



Creating Learners Without Limits

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Academy Improvement Plan

September 2021

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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.

In an ever changing world, we remain committed to support our pupils whether they are learning in school or at home. Procedures to support children learning at home (remote learning) and support their mental health and pastoral needs during periods of school closure, first begun during the initial national lockdown in March 2020, will continue to be refined over the next academic year.

DISTINCTIVE CHARACTERISTICS

- Victoria is a popular school and has been oversubscribed for reception in for the last seven 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 September was 416, 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 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. 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 23% (97 pupils), December 2021
- A larger-than-average proportion of pupils join or leave the school during term times.

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 – Mental Health

Our aim is for there to be a whole school approach to mental health is in place with all adults having a universal focus upon the mental health and well being of children. While academic progress is essential the mental health of children is the overwhelming priority. Good mental health and well being is being directly taught in every classroom and children are aware how to monitor their own mental health and how to ask if they need support. The well proven links between physical and mental health are utilised and daily physical activity takes place for every child. The school has an open attitude towards mental health and every member of the school community is able to articulate what mental health is and ways to improve it. Children are taught a range of strategies to improve their mental health, such as mindfulness, physical activity, expressing emotions and having routines. A bespoke approach is taken, acknowledging that mental health cannot be a one size fits all approach and

children will need differing levels of support. Adults are responsive to and adapt lessons and planning to meet the ever changing world situation, for example developments around COVID19, in a calm and measured manner. Children are given appropriate additional support at times of greater need, for example school closure or family trauma. Regular information is communicated to parents about supporting children's mental health, at least termly. The Emotion Coaching approach is the cornerstone of interactions between adults and children and the effects of trauma and ACES are well understood by all adults. Where more targeted or specialist support is required this is accessed in a timely and consistent manner. A range of support is available for adults to support their mental health and well being.

FP2 – Curriculum for learning

All staff at Victoria Primary Academy are committed to meeting the requirements of the primary National Curriculum using our schemes of work, which reflect the content and challenge of the curriculum. The curriculum includes other experiences and opportunities that best meet the learning and developmental needs of all learners in our diverse multicultural context. The skills and knowledge that need to be taught in each year group are planned carefully to build on prior learning and experiences and incorporate small steps to success. This includes adapting the curriculum to include skills and knowledge not yet embedded due to Covid 19. Our curriculum ignites their curiosity, is exciting and inspires pupils to gain essential skills to become successful, independent and motivated learners in readiness for the next stage of their education and to become lifelong learners without limits

FP3 – Reading for enjoyment

Children read a range of genres, both fiction and non-fiction widely and often, for pleasure and with a specific purpose, both in school and at home. They have frequent, regular opportunities in both English lessons and across the wider curriculum to listen to texts read aloud and to access texts both for pleasure and to enhance the curriculum.

Children are specifically taught the skills and knowledge necessary to enable them to read fluently, accurately and with understanding both for enjoyment and to develop their life opportunities and aspirations. They will develop and explore their understanding and use of vocabulary and language structures; their knowledge and understanding of the wider world; feelings, thoughts and experiences in different contexts, which will in turn have an impact on their spoken and written language skills. The information and understanding they develop through exposure to quality texts will contribute to their wider learning and growth as a member of the wider community of learners.

FP4 – Sustaining Mastery Mathematics

All staff have a shared understanding of what mastery means. Teachers have a deep understanding of mathematical concepts taught in the primary curriculum and know how to use different representations and models to ensure understanding. All pupils speak in full sentences and most do so independently and unprompted, when sharing ideas and explanations. Stem sentences are used both to provide structure when speaking and to support generalisation. Lessons are built up in small steps with clear models and images with assessment opportunities each small step. Pupils have enough time to practise skills to enable them to become secure but are also provided with opportunities to move on to reasoning. Games are used to allow pupils to secure fluency skills. Staff have a clear knowledge of which skills pupils must master in order to be ready to progress to the next lesson, next unit and next year group. Problem solving skills working systematically, trial and improvement, pattern seeking, generalising and specialising, visualise, conjecturing and convincing) are taught explicitly and opportunities to apply these skills are planned for regularly.

Background priorities:

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

BP1: Metacognition and Retrieval

BP3: Pixa

BP2: Assessment using FFT

BP4: Moving Disadvantaged Pupils Forwards

KEY OUTCOMES

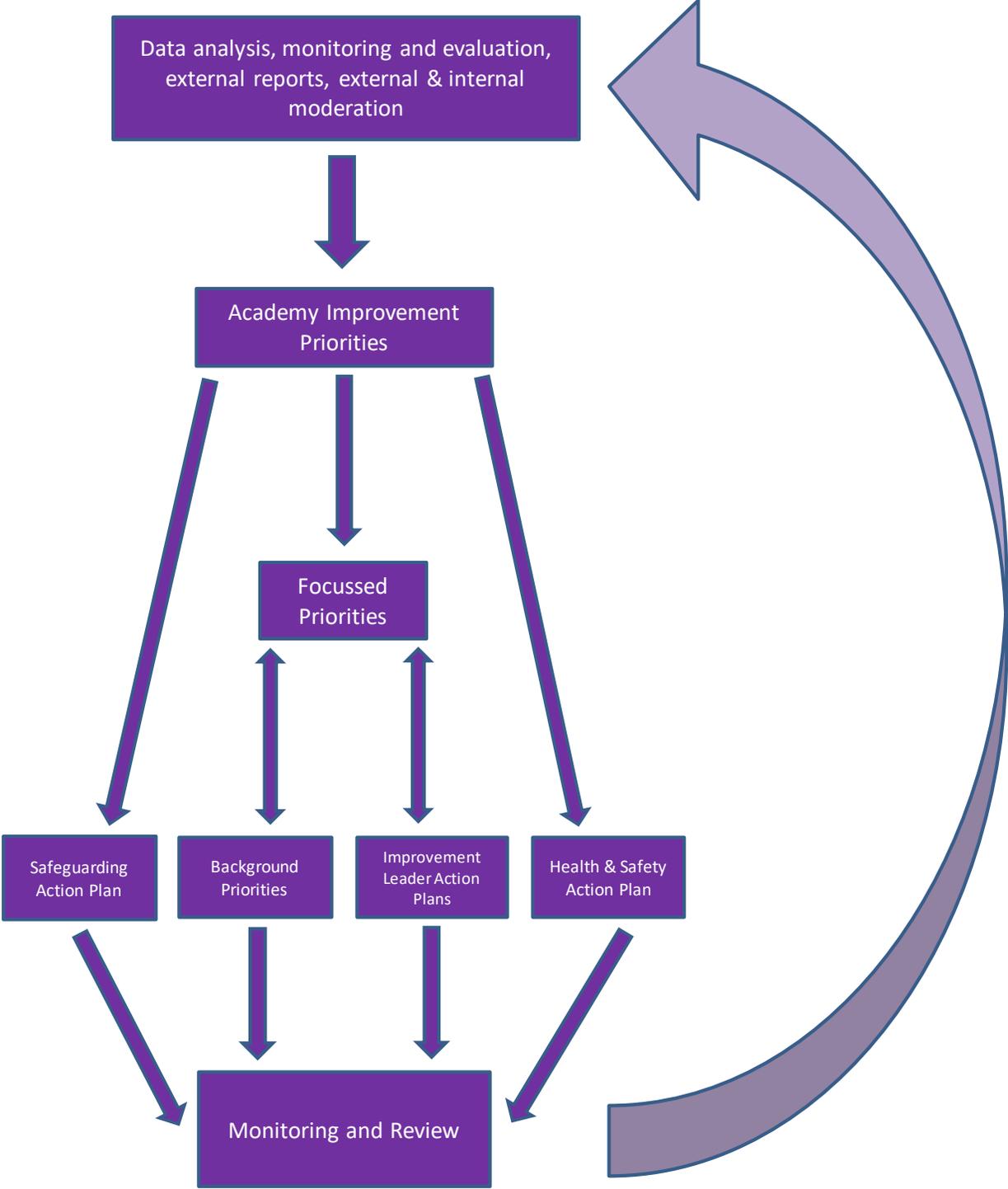
Key outcomes for each focused and background priority can be seen below:

Focus Priorities:	
<p>1. Mental health</p> <ul style="list-style-type: none"> • Whole school approach to mental health with a universal focus on and priority of children's mental health and wellbeing • Mental health and wellbeing directly taught to all children • Staff know and understand the effects of trauma and ACEs and use an emotion coaching approach to mitigate these • Daily physical activity linked to supporting mental health • Regular communication with parents about how to support children's mental health. 	IP
<p>2. Curriculum for learning</p> <ul style="list-style-type: none"> • Through good modelling and planned practice, pupils use wide & varied vocabulary and are able to demonstrate effective speaking and listening skills • An inspiring curriculum fosters a passion for learning and pupils quickly regain good learning behaviours (Covid 19) • The curriculum represents our multicultural context and global diversity • Adaptations made to the curriculum because of school closures (Covid 19) ensure pupils cover essential skills and knowledge in all subjects • A focus on PSHE and mental health ensures that pupils build and maintain strong and effective relationships. 	JW
<p>3. Reading for enjoyment</p> <ul style="list-style-type: none"> • Children read widely and often for pleasure both in school and at home • Children are provided with frequent opportunities both to read texts and to listen to texts read aloud for pleasure and to enhance the curriculum • Children are specifically taught the skills and knowledge necessary to read fluently, accurately and with understanding • The development of children's understanding and knowledge through use of texts contributes to their spoken and written language skills • Children's access to quality texts contributes to their wider learning and growth as a learner. 	MSW
<p>4. Sustaining mastery Maths</p> <ul style="list-style-type: none"> • Staff understand how stem sentences can be used for structure or generalisation and use these appropriately • Staff know the ready to progress criteria and use these to assess learning and address gaps and misconceptions to ensure that pupils are ready to move on • Teachers know which skills are needed for effective problem solving (working systematically, trial and improvement, pattern seeking, generalising and specialising, visualise, conjecturing and convincing) and plan for opportunities where these skills can be taught and practised • Pupils attain fluency by regular intelligent practise and the use of mathematical games. 	LE

Background Priorities:	
<p>1. Metacognition and retrieval</p> <ul style="list-style-type: none"> ● Pupils know how to plan, monitor and evaluate their own learning ● Teachers improve and develop pupil’s metacognition and self-regulation skills ● Pupils are able to self-regulate during task completion ● Metacognition and cognitive load are used to support children to move their learning into long term memory ● Children use retrieval techniques independently to support their own learning. 	HS
<p>2. Assessment using FFT</p> <ul style="list-style-type: none"> ● Teachers assess against clear assessment criteria regularly and use the data to inform their planning ● Teachers teach a broad curriculum and assess against the selected key criteria to ensure that pupils are ready to move on to the next topic, year group or key stage ● The chosen assessment criteria identify the key skills and concepts that pupils must master ● The assessment criteria reflect the curriculum coverage across the year group, key stage and whole academy. 	LE
<p>3. PiXL</p> <ul style="list-style-type: none"> ● Staff engage with PiXL principles and are empowered to make better use of data, using PiXL concepts of Diagnosis, Therapy, Testing and Revisiting ● Staff’s use of PiXL resources is informed by their effective use of data ● Children are taught the essential elements to fill gaps in knowledge, understanding and skills ● Children develop as individuals and members of the community through their engagement with <i>A mind to be kind</i> PiXL resources ● Children’s development of the LORIC principles - leadership, organisation, resilience, initiative and communication – has a positive impact on learning outcomes. 	MSW
<p>4. Moving disadvantaged children forward</p> <ul style="list-style-type: none"> ● Regular identification of children who become eligible for PP funding ● Identified barriers are used to ensure specific targeted support for learners ● Bespoke mental health support for PP children depending on need ● Enhanced support for reading; regular conversations about choices of reading books, hearing stories read aloud and developing their reading for pleasure ● Enhanced support for maths: focusing on fluency, maths games and mathematical vocabulary. 	JW

IMPROVEMENT PLANNING FLOW CHART

Improvement Planning at Victoria Primary Academy



STANDARDS & ACHIEVEMENT DATA

All standards and achievement data relates to the 2018/19 academic and prior. Due to the Coronavirus pandemic and school closures there were no national outcomes for July 2020.

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:

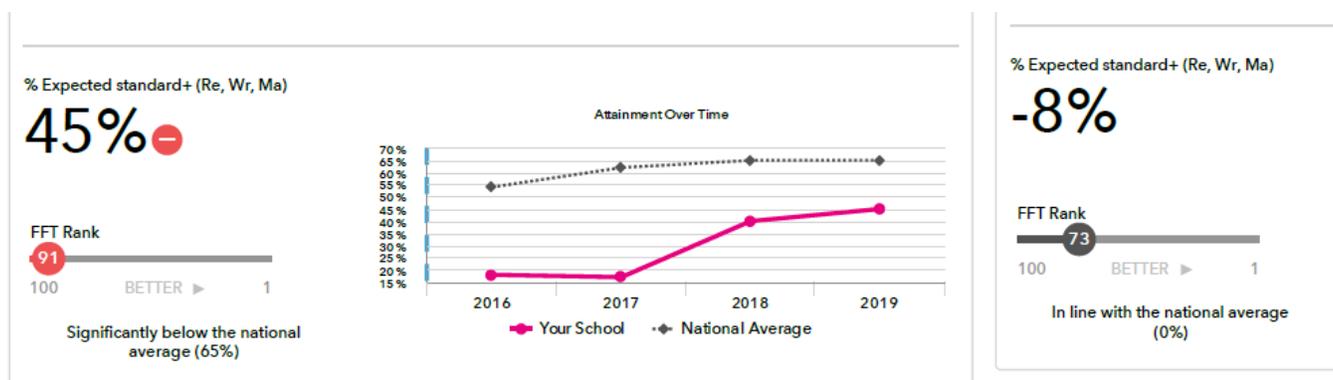
Group	FFT progress indicator	Comparison to national 2019
SEN support (11 pupils)	+12%	Attainment above national
EAL (37 pupils)	+21%	-2% to national
Bangladeshi (6 pupils)	+17%	Attainment above national

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.