



**Creating Learners Without Limits**

# **Victoria Primary Academy Academy Improvement Plan 2022/23**

**PRINCIPAL – MRS H SCARGILL**

**SENIOR VICE PRINCIPAL – MR I PEARSON**

**VICE PRINCIPAL – MRS S WHITEMAN**

## Contents

ACADEMY VISION AND VALUES.....	3
<b>DISTINCTIVE CHARACTERISTICS (OCTOBER 2022) .....</b>	<b>4</b>
<b>STANDARDS &amp; ACHIEVEMENT DATA 2022 .....</b>	<b>5</b>
Teaching Focus Areas for 2022/23 .....	6
Improvement Priorities Overview 2022/23.....	6
<b>Success Criteria .....</b>	<b>6</b>
<b>Focus Priority: to secure an ambitious curriculum that meets the needs of all children.....</b>	<b>6</b>
<b>English .....</b>	<b>6</b>
<b>Mathematics .....</b>	<b>6</b>
<b>Science, History, Geography, DT, Art (Curriculum with Unity Schools Partnership-CUSP) .....</b>	<b>7</b>
<b>Music, Computing, PE, French, RE, PSHE.....</b>	<b>7</b>
<b>Background Priority: Sustaining Good Behaviour .....</b>	<b>7</b>
Focus Priority- To secure an ambitious curriculum that meets the needs of all pupils .....	8
<b>English .....</b>	<b>8</b>
<b>Maths.....</b>	<b>11</b>
<b>Science, History, Geography, DT, Art (Curriculum with Unity Schools Partnership-CUSP) .....</b>	<b>14</b>
<b>Music, Computing, PE, French, RE, PSHE.....</b>	<b>17</b>
Background Priority .....	20
<b>Sustaining Good Behaviour .....</b>	<b>20</b>
CURRENT OFSTED GRADING and areas for improvement .....	21
Ofsted May 2019 stated the academy has the following strengths:.....	22
Monitoring Inspections:.....	22
Ofsted Areas for Improvement.....	22

## ACADEMY VISION AND VALUES

Our mission statement 'creating learners without limits' underpins our ethos and drives everything we do in order to improve outcomes for all learners. Our Victoria Values of responsibility, perseverance, patience, cooperation, respect, integrity and aspiration ensure pupils are aware of their place within the academy and ultimately British Society as a whole. We do not tolerate any form of prejudice and pride ourselves on the infrequent incidences of racism or harassment. We are proud to be a multicultural and multi-lingual academy representing many cultures and religions from across the world and, through our PSHE, SMSC and British Values work, ensure that pupils are aware of how they fit into Britain whether they are British or their families have chosen to live here. We are proud to be British or proud to live in Britain. Our weekly newsletter demonstrates our commitment to SMSC and British Values. The mental health and well-being of our pupils is also high priority.

The curriculum at VPA is a highly ambitious and well thought through curriculum, which meets the needs of all of our pupils and is demonstrated through our intent statements. Recent changes to all aspects of our curriculum for 2022/23 are designed to ensure that all pupils are enabled to make the progress that is expected of them and more.

Children are admitted to VPA with three key curriculum gaps: Knowledge, Experiential and Vocabulary. Our ambitious curriculum seeks to rapidly address these, ensuring our curriculum offer is:

- **Unapologetically ambitious,**
- **Knowledge rich**
- **Supports the acquisition of vocabulary in a systematic way**
- **Uses the very best educational research and evidence to support our methods**

At its heart, our curriculum, is based on tightly selected research proven pedagogy, an identification of our children's needs and an urgent drive to close gaps.

## DISTINCTIVE CHARACTERISTICS (OCTOBER 2022)

Number of children on roll	<b>414</b>	Percentage of children eligible for pupil premium	<b>21%</b>	Percentage of children with additional needs or an Education and Health Care Plan (EHCP)	<b>SEN: 10.6%</b> <b>EHCP: 3.6%</b>  <b>National: 12.5% and 2%</b>
Percentage of children with English as an additional language (EAL)	<b>71%</b>	Percentage of pupils with welfare or child protection support plans	<b>CP 5 (2 fams)</b> <b>CIN 4 (4 fams)</b> <b>Tier 3 (2 fams)</b> <b>EHA 13 (11 fams)</b>	Percentage of children who are identified as looked after (LAC) or previously looked after (PLAC)	<b>LAC 0%</b> <b>PLAC 1 child</b>
Percentage of pupils from minority ethnic groups WBRI 24% WOTH 42% Other groups 34%	<b>76%</b>	Overall absence (2021-2022)	<b>4.6</b>	Persistent absence (2021-2022)	<b>5.62</b>
Number of children who left or arrived during term time 2022/2023	<b>Left 29</b>  <b>Arrived 32</b>	Most recent OFSTED grade	<b>Requires Improvement</b>	Social deprivation (Idaci)	<b>4<sup>th</sup> quintile (IDSR 2019)</b>

## STANDARDS & ACHIEVEMENT DATA 2022

<b>EYFS Good Level of Development</b> Cohort National	<b>56%</b>	<b>Year 1 Phonic Screening</b> Cohort National	<b>60%</b> 75%	<b>Year 2 Phonics Screening</b> Cohort National	<b>81%</b> 87%
<b>Year 2 Reading</b> (Teacher Assessment) Cohort EXP Cohort GDS National EXP National GDS	<b>63%</b> <b>7%</b> 67% 18%	<b>Year 2 Writing</b> (Teacher Assessment) Cohort EXP Cohort GDS National EXP National GDS	<b>55%</b> <b>0%</b> 58% 8%	<b>Year 2 Maths</b> (Teacher Assessment) Cohort EXP Cohort GDS National EXP National GDS	<b>66%</b> <b>7%</b> 68% 15%
				<b>Year 4 Multiplication Check</b> 18/25+ 15/25+ 11/25+	<b>65%</b> <b>75%</b> <b>86%</b>
<b>Year 6 Reading Test</b> Cohort EXP Cohort GDS National EXP National GDS	<b>64%</b> <b>12%</b> 74% 28%	<b>Year 6 Writing</b> (Teacher Assessment) Cohort EXP Cohort GDS National EXP National GDS	<b>62%</b> <b>0%</b> 69% 13%	<b>Year 6 Maths Test</b> Cohort EXP Cohort GDS National EXP National GDS	<b>59%</b> <b>8%</b> 71% 22%
<b>Year 6 Combined (RWM)</b> Cohort EXP Cohort GDS National EXP National GDS	<b>48%</b> <b>0%</b> 59% 7%	<b>Year 6 GPS Test</b> Cohort EXP Cohort GDS National EXP National GDS	<b>58%</b> <b>22%</b> 72% 28%	<b>Year 6 Science</b> (Teacher Assessment) Cohort EXP National EXP	<b>73%</b> 79%
<b>KS2 Progress Reading</b> Upper CI Lower CI Sig+/-	<b>-1.2</b> 0.5 -2.9 average	<b>KS2 Progress Writing</b> Upper CI Lower CI Sig+/-	<b>-0.3</b> 1.3 -2 Average	<b>KS2 Progress Maths</b> Upper CI Lower CI Sig+/-	<b>-1.2</b> 0.4 -2.8 Average
<b>KS2 Average Scaled Score</b> Reading Cohort Reading National	<b>101.2</b> 105	<b>KS2 Average Scaled Score</b> Maths Cohort Maths National	<b>100</b> 104	<b>KS2 Average Scaled Score</b> GPS Cohort GPS National	<b>102.1</b> 105

## TEACHING FOCUS AREAS FOR 2022/23

1. Securing an ambitious curriculum that meets the needs of all children
2. Ensuring pedagogy is consistent and strong
3. Raising teacher curriculum knowledge

## IMPROVEMENT PRIORITIES OVERVIEW 2022/23

### Success Criteria

#### Focus Priority: to secure an ambitious curriculum that meets the needs of all children

<b>English</b>	<p><b>SC1-</b> Robust teaching and monitoring ensures that targets are met for reading and writing</p> <p><b>SC2-</b> Through the robust use of phonics teaching and monitoring targets are met for Year 1 and Year 2 phonic screening check</p> <p><b>SC3-</b> Robust and accurate assessment of the quality of phonics, Reading and Writing teaching and learning is in place</p> <p><b>SC4-</b> The HAT Principles of pedagogy are established in all Reading and Writing teaching</p> <p><b>SC5-</b> The school environment has reading at its heart and this is clearly visible when walking around the school- book corners, the library and all shared areas are attractive reading focussed areas.</p> <p><b>SC6-</b> All elements of Jane Considine’s Write Stuff programme are being correctly used across Years 2-6</p>
<b>Mathematics</b>	<p><b>SC1-</b> Fidelity to all aspects of Maths teaching and Learning is seen across the Academy. Where there are any discrepancies the process of following up and following through is rigorously applied by leaders</p> <p><b>SC2-</b> Robust teaching and monitoring ensures that targets are met for mathematics</p> <p><b>SC3-</b> Fluency sessions have a clear impact upon outcomes</p> <p><b>SC4-</b> A clear improvement in the quality of written work in pupils is seen across all classes.</p> <p><b>SC5-</b> The Maths programme ‘Deepening Understanding’ is fully embedded and used correctly by all teachers.</p> <p><b>SC6-</b> All internal data- Pixl assessment and others- demonstrate a clear and unambiguous improvement in Maths skills for all groups of children</p>

<b>Science, History, Geography, DT, Art (Curriculum with Unity Schools Partnership- CUSP)</b>	<p><b>SC1-</b> All monitoring- Pupil Book Study, Deep Dives, Work Scrutiny and other- demonstrates a clear consistency across the school in terms of CUSP implementation, in all elements listed above</p> <p><b>SC2-</b> Analysis of FFT data enables leaders to demonstrate progress in all subjects</p> <p><b>SC3-</b> Behaviours for learning ladders- pupil voice and other monitoring demonstrates that these are well understood and embedded with both staff and pupils</p> <p><b>SC4-</b> Training feedback from teachers shows that they feel supported and that their subject knowledge is increasing</p> <p><b>SC5-</b> Cultural capital is high priority throughout the school, all monitoring shows that pupils are receiving a culturally enriching experience at VPA</p>
<b>Music, Computing, PE, French, RE, PSHE</b>	<p><b>SC1-</b> All monitoring- Pupil Book Study, Deep Dives, Work Scrutiny and other- demonstrates a clear consistency across the school in terms of new curriculum implementation, for RE, PSHE and Computing</p> <p><b>SC2-</b> Analysis of FFT data enables leaders to demonstrate progress in all subjects</p> <p><b>SC3-</b> HAT Principles of Pedagogy is embedded in all subjects as shown by monitoring</p> <p><b>SC4-</b> Training feedback from teachers shows that they feel supported and that their subject knowledge is increasing</p> <p><b>SC5-</b> Cultural capital is high priority throughout the school, all monitoring shows that pupils are receiving a culturally enriching experience at VPA</p>
<b>Background Priority: Sustaining Good Behaviour</b>	
<b>Behaviour - Conduct</b>	<p><b>SC1</b> A new system of recording behaviour incidents supports staff to make accurate and timely records</p> <p><b>SC2</b> A new system of recording, analysing and tracking behaviour supports leaders to respond in a timely manner to behaviour concerns</p> <p><b>SC3</b> consistent use of silent signals, team stop and talk routines ensures high levels of engagements and positive behaviour in lessons</p> <p><b>SC4</b> children are supported through the use of emotion coaching and restorative justice techniques to ensure good or better behaviour</p> <p><b>SC5</b> the downward trend of recorded incidents and suspensions continues</p> <p><b>SC6</b> Social norms are embedded and shared common language supports the children to demonstrate them</p>

## FOCUS PRIORITY- TO SECURE AN AMBITIOUS CURRICULUM THAT MEETS THE NEEDS OF ALL PUPILS

### English

#### Intent

At Victoria Primary Academy we seek to promote high standards by developing pupils' spoken language, reading, writing, vocabulary and a love of reading and learning right across the curriculum.

Through the use of strong modelling, structured practice and independent application, we will teach pupils to speak and write fluently so that they can confidently communicate their ideas and emotions to others and form positive relationships.

At Victoria Primary Academy we will ensure reading and writing in all subjects enables pupils both to acquire knowledge and to consolidate and build on what they already know. We develop the skills of language to enable pupils to become fully engaged 'Learners Without Limits', to make a positive contribution to our multicultural society and to improve their life chances.

At Victoria Primary Academy the curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in speaking and listening, making more formal presentations, demonstrating to others and participating in debate.

#### Leaders Responsible

Early Reading and Phonics Leader- Sarah Whiteman

Key Stage 2 English Leader- Claire Richardson

Curriculum Leader- Ian Pearson

#### Implementation Actions

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
<ul style="list-style-type: none"> <li>• Embed the use of 'The Write Stuff' writing curriculum by Jane Considine- training for Year 2-6 staff</li> </ul>	CR	IP	Dec 2022	
<ul style="list-style-type: none"> <li>• Training for all new staff in Read, Write, Inc. phonics and ongoing update and refine training for all staff</li> </ul>	MSW	IP	Oct 2022 Ongoing	



<ul style="list-style-type: none"> <li>Secure the use of the HAT Principles of Pedagogy in all Reading and Writing lessons across the school- attending whole Trust training followed by staff CPD through the year</li> </ul>	CR	IP	Sept 2022 Ongoing	
<ul style="list-style-type: none"> <li>Secure and embed correct use of The Write Stuff methods- working walls, sentence strips, writing rainbows, lenses, chotting and writing.</li> </ul>	MSW	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Completely redesign and refresh the library in order to make it an inviting, exciting well used space that puts reading at the heart of the academy.</li> </ul>	CR MSW	IP	Nov 2022	
<ul style="list-style-type: none"> <li>Create the VPA Reading corridor as an inviting space to access Accelerated Reading books</li> </ul>	CR	IP	Nov 2022	
<ul style="list-style-type: none"> <li>Create book corners in all classrooms that follow the principles laid out by the DfE Reading Framework (2021)</li> </ul>	CR	IP	Nov 2022	
<ul style="list-style-type: none"> <li>Daily reading for all PP children with named adult</li> </ul>	MSW	IP	Ongoing	
<ul style="list-style-type: none"> <li>All PP children to have regular visits to Wellingborough Town library via school</li> </ul>	IP	IP	Ongoing	
<ul style="list-style-type: none"> <li>Daily reading skills sessions to be taught in all classrooms from Year 2 upwards, using the components of Fast Reading and Pixl therapies</li> </ul>	CR	IP	Oct 2022	
<ul style="list-style-type: none"> <li>Reception and Key Stage 1 secure high quality teaching in phonics- review which adults are delivering daily phonics sessions</li> </ul>	MSW	IP	Sept 2022	
<ul style="list-style-type: none"> <li>Reception and Key Stage 1 secure high quality teaching in phonics- training and intervention to ensure the correct use of resources and that spaces are correctly set up</li> </ul>	MSW	IP	Ongoing	
<ul style="list-style-type: none"> <li>Review and embed additional afternoon phonics sessions in Key Stage 1</li> </ul>	MSW	IP	Nov 2022	
<ul style="list-style-type: none"> <li>Organise daily phonics interventions in Key Stage 2 for those children who still require this</li> </ul>	CR	IP	Oct 2022	
<ul style="list-style-type: none"> <li>Daily reading for pleasure with class teacher for every class</li> </ul>	MSW CR	IP	Sept 2022	

<ul style="list-style-type: none"> <li>New Key Stage 2 English lead to monitor all aspects of English in Key Stage 2 regularly</li> </ul>	CR	IP	6 x year	
<ul style="list-style-type: none"> <li>Deep Dive monitoring for English to take place – internally by SMT</li> </ul>	CR MSW	IP	2 year	
<ul style="list-style-type: none"> <li>Monitoring of subject via Pupil Book Study (teachers, SMT, subject leaders and Trust), lesson drop ins, work scrutiny and other monitoring as required)</li> </ul>	CR MSW	IP	6 x year	

### Impact- Success Criteria

SC1- Robust teaching and monitoring ensures that targets are met for reading and writing

Impact review (Date):

SC2- Through the robust use of phonics teaching and monitoring targets are met for Year 1 and Year 2 phonic screening check

Impact review (Date):

SC3- Robust and accurate assessment of the quality of phonics, Reading and Writing teaching and learning is in place

Impact review (Date):

SC4- The HAT Principles of pedagogy are established in all Reading and Writing teaching

Impact review (Date):

SC5- The school environment has reading at its heart and this is clearly visible when walking around the school- book corners, the library and all shared areas are attractive reading focussed areas.

Impact review (Date):

SC6- All elements of Jane Considine's Write Stuff programme are being correctly used across Years 2-6

Impact review (Date):

## Maths

### Intent

At Victoria Primary Academy, the mathematics curriculum will enable all pupils to develop as mathematicians. Our curriculum recognises that all pupils have the ability to learn mathematics and think mathematically and this growth mind set ensures that pupils leave our academy seeing themselves as mathematicians, confident in their own abilities. A strong mathematical foundation gives our pupil the best chances in life and helps them to develop into confident future citizens.

Through a focus on fluency, reasoning and problem solving, all pupils are challenged and extended. The mastery approach to mathematics, breaks the learning down into small steps, ensuring that all pupils are secure before moving on. Within all lessons are opportunities for challenge and extension, known as purple box challenges.

Through problem solving, pupils develop their curiosity and resilience, as well as learning to collaborate. Lessons also focus on using correct mathematical vocabulary which in turns enables pupils to explain their mathematical reasoning clearly and accurately. Pupils learn to communicate their ideas clearly as well as listening to their peers.

Curriculum Aims:

- Fluency – developed through recall practise and games.
- Reasoning – opportunities in every lesson and for every pupil.
- Problem solving – taught explicitly and focused on topics where pupils have mastered the fluency and reasoning aspects.
- Develop a broad and rich mathematical vocabulary.
- Develop an enjoyment of mathematics.

### Leaders Responsible

Maths Leader- Linda Embling

Curriculum Leader- Ian Pearson

### Implementation Actions

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
<ul style="list-style-type: none"><li>• Secure the use of the HAT Principles of Pedagogy in all Maths lessons across the school- attending whole Trust training followed by staff CPD through the year</li></ul>	LE	IP	Ongoing	
<ul style="list-style-type: none"><li>• Embed the use of the Deepening Understanding planning and materials with all staff- training, monitoring and feedback</li></ul>	LE	IP	Dec 2022	
<ul style="list-style-type: none"><li>• Refine and embed the use of pre and post assessment tasks</li></ul>	LE	IP	Dec 2022	
<ul style="list-style-type: none"><li>• Develop oracy fully in Maths- secure the basic expectation of all children answering in full sentences. Provide training for staff on how to develop oracy further in Maths</li></ul>	LE	IP	Feb 2023	

<ul style="list-style-type: none"> <li>Articulate all key pedagogies and strategies in Maths and relentlessly follow up where these are not in place. Lead with tenacity to create a climate where all key elements of Maths are in place</li> </ul>	LE	IP	Mar 2023	
<ul style="list-style-type: none"> <li>Low ceiling/high threshold problem solving tasks to be in place for every Maths unit</li> </ul>	LE	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Ensure Maths lessons in every classroom have concrete resources that all children use to support their learning,</li> </ul>	LE	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Develop standards of presentation in books so that they are of a high standard. Follow up where this is not the case.</li> </ul>	LE	IP	Nov 2022 Ongoing	
<ul style="list-style-type: none"> <li>Daily Maths Fluency (KS2) and Mastering Number (KS1) sessions that embed fluency of number learning for all children.</li> </ul>	LE	IP	Oct 2022 Ongoing	
<ul style="list-style-type: none"> <li>Develop home links with Tackling Tables online app that the vast majority of children access in KS2</li> </ul>	LE	IP	Nov 2022	
<ul style="list-style-type: none"> <li>Prepare for and secure good judgement in external Deep Dive monitoring as led by external advisor (Emma Hollis)</li> </ul>	LE	IP	Oct 2022 Jan 2023	
<ul style="list-style-type: none"> <li>Monitoring of subject via Pupil Book Study (teachers, SMT, subject leaders and Trust), lesson drop ins, work scrutiny and other monitoring as required</li> </ul>	LE	IP	3 x year	
<ul style="list-style-type: none"> <li>Monitoring of data- Pixl, Teacher Assessment judgements, 'mock sats' and other data is rigorous and actions forthcoming from this demonstrate clear impact.</li> </ul>	LE	IP	3 x year	

### Impact- Success Criteria

SC1- Fidelity to all aspects of Maths teaching and Learning is seen across the Academy. Where there are any discrepancies the process of following up and following through is rigorously applied by leaders

Impact review (Date):

SC2- Robust teaching and monitoring ensures that targets are met for mathematics

Impact review (Date):

SC3- Fluency sessions have a clear impact upon outcomes

Impact review (Date):

SC4- A clear improvement in the quality of written work in pupils is seen across all classes.

Impact review (Date):

SC5- The Maths programme 'Deepening Understanding' is fully embedded and used correctly by all teachers.

Impact review (Date):

SC6- All internal data- Pixl assessment and others- demonstrate a clear and unambiguous improvement in Maths skills for all groups of children

Impact review (Date):

## Science, History, Geography, DT, Art (Curriculum with Unity Schools Partnership-CUSP)

### Intent

At Victoria Primary Academy we offer our children a broad and balanced curriculum which ignites and sustains curiosity, creativity and a love of learning to last a lifetime.

We seek to offer a curriculum that is:

- Unapologetically ambitious,
- Knowledge rich
- Supports the acquisition of vocabulary in a systematic way
- Uses the very best educational research and evidence to support our methods
- The curriculum incorporates and goes beyond the statutory requirements of the National Curriculum (2014) and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school community.

We will use varied pedagogical approaches to support the development of learner skills. We believe it is essential to select the very best evidence based research while avoiding a reductive approach where research is used without full consideration. As such we will use key pieces of research such as Principles of Instruction and Retrieval Practice in an integrated and systematic way. We do not blindly follow latest trends or unquestioningly adopt anything without researching and questioning thoroughly how things will meet the needs of our children.

Improving outcomes for all learners is fundamental to our curriculum design at Victoria Primary Academy; raising achievement and accelerating progress to increase the number of pupils reaching or exceeding national expectations. Alongside this focus on academic outcomes, we aim to develop our Victoria Values of cooperation, patience, respect, responsibility, aspiration, integrity and perseverance. We aim to grow independent, confident future citizens who leave us with the skills, knowledge and personal qualities needed to thrive and make a positive contribution in their community.

At Victoria Primary Academy, we recognise the importance of tailoring our curriculum to the needs of learners and families in our school community. From their starting points our learners particularly need:

- Their vocabulary broadening and enriching
- A wide range of experiences that link to our community
- Greater involvement from parents and carers
- Support to develop as citizens
- The knowledge and skills to interact and form positive relationships in a multicultural society

### Leaders Responsible

Science Leaders- Evie Malpas and Jo Costanzo

Geography Leader- Nic Walmsley

History Leader- Amy Reeves  
 DT Leader- Chrissy Brindle  
 Art Leader- Jade Gent  
 Curriculum Leader- Ian Pearson

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
<ul style="list-style-type: none"> <li>Secure a coherent and consistent curriculum for all children across all the above subjects</li> </ul>	EM JC NW AR CB JD	IP	Mar 2023	
<ul style="list-style-type: none"> <li>Lead training that secures the pedagogy for the CUSP curriculum, all teaching staff to be fully trained in all aspects of this pedagogy</li> </ul>	EM JC NW AR CB JD	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Introduce a cultural capital drive- using centrally created programme of trips/visits and the 'Victoria 70' to give all children a rich, diverse and fulfilling programme of culturally enriching experiences</li> </ul>	EM JC NW AR CB JD	IP	Nov 2022	
<ul style="list-style-type: none"> <li>Secure the key elements of CUSP planning and use of resources, monitor these and tenaciously follow up where needed. For example:               <ul style="list-style-type: none"> <li>Use of 6 part learning sequence structure</li> <li>Instructional, knowledge rich teaching style is the predominant pedagogy used in lessons</li> <li>Use of knowledge organisers and knowledge notes</li> <li>Layout in books</li> <li>Use of structured vocabulary development</li> <li>Use of specific new curriculum resources such as Curriculum Visions, Digimaps for Schools, Wordwall and Socrative quizzing</li> <li>Working walls that support learning across the curriculum</li> </ul> </li> </ul>	EM JC NW AR CB JD	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Embed the use of behaviour for learning ladders amongst children and adults</li> </ul>	EM JC NW AR CB JD	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Prepare for and secure good judgement in external Deep Dive monitoring as led by external advisor (Emma Hollis)</li> </ul>	EM JC NW AR CB JD	IP	In line with schedule	
<ul style="list-style-type: none"> <li>Use coaching for all subject leaders post deep dive monitoring to secure further improvements and then follow up following the coaching</li> </ul>	EM JC NW AR CB JD	IP	In line with schedule	

<ul style="list-style-type: none"> <li>Subject leader training- both as a Trust and Academy training</li> </ul>	EM JC NW AR CB JD	IP	Ongoing	
<ul style="list-style-type: none"> <li>Monitoring of subject via Pupil Book Study (teachers, SMT, subject leaders and Trust), lesson drop ins, work scrutiny and other monitoring as required</li> </ul>	EM JC NW AR CB JD	IP	3 x year per subject	
<ul style="list-style-type: none"> <li>Subject leaders lead CPD sessions focused upon teacher subject knowledge</li> </ul>	EM JC NW AR CB JD	IP	2 x year per subject	
<ul style="list-style-type: none"> <li>Use of summative assessment in FFT that informs subjects leaders as to attainment in their subject. Subject leaders use this information alongside other data to inform judgement.</li> </ul>	EM JC NW AR CB JD	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Use of formative assessment to be developed using an adapted version of the CUSP assessment resource</li> </ul>	EM JC NW AR CB JD	IP	Nov 2022	
<ul style="list-style-type: none"> <li>All intents and website information to be kept up to date as subject develops</li> </ul>	EM JC NW AR CB JD	IP	Sept 2022 Ongoing	
<ul style="list-style-type: none"> <li>Monitoring by Trust, SMT, external advisor and Subject leaders across the subject</li> </ul>	EM JC NW AR CB JD	IP	In line with schedule	

### Impact- Success Criteria

**SC1-** All monitoring- Pupil Book Study, Deep Dives, Work Scrutiny and other- demonstrates a clear consistency across the school in terms of CUSP implementation, in all elements listed above

Impact Review (Date):

**SC2-** Analysis of FFT data enables leaders to demonstrate progress in all subjects

Impact Review (Date):

**SC3-** Behaviours for learning ladders- pupil voice and other monitoring demonstrates that these are well understood and embedded with both staff and pupils

Impact Review (Date):

**SC4-** Training feedback from teachers shows that they feel supported and that their subject knowledge is increasing



Impact Review (Date):

**SC5-** Cultural capital is high priority throughout the school, all monitoring shows that pupils are receiving a culturally enriching experience at VPA

Impact Review (Date):

## Music, Computing, PE, French, RE, PSHE

### Intent

At Victoria Primary Academy we offer our children a broad and balanced curriculum which ignites and sustains curiosity, creativity and a love of learning to last a lifetime.

We seek to offer a curriculum that is:

- Unapologetically ambitious,
- Knowledge rich
- Supports the acquisition of vocabulary in a systematic way
- Uses the very best educational research and evidence to support our methods
- The curriculum incorporates and goes beyond the statutory requirements of the National Curriculum (2014) and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school community.

We will use varied pedagogical approaches to support the development of learner skills. We believe it is essential to select the very best evidence based research while avoiding a reductive approach where research is used without full consideration. As such we will use key pieces of research such as Principles of Instruction and Retrieval Practice in an integrated and systematic way. We do not blindly follow latest trends or unquestioningly adopt anything without researching and questioning thoroughly how things will meet the needs of our children.

Improving outcomes for all learners is fundamental to our curriculum design at Victoria Primary Academy; raising achievement and accelerating progress to increase the number of pupils reaching or exceeding national expectations. Alongside this focus on academic outcomes, we aim to develop our Victoria Values of cooperation, patience, respect, responsibility, aspiration, integrity and perseverance. We aim to grow independent, confident future citizens who leave us with the skills, knowledge and personal qualities needed to thrive and make a positive contribution in their community.

At Victoria Primary Academy, we recognise the importance of tailoring our curriculum to the needs of learners and families in our school community. From their starting points our learners particularly need:

- Their vocabulary broadening and enriching
- A wide range of experiences that link to our community

- Greater involvement from parents and carers
- Support to develop as citizens
- The knowledge and skills to interact and form positive relationships in a multicultural society

#### Leaders Responsible

RE Leader- Nicky Hensman  
 PSHE Leader- Katie Osbourne  
 PE Leader- Claire Husbands  
 Music Leader- Sharon Campbell  
 French Leader- Liz Yarrow  
 Curriculum Leader- Ian Pearson

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
<ul style="list-style-type: none"> <li>• Secure a coherent and consistent curriculum for all children across all the above subjects</li> </ul>	NH KO CH SC LY	IP	Feb 2023	
<ul style="list-style-type: none"> <li>• Apply the HAT Principles of Pedagogy to teaching and learning in all above subjects</li> </ul>	NH KO CH SC LY	IP	Dec 2022	
<ul style="list-style-type: none"> <li>• Introduce a cultural capital drive that includes all the above subjects- using centrally created programme of trips/visits and the 'Victoria 70' to give all children a rich, diverse and fulfilling programme of culturally enriching experiences</li> </ul>	NH KO CH SC LY	IP	Nov 2022	
<ul style="list-style-type: none"> <li>• Where applicable apply the key elements of CUSP curriculum to these subjects:           <ul style="list-style-type: none"> <li>• Use of 6 part learning sequence structure</li> <li>• Instructional, knowledge rich teaching style is the predominant pedagogy used in lessons</li> <li>• Use of structured vocabulary development</li> <li>• Use of specific new curriculum resources such as Curriculum Visions, Digimaps for Schools, Wordwall and Socrative quizzing</li> </ul> </li> </ul>	NH KO CH SC LY	IP	Dec 2022	
<ul style="list-style-type: none"> <li>• Where subjects are subject to an external deep dive prepare for and secure good judgement in this monitoring as led by external advisor (Emma Hollis)</li> </ul>	NH KO CH SC LY	IP	In line with schedule	
<ul style="list-style-type: none"> <li>• Monitoring of subject via Pupil Book Study (teachers, SMT, subject leaders and Trust), lesson drop ins, work scrutiny and other monitoring as required</li> </ul>	NH KO CH SC LY	IP	3 x year per subject	

<ul style="list-style-type: none"> <li>Subject leaders lead CPD sessions focused upon teacher subject knowledge</li> </ul>	NH KO CH SC LY	IP	1 or 2 x year per subject	
<ul style="list-style-type: none"> <li>Use of summative assessment in FFT that informs subjects leaders as to attainment in their subject. Subject leaders use this information alongside other data to inform judgement.</li> </ul>	NH KO CH SC LY	IP	Nov 2022	
<ul style="list-style-type: none"> <li>Use of formative assessment to be developed using an adapted version of the CUSP assessment resource</li> </ul>	NH KO CH SC LY	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Improve resourcing for computing- dedicated children's laptop for all classrooms, new iPad, new software as needed for new curriculum.</li> </ul>	NH KO CH SC LY	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Embed chosen new curriculum resources- teachcomputing.org, Discovery RE and Jigsaw PSHE. Subject leaders to monitor these and follow up as needed with support for teachers.</li> </ul>	NH KO CH SC LY	IP	Dev 2022	
<ul style="list-style-type: none"> <li>Ensure environment is correct for all above subjects, e.g. chime bars, cats and jigsaw characters for PSHE, owls for RE, etc.</li> </ul>	NH KO CH SC LY	IP	Dec 2022	
<ul style="list-style-type: none"> <li>Wider curriculum is visible across the school on displays, in assemblies and in newsletters.</li> </ul>	NH KO CH SC LY	IP	Ongoing	

### Impact- Success Criteria

**SC1-** All monitoring- Pupil Book Study, Deep Dives, Work Scrutiny and other- demonstrates a clear consistency across the school in terms of new curriculum implementation, for RE, PSHE and Computing

Impact review (Date):

**SC2-** Analysis of FFT data enables leaders to demonstrate progress in all subjects

Impact review (Date):

**SC3-** HAT Principles of Pedagogy is embedded in all subjects as shown by monitoring

Impact review (Date):

**SC4-** Training feedback from teachers shows that they feel supported and that their subject knowledge is increasing

Impact review (Date):

**SC5-** Cultural capital is high priority throughout the school, all monitoring shows that pupils are receiving a culturally enriching experience at VPA

Impact review (Date):

## BACKGROUND PRIORITY

### Sustaining Good Behaviour

#### Intent

Systems introduced last year are embedded and demonstrably supporting positive pupil behaviour choices. The warm/strict approach, School Rules, social norms and emotion coaching will continue to ensure a downward trend in recorded incidents. Strong behaviour management supports good relationships across the school. Where pupil behaviour does not match expectations, rapid intervention from leaders at all levels supports them to be back on track. A culture of not accepting incidents of poor behaviour ensures issues are dealt with promptly, adults hold each other to account.

The introduction of Class Charts ensures accurate recording and analysis of incidents. Forensic analysis of analytics on Class Charts ensures pupils receive prompt and suitable consequences for poor behaviour choices.

Behaviour routines, silent signals, team stop and talk routines, ensure pupils are supported by a consistent approach across the school by all adults.

The rates of suspensions will continue to fall to a level at least approaching the national average.

#### Implementation - Key Actions

#### Timescales

Class charts introduced. System set up. Training attended by HS and FM. HS cascade training to class based staff

7.10.22

Leaders trained to use the analytics within Class Charts and use the data intelligently to track behaviour and intervene

7.10.22

Phase leaders analyse Class Charts behaviour data, intervene quickly and report to SMT weekly, sharing patterns and trends, and follow up actions with pupils/parents

Ongoing weekly

Training for new staff and refresher training for all staff in the use of the silent signals, team stop and talk routines

October 2022

Emotion coaching techniques shared and in use to support pupils to manage their emotions and regulate themselves.

November 2022

Restorative justice questions used to support children to reflect on their choices and the affect they behaviour has on others

November 2022

Behaviour audits carried out 3 times a year

Term 2, Term 4 and Term 6

Recap use of social norms, reminders in assemblies, reminders from leaders during the school day as required

Ongoing

Impact - Success Criteria	Impact Review
SC1 A new system of recording behaviour incidents supports staff to make accurate and timely records	
SC1 A new system of recording, analysing and tracking behaviour supports leaders to respond in a timely manner to behaviour concerns	
SC2 Consistent use of silent signals, team stop and talk routines ensures high levels of engagement and positive behaviour in lessons	
SC3 Children are supported through the use of emotion coaching and restorative justice techniques to ensure good or better behaviour	
SC4 The downward trend of recorded incidents and suspensions continues	
SC5 Social norms are embedded and shared common language supports the children to demonstrate them	

## CURRENT OFSTED GRADING AND AREAS FOR IMPROVEMENT

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

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

### The inspectors made the following judgements:

#### Overall effectiveness

Effectiveness of leadership and management  
 Quality of teaching, learning and assessment  
 Personal development, behaviour and welfare  
 Outcomes for pupils  
 Early years provision

**Requires improvement**

**Good**

**Requires improvement**

**Good**

**Requires improvement**

**Good**

Ofsted May 2019 stated the academy has the following strengths:

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

Monitoring Inspections:

24 <sup>th</sup> March 2021	Section 8 Additional remote monitoring inspection	Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.
8 <sup>th</sup> June 2021	Section 8 Requires Improvement monitoring inspection	Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

Ofsted Areas for Improvement

Section 8 June 2021
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>
Section 8 March 2021

- Ensure that subject leaders who are new to their role are given support to both monitor the quality of the revised curriculum and to give effective feedback to colleagues
- Make sure that leaders check that, in every subject, pupils are remembering the key vocabulary they need to express their understanding.

#### 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.