Oakridge Primary School
Improvement priorities 2021 – 2022

A. Quality of Education	Evidence and Impact	Lead Governor
Priority 1. Maintain the impact of middle leadership upon teaching and learning	- All middle leaders will know standards of attainment and impact positively upon learning experiences - All middle leaders will be able to speak confidently and provide evidence to answer the questions on :- - Content and Progression - Standards of Achievement - Quality of learning and teaching - ML meetings (4) self review sheets demonstrate that leaders know the strengths and next steps	NL – Each S and C meeting a ML presents
Priority 2. All children know the key sticky knowledge for their year group.	- Knowledge organisers are used effectively in History, Geography and Science - All leaders to assess (away from the point of learning) whether key knowledge is being transferred to children's long term memory 90% of children can recall the key knowledge in each subject at the end of the academic year	
Priority 3. MATHS 3.1 For all teachers, children and parents to know what arithmetic skills and number recall knowledge has been retained and where there are gaps that need to be addressed.	- All children complete an arithmetic assessment in September - Teachers and children will know what Maths recall knowledge has been retained 100% of pupils can articulate their next steps in mathematics results and each child knows their next steps and what they can do to achieve their next steps. - Teachers' planning will reflect the strengths and gaps that children have displayed during the assessment - Intervention will be planned to address specific gaps for those children who have been more affected by school closure (See Yr group tracking)	**SM – Maths Gov**

3.2 To continue our rigorous approach to the teaching of recall of + and – facts in KS1 and x and ÷ in KS2 including the targeted intervention groups in order that 100% of children achieve year group expectations 3.3 Implement further adaptive teaching methods to ensure there is sufficient challenge for GD learners and appropriate support where necessary.	• Parents will know children's next steps and any gaps from previous year's learning. • 90% of FS children reach the expected level for maths • 100% of children reach NE • All children attain the expected standard in the Y4 times table test.	
3.4 Increase the percentage of Girls in KS2 achieving GDS in Maths. 3.5 Increase HPA at FS achieving GDS in maths	• Planning evidences strategies used to implement adaptive teaching methods to ensure there is sufficient challenge for GD learners and appropriate support where necessary. • The role of the TA is carefully planned in order that maximum learning takes place. • For some lessons not all children start at the same independent learning point. • Books show appropriate levels of learning for different groups of children. • To ensure that at least 33% of girls achieve GDS in maths • Increase HPA at FS achieving GDS in maths in KS1to 79%	
Priority 4. English **Writing** **4.1** Increase the percentage of Boys in KS1 achieving GDS in Reading and Writing with boys progress in writing to be at least in line with national (50% compared to 58% nationally) **4.2** Use appropriate choice when presenting SC for each piece of writing	• 6 boys (46%) identified with the potential to achieve GDS in writing • 100% of boys make expected progress. • Appropriate and challenging SC is used during each piece of writing which is personalised to the needs of children. Where necessary, handwriting is highlighted on SC	

4.3 Use established poems to develop a deeper understanding of poetry in order for children to see themselves as poets	• Whole school poetry week where every child produces their own poem	
4.4 To inspire children's non fiction writing by using current affairs as a stimulus	• Every class has produced at least two outcomes in different genres based upon current affairs	
Reading **4.5** Increase the percentage of Boys in KS1 achieving GDS in Reading with boys progress in writing to be at least in line with national (50% compared to 58% nationally)	• 6 boys (46%) (25% in 2019) in KS1 identified for GDS in reading	**CT report back to S and C**
4.6 To maintain the attainment in reading by continuing a rigorous approach to the analysis of pupils' independent reading from Year 2 using the Accelerated Reader Programme in order to deepen all children's comprehension skills so that at least 90% in each year group are reading at national expectations with at least 30% above and 100% make expected progress	• All staff know through analysis of AR each child's next steps and all children are reading appropriately challenging texts for the right amount of time a week. • 90% in each year group are reading at national expectations with at least 30% above and 100% make expected progress with at least 30% making good progress.	

4.7 Ensure AR texts for HA children are sufficiently broad and challenging	• Pupil review meetings show that texts are challenging and that children are reading:-
	   o Yr 2 20 mins a day
	   o Yr 3 30 mins
	   o Yr 4 30 mins
	   o Yr 5 30 mins
	   o Yr 6 30 mins	

4.8 Raise the weekly profile of 1:1 conferencing using pupil AR feedback sheets celebrating success across the school as well as ensuring children are reading appropriate texts and understand their development points.	• Weekly conferencing takes place and children know their next steps. Weekly celebrating of reading where children from all classes are rewarded by the HT • AR data is analysed weekly and interventions are made including 1:1 reading	

Phonics **4.9** Invest in a new validated phonics prog **4.10** Assess all Reception children **4.11** Parents meeting is held for all parents of children in Reception and Year 1	• We have in a place a full SSP prog for phonics in R and Yr 1 • R children are all assessed in the first three weeks of the Autumn term. • Reception and Year 1 classroom has a book corner with a small selection of high quality texts which are refreshed regularly • All parents know the importance of reading with their child
Priority 6. MFL To raise the profile and expand the use of conversational French in school	• New planning sheet introduced which shows the weekly deliberate practice in each class. • Each class learns and can recite at least one French song. • French Friday is high profile across the school where deliberate practice takes place and the conversational French reflects the prior French knowledge that the children have.
Priority 7. Foundation Stage To enrich the expressive arts and design curriculum to meet the new educational program	• All children experience live theatre and live music
Priority 8. RE To implement our revised RE curriculum	• There is thorough coverage of the new RE long term plan with no repetition of stories. • There are sticky knowledge mats which outline the key knowledge to be taught in each unit for each year group. • All classes visit the major place of worship that they are studying.
Priority 9 Feedback Utilise a wide variety of feedback techniques which are most suited to the learning intention and success criteria	To ensure that the new feedback policy is fully implemented • Check understanding systematically, identify misconceptions accurately and provide clear, direct feedback in oral or written form • Feedback relates directly to the learning intention and success criteria • Children can self and peer assess utilising success criteria for clear next steps

	• Respond and adapt teaching as necessary, without unnecessarily elaborate or differentiated approaches	

B. Behaviour and Attitudes	Evidence and Impact	Lead Governor
Priority 1 The Oakridge Way – As part of the school definition of cultural capital, identify the learning mind frames and the personal qualities which will form a part of 'The Oakridge Way.'	• We have defined The Oakridge Way • Children can articulate when asked what The Oakridge Way is • Children understand the importance of interpersonal qualities through a raised profile and reward system that includes parents. • Within the classroom, around the school building and at break times and lunchtimes all the children consistently display the Oakridge Way qualities	**KL**
Priority 2. VISIBLE LEARNING – Children take responsibility for their performance, they are self motivated and display the learning characteristics (4 R's) 2.1 To continue to ensure that all children can articulate, and accurately describe, their progress and attainment	• Staff have analysed the results and each child knows their next steps and what they can do to achieve their next steps. • 100% of pupils can articulate their next steps in mathematics • 100% of pupils can articulate the knowledge they will be learning in KuW • All children can take responsibility for their progress by proactively acting on assessment data • 100% of pupils will be making expected progress • 100% of pupils will be able to articulate specifically how they have made progress	
2.2 All staff are purposefully and effectively use Success Criteria moving students toward co-construction of Success Criteria	• All children can take responsibility for their progress by proactively acting on assessment data reflecting accurately against Success Criteria to set their next steps articulating how, through personal examples, they have demonstrated progress • All children can take responsibility for their progress by reflecting accurately against Success Criteria to set their next steps articulating how, through personal examples, they have demonstrated progress	
2.3 Children demonstrate increasing independence in utilising the learning skills outlined in the Oakridge Way	• At KS1 children know the characteristics of an effective learner and can describe how they apply these characteristics themselves • At KS2 children develop a learning process which enables them to take responsibility for their progress	

C. Personal development	Evidence and Impact	Lead Governor
Priority 1. Relationships Education / Character As part of the school definition of cultural capital, identify the learning mind frames and the personal qualities which will form a part of 'The Oakridge Way.'	• We have defined The Oakridge Way • Children can articulate when asked what The Oakridge Way is • Children understand the importance of interpersonal qualities through a raised profile and reward system that includes parents. • Within the classroom, around the school building and at break times and lunchtimes all the children consistently display the Oakridge Way qualities ensuring that high levels of wellbeing are observed throughout the school	KL
Priority 2. To remain up to date and fully trained in the various aspects of safeguarding to ensure that all children are safe so all staff are fully aware of their safeguarding responsibilities.	• As a result of regular updates and training all staff are fully aware of their safeguarding responsibilities. • Safeguarding is high profile within the school and at every staff meeting safeguarding issues are discussed. • Staff have read and demonstrated understanding of KCSIE 2021. • LE to attend Advanced Safeguarding level 2 to ensure that 3 members of staff are trained to the required level for DSL.	KL
D. Leadership and Management	**Evidence and Impact**	**Lead Governor**
Priority 1. To further develop performance management at Oakridge, establishing a process which works for the whole team in order that we become a more impactful school through values led practice and professional development (i.e. Performance Management)	• All staff have objectives set which meet the required standards and also which support the values of the school • All work to same standards and behaviours • All objectives set are directly attributable to the individual and that are within their control, closely tied to actionable behaviours sand that are aspirational yet achievable • All staff have completed two research based projects based on VL. They have set the question they wish to research, gather baseline evidence, produce action plan and evaluate impact. • Projects are evaluated and presented to all staff twice a year.	SW/ DR
Priority 2 To further develop the impact of Subject Leaders on the curriculum ensuring the intent for their subject is effectively implemented with impact	• All Subject Leaders can talk knowledgably about their subject and can answer all of the ML questions precisely and this is backed up by evidence. • Subject Leaders have complete ownership of their subject	NL

	• All SL's continue to evaluate the strengths and areas of development in their subject in order that they plan appropriate PD for staff. • Staff have received effective and meaningful PD in subjects across the curriculum. (Termly updates for Maths Lit Eyrs SEN) • Subjects have appropriate resources to teach the curriculum.	

Priority 3
To further develop the Oakridge employee experience through an established end to end employment offer for all staff at Oakridge
	• There is a new recruitment policy including adverts, job descriptions, person specifications, shortlisting and interviewing processes which ensure the right staff continue to be recruited
	• There is an agreed set of principles set out which form the foundation for our recruitment, retention and development that reflect the culture of Oakridge. These principles ensure that we have quality mechanisms or recruitment and retention of the best staff by firstly :-
	    • Identifying the right talent needed to work at Oakridge
	    • Attract the best qualified candidates for the position
	    • Engage and Retain
		KL (well being)

Priority 4 To ensure that Committee chairs, and governors with specific responsibilities focus their work and agendas of meetings to ensure that they are aligned to the priorities identified by the school's Self-Evaluation and School Improvement Plan. • How do the head teacher, chair and other senior leaders work together to ensure that the GB focuses its work on school improvement priorities? • How does the GB use recruitment and training to ensure that it has the necessary range of skills, knowledge and expertise within its membership? • How does the GB ensure that governors are allocated to committees and link governor roles to make best use of their skills, knowledge and expertise?	• Governor roles are aligned to priorities in the School Improvement Plan • The Governing Board has a full complement of Governors with the right skill set • Committee chairs have reviewed the committee membership to ensure that each committee has the right skill set on each committee • Governors use a range of evidence to ensure they are well-informed about the school's curriculum provision. They are highly effective in holding leaders to account for the quality of education and the standard of pupils' behaviour, attitudes and personal development. • Minutes of meetings evidence challenge and support to school leadership. • Governor visits and online meetings provide sufficient evidence on the implementation and impact of the School Improvement Plan. • New governors are inducted onto the GB to ensure that they can contribute to the Monitoring and Evaluation timetable	**SW/DR/KL/NL**