



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>SC1 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>SC2 Children’s listening comprehension and language is developed by reading aloud and talking about stories, poems and non-fiction books.</p> <p>SC3 Time for daily reading, quizzing, practice, talking about and changing books is prioritised in the classroom.</p> <p>SC4 Routines and expectations for reading and texts - both in English and across the wider curriculum - are established across all key stages.</p> <p>SC5 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>SC6 Reading and sharing text is an integral part of teaching and learning across the wider curriculum.</p>
FP2 Mathematics	<p>SC1 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>SC2 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>SC3 Teachers use a range of strategies to explicitly teach relationships between number facts.</p> <p>SC4 Number facts practice is efficient, both in school and at home.</p> <p>SC5 Pupils are able to apply number fact skills in different contexts.</p> <p>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.</p>

<p>FP3 Behaviour</p>	<p>SC1 Establish a clear behavioural vision that is underpinned by high expectations and core values that are understood by all staff, pupils and their families SC2 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. SC3 A clear system of rules and social norms is on place and understood by all stakeholders SC4 The renewed house system is well established and supports the already established system of consequences and rewards SC5 FTE and P. Ex. rates to fall to a rate at least approaching the national average</p>
<p>BP1 Embedding leadership</p>	<p>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</p>
<p>BP2 Mental Health</p>	<p>SC1 Children in EYFS/ KS1 are able to label emotions. Children in KS2 are taught techniques to self-regulate emotions. SC2 Staff demonstrate a good understanding of ACES, Trauma and emotion coaching approach and take part in other CPD opportunities. SC3 Termly Mental Health newsletters to parents. Monitored through parental engagement such as class dojo and surveys. SC4 Curriculum that contains direct teaching of mental health and well-being including daily mindfulness activities. Including targeted small group sessions for specific groups. SC5 Daily physical activity for every child linked to improving mental health including direct teaching of mental health strategies that promote resilience. Including targeted after school club provision. 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.</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

<p><i>Focussed Priority 1</i> <i>Reading</i></p>	<p>Reading for Knowledge and Enjoyment</p>	
<p>Ofsted category cross reference:</p>	<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>	
<p>Key People: Sarah Whiteman Phase leaders Class teachers Reading teachers</p>		<p>Funding: £4000. Additional costs also for accelerated reader subscription, RWInc training subscriptions and online ebooks.</p>
<p>Success Criteria</p>		
<p>SC1 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>Impact Review</p> <p>Children have daily opportunities to read independently in class. Class teachers read texts aloud to children during timetabled sessions. Children have texts matched to their phonic knowledge or zpd code to take home. Children all have a login to MyON enabling them to access on-line texts matched to their interest and ability level.</p>	

Pupil Voice Autumn 2021: Children were able to talk about their choices of books; books they found funny and interesting and books class teachers were reading aloud to them as a class. Children were able to describe how they felt when reading: happy, excited, calm and relaxed, entertained, "it takes my mind off bad things".

MyON data shows a considerable increase for all year groups in the number of books being read and the number of minutes year groups are reading on average a week.

Pupil Voice Summer 2022:
 90% of pupils strongly agree or agree that they enjoy reading.
 ' I like non-fiction and science-fiction books because they are really interesting and I find out different facts.'
 'Reading is good for everything'
 'We need to be able to read to learn anything'

73% of pupils read at home most or all of the time. Children are able to talk about the books they read at home and discuss their preferences for text types.
 I love books about trains', 'I am reading Demon Dentist with mummy', 'I like comic books', '8,000 facts you need to know'

SC2 Children’s listening comprehension and language is developed by reading aloud and talking about stories, poems and non-fiction books.

Impact Review:
 Class teachers read texts aloud to children during English lessons and additional timetabled reading sessions. Pupil Voice: Children are able to name the books they have read as a class this year. Pupil Voice year 4: children described some of the books they have read and were really enthusiastic about their Advent Calendar of books and how they vote as a class to decide which book they will read next and then take it in turns to read the books themselves independently.

Children in years 4-6 have a vocabulary book in which they collect vocabulary from texts they have read and class discussions which they may then refer to and choose from to use in their writing.

Pupil Voice Summer 2022: 95% of pupils said they read in most or every lesson in school. Children were able to articulate when they use their reading skills during the day.
 "In phonics and we read numbers in number sentences".
 "we have a story every day and sometimes read with you when we do our work".
 "We read Maths questions too"
 "We read about our topics- like about animals"
 "We read our own reading books at different times during the day and we do fluent reading every day."

	<p>“We read our AR books, our library books, fluent reading and usually in English every day.”</p>
<p>SC3 Time for daily reading, quizzing, practice, talking about and changing books is prioritised in the classroom.</p>	
	<p>Impact Review: Children in years 3-6 are able to quiz (Accelerated Reader) in their classrooms daily. They change their books independently in the library as soon as they have completed a quiz. Children access the books in the library independently at different times throughout the day / week, using their zpd codes to select appropriate books. KS2 Pupil Voice: Children knew their zpd codes, they described the systems in their classrooms for changing books and accessing the AR quizzes.</p>
<p>SC4 Routines and expectations for reading and texts - both in English and across the wider curriculum - are established across all key stages.</p>	
	<p>Impact Review: Staff training after school and on the September and November training days shared academy procedures for reading. Phase leader follow up in team meetings enabled staff to continue to develop this as a team. Children from Reception to year 6 have daily opportunities to read independently from a book matched to their phonic ability or zpd code. They are able to take these books home for further practice. Unit overviews list the texts children will be reading as part of their English lessons and suggested texts for wider reading. Years 3 to 6 planning outline sets out the texts children will explore focussing on the linked learning intentions and writing success criteria. RWInc learning walks show the staff implementing the reading activities (phonics programme) with teaching and learning strategies from the training in November.</p> <p>A new system of reading was introduced in KS2 in the summer term. All KS2 teachers received full training on all aspects of this. This ensured a structured half hour reading lesson takes place daily with pupils. This involves a 15 minutes focused reading session, which improves the children’s reading speeds and comprehension. This is then followed by a 15 minutes reading skills session which over a term cover all aspects of reading. There is an emphasis upon retrieval, inference and deduction but all aspects of reading are covered, including prediction, identifying text features and commenting upon features.</p> <p>Pupil voice in summer 2022 demonstrated that pupils recognised that reading lessons were now more structured. Pupils explained reading lessons are different now, there is more reading. They are given time to count the number of words they have read. The lessons are more challenging and have better stories. Children explained that they used to just read to themselves, now they read with a partner and count their score for voice, expression, speed etc.</p>

SC5 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.

Impact Review:

Staff training provided information and up-to-date developments about classroom reading displays from the English Hub and shared suggestions of quality texts for each year group. Team leaders liaised with the reading lead to continue these discussions within team meetings to create shared expectations for classroom provision. Reception and Year 1 Team meeting minutes show on-going review and development of book corners and the acquisition of quality texts throughout the year. Library Project Loans from LRE (Learning Resources for Education) are used to support each topic across the six terms. Pupil voice: year 4, children describe displays of books read to the class that they can choose to read for themselves and poetry books chosen from the library by the teaching assistant to complement their current English unit. All classrooms have an established book corner with carefully selected books to enhance the reading provision.

SC6 Reading and sharing text is an integral part of teaching and learning across the wider curriculum.

Impact Review:

Termly library loans from LRE (Learning Resources for Education) for each year group linked to the term's curriculum topic provide children with access to an ever-changing supply of quality (usually non-fiction) books linked to their current cross curricular topic. Children are beginning to make links between reading and learning in a variety of subjects: Pupil voice: year 3 Mummies and Electricity; year 5 Castles and Fairgrounds. New reading pathways for English and the wider curriculum was established with the introduction of Curriculum Visions, this supports reading across all subjects. Pupils can access books and videos on line from home that support their learning in school. Further embedding of accelerated reader has ensured that all children have books to read at home and in school. The new reading approach in KS2 ensures pupils are immersed in quality extracts daily. See above for pupil voice comments about reading.

Key Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
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	01.11.21

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	01.11.21
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	01.11.21
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	01.11.21
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	01.11.21
Class teachers read to the children every day from a wide variety of quality texts.	class teachers phase leaders	Sarah Whiteman	October 2021	01.11.21
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	06.01.22
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	06.01.22
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	on-going

Every classroom has a display of books for their year group.	class teachers phase leaders	Sarah Whiteman	October 2021 February 2022	on-going
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	06.01.22

<i>Focussed Priority 2 Maths</i>	Mastering number skills	
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.	
Key People: Linda Embling, Danni Holmes, Victoria Cox, Katie Chauhan		Funding: £2000
Success Criteria		
SC1 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>Impact Review 1: (24.01.22) All pupils in ks2 practise times tables daily using the tackling tables program. They also practise at home using TT rockstars. All pupils in receipt of pupil premium also have a tackling table set of cards for use at home. This has ensured that pupils are becoming more proficient in their times tables and are beginning to use these in other areas of maths. In year 4 in September, all pupils were on the blue cards (2, 5, 10) and now 82% of the year group have moved on to either green or red cards. In year 6, pupils who have been using the tackling tables cards since year 3, spoke positively about the impact the scheme has had. “Using the cards and practising every morning has helped me learn the times tables and I feel prepared for the maths.” “It helps you remember because you practise every day.” “Knowing my times tables has helped me find common denominators when learning about fractions.”</p> <p>Impact Review 2: (20.04.22) Year 4 completed a times table check in March which showed good progress since the previous check.</p>	

	Nov	March
20+	20% (6)	36%
15-19	13% (8)	25%
10-14	33% (20)	17%
5-9	18% (11)	15%
0-4	23% (14)	7%
Average score:	November	March
Cohort	10	16
class A	10	16
class B	10	16
Girls	10	18
Boys	10	14
PPG	8.5	14

The maths lead have supported year 3 and 5 in ensuring that the tackling tables is programme is used efficiently. This will now need monitoring and following up in term 5.

Impact Review 3: (Date)

All year 4 pupils took part in the DFE MTC check.

	Nov	March	MTC check
20+	20%	36%	60%
15-19	13%	25%	15%
10-14	33%	17%	8%
5-9	18%	15%	17%
0-4	23%	7%	0%

As seen in the above tables, results had improved significantly from the November and March assessments. No pupils scored in the lowest brackets, and 60% of pupils scored between 20-25 marks, compared with 20% in November.

SC2 Through the Mastering Number program, ks1 and reception pupils have an age appropriate recall of number facts and can use these to calculate.

Impact Review 1: (24.01.22)

Lead teachers from each year group have taken part in training sessions delivered by the Enigma maths hub on how to use the Mastering Number program.

This has enabled them to share this effectively within their teams and has ensured that sessions are efficient and well planned.

The reception lead has shared that she has found the planning with the small steps easy to follow. The year 1 lead teacher shared that she found the training had deepened her subject knowledge and helped her understand how the small steps were structured.

All pupils in reception, year 1 and year 2 take part in the daily sessions of Mastering Number.

This has ensured a high focus on ensuring that pupils build up a strong fluency in number and this is beginning to have an impact in the maths lesson. In year 2, a girl who has found maths difficult, has shown a higher level of confidence and is able to apply what she has learned in the mastering number session in a later maths lesson. In reception, pupils have shown a high level of engagement with the sessions and have then applied their learning during the continuous provision. One pupil showed that after the mastering number sessions she was able to recognise the number 5 in different representations and was able to subitise effectively. In year 2, pupils could confidently use the rekenrek and explain how it works,

Impact Review 2: (20.04.22)

Lead teachers have continued to take part in the online workshops and the maths lead has monitored the provision as well as completed a pupil voice with children in reception. This shows that the delivery of the Mastering Number program is effective in most classes. In one class, there have been issues around timetabling which have now been resolved. Pupils in reception could talk well about the learning during the Mastering Number sessions and with their class big book as a prompt, told me about how to find the difference, and more than / less than. In year 2, pupils showed great enjoyment of the Mastering number session, all pupils were engaged and were encouraged to explain and discuss.

Impact Review 3: (August 2022)

At the end of KS1 in 2022, 66% of pupils met or exceeded age related expectations, this represents a fall lower than that seen nationally (FFT early data). Maintaining attainment during a turbulent year due to covid has been supported by the Mastering Number programme. All KS1 teachers felt that the programme was beneficial to pupils in developing a solid sense of number and also to themselves, in deepening their own subject knowledge. They also said that they were able to transfer many of the techniques and strategies from the programme into their regular maths lessons. Pupils have a positive experience of Mastering Number and how it develops their fluency while also challenging them. *"I do more number sentences and you ask me a challenge question".*

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

	<p>Impact Review 1: (24.01.22) A planning scrutiny has shown that there is a reasonable amount of time spent on developing fluency and use of different strategies. However, a planning scrutiny with an accompanying book look and discussions with teachers, showed that not all teachers are confident in choosing the most appropriate representations to support children in understanding the underlying mathematical structures. Because of this, pupils are not always developing a relational understanding alongside the procedural understanding. Where effective strategies were used, pupils could apply the skills taught in different contexts. In year 3, the counting stick was used to support pupils in developing a clear understanding of the relationships between different products in a times table. Pupils could confidently explain how they knew what 2×4 would be because they knew 2×2. In year 4, pupils could explain how if they knew 3×5 they could easily find 30×5 and 150 divided by 5.</p> <p>Impact Review 2: (20.04.22) Feedback from the previous planning scrutiny and lesson visits have enabled teachers to make positive changes. The review part of the lesson is now more focused and completed in a timely manner. Teachers have a clear understanding of the purpose of this part of the lesson. In ks2, there is a clear impact in the improvement of scores in assessments, however, this is still an area that needs further work and a series of training sessions are planned in for term 5.</p> <p>Impact Review 3: (August 2022) A series of 3 training sessions with an implementation week in between each were completed during term 5. A pre training survey showed that teachers felt less confident in the use of the bar model and in ensuring that fluency strategies were taught in a variety of ways than in other areas of maths. After the three training sessions, confidence was improved. 11 out of 12 teachers felt their confidence in the use of the bar model had improved significantly. All teachers said that the training sessions had been very effective or highly effective. When asked what they were changing in their teaching as a result of the training, all teachers were able to give examples of how the training had impacted on their daily teaching. One teacher responded, <i>“Push on vocabulary to ensure children have the words to be able to explain their thinking. We have used stem sentences and this has supported children to start. We are using bar models more frequently and this is something I would like to start earlier if in year 2 so that it is a strategy they can draw on by the end of the year.”</i> Pupils recognised that they were given opportunities to review key skills to develop their fluency, <i>“We frequently recap on learning which helps it stick in my mind to make the work easier.”</i></p>
<p>SC4: Number facts practice is efficient, both in school and at home.</p>	
	<p>Impact Review 1: (24.01.22) At home, all pupils have access to TT rockstars and Numbots. Pupils in receipt of the pupil premium grant, also have their own home pack of Tackling Tables cards. This has ensured that they can practise regularly at home and also helped raise the profile of learning times tables with parents. It has also helped pupils to see practising at home as something positive.</p>

Pupils who have received the pack told me that they usually practise at least twice a week and some pupils more regularly. They were positive about the impact of practising regularly.

“ I have gotten much better and I feel more confident,” (year 5 child)

“I love using the cards, I do it with my sister.” (year 3 child).

Engagement with TT rockstars at home is very high in year 4, 5 and one year 6 class, and moderate in year 3 and the other year 6 class. The year 5 teachers regularly set up tournaments which has supported in keeping engagement levels high. To improve this in all year group a relaunch will be set up with a whole school tournament.

Impact Review 2: (20.04.22)

The review is used efficiently in maths lesson to give pupils a chance to practise number facts.

Engagement with TT rockstars and Numbots have gone down since the previous review and will need to be pushed more by parents. Year 2 have trialled using the new whiterose one minute maths app and both parents and children have engaged well with this.

All classes set weekly maths home learning in addition to TT rockstars and numbots. This is regularly completed by 50% of children.

Impact Review 3: (August 2022)

The use of tackling tables cards at home, contributed to the significant improvement in scores in the year 4 MTC where 60% of pupils scored between 20 and 25, compared to 20% in November. To support all pupils, we are now rolling out the online version of tackling tables, to further encourage pupils to practise at home. In a survey for parents, 44% said that their children practised times tables at least 2-3 times a week, with a further 38% saying that their children practised at least once a week. Upcoming changes to the homework policy should further improve engagement by giving more targeted and specific maths homework.

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

Impact Review 1: (24.01.22)

The clear focus on developing fluency and number facts is beginning to support pupils in different mathematical contexts.

In year 6, pupils could explain how knowing the times tables helped them find equivalent fractions and in year 2, pupils used their knowledge of addition to begin to learn about multiplication. Their secure skill in subitising, helped them quickly work out 3 groups of 2.

Impact Review 2: (20.04.22)

There is continued evidence in books and planning to show that fluency in number facts is a priority. However, while pupils can use number facts to derive other number facts, they are not yet confident in applying them in contextualised problems. A scrutiny of the QLA of the recent assessments in ks2 show that pupils struggle with word problems and questions where the context is unfamiliar to them.

	<p>Impact Review 3: August 2022) During term 5, all teachers had three training sessions in maths. One of the focuses of these sessions was how to make the connection between learned facts and contextual problems, using the bar model and other strategies. In the post training survey, all participants said they felt more confident in using concrete resources and different representations in bridging the gap between fluency and reasoning. <i>“We have thought more about allowing the children the time to explore a new concept or skill using concrete resources.”</i></p>
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<p>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.</p>	
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	<p>Impact Review 1: (24.01.22) A book and planning scrutiny was undertaken by the maths lead and a maths consultant, David Cook. This also included a learning walk, visiting some maths lessons and in depth learning conversations with class teachers in year 2, 3, 5 and 6. This has given the maths lead a clear and detailed picture of strengths and challenges. It became clear that while teachers knew the difficulty points, they couldn't always track back to the earlier steps to revisit.</p> <p>Impact Review 2: (20.04.22) Feedback from the book and planning scrutiny have given teachers clear points to focus on. In addition, year 1 and year 5 have had a planning session with David Cook and the maths lead. Year 1 and 5 have been able to plan their next unit with clarity around suitable representations and both year group teachers felt that at the end of the session they had a clearer understanding of possible misconceptions and how to address them. All year groups have made adjustments to their planning to enable them to focus on key fluency concepts.</p> <p>Impact Review 3: August 2022 Following work with David Cooke (maths consultant) part of the maths focused training sessions gave teachers the opportunity to examine key learning in their year group and supported them in prioritising the curriculum for the remainder of the year to ensure that pupils left their current year group, ready for the next year group. In the post training survey, one teacher responded, <i>“The training has made me think much more strategically about how the lessons are delivered and the impact on the children's understanding - both with individual lessons and sequences. I have adapted the focus/ practise element to include shorter steps within the lesson which has allowed more consolidation, further sharing opportunities and higher ability to notice/ address misconceptions. I think it has also helped with the progression and challenge within the lesson.”</i></p>
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Key Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
Implement Mastering Numbers in R, 1 and 2.	DH, VC, KC	LE	October	30.10.21
Monitor that Mastering Numbers is implemented effectively.	DH, VC, KC	LE	Nov, Feb, May	01.11.21
Monitor impact of Mastering Numbers program and identify next steps	DH, VC, KC	LE	June	01.06.22
KS1 lead teachers attend and disseminate the Mastering Number training.	DH, VC, KC	LE	Sept onwards	Sept, Jan
Work With David Cooke (Maths consultant) and implement suggested actions.	LE	HS	After each visit	July 22
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,	10.10.21
Distribute tackling tables home packs to PPG pupils and support parents in how to use them.	LE	HS	October	15.11.21
Train new staff in using the tackling tables program.	LE	HS	Oct	01.10.21
Undertake focussed learning discussions with teachers together with David Cooke to identify concerns and strengths.	LE	HS	22nd October	22.10.21
Monitor attainment and improvement of times tables skills including division in key stage 2.	LE	HS	Oct, Dec, Feb, April, July	15.12.21
Analyse how mathematics home learning tasks are contributing to fluency and support teachers to adjust and improve these tasks to ensure they are effective.	LE	HS	January	15.01.22
Deliver training for staff on how to further develop their provision for pupils targeted for greater depth. (Amended to a focused series of 3 training sessions with implementation time in between - focusing on how to ensure all children develop reasoning skills around word problem and contextualised problems.	LE	HS	March Amended to Term 5.	April 2022

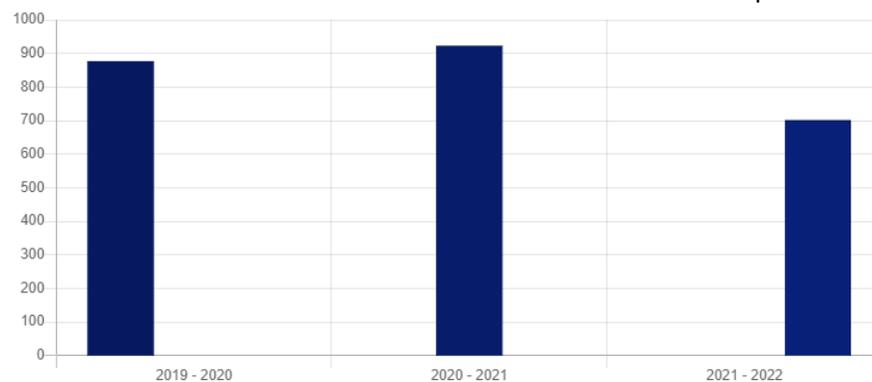
Deliver training for teaching staff on developing the use of purple box challenges to ensure all pupils are challenged - particularly focusing on pupils targeted for greater depth.	LE	HS	Summer staff training	July 2022
Deliver training for teaching staff on how to use the bar model to support children in understanding number facts and how to apply these in different contexts.	LE	HS	November	April 2022

<i>Focussed Priority 3 Behaviour</i>	Embedding behaviour culture and consistency	
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>	
Key People: Ian Pearson Hayley Scargill All SMT and middle leaders Behaviour Hub Partners		Funding: £1000
Success Criteria		
SC1 Establish a clear behavioural vision that is underpinned by high expectations and core values that are understood by all staff, pupils and their families		
	Impact Review 1: January 2022 All staff survey and pupil voice scores are on a 5 point scale where 1 equalled 'not at all' and 5 equalled 'very much so'	

Pupil voice had to be undertaken in different ways due to COVID-19 staffing issues- some class teachers surveyed the whole class while others were able to talk with a small group.

Vision was set out in two substantial training sessions to all staff on training days in September and November. SLT are leading by example on high expectations and core values. This has led to:

Behaviour records show a 24% fall in recorded incidents in comparison to previous academic year:



(Graph shows recorded incidents in Autumn terms for 2019-20, 2020-21, 2021-22)

Staff survey shows all staff reporting that they have a good understanding of behaviours expectations (score of 4.33) and 96% staff of staff feel our expectations are correct.

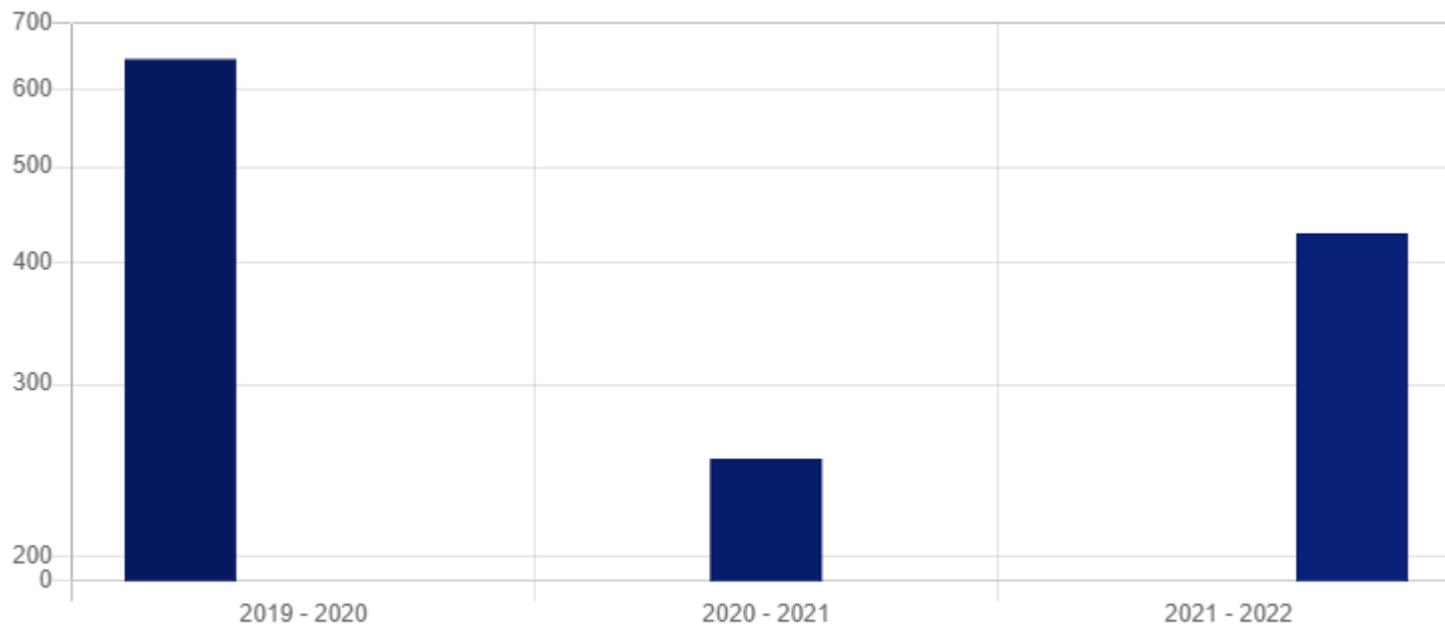
Pupil voice showed a very strong agreement from children that the behaviour expectations in school are clear and that they know what they are. 98% of children surveyed agreed they understood the expectations around behaviour, with the vast majority of classes reporting 100%. Pupil voice throughout was very strong, with high percentages (at least 95%+) for the statement “Behaviour is usually good in my class” and “Behaviour is usually good on the playground. This was strong across all year groups, many classes reporting 100% for both questions. This is a very strong response to these statements.

There were very few comments around negative behaviours. These generally focused on specifics - for example a Year 1 child said “my phonics group is noisy but the teachers do sort it out”. Older children also identified that there were occasional behaviour issues but adults worked to solve these well. A year 6 child commented- “there have been a couple of issues but I guess that is something to keep working on.”

All above data indicates that a strong, clear vision is in place and is being backed by high expectations.

Impact Review 2: April 2022

Vision continues to be communicated in assemblies, day to day reminders and staff communication. Behaviour remains a regular point in SMT/Middle leaders meetings, with middle leaders then cascading these messages to all teaching staff.

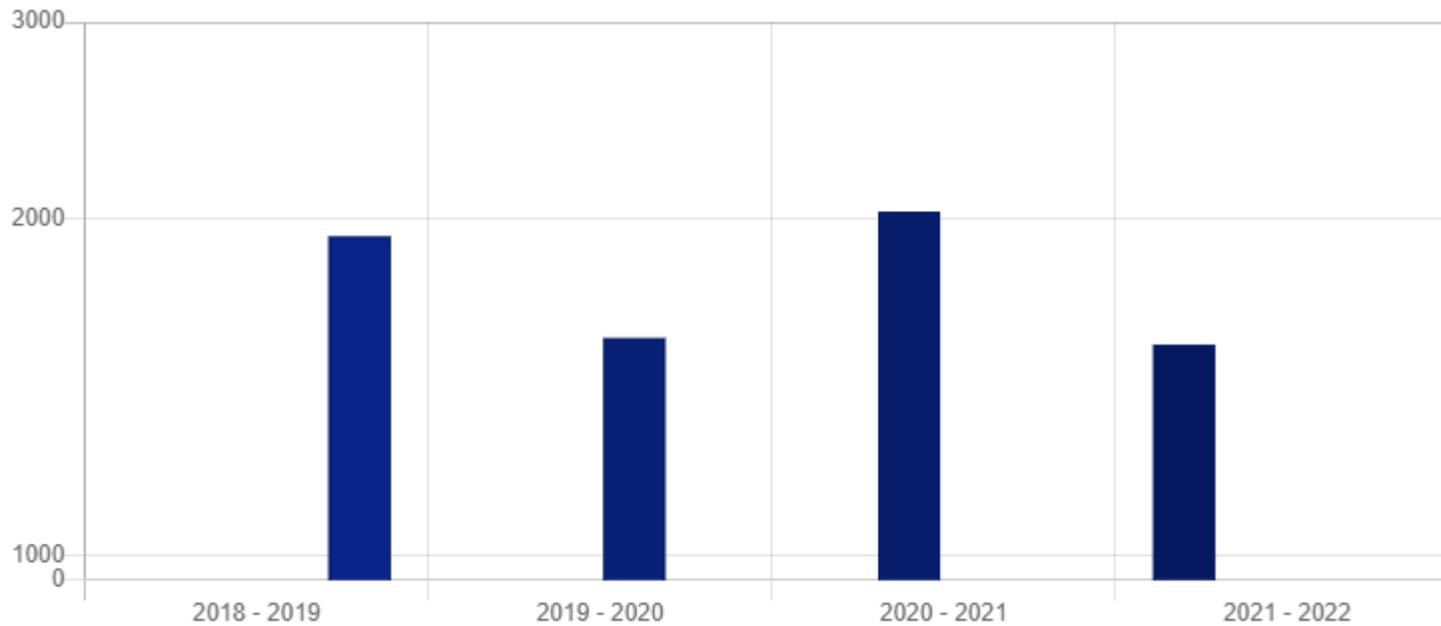


Graph shows Spring term incidents for last 3 years

Direct data comparison is difficult as COVID lockdowns and absence distort data. There is a very clear drop in incidents from 2019/20 to today. A conclusion can be drawn that recorded incidents are showing a very clear, substantial downward trend.

Impact Review 3: (22/7/22)

Vision continued to be strongly communicated across school. Messages were firm, consistent and followed up where needed.



Graph shows overall behaviour incidents across academic years

As above direct comparison is hindered by COVID lockdowns. However there is a very clear reduction in overall incidents this year. Indeed 20-21 has an overall lower amount of incidents even than 2019-20 which was the year most greatly affected by COVID absence. There is therefore a very clear impact in terms of reduction in poor behaviour as a result of actions this year.

SC2 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.

Impact Review 1: January 2022

Discussion was had with middle leaders around expectations on their leadership in regard to behaviour. All leaders were involved with aspects of the behaviour hub training. This has led to leaders taking an enhanced involvement, particularly with consequences, for example leading on managing timeouts for children with repeated incidents. Team meeting minutes show a greater depth of discussion around behaviour and a greater willingness to lead on behaviour from middle leaders.

Staff's ability to implement school systems is evident in the above behaviour records and also the staff survey where staff reported a large degree of confidence in their ability to uphold expectations (score of 4.33) and that they feel well supported by senior and middle leader with behaviour (score of 3.92).

All children surveyed agreed that when behaviour issues do occur adults deal with things quickly. "Yes they sort it out quickly" was a comment representative of many similar comments. Comments also included how adults deal with things using the green/yellow/red system. "It's good because the adults are good at sorting it" was a Year 1 child's comment.

100% on this question would indicate that staff actions are well established and children feel behaviour is lead well by all adults.

Impact Review 2: (April 22)

Team meeting minutes continue to show a good depth of analysis and discussion of data. Middle leaders continue to be highly involved in discussions around behaviour and their impact is clear in the data above on falling incidents. Pupil/staff voice was not undertaken this term due to levels of staffing absence.

Impact Review 3: (July 22)

Throughout the year, team meeting minutes continued to show a focus upon behaviour as a key element within teams. Leaders have been far more proactive than previously in dealing with incidents of poor behaviour. Senior leaders have been far more vigilant about ensuring middle leaders step and deal with incidents. SMT have ensured that where incidents need to be dealt with by middle leaders incidents have been passed on appropriately. For example, all SMT have been more visible on the playground at playtime and lunchtime and all SMT have undertaken regular daily walks of the academy, visiting classrooms and ensuring high standards are being expected and adhered to.

SC3 A clear system of rules and social norms is in place and understood by all stakeholders

Impact Review 1: January 2022

Systems introduced on training day to staff and then to the children at the start of term- staff survey and discussions on both training days indicated the overwhelming majority of staff were very much in favour of the new school rules and social norms. The staff survey reported overwhelming agreement that the new school rules are clear, useful and already well established (score of 4.29). Staff also report that the social norms have improved standards in school and are well understood by adults and children (score of 3.88)

The 24% fall in recorded incidents shows that the new rules and norms are already having a strong impact upon levels of behaviour.

	<p>Around the academy it is clear that social norms such as how we walk, talk and eat are still being embedded. While there are improvements that have clearly taken place this is still not the case with all pupils and will require further teaching, emphasis and resilience from all staff.</p> <p>Pupil voice reported 99% of pupils knew and understood the rules and norms. The rules in particular were well understood and pupils could all give examples of what they were and the kinds of actions they needed to take to be following specific rules. Comments such as “the rules are simple now, I understand them much better” were common throughout year groups. The children were less clear on the specifics of the social norms but all children could give some examples and understood the purpose. For example one child in Year 2 could say we had norms around how we walk but could not name specific actions to follow this.</p> <p>Impact Review 2: (April 22)</p> <p>Pupil/staff voice was not undertaken this term due to levels of staffing absence. Both informal and formal monitoring (e.g. Behaviour audit) showed rules are well established and clearly understood by adults and children. The lower number of recorded incidents show the new systems are continuing to be effective.</p> <p>Impact Review 3: (July 22)</p> <p>Both informal and formal monitoring (e.g. Behaviour audit) showed rules are now well established and clearly understood by adults and children. The lower number of recorded incidents show the new systems are continuing to be effective. Pupil voice shows pupils have a good understanding of rules and expectations.</p> <p>In the pupil survey 100% of pupils either strongly agreed or agreed with the statement “<i>I feel I have a good understanding of what the rules are around behaviour in school and am able to follow these</i>”. Indeed 86% of pupils strongly agreed with this, demonstrating clear evidence that this aspect has been very successfully embedded with pupils. All children were very clear and could explain our rules and the reasons we have them- “They’re for everybody, to keep us all safe.” was a quote that typified responses.</p>
<p>SC4 System of consequences and rewards, including a renewed house system, is well established</p>	
	<p>Impact Review 1: January 2022</p> <p>Observations show the system of rewards and consequences are well used. Staff survey had the vast majority of staff self reporting a good understanding of the rewards and consequences system. As above behaviour records show the system is correctly used. Our Friday Celebration assemblies and Class Dojo points demonstrate that the rewards system is followed correctly by all class teachers.</p> <p>Staff survey showed most staff to be happy with the system (score of 3.54) , however there is a significant minority of staff who would like further rewards of a more tangible nature to be in place, SMT will review this over the Spring term.</p>

	<p>The 24% fall in recorded incidents shows clear impact of systems working well. The pupil voice reported 100% of children know and are motivated by the rewards system. All reported enjoyment of and motivation from the system. The House system was less well established with around 15% of children- all children want their house to win but with some children there was a lack of clarity about the link between House and Victastic points and with which house they are in. This would chime with the adults views on the need to further establish the house system.</p> <p>Impact Review 2: (April 22) The return of face to face assemblies has allowed greater focus on the House system- points are announced each week to great excitement. Children are invested in the House system- they want their House to do well and understand the part they play in that. The House system has also been used for a variety of intra-school sports events which has also added to the children’s understanding of and commitment to the system. The systems of consequences and rewards remain consistent and used appropriately.</p> <p>Impact Review 3: (July 22) There is a palpable sense of excitement and pride around the house system- children are engaged and extremely keen to which house has achieved the most points at the end of the week and term. End of term house rewards are well established and keenly sought. The vast majority of children know and understand which house they are in and how well their house is doing. Further integration of the house system within school life would be a target for next year but this year has been a very successful first step in establishing this system.</p>
<p>SC5 FTE and P. Ex. rates to fall to a rate at least approaching the national average</p>	
	<p>Impact Review 1: January 2022 FTE Autumn 2021= 1.4%. Children with repeat FTE was 0.7%</p> <p>This shows a fall when compared to Autumn 2020 which was 1.9% for FTE and a significant fall compared to Autumn 2019 which was 3.5%. There was one permanent exclusion in Autumn 2021, equating to 0.2% of pupils. This pupil was also a significant part of the above FTE data, half of our fixed term exclusion were his.</p> <p>Impact Review 2: (April 22) FTE Spring 2022=0.7% (3 FTE)</p>

This was half of the Autumn rate of exclusion and is equal to the exclusion rate of Spring 2021. Direct comparison is however difficult due to COVID disruption. It would be reasonable to conclude that our FTE continues to be showing a downward trend when COVID disruption is discounted.

Impact Review 3: (July 22)

	2018-19	2019-20	2020-21	2021-22
FTE	4.6%	4.5%	4.5%	2.9%
Repeat FTE (children with more than 1 FTE)	1.2%	0.7%	0.7%	0.9%
P Ex.	0.2%	0.4%	0%	0.4%

Exclusion data shows a definite and significant fall, from a very steady rate of 4.5% over 3 years to 2.9%. This is an extremely large fall and is a real success. This demonstrates significant impact over the year.

Key Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
Attend all available Behaviour Hub training, Network days and Open Days	IP	HS	Ongoing throughout year as available	July 22

Write and implement Behaviour Hub Action plan	IP	HS	September 2021	Sept 21
Review and re-write school rules to be simple, clear and usable	IP	HS	September 2021	Sept 21
Review and re-write Home-Academy agreement, share with staff and send to parents	IP	HS	September 2021	Sept 21
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	Sept 21
Whole staff training on behaviour- on a minimum of 2 training days	IP	HS	September November	Jan 22
Review and re-write behaviour plan and policy	IP	HS	September 2021	Sept 21
Renewal and relaunch of House system	HS	HS	September 2021	Sept 21
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	July 22
Team Meetings to all have behaviour as weekly minutes discussion item	DH, LE, JC	IP	Established September 2021, Ongoing throughout year	Sept 21
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	Jan 22

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	July 22
Behaviour Audits x 3	IP	HS/RH	November-postponed to February due to COVID-19 staffing disruption March June	June 22

Background Priorities

<p><i>Background Priority 1 Sustaining Leadership</i></p>	<p>Embedding Visible Leadership in all roles</p>	
<p>Ofsted category cross reference: Quality of Education, Behaviour and Attitudes, Personal Development of Pupils, Leadership and Management</p>	<p>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.</p>	
<p>Success Criteria</p>		<p>Impact Review</p>
<p>SC1 Leaders demonstrate the impact of their leadership through the work they carry out in school</p>	<p>Middle leader attendance at weekly leadership team meetings has ensured they are challenged to report back on key aspects of their phase. Leaders have reported on data and outlined their next steps. They have agreed actions following learning walks with their team members and followed these actions up in team meetings. Agenda items has ensured that phase leaders have maintained focus on key areas for their teams during each term.</p>	
<p>SC2 Leaders support the vision, ethos and policies of the school in all actions they take</p>	<p>Agreement of key responsibilities for leaders at VPA ensured there is clarity around expectations. Discussions in leadership meetings about these agreed statements enabled leaders to demonstrate how they use their leadership to influence work in their teams. Team meeting minutes demonstrate how leaders have covered agreed areas in phase meetings and followed up on actions put in place.</p>	
<p>SC3 Leaders take a leading role in whole school strategy and improvement</p>	<p>Phase leaders have used the outcome of monitoring events to move their teams forward. Following lesson observations, leaders looked at key themes across the academy and how these could be addressed in their phase. One page feedback monitoring was used to action improvements in the way this system was being used in different year groups. Phase leader book looks in team meetings have led to a better awareness of next steps and has ensured leaders are tackling issues in a timely manner before further whole school monitoring takes place.</p>	

SC4 Leaders demonstrate professional accountability for their areas of responsibility	Leaders have presented information at leadership team meetings and have shown an understanding of how this links to their role as a leader. They have worked with their teams on improving areas such as children articulating their learning and using book looks to set next steps. Leaders carried out pupil voice and used this information to support with pupil discussions in classrooms.
SC5 Leaders raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching	Leaders demonstrated during data presentations their in-depth knowledge of pupil achievement and where there were concerns with regards to slow progress for individuals or groups of pupils. Leaders ensured that pupils were supported with interventions when needed to enable them to catch up with key skills. Monitoring demonstrates that leaders provide a model of high quality teaching, sharing their expertise, supporting with planning and assessment in their phase.
SC6 Leaders work in partnership with all stakeholders	Leaders have supported their teams to carry out remote parent consultations and liaise with parents where children are at home for remote learning. Leaders have supported teachers in their phases to make regular contact with parents.
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

<i>Background Priority 2 Mental Health</i>	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>Children taught health and wellbeing topics across all year group in Summer 1 and Summer 2.</p> <p>Surveys planned to be conducted in final week of December but unable to complete due to my absence. Planned to complete first full week back but unable to complete due to time constraints/ concerns over COVID transmission. Staff survey sent out via forms, deadline for responses is 24th January. Funding for a coach will be protected into the next academic year as NTFC were unable to provide a coach for us this year. This will be in place from September 2022 for 2 days each week.</p> <p>Impact Statement January 2022: A Mental health and wellbeing statement of intent was created to create a clear vision of the subject area. This provides a specific overview of our aims for parents and external personal of the provision provided to the children who attend Victoria Primary Academy. This statement was quality assured and agreed by members of SMT. 100% of children asked across year 3 and 4 (12 children) stated they either strongly agree or agree that the school ‘encourages me to look after my emotional and mental health’ during a pupil voice activity conducted in November.</p>	

Next steps:

- Ensure statement is present on the school website (create a separate section for mental health and wellbeing).
- Complete a parent survey to provide additional examples? Allow feedback to further cater to need/ demand.
- Review results from pupil voice/ well survey and address any concerning responses (consider use of intervention timetable as an avenue for support).

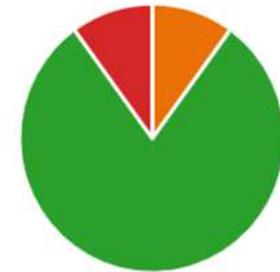
Results conducted from staff survey at the beginning of Term 3. JT conducting pupil voice/ wellbeing survey to targeted children – to be completed by end of term 3.

Children in my classroom can label their emotions.

[More Details](#)

[Insights](#)

Strongly disagree	0
Disagree	1
Agree	8
Strong	1
Strongly agree	0



Impact statements (April/ July):

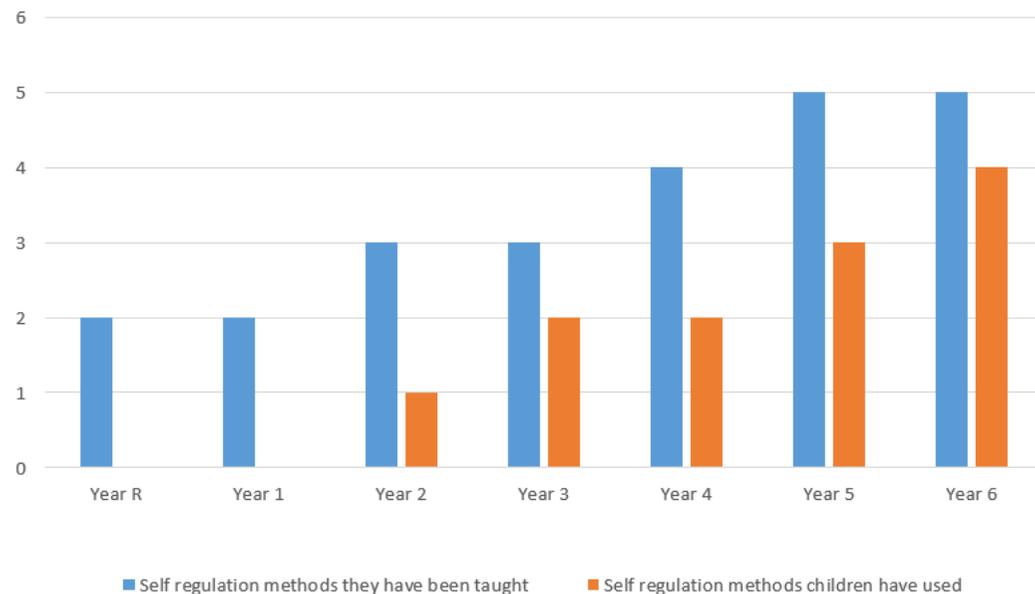
The mental health and wellbeing statement has been sent to all staff and is also part of the staff handbook for new staff. As per other important documents, all new and existing staff need to complete and return a form to say that have read/ understood the document. The statement is also awaiting featuring on the school website. All staff at Victoria will have read and understood the statement which allows this to become an integral part of their practise. The will ensure that the standards the statement sets out are accountable to each individual and therefore embedding standards across the school.

Parent survey not completed but suggested to be sent out in September to adjust any relevant comments parents/ carers make for 2022/23 academic year.

Results from Spring and Summer term surveys have been sent out to teachers. The positives were emphasised and comments around next steps were also provided. During the summer term, JT held drop in sessions for teachers to voice concerns around individual pupils. Guidance was sent out were teachers/ TA's could provide 1:1/ intervention style sessions with specific children to support their self-esteem and offer an avenue of support. As part of the drop in sessions, JT would offer different strategies to support such as mindfulness, PSHE style activities (linking to premier league primary stars) and 10 keys to happier living (taken from 'action for happiness'). Questions around labelling emotions featured in the pupil voices which were conducted during the spring and summer term.

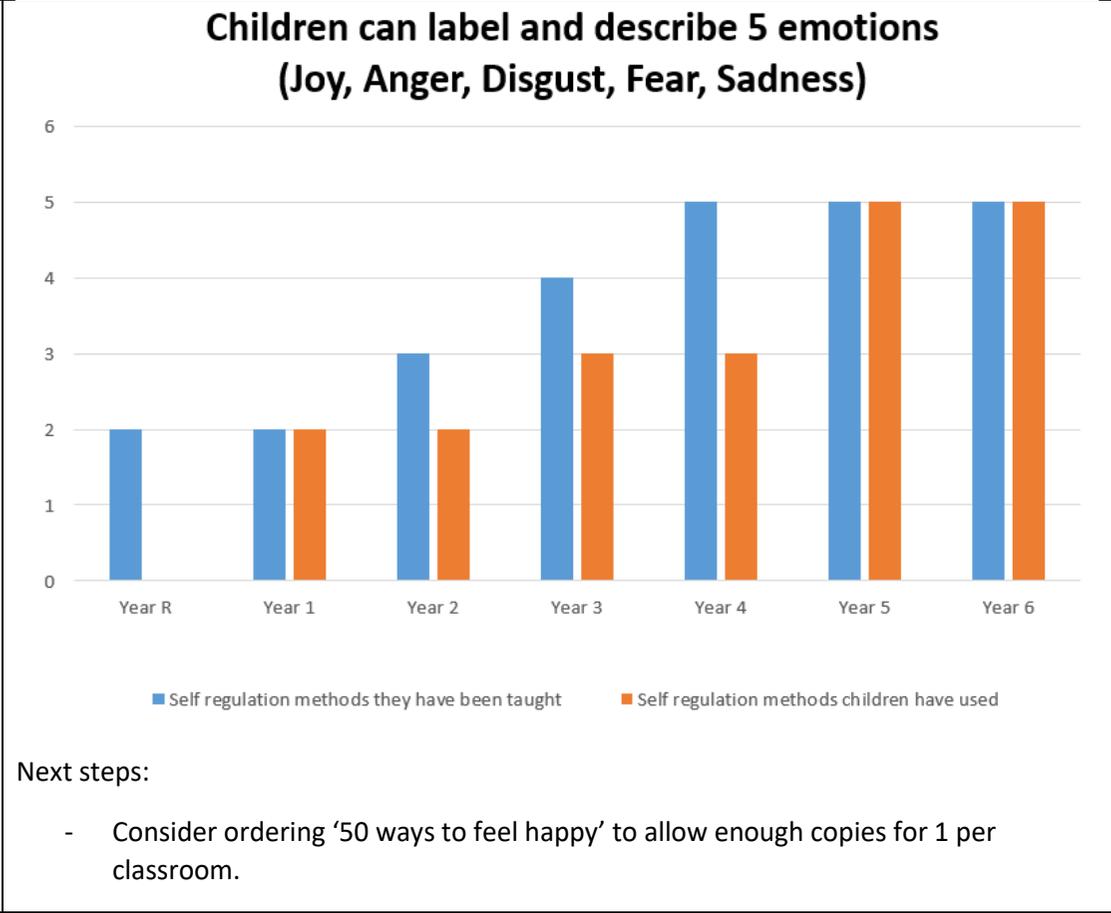
Spring Term:

Children can label and describe 5 emotions (Joy, Anger, Disgust, Fear, Sadness)



Summer Term:

SC2 – An understanding of ACES, Trauma and emotion coaching approach is embedded across all teaching and support staff and underpins our mental health statement.



SC2 – An understanding of ACES, Trauma and emotion coaching approach is embedded across all teaching and support staff and underpins our mental health statement.

Mental health statement completed in October. Staff confidence survey sent out at the beginning on term 3 – 24th January for response deadline.

Impact Statement (January):
 Staff members completed ACE’s and Emotion coaching training in previous academic year. All staff members also have a restorative justice card ton their lanyard. At the beginning of this academic year it was part of the agenda across phases to ensure staff members held restorative justice cards and discussed emotion coaching techniques/ language. Worry and Happiness boxes (or something of a similar purpose in lower KS1) are in place in every

classroom across the school. Children are encouraged to express their emotions and staff members are equipped to manage these emotions through their choice of language.

Next steps:

- Review staff survey results regarding confidence in using these techniques.
- Host drop in sessions for staff members who are not confident/ not trained?
- Consider use of team meeting time

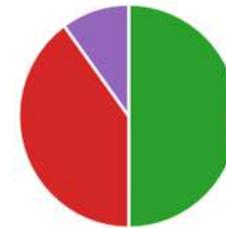
Survey completed at beginning of term 3.

I am confident in managing the different emotions children express in my classroom.

[More Details](#)

[Insights](#)

Strongly disagree	0
Disagree	0
Agree	5
Strongly agree	4
Neutral	1



80% of teaching staff have had some form of training on emotion coaching and understanding of ACE's. The 20% are new staff members/ ECT's. Through the use of 'The Key' and 'National College' training/ additional training will be provided.

Impact statements (April/ July):

As part of SENCO surgery, JT held drop in sessions for adults to speak about concerns referring to CPD opportunities for ACE's/ emotion coaching etc. JT was approached on a number of occasions across the academic year. The conversations were informal but arrangements were made to meet more formally if JT or staff member wished/ felt necessary. It is worth noting that very few adults attended drops in sessions (approximately 2 adults across spring and summer term). Although frequently adults would come to find JT at other opportunities through the school day. Allowing time to be approachable seemed to be a more successful avenue for discussions over allotted meeting time.

JT sent out national college training links to team leaders to offer opportunities to staff members who wished to expand their CPD.

<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>Newsletters sent via parentmail each short half term.</p> <p>Impact Statement (January):</p> <p>Newsletters are sent out at either the beginning, middle or end of each short half term depending on time of year, topical issues or required support at that time. For example a newsletter was sent out at the end of the December discussing reflection on the year and a newsletter was sent out at the beginning of January discussing the New year and New year’s resolutions. These newsletters are provided to parents and carers to offer support and guidance on how to manage both their own and their child/ children’s different emotions. They also offer information to signpost parents and carers to further support and provide resources to encourage positive mental health. They are also designed to break the stigma of negative mental health and ensure parents and carers are aware of what is going on in school/ what their children are being taught. During a recent parents consultation in term 2, a number of year 3 parents/ carers stated how pleased they were that the school focused on building positive mental health for their children.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Generate examples of impacts from children’s comments and adults comments on how the newsletters are used at home. - Ensure avenue for mental health resources and support is accessible on school website. <p>Example of newsletters sent home to parents:</p>
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Autumn Term 2


Let's talk about it. As we come towards the end of 2021 it is important to reflect on the many things you have achieved across the year. Even the smallest step of progress should be celebrated as an achievement.

We all experience different emotions and try to manage those emotions, this is the same with children. We want to teach children that it is completely normal to experience different feelings and how to manage those feelings to promote positive emotional health and wellbeing.

At Victoria we encourage children to talk about their different emotions, this provides children with the opportunity to express themselves and their feelings. We all know it is better to talk about something, then hold it in.

Since the start of term we have introduced the daily mile. By participating in the daily mile, research shows it promotes:

- Better concentration and focus in class
- Improvements to mood and self-efficacy
- Increased awareness and interest in health & wellbeing
- Increased fitness levels



We have been continuing our work in PSHE to learn, discuss and express different emotions and support children in regulating those different emotions. We have encouraged and emphasised the fact that we all feel these emotions from time to time, and expressed ways we manage these different feelings.

Throughout the school day, we also participate in Mindfulness activities. Research has shown us that paying more attention to the present moment, to your own thoughts and feelings, and to the world around you can improve your mental wellbeing. Becoming more aware of the present moment can help us enjoy the world around us more and understand ourselves better.



All these different things have made an impact on the children, there has also been a noticeable impact in the classroom where the children feel calmer, more relaxed and confident within the classroom environment.

Top tips to support children and young people



Be there to listen
 Regularly ask how they're doing so they get used to talking about their feelings and know there's always someone to listen if they want it. Find out how to create a space where they will open up.
[How to start a conversation with your child](#)



Support them through difficulties
 Pay attention to their emotions and behaviour, and try to help them work through difficulties. It's not always easy when faced with challenging behaviour, but try to help them understand what they're feeling and why.
[Help with difficult behaviour and emotions](#)



Stay involved in their life
 Show interest in their life and the things important to them. It not only helps them value who they are but also makes it easier for you to spot problems and support them.



Encourage their interests
 Being active or creative, learning new things and being a part of a team help connect us with others and are important ways we can all help our mental health. Support and encourage them to explore their interests, whatever they are.



Take what they say seriously
 Listening to and valuing what they say, without judging their feelings, in turn makes them feel valued. Consider how to help them process and work through their emotions in a more constructive way.
[The Anna Freud Centre support guide](#)



Build positive routines
 We know it still may not be easy, but try to reintroduce structure around regular routines, healthy eating and exercise. A good night's sleep is also really important - try to get them back into routines that fit with school or college.
[Sleep tips for children](#)

If you want to find out more about how you can support your child's mental health and emotional wellbeing at home, here are some useful websites:

- Place2B – <https://www.place2be.org.uk>
- Every Mind Matters – <https://www.nhs.uk/oneyou/every-mind-matters>
- Young Minds – <https://youngminds.org.uk>

If you have any questions, or would like to hear about some additional resources, please don't hesitate to ask.

January Term 2

Mental Health and Wellbeing

Let's talk about it. The New Year can be an excellent time for a fresh start, and a chance to begin the year with a healthy mind-set. January and February are often times we reflect on our own lives, and many of us are working hard with New Year's resolutions. Although we often start off highly motivated by these, and despite our best efforts, we don't always manage to sustain the changes we said we were going to. That's okay. Be kind to yourself.

As you will have seen from previous messages, we actively encourage children to talk and express their different emotions to promote positive mental health and wellbeing.

We all experience different emotions and many things can impact on how we feel. Teaching children to manage these emotions will actively support their mental wellbeing. We can help children to understand and manage their emotions by using concepts that get them thinking about how feelings and thoughts are linked to behaviour, and that some emotions may result in changes in their body, like a fast-beating heart if they're nervous or scared. Help pupils develop coping skills so they build resilience and also learn how to calm themselves.

The Coping Skills Wheel:
This coping skills wheel is a visual tool to help children with independent management of anxiety and self-care. There are two available spaces for children to add their own healthy coping mechanism techniques.

If you would like more information about this, or would like to look at further tools and resources for managing emotions, please visit: <https://www.mentallyhealthyschools.org.uk/resources/tools-for-managing-emotions/>

Alternatively, if you would like to talk to someone at school, please don't hesitate to ask.

For support with New Year's resolution tips: <https://www.mentalhealth.org.uk/blog/new-year-theme-for-yourself-2022>

Impact statements (April/ July):

The newsletters have been sent home via parentmail as stated throughout the academic year. The newsletters are currently not accessible on the school website. In addition to the newsletters, there have been a number of parentmails sent home containing useful information and resources. The inclusion team were accessible and hosted a stall during both parents' evenings where they shared information with parents. JT was in frequent contact with parents via class dojo both with sharing information and creating an avenue of communication. In certain individual cases, this led to face-to-face meetings which were revisited and reviewed at several points during the year.

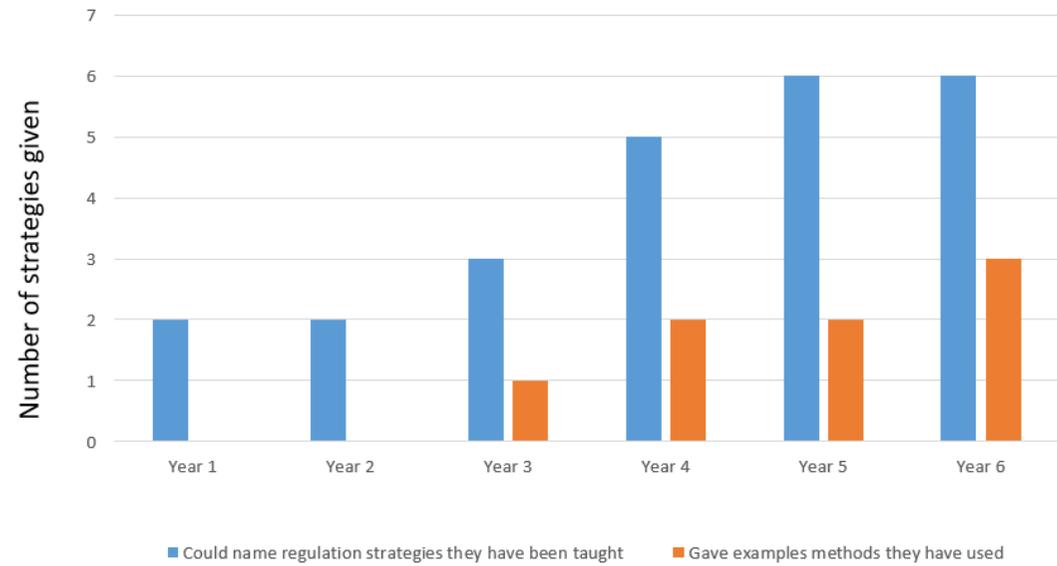
Next steps:

- Ensure avenue for mental health resources and support is accessible on school website.

	<ul style="list-style-type: none"> - Parent survey to distinguish if resources are being used/ to determine how to better cater to needs.
<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>Monitoring underway (January – completed with years 2 and 3). Focus for small groups is SEN children therefore amount of children participating will vary, depending on year group (aiming for 3 SEN children per class).</p> <p>Impact Statement (January): Health and Wellbeing is taught across all year groups in the summer term as part of the PSHE curriculum which includes physical health and mental wellbeing, growing and changing and keeping safe. Children are given designated curriculum time to be directly taught about their bodies (both physically and mentally) and how they can change. This will provide powerful discussion between teachers and children based on topics being taught and questions that arise. This will provide an opportunity for teachers to tie in their curriculum teaching with the other areas of building positive mental health across the school such as mindfulness activities.</p> <p>Next steps –</p> <ul style="list-style-type: none"> - Complete and review pupil voice of SEN children across the school to generate a wider picture of how mindfulness is used in each classroom and the impact of that. - Complete a pupil voice during the summer term to generate some comments based on the PSHE lessons the children have been taught. <p>Impact statements (April/ July): The long term map of PSHE timetables health and wellbeing across the summer for every year group. The timetable also sets out the focus and coverage for each individual year group across the 12 week term. 100% of year 3 children selected for pupil voice in Autumn term said there is an adult in school they can talk to if they are worried about something. The same children also said their teachers encourage them to look after their emotional and mental health. 100% of year 4 children selected for pupil voice in the Autumn term shared the same results. Similar results were displayed in Spring and Summer term.</p>

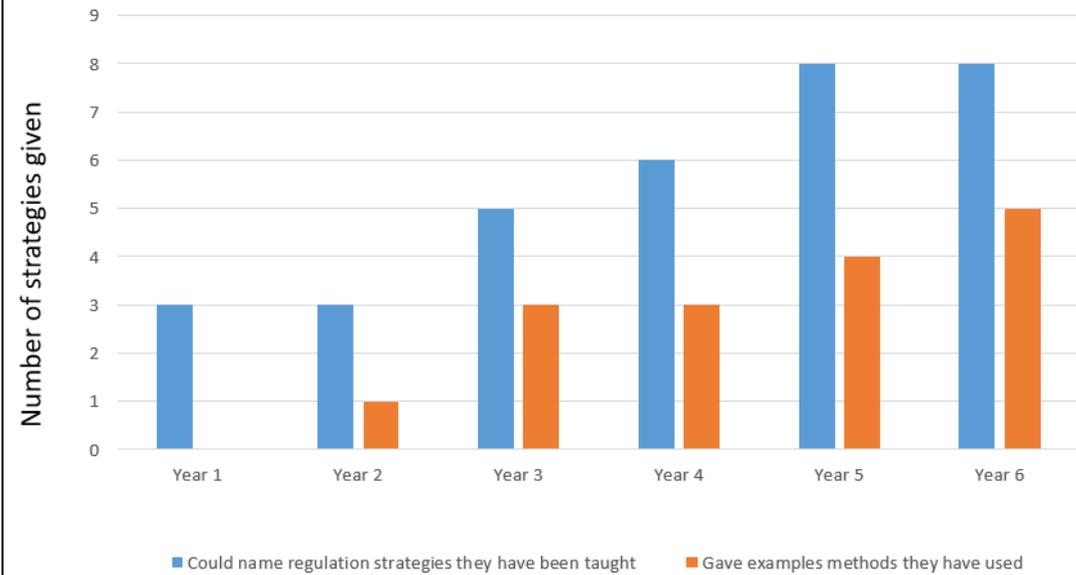
Spring Term:

Pupils could name regulation strategies they have been taught and/ or used themselves.



Summer Term:

Pupils could name regulation strategies they have been taught and/ or used themselves.



The most frequent self-regulation strategy children stated per year group:

Year 1: Drawing

Year 2: Breathing

Year 3: Breathing/ Calm zone

Year 4: Mindfulness colouring/ Calm zone

Year 5: Quiet time

Year 6: Quiet time

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.

Awaiting clubs list from Lisa to generate heat map.
Active mile created for Term 1 and 2. Term 3 needs to be finalised. Currently undergoing monitoring. Minimum expectation outlined as 3 times per week.

Impact Statement (January):

Children participate in the active mile at least 3 times a week as a minimum expectation. Through participation children build a positive association with creating a habit of regular vigorous exercise. Children in 3A were able to articulate the physical benefits of exercise through commenting on their own stamina.

After school clubs were provided to different year groups across the school to provide extracurricular activities that children would attend out of choice. This generated a variety of experiences for the children through developing skills such as leadership, communication, cooperation and resilience. The clubs have been very popular and due to increased interest we have expanded the amount of clubs being offered from 3 to 4 clubs sports clubs a week, clubs currently include Dance, Gymnastics, Hockey, Football and Multi-Sports. These are rotated across year groups to provide opportunities for all children to attend and allow a breadth of experiences.

Next steps:

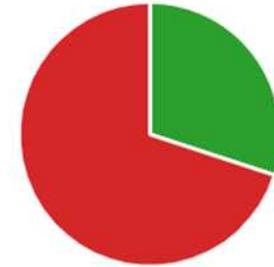
- Build in other strategies to create impact statements for mindfulness.
- Generate a heat map of pupils attending clubs and identify groups that may need additional incentive or offer to attend clubs.
- Address timetable difficulties with year groups who are struggling to manage 3 times per week.

The daily mile has a positive impact on the children's wellbeing and behaviour.

[More Details](#)

[Insights](#)

Strongly disagree	0
Disagree	0
Neutral	3
Agree	7
Strongly agree	0

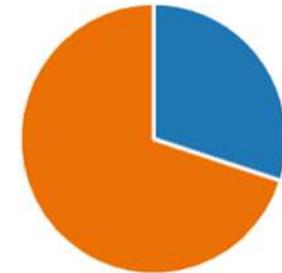


Our class participate in the active mile at least 3 times per week.

[More Details](#)

[Insights](#)

Yes	3
No	7



Results does not include Reception or Year 3. Reception are currently participating 2 times a week as agreed with EYFS Lead. Year 3 are completing three times per week (survey not completed as survey due to long term supply in 3B and JT did not complete to ensure responses remained reflection teaching team). True result would be 5 yes and 7 no (excluding Reception). Year groups who are not completing 3 times a week did state they are trying to but struggling with timetable restraints.

Impact statements (April/ July):

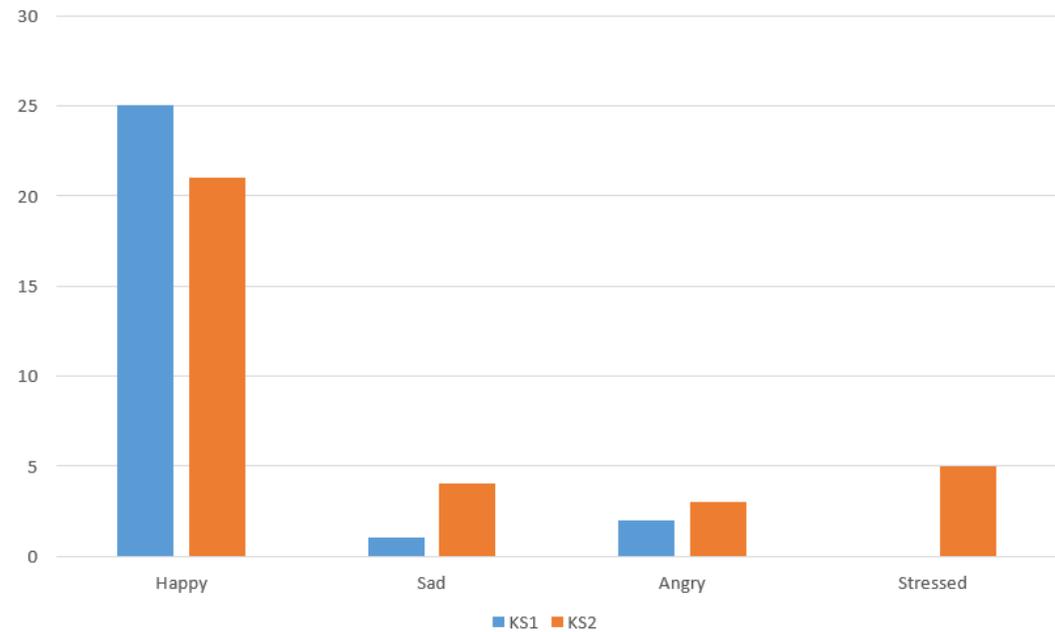
A range of clubs were offered to pupils to generate a wide range of opportunities and experiences. During the Spring term there was a sporting after school club every night of the week (football, tag rugby, multi-sports, dance and gymnastics). These clubs were predominately completed by external coaches with one being taught by a teacher in

	<p>school. The interest and participation of these clubs was high. Children demonstrated a real excitement and fondness towards clubs. Children would talk about clubs on the playground and express positive comments to adults.</p> <p>The recent timetable change to accommodate other curriculum areas during Spring term resulted in the daily mile being removed. Years R, 1, 2, 3 and 6 continued, but not as routinely. Due to the route going past year 4 classrooms, years 5 and 6 to stop doing the daily mile. In the summer term I completed a handover with the PE and mental health lead for next academic year. I have suggested a relaunch of the daily mile to coincide with the DfE comments of <i>'schools should incorporate an active mile into the school day and develop a lifelong habit of daily physical activity'</i>. There was also previous positive results demonstrating the impact of the daily mile/ building a habit of regular exercise/ using exercise as a form of self-regulation.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Relaunch the daily mile.
<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>	<p>Awaiting clubs list from Lisa to generate heat map.</p> <p>Active mile created for Term 1 and 2. Term 3 needs to be finalised. Currently undergoing monitoring. Minimum expectation outlined as 3 times per week.</p> <p>Pupil Voice conducted with SEN children in Years 2 and 3. Unable to continue any further due to absence before the end of last term and time constraints/ concerns over COVID transmission – looking at possibility of other means to perform pupil voice.</p> <p>Impact Statement (January):</p> <p>Pupil voice surveys have been conducted during January to monitor impact and quality of measures currently in place. To generate more specific impact of key children, SEN children are being targeted for the pupil voice survey.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Pupil voice has been completed for year 2 and 3. Complete for the remaining year groups across the school. - Analyse responses from pupil voice to establish success areas and identify areas for development.

Impact statements (April/ July):

A pupil voice was conducted across all year groups towards the end of Spring term, this was conducted again in the middle part of Summer term. The results in SC4 suggests children are much more confident in articulating regulation strategies and giving reasons to how/ why this helps them. KS1 children were less aware but were able to distinguish certain emotions with an activity that helps keep them calm or return to calm. I feel this awareness has had a direct impact of children's feelings towards school and their overall feelings in school. 100% of year 3 children selected for a pupil voice said they enjoy school and learning all or most of the time. 100% of year 4 children selected for a pupil voice said they enjoy school and learning all or most of the time. 61 children were asked 'What emotion do you feel most of the time?' across KS1 and KS2. The 5 children in KS2 who stated stressed were in year 6 and this referred to SATs or their transition to secondary school. Almost all of the children in KS1 and KS2 who stated angry or sad referred to a friendship issue causing this emotion. A total of 46 children out of 61 children (75%) across KS1 and KS2 stated 'Happy'. The number of children asked this question reflects close to 15% of the school if the cohort allocation was full.

What emotion do you feel most of the time?



Next steps:

- Specific children may need to be targeted for individual support/ interventions. This may be to support behaviour, self-esteem or another area which could be causing a barrier to them personally or academically.
- Consider behaviourwatch entries for frequent children, is there a link between behaviour and regulation?
- Use NTFC mentor allocated for next year to support with interventions/ being a role model. Lots of resources are available using the premier league primary stars.

Key Actions

SC1 – 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.

Timescales

Review Termly
(December, February, April, June)

<p>SC2 – 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>Complete staff confidence survey before end of term 2 at start of term 3 and complete another term 4.</p>
<p>SC3 – 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 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>October, December, February, March, May, July</p>
<p>SC5 – 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>November, January, April, June Monitor throughout the academic year.</p>
<p>SC6 – 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>Review Termly (November Unable to complete due to illness absence, January Unable to complete due to Isolating with COVID , Completed February, March, June)</p>