Victoria Primary Academy
Creating Learners Without Limits

Academy Improvement Plan
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
Priority 1: Leadership and Management To improve the rigour of leadership *Priority 2: Teaching, Learning and Assessment* To make secure judgements on teaching and learning over time in line with update OFSTED guidance *Priority 3: Personal development, behaviour and welfare* To ensure pupils are happy, safe and engaged: demonstrating good behaviour for learning *Priority 4: Outcomes for children and learners* To improve achievement *Priority 5: The effectiveness of early years' provision* To ensure early years' provision is effectively managed and pupils make rapid and sustained progress against their starting points	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	➢ 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 ➢ More Able PP pupils

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.

Priority 1: Leadership and Management	Key Performance Indicators:
To improve the rigour of leadership: *1.To ensure all pupils from vulnerable groups are challenged to make good progress and narrow gaps between other pupils nationally* *2. To ensure newly developed SMT have clear areas of accountability and demonstrate impact* *3. To ensure dependency culture is challenged and all members of staff demonstrate their responsibility* *4. To ensure the quality of teaching and learning is good or better over time*	• 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.

Objectives	Actions	Responsibility	Success Criteria	Implementation date
1.To ensure all pupils from vulnerable groups are challenged to make good progress and narrow gaps between other pupils nationally	• Teams use cohort profiles to demonstrate awareness of vulnerable groups and pupils • Differences in performance between groups is targeted and actions in place • New PP lead to review procedures and monitor effectively • SENDCO to review procedures and monitor effectively • Intervention timetable and tracking • SEND pupils individual targets tracked • Additional funding requests successful • APTGo actions tracked and achieved • Shared and understood strategies consistently applied • Teaching assistants (one to one and class based) deployed effectively and held to account	**PP – Jane Wall** **All other groups – Sally Spencer**	**Analysis of vulnerable groups demonstrates a narrowing of the gap to national** **Interventions are targeted and timely** **Shared and consistent strategies are used to support pupils in vulnerable groups to make good progress over time** **June 2017 – data analysis, new interventions introduced, PP meetings focus on vulnerable groups, APTGo regularly reviewed and updated**	**Cohort profiles in place term 1** **Reviewed termly** **PP and SEND procedures in place term 1** **Intervention groups reviewed termly**
2. To ensure newly developed SMT have clear areas of accountability and demonstrate impact	• Areas of responsibility established and mutually understood • Focus areas board used to hold to account and stay focussed	**SMT**	**SMT able to demonstrate their areas of responsibility** **Focus areas from board show progress during the year**	**Term 1** **Ongoing**

	• SMT are visible in academy and demonstrate vision and ethos tangibly • Monitoring and evaluation schedule devised • SMT and LT complete SEF pages • Timetabled SMT strategy time • Targeted CPD to improve outcomes • SMT use all available data to drive up standards		**SMT model vision and values to all** **Monitoring and evaluation schedule rigorously applied** June 2017 – SMT roles demonstrated with external visits and within school, focus areas board reviewed regularly and discussed, SMT model strong, monitoring schedule on track	**Ongoing** **In line with schedule**
3. To ensure dependency culture is challenged and all members of staff demonstrate their responsibility	• All leaders, teams and teachers to take responsibility for data and use it effectively • Staff demonstrate clear knowledge of data • Teachers and teams demonstrate their responsibility for cohort profiles and pupil progress information • Accountability framework and clear lines of delegation plan in place • Structures in place to ensure quality delivery of assemblies and whole school supervision • All staff sign for and adhere to code of conduct • Staff are held to account for their behaviours by SMT	SMT	**Teachers use of data enables them to target individuals and groups** **Cohort profiles are used effectively to target and drive change and improvement** **Supervision and assemblies are effective and behaviour is good** **All staff demonstrate professional behaviour and recognise their responsibilities** June 2017 – data used effectively in teams, some teachers needing additional support, cohort profiles effective, behaviour in assembly good, staff demonstrate professional behaviour	**Code of conduct reviewed and signed for term 1** **Data – term 1 in cohort profiles and action plans and ongoing**
4. To ensure the quality of teaching and learning is good or better over time	• Monitoring schedule devised and adhered to • Monitoring procedures revised in line with Ofsted criteria • Leaders take quick action to address concerns • Triangulation of all evidence sources KS1 • Establish new teams, roles and responsibilities • Establish expectations of staff and pupils	SMT MSW	**The quality of teaching and learning is good or better over time** **Leaders respond quickly and action plan when concerns are raised**	**End of year** **After each monitoring period** **Ongoing as needed**

	• Review planning, management and organisation of the learning environment • Insist of quality adult interaction • Embed assessment • Ensure there are opportunities for learning and challenge		**Key Stage one runs effectively and the majority of pupils made good progress** **June 2017 – mentoring in place for teachers needing support, leader response is rapid, KS1 structures now more embedded**	**Term 1 and ongoing**

Priority 2: Teaching, Learning and Assessment	Key Performance Indicators:
To make secure judgements on teaching and learning over time in line with update OFSTED guidance: *5. To ensure systems and policies for making judgements on teaching and learning over time are in line with OFSTED guidance* *6. To ensure pupil progress meetings are rigorous and challenge under performance* *7. To ensure the quality of work in books reflects the quality of teaching and learning over time* *8. To improve assessment of subjects beyond reading, writing and mathematics*	• 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)

Objectives	Actions	Responsibility	Success Criteria	Implementation date
5. To ensure systems and policies for making judgements on teaching and learning over time are in line with OFSTED guidance	• HAT primary heads to review and update • Use of monitoring and evaluation schedule • SMT read and feedback sections of new Ofsted guidance • Update staff on implications of and changes needed to comply with new guidance	SMT	**Monitoring and evaluation formats are updated and in line with new Ofsted criteria** **Formats are effective in reporting findings and challenging concerns** June 2017 – new formats in place, used effectively to challenge and support	Term 1 Ongoing
6. To ensure pupil progress meetings are rigorous and challenge under performance	• 6x per year – (NB, termly not 6x) • Individual meetings • Teachers responsible for preparing and sharing data • Updated formats • Key groups reviewed • SMT lead meetings, offering support and challenge • Baseline information used to target prior gaps	SMT	**Dialogue at pupil progress meetings is effective in ensuring all pupils are given opportunities to reach their potential** June 2017 – PP meetings stronger emphasis on groups, professional dialogue and use of data	Once per term
7. To ensure the quality of work in books reflects	• Monitoring evidence in line with schedule • Use of learning intentions and learning steps embedded	HS SMT	**Work scrutiny outcomes show good quality evidence of learning in books**	In line with schedule

the quality of teaching and learning over time	• Teams discuss and trial ideas for recording of learning intentions, whole school system then devised and adhered to		**Evidence of work in books used effectively to support judgements made about teaching and learning over time** **June 2017 – flick forward for both Maths and English used over the year, work in books shows quality evidence building, work in books used as part of over all judgements of teaching over time**	
8. To improve assessment of subjects beyond reading, writing and mathematics	• Science assessed on DOL for Y1, Y3-Y5 • Assessments procedures for other subjects devised and monitored • Y6 assessment against new revised interim framework statements • Y2 assessment against new revised interim framework statements • Introduce pebbles for SEND pupils • Ensure Y1 assessment is robust • Assessment includes secrets of success and characteristics of effective learning	JW JW MSW SS MSW MSW/JW	**Robust assessment procedures in place for all subjects** **Assessment is accurate and moderated to ensure sound judgements are made** **June 2017 – science assessed on DOL from term 1. Symphony introduced and trialled for science, blips in the system have held this up, end of year assessments beginning to be completed for RWM on symphony. Pebbles enabled progress tracking for SEND to be more accurate and supported assessment of Y1 from the beginning of the year. Y6 and Y2 interim framework tracking used effectively, commissioned moderated demonstrated this was working well**	**Science – term 1** **SMSC/BV/PSHE term 1** **All other subjects – end of term 2**

Priority 3: Personal development, behaviour and welfare	Key Performance Indicators:
To ensure pupils are happy, safe and engaged: demonstrating good behaviour for learning: 9. To ensure all demonstrate their responsibilities in relation to safeguarding and e-safety 10. To ensure strategies and procedures to improve attendance and reduce lateness show impact 11. To ensure routines and procedures for the management of behaviour are adhered to and low level disruption is rare 12. To ensure all pupils and staff demonstrate academy vision, values and ethos	• *HAT attendance target met* • *Policies and procedures for safeguarding, including E-safety, are robust and effective* • *Behaviour for learning is good in the majority of lessons (evidence from lesson observations, learning walks, weekly behaviour reports)* • *The majority of pupils adhere to behaviour expectations in and out of lessons (evidence from lesson observations, learning walks, weekly behaviour reports)* • *Academy vision, values and ethos are demonstrated by all*

Objectives	Actions	Responsibility	Success Criteria	Implementation date
9. To ensure all demonstrate their responsibilities in relation to safeguarding and e-safety	• Update safeguarding training completed • Induction focusses on safeguarding • Safeguarding action plan updated • CEO leads safeguarding updates • All staff have updated policies and are held to account • E-safety lead formulates and monitors improvement plan • Staff receive updates when necessary for safeguarding • All staff directed to read appropriate sections of updated KCSIE	**Safeguarding team** **LE**	**Safeguarding has a high priority in the academy and all staff are held to account for their responsibilities** **All staff are made aware of changes and updates in a timely manner** **Safeguarding team regularly review improvement plan and respond swiftly to all concerns raised** June 2017 – safeguarding updates used regularly, 6x year meetings held by safeguarding team. Ofsted section 5 safeguarding effective, improvement plan regularly reviewed. Information for section 11 audit beginning to be collated	**Update training Sept 2016** **CEO training Sept 2016** **e-safety IP term 1** **safeguarding IP reviewed and updated term 1**

10. To ensure strategies and procedures to improve attendance and reduce lateness show impact	• Prompt identification of potential PA • Identify significant groups • Increase staff involvement – taking responsibility • Review rewards especially for good and improving attenders • Challenge absence • Detailed attendance report completed three times a year – attendance reporting completed by attendance officer • Attendance reported to SMT regularly	CW HS	**Through accurate monitoring and tight procedures attendance improves** **Poor attendance and lateness is routinely challenged** **Attendance reports are used to target groups and individuals** June 2017 – procedures show rigour, reports regularly to HT, individuals and groups targeted, rewards in place, procedures tight and targeted	**Potential PA group identified term 1** **Rewards – term 1** **Report – term 2, 4 and 6** **Challenge absence – ongoing**
11. To ensure routines and procedures for the management of behaviour are adhered to and low level disruption is eradicated	• Procedures for positive behaviour management clear • Behaviour contracts in place for all classes • All adults follow behaviour plan and use of language and sanctions in detail • Clarify and review use of behaviour watch • Review lunchtime provision and supervision • Monitor application and use of behaviour management strategies • Challenge when adults do not adhere to policy • Challenge all low level disruption • Liaison with parents • Adults and pupils use the language of values to support behaviours for learning • Classroom organisation and environments support learning (transitions, seating plans, timings, groupings) (in Majority of classes) • High expectations are apparent • Interactions and engagement are high	IP	**Positive behaviour management strategies are evident across the academy** **Language of values is evident across the academy** **Pupils demonstrate an understanding of the Victoria Values** **The majority of pupil behaviour is good or better** June 2017 – behaviour audit, actions followed up, mentor support in place where needed, becoming more consistent, values language more evident (learning walks and observations), downward trend over time of incidents and reports	**Procedures – sept 2016** **Contracts – Sept 2016** **BW – term 2** **Monitoring in line with schedule**
12. To ensure all pupils and staff demonstrate academy vision, values and ethos	• Re-launch on training day • Use of think, feel, say, do model – displayed in staffroom • All staff aware of their role in displaying the Victoria Values, bringing the vision alive • Values assemblies weekly	JW SMT	**The Victoria Values are clearly evident throughout the academy** **There is a shared understanding of the vision and values**	**Re-launch – Sept 2016** **Ongoing**

	• Class assemblies have values theme • Values rainbows in all areas for rewarding specific values in action • Introduce staff value ribbons • Staff held to account for behaviour through the staff code of conduct • All pupils aware of the expectations of behaviour related to academy values • Review transitions arrangements to ensure pupils are well prepared for the next stage (class, year group, key stage, school), particularly for pupils moving from R to Y1 • Information is used effectively between teachers		**All stakeholders invest energy in bringing the vision alive** **June 2017 – vision and values more evident, vision is shared by all (learning walks, observations**	

Priority 4: Outcomes for children and learners:	Key Performance Indicators:
To improve achievement: 13. To ensure a relentless focus on key groups of pupils across the academy 14. To ensure leaders at all levels have clear accountabilities and are held to account 15. To ensure teaching and learning is engaging to all pupils	• OFSTED judge outcomes for pupils to be good in most year groups and RI with good features in all others. • The majority of HAT targets are met. Met for KS1, R and phonics • Progress for the majority of pupils is at least good (at least 80% of pupils on or above line of good progress in DOL).

Objectives	Actions	Responsibility	Success Criteria	Implementation date
13. To ensure a relentless focus on key groups of pupils across the academy	• Cohort profiles identify vulnerable groups • Tracking takes account of vulnerable groups • SEND pupil provision is systematic • Pupil progress meetings identify key groups and action plan for change • All pupils are targeted for improvement • Class profile information is used effectively	**SMT** **SEND – Sally Spencer** **PP – Jane Wall**	**Shared and consistent strategies are used to support pupils in vulnerable groups to make good progress over time** June 2017 – vulnerable groups tracked on DOL and discussed at PP meetings. Cohort profiles used to plan next actions for teams	**Term 1** **Ongoing**
14. To ensure leaders at all levels have clear accountabilities and are held to account	• Accountability framework in place • Staff held to account by SMT • Pupil progress meetings are productive and targeted • All leads devise and monitor improvement plans for their own areas • Staff who do not adhere to code of conduct are challenged • Shared vision by all – raise standards and improve achievement • Prior data, case studies, baseline and prior attendance information are used effectively	**HS** **SMT** **JW**	**All leaders demonstrate ambition for their subject/area and drive change** **All staff adhere to code of conduct and realise the vision in action** June 2017 – leaders updates for POAP in place, ambition clear, accountability agreed but not in formal framework, staff adhere to code of conduct, quick interventions where concerns are raised (these are rare)	**Improvement plans – term 1** **Ongoing**
15. To ensure teaching and learning is engaging to all pupils	• Development of subject leaders • Improvement planning is accurate and drives areas forward • Awe and wonder is evident, including in assemblies (collective worship) • Learning intentions and learning steps trialled and in place with consistency	**JW**	**Pupils are engaged with and enthused by a varied and challenging curriculum** **Monitoring shows pupils take pride in their work**	**Long term planning – term 1** **Medium term planning – term 1 and ongoing** **Curriculum lead improvement**

	• Long term planning adhered to • Consistent medium term planning • Teachers prioritise and take ownership of discrete subjects • Fidelity to Edison in its entirety, the philosophy of Edison is understood by all • Continue to embed school values into the curriculum • All curriculum leads devise and monitor own improvement plan		**Pupils can talk about their learning with confidence and understanding** **The Victoria Values are used as drivers for the curriculum** June 2017 – values more evident, in lesson obs and learning walks pupils demonstrate enthusiasm. Pride in work evident, my learning prompts developing pupil talk about learning not task	**plans in place Sept and regularly reviewed** **Ongoing**

Priority 5: The effectiveness of early years' provision	Key Performance Indicators:
To ensure early years' provision is effectively managed and pupils make rapid and sustained progress against their starting points: 16. To ensure provision in the outdoor area is good 17. To increase parental involvement and contributions to pupil learning 18. To improve outcomes for phonics 19. To ensure expectations for pupil behaviour and engagement are high	• *OFSTED judge outcomes to be at least RI with strong good features* • *HAT targets are met for the majority of pupils* • *Progress for the majority of pupils is at least good (5 steps or more progress)*

Objectives	Actions	Responsibility	Success Criteria	Implementation date
16. To ensure provision in the outdoor area is good	• Learning is evident and distinct in the outdoor area • Pupil/adult engagement is high • Appropriate and good quality resources are planned for and used to support the learning	MSW	**Outdoor learning is specific and distinct from other learning** **The area is well resourced and used** June 2017 – outdoor area well structured and distinct learning. SLE viewed and agreed with school judgements	Term 2
17. To increase parental involvement and contributions to pupil learning	• Ensure parents are involved at every opportunity • Stay and play, stay and read • Quality communications home • Homework follows agreed procedures	MSW	**Parents are given the opportunity to be involved in their children's learning throughout the year** June 2017 – parents involved with reception area, good support from parents with home learning etc	Ongoing
18. To improve outcomes for phonics	• Regular assessments • Fidelity to the programme • Training for new staff • RWInc throughout the day • Insistence on good behaviour for learning • Passion and pace evident	MSW	**The majority of pupils make progress through the RWInc programme in line with national expectations** June 2017 – tracked termly with assessments in place. RWInc throughout the day more embedded	Term 1 and ongoing
19. To ensure expectations for pupil behaviour and engagement are high	• Establish new teams, roles and responsibilities • Establish expectations of staff and pupils • Review planning, management and organisation of the learning environment • Insist on quality adult interaction • Embed assessment • Ensure there are opportunities for learning and challenge • Good quality interactions between pupil and adults	MSW	**Pupils behave well and engagement levels are high** **Pupils are independent and able to demonstrate their learning**	Term 1 and ongoing

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| | | • Ensure there are strategies in place to prepare pupils for KS1. | | **Good quality interactions support learning**
June 2017 – behaviour audit positive for reception, incidents low, pupil independence encouraged with good quality learning opportunities, SLE visit confirmed this | |