

Background priorities:

01 02 04 05 EY1 TLA&O 1, 2 & 4 B1 and 2	<p>Early Years</p> <ol style="list-style-type: none"> 1. Good quality planning includes adult interaction and intervention 2. RWInc delivery focusses on expectations and fidelity to the programme 3. RWInc throughout the day supports accelerate progress 4. Maths learning uses good quality visualisations and mathematics equipment 5. There is a strong focus on vocabulary expansion and speaking and listening 6. There is a high priority placed on reading – both to the children and by the children 	<p>Success Criteria</p> <ul style="list-style-type: none"> • Children access purposeful learning activities independently which support and challenge their attainment and progress • Children learn and recall all set 1 sounds and blend CVC words by Spring 1 • Children are able to describe and explain their learning across the curriculum • Activities in the outside area promote children’s learning using ‘different’ approaches and resources
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December 2017

There are two improvement leads in reception each focussing on specific areas, each leads on actions focussing on impact and improvements to provision and outcomes. Four new members of staff are working with the only existing class teacher to build a strong team.

CLL planning focussed specifically on auditory discrimination of phase one Letters and Sounds activities to build building blocks for the introduction of RWInc speed sounds lessons.

Our part time transition timetable has enabled staff to establish clear expectations and ensure a positive start to school for every child.

Parents attended a “Hallowe’en” themed session on October 31st.

Home visits and transition arrangements supported pupils and their parents with the whole starting school experience and have enabled staff to build effective relationships with pupils and their carers.

Phonic work shop for parents demonstrated the strategies we are developing with the children in school and encouraged parents to use these to support their children at home.

Evidence:

- Improvement leader responsibilities and accountabilities
- Reception action plan
- Phase 1 planning
- Transition information
- Home visit documentation example
- Hallowe’en event
- Phonic workshop

01 02 03 04 05 EY1 TLA&O 2 and 4	<p>Effective use of teaching assistants</p> <ol style="list-style-type: none"> 1. Questioning training for teaching assistants 2. Effective small step modelling guidance given to TAs 3. Effective guidance given on planning for TAs 4. TA appraisal focusses on quality interventions and pupils progress 5. Timetabling ensures all pupils receive the support they need with their learning 	<p>Success Criteria</p> <ul style="list-style-type: none"> • TAs provide support and challenge for children of all abilities • TAs focus on learning and next steps for children through their use of modelling and effective questioning • TA time is organised and planned for effectively to ensure maximum impact on learning and progress
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December 2017

Appraisal targets for teaching assistants are linked to Focus priorities, the effective use of small step modelling and effective questioning ensure additional adults are able to see their role in the context of whole school improvement. Lesson observations comment on teaching assistant deployment and impact directly and maintain classroom teachers' focus on their role in developing the impact of classroom support. We maintain a continued focus on improving teaching assistants' role during whole class learning by ensuring this is foremost in our minds during planning, teaching and learning sessions. Planning is shared with the teaching assistants, who expect to find focus questions, vocabulary and target children identified at different points during the lesson.

Teaching assistants focus on learning intentions to inform marking and assessment of learning and make judgements which both inform and evaluate learning, planning and next steps. Feedback to teaching staff and teaching assistants pinpoints effective interventions during whole class learning, individual and group learning time.

Teachers are increasingly using the teaching assistants for all opportunities to provide snap shots of evidence and information to plan next steps and evaluate the learning.

Timetabling of teaching assistants focuses on pupil outcomes and impact priorities across the school, and is reviewed regularly.

Evidence:

- Appraisal target examples
- Appraisal review with evidence presented
- Lesson observation comments
- Planning with questions, vocab and target children
- Feedback for class teachers from TAs
- Timetable

01 02 04 05 TLA&O 1 and 4	Curriculum and planning for English <ol style="list-style-type: none">1. Planning for handwriting, spelling, grammar and punctuation becomes fully embedded with structures in place across KS1/22. New academy planning procedures for English from Y3 to Y6 (Y2 from term 2) enable pupils to make demonstrable progress3. Structure of pre-write, end of unit write and progress test write established4. Drama for writing is used within all English units and across the curriculum	Success Criteria <ul style="list-style-type: none">• Handwriting and presentation in books (letter formation) demonstrates consistently high expectations and progress from R to Y6• Spelling is taught systematically across KS1/2 using RWInc strategies• Class reading shows skills taught from all content domains• Grammar and punctuation is systematic and pupil writing demonstrates progress made• Planning for English units Y3 to Y6 (Y2 from term 2) follow academy procedures and provide good quality English lessons
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December 2017

Book look feedback has refocused teachers' attention on handwriting and presentation in pupils' books.

A clear feedback, marking and presentation in books policy sets out consistently high expectations for the whole school and a common language for feedback and improvement.

Timetables and planning provide frequent practice for foundational skills across the English curriculum - handwriting, grammar, spelling and reading fluency - which will in turn raise attainment and standards in the quality of writing and reading comprehension.

Reading focus priority is an integral part of all English planning, staff collecting evidence from a range of sources, including across the curriculum.

Planning scrutiny is beginning to show an impact on the quality of teaching and learning as we personalise the Literacy and Language scheme - lead checks through outcomes and steps in scheme, highlighting focus areas, initial response to text task and written response to reading comprehension exercises

Shared steps and expectations for planning and delivery, with monitoring and feedback are ensuring the necessary improvements are made.

Evidence:

- Feedback, marking, presentation in books policy updated
- Timetable
- Crib sheet
- Staff training minutes
- Planning documentation and guidelines
- L and L updates and notes from beginning of unit 1

<p>01 04 L&M 2 TLA&O 3 and 4 B 1 and 2</p>	<p>Development of leaders</p> <ol style="list-style-type: none"> 1. Roles and responsibilities to be agreed and placed into an accountability framework as new leaders join the leadership team 2. Leaders show accountability for the progress of vulnerable pupils/cohorts in line with accountability framework 3. Senior leaders carry out appraisal training and take the lead for appraisal of teachers within their team (Pupil progress linked to use of Symphony system) 4. All leaders take responsibility for aspects of academy improvement and are held to account for their impact 5. Procedures for leaders to report back their impact on developments to senior team are formalised and precise 6. Schedule of meetings to include regular feedback of information to the senior team from middle leaders and curriculum leaders 7. All curriculum leaders formulate and drive own improvement plan and create impact statements 	<p>Success criteria</p> <ul style="list-style-type: none"> • Accountability framework in place for all leaders across the academy • Leadership team monitoring schedule in place • Senior leaders carry out robust appraisals, ensuring the continued development of their appraisees and holding them to account for their responsibilities and actions • Leaders set high expectations of pupils and staff, they lead by example and demonstrate the Academy Values and British Values • Leaders build effective and positive relationships with all staff to ensure progress is maximised • Leaders demonstrate their impact when feeding back to the senior team • Curriculum leaders drive their improvement plans and demonstrate their impact
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December 2017

Roles and responsibilities have been reviewed. There is clear accountability for areas of improvement and development across the academy. Senior leaders have taken over the responsibility for appraisal for members of the teaching team, this is a key area of development for them and enables them to have a deeper understanding of the strengths and areas for development within the teaching team and ensures they are well equipped to step in quickly to support and challenge.

Formats for reporting back on developments have been agreed and used across the term, leaders are able to hold each other to account through challenging questions. The actions board in the principal's office ensures there is no slippage and all developments and actions are tracked and checked.

Curriculum improvement leaders are being supported to complete their own improvement plan by the curriculum development leader.









Senior leaders have a good working knowledge of the new data available to them from ASP and FFT.

The academy is taking part in the teaching and learning innovation fund project (TLIF) funded by the DfE. This is a 1-year programme for Teacher Development and Leadership Development based upon the NAHT Aspire partner schools programme. Victoria is working within a network of 4 schools from the local area. Four leaders have

undertaken a full day's training ready to launch this development across the academy from the beginning of the Spring term.

Evidence

Format for reporting back
 Examples of curriculum leader development plans
 TLIF dates and outline

01 03 04 L&M 3	<p>Attendance, Punctuality and communication</p> <ol style="list-style-type: none"> 1. PA group from 2016/17 monitored closely throughout the academic year, concerns raised immediately with parents/carers and actions put in place to redress 2. Pupils at risk of PA monitored closely and placed on short term reviews alongside parents/carers 3. Information home to parents about attendance at the beginning of the year to ensure they are aware of expectations 4. Raised focus on punctuality, procedures to be put in place similar to the successful attendance monitoring systems 5. More precise details of attendance patterns to be shared with class teachers for children causing concern for attendance or punctuality 6. Attendance and punctuality monitored to show differences in vulnerable groups 7. Attendance officer to report regularly to the senior team 8. Rewards for good and improved attendance reviewed throughout the year to ensure they remain a motivator for the pupils 9. Access to information is clear and transparent for parents, including website and other means 	<p>Success criteria</p> <ul style="list-style-type: none">  Robust procedures in place for the monitoring of pupils at risk of PA, where concerns arise action is taken immediately  Information for parents is clear and precise, attendance leaflet, newsletter and website all give the same message  Robust procedures in place for the monitoring of pupils who are regularly late, where concerns arise action is taken immediately  Class teachers demonstrate their accountability for the good attendance of their class, they liaise with pupils and parents and ensure children understand the importance of good attendance  Senior team are aware of attendance trends over time and current concerns, enabling them to take quick and effective action  Pupils are motivated by rewards for attendance  Tracking of key families (PPG and PA) demonstrate the successful actions that have been in place to support them  Parents and other stakeholders can access all statutory information on the school website
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December 2017

The attendance officer has continued to work closely with families where attendance is causing concern. Letters are sent home to update all parents about attendance. There is a page in the weekly newsletter to give parents up to date information about attendance issues. All families of PA children from last year have already had contact with the attendance officer, close working with these families will continue throughout the year.

Where attendance becomes a concern home contact is made and rewards are put into place to encourage pupils to take responsibility for their own attendance in school.

Pupils who demonstrate good attendance continue to be rewarded for this.

Evidence

- Attendance reports
- Example letters to parents
- Bug club rewards

01 02 03 04 05 L&M3 T.L.A&O 1, 2, 3 & 4 EY1	<p>Pupil Premium</p> <p>1. The tracking of PP pupils ensures they are enabled to make their targeted progress, raising their attainment and diminishing the difference to national through:</p> <ul style="list-style-type: none"> • Effective tracking and record keeping • Timely, effective and measurable intervention • Timely and effective information sharing • Good quality HLTA support • Effective use of all available data to target specific support and intervention • Accurate knowledge of PP pupils and their needs and next steps • Continuous liaison with parents/carers 	<p>Success Criteria</p> <ul style="list-style-type: none"> • PP pupils make progress in line with their peers and their individual targets <p>Colleagues held to account for their responsibilities Monitoring of HLTAs Monitoring of records Data Effective liaison Good knowledge of PP pupils</p>
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December 2017

Regular meetings have taken place with HLTAs, attendance office and other relevant staff. Staff are aware of the needs of their PP children and are using dialogue grids and recording formats effectively to support these pupils to move forwards with their learning. Lesson observations demonstrate HLTAs have formed good relationships with children, enabling them to make progress in well-resourced teaching and learning environments.

The first data drop using the symphony assessment system will enable the pupil premium champion to target support to groups and individuals as required to ensure they are supported to meet their progress targets over the year.

Progress data from Symphony Assessments:

	Reading		Writing		Maths	
	PP	Other	PP	Other	PP	Other
Y1	1.83	1.85	1.67	1.83	1.83	1.98
Y2	1.83	1.74	2.0	2.12	2.67	2.33
Y3	1.38	1.58	1.33	1.55	1.25	1.84
Y4	1.95	2.0	2.15	1.92	2.25	2.11
Y5	1.47	2.0	1.67	2.0	1.8	1.93
Y6	2.07	1.9	2.31	2.16	1.85	2.1

(expected range 1.75 to 2.25)

Evidence:

- HLTA training notes
- HLTA observations
- HLTA recording grids and assessment examples

01 02 03 04 05 L&M3	<p>SEND Provision</p> <p>1. To ensure quality first teaching and intervention leads to pupils on the SEND register making academy expected progress in line with their peers through:</p> <ul style="list-style-type: none"> • Effective tracking and record keeping • Quality intervention mapping • Timely and measurable interventions 	<p>Success Criteria</p> <ul style="list-style-type: none"> • Pupils on the SEND register make progress in line with their academy targets <p>Colleagues held to account for their responsibilities Monitoring of 1 to 1 TAs</p>
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T.L.A&O 1, 2, 3 & 4 B1 & 2 EY1	<ul style="list-style-type: none"> • Effective use of all available data to target specific support and intervention • Accurate knowledge of SEND pupils and their needs and next steps • Continuous liaising with parents/carers and outside agencies • Evidence gathering for outside agencies is effective and precise 	<p>Quality first teaching is appropriate for pupils on SEND register</p> <p>Monitoring of records</p> <p>Data</p> <p>Effective liaison internally and externally</p> <p>Good knowledge of pupils on SEND register</p> <p>PIPs and PSPs system effective in supporting pupils with additional needs</p> <p>Accurate chronologies</p>
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December 2017

The newly created role of the interventions leaders has increased our capacity to offer targeted support to pupils. A clear, efficient systems involving clear lines of communication with class teachers ensures that children's needs can be identified and an appropriate intervention put into place. Baseline and evaluated outcomes give clear next steps for pupils.

Interventions are recorded, costed and evaluated, providing evidence for applications for further support and funding. Constant evaluation ensures pupils are being given the most targeted and effective support possible to meet their needs.

The first data drop using the symphony assessment system will enable the inclusion manager to target support to groups and individuals as required to ensure they are supported to meet their progress targets over the year.

Progress data from Symphony Assessments:

	Reading		Writing		Maths	
	SEND	Other	SEND	Other	SEND	Other
Y1	1.83	1.87	1.42	1.91	1.92	1.98
Y2	1.11	1.81	1.56	2.21	1.89	2.46
Y3	1.0	1.64	0.75	1.63	1.25	1.79
Y4	1.76	2.08	1.71	2.13	2.12	2.18
Y5	1.75	1.9	1.92	1.92	1.67	1.96
Y6	1.77	2.03	2.38	2.13	1.62	2.19

(expected range 1.75 to 2.25)

Evidence:

- Examples of interventions planning
- Examples of interventions recording
- SEND register
- Example of EP report/Jogo behaviour report