

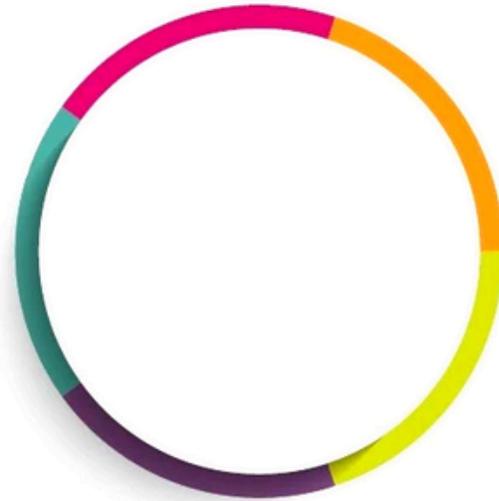


Oakmeadow
CE Primary School
Part of the **Marches** Academy Trust 

ANNUAL REPORT 2024/25

Our Vision & Values

Our vision:
Achievement
through caring



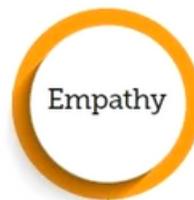
Excellence

Excellence: striving always for mastery and personal success



Integrity

Integrity: consistently acting with honesty, compassion and respect



Empathy

Empathy: embracing and supporting the uniqueness of every individual



Creativity

Creativity: inspiring and challenging through invention, experimentation and exploration



Equality

Equality: ensuring fair opportunity for all



Reflections – A Summary of the Year



Samantha Hill
Headteacher

As we come to the close of another academic year, I find myself filled with immense pride and gratitude. The 2024–25 school year has been a remarkable journey—one marked by resilience, growth, and a shared commitment to excellence across our entire school community.

First and foremost, I want to express how incredibly proud I am of our pupils. Their enthusiasm for learning, their kindness toward one another, and their determination to do their very best have been truly inspiring. Whether in the classroom, on the sports field, or through creative and community projects, our children have shown what it means to be curious, courageous, and compassionate learners.

Equally, I must extend my heartfelt thanks to our dedicated staff. Their tireless efforts, creativity, and unwavering belief in every child have made this year such a success. It is because of their passion and professionalism that we continue to thrive as a school.

One of the standout moments of the year was our Ofsted inspection in December. We were delighted and proud that the inspection team recognised the exceptional quality of our Early Years Foundation Stage (EYFS), describing it as “magical.”, our curriculum, personal development offer and the behaviour and attitudes of the children. This glowing feedback is a testament to the nurturing, stimulating, and joyful environment our school team has created—laying strong foundations for lifelong learning.

Of course, none of this would be possible without the steadfast support of our parents, carers, governors, and local community. Your partnership, encouragement, and trust mean the world to us. Whether attending school events, volunteering your time, or simply cheering us on from the sidelines, your involvement enriches our school in countless ways.

As we look ahead to the next academic year, we do so with excitement and optimism. Together, we will continue to build on our successes, support one another, and ensure that every child in our care feels valued, inspired, and ready to shine.

Thank you for being part of our journey.

School Priorities (SDP) 2024 – 2025

School Development Priorities 2024-25



People First



Anytime, Anywhere Learning



Belonging



Working Today to Protect Tomorrow



Wellbeing

Ensuring meaningful and effective collaboration to support each others' wellbeing and workload.



Adaptive Teaching

The use of active learning and adaptive teaching methods to sustain engagement and concentration.



Character Development

Enhancing our personal development offer so all pupils treat each other with understanding.



Courageous Advocacy

Growing pupils who actively contribute to their locality and have involvement on issues that affect them and their future.



Instructional Coaching

Ensuring a culture of continuous and sustained professional development for all staff.



Pupil Progress

An enhanced pupil progress system to support with raising attainment and progress.



Community

School establishing as a hub for the local community providing services for Bayston Hill and beyond.



Global learning & citizenship

Develop meaningful national and international links to prepare children for the global society they are growing within.



SEMH Strategy

To implement a successful Social, Emotional and Mental Health strategy for school.



Attainment Aspiration

Ensuring the aspirational expectations of attainment and progress for all are met.



Belonging

All pupils feeling a sense of belonging which impacts on enjoyment and progress.

EDIB



To ensure that pupils have age-appropriate understanding protected characteristics and demonstrate respect for



Curriculum Depth
Depth within the curriculum, ensuring contexts and content that motivates all learners.



To see our School Development Plan in full, please look at our SOF

Trust Priorities 24/25

Belonging

This year, we have taken significant strides to foster a culture where every child, family, and staff member feels a strong sense of belonging within our school community. Our approach has been both strategic and compassionate, ensuring that belonging is not just a value we speak about, but one we actively embed in every aspect of school life.

Staff Development and Awareness

We began by investing in high-quality CPD for all staff, focusing on the importance of belonging and practical strategies to nurture it. This training has empowered staff to create inclusive, supportive environments where every child feels seen, heard, and valued.

Targeted Support Through Data and Planning

Using our enhanced pupil progress system, we have been able to identify trends among pupil groups most at risk of underachievement. This data-driven approach has informed our wave system, enabling us to develop tailored action plans and track the impact of interventions with precision.

Listening to Our Pupils

Pupil voice has been central to our work. We conducted a baseline survey to understand how children perceive their sense of belonging. These insights have guided our planning and allowed us to measure progress meaningfully.

Inclusive Curriculum and Enrichment

Our curriculum planning has been intentionally designed to bring children from diverse backgrounds together through collaborative learning experiences. We have also monitored the uptake of enrichment opportunities by disadvantaged groups, ensuring our Pupil Premium strategy supports equitable access to all experiences.

Community Engagement and Support

We are developing a Community Hub strategy to expand services that benefit both the school and the wider community. The role of our Family Liaison Worker has grown within the pastoral team, strengthening our support for families and enhancing home-school partnerships.

Curriculum Contributions to Community

Staff have worked to embed opportunities within the curriculum for pupils to contribute meaningfully to the local area. Our ongoing collaboration with the parish council, village association, church, and PTA has enriched our community ties and provided pupils with real-world contexts for learning.

Celebrating Diversity and Shared Values

Through curriculum content focused on commonalities and differences, and through our worship and lived curriculum, we continue to promote kindness, respect, and mutual understanding. Our values-based behaviour system, supported by a logical consequences model, reinforces these principles daily.

Recognition and Celebration

We have introduced half-termly Values Champions awards and are working towards the Happy Lunchtimes Award to support positive social interactions. Parental workshops have also been delivered to share our work and reinforce our shared commitment to belonging.

Evolving Pastoral Support

Leaders continue to collaborate with the pastoral team to evolve our offer, ensuring it remains responsive to the needs of our pupils and families.



People First



This year, we have made significant progress in advancing our "People First" priority, ensuring that every member of our school community feels valued, supported, and empowered to grow.

Professional Growth and Talent Development

In response to staff voice and our planned talent management pathway, more staff than ever have taken on new responsibilities or engaged in professional development. Highlights include: A new Wraparound Lead role, supported by trained staff. EYFS-focused CPD, including all teaching staff attending Greg Botterill training and DSL training for the Wraparound Lead. A TA taking on a EAL Support Lead role, staff undertaking NPQs, apprenticeships, and the Straight to Teaching route and Talkboost training to enhance communication support.

Wellbeing and Workload

We conducted a comprehensive workload and wellbeing survey, using the results to shape an action plan that addresses key concerns. Regular staff meetings across all groups have ensured transparency, shared progress, and collaborative planning of next steps.

Leadership and Inclusion Initiatives

Leaders have engaged in professional development around the "Banning the Banter" initiative. This work is part of our broader commitment to equity, diversity, inclusion, and belonging (EDIB), led by our EDIB ambassador who is receiving Trust-level training and implementing a school-wide strategy.

Curriculum and Culture

We have analysed our PSHE and RSE curriculum to ensure strong coverage of protected characteristics, diversity, and inclusion. Worship and the lived curriculum continue to celebrate difference and commonality, reinforcing our values. CPOMS analysis has guided our focus areas, ensuring a responsive and relevant approach. Observations and drop-ins by leaders and visitors consistently show pupils behaving respectfully towards each other and staff. Pupil discussions reflect a growing understanding of the importance of celebrating differences and engaging with diverse perspectives.

Trust and Community Engagement

A dedicated staff member has been allocated to a Trust workgroup, ensuring our contributions are meaningful and contextually relevant. Our ongoing collaboration with the Trust and wider community continues to enrich our school culture and professional practice.



Anytime, Anywhere Learning

This academic year has seen significant strides in ensuring that learning is accessible, responsive, and tailored to pupil needs across all contexts. Discussions during pupil progress meetings have demonstrated that teachers are increasingly adept at identifying pupils who are either falling behind or at risk of doing so. These insights have directly informed targeted interventions, with monitoring confirming that support is being implemented effectively.

The Deputy Head's leadership on Wave 2 interventions has accelerated pupil progress through structured programmes, ensuring timely support. Book scrutinies and classroom drop-ins have revealed a marked improvement in adaptive teaching practices, with teachers adjusting instruction to better meet individual needs. Staff have expressed a clear preference for the revised pupil progress model, citing its efficiency in streamlining support and enhancing responsiveness.

Teachers are using cohort-specific data trends to inform the design and delivery of wave provision, ensuring that interventions are both strategic and impactful. Early feedback on the new spelling programme is encouraging, indicating a promising start. Staff voice has highlighted a strong grasp of the school's curriculum vision, with growing confidence in understanding the learning journey across year groups. Subject leaders have played a key role in this development through the creation of curriculum passports, which have helped clarify progression and expectations.

Classroom observations show a noticeable reduction in pupil passivity, with increased engagement and uptake of Teach Like a Champion (TLAC) strategies. Training for teaching assistants has further supported this shift, equipping them with the tools to apply these strategies effectively during cover and support sessions.



Working today to protect tomorrow



This year, the school has continued to strengthen its commitment to community engagement, environmental responsibility, and global awareness. Through ongoing collaboration with local action groups, pupils have had the opportunity to engage directly with community leaders and learn about local environmental and social issues. Visitors from these groups have enriched the curriculum by sharing real-world insights and inspiring pupils to take action.

Links with the Community Police Support Officer (CPSO) and the Youth Engagement Team have been further developed, offering pupils a broader understanding of civic responsibility and community safety. The School Council has taken a leading role in planning and delivering projects focused on volunteering, fundraising, and community support, embedding pupil leadership at the heart of this work.

Intergenerational connections have been nurtured through strengthened ties with the local vicarage and care home, fostering empathy and mutual respect across age groups. Strategic curriculum awareness days and the continuation of Debate Club have further enriched pupils' understanding of social and global issues, while ongoing collaboration with the church has supported the school's values-led approach.

Environmental education has been a key focus, with curriculum planning incorporating opportunities for pupils to explore sustainability and their role as positive contributors. Pupil leadership groups have taken ownership of an environment and sustainability project, supported by a newly established school charter for caring for the school site and beyond. Leaders, alongside the SBM and Facilities Manager, are actively evaluating progress in sustainability initiatives.

International links have also been a priority, with the school taking steps to connect with a Polish school as part of the International Schools Award. This initiative aims to ensure all pupils have the opportunity to build meaningful relationships with peers from different cultural backgrounds. The EAL Coordinator has worked closely with school leaders to celebrate bilingualism, encouraging pupils to share their languages and support a sense of belonging for all.

A curriculum audit has identified opportunities to embed global learning more deeply, while quality assurance of the PSHE curriculum has ensured that British Values are consistently and meaningfully addressed. Worship continues to be a powerful platform for celebrating diversity and raising awareness of different cultures and faiths. Additionally, the computing curriculum has been evaluated to ensure it supports the development of key digital skills across all year groups



Local Governing Body Review

Celebrating a Year of Resilience, Growth, and Community

This year has been one of pride, progress, and perseverance for our school community. We are especially proud of the outcomes of our Ofsted inspection, which recognised the dedication, care, and high standards upheld by our staff. A heartfelt thank you goes to every member of our team for their unwavering commitment.

Our governance team has remained consistent throughout the year, providing a strong foundation for strategic development. The introduction of new link governor roles, aligned with Trust development priorities, has further enhanced our capacity to drive improvement and support school priorities.

We have continued to prioritise the wellbeing of our staff, recognising that a supported team is key to a thriving school. This has been especially important during challenging moments, such as the cyber attack, where staff responded with remarkable resilience and initiative, working tirelessly to minimise disruption for our pupils.

Our commitment to enrichment and wider experiences has remained strong, with a wide range of trips and residential offering pupils memorable and meaningful learning beyond the classroom. We also embraced the opportunity to participate in the Government's free breakfast club pilot, ensuring more children start their day ready to learn.

The school has welcomed a growing number of EAL pupils, and staff have gone above and beyond to ensure these children feel included, supported, and celebrated. This inclusive ethos has been recognised by visitors and prospective staff alike—recent job applicants have consistently commented on the warm, welcoming atmosphere of the school.

Our community links have continued to flourish. We have deepened our relationship with the local church, and our connection with the care home has helped foster intergenerational understanding and compassion. These partnerships, alongside our enhanced community engagement, have enriched the lives of our pupils and strengthened our place within the wider community.

As we reflect on the year, we do so with immense pride in what we have achieved together. Our school continues to be a place where children are nurtured, staff are valued, and the whole community is united in its commitment to excellence and care.



School Priorities (SDP) 2025 – 2026



People First:

- Using effective instructional coaching as a means to promote and ensure a culture of continuous and sustained professional development and progress for all staff.

Anytime, Anywhere Learning

- Challenge for more able pupils or those who are ready to move on.
- Consistency in use of TLAC strategies across school to embed a common way of working that increases pupil engagement and reduces passivity in lessons.

Belonging

- Character development and citizenship - further enhancing our provision for personal development and ensuring our pupils develop a sense of belonging in their school community, treating each other and adults with respect and understanding and so that the feeling of entitlement among some is reduced.

Working today to protect tomorrow

- Outcomes - a focus on ensuring aspirational expectations in attainment and progress for all are met, including SEND and disadvantaged pupils to ensure pupils are next stage ready.
- Global learning and citizenship - in acknowledgement of the modern and everchanging world our children are growing into and in response to our locality we aim to focus on developing meaningful links on a wider scale to foster a curiosity and growing knowledge of the world outside of pupils' local area.





#togetherwegrow

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