



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 | 43% 13% 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 | 51% 7% 73% 24% |
| Year 6 Combined (RWM) Cohort EXP Cohort GDS National EXP National GDS | 33% 2% 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 | 04.09.23 |
| Undertake an audit of current resources with the outside area. | DH | IP/DH | Dec 2023 | October 2023 |
| Create a shared vision for the outside continuous provision. | DH | IP/DH/LM | Oct 2023 | September 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 | November 2023 |

| | | | | |
|---|----|---------------------|-----------------------------|--|
| Early years staff to visit an outstanding early years provision to observe interactions and questioning. | DH | IP | Dec 2023 | 3.10.23 |
| Early years staff to complete training focusing on questioning and interactions. | DH | IP/DH | Dec 2023 | 8.11.23 – SHREC 11.12.23 - Interactions |
| 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): January 2024

All staff attended a day's training with Greg Bottrill with a focus on interactions in the continuous provision in September and early years focused training and staff meetings began in October, with an initial focus on Shrec (a four-part strategy aimed at improving pupil's oral communication and language skills) followed by questioning.

Since the training, monitoring such as learning walks and challenge partners, have shown that adults are using the Greg Bottrill's "5 steps of co-play" approach in the continuous provision and they are beginning to use questioning to develop and progress children's knowledge and understanding, both inside and out. Whole team training for the spring term has been planned and scheduled and will continue to focus on high-quality interactions within the indoor and outdoor provision to ensure this is secure and an embedded practice by all early years adults.

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

Impact review (Date): January 2024

Early years staff have completed a whole day training with Greg Bottrill and in-house staff training sessions throughout the autumn term focused on high quality interactions and questioning in the early years. During the in-house training sessions, adults have watched online training videos, observed other members of staff's interactions whilst in the continuous provision and had professional discussions. During one of the training sessions, all of the staff worked together to create a list of question openers which could support their interactions with the children. From monitoring, learning walks have shown that adults are beginning to use these questions but it is not yet embedded and will continue as a focus for the spring term in-house training sessions.

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

Impact review (Date): January 2024

| | December Data |
|----------------------------|---------------|
| Communication and Language | 60.34% |
| Physical Development | 81.03% |

December data shows that there are 60.34% of children currently working at expected in communication and language and that 81.03% of children are working at expected in physical development. To support with communication and language, discussion activities such as "the odd one out" and "zoom in – what am I?" will be used for morning work in the spring term to allow children opportunities to articulate their thoughts and ideas as well as use recently introduced vocabulary. Adults will also continue to have training focused on key interactions and questioning which will impact and support children's communication and language development.

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): January 2024

A shared vision for the outside provision was created in the autumn term and shared and discussed with all adults in Reception. Continuous provision planning which includes intended experiences, adult prompts and curriculum links was created for all areas in the outdoor provision and this planning has supported adults

understanding of the purpose of the different areas outside. This has been evident in recent monitoring such as learning walks and challenge partners. However, monitoring has shown that the large sand pit area outside still needs developing and the benefits / purpose of a large outdoor sandpit needs sharing and discussing with the team.

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 |
|---|--------------------|----------------|-----------|---|
| 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 | Expectations set and planning in place as of 29.11.23 |
| Ensure that teacher planning sets out each phase of the modelling sequence (MT and OT) | LM & subject leads | IP | Dec 2023 | All Planning includes modelling focus as of 29.11.23 |
| 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 | All Planning includes |

| | | | | |
|---|------------------------------|----|---------------------|--|
| | | | | modelling focus as of 29.11.23 |
| 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 | Expectations set and planning in place as of 29.11.23 |
| 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 | Modelling – w/c 25.9.23 Maths w/c 02.10.23 Attempt/Explain w/c 04.12.23 |
| Feedback, coaching and targeted CPD to be used to improve teacher confidence and competence. | LM | IP | Ongoing | Learning walk feedback w/c 25.9.23 02.10.23 04.12.23 ECT obs – 27.11.23 |
| 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 | Staff Training 13.9.23 |
| 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 | Staff Training 13.9.23 |
| Ensure that the process of MT/OT/YT is evident in all lessons. | LM/SLT | IP | Oct 2023 Ongoing | Modelling CPD 13.9.23 Modelling LW w/c 25.9.23 |
| 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 | Effective questions & AFL CPD 3.1.24 |

| | | | | |
|---|---------|----|---------------------|------------------------------------|
| 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 | Staff CPD 8.11.23 & 29.11.23 |
| 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 | Staff CPD 8.11.23 & 29.11.23 |

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): Jan 2024

Consistent planning expectations have been established for English and Maths that now include the six key elements of pedagogy. Teachers now complete planning rather than relying on Powerpoint presentations. This has led to an improved understanding of the sequence of learning across the week. Enabling all teaching staff (PT/FT/Cover) to make explicit connections to prior learning. There is now clear evidence of provision for low ability pupils and SEND as well as higher ability pupils.

Next Steps:

To review quality of planning post implementation across all year groups.

To address inconsistencies in the quality of planning with a particular focus on Explain /Attempt.

To ensure that planning identifies MT/OT/YT learning opportunities prior to chn completing their independent work.

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

Impact review (Date): Jan 2024

Learning walks have identified that the elements of effective teaching are more consistently evident in CUSP subjects. However, the pitch of the 'Example' part of the lesson is often too high in some subjects eg. Reading. Improvements to maths planning and curriculum design as well as additional monitoring & CPD are starting to improve the consistency with which these elements are evident in maths lessons. Children are more regularly making connections to prior learning as evidenced in books and chn are more regularly accessing challenge activities to move their learning forward. In English, learning walks have identified that the 'connect' element needs further development and that the 'Example' element is again often pitched too high. Staff feedback following lesson observations coupled with the use of AFL post lesson (marking & feedback) have improved teacher confidence in making adaptations to pitch in order to improve pupil understanding.

Next Steps:

To continue to provide coaching and support for teachers to ensure appropriate pitch across all subjects.

To continue to prioritise maths in terms of adaptations to planning and teaching practice.

To roll out the same approach to other subjects in a phased manner in order to manage effectively teacher's capacity for change.

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): Jan 2024

Learning walks have identified that teacher modelling breaks learning down into small chunks that reduce cognitive load. Teacher books are being used effectively to accurately model the learning the children will be completing. In writing teachers orally annotate their model enabling pupils to access the thinking behind writing decisions. In maths, teachers are starting to make improved adaptations to White Rose in order to make modelling more explicit eg. Using manipulatives. Children's books show that pupils apply these models to their independent work. Monitoring has also shown that there is an imbalance between teacher and pupil talk resulting in reduced opportunities for pupils to orally rehearse their responses prior to completing their independent work.

Next Steps:

To increase the amount of pupil talk via the use of effective questioning and talk partners for AFL. This will deepen pupil's understanding of core knowledge and improve their ability to apply this knowledge to their independent work. Increased oral rehearsal of mathematical knowledge and sentences for writing will ensure improvements in the quality of pupils independent work.

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

Impact review (Date): Jan 2024

Monitoring has shown that there are inconsistencies in how teachers use the MT/OT sequencing. There are insufficient opportunities for chn to complete modelled examples on their own before teachers send pupils to complete their independent work. This reduces teacher's ability to use AFL to either move pupils on or address misconceptions in the modelling phase of the lesson.

Next Steps: Use monitoring of planning to identify gaps in modelling sequence. Provide additional staff coaching or CPD to improve sequence consistency.

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): Jan 2024

Initial staff CPD has outlined key questioning strategies that teachers can use across all subjects to develop pupils understanding. CPD has also outlined how to use timed talk partners for AFL during the modelling phase of a lesson.

Next Steps: To work alongside individual teachers to model how to plan for and implement these strategies.

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): Jan 2024

CPD on how to design and use marking and feedback sheets, that identify required next steps in the learning journey, has increased teacher's confidence to make adaptations to weekly plans and published schemes. These adaptations ensure that misconceptions are addressed in follow up lessons and chn's understanding is improved.

Next steps: To improve teacher's ability to use AFL during lessons to increase pupil understanding by ensuring that misconceptions are identified and addressed during the modelling phase of the lesson. This will be achieved by working alongside individual teachers to model how to plan questioning sequences and use talk partners for AFL.

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

| 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): 09/01/2024 Lesson visits have shown that Number Sense is being followed with fidelity and that the programme is very well embedded in KS1. The program principles are being followed and best practice shared. Individual feedback from monitoring shared. As a result, pupils are developing strong basic skills in maths. The reception lead has noticed that the subitising skills are much stronger this year and more firmly embedded than at this point in time in previous years. Active ingredients for lessons are clear to staff and are being including in the daily sessions.

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

Impact review (Date): 09/01/2024

Lessons visits and monitoring have shown the Number Sense Times Tables program being implemented with fidelity and that pupils are engaging well. An initial times table check for year 4 show that pupils are working at a higher level than in the previous year. The conceptual lessons that are part of the program have ensured that pupils understand commutativity and the links between division and multiplication. This was exemplified by pupils in year 5, who when hearing the statement "Seven fours is 28" could confidently mark calculations such as 28 divided by 7. Currently 80% of pupils score between 35 and marks in the final quiz of each unit. To raise this to 85% the subject leaders have discussed the data with the class teachers and looked at how to use the intervention resources effectively.

| | |
|-----------|-----|
| Y4 MTC | |
| 25 marks: | 5% |
| 18+ | 25% |
| 15+ | 43% |
| 11+ | 65% |

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

Impact review (Date): 09/01/2024

Arithmetic fluency sessions implemented in year 4-6 and year 3 have begun them in Spring term 1. Monitoring shows these are being adapted to support the needs of the pupils. Adaptations have also been made in line with the PiXL QLA data. Additional support to teachers has been given where identified and requested. Leaders have implemented a consistent approach to recording the fluency sessions in math books. This has ensured that pupils have additional practise in setting calculations out correctly and that class teachers and subject leaders can check for understanding more accurately. The decision was made to not implement regular quizzes immediately to allow class teachers to embed the new sessions first. The quizzes and the collation of results will be implemented during term 3.

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

Impact review (Date): 09/01/2024

Support staff confidence survey has been completed by support staff. The development of training material has begun. Due to staffing logistic in Autumn term, the planning and delivery of training sessions has been halted. Leaders are planning to begin delivery of support staff CPD in Spring term. The key areas of need is the use of manipulatives and the use of formal written methods.

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 | December 2023 | |
| 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

Impact review (Date): January 2024

The December phonics assessments show that there are:

56.90% of Reception pupils in the expected level phonics group (Group c) or above.

57.89% of year one pupils in the expected level phonics group (Pink) or above.

46.43% of year two pupils in the expected level phonics group (Grey) or above.

Year 3 34% at expected 5% at greater depth.

Year 4 44% at expected 0% at greater depth.

Year 5 57% at expected 2% at greater depth

Year 6 57% at expected 6% at greater depth

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): January 2024

Mock phonics screening was completed in November and is due to be completed again in February. In the November phonics mock screening, 57.14% of year one pupils scored the expected mark for this time in the year or above and 46.67% of year two pupils, who are retaking the phonics screening this year, scored the expected mark for this time in the year or above. Interventions have been put in place for those children who did not reach the expected pass rate for this time of the year. In Year 1 we are on track for an overall pass rate of 70% to 74% for the PSC.

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

Impact review (Date): January 2024

Monitoring and training during the autumn term has included weekly phonics drop-ins by the phonics lead, external 2-day training for those adults that have not had phonics external training delivered by a phonics consultant before, access to the phonics online training portal for all adults that either lead a phonics group or take interventions and leadership training.

The monitoring that has taken place this term, has shown that the phonics strategies such as using Fred talk, Fred in your head and speedy reading is consistent across Reception and key stage one and that adults are aware of what the children need to be doing and accessing in order to progress to the next group. In the spring term, training and monitoring will focus on the fast track interventions to ensure all phonics strategies are being used consistently in these too.

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

Impact review (Date): January 2024

CUSP reading has been implemented from Year 3-Year 6. The monitoring that took place during the Deep Dive showed that teachers have a good understanding of how to deliver the CUSP reading lessons. Some areas for development were identified which are being worked on eg. ensuring that teachers are consistently modelling reading the focus text aloud, daily, with fluency (accuracy, automaticity and prosody) and identifying elements of the lesson/texts that require pre-teaching to enable all pupils to access them. Training will be delivered to staff and monitored in Term 5 to ensure fidelity. The leader has taken part in the CUSP scaffolding reading training and will be using the toolkit to further refine our scaffolding and adaptation of the CUSP reading programme.

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): January 2024

Book Club has been implemented and is beginning to have an impact. In EYFS, the teachers have raised the profile of the Book Club session and are introducing different versions of a text which is engaging the pupils well. Year 5 have been using a range of resources from Book for Topics to inspire pupils. CR has a pupil voice session scheduled this term to gain a clear picture of the Book Club implementation across all year groups. CR is devising a questionnaire for teachers to gain an understanding of the current barriers to engaging pupils in completing the Accelerated Reading quizzes, along with a new initiative to motivate pupils.

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

Impact review (Date): January 2024

The implementation of CUSP reading is developing reading fluency. In addition, focused reading speed assessments, and the resulting interventions are proving successful.

Reading speed interventions target pupils who can decode but who are not reading fluently at an age related speed. During the 20 minute intervention the pupil practises reading with good prosody. They repeat this with the same text several times to build familiarity and fluency. After three weeks of intervention, the pupils had their reading speed rechecked on an unfamiliar text.

| | Baseline average wpm | After three weeks of intervention: average wpm | Average improvement of targeted pupils. |
|----|----------------------|--|---|
| Y3 | 68 | 81 | 15 wpm |

| | | | |
|----|-----|-----|--------|
| Y4 | 95 | 103 | 18 wpm |
| Y5 | 97 | 106 | 18 wpm |
| Y6 | 111 | 119 | 15 wpm |

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 | |

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 |
| 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.