



Creating Learners Without Limits

Victoria Primary Academy Academy Improvement Plan 2023/24

PRINCIPAL – MR I PEARSON

VICE PRINCIPALS – MRS L MEREDITH & MRS L EMBLING

ASSISTANT PRINCIPAL MISS J PEARSON

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.

Children are admitted to VPA with three key curriculum gaps: Knowledge, Experiential and Vocabulary. Our ambitious curriculum rapidly addresses 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 (SEPTEMBER 2023)

Number of children on roll	409	Percentage of children eligible for pupil premium	23%	Percentage of children with additional needs or an Education and Health Care Plan (EHCP)	3%
Percentage of children with English as an additional language (EAL)	64%	Percentage of pupils with welfare or child protection support plans	2%	Percentage of children who are identified as looked after (LAC) or previously looked after (PLAC)	0.97%
Percentage of pupils from minority ethnic groups	68%	Overall absence (2022-2023)	7.2%	Persistent absence (2022-23)	22%
Number of children who left or arrived during term time 2022/2023	39 leavers 52 arrived	Most recent OFSTED grade	Good	Social deprivation (Idaci)	Quintile 4 (more deprived)

STANDARDS & ACHIEVEMENT DATA 2023

EYFS Good Level of Development Cohort National	63%	Year 1 Phonic Screening Cohort National	75.4%	Year 2 Phonics Screening Cohort National	80% 81% (provisional)
KS1 outcomes 22-23	Reading EXS+ 47% GDS 18%	Writing EXS+ 51% GDS 5%		Maths EXS+ 52% GDS 13.5%	
Year 6 Reading Test Cohort EXP Cohort GDS National EXP National GDS	42% 7% 73% 29%	Year 6 Writing (Teacher Assessment) Cohort EXP Cohort GDS National EXP National GDS	64% 3% 71% 13%	Year 6 Maths Test Cohort EXP Cohort GDS National EXP National GDS	50% 13% 73% 24%
Year 6 Combined (RWM) Cohort EXP Cohort GDS National EXP National GDS	32% 3% 59% 8%	Year 6 GPS Test Cohort EXP Cohort GDS National EXP National GDS	49% 8% 72% 30%	Year 6 Science (Teacher Assessment) Cohort EXP National EXP	64% 80%

IMPROVEMENT PRIORITIES OVERVIEW 2023/24

Focus priority 1- High quality adult interaction and outdoor continuous provision in EYFS

SC1- All monitoring- Deep Dives, learning walks, external reviews and other- demonstrates a clear consistency across Reception with regards to high-quality questioning and high-quality adult interactions.

SC2- Training feedback from early years staff demonstrates increased subject knowledge.

SC3- Analysis of data, enables leaders to demonstrate progress in communication and language and physical development.

SC4- Early year's staff will be able to confidently articulate the purpose and reasons behind all activities within the outdoor continuous provision.

Focus priority 2-Excellent pedagogy in every classroom

SC1- Teacher planning consistently incorporates the six key elements of effective teaching as outlined in the HAT Principles of Pedagogy

SC2 -The six key elements of effective teaching are consistently evident in lessons across the Academy.

SC3- Teacher modelling will clearly show pupils what is expected evidenced in learning walks and pupil books showing applied knowledge and refined skills

SC4- The teacher modelling sequence of MT/OT/YT is fully embedded and used correctly by all teachers.

SC5 - Effective questioning is used to check for pupil understanding. Teachers plan key questions, make use of talk partners for AFL and target first 20% of learners.

SC6- Teachers use AFL to employ the use of flexible groupings in Maths and English evidenced by an increase in pupil's achieving ARE to 60% in year groups 1-6 in these subjects

Focus priority 3- Fluency in Maths for all children

SC1- Number Sense is implemented with fidelity, ensuring that pupils can recall number facts and reason with addition and subtraction

- 70% of pupils achieve ARE in end of ks1 assessments.
- 85% of pupils in KS1 have an accuracy rate of 70% on fortnightly arithmetic quiz.
- Pupil book study shows that pupils across ks1 and EYFS can demonstrate a clear understanding of additive and subtractive reasoning.
- 80% of pupils in EYFS achieve all criteria in the Mathematics early learning goal.

SC2- Number Sense Times Tables is implemented with fidelity, ensuring that pupils can quickly recall times table and division facts

- Year 4MTC check: 85% achieve 20+ marks.
- In the final week of each unit, 85% of pupils score 35-40 marks in the daily quiz.

SC3- All pupils demonstrate a good recall of facts and strategies previously learnt

- Monitoring of planning shows that the review section of maths lessons give pupils the opportunity to recall previously learnt facts and strategies and that the these focus on prerequisite learning for the upcoming session.

- Lesson visits and pupil voice show that the review section is short and sharp, giving pupils a high level of success.
- All pupils (year 1 – 6) access retrieval tasks 3 times weekly in morning maths.
- Year 2-6 pupils show progress over time in regular arithmetic quizzes.
- 85% of pupils achieve 70% accuracy in regular arithmetic quizzes.
- 75% of pupils achieve 70% of accuracy in paper 1 (arithmetic) for PiXL and SATS.

SC4- Support staff have a good level of subject knowledge, ensuring that they can support pupils effectively.

- Support staff confidence is improved (feedback survey).
- Lesson visits and other monitoring show that support staff choose appropriate concrete resources and pictorial models.
- Monitoring shows that support staff use accurate mathematical vocabulary.

Focus priority 4-Reading

SC1- Pupils make good progress in line with national expectations- at least 60% at ARE

SC2- Through the robust use of phonics teaching and monitoring, targets are met for Year 1 and 2 pupils- equivalent to National for PSC

SC3- All appropriate phonic strategies are used when adults are reading 1:1 with pupils

SC4- CUSP reading is implemented and is being delivered with fidelity in KS2

SC5- The love of reading is strengthened and secured across EYFS, KS1 and KS2 as measured by pupil voice and engagement with reading

SC6- Reading fluency is developed enabling all children to progress in line with national standards

Background priority- Securing excellent attendance

SC1- Persistent absence for Reception and KS1 pupils to reduce to at or below national levels

SC2-Whole school attendance to be at or above national level

SC3- Renew the range of rewards for children to encourage improved attendance, in particular for R and KS1 children.

SC4- Earlier and stronger intervention with parents to support high attendance

SC5- Introduce range of parental engagement initiatives

Focus priority 1- High quality adult interaction and outdoor continuous provision in EYFS

Rationale

At Victoria Primary Academy we aim to provide a broad and balanced curriculum, as soon as the children start with us in Reception, which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. Last academic year, we moved away from the Edison curriculum and started to use a story-based approach to support the children's learning and development. We also implemented "drawing club".

One strength in Reception at Victoria, is the relationship the children have with each other and the relationships that the adults have built with the children. In the external strategic review, Early Excellence commented: "peer relationships are building well. Turn taking seems to be well established. Staff relationships within the Reception team are good. Staff support each other well and model good relationships well. Adults clearly work hard to get to know all of the children and to support relationship building". Whilst adults have good relationships with the children and are able to support the activities they are participating in, one of the areas we are continuing to develop is the use of questioning to support and extend the children's learning and vocabulary whilst in the continuous provision. Looking at past data and the recent OFSTED inspection, communication and language is an area which has needed extra support. Careful adult questioning, which extends the children's thinking and vocabulary will support the children's progress in this area.

The Reception learning environment has been developed throughout the last few years, with the main focus on the classrooms and the middle area. OFSTED noted that the early years environment is "Warm and nurturing". However, even though the outside area of Reception is used on a daily bases by all of the children, it is currently not being used to its fullest potential and does not have a shared vision by the Reception team. The outside area needs to be developed further to ensure the children are getting the most out of the environment and that it is supporting their learning, language and progress. When outside, adults are able to support the children with the activities they are completing and engaged in, however adults need to continue to develop their understanding and knowledge of what the activity is, why it is there, how it is supporting the children's development and how they can maximize opportunities to develop children's communication and language.

Leader Responsible- Danielle Holmes- EYFS Leader

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
Early years staff to attending CPD with Greg Bottrill.	DH	IP	Sept 2023	
Undertake an audit of current resources with the outside area.	DH	IP/DH	Dec 2023	
Create a shared vision for the outside continuous provision.	DH	IP/DH/LM	Oct 2023	
Adapt and complete continuous provision planning to include enhancements to support adults understanding of the purpose of activities. (Inside and outside provision)	DH	IP/DH	Nov 2023	

Early years staff to visit an outstanding early years provision to observe interactions and questioning.	DH	IP	Dec 2023	
Early years staff to complete training focusing on questioning and interactions.	DH	IP/DH	Dec 2023	
Early years staff to complete training focusing on outside continuous provision	DH	IP/DH	Dec 2023	
Develop the outside construction area to have more open-ended activities based around large scale equipment.	DH	IP/DH	Feb 2024	
Develop the mud kitchen in the outside area to provide opportunities for the children to develop fine motor skills, roleplay, exploration and social skills by providing natural resources and kitchen equipment.	DH	IP/DH	Feb 2024	
Develop the water area in the outside area to have more open-ended activities and large-scale equipment to allow children to problem solve and investigate.	DH	IP/DH	Feb 2024	
Develop a “Games area” in the outside area with a range of large scale games to provide opportunities for the children to develop their social skills and gross motor skills.	DH	IP/DH	March 2024	
Monitoring of adult interactions via lesson drop ins, learning walks and other monitoring as required.	DH	IP/DH/LM	On-going	
Monitoring of outside continuous provision via lesson drop ins, learning walks and other monitoring as required.	DH	DH/LM	On-going	
External review of early years to be completed.	DH	Early Excellence/IP	19 th March 2024	
Monitoring of data – communication and language / physical development. 70% of children will attain expected in communication and language and physical development.	DH	IP/LE	On-going	

Impact- Success Criteria

SC1- All monitoring- Deep Dives, learning walks, external reviews and other- demonstrates a clear consistency across Reception with regards to high-quality questioning and high-quality adult interactions.

Impact review (Date):

SC2- Training feedback from early years staff demonstrates increased subject knowledge.

Impact review (Date):

SC3- Analysis of data, enables leaders to demonstrate progress in communication and language and physical development.

Impact review (Date):

SC4- Early year's staff will be able to confidently articulate the purpose and reasons behind all activities within the outdoor continuous provision.

Impact review (Date):

Focus priority 2-Excellent pedagogy in every classroom

Rationale

At Victoria Primary Academy there are clear pedagogical expectations relating to planning, teaching and Impact. These now need to be embedded across existing and new teaching staff, and across the curriculum. The latest Ofsted inspection (July 2023) identified that ' where teachers model what they want pupils to do then pupils succeed.' However,' when teachers do not demonstrate to pupils what they want them to do, pupils can find it harder to apply their knowledge and refine their skills.' The quality of pupil's independent work needs to improve as a direct result of improved teacher explanations and use of worked examples.

End of KS2 data shows a combined academic attainment result of 34% compared with a National average of 59%. Consistently effective planning, teaching and assessment of learning will deliver improvements in results across Maths, Writing and Reading to deliver an improved combined academic result in line with the at 60%.

Teacher skills and confidence to be able to respond to the academic needs of their pupils across all areas of the curriculum needs to improve in order that children at VPA learn more and remember more.

Leader Responsible- Liz Meredith

Implementation Actions

Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
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Ensure that teacher planning clearly incorporates the 6 key elements of connect, explain, example, attempt, apply and challenge across all subject areas.	LM & subject leads	IP	Dec 2023	
Ensure that teacher planning sets out each phase of the modelling sequence (MT and OT)	LM & subject leads	IP	Dec 2023	
Ensure that teacher planning identifies scaffolding requirements for SEND and lower attaining pupils as well as stretch challenges for higher ability pupils.	LM & subject leads	IP	Dec 2023	
Ensure that teacher planning is sufficiently robust- planned on academy format, using the 6 part lesson structure, to support the effective use by year group partners and HLTAs	LM & subject leads	IP	Dec 2023	
Learning walks focused on the 6 key elements of pedagogy to take place across all subjects and all staff.	LM / SLT/ Subject leads	IP	Ongoing	
Feedback, coaching and targeted CPD to be used to improve teacher confidence and competence.	LM	IP	Ongoing	
Develop a shared understanding across all teaching staff of teacher explanations and use of worked examples best practice for VPA.	SLT /Subject leaders & staff	IP	13.9.23	
Secure the consistent use of Teacher books across all CUSP subjects by using staff training followed by rigorous monitoring	LM/SLT Subject Leads	IP	6.10.23	
Identify additional subjects where teacher explanations and use of worked examples using teacher books would positively impact children's ability to improve knowledge and refine skills.	LM	IP	Nov 2023	
Ensure that the process of MT/OT/YT is evident in all lessons.	LM/SLT	IP	Oct 2023 Ongoing	
Internal Staff CPD to develop effective questioning techniques to check for pupil's knowledge and understanding including the use of timed talk partners for AFL.	LM	IP	Jan 2023	
Audit how staff are using marking and feedback analysis to respond to pupil progress. This should be being used for either clarification, sophistication or motivation.	LM	IP	Feb 2023	
Use feedback and coaching to develop staff confidence and competence in using AFL including the use of flexible groupings.	LM/ SLT	IP	Feb 2023 Ongoing	

Impact- Success Criteria

SC1- Teacher planning consistently incorporates the six key elements of effective teaching as outlined in the HAT Principals of Pedagogy

Impact review (Date):

SC2- The six key elements of effective teaching are consistently evident in lessons across the Academy.

Impact review (Date):

SC3- Teacher modelling will clearly show pupils what is expected; evidenced in learning walks and pupil books showing applied knowledge and refined skills

Impact review (Date):

SC4- The teacher modelling sequence of MT/OT/YT is fully embedded and used correctly by all teachers.

Impact review (Date):

SC5- Effective questioning is used to check for pupil understanding. Teachers plan Key questions, make use of talk partners for AFL and target bottom 20% of learners.

Impact review (Date):

SC6- Teachers use AFL to employ the use of flexible groupings in Maths and English evidenced by pupils making improved rates of progress.

Impact review (Date):

Focus priority 3- Fluency in Maths for all children

Rationale

Outcomes in end of year assessments have not reflected the work and learning that has taken place during maths lessons. Pupils appear to struggle to retain knowledge and strategies after it has been taught. In addition, they find it challenging to apply skills and strategies independently, in different contexts, particularly in written work and summative assessments. Not enough pupils are operating fluently and with automaticity in the basics of number, the four operations and when using fractional values.

Leader Responsible- Linda Embling & Luke Ward

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
SC1: Initial training on how to deliver number sense.	LW, LE	IP	05.09.23	
SC1: Lesson visits to monitor fidelity of the program, identify areas for development and give additional support to identified teachers.	LW, LE	IP	Sept, Nov, March, June	
SC1: Active ingredients identified and shared with staff.	LW	IP	18 th Sept	
SC1: Pupil voice to gauge success of implementation and level of impact.	LW, LE	IP	Nov, April	
SC2: Initial training on how to deliver Times table program and teachers then accessing ongoing training via Number Sense as directed by leaders	LW, LE	IP	05.09.23	
SC2: Lesson visits to monitor fidelity of the program, identify areas for development and give additional support to identified teachers.	LW, LE	IP	Sept, Nov, March, June	
SC2: Active ingredients identified and shared with staff.	LW	IP	18 th Sept	
SC2: Pupil voice to gauge success of implementation and level of impact.	LW, LE	IP	Nov, April	
SC3: Monitor that the connect part of each maths lessons enables pupils to recall prerequisite learning and gives them opportunities to apply their knowledge. Follow up with feedback, support and additional monitoring for targeted individuals.	LW, LE	IP	Oct, Feb	
SC3: Introduce arithmetic fluency sessions in year 4-6.	LE	IP	Sept	
SC3: Lesson visits to monitor fidelity of the program, identify areas for development and give additional support to identified teachers.	LE, LW	IP	Oct, Dec, March	
SC3: Data analysis of summative assessments and arithmetic quizzes.	LE, LW	IP	Dec, March, July	

SC3: Pupil book study	LE, LW	IP	Nov, April	
SC4: Confidence survey shared with support staff and teaching staff and analysed to inform CPD. Confidence survey repeated at the end of the CPD.	LW, LE	IP	Sept February	
SC4: Fortnightly CPD session for staff	LW, LE	IP	Oct-Feb	
SC4 lesson visits	LW, LE	IP	January	

Impact- Success Criteria

SC1- Number Sense is implemented with fidelity, ensuring that pupils can recall number facts and reason with addition and subtraction

Impact review (Date):

SC2- Number Sense Times Tables is implemented with fidelity, ensuring that pupils can quickly recall times table and division facts

Impact review (Date):

SC3- All pupils demonstrate a good recall of facts and strategies previously learnt

Impact review (Date):

SC4- Support staff have a good level of subject knowledge, ensuring that they can support pupils effectively.

Impact review (Date):

Focus priority 4- Reading

Rationale

Reading is the most essential skill that a child can learn in primary school. Reading increases knowledge and imagination; exploring new ideas can help young minds grow in new ways. OFSTED noted that “reading is a priority at Victoria” and that “staff encourage pupils to read with fluency, although they do not always show them how to do this well enough”.

End of KS2 results for reading were not high enough, EXS was-58% in 2019-20, 65% I 2021-22 and 42% in 2022-23.

Leaders Responsible- English Leader Claire Richardson
Phonics Leader- Danni Holmes

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
CUSP reading training delivered to all staff	LE/CR	IP	October 2023	
A clear model is developed of how CUSP reading will work at VPA	LE/CR	IP	October 2023	
Teachers observe Year 6 colleagues delivering a CUSP reading session	LE/CR	IP	September/October 2023	
Monitoring and feedback of CUSP reading sessions by subject lead and SMT	LE/CR	IP	6 x year	
Scrutiny of children’s reading exercise books	LE/CR	IP	Termly	
Children complete termly Star reading assessments	LE/CR	IP	Termly	
All pupil’s reading speed assessed regularly	LE/CR	IP	3 x year- September, January and May	
Pupils identified for interventions based on reading fluency and reading speed	LE/CR	IP	Ongoing	
Create a standardised book corner in each classroom	LE/CR	IP	By December 2023	

Book club daily reading for pleasure with teacher modelling reading and enjoyment	LE/CR	IP	Ongoing	
Deep Dive monitoring for reading to take place	EH/CR	IP/EH/CR		
Monitoring of subject via Pupil Book Study (teachers, SMT, subject leaders and Trust), lesson drop-ins, work scrutiny and other monitoring as required)	EH/CR	IP/EH/CR	6 x year	
Reception and key stage one secure high quality daily interventions via identification by assessment and then fluid grouping of children	DH	IP/DH	Nov / Feb / April	
Weekly phonics drop-ins to monitor quality of phonics teaching	DH	LE/LM/DH	Ongoing	

Impact- Success Criteria

SC1- Pupils make good progress in line with national expectations- at least 60% at ARE

SC2- Through the robust use of phonics teaching and monitoring, targets are met for Year 1 and 2 pupils- equivalent to National for PSC

Impact review (Date):

SC3- All appropriate phonic strategies are used when adults are reading 1:1 with pupils

Impact review (Date):

SC4- CUSP reading is implemented and is being delivered with fidelity in KS2

Impact review (Date):

SC5- The love of reading is strengthened and secured across EYFS, KS1 and KS2 as measured by pupil voice and engagement with reading

Impact review (Date):

SC6- Reading fluency is developed enabling all children to progress in line with national standards

Impact review (Date):

BACKGROUND PRIORITY

Securing excellent attendance

Rationale

Without good attendance children will not achieve well at school, the first step to high achievement at school is regular, uninterrupted attendance. Attendance continues to be of concern. For academic year 2022-23 attendance was 93% (1% below National level) with a high rate of persistent absence for pupils in Reception and Key Stage 1. Building good habits and expectations around attendance for the families of younger children is critical for establishing strong attendance throughout their school lives. The attendance study by FFT in 2023 showed a very clear correlation between high attendance and high achievement.

OFTSED noted that VPA was doing everything the lead inspector could think of suggesting to encourage good attendance. *“There are clear procedures in place to reduce absence. Leaders intervene early when attendance is below where it need to be. This approach has seen a reduction in the amount of time pupils have off school. However, reducing the rate of persistent absence further, particularly for disadvantaged pupils, remains a priority.”*

Implementation - Key Actions

Timescales

New, simple and clear action plan with clear criteria setting out actions where attendance is poor. Including an early meeting with the head teacher where attendance is beginning to slip.	October 2023
New early intervention attendance contracts to be set up with all parents where attendance is less than 95%	September 2023
Set up throughout the year range of parental engagement sessions- for example coffee mornings, more in class afternoon sessions with your child. These to be aimed specifically at those parents where attendance is a concern.	Ongoing throughout year
Rewards system to be renewed. Long termly whole school prize for those at 98%+ attendance- bike or games console.	October 2023
Home visits to take place for all absent children where a trigger is met on the action plan- these to be led by Attendance officer and a member of SMT	September 2023

Impact - Success Criteria	Impact Review
SC1- Persistent absence for Reception and KS1 pupils to reduce to at or below national levels	
SC2-Whole school attendance to be at or above national level	
SC3- Renew the range of rewards for children to encourage improved attendance, in particular for R and KS1 children.	
SC4- Earlier and stronger intervention with parents to support high attendance	
SC5- Introduce range of extended parental engagement initiatives	
SC1- Persistent absence for Reception and KS1 pupils to reduce to at or below national levels	

CURRENT OFSTED GRADING AND AREAS FOR IMPROVEMENT

Victoria Primary Academy was inspected by Ofsted on the 20th and 21st June 2023, the inspection was carried out under section 5 of the Education Act 2005 (As amended).

This was the third full inspection since conversion to academy took place in January 2014.

The inspectors made the following judgements:

Overall effectiveness	Good
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Quality of Education	Good
Behaviour and attitudes	Good
Personal Development	Good
Leadership and management	Good
Early years provision	Good

OFSTED identified Areas for Improvement

- Leaders prioritise the importance of teachers showing pupils what they need to do. However, staff do not always model learning as they are expected to. When this happens, some pupils are not sure how to apply their knowledge or refine their skills. The quality of their work is not as high when they do not have an example to follow. Leaders must ensure that the curriculum is implemented consistently well by all teachers so that all pupils achieve well.
- The intended learning outcomes for some of the free-choice activities outside in the early years are not always as clear as they need to be. Some adults do not extend children's understanding and build their vocabulary well during these times. This means that children in the early years do not always develop their knowledge, skills and vocabulary as well as they might. Leaders must make sure that children get the most from all the free-choice activities in the early years and that staff maximise opportunities to develop children's communication and language.