



School Improvement Plan

2024-2025



Section A: Quality of Education

Priority 1: Retrieval Practice

a. To further consistently embed a range of retrieval practice approaches that support children in retaining knowledge in their long-term memory.

Rationale:

We recognise 'Retrieval Practice', a learning strategy where children recall information from memory, as an important component to our children's education, as it strengthens long-term retention of knowledge and helps deepen understanding. Research shows that regularly recalling information enhances memory consolidation more effectively than passive review methods. Evidence indicates that retrieval practice not only improves academic performance but also builds children's confidence in their learning. Deliberate retrieval practice can also help children's cognitive load. Less working memory is needed to process any new information by retrieving previously learnt information. At present, children have retrieval books in which they complete regular retrieval practice activities across the curriculum. The focus now is to build upon current practice at Oakridge to embed a range of retrieval practice approaches with increased consistency.

Links to Curriculum Drivers:

Developing Lifelong Learners: Retrieval practice helps promote the 4 learning behaviours under the canopy of The Oakridge Way and helps us to promote the unique disciplines of each subject.
Developing Character: Retrieval Practice enables children to be challenged to think for themselves, promoting independence and confidence.

Links to The Oakridge Way:

Resilient: say 'I can' even when learning becomes challenging – retrieval practice requires sufficient levels of challenge in order to be successfully implemented. This level of challenge presents children with the opportunity to further develop their resilience through a safe, low-stakes environment.
Reflective: learning that mistakes can be learning opportunities – retrieval practice presents teachers with an opportunity to address misconceptions and children with an opportunity to reflect on their learning.
Resourceful: making links within learning – retrieval practice challenges allow children to make links between prior knowledge and new knowledge being presented. Links between knowledge across subjects can also be made via retrieval practice.
Reciprocal: learning with and from others – planning time during retrieval practice sessions for children to discuss their learning with others, through a 'think, pair, share' approach, offers them an opportunity to learn with and from others.

Success Criteria:

Lessons start with around 5 to 8 minutes of retrieval practice, through a challenge focused on recalling key prior learning.

Achieved:

Achieved

Planning for subjects shows the type of retrieval practice taking place and the knowledge that is being retrieved.

Achieved

All children are actively involved in retrieval practice at the beginning of lessons.

Achieved

A range of independent and collaborative activities are used consistently across school.

Achieved

Assessments show the impact of retrieval practice through significant percentages retaining sticky knowledge.

Achieved

Children can articulate the purpose of retrieval practice, how it helps them to remember key learning and are equipped with a range of strategies to help them recall knowledge.

Action:

Responsible:

Date:

Status:

Deliver staff refresher training on retrieval practice, including the use of exit tickets.

L. Wylde

September 2024

Complete

Distribute a range of retrieval practice challenges for use across subjects.

L. Wylde

September 2024

Complete

Collaboratively develop further resources for retrieval practice challenges.

Subject Leaders

Ongoing

Complete

Share examples of successful retrieval practice activities at staff meetings.

Teachers

Ongoing

Complete

Monitor the use of retrieval practice across all subjects.

L. Wylde/B. Homer/Subject Leaders/Teachers/TAs

Half-termly

On Track

Monitor assessments to evaluate the impact of consistent retrieval practice.

L. Wylde/B. Homer/Subject Leaders

Half-termly

On Track

Gather pupil voice on their understanding of retrieval practice.

L. Wylde/B. Homer/Subject Leaders

Half-termly

On Track

Impact and Evidence:

- Staff meeting time allocated to sharing retrieval practice examples shows that a range of retrieval activities are taking place across school.
- Retrieval 'book looks' demonstrated that retrieval practice is taking place at the beginning of lessons, and a wide range of activities and strategies are being used.
- Retrieval practice resources have been distributed across school, with subjects such as history now having bespoke retrieval practice activities and resources created to match our curriculum.



Section A: Quality of Education

Priority 2: Reciprocal Learning

a. To extend the 'learning from each other' community in order to maximise the impact of teaching and learning strategies used across the school.

Rationale:

Teachers have successfully completed triad observations during the 2023-24 academic year. As part of this process, teachers reflected on the impact of their own teaching strategies as well as those of two other members of staff, which resulted in positive outcomes for the standard of teaching and learning. Building on from the success of this strategy last year, the aim is to now broaden teachers' experience of other teachers' lessons, ultimately resulting in continuous best practice across school.

Links to Curriculum Drivers:

Developing Character: Celebrate effort and hard work – While this is something we strive for amongst our children, we also believe in celebrating the efforts of our dedicated staff.

Links to The Oakridge Way:

Respectful: Through triad observations, teachers are presented with opportunities to provide feedback in a supportive way, further promoting our respectful culture.
Kind: Celebrating the success of others' teaching and providing positive feedback aligns with our personal attribute of being kind.
Reciprocal: learning with and from others – Through triad observations, teachers are presented with opportunities to learn from each other.

Success Criteria:

All teachers have completed triad observations of other members of staff.

Achieved:

Achieved

Visual Learning strategies are being used in age-appropriate ways for all teaching and learning.

Achieved

Positive aspects of teaching and learning are shared with and celebrated by all staff.

Achieved

Action:

Responsible:

Date:

Status:

Assign teachers a triad team and create timetable of observations.

L. Wylde/B. Homer

September 2024

Complete

Teachers carry out triad observation within their team alongside LW and BH.

Teachers with L. Wylde & B. Homer

Half-termly

Complete

Feedback from observations shared between team.

Teachers with L. Wylde & B. Homer

Half-termly

Complete

Best practice observed during triad observations implemented across school.

Teachers

Ongoing

Complete

Best practice celebrated and shared at whole staff level during staff meetings.

L. Wylde

Ongoing

Complete

Impact and Evidence:

- Learning triads have been completed. From these, high quality teaching and learning was evident.
- Successes from these observations were shared directly with staff members, and key positive aspects were celebrated during staff meeting.



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Section A: Quality of Education

Priority 3: Maths

- To develop children's ability to identify the most efficient strategy for calculations.
- To further develop Key Stage 2 children's reflective approach to their maths learning.
- To raise attainment in the statutory Multiplication Tables Check in year 4, year-on-year.

Rationale:

- We believe that explicitly teaching children how to choose the most efficient strategy when approaching a calculation is crucial to helping them become lifelong mathematicians. By explicitly teaching children to choose the most efficient method, we empower them to think critically, enhance their problem-solving skills and build their confidence levels with maths. Moreover, it prepares them for real-world situations where efficiency is key, equipping them with the tools to approach problems logically and effectively throughout their future everyday lives.
- We strive to ensure that all of our children are reflective in their approach to learning and understand that mistakes form an important aspect of the learning process. To continue to develop this, our aim is for all children in key stage 2 to further embed self-regulatory behaviours in order to maximise their learning outcomes whilst giving them greater ownership of their learning journey.
- We know that having a strong grasp of times tables facts enables children to free up working memory to concentrate on solving calculations, as described in target 3a. While our MTC data is above national, it does not directly link to the % of children whom can recall of the times tables facts up to the 12 times table; a % that is much higher. Therefore, it is important that we provide opportunities for our children to feel further prepared to do their best on the check.

Links to Curriculum Drivers:

Developing Lifelong Learners: Explicitly teaching children how to approach calculations with efficiency helps us with our mission of promoting metacognition through the canopy of The Oakridge Way and possessing a good understanding of times tables is important to becoming a lifelong learner in mathematics.

Developing Character: Developing our children's resilience is a key component to successfully enabling them to solve calculations efficiently. By teaching children to choose efficient methods with calculations, we are also developing their independence and autonomy with mathematics. Developing autonomy gives children a sense of self-efficacy ('I can do it on my own') which promotes self-esteem and confidence, and promotes motivation and perseverance.

Enrichment: By utilising technology to enhance the teaching of times tables, we are aligned further with our mission of providing a 'Disney Land' curriculum.

Links to The Oakridge Way:

Resilient: say 'I can' even when learning becomes challenging – Solving calculations in maths can be challenging, and children need to show resilience in the face of these challenges. Making use of deliberate practice books in maths enables children to continuously practice areas of maths that they may find difficult or challenging.

Reflective: learning that mistakes can be learning opportunities – Naturally, mistakes will occur when calculating in maths. These mistakes provide opportunities for reflection, enabling children to evaluate their thinking, strategy and methods to understand where their mistake has originated and learning from it. Deliberate practice maths books enable children to reflect upon gaps in their learning and improve in these areas.

Resourceful: making links within learning – Having a strong knowledge of number facts, including times tables, and strong competency with efficient methods will enable children to be resourceful when selecting the most efficient methods for efficient calculating.

Reciprocal: learning with and from others – Planning time during lessons for children to discuss their strategies with others offers them an opportunity to learn with and from others.

Success Criteria:	Achieved:		
3a - Children have received a range of opportunities to identify and select efficient methods across their maths learning.	Achieved		
3a - Children can articulate their reasoning behind their decision-making for efficient methods.	Achieved		
3a - Chapter reviews and learning in books show that children are making use of efficient methods when calculating.	Achieved		
3b - All children continue to effectively use their practice maths books.	Achieved		
3b - Children can identify gaps in their learning from each chapter review and use this to take ownership of their learning.	Achieved		
3c – Increased % of children achieving 25/25 on statutory MTC.	Achieved		
Action:	Responsible:	Date:	Status:
3a - Deliver at least one morning maths lesson per week explicitly focused on selecting efficient methods.	Teachers	Ongoing	Complete
3a - Provide children with regular reasoning opportunities in relation to choosing efficient methods for calculations.	Teachers	Ongoing	Complete
3a - Provide staff with maths CPD focused on choosing efficient methods.	E. Perkin	Autumn	Complete
3a - Monitor use of efficient methods for calculations through observations, pupil discussions and book trawls.	E. Perkin	Termly	Complete
3b - Monitor use of deliberate practice books in maths.	E. Perkin	Termly	Complete
3c - Introduce Times Tables Rock Stars as a whole school approach to raising the profile of times tables.	E. Perkin/L. Wylde	Autumn 1	Complete
3c - Utilise mock MTC checks on Times Tables Rock Stars to prepare children for statutory MTC.	E. Perkin/J. Charlton	Termly	Complete
3c - Deliver interventions focused on preparing for MTC check for children not on track to score 25/25.	L. Wylde/E. Perkin/J. Charlton	Termly	Complete
3c - Introduce Times Tables Rock Star award in weekly celebration assembly.	L. Wylde	September 2024	Complete

Impact and Evidence:

- Monitoring of maths books demonstrate the range of opportunities to identify and select efficient methods.
- The impact of E Perkin's staff meeting on efficient methods in maths can be seen in maths books and deliberate practice books, where children are using efficient methods and showing their reasoning.
- The impact of reflecting on chapter reviews can be seen in deliberate practice books, within which children are taking ownership of the gaps in their learning.
- The % of children scoring full marks on Y4 MTC, and the average score out of 25, rose from the previous year.



School Improvement Plan

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Section A: Quality of Education

Priority 4: English

- a. **Reading: To further develop disciplinary reading across the curriculum through planned opportunities to acquire knowledge.**
- b. **SPaG: To expand retrieval practice more rigorously into spelling, punctuation and grammar.**

Rationale:

Building on from the successful work on disciplinary reading in the 2023-24 academic year, the focus this year is develop this approach further by carefully planning out opportunities to acquire new knowledge through disciplinary reading across the curriculum. Using disciplinary reading as a strategy encourages children to engage with subject-specific texts in a manner which reflects the unique ways of thinking and understanding within each discipline. By reading like historians, scientists, geographers etc. children not only develop their comprehension skills further but also deepen their understanding of the content.

Links to Curriculum Drivers:

Developing Lifelong Learners: Reading ability has a considerable impact on both educational attainment and wider life outcomes, as well as being an enjoyable and stimulating past time. Reading improves vocabulary; develops critical thinking skills as well as imagination and creativity. Skills exist within subject disciplines and they rely on the acquisition of underpinning knowledge. We, therefore, encourage our children to read and write like geographers, historians, scientists etc.

Developing Character: Developing autonomy in reading also gives children a sense of self-efficacy ('I can do it on my own') which promotes self-esteem and confidence, and promotes motivation and perseverance in school.

Links to The Oakridge Way:

Resilient: say 'I can' even when learning becomes challenging – retrieval practice requires sufficient levels of challenge in order to be successfully implemented. This level of challenge presents children with the opportunity to further develop their resilience through a safe, low-stakes environment.

Reflective: learning that mistakes can be learning opportunities – retrieval practice presents teachers with an opportunity to address misconceptions and children with an opportunity to reflect on their learning.

Resourceful: making links within learning – Disciplinary reading across the curriculum will help to promote our aim of children being resourceful learners.

Reciprocal: learning with and from others – planning time during SPaG retrieval practice sessions for children to discuss their learning with others, through a 'think, pair, share' approach, offers them an opportunity to learn with and from others.

Success Criteria:

4a - High quality disciplinary reading is offered throughout the school with subject leaders taking responsibility for providing high quality texts.

Achieved:

Achieved

4a - All children provided with opportunities to develop their confidence and competence in disciplinary skills in History, Geography, Science and RE.

Achieved

4a - Children will be able to explain their understanding of books, extracts, and other reading across the curriculum.

Achieved

4a - Children possess an increased understanding and breadth of vocabulary across the curriculum.

Achieved

4a - Children will have further finger-tip knowledge besides the sticky knowledge which is evident in their own written outcomes and through pupil conversations.

Achieved

4b - Lessons start with a retrieval exercise focused on previously taught Spelling, punctuation and grammar objectives

Achieved

Action:	Responsible:	Date:	Status:
Audit non-fiction texts available to children across school in each subject area.	Subject leaders	Ongoing	Complete
Within lessons, plan for opportunities for children to acquire knowledge through disciplinary reading.	Teachers	Ongoing	Complete
Revise 'Sticky knowledge' sheets to enable children to broaden their vocabulary across subjects.	L. Wylde / B. Homer / Subject Leaders	Autumn 1	Complete
Monitor the effective use of 'Sticky knowledge' sheets across subjects.	L. Wylde / B. Homer / G. Paynter / Subject Leaders	Termly	Complete
Monitor the use of non-fiction texts in lessons.	L. Wylde / B. Homer / G. Paynter / Subject Leaders	Termly	Complete
Monitor the use of spelling, punctuation and grammar retrieval activities.	L. Wylde / B. Homer / G. Paynter	Termly	Complete

Impact and Evidence:

- Monitoring of books demonstrates the children's understanding of texts across the curriculum.
- Vocabulary is a strength across the curriculum. Children make use of a wide range of vocabulary across the curriculum.
- Spelling, punctuation and grammar retrieval practice activities take place and evidence shows that these are linked directly to new content being taught.



Section B: Behaviour and Attitudes

Priority 1: Metacognition

a. To continue to embed the children's understanding of themselves as a learner and how this is related to the canopy of The Oakridge Way.

Rationale:

The Oakridge Way permeates all aspects of life here. We're now focusing in embedding children's understanding of themselves as learners to develop their metacognitive skills, which are crucial for effective learning. By helping children become aware of how they learn best, they can take ownership of their learning processes and adjust their strategies as needed. This self-awareness not only builds confidence and independence but also fosters a growth mindset, which falls under the resilient and reflective learning behaviours of our canopy. Ultimately, embedding metacognition enhances children's ability to learn across all subjects, preparing them well as lifelong learners.

Links to Curriculum Drivers:

Developing Lifelong Learners: Children will make more progress and will continue to succeed beyond Oakridge if they know and understand the disciplines of learning and when and how to use them. Some of our children do not like to make mistakes however it is important that we demonstrate how mistakes can be used as learning opportunities and are a useful part of the learning journey.

Developing Character: In today's environment, children need to develop strengths, acquire skills to cope, recover from hardships, and be prepared for future challenges. Promoting resilience in children provides them with the tools they need to respond to challenges and to navigate successfully life beyond the school gates.

Links to The Oakridge Way:

Resilient: say 'I can' even when learning becomes challenging – Children will be able to use a growth mindset to help them overcome challenges in their learning.

Reflective: learning that mistakes can be learning opportunities – Having a growth mindset enables children to recognise mistakes as part of the learning process.

Resourceful: making links within learning – Children will be able to provide examples of when they are being resourceful with their learning.

Reciprocal: learning with and from others – Children will be able to provide examples of when being reciprocal has been an important learning behaviour.

Success Criteria:

Children can continue to articulate when asked what The Oakridge Way is and their own understanding of the learning mind-frames appropriate to their age.

Achieved:

Achieved

Children can give examples of when they have used the 'mind-frames' to develop their own learning. Children take responsibility for their performance, they are self-motivated and display the learning characteristics (4 R's).

Achieved

Action:	Responsible:	Date:	Status:
Provide staff CPD focused on metacognition.	L. Wylde	January INSET	Complete
Provide staff CPD focused on Growth Mindset	L. Wylde	Summer	Incomplete
Launch impact cycles related to canopy of The Oakridge Way via staff meeting.	L. Wylde / B. Homer	Autumn	Complete
Complete two impact cycles focused on elements of the canopy.	Teachers	Ongoing	Complete – Second review focus aimed at writing.
Conduct pupil conversations to gather evidence.	L. Wylde / B. Homer	Termly	Complete

Impact and Evidence:

- Pupil conversations demonstrate that children have an age-appropriate understanding of themselves as a learner, and children could give specific examples of when they have used 'mind-frames' to develop their own learning.
- The first cycle focused on elements of the canopy of The Oakridge Way. The impact of this cycle showed improved mind-frames in the focus areas.



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Section C: Personal Development

Priority 1: Promoting Responsibility

a. To further provide opportunities for children to take on roles of responsibility within school.

Rationale:

We aim for our children to be making a positive contribution in school and beyond. Providing further opportunities for children to take on roles of responsibility is essential in encouraging them to make further positive contributions to our community, now and in the future. By engaging in these roles of responsibility, children will have the opportunity to develop important life skills such as leadership, collaboration and empathy, which are all crucial for their personal development. Ultimately, this approach nurtures responsible, community-minded individuals who are prepared to make meaningful impacts both within and beyond the school setting.

Links to Curriculum Drivers:

Making a Positive Contribution: Treating each other well helps make the world a happier place. The benefits of helping others can last long after the act itself, for those who offer kindness, and those who benefit. This, in turn, can improve our self-esteem. Providing children with opportunities to take on roles of responsibility will ultimately enable them to make positive contributions. This also allows us to further promote **British Values** to ensure a happy, safe and inspiring environment within school which will ensure children flourish in the wider world. We feel that it is important to help our children develop empathy to enable them see things from another person's perspective, sympathise with their emotions, and build stronger relationships

Links to The Oakridge Way:

Trustworthy: Roles of responsibility provide children with opportunities to show that they trustworthy members of our community.
Respectful: Roles of responsibility provide children with opportunities to receive respect from everyone in the school community.

Success Criteria:

A range of roles and responsibilities are available to children.

Achieved:

Achieved

Action:

Responsible:

Date:

Status:

Pupil Parliament introduced, with children voting on their selected candidates for Oakridge MPs	L. Wylde / Teachers	September 2024	Complete
Reading Ambassadors to continue into year 6 with the addition of further ambassadors.	G. Paynter	Autumn	Complete
Sports Leaders to be appointed from their application letters.	T. Rowell	Autumn	Complete
Gather pupil voice on potential roles for children based on what is important to them.	L. Wylde	September 2024	Complete
Agree the roles and responsibilities for children taking on these roles.	L. Wylde / B. Homer / Relevant subject lead	November 2024	Complete
Launch and promote these roles in whole school assemblies, via weekly newsletter and in class.	L. Wylde / Teachers	Ongoing	Complete
Provide opportunities for children to vote for their chosen representatives for each role.	Teachers	Ongoing	Complete
Hold regular meetings with those children in roles of responsibility.	L. Wylde / Subject Leaders	Termly	Complete

Impact and Evidence:

- Regular Eco-committee meetings take place, with children discussing a range of important issues.
- Regular Pupil Parliament meetings take place, with children surveying their peers on their views of the school.
- Sports leaders were appointed.
- Reading ambassadors is successfully running in school.
- The above roles further promote our curriculum aim of making a positive contribution as well as enhancing the personal development aspect of the curriculum.
- In addition to the above, year 2 and year 6 children have organised and taken ownership of fundraising events to raise money for good causes.



School Improvement Plan

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Section D: Leadership and Management

Priority 2: Safeguarding

- a. To continue to ensure robust supervision of safeguarding issues and staff training.
- b. To evaluate online safety provision across school.

Rationale:

Safeguarding children is crucial at all times. Safeguarding procedures are robust at Oakridge and children thrive in a safe environment. Having a continued focus on safeguarding as part of our school development plan promotes the message that we see safeguarding as the single most important aspect of education. IN an ever-changing technological world, we recognise the importance of equipping our children with the necessary skills to be good digital citizens and safe users of technology.

Links to Curriculum Drivers:

Making a Positive Contribution: It is our moral duty to ensure children are kept safe whilst in our care and can also keep themselves safe within their home, community, online and in school.

Success Criteria:	Achieved:
Children are safe at all times, including online, and any concerns are met with appropriate action.	Achieved
Regular meetings between the DSL and the two DDSs have taken place.	Achieved
Regular meetings between the DSL and the safeguarding Governor have taken place.	Achieved
Safeguarding procedures are followed at all times.	Achieved
Regular local updates have been attended by L. Wylde and B. Homer and any actions from these have been implemented.	Achieved
Children receive an online safety curriculum, which effectively covers the 4Cs of KCSIE.	Achieved

Action:	Responsible:	Date:	Status:
Conduct an up-to-date audit of staff and governor knowledge and understanding of specific safeguarding issues.	L. Wylde	September 2024	Complete
Ensure that staff and governors have read and understood KCSIE 2024.	L. Wylde	September 2024	Complete
Ensure that staff meetings always include a specific safeguarding agenda aligned to staff needs and latest updates.	L. Wylde	Ongoing	Complete
Meet to review online safety curriculum to determine further resources to utilise.	L. Wylde / E. Perkin	September 2024	Complete
Evaluate the links between online safety in computing and PSHE curriculum.	L. Wylde / B. Homer / E. Perkin	Autumn 1	Complete
Monitor effectiveness of online safety learning through pupil voice.	L. Wylde / B. Homer / E. Perkin	Termly	Complete
Half termly meetings take place between the DSL and the two deputy DSLs to ensure that policies and practices are impactful and all necessary support is in place.	L. Wylde / B. Homer / L. Evans	Half Termly	Complete
Weekly meetings take place between the DSL and the two deputy DSLs to discuss vulnerable children.	L. Wylde / B. Homer / L. Evans	Weekly	Complete
Discussion at every pupil progress meeting includes safeguarding.	L. Wylde / B. Homer	Half Termly	Complete
DSL and safeguarding governor meet each term and SCR is checked each term by Governor and a half termly report is presented to Governors.	L. Wylde	Half Termly	Complete

Impact and Evidence:

- Audit of safeguarding knowledge shared during September inset. Results of this discussed on 16.9.24 staff meeting.
- Every staff meeting has a safeguarding agenda item. These are linked to staff audit on areas requiring further attention.
- The introduction of My Concern has impacted on reporting procedures across school. As evidenced in the Ofsted Safeguarding meeting in October 2024, staff are reporting concerns via the system for a wide range of reasons, including low-level concerns.
- ESAS weekly emails to DSLs contain 7-minute briefings. These are shared with staff during morning briefing and are uploaded to the Staff Share area (T:).
- Section 175 Safeguarding audit completed, and actions plan for 2025-2026 created.