

<b>Focus Priority 3</b>	<b>Learning is focussed and engaging for all pupils</b>
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<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference: 01 02 03 04 05</p> <p>Ofsted Areas requiring improvement: L&amp;M 1 and 2, TLA&amp;O 1, 2 and 4, EY1, B1 and 2</p>	<p>Focussed learning and engagement <b>consistent</b> in all classrooms across the academy. Children will demonstrate good behaviour for learning in lessons. Children will be focussed on their learning and able to talk about their learning. Values language and positive behaviour management will ensure that lessons progress without interruption and pupils are enabled to make demonstrable progress. Lesson planning will be focussed on learning: showing challenge and support for learners, key questions and direction for teaching assistants. Pupils will show pride in their learning. Positive relationships will further support the progress of all pupils. In lessons, pupils will have opportunities to learn new skills and consolidate &amp; review previous learning. Pupils and adults demonstrate growth mindset ideals and show an understanding of metacognition and self-regulation. Learning will have a clear focus on the use and power of oral language and verbal interactions. Collaborative learning will ensure pupils can talk and articulate their thinking.</p>
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<b>Targets</b>	<b>Success criteria</b>
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Teaching over time (taking account of lesson observations, book scrutiny, learning walks, planning scrutiny, pupil voice (incl my learning prompt) and pupil progress meetings:

	% of good or better (or for TF as expected)				% of inad
	TF	Band 1 & supply	Band 2	Band 3	
	(2/2)	(1/3)	(4/5)	(4/6)	
Dec 2017	100%	33%	80%	67%	0%
	(2/2)	(2/2)	(4/5)	(4/6)	
Apr 2018	100%	100%	80%	67%	0%
July 2018	100%	33%	80%	71%	0%

**Overall percentages for good or better teaching over time:**

	Autumn	Spring	Summer
<b>All Teaching staff</b>	<b>69%</b>	<b>80%</b>	<b>71% (12/17)</b>
<b>With us all year</b>			<b>85% (11/13)</b>

Good behaviours for learning as observed in learning walks and behaviour audits:

	% of good or better				% of inad
	TF (2/2)	Band 1 & supply (1/3)	Band 2 (4/5)	Band 3 (5/6)	
Nov 2017	100%	33%	80%	83%	0%
	2/2	2/2 1= outstanding	4/5 1= outstanding	4/6 4= outstanding	
Apr 2018	100%	100%	80%	67%	0%
July 2018	100%	66%	80%	71%	0%

**Overall percentages for good or better behaviours for learning:**

	Autumn	Spring	Summer
<b>All Teaching staff</b>	<b>75%</b>	<b>80%</b>	<b>76% (13/17)</b>
<b>With us all year</b>			<b>85% (11/13)</b>

- 🎯 In lessons, children will be focussed on their learning and demonstrate good behaviour for learning
- 🎯 Children will be able to talk about their learning, demonstrating their awareness of metacognition and self-regulation
- 🎯 Lesson planning will focus on learning, giving children opportunities to work within the 3 cognitive domains of basic, advancing and deep (according to their age and stage)
- 🎯 Learning will be stimulating and challenging to ensure that all pupils are fully involved and engaged in their learning
- 🎯 Pupils will be given quality opportunities to learn new skills and to consolidate & review previous learning
- 🎯 Pupils will show pride in their learning and growth mindset ideals and use secrets of success/characteristics of effective learning strategies
- 🎯 Positive relationships will further support the progress of all pupils
- 🎯 Oral language intervention and verbal interaction strategies will ensure pupils' speaking and listening supports their learning across all subjects
- 🎯 Pupils will be able to demonstrate their leadership of aspects beyond the curriculum by carrying out a variety of leadership roles
- 🎯 The development of an emotional well-being and mental health strategy ensures pupils are able to build their resilience and confidence to engage with their learning
- 🎯 The variety of clubs and enrichment opportunities extends beyond sport

**There have been some changes of staffing since the autumn term:**

- Two left (one class teacher and one PPA)
- One permanent teacher was appointed at the end of the autumn term (PPA)
- One permanent teacher was appointed for the summer term (not included in above numbers) (PPA)
- Two supply teachers are in the process of being temp to perm (Class teachers)

Once the two supply teachers become permanent we will be fully staffed in the teaching team.

**There are three members of the teaching team who are currently receiving support from a member of senior staff. with either mentor support or a support plan being in place.**

Actions in place for the reduction of FTE will be successful in continuing the downward trend of occurrences.

2016/2017		Target 2017/18		FTE to July 2018	
Number of FTE	% of cohort	Number of FTE	% of cohort	Number of FTE	% of cohort
19	4.9%	9	2.25%	11	2.78%

(National average for FTE was 1.21% (2016), for us that would represent 5 periods of FTE over the year)

Incidents recorded on behaviour watch will demonstrate a continued reduction in low level disruption in classrooms.

Classroom based incidents as recorded on Behaviour Watch					
	2015/16	2016/17	2017/18 Target	2017/18 actual	Target % reduction
Aut	285	345	200	214	24%
Spr	326	196	180	266	
Sum	342	195	180	159	
Total	953	736	560	639	

Key People	Funding & Resources
Ian Pearson – behaviour lead Sally Spencer – Inclusion Manager Jane Wall – pupil premium champion & curriculum development	<ul style="list-style-type: none"> <li>• Team spend on Edison CC units</li> <li>• Funding for vulnerable groups</li> <li>• Additional resources to support collaborative approaches and research</li> </ul> Budget to be agreed and amounts will be added

<p>Sarah Whiteman – reception strategic leader Core curriculum improvement leaders (Sarah Whiteman, Linda Embling, Jo Costanzo, Jade Dawson) All curriculum development leaders</p>				
Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed
Weekly SMT review and discussion of behaviour	IP	HS	Weekly	
Behaviour and engagement audits	IP/RH	HS	Termly	
Behaviour for learning training – strategies to ensure pupil engagement is maximised and low level disruption is eliminated	IP	SMT	Sept and ongoing	
Work with families of pupils at risk of FTE, put measures in place to continue to reduce FTE	IP	SMT	Ongoing as required	
Use of revised paperwork for FTE and return to academy meetings	IP	HS	Ongoing as required	
Relaunch of my learning processes (stickers in books and sticky notes responses)	HS	SMT	Oct 2017	
Monitoring of my learning and pupil voice	HS	SMT	In line with schedule	
Team meetings- discuss behaviour and action	Team leaders	IP	Weekly	
Lesson observations – specific feedback re engagement	HS/MSW	HS	Termly	
Monitoring of lesson planning- focussed on learning and level of challenge, oral language usage, key questions	Curriculum development leaders	HS	Termly	
Meetings with parents to discuss behaviour and engagement	IP/SS	HS	Ongoing	
Continue to embed Brain, board, buddy, boss procedures	LE	HS	Ongoing	
Relaunch of Growth Mindset, metacognition and self-regulation strategies, SofS and CoEL – embed and move forwards with strategies	JW	HS	Nov 2017	
Book scrutiny/Flick forward demonstrates engagement	HS/MSW	SMT	Ongoing	
Ensure expectations for use of working walls for CC and learning conversation/questions in place prior to beginning of units	JW	SMT	6x year prior to unit start	
Implement new assessment system (symphony). Training for all subjects.	HS – RWM JW – others	SMT	Autumn term	
Monitor the effectiveness of the symphony assessment system for subjects other than RWM to ensure engagement in all subjects is evident	JW	SMT	Dec Apr Jul	
Training in use of Symphony to make final termly judgements and analysis of data	JW	SMT	Nov 2017	
Classes to establish collaborative learning approaches and the use of talk partners	MSW	SMT	Oct 2017	

Ensure there are a variety of leadership opportunities for children to access (school council, young leaders, Be Here Bug monitors, classroom roles, lunchtime roles etc)	TM IP CW	SMT	Sept and ongoing
Develop and formalise an emotional well-being and mental health strategy (building on work begun last academic year)	SS	HS	Oct onwards
Ensure the variety of clubs and enrichment opportunities offers things beyond sport	IP	SMT	Sept onwards

#### Evaluation:

\*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up with be agreed.

#### December 2017:

Focussing on behaviour both in the classroom and on the playground and ensuring consistent positive approaches to behaviour management across the academy has led to a decline in recorded incidents on behaviour watch. Weekly behaviour reports enable early intervention and targeted support with families of pupils causing concern alongside increased staff knowledge and understanding in developing a range of behaviour support strategies prior to consideration of FTE has led to a significant decline in FTE.

Careful monitoring and rapid intervention of classroom based behaviour incidents on behaviour watch has reduced these incidents significantly from this time last year. 151 or the 214 incidents were from 6 key children. These children are discussed weekly in SMT meetings and are being worked with by SMT, pastoral team, class teacher and TAs. All parents have been involved in regular meetings and discussions, most parents have been involved in courses such as 1,2,3 Magic. All have had observations and reports from JoGo Behaviour or by other outside professionals.

Monitoring events has demonstrated that engagement levels in classrooms are high and supported by teachers following the academy learning essentials and consistent approach within our behaviour plan. Positive relationships in classrooms support behaviour management.

Supporting teaching assistants with key question starters and enabled them to target their questioning at pupils.

The school council have been elected, each class has a representative for their class. In addition to this there are various other opportunities to show leadership across the academy: sports leaders is a new development being led by the physical fitness improvement leader, the attendance officer has 'Be Here Bug monitors' to encourage others to have good attendance and class teachers have a variety of positions within the classroom (e.g. register monitor, visual timetable monitor etc).

Training led by YMCA has enabled the mental health strategy leader to begin to formalise our approach to supporting pupils with mental health and emotional well-being needs. Mental health updates from the mental health lead ensure members of staff are kept up to date with developments in this area.

Four members of the teaching team are receiving mentoring support from a member of the SMT following monitoring events in the Autumn Term. The school has sought support from the NCC NQT body to ensure we are offering the best and most targeted NQT support and development.

Good behaviours for learning are strong across the academy. New members of staff are becoming to become more secure with the academy behaviour plan and engagement techniques, this is leading to greater consistency across the school. One member of staff is receiving support for behaviour management techniques using academy agreed procedures.

## **April 2018**

Behaviour incidents showed a rise over the Spring Term. Staffing changes in two classes contributed largely to this, in addition to other members of staff requiring support with behaviour management. Swift action has been taken to address the rise in incidents- part of the whole school training day on 16<sup>th</sup> April 2018 was devoted to behaviour training, a renewed focus was given to behaviour from the start of the Summer term, teachers are required to review and act upon all behaviour data within their weekly meetings and teachers are also now expected to follow up all behaviour incidents that their teaching assistants record. This has resulted in a much improved start to the Summer term, with a large fall in incidents recorded. Incidents have continued to be carefully monitored, with discussion at SMT meetings weekly and follow up actions completed promptly.

FTE also showed a rise over the Spring term, again due the factors above, rising to 8 FTE for the year to date. 4 of these have been for 1 child. This child has had substantial intervention to date, including 1:1 from Jogo Behaviour Support, internal school interventions, dedicated behaviour charts, close monitoring from SMT regular meetings with parents. Regular meetings are held with all parents of children who are deemed to be at risk of exclusion.

All internal monitoring shows that engagement levels continue to be high within classes and low level disruption is rare. This is supported by the feedback from external monitoring. A further whole school behaviour audit was undertaken by the behaviour lead and the Head of Primary education in January. The Reception lead has also undertaken a learning walk based on engagement and delivered feedback on strengths and areas of improvement to the Reception team. Parental engagement is monitored and recorded by all staff at the two parent evenings held each year.

Leadership opportunities continue to grow across the academy. In particular the Be Here Bug monitors have a high profile in school and the Sports leader programme is due to continue into Summer term, supporting sports events. The school council continues to meet.

The Inclusion leader continues to give staff regular Mental Health updates. This has kept awareness of mental health high and meant all staff are up to date with any new developments or information.

Members of staff continue to be mentored and coached by SMT as appropriate. The school has provided bespoke training for the two Teach First teachers, which has also been attended by teachers new to the school. This training has included sessions covering behaviour management, marking, effective and engaging planning, SEND and health and well being.

Behaviour for learning continues to be strong during lesson visits, learning walks and observations.

### **Supporting evidence:**

- FTE data
- Behaviour watch data
- Example records of parent meetings
- Example anti-bullying records
- Examples of behaviour reports
- Staff training
- Behaviour audit overview
- Gradings for behaviour and attitudes in monitoring events
- Behaviour flow chart
- Key question starters
- Photos and question examples from CC working walls
- Mental health updates

## July 2018

Year on year we have had a significant decrease in FTE, from 19 to 11. This has been due to the continued relentless focus on those children for whom FTE was a risk. Meetings with children, parents, teachers and other adults whenever FTE was a potential issue has meant we have been able to change behaviours to the point where FTE was no longer a risk. In particular 'at risk of exclusion' meetings with parents have been effective. While we did not achieve the target of 2.25% our final figure of 2.78% show a marked improvement on previous years. Continued focus on FTE next year will bring even greater improvements- we will target further reduction towards the national average of 1.21%.

There were 5 different children excluded this year, accounting for 11 fixed term exclusions. This small group of children will continue to have further support throughout their time at Victoria and several are showing sustained improvements in behaviour. Two have no further exclusions over the Summer term, one child has since left the academy and the other two have further support in place. The case study of a Year 6 child who spent her entire time in Primary education at Victoria shows a very positive picture of sustained behaviour improvement ending in successful outcomes for her upon leaving us.

Classroom based incidents showed a rapid improvement after the additional training delivered in April. Summer incidents were our lowest recorded for the year and well below target. Taken with previous terms we have shown a 15% reduction in classroom incidents year on year and a 33% reduction in incidents since 2015/16. While this represents a large improvement it will be important to maintain focus on behaviour in 2018/19 to ensure this fall shows sustainability through continued reductions in incidents.

Internal monitoring showed that engagement levels continue to be high within classes and low level disruption is rare across the school. This is supported by the feedback from external monitoring. A further whole school behaviour audit was undertaken by the behaviour lead and the Head of Primary Education in June 2018, with positive behaviours seen in all areas visited.

The school council met through the year and supported and organised events such as relaunching the school rules, the Christmas disco and linked with the PTA. Other leadership opportunities included sports leaders in year 2 and attendance reward monitors.

Lesson and planning monitoring by subject leads showed that children were consistently being given the opportunity to access basic, advancing and deep learning in most classes. Where this hasn't been consistently evident in planning or observations the Maths and English leads have given high levels of support to those staff. During lesson observations, work scrutinys and other conversations pupils have shown pride in their learning and have been able to explain how adults help them to learn.

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