



**Creating Learners Without Limits**

**Victoria Primary Academy  
Academy Improvement Plan  
2021/22**

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## Teaching Focus Areas for 2021/22

1. The quality and presentation of recorded learning
2. Behaviour and Engagement
3. Forensic use of formative and summative assessment data
4. Consistency of pedagogy: modelling, think out loud, children articulating their learning, metacognition, questioning, retrieval, independent practice & application, challenge for all learners

## Improvement Priorities Overview 2021/22

Priority	Success Criteria
FP1 Reading	<p><b>SC1</b> Children’s love of reading is developed through daily reading practice and opportunities to hear books and information read to them using carefully chosen texts both at home and at school.</p> <p><b>SC2</b> Children’s listening comprehension and language is developed by reading aloud and talking about stories, poems and non-fiction books.</p> <p><b>SC3</b> Time for daily reading, quizzing, practice, talking about and changing books is prioritised in the classroom.</p> <p><b>SC4</b> Routines and expectations for reading and texts - both in English and across the wider curriculum - are established across all key stages.</p> <p><b>SC5</b> Every classroom has a display of carefully selected books which the children are encouraged to access and talk about and which changes throughout the year.</p> <p><b>SC6</b> Reading and sharing text is an integral part of teaching and learning across the wider curriculum.</p>
FP2 Mathematics	<p><b>SC1</b> The majority of pupils in key stage 2 have an age appropriate recall of times tables. Pupils who struggle are identified and given additional support.</p> <p><b>SC2</b> Through the Mastering Number program, ks1 and reception pupils have an age appropriate recall of number facts and can use these to calculate.</p> <p><b>SC3</b> Teachers use a range of strategies to explicitly teach relationships between number facts.</p> <p><b>SC4</b> Number facts practise is efficient, both in school and at home.</p> <p><b>SC5</b> Pupils are able to apply number fact skills in different contexts.</p> <p><b>SC6</b> Teachers have a clear understanding of the progression of fluency and are able to adjust teaching to ensure that key learning points are secure.</p>

<p>FP3 Behaviour</p>	<p><b>SC1</b> Establish a clear behavioural vision that is underpinned by high expectations and core values that are understood by all staff, pupils and their families</p> <p><b>SC2</b> Middle leaders to take a visible lead on and responsibility for behaviour at least within their area of responsibility, supporting their staff to implement whole-school behaviour systems consistently and effectively.</p> <p><b>SC3</b> A clear system of rules and social norms is on place and understood by all stakeholders</p> <p><b>SC4</b> The renewed house system is well established and supports the already established system of consequences and rewards</p> <p><b>SC5</b> FTE and P. Ex. rates to fall to a rate at least approaching the national average</p>
<p>BP1 Embedding leadership</p>	<p><b>SC1</b> Leaders demonstrate the impact of their leadership through the work they carry out in school</p> <p><b>SC2</b> Leaders support the vision, ethos and policies of the school in all actions they take</p> <p><b>SC3</b> Leaders take a leading role in whole school strategy and improvement</p> <p><b>SC4</b> Leaders demonstrate professional accountability for their areas of responsibility</p> <p><b>SC5</b> Leaders raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching</p> <p><b>SC6</b> Leaders work in partnership with all stakeholders</p>
<p>BP2 Mental Health</p>	<p><b>SC1</b> Children in EYFS/ KS1 are able to label emotions and explain what they mean to them. Children in KS2 are taught techniques to self-regulate emotions and begin to use these strategies themselves.</p> <p><b>SC2</b> An understanding of ACES, Trauma and emotion coaching approach is embedded across all teaching and support staff and underpins our mental health statement.</p> <p><b>SC3</b> A range of resources and support is shared with parents through different through different communication avenues (e.g. newsletters, dojo and school website).</p> <p><b>SC4</b> Curriculum that contains direct teaching of mental health and well-being including daily mindfulness activities. Including targeted small group sessions for specific groups.</p> <p><b>SC5</b> Daily physical activity for every child is integrated into the curriculum and the school day to support positive mental health including direct teaching of mental health strategies that promote resilience. In addition, targeted after school club provision for vulnerable groups.</p> <p><b>SC6</b> Termly survey of children’s mental health shows improvement in children’s knowledge of and approach to mental health and improvement in the quality of their own mental health. Vulnerable groups will be targeted to ensure we can demonstrate clear progression and impact.</p>

## Ofsted Areas for Improvement

### Section 8 June 2021

- Develop strategic plans to promote pupils' love of reading and to ensure that pupils read widely across the curriculum to support the acquisition of knowledge
- Ensure that all subject leaders check that curriculum plans are followed by teachers and that this is making a difference to what pupils have learned and remembered.

### Section 5 May 2019

- 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.

## Focussed Priorities

<b>Focussed Priority 1 Reading</b>	<b>Reading for Knowledge and Enjoyment</b>	
Ofsted category cross reference:	<p>Frequent reading and time for children to practise reading will be a priority. Children will read widely across the curriculum both to support the acquisition of vocabulary and to ensure that children learn from what they read. Pupils will become motivated to read; they will experience the enjoyment of being immersed in a book and success through reading and sharing books and information both at home and at school. Routines for teaching reading and phonics will be a priority and will become well-established. Children will feel secure and confident learning and practising reading within these routines. Teachers will identify children who need immediate extra support and provide additional daily phonics practise for them with a well-trained adult. Children will practise reading books that are decodable for them at that stage of their learning, every day, both at home and at school. Teachers will choose books to read to children which will engage them emotionally. Children will meet vocabulary that they might not be able to read for themselves through listening to and talking about stories and texts. They will add to the store of words they know and build a strong foundation for comprehension and their own writing.</p>	
<b>Key People:</b> Sarah Whiteman Phase leaders Class teachers Reading teachers		<b>Funding:</b> To be confirmed
<b>Success Criteria</b>		
<b>SC1</b> Children’s love of reading is developed through daily reading practice and opportunities to hear books and information read to them using carefully chosen texts both at home and at school.		
	<b>Impact Review 1: (Date)</b>  <b>Impact Review 2: (Date)</b>	

	<b>Impact Review 3: (Date)</b>
<b>SC2</b> Children’s listening comprehension and language is developed by reading aloud and talking about stories, poems and non-fiction books.	
	<b>Impact Review 1: (Date)</b> <b>Impact Review 2: (Date)</b> <b>Impact Review 3: (Date)</b>
<b>SC3</b> Time for daily reading, quizzing, practice, talking about and changing books is prioritised in the classroom.	
	<b>Impact Review 1: (Date)</b> <b>Impact Review 2: (Date)</b> <b>Impact Review 3: (Date)</b>
<b>SC4</b> Routines and expectations for reading and texts - both in English and across the wider curriculum - are established across all key stages.	
	<b>Impact Review 1: (Date)</b> <b>Impact Review 2: (Date)</b> <b>Impact Review 3: (Date)</b>
<b>SC5</b> Every classroom has a display of carefully selected books which the children are encouraged to access and talk about and which changes throughout the year.	
	<b>Impact Review 1: (Date)</b>

	<b>Impact Review 2: (Date)</b> <b>Impact Review 3: (Date)</b>				
<b>SC6</b> Reading and sharing text is an integral part of teaching and learning across the wider curriculum.					
	<b>Impact Review 1: (Date)</b> <b>Impact Review 2: (Date)</b> <b>Impact Review 3: (Date)</b>				
<b>Key Actions</b>		<b>Who Monitors?</b>	<b>Who Evaluates?</b>	<b>Timescale</b>	<b>Check Date when completed</b>
All children have a book to read daily in school and at home linked to the phonemes they know and understand or their Accelerated Reader ZPD score.		class teachers phase leaders	Sarah Whiteman	November 2021 January 2022 April 2022	
Books are changed regularly at the end of each RWInc story book or after each AR quiz.		class teachers	Sarah Whiteman	October 2021 December 2021	
The linked text for every RWInc story book is read to the children on day 3 or 5.		class teachers	Sarah Whiteman	October 2021 December 2021	
Children are able to quiz in the classroom within 24 hours of completing their reading book. (AR only)		class teachers phase leaders	Sarah Whiteman	November 2021 February 2022	

Children have a new story book every 3/5 days depending on their RWInc level. (RWInc only)	class teachers	Sarah Whiteman	November 2021 February 2022	
Class teachers read to the children every day from a wide variety of quality texts.	class teachers phase leaders	Sarah Whiteman	October 2021	
Children have daily opportunities to talk about books they have read – themes, vocabulary, grammar, content and understanding - or listened to with an adult.	class teachers phase leaders	Sarah Whiteman	December 2021	
There is time set aside every day in every classroom for reading: independent practice, listening to texts read aloud, reading across the curriculum	class teachers phase leaders	Sarah Whiteman	December 2021	
A reading team is set up to establish consistent reading routines across the year groups.	Sarah Whiteman	Hayley Scargill	October 2021	
Year groups decide on the books for their children.	class teachers phase leaders	Sarah Whiteman	October 2021 February 2022	
Every classroom has a display of books for their year group.	class teachers phase leaders	Sarah Whiteman	October 2021 February 2022	
Teachers plan to use carefully selected texts across the wider curriculum to read for interest, knowledge and information and to develop pupils' understanding within a particular subject.	class teachers phase leaders	Sarah Whiteman	March 2022	
Children can talk about reading to gather information within wider curriculum lessons and independently and make links to their learning.	class teachers phase leaders	Sarah Whiteman	December 2021 April 2022	

<b>Focused Priority 2 Maths</b>	<b>Mastering number skills</b>	
Ofsted category cross reference:	Teachers will have a clear understanding of number skills that pupils should have fluency in and how they progress and plan daily opportunities for pupils to practice these in a variety of ways. Pupils, through daily practice, will secure fluency in key skills such as number bonds and times tables. As they further develop, they are able to use these number facts to manipulate calculations and can extend them, i.e. a pupils given the calculation 180 divided by 3, recognises that they can use 18 divided by 3, which in turn uses the fact $6 \times 3 = 18$ . Through their subject knowledge, teachers will explicitly teach and point out these relationships and also provide opportunities for pupils to identify these relationships themselves.	
<b>Key People:</b> Linda Embling, Danni Holmes, Victoria Cox, Katie Chauhan		<b>Funding:</b>
<b>Success Criteria</b>		
<b>SC1</b> The majority of pupils in key stage 2 have an age appropriate recall of times tables. Pupils who struggle are identified and given additional support.		
	<b>Impact Review 1: (Date)</b>  <b>Impact Review 2: (Date)</b>  <b>Impact Review 3: (Date)</b>	
<b>SC2</b> Through the Mastering Number program, ks1 and reception pupils have an age appropriate recall of number facts and can use these to calculate.		
	<b>Impact Review 1: (Date)</b>  <b>Impact Review 2: (Date)</b>  <b>Impact Review 3: (Date)</b>	

**SC3:** Teachers use a range of strategies to explicitly teach relationships between number facts.

**Impact Review 1: (Date)**

**Impact Review 2: (Date)**

**Impact Review 3: (Date)**

**SC4:** Number facts practise is efficient, both in school and at home.

**Impact Review 1: (Date)**

**Impact Review 2: (Date)**

**Impact Review 3: (Date)**

**SC5** Pupils are able to apply number fact skills in different contexts.

**Impact Review 1: (Date)**

**Impact Review 2: (Date)**

**Impact Review 3: (Date)**

**SC6** Teachers have a clear understanding of the progression of fluency and are able to adjust teaching to ensure that key learning points are secure.

**Impact Review 1: (Date)**

**Impact Review 2: (Date)**

<b>Impact Review 3: (Date)</b>				
<b>Key Actions</b>	<b>Who Monitors?</b>	<b>Who Evaluates?</b>	<b>Timescale</b>	<b>Check Date when completed</b>
Implement Mastering Numbers in R, 1 and 2.	DH, VC, KC	LE	October	
Monitor that Mastering Numbers is implemented effectively.	DH, VC, KC	LE	Nov, Feb, May	
Monitor impact of Mastering Numbers program and identify next steps	DH, VC, KC	LE	June	
KS1 lead teachers attend and disseminate the Mastering Number training.	DH, VC, KC	LE	Sept onwards	
Work With David Cooke (Maths consultant) and implement suggested actions.	LE	HS		
Monitor books, planning and feedback to ensure that fluency is taught explicitly and that pupils are guided to make links.	LE	HS	Oct, Jan, April,	
Distribute tackling tables home packs to PPG pupils and support parents in how to use them.	LE	HS	October	
Train new staff in using the tackling tables program.	LE	HS	Oct	
Undertake focussed learning discussions with teachers together with David Cooke to identify concerns and strengths.	LE	HS	22nd October	
Monitor attainment and improvement of times tables skills including division in key stage 2.	LE	HS	Oct, Dec, Feb, April, July	
Analyse how mathematics homelearning tasks are contributing to fluency and support teachers to adjust and improve these tasks to ensure they are effective.	LE	HS	January	
Deliver training for staff on how to further develop their provision for pupils targeted for greater depth.	LE	HS	March	

Deliver training for teaching staff on developing the use of purple box challenges to ensure all pupils are challenged - particularly focusing on pupils targeted for greater depth.	<b>LE</b>	<b>HS</b>	<b>November</b>	
Deliver training for teaching staff on how to use the bar model to support children in understanding number facts and how to apply these in different contexts.	<b>LE</b>	<b>HS</b>	<b>November</b>	

<b>Focused Priority 3 Behaviour</b>	<b>Embedding behaviour culture and consistency</b>	
Ofsted category cross reference:	<p>There will be in place a simple, clear set of policies and procedures for staff. These will be used effectively across the entire school, by every staff member. School rules will be clear and known and used by all staff and children. All adults will use a warm/strict approach to all interactions with children, ensuring that there is a clear principle that adults are in charge and children must follow instructions alongside an atmosphere of warmth, care and enjoyment of learning.</p> <p>Rules will be followed by almost all children with only reminders needed. Where children need further support to follow the school rules this will be done with both firmness and sensitivity. There will be a culture in place that does not accept incidents of poor behaviour and deals with them promptly. All adults will be responsible for behaviour and will hold each other to account when policies are not correctly followed. It will be accepted and understood by staff that high expectations for our children are the only expectations we can have and that our core values are central to this.</p> <p>Middle leaders will lead with vision, clarity of purpose and fidelity to the whole school mission. They will support this mission in every interaction they have with staff and children concerning behaviour. All leaders will take on a visible and powerful lead on behaviour in both the areas they are directly responsible for and wider across the school.</p> <p>A system of social norms will be codified and embedded in school, covering key areas such as walking and listening to others. The Academy will continue to be a safe, purposeful place of learning and will have fewer incidents of high level behaviour incidents. The rate of FTE and P. Ex. will fall to a level at least approaching the national average.</p>	
<b>Key People: Ian Pearson</b> <b>Hayley Scargill</b> <b>All SMT and middle leaders</b> <b>Behaviour Hub Partners</b>		<b>Funding: Unknown at this time</b>
<b>Success Criteria</b>		
<b>SC1</b> Establish a clear behavioural vision that is underpinned by high expectations and core values that are understood by all staff, pupils and their families		
	<b>Impact Review 1: (Date)</b>	

	<p><b>Impact Review 2: (Date)</b></p> <p><b>Impact Review 3: (Date)</b></p>
<p><b>SC2</b> Middle leaders to take a visible lead on and responsibility for behaviour at least within their area of responsibility, supporting their staff to implement whole-school behaviour systems consistently and effectively.</p>	
	<p><b>Impact Review 1: (Date)</b></p> <p><b>Impact Review 2: (Date)</b></p> <p><b>Impact Review 3: (Date)</b></p>
<p><b>SC3</b> A clear system of rules and social norms is on place and understood by all stakeholders</p>	
	<p><b>Impact Review 1: (Date)</b></p> <p><b>Impact Review 2: (Date)</b></p> <p><b>Impact Review 3: (Date)</b></p>
<p><b>SC4</b> System of consequences and rewards, including a renewed house system, is well established</p>	
	<p><b>Impact Review 1: (Date)</b></p> <p><b>Impact Review 2: (Date)</b></p> <p><b>Impact Review 3: (Date)</b></p>

<b>SC5 FTE and P. Ex. rates to fall to a rate at least approaching the national average</b>				
	<b>Impact Review 1: (Date)</b> <b>Impact Review 2: (Date)</b> <b>Impact Review 3: (Date)</b>			
<b>Key Actions</b>	<b>Who Monitors?</b>	<b>Who Evaluates?</b>	<b>Timescale</b>	<b>Check Date when completed</b>
Attend all available Behaviour Hub training, Network days and Open Days	IP	HS	Ongoing throughout year as available	
Write and implement Behaviour Hub Action plan	IP	HS	September 2021	
Review and re-write school rules to be simple, clear and usable	IP	HS	September 2021	
Review and re-write Home-Academy agreement, share with staff and send to parents	IP	HS	September 2021	
Review and rewrite Uniform policy, share with staff parents and children. Staff to pursue the adherence to this policy for all pupils	MSW	HS	September 2021	
Whole staff training on behaviour- on a minimum of 2 training days	IP	HS	September November	
Review and re-write behaviour plan and policy	IP	HS	September 2021	

Renewal and relaunch of House system	HS	HS	September 2021	
Review and renew our behaviour approach- introduce principle of 'warm/strict', greater clarity around what high expectations are while continuing with Emotion Coaching approach	IP	HS	September November	
Team Meetings to all have behaviour as weekly minutes discussion item	DH, LE, JC	IP	Established September 2021, Ongoing throughout year	
New staff are inducted into the behaviour culture of the school and arrive 'ready' to run their classroom/area and to engage in the whole-school approach.	IP	HS	December 2021	
Leaders and managers support their staff to implement whole-school behaviour systems consistently and effectively, challenging conversations are held whenever needed	IP	HS	Ongoing throughout year	
Behaviour Audits x 3	IP	HS/RH	November April June	

## Background Priorities

Background Priority 1 Sustaining Leadership	Embedding Visible Leadership in all roles	
Ofsted category cross reference: Quality of Education, Behaviour and Attitudes, Personal Development of Pupils, Leadership and Management	Work begun last academic year with subject leaders showed clear impact on the leadership of the curriculum. A number of leaders were new to their leadership area, there is a new lead for the wider curriculum this academic year. Additionally, there is a new structure for phase leadership this year. We need to build on current strengths in leadership in order to ensure that there is visible and effective leadership in all roles across the academy. There will be clear accountability structures in place and agreed responsibilities for all leaders to ensure they can be successful and confident in their roles. Leaders will work together to secure the best outcomes for pupils across the academy.	
Success Criteria	Impact Review	
SC1 Leaders demonstrate the impact of their leadership through the work they carry out in school		
SC2 Leaders support the vision, ethos and policies of the school in all actions they take		
SC3 Leaders take a leading role in whole school strategy and improvement		
SC4 Leaders demonstrate professional accountability for their areas of responsibility		
SC5 Leaders raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching		
SC6 Leaders work in partnership with all stakeholders		

Key Actions	Timescales
Aims of the school reviewed and agreed	September training day Agreed by end of T1
Phase/middle leader key responsibilities discussed and agreed	End of T1
Subject leader key responsibilities discussed and agreed	End of T1
Leaders will regularly update SMT and other stakeholders about their areas	Termly 6x year
Middle/Phase leaders will carry out learning walks in their areas and feedback to teams, ensure follow up and feedback to SMT	Sept, Jan, April
Subject leaders will carry out monitoring and feedback to year teams, ensure follow up and feedback to SMT	In line with monitoring schedule. And individual monitoring termly
Phase leaders will ensure new members of staff are successfully in induction	End of September

Background Priority 2	Mental Health	
<p>Ofsted category cross reference:</p> <p>Personal development, Leadership and management, Behaviour and attitudes, Quality of Education</p>	<p>Mental health was focus priority 1 last academic year, the implementation of initiatives that were previously introduced, the impact of these initiatives and maintaining high expectations of staff using a range of approaches is something that we want to sustain and build on. Throughout the COVID-19 pandemic children and families have experience a high velocity of change and inconsistently in their lives, for some, this had negatively impacted on their mental health and wellbeing. For other families, the term 'mental health' still holds a negative stigma associated to it. We want to create an open, inclusive and transparent learning experience that teaches children to learn their emotions, why we experience different emotions and how to positively regulate them. Last academic year we made progress towards this through whole school training on ACE's and Trauma, staff training on emotion coaching and year 5 and 6 completed a 'tackling mental health' programme conducted by Northampton Town Community Trust. We built on a range of mindfulness activities and introduced the daily mile initiative. This year we want to continue with many of these approaches as well as build on these to integrate them into the curriculum to truly create a whole school approach.</p>	
Success Criteria	Impact Review	
<p>SC1 – Children in EYFS/ KS1 are able to label emotions and explain what they mean to them. Children in KS2 are taught techniques to self-regulate emotions and begin to use these strategies themselves.</p>		
<p>SC2 – An understanding of ACES, Trauma and emotion coaching approach is embedded across all teaching and support staff and underpins our mental health statement.</p>		
<p>SC3 – A range of resources and support is shared with parents through different through different communication avenues (e.g. newsletters, dojo and school website).</p>		

<p>SC4 – Curriculum that contains direct teaching of mental health and well-being including daily mindfulness activities. Including targeted small group sessions for specific groups.</p>	
<p>SC5 – Daily physical activity for every child is integrated into the curriculum and the school day to support positive mental health including direct teaching of mental health strategies that promote resilience. In addition, targeted after school club provision for vulnerable groups.</p>	
<p>SC6 – Termly survey of children’s mental health shows improvement in children’s knowledge of and approach to mental health and improvement in the quality of their own mental health. Vulnerable groups will be targeted to ensure we can demonstrate clear progression and impact.</p>	
Key Actions	Timescales
<p><b>SC1</b> – Staff to be taught approaches on how to teach children to be open about their emotions/ techniques to regulate them. Staff to feedback on how children are responding as well as children’s surveys to monitor impact. JT to liaise with LB (PSHE lead) on how this can be incorporated into curriculum time. JT to work with NTFC and Inclusion team to target children and key groups for additional support.</p>	<p><b>Review Termly</b> (November, February, June)  *Discuss possible staff training dates with HS</p>
<p><b>SC2</b> – JT to write a clear vision statement which is specific to Victoria on how we support children and their families. Staff to be taught approaches for emotion coaching (this will be a top up session for existing staff and training for new staff – use case studies and time to practise in groups). CPD for ACE’s training (consider use of National College and Mind Ed – ensure staff have log ins). Existing staff should begin to start take a more active role in support less experienced staff using this approach.</p>	<p><b>Complete staff confidence survey before end of term 2 and complete another term 4.</b>  *Discuss possible staff training dates with HS</p>
<p><b>SC3</b> – JT to continue to complete newsletter to go home to parents via parentmail each term. Newsletters to signpost parents for support and resources they can use at home. Ensure parents know which staff members in school have specialist training in support them and their children. Continue to demonstrate presence on the playground and class dojo to ensure</p>	<p><b>October, December, February, March, May, July</b></p>

<p>staff members are approachable and accessible to parents. Consider parent survey to cater needs/ support. JT to create resources to signpost parents on the schools website as an additional resource. JT to liaise closely with inclusion team to monitor where parents needs support most/ common trends that may change in time.</p>	
<p><b>SC5</b> – JT to create active mile timetable and send out to all staff. JT to monitor to ensure staff are utilising the timetable correctly. JT to work with DKD coaching, teachers, inclusion, LS and EA to create an overview of afterschool provision timetable and ensure different groups of children are targeted.</p>	<p><b>November</b> Monitor throughout the academic year.</p>
<p><b>SC6</b> – JT to conduct surveys as a pupil voice exercise. JT to work with inclusion team to create a targeted group – this will ensure we can monitor impact accurately and inform future/ further strategies used across for individuals, key groups or more widely across the school.</p>	<p><b>Review Termly</b> (November, February, June)</p>