



**Creating Learners Without Limits**

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

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## ACADEMY VISION AND VALUES

Our mission statement 'creating learners without limits' underpins our ethos and drives everything we do in order to improve outcomes for all learners. Our Victoria Values of responsibility, perseverance, patience, cooperation, respect, integrity and aspiration ensure pupils are aware of their place within the academy and ultimately British Society as a whole. We do not tolerate any form of prejudice and pride ourselves on the infrequent incidences of racism or harassment. We are proud to be a multicultural and multi-lingual academy representing many cultures and religions from across the world and, through our PSHE, SMSC and British Values work, ensure that pupils are aware of how they fit into Britain whether they are British or their families have chosen to live here. We are proud to be British or proud to live in Britain. 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 FFT National EXP National GDS	<b>63%</b>  <b>7%</b> 67% 18%	<b>Year 2 Writing</b> (Teacher Assessment) Cohort EXP Cohort GDS FFT National EXP National GDS	<b>55%</b>  <b>0%</b> 58% 8%	<b>Year 2 Maths</b> (Teacher Assessment) Cohort EXP Cohort GDS FFT 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
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## 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>	<b>SC1-</b> Robust teaching and monitoring ensures that targets are met for reading and writing <b>SC2-</b> Through the robust use of phonics teaching and monitoring targets are met for Year 1 and Year 2 phonic screening check <b>SC3-</b> Robust and accurate assessment of the quality of phonics, Reading and Writing teaching and learning is in place <b>SC4-</b> The HAT Principles of pedagogy are established in all Reading and Writing teaching <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. <b>SC6-</b> All elements of Jane Considine's Write Stuff programme are being correctly used across Years 2-6
<b>Mathematics</b>	<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 <b>SC2-</b> Robust teaching and monitoring ensures that targets are met for mathematics <b>SC3-</b> Fluency sessions have a clear impact upon outcomes <b>SC4-</b> A clear improvement in the quality of written work in pupils is seen across all classes. <b>SC5-</b> The Maths programme 'Deepening Understanding' is fully embedded and used correctly by all teachers. <b>SC6-</b> All internal data- Pixl assessment and others- demonstrate a clear and unambiguous improvement in Maths skills for all groups of children

<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	All staff trained, including KS1 by 4 <sup>th</sup> January 2023
<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	2x 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): 17.1.23

- Drop ins for phonics is happening weekly on a Wednesday with support from Kerry Taylor
- Phonics screening was completed in November 22 and will be completed again in February and April 23
- Read Write Inc assessments have been completed every half term and are used to assess and track children's progress
- Fluent reading happens daily in KS2 and pixl therapies is used to teach the individual strands
- Accelerated reader is used to assess pupils individual reading in KS2
- Puma assessments are completed every half term in KS2
- Y6 and Y2 complete end of key stage assessments to monitor and track progress
- All staff have been trained in Jane Considine
- Teachers are all following and delivering the scheme and children produce an independent write at the end of the unit for teachers to assess against
- Grammar has been added into each daily session changing 3 chunks to 2 with one being grammar focussed
- Jane Considine has been introduced in KS1 in replacement of Read Write Inc Get Writing and all staff has been trained on this
- A spelling and handwriting scheme is being looked into moving forward
- Challenge partner review looked at early reading and writing
- Deep dive preparation days focussed on Writing

### Impact Review 2 : April 2023

A handwriting scheme has been selected (Kinetic Letters) and this will be used from September 2023. Training for all staff will be given at September's training days. Teachers continue to follow the Jane Considine scheme well. Outcomes in KS1 show a rise in both the amount and quality of children's writing.

Pixl tests and other data show that there is still a significant gap between targets and current outcomes but that this is diminishing in most year groups.

**Impact Review July 2023:**

Phonics Year 1- 75% passed PSC, Phonics Year 2-80% passed- all children who did not were either new to English in the previous 3 months or have an identified SEND need resulting in slower than average progress.

- Kinetic Letters will be implemented in September 2023
- CUSP Reading will be implemented in Term 2

CUSP Spelling will be implemented in Term 1

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): 17.1.23**

- In November 2022, 31% of Year 1 children and 60% of the Year 2 children who didn't previously pass their phonics screening were on track to passing the phonics screening check.
- Interventions and groupings have been adapted to support the November assessments.

**Impact Review 2 : April 2023**

- Phonics screening was undertaken in February giving the following results:

Year 1-28 Children currently at expected (50.9%)

Year 2- 17 Children currently at expected (70.8%)

This was based on 25+ marks. There is therefore more work to be done in securing the outcomes we are aiming for.

**Impact Review July 2023:**

- Groups and interventions have been adjusted accordingly, allocating the highest levels of input to those children who will need the most support to reach the expected standard.

Phonics screening Year one – 74.5%

Phonics screening Year two – 21 Children needed to retake the phonics screening. 15/21 passed the phonics screening this year.

End of year phonics assessments have been completed and children have been grouped according to their assessments. Children who need additional support have already been noted and interventions ready for the beginning of the new academic year.

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

**Impact review (Date): 17.1.23**

- Phonics is assessed termly using the Read Write Inc assessments and phonics screening checks are completed in November, February and April
- Development days with Read Write Inc consultant happen across the year
- Support from other trust school take place weekly
- Teachers assess independent writes at the end of every unit
- Writing in other subject areas is monitored

**Impact Review April 2023**

- All above elements continue to be in place
- The phonics leader continues to undertake weekly observations of all phonics group, both in conjunction with external professionals and by herself. She provides regular feedback to all adults who lead a group.

**Impact Review July 2023:**

**Phonics assessment July 2023 –**

Reception – 68.3% are on track according to our Read Write Inc overview expectations.

Year one – 66.6% are on track according to our Read Write Inc overview expectations.

Year two – 47 children have completed the Read Write Inc programme. 12 children will continue the Read Write Inc programme into year three next year.

**Reading July 2023**

Year One – TA 74% expected 16% GDS

Year Two – TA 47% expected 19% GDS

Year Three – TA 51% expected 10% GDS Test 41% expected 10% GDS

Year Four – TA 71% expected 13% GDS Test 71% expected 13% GDS

Year Five – TA 63% expected 0% GDS Test 49% expected 0% GDS

Year Six – TA 66% expected Test 42% expected

**Writing July 2023**

Year One – 55% expected 2% GDS

Year Two – 51% expected 5% GDS

Year Three – 47% expected 0% GDS

Year Four – 68% expected 4% GDS

Year Five – 63% expected 5% GDS

Year Six – 66% expected

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

**Impact review (Date): 17.1.23**

- Whole school training has taken place for the HAT principles of pedagogy
- Teachers are embedded the principles in their practice

**Impact Review April 2023**

- Further whole Trust training has been delivered in key elements- Attempt and Challenge in particular, some of which can be applied to reading and writing
- Teachers remain at an embedding stage in some areas. Both staff surveys and internal monitoring show that the first three phases are well embedded for the most part and the latter phases require further work, hence the above whole Trust training, the impact of which will be reviewed over the Summer term.
- The expectations for reading and writing lessons are in place and followed by all teachers.

**Impact Review July 2023:**

Teachers have had the revised Principles of pedagogy. These have been revisited in staff meetings termly and will continue throughout next year.

Training has been completed in the latter phrases and this has had an positive impact on teaching and learning.

Expectations are still being followed and this has been confirmed by regular monitoring by the English lead and phonics lead.

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): 17.1.23**

- New school display in the library
- Accelerated reader display has been placed within a central space within school to raise the profile and encourage children to read at home
- Reading corners are evident in every classroom
- Loan boxes are delivered termly
- PPG children are read with weekly
- PPG children are taken to the library weekly by VW
- Reading focus areas is something we will be working on

**Impact Review April 2023**

- All above elements continue to be in place and updated as needed
- New library monitors from Year 5 and 6 have been appointed to maintain the libraries tidiness and give the children an area of responsibility

- The subject lead has booked in a library review for 3 days in June which will be a full review of all books in school and produce a list of where further enhancement of provision is needed.

#### **Impact Review – July 2023**

The library has had been audited and restructured and added to. Children are being trained effective use within the library, including understanding the use of the dewey classification system for non-fiction.

Library champions monitor and keep the library organised and looking inviting.

Loan boxes are still being used and changed termly.

Additional reading displays have been added around the school.

PPG are still being taken to the library.

Class book corners are being developed but require further organisational investment.

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

#### **Impact review (Date): 17.1.23**

- KS1 (Years 1 and 2) have implemented Jane Considine in January 2022 and therefore most elements are being correctly used
- In years 3-6 all elements of Jane Considine are being correctly used.

#### **Impact Review April 2023**

- Monitoring by subject lead and via book reviews demonstrates that fidelity to the Jane Considine scheme is good, with all teachers correctly following the scheme and it's principles.

#### **Impact Review – July 2023**

English lead has monitored this closely throughout the year and monitoring has confirmed all elements are embedded from year one to year six.

New staff will be trained with the approach in order to ensure that teaching quality is consistent.

Subject leader has attended external training regarding writing our own JC units. This will start give wider variety and depth to the teaching of writing.

## **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	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	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	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	Jan 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	March 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	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	February 2023
<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	Nov 2022
<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	Oct 2022
<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	Oct 2022	Oct 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	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	Sept 2022 Jan and June 2023
<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	Oct, Dec, 2022 June 2023

### 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 (Jan 2023):

Two Deep Dives completed with Emma Hollis has shown that there is a clear structure in place for maths lessons and that teachers have a clear understanding of this. The structure was seen in all lesson observations during both the deep dives as well as lesson observations during challenge partners (a total of 9 observations since September). As a result, there is consistency in lessons and books across the school and pupils are able to talk well about their maths learning.

Impact Review (April 2023)

All teachers have had training on developing their subject knowledge in the area of fractions. This training has supported teachers in how to teach fractions effectively. This has enabled teachers to plan well sequenced lessons with deeper opportunities for reasonings and with more practical work. As a result, pupils' understanding of fractions is enhanced. For example, pupils in year 3 who have previously struggled with fractions can confidently find fractions of amounts and explain how to solve problems involving fractions.



#### Impact review (July 2023)

The recent Ofsted review identified that there was a clear pedagogy in use across all maths lessons. The curriculum in maths is well sequenced with progressive small steps. It was clear that the CPD for teachers had a positive impact when looking in books.

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

##### Impact review (January 2023):

Monitoring during the autumn term as well as the early spring term has included pupil voice, a challenge partners review and two Deep Dives with an external consultant. These have shown that teaching as well as work in books is good. However, this is not always followed through in pupils work in assessments and two areas of improvement have been identified:

1. Deepening teacher subject knowledge to enable teachers to choose the best teaching methods and make strategic decisions on how to move learning on rapidly.

To set out a clear program of fluency and strategy learning, identifying the facts and strategies that must be secured each year.

##### Impact review (April 2023)

The maths subject leader has been taking part in a Trust maths working group to address this issue across all 3 academies. This has resulted in key learning having been identified for each year groups and strategies for clearer links with the NCETM professional development materials.

##### Impact review (July 2023)

Teachers show a clearer understanding of the learning that is critical for pupils to master in order to be ready to progress. However, there are still a number of gaps which stop pupils from attaining well. For September, a trust wide approach has been agreed to ensure that these gaps are filled and pupils develop good recall of key facts and strategies.

#### SC3- Fluency sessions have a clear impact upon outcomes

Impact review (January 2023): Tackling Tables online was introduced in September to be used alongside the tackling tables cards in class. The initial tests on the online app showed low scores. This has now improved and the data shows that over 50% of pupils working on blue in September have now moved up to green or red.

KS2	Sept	Jan
Blue	74%	36%

Green	2%	31%
Red	1%	13%

A breakdown of the data into year groups show that pupils in year 3,4 and 5 are making rapid progress towards their targets. However, it also highlights that pupils struggle to retain fluency over the summer holidays. To support with this, pupils in lower key stage 2 had additional times table practise to complete at home over the Christmas holidays. This will be repeated over the remainder of the school holidays and extended to year 5 and year 6. In addition, a workshop for parents in ks2 has been booked for February and will focus on how parents can support their children to learn the timestables at home. Additional work is needed for year 6 to ensure they are ready to progress to secondary school and in year 4, to ensure that they meet their end of year target and are ready to move on to upper key stage 2.

Year	Blue		Green		Red	
	Sept	Jan	Sept	Jan	Sept	Jan
3	100%	49%	0%	41%	0%	10%
4	87%	38%	5%	50%	0%	12%
5	88%	30%	8%	45%	0%	25%
6	83%	63%	10%	20%	7%	17%

#### Impact review (April 2023)

Year 4 have implemented interventions for pupils struggling to learn the times tables. The children taking part have all improved their scores. The workshop on times tables for parents was well attended and more parents now understand the importance of times tables and how to support their children at home.

	Blue			Green			Red		
	Sept	Jan	April	Sept	Jan	April	Sept	Jan	April
3	100%	49%	42%	0%	41%	41%	0%	10%	17%
4	87%	38%	20%	5%	50%	48%	0%	12%	33%
5	88%	30%	25%	8%	45%	43%	0%	25%	33%
6	83%	63%	63%	10%	20%	20%	7%	17%	15%

A change of times table program is being investigated for the next academic year to support teachers in making more rapid progress.

#### Impact review (July 2023)

Multiplication Tables Check	No. of Pupils	% who achieved 0-10 marks	% who achieved 11-17 marks	% who achieved 18-25 marks
Year 4	59	7%	25%	68%

48% of children in year 4 achieved 23 marks and above. The children who achieved less will continue with daily times table practise in year 5 while those children who scored 23 or more will have weekly times table session.

In September, KS2 will be using the Number Sense times table program which focuses on learning 36 key facts through daily practise (weekly in year 5 and 6). Teachers have had initial training and the program will begin immediately in September.

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

Impact review (Jan 2023):

Pupil book study and monitoring through the Deep dives as well as the challenge partners reviews have shown a clear improvement in presentation across the school from September. Pupils across the whole school understand how to set their work out on squared paper and it has had an especially positive impact in year 4 where pupils explained that they found the squared paper helpful when setting out written calculations. "It helps me keep the digits in order."

Next steps are to develop a clear model for setting out the different parts of the lesson in books, particularly in ks2.

Impact review (April 2023)

Presentation of work in books continue to follow the academy policy and is neat and clear.

Impact review (July 2023)

Presentation of work in books has been reviewed by the Maths leader and continues to follow the academy policy and is neat and clear.

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

Impact review (Jan 2023):

Due to DU releasing each unit slowly, teachers did not have access in good time to the units. In order to ensure that workload was not onerous and that teachers had timely access to high quality resources and planning support, we made the decision to return to White Rose. The pedagogy is the same for both White Rose and DU, enabling a smooth transition. The maths lead has mapped out the units taught already and adapted the long term map to ensure that no learning is missed and that units are taught with a clear progression.

Impact review (April 2023)

The use of White Rose and the amended long term map has been effective in ensuring that there are no gaps in learning. The maths lead has delivered two training sessions focusing on fractions as this is an area of weakness. The second session was attended by both teachers and support staff. Lesson drop ins have shown that the strategies shared in the training are being used in lessons and teaching assistants are more confident in selecting appropriate apparatus for pupils.

Impact review (July 2023)

The continued use of White Rose has been successful and received positive feedback in the recent Ofsted inspection. The review section of the lesson is working particularly well and is now short and sharp. A recent book look during the Ofsted inspection found a good range of questions and that reasoning questions were accessed by all children.

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

Impact review (Jan 2023):

Maths	No. of Pupils	Prior Key Stage EXP+ / GDS	FFT 50 estimates EXP+ / GDS	Test Outcome EXP+/GDS	PPG Test Outcome EXP+/GDS	Teacher Assessment EXP+/GDS	Difference between Prior Key Stage and TAs	Difference between estimates and test outcomes
Year 1	58	58%	N/A	N/A	N/A	64% / 0%	+6	N/A
Year 2	59	66%	N/A	N/A	N/A	36% / 0%	-30	N/A
Year 3	59 (53)	64% / 7%	N/A	9% / 0% (34%/8%)	9% / 0% (18% / 9%)	42% / 8%	-22 / +1	N/A
Year 4	60 (46)	64% / 9%	86% / 27%	3% / 0% (7% / 0%)	0% / 0% (9% / 0%)	47% / 0%	-17 / -9	-61/ -9 (-57 / -9)
Year 5	59 (51)	63% / 14%	81% / 29%	7% / 0% (33%/3%)	0% / 0% (2% / 0%)	58% / 3%	-5 / -11	-56 / -29 (-30 / -26)
Year 6	59 (52)	69% / 2%	80% / 20%	25% / 0%	29% / 0%	46% / 0%	-23 / -2	-55 / -20

Analysis of teacher assessments as well as summative assessments in ks2, that learning is not yet completely secured. While monitoring shows that teaching and learning is good day to day, pupils are not yet able to securely remember facts and apply strategies in different contexts. This will be addressed by identifying the key facts and strategies that each year group must secure. This will be shared with pupils, staff and parents and the review section of each lesson will focus on these. To support teachers to teach the key strategies, the Number sense program will be used in eys to year 3 and for interventions in year 4.5 and 6. This will provide a secure foundation in the understanding of number and additive and subtractive strategies.

Impact review (April 2023)

Maths	No. of Pupils	Prior Key Stage EXP+ / GDS	FFT 50 estimates EXP+ / GDS	Test Outcome EXP+/GDS	PPG Test Outcome EXP+/GDS	Teacher Assessment EXP+/GDS	Difference between Prior Key Stage and TAs	Difference between estimates and test outcomes
Year 1	58	58%	N/A	N/A	N/A	63% / 0%	+5	N/A

Year 2	59	66%	N/A	N/A	N/A	37% / 3%	-29 / +3	N/A
Year 3	59 (53)	64% / 7%	N/A	22%	20% / 0%	48% / 5%	-16 / -2	N/A
Year 4	60 (46)	64% / 9%	86% / 27%	43%	25% / 0%	61% / 0%	-3 / -9	-43 / -27
Year 5	59 (51)	63% / 14%	81% / 29%	49%	8% / 0%	44% / 0%	-19 / -14	-32 / -29
Year 6	59 (52)	69% / 2%	80% / 20%	51%	50%	60% / 2%	-9 / 0	-29 / -20

Assessments in mathematics are beginning to show improvements in attainment. Training for delivering the Number sense program has begun and the maths lead is also taking part in a Trust Maths work group, exploring strategies to secure long term learning and improve outcomes.

### Impact review July 2023

Maths	No. of Pupils	Prior Key Stage EXP+ / GDS	FFT 50 estimates EXP+ / GDS	Test Outcome EXP+/GDS	PPG Test Outcome EXP+/GDS	Teacher Assessment EXP+/GDS	Difference between Prior Key Stage and TAs	Difference between estimates and test outcomes
Year 1	58	58%	N/A	N/A	N/A	68% / 5%	10 / 4	N/A
Year 2	59	66%	N/A	N/A	N/A	53% / 15%	-13 / 15	N/A
Year 3	59 (53)	64% / 7%	N/A	21% / 0%	8% / 0%	39% / 2%	-25 / -5	N/A
Year 4	60 (46)	64% / 9%	86% / 27%	18% / 2%	19% / 0%	59% / 2%	-5 / -7	-68 / -25
Year 5	59 (51)	63% / 14%	81% / 29%	47% / 3%	54% / 0%	45% / 3%	-18 / -11	-34 / -26
Year 6	59 (52)	69% / 2%	80% / 20%	50%	50% / 8%	61% / 3%	-29 / 1	-30

Year 6 final results have remained in line with their March mock results. PPG pupils perform bradly in line with their peers and in some year groups better. QLA analysis of the PiXL assessments for ks2 indicate that pupils are struggling to retain facts and then apply them although they are learning well in lessons. The cross trust maths working group has finalised changes to how maths is delivered from September 2023 to ensure that pupils have more opportunities to practise and recall key facts and strategies. Initial training for this was delivered in July and further training is planned for September 2023.

## 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

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	Dec 2022- this will be ongoing as new teaching staff join
<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	Ongoing
<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	Training is planned for spring for deepening understanding of Attempt and challenge parts of the 6 part lesson structure

<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	Adapted slightly and ongoing implementation
<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	Ongoing
<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	October 2022 January 2023
<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	Ongoing- range of subjects covered so far. A wide range of CPD had already taken place, with a strong focus upon English, Maths and CUSP subjects. A programme of further training is planned for the year.
<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	In place and being used



<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	Sept 2022
<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	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 CUSP implementation, in all elements listed above

**Impact Review (January 2023):** Deep dives were undertaken in Science, History and Geography, led by Emma Hollis. All 3 were positive overall and demonstrated strong subject leadership and a developing consistency across the school. Clear actions were put in place, which are being followed up with subject leaders by SMT. See Deep dive documentation for details of strengths and next steps.

Initial work scrutiny in October showed some inconsistencies in how books were being set out and subjects being implemented. This was not unexpected given the 'newness' of the curriculum. Feedback was given and follow up pupil book studies now show inconsistencies are now far fewer. This will again be fully reviewed further in February 2023.

Cross Trust moderation in DT and Art again showed some inconsistencies across schools but was broadly positive with a large degree of consistency between schools.

### Impact Review April 2023

Deep dives have now taken place in all CUSP subjects- Science, History, Geography, Art and DT. There have also been revisits for Science, History and Geography with DT due to be revisited in Summer Term 2. All visits identified a number of positives, with strong subject leadership seen in almost all subjects. Follow up meetings have been completed with SMT members by all subject leads, coaching sessions taken place with an external coach. See Deep dive documentation for details of strengths and next steps.

The pupil book studies that have taken place have found children that can articulate their learning well and shown a large improvement on previous years for these subjects. Subject leaders themselves have a much enhanced view of their subject and the model of school improvement is a robust one that has been both supportive and challenging.

### Impact review (July 2023)

The recent Ofsted inspection feedback highlighted the strong knowledge of subject leaders and their ability to articulate their subject. Monitoring through lesson visits, book looks and pupil voice showed that there is a clear consistency and that pupils use materials such as the knowledge notes effectively to recall facts and information. Pupils spoke well about the subjects and were able to articulate their learning as well as explain how the different parts of the lesson supported them. Moderation across the trust shows that the layout of books is consistent and the 6 part lesson is evident. This was also noted in the recent Ofsted review.

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

**Impact Review (January 2023):** FFT data was in place for all subjects by the end of January 2023. Subject leaders have focused more upon the use of pupil book study, lesson observation, planning scrutiny and other tools to assess the attainment and progress of children within their subjects. Data analysis of subjects via FFT will take place in February 2023 for all subject leaders.

#### **Impact Review April 2023**

Subject leaders have all used FFT to analyse the data for their subject. This will be used to guide next steps for staff training and development as well as informing decisions around the future implementation of CUSP. For example the Science lead has identified practical Science as being an issue- she has purchased resources and led staff training on the implementation of more practical science through CUSP. She has then set out clear expectations on how this should be done and then followed up with staff and also monitored planning. She will be leading further staff training in the Summer term on this.

#### **Impact Review July 2023**

All teachers use FFT to gather data for all subjects. This allows leaders to analyse the information and identify areas where progress is strong or where it is less strong. FFT allows subject leaders to analyse the data for pupil groups to ensure that vulnerable groups are not falling behind. Teachers have a clear understanding of what good progress looks like within CUSP subjects and how to use continuous formative assessment to support their judgements and planning.

**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 (January 2023):** Ladders were introduced and are being used within lessons and in the wider school. School rules have been slightly adapted in order to bring them in line with the ladders- this means pupils are hearing simple, clear, consistent messages about both behaviour for conduct and for learning. Pupil voice will be undertaken across Term 3 in a variety of subjects- some questions within this will focus upon how ingrained children's understanding of the behaviours for learning are.

#### **Impact Review- April 2023**

Data shows a greatly improving picture in terms of the number of orange and red behaviours seen. The adapted rules are very clear to all- both children and adults and are seen to be being used regularly and well. Pupil voice undertaken by the PSHE lead shows all children surveyed have a clear understanding of our rules and expectations. Parent voice in March 2023 shows the parents overwhelmingly (95%) agree that behaviour is well managed.

#### **Impact Review – July 2023**

Data continues to show a good picture of behaviour for learning. This was also noted in the recent Ofsted review. Teachers use the rules, social norms and learning ladders to prompt and encourage to show the right behaviours. Pupils can articulate how to behave and how to learn. They show an appreciation for the positive classroom environments and are proud of their learning.

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

**Impact Review (January 2023):** Both formal and informal feedback show teachers feel well supported, that their professional development is of a good standard and that they are covering the content they need. Formal training sessions have taken place for Science, a planned session for Geography did not take place due to staff illness, this has been rescheduled. Further staff training has focused upon Oracy, principles of pedagogy, English and Maths and other subjects. Feedback on CPD has

been positive- for example feedback was gathered following training in Oracy all staff expressed either high or very high levels of confidence in each aspect of Oracy they received training in. All felt able to implement the strategies in their classes. Staff training will continue to focus upon staff subject knowledge in Terms 3 and 4.

**Impact Review April 2023:**

CPD has focused this term on Oracy, SEND, Maths, English and Science. Both formal and informal feedback has shown teachers found all sessions pertinent and useful. Follow up monitoring has also shown this. For example the Maths lead used materials from NCETM to focus on teachers subject knowledge. When observing lessons and monitoring planning it was clear that teachers had used the training to enhance the teaching of fractions substantially- there was clear evidence of direct impact from the training.

**Impact Review July 2023:**

Teachers have accessed a broad program of CPD delivered by the subject leaders and the trust. This has enabled subject leaders to share key pedagogical information for their subject. During the recent Ofsted review, staff shared their positive views on the CPD offer and that they felt well supported and enabled by the subject leaders. The impact of the CPD has been seen clearly during learning walks, book looks and pupil voice. Staff have been keen to implement strategies and to refine their practise. Opportunities to work with colleagues across the school have supported teachers in delivering a consistent approach to CUSP.

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

**Impact Review (January 2023):** The Victoria 70 was launched in September and this has been well received by children, many of whom are able to say what they've completed. Informal monitoring shows enthusiasm for the initiative and the activities it contains. Formal monitoring will take place over Spring term to ensure consistency of application by staff. Several trips have taken place, for example to the local Hindu temple, local area walks, RAF Duxford (postponed due to weather), visitors from HSBC to deliver financial education.

**Impact Review April 2023-** Cultural capital continues to have a high value placed upon it. All above impact remains in place. Further trips have taken place over the Spring term, for example a visit to the local museum for Year 2. In April Year 4 will go on a residential trip to Cromer, the first such trip for over a decade.

**Impact Review July 2023**

During the recent Ofsted pupils spoke of how much they appreciated the wide variety of opportunities they were given to enrich their learning through trips and visitors. Year 3 spoke about watching the London Symphony Orchestra and singing with them. Year 6 were enthusiastic about their trip to London, exploring museums and experiencing a West End show. Year 2 pupils shared their excitement about their visit to the farm. Visitors have included Sam Mallet, a science specialist from Wrenn Academy and John Bowman from Notivate charity. They have provided workshops for pupils that have enriched their learning and also shown them the wider opportunities available to them. When speaking with Ofsted inspectors, pupils also spoke positively about the Victoria 70 and shared how it has encouraged them to seek out experiences outside of school.

Music, Computing, PE, French, RE, PSHE

**Intent**

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- 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.

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- 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

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	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>	NH KO CH SC LY	IP	3 x year per subject	Ongoing
<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	Ongoing- has been done for RE and PSHE
<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	October 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	These are in place and being used across school. Further subject leader work to be done to secure consistency
<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	All purchased and being used
<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	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 (January 2023):** Formal deep dives have focused upon Core subjects and CUSP during the Autumn term as these have been our priority. The focus has very much been on the implementation of CUSP and core during the Autumn term. Over the latter half of the year the subjects in this section of the AIP will receive a higher level of formal monitoring, including some receiving deep dives. All leads have informally monitored their subjects. The RE lead has undertaken pupil book study with children and also been into lessons. All leads have had coaching time with an external coach (Steven Horsley) and this has enabled work on Layer documents and planning. Over the coming term further work will take place on that and also leads will be released to undertake further book study and lesson drop in monitoring.

**Impact Review April 2023-** A deep dive led by an external consultant has taken place in RE. This raised some positives and also some areas for improvement. Follow up will take place with SMT and an external coach and a revisit of RE will take place in Summer 2. Some pupil book study has taken place in some subjects with further planned over the Summer. As we secure improvements across CUSP and Core subjects focus will shift to improvements in the subjects in this section of the AIP. This will continue to be an area of improvement next year. We are mindful of staff workload and wellbeing and that not all subjects can be the focus of intensive improvement at the same pace while at the same time we are still seeking improvements in all subject areas.

**Impact Review July 2023:** Computing was looked at as a "shallow paddle" by OFSTED. This found the subject to be strong- planning was clear and of a high standard. Pupil work seen was appropriate and ambitious. Children spoke about how much computing they are taught, how well it prepares them for the next stages and how much they enjoy the subject. Learning was progressive and clearly built upon prior knowledge. The outcome OFSTED found was good. .

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

**Impact review (January 2023):** FFT data was in place for all subjects by the end of January 2023. Subject leaders have focused more upon the use of pupil book study, lesson observation, planning scrutiny and other tools to assess the attainment and progress of children within their subjects. Data analysis of subjects via FFT will take place in February 2023 for all subject leaders.

**Impact Review April 2023-** Data leader has led a session for all staff in how to use FFT to identify progress and areas where progress is weak and needs action. She has given training on using FFT to action plan next steps and the impact from this will continue into the Summer term. Subject leaders have all had opportunity to interrogate the data for the subjects and are action planning next steps from this.

**Impact Review July 2023-** As with CUSP subjects all teachers use FFT to gather data for all subjects. This allows leaders to analyse the information and identify areas where progress is strong or where it is less strong. FFT allows subject leaders to analyse the data for pupil groups to ensure that vulnerable groups are not falling behind. Teachers have a clear understanding of what good progress looks like within these subjects and how to use continuous formative assessment to support their judgements and planning.

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

**Impact review (January 2023):** above formal lesson monitoring was not scheduled for the Autumn term as the focus was upon getting the CUSP curriculum well embedded. However all subjects are beginning to embed the HAT principles- for example all lessons have a 'connect' phase that revisits prior learning and links to that lessons new learning. All lessons seen had a large focus upon knowledge rich approach, with vocabulary and knowledge acquisition to the fore.

**Impact Review April 2023-** RE has seen formal subject monitoring. Several elements of the Principles of pedagogy were observed- for example all lessons had a connect section and all lessons had an element of modelling. Also seen was a good use of oracy techniques in some classrooms which was effective in scaffolding discussions around aspects of religion.

**Impact Review July 2023-** As with CUSP subjects- Data continues to show a good picture of behaviour for learning. This was also noted in the recent Ofsted review. Teachers use the rules, social norms and learning ladders to prompt and encourage to show the right behaviours. Pupils can articulate how to behave and how to learn. They show an appreciation for the positive classroom environments and are proud of their learning.

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

**Impact Review (January 2023):** In addition to the training in the previous area for improvement training has taken place in both RE and PSHE. Again this has been well received by staff. The RE lead in particular has been tenacious in following up where there are inconsistencies and will continue to do so this term. Where subject leaders have not led training sessions yet they will do during the remainder of the year. We are focusing on key subject areas to ensure consistency of implementation prior to covering wider subjects.

**Impact review April 2023-** Only training in RE has taken place this term for these subjects. As above we continue to focus upon the key subject areas – Maths, English and CUSP subjects as our key CPD priorities. In September subjects not focussed upon this year will become the focus.

**Impact review July 2023-** Training has again mainly focused on core and CUSP subjects. For September training is planned for RE and Computing as next year these subjects will have greater prominence in terms of CPD as we begin to focus upon them. They will also be the subject of Deep dive and other monitoring.

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

**Impact Review (January 2023):** The Victoria 70 was launched in September and this has been well received by children, many of whom are able to say what they've completed. Informal monitoring shows enthusiasm for the initiative and the activities it contains. Formal monitoring will take place over Spring term to ensure consistency of application by staff. Several trips have taken place, for example to the local Hindu temple which supported Year 3 work on Hinduism and local area walk for Year 2 and 6 which were essential parts of the learning in their Geography units. In addition we welcomed visitors from HSBC to deliver a financial education programme to all year groups.

**Impact review April 2023-** The Victoria 70 continues to be well used by all with many children well on the way to completing their challenges for the year. Trips have continued to take place with many more planned for the Summer term.

#### **Impact Review July 2023**

Trips and visits were found by OFSTED to be "awe inspiring" and personal development to be strong across the school. A number of trips and visits took place in the Summer term and continued to be of a high standard with emphasis placed upon them. These included the London Symphony Orchestra, a trip to a West End theatre and several national museums. When speaking with Ofsted inspectors, pupils also spoke positively about the Victoria 70 and shared how it has encouraged them to seek out experiences outside of school.

## **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, analysing and tracking behaviour supports leaders to respond in a timely manner to behaviour concerns	Class Charts has been introduced to all staff across the Academy. All staff use daily to record the behaviour of children in the class. Data from Class Chart is used to analyse behaviour patterns. These are discussed weekly at SMT meetings and strategies are put in place to support children as needed. Team Leaders are able to then support teachers within their teams with any issues.
SC2 Consistent use of silent signals, team stop and talk routines ensures high levels of engagement and positive behaviour in lessons	This has been discussed in Phase Team meetings and as part of feedback from lesson observations, etc. These techniques are well embedded in school but will need to be revisited as keeping a high focus on these is key to ensure they remain well used. Our Oracy initiative also has these as a high priority.
SC3 Children are supported through the use of emotion coaching and restorative justice techniques to ensure good or better behaviour	Emotion coaching approaches are used particularly with children who are finding it difficult to regulate their behaviour. These children are well managed and are showing a large degree of improvement in the behaviour over the time they spend in school.
SC4 The downward trend of recorded incidents and suspensions continues	Suspensions were zero for the Autumn term, representing a continuation of improvement in the area over the last few years. Measuring recorded incidents against the previous recording system is difficult as this would not compare 'like against like' but from January onwards term by term comparisons will be able to take place with class charts data.
SC5 Social norms are embedded and shared common language supports the children to demonstrate them	<p>The CEO has been onsite regularly and has been auditing behaviour. As a result of this we have put things in place to further improve behaviour, including refining social norms.</p> <ul style="list-style-type: none"> <li>• Reflection – this is linked to the behaviour policy and green, yellow, orange and red behaviour. 2 x Orange behaviours in a day or 1 x Red behaviour in a day mean that a child will spend a lunchtime in Reflection. While there they complete their own reflection on their behaviour and how to change it. This is supervised by a member of SMT.</li> <li>• The Academy rules have been changed – they are slightly different for KS1 and KS2:</li> </ul>

	<p>Our expectations to be a Victastic learner are in EYFS and KS1 are:</p> <ul style="list-style-type: none"> <li>• I always try my hardest.</li> <li>• I listen carefully and think about my learning.</li> <li>• I share my ideas with my talk partner and the class.</li> <li>• I show determination and persevere.</li> <li>• I treat everyone and everything with kindness and respect</li> </ul> <p>In KS2 these are:</p> <ul style="list-style-type: none"> <li>• I always try my hardest.</li> <li>• I listen attentively and reflect on learning.</li> <li>• I work collaboratively within our school community.</li> <li>• I show determination and persevere at all times.</li> <li>• I treat everyone and everything with kindness and respect</li> </ul> <ul style="list-style-type: none"> <li>• The social norms have been adapted so that they are simpler for the children to remember: <ul style="list-style-type: none"> <li>• Sitting – Sit up straight and keep your hands still</li> <li>• Listening – Always look at the adult who is talking</li> <li>• Eating – Eat silently or quietly at your table</li> <li>• Moving – Line up in register order and walk around the building in silence</li> </ul> </li> <li>• There has been a change of routines at playtime to keep things more organised – the playground is now split into zones, with only one year group in each zone. There is a selection of equipment to play with which has stopped the ‘running around’ games and reduced the number of behaviour incidents from the playground.</li> <li>• Lunchtime routines have been adapted – the children spend the first 5 minutes in the hall eating in silence and then are allowed to talk quietly while they eat. This has made lunchtimes in the hall calmer.</li> </ul>
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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:**

<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>

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

<p>Section 8 June 2021</p> <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>
<p>Section 8 March 2021</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Make sure that leaders check that, in every subject, pupils are remembering the key vocabulary they need to express their understanding.</li> </ul>
<p>Section 5 May 2019</p> <ul style="list-style-type: none"> <li>• Complete the curriculum review to develop a coherent and manageable framework across subjects and year groups.</li> <li>• Improve the quality of teaching and learning to be consistently good by teachers: <ul style="list-style-type: none"> <li>– deepening their subject knowledge so that they plan sequences of learning that systematically build up pupils' understanding</li> <li>– using assessment more precisely within lessons to adapt teaching to better meet pupils' needs.</li> </ul> </li> <li>• Improve outcomes for pupils by teachers: <ul style="list-style-type: none"> <li>– planning learning that sufficiently challenges pupils and deepens their understanding, especially for most able pupils</li> <li>– enabling pupils to build on positive attitudes to learning, to be more independent learners.</li> </ul> </li> </ul>