

Oakdale Primary School Long Term Strategic Plan 2025-2028



Our Vision: A caring family of happy learners

Our Values:

Care – We care for ourselves, each other and the environment

Respect - We respect each other’s views, culture, religions and rights

Collaboration – We learn together

Aspiration- We aspire to be the best we can be

Challenge – We aim to think creatively and face challenges with a positive attitude

Strategy	Where are we now? 2025	Where do we want to be in 3 years?
<p>Children make the best possible progress due to good teaching and a high quality curriculum</p>	<p>Pupils make good progress based on their own starting points due to high quality curriculum and learning experiences A range of measures are used to demonstrate progress, not simply academic – case studies for vulnerable pupils. There is a greater focus on pupil well-being. Our approach to high needs SEND pupils is developing as numbers grow.</p>	<p>Excellence in Teaching: Teaching practices are regularly reviewed and refined, ensuring consistently high standards across the school. Good practice is shared, celebrated, and embedded.</p> <p>Enrichment & Pupil Voice: Enrichment opportunities remain central to our provision. Pupil voice actively shapes learning experiences, ensuring that children feel heard and valued.</p> <p>Inclusive Practice: We have successfully planned for inclusion in classes and, with a designated base that supports well-being, nurture, and alternative provision. Every child is welcomed, supported, and enabled to thrive.</p> <p>Tracking Progress for Success: Progress and achievement are monitored in ways tailored to each child’s needs, ensuring that all pupils experience success and develop confidence in their learning journey.</p> <p>Collaborative Growth: Staff work together to refine approaches, drawing on evidence-based research and collective expertise to continually improve teaching and learning.</p>

<p>Our curriculum is creative and inclusive, inspiring a love of learning and challenging pupils to achieve their best</p>	<p>The quality and breadth of the curriculum enables all pupils to reach their potential in all subjects. Pupils achieve well and assessment practices support the learning journey in Foundation subjects for both academic and creative disciplines.</p>	<p>Subject-Specific Knowledge & Staff Development Curriculum topics are regularly reviewed to ensure depth and progression and engage pupils interest. Best practice in curriculum approach and deliver is shared. All staff benefit from quality CPD and mentoring/peer coaching.</p> <p>Responsive Curriculum Design The curriculum is reviewed annually based on each cohort’s needs and latest legislation. Foundational knowledge is clear for each subject and teachers ensure it is secure before moving forward. Assessment data is used to refine sequencing and address gaps.</p> <p>Pupil Performance Staff have good awareness of whole school pupil performance and strengths and areas for improvement to which we all contribute. Shared systems for tracking progress have been maintained identifying strengths/areas for improvement. Opportunities for all teachers and support staff to work together are embedded and consistent. Formative and summative assessment and pupil voice inform teaching adjustments. Achievements are celebrated.</p> <p>Creativity & Cross-Curricular Learning The curriculum has been developed with a move away from rigid schemes; design opportunities for creative exploration. We continue to provide well considered enrichment activities (workshops, performances, exhibitions) to spark enthusiasm.</p> <p>Inclusivity & Oracy Curriculum practices support all learners, including those with SEND and EAL. Oracy strategies: structured discussions, debates, presentations are meaningfully embedded All pupils demonstrate learning through appropriate and varied recording methods Peer collaboration continues to strengthen communication and confidence.</p> <p>Enjoyment & Meaningful Learning Lessons are engaging, interactive, and relevant to pupils’ lives. Pupils make connections between subjects and real-world contexts. Reflection activities to help children articulate what they’ve learned and how it links. There is a classroom culture where curiosity and questioning are valued – exploratory talk</p>
<p>Behaviour demonstrates care, co-operation and respect for all</p>	<p>Behaviour at the school is good. Pupils demonstrate the core values of care, respect and effective collaboration which is celebrated in school. The school behaviour policy contributes to the ethos in the school. Pupils are praised and rewarded regularly for good behaviour. Pupils know and value the systems in school. Pupils behaviour contributes to good attitudes to learning. Pupils demonstrate tolerant attitudes to difference Children take on responsibilities as they journey through school and act as good role models to others</p>	<p>Responsibility and Role Models: As children journey through school, they take on increasing responsibilities and act as positive role models for others, demonstrating respect and care.</p> <p>Inclusive Support: High-needs SEMH pupils are supported thoughtfully and effectively, ensuring their needs are met without disrupting the learning of others.</p> <p>Collective Understanding: There is a shared awareness among children, parents, and staff of difference and the varied approaches to behaviour and need. Adaptations are transparent, valued, and embedded in our school culture.</p> <p>Positive Reinforcement: Pupils are regularly praised and rewarded for good behaviour, fostering motivation and reinforcing positive attitudes to learning.</p> <p>Clear and Valued Systems: Children know and value the behaviour systems in place, which provide consistency, fairness, and security.</p>

		<p>Tolerance and Respect: Pupils demonstrate tolerant attitudes towards difference, creating an inclusive environment where diversity is celebrated.</p> <p>Collaborative Practice: Good practice in behaviour management is shared across the school, ensuring consistency and collective growth.</p> <p>Staff Development: Ongoing CPD in behaviour equips staff with the skills, strategies, and confidence to support all pupils effectively.</p>
<p>We work in collaboration to secure the best outcomes for pupils</p>	<p>There is a collective vision of school improvement. All groups have contributed towards the long term strategic plan. There are regular opportunities for all staff to work together in teams. All staff can articulate the priorities for school improvement, are aware of their responsibilities and feel supported to achieve these.</p> <p>School improvement is outward looking and good practice both locally and nationally is sought and implemented</p>	<p>Shared Vision: All groups have contributed to the long-term strategic plan,</p> <p>Collaborative Teams: Staff regularly work together in teams, strengthening professional relationships and ensuring that improvement is a shared responsibility.</p> <p>Clarity and Support: Every member of staff can articulate the priorities for school improvement, understands their responsibilities, and feels supported to achieve them.</p> <p>Outward-Looking Practice: School improvement is enriched by seeking and implementing good practice both locally and nationally</p> <p>Strategic Focus: We regularly revisit the long-term plan and School Development Plan (SDP) priorities, keeping goals alive and relevant.</p> <p>Phase Working: Staff collaborate across phases to ensure continuity, progression, and shared accountability.</p> <p>Professional Growth: Opportunities to visit other schools are encouraged, broadening perspectives and bringing fresh ideas into our own practice.</p>
<p>Leadership at all levels is effective and has a significant impact on teaching and learning to improve pupil outcomes</p>	<p>Leaders have an ambitious vision for the school and provide clarity on school development priorities both short and long term All staff have access to quality CPD through a range of vehicles; peer coaching, external CPD, cluster working. Staff feel valued and supported in their roles. There is evidence of succession planning for leadership.</p> <p>The Governing body is effective and confident in both supporting and holding the school leadership team to account.</p>	<p>Ambitious Vision: Leaders set out a clear and ambitious vision for the school, providing direction on both short-term priorities and long-term strategic goals.</p> <p>Visible Governance: Governors are active and visible within the school community, strengthening trust and ensuring that leadership is both supported and held to account.</p> <p>Knowledge and Challenge: Governors have a sound understanding of the school and are able to identify where leaders have been challenged, ensuring robust oversight and continuous improvement.</p> <p>Collaborative Leadership: Subject leaders work in teams, sharing expertise and building collective capacity to drive improvement across the curriculum.</p> <p>Professional Development: High-quality CPD is accessible to all staff, ensuring that professional growth is embedded and teaching practice continually evolves.</p>

We involve parents and carers in the life of the school	The school continues to enjoy good parental support and maintains the family ethos which is valued by all. Parent views are taken into account and acted upon. There are regular opportunities for parents to share in the life of the school.	Family Ethos: We maintain a welcoming, family-centred environment Listening and Acting: Parent views are actively sought, respected, and acted upon, Shared School Life: Regular opportunities are provided for parents to share in the life of the school, strengthening the bond between home and school. Celebratory Communication: Communication highlights and celebrates key aspects of school life in a personal way, helping parents to engage more deeply and meaningfully. Teaching in Action: Parents are given more opportunities to see teaching in practice, fostering transparency, trust, and a shared understanding of how children learn.
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