

| Background Priority One: Inclusion |  |   |
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| Ofsted category cross reference    | <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• Raised focus in pupil progress meetings on SEND children. Pupil progress meetings then followed up by further meeting with SENCO where progress is deemed insufficient</li> <li>• SENCO to work with Year 6 to analyse SEND performance and then work with an identified group of Year 6 pupils to increase their end of year attainment.</li> <li>• Class teachers and other adults to ensure all SEND children know their SEND targets and to enable children to monitor their own progress towards these</li> <li>• School to access the SALT service “Enhanced Service” for 3 hours a week for 30 weeks to provide support for all children with identified speech and language needs</li> <li>• Apply successfully for additional funding and support from external agencies, for example SEMH panel, HNF, EHCP.</li> <li>• Increased parental involvement. Targets to be shared with parents, with a copy given to them. Ideas for working on these at home to be shared</li> <li>• Introduce the use of Educater for SEND paperwork</li> </ul> | <p><b>Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Progress of children on SEND register in all classes to be within 0.3 points on Educater system in Reading, Writing and Maths</li> <li>2. Pupil voice and other monitoring to show that SEND children know their own targets and are making good progress to meeting them</li> <li>3. Good progress of all children who are identified as having Speech and Language needs on the SEND register and all children meeting their individual Speaking and Listening targets</li> <li>4. Improved attainment for identified group of Year 6 children- specific target to be written in December review once children have been selected.</li> <li>5. Services accessed in a timely manner meaning children have the external support they need within an appropriate timeframe</li> <li>6. Attendance of SEND children to be in line with their peers</li> <li>7. Parents to be aware of SEND pupil targets and how they can support these at home</li> <li>8. All additional needs plans to be inputted to Educater system</li> </ol> |
| <b>Impact Review December 2019</b> |  |   |
| <b>Impact Review April 2020</b>    |  |   |
| <b>Impact Review July 2020</b>     |  |   |

| <b>Background Priority Two: Behaviours for Learning</b> |  |  |
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| Ofsted category cross reference                         | <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• Focused, directed lessons for all classes on the topic of racist language. Assemblies that also focus upon this</li> <li>• A comprehensive review of systems for lunchtime supervision, in particular focusing on the lunch hall and holding lunchtime staff to account</li> <li>• Prompt accessing of LA services such as EIP when a child is deemed at risk of FTE</li> <li>• Planned programme of themed assemblies throughout year</li> <li>• Full review of FTE procedures- children who are returning from FTE to have meetings- class teacher, team leader, parents and children to attend for 4 weeks following set format</li> <li>• Create new guide to behaviour at Victoria that sets out in a positive way our expectations</li> <li>• Inclusion team to contact all new families who transfer in year and specifically discuss behaviour expectations with them within first two weeks of starting school</li> <li>• Create case studies around key children that have had fixed term exclusions with the aim of minimising repeated FTE for those key children.</li> </ul> | <p><b>Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Fall in number of racist incidents, both those recorded with NCC and those on Behaviour Watch system</li> <li>2. Improvement in behaviours in the lunch hall observed in observations- 3x termly behaviour audits and other internal monitoring</li> <li>3. To move out of the highest 20% of schools for FTE into a lower quintile</li> <li>4. Class teachers to be given greater responsibility in the return to academy procedures following agreed academy format</li> <li>5. Information to be given to all parents regarding positive behaviour expectations</li> <li>6. Fall in repeated exclusions for key children across the year- case studies showing actions taken and their results.</li> </ol> |
| <b>Impact Review December 2019</b>                      |  |  |
| <b>Impact Review April 2020</b>                         |  |  |
| <b>Impact Review July 2020</b>                          |  |  |