

September 2017



Creating Learners Without Limits

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Academy Improvement Plan

September 2017

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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 Victoria Values of responsibility, perseverance, patience, cooperation, respect, integrity and aspiration ensure pupils are aware of their place within the academy and ultimately British Society as a whole. We do not tolerate any form of prejudice and pride ourselves on the infrequent incidences of racism or harassment. 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 here. We are proud to be British or proud to live in Britain. SMSC and British Values opportunities are planned for weekly by year teams. A wide range of opportunities involving classes, individuals or the whole academy are recorded on the SMSC tracker, aspects of these areas covered by events and photographs are uploaded regularly. This may be assemblies, event days, visitors, visits or learning within the classroom. Our weekly newsletter demonstrates our commitment to SMSC and British Values.

DISTINCTIVE CHARACTERISTICS

- Victoria is larger than the average-sized primary school. Pupil intake is increasing by 15 children annually (420 by 2018).
- Number on roll September 2017 was 399, with spaces for 405 pupils
- PAN for R and Years 1 - 5 is 60. PAN for Year 6 is 45 (Sept 2017)
- The school became an academy as part of the Hatton Academies Trust with effect from 1st January 2014
- A new senior leadership structure of principal, vice principal and assistant principal was introduced March 2015. Two further assistant principals joined the academy in April 2016. And an internal promotion added a fourth assistant principal in November 2016
- After a period of turbulence staffing is now more settled
- On entry to Reception pupil's skills, knowledge and understanding are significantly below that which would be expected nationally. Pupils arrive with weaknesses in communication, language and literacy, organisational skills and poorly developed personal and social and emotional development
- Non White British groups represent 68.6% of our pupils (31.1% National Primary, NCC data July 2016)
- The largest five ethnic groups represented are (Jan 2017):

White British 124 (31%)

Eastern European 126 (32%)

Bangladeshi 27 (7%)

Indian 14 (4%)

Pakistani 12 (3%)

- Over half of the pupils speak English as an additional language (57%, Sept 2017)). This is well above average (England percentage for Primary Schools 19.4%, NCC data 2016)
- The Academy is ranked 7 and 6 respectively for the percentage of pupils with English as a 2nd language and percentage of Black and Ethnic Minority Groups (out of 322, with 1 being the school with the highest proportion). Victoria Primary Contextual Profile 2015, NCC data.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, as is the proportion of those at school action plus or those who have a statement of special educational needs or EHC plan
- The school is above average for the school deprivation factor in the 80th percentile (Raise 2016)
- The proportion of pupils known to be eligible for support through pupil premium funding is above average. The academy is funded for 89 pupils for 2017/18
- The Academy is ranked 49 in the county for the percentage of pupils eligible for free school meals (out of 322, with 1 being the school with the highest proportion, NCC data 2016)
- A larger-than-average proportion of pupils join or leave the school during term times: 17% mobility (Raise 2016)
- Victoria is a popular school and was oversubscribed for reception in 2014, 2015, 2016 and 2017. There remains a waiting list in place for some year groups throughout the academy

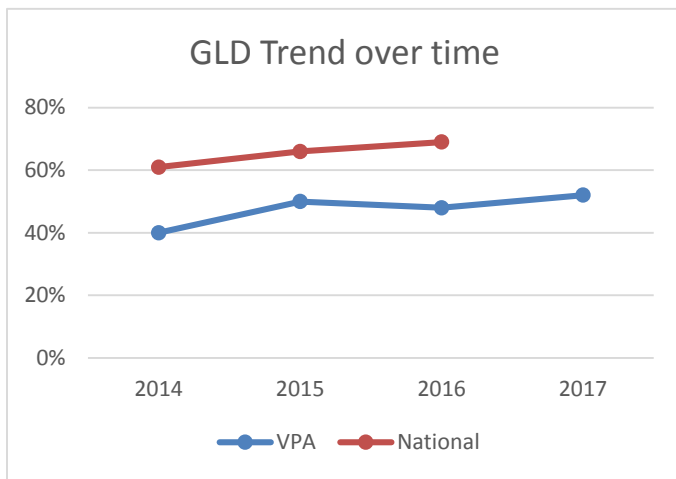
STANDARDS & ACHIEVEMENT DATA

EARLY YEARS FOUNDATION STAGE

| Attainment | 2016 – Good Level of Development | | | 2017 – Good Level of Development | | |
|---------------|----------------------------------|--------|----------|----------------------------------|--------|---------------|
| | No Pupils | School | National | No Pupils | School | National 2016 |
| All pupils | 60 | 48% | 66% | 60 | 52% | 69% |
| Girls | 30 | 50% | 74% | 32 | 53% | 74% |
| Boys | 30 | 48% | 59% | 28 | 50% | 59% |
| Disadvantaged | 6 | 50% | 52% | 6 | 50% | 52% |
| Other | 54 | 48% | 69% | 54 | 52% | 69% |

| Progress | 6 steps + progress - 2016 | | | 6 steps + progress - 2017 | | |
|----------|---------------------------|-----|-----|---------------------------|-----|-----|
| | All | PPG | EAL | All | PPG | EAL |
| All %s | | | | | | |
| Reading | 63 | 67 | 59 | 72 | 67 | 75 |
| Writing | 57 | 67 | 65 | 75 | 50 | 77 |
| Number | 90 | 100 | 92 | 90 | 100 | 93 |

GLD Attainment over time



| | VPA | National |
|------|-----|----------|
| 2014 | 40% | 61% |
| 2015 | 50% | 66% |
| 2016 | 48% | 69% |
| 2017 | 52% | |

Judgements for EYFS 2016 and 2017 were externally moderated by NCC.

Reception Progress over time

| At least | reading | | | | writing | | | | number | | | |
|-----------------------|---------|------|------|-----------------------|---------|------|------|-----------------------|--------|------|------|-----------------------|
| | 2015 | 2016 | 2017 | Increase 2016 to 2017 | 2015 | 2016 | 2017 | Increase 2016 to 2017 | 2015 | 2016 | 2017 | Increase 2016 to 2017 |
| % VPA minimum | 79 | 92 | 98 | +6% | 79 | 92 | 93 | +1% | 93 | 100 | 100 | = |
| % achieving VPA good | 68 | 80 | 87 | +7% | 60 | 82 | 88 | +6% | 72 | 97 | 97 | +3% |
| % achieving VPA rapid | 60 | 63 | 72 | +9% | 28 | 57 | 75 | +18% | 70 | 90 | 90 | +0% |

At Victoria we define progress in Reception as:

4 steps - VPA minimum

5 steps - VPA good

6+ steps - VPA rapid

Commentary:

- A more structured environment with a clear focus on quality adult interaction has led to accelerated progress over the last three years
- Planning and teaching places the emphasis firmly on learning rather than activity

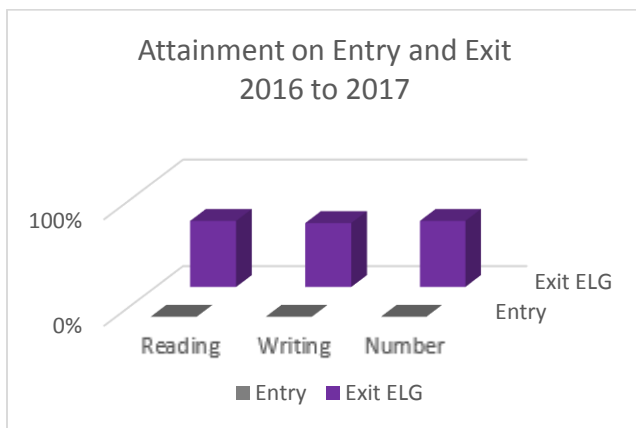
- This is evidenced by the increasing number of pupils making minimum, good and rapid progress over the last three years.

Attainment on Entry to Reception

| Attainment on Entry and Exit | | | | | | | | | |
|------------------------------|-------|----------|--------|-------|----------|--------|-------|----------|--------|
| | 2015 | | | 2016 | | | 2017 | | |
| | Entry | Exit ELG | % Gain | Entry | Exit ELG | % Gain | Entry | Exit GLD | % Gain |
| Reading | 0% | 60% | 60% | 0% | 57% | 57% | 0% | 62% | 62% |
| Writing | 33% | 52% | 19% | 0% | 50% | 50% | 0% | 60% | 60% |
| Number | 2% | 62% | 60% | 0% | 63% | 63% | 0% | 62% | 62% |

At Victoria we define typical attainment on entry to Reception as:

30 to 50 months secure or 40 to 60 months beginning or higher at baseline



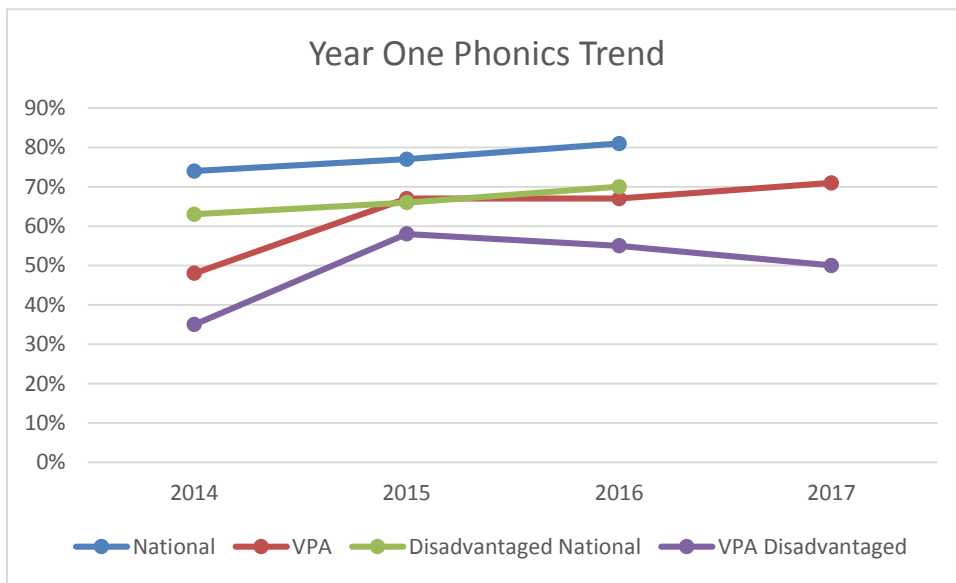
Commentary:

- On average, pupils enter Victoria with attainment below that typical for their age
- Accelerating progress throughout their reception year results in a higher percentage of pupils entering Year One with attainment typical for their age
- A detailed action plan driven by the Vice Principal has ensured reception has moved forwards rapidly with the organisation and quality of their teaching and learning
- External support from an SLE supported this development during last and this academic year
- Behaviour support from a consultancy was used last year to support a small minority of pupils. Strategies from this support were used from the beginning of this year
- Baseline judgements are moderated internally and with the trust. Moderation continues to take place internally and externally across the year
- Baseline results indicate that 55% of the cohort were assessed as significantly below in reading, 40% significantly below in writing and 58% significantly below in numbers (significantly below at Victoria is defined as 22 to 36 months beginning, within and secure)

YEAR 1 PHONICS SCREENING

| | No. Pupils 2017 | Year 1 % Expected | | | | | | Average Mark | |
|--------|-----------------|-------------------|----------|--------|----------|--------|----------|--------------|----------|
| | | 2015 | | 2016 | | 2017 | | 2017 | |
| | | School | National | School | National | School | National | School | National |
| All | 60 | 67 | 77 | 67 | 81 | 71 | 81 | 31 | 34 |
| Boys | 32 | 63 | 73 | 61 | 77 | 72 | 77 | 32 | 33 |
| Girls | 28 | 70 | 81 | 76 | 84 | 70 | 84 | 30 | 35 |
| Disad. | 7 | 58 | 66 | 55 | 70 | 50 | 70 | 29 | 31 |
| Other | 53 | 71 | 80 | 70 | 83 | 74 | 83 | 31 | 35 |

Year one phonics over time



| | 2014 | 2015 | 2016 | 2017 |
|-------------------------------|------|------|------|-----------|
| National | 74% | 77% | 81% | 81% |
| VPA | 48% | 67% | 67% | 71% |
| Disadvantaged National | 63% | 66% | 70% | 68% (FSM) |
| VPA Disadvantaged | 35% | 58% | 55% | 50% |

Commentary:

- 2017 year one phonics met for cohort and disadvantaged pupils (50% target)
- RWInc introduced from September 2014 with ongoing training internally and externally
- 2015 data showed sharp upward trend in response to introduction of RWInc narrowing the academy gap to national
- Academy appointed senior member of staff as reading leader from September 2014

YEAR 2 PHONICS SCREENING

| Year 2 phonics | 2015 | | 2016 | | 2017 | |
|----------------|--------|----------|--------|----------|---------------------|----------|
| | School | National | School | National | School | National |
| All %s | 96 | 90 | 95 | 91 | 78 (EY Matched=93%) | 91 |
| Boys | 85 | 88 | 92 | 89 | 77 | 89 |
| Girls | 88 | 92 | 97 | 93 | 79 | 93 |
| Disad. | 76 | 84 | 86 | 86 | 75 | 86 |
| Other | 90 | 92 | 100 | 93 | 79 | 93 |

| | 2014 | 2015 | 2016 | 2017 |
|-------------------------------|------|------|------------|-------------------------|
| National | | 90% | 91% | 92% |
| VPA | 70% | 86% | 95% | 78% (EY matched 93%) |
| Disadvantaged National | | 84% | 86% | |
| VPA Disadvantaged | 76% | 76% | 86% | 75% |

Core (matched) children

| | Core children (42) | Core child PPG (11) |
|-----------------|--------------------|---------------------|
| Cumulative 2017 | 93% | 73% |

- Only 48% of this cohort entered year 1 at the expected level in RWInc phonics. 71% of the cohort reached ARE for phonics in year 2
- This cohort has had an unusually high level of transience. Only 72% of the children are core pupils from reception (42 pupils). There have been 21 arrivers and 16 leavers since reception
- 6 new children arrived and 3 left during year two. This had an impact on the targets and projections as can be seen above
- Cumulative 93% of our core children (EY matched), this is above national 2017. PPG cumulative of core children was 75%, this is not significantly different to the national average for 2016.

KEY STAGE ONE

| | Key Stage 1 Attainment 2016 | | | Key Stage 1 Attainment 2017 | | |
|---------|-----------------------------|-------|------|-----------------------------|-------|------|
| | No Pupils - 59 | %EXS+ | %GDS | No Pupils - 58 | %EXS+ | %GDS |
| Reading | School | 71 | 15 | School | 67 | 9 |
| | National | 74 | 24 | National 2017 | 76 | 24 |
| Writing | School | 56 | 3 | School | 65 | 7 |
| | National | 65 | 13 | National 2017 | 68 | 13 |
| Maths | School | 69 | 0 | School | 67 | 9 |
| | National | 73 | 18 | National 2017 | 75 | 18 |

Progress across KS1

| KS1 % of children achieving EXP or GDS from their EYFS starting points | | Emerging | | Expected | | Exceeding | |
|--|--------------------------|----------|-----|----------|------|-----------|-----|
| | | All | Dis | All | Dis | All | Dis |
| Reading | Cohort | 21 | 4 | 27 | 6 | 2 | 0 |
| | %EXS | 33% | 0% | 100% | 100% | 100% | N/A |
| | National conversion rate | 36% | 39% | 85% | 87% | 99% | 99% |
| | %GDS | 0% | 0% | 19% | 0% | 0% | N/A |
| | National conversion rate | 2% | 2% | 20% | 21% | 65% | 66% |
| | Cohort | 25 | 5 | 25 | 5 | 0 | 0 |
| | %EXS | 40% | 40% | 100% | 100% | N/A | N/A |
| | National conversion rate | 30% | 33% | 82% | 83% | 98% | 99% |
| | %GDS | 0% | 0% | 16% | 20% | N/A | N/A |
| | National conversion rate | 1% | 1% | 13% | 14% | 52% | 53% |

| KS1 % of children achieving EXP or GDS from their EYFS starting points | | Emerging | | Expected | | Exceeding | |
|--|--------------------------|----------|-----|----------|------|-----------|-----|
| | | All | Dis | All | Dis | All | Dis |
| Maths | Cohort | 17 | 4 | 30 | 6 | 3 | 0 |
| | %EXS | 24% | 25% | 93% | 100% | 100% | N/A |
| | National conversion rate | 36% | 40% | 86% | 87% | 99% | 99% |
| | %GDS | 0% | 0% | 13% | 17% | 33% | N/A |
| | National conversion rate | 2% | 2% | 18% | 20% | 59% | 61% |

Commentary:

These KS1 conversion outcomes from 2017 demonstrate there is no significant difference in the rate of progress made by children in KS1 in all three subjects to those made nationally by all children in KS1. This is an improved picture for rates of progress at KS1 compared to conversion results at KS1 in 2016. This is particularly positive for writing, which has seen significant improvement in rates of conversion. This is a direct result of precise professional development in writing that staff in KS1 have received, as well as the good quality teaching of handwriting. High standards of presentation were commented on favourably by Ofsted’s HMI who completed a monitoring visit in July 2017.

Progress in early reading skills at Victoria

| Phonics at KS1 | Victoria EYFS EXP+ Reading | National EYFS EXP+ Reading | Victoria Year 1 Phonics | National Year 1 Phonics | Victoria Year 2 Phonics | National Year 2 Phonics |
|--------------------|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Year 2 cohort 2015 | 42% (2013) | 71% | 48% (2014) | 77% | 96% (2015) | 90% |
| Year 2 cohort 2016 | 62% (2014) | 73% | 67% (2015) | 81% | 95% (2016) | 91% |
| Year 2 cohort 2017 | 59% (2015) | 76% | 67% (2016) | 81% | 78%* (2017) | 91% |

*EY matched = 93%

This tables demonstrates how well the children progress at Victoria with their early reading skills. For the past three years children have left EYFS with a lower percentage reaching the expected standard in early reading. However, by the time the cohort exits KS1 their reading skills have caught up so that the percentage of children who display the expected proficiency is in line with national levels. It is worth noting the significant level of mobility of the Year 2 cohort for 2017 during their time in KS1. Almost 30% of this year group are not the same children as those who left EYFS two year previously. Indeed, there were a number of recent arrivals into the year group during Year 2 itself. The results demonstrate the impact of senior leaders to accelerate progress and it is because of the programme of phonics teaching, including high quality professional development, which has been implemented since becoming a part of the Trust.

Year Two attainment over time

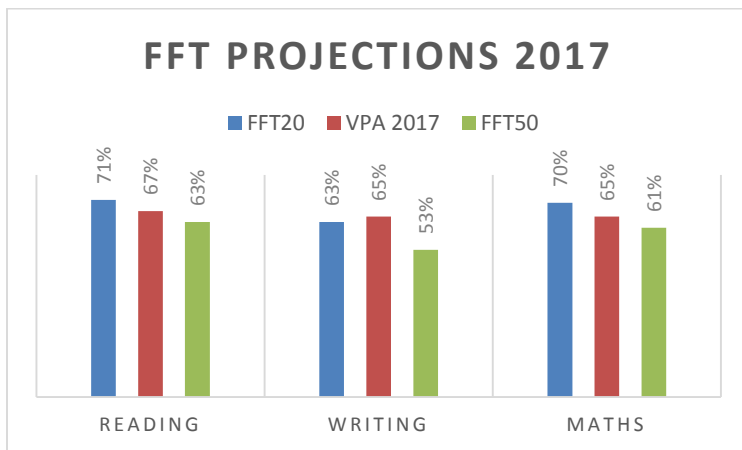
| Attainment Over Time KS1 | | | |
|--------------------------|---------|---------|-------|
| | Reading | Writing | Maths |
| 2013 | 52% | 45% | 50% |
| 2014 | 67% | 49% | 49% |
| 2015 | 71% | 58% | 69% |
| 2016 | 71% | 56% | 69% |
| 2017 | 67% | 65% | 67% |

Victoria gap to national has decreased significantly over the period 2013 to 2017

| VPA Gap to National KS1 | | | |
|-------------------------|---------|---------|-------|
| | Reading | Writing | Maths |
| 2013 2b+ | -27 | -22 | -28 |
| 2017 EXS+ | -9 | -3 | -8 |

2013 to 2015 – level 2b+, 2016 & 2017– EXS+

Year Two Prior Attainment



Outcomes for reading, writing and maths were above FFT50 estimates. Outcomes for writing were about FFT20 estimates.

| Cohort Prior Attainment: | Reception on Entry typical attainment | Reception Exit ELG | KS1 results 2017 |
|--------------------------|---------------------------------------|--------------------|------------------|
| Reading | 0% | 60% | 67% |
| Writing | 33% | 52% | 65% |
| Maths/Number | 2% | 62% | 65% |

Commentary:

- This cohort has had a high level of transience. Only 79% of the children are core pupils from the end of reception (46 pupils)
- The percentage of children attaining nationally expected standards has increased from YR to Y2 (reading +7%, writing +13% and maths/number +3%)

| 46 children = core | Core end of EYFS ELG | Core KS1 2017 |
|--------------------|----------------------|---------------|
| Reading | 61% | 74% |
| Writing | 52% | 72% |
| Number/Mathematics | 70% | 76% |

Pupil Premium Grant (disadvantaged)

| | 2016 (21 children) | 2016 gap to national | 2016 FSM National | 2017 (11 children) | 2017 FSM National |
|-------------|--------------------|----------------------|-------------------|--------------------|-------------------|
| Reading | 67% | -2 children | 60% | 64% | 61% |
| Writing | 43% | -5children | 50% | 64% | 52% |
| Mathematics | 57% | -4 children | 58% | 64% | 60% |

Commentary:

- 2017 writing attainment for PP children has increased by 21% from 2016
- 2017 disadvantaged pupils in year 2 percentages are above national FSM for reading, writing and mathematics

KEY STAGE TWO

Attainment and Progress

| KS2 | Attainment and Progress 2016 | | | | | Attainment and Progress 2017 | | | | |
|---------|------------------------------|----------------|-----------|-----|----------------------|------------------------------|----------------|----------|-----|----------------------|
| | 35 pupils | Progress score | % at EXP+ | GDS | Average scaled score | 44 pupils | Progress score | %at EXS+ | GDS | Average scaled score |
| RWM | School | n/a | 17% | 0% | n/a | School | n/a | 17% | 2% | n/a |
| | National | n/a | 53% | 5% | n/a | National | n/a | 61% | | n/a |
| Reading | School | -1.93 | 32% | 10% | 97.3 | School | -3.3 | 36% | 5% | 96.1 |
| | National | 0 | 66% | 19% | 102.6 | National | 0 | 71% | | 104 |
| Writing | School | 0.44 | 66% | 0% | n/a | School | -1.3 | 60% | 0% | 97.3 |
| | National | 0 | 74% | 15% | n/a | National | 0 | 76% | | |
| Maths | School | -2.05 | 39% | 5% | 97.3 | School | -4.7 | 29% | 2% | 95.8 |
| | National | 0 | 70% | 17% | 103 | National | 0 | 75% | | 104 |
| GPS | School | n/a | 51% | 10% | 99 | School | n/a | 45% | 5% | 98.8 |
| | National | n/a | 72% | 22% | 104 | National | n/a | 77% | | 106 |

Whilst results for 2017 mean that Victoria will not be below the floor standards set out recently by DfE, rates of progress for reading and maths are disappointing when compared to the previous year. A full review of reasons for this have been undertaken in both subjects, using internal data and that provided in question level analysis from the DfE (Analysing School Performance tool). The Academy is confident that its recent decision to invest in a significant number of teaching appointments will improve the quality of teaching further still and that this, alongside very careful tracking and swift interventions for children, will address this issue during 2017-2018.

Targets set by the Trust for 2018 for the end of KS2 are based on using clear KS1 starting points and comparisons with FFT 20 and 50 markers. Senior leaders are confident with the quality of teaching and the capacity of current leaders that these will be achieved.

Provisional Progress Scores

| | Reading | | | Writing | | | Maths | | |
|------------|----------------|------------------|-------------|----------------|------|--------------|----------------|------------------|----------------|
| | Progress score | Ave scaled score | | Progress score | %EXS | | Progress score | Ave scaled score | |
| | Sch | Sch | Nat | Sch | Sch | Nat | Sch | Sch | Nat |
| All | -3.3 | 96.1 | 102.6 | -1.3 | 60% | 74% | -4.7 | 95.8 | 103 |
| Boys | -4.6 | 94.6 | 101.8 | -0.4 | 68% | 68% | -4.2 | 95.8 | 103.3 |
| Girls | -2.3 | 97.5 | 103.4 | -2.7 | 50% | 81% | -5.3 | 95.8 | 102.8 |
| Dis | -2.5 | 96.9 | 103.8(non) | -2.4 | 53% | 79% (non) | -5.6 | 94.5 | 104.1 (non) |
| Other | -3.9 | 95.7 | 103.8 (non) | -0.9 | 63% | 79% (non) | -4.3 | 96.5 | 104.1 (non) |
| SEN Sup | -5 | 93 | 102.6 (Nat) | -3.9 | 42% | 74% (Nat) | -4.6 | 93.5 | 103 (Nat) |
| EHC | -2.7 | 97.8 | 102.6 (Nat) | -0.4 | 67% | 74% (Nat) | -4.9 | 96.4 | 103 (Nat) |
| PA Low | -3.2 | 90.8 | 93.2 | -4.1 | 10% | 25% | -5.4 | 89.7 | 93.4 |
| PA Mid | -4.3 | 96.2 | 101.2 | -0.1 | 68% | 82% | -4.9 | 95.8 | 102 |
| PA High | +1.8 | 110 | 109.6 | -3 | 100% | 99% | -2.3 | 106 | 109.7 |

NB Progress scores for groups are school data and therefore provisional

Victoria Primary Academy was inspected by Ofsted on the 13th and 14th December 2016, the inspection was carried out under section 5 of the Education Act 2005 (As amended).

This was the first full inspection since conversion to academy took place in January 2014. Victoria Primary Academy is a sponsor-led academy with Hatton Academies Trust.

The inspectors made the following judgements:

Overall effectiveness

Effectiveness of leadership and management
Quality of teaching, learning and assessment
Personal development, behaviour and welfare
Outcomes for pupils
Early years provision

Requires improvement
Requires improvement
Requires improvement
Requires improvement
Requires improvement
Requires improvement

The Ofsted report stated the academy has the following strengths:

- *The headteacher provides strong leadership and has an accurate picture of the school's strengths and weaknesses. The actions taken to improve the quality of teaching are increasing the rate of pupils' progress*
- *Some teaching is highly effective and where this is the case pupils make good progress*
- *Pupils who have special educational needs and/or disabilities are well supported and make good progress.*

The Inspection Identified the academy is requiring improvement for the following reasons:

- *Improvements have been slow and pupils do not yet make consistently good progress from their different starting points*
- *The quality of teaching is improving but some teachers do not plan stimulating and challenging activities to engage pupils in their learning*
- *Teaching assistants provide strong support for small groups of pupils but their contribution is less effective when pupils are taking part in whole-class learning*
- *The progress made by disadvantaged pupils is improving. However, they do not yet make as much progress as other pupils in the school. The most able pupils make good progress*
- *The progress made by the children in the early years is improving. However, the rate of this progress is not allowing them to catch up quickly enough to reach national expectations*
- *Not all teachers have high enough expectations of pupils' behaviour and pupils' attitudes towards their lessons are inconsistent*
- *The number of fixed-term exclusions, used by the school for pupils who have more challenging behaviour, remains high but is falling*

- *Senior leaders' and governors' improvement plans reflect an accurate understanding of the school's strengths and areas for improvement. However, the criteria they use to measure their success are not easy to quantify*
- *New senior and middle leaders are taking effective action to improve their areas of responsibility. As yet, there has been insufficient time to demonstrate the sustainability of the impact of their actions*
- *Access, via the school's website, to some school policies is cumbersome. Links to the academy trust's website make it difficult to find policies.*

What does the school need to do to improve further?

Improve the effectiveness of leadership and management, by:

| Key for charts: | |
|-----------------|--|
| L&M 1 | ➤ redefining the success criteria in the school improvement plan, so that actions taken by leaders to bring about improvements can be more accurately measured |
| L&M 2 | ➤ continuing to develop the roles of the new senior and middle leaders so that the improvements they are making can be sustained |
| L&M 3 | ➤ ensuring that parents and other stakeholders have easy access to the school's policies and other required information. |

Improve the quality of teaching, learning and assessment and pupils' outcomes, by:

| Key for charts: | |
|-----------------|--|
| T,L,A&O 1 | ➤ ensuring that teachers' planning consistently provides stimulating and challenging activities so that all pupils are fully involved and engaged in their learning |
| T,L,A&O 2 | ➤ developing the role of the teaching assistants, so that they contribute more effectively to increasing the rate of pupils' progress during teacher-led learning sessions |
| T,L,A&O 3 | ➤ continuing to boost the support given to disadvantaged pupils so that the increasing rate of progress they are making allows them to catch up with other pupils nationally |
| T,L,A&O 4 | ➤ monitoring and evaluating the impact of the school's new programmes and teaching approaches so that they continue to have a positive impact on pupils' outcomes. |

Improve the behaviour of pupils, by:

| Key for charts: | |
|-----------------|--|
| B 1 | ➤ ensuring that all staff have the highest expectations of pupils' attitudes to learning and eliminate low-level disruption in lessons |
| B 2 | ➤ continuing to support pupils who have more challenging behaviour and reducing the number of fixed-term exclusions so that they are in line with or below the national average. |

Improve the provision in the early years, by:

| Key for charts: | |
|-----------------|---|
| EY 1 | ➤ accelerating the rate of progress children make from their low starting points. |

POST OFSTED ACTION PLANNING

The Senior Management Team compiled a Post Ofsted Action Plan which covered the period from January 2017 to July 2017. This ran alongside the Academy Improvement Plan for 2016/17. The plan had three timescales and was reviewed regularly by leaders. An impact evidence file was created to demonstrate progress towards the Ofsted areas for improvement.

Ofsted gradings matched the school's own self-evaluation of where it was against the Ofsted criteria.

SECTION 8 HMI MONITORING VISITS

The Academy received its first Section 8 HMI monitoring visit on the 3rd July 2017.

The report stated that:

Senior leaders and representatives of the Hatton Academies Trust are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good academy.

This was a positive visit for the Academy, the outcome demonstrated that we are making progress from our Section 5 Ofsted inspection.

ADDITIONAL INFORMATION

This improvement plan will make reference to two types of work for the coming year:

Focused Priorities:

These are the specific improvements that have been identified for action over the course of the school year. Each of the focused priorities has an individual action plan.

1. All pupils make at least expected in year progress in mathematics (YR to Y6)
2. All pupils make at least expected in year progress in reading (YR to Y6)
3. Learning is focussed and engaging for all pupils (YR to Y6)
4. Assessment is embedded as an integral part of the learning and teaching cycle (Y1 to Y6)

Background priorities:

These include ongoing work and continuations of work from the previous year. These are summarised in an overview.

- Early Years
- Effective use of teaching assistants
- Curriculum and planning for English
- Development of leaders
- Attendance, punctuality and communications
- Pupil Premium
- SEND

Curriculum and Development priorities:

Each curriculum improvement leader or development leader will complete priorities for improvement for their area of responsibility, success criteria will be set to ensure clear impact can be shown.

KEY FOR CHARTS

Ofsted framework:

- O1: Effectiveness of leadership and management
- O2: Quality of teaching, learning and assessment
- O3: Personal development, behaviour and welfare
- O4: Outcomes for pupils
- O5: Early Years provision