



Creating Learners Without Limits

Victoria Primary Academy Academy Improvement Plan 2024-2025

PRINCIPAL – MR I PEARSON

VICE PRINCIPALS – MRS L MEREDITH & MRS L EMBLING

ASSISTANT PRINCIPAL - MISS J PEARSON

ACTING ASSISTANT PRINCIPAL - LUKE WARD

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 core aim is to 'Create learners without limits' and this underpins all that we do, high standards of achievement, behaviour and respect for each other are our benchmark. Our children are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit of achieving our very best every day.

Victoria is a place where everyone feels welcome and is treated with respect; a place where children love to learn and celebrate their success. Our families, community and teachers work together in partnership to enable our children to achieve the very best they can. We have the highest of expectations for our children. We actively encourage all parents and carers to be fully involved in the life of our school and in their children's learning.

Our focus upon Victoria Values of responsibility, perseverance, patience, cooperation, respect, integrity and aspiration ensures pupils are aware of their place within the academy and ultimately British Society as a whole. 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 in Britain.

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.

Our ambitious curriculum sets out to be:

- **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 2024)

Number of children on roll	410	Percentage of children eligible for pupil premium	20%	Percentage of children with additional needs or an Education and Health Care Plan (EHCP)	11.7% 3.2%
Percentage of children with English as an additional language (EAL)	68.4%	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% LAC 0.2% PLAC
Percentage of pupils from minority ethnic groups	76%	Overall absence (2023-24)	5.7%	Persistent absence (2023-24)	16.6%
Number of children who left or arrived during term time 2023-24	65 arrivals 32 Leavers	Most recent OFSTED grade	Good	Social deprivation (Idaci)	Quintile 4 (more deprived)

STANDARDS & ACHIEVEMENT DATA 2024

EYFS Good Level of Development Cohort 68% National 68%	Year 1 Phonic Screening Cohort 78% National 80%	Year 2 Phonics Screening Cohort 82% National 91%
Year 4 Multiplication Check 18/25+ 79% 15/25+ 89% 11/25+ 93%		
Year 6 Reading Test Cohort EXP 67% Cohort GDS 10% National EXP 70% National GDS 15%	Year 6 Writing (Teacher Assessment) Cohort EXP 67% Cohort GDS 3% National EXP 72% National GDS 12%	Year 6 Maths Test Cohort EXP 73% Cohort GDS 10% National EXP 73% National GDS 23%
Year 6 Combined (RWM) Cohort EXP 55% Cohort GDS 2% National EXP 61% National GDS 7%	Year 6 GPS Test Cohort EXP 67% Cohort GDS 26% National EXP 72% National GDS 31%	Year 6 Science (Teacher Assessment) Cohort EXP 68% National EXP 81%
KS2 Average Scaled Score Reading Cohort 103 Reading National 105	KS2 Average Scaled Score Maths Cohort 102.5 Maths National 104	KS2 Average Scaled Score GPS Cohort 103 GPS National 105

IMPROVEMENT PRIORITIES OVERVIEW 2024-25

Focus priority 1- Raising standards in all subjects across Key Stage 1

SC1- Continuous provision is securely established and allows opportunities for children in year one to extend and build on prior learning.

SC2- Through all forms of monitoring, it is clear that there is rigorous, high quality teaching of reading in key stage one and there is a clear and successful bridge between phonics and comprehension.

SC3- Monitoring, including learning walks, show that there is high quality teaching of Maths that is supporting children's outcomes.

SC4 – 75% of children in year one and 75% of children in year two achieve ARE in Maths at the end of the academic year.

SC5 - 75% of children in year one and 75% of children in year two achieve ARE in reading and comprehension at the end of the academic year.

Focus priority 2- Consistently excellent pedagogy in every classroom

SC1- Teacher modelling breaks down learning into sufficiently small steps to improve children's understanding of key concepts.

SC2- To ensure that the new whole school approach to Writing is implemented effectively to achieve high standards of teaching and learning. (End of KS1 target- 70% EXS, 8% GDS, End of KS2 target 75% EXS, 15% GDS)

SC3- Embed a shared understanding of expectation and a common monitoring process of teaching and learning across CUSP subjects.

SC4- To improve whole school approach to AFL by developing teacher confidence and competence in making adaptations to planning and in class practice resulting in end of KS2 attainment at 65% combined EXS and 13% combined GDS.

Focus priority 3- Securing high quality teaching and learning in Maths strategy lessons

SC1- The use of concrete resources is extended to support the development of reasoning and conceptual understanding. Teachers skilfully bridge the gap between concrete and abstract through a range of pictorial representations, including the bar model.

SC2- Teachers model reasoning and problem solving skills effectively. They have a clear understanding of the skills required to reason and problem solve and how these progress throughout EYFS and primary.

SC3- Pupils can apply strategies in a variety of contexts. They can choose the most appropriate strategy to use. There is a clear increase in average score and accuracy in the termly reasoning assessment, at least a 10% increase in average score across the year.

SC4- Pupils regularly work collaboratively to reason and problem solve- at least weekly.

SC5: 75% of pupils achieve age related expectations and 25% to achieve GDS in Year 6.

Focus priority 4- Accelerating reading improvement

- SC1- Accelerated reader and MYON are used regularly across the school – pupils access an AR quiz after each finished book/pupils read three times a week through MYON**
- SC2- Reading comprehension is taught effectively in KS1, demonstrated in increased end of year attainment**
- SC3- Standardised assessments show that reading comprehension targets are met in each year group**
- SC4- KS2 CUSP reading is refined so that teachers adapt planning to meet the needs of pupils**
- SC5- The school is a reading community where staff and pupils share and discuss books that show their love of reading/displays celebrate all aspects of reading and families engage with reading experiences and events**
- SC6- Provide pupils with a more diverse range of literature in the library**

Background priority- Securing excellent provision for SEND pupils

- SC1- 100% of the 1:1 team to have completed at least 2 training sessions delivered by external providers**
- SC2- The 1:1 team to be deployed effectively**
- SC3- To no longer have 1:1 TA's assigned to particular children but instead to be allocated specific interventions so that over time they become expert in these areas**
- SC4- To have a variety of high-quality interventions taking place**

Focus priority 1- Raising standards in all subjects across Key Stage 1

Rationale

Outcomes in KS1 have not been consistently of a high enough standard. By securing effective transition from EY into KS1, we will be able to continue to build on the excellent progress made in Early Years. End of KS1 assessments show that, although pupils are able to decode well, they still struggle to discuss and interpret texts. Through a more structured approach to reading comprehension, pupils will develop the strategies that they need. In maths, building on fluency work developed in Number Sense sessions, pupils will have more opportunities to apply skills and will be taught reasoning strategies discreetly.

Leaders Responsible- Danielle Holmes and Jo Costanzo

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
SC1: Ensure the year one environment is set up to provide opportunities for continuous provision, both indoor and outdoor in year one.	Danni and Jo	IP	September	Sep 2024
SC1: Ensure the environment and continuous provision activities and expectations in year one build on those in Reception.	Danni and Jo	IP	Termly	Sep 2024
SC1: Year one learning walks focus on the impact and opportunities provided in the continuous provision.	Danni and Jo	IP	Termly	Nov 2024
SC1: Additional adults in year one to attend training focusing on questioning and interactions in the continuous provision.	Danni and Jo	IP	September	
SC1: Learning walks to monitor year one continuous provision and the impact it is having.	Danni and Jo	IP	Dec	Dec 2024
SC2: Daily spelling lessons are planned and delivered in year two to children who have passed the phonics screening check,	Danni and Jo	IP	September	Sep 2024
SC2: Daily reading is taught to those children who have completed the read write inc programme in the form of fluency lessons followed by CUSP reading.	Danni and Jo	IP	Termly – Ongoing.	Ongoing
SC2: Lesson visits to monitor reading lessons.	Danni and Jo	IP	Dec / March / July	

SC2: Transcription has a high priority and uses the correct formation as used in Kinetic Letters when writing - to be taught through specific handwriting sessions.	Danni and Jo	IP	December – ongoing	Dec 2024
SC2: Termly phonics assessments and regular reading speeds are completed.	Danni and Jo	IP	Termly – ongoing	Ongoing
SC3: Past Maths data is analysed and all adults are aware of gaps.	Danni and Jo	IP	October	Oct 2024
SC3: Ensure teachers planning of fluency lessons are consistent	Danni and Jo	IP	Termly – ongoing	Ongoing
SC3: Learning walks to monitor delivery of and fluidity in Number sense fluency lessons.	Danni and Jo	IP	Dec / March / July	Nov and Dec 2024
SC3: Ensure concrete resources are being used during key stage one maths lessons,	Danni and Jo	IP	Termly – ongoing	Nov 2024

Impact- Success Criteria

SC1- Continuous provision is securely established and allows opportunities for children in year one to extend and build on prior learning.

Impact Review- January 2025

Resource audits were completed for year one and an environment to support continuous provision was set up and created in the year one classrooms, middle area and outside area. Children were accessing continuous provision in a similar way and structure to Reception which support transition. At the beginning of the academic year, learning walks noted that the children were settled in the continuous provision and engaged in activities whilst supervised by most of the year one adults. Continuous provision planning was completed which included learning intentions, links to curriculum, key vocabulary and the role of the adult. This planning ensured key aspects, that had previously been taught as a whole class and through adult directed activities, were still being covered and that the children were still able to develop and embed key skills and knowledge.

During term 2, adults began to focus more upon on adult directed tasks. To support the engagement and adult interactions in the next academic year when continuous provision is set up again, year one adults will have time in the Reception continuous provision, observing other adults and having opportunities to practice their own interactions. They will also have further training focusing on interactions. Training is currently being arranged with Early Excellence for term 3 to support with embedding continuous provision in year one and adult interactions.

Impact Review- April 2025

In January, Year one transitioned from continuous provision to having whole class lessons and inputs. The transition from continuous provision to more formal learning has been smooth for most children, and they have are now able to follow all the new routines and expectations. Some children have needed extra support and have needed this transition to be longer, and opportunities for them to access limited continuous provision areas has been provided

Training is still currently being discussed with the local county council and early excellence regarding continuous provision in year one and in house training and opportunities for additional adults in year one to spend time in EYFS has been arranged and planned during the summer term.

Impact Review – July 2025

This term, the Continuous provision training, led by Early excellence, has begun. The two teachers that will be in year one in September, the year one lead and a year one teaching assistant have all attended the training. There are another 3 training sessions still to be attended. There are plans in place to share the training with all members of the year one team so there is a clear and structured vision for continuous provision for year one in September.

Throughout the summer term, the year one team have been visiting Reception and spending time in the continuous provision to support with transition and their professional development – this has including watching adult and child interactions in the continuous provision as well as having opportunities to interact themselves. These opportunities will continue throughout the rest of the summer term.

SC2- Through all forms of monitoring, it is clear that there is rigorous, high quality teaching of reading in key stage one and there is a clear and successful bridge between phonics and comprehension.

Impact Review- January 2025

Read Write Inc assessments were completed in both October and December to ensure children were working at the appropriate level in phonics. The phonics groups were been organised to ensure that the strongest adults were teaching the children that needed to make accelerated progress. Weekly phonics drop ins in year one and year two have shown strong and consistent teaching of phonics. To continue to embed phonics and strengthen the phonics teaching, whole school focuses based on what is seen during the drop-ins have been established. The focus in term two has been the speed sounds part of the lesson, including the teaching of green words.

In Autumn one, the children who had completed the phonics scheme in year two focused on comprehension style questioning which supported developing fluency to enable the children to access the CUSP reading. CUSP reading was then introduced in October 2024 (Term 2). An additional CUSP reading group is planned for term 3 onwards.

Kinetic letters is being taught in both year one and year two – twice a week in year one and three times a week in year two. Kinetic letters is also used as morning working in both year groups and book looks shows that handwriting is improving. A handwriting intervention in year 2 is planned for key children in order to progress to EXS in writing.

Year one Reading Data -

In October 37 / 57 children were working at the expected phonics level purple or above.

In December 45/57 children were working at the expected phonics level pink and above.

Mock phonics screening was completed in November and showed that 75.4% of children are currently on track to pass the phonics screening check in June.

Year Two reading Data -

Autumn teacher assessments made in December show that 60% of children are currently on track with reading although test data is lower. The next assessments which will be completed in the spring term should show further impact of CUSP reading.

Mock phonics screening was completed in November and showed that 85% of children are currently on track to pass in July or have passed the phonics screening check already.

Impact Review- April 2025

Reading Data (March) –

Year one

- 48 / 60 children were working at the expected phonics level yellow or above.
- 77.6% of children are currently on track to pass the phonics screening in June.

Year Two

- 46/ 60 children were working at the expected phonics level and have finished the Read Write Inc programme.
- 93% of children are currently on track to pass the phonics screening in June or have passed already.

CUSP reading has been implemented from term 3. Most children in Year 2 are accessing the CUSP reading lessons. Planning is adapted to meet the needs of the children. There is a focus on vocabulary and fluency. Children who take part in CUSP reading also use Accelerated Reader books and quizzes to ensure books are suitably chosen to support each child's reading ability. This is still in its introductory phase with the children. Children who are not accessing the reading sessions take part in phonics lessons with Year 1.

Year 2 pupils who did not pass the phonics screening in Year 1, continue to take part in daily phonics sessions with Year 1 children each afternoon. Key targeted children also take part in one-to-one phonics sessions with support staff.

In Year 1 and 2, Kinetic letters is being explicitly taught roughly 3 times each week and children are given time to practise skills during morning work. Book looks show that there is an improvement in handwriting across key stage one. Key children have been identified as needing to refine some letter formation and size.

Impact review – July 2025

Phonics screening checks were completed in June. With a pass rate of 32/40, 83% of the year one cohort passed and 93% in year two. Over 50% of the year one cohort scored between 36 and 40 marks. In year one, there are 47 children who have been with us since the beginning of Reception, 87% of these children passed the phonics screening.

End of term read write inc assessments will be completed before the end of July to ensure children are in appropriate groups for September. Due to already having 18 year one children in the last colour band, there will be a group starting CUSP reading as soon as they begin year two. To support with transition from read write inc to CUSP reading, there has been a focus on fluency for the children in blue and grey groups this term. Speeding up word reading videos are also being sent home to all children to give them extra practice to develop their reading speed.

In June, teacher assessments show that 67% of children in year one are on track or at greater depth in reading, (55% expected, 12% greater depth) and 53% of children in year two are on track or at greater depth in reading, (41% expected, 12% greater depth)

CUSP reading has been embedded in Year 1 and Year 2. Planning is adapted to meet the needs of all children. Accelerated Reader is being used with children who are able to access CUSP reading. They are completing AR quizzes to assess their progress.

Kinetic Letters is continuing in Year 1 and Year 2. Book looks have shown that there is improvement in handwriting in both year groups.

SC3- Monitoring, including learning walks, show that there is high quality teaching of Maths that is supporting children's outcomes.

Impact Review- January 2025

Maths Data

White Rose assessments completed in November show that 55% of children in year one are currently on track in Maths.

Autumn teacher assessments completed in December show that 60% of children are currently on track for Maths.

The Maths lead has been into year one and year two to monitor and observe Number Sense which has improved. Year 1 – The quality of teaching and learning in Year 1 has been consistently good. In Year 2, the programme is followed with fidelity and the maths lead has worked with the team to improve pace.

Lesson plans and learning walks show that children are using manipulatives regularly and this has been seen to be having an impact on the children's learning when observing lessons.

Impact Review- April 2025

In year one and year two, Maths fluency is completed daily with a focus on the Numbersense program. Previous work is revisited in lessons and new skills are taught with opportunities for independent practise. In both year one and year two, there is evidence of manipulatives being used more regularly in maths lessons and fluency lessons.

Data from Spring Teacher Assessments show that 69% of pupils are currently on track in Year 2 in maths.

Impact Review – July 2025

Numbersense is used in Year 2 and completed daily in foundational maths lessons. There is a focus on using QLA from assessments to target areas that need to be revisited. There are opportunities for independent practise. KS1 SATs results show an improvement on previous years. Use of manipulatives has continued to support and embed learning of key concepts.

KS1 SATs show 66% are currently working at expected in Year 2.

SC4 – 75% of children in year one and 75% of children in year two achieve ARE in Maths at the end of the academic year.

Impact Review- January 2025

White Rose assessments completed in November show that 55% of children in year one are currently on track in Maths.

Autumn teacher assessments completed in December show that 60% of children are currently on track for Maths.

Impact Review- April 2025

Teacher assessments completed in March, show that 58% of the children in year one are currently on track in Maths (with 33% working just below) and 69% of children in year two are currently on track in Maths.

Impact Review – July 2025

Summer teacher assessments for Maths completed in June show that 62% of children in year one are on track or at greater depth in Maths, (57% expected, 5% greater depth)

Summer teacher assessments for Maths completed in June show that 66% of children in year two are on track or at greater depth in Maths, (57% expected, 9% greater depth)

SC5 - 75% of children in year one and 75% of children in year two achieve ARE in reading and comprehension at the end of the academic year.**Impact Review- January 2025**

In October 37 / 57 children were working at the expected phonics level purple or above.

In December 45/57 children were working at the expected phonics level pink and above.

Mock phonics screening completed in November showed that 75.4% of children are currently on track to pass the phonics screening check in June.

Autumn teacher assessments made in December show that 60% of children are currently on track with reading.

Mock phonics screening was completed in November and showed that 85% of children are currently on track to pass in July or have passed the phonics screening check already.

Impact Review- April 2025

Mock screening was completed in February 2025 and showed that 77.6% of children in year one are currently on track to pass the phonics screening check in June, with another 7% of children only slightly below (by 1-4marks) the pass mark. The mock screening, also showed that eight of the twelve children in year two who are retaking the phonics screening in June are currently on track for passing the phonics screening.

Read Write Inc phonics assessments completed in March, show that:

- 48 / 59 children were working at the expected phonics level yellow or above.

- 46 / 60 children were working at the expected phonics level and have finished the Read Write Inc programme.

Spring Teacher assessments show that 57% of children in Year 2 are on track in reading.

Impact Review – July 2025

In June, 83% of the year one cohort passed the phonics screening, scoring at least 32/40. 14 year two children retook the phonics screening check and 10 of these passed, taking the year two pass rate to 93%.

Summer teacher assessments (June) show that 67% of children in year one are on track or at greater depth in reading, (55% expected, 12% greater depth)

Summer teacher assessments (completed in June) show that 53% of children in year two are on track or at greater depth in reading, (41% expected, 12% greater depth)

Focus priority 2- Consistently excellent pedagogy in every classroom

Rationale

At Victoria Primary Academy there are clear pedagogical expectations relating to planning, teaching and Impact. Consistency of application needs to be secured across existing and new teaching staff, as well as 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 adaptations to planning.

End of KS2 data showed an improved combined academic attainment result of 55% compared with 34% attainment in 2023. Consistently effective planning, teaching and assessment of learning will deliver improvements in results across Maths, Writing and Reading to deliver further improvements in combined academic result in line to 65% . With an inexperienced teaching team in year 2, additional support needs to be put in place in order to ensure this downward trend is reversed and End of KS1 data improves from 44% to 65% (Teacher Assessment)

Teacher skills and confidence to be able to respond to the academic needs of their pupils across all areas of the curriculum needs to become increasingly consistent 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
Learning walks focused on the 6 key elements of pedagogy to take place across all subjects and all staff. Following this support for any teachers who need it will be put in place. Using Trust POP video exemplification, coaching from SMT and use of stronger teachers as examples to observe and discuss with.	Subject leads / LE / LM	IP	Ongoing	Nov '24
Book scrutinies focused on the 6 key elements of pedagogy to take place across all subjects and all staff. Each subject to be assessed against a pre-agreed set of standards. Results to be quantified across the school. Any inconsistencies will be addressed with individual staff to deliver improvements.	Subject Leads /LE / LM	IP	Ongoing	Oct '24
Devise clear objectives for effective teaching and learning across each CUSP subject and establish transparent monitoring system that provides quantifiable data to assist in driving improvements. Feedback to be targeted to drive improvements including the use of CUSP exemplar teaching videos.	Subject Leaders / LM	IP	Dec 2024	Oct '24
Ensure that teacher planning is effective- planned on academy format, incorporates the 6 principles of pedagogy, identifies scaffolding requirements for SEND and lower attaining pupils as well as stretch challenges for higher ability pupils.	Subject Leaders / LM	IP	Ongoing	Oct '24
Feedback, coaching and targeted CPD to be used to improve teacher confidence and competence and improve consistency of QFT across the school.	LM	IP	Ongoing	Oct '24 Nov '24 Jan '25
Monitor the implementation of the new VPA writing scheme, alongside the writing & curriculum lead, in order to ensure a consistent approach to the teaching and learning of writing.	LM/LE/LW	IP	Ongoing	Oct '24
Work with the maths lead to maintain the consistent teaching of fluency and develop a consistent approach to the teaching of strategy lessons based on adaptations to whole school schemes.	LM/LE	IP	Ongoing	Nov '24 Dec '24

Impact- Success Criteria

SC1- Teacher modelling breaks down learning into sufficiently small steps to improve children's understanding of key concepts.

Impact review January 2025

CPD completed November 2024 to refine Example/Explain modelling expectations around 5 key principles. Subsequent internal monitoring found that modelling across the school is mostly good or better. External monitoring across a range of subjects (deep dives) and themes (oracy) have identified that the elements of effective teaching are increasingly evident across the school. Two whole staff CPD sessions on modelling have been completed this term. In November, expectations around modelling were streamlined around 5 key strategies. Explicit examples of modelling for writing (VPA schemes) and maths were explicitly shared. External and internal monitoring has shown that modelling is an improving picture across the academy; the gap between the strongest teaching and the weakest teaching is narrowing. In January, further training on one of the 5 key strategies (MT/OT/YT) was delivered. Teachers have been given clear expectations around this modelling sequence and supervised time to put in place changes to planning and resources.

Next Steps: Additional CPD planned for Jan 25 to further focus on the MT/OT/YT principle of modelling in order improve teacher AFL and resulting in lesson adaptations to secure improved pupil success rate when completing independent work. To monitor planning and lessons for compliance to sequence.

Impact review April 2025

Modelling CPD completed which established clear expectations for the role of both teachers and pupils during each phase of the MT/OT/YT modelling sequence. Trust wide deep dive and thematic day monitoring feedback has again shown that modelling is effective. Internal monitoring of planning and teaching resources shows that there is some inconsistency in the way in which the explain/example sequence is being planned and used in class. Best practice clearly shows increased number of attempts are planned for and teaching resources annotate the MT/OT/YT sequence so that it is explicit to teachers and children.

Next Steps: To re-state expectations around planning and teaching resources. To conduct a discreet internal modelling review including spot check learning walks/ planning review/ resource review.

Impact review July 2025

Staff CPD, monitoring and the sharing of best practice has resulted in external monitoring from deep dives and thematic days as well as internal monitoring consistently showing that teacher modelling is developing across the school. Teachers are more reliably following the revised best practice for modelling by breaking learning down into small steps; modelling concepts that are in line with children's independent learning tasks; annotating their thinking so that it is explicit for children; checking for understanding using a clear MT/OT/YT sequence and ensuring that models are available to support children whilst working independently.

The use of talk partners to support pupil engagement, secure learning and AFL is now embedded across the school. This part of our oracy strategy is reliably used across EYFS, KS1 and KS2. Our use of ABCs, whilst used effectively, is not as securely embedded.

External monitoring including thematic days and subject deep dives has confirmed that modelling in observed lessons has been good.

Our ECT 1 has made excellent progress throughout the year and is already demonstrating QFT at a good standard.

Next Steps: In line with trust wide initiative, implement instructional coaching approach to further develop QFT across the school.

SC2- To ensure that the new whole school approach to Writing is implemented effectively to achieve high standards of teaching and learning. (End of KS1 target- 70% EXS, 8% GDS, End of KS2 target 75% EXS, 15% GDS)

Impact review January 2025

External and internal monitoring has shown that where year groups have planned and taught VPA writing units, the quality of teaching and learning is improved. The purpose for writing is more clearly understood by pupils; model texts are closely matched to required writing outcomes; writing skills are taught discreetly before being more effectively applied to their own writing and the use of the connect part of the lesson is targeted at addressing both misconceptions and reviewing key skills. There is currently a mix of VPA and Jane Considine units being taught across the school.

Next Steps: To compile exemplars of model texts for each genre that show progression across the school. To continue to increase the ratio of VPA writing units to JC units over time.

Impact review April 2025

Internal monitoring continues to show that the teaching and learning of VPA writing units is stronger than the remaining JC units. Progress to compile exemplars of model texts for each genre was paused whilst the academy investigated moving to CUSP writing across the trust. A CUSP writing trial was undertaken in year 3 and for target chn in year 6. It was found that the required adaptations to the CUSP units were considerable and that the move away from the CUSP reading texts reduced the opportunity to provide a writing context for the children.

Next Steps: New writing lead to move forward with compiling model texts for each genre that show progression across the school.

Impact review July 2025

VPA writing units continue to be stronger where delivered. The use of Jane Considine units will end at the end of this academic year. The new writing lead has completed a discreet book scrutiny and completed staff CPD to review expectations and gain feedback from the first year of launching the VPA writing units. A renewed focus on spelling and handwriting has been identified. Kinetic letters to be embedded beyond KS1 into LKS2 and upper KS2 to use a consistent handwriting intervention.

Next Steps – New writing lead to continue to compiling model texts for each genre that show progression across the school. Staff CPD early September to re-launch kinetic letters in LKS2 and consistent handwriting intervention for UKS2. Further review of writing sequence to be completed in order to optimise time available for children's independent writing.

SC3- Embed a shared understanding of expectation and a common monitoring process of teaching and learning across CUSP subjects

Impact review January 2025

Monitoring systems have been created for Maths, English, Reading and science. These have shown clear areas of strength and areas for development – both whole school and individual teacher specific. Strengths and areas for development have been used to inform 1:1 feedback and coaching sessions as well as whole school CPD. Pre-agreed standards have been set and autumn term monitoring has been conducted using these standards. Quantified results (from randomised book selection) show that Reading, Writing and science show a higher compliance rating to the agreed standards. Maths has some variability relating to the evidence of fluency sessions in books, the adaptations to White Rose schemes of learning and the regularity with which children have access to purple box challenges.

Next Steps: To review evidence of fluency and learning in books following the changes and CPD that have been implemented this term. To ensure that next monitoring includes Higher ability, Expected and SEND / Bottom 20% of pupils. To work with subject leads to create monitoring systems for all CUSP subjects using the science criteria as a benchmark.

Impact review April 2025

Subject leaders for science, history and geography are now using CUSP assessment criteria to support subject monitoring. The CUSP monitoring provides feedback per year group which does not provide individual teacher strengths and areas for development to be shared easily.

Next Steps: To improve monitoring system so that teachers have greater visibility of progress against agreed targets with a view to increasing ownership and progress.

Impact review July 2025

Planning documents for appropriate subjects continue to be completed on academy format. In line with improvements in live modelling, documentation reflects a greater degree of consistency in planning for the 'Example /Explain/ Attempt' part of lessons with a clear MT/OT/YT sequence. Adaptations for SEND are improving with in class provision evident across KS2. Support for independent learning remains an area for development in KS2. Purple Box challenges are reliably planned for across the curriculum. Teachers are more reliably following the revised best practice for modelling by breaking learning down into small steps; modelling concepts that are in line with children's independent learning tasks; annotating their thinking so that it is explicit for children; checking for understanding using a clear MT/OT/YT sequence and ensuring that models are available to support children whilst working independently.

SC4- To improve whole school approach to AFL by developing teacher confidence and competence in making adaptations to planning and in class practice resulting in end of KS2 attainment at 65% combined EXS and 13% combined GDS.

Impact review January 2025

Planning is completed on academy format for all core and CUSP subjects. Principles of pedagogy are explicitly referenced as part of the format. Monitoring of teaching and learning has identified that the planning for SEND and lower attaining pupils is less effective in some CUSP subjects.

Next Steps: Whole staff CPD scheduled for January 2025 to focus on effective planning adaptations for SEND and lower attaining pupils including the use of the CUSP digital thinking hard tasks.

Impact review April 2025

Internal planning monitoring was undertaken February 2025. Planning continues to be completed on academy format. MT/OT/YT modelling sequence is more regularly included in planning for core subjects. This is either explicitly seen using MT/OT/YT notation or implicitly seen via the increase number of attempt questions that are being planned for. Staff CPD 'Adapting our lessons to meet the needs of all learners' was completed in January. The CPD focused explicitly on CUSP subjects and identified a range of existing and new strategies to use when planning CUSP subjects. Initial monitoring of CPD impact has focused on reviewing learning in books. This has taken place in Science and Geography. This monitoring has shown improvements in adaptations for chn with SEND/bottom 20% of learners in KS1. There has not yet been an improvement in the provision across KS2. Monitoring has not taken place in classes.

Monitoring of Planning has shown that the MT/OT/YT modelling sequence is more regularly included in planning for core subjects albeit its presence is inconsistent. The sequence is either explicitly seen using MT/OT/YT notation or implicitly seen via the increase number of attempt questions that are being planned for. Best practice clearly shows increased number of attempts are planned for and teaching resources annotate the MT/OT/YT sequence so that it is explicit to teachers and children.

Next Steps: To share best practice amongst staff so that teaching resources make the modelling sequence explicit.

Provide more support, training and challenge around expectations of SEND support. Deputy SENDco to complete weekly in class monitoring of support.

Impact review July 2025

Subject leaders have mostly provided whole school feedback and have yet to share individual monitoring grids with members of staff. Common areas for development have been identified (consistent provision for SEND) and areas of best practice have been celebrated. External monitoring through deep dives and thematic days have been positive with next steps typically linked to wholesale curriculum development as opposed to individual teacher non-compliance. Data was lower than targeted- 51% combined at end of KS2 and 10% GDS. GDS data represents good increase compared to historic data.

Next Steps: Issue monitoring template to subject leads for them to use from the start of Sept '25. Use feedback from subject deep dives to further refine monitoring criteria.

Focus priority 3- Securing high quality teaching and learning in Maths strategy lessons

Rationale

Attainment in maths have improved however summative assessments show that pupils achieve much better in assessments based on fluency rather than reasoning. The strategy lessons do not always allow pupils to secure a strand of mathematics to enough depth to allow them to reason and to apply their knowledge in different contexts. Concrete resources are now used regularly by pupils and teachers, however the use of them is not always as efficient as it could be. By strengthening teacher's expertise in reasoning and problem solving strategies, pupils will be able to apply their fluency skills and deepen their understanding, leading to a greater number of pupils achieving greater depth.

Leader Responsible- Linda Embling

Implementation Actions

Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
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Monitor how concrete resources and pictorial representations are used to develop reasoning and conceptual understanding. Use the information gathered to plan CPD and targeted support.	LE	IP	Term 1	30.10.24
Lead masterclasses on how to teach reasoning skills in phases.	LE	IP	Term 2	Moved to term 3-4
Set up teacher study groups where teachers plan a reasoning activity together and take turns delivering it, refining the plan after each and observing each other.	LE	IP	Term 3-6	To be completed in term 5-6
Instructional coaching for individual year groups where use of manipulatives are less strong.	LE	IP	Term 1	30.11.24
Develop new unit overviews that highlights ready to progress criteria and make clear links to NRICH and NCETM.	LE	IP	Ongoing throughout the year.	Completed up to Summer 1
Training sessions for staff focusing on the teaching of reasoning and problem solving.	LE	IP	Termly	02.09.24 16.10.24 20.10.24 04.11.24
Monitor and interrogate assessment data (teacher assessments, mock sats, White Rose and number sense) to identify strengths and weaknesses. Share these with staff and use to inform interventions.	LE	IP	Termly	06.12.24 28.03.25
Set up intervention groups and monitor their effectiveness. Support intervention leaders to ensure that pupils make good progress.	LE	IP	Every six weeks	25.10.24 06.01.25 28.03.25
Work with the Trust maths working party to develop a clear set of criteria for effective teaching and use this to identify strengths and weaknesses in the setting.	LE	IP / RH	Term 1 and 2	Oct 24 Dec 24
Deliver support with maths planning to ensure that reasoning is taught effectively.	LE	IP	Term 1 and 3	22.11.24 20.11.24 03.03.25
Complete Pupil voice to gain a clear understanding of pupils ability to reason and problem solve.	LE	IP	Feb, May	02.04.25
Complete lesson visits to monitor effectiveness of the new teaching strategies.	LE	IP	Feb, May	Moved to June.

Impact- Success Criteria

SC1- The use of concrete resources is extended to support the development of reasoning and conceptual understanding. Teachers skilfully bridge the gap between concrete and abstract through a range of pictorial representations, including the bar model.

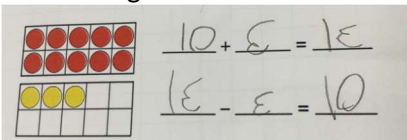
Impact review January 2025:

Two staff training sessions have supported teachers in developing their understanding and knowledge of the use of concrete resources to develop reasoning. This has focused particularly on the use of comparison and part / whole bar model as well as using geo boards for shape / space content. Books and planning shows an increased use of the bar model by adults and children. Lesson visits show that concrete resources are used regularly and effectively. This is particularly strong in KS1.

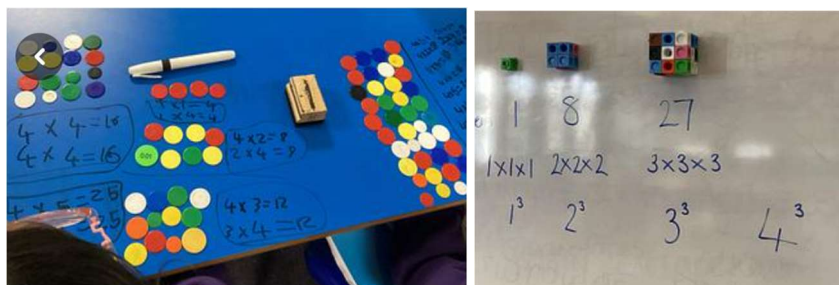
Impact review April 2025:

Maths leader has worked closely with year 5, supporting them in planning their unit on decimals and percentages. As a result, the lessons have utilised a range of concrete resources such as dienes and straws. The pupils have shown a high level of engagement and understanding and can talk clearly about their understanding of these concepts and how they have used concrete apparatus to support them. This is also evident in the planning where models and apparatus has been precisely planned for.

In KS1, planning shows that maths is regularly set in practical every day contexts allowing pupils to connect their mathematical experiences to their own lives. They use a wide range of concrete resources and the pupils show a familiarity with them. They can then apply what they have learnt using a pictorial representation.



In other year groups, concrete resources are used to support pupils' understanding. The examples here show a pupil finding related facts using arrays in year 3 and a year 4 class investigating cubed numbers.

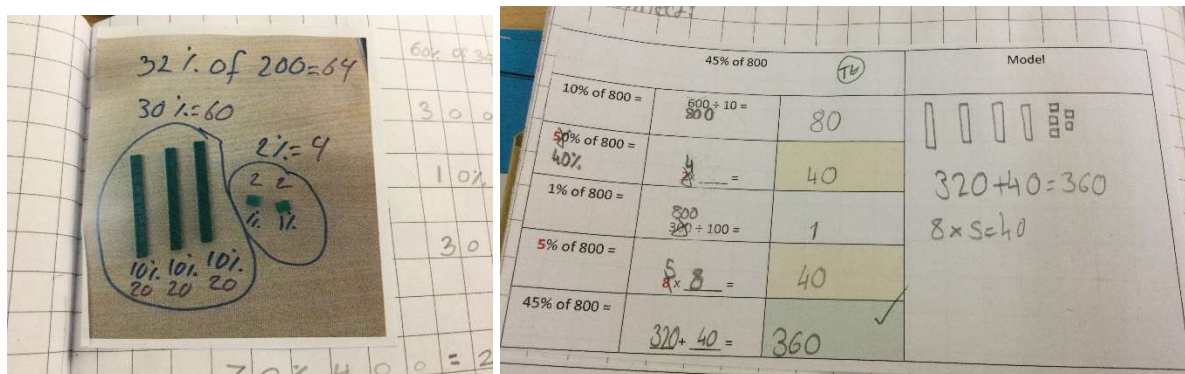


Next steps: Support teachers when planning a new unit to ensure concrete resources are used effectively and to upskill the teachers.

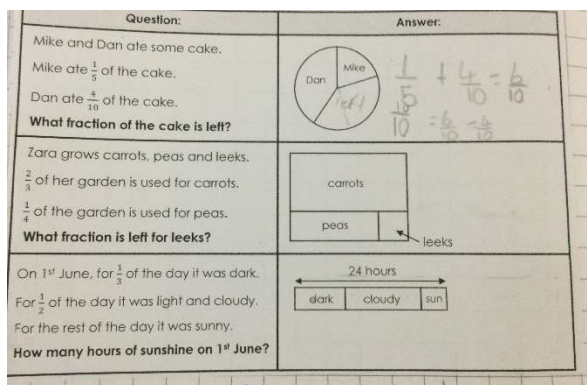
Impact review July 2025

A wider range of apparatus is now in use and pupils can talk more confidently about what type of apparatus they use regularly. There is increased evidence of the bar model and that it is supporting pupils to reason. This was evident in year 5, where pupils used the bar model to calculate fractions of amounts and then find the part if

they knew the whole. In year 6, pupils have successfully used base ten apparatus to calculate percentages and then used a pictorial representation so support them working with increasing independence.



New resources to support pupils' skill in solving word problems also use the bar model which will provide support for teachers in developing their skill and expertise.



In year 2-4 pupils learn their times tables using a blend of intelligent practise and strategy lessons which include a range of apparatus and visual models. This approach has led to excellent results in the MTC and the year 4 pupils are now working above the national average.

Multiplication Tables Check (MTC)

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	13% ■	27%	33% ●	29%	30% ■	34%	55	45% ●	~ 38%
Average score (out of 25)	18.8 ■	19.8	20.1 ■	20.2	20.9 ●	20.6	55	23.2 +	~ 21.1

SC2- Effective modelling of strategies and reasoning skills.

Impact review January 2025:

Trust wide monitoring of the foundational skills session, identified that this was not embedded as effectively as we had hoped. Because of this, there has been a focus on effective modelling in this part of the maths session. The maths lead has shared good practise through teaching a model session in all classes in year 4-6 and the teachers in year 3 have observed a model session. In addition, the maths lead has clarified the guidance for the foundational maths session to ensure that teachers understand the purpose and the expectations. This has led to a rapid improvement in the effectiveness of these sessions and follow up monitoring showed strong and effective modelling across year 4-6.

Impact review April 2025:

Staff training has focused on how reasoning skills can be developed through every day practise. This equipped teachers with a tool kit of strategies from the I see reasoning books, that could be used regularly. Monitoring shows that these are beginning to be used but it is not yet embedded.

True or False?
Which fractions have been positioned correctly?
 $\frac{5}{1000}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{65}{100}$

Which Answers?
0.05 is the same as... circle the correct answers
~~Five thousandths~~ $\frac{50}{100}$ Five hundredths $\frac{1}{50}$
 $\frac{5}{100}$

Fill the gaps
Use each word: bigger, smaller, heavier, lighter
 A balloon is lighter than a tennis ball.
 A balloon is bigger than a tennis ball.
 A tennis ball is smaller than a balloon.
 A tennis ball is heavier than a balloon.

Pupils could tell me about how they use reasoning skills in their lessons and show examples in their books. The quality of explanations is improving, particularly in year 4 and 5.

Next steps: secure the use of the reasoning strategies and monitor their effectiveness.

Impact review July 2025

There is increased evidence of a range of reasoning strategies in pupils' books. In year 4, pupils are reasoning if a statement is false and true and explaining how they know. In year 3, pupils solve simple worded problems.

SC3- Pupils can apply strategies in a variety of contexts.

Impact review January 2025:

As part of the foundational maths sessions and in the strategy lesson, there is now a greater focus in developing pupils' flexibility with numbers. This evidenced by comparing the difference between accuracy in the arithmetic assessments and reasoning assessments. This indicates that pupils are applying their strategies to a greater degree in the reasoning questions.

Difference between average percentage correct on arithmetic and reasoning		
	23-24	24-25
Y1	8	2
Y2	21	9
Y3	16	7
Y4	26	22
Y5	34	17
Y6	7	4

All teachers have had training on procedural and conceptual variation and have looked carefully at how to apply this in their lessons with a particular focus on procedural variation in task design. Monitoring have shown good progress with that, where teachers are making careful decisions around progression of questions as well as the format of the questions. An example is this set of question from a year 5 unit of work:

1) $4 - 1 =$

2) $\frac{7}{12} - \frac{1}{6} =$

3) $4\frac{7}{12} - 1\frac{1}{6} =$

4) $\frac{55}{12} - \frac{14}{12} =$

5) What did you notice about questions 3) and 4)?

Impact review April 2025:

Books and planning now show greater attention to variation, particularly when practising foundational maths. An example are these tasks from year 3 and 2 where pupils encounter calculations written in different ways.

a. $63 - 27 = 36$

b. $81 - 46 = 35$

c. $97 - 52 = 45$

d. $134 - 69 = 65$

e. $168 - 83 = 85$

f. $193 - 94 = 99$

g. $217 - 128 = 89$

h. $\underline{246} - 137 = 111$

i. $289 - \underline{135} = 154$

j. $\underline{305} - 182 = 123$

A photograph of a piece of paper with four handwritten mathematical problems, each enclosed in a hand-drawn box. The problems are: $7 + 7 = 14$, $11 + 7 = 24$, $27 + 7 = 34$, and $18 + 7 = 44$. The numbers are written in black ink on a light-colored background.

Next steps: Use the QLA information to identify types of contexts pupils struggle with. These can then be addressed in the strategy lesson or the foundational maths session.

Impact review July 2025

A recent book look has shown that there is a wider range of contexts and question types being used. Pupils are more routinely challenged to apply their understanding in different contexts. For example, in year 1, pupils had to use their understanding of the “ten and a bit” strategy to play a game.



In year 3, pupils demonstrated that they can use their measuring skills during Science week.

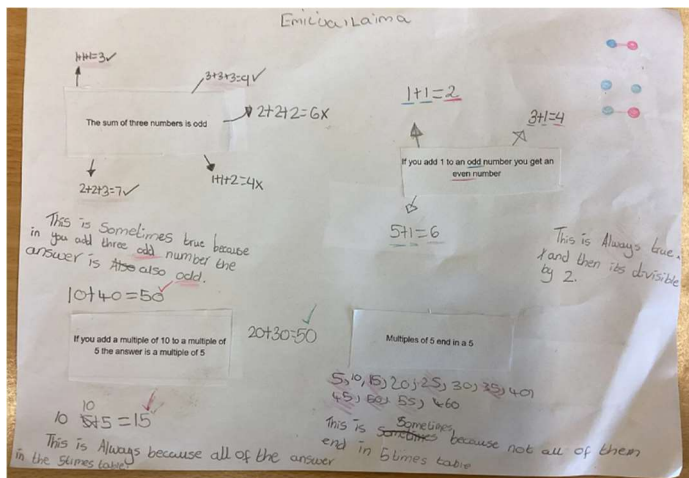


In year 5, pupils were challenged to explore a range of methods and decide which was most effective when adding decimal numbers.

SC4- Pupils regularly work collaboratively to reason and problem solve.

Impact review January 2025:

Following initial training in September, all classes have used rich problem solving tasks from NRICH where pupils have had to work collaboratively. Teachers were asked to reflect on the strengths and weaknesses of their pupils when problem solving. One teacher said; *“They were good at listening and helping others understand their point of view. Strengths were in creating their own models and asking questions. They needed support to work systematically.”* The pupils had been challenged to prove or disprove mathematical statements as seen in the picture.



Trust wide monitoring of oracy across the school and curriculum has shown that pupils have a range of opportunities to talk and develop oracy skills in maths as well as other subjects. Prompts for how to be a good talk partner were introduced in September and as a result, pupils now have a clear understanding of the expectations for talk partner work.

Impact review April 2025:

Recent monitoring show that purple box challenges are used regularly across the school. There are a range of reasoning opportunities built into lessons and in pupil voice, pupils told me about how they work together to share ideas. An example of a year 5 task where pupils discuss their reasoning is shown.

Tiny is working out $2,240 \div 7$

This cannot be done because 7 is larger than all of the digits in the number.



Do you agree with Tiny?
Explain why.

Next, teachers need to plan for explicit problem solving opportunities using low threshold / high ceiling tasks. These are signposted in the new unit overviews.

Impact review July 2025

This remains an area for improvement for the school. While all classes have tried a low threshold / high ceiling task it is not yet part of regular practise. Where it has been used more consistently, pupils can talk confidently and with enthusiasm about the work they have completed and show an understanding of how gaining input from others can help them solve a problem.

Focus priority 4- Accelerating reading improvement

Rationale

Although there is an upward trend in end of KS2 reading results, this is not yet consistent across the school. Our ISDR report also shows reading to be a priority. Pupil voice show that not all pupils see themselves as readers and that some families do not regularly read or access library services. There is a gap between the effective teaching of phonics in KS1 and the move to a focus on reading comprehension which currently has a negative impact on reading attainment at the end of KS1.

Leaders Responsible- Reading Leader Claire Richardson
Curriculum Leader- Linda Embling

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
Ensure AR and MYON are rolled over and ready to use	CR	LE	Term 1	25.09.24
Liaise with computing lead on simplifying logging in methods	CR	LE	√	04.09.24
Embed routines for use of AR in the school day to ensure that all pupils access their AR quiz as soon as they finish a book - use of MYON three times weekly from home/support teachers for whom this is an area of development	CR	LE	Termly	Initial check – 12.24 03.25
Relaunch of MYON through a competition	CR	LE	Term 1	14.10.24
Develop transition program for Year 2 autumn 1 (use reading speed intervention as a basis)	CR	LE	Term 1	Trialling

Set up routines to ensure that pupils who move onto CUSP reading from phonics do not have any barrier to this transition	CR/DH	LE	Term 2	Trialling
Monitor and analyse termly assessments and work with year groups/classes that are falling behind/not meeting targets	CR	LE	Termly	Ongoing
Analyse data to identify pupils requiring interventions and feedback to year group leaders/individual teachers	CR	LE	Termly	Ongoing
Monitor effectiveness of intervention groups	CR	LE	Termly	Ongoing
Analyse strengths/weaknesses identified in QLA, leading to staff training to plan interventions and feed into lesson plans	CR	LE	3x a year	Ongoing
Monitor development of adaptations in planning an delivery of CUSP reading lessons	CR	LE	Terms 2 and 4	Term 2 Term 4
KS2 reading displays celebrate high quality literature and motivate pupils to read new authors/monitor and support staff in developing themes for high quality displays	CR	LE	3x a year	Terms 1 and 2
Scholastic Book Fairs at Parents' Evenings	CR	LE	October 24/March 25	October 24/March 2025
Reading quiz for parents and children on Parents' Evenings	CR	LE	October 24	October 24/March 2025
Termly book swaps	CR	LE	Term 2	Term 3 Term 4
Each class visits the library and gets a library card	CR	LE	Term 2	Year 4 done Year 5 done
Reading shed for environmental area – investigate options/costings/proposal	CR	LE	Term 5	Order approved.
Survey reading habits – use Class Dojo/ same time as parent survey/revisit in Term 6 to identify early impact	CR	LE	Term 1 and Term 6	Ongoing
Reading focus on the carnival float	CR	LE	June 2025	Completed Winner of best decorated float.

Carry out audit of current books and identify gaps in diversity provision	CR	LE	Term 3	Completed in Term 6
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Impact- Success Criteria

SC1- Accelerated reader and MYON are used regularly across the school – pupils access an AR quiz after each finished book/pupils read three times a week through MYON

Impact review January 2025

Staff training delivered – 25.09.24. Significant in the number of quizzes being taken by the children across all year groups – details in the table below.

Relaunch of MYON in assembly – 13.11.24. The number of children engaging with MYON is progressing well-Year 6 being a particular highlight. SL monitored use of AR/MYON, identified classes with strong practices and gathered information on these practices to roll out across the school. A quiz can now be accessed for all books – Library Squad are working through the library stock and adding the details. The access to a wider range of books will increase the opportunities for children to engage with both Accelerated Reader and MYON going forward.

AR Quizzes

Class	Average number of quizzes taken per child End of Term 1	Average number of quizzes taken per child End of Term 2
3AR	0	2.5
3CA	0	5.0
4JC	1.1	5.1
4BH	2.0	4.0
5CR	3.5	6.5
5ET	2.4	6.4
6LW	3.5	14.6
6SH	3.0	11.6

45 Teacher Group		706 Students		932 Books Finished		167 hr 25 min Time Spent Reading	
Year	Students	Books Finished	Time Spent Reading				
Year 1	63	5	26 min				
Year 2	63	0	58 min				
Year 3	71	131	22 hr 25 min				
Year 4	107	165	12 hr 56 min				
Year 5	129	69	18 hr 45 min				
Year 6	135	562	111 hr 53 min				

April 2025:

46	709	1,205	202 hr 55 min
Teacher Group	Students	Books Finished	Time Spent Reading

Year	Students	Books Finished	Time Spent Reading
Year 1	63	5	26 min
Year 2	65	16	1 hr 41 min
Year 3	71	292	36 hr 52 min
Year 4	107	168	13 hr 54 min
Year 5	130	74	22 hr 02 min
Year 6	135	650	127 hr 56 min

Myon continues to be well used with most year groups increasing their usage across terms 3 and 4.

Impact review July 2025

47	719	1,389	217 hr 23 min
Faculty Members	Students	Books Finished	Time Spent Reading

Year	Students	Books Finished	Time Spent Reading
Year 1	63	5	26 min
Year 2	66	24	2 hr 12 min
Year 3	78	434	46 hr 47 min
Year 4	108	169	14 hr 00 min
Year 5	131	75	22 hr 10 min
Year 6	135	682	131 hr 45 min

While engagement in both MYON and AR has improved across the school there are still pockets where engagement is less good. Where engagement is good, teachers have shown enthusiasm and have encouraged pupils to quiz regularly. A relaunch is planned for September with additional guidance to teachers on how to encourage the use of AR.

SC2- Reading comprehension is taught effectively in KS1, demonstrated in increased end of year attainment

Impact review January 2025

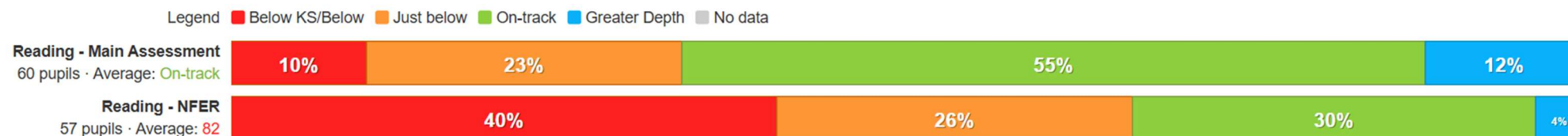
Year 2 are assessed for reading speed and also through the Early Star Reader assessment on Accelerated Reader. The initial summative assessments were quite low and subsequently, interventions have been put in place to address this. CR will liaise with DH to assess the impact of these interventions termly.

Impact Review April 2025:

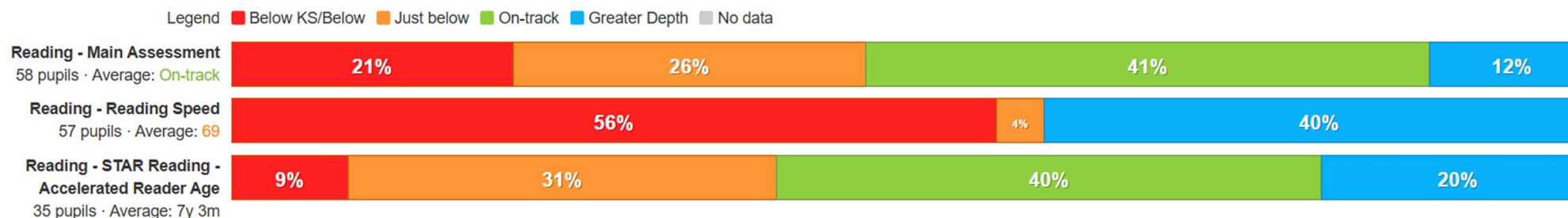
Year 2 children are moving onto CUSP reading when they complete phonics scheme, using the Early Star Reader assessment to place them accurately. Year 1s who have passed the phonics screening will be moving onto CUSP in the Summer Term.

Impact review July 2025

Year 1:



Year 2



The number of pupils working at greater depth has increased in KS1.

SC3- Standardised assessments show that reading comprehension targets are met in each year group

Impact review 04.01.25

Year 3 have been identified as working significantly below expectations. Reading interventions have been implemented to target this, along with focused pre-teaching sessions for target children. Year 6 have implemented additional reading sessions for pupils who are below or just below the age-related expectation. In addition, booster groups are operational before and after school.

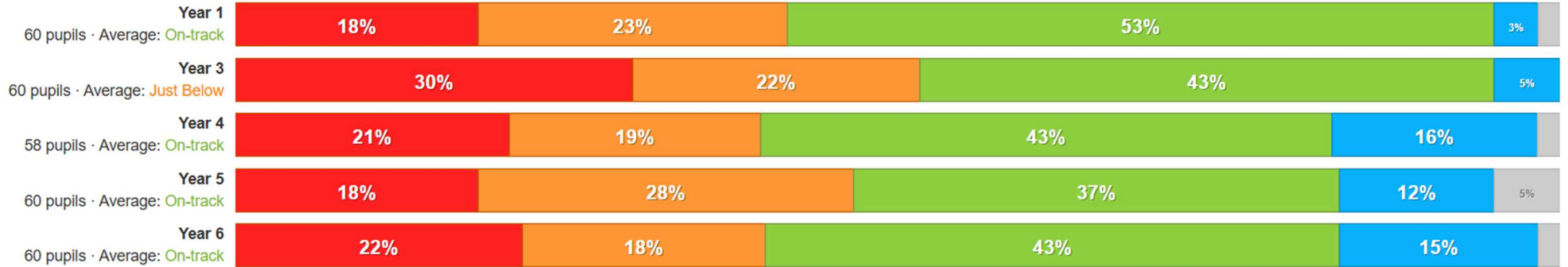
Year group	% currently at ARE
1	52%
2	78%
3	25%
4	47%
5	67%
6	39%

Impact Review April 2025:

These interventions outline in the impact review above have had a positive impact with an increase of pupils on track from 32% at the end of the autumn term to 43% on track at the end of the Spring Term. Year 1 has made a small increase in the number of pupils on track. Year 3 has made a 11% increase. Year 5 will need targeting with a significant 20% decrease in pupils on track.

Reading

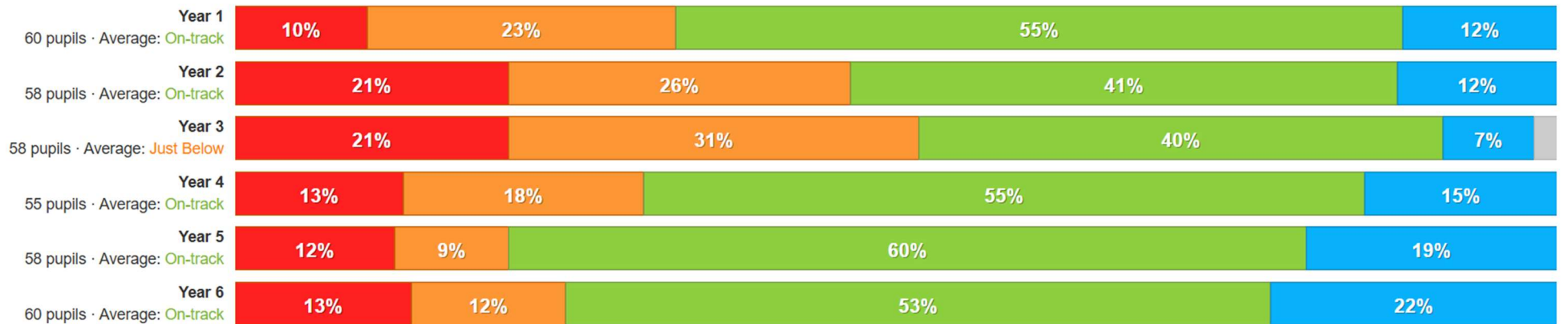
Legend ■ Below KS/Below ■ Just below ■ On-track ■ Greater Depth ■ No data



Impact Review July 2025:

Reading

Legend ■ Below KS/Below ■ Just below ■ On-track ■ Greater Depth ■ No data

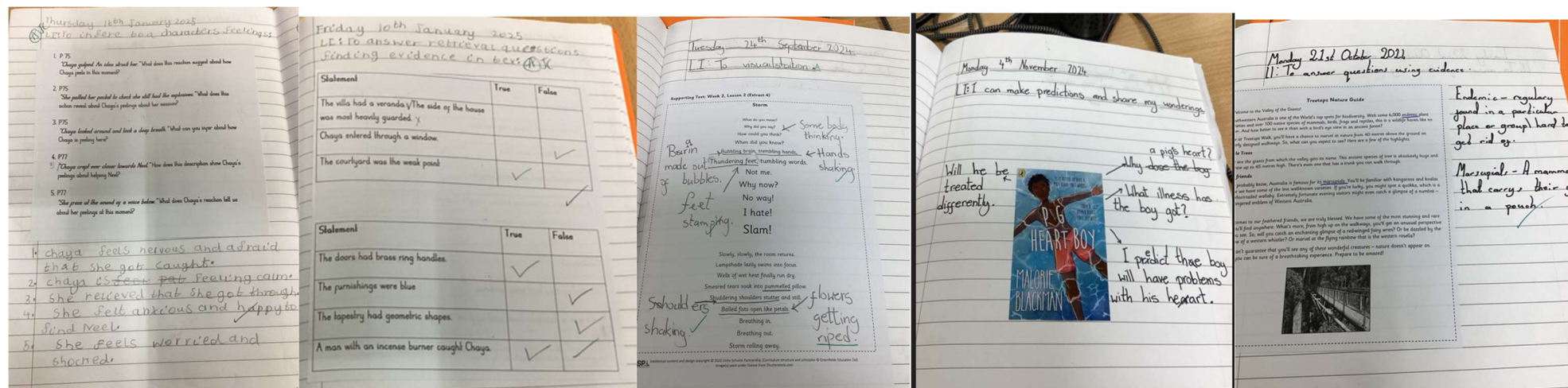


The end of year data shows an increase in pupils working at the expected level and at greater depth.

SC4- KS2 CUSP reading is refined so that teachers adapt planning to meet the needs of pupils

Impact review January 2025

Strategies shared in staff training – 13.11.24. Adaptations are evident from book looks carried out by CR, whilst the active ingredients are adhered to. Below are examples of adaptations such as knowledge notes with additional prompts for SEND pupils, independent comprehension activities, simplified scaffold grids, copies of the extract included in pupils' books and enrichment activities such as exploring and annotating book covers. In addition, AI has been used to lower the lexile rating of an extract to make it accessible to pupils working below expected. These adaptations are having an impact in allowing all children to fully engage in the reading lessons.



Impact Review April 2025:

Monitoring by subject leader shows a wider range of adaptations being made in CUSP reading sessions. Scaffolds are being provided, where appropriate, to meet specific pupils' needs. Additional comprehension activities have been implemented and delivered on a regular basis. The aim of this is to develop understanding and practice of test-style questions.

Impact Review July 2025:

Teachers are adapting planning for CUSP reading with increasing confidence, focusing on the specific needs of pupils. Monitoring shows evidence of this adaptive teaching, including scaffolds that support pupils with SEND and well-planned challenges that stretch the more able pupils. In one year group, retrieval skills were identified as a priority and these lessons prioritised in the weekly plan. Ongoing professional development with teachers at staff training sessions has supported the effective refinement of CUSP Reading, ensuring it meets the needs of all learners. Monitoring and training will continue in this area.

SC5- The school is a reading community where staff and pupils share and discuss books that show their love of reading/displays celebrate all aspects of reading and families engage with reading experiences and events

Impact review January 2025

Pupil Voice feedback confirms that daily Book Club is embedded and enjoyed greatly by pupils. Book Fairs have been scheduled for twice a year, to coincide with parent's evenings. Each Book Fair raise around £400 which generated 25% commission which was spent on books to supplement the library and to be used for prizes. At the second Book Fair, a book quiz for families to do as they walked around the school proved very popular. Visits have been arranged for each KS2 class to visit the Public Library for a visit, and to register to become a member of the library. Our first Victoria Book Day was held on 16.12.24 and dates have been diarised for each subsequent term. CR carried out pupil voice to assess the impact of the initial Book Day, 17.12.24. Pupils were positive overall and particularly enjoyed the opportunity to spend a whole day with a book and do a range of activities. The creative, art and drama-based activities were very popular. The PTA are kindly providing a Reading Shed for the environmental area – plans and pricing being carried out.

Impact Review April 2025

IP and CR carried out monitoring of the delivery of Book Club. Book Club is embedded across the school, with stories being told and shared with enthusiasm and expertise in most classes. Staff are using a range of strategies to complement the reading of stories aloud, eg. using technology with a class padlet of book reviews, children choosing between two given options in EYFS, a big book evidencing some of the Book Club sessions and activities and a class 'reading river' displaying the pupils' favourite books. There was a noticeable difference between EYFS/KS1 and KS2, with a higher level of engagement and excitement in the former. CR delivered staff training on the 26.03.25 to feedback on the monitoring and go through strategies moving forward. KS2 will be selecting a range of engaging books for Book Club sessions, rather than the CUSP reading book. Where possible, children will come to the carpet area for Book Club. KS2 teachers will have the opportunity to visit EYFS and KS1 Book Club sessions. The Travelling Book Fair took place during the last week of Spring term, both after school and during parent's evenings. Termly Book Days and Book Swaps are proving popular and will be continuing in the summer term. Class book corners will be receiving £100 worth of books from the £1000 payment from the Reciprocal Reading Programme. Class trips to the Public Library are a priority for the summer term.

Impact Review July 2025

Reading is visibly celebrated across the school through engaging displays, an author visit, book fairs and themed events such as World Book Day and termly Victoria Book Days. Pupils have expressed their enjoyment of the termly Book Days, a Year 5 pupil said, 'we found out lots more about the book and its author, it was an exciting day'. Moving forward, the Book Days will be more structured and reduced to half a day, with monitoring by subject lead. The author visit was also very popular with pupils, a year 3 pupil said, 'it was great to meet the author and talk about his inspiration for his story'. In addition, four classes have visited the local public library and been issued with their own library cards. A representative from the library hosted a recent assembly to launch the Summer Reading Challenge and was pleased to report that pupils from Victoria had already signed up for this. Parent/carer engagement has been increased through book fairs on Parents' Evenings and book swaps. The enjoyment of Book Days and the author visit were shared with parents/carers through Class Dojo. Monitoring shows that reading for pleasure and informal book talk is being promoted throughout the school day, most specifically in daily Book Club sessions. Book Club sessions have been monitored and next steps identified. In addition, the LRE are providing book boxes for each year group that contain suitable books for Book Club. This means that each class will have a good range of appropriate books to choose from, including fiction, non-fiction, picture books and poetry.

SC6- Provide pupils with a more diverse range of literature in the library

Impact review January 2025

High interest/Low threshold books have been ordered to add to the current library stock. Audit timetabled for Term 3.

Impact review April 2025

Hi-Lo books have been added to the book shelves for Years 5 and 6 to use. Books are being added to the library, when funds are available, to increase the diverse range of literature available to all pupils.

Impact review July 2025

The audit of the school library stock has shown that there are gaps in the diversity provision at present, across all areas. CR will compile a list of suitable books to cover the identified areas to discuss and order in September 2025.

BACKGROUND PRIORITY

Securing excellent provision for SEND pupils

Rationale

At present some of our children with SEND are not achieving the levels of progress we aspire to see both academically and socially. While most children with SEND make good progress there is potential for even greater progress amongst the SEND cohort. By securing excellent SEND provision, we will provide these children with the best opportunities to reach their full potential and flourish. Our main area of need is communication and interaction, so where possible there should be a focus here.

Implementation - Key Actions

Implementation - Key Actions	Timescales
All LSAs to have completed Makaton training	Term 1
All LSAs to have completed trauma, ASD and C & L Training	Term 3
All LSAs to have an individual timetable that includes both in-class support and intervention delivery	Term 1

All interventions to have clear entry and exit data, enabling a clear definition of what defines a successful intervention programme	Term 2
All LSAs to have completed Makaton training	Term 1

Impact - Success Criteria	Impact Review
SC1- 100% of the LSA team to have completed at least 2 training sessions delivered by external providers	Every LSA completed Makaton, Speech and Language and Executive Functioning training in September. In addition, all of our LSA's have attended Cognition and Learning Training provided by Rowan Gate (1 exception due to absence). We also have 2 LSA's completing their ELSA training and 8/9 LSA's have received Team Teach training, with future training due to take place throughout the year.
SC2- The LSA team to be deployed effectively	Every LSA has their own individual timetable that includes in class support and intervention. They all, also work with a variety of children across the week. Staff absence has had a big impacted the team and resulted in some changes to the timetable, however the team continue to be flexible and proactive with who they work with and where.
SC3- To no longer have 1:1 TA's assigned to particular children but instead LSAs to be allocated specific interventions so that over time they become expert in these areas	All LSA's now work with a variety of children across the week. There is no child or LSA here at Victoria Primary Academy that works with just 1 person across the week. All members of the SEND team now deliver interventions in addition to in class support.
SC4- To have a variety of high-quality interventions taking place	The following interventions have been implemented: <ul style="list-style-type: none"> - Small Group English (KS2) - Precision Teaching - Small Group Maths (KS2) - Puurflect Skills - Key Skills - Colourful Semantics - Bucket Time - Outdoor Learning - ELSA - Lego Therapy - Zones of Regulation - Sensory Circuits

All interventions selected based on external advice e.g., EHCP/EP recommendations

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.