



Oakway Academy

Principal - Mr J Hollingsworth

Academy Improvement Plan 2026-27

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ACADEMY VISION AND VALUES

Vision: Developing well rounded, conscientious and successful learners who aspire to achieve their personal best.

Motto: 'Every Moment Matters'

Values: PRIDE – Passion, Responsibility, Independence, Determination, Enjoyment

DISTINCTIVE CHARACTERISTICS (SEPT 2026)

Number of children on roll	516	Percentage of children eligible for pupil premium	24%	Percentage of children with statement of special educational needs (SEN) and with education, health and care (EHC) plan	SEN: 9% EHCP: 6%
Percentage of children with English as an additional language (EAL)	58%	Percentage of children with welfare or child protection support plans (24 children)	EHA 1.2% CIN 1% CP 2%	Percentage of children who are identified as Looked After (LAC)	1.73%
Overall absence (2024-2025)	5.14%	Persistent absence (2024-2025)	13.2%	Most recent OFSTED grade	Good

Number of children who left during term time:		Number of children who joined during term time:		The academy serves an area of high deprivation and socio-economic challenge:
2019-20	36	2019-20	74	
2020-21	58	2020-21	59	
2021-22	22	2021-22	86	
2022-23	46	2022-23	93	
2023-24	54	2023-24	111	
2024-25	59	2024-25	43	
2025-26	45	2025-26	62	

ATTAINMENT OUTCOMES SUMMER 2025

EYFS Good Level of Development		Year 1 Phonics Screening		Year 2 Phonics Screening	
Cohort	63%	Cohort	81%	Cohort	88%
National	72%	National	82%	National	91%
Multiplications Table Check (% of children scoring full marks)					
Cohort			49%		
National			44%		

Key Stage 2 Reading Test		Key Stage 2 Writing (Teacher Assessed)		Key Stage 2 Maths Test	
Cohort EXS	66%	Cohort EXS	69%	Cohort EXS	64%
National EXS	75%	National EXS	73%	National EXS	75%
Cohort GDS	23%	Cohort GDS	8%	Cohort GDS	26%
National GDS	30%	National GDS	13%	National GDS	27%
Average Scaled Score	102	Average Scaled Score		Average Scaled Score	102

Key Stage 2 GPS Test		Key Stage 2 RWM Combined		Key Stage 2 Science (Teacher Assessed)	
Cohort EXS	62%	Cohort EXS	53%	Cohort EXS	69%
National EXS	74%	National EXS	63%	National EXS	82%
Cohort GDS	33%	Cohort GDS	8%		
National GDS	30%	National GDS	8%		
Average Scaled Score	103	Average Scaled Score			

POSITION STATEMENTS – SEPTEMBER 2026

The current position of the academy has been identified using the outcomes from a range of external and internal monitoring, as follows:

- Actions from OFSTED January 2023
- Challenge Partner Extending Leading Practice and SEND external reviews, March 2024, April 2024 and November 2025 respectively
- External consultation during support in 2024-2026 from; Roade English Hub, Enigma Maths Hub, and OFSTED inspector Emma Hollis
- Internal and trust level monitoring and thematic days
- Anchored Schools Review – July 2026

Strengths:

Leadership and management	• Leaders have made sound and well-informed decisions about how to improve all elements of the curriculum • Leaders have established systems ensuring that identified needs are well communicated to staff. Appropriate adaptations to teaching ensure these pupils succeed • Leaders have been resolute in improving the school. They have made sound and well-informed decisions about what to improve and when.
Curriculum	• Expectations are high for all pupils to achieve well, particularly those with special educational needs and/or disabilities (SEND) and the most disadvantaged. • All subjects are well planned and sequenced. • Teachers draw upon their strong subject knowledge to design and deliver lessons that are exciting for pupils. • Staff are knowledgeable and identify when pupils are falling behind in reading. They provide timely, well planned and bespoke support where necessary. Extensive resources support pupils.

	Beyond learning to read, books play a prominent part in the school. Access to a wide genre and range of authors, both new and traditional, ensures that pupils develop a love of reading
Developing Teaching	- Leaders apply consistent pedagogical approaches to ensure high standards of teaching across the age phases - Leaders receive consistent and timely release time in order to monitor and analyse the quality of teaching and learning. - Leaders approach teacher development through supportive, developmental actions - The Academy is transitioning towards a model of instructional coaching to deliver a programme of CPD for all teaching staff
Achievement in National Tests	- The percentage of pupils that pass the phonics screening test is in line with the national average in both Year 1 and Year 2. Pupils make good progress from low entry points. - The percentage of Year 4 pupils that score 25 out of 25 in the multiplication check is significantly above the National average.
Achievement across the curriculum	- Pupils are provided with a broad and balanced curriculum which is ambitious, developing their curiosity for learning. - NMPAT music lessons provide an opportunity for children to learn an instrument and perform. - Pupils in Year 5 and 6 attend local swimming lessons, led by swimming coaches, in order that they leave Oakway Academy with essential life skills. - Pupils in all year groups attend a wide variety of trips and visits to enhance their learning and life experiences. - Pupils have the opportunity to become role models and future leaders through the flourishing leaders approach. These include School Councillors, Eco-Warriors, Anti-bullying Ambassadors, Sport Crew members or Reading Champions. - All children access the universal enrichment offer
Behaviour and attitudes	- The school has high expectations for behaviour. Pupils are clear about the rules and understand their importance - Behaviour is good in lessons and on the playground. Pupils are courteous and respectful to each other. - Pupils feel safe. Bullying rarely happens but pupils know it will be dealt with. Pupils know how to keep themselves safe online.
Attendance	- The school has high expectations of attendance and rigorous systems support pupils to attend school. - Oakway's rigorous attendance systems brought about a strong improvement during AY 2025/26. The Academy's rates of attendance is in line with national rates of attendance.

	Operating as pilot school for the DfE Breakfast Club programme has played a significant factor in the improvement in attendance for all pupils and targeted pupils for whom it was previously an issue.
Inclusion	- Inclusion and inclusive practise are recognised of key pillars of a high-quality educational provision. - A tiered response to pupils with SEND help to ensure that an appropriate level of support is given to all children. - Quality First Teaching for all pupils is the foundation of a good curriculum provision for all pupils. - The inclusion team at Oakway Academy work alongside parents to identify pupil needs and ensure the correct provision is enacted to support the child. - The Academy has access to dynamic information about pupil vulnerabilities and uses the data to inform teaching and learning and intervention.
Personal Development and Wellbeing	- There are many opportunities for pupils to develop beyond accessing the academic curriculum. - Excellent pastoral support ensures pupils overcome barriers to learning or development should they arise. - We believe that Oakway Academy is cultivating something genuinely special, not just a set of wellbeing initiatives, but a whole-school culture where mental health is treated as a core part of learning, not an add-on. - The school provides an impressive variety of universal wellbeing resources and initiatives, along with thoughtful, targeted support for individuals and small groups needing more specialised help.
Safeguarding	- There is a strong culture of safeguarding within this school. Staff are vigilant to risks of harm and abuse. Systems for reporting, recording and monitoring concerns are robust. - The DSL and wider safeguarding team are knowledgeable and experienced. They have a thorough understanding of the contextual risks that pupils are living with, or could experience, and are mindful of how risks can differ due to the pupil's demographic profile. - There's a solid depth of knowledge and understanding across the senior leadership team in relation to safeguarding, and leaders value both their overarching role in this area as well as how their role contributes to the wider safeguarding framework. There are clear and effective protocols in place to ensure that any absent pupils are quickly accounted for and kept safe. The Welfare Team plays a crucial role in improving the attendance of some pupils and has added an additional layer of scrutiny for others
IDSR	Oakway compares well against the 'similar school average' with a 3 year average for RWM Higher Standard and EGPS Higher Standard at Sig+. Furthermore, Oakway sits 'above non sig' against similar schools when comparing Reading, Writing, Maths, EGPS and combined RWM at the expected standard

The priorities for the academic year 2026-2027 are based on the areas for development identified in the position statements and are those considered to having the most impact on the offer to children at Oakway Academy, their outcomes and opportunities.

They are as follows:

Key Priority Focus		Sustained Priority Areas	
1	Children have a secure command of the English foundational skills, appropriate to their age and stage	1	Attendance – Children’s rates of attendance align with National Standards
2	Outdoor Play and Learning (OPAL)	2	Instructional coaching using Steplab – expanding the programme to HLTA staff
3	Character Education - Implementing a high-quality character education and enrichment offer		
4	Embedding the HAT Inclusion Strategy into daily classroom practice		

We have closely aligned the Oakway pupil premium strategy with our Academy Improvement Priorities. Any action specifically designed to support vulnerable children, including those eligible for pupil premium, is formatted in *italics*.

KEY PRIORITY FOCUS: Children have a secure command of the English foundational skills, appropriate to their age and stage

What are we focussing on? Our goal is to ensure every child masters the core basics of reading and writing as early as possible.

- **Reading:** We will build a lifelong love of reading by providing diverse, high-quality books and ensuring that children engage in regular practice of the foundational skills.
- **Writing:** We will focus heavily on functional skills first—such as spelling, handwriting, and speaking a sentence before writing it. Building this strong foundation will give students the confidence they need to find writing purposeful and enjoyable.

Key People: Larissa Nash Laura Marshall Sophie Lea Megan Bristow Rebecca Owen Jodie Cunningham Angie Aitken Jordan Indge Millie Pope Sandra Golley	Rationale: Reading and writing are essential for our students' future success and serve as the gateway to the wider curriculum. While pupils at Oakway make good progress, currently, our Key Stage 2 attainment outcomes sit below the national average, with many students lacking secure literacy skills. By focusing heavily on early reading (including rhymes and songs in early years) and core English skills like phonics, fluency, and grammar, we aim to improve learning across all subjects. Ultimately, this will raise attainment, close the disadvantage gap, and ensure strong progress from Early Years right through to Year 6	Funding and Resources: Spelling Shed - £1000 RWI portal - £1500 Kinetic Letters - £1200
Success Criteria	Who	Actions
Vocabulary development and oral confidence • 100% of EYFS children are screened for speech, language, and communication needs within their first half-term.	MB AA	• Implement a consistent screening tool for all EYFS children upon entry to immediately identify those with weak language skills and provide early intervention. • Deliver daily oral language sessions in Nursery and Reception that specifically focus on vocabulary, narrative structures, sentence stems, and established talk routines. • Embed explicit vocabulary instruction into the core pedagogy across the whole school, ensuring there are planned, structured opportunities in every lesson for children to orally practice their ideas.

Learning walks and lesson observations show that 100% of teaching staff are actively providing structured opportunities for oral practice and explicit vocabulary instruction.		Train all EYFS staff in sustained shared thinking and high-quality adult-child interactions, and monitor the application of these skills through dedicated learning walks.				
			Rag Rating	Aut	Spr	Sum
Foundational Reading - Termly fluency assessments reveal that at least 85% of KS2 pupils are reading at age-related expectations (both in words-per-minute and prosody). 100% of pupils receiving targeted phonics interventions either pass the Phonics Screening Check or meet their specific, individualized progress targets.	LN LM MB JI MP	- Embed daily shared reading sessions utilising a diverse, high-quality range of stories, rhymes, and poems to cultivate a genuine love of reading across all year groups. - Deliver rigorous, daily phonics instruction with a strong focus on decoding, immediately supported by targeted, same-day interventions for any pupil falling behind. - Incorporate daily reading fluency practice into the timetable to ensure children are reading at an age-appropriate pace with good expression and comprehension.				
			Rag Rating	Aut	Spr	Sum
Foundational Writing 90% of KS1 pupils achieve age-appropriate fine motor control and accurate letter formation by the end of the academic year. - Book scrutinies show that 85% of KS2 pupils consistently use a fluent, legible, and joined handwriting script across all subjects, not just in English.	LN SL	- Implement targeted gross and fine motor skill development activities in EYFS and KS1 to build the physical strength and dexterity required for sustained writing. - Introduce and enforce a consistent, structured handwriting program across the school to ensure legibility, speed, and automaticity. - Embed consistent spelling instruction and bridge the gap to independent composition by using regular dictation exercises.				
			Rag Rating	Aut	Spr	Sum
Review						

KEY PRIORITY FOCUS: OUTDOOR PLAY AND LEARNING - OPAL

What are we focussing on? Transforming playtimes into structured, high-engagement environments with loose-parts play, managed risk-taking, and active pastoral supervision to decrease playground incidents and improve afternoon lesson readiness.

Key People: Tom Pugh Cecelia Jacobs Hannah Morgan Kate Pettifer		Rationale: OPAL is designed to transform the quality of playtimes in primary schools. It treats playtime as an essential part of a child's education and wellbeing rather than just a break between lessons.		Funding and Resources: £3,500 OPAL Primary Programme subscription/mentoring; £1,500 loose parts sourcing/storage containers; £500 mid-day supervisor (MDS) positive play training.	
Success Criteria	Who	Actions			
- Playground behaviour incidents decrease by 35% from Autumn baseline; zero exclusions originating at lunchtime. - Children will report increased engagement with play-based activities from Autumn Baseline	TP HM CL KP	- Complete baseline OPAL play audit and risk-benefit assessment protocols across all zones. - Introduce loose-parts play zones (tyres, crates, dressing up, small-world) with zoned rotations. <i>Use lunchtime activity zones to teach turn-taking, peer dispute resolution, and active self-regulation, reducing behavioral referrals that interrupt afternoon instructional learning time</i> - Restructure Midday Supervisors (MDS) into active play facilitators; deliver 3 CPD sessions on positive play facilitation. - Complete Pupil Voice – Autumn baseline audit. - Establish an approach to capturing regular pupil voice about experiences at lunchtime.			
		Rag Rating		Aut	Spr
100% of classes transition to afternoon learning within 5 minutes without spillover conflicts		- Establish wet-play and outdoor all-weather gear systems (wellies/waterproof storage). - Introduce pupil "Play Leaders" to mediate small games and maintain equipment zones. - Track afternoon behavioural logs weekly to monitor impact of play quality on classroom readiness.			
		Rag Rating		Aut	Spr

Review**KEY PRIORITY FOCUS: Embedding a high- quality character education and enrichment offer**

What are we focussing on? We want staff to confidently use the Character Education booklet to teach and model good character every day. To do this, we will adjust our timetable to guarantee dedicated time for teaching character virtues and providing enrichment activities. Our ultimate goal is for everyone—staff and students—to believe that strong character builds well-rounded individuals.

Key People:

Angie Aitken
James Hollingsworth

Rationale: A strong culture is vital to Oakway Academy's success. We face unique challenges with high levels of deprivation and student mobility, which means we must build supportive and inclusive classrooms. Inspired by our Trust secondary school (SCHA) and their 15 character qualities, we have developed our own Character Education program. This ensures we are helping our children develop strong personal character right alongside their academic skills

Funding and Resources:

Books for Character Curriculum
Resources for phase clubs
Badges to celebrate success
Characters
PRIDE/Character posters and slips

Success Criteria	Who	Actions
Implementation of Character Education to all staff	RO TN KU	• Share the Character Education booklet (following on from staff meetings in Term 6 (2025-2026)) • Introduce the Character Curriculum 'taught' sessions, including the picture books as a hook • Ensure dedicated timetable slots are protected for clubs, Character Curriculum taught sessions and celebrations. • Termly monitoring of the Character Education, including the caught, sought and taught elements to ensure a consistent approach across the school • <i>Cross reference enrichment opportunities for key pupil groups – include access to flourishing leader groups</i>

		• Opportunities for Early Years to engage in the community, eg Ladywell Court, local residents. • Renew the structure of out pupil leadership groups – Flourishing Leaders. Pupils leaders to meet with SLT on a Termly basis. • Monitoring the effectiveness of:- ○ Incidental opportunities, eg lining up, routines, engagement in learning (caught) ○ Clubs across the phases to ensure high quality and building quality virtues, including extra-curricular clubs ○ Character curriculum (taught) • <i>Data analysis of character points (ClassCharts) and considerations moving forward. Make links to attendance, behaviour and welfare.</i> • Complete the Character Quality Mark Audit tool to assess progress and identify next steps.				
			Rag Rating	Aut	Spr	Sum
Staff consistently use all aspects of the Character Education for all children.	RO KU JG	• Conduct staff voice surveys to celebrate success and consider barriers. • Clear expectations shared to all staff about catching children using a quality virtue and recording in Character Big Books. • <i>Audit the consistency of using the character qualities points and ensuring children are given the opportunities to show these, especially those most vulnerable.</i>				
			Rag Rating	Aut	Spr	Sum
Children are able to talk confidently about the Character Virtues	RO JH AA	• Children's voice is evident in the Character Big Books • <i>Pupil voice conference, focusing on the most vulnerable to identify their understanding of the character education at the start, mid-point and end of year</i> ○ Character Education as a whole – why are we doing this? Purpose? ○ Character curriculum – what are the characters? Meaning? ○ Enrichment opportunities in school – what are their thoughts? ○ Out of school opportunities – making links & communication with activities and clubs in the community • Flourishing leader roles and how these encourage inspiring leaders for the future				
			Rag Rating	Aut	Spr	Sum
Review						

KEY PRIORITY FOCUS: Embedding the Hatton Academies Trust inclusion strategy into daily classroom practice

What are we focussing on? Embedding the Trust-wide Graduated Response and Ordinarily Available Provision (OAP) framework to secure high-quality inclusive teaching, early identification, and accelerated progress for pupils with SEND, EAL, and welfare needs.

Key People: Jacinta Gordon Lisa Waldron James Hollingsworth	Rationale: - HAT have prepared a Trust-Wide inclusion strategy 2025-2029 - The Academy will explore the current practice and ordinarily available provision. Using data to target the most vulnerable learners, we will consistently deliver high-quality, inclusive education	Funding and Resources: £2,000 diagnostic screening tools; £1,000 adaptive classroom resources (visual timetables, sensory regulation stations, bilingual dual-language glossaries).
Success Criteria	Who	Actions
100% of teachers implement the Trust Ordinarily Available Provision (OAP) checklist in planning and classroom delivery. - Suspensions for SEND pupils are reduced by 50% compared to the previous academic year	JG	- Launch and audit staff against the HAT OAP toolkit; define core adaptive teaching standards (scaffolding, dual coding, visual schedules). <i>Align StepLab Coaching with Adaptive Teaching: Integrate the OAP non-negotiables directly into StepLab coaching cycles, deliberately practicing techniques such as scaffold fading, dual coding, and structured peer talk.</i> - Deliver phased CPD on targeted adaptations for moderate learning difficulties and speech, language, and communication needs (SLCN). <i>Conduct termly inclusion walks and work scrutinies triangulating pupil progress files</i>

		Conduct termly pupil voice conferences with vulnerable cohorts to evaluate their sense of classroom belonging, access to tools, and confidence in navigating instructional tasks independently..				
		Rag Rating	Aut	Spr	Sum	
SEND/Vulnerable pupils meet or exceed individual provision map targets (minimum 80% targets met termly).	JG LW	- Refine the school's tiered provision map, clearly demarcating Wave 1 Quality First Teaching from Wave 2/3 bespoke interventions. - Embed a 6-week review cycle for all targeted interventions; decommission interventions failing to show measurable rate of return. - Deploy TAs to deliver structured, evidence-based interventions or facilitate independent work with scaffold fading, preventing learner dependence. - Coordinate with Trust EAL specialists to establish robust English proficiency band tracking for new mid-year arrivals.				
		Rag Rating	Aut	Spr	Sum	
Review						

Oakway Academy Sustained Priorities:

These are key focus areas that were successfully implemented during the previous academic year, backed by clear, evidence-based progress across the Academy. Because these initiatives have proven effective, it is vital that they remain a consistent background focus. Sustaining these priorities ensures that the positive changes we have made become deeply embedded into our daily practice, preventing any regression and allowing progress to

continue seamlessly. To drive the next phase of our improvement journey, the success criteria for each of these sustained priorities have been updated. These new targets are explicitly informed by external data sources—such as the Inspection Data Summary Report (IDSR)—and focus specifically on areas where our current performance is judged to be working below the standard we should expect. This ensures that while we recognize our recent successes, our ongoing efforts remain rigorously aligned with closing the gap to national expectations.

SUSTAINED PRIORITY: Children's rates of attendance align with National Standards (96%)

What are we focussing on? Increasing the attendance for children with SEND. Using data sources to quickly identify and address barriers to attendance.

Key People: Rebecca Owen Terri Needs Kelly Underwood Jacinta Gordon	Rationale: Attendance is a key predictor of academic success , wellbeing, and future life outcomes. Persistent absence can lead to disengagement, lower attainment, and social isolation. - National data shows that attendance below 96% is associated with significant drops in achievement. - Wellbeing and relational approaches are foundational to creating a school environment where students feel safe, valued, and motivated to attend. - Inclusive classroom practices ensure that all learners, regardless of background or need, feel a sense of belonging and purpose in school.	Funding and Resources: £1000 Studybugs software £1000 Management software £1000 Rewards and incentives £2000 counselling and mental health support for identified children £1,495 A-STAR attendance
Success Criteria	Who	Actions
The attendance of SEND pupils will increase to at least 94%.	RO TN KU	- Apply the weekly attendance tracking system with clear thresholds for concern – including prioritising vulnerable groups such as LPA, EAL, PPG. - Consistently follow a tiered intervention model (e.g., phone calls, meetings, attendance contracts). - Hold half-termly attendance review meetings with pastoral leads. - Engage with National Attendance Hubs to review strategies and approaches - Review all pupils on a reduced timetable fortnightly
Review		Aut Spr Sum

SUSTAINED PRIORITY: Improve the quality of teaching and learning cover supervision,

What are we focussing on? Developing an instructional coaching programmer for HLTAs that will support the delivery of high-quality teaching and learning pedagogy in cover lessons.

Key People: Tom Pugh		Rationale: High-quality teaching is the most significant in-school factor influencing pupil outcomes. To ensure consistent, evidence-informed practice across the school, we are embedding a culture of continuous professional development through instructional coaching. Steplab provides a structured, research-based platform to support this process, enabling precise feedback, deliberate practice, and measurable improvement in teaching.		Funding and Resources: £3000 Steplab platform £500 Staff training	
Success Criteria	Who	Actions			
100% of HLTAs will engage fully in a coaching and development programme.	JH TP All	- All HLTAs complete Steplab instructional coaching training module to ensure consistent understanding and application. - Leaders conduct regular monitoring to identify and support staff to fully engage with coaching cycles. - Leaders quality-assure coaching conversations and share key insights during staff meetings and deliberate practice sessions to drive collective improvement. - Use feedback to regularly capture coach and coachee reflections on confidence, clarity, and development.		Aut	Spr
				Sum	

Review