



Creating Learners Without Limits

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Academy Improvement Plan

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ACADEMY VISION AND VALUES

Our mission statement 'creating learners without limits' underpins our ethos and drives everything we do in order to improve outcomes for all learners. Our Victoria Values of responsibility, perseverance, patience, cooperation, respect, integrity and aspiration ensure pupils are aware of their place within the academy and ultimately British Society as a whole. We do not tolerate any form of prejudice and pride ourselves on the infrequent incidences of racism or harassment. We are proud to be a multicultural and multi-lingual academy representing many cultures and religions from across the world and, through our PSHE, SMSC and British Values work, ensure that pupils are aware of how they fit into Britain whether they are British or their families have chosen to live here. We are proud to be British or proud to live in Britain. SMSC and British Values opportunities are planned for weekly by year teams. A wide range of opportunities involving classes, individuals or the whole academy are recorded on the SMSC tracker, aspects of these areas covered by events and photographs are uploaded regularly. This may be assemblies, event days, visitors, visits or learning within the classroom. Our weekly newsletter demonstrates our commitment to SMSC and British Values. The mental health and well-being of our pupils is also high priority, we have introduced the LORIC characters and are using the PIXL Well-Being resources to support children to become more aware of how they can get help but also be more independent in looking after their own well being.

At Victoria Primary Academy we offer our children a broad and balanced curriculum which ignites and sustains curiosity, creativity and a love of learning to last a lifetime. The curriculum incorporates the statutory requirements of the National Curriculum (2014) and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school community. Improving outcomes for all learners is fundamental to our curriculum design at Victoria Primary Academy; raising achievement and accelerating progress to increase the number of pupils reaching or exceeding national expectations. Please see our curriculum intent statement for more details.

DISTINCTIVE CHARACTERISTICS

- Victoria is a popular school and has been oversubscribed for reception in for the last six years. There remains a waiting list in place for some year groups throughout the academy
- Victoria is larger than the average-sized primary school. Pupil intake has increased by 15 children annually over the last 7 years and became 2 form entry throughout by September 2018
- Number on roll November was 415, with spaces for 420 pupils
- The school became an academy as part of the Hatton Academies Trust with effect from 1st January 2014

- Mobility in staffing remains a key issue, recruitment remains a challenge and this is the case for other schools in the local area. At Victoria we recruit teachers through Teach First and also benefit from recruiting via the Hatton Teaching School
- On entry to Reception pupil’s skills, knowledge and understanding are significantly below that which would be expected nationally. Pupils arrive with weaknesses in communication, language and literacy, organisational skills and poorly developed personal and social and emotional development
- Victoria has 15 out of 17 possible ethnic groups. 35%: White - any other White background – 31%: White - British – 7%: Asian or Asian British
- Over half of the pupils speak English as an additional language (56%, Sept 2019). This is well above average of 21.2%*

*Schools, pupils and their characteristics DfE, January 2018 (updated August 2018)

- The school is above average for the school deprivation factor (fourth quintile VPA ISDR 2019)
- The proportion of pupils known to be eligible for support through pupil premium funding is 20% (84 pupils), November 2019
- A larger-than-average proportion of pupils join or leave the school during term times:

Year	Mobility - Year in which pupils started school											
	1		2		3		4		5		6	
R												
1	0	0%										
2	3	5%	2	3%								
3	1	2%	5	9%	4	7%						
4	2	3%	5	8%	7	12%	0	0%				
5	4	7%	2	3%	8	14%	5	8%	5	8%		
6	3	5%	4	7%	1	2%	2	3%	5	8%	2	3%
415	13	3%	18	4%	20	5%	7	2%	10	2%	2	0%
355	13	4%	18	4%	20	4%	7	4%	10	4%	2	4%

RATIONALE FOR PRIORITIES

This improvement plan will make reference to two types of work for the coming year.

1. Focussed priorities (FP) are the key areas for improvement. Each of the four areas is led by a member of the SMT. Each focussed priority sets out the key actions that will be undertaken in order to bring about improvements in outcomes. Accountability and monitoring arrangements form part of the improvement planning process.
2. Background priorities (BP) are areas that continue to need improvements or areas which need to maintain the progress already achieved. A member of the SMT leads on each of these areas

3. A pupil premium plan and a sports premium plan are also written and monitored throughout the year to ensure money is well spent.

FP1 – Subject Knowledge

Our aim is for the teaching team at Victoria Primary Academy to have secure and effective subject knowledge for all subjects taught in their year team. Curriculum leaders will improve their subject expertise in order to support colleagues across the academy. Planning and delivery of lessons will demonstrate strong subject knowledge. Evidence gathered as part of the curriculum review last academic year demonstrated that confidence levels in some subjects needs to be higher for some teachers. Key aspects to support teacher knowledge this year will be the introduction of knowledge organisers and key vocabulary lists for all subjects. Subject leaders will also receive training from an educational consultant to ensure roles and responsibilities are clear and monitoring and review is robust.

FP2 – Curriculum intent and implementation

Through a detailed curriculum review our Victoria Primary Academy curriculum will demonstrate our ambition and meet the requirements of the national curriculum, enabling increasing proportions of learners to make good progress in all year groups, leading to an increase in standards in Reception (GLD) Year 2 and Year 6 (RWM). Our curriculum offer includes both taught and untaught curriculum elements, ensuring pupils have quality opportunities to progressively build on their skills both inside and outside the classroom and supporting pupils to demonstrate the Victoria Values. Curriculum leadership was restructured from September 2019, with a number of subjects now being led by new leaders. It is essential they are supported to become the best leaders they can in order to challenge and support their colleagues on the teaching team.

FP3 – Standards in English

Progress in reading (-0.86) and writing (+0.51) from KS1 to KS2 is not significantly different to the progress of that made nationally. Progress in KS1 to KS2 reading and writing is the best outcome over the last three years.

Progress in reception is rapid and KS1 progress for reading and writing is above that of national (FFT data reading KS1 progress +5%, ranked 26, writing progress +8%, ranked 16).

The gap between National and Victoria for KS2 is -1% in 2019 for writing. The gap for reading has narrowed significantly over the last 4 years, but is not yet close enough to National (-33% in 2016, -16% in 2019). This does demonstrate a rate of improvement faster than that of national over this period of time.

Key areas of reading need to be targeted for improvement within strong delivery of English across the academy. Children need to develop their spoken language, reading, writing (including handwriting), grammar and vocabulary. They need to learn to read with fluency and understanding.

Data analysis demonstrates which key groups of pupils need to be targeted for accelerated progress this year. Please see FP3 for more details.

FP4 – Standards in Mathematics

Progress in maths have improved since 2017, KS2 remains the slowest indicator for progress across KS1 to KS2 (-4.7 in 2017, -2.5 in 2018 and -1.74 in 2019). Progress in reception is rapid and KS1 progress for maths is ranked 8 (FFT) with a progress of +11%. Despite improvements in mathematics, it remains the only KS2 progress indicator to be below average. Attainment in mathematics at KS2 has moved closer to

national over the last 4 years (-30% in 2016 and -18% in 2019), this represents an improvement faster than that seen nationally.

The mastery approach to the teaching of mathematics needs to be further embedded this year to ensure that all pupils can make the progress expected of them against their prior data.

Data analysis demonstrates which key groups of pupils need to be targeted for accelerated progress this year. Please see FP4 for more details.

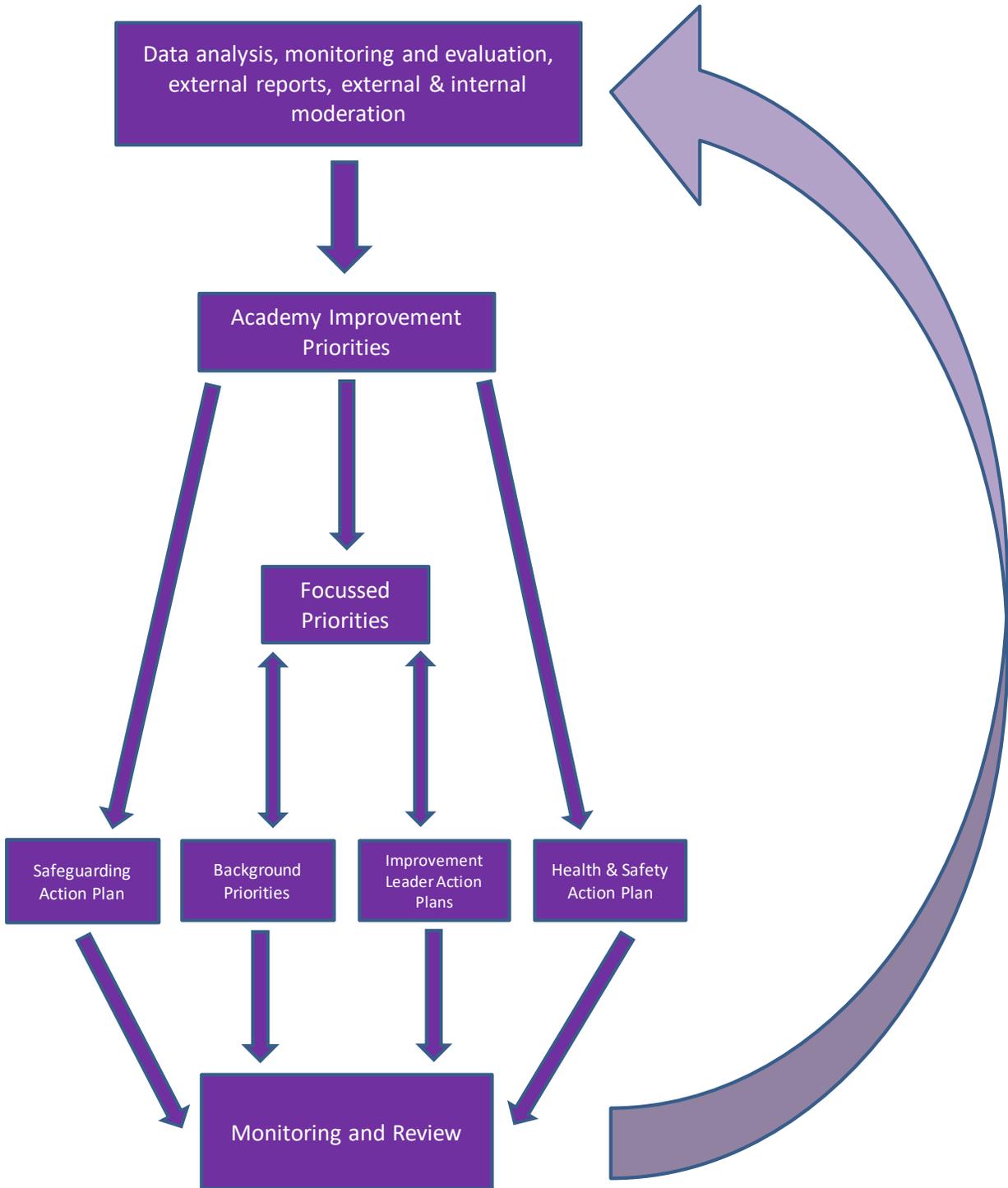
Background priorities:

These include ongoing work and continuations of work from the previous year. These are summarised in an overview.

BP1 – Inclusion and BP2 – Behaviours for learning

IMPROVEMENT PLANNING FLOW CHART

Improvement Planning at Victoria Primary Academy



STANDARDS & ACHIEVEMENT DATA

EARLY YEARS FOUNDATION STAGE

GLD Attainment over time

% pupils reaching GLD at end of EYFS				
	2016	2017	2018	2019
School	48.0%	52.0%	60.0%	66.0%
National	69.3%	70.7%	71.5%	72.0%
No. pupils	60	60	60	60
Pupil No. Gap	-12	-11	-6	-3

Progress

Average steps progress	RA	RB
Reading	6.07	6.41
Writing	6.29	6.56
Number	6.68	6.52

Judgements for EYFS 2016 and 2017 were externally moderated by NCC.

Strengths in Early Years:

- **Good Level of Development is a four year upward trend, our GLD is the highest in the last 6 years**
- The gap to national GLD has narrowed significantly over the last 6 years (-21% in 2014, -3% in 2019) demonstrating that improvements in achievement at Victoria Primary Academy have been more rapid than those seen nationally
- Pupils at Victoria make good progress during their reception year
- On average, pupils enter Victoria with attainment below that typical for their age, in 2018 no children entered reception with a baseline of 40 to 60 months
- Progress across reception is rapid for the majority of pupils, this is evidenced by the increased number of pupils making rapid progress (6 steps or more), during their reception year.

6+ steps progress	2015	2018
Reading	60%	72%
Writing	28%	72%
Number	70%	85%

- Accelerating progress during their reception year has enabled a higher percentage of pupils to enter Year One with attainment typical for their age
- Baseline judgements are moderated internally and externally with the trust. Moderation continues to take place internally and externally across the year. LA moderation of outcomes took place in 2016 and 2017.
- Achievement for disadvantaged pupils is better than national for this group. 8 out of 9 disadvantaged pupils attained GLD in 2019 (89%), national GLD for disadvantaged pupils was 52% in 2017

Ofsted rated early years provision as good in May 2019 - *Early years leaders ensure that children settle quickly and waste no time in making a good start to their learning. There is a clear focus on giving children the basic skills they need to be ready for Year 1.*

YEAR 1 PHONICS SCREENING

Year one phonics over time

	2014	2015	2016	2017	2018	2019
National	74%	77%	81%	81%	82%	82%
VPA	48%	67%	67%	71%	76%	63%
Disadvantaged National	63%	66%	70%	67%	70% (FSM)	71%
VPA Disadvantaged	35%	58%	55%	50%	50%	50% (4/8)

Strengths in Year One Phonics:

- **Following a three-year upward trend, attainment in phonics has dipped in 2019.**
- The 2019 cohort is very complex with regards to mobility and need of pupils. National average was missed by 11 pupils, another 8 pupils gaining phonics at Victoria would have represented an upward trend.

Cohort details for 2019:

1 child was absent for the majority of the year – medical
 2 children who would have attained national left just prior to screening
 2 children were new to country in January of Y1 with no English
 1 child was new to school in September of Y1
 6 children have SEMH and speech and language concerns

Near misses for 2019:

4 children scored between 28 and 30

- Ofsted May 2019 recognised the teaching of phonics as a strength in the school - *The teaching of phonics and reading is securing pupils' ability to read accurately. It has improved over time to become a strength, as leaders are determined that all pupils become readers.*

YEAR 2 PHONICS SCREENING

	2014	2015	2016	2017	2018	2019
National		90%	91%	92%	92%	91%
VPA	70%	86%	95%	78% (EY matched 93%)	97%	85% (EY matched 89%)
VPA Disadvantaged	76%	76%	86%	75%	100%	66% 4/6 pupils

Strengths in Year Two Phonics:

- **Year 2 phonics has been above national in 2016 and 2018**
- Year 2 phonics in 2017 was above national for those children we had on roll from their EYFS. Phonics in 2019 was 2% below national for pupils on roll from their EYFS, this represents only 1 pupil less than national.
- National average was missed by 4 pupils
- **6/7 of disadvantaged pupils attained phonics screening national by the end of year 2**

Cohort details for 2019:

- 1 child arrived new to country
- 1 child arrived in the autumn term of Y2
- 3 children with significant speech and language needs
- 1 child with significant SEND needs

Near misses for 2019:

- 1 child scored 29 and 1 child scored 31

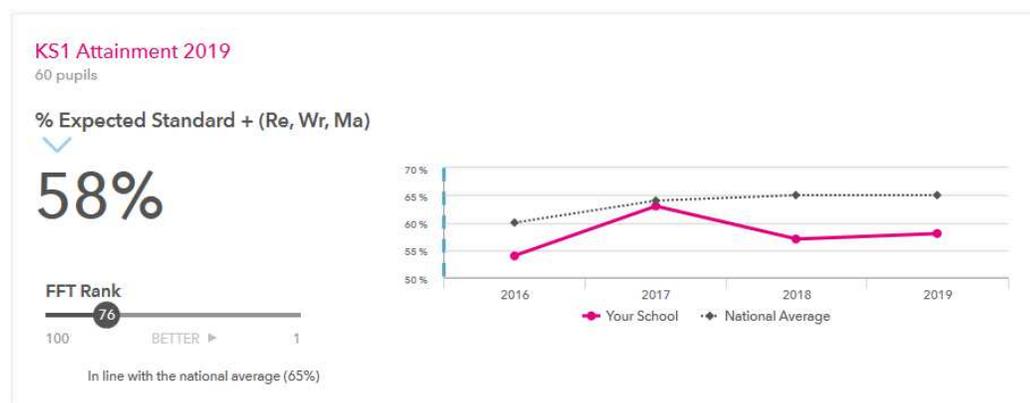
KEY STAGE ONE

Attainment Over Time KS1			
	Reading	Writing	Maths
2013	52%	45%	50%
2014	67%	49%	49%
2015	71%	58%	69%
2016	71%	56%	69%
2017	67%	65%	67%
2018	68%	63%	73%
2019	63%	60%	70%

2013 to 2015 – level 2b+, 2016 - 2018– EXS+

Victoria gap to national has decreased significantly over the period 2013 to 2019

VPA Gap to National KS1			
	Reading	Writing	Maths
2013 2b+	-27	-22	-28
2019 EXS+	-12	-9	-6



Strengths in Key Stage One:

- The gap between Victoria and national has narrowed significantly from 2013, demonstrating a rate of improvement faster than that seen nationally
- KS1 progress in reading, writing and maths combined. (FFT) is ranked as 10, with a progress outcome of +12%. This represents strong progress across the key stage.
- Pupils across key stage one made greater than average progress compared to that of schools nationally.
- Despite there being a slight dip in KS1 attainment this year, combined attainment of RWM had a 1% increase from 2018. Combined attainment of 58% represents a miss of national of only 4 pupils.

FFT progress 2019	Reading	Writing	Maths
FFT progress	+5	+8	+11
FFT Rank	26	16	8

- 4/7 disadvantaged pupils attained national for reading and writing, with 5/7 attaining national for mathematics.
- Boys attainment for RWM combined increased from 2018 to 2019, 47% to 62%, narrowing the gap significantly. FFT progress indicators for boys also improved from +6 to +21
- Group progress and attainment for RWM combined 2019:

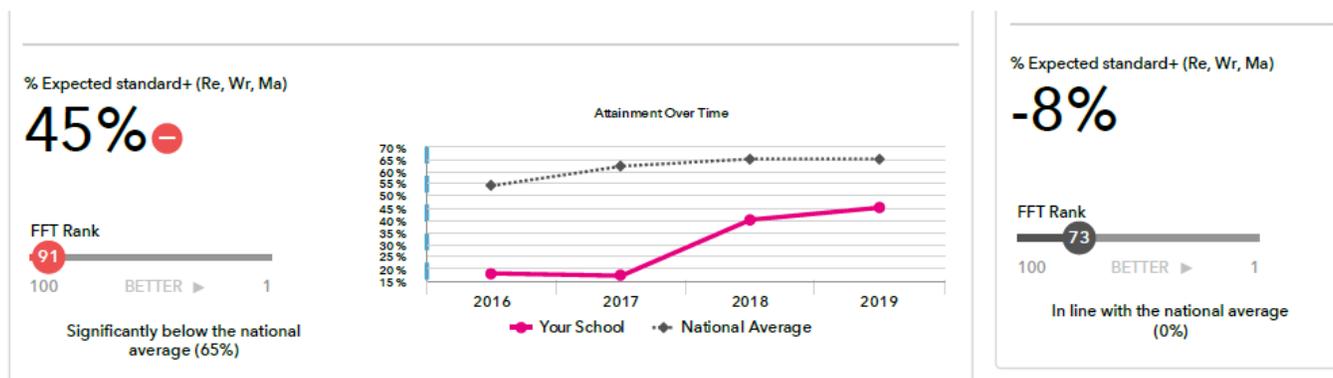
Group	FFT progress indicator	Comparison to national 2019
SEN support (11 pupils)	+12%	Attainment above national
EAL (37 pupils)	+21%	-2% to national
Bangladeshi (6 pupils)	+17%	Attainment above national

KEY STAGE TWO

Mock sats November 2019 compared and 2020 targets:

Subject (disadvantaged)	November Assessment		2020 July Target (x23)		2019 (x12)		National	
	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS
Reading	37 (30)	5 (0)	70	20	58 (50)	17 (8)	74 (62)	29 (17)
Writing	26	0	72	18	78 (58)	13 (17)	78 (67)	22 (11)
Mathematics	27 (22)	0 (0)	70	20	62 (42)	9 (17)	79 (67)	25 (16)
GPS	43 (26)	12 (4)	78	25	67 (50)	20 (17)	78 (67)	35 (24)
Combined RWM	18	0	60	7	45 (33)	0 (0)	65 (51)	11 (4)

Reading, writing and mathematics combined over time:



Gap to national attainment comparison 2019:

	Victoria Attainment Increase	National Attainment Increase
Reading	+4% (+5% with validated data)	-2%
Writing	+7% (+8% with validated data)	-1%
Mathematics	+8% (+9% with validated data)	+4%

Key Stage Two Progress over the last three years:

Progress in reading

	2017	2018	2019
Number of pupils	39	38	50
Pupils with adjusted scores	N/A	0	0
School progress score	-3.25	-1.92	-0.83
Confidence interval	-5.2 to -1.2	-3.8 to 0.0	-2.5 to 0.9
Progress banding	 Well below average	 Average	 Average
Local authority average	-0.96	-0.88	-0.78
National average	0.00	0.03	0.03

Progress in writing

	2017	2018	2019
Number of pupils	39	38	50
Pupils with adjusted scores	N/A	0	0
School progress score	-1.33	0.52	1.51
Confidence interval	-3.2 to 0.6	-1.3 to 2.3	-0.1 to 3.1
Progress banding	 Average	 Average	 Average
Local authority average	-0.34	-0.62	-0.41
National average	0.00	0.03	0.03

Progress in maths

	2017	2018	2019
Number of pupils	39	38	50
Pupils with adjusted scores	N/A	0	0
School progress score	-4.70	-2.53	-1.72
Confidence interval	-6.5 to -2.9	-4.2 to -0.8	-3.2 to -0.2
Progress banding	■ Well below average	■ Below average	■ Below average
Local authority average	-1.14	-1.11	-0.75
National average	0.00	0.03	0.03

Strengths in Key Stage Two:

- Attainment for combined remains significantly below the national average for 2019. However, the gap to national has decreased by 5% and national stayed static at 65%.
- **Attainment in Reading, writing, mathematics, GPS and combined all improved from 2018 to 2019. Combined increased from 40% in 2018 to 45% in 2019.**
- **Progress across KS1 to KS2 in reading and writing is not significantly different to the progress of pupils nationally**
- Progress across KS1 to KS2 in reading and writing is the best outcome for 4 years
- Progress across KS1 to KS2 in mathematics has improved from -4.7 in 2017, -2.5 in 2018 to -1.74 in 2019. Although this remains below average progress this is an improving picture, maths progress has moved from Q5 to Q4 on the IDSR for 2019.
- Reading (Q4) and writing (Q2) have also both moved up a quintile for progress on the IDSR. Writing has moved to Q4 for attainment.
- For middle prior attainers, key stage 2 progress in writing was significantly above national and in the highest 20% of all schools in 2019
- Writing progress indicator on FFT is +9% and has a rank of 14.
- Maths remains the poorest progress indicator for Victoria, however, the FFT rank for progress has moved from 87 in 2018 to 71 in 2019.
- National attainment indicators have begun to level out or decrease, Victoria attainment indicators continue to increase, thus narrowing our gap to national and representing an increase in attainment faster than that of national.

CURRENT OFSTED GRADING

Victoria Primary Academy was inspected by Ofsted on the 8th and 9th of May 2019, the inspection was carried out under section 5 of the Education Act 2005 (As amended).

This was the second full inspection since conversion to academy took place in January 2014. Victoria Primary Academy is a sponsor-led academy with Hatton Academies Trust.

The inspectors made the following judgements:

Overall effectiveness

Effectiveness of leadership and management

Quality of teaching, learning and assessment

Personal development, behaviour and welfare

Outcomes for pupils

Early years provision

Requires improvement

Good

Requires improvement

Good

Requires improvement

Good

The Ofsted report stated the academy has the following strengths:

- The principal continues to provide strong leadership, based on accurate knowledge of the school and its community.
- Senior and other leaders work together as an effective team with a consistent rigour and shared vision to improve outcomes for pupils.
- The Hatton Academies Trust (the trust) provides effective support for the school, including flexible and responsive staff training.
- Leaders have established a positive learning environment.
- Phonics is taught well.
- The inclusion team members use information carefully to ensure that they provide tailored support for vulnerable pupils. These pupils make progress that is often better than that of others in the school.
- Early years leaders ensure that children settle quickly and waste no time in making a good start to their learning. There is a clear focus on giving children the basic skills they need to be ready for Year 1.
- Parent and carers value the approachable staff. They are rightly confident that their children are safe and happy.

What does the school need to do to improve further?

Complete the curriculum review to develop a coherent and manageable framework across subjects and year groups.

Improve the quality of teaching and learning to be consistently good by teachers:

- deepening their subject knowledge so that they plan sequences of learning that systematically build up pupils' understanding
- using assessment more precisely within lessons to adapt teaching to better meet pupils' needs.

Improve outcomes for pupils by teachers:

- planning learning that sufficiently challenges pupils and deepens their understanding, especially for most able pupils
- enabling pupils to build on positive attitudes to learning, to be more independent learners.