



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

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.

**April 2018**

“Stay and read” has taken place every Friday during the Spring term and has involved a very high number of parents. The children speak about this often and clearly love their parents’ involvement at school.

Stars continue to be completed and displayed– the children can take home a star and they / their parents can write a “wow” moment that they have experienced at home: for example, learning to swim, counting, reading or going to sleep in their own beds.

Staff have ordered and started to receive new outdoor equipment to support outdoor learning and continue to further develop both adult-led and child-initiated provision.

Reception children enjoyed a visit from a nurse when looking at people who help us and the Jolly Postman was also able to call in! Both talks and surrounding activities enthused and engaged the children.

The gingerbread man topic enabled us to involve parents who sent in postcards / letters / pictures from the gingerbread man, which in turn helped the topic to come alive for the children.

The reception lead has completed learning walks around the areas during PPA and provided face to face and written feedback for the staff focussing on improving the quality of adult interaction and the impact of support and challenge on pupils’ learning.

Staff adapted working walls at the end of the Spring term to create a wall display for maths and one for writing and have already seen an increase in children using the displays to support their independent learning and make links across the curriculum.

The introduction of golden tickets last term was a big hit! Two golden tickets are given out each day to children who have shown our academy values, made the right choices and who have completed fantastic learning. This initiative is developing the children's perseverance and resilience and their love of learning.

Last term staff put a busy bug jobs / board into action in RB. This involves an activity the children can choose to do at a time of their choice earning a special sticker if they complete it. When these tasks are set, the majority of children choose to do them independently and without prompting. Staff are planning to get this up and running in RA this term.

RWInc assessments have kept phonic groupings constantly up-to-date, ensuring that children's next steps are targeted carefully.

Data at the end of the Spring term shows that the team are on track to meet their target for GLD and that vulnerable areas of development and next steps for individual and groups of children are tracked and interventions planned.

RWInc interventions run during the Spring term were extremely successful and the team hope to continue with this type of short, ten-day, specific targeted intervention programme.

### **July 2018**

The Reception lead has worked successfully with the team to develop activities within the learning environment to promote children's self-initiated and independent learning. A substantial investment has enabled us to totally redesign the outdoor learning space with a static small world area, a large sand pit, a story teller's chair, a soft pour surface in the covered area and a much larger fenced area to develop outdoor learning. Further considerable investment in the year one outdoor area has created a covered learning space which we hope to continue to develop throughout the year. Alongside this initiative we have created a year one / Reception team led by our original Reception Improvement lead, as we begin to further develop our transition arrangements supporting our Reception children as they move into year one. Adult intervention and quality interaction with the pupils has been a focus throughout the year and we have seen the progress in the pupils' behaviours for learning and use of the space and facilities on offer. Newly appointed teaching assistants have grown in confidence and strength in their teaching of phonics with additional interventions planned by the reception lead enabling them to build on individual pupils' areas for development across the Foundation Stage curriculum. The lead has supported supply teachers and her newly appointed teaching colleague to use data intelligently to track pupils' progress and attainment, targeting vulnerable areas of learning and pupils for additional carefully planned support.

### **\*EYFS results 2017/2018**

*Targets set by the Head of Primary for Hatton Academies Trust*

Reading:

63% of pupils attained the ELG for reading (target 62%)

72% of pupils made 6 steps or more across the year

Writing:

Reception pupils met their ELG writing target of 60%

72% of pupils making 6+ steps progress in 2017-2018

Maths:

Reception pupils met their ELG writing target of 61%

85% of pupils making 6+ steps progress in 2017-2018

GLD:

the percentage of children attaining a Good Level of Development increased from 52% to 60%, an 8% improvement on last year – nationally the improvement was 5%

all groups improved on percentages for the previous year with boys in particular improving from 50% GLD to 64% in June 2018

**Evidence:**

- Improvement leader responsibilities and accountabilities
- Reception action plan

- Phase 1 planning
- Transition information
- Home visit documentation example
- Hallowe'en event
- Phonic workshop
- Stay and read photographs with quotes from children
- Stars photograph of the display board, with one close up example perhaps
- Children using new outdoor equipment
- Visitors' photographs
- Learning walk feedback
- Working walls photographs
- Golden tickets photograph with child
- Busy bug board photograph with a photograph of a completed "job"
- Reception lead improvement plan
- RWInc assessments
- Data
- RWinc assessment outcomes for Spring term
- RWInc intervention outcomes

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

### April 2018

The reception lead has completed 2 learning walks with face to face feedback given to teaching assistants.

The year 2 team lead has grouped all children in year 2 and redesigned the timetable to target children's needs more effectively with the use and deployment of adults.

Alongside the reading lead the year one team have introduced targeted revision and booster groups in the lead up to the Phonic screening check, with clear steps and success criteria for the staff and children to follow.

Teaching assistants continue to have their own RWInc groups each morning enabling the Reception to year 4 teams to target more precisely children's learning needs as they acquire and develop early reading skills.

The reading lead continues to visit teaching assistants regularly to provide praise and prompt feedback regarding teaching and learning.

Year teams have reviewed their action plans for the effective use of teaching assistants and are beginning to adapt them in the light of the TLIF materials around learners' behaviours and the behaviours of additional adults.

The year 2 team lead has introduced a weekly team meeting and targets for teaching assistants which are enabling teaching assistants to show more effective impact on children's learning and behaviours for learning.

The teaching assistant team have had an introduction to the TLIF project and the different themes and are currently developing their awareness of two themes: D2 (Other adults are involved to maximise learning) and E4 (Behaviour is managed to support learning).

A staff training session planned for this term will develop this aspect of the TLIF project.

### July 2018

Targeted phonic interventions planned for the beginning of the summer terms were successful in ensuring phonics targets for both years 1 and 2 were met. *Targets set by the Head of Primary for Hatton Academies Trust*

Teaching assistants and HLTAs in KS2 are deployed to lead Freshstart, PiXL and spellings groups to ensure all children are provided with teaching and learning opportunities to develop at their own pace with additional support. Class teachers are adapting their planning of teaching and learning outside of English and Mathematics lessons to deploy additional adults in a variety of ways to boost foundational learning and provide effective short term interventions. Class teachers and teaching assistants work together closely both within year groups and across the school to provide continuity for all our children within the learning environment and school community ensuring our strategies for effective teaching and learning are successfully used by staff and pupils.

### 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
- Reception learning walk feedback
- Join in feedback
- Staff induction pack
- Year 2 timetable
- Target objectives
- TLIF themes for teaching assistants – an introduction
- Phonic screening check boosters

<p>01 02 04 05 TLA&amp;O 1 and 4</p>	<p><b>Curriculum and planning for English</b></p> <ol style="list-style-type: none"> <li>1. Planning for handwriting, spelling, grammar and punctuation becomes fully embedded with structures in place across KS1/2</li> <li>2. New academy planning procedures for English from Y3 to Y6 (Y2 from term 2) enable pupils to make demonstrable progress</li> </ol>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>🎯 Handwriting and presentation in books (letter formation) demonstrates consistently high expectations and progress from R to Y6</li> <li>🎯 Spelling is taught systematically across KS1/2 using RWInc strategies</li> </ul>
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	<p>3. Structure of pre-write, end of unit write and progress test write established</p> <p>4. Drama for writing is used within all English units and across the curriculum</p>	<ul style="list-style-type: none"> <li> Class reading shows skills taught from all content domains</li> <li> Grammar and punctuation is systematic and pupil writing demonstrates progress made</li> <li> Planning for English units Y3 to Y6 (Y2 from term 2) follow academy procedures and provide good quality English lessons</li> </ul>
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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.

### April 2018

#### Writing Progress to the end of the Spring term

progress	Cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1	3.8	3.8	3.8	3.6	3.9	3.8	3.8	3.8	3.2	3.9
y2	3.97	4.2	3.73	3.63	4.36	4	3.96	4.02	3.78	4.02
y3	3.2	3.3	3.1	3.2	3.3	2.7	3.4	3.2	2.4	3.4
y4	4	4.1	3.8	4.1	3.9	4.1	3.9	4.1	3.7	4.1
y5	3.8	3.8	3.8	3.8	3.8	3.5	3.9	4	3.6	4
y6	4.1	4.2	4	3.9	4.4	4.3	4	4	3.7	4.3

#### Progress

4.5+	outstanding
3.5-4.5	good
2-3.49	RI
below 2	inadequate

#### Writing Attainment gap to VPA Spring term

attainment	cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1 (8.35)	-0.84	-1.28	-0.42	-1.06	-0.64	-1.02	-0.82	-0.93	-2.27	-0.48
y3 (19.36)	-1.74	-2.08	-1.39	-3.2	0.06	-2.29	-1.55	-2.52	-9.18	0
y4 (25.5)	-0.64	-0.93	0.31	-0.35	-0.9	-1.34	-0.28	0.03	-3.26	0.5
y5 (30.07)	-0.68	-1.25	-0.11	-1.73	0.72	-1.28	-0.47	0.2	-6.71	0.8

Attainment

more than 1 point below target

more than 1.5 point below target

above target

Planning scrutiny and book look early in the Spring term gave clear written comments to each member of staff and after discussions with colleagues each individual wrote their own strengths and areas for improvement. The purpose of this monitoring was to evaluate the use of the new academy procedures for planning English and to provide praise and prompts around the focus on all aspects of English: reading comprehension, grammar, spelling, handwriting and presentation and the build up to the end of unit write each term.

Working wall monitoring and feedback focussed on the display in each classroom linked to Literacy and Language and how different items are used effectively to enhance learning.

The *Teaching and Leadership Innovation* Fund project led to the introduction of *fast learning* and “Speedy Spellings” which focuses on common exception words as well as spelling patterns and handwriting. Children practise spellings every day in years three to six – in addition to RWInc spelling – following a clear set of guidelines which focuses on regular and sustained rehearsal, without error; the achievement of personal best scores; and accuracy followed by speed.

Staff training sessions in the Spring term were split into KS1 and reception and then KS2. Staff revisited aspects of English and their concerns from previous training sessions, making links to our philosophy at Victoria and our choice of scheme materials. We also spent some time looking at handwriting materials and expectations and revisiting the strengths and areas for development in whole class reading. In addition to this KS2 also focussed on working walls, use of the progress tests and presentation in books in the form of spelling, handwriting and grammar. Teams were then asked to consider some aspects as a team and feedback their ideas. From this a document was produced and shared with all staff.

Lesson visits / join in sessions continue for RWInc and where staff are secure in their use of the steps for developing children’s segmenting and blending skills and their accuracy decoding and encoding using knowledge of gpc, staff focus on elements of writing and oral composition and rehearsal.

KS2 staff review results of end of unit progress tests and use these to inform future planning for grammar and reading.

Mini visualisers have been purchased for every classroom to ensure that children are able to see texts during whole class reading lessons.

Year two staff have grouped their children for writing activities across the curriculum which has proved successful in providing more tailored support and challenge for groups and individuals.

Staff continue to share and develop their practice in whole class reading using the national curriculum content domains. The introduction of *Achievement teams* as part of the TLIF project has also enabled staff to work together to address issues / barriers to achievement in speaking, reading and writing in a solution focussed manner with immediate actions and shared impact.

### July 2018

Monitoring of planning for English units (year3-6) and work in books shows teachers are becoming increasingly confident in their use of the scheme materials, planning jump off points and focusing on the purpose for teaching and learning. Feedback both written and face to face is developing consistency and sharing good practice across year groups and teams. The use of Progress tests for reading comprehension and grammar is supporting teachers to identify gaps and modify and develop future teaching and learning opportunities. Drama techniques and strategies are used to develop children’s understanding, vocabulary and ideas. Teachers are becoming more confident planning a pre-write for each unit and feeding back next steps for children between the end of unit final write and the writing Progress test. Following on from training session teaching staff are more secure with the letter formation and joins used in our handwriting scheme and are focussed on raising standards in handwriting and presentation in books through daily teaching and practice. The introduction of TLIF fast learning Speedy Spellings in key stage 2 has developed children’s spelling knowledge alongside their handwriting using the four tenets of fast learning. Gradual improvement in grammar and punctuation is an area we need to continue to improve for all our children alongside

vocabulary and oracy. Follow up monitoring of planning for whole class reading and working walls has continued to place the emphasis on effective teacher modelling of how readers and writers become successful ensuring the pupils are given explicit instruction followed by guided practice. Formal lesson observations for English during the summer terms has provided staff positive individual feedback and next steps on the effective development of pupils as successful readers and writers as they draw all the different strands of their learning in English together.

### Writing Progress to end of Summer Term 2018

progress	Cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1	5.71	5.62	5.79	5.57	5.83	5.5	5.73	5.79	4.92	5.91
y2	5.75	6	5.5	5.34	6.21	6.17	5.7	5.93	5.56	5.82
y3	5.33	6.21	4.41	5.6	5	4.13	5.78	5.62	3.33	5.72
y4	6.03	6.13	5.93	6.11	5.97	6.21	5.95	6.09	5.76	6.15
y5	6.04	6.11	5.96	6.03	6.04	5.62	6.17	6.2	5.7	6.11
y6	7.12	7	7.24	7.22	7	7.67	6.9	7.36	7.38	7

progress

6.5+	outstanding
5.5-6.4	good
4-5.4	RI
below	inadequate

### Writing Attainment - gap to VPA Summer Term Target

attainment	cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1 (10.85)	-1.38	-1.92	-0.85	-1.64	-1.14	-1.85	-1.32	-1.43	-3.02	-0.96
y3 (21.86)	-1.91	-1.9	-1.93	-2.83	-0.78	-3.33	-1.43	-2.31	-8.75	-0.62
y4 (27.89)	-1.1	-1.32	-0.85	-0.96	-1.22	-1.63	-0.84	-0.57	-3.6	-0.06
y5 (32.21)	-0.52	-0.99	-0.07	-1.53	0.79	-0.98	-0.38	-0.29	-6.91	0.9

Attainment

>2
2-4
< 4

*Targets set by the Head of Primary for Hatton Academies Trust*

Reception pupils met their ELG writing target of 60% with 72% of pupils making 6+ steps progress in 2017-2018.

Year two pupils met their target of 63% of pupils achieving EXP+ in the KS1 SATs writing assessment, exceeding both FFT50 and FFT20 figures (53% / 61%).

35% of pupils (55/60) who left Reception at an Emerging level in writing have attained EXP in the KS1 SATs, exceeding the 30% national conversion figure.

88% of children leaving Reception at an expected level in the ELG have attained EXP at the end of KS1, also exceeding the national figure for conversion of 82%.

48% of our original Reception cohort of pupils attained a GLD at the end of their Reception year July 2016, 57% of pupils at the end of KS1 attained EXP+ for reading and writing combined.

Year six pupils met their KS2 SATs' target for writing of 63% of pupils attaining EXP+ in 2017-2018 with 9% of pupils achieving GDS (target 10%). 63% of pupils attained EXP+ in GPS (target 65%) and the target of 17% GDS was exceeded at 21% of pupils.

Progress across KS2 for writing was 0.5 (non-validated data) with confidence intervals of -1.3 to 2.3. This indicates progress that is not significantly different to that of other schools nationally.

Targets for attainment for pupils in year 1, 3, 4 and 5 were all met. SEND pupils and some groups in year three whose attainment was insufficient have been already raised as a priority for the Autumn terms by the Principal, Inclusion lead and year lead.

We continue to maintain our focus on closing the gap to national for all children and with the introduction of our new data system, data led decision making and effective use of data will be a priority for staff development over the coming year.

All year groups, with the exception of year three, made good progress in writing across the academic year.

Year six pupils made outstanding progress in writing using Symphony assessments.

The progress of children on the SEND register has already been raised as a target for pupils in year three next year by the newly appointed Vice Principal and Inclusion lead.

#### 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
- Anonymised feedback for planning and book look
- Working wall monitoring
- Staff training smart notebooks
- English February update
- Achievement team agenda items
- Teaching and learning over time

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

**April 2018:**

Senior leads held in year review appraisal meetings, examples of which were quality assured by the HoPE.

Three members of the teaching team are being supported by senior leaders to rapidly improve their practice through mentor support or support plans.

The SMT board in the head's office is regularly reviewed to ensure there are no missed actions and that leaders hold each other to account.

The four leaders taking part in the TLIF have undertaken two off site training days, there have also been three in school development days. Leaders have introduced a system of lesson visits and learning conversations using the quality framework for teaching and learning to enable teachers to improve their own practice. Achievement team meetings have been introduced as a new system to enable teams to work together to self-improve their areas and practice.

Foundational learning (FAST) in spellings/handwriting and times tables has been introduced to bring about rapid progress through systematic practise. Early improvements have been reported to teams and this now needs to embed to ensure progress can be sustained over time.

Teachers have undertaken a questionnaire to demonstrate their confidence levels in teaching the statements within the quality framework for teaching, results of this have been analysed and during the summer term will be used by leaders to tailor training to individual teachers and groups. More experienced teachers will be supported to develop their coaching skills to support their colleagues.

A successful visit from the DfE in December 2017 judged the academy as medium for statement of confidence and that the academy was in the repair phase of the Four Stages of School Improvement. The note of visit stated that: *It is noteworthy that both the ambition for success and the adoption of school-wide strategies are clearly articulated by leadership at all levels: the trust, the headteacher and SLT and middle leaders. This unity of purpose is providing strong leverage for improvement.*

Since the visit the SMT have completed self evaluation based on the Four Stages of School Improvement and now judge ourselves to be showing strong and growing evidence of the improve phase. This evaluation was verbally agreed with by Malcolm Willis during a follow-up phone call in April 2018. Staff training carried out after the visit in December focused on the elements of good practice reported on and the areas for improvement suggested by Malcolm Willis. This training has ensured that all members of the teaching team are clear about the accountabilities with regards to the areas for improvement.

Prior to the phone call from the DfE in April, SMT completed a review and impact statement of progress towards the improvement areas from the December visit. Text from this document was used in the note of phone call we received from Malcolm Willis.

### **July 2018**

During the second and third phase of the TLIF project leaders from other areas of the school became more closely involved. This enabled them to demonstrate their leadership with colleagues in school.

The impact of the TLIF team was evidenced by leaders carrying out audits for each area of the project in teams in preparation for the final Development Day in September 2018.

Final appraisal review meetings were held by all appraisers and all paperwork completed.

A final review of the SMT board to ensure all actions had been completed and any outstanding items were carried forward, if appropriate, to the improvement plan for 2018 to 2019.

The SMT carried out a review of leadership responsibilities and accountabilities within the team, some areas were reallocated to ensure the lines of accountability are clear. Some curriculum areas have new leaders for September, both in response to new teachers joining us and ensuring expertise is used well within the academy.

Team leadership for 2018/19 was also reviewed and a new structure is now in place:

Reception and Year One – joining these two year groups together ensures that transition work begun in the summer term can continue. The reception leader will be able to support the Year One teachers in curriculum design suitable for our pupils, utilising the middle area and aspects of continuous provision.

Year Two – will be a stand alone team with a team leader. This will ensure they can fully focus on standards and progress across the year

Year Three/Four – an assistant principal will lead this team to ensure the rigorous approaches to teaching and learning we have introduced continue across both these year groups

Year Five/Six – leadership will continue to ensure that the rigorous approaches to teaching and learning we have introduced continue across both these year groups

### **Evidence**

Format for reporting back

Examples of curriculum leader development plans

TLIF dates and outline

TLIF development day reports

TLIF impact review statements

Examples of anonymised mid-year reviews

DfE Note of Visit

The Four Stages of Improving a School – self evaluation

DfE post visit staff training  
 DfE Action Points update and impact statement  
 DfE Phone Call note  
 Mini SEF – leadership and management vision and ambition  
 Mini SEF – improvement planning  
 Mini SEF – capacity for improvement and the impact of leaders

01 03 04 L&M 3	<b>Attendance, Punctuality and communication</b> 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	<b>Success criteria</b> <ul style="list-style-type: none"> <li> Robust procedures in place for the monitoring of pupils at risk of PA, where concerns arise action is taken immediately</li> <li> Information for parents is clear and precise, attendance leaflet, newsletter and website all give the same message</li> <li> Robust procedures in place for the monitoring of pupils who are regularly late, where concerns arise action is taken immediately</li> <li> 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</li> <li> Senior team are aware of attendance trends over time and current concerns, enabling them to take quick and effective action</li> <li> Pupils are motivated by rewards for attendance</li> <li> Tracking of key families (PPG and PA) demonstrate the successful actions that have been in place to support them</li> <li> Parents and other stakeholders can access all statutory information on the school website</li> </ul>
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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.

**July 2018**

	Baseline July 2017	Target July 2018	Nov 17	Jan 18	Apr 18	July 18
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<b>Whole School</b>	Overall attendance 95.5%	Overall attendance 96%	Target 96%	Target 95.5% Actual 95.9%	Target 96% Actual 95.6%	Target 96% Actual 95.7%
	Persistent absence 6%	Persistent absence 5%	Target 0%	Target 1% Actual 1%	Target 3% Actual 1%	Target 5% Actual 5.6% (22 chn)
<b>Pupil Premium</b>	Overall attendance 95.9%	Overall attendance 96%	Target 96%	Target 95% Actual 95.8%	Target 95.5% Actual 95.2%	Target 96% Actual 94.7%
	Persistent absence 4.5%	Persistent absence 4%	Target 0%	Target 1% Actual 0%	Target 2% Actual 1%	Target 4% Actual 9.2% (8 chn)

**Attendance:** 95.7% is higher than last year, marginally missing target. Removing summer born reception children (pre 5 years) our overall attendance would be 95.8% (National 2016/17 96%).

**Persistence Absence:** 22 children were PA at the end of the year (NOR 396). 5.6% is an improvement on last year, but marginally missed target. 2 pupils are summer born reception children (pre 5 years), if they are removed from the data then the PA would be 5.1% (National 2016/17 8.3%).

#### **Pupil Premium Attendance:**

**Attendance:** Pupil Premium attendance has not met target, although it remains higher than the national average for this group. There are 87 pupil premium children, 8 of whom were persistent absence (National 2016/17 96%) (National 2016/17 94%).

**Persistence Absence:** This remains significantly better than the national average (National 2016/17 15.6%), however, it is not as positive as last year. The PA pupil premium children have had a major impact on this. There are 8 pp children who are PA (6 families). A tenacious approach from the communications and attendance officer, relentlessly contacting and working with families, led to some improvements over the year, but was not enough to remove children from the PA group. Detailed context for the 8 children has been collated demonstrating why these children fell into PA.

Pupils who have had issues with lateness have been closely monitored and work with parents has ensured this is addressed quickly.

Procedures for referrals to the county council for children missing in education or taking holidays have been followed, some parents have received warning letters and fines.

Attendance remains an improving picture for the academy, this needs to continue next year also.

#### **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	<b>Pupil Premium</b> 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: <ul style="list-style-type: none"> <li>• Effective tracking and record keeping</li> <li>• Timely, effective and measurable intervention</li> <li>• Timely and effective information sharing</li> <li>• Good quality HLTA support</li> <li>• Effective use of all available data to target specific support and intervention</li> <li>• Accurate knowledge of PP pupils and their needs and next steps</li> <li>• Continuous liaison with parents/carers</li> </ul>	<b>Success Criteria</b>  PP pupils make progress in line with their peers and their individual targets  Colleagues held to account for their responsibilities Monitoring of HLTAs Monitoring of records Data Effective liaison Good knowledge of PP pupils
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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

### April 2018

The Academy has undergone a PPG review by Alistair Mitchell and are awaiting the report, any necessary recommendations will be implemented before the end of the summer term. The HLTAs continue to attend regular meetings with the PPG champion to discuss attendance, concerns and progress of PPG children. The HLTAs are aware

of all the PPG children and also those new to the academy or those who become eligible. They understand their barriers and develop ways forward to support these children. Furthermore the HLTAs share good practise and ideas to again enable children to make progress. The dialogue grids continue to be used effectively to target children's areas of need and pre-teaching where appropriate. This has enabled the children to diminish the difference between their peers in terms of progress in some year groups for Reading, Writing and Maths. This now needs to be more consistent across year groups and subjects. Lesson visits (that are part of the TLIF project) show that they are aware of the children's needs and how to impart knowledge. They are also reflective of their practise and children's progress. Teachers have implemented interventions to address barriers to learning for PPG children, these are short, focused interventions to reduce their barriers to learning and thus make good progress. The group leaders for RWInc know who their PPG children are and ensure that they are a focus group for improvement.

Progress data from Symphony Assessments:

	Reading		Writing		Maths	
	PP	Other	PP	Other	PP	Other
Y1	3.8	3.8	3.8	3.8	4.00	4.00
Y2	4.0	3.78	4.5	3.96	5.0	4.08
Y3	3.6	3.8	2.7	3.4	3.07	3.54
Y4	4.0	3.0	4.1	3.9	4.32	4.22
Y5	3.50	4.0	3.5	3.9	3.79	3.98
Y6	4.1	4.0	4.3	4.0	3.67	4.13

Gap between PP and non PPG over time:

The in year gap between PPG and non PPG children has diminished or closed in years 1,3,4, and 5 for reading.  
 The in year gap between PPG an non PPG children has diminished or closed in years 1,4 and 5 for writing.  
 The in year gap between PPG and non PPG children has diminished or closed in years 1,3, and 4 for Maths.

Most year groups and subjects show that there is a decrease in the gap or that the gap has closed. Where this is not the case, careful monitoring of progress over the summer term is needed to ensure that gaps close across all year groups and subjects.

Evidence:

- HLTA training notes
- HLTA observations
- HLTA recording grids and assessment examples
- Class teacher barrier intervention grids
- Lesson visits
- RWInc PPG phonic list
- Achievement team minutes

**July 2018**

Progress data from Symphony Assessments:

	Reading		Writing		Maths	
	PP	Other	PP	Other	PP	Other
Y1	5.67	5.88	5.5	5.73	6	6.15
Y2	5.57	5.57	6.17	5.7	6.29	5.74
Y3	4.8	6.15	4.13	5.78	4.6	5.5
Y4	6	6.03	6.21	5.95	6.16	6.15
Y5	5.62	6.19	5.62	6.17	5.31	5.98
Y6	6.08	6.21	7.67	6.9	6.08	6.8

progress	
6.5+	outstanding
5.5-6.4	good
4-5.4	RI
below	inadequate

#### Gap between PP and non PPG over time:

The in year gap between PPG and non PPG children has diminished or closed in years 2 and 4 for reading.  
The in year gap between PPG and non PPG children has diminished or closed in years 1, 2, 3 and 6 for writing.  
The in year gap between PPG and non PPG children has diminished or closed in years 1, 2, 4 and 6 for Maths.

Most year groups and subjects show that there is an increase in the gap during the final term or that the gap has closed. However most year groups have made good progress, but the gap between the PPG children and their peers must be carefully addressed next academic year by the Pupil Premium champion to ensure that not only do they make good progress, but the gap to their peers and National is diminished. A change in assessment system in the new academic year and more rigorous monitoring and training of the staff is required if this is to happen.

#### End of Key Stage Two Value added data.

PPG children achieved an average scaled score in reading of 104.8 which is above that of National Standard of 100. This is higher than their non PPG peers who achieved a scaled score of 98.8. In maths again the average scaled score for PP pupils was above that of their peers (PP 100.7, other 98.1).

53% of PPG children achieved the expected standard for reading, writing and maths combined. This is again higher than their non PPG peers. 20% of PPG children at the end of KS2 achieved the higher standard which is an improvement on last year where 7% of PPG children achieved the higher standard in Reading, Writing and Maths.

For the expected standard in Reading, Writing and Maths the PPG children was -35% below National in 2017, and this year it was -11%.

PPG children are making progress towards diminishing the difference between them and their non PPG peers and also National attainment and progress. This need to continue to be an upward trend in the forthcoming academic year.

#### End of Key Stage one

PPG children had a value added score of -0.9 for reading and mathematics (FFT), with mathematics being +0.4 (FFT).

#### Evidence:

- HLTA training notes
- HLTA observations
- HLTA recording grids and assessment examples
- Class teacher barrier intervention grids
- Lesson visits
- RWInc PPG phonic list
- Achievement team minutes
- SAS Class teacher assessments
- End of year assessment data.

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

**April 2018**

Interventions have continued with the Interventions lead liaising with staff at weekly team meetings. Teachers get updates about the children engagement and successes. When appropriate and in discussion the children have then returned to whole class teaching and new children have taken their place.

New 1:1 TA has been very successful in stabilising Y4 pupil and shows initiative in helping her progress, she has also been trained in house to lead an intervention for her with Sensory Circuits.

More children have been supported with 1:1 TA in Y2/Y1 and doing some pastoral support and relationship building with a Y4 pupil, it has stabilised all the pupils she is working with.

A new Educational Psychologist has started at school and we await his first report. The first three reports produced previously recommended things we were already doing.

Strengths and Difficulties questionnaire has been used with 2 children in school after the Inclusion Manager went to visit St Gregory's school in Northampton to see how to use it effectively

A SENCO support group has been set up within the Trust and we have met a number of times to discuss putting in funding application and developing a pathways document to assist with making the right choices for the children who require additional to and different from that received by the majority of pupils.

Y3 pupils are underachieving in all areas with most of Y3 SEND cohort still doing phonics and being early to EAL despite being at VPA for over a year and the year team having put measures in place to address this. During flick forward monitoring of English and Connected curriculum books the teacher has commented on the chances for varied types of writing in order to engage and enthuse the pupils

Y6 SEND pupils are lower than expected in Maths and these issues have been tackled by the class staff to 'plug the gaps' and reinforce concepts where there were weaknesses.

Y1 have a number of early EAL pupils who are also SEND and they require support to access writing activities

	Reading		Writing		Maths	
	SEND	Other	SEND	Other	SEND	Other
Y1	3.6	3.9	3.2	3.9	3.92	4.02
Y2						
Y3	2.7	3.7	2.4	3.4	2.9	3.52
Y4	3.6	4.2	3.7	4.1	4.18	4.28
Y5	3.5	4.0	3.6	4.0	3.55	4.02
Y6	3.8	4.1	3.7	4.3	3.08	4.41

#### Progress

4.5+	outstanding
3.5-4.5	good
2-3.49	RI
below 2	inadequate

(Expected range 3.5- 4.5)

#### Evidence:

- Meeting minutes for team meetings showing Intervention Lead's attendance and ensuing discussion.
- Vastly improved provision map with updates from the ongoing interventions. Updated approx. 6 weekly after input from class teacher and Interventions lead. This has made it easier for the Inclusion Manager to make high needs funding application for specific children.

#### July 2018

Reading progress	Cohort	SEND	Non send
y1	5.86	5.17	6.04

y2	5.57	5.56	5.54
y3	5.78	4.13	6.06
y4	6.2	5.71	6.15
y5	6.05	5.7	6.13
y6	6.17	5.92	6.28

Writing progress	Cohort	SEND	Non send
y1	5.71	4.92	5.91
y2	5.75	5.56	5.82
y3	5.33	3.33	5.72
y4	6.03	5.76	6.15
y5	6.04	5.7	6.11
y6	7.12	7.38	7

Maths progress	Cohort	SEND	Non send
y1	6.14	6	6.17
y2	5.8	5.44	5.9
y3	5.25	4.25	5.37
y4	6.16	6.06	6.2
y5	5.82	5.4	5.91
y6	6.6	6.15	6.79

Progress for SEND groups has been generally positive. Progress for SEND pupils in Y3 in writing was not rapid enough. For the majority of subjects and year groups SEND pupils have made progress in line with academy expectations. However, where groups have made good or better progress this still, on the whole, sits just marginally below the progress for the non SEND group. This means that the gap between SEND progress and non SEND progress has not narrowed or has not narrowed enough over time for these groups of pupils. Accelerating the progress of these pupils still further is key for next academic year.

Some of the year groups have very small groups of SEND pupils, detailed analysis of individual pupil progress was carried out by the SENCO and discussions with teachers carried out. Baseline information for September has been completed to ensure that new class teachers are able to see which individual pupils need to make more rapid progress.