



Improvement priorities 2023 – 2024

| A. Quality of Education | Evidence and Impact | Lead Governor |
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| <p>Priority 1 To further develop a range of retrieval practice approaches that support children in retaining knowledge in their long term memory</p> | <ul style="list-style-type: none"> All staff understand the 4 different types of practice and plan opportunities for all 4 types to take place in their class. All staff understand how to use a range of retrieval practice approaches to ensure that learning is retained in children’s long term memory. Children can articulate how they remember and have a range of strategies to help them recall knowledge. These are evident in their retrieval practice book. | |
| <p>Priority 2</p> <ul style="list-style-type: none"> Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. Pupils read widely and often, with fluency and comprehension appropriate to their age | <ul style="list-style-type: none"> There is evidence of tier 2 and 3 vocabulary in children’s written outcomes as well as in their contributions to class discussion Children have opportunity to apply their vocabulary through speaking and listening activities including debates, discussions and speeches | |
| <p>Priority 3 Maths 3.1 To develop a further understanding of key mathematical vocabulary and use when giving deep explanations</p> <p>3.2 To further embed self regulatory behaviours in children in KS2 in order that they further develop a more reflective approach to their maths learning.</p> | <p>Depth of understanding will be deeper using the correct mathematical vocabulary when reasoning and justifying answers in line with the mastery expectations</p> <p>All children in KS2 are using their own maths reflective journal to deliberately practise the areas in mathematics that they need to improve upon.</p> <p>Children take ownership of their maths learning by reflecting on gaps in their knowledge from each chapter review.</p> <p>Journals will show self regulated practise</p> | <p>SM – Maths Gov</p> |

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| | Parents will know about self regulation and will be supporting their children | |
| <p>Priority 4. English Reading</p> <p>4.1 To further develop disciplinary reading across the curriculum.</p> <p>4.2 Increase the progress of PMA boys in reading</p> <p>Writing</p> <p>4.2 To develop consistent expectations for handwriting to support the children who are not meeting National Expectations.</p> <p>Oracy</p> <p>4.3 To develop consistency of opportunity and approach to the teaching of Oracy.</p> | <ul style="list-style-type: none"> • High quality disciplinary reading planned is offered throughout the school with SL taking responsibility for providing high quality texts. • All children will have opportunities to develop their confidence and competence in disciplinary skills in History Geography Science and RE • Children will be able to explain their understanding of books, extracts, and other reading across the curriculum. • Increased understanding and breadth of vocabulary. • Children will have further finger tip knowledge besides the sticky knowledge which is evident in their own written outcomes and through pupil conversations. <ul style="list-style-type: none"> • The children meet the targets in reading that have been set for them <ul style="list-style-type: none"> • New handwriting policy in place which ensures consistency across the school • Agreed criteria for pen lic • All children using an agreed handwriting style. Consistency across the school in handwriting. • High expectations of handwriting. Pride in children’s writing. <ul style="list-style-type: none"> • High quality oracy curriculum planned, and taught • Children will have opportunities to develop their confidence and competence in spoken language and listening skills. | |

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| <p>SpaG 4.4 To further develop (raise profile) consistency of teaching and learning SPAG opportunities</p> | <ul style="list-style-type: none"> • Children use their oracy skills to express themselves confidently (think critically, speak, listen and perform to communicate knowledge, feelings and opinions). • Children at Oakridge can adapt talk to suit audience and purpose • Children at Oakridge will have the competent SPAG skills to write effectively. • Children use their SPAG skills to consistently and accurately write confidently across the curriculum | |
| <p>B. Behaviour and Attitudes</p> | <p>Evidence and Impact</p> | <p>Lead Governor</p> |
| <p>Priority 1 To deepen the children’s understanding of themselves as a learner and how this is related to the canopy of The Oakridge Way</p> | <ul style="list-style-type: none"> • Children can continue to articulate when asked what The Oakridge Way is and their own understanding of the learning mindframes • Children can give examples of when they have used the ‘mindframes’ to develop their own learning. Children take responsibility for their performance, they are self motivated and display the learning characteristics (4 R’s) | |
| <p>C. Personal development</p> | <p>Evidence and Impact</p> | <p>Lead Governor</p> |
| <p>Priority 1. To further develop mechanisms for pupil voice to ensure that children feel that their views are valued and contribute to a sense of school community</p> | <ul style="list-style-type: none"> • Through a democratic process, which is linked to British Values, pupil voice ambassadors are elected in each year group • Ambassadors feedback to SLT and SLs • Pupil views are incorporated into school development priorities | |
| <p>D. Leadership and Management</p> | <p>Evidence and Impact</p> | <p>Lead Governor</p> |
| <p>Priority 1. Middle Leaders ensure that there is depth within learning experiences provided for the children in their subject and these allow the children to develop their metacognitive knowledge.</p> | <ul style="list-style-type: none"> • Children can say what they are learning and what success looks like • Children can give examples of when they have used the ‘mindframes’ to develop their own learning. • Children can articulate how feedback has impacted upon their progress • Children can articulate the progress that they have made | |

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| <p>Priority 2 Safeguarding To ensure robust supervision of safeguarding issues and staff training through regular meetings between the DSL and the two DDSL's and the safeguarding Governor</p> | <ul style="list-style-type: none">• There is a termly program of safeguarding training focussing on specific safeguarding issues at each staff meeting• To add to our self evaluation schedule half termly meetings between the DSL the deputy DSL our safeguarding governor• To formally add into our self evaluation schedule the dates of visits from our safeguarding Governor to carry out SCR checks and termly safeguarding report• Half termly meetings with all staff which ensure interventions are timely and that we can ensure that there is no drift in cases and that we can measure the impact of those interventions to ensure that outcomes are improving for the child.• Pupil voice is more prominent in records | |
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