



# Evaluation of the School Improvement Plan

## 2015-2016

Below is a summary of the **key** curriculum improvement areas. In addition to this all other subject areas have evaluated the extent of which they achieved their targets.

**Curriculum Review:** Our curriculum covers all statutory requirements and meets all school aims. Curriculum review was effective in identifying our strengths and areas for continued development. Following staff training we agreed key features with new staff members which helped to ensure continued successful learning topics- a client with a series of commissions which the children engage with from the outset as they become the expert.

**Assessment :**Current systems have been evaluated and developed further within the network of local schools resulting in consistent and accurate judgements being made.

**Quality of Teaching:** Despite staff turnover at the end of the last academic year the quality of teaching is consistently good or better.

**Writing - Spelling .** The introduction of a new scheme has supported the heightened expectations of the new national curriculum. Daily spelling lessons and weekly spelling tests has led to improved independent spelling evidenced in books. Percentages of pupils attaining ARE have increased in all year groups.

**Writing - More able writers:** Teachers have increased the opportunity for pupils to choose how they approach their writing. Pupils are clearly moving towards thinking of reader awareness with the emphasis being on selecting words for effect not just because it is a wow word. MA pupils were focusing in particular on character emotion and view point and how your view point alters your feelings towards a situation. Through differentiated tasks pupils can decide on the relevant punctuation.

**Reading:** Reading monitoring has shown that the teaching of reading is good or better. The percentage of pupils attaining ARE in reading has increased in all year groups.

**Personal, social and health education:** Staff have developed greater confidence in delivering good or better PSHE lessons using Jigsaw Scheme after relevant training received in the last academic year. Staff are more confident with the new terminology

and circle time structure that the Jigsaw scheme has presented and are therefore using it in their teaching to support children's learning

**Early Years - 2Simple programme:** 2engage parent's aspect has been used to share a range of experiences/learning with Reception parents in the Autumn and terms. 50% of parents have signed up. Feedback from a parental questionnaire at spring term indicates that parents enjoy receiving these emails and like to see the progress their child is making at school.

**EYFS - child initiated writing:** Positive start in Autumn term- the learning walks feedback was "Good" in all classes with high levels of engagement by all children in a wider range of CI writing tasks. Good planning for tasks with a clear purpose has led to writing having a higher profile and good progression in the type of mark making seen in both Nursery and Reception is evident. At baseline (Autumn 2015) 4% of children were working within the expectation for their chronological age (a further 38% were working below their chronological age). At the end of the year we have seen a significant increase with 60% who have reached the expected level in writing.

**Behaviour:** Value for Money (External Service Providers) Behaviour management has been a high priority during the year 2014-2015. There has been a significant emphasis on preventative and supportive measures which reflect high expectations and the need for a consistent approach. These reflect the new SEN code of practice that categorise behavioural difficulties as social and emotional and mental health needs. As a result there has been a careful re-evaluation of the deployment of support staff and training opportunities provided to raise awareness of the changing needs of our school. The impact of several actions has been evaluated and the extent of external support has been significant. These include a reduction in significant behaviour incidents, exclusions and low-level disruption for over 60% of our identified pupils, leading to more positive learning climates.

## **School Improvement Plan 2016-2017**

Every year, we audit our provision across all areas of school - curriculum design, leadership and management, pupil support, premises, community partnerships and staffing.

Within this year's improvement plan, we have prioritised:

### **Curriculum**

- The introduction of the Essentials Curriculum (Chris Quigley)
- Developing the depth and mastery element of the curriculum
- Further embedding of Child Initiated Writing in the Early Years
- Development of Questioning Techniques throughout school (Blooms Taxonomy)
- Early Excellence project Reception
- Handwriting scheme
- Babcock Grammar
- Deeper Learning in maths
- PSHE Healthy Eating focus

### **Leadership & Management**

- Further development of British Values and the Cultural opportunities provided for our children
- Assessment review
- Extended training opportunities for teaching assistants

### **Pupil Support**

- Appoint a full time Access and Inclusion Manager
- A review of our lunchtime provision
- Further development of the School Council

### **Environment**

- Library installation

The above areas are what we have set as our Key Improvement Targets and is therefore not a complete picture of our School Improvement Plan which also contains our medium and low priority targets.

## School Improvement Plan Parental Consultation Feedback 2016-2017

Thank you very much for the 12 responses to the School Improvement Plan Parental Consultation. There were only two common features but these were only evidenced by 3 responses.

### **1) Traffic / Road Crossing**

This is the responsibility of the local authority. Unfortunately, we do not have a school crossing patrol at the moment and the local authority tell us that they are experiencing recruitment issues, not only for Oak Hill but other schools in Worcestershire. They will keep advertising the position.

Due to this, as a school we have been highly proactive in trying to improve the Road Safety outside school by:

- Writing to parents to encourage them to support our campaign to improve the safety of the roads that surround our school by either walking to school or parking further away to ease congestion directly outside school, parking safely when dropping off their children and to drive safely by remembering that '20 is plenty' near our school.
- Taking part in Road Safety Week
- Delivering Road Safety Assemblies
- Working closely with our local PCSOs to find ways to improve the situation
- Inviting PCSOs to train our school councillors to be 'Road Safety Champions'
- Increasing the presence of PCSOs
- Continually putting pressure on the Local Council re the painting of the zig-zag and double yellow lines

Our Road Safety Champions have:

- Delivered training to their peers in class by sharing their training
- Shared key messages to parents during Gold Book assembly and through our school Newsletter
- Discussed what physical changes they feel are needed to improve the situation outside school and why, e.g. having double yellow lines outside of school and painting single yellow junction lines on road close to school.
- Patrolled the area before school to monitor and deter unsafe parking
- Drafted a letter to our local councillors to suggest changes they feel are necessary

- Met with our local councillor and Worcestershire County Council representatives to share our worries and concerns and suggest change. These changes have been agreed to be completed by the council but the changing the road makings to double yellow lines is a ...

## 2) Hot Dinners

Over the past term, we have been involved in a tendering process to select a new catering company for our school. The headteacher, business manager, a governor, a parent and nine school councillors attended a presentation and tasting morning at Woodfield Middle to support in the selection process of a new company. All were very impressed with the quality and choice of food on offer and we have negotiated a cheaper price per meal of £1.95. The new company will be announced soon and will be starting catering for us in the Autumn Term.

Others issues that were raised during the consultation:

Issue	Response
Reading Books	There will be a wider range of reading books available after the installation of the new library and purchase of a range of new books.
Male staff	We are always looking for a diverse staffing base but the deciding factor as to who is appointed for any post in school will always be about capability not gender, religion or ethnicity.
Shaded Area on the front playground	Any suggestions in relation to larger projects, have been carefully considered in relation to existing facilities, e.g. shaded areas. Available space and a significantly reduced budget limit our options.
Homework	Homework will be reviewed with School Council this $\frac{1}{2}$ term.
Craft Sessions	Our Parent Forum reviewed this at the start of the year, our rationale on how it is organised will be published to parents in the newsletter prior to the next craft session.