ plan * Develop link with school(s) in Nepal | * All members of the school community understand the school’s core values and their link to Christian teachings * Pupils are encouraged to reflect on spiritual and moral issues and relate these to their own experience * Pupils are encouraged to develop key attitudes / skills for lifelong learning * Pupils’ cultural understanding and global perspective is increased through direct links with pupils in Nepal | * Pupils and staff have been involved in planning assemblies re values * Links with Church, community, Yo Yo, Army have made significant contribution to children’s SMSC development * Thinking Thursday successfully implemented * AM has carried out RE monitoring & ‘British values’ audit * ‘Super-learners’ embedded * Link school in Nepal has been identified and initial contact made |
| * To implement procedures for monitoring of Church school effectiveness | * RG + Govs + Diocesan Adviser to meet Jan 2016 to carry out self-review against SIAMS framework * RG to continue to report to FGB on Church school development * Foundation governors to monitor impact of ‘Values in Action Plan’ (e.g. through pupil voice) | * Church school distinctiveness is evident in the school ethos, environment * Governors monitor the school’s development as a Church school and the impact of this | * Govs / Diocese involved in Church school self-evaluation / planning * New format for governor visits enables governors to monitor impact of Church school developments |
| * To ensure that Sport Premium funding is used effectively to improve the range and quality of pupils’ participation in sporting activities | * Continue to develop the range of extra-curricular sporting activities available to pupils of all ages * Increase pupils’ participation in inter-school competitions and festivals * Monitor the quality of PE teaching and resources * Use Sports Premium funding to provide CPD for teachers / purchase new resources as necessary * Distribute leadership of Sport / PE | * All pupils have the opportunity to participate in extra-curricular sport and participation rates are high * Pupils have regular opportunities to participate in inter-school competitions and festivals * All pupils have access to quality PE teaching in the curriculum * All teachers are confident in teaching high quality PE lessons * Distributed leadership of Sport / PE throughout school ensures development is manageable and sustainable | * Range of extra-curricular activities has increased with high levels of participation (including one-off activities to mark e.g. World Cup etc) * Pupils have participated in Dance Festival , sports competitions and friendly events * School achieved Bronze School Games Mark * New resources purchased to support PE curriculum * Several staff involved in running sport / PE activities (RW-S, SA, KR, DN) in addition to use of external specialists funded by Sport Premium |
| * Continue to promote opportunities for the school to engage positively with members of the local community | * Participate in community and Church events, Time Out, Village Café, Parish magazine etc * Recruit new Reading Guardians * Develop links with local business * Appoint Y6 ‘School Ambassadors’ to represent school in community | * Pupils have made a positive contribution to the local community * Good links with the community have had a positive impact on pupil outcomes | * New pupil Ambassador posts created – represented school at Village Café etc * Church links – pupils have been involved in Church activities (e.g. Harvest Festival, 150th anniversary celebrations) * Army links developed by Padre / British legion / Armed Forces Day involvement |
| * Develop pupils’ intellectual character / effective learning habits / independent thinking skills | * Involve pupils, staff, parents in implementation of plan for developing Effective Learning Habits * Investigate introduction of P4C in school | * The school has an agreed set of ‘effective learning habits’ which are understood by staff, pupils and parents * Pupils are given planned opportunities for developing key learning habits * Pupils and parents understand how they are progressing in developing ELHs and what they need to do to improve | * ‘Super-learners’ initiative has been implemented throughout school and shared with parents * Pupils show growing ability to understand importance of learning habits and ability to self-evaluate * Positive feedback received from parents, especially re Reports |

**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 2015-16** | **Expected outcomes / impact** | **Review Sept 2016** |
| Continue to promote the safety of pupils by:   * Developing pupils and parents understanding of how to use computers / the internet / mobile communications appropriately and safely * Making St Oswald’s a nut-free environment * Promoting safe use of the school car park | * Ensure pupils and parents understand key e-safety messages through curriculum work, participation in Internet Safety Day etc. * Review E-safety policy * Review Anti-bullying policy * Notify parents of school aim to be nut-free * Participate in ‘Road Safety Week’ * Monitoring of car park use by HT / School Council * Further publicity campaigns to promote safe parking (e.g. pupil-designed additional signage | * Pupils are able to show their understanding of e-safety * Pupils with nut allergies are protected from exposure to nuts * Incidents of unsafe / inconsiderate use of car park are reduced | * Pupil voice indicates pupils feel safe and understand how to keep themselves safe online * Anti-bullying policy fully revised in consultation with pupils to include ‘child-friendly’ version * Parents’ survey showed parents have confidence in the school’s procedures for keeping pupils safe * E-safety workshop held for parents * All staff received Prevent training & Social Media training * E-safety group set up * ‘Nut-free school’ established * School participated in various safety initiatives (Internet Safety Day, Road Safety Week, Drowning Prevention Week, Crucial Crew, NSPCC etc) * Staff Code of Conduct introduced |
| Continue to reinforce high and consistent expectations of behaviour throughout school | * Use ‘Values in Action’ Plan to reinforce school Behaviour Policy * Monitor and support new teachers to ensure consistent expectations and practice * Introduce ‘Effective Learning Habits’ plan | * All staff share consistent high expectations of pupil behaviour and implement the school’s Behaviour Policy consistently. * Most pupils display exemplary conduct and behaviour | * Monitoring shows consistent high standard of behaviour throughout school * Individuals well-supported * ‘Super-learners’ initiative has improved pupil attitudes to learning and understanding of how to learn effectively |
| Continue to develop effectiveness of provision for supporting pupils’ social and emotional needs | * Review deployment of ELSAs to increase capacity * Provide additional ‘nurture group’ support / lunch time support for pupils where necessary * Recruit Service Families Liaison Officer to work with service families | * Pupils with specific social / emotional needs are well supported and as a result make good progress * SFLO has developed links with other agencies (e.g. Army Welfare) to provide support for service pupils / families | * Individuals with specific social / emotional needs have been well supported and made good progress through effective classroom support + additional provision (e.g. Lunch Club, Pupil Premium Champion) * SFLO has increased capacity to support service pupils and families * New ELSA-trained ‘Pupil Support Assistant appointed for Sept 16 |

**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 2015-16** | **Expected outcomes / impact** | **Review 2016** |
| * 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 * 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 * Ensure all staff have opportunities to share and learn from good practice within and outside school * Adopt an evidence-informed approach to classroom practice, professional development and school improvement | RG/SLT to work with staff to develop new policy for monitoring./ CPD / Appraisal, to include:   * Review of St Oswald’s Teaching Charter * Review of procedures for lesson observation * Development of new ‘Professional Development Logs’ for all staff * Allocation of coach / mentor for all staff * Teachers continue to complete termly Teacher Profile * RG / SLT to carry out monitoring activities as detailed on WIMP * Develop staff ’Professional Learning Groups’ | * Teachers have accurate understanding of their own strengths and areas for improvement * Greater trust leads to greater openness, willingness to take risks / share practice and effective ongoing development of all staff * Models of effective practice have been trialled, shared and adopted throughout school * Monitoring by senior / curriculum leaders shows consistent high expectations and effective implementation of agreed procedures throughout school * All staff have the confidence and support to apply research findings, conduct their own enquiry and work with others to support its implementation | * ‘Non-negotiables’ have been agreed through revision of Teaching Pledge * Unplanned observations, Professional Development Logs introduced and positively received by teachers * Teachers have continued to complete Teacher Profile and show ability to evaluate own strengths/areas for development realistically * All teachers’ appraisal objectives reflect wider role of teacher and expectations for all staff to be continuing learners * Paired observations introduced as CPD * Collaborative learning groups have given all teachers opportunities to work collaboratively to reflect on aspects of practice and trial new approaches * Monitoring shows consistent quality in teaching & learning in all phases resulting in good progress for all pupils |
| * To continue to work as part of the South York Schools Partnership to secure continuous, sustained school-to-school improvement and share good practice | * Maths, Literacy, Science, Computing, SEN leaders to participate in further Cluster network meetings * Participate in Cluster moderation opportunities | * Greater consistency in approaches to teaching & learning and assessment throughout SYSP * Improved transition to Fulford School for Y6 pupils | * Moderation with other SYSP schools has increased staff confidence in assessment * Core subject leaders have attended cross-phase meetings to improve transition to Fulford * SENCO has participated in SYSP SENCO network to share good practice * ‘Exchange visits’ with SYSP schools (e.g. TA shadowing, SENCO Learning Walks) have provided valuable opportunities for sharing good practice / moderation |

**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 2015-16** | **Expected outcomes / impact** | **Review Sept 2016** |
| * Ensure curriculum prepares pupils for new expectations at end of Y2 / Y6 | * Key staff to attend appropriate training / feed back | * New curriculum has been implemented with full coverage and progression throughout school so that all pupils have access to a broad, balanced and relevant curriculum | * New curriculum has been fully implemented. * Cross-curricular approach to learning used; opportunities planned for meaningful application and development of key skills; pupils and staff and are engaged * The curriculum provides depth, breadth and first-hand experience and encourages creativity |
| * Introduce new framework for ‘assessment without levels’ which includes effective formative assessment | * Communicate changes to assessment to parents * Work with members of SYSP to develop new assessment / tracking system | * A manageable system for formative 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 * Summative assessment and tracking enable teachers / SLT / Govs etc to monitor progress across school for different groups / subjects | * Consistent approach to formative assessment system throughout school in core subjects * Moderation with SYSP / other schools and by LA has increased security of assessments * Trial of ‘Climbing Frames’ assessment tool unsuccessful * PIVATs used for tracking SEN progress |
| * Ensure teaching and learning in non-core subjects provides suitable breadth, progression and challenge | * Monitor quality of teaching and learning in non-core subjects * Subject leaders to work with colleagues in the SYSP | * The school has an accurate picture of the quality of teaching and learning in non-core subjects, enabling action to be planned * Greater consistency of practice and improved transition across SYSP schools | * Monitoring of non-core subjects has been mainly informal + observation of PPA teachers |

**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 2015-16** | **Expected outcomes / impact** | **Review Sept 2016** |
| * New Senior Leadership Team * Further distribute leadership amongst teaching staff * Ensure that senior leaders have sufficient time to carry out their roles effectively | * Review non-contact allocation for SENCO, subject leaders, DHT * All teachers have leadership objectives in 2015-16 Appraisal cycle * Foundation subject leaders to carry out monitoring * Appoint DHT | * Senior / middle leaders are able to carry out roles effectively to drive improvement * Clear overview of strengths / areas for development in every subject * All teachers have led improvement in an aspect of school | * New SLT working well – all involved in developing excellence in teaching through coaching / modelling / monitoring * New DHT appointed * Review of non-contact time for leadership roles has resulted in increased allocation * Teachers at all levels involved in leadership and have leadership appraisal objective * Review of leadership roles for 2016-17 to utilize / develop individuals’ emerging strengths / school priorities |
| * Ensure that the Governing Body continues to carry out its strategic role in school self-evaluation and improvement | * Governors to participate in review of Strategic Plan | * Governors have ownership and understanding of the school’s Strategic Plan * Governors continue to challenge and support and have a clear understanding of the school’s strengths and priorities/actions for improvement | * Govs directly involved in formulating and reviewing school strategic plan * Govs are proactive in reviewing their role and effectiveness e.g. school visits, Standards C’ttee, Governor Report * Regular review of SEF at appropriate committee meetings gives Govs opportunities to understand and monitor current strengths / progress |
| * Explore ways to further improve engagement with parents | * Carry out full survey of parents**,** analyse results & communicate to parents; address any significant issues | * 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 * New methods have been adopted as appropriate to improve engagement with parents | * Parents’ survey response very positive, with high return rate * New report format well received by parents * EYFS ‘2Build a Profile’ electronic communication with parents very well received * Continued to use Twitter as way of sharing school activities with parents – positive feedback received and increased number of followers * Regular Maths Cafes for parents introduced * Engagement with service families increased through SFLO role |
| * Work in partnership with other SYSP schools to improve the quality and cost-effectiveness of provision for all pupils in the locality | * Investigate ways of formalizing SYSP * Work with SYSP to develop consistency in assessment | * SYSP schools are able to make shared appointments, procure services and provide school-to-school support * SYSP schools have a consistent approach to assessment, enabling further opportunities for moderation and sharing good practice | * St Oswald’s has participated in planning for future of SYSP and maintained commitment to developing partnership * St Oswald’s has participated in moderation, trial of ‘Climbing Frames’ assessment tool, subject networks, ‘exchange visits’ etc enabling sharing of good practice * New Cluster TEMS worker appointed for Sept 2016 * New Cluster School Wellbeing Worker to start from Sept 2016 |

**GLOSSARY**

EAL = English as an Additional Language ELSA = Emotional Literacy Support Assistant EYFS = Early Years Foundation Stage

PDM = Professional Development Meeting SIAMS = Statutory Inspection of Anglican & Methodist Schools SYSP = South York Schools Partnership TEMS = Traveller & Ethnic Minority Support WIMP = Weekly Improvement Plan