



St Blaise Church of England Primary School

*Achieving together*

# School Vision Map 2020-21 Part 1a (term 1), Part 1b (terms 2 & 3)

## Part 2 Long Term Vision Map 2019-2026

*St. Blaise provides inspiration through Christian values enabling  
all to become the best that they can be.*



### Factual Information

Name of School	Saint Blaise C of E Primary School	
Address	School Lane	
	Milton Heights	
	Abingdon	
	Oxfordshire	
Postcode	OX14 4DR	
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Telephone	01235 831368	
Fax	NA	
Website Address	<a href="http://www.st-blaise.oxon.sch.uk">http://www.st-blaise.oxon.sch.uk</a>	
URN	123178	
DfE Number	931/3260	
Headteacher	Ruth Leach	
Chair of Governors	Mark Smith	
Age Range	4-11	
Number on Roll	95	
Previous inspection	October 18 <sup>th</sup> 2018	Overall Effectiveness grade:2

## About this document: PART 1

1. This document aims to articulate the school's development plan for the coming year; expressed in targets, success criteria, key tasks/outcomes and tracking measures.
2. The targets and actions reflect those identified in the:
  - **PART 2 School Vision Map - 3 and 7 years**
  - **SEF**
  - **Previous year's SVM review**
  - **Any relevant external reviews; Ofsted 2018**
3. Targets have detailed **Operational Plans**; *these are written under the following headings:*

<i>Key Actions</i>	<i>Led by</i>	<i>Cost/resource</i>	<i>Timescale</i>	<i>Monitoring</i>	<i>Success Criteria</i>	<i>Impact</i>
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In addition the school has detailed Action Plans for:-

- **Pupil Premium** : staff lead Ruth Leach; Lead Governor Fiona Morgan
- **SEND**: staff lead Ruth Leach; Lead Governor Fiona Morgan
- **Equality**: staff lead Ruth Leach; Lead Governor Linda Shatford
- **Sports Funding**: staff lead Ruth Leach and Rachel Darby; Link Governor Mark Smith

Subject co-ordinators produce detailed action plans - in focus this year

- **RE linked to SIAMS**: staff lead Anne Smiley, Link Governor Phil Sutton
- **PSHE and RSE**: Staff lead Ruth Leach

## Recovery post COVID 19 – Term 1

<b>SVM 1</b>	
<b>School Target</b> Re-establish a learning ethos Re-establish our school community	<b>Success criteria</b> <ul style="list-style-type: none"> <li>• School welcomes back 100% of pupils</li> <li>• School safely manages space</li> <li>• The parent/carer community is positive about the return to school</li> <li>• Clear home learning plan written for classes to roll out if suddenly shut</li> <li>• Pupils discuss their feelings openly with trusted adults</li> <li>• Timetables, observations and pupil logs show pupils' mental health and wellbeing is prioritised</li> <li>• SDQ results show progress from Sep to Dec – learning and social skills</li> <li>• Gaps in learning are identified -staff understand individual needs and target setting meets the needs</li> <li>• Pupils meet personal reading targets</li> <li>• Statutory assessment is considered but does not drive learning</li> </ul>
<b>Lead staff</b> – Ruth Leach Governor link – Fiona Morgan / Linda Shatford	

### Key tasks, actions and interim targets

Autumn 2020	Spring 2021	Summer 2022
<p><b>Attendance</b> Communication with parents and carers ensure 100% attendance; positive school ethos is evident.</p> <p><b>Safely using spaces</b> Actions put in place in Summer term are continued through initial stages of back to school for all; monitored by governors.</p> <p><b>Establishing a lockdown learning programme</b></p> <ul style="list-style-type: none"> <li>• Prepare a class lockdown programme that can be rolled out at speed - develop the resources/ quick ref points to support home learning.</li> </ul> <p><b>Understanding and reflecting on learning – metacognition</b></p> <ul style="list-style-type: none"> <li>• The planned curriculum will ensure all pupils feel confident and in control of their learning (age and stage appropriate); planning will reflect formative assessment. Staff must understand individual needs and establish where children are at with their learning: what needs to be pulled back; what was never covered and needs to be addressed. Activities to show an understanding of what has been lost/ gained in the children's learning; this will impact on the length and type of learning that can be undertaken.</li> <li>• <b>Reading:</b> will be a focus; individual reading for pleasure, rekindling a love and desire to read widely; group reading, targeting skills and comprehension; revision of prior phonics/spelling expectations in order to support children in remembering what they know.</li> <li>• <b>Writing:</b> pupils may be given the opportunity to write freely through a daily log; an avenue to express feelings and ideas; this may be shared or not; writing to be linked where possible to topic to support engagement and enthusiasm.</li> <li>• <b>Maths:</b> games, fun activities are used to establish confidence and enjoyment for a substantial part of 'the</li> </ul>	To be developed if and when needed	To be developed if and when needed

lesson', enabling small group focused teacher /TA work to revise prior learning and identify gaps and support needed. Use of new government recovery scheme for assessment and teaching sequences – ensuring stretch and catch up.

- Science: look at units missed in summer 2020; ensure the curriculum plan for the year is amended to give unit coverage, whilst also focusing on scientific skills.

Restabilising the learning culture:

- Time spent supporting pupils to build stamina in learning; pupils to understand the need for resilience and a positive learning culture.

Re-establishing values and group collaboration

- PSHE timetabled on a daily basis, also time given to unplanned circle-times; understanding pupils' wellbeing is essential to good learning – examples shared.
- The wider curriculum- topic, the arts and PE- will be seen as essential conduits for collaborative learning; opportunities for pupils to express themselves; discussion and feedback are opportunities to develop pupils' self-esteem and confidence.

Staff wellbeing

- Staff to be assured by management, including governors, that wellbeing is a priority; governor link to be available; staff meeting focus on wellbeing – how to support and help each other.
- Responsibilities will be class focused for the term (additional subject lead responsibilities held over to terms 2 and 3).

Fostering whole school community spirit

- Whilst (to begin) in class bubbles develop strategies to share experiences across the school and with parents /carers.
- Extensive use of school website and class pages.
- Ensure involvement through (virtual if necessary) conversations and questionnaires.

<https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum>

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study>

## Part 1b

### Quality of Education – Term 2 onwards

**SVM 1a – Mathematics**

School Target

To improve attainment in calculation (focusing on multiplication and division) – including fractions

**Ofsted Target 2018**

Pupils have more opportunities to develop reasoning and problem-solving skills in mathematics throughout the school, so that pupils

Success criteria

- 100% of Y4 non-send pupils will meet the national standard – tables test by knowing all tables to 12x12
- 100% of Y2 non-send pupils will complete the 2,5,10 tables and pass a randomly generated online times table test

<p>make even better progress and attain highly.  <b>Ofsted Target</b> Teaching consistently challenges pupils, particularly the most able, to reach higher standards.</p>	<ul style="list-style-type: none"> <li>• Y6 Maths Paper 1 Arithmetic scores will improve</li> <li>• Ambitious, individual targets set for individual pupils</li> <li>• Pupils across the school express confidence in number work and are able to demonstrate methods of calculation, place value knowledge, and knowledge and understanding of fractions.</li> <li>• Staff ensure age appropriate curriculum objectives for fractions are taught as a priority and report that the teaching of fractions demonstrates continuity in learning across the school; and challenge for the most able</li> <li>• Parents have confidence and understanding of calculation methods used in school, enabling them to support their children more successfully in maths</li> <li>• Book scrutiny and pupil voice show regular, recorded reasoning activities (differentiation and challenge evident) happening in each class across the school</li> <li>• Scheme of work developed in line with national guidance  <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study</a></li> </ul>
<p><b>Lead staff</b> - Karen Green  Governor link – Fiona Morgan</p>	

**Key tasks, actions and interim targets**

Autumn 2020	Spring 2021	Summer 2022
<p><b>Curriculum planning</b>  *Staff to understand the curriculum planning available – KG and AS  -Use of new government scheme  -Use of AS scheme for Y1 JP to trial and report back AS to continue to develop</p>	<p><b>Times tables</b>  *Children continue to pass and complete times table practice and pass the online times table test. Year 6 know all times tables to 12x12.</p> <p><b>Fractions teaching</b>  *The Year 1/2 Teacher ensures fractions are taught before end of Term 2a.  *Fractions teaching and reasoning activities continue in Year 3/4 and 5/6 demonstrated in book scrutiny.</p> <p><b>Maths TA support</b>  *Maths TA support in Year 1/2 and 5/6 continues. Time is well utilised,  *TA is planned for and activities show children are making rapid, sustained progress.</p> <p><b>Environment</b>  *Classroom audits show that classrooms continue to be number rich and showcase the language of maths. *Working Walls are evident and appropriate to support the learning of the children and the teaching style of the class teacher. Practical equipment is in evidence.</p> <p><b>Use of data to move learning forward</b>  *At end of Term 2b HeadStart data analysis from Test B is used to identify gaps in learning in each class and set maths</p>	<p><b>Times tables</b>  *All non-send Year 2 children have passed their 2, 5 and 10 times tables.  *Year 3 have passed 2, 5, 10, 3, 4 and 8 times tables. *Year 4 know all times tables to 12x12 reflected in the results of the times table test.</p> <p><b>Fractions teaching</b>  *HeadStart analysis shows that children across the school have a good ability to confidently pass the test questions relating to fractions in the end of term test.</p> <p><b>Maths TA support</b>  *Maths TA support in Year 1/2 and 5/6 begins. Time is well utilised, TA is planned for and activities show children are making rapid, sustained progress.  *Evaluation of additional funded TA impact across the year.</p> <p><b>Environment</b>  *Classroom audits show that classrooms continue to be number rich and showcase the language of maths. Working Walls are evident and appropriate to support the learning of the children and the teaching style of the class teacher. Practical equipment is in evidence.</p> <p><b>Use of data to move learning forward</b>  *At end of Term 3b HeadStart data analysis from Test A is used to</p>

	<p>planning for Terms 3a and 3b.  <b><u>Use of data to understand individual needs</u></b>  *Test analysis of SEND children HeadStart tests sets targets for Action Plans at second review point.  Use of Sandwell to analyse gaps – then supported by AS  <b><u>Parental confidence</u></b>  * Parent questionnaire from Maths Co-ordinator.  *Further activities to raise profile of maths across the school.  Parent evenings for maths take place.  <b><u>Problem solving - reasoning</u></b>  *Regular reasoning activities and key question answers evident in book scrutiny and from pupil panel.  <b><u>More Able</u></b>  *Teachers actively cater for and challenge more able children through differentiation, reasoning and enquiry based activities.  *Provision is made for more able children to attend and take part in extra-curricular maths activities across the year.  Monitoring documents evidence this.</p>	<p>identify gaps in learning in each class and set maths planning for Term 1b.  <b><u>Use of data to understand individual needs</u></b>  Test analysis of SEND children HeadStart tests sets targets for Action Plans at final review point and informs teacher for the following year of any gaps/misconceptions.  <b><u>Parental confidence</u></b>  *Further activities to raise profile of maths across the school.  Parent evenings for maths take place.  <b><u>Problem solving - reasoning</u></b>  *Regular reasoning activities and key question answers evident in book scrutiny and from pupil panel, impacting on attainment.  <b><u>More Able</u></b>  *Teachers actively cater for and challenge more able children through differentiation, reasoning and enquiry based activities.  *Provision is made for more able children to attend and take part in extra-curricular maths activities across the year.  *Children can articulate their experiences through pupil voice.</p>
Tracking measures and relevant linked documents: – Pupil voice, planning scrutiny, book scrutiny, assessment data, HeadStart tests, HeadStart analysis Grids, Environmental audits, Purple Mash times tables test results, PurpleMash login tracking data.		

Quality of Education		
<b>SVM 1b English – Writing</b>		
<p><b><u>School Target</u></b> – Writing will be purposeful and engaging (Published end products will include focus on SPAG and handwriting)  <b><u>Ofsted Target</u></b> Teaching consistently challenges pupils, particularly the most able, to reach higher standards.</p>	<p><b><u>Success criteria</u></b></p> <ul style="list-style-type: none"> <li>• 100 %of Y6 and Y2 pupils will achieve 4 points progress or greater in writing and SPAG –</li> <li>• Opportunities are maximised for planned, purposeful and published work – including the school website –</li> <li>• Learning environment enriches pupils’ language development (specifically targeting EAL pupils)</li> <li>• Book scrutiny shows significant progress in core SPAG skills and handwriting and presentation -</li> <li>• Pupil voice demonstrates pride and enthusiasm for writing</li> <li>• Clear differentiation across all groups and challenge for most able evident</li> </ul>	<p><b><u>Lead staff</u></b> – Clare Kirkham  Governor link – Jane Robinson</p>
<b>Key tasks, actions and interim targets</b>		
Autumn 2020	Spring 2021	Summer 2021
<b><u>Planned opportunities to</u></b>	<b><u>Planned opportunities to motivate and engage</u></b>	<b><u>Planned opportunities to motivate and engage</u></b>

<p><b><u>motivate and engage</u></b>          Planning for 2020-21 year for purposeful writing opportunities (staff meeting 16/9/20)</p> <p>Ensure that schemes of work are adapted for the year to reflect the additional coverage of SPAG and spelling units missed</p> <p>Ensure that planning is differentiated to enable those who continued to make progress during lockdown are stretched and challenged, whilst supporting those who made little/no progress</p>	<ul style="list-style-type: none"> <li>*Review whole school strategy for purposeful writing with agreements as to expectations and what end products will look like</li> <li>*Review impact upon writing data – impact reviewed of what has been able to be achieved</li> <li>*Book scrutinies and pupil voice to ascertain impact on engagement and motivation to writing of children</li> <li>*Review planning against output to ensure opportunities for purposeful and published writing are taking place –</li> <li>*Continue to support each other in planning and development of writing opportunities in the light of the new school curriculum</li> <li>*Identify key pupils who are not making progress and put in support.</li> </ul> <p><b><u>Most able pupils</u></b></p> <ul style="list-style-type: none"> <li>*Challenge more able writers to write within the boundaries of text types/genres being explored.</li> <li>*Establish support to ensure that more able pupils are given published opportunities</li> <li>*Establish opportunities for more able writers to enter writing competitions set up by different agencies.</li> <li>*Review support for more able pupils</li> <li>*Review opportunities for more able writers</li> <li>*Identify key pupils who are not making progress and put in support.</li> <li>*Identify additional training or resources needed to support further.</li> </ul> <p><b><u>SPAG</u></b></p> <ul style="list-style-type: none"> <li>*Review training needs and impact of that given</li> <li>*Learning walks, pupil voice planning and book scrutiny.</li> <li>*Review continuity and progression throughout the school in SPAG teaching.</li> <li>*Review progress towards the established MUST HAVE's by the end of each year group</li> <li>*Parent voice about homework on website and support needed</li> <li>*Identify key pupils who are not making progress and put in support.</li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>*Review handwriting sessions through planning scrutiny, learning walks and environmental audits.</li> <li>*Review touch typing progress through pupil voice and speed</li> </ul>	<ul style="list-style-type: none"> <li>*Analysis of whole school strategy for purposeful writing</li> <li>*Analysis of impact upon writing data across the school</li> <li>*Moderation of writing data</li> <li>*Book scrutiny and pupil voice</li> <li>*Identify further training needed</li> <li>*Analysis of opportunities across the school and the curriculum being maximised</li> </ul> <p><b><u>Most able pupils</u></b></p> <ul style="list-style-type: none"> <li>*Analysis of opportunities given to more able pupils</li> <li>*Analysis of impact upon writing data across the school</li> <li>*Moderation of writing data</li> <li>*Book scrutiny, outside writing opportunities and pupil voice.</li> <li>*Identify further training needed</li> </ul> <p><b><u>SPAG</u></b></p> <ul style="list-style-type: none"> <li>*Analysis of current teaching through Teacher, TA and pupil voice</li> <li>*Learning walks, planning and book scrutiny.</li> <li>*Data used to analyse progression in SPAG teaching.</li> <li>*Analysis of progress in established MUST HAVE's by the end of each year group</li> <li>*Parent voice about homework on website and support needed</li> <li>*Analysis of impact upon writing and SPAG data across the school</li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>*Analysis of impact on handwriting on presentation through book scrutiny environmental audits and learning walks</li> <li>*Identify any further areas of training needed</li> <li>*Analyse progress made in touch typing through pupil voice and speed of computer work</li> <li>*Analysis of the impact on the pupils' stamina for writing through extended pieces as well as presentation work.</li> </ul> <p><b><u>Learning environment</u></b></p> <ul style="list-style-type: none"> <li>*Impact of classroom environments using more challenging vocabulary cross curricular analysed through pupil and staff voice</li> <li>*Impact of use of dictionaries/thesaurus throughout the school from KS1</li> </ul>
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	<p>of computer work</p> <ul style="list-style-type: none"> <li>*Review through book scrutiny and environment audits the impact upon presentation of work.</li> <li>*Review the impact on stamina for writing through extended pieces and presentation work</li> <li>*Identify key pupils who are not making progress and put in support.</li> </ul>	
Tracking measures and relevant linked documents: – Pupil voice, planning scrutiny, book scrutiny, assessment data, learning walks		

## Quality of Education

### SVM 1c- Science

**School Target:** Increase pupils’ enjoyment and exposure to science (Science Capital) enabling them to work question the world around them

**Ofsted Target** Teaching consistently challenges pupils, particularly the most able, to reach higher standards.

**Lead staff** – Clare Kirkham  
Governor link – Steve Hook

**Success criteria**

- 100% of pupils targeted to express an enjoyment of the science curriculum (from baseline questionnaire)
- Curriculum demonstrates continuity and progression
- Teaching challenges pupils, particularly the most able, to reach higher standards
- Some pupils are able to identify themselves as gifted and talented
- Increased teacher confidence and expertise seen across subjects
- PQSM mark gained- gilt possible move to outreach (TBC)

### Key tasks, actions and interim targets

Summer 2020/ Autumn 2020	Spring 2021	Summer 2021
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>*Curriculum reviewed</li> <li>*Curriculum lead can convey the intent, implementation and impact – understand the reason for teaching science</li> <li>*Ensure that staff area aware of missing content and skills and plan to recover this learning during 2020-21</li> </ul> <p><b>Staff development and training</b></p> <ul style="list-style-type: none"> <li>*PQSM mark registered – online training for the lead</li> <li>*4 CPD sessions to take place – STEM training and use of floor plan</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>*Review use of PLAN Knowledge Matrices robust, are they useful and supportive to teachers?</li> <li>*Review of planning</li> <li>*Does science demonstrate progression through the school?</li> <li>*Check coverage, missing curriculum content being addressed</li> <li>*Learning walks and books provide evidence of progression of skills.</li> <li>*Monitor use of floor books and science books throughout school</li> </ul> <p><b>Staff development and training</b></p>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>*Review use of PLAN Knowledge Matrices robust, are they useful and supportive to teachers?</li> <li>*Review of planning</li> <li>*Does science demonstrate progression through the school?</li> <li>*Check coverage, missing curriculum content being addressed</li> <li>*Learning walks and books provide evidence of progression of skills.</li> <li>*Monitor use of floor books and science books throughout school</li> </ul> <p><b>Staff development and training</b></p>

<p><b><u>Resources and learning environment</u></b>          *CK to look at planning, ensuring resources are available to cover curriculum and planning for Terms 2 and 3.          * Ensure that requirements for Science working walls are set out focusing on content and investigative vocabulary          *Ensure that membership to Science Oxford renewed to support in workshops and equipment hire          *Science visits to Science Oxford and Abingdon School planned for all year groups across the year.</p>	<p>*Identify needs of staff, support as needed with planning and use of PLAN material          *Training linked to PQSM          *Staff Voice          *Review science visits  <b><u>Pupil engagement</u></b>          *Pupil voice          *Are pupils able to talk about their learning and knowledge not the activities they have done?          * Can pupils make links between their learning and the different content areas and see where this would be used in real life?  <b><u>Assessment in science</u></b>          *Review use of the PLAN materials for assessment          *Review use of the Headstart materials used throughout KS2  <b><u>Resources and learning environment</u></b>          *CK to look at planning, ensuring resources are available to cover curriculum and planning for Terms 2 and 3.          *Monitor the working walls throughout the school and whole school STEM promotion  <b><u>Parent link</u></b>          *Understand the skills and opportunities we have in our environment          *Establish Parent and Family STEM workshops          *Science week</p>	<p>*Support staff to plan for next year, ensure coverage, engagement and progression          *Training linked to PQSM          *Staff Voice          *Review science visits – set up for next year  <b><u>Pupil engagement</u></b>          Pupil voice          *Are pupils able to talk about their learning and knowledge not the activities they have done?          * Can pupils make links between their learning and the different content areas and see where this would be used in real life?  <b><u>Assessment in science</u></b>          *Assessment: are we clear about the knowledge and skills pupils acquire          *ReviewKS2 to KS3 transition – are pupils being equipped with the skills needed for secondary science  <b><u>Resources and learning environment</u></b>          *Audit resources and plan for next year  <b><u>Parent link</u></b>          *Understand the skills and opportunities we have in our environment          *Review Parent and Family STEM workshops          *Review Science week          *STEM Science Club established</p>
<p>Planning scrutiny, book scrutiny, pupil voice</p>		

## Behaviour and Attitudes

### SVM 2a –Behaviour and attitudes

**School Target** – Ensure successful and positive break-times, through the physical development of new playtime spaces and the development of play in these spaces (due to expansion and increase in school roll)

**Lead staff** – Ruth Leach  
 Governor link – Mark Smith

**Success criteria**

- School environment promotes inclusive and successful break times
- Pupils play with a high level of independence
- All incidents are supported by restorative circles
- Pupil voice demonstrates that pupils feel safe and supported to resolve conflict
- Y5 Playground leaders are confident and able to support staff – they are well led and managed
- PSHE lessons are effective supporting pupils' behaviour and attitudes at playtime (QFT observations)

Key tasks, actions and interim targets		
Autumn 2020	Spring 2021	Summer 2021
<p><b><u>Development of the physical spaces</u></b>            *Routines are in place for return to school  <b><u>Playground spaces are utilised by users</u></b>            *Training provided for pupils and staff            *Development of adult leadership role to support group  <b><u>Behaviour policy</u></b>            *Ensure policy and practice match – proactive and fair            *Restorative scripts revisited and used to support in times of conflict            * Zones of Regulation language being used consistently inside and out            *Clear structures in place for movement around the school.  <b><u>Wellbeing</u></b>            *PSHE lessons and daily opportunities provide time for reflection on behaviour and attitudes            *Opportunities created including for physical exercise through gardening  <b><u>Parental understanding and support</u></b>            *Parents understand and support the challenges of returning to school – support change            *Working party created to support outdoor development – meeting monthly            *Training for parents – Zones of Regulation support with resources/ideas</p>	<p><b><u>Development of the physical spaces</u></b>            *Development of playground area –            *Pupils to support in the development of the new space – how to resource and use effectively  <b><u>Playground spaces and leaders</u></b>            *Pupils confident supporting others- taking responsibility and showing pride  <b><u>Behaviour policy</u></b>            *Language of Zones of Regulation are embedded at break times            *Restorative scripts known by all  <b><u>Wellbeing</u></b>            *Pupils able to list and access activities and other mechanisms that support their wellbeing (PSHE discussions and pupil parliament voice)            *PSHE policy links to behaviour policy  <b><u>Parental understanding and support</u></b>            *Questionnaires and parent voice to sense direction and ways to help            *Research parenting group for Summer term            *ASD group grow and develop clear aims</p>	<p><b><u>Development of the physical spaces</u></b>            *Development of school playing field area including trim trail            *Resources are well used and used effectively  <b><u>Revision of playground rules</u></b>  <b><u>Playground leaders</u></b>            *Pupils cascade roles to next year's yr 5  <b><u>Wellbeing</u></b>            *All pupils access different play resources and spaces confidently and with a sense of purpose matched to the activity            *PSHE policy is completed and resources are purchased so that it is ready for Sep 2020  <b><u>Parental understanding and support</u></b>            *Parenting group – ways to support behaviour management.            *ASD group grows – parent booklet produced            *Library of resources that could be borrowed and shared</p>
Tracking measures and relevant linked documents: – Pupil voice, restorative file data, project completion		

Personal Development	
<b>SVM 2b – Personal Development</b>	
<p><b><u>School Target</u></b>            Pupils develop a wider understanding of the world through the development of an eco-friendly school; they discuss global and local issues giving considered thought and displaying empathy</p>	<p><b><u>Success criteria</u></b></p> <ul style="list-style-type: none"> <li>• Pupils' interest and understanding of the wider world and man's impact on the environment and its resources is widened, evidenced by topics and themes covered in pursuit of a Bronze Eco Award</li> <li>• The PSHE curriculum supports opportunities for discussion and action</li> <li>• Pupils confidently discuss topics (age and stage appropriate), evidencing opinions</li> </ul>
<p><b><u>Lead staff</u></b> – Ruth Leach – all staff involved            Governor link – Phil Sutton</p>	

- Outdoor environment
- ECO initiatives long term plan linking to whole school development (3-7 year plan style) ensuring embedded values and sustainability
- % increase in numbers of pupils having school dinners (enabling waste reduction) linked to Healthy Living and Sports' Plan
- SIAMS target – understanding Christianity in the wider world is addressed (see SIAMS action plan)

**Key tasks, actions and interim targets**

Summer 2020 Autumn 2020	Spring 2021	Summer 2021
<p><b><u>Bronze Eco award</u></b> On hold</p> <p><b><u>Future sustainability</u></b> On hold</p> <p><b><u>Recycling projects</u></b> *Widen project to include local community (Milton matters/ website)</p> <p><b><u>Dinners</u></b> *Increased advertising/ website etc. *Promotion of the packed lunch format for meals – FSM and new pupils – raising the profile amongst UFSM *Lunch box information – linked to Change for Life programme</p> <p><b><u>Science garden</u></b> *Working groups in place so garden is maintained in good condition *Promotion of area - used by Oak during COVID – newsletter etc</p> <p><b><u>SIAMS link</u></b> On hold</p> <p><b><u>PSHE</u></b> *PSHE policy and scheme in place and being used. Staff familiar with content Resources to support COVID in place</p>	<p><b><u>Bronze Eco award</u></b> *Eco plan developed for the bronze award linking into a 3 – 7 year plan *Actions from plan addressed *Pupils regularly discussing – Pupil parliament/guest speakers</p> <p><b><u>Future sustainability</u></b> *Plan shared with pupils, staff, parents and governors – see above</p> <p><b><u>Recycling projects</u></b> *Widen project to include local community (Milton matters/ website) *Work with wider groups – football club/bowls/ PC/Church</p> <p><b><u>Dinners</u></b> *Promotion of school meals amongst the FSM pupils *Increased advertising/ website etc. *Understanding the environmental impact of lunch box content *School dinners for the community – ensure groups are invited - HFT/ Methodist church / parent lunches *Theme meals introduced *Lunch box information – linked to Change for Life programme</p> <p><b><u>Science garden</u></b> *Working groups in place so garden is maintained in good condition *Financial plan in place to maintain area *Garden is accessible to all and well-used</p> <p><b><u>SIAMS link</u></b> *Exploring Christianity in the wider community – linked with Rev Phil *School taking a wider role in St Blaise community – flowers, bells, reading in services etc.</p> <p><b><u>PSHE</u></b> *PSHE policy and scheme of work is evaluated and updated accordingly – resourced as needed. RSE – reviewed Introduction of Camerados program</p> <p><b><u>School Streets</u></b></p>	<p><b><u>Bronze Eco award</u></b> *Evidence collaborated and submitted to awarding body *Parents supporting at home</p> <p><b><u>Future sustainability</u></b> *Plan evaluated and updated -</p> <p><b><u>Recycling projects</u></b> *Ensure that project is manageable and having desired impact *appoint a champion</p> <p><b><u>Dinners (Linked to healthy living and PE plan)</u></b> *Pupils' produce used for dinners – pupils understanding the 'farm to fork' implications *Pupils to be involved in the planning of menus and organising events that promote healthy eating *Link to sports week</p> <p><b><u>Science garden</u></b> *Science garden is used to support curriculum development as well as break times *Community growing project – asking for involvement – possible link to grandparents</p> <p><b><u>SIAMS link</u></b> *Link school established in another country – possibly developing nation *Fundraising activities</p> <p><b><u>PSHE</u></b> *Review of PSHE scheme and resources *PSHE lessons monitored</p> <p><b><u>School Streets</u></b> TBC</p>

RSE – policy in place and teaching begins in Y5/6 Introduction of Camerados program <b>School Streets</b> Register interest Begin travel plan	TBC	
Tracking measures and relevant linked documents: – Pupil voice, Eco award progress, up-dated PSHE scheme of work and policy		

## Leadership and Management

### SVM 3a New Build programme – 2 year program

#### **School Target**

Leadership successfully manages new build programme so that the:

- i) impact on pupils and staff is minimal
- ii) build meets planned needs

**Lead staff** – Ruth Leach  
Governor link – Mark Smith

#### **Success criteria**

- New classrooms are ready to be occupied at the start of the 2021 school year; 5<sup>th</sup> class opens
- Reorganisation of the existing building is complete
- School is fully staffed
- Reception intake – target 20 pupils
- Surveys of staff wellbeing are positive

### Key tasks, actions and interim targets

Autumn 2020	Spring 2021	Summer 2022
<p><b><u>Pupil numbers</u></b> *Admissions policy is up to date and reflects growing school *Promotion of FS ready for 2020 admission – *Open day for new families *Promotion on new estates *Website development – specific promotion</p> <p><b><u>Red Dragon links</u></b> *Links to Red Dragon through weekly activities *Regular meeting with committee to understand needs of all – engage with new Chair *Development of joint singing group</p> <p><b><u>Building project</u></b> *Regular meetings ensure timescales on in place and being met *All parties are fully informed of progress *Funding streams – charity and donations are</p>	<p><b><u>Pupil numbers</u></b> *Contingency plan is agreed and in place so that pupil numbers are not jeopardised if the build is not completed on time *Welcome pack for new houses is published and in homes</p> <p><b><u>Red Dragon links</u></b> *Contingency plan is agreed and in place – Sep 2020 * Regular meeting with committee to understand needs of all *Singing group to expand to parent community</p> <p><b><u>Building project</u></b> *Update as needed</p> <p><b><u>Safeguarding</u></b> *Dependent on build schedule</p> <p><b><u>Finance and HR</u></b></p>	<p><b><u>Pupil numbers</u></b> *Understand the expansion of the area to ensure that we understand speed of build etc. *Staffing plan 2020-21 reflects the numbers of pupils</p> <p><b><u>Red Dragon links</u></b> *Review of contract –OCC legal team to organise *Understand the future position of the committee’s position – long term plan *Asset plan in place – understood by school</p> <p><b><u>Building project</u></b> Update as needed</p> <p><b><u>Safeguarding</u></b> Dependent on build schedule</p> <p><b><u>Finance and HR</u></b></p>

<p>investigated – clear plan of need developed</p> <p>*Science garden project is complete and celebrated</p> <p><b><u>Safeguarding</u></b></p> <p>*All risk assessments are relevant and practical</p> <p>*Parents and community aware of change and new procedures</p> <p><b><u>Finance and HR</u></b></p> <p>*Current staffing reviewed and effectiveness understood</p> <p>*Recruitment documents updated and relevant</p> <p>*Appraisals take place -all staff by end of Sep</p>	<p>*Understand current staff preferences for future</p> <p>*Recruit SENCO</p> <p>*Ensure that 5 class plan is viable and financially secure</p> <p>*Evaluate TA role – linked to SEN and PP register</p>	
<p>Tracking measures and relevant linked documents: Governor monitoring, Safeguarding review, Health and safety inspection</p>		

## Leadership and Management

### SVM 3b – Curriculum Leadership

**School Target:**

Staff are confident at leading their curriculum area and are able to demonstrate to external agencies the role their subject plays in a broad and balanced curriculum

**Success criteria**

- Development of a subject leader tool kit and associated documents that supports curriculum leads
- Consistency in approach across subjects
- Staff able to talk to governors and external agencies about their subject – intent, implementation and impact
- Clear progress is seen across all subjects across the school
- Pupils are engaged and enthused by curriculum areas
- 

**Lead staff** – Ruth Leach

Governor link – Linda Shatford

### Key tasks, actions and interim targets

Summer 2020/ Autumn 2020	Spring 2021	Summer 2021
<p><b><u>Curriculum planning</u></b></p> <p>*All subjects led – none caretakers. Leads match skills. JP, LTS &amp; AS to take on role</p> <p>*All curriculum schemes of work reviewed – staff to ensure all staff understand and can implement</p> <p>*All leads understand why we are teaching their subjects – can voice the intent</p> <p>*Long term plans are revisited and work with schemes of work</p> <p>*Tool kit created and agreed</p> <p>*Planning shared with governors and parents</p> <p>*Topic planning begins ready for term 1</p>	<p><b><u>Curriculum planning</u></b></p> <p>*Schemes are all running and progression is seen across the school</p> <p>*Science week takes place</p> <p>*Website supports new curriculum and showcases subjects</p> <p>*Learning organisers are evaluated – are they helpful for parents? Adjust and develop</p> <p><b><u>Monitoring</u></b></p> <p>*Subject monitoring schedule is happening</p> <p>*Leads gather evidence of progress in subjects</p> <p>*Leads gather evidence of enjoyment and</p>	<p><b><u>Curriculum planning</u></b></p> <p>*Schemes are all running and progression is seen across the school</p> <p>*Olympic or art week takes place</p> <p><b><u>Monitoring</u></b></p> <p>*Subject monitoring schedule is happening</p> <p>*Leads gather evidence of progress in subjects</p> <p>*Leads gather evidence of enjoyment and engagement in their subjects including pupil voice</p> <p>*Leads present to external agencies</p> <p><b><u>Resources</u></b></p>

<p>*Development of learning organisers – proforma used</p> <p><b><u>Monitoring</u></b></p> <p>*Subject monitoring schedule written with staff</p> <p>*Shared drive folders created so all can access</p> <p><b><u>Assessment</u></b></p> <p>*Assessment training – including the use of floor books to gather evidence</p> <p><b><u>Resources</u></b></p> <p>*Leads have a clear understanding of what is needed- costs are presented</p> <p><b><u>Abingdon partnership</u></b></p> <p>*Support how and where we can whilst restrictions are in place</p> <p>*Work with Steventon school to develop the role of the leader</p> <p><b><u>Support for other schools</u></b></p> <p>*STEM leadership opportunities taken – evidence kept for award</p> <p>*Stonewall support for schools in place</p> <p>Links to SVM 1a,b,c and SVM 2b</p>	<p>engagement in their subjects including pupil voice</p> <p>*Leads present to governors</p> <p><b><u>Assessment</u></b></p> <p><b><u>Resources</u></b></p> <p>*Resources are purchased and catalogued</p> <p>*IT resources are maximised and planned into units</p> <p>*New EVC trained (JP) – develop resources for trips and visitors</p> <p><b><u>Abingdon partnership</u></b></p> <p>*Meetings identified and communicated to staff</p> <p>*Southern cluster meetings take part – planned joint staff meetings and events</p> <p>*Leadership of English group – CK</p> <p>*New leads understand support available and access what is appropriate</p> <p><b><u>Support for other schools</u></b></p>	<p><b><u>Assessment</u></b></p> <p><b><u>Abingdon partnership</u></b></p> <p><b><u>Support for other schools</u></b></p>
<p>Tracking measures and relevant linked documents:</p>		

## Leadership and Management – Governance

### SVM 3c Governance

**School Target:**

- To increase further the effectiveness of governance supporting the outcomes for pupils.
- To ensure the staffing structure best meets the need of our expanding school; the children and staff well-being
- To ensure that staff wellbeing and happiness is a priority and practical steps are taken to support this.

**Lead staff**

Priority lead – Mark Smith – Chair of Governors

Governor link – N/A

**Success criteria**

- All governor roles filled and governors agree that work is evenly distributed
- Chair of Governors succession plan in place
- Review of cost/benefit of Governor Training package shows value for money for the school
- The headteacher reports Lead Governors’ work is supportive and contributing to a lessening in her workload
- Recruitment and retention policies send a clear message to all staff and potential new staff the working environment and the support that can be expected
- Staff report a better work-life balance
- Long term vision map has clear goals for meeting the planned school expansion, whilst supporting the school’s ethos and values

**Key Tasks/Outcomes**

**Autumn 2020**

**Spring 2021**

**Summer 2021**

<p><b><u>Governing board effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• New governors are supported through discussions with a mentor re role, responsibilities and contributing to FGB meetings</li> <li>• Lead Governors use the Governance Schedule and TORs to be proactive; ensuring they undertake their roles fully</li> <li>• Maximise the use of parent feedback and pupil voice</li> <li>• Engaging with and supporting new parents to feel part of the school community</li> </ul> <p><b><u>Effective accountability</u></b></p> <ul style="list-style-type: none"> <li>• Review all staffing policies and guidance to ensure staff wellbeing (post Covid)</li> <li>• Nominated 'Staff Governor Champion' who takes a special interest in staff wellbeing; working with the HT on staffing reviews; time audits;</li> <li>• Regular meetings with Headteacher to support with school expansion project – factored into Performance Management discussions.</li> </ul>	<p><b><u>Vision &amp; Ethos &amp; Strategy</u></b></p> <ul style="list-style-type: none"> <li>• If deemed necessary/appropriate, academy options explored further</li> <li>• Review the Long Term Vision Map 3 &amp; 7y in the light of the planned expansion programme</li> <li>• Reviewing ethos and strategic direction, including the impact of a broad and balanced curriculum</li> </ul> <p><b><u>Effective accountability</u></b></p> <ul style="list-style-type: none"> <li>• Regular meetings with Headteacher to support with school expansion project – factored into Performance Management discussions.</li> <li>• Review - Effectiveness of continuing professional development – because of increased school roll and staffing</li> <li>• Reviewing effectiveness of financial performance (because increased budget with increased school roll)</li> </ul>	<p><b><u>Governing board effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Review of cost/benefit of Governor Training</li> <li>• 2-3 year successor identified for the Chair of Governors</li> </ul> <p><b><u>Effective accountability</u></b></p> <ul style="list-style-type: none"> <li>• Staff informal feedback / interviews to review the impact of any changes to policy and practice</li> <li>• Regular meetings with Headteacher to support with school expansion project – factored into Performance Management discussions.</li> </ul>
<p><b>Tracking Measures:</b> Governor training records; School SMSC events schedule; minutes of meetings; questionnaires and surveys</p>		

# PART 2

## School Vision Map

### 2019 - 2026

### 3yr - 7yr

**Notes:**

1. Why 3 and 7 years? Three years because this time frame helps us to ensure all aspects are covered; that we are proactive and not reactive; additionally, these are achievable aims and targets. Seven years because we can envisage what we want our school ideally to look like, and have achieved; these are our aspirations for the current reception children.
2. This plan feeds into PART 1
3. This plan is expressed in terms of outcomes; they are the 'key drivers', the significant headlines.
4. [Review date: 2022](#) but referred to annually and at key decision times, eg: changes to school accommodation; staffing appointments; national initiatives.
5. Rag rating: green – completed, amber- part met; red – not achievable will be used when reviewing at the end of the year when considering new targets for SVM ( RAG rating will be seen in 2<sup>nd</sup> and possibly 3<sup>rd</sup> columns; the first column states current practice and is therefore all green!)
6. 'Now as of September 2019' will feed into the SEF (self-evaluation from) where statements are evaluated and evidenced.

**Last Reviewed**

<b>Distinctive features</b>		
Now as of September 2020	3 years' time -2022	7 years' time-2026
Attached pre-school; FS class; 1&2, 3&4,5 Roll 15 per year group Y6 – 10 on role (100 – role)	Red Dragon – full time attached pre-school – 30 on roll; YR –Y6 - 7 classes 30 per year group (still small school – 210 role)	OCC planning for 2 form entry school – 420 on roll
HT + 3.8 FTE teachers.	SENCO post -0.4	HT + 7 FTE; include deputy HT and responsibility post

UPS2 – 2 teachers UP1 – 1 teacher HLTA – 1 post TAs - 4FE Specialised Maths TA post created – 0.5	HT + 7FE TAs – 7FE equivalent HLTA – 2 posts (1 post to include home school link work)	UPS 2/3 for Early Years; TAs + HLTAs (8 FTE) Full time SENCO post – to include Home school and safeguarding work
Large community hall Large playing field area being developed – phase 1 Links Internal reorganisation and small extension ensure all classrooms are fit for purpose: include larger teaching spaces; library area, art/science sinks. Additional meeting space	Sep 2021- larger field and hard standing area and additional under 11's football pitch New Pre-school, R & KS 1 block -4 new classrooms and additional small staff room, laundry, small PPA space. Purposeful outdoor learning area for KS1 and FS.	Large field including outdoor classroom and forest schools area. Joint use of community MUGA
Admin, head's office, staffroom and facilities all too small.	Larger admin/HT/staffroom and PPA room: achieved by extension and reorganisation – Sep 2021	If 2 FE plans take place – additional 8 classrooms, drama studio, development of library additional catering facilities and meeting spaces.
LA school; academy status discussion taken place, for now further discussion on-hold.		
<b>Ethos and Values</b>		
SIAMS (2018) outstanding because the school is held with the upmost respect within the community, from all community faiths. School values are embedded and understood by the whole school community.	School is a community hub where all are welcomed and supported. Pupils enjoy wide cultural experiences and are knowledgeable and respectful of all faiths. School to achieve good SIAMs (New Framework) with a project regarding as excellent	
Inclusion -Gold award for equality champions. School held in high regard for SEND pupils especially integration of children on the autism spectrum	Silver stonewall award – support given to other schools through OCC and the Stonewall network	
<b>Parents and the wider community</b>		
Respected within community for caring, respectful ethos; <i>where all pupils do</i> achieve their potential.	Smooth intake of new parents and families – from expanding Milton Heights-St Blaise Park and Matthew Homes development	Highly thought of within the county for providing exceptional educational experience for all pupils, a proportion of which come from disadvantaged backgrounds.
Parents offering support to pupils at home – 85% of pupils regularly submit homework.	School is providing support for parents development – outreach courses in English	All parents are able to support children in their learning. Dedicated staff member supporting welfare

Parents supporting in school – reading volunteers and class help.	and maths tuition – signpost School is providing support for the parents of SEND pupils	of pupils and families. Courses for English, maths, ICT and parenting regularly run from school.
Community hall and space within school building.	Community space built in conjunction with the football club and Parish council School hall still be used for community use – sports focus.	Regular community and school linked events including worship, clubs and groups. School fully engaged in the community

**Quality of Education**  
**– intent (*curriculum framework*); implementation (*teaching & assessment, specifically reading, learning environment*); impact (*achievement and progress*)**

Now	3 years' time	7 years' time
<b>Intent (<i>curriculum framework</i>)</b>		
Early Years provision based is on continuous provision, externally recognised at county moderation; working in tandem with Red Dragon.	Re-establish outdoor learning provision for Red Dragon and Reception classes. Outreach under 3 sessions in community building	Early year's foundation unit established in purpose built area. Expanded outreach under 3 groups including music, mother and toddlers session.
Curriculum planned to new school organisation, meets the needs and interests of all pupils- motivating topic based curriculum.	Development of science garden Forest school leader trained – focus on use of outdoor learning Engaging stimulating curriculum is seen throughout the school.	Forest schools and outside learning embedded.
Whole school themed weeks: science / maths/international/literacy effective in enthusing and motivating pupils more successful as they become better resourced (visits/visitors) and thoroughly evaluated.	SVM has targeted cross-curricular learning: reading, writing, maths (and aspects of Pupils report reading for pleasure (in our ever increasing technological world) and their enthusiasm has inspired parents and family science) embedded across the curriculum.	School continues to work across phases and classes to make the most of collaborative learning – small school ethos continues to be valued.
Schemes of work for core subjects/aspects well-resourced, supporting continuity and progress	Schemes of work take into account skill, knowledge and understanding but topic themes remain flexible to take into account the changing class structures.	Schemes of work take into account single year group classes. Progression in skills, knowledge and understanding is embedded.
Speaking and listening has a high profile through whole school initiatives.	Speaking and Listening is valued by parents – home learning targeted. Inter-school and community events used	County and national events give extensive opportunities and recognition

	effectively	
Reading is valued by almost all pupils and parents	Reading Buddies provide excellent role models for any reluctant readers.	Reading is seen as a skill for life-long learning and 'treasured' in our ever increasing technological world.
Pupils take great pleasure in writing (across the curriculum) for one another and sharing their work with the wider community.	Writing for different purposes and audiences is not just an aspiration but evidence shows this is part of everyday practice. Pupils are confident writing, with electronic aids when this supports the final outcome.	Pupils see writing as an enjoyable past-time as well as a form of communication for influencing decision making in the wider world.
Mathematics Most pupils are enthusiastic and relish the challenge mathematics brings to their thinking. Most pupils are able to discuss their learning and apply a variety of strategies to all tasks	All pupils display a competency and confidence in mathematics leading them to truly achieve 'their best'.	All pupils display a competency and confidence in mathematics leading them to truly achieve 'their best'.
Science -Silver Science mark 2017	Gold Science Mark attained	The impact of pupils' development in scientific thinking is evident in attitudes to learning across the whole curriculum.
History /Geography: Revised curriculum/topics reflecting local area and pupils interests. Cross-curricular links maximised; skills based curriculum ensures good attainment and progress.		
RE curriculum reviewed –making good local links for visits and visitors	New co-ordinator developing exceptional RE practice	Good SIAMS grade achieved in RE
D&T whole days spent on DT projects enthuse pupils. – DT included in arts project as part of this years SVM	D&T – Inspirational Co-ordinator maximises pupils' skills and interests.	
Music / Art Pupils' art showcased and celebrated around the school. Music lessons – drumming for Y1/2 and 5/6 Choir is developing – some opportunities to perform	Weekly music lessons for Y3/4. Individual lessons also taken up. Drama taught throughout the year. Rolling programme of visits/ visitors showcasing different media/events ensure pupils' talents are nurtured and celebrated.	
MFL – is not taught regularly or consistently	MFL – Co-ordinator for subject support	MFL – established and successful part of the school

There is no lead teacher for MFL	development across the key stages. French lesson for KS 2 and themed days including other languages and cultures.	curriculum – links with feeder secondary school
PE and sport Fitness levels improved; Sports' Mark Silver award Bronze sports award – due to better quality provision. Sports leaders created within school to support learning and playtimes.	Silver award achieved. School competing on equal terms, running and managing competitions. Sports leaders created within school to support learning and playtimes. OA program developed and utilised Adult sport taking part regularly as part of community outreach. Quality of coaching is at a high standard	Gold sports mark achieved School competing on equal terms, running and managing competitions. Adult sport taking part regularly as part of community outreach.
Computing: Good resourcing, including reliable Smart Boards and broad –band supports and enhance pupils' learning. Chrome books are available and used in KS2 Purple mash in place	Computing supports learning across the curriculum. Pupils using tablets to support learning and record achievements.	
<b>Teaching &amp; Assessment</b>		
Learning is planned to meet the needs of all pupils. All pupils make 'close the gap' progress; non-SEND PP pupils close this gap quickly.	Early intervention and excellent parental support mean pupils close the gap and achieve their full potential.	
SEND pupils well-supported; needs identified quickly and support strategies effective. Autistic pupils receive excellent support, from well-trained and knowledgeable staff.	SEND register is reduced through good early intervention work. SENCO in place – trained and Resources are well used and current	
Formative assessment practice well-used to move pupils' learning on; targeted feedback. Summative practice rationalised, school summative useful in backing up formative practice.	Assessment is diagnostic and enables support to be targeted and used effectively Formative assessment embedded across the whole curriculum.	(National Tests finally abolished as seen as <b>detrimental at Primary level!</b> )
Mathematics - Teacher Assessments are accurate – use of Integris/PUMA and Intrgris -pupils are able to access SAT's style questions and understand exam techniques	Electronic Times tables testing at Y4 is embedded	

Paper tables tests are embedded and data is used and monitored		
<b>Impact (achievement and progress)</b>		
EYFS on entry well below national expectations. Focus on S&L (started in 2016-17) has raised attainment and progress in all aspects.	Language acquisition, now embedded, accelerates all pupils' learning across the curriculum.	
The importance of reading across the curriculum has ensured the majority of pupils make good progress and attain above their chronological age.		
Writing, SPAG Good progress has been made but still key groups of pupils find writing 'hard'. These are pupils who need to close the gap in S&L & reading, and children with specific learning difficulties.		
Maths Tables data is now collected – improving standards	Tables data is improving  Speed and confidence in arithmetic is improving as seen at the end of the KS tests	
Science		
<b>Behaviour and Attitudes</b>		
Now	3 years' time	7 years' time
Good behaviour inside – movement between classrooms/ worship etc Behaviour support plans effective for children who need them. Break time behaviour is developing but needs improvement	Excellent behaviour through embedded restorative approaches.	Sustained excellent – model school.
Attitudes to learning are good. Pupils keen to learn and participate in all lessons.	Pupils show a developing resilience and show that they are able to take risks with their learning	High quality independent working.
<b>Personal Development including SMSC development</b>		
Now	3 years' time	7 years' time

PSHE scheme of work in place. PSHE and the focus on pupils' spiritual, moral, social and cultural development has ensured pupils' all round development.	The personal development of pupils is exemplary: all pupils are able to express their needs, hopes and aspirations. This is promoted by a new scheme of work developed from new guidance. Resources are purchased and support scheme	.
Relationships Education – updated policy in place. School nurse used to support teaching and learning		
SMSC and British Values Policy established; Pupils demonstrate the SMSC values in all aspects of their school lives.	As the school roll and staffing increases the school community will reflect the diverse make-up of the wider community.	
<b>Leadership &amp; Management including governance</b>		
Headteacher supported by senior leaders – 2 UPS posts in place	Headteacher strongly supported by senior leaders who reduce workload.	Headteacher with strong vision for the future – excellent leadership and management skills; maximises the impact of the staff team.
Middle leaders taking a leading role in curriculum development and assessment. Senior leaders identified and trained or recruited. FS senior teacher promoting exemplary practice across early years, into KS1 and beyond.	Senior management team well-established and effective.	
SEND provision is good; effective leadership by HT/SENCO, ably supported by HLTA and experienced TAs.	SENCO in place (relieving the pressure on HT).	SENCO leading dedicated resource base and staff: providing respite from classroom based teaching for autistic pupils.*
Well-trained team of dedicated support staff.	HLTA posts for Early years/KS1 and KS2 Behaviour support specialist TA Autism co-ordinator	Additional Welfare for Families support – home school link worker role, managing CAF and TAF processes.
Experienced and efficient admin staff. Additional hours: bursar /admin.	Additional hours: bursar /admin/clerical.	
Ancillary staff: some contract, some employed by school.	New post of site manager to cover cleaning, building maintenance, grounds, lettings, minibus, H&S.	All ancillary staff directly employed.
Core group of hard working, knowledgeable, supportive but critical governors.	Governors at max strength; succession planning finally achieved.	.

Governance without committees effective and sustainable.	School supporting other governing bodies	
School under Oxfordshire Local Authority Academy options explored.	Academy status fully investigated and the right option agreed by Governing Body.	
Effective governance structure working as a whole governing body 11 meetings per year. Lead and deputy lead governors in place. Expertise evident across the governing body	Governors at full strength with succession planning in place	
School strategic plans for PP, SEND, EO are effective in developing and monitoring practice. School is highly regarded for its inclusivity and good practice.	Strategic planning is a model of good practice.	
<b>Overall Effectiveness</b>		
Now	3 years' time	7 years' time
Good because: teachers have greater experience, including appropriate to phase taught; right support and monitoring mechanisms in place; use of data to inform teaching differentiated groups .	Outstanding because: well-targeted CPD opportunities; appropriate, stimulating, challenging curriculum. Experienced, confident teachers able to showcase and disseminate excellent practice.	Sustained outstanding because Early Years foundation stage impacts on pupils attainment and sustained progress through excellent parental support.
Good because pupils are motivated to learn; curriculum matched to learners' needs.	Outstanding because of outstanding teaching. All pupils achieve potential; majority above national expectations for progress. EYFS also outstanding.	Sustained outstanding. Pupils' achievement continues to be high; additionally school experience in all areas means pupils are 'life-long' learners.
Key SVM curricular targets for the year focus on <ul style="list-style-type: none"> <li>- English</li> <li>- Maths</li> <li>- Other subject – arts focus</li> </ul> Staff are able to contribute to SVM and take ownership of the target areas including reporting to governors		
Outstanding Health & Safety	Outstanding Health & Safety sustained	
Outstanding Safeguarding	Outstanding Safeguarding sustained	
Safeguarding is effective: leads and deputy leads in place so that with part time teachers there is always		

a safeguarding lead on premises. Practice effectively monitored by Safeguarding governor		
Quality of Early Years education is dispersed throughout		