



Oaklands Junior School

Strategic Plan

2019-22



Oaklands Junior School

Oaklands Junior School strives to provide the highest standard of learning in an environment where children can flourish and develop, both academically and socially, within a welcoming and caring community. Our aim is to equip each child with the opportunities to develop a sense of self respect and self confidence along with a lifelong love of learning. Within a culture of celebration, every child is motivated and supported as they work towards achieving personal excellence.

Examination results show that our children achieve a high standard of academic success which is consistently above the national average. Oaklands Junior School offers a broad, balanced curriculum which is carefully planned to stimulate interest and encourage children of all abilities to reach their full potential in every aspect of school life. Learning should be an exciting experience and to this end the children are provided with many opportunities to have 'fun' whilst they are learning.

Our school is most fortunate in having excellent staff and governors, well motivated children and very supportive parents. The school is equipped with many teaching aids and resources, which enhance and support all areas of the curriculum.

We see a positive partnership between home and school as vitally important and one of mutual support, which can only benefit the children. There is a thriving Parent Teacher Association which provides a great deal of practical help for the school through its busy calendar of social and fund raising events.

Oaklands Junior School is a well established focal point in our community and shares its site with Oaklands Infant School and the Acorn Nursery Unit. Close links with the Infant school and Edgbarrow Secondary School through the Corvus Learning Trust ensure that children are well placed for their progress through the different stages of their school career.

Vision

We aim to be the local school of choice through our unique Thinking Schools philosophy that equips children with important skills for life.

Learning to Think – Thinking to Learn

Developing Enquiring Minds and Creative Thinkers



At Oaklands Junior School, we value our Oaklands' Mindset that permeates everything we do. Our whole school community will:

- **Challenge** self and others to reach their full potential
- Foster determination and resilience in working towards our **Ambition**
- Encourage greater confidence to achieve **Independence**
- Value **Friendship** that shows respect and compassion
- Promote happiness and motivation to succeed through **Enjoyment**
- Develop **Communication** through collaboration and co-operation



School Aims

Oaklands Junior School is well established as a focal point of the community. It aims to uphold its reputation as a centre of learning. The school is most fortunate in having extremely supportive parents and governors, experienced and conscientious staff and a high proportion of well-motivated children. We will:

- **Provide a high quality of education which meets the needs of each child by:**
 - Delivering a broad and balanced curriculum incorporating the requirements of the National Curriculum
 - Encouraging each child to want to learn in order to reach his/her potential
 - Maintaining high standards of attainment for all our pupils
 - Preparing pupils for the next phase of their education
- **Maintain a supportive environment in which children can develop morally, spiritually, socially and physically by:**
 - Developing honesty, confidence, self reliance and self esteem
 - Fostering a tolerant and caring attitude throughout the school
 - Encouraging self discipline and responsible behaviour
 - Creating opportunities to work with partners (parents, other schools, churches, etc.) in classrooms, assemblies and off-site activities
- **Promote a learning ethos for all members of our community by:**
 - Maintaining a safe, stimulating working environment in which all members can learn
 - Encouraging all pupils, teaching and support staff, governors and parents to achieve their very best
 - Providing a programme of professional development and encouraging all adults to take part

We are a healthy school and we work to ensure that it is a happy place for children to learn and staff to work. Oaklands Junior School values all pupils and staff alike and provides all that is required for each person to develop personally, socially, physically and emotionally.



Strategic Direction

Oaklands Junior School is a good school.

The intent of the school's governing body is that, working with the staff, parents and pupils, the school will become recognised as outstanding in its provision for pupils and will be seen as the school of choice for the wider community.

In order to achieve this vision, the governing body has created a strategic plan to identify key areas of focus, to help engage everyone in building on the sound basis that already exists, and move the school forward over the next few years.

Strategic Goals 2019-22

Strategic Goals	Success Criteria
<p>1. Improve progress and attainment in Reading, Writing and Maths for all pupils, with particular attention to disadvantaged and SEND pupils</p>	<ul style="list-style-type: none"> • Attainment: by the end of the academic year, the combined percentage of pupils achieving the expected standard in Reading, Writing and Maths is equal to or greater than the percentage at the end of the previous academic year • Attainment: by the end of the academic year, the combined percentage of pupils achieving greater depth in Reading, Writing and Maths is equal to or greater than the percentage at the end of the previous academic year • Progress: the combined percentage of pupils achieving expected progress in Reading, Writing and Maths is at least 84% in all year groups for 2019-20. This figure will increase by 3%, year on year, within each cohort • Disadvantaged and SEND pupils: an action plan is prepared and implemented to ensure that these pupils' needs are addressed; an interim review is carried out; an impact assessment at the end of the academic year identifies at least 3 successes, providing evidence of diminishing the difference • Any external review validates that the attainment and progress of all pupils is good or excellent • All Governors are confident in their understanding of the Oaklands Assessment System • The percentage of parents responding in the parents' questionnaire that their children have made good progress increases from the current 76%, with year on year improvement

<p>2. Improve successful communication with all stakeholders, extending to engagement and celebration of success with the Trust, Trust schools and the wider school community.</p>	<ul style="list-style-type: none"> • There is an improved response to questions about website/ communication in the parents’ survey • There is an improved response to questions about understanding of the relationship with Corvus Trust in the survey • The website is revamped to ensure that it is an effective marketing tool for prospective parents • Regular OJS staff and Governor attendance at Trust meetings • Regular OJS attendance at termly Head teacher meetings • OJS staff and Governors report satisfaction with support received from Corvus Trust via survey • OJS is seen as the school of choice in the community and achieves at least 96% occupancy • The percentage of parents reporting satisfaction with school via survey increases year on year
<p>3. Deliver a broad, challenging and inclusive curriculum supported by teaching of a consistently high standard.</p>	<p>Curriculum – within the school:</p> <ul style="list-style-type: none"> • A review of the curriculum has taken place, and any changes made. • Evidence of “Thinking Schools” is present • Displays show variation, information, and are eye catching • External reviews are conducted by Ofsted/ Trust/ etc and positive feedback given. • Each subject leader has an action plan which can demonstrate the 3is and includes engagement with the wider community <p>Curriculum – parents:</p> <ul style="list-style-type: none"> • Set and meet a target for the percentage of parents who agree that the curriculum challenges their child in the annual survey. • Set and meet a target for the percentage of parents who agree that the teaching is of a high standard in the annual survey.

	<ul style="list-style-type: none"> • Set and meet a target for the percentage of parents who agree that their child reaches their potential in the annual survey. <p>Curriculum – pupils:</p> <ul style="list-style-type: none"> • Monitor feedback from governors when they complete class visits for positive feedback • Any pupil questionnaires that are carried out have positive feedback in regards to the curriculum. <p>Teaching:</p> <ul style="list-style-type: none"> • Positive feedback from staff survey questionnaires • The school having a good understanding of its strengths and weaknesses in teaching • To have an understanding as to whether school staff feel well supported. • All mandatory training and CPD to be completed by all staff. <p>Training and performance:</p> <ul style="list-style-type: none"> • Induction processes for new staff are being carried out and evidenced • Positive feedback from governor visit reports • Measurement of how many NQTs begin in a year and compared to how many NQT have chosen to stay on in the next year. • Lesson observations meeting targets • Peer review of observations by other staff within the trust to ensure consistency • Records of one to one happening for all staff at the correct frequency
<p>4. Enrich the all-round experience of all pupils and staff in a well-behaved, stimulating and effective environment.</p>	<p>Physical environment: The school environment improvement plan is monitored, and all red flags are resolved on a termly basis.</p> <p>Staff & Student voice: introduction and annual implementation of the ‘Staff wellbeing’ survey and ‘Student voice’ pupil questionnaire across all year groups.</p>

Behaviour: incidents are monitored in the Head Teachers report (e.g. Watch your step book) and rolling report numbers are maintained or improved. Governor visits reports show an increasing number of comments about positive attitudes and behaviour and where necessary, comments about how any incidents have been dealt with.

Training: leaders and governors ensure that staff receive and maintain high quality training. A referenceable record is kept of all courses attended.

Culture of excellence: pupils have high aspirations to be the best that they can be. Outstanding classroom displays showcasing pupils work, content in governors' visits to school reports, content in regular parent mail newsletter, parent questionnaire results, assemblies recognising specific pupil achievements.

Learning environment: The majority of teaching in the school leads to learners meeting or exceeding expected expectations. There is no inadequate teaching. Planning and delivery of lessons shows consistent attention to detail and curriculum goals.

Stimulating and effective environment: It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points. This is tangible in each subject leads action plan listing SSP specific priorities and the curriculum year group summary given to parents at the start of each school year and updates given termly. Governor visits reports show an increasing number of comments that the displays are meeting their expectations.

Attitudes & behaviour: the following percentage results from the annual parent questionnaire will be maintained or exceeded; 92% of respondents say their child enjoys school; 95% of respondents believe their child is safe at school; 95% of respondents believe our school encourages their child to take personal responsibility. The "Student voice" pupil questionnaire shows at least the same percentage of positive responses.

5. Governors and school leaders to be regularly aware of the strengths, weaknesses and challenges of the school and to have plans to address them.

- A new format for the Headteacher's Report is in place, assisting the Governors to make informed decisions about the future direction of the school, as well as providing a mechanism for monitoring and evaluating the school and supporting and challenging the school's senior leadership team.