

Exceptional Education at the Heart of our Community.

TRANSFORMING LIVES

Every person matters and we value everyone in the Oasis Academies

TRANSFORMING LEARNING

We have a passion for learning and we want everyone to achieve their full, God-given potential

TRANSFORMING COMMUNITIES

We are committed to community development and will help to increase community cohesion locally, nationally and globally

Context

The academy was inspected by Ofsted in July 2016 and judged to be Good.

School Context.

Oasis Academy Parkwood is an academy that converted in December 2012. It is a one and a half form entry in an area of significant socio-economic need.

- 80% of families are in the lowest band of socio economic need.
- The community has been identified one of the top 10% of the most deprived areas in the UK.
- There are few community services.
- 350 pupils on roll at present.
- 12.4% DSEN
- 55% FSM which is nearly double the national.
- 57% Disadvantaged pupils. This is well above national
- 6.2% EAL. This is well below national.
- 18% mobility although in some year groups this rises significantly.
- OAP is an above average sized primary school with a nursery. Number on roll is raising.
- OAP is part of Oasis Community Learning, a multi Academy Trust which sponsors 52 schools nationally.

There is a clear and ambitious vision, grounded in high expectations which permeates throughout all aspects of the Academy's work. All staff are aware of the strategic priorities and their personal contributions to achieve them. " There is a no excuses mentality among staff and anything is possible." (Ofsted 2016)

Assessment on entry consistently shows pupils enter Nursery and Reception **well below the expectation in all areas of learning.**

LEADERSHIP AND MANAGEMENT:

1. Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all.
2. Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.
3. Those responsible for governance understand their role and carry this out effectively. They hold leaders to account for the quality of education or training
4. The provider has a culture of safeguarding that supports effective arrangements
5. Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services

Key Developments

- Staff reflect on and debate the way they teach. Leaders create a climate where staff are trusted to take risks and innovate in ways that are right for pupils.
- Continue to develop leaders within the academy and externally.
- To continue with high quality training that develops staffs vigilance, confidence and competency to challenge pupils' views and encourage debate.
- Leaders secure substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum.

Success Criteria

- Creating an outstanding culture within the academy.
- Develop risk-taking pedagogy, which enables pupils to flourish.
- Maintain effective leadership
- Staff to complete leadership training and to develop their skills internally and externally.

KEY ACTIONS

<u>Action</u>	<u>Lead</u>	<u>Timescale</u>	<u>Resource/Cost/Budget</u>	<u>Monitoring evidence of impact</u>	<u>Completion or further action</u>
(1)To develop leaders at all levels as the academy grows further NPQML JK,AI. AJ NPQEL TN NPQSL to lead whole school initiatives Subject leaders to develop their skills.	TN	Ongoing throughout the year	TBC	Monitoring support at Nusnthope and other academies and schools.	TN is half way through NPQEL. JK, AI and AJ have started NPQML NPQSL are leading whole school initiatives around reading, Early Yaers, data and Inclusion
(4)To ensure all safeguarding systems and procedures are outstanding	TN JM TG	Ongoing		All safeguarding meets statutory requirements Oasis Safeguarding audit TN attendance at safeguarding steering group. Staff training Cpoms.	Oasissafeguarding audit complete. Safeguarding audit February 26 th . TN attended Autumnt safeguarding meeting. All staff have completed Hays training. October 2019
(4) Safeguarding Action Plan completed following OCL/North lincs audit. All staff and AC members to complete the Hays online child protection and Channel online training. DSL to deliver regular safeguarding updates Website review SCR monitoring Policy updates New staff/volunteers/placement safeguarding induction and training	Safeguarding Lead Inclusion Leader Business manager	Autumn 1 Spring term Half termly Half termly		Safeguarding meets statutory requirements Pupil voice – pupils can articulate who and what make them feel safe and how they can keep themselves safe	See above Oasis New safeguarding policy on website. SCR monitored and audited all up to date. Oct 19 and December 19 New staff induction done and apprentices. Volunteers application forms done and references received.

Internal monitoring of safeguarding practise – random file check and CP monitoring audit. Daily safeguarding meetings with the Principal		Autumn 1			
(1)To run the NQT and RQT programmes across Sheffield and the North East and to develop coaching and mentoring.	TN JM AJ JK	Completion July 2020	To work with Innovations teaching school. JM to lead on the NQT and RQT programmes. Time for AJ/JK to coach	Attendance at the NQT/RQT conference in August.. NQTs passing their first year. RQT teaching good or better with an understanding of middle leadership.	NQT programme running as from September, supporting the Sheffield NQTS too.
(3 and 1) Leaders use incisive performance management that leads to professional development that encourages, challenges and supports teachers improvement.	ALT	Ongoing		Target setting for teachers for ongoing CPD opportunities. Termly meeting. Close monitoring and mentoring of NQT's Teaching is outstanding	Teachers have all had end of year reviews and new year PM. CPD around subject leadership occurring.
(2)To set up working groups with other Oasis Academies through participation in RIN and with further work with Henderson and Nunthorpe. Assitant Principal group. Deputy Principal group.	TN, HB, JM, SB, WF, JW, AJ, TG, SN RIN meetings	Ongoing Each half term	Cover costs for teacher	Shared good practise Increased consistency in policies and approaches across North East and Sheffield. Research led projects.	RINS set up and working. January Assitant Principal group to work from January.
(1 and 2) For the Lead Principal to support other academies and to support within the LA under their Peer leader scheme.	TN	Ongoing		Academies judged RI to be judged good.	Lead Principal supporting Regionl Director, OAN and other academies on specific issues. Supporting one local school under Peer leadership.
(2)For Teaching Assitamts to get specific training	SLEs	Ongoing	RWI training. Nick Danby £750 Subject leaders training	Shared good practise Attainment by pupils	Early Years, Maths, Reading, writing, curriculum, Nick Danby and RWI training in the atumn term.
(3) To migrate into the new community Hub practice for Academy Councils.	TN			Academy Councuillors become community hub leaders.	Estelle Foster to attend AC meeting in Feb 2020
(5)To engage with employers and local services. Future Initiatives	SN/TN	On going		Aspirational week. Professional involvement within the academy.	SN attended meeting for futre initiatives.

QUALITY OF EDUCATION

INTENT

1. leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
2. the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

IMPLEMENTATION

3. teachers have good knowledge of the subject(s) and courses they teach.
4. over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
5. teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.
6. a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

Impact

7. learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
8. learners are ready for the next stage of education, employment or training.

Key developments to Outstanding

- Maximising achievement and progress
- Providing adequate time for practice to embed the pupils' knowledge, understanding and skills securely constantly demanding more of children
- Teachers set homework that involves the nine habits and whole family practice..

Key developments to outstanding

- For EYFS to remain above national average
- For year 1 to remain above national average in phonics
- For Key stage 1 to remain above national average at age related and reach national average for greater depth

For Key stage 2 to continue to move towards national average at age related and reach national average for greater depth

Success criteria

- To work towards outstanding
- Secure consistency throughout key stages in outstanding teaching – having a long term impact on KS2 Sats
- Homework is having a consistent impact on pupils learning and values.
- A new curriculum is embedded and whole school themes and skills run throughout the year.
- All areas to be at or above national average.

KEY ACTIONS

<u>Action</u>	<u>Lead</u>	<u>Timescale</u>	<u>Resource/Cost/Budget</u>	<u>Monitoring evidence of impact</u>	<u>Completion or further action</u>
(1)That teaching (including staff joining the team from September 2019) continues is consistently good or better	TN, JM, HB, WF, JW	Ongoing		Teaching observations will be graded good or better Oasis Reviews	Good with all Main Scale teachers.
(1)To improve outcomes for disadvantaged pupils by using the EEF self evaluation toolkit and Poverty proof audit.	TN	Ongoing	TBC	The gap between non and disadvantaged to be smaller than the national average gap. Progress rates for disadvantages are the same or better than all. Poverty Proof audit	Using some of the Poverty proofing strategies. EG Christmas dinner. Books at Christmas, Christmas jumpers.

				Teaching observations and learning walks.	
(2 and 4)To continue to develop the new curriculum moving on to the second year of the cycle. To devise skills/knowledge booklets for each year group and to look at enrichment and community needs.	TN JM BG JK JW	Ongoing	£2000	Learning walks, book looks, Parent/pupil voice.	Knowledge organisers for the first term completed. Second year of curriculum plans working. Pupil voice, parental voice.
Parents are provided with clear and timely information on how well their child is progressing. Through newsletters and reports and parents evenings.	TN	Half termly		Parents evening Aut 1 Reports Aut 2 Parents evening Spring 1 Reports Spring 2 Reports summer 1	Newsletters weekly, year group newsletters, parents evening and small reports out at the end of the autumn term.
(1,2 and 4) Staff to have secure subject knowledge and model high expectations at all times.	ALT	Ongoing		Learning walks where expectations are modelled Lesson observations PPM for interventions and phonics PM for support staff. Training by Nick Danby.	See review and monitoring.
(3 and 6) (L&M 1 and 2)Peer to peer support – opportunities to learn from each other – sharpen practice. Visit other year groups – team teach/peer observe and reflect informally.	TN	Half termly		Evidence of Peer observation and reflection built into Staff meetings which will become professional development meetings.	NQT required to do this during Spring Term.
(3 and 6) (L&M 1 and 2) Subject leaders to gains skills and understanding. Subject RINS	All	Ongoing	Cover costs and training costs	Increased confidence within own subject	CPD given for Art/ music/ subject RINS.
(5)Mandatory testing in 2019/20 for all Year 4's upto X12. Audit what classes are doing daily – put year group strategies in place to capture speed and recall by end of year 4	WF	June2020	Rockstar Maths	Year 4 passing the times tables test in Sumemr 2020	Maths lead to introduce a competitive element in spring 2020. 2 clubs to start Spring 2020.
(3)To introduce Maths Mastery into Year 4 and continue to embed Maths meetings across Key stage 2	WF	September 2019			Started and developing.
(3) (L&M 1&2)For teaching to be good or better in teaching of Maths mastery in FS and Key stage 1 and Year 3	WF	Ongoing			Good or better in all classes with a little inconsistency with supply teacher and NQT.

(7)To achieve 80% GLD	HB	June 2020		Pupil progress meetings Lesson observations Drop ins Moderation Provision mapping	2 pupils have just left who were 3 in all prime areas. Target at the moment 77% but staff are aware and targeting specific pupils.
(7)To increase the percentage of children achieving exceeding at the end of reception (particularly in the prime areas)	HB BG	June 2020		Pupil progress meetings Lesson observations Drop ins Moderation Provision mapping	Even with 2 pupils having left Christmas 19 there will still be an increase as specific pupils being targeted.
(7)Increase proportion of combined at Key Stage 2 from 58% to 70% Reading 68% to 74%, maths 74% to 81%	TN ,JM, JW,WF and AI	May 2020		Pupil progress meetings Lesson observations Drop ins Moderation Provision mapping	On track to reach after mocks in December 19.
(7 and 1)Increase proportion at GD KS1 Writing from 11% to 14% Maths from 18% to 22% Key stage 2 Combined form 3% to 19% Reading 18% to 28% Maths 11% to 21%	Subject leads Class teachers ALT	June 2020		Oasis reviews Headstart assessments Mocks data Pupil progress meetings Lesson observations Drop ins Moderation	On track in all areas.
(7)Accelerate progress of disadvantaged pupils so they are at national. KS1 maths and KS2 maths KS2 combined. Other areas to maintain being at national average.	Subject leads Class teachers ALT	June 2020		PP action plan Venn diagramme data Year group action plans Booster classes Pixl teaching 121 teaching Oasis reviews Headstart assessments Mocks data Pupil progress meetings Lesson observations Drop ins Moderation	Pupil Progress meetings have taken place in January 2020. Dec 2018 combined was 0% Maths 2018 5% 2019 29% Reading greater depth 14% now 21%
(7)To gain more girls at greater depth for reading, writing and maths.	Year 6 teachers and ALT	June2020		Venn diagramme data Booster classes Pixl teaching 121 teaching Oasis reviews Mocks data Pupil progress meetings Lesson observations Drop ins	Year 6 girls 0%-28% combined (18-19) Maths 0%- 28%

(7)For the end of Key stage 2 results to reach national average or exceeds it in all areas.	Subject leads Class teachers ALT	June 2020		Moderation Oasis reviews Headstart assessments Mocks data Pupil progress meetings Lesson observations Drop ins Moderation Provision mapping	Still focusing on this
(7)For phonics screening outcomes to remain above national at 90%	Subject leads Class teachers ALT	June 2020		Half term assessment Provision mapping Tracking of pupils Pupil progress meetings for RWI Ten minute tutoring	Still a target but predictions lowered due to cohort. 78%

Behaviour and Attitudes

1. The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly.
2. Learners' attitudes to their education or training are positive.
3. Learners have high attendance and are punctual.
4. Relationships among learners and staff reflect a positive and respectful culture.

Key developments to Outstanding

- Pupils are confident self-assured learners. Their excellent attitudes to learning have a strong positive impact on their learning.
- Pupils value their education and rarely miss a day at school.
- The school's open culture actively promotes all aspects of pupils' welfare.

Success criteria

- Inclusion remains a strong feature of the school
- Attendance hits 97% for all year groups.

KEY ACTIONS

<u>Action</u>	<u>Lead</u>	<u>Timescale</u>	<u>Resource/Cost/Budget</u>	<u>Monitoring evidence of impact</u>	<u>Completion or further action</u>
(1)To revisit the rewards/behaviour ladders	TN	October 2019		Children achieving the awards and sustained exemplary behaviour	Locality behaviour plan in place.
(1,2,3 and 4)For the Rainbow room to deliver its programme of therapy/counselling through Children services referrals, emotional and mental health needs and challenging behaviour needs.	SB TG	To begin September 2019		Provision mapping Additional programmes set up.	Ongoing
(3)Any pupil that ends the 2018/19 year in PA, will not have absences authorised (without medical evidence) from the start of the 2019/20 academic year.	Office manager/learning mentor	Ongoing		Reduced PA when compared to the same period each half term - KPI	Ongoing. Report as of December 19 shows attendance up from last year.

Attendance panel meetings will be held for this group of pupils immediately following any absence.					
(3)To raise the profile of the affects upon attainment and social skills when families take a term time holiday. Focus for parents evenings, attendance newsletters (half termly) and parent workshops/assemblies/coffee mornings.	Office manager/learning mentor	Half termly		Reduction in the number of term time holidays taken –evidenced in the KPI. Pupil voice	8 penelaty notices in as of December 19
(3)Raise the profile of attendance. Weekly attendance meetings between attendance officer and Learning mentor. SOL input Daily home visits Pupil pick up service – daily CME referrals made in a swift and timely manner. Fixed penalty fines processed in a swift and timely manner. Attendance focus weeks Term dates/Inset days published in advance.	Attendance Officer	Ongoing		97% attendance target achieved.	ongoing

OUTCOMES FOR PERSONAL DEVELOPMENT

1. It provides for learners’ broader development, enabling them to develop and discover their interests and talents
2. the curriculum and the provider’s wider work to support learners to develop their character
3. the provider prepares learners for life in modern Britain by: – equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of fundamental British values – developing their understanding and appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Key developments to outstanding.

- The curriculum broadens the learners development and develops talents.
- For staff and pupils to develop emotional well being strategies
- Pupils can explain how to keep themselves healthy, they make informed choices about healthy eating, fitness and their emotional and mental well-being

Success criteria

- We hold a talent show and take part in the music festivals.
- Staff and pupils feel supported within the community.
- Achieve the platinum active mark

KEY ACTIONS

<u>Action</u>	<u>Lead</u>	<u>Timescale</u>	<u>Resource/Cost/Budget</u>	<u>Monitoring evidence of impact</u>	<u>Completion or further action</u>
(1)For the emotional and mental health champions to work on mental health and well being of staff.	SB/SN	July 2020	Training costs	Training undertaken and roles developed. JM/TN and SN on Stress busting day in November.	Emotional board set up , being more aware of workload and peoples stresses. Numbers available for support.

				Look at training external mental health training for all staff.	
To work closely with local schools and the LA looking at strengthening transition.	Year 6 and ALT	July 2020		Continue to Identify vulnerable pupils who require further transition from one phase to another.	Work set up with LA link advisor and also Grammar school.
(3)To introduce the new SRE curriculum	CW JK	July 2020		To introduce the new PSHCE curriculum. To further work with Henderson to celebrate cultural work.	Ongoing. Principal is on the Oais Strategic working group to introduce national policy.
(1)To progress from Gold Active Mark to Platinum Active mark by embedding more community events within the enriched curriculum. To continue with additional swimming lessons after school to take place for all year 6 that cannot swim.	CL	To begin September 2019	Sports premium funding.	Parental voice and participation numbers.	By July 2020 all children will have ad chance to take part in extra sport.

Hub development

Key developments

- to be a seedling!

Success criteria

- Community farm set up.
- Children fed and active during the holidays
- Immersive learning project set up.

KEY ACTIONS

<u>Action</u>	<u>Lead</u>	<u>Timescale</u>	<u>Resource/Cost/Budget</u>	<u>Monitoring evidence of impact</u>	<u>Completion or further action</u>
To work with the famer to bring more experinces of farming to our pupils	TN, SN	On going		Pupils self-esteem raised Pupils behaviour improved Pupils attendance has improved	Pupils have visited the farm. Goast now available on the farm. Children ;looking at soils preparation not just animal husbandry
To work with community charities to provide provisions for our community. EG foodbank, Parkwood Pantry, Holiday Hunger.	SN/TG	Ongoing		Parent/pupil voice.	Involved with north lincs holiday hunger campaign and Parkwood pantry set up.
To work with the Community ARK and work in partnership with them and developing holiday provision within the academy	SN/TG/AJ/TN	Ongoing		Pupil/parent voice. Minutes from meetings	Part of the academy hub

To develop the old children centre space looking at immersive learning and community projects.	TN	Ongoing		Children centre being used for 80% of the time during the whole year.	Parkwood pantry set up within old space.
To develop a variety of parent sessions looking at parenting, behaviour management and learning English.	TG	Ongoing		Parent voice/	Parenting reading programme carried out over 4 weeks in autumn term.
To build links with the local church and their community work around feeding vulnerable families during the holidays.	TN	Ongoing		Vulnerable pupils with new uniform and pupil voice and Children services minutes around care for the families.	Holiday Hunger
To carry out Hub audit termly to assess needs.	TN/SN/TG	Ongoing			Ongoing.