

Summary Academy Improvement Plan – Full detailed plan available on request
September 2016 – July 2017

Our Academy Aims:

- *To have an academy where children, parents and teachers work confidently together, as active and informed partners in learning and teaching, where lines of communication are always open and used.*
- *To create a safe, efficient and secure environment where effective teaching and learning can take place.*
- *To provide an abundance of such experience and activities that will enable all children to develop their learning to the full intellectually, emotionally, socially, physically and spiritually.*
- *To enable all children to have equal access to the curriculum and to work in ways that are appropriate to their individual needs.*
- *To ensure the curriculum is consciously related to the everyday life and experiences of the children wherever possible.*
- *To encourage children and staff to appreciate the value and diversity of cultural backgrounds in society and to respect their traditions.*
- *To liaise with groups within the community and take part in community activities whenever possible*

Our Academy Improvement Plan is a live document that is updated and re-focussed throughout the year to ensure current priorities are taken account of. It is linked to our self-evaluation and focussed on the ACHIEVEMENT of pupils, the QUALITY OF TEACHING AND LEARNING, the QUALITY OF LEADERSHIP AND MANAGEMENT and the BEHAVIOUR AND SAFETY of all pupils.

We aim to maintain and consolidate what is good and build on further success. The Academy Improvement Plan ensures there is a shared sense of purpose and direction for improvement.

In Additional to the academy priorities within the improvement plan we also strive to take account of Hatton Academies Trust priorities and The National Agenda:

Victoria Primary Academy Priorities	Hatton Academies Trust Priorities 2015 to 2016	National Agenda
<p><i>Priority 1: Leadership and Management</i> To improve the rigour of leadership</p> <p><i>Priority 2: Teaching, Learning and Assessment</i> To make secure judgements on teaching and learning over time in line with update OFSTED guidance</p> <p><i>Priority 3: Personal development, behaviour and welfare</i> To ensure pupils are happy, safe and engaged: demonstrating good behaviour for learning</p> <p><i>Priority 4: Outcomes for children and learners</i> To improve achievement</p> <p><i>Priority 5: The effectiveness of early years' provision</i> To ensure early years' provision is effectively managed and pupils make rapid and sustained progress against their starting points</p>	<ol style="list-style-type: none"> 1. Strengthen leadership and governance to improve key outcomes in the primary academies and sustain outstanding outcomes at SCHA 2. Sustain and improve our financial and operational strength 3. Share our resources effectively between academies 	<ul style="list-style-type: none"> ➤ Teacher Recruitment ➤ Continued changes to assessment for KS1 and KS2 ➤ Changes to accountability ➤ Curriculum Design ➤ Reception baseline ➤ Reception assessment ➤ The Prevent Strategy ➤ British Values ➤ Children's mental health ➤ Disadvantaged pupils ➤ Pupil voice ➤ Basic skills ➤ Effective Use of Teaching Assistants ➤ Reduction in Exclusion rates

The Academy Improvement Plan will be monitored by SMT. Each curriculum lead has their own individual improvement plan which form part of the overall improvement of the academy.

<p>Priority 1: Leadership and Management</p> <p>To improve the rigour of leadership:</p> <ol style="list-style-type: none"> 1. <i>To ensure all pupils from vulnerable groups are challenged to make good progress and narrow gaps between other pupils nationally</i> 2. <i>To ensure newly developed SMT have clear areas of accountability and demonstrate impact</i> 3. <i>To ensure dependency culture is challenged and all members of staff demonstrate their responsibility</i> 4. <i>To ensure the quality of teaching and learning is good or better over time</i> 	<p>Key Performance Indicators:</p> <ul style="list-style-type: none"> • Ofsted inspection judges leadership and management to have capacity for sustained improvement. • Academy Improvement Plan is developed and shared with HAT and key personnel termly and is regularly reviewed and updated. • Academy Improvement Plan links closely with Academy SEF and demonstrates a relentless focus on raising standards, the quality of teaching and learning and improving outcomes for pupils.
<p>Priority 2: Teaching, Learning and Assessment</p> <p>To make secure judgements on teaching and learning over time in line with update OFSTED guidance:</p> <ol style="list-style-type: none"> 5. <i>To ensure systems and policies for making judgements on teaching and learning over time are in line with OFSTED guidance</i> 6. <i>To ensure pupil progress meetings are rigorous and challenge under performance</i> 7. <i>To ensure the quality of work in books reflects the quality of teaching and learning over time</i> 8. <i>To improve assessment of subjects beyond reading, writing and mathematics</i> 	<p>Key Performance Indicators:</p> <ul style="list-style-type: none"> • OFSTED inspection judges teaching and learning over time to be at least RI with clear evidence of good • Pupil progress is at least good for reading, writing and mathematics (at least 80% of pupils on or above line of good progress in DOL). • Evidence in books demonstrates good progress over time (evidence from learning walks, lesson observations, book scrutinies, pupil progress meetings) • Robust assessment procedures allow gaps to be targeted and underperformance challenged (evidence from moderation, pupil progress meetings, cohort profiles and action plans)

<p>Priority 3: Personal development, behaviour and welfare</p> <p>To ensure pupils are happy, safe and engaged: demonstrating good behaviour for learning:</p> <p>9. To ensure all demonstrate their responsibilities in relation to safeguarding and e-safety</p> <p>10. To ensure strategies and procedures to improve attendance and reduce lateness show impact</p> <p>11. To ensure routines and procedures for the management of behaviour are adhered to and low level disruption is rare</p> <p>12. To ensure all pupils and staff demonstrate academy vision, values and ethos</p>	<p>Key Performance Indicators:</p> <ul style="list-style-type: none"> • <i>HAT attendance target met</i> • <i>Policies and procedures for safeguarding, including E-safety, are robust and effective</i> • <i>Behaviour for learning is good in the majority of lessons (evidence from lesson observations, learning walks, weekly behaviour reports)</i> • <i>The majority of pupils adhere to behaviour expectations in and out of lessons (evidence from lesson observations, learning walks, weekly behaviour reports)</i> • <i>Academy vision, values and ethos are demonstrated by all</i>
<p>Priority 4: Outcomes for children and learners:</p> <p>To improve achievement:</p> <p>13. To ensure a relentless focus on key groups of pupils across the academy</p> <p>14. To ensure leaders at all levels have clear accountabilities and are held to account</p> <p>15. To ensure teaching and learning is engaging to all pupils</p>	<p>Key Performance Indicators:</p> <ul style="list-style-type: none"> • <i>OFSTED judge outcomes for pupils to be good in most year groups and RI with good features in all others.</i> • <i>The majority of HAT targets are met.</i> • <i>Progress for the majority of pupils is at least good (at least 80% of pupils on or above line of goof progress in DOL).</i>
<p>Priority 5: The effectiveness of early years' provision</p> <p>To ensure early years' provision is effectively managed and pupils make rapid and sustained progress against their starting points:</p> <p>16. To ensure provision in the outdoor area is good</p> <p>17. To increase parental involvement and contributions to pupil learning</p> <p>18. To improve outcomes for phonics</p> <p>19. To ensure expectations for pupil behaviour and engagement are high</p>	<p>Key Performance Indicators:</p> <ul style="list-style-type: none"> • <i>OFSTED judge outcomes to be at least RI with strong good features</i> • <i>HAT targets are met for the majority of pupils</i> • <i>Progress for the majority of pupils is at least good (5 steps or more progress)</i>

Working Together Towards Academy Improvement

All curriculum leads devise and drive their own improvement plan, this is linked to the academy key priorities. These are the key focus areas for this year from each improvement plan.

English	<ul style="list-style-type: none"> ✓ RWInc delivered throughout the day with fidelity to the programme and its ethos ✓ Children are given reading opportunities which develop understating and demonstrate accuracy and fluency
English - Writing	<ul style="list-style-type: none"> ✓ Develop effective use of drama techniques and cross curricula opportunities to raise standards in writing ✓ Mapped coverage linking connected curriculum, RWInc and school based English units to provide quality opportunities for writing in a rang of genres
Mathematics	<ul style="list-style-type: none"> ✓ Ensure consistent approaches to calculation by developing a policy for calculation, with ongoing training ✓ To develop mathematical reasoning using the Singapore Bar method ✓ To develop fluency and basic skills
Computing	<ul style="list-style-type: none"> ✓ Ensure coverage of the curriculum and consistency across the academy ✓ To ensure all staff have the subject knowledge needed to deliver high quality lessons and learning
Science	<ul style="list-style-type: none"> ✓ To raise the profile of science as a distinct subject ✓ Close monitoring of delivery and progress in science ✓ To raise standards in science (judged on DOL and GL outcomes)
SMSC and British Values	<ul style="list-style-type: none"> ✓ Pupils and staff talk and demonstrate our Victoria Values and British Values ✓ Accurate recording of SMSC/BV using online tracker
History and Geography	<ul style="list-style-type: none"> ✓ Raise profile and standards in Geography ✓ To develop children’s knowledge, skills and understanding in hist/geog through the medium of writing
Art and DT	<ul style="list-style-type: none"> ✓ Ensure structures are in place for effective use of sketchbooks to raise standards across the school
Physical Fitness	<ul style="list-style-type: none"> ✓ Monitor quality of sports team led lessons ✓ Raise profile of PE for class teacher led lessons ✓ Be part of the Kids Marathon research project
French	<ul style="list-style-type: none"> ✓ To raise the profile of French ✓ Embed planning and introduce a robust assessment system
RE	<ul style="list-style-type: none"> ✓ To ensure religious events are high profile ✓ To raise parental engagement, bring RE to life
PSHE	<ul style="list-style-type: none"> ✓ To raise the profile of school council ✓ Create a shared vision and scheme of work across the school (that takes account of safeguarding)
Music and Cultural events	<ul style="list-style-type: none"> ✓ Ensure there is a spread of events through the year which are engaging and real for the pupils ✓ Links to current events are covered well for pupils
Inclusion	<ul style="list-style-type: none"> ✓ Increase number of referrals and applications for funding ✓ Move onto new RAG system of intervention mapping
E-Safety	<ul style="list-style-type: none"> ✓ Ensure coverage of the curriculum and consistency across the academy ✓ Ensure Esafety is high profile for staff, pupils and parents