

Oakdale Primary School Long Term Strategic Plan (LTSP) 2019-24

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

The purpose of the plan is to provide:

- a means for school leaders to state how they seek to achieve, or move towards, the vision
- a link between the school's vision and the actions contained in the school's annual School Development Plan (SDP)
- a means of tracking the progress towards the vision over a longer period of time (3-5 years)
- a means of communication with a variety of audiences (e.g. Ofsted, parents, LA etc.) regarding what the school is seeking to achieve, and how.

It is anticipated that the LTSP remains in place for a 5 year period though it is acknowledged that external factors may change the school's context and therefore the plan may need to be revised. The LTSP is the framework which informs the annual school develop planning process. The targets within the SDP provide the basis of annual accountability processes rather than the LTSP Key Performance Indicators (KPIs).

| Strategy (K.P.I.s) | Where are we now | Where do we want to be by 2024 | Examples of sources of evidence |
|-------------------------------|-------------------------|---------------------------------------|--|
|-------------------------------|-------------------------|---------------------------------------|--|

| | | | |
|---|---|--|---|
| <p>Children make the best possible progress due to good teaching and a high quality curriculum</p> | <p>EYFS & KS1The large majority of pupils (90%) make good progress from their starting points. KS2 progress measures in core subjects are at or above national average Where pupils are not showing good progress quick effective action is taken. A range of measures are used to demonstrate progress, not simply academic – case studies for vulnerable pupils</p> | <p>All individuals make good progress based on their own starting points due to high quality curriculum and learning experiences Progress measures from key points are above national average and significantly so in some cases A range of measures are used to demonstrate progress- preparation for life, well-being, independence and resilience High need SEN pupils have access to specialist teaching</p> | <ul style="list-style-type: none"> • ASP • Data dashboard • Internal tracking • Pupils books • Case studies • SEN records • Pupil progress meeting minutes |
| <p>Our curriculum is creative and inclusive, inspiring a love of learning and challenging pupils to achieve their best</p> | <p>Pupils enjoy their learning, They benefit from well -planned lessons enriched by trips and visitors. The curriculum demonstrates progression of skills and knowledge. All pupils have the same opportunities to learn All pupils are challenged in their learning in all subjects Pupils achieving at greater depth in core subjects is at or above national average More robust assessment systems and practices have been introduced for both Core and Foundation subjects</p> | <p>The quality and breadth of the curriculum enables all pupils to reach their potential in all subjects. There are opportunities for pupils to benefit from specialist provision to enhance their learning in creative subjects such as music, art and design technology Pupil's achieve well and assessment practices support the learning journey in Foundation subjects</p> | <ul style="list-style-type: none"> • Pupil attitude surveys • Anonymised lesson observation data • GB visits • Displays • Assemblies and productions • Assessment information |
| <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 are celebrated in school. The school behaviour policy contributes to the ethos in the school. Pupils are praised regularly</p> | <p>The consistently high standard of pupil behaviour has been maintained. There is evidence that positive learning behaviours such as listening, facing challenges and collaboration have been improved Pupils demonstrate tolerant attitudes to difference</p> | <ul style="list-style-type: none"> • HT termly reports • Behaviour log records • Racist and bullying incidents reports • Attendance records • Anonymised lesson observation data • Safeguarding audit |

| | | | |
|--|---|--|--|
| | for good behaviour. | Children take on responsibilities as they journey through school and act as good role models to others | <ul style="list-style-type: none"> • Governor visits • Parent, pupil and staff surveys |
| Leadership at all levels is effective and has a significant impact on teaching and learning to improve pupil outcomes | <p>Leaders have an ambitious vision for the school and provide clarity on school development priorities both short and long term.</p> <p>CPD is closely linked to school development priorities to improve teaching and learning e. g. Maths Mastery</p> <p>Governors work closely with school leaders to view and understand the quality of teaching and learning. They oversee financial decisions and ensure the school keeps children and staff safe.</p> | <p>Leaders have an ambitious vision for the school and provide clarity on school development priorities both short and long term</p> <p>All staff have access to quality CPD through a range of vehicles; enquiry based learning, 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 and they are fully involved in the strategic development of the school.</p> | <ul style="list-style-type: none"> • Long term strategic plan • CPD records • Staff questionnaires • Lesson observations and assessment data • GB visit records • GB meeting minutes • GB self-evaluation |
| We work in collaboration to secure the best outcomes for pupils | <p>There is a collective vision of school improvement. All groups have contributed towards the long term strategic plan and have refined and improved the vision statement to reflect the ethos and ambition of the school.</p> <p>We evaluate our success and areas for development collectively improving learning experiences and outcomes for pupils; for example foundation subject leadership.</p> <p>There are opportunities to work with cluster schools to view and share best practice.</p> | <p>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>Staff have opportunities to work with cluster schools to improve practice and can demonstrate impact.</p> <p>School improvement is outward looking and good practice both locally and nationally is sought and implemented</p> | <ul style="list-style-type: none"> • HT termly reports • Pupil performance data • Anonymised PM data • Ofsted reports • GB self-evaluation • Parent, pupil and staff surveys |
| We prepare our children to be active citizens and apply our core values to everyday life | <p>The curriculum provides and embeds our values of care and respect</p> <p>The RE curriculum is taught well supplemented by trips and visitors</p> | <p>Maintain the care and respect that is shown within the school community as the school changes and grows</p> <p>There is evidence that pupils have developed a sense of ownership and</p> | <ul style="list-style-type: none"> • Curriculum development • Pupils questionnaires and interviews • Sports funding review and |

| | | | |
|---|---|---|---|
| | <p>Pupils engage in regular PSHE activities and discussions</p> <p>Sports funding is used effectively and pupils engage in multi school activities and access a wide range of extra-curricular clubs</p> <p>Pupils can articulate how to keep safe in a variety of settings</p> | <p>responsibility for their community and environment.</p> <p>Children engage in activities to teach them how to Keep healthy – both physically and mentally</p> <p>Pupils develop resilience and the ability to take calculated risks and face challenges</p> <p>Provide children with the skills to be flexible, resourceful, reflective and resilient so they can adapt and problem solve in a range of contexts</p> | <p>plan</p> <ul style="list-style-type: none"> • Pupil involvement in community projects |
| <p>We involve parents and carers in the life of the school</p> | <p>Communication with parents is good and the school enjoys good parental support.</p> | <p>The school continues to enjoy good parental support and maintains the family ethos which is valued by all</p> | <ul style="list-style-type: none"> • Parental surveys • Feedback from parents evenings • Analysis of parental complaints • School newsletters |

Monitoring and Evaluation:

An annual Senior Leadership Team (SLT) SDP evaluation will be held in July to which all members of the GB are invited. Following this meeting an annotated version of the LTSP will be prepared for scrutiny and discussion at the first FGB meeting of the year in the autumn term. This discussion will then identify priorities for the forthcoming annual SDP.

Signed: _____
(Chair of Governors)

Date: _____