



Creating Learners Without Limits

Victoria Primary Academy Academy Improvement Plan 2025-26

PRINCIPAL – MR I PEARSON

VICE PRINCIPALS – MRS L MEREDITH & MRS L EMBLING

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 highly ambitious and well thought through and 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 2025)

Number of children on roll	411	Percentage of children eligible for pupil premium	21%	Percentage of children with additional needs or an Education and Health Care Plan (EHCP)	4%
Percentage of children with English as an additional language (EAL)	75%	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)	0.5%
Percentage of pupils from minority ethnic groups	81%	Overall absence (2024-25)	3.9%	Persistent absence (2024-25)	6.1%
Number of children who left or arrived during term time 2024-25	50 starters 34 leavers	Most recent OFSTED grade	Good	Social deprivation (Idaci)	Quintile 4 (more deprived)

STANDARDS & ACHIEVEMENT DATA 2025

EYFS Good Level of Development Cohort National	75%	Year 1 Phonic Screening Cohort National	83%	Year 2 Phonics Screening Cohort National	93%
Year 4 Multiplication Check 11+ % 15+ % 18+ % 25/25 Average mark	98.3% 96.6% 94.9% 45.7% 23/25	Year 6 Writing (Teacher Assessment) Cohort EXP Cohort GDS National EXP National GDS	72% 20% 72% 13%	Year 6 Maths Test Cohort EXP Cohort GDS National EXP National GDS	56% 20% 74% 26%
Year 6 Reading Test Cohort EXP Cohort GDS National EXP National GDS	56% 18% 75% 33%	Year 6 GPS Test Cohort EXP Cohort GDS National EXP National GDS	58% 15% 73% 30%	Year 6 Science (Teacher Assessment) Cohort EXP National EXP	75% 82%
Year 6 Combined (RWM) Cohort EXP Cohort GDS National EXP National GDS	51% 10% 62% 8%	KS2 Average Scaled Score Maths Cohort Maths National	102 105	KS2 Average Scaled Score GPS Cohort GPS National	102 105
KS2 Average Scaled Score Reading Cohort Reading National	102.6 106				

WHY HAVE WE SETTLED ON THESE OBJECTIVES?

Our Trust sits at the heart of our community and in order to fulfil our core mandate of advancing education as a public good, our objectives below set out the core of what we expect to achieve and provide for our pupils and their families. We act as civic partners in our locality and by achieving these objectives we can be sure we raise aspiration and outcomes for all who work and learn with us.

Agreed objectives:

- a. All Trust academies will be judged by Ofsted as providing exemplary and strong provision across all aspects of work.
- b. All Trust academies develop a culture that is aspirational for all, including pupils who are identified as under resourced or have more complex SEND needs, ensuring they achieve their full potential and are ready for their next stage in education, employment or training.
- c. Trust Inclusion Strategy created and implemented.
- d. All Trust academies will implement an agreed curriculum which is ambitious, broad and balanced with a focus on an excellence in oracy.
- e. Trust principles of pedagogy will be understood and implemented in all academies so that pupils can access high quality teaching in every lesson.
- f. Each academy will secure effective behaviour management, ensuring pupils are able to learn in a calm and supportive environment.
- g. Pupils in all academies will feel safe and their strong rates of overall attendance will mean they can fulfil their potential.
- h. All Trust academies will ensure maximum participation in wider opportunities, enriching the curriculum and giving pupils life-long interests and skills, particularly those that are under resourced.
- i. Excellent pastoral programmes will be taught in each academy. These will promote the value of hard work, attendance, and personal development.
- j. All potential pupils from our surrounding locality, especially those who are under resourced, will be encouraged to apply and join any Trust academy.

What will be different if we achieve these objectives?

If the Trust secures a high-quality education in each of its academies, through exemplary behaviour and attitudes of all, an ambitious curriculum which has consistent high-quality teaching at its heart, and all pupils (but particularly those who are under resourced) achieving well, it will then be providing the conditions for them to fulfil their potential.

IMPROVEMENT PRIORITIES OVERVIEW 2025-26

Focus priority 1- Secure high quality teaching via consistent instructional coaching

- SC1- A whole-academy coaching framework is in place, with clear protocols for observation, feedback, and practice.
- SC2- Coaching records show evidence of structured feedback and measurable teacher improvements over time.
- SC3- Lesson visits and learning walks demonstrate greater consistency in the use of agreed teaching strategies
- SC4- Assessment data shows improved attainment across all year groups with KS1 and KS2 end of year data at least in line with national.

Focus priority 2- Securing the highest standards of behaviour across the Academy

- SC1- Behaviour policy is consistently implemented and evidenced through lesson observations and learning walks.
- SC2- Recorded rates of low-level disruption and serious incidents show a year on year reduction with external suspensions showing a year on year fall.
- SC3- Pupil surveys show an increase in students feeling safe, respected, and able to learn without disruption.
- SC4- External monitoring rates behaviour for learning and behaviour around the school as calm, purposeful and respectful.
- SC5- Staff feedback indicate improved confidence and consistency in managing behaviour effectively.

Focus priority 3- Improving teaching and learning in Maths strategy lessons and Times tables

- SC1: Pupils and teachers use a range of concrete apparatus and pictorial representations effectively. Pupils can choose apparatus and pictorial representations independently.
- SC2: Pupils have a range of strategies that support them when solving worded problems. This is evident in termly summative assessments as well as in books.
- SC3: Pupils master the essential concepts and skills in each year group. These are rehearsed and practised regularly through the foundational maths sessions.
- SC4: All year groups achieve in line with national averages for MTC and termly summative assessments. The gap between the arithmetic and reasoning papers is narrowed through the increased score in the reasoning papers. End of key stage data (EYFS, KS1 and KS2) is in line with or above national, including greater depth.
- SC5: Pupils have a secure understanding of fractions and can apply this in different contexts.

Focus priority 4-The most effective interventions for both SEND and non-SEND children

SC1 Data is used effectively to identify pupils who need interventions.

SC2: The effectiveness of interventions is measured regularly against set evidence based criteria

SC3: Pupils make at least expected progress in the intervention programme.

SC4: All interventions are evidence based.

SC5: Staff who deliver interventions have been well trained and deliver interventions effectively.

Focus priority 1- Secure high quality teaching via consistent instructional coaching

Rationale

End of KS2 data for Greater depth pupils showed improved academic results with 10% of pupils achieving this higher level. This was above the National average of 8%. However, the combined academic attainment result for KS2 of 51% remains below the National average of 62%. In KS1, whilst end of key stage results were significantly up on the previous year, a combined academic attainment result of 52% was still below the National average figure of 58%. With strong academic performances in EYFS, phonics and MTC. It is clear that developing the consistency of high-quality teaching practice across the school remains a priority.

Instructional coaching provides a proven, evidence-based mechanism for developing teaching quality in a structured, personalised, and sustainable manner. Unlike one-off training, instructional coaching supports teachers through regular cycles of observation, feedback, and deliberate practice. This incremental and highly focused approach ensures that teachers make small, manageable improvements that accumulate into significant professional growth over time.

By embedding consistent instructional coaching across the academy, we will:

- Eliminate variability in classroom practice and establish clarity around what high-quality teaching looks like.
- Ensure all staff receive personalised, precise professional development directly linked to their classroom practice.
- Build a culture of trust, collaboration, and continuous improvement, where feedback and deliberate practice are routine.
- Equip leaders at all levels with the skills to be highly effective instructional coaches, thereby strengthening leadership capacity.
- Secure improved outcomes for pupils by ensuring that every classroom provides consistently high-quality learning experiences.

Leaders Responsible- Liz Meredith

Implementation Actions

Who
Monitors?

Who Evaluates?

Timescale

Check
Date when completed

Establish a culture of low stakes small step professional improvement using 'Drop Ins'	LM	IP	December 25	Dec 2025 Ongoing to completely embed
Set up initial coaching partnerships and start instructional coaching training for phase 1 coaches.	LM	IP	November 25	November 25
Set up phase 2 coaching partnerships and start instructional coaching training for phase 2 coaches.	LM	IP	January '26	
Establish instructional coaching cycles for phase 1 and phase 2.	LM	IP	March '26 June '26	
Plan annual staff CPD to include a blend of whole staff targeted professional development using Steplab small steps and curriculum updates.	LM	IP	Ongoing	Planned for termly
Monitor and review staff uptake and confidence in using 'drop ins' to increase teaching and learning discussions and teacher motivation.	LM	IP	Ongoing	Ongoing
Monitor and review staff confidence and effectiveness in delivering instructional Coaching.	LM	IP	March 26 – ongoing	
Monitor and review the impact of changes in teaching practice and classroom consistency.	LM	IP	Ongoing	Ongoing

Impact- Success Criteria

SC1- A whole-academy coaching framework is in place, with clear protocols for observation, feedback, and practice.

Impact review: January 2026

Steplab professional development material has formed the basis of staff CPD since the start of the academic year. A programme of incremental small step progression is being followed. Whole staff CPD has been delivered using a blend of self-study modules and sessions lead by SLT. Deliberate practice is beginning to be used in these sessions using both performance and product based models.

Staff have begun to use 'Drop Ins' as a way of sharing practice and celebrating the effective implementation of each small step. Phase leaders have been targeted to use their leadership time to focus on completing and facilitating drop ins across the school. Drop-in rates were running at 21 per month for Sept, Oct, Nov. Rates dropped in December due to staff absence.

Phase 1 coaches have been established. Coaching training is being undertaken by coaching lead (Certificate in Coaching Leadership) and ECT mentor. Weekly drop ins, feedback sessions and deliberate practice are in place with two coaching partnerships.

Implementation monitoring session held with Steplab Mentor which confirmed that the VPA implementation plan to date is effective..

Next Steps:

Increase drop in rates across the school to at least 50% by ring fencing release time and directing more teaching staff to complete 'drop-ins' on a weekly basis.

Train next phase of coaches (2 x phase leaders) and establish them as a coaching pair to ensure first wider staff coaching sessions are effective from the start.

Impact review: April 2026

Next phase coaching pairs have been established. Phase 1 of the training programme has been delivered by the training lead enabling the trainee coaches to start instructional coaching.

Due to re-prioritising of whole staff CPD, staff weekly 'drop-ins' paused during spring 2. These will re-commence in Summer 1.

Next Steps:

Complete coaching programme with next phase coaching pairs. Monitor progress using lead page and establish protocols for monitoring and reviewing effective coaching practice ready for phase 2 partnership launch.

Re- establish weekly drop-ins linked to already known small steps for phase leaders and wider staff.

SC2- Coaching records show evidence of structured feedback and measurable teacher improvements over time.

Impact review: January 2026

Phase 1 coaches have completed an appropriate rate of coaching in term 1 as evidenced on the Steplab platform. Weekly and Bi-weekly coaching sessions have been completed depending on coaching partnership and feedback sessions have been completed. Coaching records show that timed observation notes have been completed; appropriate next steps have been selected and several rounds of deliberate practice have been undertaken as part of coaching sessions. Coachees have embedded new teaching skills such as 'Strong Starts' to lessons, choral response and use of 'strong voice' . They have then moved steadily onto next steps.

Next Steps:

Coaching lead to support ECT mentor and phase two coaches to complete effective instructional coaching sessions.

Impact review: April 2026

Regular support has been provided to ECT mentor. Support has focused on step selection and deliberate practice in order to drive most impactful teaching improvement. Coaching records continue to be completed in line with requirements.

Next Steps:

Monitor the coaching records completed by phase 1 coaching team and develop use of Steplab lead page to provide ongoing analysis.

SC3- Lesson visits and learning walks demonstrate greater consistency in the use of agreed teaching strategies

Impact review: January 2026

Eight core skills have been launched via whole staff CPD since the start of the academic year (Create a silent starter / Insist on attention before giving instructions / Respond to negative behaviour / Make Starting Easy / Re-enforce positive praise – Insist Early / Use Choral Response / Use Paired Talk – Establish and rehearse paired talk routines / Scaffolding students talk). Most skills have been focused on the area of ‘creating culture.’ Use has been made of both primary and early years material in order to develop consistency of practice across the school.

Drop in feedback sessions show that teaching ‘steps’ are being used across the school by teaching staff and most HLTAs.

Whole school monitoring shows that staff are developing their automaticity and consistency in applying performative steps.

Next Steps:

Make use of Steplabs group PD session builder to support the planning and delivery of whole staff CPD to improve buy in and compliance.

Address inconsistencies in HLTA training and compliance.

Use CCL module 2 training to improve selection of whole school small steps to ensure greatest leverage and impact.

Impact review: April 2026

Steplab group PD session builder has been used to deliver additional whole staff training sessions. A further 3 core skills have been introduced. Two of these were in support of the development of partner talk – ‘Push for volume and clarity’ and ‘tighten paired talk timings.’ In addition, ‘circulation to check for understanding’ was introduced as a step to support CPD run by the maths lead as well as whole school marking and feedback review.

Recent external monitoring by Challenge Partners showed the Steplab CPD around talk partners has significantly improved the practice of all staff. Consistency of used skills was apparent and whole school Oracy was judged as an area of strength. Partner schools were observed using our best practice during reciprocal monitoring.

HLTAs now all accessing training although not all attending staff meeting to engage in deliberate practice.

Next Steps:

As SLT team identify next significant area of focus in order to replicate effective practice of securing a single area before moving on.

SC4- Assessment data shows improved attainment across all year groups with KS1 and KS2 end of year data at least in line with national

Impact review April 2026

Reading	Autumn 25 EXP	Autumn 26 EXP	Autumn 25 GDS	Autumn 26 GDS
Yr1	54%	55%	3%	3%
Yr2	50%	41%	5%	10%
Yr3	44%	53%	4%	7%
Yr4	47%	57%	13%	7%
Yr5	39%	44%	13%	13%
Yr6	43%	43%	15%	22%

Writing	Autumn 25 EXP	Autumn 26 EXP	Autumn 25 GDS	Autumn 26 GDS
Yr1	47%	50%	0%	3%
Yr2	52%	47%	3%	0%
Yr3	34%	49%	0%	2%
Yr4	54%	55%	2%	2%
Yr5	56%	42%	7%	11%
Yr6	37%	50%	3%	0%

Maths	Autumn 25 EXP	Autumn 26 EXP	Autumn 25 GDS	Autumn 26 GDS
Yr1	56%	64%	0%	7%
Yr2	63%	64%	7%	3%
Yr3	41%	49%	0%	0%
Yr4	52%	66%	7%	2%
Yr5	28%	61%	16%	11%
Yr6	36%	57%	20%	4%

Data outcomes for Spring 26 compared with the same period last year shows that attainment at Expected Standard has risen across Reading, Writing and Maths, with particularly strong improvements in Maths. Greater Depth outcomes are increasing in key year groups, especially in Reading and Writing.

Next Steps:

To continue to drive improvements in teacher practice using a mix of whole staff CPD and Instructional coaching.

Focus priority 2- Securing the highest standards of behaviour across the Academy

Rationale

Establishing and sustaining the highest standards of behaviour is essential to creating a safe, inclusive and aspirational learning environment. Internal and external monitoring of behaviour incidents including the number of external suspensions and permanent exclusions increased over the course of the last academic year. Learning behaviours in the classroom were mostly recorded as good although there were some elements of inconsistency. Behaviour at lunchtime was also inconsistent and this impacted both the culture of behaviour as well as teaching and learning in the afternoons. Where behaviour expectations are consistently upheld, pupils are better able to engage positively in their learning and develop self-discipline. By embedding a culture of high standards, we will reduce barriers to learning, minimise lost learning time and foster pride in our school.

Leader Responsible- Liz Meredith

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
Set clear expectations for staff for entry routines at the start of day, end of break and lunchtimes.	LM	IP	September '25	Sep 2025
Prioritise initial Steplab small steps for professional development on establishing routines and behaviours for learning.	LM	IP	Autumn 1	Autumn 1
Continue to develop the provision of playtime options available at lunchtimes to secure positive pro-social play.	LM	IP	Ongoing	Ongoing
Provide ongoing training for LTS to support positive behaviour management at lunchtimes.	LM	IP	Ongoing	Ongoing
Monitor behaviour across the school and provide weekly updates to SLT to highlight key trends and resulting actions.	LM	IP	Ongoing	Ongoing
Increase presence of SLT on playground at breaktimes and lunchtimes to support management of behaviour.	LM	IP	September '25	September '25
Run weekly assemblies to include and promote a regular focus on school values and rules	LM	IP	Ongoing	Ongoing
Provide ongoing coaching and support, at whole class or individual pupil level, for all teaching staff to secure good levels of behaviour across the school.	LM	IP	Ongoing	Ongoing

Impact- Success Criteria

SC1- Behaviour policy is consistently implemented and evidenced through lesson observations and learning walks.

Impact review: January 26

Using the Steplab platform, staff CPD has been focused on creating a culture for learning during the autumn term. All of the 8 core skills have had a focus on improving pupil behaviour for learning. Drop- in feedback shows that teaching 'steps' are being used across the school by teaching staff and most HLTAs. Whole school monitoring shows that staff are developing their automaticity and consistency in applying these performative steps.

Recent trust wide monitoring on behaviour shows that most staff are scored at developing + or strong when using the school's behaviour for learning rubric.

Next Steps:

To continue to use Steplab core skills to drive improvements in pupil engagement and teacher practice as it relates to developing behaviours for learning.

Staff identified as not being Developing plus or strong as per the Trust rubric for learning behaviours will receive further coaching and support in the Spring and Summer Terms.

To support new staff members (2 x teachers & 2 x LTS joined Jan/Feb'26) to embed behaviour policy into their practice.

Impact review: April 2026

Both Internal and External monitoring (External - Trust & Challenge Partners) has validated that behaviours for learning across the school are strong. New staff have quickly and effectively adopted VPA behaviour policy. Additional CPD has supported engagement in learning through further developing partner talk and checking for understanding.

Internal monitoring of reflection has identified some inconsistencies in how consequences are being applied across the school.

Next Steps:

Complete CPD focused on rewards and sanctions to improve consistency and to collate range of routines for gaining attention to understand need for streamlining.

SC2- Recorded rates of low-level disruption and serious incidents show a year on year reduction with external suspensions showing a year on year fall.

Impact review: January 26

Weekly behaviour incident levels have been consistently below those of the previous year since the start of September. The average weekly incident level for the autumn term sat at 115 incidents compared with 142 incidents for the same period in '24/'25. The majority of behaviour incidents fall into the category of low-level disruption.

There have been 8 suspensions this term from years 3 and 5. This puts our suspension data above the same period from last year which was at 6 suspensions for the same period. January was a high month for suspensions last year (10) and it is not anticipated that we would meet or exceed these levels over the next 3 weeks.

Weekly assemblies are completed with a focus on developing the school values, school rules and British values. A value of the week is selected and chn are recognised and rewarded for demonstrating this value.

SLT presence on the playground at lunchtimes has increased this academic year and the range of activities for chn to engage with has been improved to include table top activities, dance, music and basketball. This has made a significant positive impact on lunchtime behaviour.

Internal monitoring shows that some behaviour around the corridors during unstructured times (lunch) falls below our standards. When not closely supervised some chn run rather than walk.

Next Steps:

Weekly staff bulletin with clear targeted actions will be set out for staff to implement following on from class charts analysis of weekly data.

Increase levels of supervision in corridors during lunchtimes.

Impact review: April 2026

Weekly behaviour incidents have tracked mostly above the levels for this time last year. The average weekly incident level for the spring term sat at 171 incidents compared with 155 incidents for the same period in '24/'25. The majority of behaviour incidents fall into the category of low-level disruption and are a mix of in class and playground behaviours. Root cause of increase has been identified and mitigating steps put in place with key year groups (Yr 4 & 6). Overall incident levels YTD remain below those of last year. ('24/25 = 3848 '25/26 = 3611)

As anticipated, suspension data is now running significantly below the same period from last year (12 versus 23 suspensions). This overall trend should continue for the remainder of the academic year

Next Steps:

To continue to work with key year groups to proactively circumnavigate and or respond to behaviours.

To devise Trust wide primary character curriculum to further drive positive behaviour choices for implementation September 26_27.

SC3- Pupil surveys show an increase in students feeling safe, respected, and able to learn without disruption.

Impact review: January 26

Pupil voice conducted as part of trust monitoring showed that pupils are aware of disruption to learning as a result of SEND needs in the classroom and a minority of pupils who make poor behaviour choices. However, pupils are equally aware that adults are managing those situations and the majority of pupils asked feel that their classroom is a good place to learn. Some pupils felt that whole class sanctions were applied too regularly.

Next Steps:

To select a broader sample and complete a focused pupil voice survey ahead of general pupil satisfaction survey to understand pupil's attitudes to safety, respect and ability to learn in their classrooms.

Impact review: April 2026

Pupil voice from latest trust monitoring showed an inconsistency in the manner that children can discuss behaviour at VPA. Discussing behaviour as part of pupil voice was different and less positive than from pupil voice gained in the moment in classrooms and on the playground.

Next Steps:

Re-focus staff and chn on VPA behaviours for learning including why it is important.

Introduce regular pupil voice interviews across targeted pupil groups

Introduce positive behaviour assemblies to promote the high numbers of pupils who regularly follow school rules and values.

Review use of equipment at morning breaktimes as a response to pupil voice.

SC4- External monitoring rates behaviour for learning and behaviour around the school as calm, purposeful and respectful.

Impact review: January 26

Trust monitoring, focused on behaviour for learning, undertaken in November '25 trust shows that most staff are scored at developing + or strong when using the school's behaviour for learning rubric.

Other trust monitoring and internal monitoring including drop-ins show that behaviour in class is calm and purposeful.

Next Steps:

SLT to conduct full school engagement audit focusing beyond behaviour for learning.

Impact review: April 2026

Both Internal and External monitoring (External - Trust & Challenge Partners) has validated that behaviours for learning across the school are strong. Opportunities for further development have been identified including speeding up of transitions and pupil's ability to talk fluently about 'ready learners' at VPA. Children walking to line has also been identified as an area of focus particularly in KS1.

Next Steps:

Re-focus staff and chn on VPA behaviours for learning including why it is important.
Increase focus on lining up.

SC5- Staff feedback indicate improved confidence and consistency in managing behaviour effectively.

Impact review: January 26

Staff consistency with implementing our school behaviour policy is good. Appropriate levels of rewards and sanctions are issued each week as evidenced on Classcharts and Class Dojo.

The behaviour lead, SLT, LSAs and the pastoral team are visible across the school and offer regular support to teaching staff to manage behaviours positively and effectively. Phase leaders and SLT support staff with parent meetings when behaviour needs to be escalated.

Staff confidence and consistency with implementing latest Steplab CPD is developing over time.

Support has been provided to individual teaching staff for high profile pupils. Work has been completed with outside agencies and staff have successfully implemented a range bespoke behaviour management systems. This has resulted in a reduction in the number of chn on part-time timetables and an increase in pupils successfully accessing appropriate curriculum content.

Next Steps:

To complete a class by class behaviour audit to ensure that teachers are confident that they have the appropriate systems and procedures in place to manage behaviours effectively.

Impact review: April 2026

Despite new staff members joining the team, staff implement our school behaviour policy consistently. Rewards and sanctions continue to be applied. Some inconsistency in the use of sanctions has been identified as part of SLT monitoring.

Ongoing support has been provided to individual teaching staff for high profile pupils. Work has been completed with outside agencies and staff have successfully implemented a range bespoke behaviour management systems.

SLT have supported a number of parent meetings to re-engage key pupils.

Next Steps:

Phase leaders to increase number of targeted parent meetings to support class teachers.

Focus priority 3- Improving teaching and learning in Maths strategy lessons and Times tables

Rationale

Effective teaching and pedagogy in maths is the most important in lever in improving outcomes. Teachers already have a good scheme of work and toolkits to work with and now need to embed and refine the use of them. The teaching of arithmetic is effective, however, pupils are not yet confident in applying their skills in a range of contexts, particularly when encountering worded problems. This is evident in our national data as well as internal data which is below national. To solve this, a structured approach to teaching worded problems has recently been introduced. Following EEF's recommendations, we will also focus on ensuring that there are no barriers to teachers and pupils using a range of concrete apparatus, enabling them to use the apparatus to build a conceptual understanding.

It is important that pupils develop independence and motivation to learn and challenge themselves in maths. This will be achieved through the use of rich tasks and "low threshold, high ceiling" problems. Fractions have been an ongoing weak area across the year groups. The White Rose lesson plans do not provide enough depth and opportunities to revisit prior learning for these challenging concepts.

Leaders Responsible- Linda Embling

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
Amend overviews for each year group and each unit to indicate essential vocabulary and	LE	IP / LE	Half termly	January 2026 April 2026

which worded problem unit should be included.				
Monitor the use of the overviews through book look, pupil voice, trust monitoring and drop ins	LE	IP/LE/EH	Half termly	Dec 2025
Secure high engagement on TT Rockstars through the use of battles, competitions and live leaderboards in the hall.	JP	LE	Fortnightly	ongoing
Identify pupils who need additional support to achieve essential skills and concepts and set interventions for them.	LE / class teachers	IP	Termly	Oct 2025 Dec 2025 March 2026
Review contents of maths packs and organise replacement resources as needed.	LE	IP	September	Sept 2025 Year 1: March 2026
Monitor use of concrete resources both by pupils and by staff using them to model.	LE	IP	Half termly	Sept 25 Oct 25 Dec 25 March 2026
Work with the trust maths leaders to develop a CPD programme to develop teacher subject knowledge and strategies for developing reasoning.	LE	IP/RH	Ongoing	Ongoing
Work with teachers in year 3,4 and 5 to develop new unit plans for fractions.	LE	IP	Autumn 2	Year 5 Nov 25 Year 3 March 2026
Support the teaching of fractions through drop ins and team teaching.	LE	IP	Spring 1	
Monitor the effectiveness of foundational maths sessions and support teachers with planning and delivery as required.	LE	IP	Half termly	Oct 25 March 2026
For new teachers, plan and teach a foundational maths and Times table session together to set expectations.	LE	IP	September	Sept 2025 January 2026
Analyse summative assessment data and share information with class teachers. Use the data to identify weak areas and plan opportunities to address these.	LE	IP	Termly	Dec 25 March 2026

Impact- Success Criteria

SC1: Pupils and teachers use a range of concrete apparatus and pictorial representations effectively. Pupils can choose apparatus and pictorial representations independently.

December 2025

Expectations for the use of concrete resources has been reiterated to all staff and teachers have checked that they have all resources that they need. Where additional resources were needed these have been procured. All classes have every day boxes or packs of concrete and pictorial resources. Monitoring has shown that these are now used consistently and are available to pupils in all lessons. Pupils are regularly exposed to pictorial representations such as bar models and more pupils are using these independently. For example, a pupil working above expected in year 6, chose to use bar models to support him in calculating fractions.

April 2026

Pupil voice and book scrutiny show that concrete resources are used regularly. Training has been delivered on the use of rekenreks and these are now more widely used. Further training on the use of cuisenaire is planned in. Learning walks have identified that in most classes the resource packs are always available and other concrete resources are used in addition. An example is year 4 using numicon and blocks to represent decimal numbers and how to add and subtract to make a whole. Some classes are not always making the resource pack is available. They have been given feedback and follow up visits will take place early in the summer term.

SC2: Pupils have a range of strategies that support them when solving worded problems. This is evident in termly summative assessments as well as in books.

December 2025

The new resource – deconstructing word problems – has been introduced and is being used in all classes. A recent book look across Years 1-6 shows that pupils are accessing the resources well and there is evidence of pupils practising strategies for solving worded problems across the school. Pupils also access a range of question types that require them to reason and apply skills in a range of contexts. The White Rose assessments showed that pupils were completing “explain your answer” type questions with greater accuracy and depth than in previous years. Work in books also show that more pupils explain their reasoning accurately and using mathematical language.

April 2026

A recent book scrutiny showed that all pupils access a wide range of reasoning problems regularly, including being taught how to approach worded problem using the Gareth Metcalfe resources. Pupils practise these strategies and can apply them in lessons. The strategies are not yet fully embedded and were not used consistently in the spring term assessments. Pupils were able to speak to me about the strategies and could talk about how they solve worded problems. During the summer term, further training will be delivered on these strategies during a twilight led by Gareth Metcalfe.

SC3: Pupils master the essential concepts and skills in each year group. These are rehearsed and practised regularly through the foundational maths sessions.

December 2025

All year groups have either numbersense or a fluency session. Lesson visits showed that one year group were not using rolling numbers regularly. After feedback and a revisit, rolling numbers are now used regularly. This is clear in monitoring across Years 1-6 and has been quality assured by the use of repeated drop ins. Monitoring has shown that pupils have ample time to rehearse and practise foundational skills. Times tables are practised daily in year 3-4 and 2-3 times a week in year 5 and 6.

April 2026

Monitoring has taken place in year 2, year 4, year 5 and year 6. This has shown that the foundational maths sessions are taught with fidelity. Pupil voice show that pupils have a secure understanding of the purpose of the sessions. The use of rolling numbers is particularly good in year 4 and 5. Feedback was given to a year 6 group that were not using rolling numbers consistently and a follow up visit showed significant improvement. Pupils now knew the rolling number and could chant them with enthusiasm and accuracy.

In year 3, the two class teachers were new to school in January. They were given support in the shape of a model session in their class and a follow up session. This showed good fidelity to the programme.

While pupil work in sessions shows good understanding and developing fluency this is not yet fully evident in the termly formal assessments. Our target is 75% accuracy. To support, the maths lead has identified the weak areas using the QLA and these will inform the content in the fluency sessions during the summer term.

	Average score on arithmetic
Year 1	64%
Year 2	58%
Year 3	50%
Year 4	56%
Year 5	57%
Year 6	70%

SC4: All year groups achieve in line with national averages for MTC and termly summative assessments. The gap between the arithmetic and reasoning papers is narrowed through the increased score in the reasoning papers. End of key stage data (EYFS, KS1 and KS2) is in line with or above national, including greater depth.

December 2025

Scores on the year 4 MTC has increased rapidly over the autumn term. The pupils in year 4 have daily times table practise, a weekly times table club and also practise times tables at other times during the day.

For pupils whose scores are not improving, additional interventions will be in place from January.

Year 4 MTC	October	December
------------	---------	----------

Average score	13	19
18+	30%	72%
23+	13%	45%
25+	8%	25%

Year 6 Mock Sats

While there is an improvement from September (13% / 0%) the scores are still significantly below where would expect them to be at this time of year. To support year 6 additional coaching has been in place and pupils are now in three groups, based on need. Target pupils receive weekly tutoring in small groups with a qualified teacher and booster groups will start in January.

	EXS +	GDS	Average scaled score	Paper 1 average score	Paper 2 average score	Paper 3 average score
Maths	34%	2%	97	20	14	14

Year group	Teacher assessment			White Rose / DFE	Teacher assessment	
	Just below	On track +	GDS	On track +	PPG on track + /GDS	SEND on track / GDS
1	17%	67%	0%	68% / 11%	54%	17%
2	36%	47%	0%	10% / 0%	40%	18%
3	12%	56%	16%	58% / 14%	55%	21% / 7%
4	27%	63%	3%	63% / 10%	44% / 6%	26%
5	33%	53%	13%	63% / 13%	56% / 6%	36%
6	25%	48%	0%	36% / 2%	30%	33%

Teacher assessments are broadly positive with only a small majority working below. Staffing issues during autumn term has meant that the maths interventions for year 3-5 have not taken place. They will restart in January.

White Rose assessments

Aut 2	P1	P2	total
1	62%	70%	67%
3	50%	39%	44%
4	65%	47%	50%
5	55%	47%	48%

April 2026

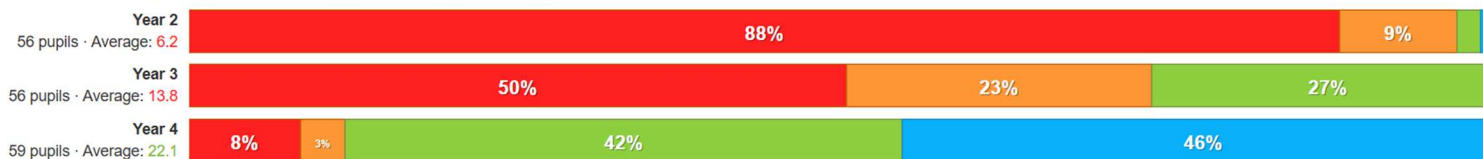
Year 4 have sustained the improvement in times tables through regular practise, times table club and daily intervention for key children.

	October	December	March
Average score	13	19	22
18+	30%	72%	87%
23+	13%	45%	67%
25+	8%	25%	45%

All pupils in year 2, 3 and 4 have been tested on the relevant times tables for their year group (Y2: 2,5 and 10, Y3: 3, 4 and 8 and Y4: all tables).

Maths

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



This has identified some issues with when our current program starts and when it introduces each times table. As a result we are implementing some changes:

- Year 2's multiplication unit has been moved to term 1.
- Year 2 will start the Times Table program and use rolling numbers after completing their multiplication unit.
- A new overview has been completed, ensuring that each year group is taught the correct times tables.
- More time has been given to revise and consolidate, ensuring that no pupils are left behind.
- Assessment of the times tables are scheduled for each term.

Year 6 Mock Sats results (2025 papers)

95+	70%
EXS+	62%
107+	25%
GDS+	3%

Average scores:

Paper 1: 28

Paper 2: 17

Paper 3: 18

Total: 58

This shows a marked increase from the previous mocks, particularly in arithmetic. Each group has identified target children. Pupils at 94-99 are receiving additional support as well as attending booster sessions. In addition, all pupils have been given CGP books to practise in at home.

Year group	Teacher assessment			White Rose / DFE	Teacher assessment	
	Just below	On track +	GDS	On track + / GDS	PPG on track +GDS	SEND on track / GDS
1	18%	71%	7%	71% / 15%	58% / 0%	22% / 0%
2	23%	69%	4%	54% / 9%	46% / 0%	35% / 0%
3	26%	49%	0%	67% / 19%	50% / 0%	14% / 0%
4	25%	68%	1%	80% / 30%	43% / 0%	25% / 0%
5	25%	64%	11%	53% / 9%	67% / 7%	18% / 9%
6				61% / 4%	35% / 0%	45% / 0%

Overall, mathematics attainment is secure, with the majority of pupils across year groups working *on track or above expectations*, particularly in Years 1, 2 and 4 where this is close to or above 70%. Outcomes are broadly in line with, and in some cases exceed, White Rose/DfE benchmarks for on-track attainment. While GDS remains an area for development, there are encouraging signs of emerging higher attainment in upper key stage 2 as well as on the summative assessments for year 3 and 4.

SC5: Pupils have a secure understanding of fractions and can apply this in different contexts.

December 2025

Fractions have been taught in year 5 and 6. Other year groups will cover fractions during the spring term. Year 5 and 6 have had additional support to plan their fractions units. Monitoring in books shows a good range of representations used for fractions. Concrete resources have also been used to ensure good understanding.

April 2026

The maths lead has worked with year 3 teachers to incorporate the NCETM fractions resources into their fractions unit. This is clearly evident in books and as a result, pupils have a clearer understanding of the part / whole relationship and equal parts than in previous years when only White Rose was followed.

Focus priority 4-The most effective interventions for both SEND and non-SEND children

Rationale

All pupils, regardless of ability, background, or diagnosis, should access support tailored to their needs. Interventions will be designed to remove barriers to learning, and closing the attainment gap, ensuring SEND pupils receive appropriate scaffolding, while non-SEND pupils are equally supported and extended using the teaching assistants and learning support assistants to supplement rather than replace teachers (EEF:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>. In addition, as advised by the EEF, the interventions chosen are evidence based. Through effective CPD for all staff who lead interventions combined with careful and regular monitoring, we can ensure effectiveness.

Leaders Responsible- Linda Embling, Jamie-Lee Lothian and Chrissy Brindle

Implementation Actions	Who Monitors?	Who Evaluates?	Timescale	Check Date when completed
Ensure all interventions on offer for SEND are professionally recommended.	SENCo	IP	Half termly	September 2025, October 2025, December 2025 April 2026
Children identified to receive SEND interventions have had external professional support or have been identified via the Senco or inclusion team.	SENCo	IP	Half termly	September 2025, October 2025, December 2025 April 2026
All SEND interventions are reviewed on provision maps every half term.	SENCo	IP	Half termly	October 2025, December 2025, March 2026
Monitor the quality of SEND intervention delivery.	SENCo	IP	Termly	January 2026
Monitor interventions to ensure that all pupils achieve a score of 0 on provision maps at the end of each term.	SENCo	IP	Half termly	October 2025, December 2025, March 2026

Identify barriers for SEND pupils who are underachieving and put in place actions to address them.	SENCo	IP	Half termly	September 2025, October 2025, December 2025 April 2026
All members of staff who are delivering a SEND intervention have had relevant training.	SENCo	IP	Half termly	December 2025, March 2026
Set up intervention timetable and review it each half term.	LE	IP	Half termly	September 2025, October 2025, December 2025 March 2026
For each intervention, entry and exit data is identified and criteria for effectiveness set	SENCo/LE	IP	September	September 2025
Identify pupils who would benefit from an intervention using data on Insight.	Class teachers / LE	LE	termly	September 2025,)Oct 2025, Dec 2025, March 2026
Discuss interventions as part of pupil progress meetings.	Class teachers	LE	termly	Dec 2025
Monitor impact of interventions and identify any barriers and address them.	LE	IP	Half termly	Oct 2025, Dec 2025, March 2026
Meet weekly with intervention leaders to ensure that all interventions are running well.	LE	IP	weekly	weekly
Liaise with phonics lead to ensure phonics interventions are effective.	LE	IP	Half termly	Oct 2025, Dec 2025, March 2026

Impact- Success Criteria

SC1 Data is used effectively to identify pupils who need interventions.

December 2025

For KS2 non SEND interventions a range of data from the summer term was used to identify pupils such as reading age, reading speed, teacher assessments and NFER. This was revisited at the end of the autumn term and some changes were made to the intervention groups based on this.

Interventions are planned for children with SEND based on recommendations from Educational Psychologists, provision listed in section F of EHCPs, Senco observing and working with the children and data and information about the children's gaps and barriers to learning from class teachers. Every half term, this is reviewed and the children accessing these interventions are changed accordingly.

April 2026

The data from assessment interventions as well as teacher assessments and summative assessments have been used to check that the correct children are taking part in the interventions. While many children benefit from continuing the interventions for a longer period of time, some have been removed from the programme and others added.

Intervention data, alongside feedback from LSAs and class teachers, is used to inform next steps. This includes whether a child should continue with their current intervention for a longer period, transition to a different intervention, or end the intervention altogether. For example, a child who made accelerated progress in their small group maths intervention, re-joined the whole class maths lessons as they were assessed to be working just below age expected and could access the learning with strategies from our ordinarily available provision.

Some recent SEND referrals from class teachers identify specific areas of difficulty. Following observations by the Senco, targeted interventions have been put in place. The impact of acting quickly to implement interventions means that the identified gaps are addressed, barriers to learning can be removed and this may reduce the need to be placed on the SEND register.

SC2: The effectiveness of interventions is measured regularly against set evidence based criteria

December 2025

Success criteria for KS2 interventions were set in September and shared with the intervention leads.

The success criteria for SEND interventions is planned by the Senco and shared with LSAs. Changes to interventions are made if they are proving to be unsuccessful. For example, the staffing and children accessing KS2 sensory circuits was changed as it was not working to calm the children before returning to their classroom. Interventions such as Talkboost and precision teaching have a clear format to assess for progress and effectiveness.

SC3: Pupils make at least expected progress in the intervention programme.

December 2025

Due to staffing issues, not all non SEND interventions have run over the term. However pupils taking part in the interventions regularly have made progress. The average progress for reading age is 6 months (Sept – Dec). Pupil reading speed has on average improved by 11 words per minute. To ensure accuracy of the assessments, there will be a new training session for the intervention leads before the next assessment.

As a case study, a year 6 child with dyslexia who accessed all their interventions 3 times a week has made 16 months progress in reading age in 4 months and reading speed has improved by 27 word per minute.

Due to frequent and prolonged staff absences, some interventions did not take place in Autumn 2. Our average provision outcome recorded on Provision Maps is +0.13 (0 indicates expected progress achieved). All children in the small group maths intervention made progress, some making significant progress from 2/15 to 8/15 in the pre and post assessment. All children in the small group English intervention can now write simple sentences independently and some can add further detail, something which they were unable to do at the initial assessment. All children who learn in the Hub have developed their attention and engagement through the Attention Autism bucket time intervention. Some children were making fleeting attempts to engage and can now sit and watch the session for 10 minutes.

April 2026

Literacy gold appears to be most effective in improving reading age. Over 3 months, the average increase in reading age is 5 months. With some children making more rapid progress of up to 12 months progress. However some children have made negative progress. The average increase in reading speed in the same period of time is 11 words per minute.

When using reading speed to determine effectiveness, the intervention was effective or very effective for 50% of the pupils. For 28% of pupils the intervention was not effective.

11 pupils in year 4 have had a short daily intervention to improve their times table recall. The intervention has been effective or very effective for 82% of the group with an average increase of 6 marks.

Despite some ongoing staff attendance difficulties, 15 interventions, supporting 63 children, and addressing a range of SEND needs have been put in place. Our average provision outcome recorded on Provision Maps is +0.21 (0 indicates expected progress achieved).

82.5% of children made expected or above progress in their interventions last term. 36.5% made **more** than expected progress.

The remaining children made small steps but did not meet the predicted or goal success criteria. In these cases, the data has been looked at closely and next steps planned. This includes one child being referred for Rowan Gate outreach support, one child moving to a different, more intensive intervention with a member of the inclusion team, and the Senco will be offering support to a new member of staff to ensure the effectiveness of the delivery.

Precision teaching was particularly effective, with all children making expected or above progress. For example, one child increased their score from 1 to 21, another from 10 to 58, and another from 7 to 38.

One child who accessed our Zones of Regulation intervention had a 50% reduction in Class Charts incidents compared to the previous month.

In the KS1 maths intervention, all children made expected or above progress, with one child increasing their score from 0 to 10 in the pre and post assessment.

SC4: All interventions are evidence based.

December 2025

In KS2, the interventions use well established, evidence based programmes; Literacy Gold, Read Write Inc and Numbersense. These all have high levels of impact as assessed by EEF- the current gold standard of research on school based interventions. Literacy Gold conducts frequent research projects to quality assure their programmes. On average, pupils who use Literacy gold make 12 months progress in reading age over 3 months. Numbersense is based on current research from NCETM on how numberfacts are learnt.

For our SEND interventions, we use interventions that are recommended by educational psychologists, Rowan Gate's outreach team and listed in section F of the children's EHCPs. These include sensory circuits, attention autism 'bucket time' and precision teaching.

April 2026

We have recently introduced a new intervention called 'Copy Box' which was recommended by a speech and language therapist to improve engagement, eye contact and building vocabulary. All children who have accessed this have made expected or above progress with their engagement, turn taking and ability to play alongside someone else.

SC5: Staff who deliver interventions have been well trained and deliver interventions effectively.

December 2025

The two intervention leaders had extensive training in September, observing an intervention session, leading one together with the intervention lead teacher and being observed running intervention sessions. They have met regularly with the intervention lead teacher to look at any challenges and tweak the programme as needed. The learning support assistants have received training from the Senco in the form of videos, modelled sessions and information sheets that they can easily refer back to. They were given time on the September and January training days to refresh their knowledge and share good practice between them. Ellen from Rowan Gate outreach led a training session on sensory circuits and the Senco observed a session in both KS1 and KS2 to monitor effectiveness. The Senco had precision teaching training as part of the Melsa programme led by EPs and this information has been shared to LSAs. The LSAs and Senco had a full day Talkboost training led by Dr Bianca Bailey Wilson. The Senco observed an Attention Autism 'Bucket time' session led by LW in the hub to monitor the delivery and effectiveness of this provision.

April 2026

The intervention leaders for literacy gold has had further training in how to assess pupil progress and how to support pupils effectively during the interventions.

One LSA recently attended a training course led by Rowan Gate outreach on Cognition and Learning. This included information on how to assess progress in targeted interventions and how to support the development of Executive Functioning skills, which will support the effective delivery of SEND interventions.

Further training has been scheduled including Precision Teaching which is being led by Educational Psychologists.

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.