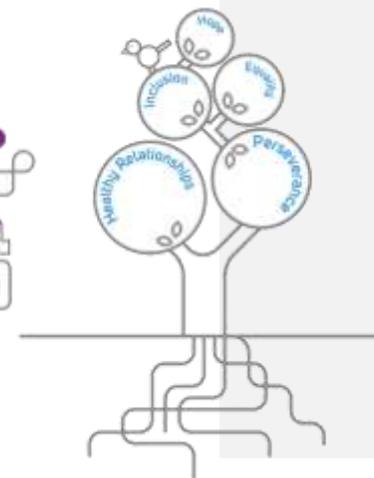
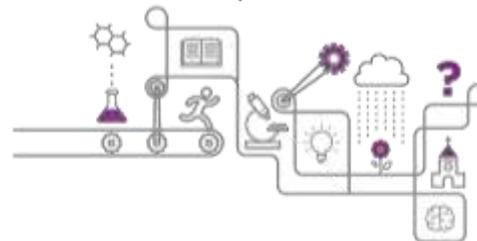
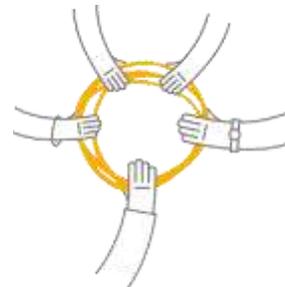
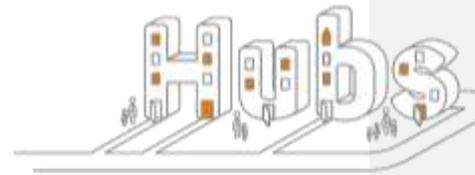




Local One Plan



Statement from John Murphy, CEO and Keith Dennis, Chair of Board

In Oasis Community Learning we are committed to ensuring that we provide Exceptional Education at the heart of the Community. This year we have launched The One Plan. Our One Plan aims to unite all areas of our organisation to achieve our mission by providing a clear sense of direction for the next five years. It answers both the current and future priorities of the Oasis self-evaluation. Through the One Plan we want to unite the organisation together at a national and local level with the education and service teams working together in the pursuit of the same objectives as one team.

As CEO, with my team, we have prioritised the following areas that need to be front and centre of our strategy to ensure that we begin to develop the fundamental and holistic offer and entitlement in every one of our academies:

1. Academy alignment to the Oasis Entitlement
2. Recruitment and deployment of a new NLP team
3. Development of Oasis primary and secondary curricula
4. United pedagogical approach across the organisation
5. Oasis Horizons project implemented across the organization
6. High quality mental health support in all academies and teams
7. A complete L&D and EDI offer across the organisation
8. National recruitment strategy for the whole organisation and the implementation of the ATS system
9. Revision of People reward strategy (Probation/PRP/Pay)
10. Hub Councils set up and fully functioning
11. Digital transformation
12. Develop a workforce plan to align the current and future workforce skills with the One Plan vision and goals.

Through each Local One Plan we are excited to ensure the development of the character and competence of all our students in our Trust and bring about the needed transformation in each and every of our communities.



Our Message

ALL ABOUT OASIS ACADEMY LONG CROSS

Who we are

We are a unique and fully inclusive primary academy for 2 to 11 year olds with a specialist resource base for children with severe learning difficulties, complex needs and life limiting conditions. We serve the community of Lawrence Weston in North Bristol, which is an established community who will ask for support if trusted relationships have been established. The community is an area of high socio-economic deprivation and the vast majority of children live in postcodes that fall in the 0 – 10% most deprived areas in the country according to the most recent deprivation indices. The percentage of children currently eligible for Pupil Premium is 60% although this is likely to continue to rise due to the COVID-19 pandemic. Building relationships in the community is key to our success and we strive to develop authentic and genuine connections with children and families. As a result, their needs and the academy context are at the heart of every decision we make.

What we do

Our fully inclusive offer is achieved through a bespoke curriculum that has been carefully designed to meet the needs of all pupils, including a personalised curriculum for pupils in our specialist resource base and 2 year old provision. Our wider provision is planned in response to the high levels of need and hard to place pupils we welcome, for example, Stepping Stones, a pupil and family support lead, our excellent multi-agency working and relationships with the North Bristol Oasis Hub. As a result, our children find learning exciting, irresistible and challenging regardless of the challenges they face. Staff are empowered through distributed leadership to fulfil their passion that every child at Long Cross will succeed and achieve to the very best of their ability no matter what it takes. Positive relationships with the academy community and unwavering high expectations for all are the foundations of our success.

Signed by Principal, RD, PDBP, Finance Lead, P&E Lead, IT Lead, Hub Leader



Summary of academy outcomes and trends

Published data includes pupils from our specialist resource base who have severe and complex learning difficulties including autism. Therefore, the Academy uses SHADOW data, which is different from that found on the IDSR, and this excludes pupils from the resource base but includes pupils with SEND in main stream. This is a fairer comparison with the national picture.

2019 Outcomes			All	PP	Other	Boys	Girls
GLD			71%	70%	71%	70%	71%
Phonics			76%	69%	83%	69%	83%
KS1	Reading	EXS+	78	82	74	66	93
		GD	25				
	Writing	EXS+	77	79	74	70	85
		GD	23				
	Maths	EXS+	80	79	81	76	85
		GD	18				

*GD not broken down into groups as statistically unviable

Due to the complexities of the 2019 KS2 cohort, a shadow set of data has been produced and is shown in **(purple brackets)**. This data includes any child who scored a scaled score of 99 (109 for GD) as these are deemed to be 'secondary ready' and excludes two SEND pupils who were school refusers and did not access educational provision for all of Y6 and some of previous year groups.

*cohort number also excludes a pupil who will be disappplied in the autumn data validation process.

2019 Outcomes			All	PP	Other	Boys	Girls
KS2	Combined	EXS+	55 (67)	65	71	64	70
		GD	4 (6)				
	Reading	EXS+	57 (67)	65	71	64	70
		GD	11 (11)				
	Writing	EXS+	87 (89)	90	86	86	91

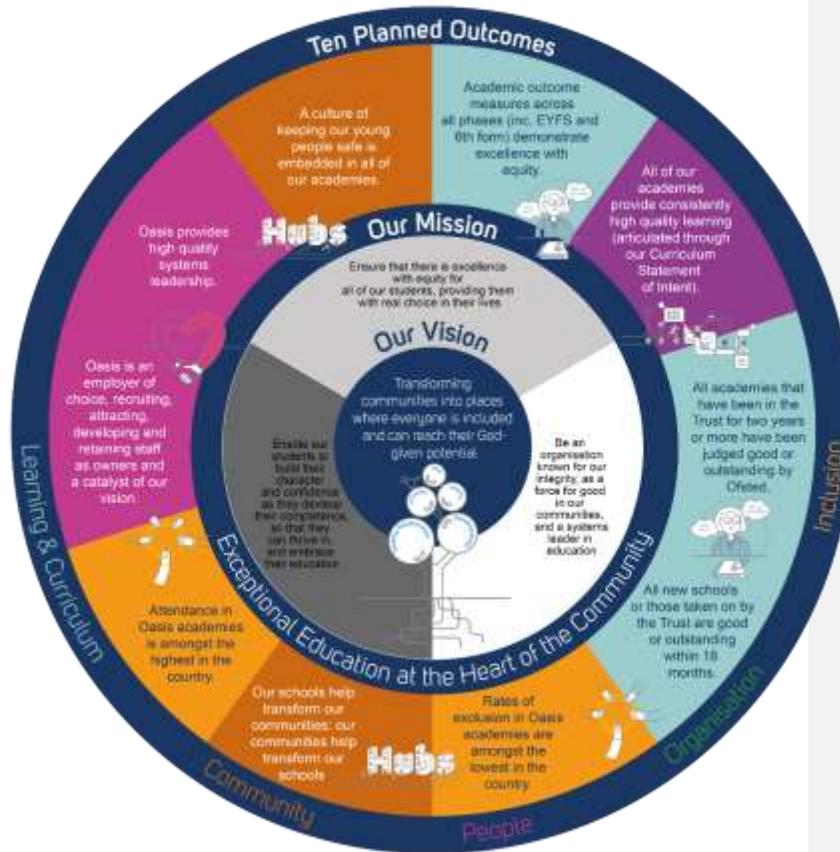


	GD	32 (33)				
Maths	EXS+	77 (82)	81	86	82	83
	GD	9 (17)				

*GD not broken down into groups as statistically unviable

For a 3 year trend and more detailed breakdown, please read [OALC Outcomes 18-19](#)

Local One Plan Academy Focus Areas





One Plan academy focus area	Academy position start of 20/21	Intended end of year point	Academy leader
Academic outcomes	<p>Strengths</p> <ul style="list-style-type: none"> • GLD outcomes • Phonics outcomes • KS2 writing • Attainment of disadvantaged pupils is mostly in line with non-disadvantaged. • In 2019 the attainment of disadvantaged pupils in 2019 was within 5% of, or exceeds, other pupils in reception, KS1 and KS2. In EYFS, KS1 and 2 the percentage of disadvantaged pupils attaining in reading exceeded the 2018 national figures for disadvantaged <p>Focus (based on 2019 published data)</p> <ul style="list-style-type: none"> • End of KS2 reading outcomes - disadvantage • Greater depth at KS2 	<ul style="list-style-type: none"> • End of Key Stage outcomes at least in line with National • Outcomes are in line with academy targets set at the end of the Autumn Term following the first assessment data capture. 	FBB
Curriculum design	<ul style="list-style-type: none"> • OALC curriculum reviewed and remapped to reflect the Academy and the community • We have developed our curriculum to reflect and meet the needs of our community and children with the Oasis Education Charter underpinning its structure. At Long Cross we have developed our curriculum with the aim to break the long standing cycle of deprivation faced by our community which focuses on all children developing personally and academically so that they have the competence and character to make choices in their life. At the heart of our academy curriculum are four core elements: <ol style="list-style-type: none"> 1. Communication, language & vocabulary 2. Books and reading 3. Experienced-based learning 4. Knowledge and retaining knowledge 	<ul style="list-style-type: none"> • Curriculum delivered in full • Impact reviewed • Continued innovation of Long Cross Curriculum to secure highest impact and shared ownership • Effective assessment of the wider curriculum developed 	KS/CP



	<ul style="list-style-type: none"> • Our curriculum has a discreet subject focus, however genuine links between subjects and across the curriculum have been maintained wherever possible • All subjects have full curriculum documentation • Term 1 and 2 was delivered and reviewed last academic year • Positive feedback from MST, staff, parents and children 		
Judged good or better (after being in Oasis for two years or more)	<ul style="list-style-type: none"> • Currently judged as 'good' by Ofsted in 2016 • Now in the window for next inspection with the added challenge of a large group of very early career teachers – 1 x Teach First, 2 x NQTs and 3 x RQTs who did not receive their whole NQT year 	<ul style="list-style-type: none"> • Re inspection maintains at least a 'good' judgement under the new framework 	KS
Inclusion – exclusion rates are very low or nil	<ul style="list-style-type: none"> • We are a fully inclusive Academy and will welcome any child and family who need a school place regardless of the challenges this brings • Exclusions data for 2019-20 demonstrates 0 FTEs • Our current FTE rate is totally reflective of the quality of provision we have in place rather than a reduction in need. The development of our Stepping Stones provision has played a key role in getting provision right for our most challenging children. One huge concern is that this provision is at risk moving forward due to the budget. If this provision is lost from Long Cross in the next year or so we will see a dramatic change in our FTE data and our ability to be truly inclusive • Recently 2 children taken from Fair Access Panel who have a very high level of need and have been out of school for a long period of time. 	<ul style="list-style-type: none"> • Maintain low or nil FTEs • Integration of children from FAP is successful 	JL
Our schools help transform communities	<ul style="list-style-type: none"> • Well established youth and community team providing high level of support and services for the community including mentoring, youth work, edge of care/custody mentoring, social enterprise through a Hub shop, family support, holiday provision at the Academy etc.. 	<ul style="list-style-type: none"> • Thread community support and development through the curriculum • Establish the role of Community Engagement worker within the Academy • Re-establish the Hub Council 	KS/AB



	<ul style="list-style-type: none"> Active Academy parent groups that are supported by Academy staff and the community team The Academy has developed excellent working relationships with the onsite health visitors and Children's Centre family support team enabling us to intervene early with support where required and ensure children don't get missed 		
Attendance is in line with or above national	<p>February 2020 attendance data</p> <ul style="list-style-type: none"> 96.3% whole academy 95.6% disadvantaged PA only 7% Comprehensive strategy and relentless drive on attendance having impact Prior to COVID-19 attendance was continuing to improve. Since return in September all absence is related to illness and unauthorised holiday rather than refusal to attend school due to concerns regarding COVID 	<ul style="list-style-type: none"> Attendance is in line with or above national Disadvantaged pupils attendance is in line with their non-disadvantaged peers Persistent absence remains low for all pupils 	JL
Staffing – retention, vacancies, wellbeing	<ul style="list-style-type: none"> Staff absence low Wellbeing CPD well established Positive feedback to ASLT from staff especially during school closure Staff retention high Only current vacancy and for a Site Assistant and we will need to advertise for a maternity cover teacher to start in January. This post will be based in Nursery 	<ul style="list-style-type: none"> Maintain low staff absence Develop an explicit wellbeing pledge for all staff at the Academy Fully staffed at the end of the academic year Strong appointments made for Septe Review case studies mber 2021 following a successful recruitment process if required 	KS/BRW
Leadership development	<ul style="list-style-type: none"> Successful completion of NPQSL and NPQML by multiple members of staff All teaching staff apart from NQT's have a leadership responsibility in the academy A robust and bespoke in-house leadership programme is offered at the academy as part of ongoing CPD 	<ul style="list-style-type: none"> Further development of consistently effective curriculum leaders for every subject Curriculum leaders can talk confidently about the curriculum area they lead Succession planning in place where leaders are ready to explore their next step 	KS/BRW/FB



	<ul style="list-style-type: none"> LSA are encouraged to take on leadership responsibilities as appropriate through their performance management e.g. leadership of an intervention 		
Safeguarding	<ul style="list-style-type: none"> Established and effective DSL team High level of need across the Academy 13 pupils on CP 7 pupils on CIN 6 pupils LAC Effective systems in place throughout lockdown meaning support for all vulnerable pupils was provided School representation at all safeguarding meetings including in holidays 	<ul style="list-style-type: none"> ACEs for all children in the Academy will be identified and recorded accurately on CPOMs Capture impact of high level of support provided by the Academy Successfully address the new requirements in KCSIE 2020 particularly around mental health We will ensure further development online safety with the launch of Horizons project Review case studies 	KS/AG
NEET is exceptional 100% of school leaver destinations will be ambitious, meaningful and prosperous by 2025			



How will each function contribute specialist expertise to fulfil the Oasis One Plan goals?						
Finance	IT	PD	Comms	P&E	National Education Team	Community
<p>To introduce electronic PO's</p> <p>To introduce Amazon business to improve the ordering process</p> <p>To incorporate Tucasi onto Brom Com</p>	<p>Project Horizons</p> <p>Moving shared areas to SharePoint to enable access to online learning through SharePoint and OneDrive for all staff and students</p> <p>Review Device Refresh plans to inform future IT replacement planning</p>	<p>Workforce Planning - (inc flexible working, recruitment, revised contracts of employment, new probation processes, revised policies, job families/job descriptions)</p> <p>Learning & Development - (induction programs, apprenticeships, training priorities, online training in people management for LM)</p> <p>Wellbeing & Workload – staff sickness & RTWs, staff workload, MH first aid, “Wellbeing” champion)</p>	<p>Explore opportunities to celebrate the Academy Community.</p> <p>Support Hub with comms for changemakers in the community.</p>	<p>Support with the development of Hub House at Long Cross.</p> <p>FL & JCS to support with application process for site staff. Is it accessible for all members of the community?</p> <p>Review cleaning contract. Is it value for money? What alternatives are there?</p>	<p>Covid safety</p> <p>Catch up after lockdown</p> <p>Blended curriculum plans for education if bubbles are sent home or a localised lockdown</p> <p>Developing the primary Oasis curriculum</p> <p>Appointing additional NLPs to extend the primary and secondary curriculum</p> <p>The Horizon's project of one to one devices</p> <p>The Oasis pedagogy offer of</p>	<p>Appointment of a Youth & Community worker supporting 2 days per week</p> <p>Changemakers programme in place for students, staff and parents</p> <p>Develop Hub House in the caretaker's house at Long Cross.</p> <p>Hub Council is re-established with good representation and support from the academy.</p>

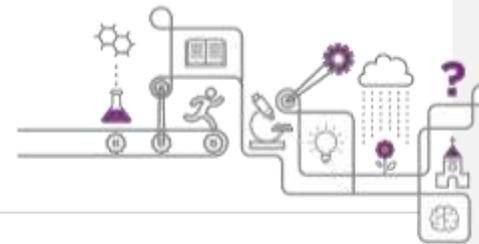
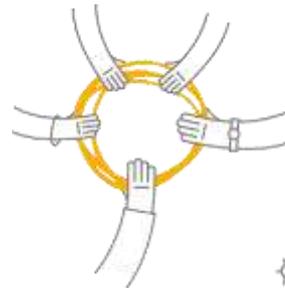
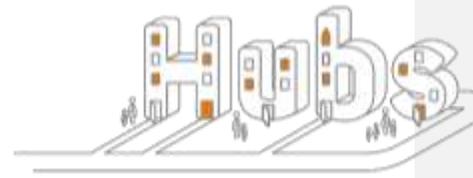


		<p>Recognition & Reward – pay/benefits</p> <p>•Employee Relations – Local JNCC & H&S committee, 360 feedback (open door policy), survey plans, casework.</p> <p>Specifically:</p> <p>Support to address staff performance issues identified by Principal</p> <p>Supporting the HR Officer to provide an excellent local HR service - will support the timely management of issues/promotion of wellbeing/effective recruitment</p> <p>Support in training leaders to</p>			weekly coaching for every teacher	
--	--	--	--	--	-----------------------------------	--



		<p>manage difficult conversations – on line and in person practice space</p> <p>Kickstart programme – support Academy to maximise the benefits of this Govt funded scheme.</p>				
--	--	--	--	--	--	--

The Oasis Fundamental Offer



LAP and The One Plan

Planning the fundamental offer into your year

	Every child becoming a fluent reader	Every child to have access to online learning	Access to high quality mental health support	The opportunity to become a student leader or mentor	The opportunity to be part of a school production	The opportunity to be part of an academy team	The opportunity to play a musical instrument	The opportunity to play an active part in the Hub or community	The opportunity to attend a residential trip	The opportunity to visit an art gallery, museum and a theatre	The opportunity to visit universities and places of work
Current position	2019 outcomes: Phonics: 76% KS1: 78% KS2: 57%	Dependent on individual home access ranging from chn having their own devices to no online access. In school access currently relies upon 2 sets of laptops covering the whole academy.	Clear action in in relation to well being returning to school Pixel Programme being rolled out, well established Jigsaw programme continuing.	House captains and vice captains for 4 houses Every Y6 pupil has a school wide responsibility that they apply for School council – representation from each class	All children take part in a class production s/assemblies to parents and their peers twice per year. Additional production is planned into the Year 6 curriculum. Preludes concerts and in school performances for all children in YR – Y4	Y5 children regularly compete against local schools in football tournaments, the Bristol Sport Festival (Y6) and the Oasis Y6 Sports Day. All children take part in an annual, internal sports team, representing their House.	Preludes YR-4 Comprehensive curriculum with opportunity to learn to play from all families of instruments. Regular performance opportunities.	Children take part in community events and have involvement with community initiatives at key points in the year through links with Ambition Lawrence Weston	Year 6 undertake an annual overnight trip to London (5 years running). This is usually in March and supports in providing a provocation for amazing writing as well as providing a high quality experience	Visits to galleries and museums mapped in curriculum across the Academy Work with the RWA (Royal West of England Academy) take place with different year groups each year	Comprehensive careers curriculum in place. Annual World of Work Day (2018 & 2019)
Stated intent position by the end of the year	In statutory assessments, pupils achieve at least in line with national. Accelerated Reader is used in Y2-6, allowing children to read confidently and fluently.	Oasis Horizons initiative is fully embedded and each child and member of staff has access to their own iPad. The curriculum is being adapted to make use of this provision.	Well being champions appointed-clear roles and responsibilities across the school	Agents for change groups established by the end of the year for: * Academy * Community * Diversity * Environment * Digital Representation from across the Academy	We will continue with this as planned – COVID dependant. These may become virtual performances	Children have had opportunity to represent class, House or whole Academy team against internal and external opponents	Preludes lessons are re-established and year groups are able to perform either in person or virtually	Community projects will thread through our curriculum and become part of our curriculum entitlement for every child Student change maker programme is in place	All Y6 children to be given opportunity to attend a residential trip (Covid depending – London or trip more locally based)	Plans reviewed to ensure full coverage across year groups. Partnership with RWA is re-established	Embed careers curriculum. Create 'second cycle' of activities for careers termly mornings.
Owner	JL	CP / AGS	BRW	KS	KS/FBB	CP	JT/FBB	KS/AB	CP / Y6 Team	KS/CP	FBB/JL



Cost	Accelerated Reader: £3780.22									This year's cost was £7426 less (parental contributions)		
How will each function support this process?												
Reviewed by	JL	CP / AGS	BRW	KS	KS/FBB	CP	FB	KS/AB	CP / Y6 Team	KS/CP	FBB/JL	

	Every child becoming a fluent reader	Every child to have access to online learning	Access to high quality mental health support	The opportunity to become a student leader or mentor	The opportunity to be part of a school production	The opportunity to be part of an academy team	The opportunity to play a musical instrument	The opportunity to play an active part in the Hub or community	The opportunity to attend a residential trip	The opportunity to visit an art gallery, museum and a theatre	The opportunity to visit universities and places of work
Sept	Initial roll out with Y3, including Star Reading assessment and identifying appropriate book levels.	Series of staff training through CPD Y6 pupils to be taught to access Teams and how to use All children and families to have access to	Staff INSET PiXL Wellbeing Package	Establish Y5 Agents for Change – community with the Youth and Community team. Link this to environment		Set up communication with Sam Clifton, PE Lead at Oasis who is aiming to co-ordinate inter-academy competition.	Preludes lessons begin YR-4. Choir, strings and brass club.	Y4 to work with SF on a community environment project – bulb planting	Provisional booking of trip.		



		MyON and TTRS									
Oct		Information to all parents re access to online learning	Staff monitoring children's well being through Jigsaw-responding to any changes	Appoint Agents for Change – Diversity from across the Academy Link with Black History month	Y6 Class Assembly			SF to recruit and complete playground project with parents – pencils and friendship garden	Parent opinions gathered in light of Covid-19		
Nov	The library is prepared for whole school roll out of AR.		Well being champions launched	Class campaigning and voting for Agents for Change - Academy						Review opportunities for visits across this academic year	World of Work Day
Dec	CPD delivered in preparation for wider AR launch.	Review of online learning offer and ability to access			All year groups Nativity Carol Concert		Carol concert: choir, strings and brass club.	Year group identified to link with Blaise Weston Court Shop Christmas Takeover	Parents Information Session		Career Morning
Jan	AR is launched across the academy from Y2-6.	Oasis Horizon Project scheduled to begin		Agents for change newsletter and Twitter take over						Make contact with RWA to re-establish work together if possible	



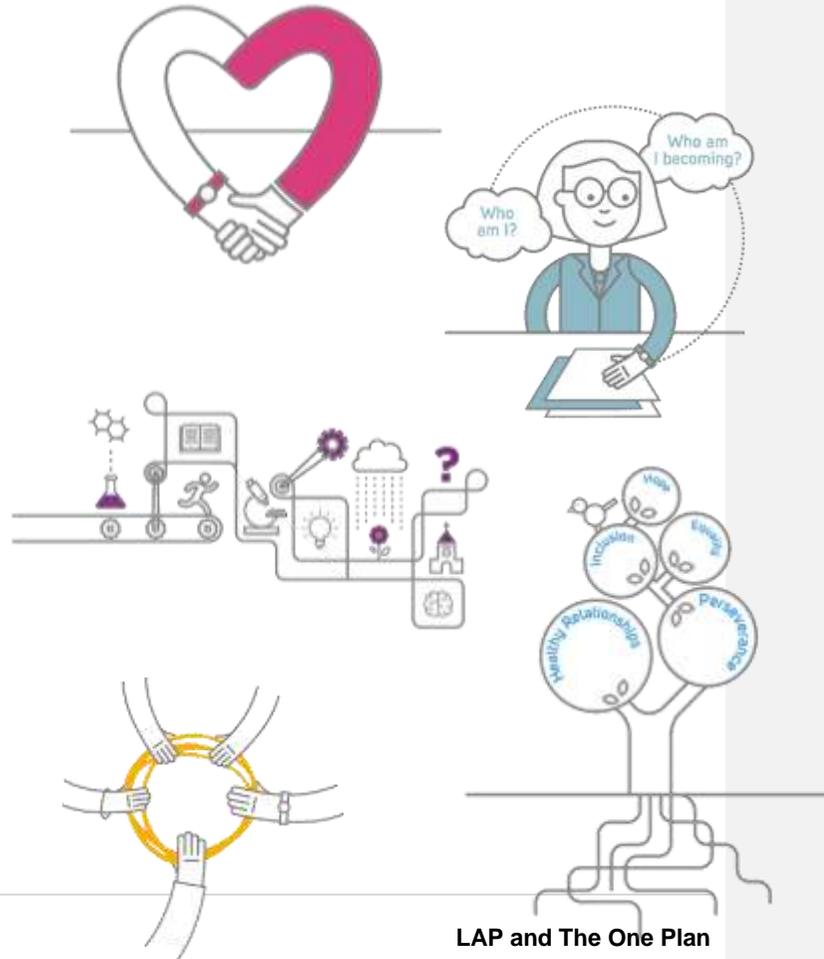
Feb	Review initial impact of AR in Y2, 4, 5, 6 and make amendment are necessary.			Recruitment of new Y4 Agents for change - Digital	KS2 class assemblies – live or digital		Concert St Mary Redcliffe				
March					KS2 class assemblies – live or digital				Trip takes place	Incorporate into Y6 residential visit	Career Morning
April				Review of action plans and changes made	KS1 class assemblies – live or digital	Bristol Sport Foundation Festival of Sport	Spring concert YR/1			Review of Art curriculum to build in more opportunities	
May	Review impact and make any amendments.				KS1 class assemblies – live or digital				Review of residential trip and its impact		
June					Rec class assemblies – live or digital			Community summer event – COVID dependent		Review of quality of visits and opportunities	



July	Review impact of AR in preparation for 2021-22.	Review impact of enhanced provision.		End of year celebration of the changes that have been achieved	Y6 end of year production	Y6 Oasis Sports Day	Summer concert Y2-4				Career Morning
------	---	--------------------------------------	--	--	---------------------------	---------------------	---------------------	--	--	--	----------------



Academy Level Detail





Leadership and Management	Quality of education	Personal Development	Behaviour and Attitudes	Hub and Community	Oasis Offer Focus Areas from One Plan	EYFS	Resource Base
Develop consistently effective curriculum subject leaders in all subjects	Ensure the percentage of children achieving the expected standard in R, W, M is at least in line with national	Further develop the Academy approach to become a Trauma Informed School	Ensure attendance of all pupils is in line or above national	Support the reestablishment of the Hub Council	Implementation of Oasis Horizons Project	Ensure consistency in curriculum across the EYFS (2 – 5 years)	Embed our positive Behaviour for Learning Policy that meets the needs of pupils in the Resource Base
Further develop our culture of staff well-being after the period of closure	Ensure that all disadvantaged pupils attain in line with their non-disadvantaged peers	Further challenge discrimination through the curriculum	Ensure consistent implementation of the OALC Behaviour Policy that is underpinned by Trauma Informed practice	Development of the Hub house for shared Academy and community projects			Further develop the Resource Base assessment policy to incorporate the new Pre-Key Stage Standards
	The percentage of children working at Greater Depth in R, W and M combined is at least in line with national at the end of KS2						
	Implement, embed and evaluate the new OALC curriculum						



EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

Trust Deliverables 2021:

- Academy alignment to the Oasis Entitlement
- Oasis Horizons Project implemented
- A complete L&D and EDI offer across the organisation
- National recruitment strategy for the whole organisation and the implementation of the ATS system
- Strategic review of our workforce to ensure that our people, their skills and our structures are aligned with the One Plan vision and goals
- Digital transformation
- Revision of People reward strategy (Probation/PRP/Pay)

Key Developments needed for swift progression Develop consistently effective curriculum subject leaders in all subjects	Success Criteria <ul style="list-style-type: none"> • Leaders actively involved in monitoring curriculum subjects • Leaders can talk confidently about their subject, how it is taught across the academy and how knowledge and skills build progressively. • Leaders are able to provide high quality CPD for their subject • Evidence shows high levels of pupil engagement and low stakes testing shows retention of knowledge
Further develop our culture of staff well-being after the period of closure	<ul style="list-style-type: none"> • Staff can independently access aspects of the well-being programme • Evidence from staff survey shows high levels of staff well-being • Low staff absence levels (not related to COVID) and high retention

KEY ACTIONS

Action	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Every subject leader to be paired with a member of ASLT	FB	Term 1		<ul style="list-style-type: none"> • Academy organogram is updated and reflects current teams 	The Academy organogram has been created to capture links between subject leads and ASLT Subject leads across the Academy (mainstream and Specialist Resource Base)

					subject leaders) have worked together
Release time to work with member of ASLT to monitor and evaluate their subject	KS	Termly	Cover required for leaders	<ul style="list-style-type: none"> Map out release time as part of the Academy monitoring cycle Curriculum leaders and ASLT to meet to review impact of release time and identify next steps 	Time used effectively during individual or bubble closure to facilitate subject leader support
Continue CPD support for curriculum leaders to further develop their confidence in talking about their subject	ASLT	Termly	Cover required	<ul style="list-style-type: none"> Structured series of termly meetings between curriculum leads and ASLT focused on talking about their subject Curriculum leads have a comprehensive understanding of the Education Inspection Framework Curriculum leads supported to take an active role in MSTs 	MST deep dives of PE and MfL Mainstream and Specialist Resource Base subject leaders met about their subjects and go through key questions about their subject INSET session delivered on subject leadership Virtual portfolios created with subject leaders for all subjects
Build in time for subject leaders to deliver CPD to the team to support staff subject knowledge	KS	Termly	Cover required	<ul style="list-style-type: none"> Plan regular PDM time focused on curriculum development 	History and Resource Base PSED leads have delivered training on diversity through the curriculum Art lead delivered CPD on the art curriculum to all teachers Music lead has disseminated training on using music for wellbeing PECs training delivered by subject lead for communication
Regular wellbeing CPD features throughout the year as part of our CPD offer	BRW	Termly	PDM time	<ul style="list-style-type: none"> Plan regular PDM time focused on staff wellbeing Professional reading with a wellbeing focus 	Wellbeing focused sessions form the basis of one meeting per team Signposting to avenues of support sent to all staff Wellbeing CPD remains responsive to the needs of the staff at the Academy

Academy wellbeing pledge is developed and brought to life for everyone in the Academy	BRW	Term 6	PDM time	<ul style="list-style-type: none"> Pledge developed with the staff team Pledge is visible and staff feedback is positive 	
New staff are allocated a mentor to offer support and guidance	FB	Term 1	Cover required	<ul style="list-style-type: none"> All new staff have a mentor and have weekly opportunities to meet and check in 	All new staff have a mentor NQT statutory support in place and full engagement with Early Careers framework RQTs receive weekly coaching Planning support provided where required
Review of Academy policies explicitly linked to reducing unnecessary workload for staff	ASLT	Termly	ASLT meetings PDM time	<ul style="list-style-type: none"> Feedback and monitoring policy is reviewed and rewritten with teacher workload in mind Policies represent research on most effective practice to ensure unnecessary workload is reduced 	Feedback and marking policy reviewed and introduced to staff
Finance Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
P&E Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Building and outdoor area is well maintained, watertight, warm and safe to allow staff to focus on teaching and learning	JCS	Term 2	P&E Budget	Legacy tasks completed and reduction in reactive tasks as system becomes more Pro active	On going monitoring
PD Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Work with subject leads on holding challenging conversations – set up online and in person “practice space” sessions	Felicity Larter	Term 2	NIL	Diary circulated for bookings	

Commented [TV1]: @Felicity Larter
Hi Felicity, please can you add some further information into the columns please?
Thanks



Support the Academy to utilise the Kickstart Programme to bolster staffing resource			Government funded	Appointments made	
IT Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Project Horizons Moving shared areas to SharePoint to enable access to online learning through SharePoint and OneDrive for all staff and students Review Device Refresh plans to inform future IT replacement planning	WR	Term 2	IT Budget + School will contribute towards the iPad as part of their refresh plans.	Regular reviews with the academy to monitor progress	
Comms Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Hub Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action

QUALITY OF EDUCATION

Trust Deliverables:

- Recruitment and deployment of new NLP team
- Development of Oasis primary and secondary curricula
- United pedagogical approach across the organisation

Key developments needed for swift progression <ul style="list-style-type: none"> Ensure the percentage of children achieving the expected standard in R, W, M is at least in line with national 		Success criteria <ul style="list-style-type: none"> Published data is at least in line with national figures <ul style="list-style-type: none"> TARGETS 			
<ul style="list-style-type: none"> Ensure the disadvantaged pupils attain in line with their non-disadvantaged peers 		<ul style="list-style-type: none"> The disadvantaged champion has a clear overview of need, intervention and impact across the academy The percentage of disadvantaged pupils achieving the expected standard in KS1 and 2 (or GLD in EYFS) will be within 5% of non-disadvantaged pupils TARGETS			
<ul style="list-style-type: none"> Ensure that the percentage of children working at Greater Depth in R, W and M combined is at least in line with national at the end of KS2 		<ul style="list-style-type: none"> Staff are able to identify pupils targeted for Greater Depth Monitoring shows that teachers are using a range of effective strategies to promote additional challenge and interventions are having impact The percentage of children working at Greater Depth in R, W and M combined is at least in line with national figures at the end of KS2 TARGETS			
<ul style="list-style-type: none"> Implement, embed and evaluate the new OALC curriculum 		<ul style="list-style-type: none"> All curriculum subjects are fully documented (curriculum ladders, children's ladders, quizzes and portfolios) and reviewed by the curriculum lead ahead of the 2021/22 academic year All primary curriculum subjects are timetabled to ensure breadth and depth of coverage across a year group and subject. Leaders are able to provide high quality CPD for their subject which means that the quality of teaching is at least good in all curriculum subjects. Appropriate assessment systems in place for the wider curriculum 			
KEY ACTIONS					
Action	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Precise and ambitious target setting for all pupils	FB	Term 1		<ul style="list-style-type: none"> Targets at expected and GD reflect at least National expectations Disadvantaged pupils perform at least in line with their peers 	Targeted outcomes to meet at least National. This took into account vulnerable groups e.g. PP Target setting is used to inform progress meetings with the relevant year groups

				<ul style="list-style-type: none"> Prior attainment is used to inform target setting 	
Raising attainment meetings for all year groups	FB	Weekly (Y6) Fortnightly		<ul style="list-style-type: none"> Provision is responsive to the needs of each class Intervention is fluid and effective Outcomes reflect rapid progress 	RAT meetings well established Y6 RAT meetings weekly YR – Y5 fortnightly meetings RAT meetings are informing targeted response to need and supporting accelerated progress
Assessment is used effectively to inform teaching and learning	FB	On-going		<ul style="list-style-type: none"> QLAs are used to inform teaching and intervention Teachers use feedback effectively to fill gaps and move learning on All National assessment deadlines are met 	QLAs used in all year groups to inform PiXL transition work Writing QLAs created and used for assessment
Embed the PAS coaching model across the Academy with all teachers	FB	Weekly (ECTs) Fortnightly (M2+)	Cover required	<ul style="list-style-type: none"> All teaching is at least consistently good and is in line with the teacher's career stage PAS programme captures progress of the quality of teaching 	Coaching in place T1 and T2 (where possible) Fortnightly coach training relaunched During closure CPD will reflect the rapid rollout of Horizons project and online teaching
All curriculum documentation is used effectively to deliver the OALC curriculum	KS	Termly		<ul style="list-style-type: none"> Curriculum documentation, teaching and work in books are carefully matched Depth of learning is evident 	Term 1 and 2 enquiry review undertaken Jan INSET Action - use the curriculum reviews to inform next steps
Full review of each curriculum enquiry at the end of the term delivered to identify impact	KS	Termly	PDM time	<ul style="list-style-type: none"> Necessary amendments made and next steps in curriculum delivery identified 	Term 1 and 2 enquiries reviewed as best as possible. However disruption due to COVID made it challenging to identify full impact.
Investigate and design an assessment system that accurately provides	FB	On-going	Cover required	<ul style="list-style-type: none"> Every subject will have a pilot assessment system relevant for that subject 	History lead has undertaken research and will present findings when appropriate.



information about children's progress in each subject				<ul style="list-style-type: none"> Review and feedback on pilots to inform wider roll out 	
Finance Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Long term cost effectiveness of MAT wide schemes e.g. PiXL and Maths Mastery					
P&E Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Recruitment of Site Assistant	JCS	Term 1/2	none	Academy receiving the on the ground support it requires to function at the highest level	On going support and monitoring
PD Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
IT Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Comms Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Hub Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action

Commented [TV2]: @Elaine Miller
Hi Elaine, please can you complete the highlighted row?
Thanks

PERSONAL DEVELOPMENT

Trust Deliverables:

- **High quality mental health support in all academies and teams**

Key developments needed for swift progression <ul style="list-style-type: none"> • Further develop the Academy approach to become a Trauma Informed School 	Success criteria <ul style="list-style-type: none"> • Trauma Team established and providing training and support for staff • Staff are knowledgeable about trauma and the impact on learning and behaviour • All staff consistently use the trauma informed language of the behaviour policy • Academy relationship policy is ready for launch in the 2021/22 academic year
Challenge discrimination through the curriculum	<ul style="list-style-type: none"> • Curriculum review undertaken by parent and staff anti-discrimination champions • The curriculum offer includes key texts and discrete teaching that challenge all types of discrimination and responds to current world affairs All staff are confident to challenge discrimination and teachers have the skills and strategies to lead age appropriate discussions to address this.

KEY ACTIONS

Action	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Revise whole Academy behaviour policy to capture TIS approach	ASLT	Term 1	ASLT meeting	<ul style="list-style-type: none"> • Behaviour Policy used and understood by all and evident in practice • Behaviour across the Academy is impeccable 	ASLT reviewed policy and relaunched with staff in September INSET. TIS and behaviour leads work together to deliver shared messages and ensure shared understanding
Deliver staff training on the new behaviour policy	CP	Term 1	September INSET time	<ul style="list-style-type: none"> • Standardised language is used across the Academy • Policy is implemented consistently and effectively 	CPD delivered through PDMs and will continue. Coaching for all teachers focus on behaviour in T1. Audit against Ofsted criteria for outstanding complete and informs CPD.
Recruit 'agents for change – wellbeing' pupil and staff team (wellbeing champions)	BRW	Term 2		<ul style="list-style-type: none"> • Wellbeing action plan developed for the year • Actions identified are met 	Staff team identified. BR completed OCL wellbeing champion training

					Staff invited to complete the 'Place to Be' mental health training . Y5 identified as pilot wellbeing champion year group.
Develop and implement a whole Academy Relationships Policy	BRW	On-going	PDM time	<ul style="list-style-type: none"> Understood and enacted by all Used to enhance the Behaviour Policy effectively 	CPD delivered to support staff understanding about behaviour as communication.
Recruit 'agents for change – diversity' pupil, parents and staff team	KS	Term 2		<ul style="list-style-type: none"> Diversity action plan developed for the year Actions identified are met 	
Every curriculum subject to be reviewed through the lens of anti-discrimination to actively promote representation	KS	Termly	PDM time	<ul style="list-style-type: none"> Every form of discrimination is actively challenged through the curriculum Inclusion for all is visible throughout the academy 	History and art reviewed in terms of diversity. Leads for history and PSED delivered initial training in diversity in their subjects. SENDCo reviewing disability diversity.
Finance Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
P&E Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
PD Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Undertake audit of staff wellbeing strategies currently in place	FRL	By 2nd week of Term 2 Longer term	NIL		



Championing staff supervision for those in front line/pastoral roles Offer of Staff Welfare Clinic/Drop in session			Cost of professional supervision – to be explored NIL		
IT Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Comms Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Hub Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Parent Change maker programme is launched. Parents are recruited and first projects – painting pencils and friendship garden started	AB	Term 2	Hub Funding (staffing and resources)	<ul style="list-style-type: none"> • Parents recruited • Action plan completed with parents – impact on them, the school and the community • Projects complete and impact evaluated. 	AB and SF to ensure work with parents complies with academy covid-19 policies.

BEHAVIOUR & ATTITUDES					
Key developments needed for swift progression <ul style="list-style-type: none"> Ensure attendance of all pupils is in line or above national 		Success criteria <ul style="list-style-type: none"> Attendance of all pupils is in line or above national Attendance of disadvantaged pupils is at least in line with national 			
<ul style="list-style-type: none"> Ensure consistent implementation of the OALC Behaviour Policy that is underpinned by Trauma Informed practice 		<ul style="list-style-type: none"> All children and staff are able to articulate the academy expectations: Be Kind, Be Brave, Aim High, Take Pride All staff consistently use the trauma informed language of the behaviour policy Staff are knowledgeable about trauma and the impact on learning and behaviour FTE are below national Evidence shows that there is improved emotional well-being for identified children and groups of children 			
KEY ACTIONS					
Action	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Weekly attendance team meet and identify actions based on completed SOL tracker	JL	On-going		<ul style="list-style-type: none"> Attendance meets targets set Actions are logged and impact identified Tracker informs actions 	Weekly attendance meetings undertaken. Audit by SOL complete and actions taken.
Relaunch attendance strategy with children, parents and staff	JL	Term 1		<ul style="list-style-type: none"> Good attendance is high profile High expectations from all are maintained Improvements evident where required 	Relaunch in September and updated in line with new attendance guidance and coding. Term 1 attendance above national. Resource base attendance consistently above national.
Attendance lead provides every teacher with a weekly copy of their class attendance and trends	JL	On-going		<ul style="list-style-type: none"> Teachers use the attendance tracker to drive improvements in attendance 	Weekly attendance tracker shared with teachers and followed up with email to teachers and pupils.



Review attendance strategy	ASLT	Term 3 & 6	ASLT time	<ul style="list-style-type: none"> Review identifies impact of action and informs next steps 	
Create case studies to capture significant impact	JL	On-going		<ul style="list-style-type: none"> A range of case studies capture the positive impact of our work on attendance 	Case studies completed for PAs from 2019-20 who are no longer PAs. Year group profiles created to demonstrate impact of disruption due to COVID.
Set expectations across the Academy with all staff and children and introduce Be Kind, Be Brave, Aim High, Take Pride	KS	Term 1 & on-going		<ul style="list-style-type: none"> All stakeholders can share the 4 Academy 'rules' Expectations are visible throughout the Academy Behaviour is impeccable 	Launched in T1
Use 'When the adult changes, everything changes' by Paul Dix to support further development	KS/BRW/CP	On-going	PDM time	<ul style="list-style-type: none"> Staff have a developed understanding the adult role in supporting and improving behaviour Staff conduct demonstrates this improved understanding 	CPD delivered and further CPD to incorporate this and TIS.
Finance Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
P&E Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
PD Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
IT Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action

Commented [TV4]: @Evy Loizou
Hi Evy, please can you complete the other columns on the LOPs so that we can see timescales etc. Thanks Tom



Comms Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Explore branding for our Be Kind, Be Brave, Aim High, Take Pride					
Hub Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action

DEVELOPMENT OF HUB/COMMUNITY ACADEMY

Trust Deliverables:

- **Hub Councils set up and fully functioning**

Key developments

- Support the re-establishment of the Hub Council
- Development of the Hub house for shared Academy and community projects
- Change Maker programme is established
- Community and Youth Engagement worker role is established within the academy

Success criteria

- Hub council is established and regular meetings are held
- Hub council has identified focus for action for the year
- Youth and community team have moved into the Hub house
- Hub house has been developed to facilitate shared projects e.g. food
- Funding secured for projects has been used effectively to facilitate this development
- Action plan in place for change maker programme
- Impact measurements established for each change maker project
- CYEW role has a clear and focused action plan

KEY ACTIONS

Action	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Meet with Aisling to look at hub council, community calendar and Hub house development	AB/KS	End of October	Staff time	<ul style="list-style-type: none"> • Hub council meeting dates set and invites out • Hub house development planned • Community calendar shared with staff to thread events through curriculum 	Hub council dates set for the year Hub team have now started basing themselves in the house
Community calendar/offer to be shared with staff/parents and staff build in events into curriculum enquiries	KS	Term 3	Principals/staff time	<ul style="list-style-type: none"> • Community event linked to enquires and are well attended • Curriculum link map completed 	
Complete Hub house refurbishment to facilitate community projects	AB/projects team	Term 3	Funding to be sourced. Exact costings TBC	<ul style="list-style-type: none"> • Funding confirmed (end of December) • Necessary permissions for change of use are in place. • Hub house is refurbished to facilitate community and Academy projects 	Aisling to complete funding bids and discuss additional funding support with the P&E projects team.

Review impact of Hub council and community events in the curriculum	AB/KS	July 2021 End of term 6	Staff time	<ul style="list-style-type: none"> • Hub council have successfully achieved planned actions • Review identifies clear next steps • Community events take place and have a positive impact for the Academy and community • Community events are well attended 	Hub action plan developed in first hub meeting.
Student Change Maker programme is launched – working with Yr 4 on environment project	AB	Start of Term 2 (Nov)	Hub funding (staff time and resources through Hub)	<ul style="list-style-type: none"> • SF completes action plan with student looking at the impact the project will have on them as students, the school and the community. • Bulb planting project completed and impact evaluated 	Project launched with Y4 however Covid disruption then school closure has meant we have needed to pause the project
Student change Maker programme is developed with full action plan and roll out plan	AB	January 2021 (start of term 3)	Hub funding (staff time and resources through Hub)	<ul style="list-style-type: none"> • Learning from the first project is reviewed • Action plan developed with students identifying key projects that link to curriculum • Projects are evaluated 	Review completed with KS involvement
Parent Change maker programme is launched. Parents are recruited and first projects – painting pencils and friendship garden started	AB	Start of Term 2 (Nov)	Hub funding (staff time and resources through Hub)	<ul style="list-style-type: none"> • Parents recruited • Action plan completed with parents – impact on them, the school and the community • Projects complete and impact evaluated. 	AB and SF to ensure work with parents complies with academy covid-19 policies.
Parent change Maker programme is developed with full action plan and roll out plan	AB	January 2021 (start of term 3)	Hub funding (staff time and resources through Hub)	<ul style="list-style-type: none"> • Learning from the first project is reviewed • Action plan developed with parents identifying key projects • Projects are evaluated 	Review completed with KS involvement
Community Engagement worker role is established in the academy.	AB/KS	Start of Term 2 (Nov)	Hub staffing budget/ Principals time	<ul style="list-style-type: none"> • Action plan in place with clear objectives agreed with academy. • Staff intro session/video • Student intro session – in class video. 	Monthly review KS/AB



				<ul style="list-style-type: none"> Monthly review of role between KS and AB 	
Finance Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Support with managing the cost of the project	EM/AB	T2/3	Revenue reserves / capital funding	Possibility of hub using the house.	
P&E Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Support the movement on this project to ensure funding is not lost	JCS	Term 1/2	HUB Funding	Create a HUB in the CT house that will possibly share with NB Finance team	Support HUB with changes required with Project support
PD Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Connect with Aisling on Hub Kickstart recruitment	FRL	Term 2	Government funded		
IT Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Comms Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Meet with Hub Leader to discuss how to support promotion of hub work.	EL	December 2020	Staff time	Action plan for supporting hub with promotion on key crossover projects e.g. changemakers.	
Hub Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
See above (Hub actions written into main section action plan.)					

OASIS OFFER FOCUS AREAS FROM ONE PLAN

Key developments for swift progression <ul style="list-style-type: none"> • Implementation of Oasis Horizons Project 	Success criteria <ul style="list-style-type: none"> • All staff and pupils will have a device • Staff will be using iPads effectively in class • Pupils will be using the devices to support learning well in class and at home • The digitalisation of resources will have taken place • Engagement of pupils in online learning increases • Online teaching is good or better
---	--

KEY ACTIONS					
Action	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
iPad champions identified and devices supplied	CP/AGS	September 2020		<ul style="list-style-type: none"> • iPad champions are confident with the use of devices to support teaching and learning • iPad champions provide support and training for other staff as required 	Champions identified and trialling technology to support teaching and learning. Rapid rollout of Horizons project in January ASLT set up and distribute devices to all staff and pupils.
CPD for all staff on delivering effective online learning and how to make the best use of these devices for teaching and learning	CP/AGS	Ongoing throughout the year		<ul style="list-style-type: none"> • Effective CPD is delivered and empowers staff to use devices for high quality learning in the academy and at home that supports children to make progress • Learning walks capture high quality use of devices for teaching and learning 	Horizons twilight 4 th and 10 th February Horizons CPD mapped
Training for all children on how to access online learning	CP/AGS	Term 1 and 2		<ul style="list-style-type: none"> • All children know their login details and can successfully access learning online • All children know how to effectively use their device for learning 	Y5&6 trained to access Microsoft Teams Y6 successfully accessed online and live teaching on multiple occasions



Communicate expectations and responsibilities for use of devices at home	CP/AGS	December 2020		<ul style="list-style-type: none"> • Video sharing expectations is created and shared with all families • Devices are used responsibly as requested • Smoothwall monitoring quickly alerts the Academy to any issues so that it can be dealt with quickly 	Home user agreements sent to all staff and families via esignature. Smoothwall monitoring is established and will log directly onto CPOMS. DSL responding to concerns raised.
Roll out the Horizons project	CP/AGS	Due to start in Jan 2020		<ul style="list-style-type: none"> • Every member of staff and every child from R – Y6 has their device and can access it in the Academy and at home • Devices are used to support high quality learning in the academy and at home and supports children to make progress • Online learning is effectively delivered in the event of any full or partial closure 	January rapid roll out due to current national lockdown.
Measure the impact of the Oasis Horizon project	CP/AGS	July 2021		<ul style="list-style-type: none"> • Clear and accurate data is used to inform next steps with the project • Academy understands the impact in terms of device care, % of children accessing and when, attendance at live lessons, progress in learning during any full or partial closure 	Baseline engagement data collated from Jan 2021 to enable comparison once Horizons rolled out.
Finance Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Support with monitoring costs attached to project	EM	T3/4		Review expenditure against teaching material and See impact of iPad's on reducing costs.	



P&E Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
PD Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
IT Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Fully support roll out of project at Long Cross Provide training and technical support where required Set up of all devices Usernames and passwords for all pupils 1.Training 2.Usernames and passwords 3.Horizons	WR	1.By the end of Term 2 2.Completed in Term 1 3.Term 2	1.Bristol IT team – no cost Bristol IT Team – No cost 3.Cost: National IT + Academy refresh budget	1.WR to speak to the academy regarding their requirements and make sure any training is completed by the end of Term 2 Bristol IT team to support the academy throughout the roll out and all future needs	1. Further action required 2.Completed 3.Further action required

Commented [TV5]: @William Ramage
Hi Will, please can you complete this row? Thanks



Comms Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Hub Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Support with internet access for families who do not have it	AB	November 2020	Secure funding through Covid-19 local support programme	Funding received 1 year internet packages in homes that require it	List of families to be given to AB to complete funding forms.

EFFECTIVENESS OF EY					
Key Developments for swift progression <ul style="list-style-type: none"> Ensure consistency in curriculum across the EYFS (2 – 5 years) 			Success Criteria <ul style="list-style-type: none"> EYFS curriculum documentation is complete and reviewed ahead of the 2021/22 academic year The EYFS curriculum ensures progression throughout EYFS and building of foundations for learning in KS1 and 2 EYFS lead is actively involved in monitoring EYFS curriculum and can talk confidently about their curriculum, how it is taught across the EYFS and how knowledge and skills build progressively. EYFS lead is able to provide high quality CPD Evidence shows high levels of pupil engagement Learning environments are of a consistently high quality throughout the EYFS and offer challenge for all. As a result of the high quality delivery of the EYFS curriculum 72% achieve GLD at the end of Reception. 		
KEY ACTIONS					
Action	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
All curriculum documentation is used effectively to deliver the OALC curriculum	KS/AL	On-going		<ul style="list-style-type: none"> Curriculum documentation, teaching and work in books are carefully matched Depth of learning is evident 	Curriculum documentation is complete and has started to be evaluated. Disruption to schooling has made it challenging to evidence depth of learning and progression
Full review of each curriculum enquiry at the end of the term delivered to identify impact	KS/AL	Termly	PDM time	<ul style="list-style-type: none"> Necessary amendments made and next steps in curriculum delivery identified 	Some review has taken place but this was challenging to complete due to disruption
Professional development ensures consistency in the level	KS/AL	Termly	PDM time	<ul style="list-style-type: none"> Observations and assessments capture challenge in the environment 	CPD delivered



of challenge provided in the enabling environment for all children				<ul style="list-style-type: none"> Evidence from monitoring and external visits captures consistency in levels of challenge End of year data targets met 	BRW working with Reception team on the enabling environment KS supporting through PPA
Finance Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
P&E Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
PD Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
IT Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Comms Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Hub Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action

EFFECTIVENESS OF Resource Base					
Key Developments for swift progression <ul style="list-style-type: none"> Further embed our positive Behaviour for Learning Policy that meets the needs of pupils in the Resource Base 		Success Criteria <ul style="list-style-type: none"> All staff can consistently apply the Behaviour for Learning policy All children have an engagement profile that is reviewed with parents three times per year In-house training supports parents to understand positive behaviour approaches and the impact of engagement on learning Reduction in incidents of positive handling/removal from the classroom 			
<ul style="list-style-type: none"> Further develop the Resource Base assessment policy to incorporate the new Pre-Key Stage Standards 		<ul style="list-style-type: none"> Assessment framework clearly identifies how the Resource Base assess pupils formatively and summatively Staff use PIVATS accurately to challenge all children to make progress. Staff can make accurate judgements using the Pre-Key Stage Standards 			
KEY ACTIONS					
Action	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
Identify and provide training to support staff in using the pre Key Stage Standards alongside rigorous assessment already in place	BRW			<ul style="list-style-type: none"> Staff use the engagement profile effectively to plan and challenge children's learning to ensure the best outcomes. Staff use consistent approaches for recording engagement and behaviour Feedback and involvement from parents is documented 	
Ensure assessment is in line with current government guidelines	BRW			<ul style="list-style-type: none"> Current statutory guidance is clear in assessment framework. 	Comparative Judgement used to



				<ul style="list-style-type: none"> • Assessment shows clear links between national guidance and with the children's EHCPs • Clear analysis of data that is used termly to inform next steps and priority area's 	moderate judgements made
Embed the behaviour for learning policy	BRW			<ul style="list-style-type: none"> • Each child will have an engagement profile and that will support behaviour for learning. • Engagement policy is used to support behaviour. • Engagement plans are used to support specific behaviours and this is a document that is completed with the parents. • Behaviour recording is consistent across the resource base and Bromcom is used to support • Engagement is tracked weekly through monitoring meetings within the team and children are identified, actions are set 	The newly developed Transition Charter is integrated inot the engagement profiles
Finance Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
P&E Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action
PD Actions	Lead	Timescale	Resource/Cost/Budget	Monitoring evidence of impact	Completion or further action



IT Actions	Lead	Timescale	Resource/Cost/ Budget	Monitoring evidence of impact	Completion or further action
Comms Actions	Lead	Timescale	Resource/Cost/ Budget	Monitoring evidence of impact	Completion or further action
Hub Actions	Lead	Timescale	Resource/Cost/ Budget	Monitoring evidence of impact	Completion or further action

OCL National Strategies





OCL has a number of major national strategies which contribute to us being one effective education organisation based on 52 sites. The table below details the strategies that your academy will be involved with. Some of these are for action at an academy level, and some are to be led by regional or national colleagues. Academy actions are in green.

National Function	National Strategy Description	Academy Actions to deliver the strategy		
National Education Team	<p>September 2020 COVID-19 education strategy Ensuring students of all ages catch up, have a secure start to face to face learning and leaders prepare for future localised lockdowns</p>	<p>Actions</p> <ul style="list-style-type: none"> • Ensure that quality first teaching and the most effective catch-up strategies are in place • Priority is given to English (including Reading) and Maths, but students still have access to a wide curriculum • The PSHCE curriculum supports students returning to school • All staff are trained in ACEs and mental health to support students 	<p>Date</p> <p>September 2020 onwards for all</p>	<p>Owner</p> <p>All strategies are owned by the National Education Team.</p> <p>However, on a local level the academy Principal will lead the implementation of the strategy</p>
	<p>Secondary Curriculum Strategy (Ebacc) Academies offer the full national curriculum in both KS3 and KS4</p>	<ul style="list-style-type: none"> • Identify the aspects of the KS3 and KS4 curriculum not yet fully in place and with the support of the NCLs, MST, RDs and PD move towards securing these • Ensure the effective use of one to one IT devices to support learning & high-quality Trust wide pedagogy • Revise the curriculum to include the race agenda and Covid-19 learning 		

	<p>Pedagogy strategy The variability in the quality of pedagogy is reduced through the use of a Trust wide instructional coaching programme</p>	<ul style="list-style-type: none"> • Ensure engagement in the Trust pedagogy strategy including PAS • Plan for future lockdowns and home learning incorporating guidance from the Pedagogy team 		
	<p>More able strategy Ensure that all more able students make rapid progress and reduce variability between academies in achieving this</p>	<ul style="list-style-type: none"> • In light of Covid-19, leaders re-focus on the achievement of disadvantaged students: strategies, including careers guidance, are evaluated and revised • Leaders identify and reduce barriers to successful learning 		
	<p>Sixth Form Strategy All OCL sixth form provision matches that of the most effective internally and externally nationally</p>	<ul style="list-style-type: none"> • Leaders re-focus on the achievement of more able students following lockdown and home learning. Re-visit the Trust more able strategy paper • More able students have a one to one device to ensure they can undertake additional online learning to support academy learning • Ensure that careers advice is aspirational for more able students • Share best practice between sixth forms (attainment, CIAG, personal development) • Explore technological solutions to big challenges (Alumni network, Virtual A-levels) • Share best practice to careers advice and university ambition 		



Oasis Horizons	Oasis Horizons: One to One IT device Every student has a personal IT device to support remote learning at home and to support and extend learning in their academy.	<ul style="list-style-type: none">• All Adults to achieve Apple Teacher certification through CPD• Nominate Horizons Champions to support the project in the academy• Nominate Horizons Lead within the academy to be accountable for working with the IT Team to ensure successful implementation of Oasis Horizons in the academy.• Integrate Oasis Horizons into planning and the delivery of learning across curriculum areas.• Share best practice to ensure that IT devices become part of academy pedagogy and strengthen learning• Ensure students understand expectations around the IT devices		
-----------------------	---	---	--	--



	<p>Primary Curriculum Development Curriculum provision in every primary phase academy is consistently of a high quality in all subjects, supported by the effective use of IT one to one devices</p>	<ul style="list-style-type: none"> • Ensure curriculum gaps identified in the March 2020 primary curriculum audit are eradicated • Evaluate your curriculum against the Oasis primary curriculum once this is published later in 2020-21 • Support applications from your “experts” for the new one-year primary NLP roles so that we can share the best practice nationally 		
	<p>Early Years Strategy All OCL early years provision matches that of the most effective internally and externally nationally</p>	<ul style="list-style-type: none"> • Ensure that high-quality catch-up strategies are in place supported by effective OCL child tracking • Re-trail the national baseline as last year • Access support and guidance from primary NLP team if needed • Join the EY strategy group to share best practice 		
	<p>New Ofsted Framework Academy leaders are up to date with Ofsted changes in light of the September 2019 framework and post-Covid changes</p>	<ul style="list-style-type: none"> • Revise your SEF in light of the new Ofsted framework • Ensure your curriculum is strong in all areas • Prepare your subject leaders for a meeting with an inspector • Use the MST process to support you in your preparation 		



	<p>School Improvement Strategy An effective balance of challenge and support to ensure that all academies are judged good or better by Ofsted</p>	<ul style="list-style-type: none"> • Complete the new LOP document and hold LOP meetings • Review your provision against the Trust objectives and new Trust fundamental offer and develop a road map for implementation • Work in an integrated way to ensure that all national teams are involved in academy improvement 		
	<p>Character Development All Oasis children and young people able to live in a way characterised by the 9 Habits and applying the wisdom, practices and behaviours of these Habits to all aspects of their lives now and also carrying it all into their future too.</p>	<ul style="list-style-type: none"> • Further embed the Oasis Ethos & 9 Habits • Establish a Character Champion for your academy • The Oasis ethos and Habits are displayed in your academy • Ensure all adults and students fully understand the Oasis Ethos & 9 Habits 		
	<p>Attendance The Trust aims to secure attendance and PA which is at National average or above for all groups of learners</p>	<ul style="list-style-type: none"> • Attendance is everyone's business. • No child goes unnoticed • Exceptional parental and student engagement • Eradication of attendance gaps • Technical excellence in every academy every day 		



	<p>Exclusions Oasis inclusion exemplifies the Oasis ethos. FTEs are below NA for all phases. Disadvantaged exclusions are lower than exclusions for all others. Zero Permanent Exclusions</p>	<ul style="list-style-type: none"> • Ensure inclusion rooms follow the very best practice • Increase the use of student and family voice • Contribute to the development of a Trust inclusion strategy where possible 		
	<p>Safeguarding Ensuring that all students and adults are consistently safe</p>	<ul style="list-style-type: none"> • Check that academy safeguarding training is of high quality • Ensure all adults are trained in ACEs and mental health • Enhance the online safety curriculum • Improve community and family awareness of safeguarding 		
	<p>SEND Ensure that SEND provision is world class</p>	<ul style="list-style-type: none"> • All academies have a leader on ALT with responsibility for SEND • Ethos change – every teacher is a teacher of SEND • QfT – ensuring SEND students have the best teachers • Ensure effective communication between the academy and families 		



Finance	<p>Horizons Implementing offsetting savings to support the Horizons project</p> <p>The 1-1 device project lays the foundation for cost reductions in other areas.</p>	<p>Draw up a list of potential savings including areas such as:</p> <ul style="list-style-type: none"> • Print Usage • Managing supply costs • Teaching materials • Stationary • Off-site education • Reducing numbers of other devices such as laptops <p>Establish action plans for each area so that savings can be delivered.</p>	As the Horizons project becomes active in your academy.	ALT
	<p>Electronic Purchase Requisitions Implement Electronic Requisitions for all purchases.</p> <p>We will be rolling out a new electronic requisition Sharepoint App throughout the next academic year. This will support the elimination of non-order invoices leading to reduced processing costs, greater compliance and savings.</p>	We will be in touch with each academy through the regional finance teams as the project gets rolled out. This will include training and the certification of users. The project will not require significant leadership input from the academy, but we will explain it to you and will value your support in driving this when the time arrives.	As the requisition process is rolled out to your academy	RFM
	<p>Cashless Moving all Academies to a cashless environment</p> <p>Cashless environments improve the traceability of funds, provide greater control and reduce the potential for fraud. During the pandemic they also reduce the transmissibility of the</p>	Our policy is to ensure cashless systems are in place in all our academies. Our regional finance managers will be taking the few academies who are not already cashless through this throughout the period to March 2021.	31 March 2021	RFM



	virus through staff handling of notes and coins.			
	<p>Clustering Most academies are now served through regional finance clusters. We will be liaising and consulting with those who are not yet served in this manner to complete the clustering process throughout 20/21.</p>	National and Regional finance will be in contact to take leaders through this process as part of the Finance One Plan.	31/08/2021	RFM / Principal
	<p>Free School Meals Checking Service We lose significant sums of money through weak follow up of FSM entitlement. We now have a comprehensive deal with a national provider to massively improve this.</p>	<p>Ensure a staff member is assigned with responsibility for FSM administration</p> <p>Engage with the RFM in implementing the system training is happening in September already.</p> <p>Review other data such as Prior attainment, IDACI (through post code) and EAL to ensure you are not missing out on other areas of deprivation funding. National guidance is available</p>	30/09/2020	RFM / Principal / FSM coordinator



	<p>Financial Benchmarking We have a comprehensive set of benchmarking data across our family of academies.</p> <p>The staffing structures in our schools, contract ratios, class sizes and rates of pay are all fundamental not just to teaching and learning but also financial effectiveness.</p> <p>Through our Regional Finance Managers, we are looking in the medium at the opportunities that may be available to us through greater guidance and support in these areas. For 2020/2021 we will bring reflections on this to Local One Plan meetings to support financial efficiencies.</p>	<p>Our benchmarking data will support action plans in the following areas</p> <p>Secondary curriculum planning. We have seen significant changes in PTRs over the last few years whilst at the same time our Ofsted has improved. Getting the most out of teaching staff renders value in the classroom and in budget.</p> <p>Review of the deployment of TAs in both Primary and Secondary.</p> <p>Are average pay rates in your academy above or below the norm. Entrenched high pay in your staffing structure will limit your flexibility to operate. You should have action plans to ensure you do not end up with a staffing structure with everyone at top of scales with high TLRs and no budget to afford them.</p> <p>Look at the net cost of Nursery are you subsidising or not. Create plans to make sure Nursery is not a drain on your wider finances.</p> <p>Review net cost per student of cost headings such as teaching materials.</p>	<p>30/11/2020 as part of the 21/22 budget process</p>	<p>Principal / RFM</p>
--	---	--	---	------------------------



	<p>Three-year planning</p> <p>Your budget process for 20/21 will have revealed whether there is a potential need for restructuring or even redundancies in 21/22. This is true for 13 of our academies.</p> <p>IT IS VITAL THAT YOU ARE ACTIVELY PLANNING TO ENSURE 21/22 IS SUSTAINABLE OTHERWISE ALL YOUR WORK ON IMPROVING EDUCATION IN 20/21 WILL BE CLOUDED BY SORTING OUT STAFFING ISSUES IN ADVANCE OF 21/22.</p>	<p>Meet with your RFM in September 2020 to understand if you have a budget problem in 21/22.</p> <p>Work organically throughout the year to ensure staffing changes are handled naturally rather than through redundancy. In year decisions on staffing in 2021 will impact the challenges of 21/22</p> <p>Where restructuring is required work with RFM and HRBP to put this process into place before 31/12/20.</p>	30/11/2020	Principal/ RFM / HRBP
	<p>National procurement</p> <p>Our procurement function led by Ryan messenger has already established several successful national procurement deals saving significant sums of money. In order to cement these savings and generate systems efficiency we will be mandating further deals in key areas such as stationary, absence insurance, recruitment support, assessment packages, defined set of supply agencies etc.</p>	<p>No actions will be required from leaders, but we will consult with you through our regional finance managers.</p>	Throughout	



IT	<p>Migrate Academy Shared Drives to SharePoint/MS Teams</p> <p>Online Learning and the associated Horizons project is designed to facilitate learning and access at any time, from anywhere. Shared data moved into SharePoint libraries allows access to the data away from the academy.</p>	<ul style="list-style-type: none"> • The academy will be contacted by IT as part of their Horizons rollout to initiate this piece of work. If the academy would like to start this process earlier, they should contact an IT service manager. • The process will require the academy to plan the document library structure and identify senior staff to carry out the transfer of data. 	Autumn Term 2020	
	<p>Migrate Home Directories to OneDrive</p> <p>Online Learning and the associated Horizons project is designed to facilitate learning and access at any time, from anywhere. Microsoft OneDrive allows student and staff access to their files and data in this manner including between multiple devices such as between their laptop and iPad.</p>	<ul style="list-style-type: none"> • The academy will be contacted by IT as part of their Horizons rollout to initiate this piece of work. If the academy would like to start this process earlier, they should contact an IT service manager. • The academy staff will be responsible for transferring their own data into OneDrive with the support of the local IT team. • The academy will need to manage communications with staff and students to ensure that they understand the process and how to access OneDrive files • IT Team to implement automated migration into OneDrive for students. 	Autumn Term 2020	



	<p>Review Device Refresh Plans The Horizons Project requires consideration of the refresh programme. With this in mind the client device estate should be reviewed in the context of the curriculum requirements.</p>	<ul style="list-style-type: none"> • The academy will be contacted by IT as part of their Horizons rollout to initiate this piece of work. If the academy would like to start this process earlier, they contact an IT service manager. • In preparation the academy must consider how IT Refresh and IT equipment in the academy needs to reduce in the context of the Oasis Horizons Project 	Autumn Term 2020	
	<p>Staff List Data Update It is important that data about staff is accurate and up to date in Bromcom including Staff Census Roles and their Key Roles in the academy. This information is being used to support much of the wider Digital Transformation work</p>	<p>Check all Staff Records in Bromcom ensuring that:</p> <ul style="list-style-type: none"> • Staff records are cleansed • Staff account requirements are correctly recorded • All SWFC roles are up to date • All Key roles are up to date <p>Ensure that staff starters and leavers are correctly recorded</p>	Prior to Autumn 2020	
	<p>MCAS for Parental Communications MCAS Parental Communications allows academies to effectively communicate with parents. All academies adopting a common tool allows for co-ordinated communication approaches to be adopted nationally.</p>	<ul style="list-style-type: none"> • The academy must ensure that MCAS is configured for their use. Assistance from IT can be provided. • The academy must ensure that contracts with comms/SMS/Text services are not renewed • Roll out MCAS to Parents for parental engagement and communications 	Spring 2021	

	<p>Bromcom Payment Gateway Services Payment Gateway Services are available as part of our Bromcom offering.</p> <p>Academies can reduce reliance on cash and reduce cost from paying for other services.</p>	<ul style="list-style-type: none"> • The academy must confirm Current Payment Gateway Contract Dates (ensure that existing services are not renewed) • Implement Payment Gateway services through Bromcom alongside finance team • Ensure integration with Cashless Catering where implemented • Roll out Bromcom Payment Gateway with Parents 	Autumn 2020	
	<p>GDPR Consent Accurately recording GDPR consent in Bromcom ensures that up to date records are held in compliance with Data Protection Regulations</p>	<ul style="list-style-type: none"> • Update data collection processes to align with GDPR consents • Update student GDPR consent records 	Spring 2021	
	<p>Record Staff Absence Information in Bromcom Recording of Staff Attendance allows for Realtime tracking of staff attendance in academies whilst providing a future opportunity to implement School Workforce Census from within Bromcom, reducing overall administrative effort. The plan is to update iTrent staff attendance records from Bromcom meaning that data only needs to be entered once.</p>	<ul style="list-style-type: none"> • The academy must ensure that staff absence is updated daily into Bromcom utilising correct attendance codes etc 	Winter 2021	



Organisation Development / Learning & Development / People	<p>OD – To orchestrate the strategies and plans of the whole organisation (by telling the strategic story, by explaining the reason for organisational plans, thus enabling different parts of the organisation to understand the role they play in the overall strategy) To create a workforce plan for the whole organisation, including recruitment, retention and wellbeing strategies.</p>	<p>To lead the organisation in</p> <ul style="list-style-type: none"> • understanding the reason why the One Plan exists and its content • Implementing the process • Training the leaders to fulfil the process • Feeding back on the outcomes of the process • Ensuring that the organisation’s strategy is linked up with other relevant organisational processes 	Ongoing	PT
	<p>L and D To create a unified learning and development plan for the whole organisation (including education) To ensure effective leadership and management training</p>	<p>L and D</p> <ul style="list-style-type: none"> • Recruit to the now vacant post of Head of L and D • Draw together all training packages across the organisation • Align them with the Oasis ethos and Oasis competence framework • Promote the Oasis offer to staff and develop the Oasis brand accordingly 	Autumn Term	PT
	<p>PD To create an Oasis led employment framework</p>	<ul style="list-style-type: none"> • Standardise contracts of employment • Revise JE schemes in line with Oasis ethos • Review all policies • Develop unified pay policies 	Autumn Term	AC

P&E	Facilities Management			
	For all P&E & Cleaning Staff to understand the challenges of the academy in which they are based, to be able to feel safe and secure in their environment to be able to support the needs of the staff and students.	Academies are to ensure Site Team & Day Cleaners are invited to daily staff briefings and included in all appropriate internal communications.	Sept 2020 onwards	Principal
	Where escalations are dealt with at the lowest possible level, managed accordingly and swiftly and only true escalations are communicated upwards.	Academies are to ensure that all issues are reported to the Site Team via the new P&E Helpdesk (when released) and that escalations are discussed with the Cluster Asset Manager in the first instance.	Sept 2020 onwards	All Academy Staff
	Implement and mandate the use of the P&E Helpdesk across all academies. Define and agree SLAs internally appropriate to the needs of the organisation.	Academies are to support the use of the Helpdesk throughout the whole academy and ensure this is reiterated in academy briefings and other communications.	Jan 2021 onwards	Principal
	Implement fully the agreed National Safeguarding Processes across P&E's external suppliers. Embed a process that manages this and reassures academies that they are	The P&E Team will communicate the process with the Academies when released and ensure that the relevant academy staff are aware (Receptionists/DSLs/etc.)	Jan 2021 onwards	P&E



	meeting their obligations under the policy.			
	All site staff have the same accountability and responsibilities supported by the same pay and conditions allowing fair and robust line management.	P&E staff recruitment will be led by Cluster Asset Managers and academies will be involved in shortlisting and interviewing. Cluster Asset Managers will liaise with academies at the relevant points.	Sept 2020 onwards	P&E
Health & Safety				
	Ensure that there is sufficient capacity and competency within the organisation to provide high levels of compliance, great support and robust governance of Health & Safety practices across the organisation.	<ul style="list-style-type: none"> • Principal to ensure that Health & Safety Champions have capacity to fully engage with their role and the requirements thereof. • Principal to ensure full use of the Handsam Incident Log system and the Health & Safety Reporting System. • Principal to ensure that the Health & Safety Champion has a clear plan to manage their H&S obligations and that this is understood by the whole academy. 	Sept 2020 onwards	Principal & Health & Safety Champion
	An audit process is a positive experience providing support to improve areas of risk and delivering a culture of continuous improvement.	Academies are to work with the P&E function so that when Health & Safety Audits occur, they engage fully in the	Sept 2020 onwards	Principal & Health & Safety Champion



	process and ensure that Health & Safety Champions are available.		
P&E function to provide a nationally procured suite of training providers of high-quality courses that provide the full range of training required for our staff.	<ul style="list-style-type: none"> Academies to review and make use & feedback on Nationally Procured Training. Academies are to ensure all staff have had the relevant training when expected to undertake specific tasks to improve their competency, personal development and skills to ensure they fulfil their potential and obligations. 	Jan 2021 onwards	Principal & Health & Safety Champion
Catering Provision			
Where all students who are entitled to a free school meal take up this option and we become first choice food provider for those students who may otherwise choose an alternative option.	During the Mobilisation Period and beyond, Academies should engage with the P&E Team and the Catering Provider to ensure there is a detailed catering plan in place to ensure that progress is made where needed.	Jan 2021 onwards	Principal
Capital Projects			
Define the requirements of the Localised Estates Plan ensuring they align to the National Estates Plan and the Academy Development Plan.	During the LOP Meetings, Academies should identify potential capital projects that should be considered for the 2021/2022 Capital Programme and beyond, work with the P&E Team to ensure there is a detailed business	Sept 2020 onwards	Principal



People Systems, Pensions and Payroll		case in place to ensure that all changes are aligned to the delivery of the One Plan.		
	PFI Provision (PFI Academies Only)			
	Deliver a service that allows the P&E team to lead on all aspects of the PFI contract and allows the academy to focus fully on education delivery.	PFI Academies should work with the P&E Team at a strategic level to develop a PFI service that is able to support the academies where required and ensure that any local processes that are needed to be followed are understood at academy level.	Jan 2021 onwards	Principal
	Environmental Sustainability			
	Clear method of internal Comms with an Eco Champion at each academy, hub and office.	Academy to consider who within the academy is able to fulfil the role of Eco Champion. This will be the link between the national Environmental Sustainability initiatives and the local academy outworking.	Jan 2021 onwards	Principal
	Recruitment System Improvements Deployment of Application Tracking System to speed up the approval process for recruiting people and to enable monitoring of application data to drive forward our equality agenda.	Work with the Recruitment team to procure, develop and roll out an ATS System across the organisation. Gain knowledge of the system and processes during the system build.		Recruitment Team and Lee Tyler/Academy input required Temi Aje/Evelyn Quainoo



	Train all Academy staff on how to effectively use the new system	Create training materials and arrange training for Academy prior to roll out.		Lee Tyler/Academy Input required
	<p>People Systems Improvements Deploy the iTrent Self-Service Module to all Oasis staff</p> <p>Mandate that all staff have access to Organisation tools such as self-service, L&D platform etc which requires Bromcom and AD accounts to enable SSO.</p>			Lee Tyler/Academy input required
	Improve the quality of data within iTrent by using a new Data Validation Tool at all academies.			
	People and Payroll Data road map creation to understand Organisation data requirements			Lee Tyler/Mart De Visser/Organisation Stakeholder input required



Comms	<p>Brand and branding - OCL's brand (vision, mission, values) are universally understood and lived out.</p> <p>20/21 - Comms will provide Brand Voice documents, & new branding designs for academies to consider.</p>	<p>Academy to consider, across the year, how new branding materials will assist in improving students or staff applications/ improving the reputation of the academy. To contact Comms for advice.</p> <p>Academy to ensure all new building branding is approved by the Comms Team.</p>	September 2020 onwards	<p>Comms Team provides templates and offers for new branding</p> <p>Academy to nominate staff responsible for Marketing.</p> <p>Academy to contact Comms on new branding as required</p>
	<p>Internal Comms - Staff are committed and engaged with the OCL vision, improving retention.</p> <p>20/21 – The Internal Comms project will continue.</p>	<p>Comms to continue Internal Comms work - leadership briefings, all staff meetings, wellbeing comms, relaunched OasisZone, staff surveys.</p>	September 2020 onwards	<p>Comms Team continues to introduce improvements to Internal Comms.</p> <p>Academy to engage with new internal comms initiatives as appropriate.</p>
	<p>Press PR & Social Media - To be respected as a force for good within the education sector, and within our communities. All academies to engage in regular, planned PR including press releases, social media posts and website updates.</p> <p>20/21 - Comms to run national social media campaigns and invite academies to participate.</p>	<p>Academy to nominate staff responsible for undertaking marketing regularly, with the aim to improve applications and reputation. At a minimum; daily social media updates, websites weekly, and a press release monthly.</p> <p>Academy to engage with national social media campaigns.</p> <p>Comms to provide training on social media, websites, and press/PR</p> <p>Comms to gather data on academy marketing</p>	September 2020 onwards	<p>Comms provide training, ideas and support for improving reputation.</p> <p>Comms publish data on academy marketing.</p> <p>Academy to nominate staff responsible for Website.</p>

	<p>Admissions- A consistent, data-led approach towards admissions' marketing and processes, where someone is trained, supported, and accountable for student numbers.</p>	<p>A member of staff responsible for admissions' processes, data collection, and marketing. This person will join an Admissions Lead group which will be supported with training, materials, best practice sharing. 20/21 Comms to improve data gathering and forecasting. Comms will support staff responsible through training, resources and best sharing.</p>	<p>September 2020 onwards</p>	<p>Comms provide training, materials and best practice sharing on admissions marketing.</p> <p>Academy to nominate staff responsible for Admissions.</p> <p>Academy to participate in data gathering and forecasting.</p>
	<p>Recruitment - Academies undertake high quality, intentional marketing campaigns for each vacancy. Improved retention reduces the number of vacancies. The quality of applications is improved.</p>	<p>Comms provide guidance on how to market vacancies, including utilising websites/social media. Member of staff responsible to attend all relevant training. 20/21 Led by PD strategy, Comms to undertake a national 'campaign' where academies are provided with materials to highlight the opportunities and benefits of working for OCL.</p>	<p>September 2020 onwards</p>	<p>Comms provide training, materials and best practice on recruitment marketing.</p> <p>Academy to nominate staff responsible for recruitment (if different to general marketing).</p>
<p>Legal & Compliance</p>	<p>Policy management Prioritise for review all policies that are most relevant for Ofsted.</p> <p>Maintain a suite of policies that are legally compliant, implement our ethos, are easy to use and easy for academies to maintain, fit for purpose and follow a standard house style and format.</p>	<p>Policies Academy to customise policies where needed.</p> <p>Academy to feedback ideas and concerns to CPL to improve the utility of the policy suite</p>	<p>Principal ALT</p>	<p>Ongoing As and when</p>



	<p>Claims and litigation Maintain an overview of threatened and actual litigation</p> <p>Support academies in high risk claims and parts of the legal process</p> <p>Share lessons learnt in an anonymised form across OCL so that OCL becomes a learning organisation</p>	<p>Claims and litigation Academy to notify CPL (Yaaba Erzuah and Sarah Graham) of any claim received within 24 hours and to register the claim with our insurers Academy to provide information in a timely way.</p>		
	<p>GDPR Ensure compliance with GDPR by providing training, advice, information and regular input to DPLs and other stakeholders</p> <p>Manage organisational relationship with the ICO</p>	<p>GDPR Staff to undertake annually the e-learning courses on data protection and e-security DPLs and any staff with an interest in data protection to attend regular Steering group meetings. Breaches and SARs received to be notified to Sarah Otto, the Data Protection Officer, on the same day of receipt</p>		
	<p>Internal audit Undertake audits as agreed with the board Audit & Risk Committee.</p> <p>Follow OCL's Internal Audit Charter and implement OCL's ethos and Nine Habits in the way that audits are conducted.</p> <p>Maintain OCL's "Speak Up" hotline.</p>	<p>Internal audit Work with the internal audit service in a spirit of openness and enquiry. Feel able to suggest ideas for audit to Director of CPL and Internal Audit Lead, Michelle Nelson.</p>		

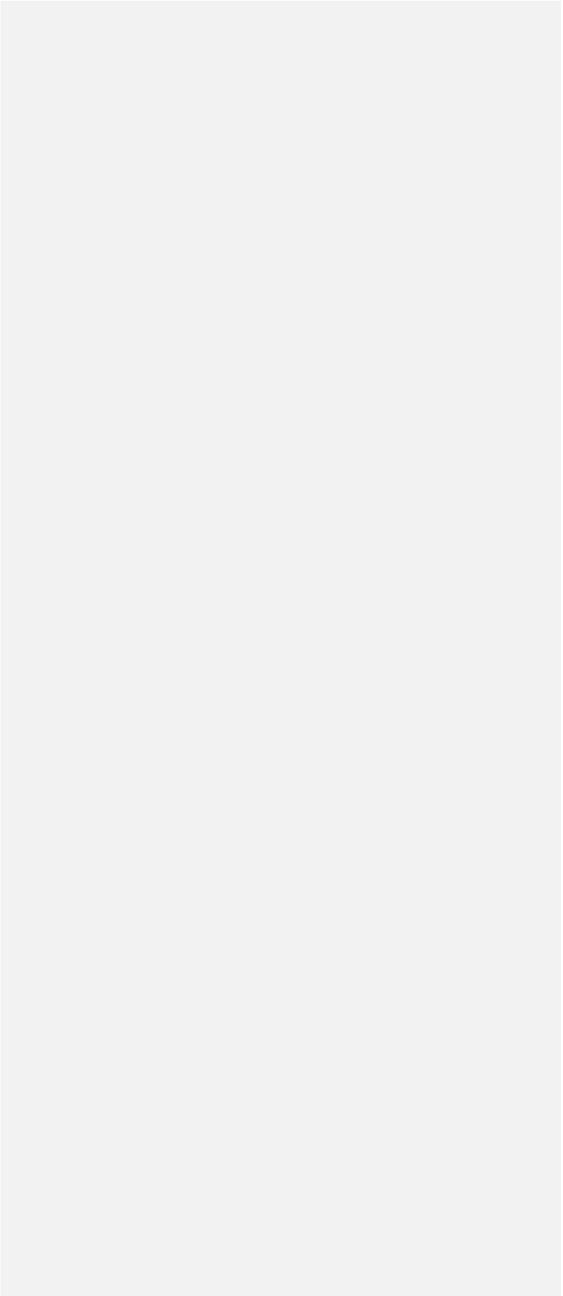


	<p>Ensure all disclosures are followed up, tracked and moved to resolution.</p> <p>Maintain statistics and provide information to CSG and the Board.</p> <p>Compliance Maintain an annual compliance plan, agreed by the Board Audit & Risk Committee</p> <p>Provide an authoritative source of advice on compliance-related issues on a proactive and reactive basis.</p>			
	<p>Compliance Academy involvement according to need.</p>			
Hub & Community	<p>Developing Oasis' community offer;</p> <ol style="list-style-type: none"> Investing in community ownership and capacity in all Hubs, either through the Academy and/or Hub charity (where there is one) Investing in direct community delivery around Academies, working to identify internal and external funding sources. OCP will develop the community Lead practitioners programme to cover youth work, advice and support and family support, to help create a network for staff/volunteers working in these areas, develop resources and provide support. 	<p>In Academy led Hubs:</p> <ul style="list-style-type: none"> For the One plan to include at least 2 tangible community outcomes (could be in the core offer areas in part 5) Principals to work with Hub Councils to identify the opportunities and needs in the communities that the Academy serve, and ways that the Hub Council can get involved in supporting these issues. <p>In addition, where there is a Hub Charity and Hub Leader:</p> <ul style="list-style-type: none"> Hub Leader to be involved in the setting of community priorities and involvement Support the OCP exec to take examples of good practice in community projects, package them up and make available to all Hubs. Community staff contribution to their relevant networks as part of the OCP Lead Practitioner programme. 	All: Dec 20	OCP Exec, Hub Leader, Principal, Hub Council chair

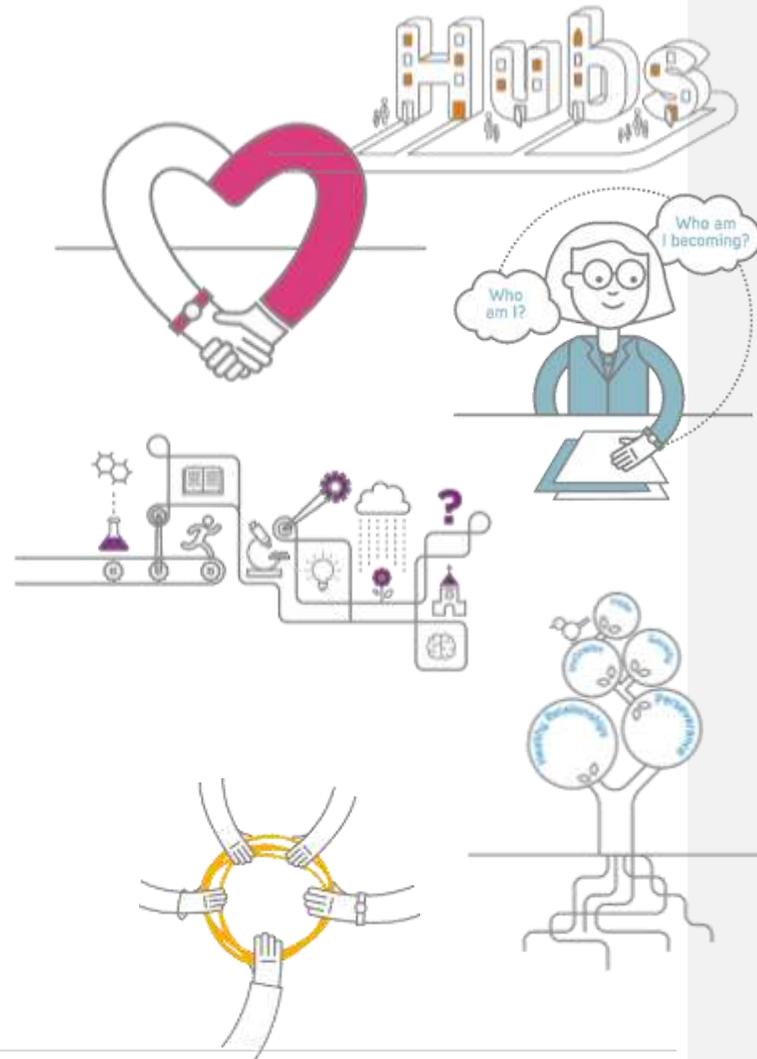
	<p>4. Hub Councils; Growing local capacity, leadership and empowerment in our local communities.</p> <p>4.1 For each Academy to have a functioning Hub Council, with an identified chair and community leaders representative of the local community, meeting regularly using the agreed agendas and meeting format.</p> <p>4.2 For Hub Councils to be actively supporting the Hub/academies and working towards the identified community priorities.</p>	<p>In Academy led Hubs:</p> <ul style="list-style-type: none"> • Where there are vacancies for chairs/community members, work with the Hub Council team to actively recruit to posts. • Use the guidance material which will be provided by the Hub Councils team (including video guidance on how meetings should be run, growing a community movement) • With the Hub Council identify projects they can support and develop (could be around fundraising etc as well as project delivery) and then set at least 2 outcomes as part of the LOP <p>In addition, where there is a Hub Charity and Hub Leader:</p> <ul style="list-style-type: none"> • Work with Hub Leader on recruitment of community leaders and on setting community outcomes 	<p>4.1 Dec 20 4.2 July 20</p>	<p>Principal and Hub Leader (supported by Head of Hub Councils and others)</p>
	<p>5. Oasis core community offer as part of the longer-term vision for the one plan; Student volunteering Student mentoring Food provision Family Support</p> <p>Where there are Hub charities, the 4 core offer areas are already embedded in Hub plans. As part of the longer-term vision for the one plan the 4 core offer areas should feature in every LOP, and further information will follow in 21/22.</p>	<p>In Academy led Hubs:</p> <ul style="list-style-type: none"> • Consider using the core offer areas as at least one of the tangible community outcomes in LOP (eg could be for Hub Council to help set up a volunteer reading mentor scheme, be part of a part of student mentoring scheme) <p>In addition, where there is a Hub Charity and Hub Leader:</p> <ul style="list-style-type: none"> • Work with Hub Leader to ensure that in the Hub Plan the 4 areas of core delivery are covered, and also reflected in the LOP. • If part of an OCP pilot project, work with the OCP exec to deliver the 	<p>On-going</p>	<p>Principal and Hub Leader</p>



		project and contribute to the evaluation process so that project plans can be shared with other Oasis sites in following years.		
--	--	---	--	--



COVID-19





Covid 19 catch up planning

Describe the offer during lockdown and the stated catch-up approaches in place including use of funding.

Ofsted assurance visits will focus on

How learning has re-started / quality of curriculum provision / vulnerable pupils / safeguarding / welfare and routines / behaviour. These areas should be covered in your narrative.

Do we need to add in a continuity of Education plan in case of local lockdown? No of devices required, rota's etc.

Offer During Lockdown

Area of provision	Actions	Impact
Quality of curriculum provision	<ul style="list-style-type: none"> • Weekly theme-based home learning challenges • Learning focused on revisiting previously taught concepts • Year group appropriate phonics and reading, writing and maths provision • Key stage relevant wider curriculum activities for siblings and families to do together • PE covered by PE with Joe Wicks • Signposting to additional educational resources such as Times Table Rockstars, BBC Bitesize Daily, National Oak Academy • On-going use of Lexia and Nessy for those pupils accessing these interventions • Personalised learning packs for Resource Base pupils focusing on EHCP targets • Paper packs provided for those families who struggled with online access • Resource packs for nursery and resource base pupils 	<ul style="list-style-type: none"> • Feedback from parents and families showed that children enjoyed the themes • Photos of work shared regularly with teachers • All families who requested paper packs collected them • High levels of engagement with academy videos e.g. resource base video of children for staff and VE day photos • Resource Base facebook group positive feedback

	<ul style="list-style-type: none"> • Regular (at least weekly) communication including phone calls, emails and home visits where safe to do so. 	
Vulnerable Pupils	<ul style="list-style-type: none"> • Childcare provision for identified pupils • A minimum of 80 pupils using the government criteria for vulnerable pupils • Respite days offered for parents of Resource Base pupils • Stepping Stones provision offered to vulnerable pupils in childcare • Daily check-ins with parents of vulnerable children • Food provision – food bank, Fareshare parcels, Forever Sport packed lunches • Art bags provided by Scrap Store • School remained open on Bank Holidays and throughout traditional school holidays e.g. Easter 	<ul style="list-style-type: none"> • Lois Boyson Bristol Post article 'School in a Million' • Good attendance for identified vulnerable children including a family of PAs • Children were safe because removed from the situation that makes them vulnerable • Children fed hot meal daily • Offered wider challenge to vulnerable parents as a result of smaller numbers and increased opportunities to communicate • Signposting effectively addressed family need e.g. heating and fuel
Safeguarding	<ul style="list-style-type: none"> • Action Plan RAG rated the level of contact required for families subject to CP, CiN, children who are looked after, those with EHCPs and children identified as having other vulnerabilities • Minimum weekly phone calls up to daily • Home visits where necessary and safe • Childcare offer for all identified pupils with an expectation of attendance • Liaising virtually with other professionals • Food, fuel and heating provision • Weekly Safeguarding Team meetings • Facilitated contact between SW and children subject to CP 	<ul style="list-style-type: none"> • All CP conferences and core groups were attended by the academy • SW had contact with children subject to CP plans • Increase in number of children subject to CP plans due to school action • Signposting effectively addressed family need e.g. heating and fuel
Welfare and Routines	<ul style="list-style-type: none"> • Food provision – food bank, Fareshare parcels, Forever Sport packed lunches 	<ul style="list-style-type: none"> • Increase in pupils eligible for PP rose to 63%

	<ul style="list-style-type: none"> • Art bags provided by Scrap Store • Minimum weekly contact for every child and family • Online learning was timetabled with suggested time scales for lessons • Weekly Health and Safety meetings • Met and exceeded government expectations of health and safety requirements for wider opening e.g. one-way system, video for children and families • Responsive approach to changing needs of the families e.g. increased numbers attending childcare and education provision • Weekly academy 'singing assembly' video provided by staff • Significant events were marked safely/virtually e.g. Y6 photos, VE Day celebrations, Y6 leavers • Transition days offered to all pupils and staff • Staff 1:1s • Weekly staff meetings enhanced with wider CPD offer • Support provided to families to apply for PP where they became eligible 	<ul style="list-style-type: none"> • We saw families facing challenges regularly throughout the period of lockdown
<p>Behaviour</p>	<ul style="list-style-type: none"> • Academy behaviour policy applied consistently in childcare and education provision • Leadership support available for on-call and vulnerable children with attachment needs • Stepping Stones provision offered to vulnerable pupils in childcare • Careful grouping of children to take into account different needs and familiar adults were used where possible • Childcare planning reflected the groups 	



	<ul style="list-style-type: none"> Weekly communication between parents and teachers supported behaviour at home 	
--	---	--

Covid 19 catch up planning – September Academy Action Plan

Levers of recovery informed by <https://www.evidenceforlearning.net/recoverycurriculum/>

Health & Safety	Behaviour	Curriculum	Community	CPD	Assessment	Transition
Ensure the academy is fully compliant with the trust requirements for Health and Safety	Attendance of all pupils is in line or above national	Plan, implement and evaluate bridging curriculums	Ensure high levels of pupil, staff and family well-being	Develop and implement training programme for online learning	Accelerate progress of all pupils in reading	Provide all children and staff with face-to-face opportunity to meet 2020/21 class
	Ensure consistent implementation of the OALC Behaviour Policy that is underpinned by Trauma Informed practice			Continue to embed and evaluate bespoke coaching programme		Develop pupil stamina for learning and ensure high levels of engagement for all



Level of Recovery: Health and Safety					
Key Priority: Ensure the academy is fully compliant with the trust requirements for Health and Safety					
Key Milestones					
Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
6	Preparations enable a safe return of all staff and pupils in September	KS	<ul style="list-style-type: none"> - Complete risk assessment - Communicate expectations with staff and families - Communicate any changes to plans swiftly - Weekly H&S committee meetings to review risk assessment 	<ul style="list-style-type: none"> - Feedback from staff and families during Terms 5&6 regarding academy handling of health and safety 	
1	All staff, children and families know and adhere to health and safety measures	KS	<ul style="list-style-type: none"> - Deliver INSET for staff - H&S expectations shared with children - Handwashing and sanitising built into timetable - One-way systems - Staggered start and end/play and lunch times - Weekly H&S committee meetings to review risk assessment - PPE for First Aid and Intimate Care - Individual risk assessments to continue for identified children in Resource Base 	-	
2			-	-	



Level of Recovery: Behaviour					
Key Priority: Attendance of all pupils is in line or above national					
Key Milestones					
Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
1	Profile and challenge of attendance is high throughout the academy	KS JL	<ul style="list-style-type: none"> - Relaunch of attendance strategy with all staff including office staff - Re-establish weekly attendance team and relaunch system for identifying attendance issues early and subsequent actions - Relaunch of attendance and punctuality with parents - Share expectations with parents for full return to school in September - Early identification of challenge and support for families vulnerable to low attendance following return from COVID closure. 	-	
2			-	-	



Level of Recovery: Behaviour					
Key Priority: Ensure consistent implementation of the OALC Behaviour Policy that is underpinned by Trauma Informed practice					
Key Milestones					
Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
6	Behaviour policy is underpinned by Trauma Informed Practice	BRW CP	- Review behaviour policy	- Decision-making and changes to policy informed by Trauma Informed Practitioner and Trauma Informed research	
1	Staff know and understand how trauma informed practice underpins the language and actions of the policy	BRW CP	<ul style="list-style-type: none"> - Deliver INSET - Relaunch behaviour policy with all staff including Trauma Informed Practice session - All PAS coaching to focus on behaviour and routines - Behaviour policy and expectations shared with children - Daily PiXL well-being sessions for the first two weeks of term in recognition of possible trauma on return to school 	-	
2	Behaviour policy is implemented consistently		-	-	

Level of Recovery: Curriculum					
Key Priority: Plan, implement and evaluate bridging curriculums					
Key Milestones					
Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
6	The curriculum in English and Maths for the autumn terms comprises of content missed in Terms 5&6	FBB JL	<ul style="list-style-type: none"> - Remap English texts to ensure previous year group English content is covered but in relation to current year group Enquiry content - Remapped texts are at reading level of previous year group to ensure accessibility 	<ul style="list-style-type: none"> - Remapped texts shared with staff - Planning time provided at INSET for English and Maths 	



			<ul style="list-style-type: none"> - Review Maths Mastery bridging curriculum materials and adapt for OALC - Revise the Year Group COATS in Reading, Writing and Maths - Deliver INSET for teachers 		
1	Teachers plan and deliver lessons that ensure coverage of COATS from previous year group	FBB JL	<ul style="list-style-type: none"> - Planning support for all year groups to ensure learning objectives and tasks match the COATS - Book scrutiny - Discussions with and feedback from staff and pupils - SEND Pathway Plans will identify specific MOATS for children working more than 1 year behind 	-	
2			-	-	

Level of Recovery: Community					
Key Priority: Ensure high levels of pupil, staff and family well-being					
Key Milestones					
Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
1	Children and staff attendance is good and confidence in safety at the academy is high	KS	<ul style="list-style-type: none"> - Continue high levels of communication with children, staff and families regarding any changes - Robust H&S measures in place in accordance with trust risk assessment - Weekly H&S committee meetings to review risk assessment and to include feedback from all stakeholders - Well-being taught discretely for at least first two weeks of term - Leadership decision-making linked directly to reducing teacher 	-	



			workload and improving wellbeing: review of feedback and marking, ASLT planning support for all year groups, ASLT-led reading interventions, well-being sessions - Early identification of families particularly affected by COVID-19 and support via pupil and family support lead		
2	Identified families and/or staff		-	-	

Lever of Recovery: CPD

Key Priority: Develop and implement training programme for online learning

Key Milestones

Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
6	Teachers know and understand the key principles of online teaching	FBB	- All teachers attended OCL Summer Series - Teachers know and understand the barriers distance learning poses	- All staff working that day, attended the OCL Summer Series - Feedback was that they would appreciate it being personalised to OALC	
1	Teachers can plan, create and upload recorded lessons	FBB	- Revisit the principles of online teaching - CPD programme including training and professional reading - ASLT PPA support	-	
2			-	-	

Lever of Recovery: CPD

Key Priority: Continue to embed and evaluate bespoke coaching programme

Key Milestones

Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
1	Teachers know and understand the purpose of coaching at OALC	FBB	- Relaunch coaching with all staff – share the purpose of coaching at OALC - Deliver INSET for NQTs and TF	-	



			<ul style="list-style-type: none"> - Establish coaching pairs - All coaching to focus on PASequence Managing Behaviour 1 		
2	Deliberate Practice is being used effectively in coaching sessions	FBB	<ul style="list-style-type: none"> - Review coaching provision - Deliver further training on deliberate practice including modelling - Record coaching session for training purposes - ASLT to review the wider CPD offer 	-	

Level of Recovery: Assessment

Key Priority: Accelerate progress of all pupils in reading

Key Milestones

Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
1	All children benchmarked and receiving 1:1 reading weekly (KS1) and fortnightly (KS2)	FBB	<ul style="list-style-type: none"> - Deliver INSET including PiXL Transition Package - Weekly RAT meetings for Y6 and fortnightly for all other year groups - Focus on reading – all children benchmarked by week 4 - Accelerated reader in Y3 - ASLT support for 1:1 reading in KS1 - Additional support required and identified for T2 	-	
2	Something about filling gaps identified in T1		-	-	

Level of Recovery: Transition

Key Priority: Provide all children and staff with face-to-face opportunity to meet 2020/21 class

Key Milestones

Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
------	---------------------	------	---------	------------------------------------	-----



6	Children and staff feel happy and confident to return in September	KS	<ul style="list-style-type: none"> - 'Meet the Teacher' Profiles distributed to all pupils - Minimum 2 days offered to all pupils in YR-6 to meet new teacher, visit new classroom and meet with peers again before September - September arrangements communicated with parents end of July 	<ul style="list-style-type: none"> - Feedback from children and parents - Attendance during transition days 	
---	--	----	---	---	--

Level of Recovery: Transition					
Key Priority: Develop pupil stamina for learning and ensure high levels of engagement for all					
Key Milestones					
Term	Milestone & Purpose	Lead	Actions	Evidence of impact /Further Action	RAG
1	Behaviour for learning is good, levels of engagement high and children demonstrate age-appropriate levels of stamina	KS FBB	<ul style="list-style-type: none"> - Relaunch positive behaviour policy and expectations/rewards - Timetable adjusted to match the academy priorities for increasing stamina, reading and handwashing: e.g. shorter lessons, reading break in the afternoon (KS2), daily Maths Meeting. - Return to daily handwriting - Well-being taught discretely for at least first two weeks - English texts mapped to reflect lower reading levels but content of current Enquiry to foster interest - Amended Resource Base, Reception and Nursery induction 	-	
2					