

## Ashford Oaks School Development Plan 2022 – 2023

Headteacher: Phil Chantler	Chair of Governors: Rob Cooke
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Review	September 2022	December 2022	March 2023	July 2023
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**The school was last inspected by Ofsted Section 5 Inspection**

Overall Effectiveness	Leadership & Management	Behaviour & Safety of Pupils	Quality of Teaching	Achievement of Pupils	Early Years Provision
2	2	2	2	2	2

**Areas for improvement:**

Pupils' progress in writing increases, so that writing outcomes are more consistent across the school and more pupils achieve at the expected standard by the end of Year 6.

The progress of pupils from disadvantaged backgrounds accelerates at a quicker pace, so that their outcomes improve to more closely match those of other pupils.

**Self-Evaluation July 2022**

Overall Effectiveness	Quality of Education	Behaviour and attitudes	Personal Development	Leadership and Management	Early Years Provision
3	3	2	2	3	2

**These areas for improvement are the key priorities for the School Plan informed by the SEF July 2022**

<b>Quality of Education</b>	<p><i>Narrow achievement gaps for disadvantaged children across school – EY, Phonics, Core and Foundation curriculum</i></p> <p><i>Improve rates of progress for all pupils across school especially in writing</i></p> <p><i>Ensure implementation of curriculum supports all pupils to acquire skills and knowledge that allow them to achieve at Age Related Expectation</i></p>
<b>Behaviour and Attitudes</b>	<p><i>Significantly improve attendance rates for targeted pupils and cohorts</i></p> <p><i>Ensure behaviour of pupils allows for right for all pupils to learn</i></p>
<b>Personal development</b>	<p><i>All children are aware of their influence as global citizens and understand diversity and equality</i></p>
<b>Leadership and Management</b>	<p><i>Enhance levels of staff wellbeing.</i></p> <p><i>Ensure that subject leaders have the subject knowledge, expertise and time to monitor and evaluate their subject and to provide training based upon need.</i></p> <p><i>Enhance Pupil Premium Strategy and work in collaboration with local schools to lead in this area</i></p>
<b>Early Years Provision</b>	<p><i>To enhance the Outdoor Areas in EYFS to better support the Seven Areas of Learning</i></p>

Quality of Education:					
<b>Key priorities</b>		<b>End goal (success criteria - evaluative)</b>		<b>Led by: SLT</b>	
<b>A</b> Improve rates of progress for all pupils across school across core and foundation curriculum		<ul style="list-style-type: none"> <li>- KS1 and KS2 progress [KS2 Milestones based on: FFT 50 All Pupils, FFT 20 Pupil Premium] exceeds national average in Reading, Writing and Maths for all pupils and disadvantaged pupils</li> <li>- 90% of pupils are working within Age Related Expectation and comparison with Age Related Profile of each cohort between July 2022 and July 2023 shows all pupils have made at least expected progress</li> <li>- All SEN pupils making expected progress as indicated against targets set for provision plans.</li> <li>- Strengths in teaching to significantly outweigh development areas in all classes</li> </ul>		<b>Monitored by: Governors</b>	
<b>B</b> Ensure implementation of curriculum supports all pupils to acquire skills and knowledge that allow them to achieve at Age Related Expectation				<b>Link Governor: Theresa Dickens and Pamela Millington</b>	
<b>C</b> Narrow achievement gaps for disadvantaged children across school – EY, Phonics, Core and Foundation curriculum				<b>Cost:</b> I03: Higher Needs Funding £137765 I05: Pupil Premium Grant £316100 I18: Sport Grant £19,480 I08: Catch Up Funding £43247 I03: Specialist Resource Provision £216000	
<b>Season 1: Milestone:</b>	<b>RAG</b>	<b>Season 2: Milestone</b>	<b>RAG</b>	<b>Season 3: Milestone (see also Targets for Statutory Assessments page 6)</b>	<b>RAG</b>
<b>A</b> ARE All pupils: Reading 80% Writing 80% Maths 80% ARE PPre: Reading 80% Writing 80% Maths 80%  SEN 100% of pupils making progress against provision plans.		ARE All pupils: Reading 85% Writing 85% Maths 85% ARE PPre: Reading 85% Writing 85% Maths 85%  SEN 100% of pupils making progress against provision plans.		ARE All pupils: Reading 90% Writing 90% Maths 90% ARE PPre: Reading 90% Writing 90% Maths 90%  SEN 100% of pupils making progress against provision plans.  Phonics Screening 70%	
<b>B</b> Term 2 curriculum end points met EY KS1 KS2		Term 2 curriculum end points met EY KS1 KS2		Term 2 curriculum end points met EY KS1 KS2	
<b>C</b> Strengths outweigh areas for development EY KS1 KS2		Strengths outweigh areas for development EY KS1 KS2		Strengths outweigh areas for development EY KS1 KS2	

Behaviour and attitudes					
<b>Key priorities</b>		<b>End goal (success criteria- evaluative)</b>		<b>Led by: Jane Marshall</b>	
<b>D Significantly improve attendance rates for targeted pupils and cohorts</b>		<i>Attendance of targeted pupils and cohorts is in line [within 0.5 percentage points] with peers.</i>  <i>Levels of persistent absenteeism are below national average.</i>  <i>Whole school attendance exceeds national average.</i>		<b>Monitored by: Headteacher</b>	
<b>E Ensure behaviour of pupils allows for right for all pupils to learn.</b>				<b>Link Governor: Toni Harris</b>	
<b>Season 1: Milestone:</b>		<b>Season 2: Milestone</b>		<b>Season 3: Milestone</b>	
	<b>RAG</b>		<b>RAG</b>		<b>RAG</b>
<b>D</b> Attendance: All 95% Attendance Disadvantaged 95% Attendance: SEND 95% Persistent Absenteeism <7.5		Attendance: All 95% Attendance Disadvantaged 95% Attendance: SEND 95% Persistent Absenteeism <7.5%		Attendance: All 95% Attendance Disadvantaged 95% Attendance: SEND 95% Persistent Absenteeism <7.5%	
<b>E</b> - Baseline behavioural incidence end of September to set further milestones  October – December reduce incidence of behavioural issues		Reduction of behavioural incidence based on Season One baselines		Reduction of behavioural incidence based on Season One and Two baselines	



**Personal Development**

<b>Key priority</b>  <i>F All children are aware of their influence as global citizens and understand diversity and equality</i>		<b>End goal (success criteria- evaluative)</b>  <i>Large and increasing majority of children show positive attitudes on diversity and equality</i>		<b>Led by: PST</b>	
				<b>Monitored by: SLT</b>	
				<b>Link Governor: Rob Cooke and Toni Harris</b>	
				<b>Cost:</b> E19/HC2 Rights Respecting Schools £908 E09/D04: CPD Lead on Mental Health £1200	
<b>Season 1: Milestone:</b>	<b>RAG</b>	<b>Season 2: Milestone</b>	<b>RAG</b>	<b>Season 3: Milestone</b>	<b>RAG</b>
<b>F</b> Survey of pupil attitudes Term Two to reveal >85% positive views on diversity and equality  Rights Respecting School Gold Award Action Plan followed Activision and Parent group set up and in-class impact		Readiness for Learning score for Pupil Perception Survey c.f. score in January 2022 improves  Rights Respecting School Gold Award Action Plan followed Activision and Parent group set up and in-class embedded		Survey of pupil attitudes Term Two to reveal >95% positive views on diversity and equality  Achieve Rights Respecting School Gold Award Term Five	

Leadership & Management					
<b>Key priorities</b>		<b>End goal (success criteria- evaluative)</b>		<b>Led by: HT</b>	
<i>G Enhance levels of staff wellbeing.</i>		<i>Maintain high levels of staff wellbeing.</i>		<b>Monitored by: Governors</b>	
<i>H Ensure that subject leaders have the subject knowledge, expertise and time to monitor and evaluate their subject and to provide training based upon need.</i>		<i>Tracking systems and books evidence clear skills and knowledge progression in all subjects for all pupils. Leadership deliver on monitoring and evaluation as laid out in action plans in order to enhance curriculum offer and pupil outcomes.</i>		<b>Link Governor: Rob Cooke and Karis Williams</b>	
<i>I Enhance Pupil Premium Strategy and work in collaboration with local schools to lead in this area</i>		<i>Improved outcomes for Pupil Premium cohort</i>		<b>Cost:</b> E01/A01: Release Time Cover E09/D04: CPD Subject Leaders £9463 I07/E28: Edu Solve FW : Cornerstones £3495 : Maths £1000 : Literacy £1000 : Phonics £10000 (Little Wandle £3000, Collins £7000) E19 (various cost centres): Foundation Subjects £3650 E19/HP2: PE £19480	
<b>Season 1: Milestone:</b>	<b>RAG</b>	<b>Season 2: Milestone</b>	<b>RAG</b>	<b>Season 3: Milestone</b>	<b>RAG</b>
<i>Reduction in staff absences.</i>		<i>Reduction in staff absences.</i>		<i>Reduction in absences.</i>	
<i>Staff survey reveals wellbeing levels &gt;80%.</i>				<i>Staff survey reveals wellbeing levels &gt;90%.</i>	
<i>100% skills progression grids, curriculum plans in place Term One</i>		<i>100% term 3-4 action points delivered.</i>		<i>100% term 5-6 action points delivered.</i>	

<p><i>100% term 1-2 action points delivered.</i></p> <p><i>100% monitoring and evaluation undertaken Term One</i></p>		<p><i>100% monitoring and evaluation undertaken Term One.</i></p> <p><i>100% of pupils following skills progression paths</i></p>		<p><i>100% monitoring and evaluation undertaken Term One.</i></p> <p><i>100% of pupils following skills progression paths</i></p>	
<p><i>Work with the Kent Associate Research School on an evidence-informed project focused upon improving outcomes for disadvantaged pupils.</i></p>		<p><i>Review (amend if necessary) strategy in light of findings</i></p>		<p><i>Monitor and evaluate impact of changes</i></p>	

EYFS					
<b>Key priority</b>		<b>End goal (success criteria- evaluative)</b>		<b>Led by: Gemma Rayner</b>	
<i>J To enhance the Outdoor Areas in EYFS to better support the Seven Areas of Learning</i>		Statutory targets met		<b>Monitored by: Headteacher</b>	
		An increased proportion of pupils reach a Good Level of development.		<b>Link Governor: Sherrie Hogg and Kathryn Harris</b>	
				<b>Cost:</b> Learning Environment C01: Carpet x2 classes £5688 C01: Astro Turf £5688 E19/H07: Furniture/Outside Environment £3000 E19/H06: Resources £2000 E09/D04: CPD Tapestry £3300 E19/HS6: Tapestry Subscription £490	
<b>Season 1: Milestone:</b>	<b>RAG</b>	<b>Season 2: Milestone</b>	<b>RAG</b>	<b>Season 3: Milestone</b>	<b>RAG</b>
J Complete works commissioned by Early Years Lead during summer holiday.		Internal and external (peer review) monitoring confirms that any strengths or areas for development (identified by IA visit) have been maintained or actioned respectively		GLD All pupils 68%	
External Review by IA confirms that Outdoor areas are fit for purpose and used effectively.				GLD Pupil Premium 68%	

<b>Targets for Statutory Assessments</b>	<b>Outcomes 2022 Expected Standard</b>	<b>Outcomes 2022 Greater Depth</b>	<b>Targets July 2023 Expected Standard</b>	<b>Targets for July 2023 Greater Depth</b>
<b>EYFS – GLD</b> All Pupils	<b>66%</b>		<b>75%</b>	
GLD Pupil Premium	<b>60%</b>		<b>75%</b>	
<b>Year 1 - Phonics Screen</b> All Pupil	<b>44%</b>		<b>70%</b>	
Phonics Screen Pupil Premium	<b>32%</b>		<b>70%</b>	
<b>Year 2</b>				
Reading All Pupils	<b>58%</b>	<b>10%</b>	<b>60%</b>	<b>15%</b>
Reading Pupil Premium	<b>55%</b>	<b>8%</b>	<b>60%</b>	<b>15%</b>
Writing All Pupils	<b>50%</b>	<b>2%</b>	<b>60%</b>	<b>15%</b>
Writing Pupil Premium	<b>42%</b>	<b>0%</b>	<b>60%</b>	<b>15%</b>
Mathematics All Pupils	<b>48%</b>	<b>7%</b>	<b>60%</b>	<b>15%</b>
Mathematics Pupil Premium	<b>42%</b>	<b>5%</b>	<b>60%</b>	<b>15%</b>
<b>Year 6</b>				
Combined Reading, Writing, Maths All Pupils	<b>40%</b>	<b>7%</b>	<b>61%</b>	<b>4%</b>
Combined Reading, Writing, Maths Pupil Premium	<b>29%</b>	<b>0%</b>	<b>62%</b>	<b>4%</b>
Reading All Pupils	<b>62%</b>	<b>22%</b>	<b>71%</b>	<b>20%</b>
Reading Pupil Premium	<b>54%</b>	<b>11%</b>	<b>72%</b>	<b>20%</b>
Writing All Pupils	<b>43%</b>	<b>8%</b>	<b>75%</b>	<b>13%</b>
Writing Pupil Premium	<b>29%</b>	<b>3%</b>	<b>77%</b>	<b>12%</b>
Maths All Pupils	<b>58%</b>	<b>12%</b>	<b>80%</b>	<b>21%</b>
Maths Pupil Premium	<b>51%</b>	<b>3%</b>	<b>81%</b>	<b>19%</b>



<b>Monitored by Headteacher (HT), Senior Leaders (SLT), Governors, (Govs), Local Authority (LA), School Collaboration (S2S), External Agency (EA) Internal Pupil Premium Strategy Audit (seasonally)</b>			
<i>✓ To show when monitoring takes place and Delete / add as appropriate to list</i>	<b>Termly</b>	<b>Seasonally</b>	<b>Annually</b>
<b>Overall quality of teaching judgements formed from: Lesson Observations / Visits Planning Monitoring Book Scrutiny Assessment Moderation</b>	✓		
<b>Data capture and evaluation Pupil Progress Meetings</b>	✓		
<b>External Leadership Review</b>		✓	
<b>External Teaching and Learning Review</b>			✓
<b>Appraisal Cycle</b>		✓	
<b>Pupil Voice</b>	✓		
<b>Governor Monitoring Visits</b>	✓		
<b>HT Reports to Governors</b>	✓		
<b>Subject Leader / Senior Leader Impact Reports</b>		✓	
<b>Attendance Monitoring &amp; Reports to Governors</b>	✓		
<b>Learning Walks</b>	✓		
<b>LA Progress &amp; Impact Meetings</b>	✓		
<b>Improvement Adviser Visits</b>	✓		