



## ***Growing PRIDE***

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# **Academy Improvement Plan**

***September 2017 – July 2018***

*(Reviewed version)*



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# ACADEMY VISION AND VALUES

Oakway Academy senior leadership are a recently formed forward thinking team working together to ensure best possible learning experiences for all children at the academy. Our mission Statement 'Growing PRIDE' underpins our ethos and drives everything we do in order to improve outcomes for all learners. Our PRIDE values of Passion, Responsibility, Independence, Determination and Enjoyment ensure children understand how to be successful within the academy and ultimately British Society as a whole. We are a nurturing and welcoming community academy where relationships with children and families are at the forefront of everything we do, building relationships to 'Grow PRIDE'. Our weekly newsletter demonstrates our commitment to SMSC and British Values and our children are our biggest advocates for our journey to good with the positive experiences and improvements they can talk about.

## DISTINCTIVE CHARACTERISTICS

- Oakway Academy is a very large primary school Current number on roll is 612 (July 2018). This is an increasing roll from September 2014 which was 535.
- There is a privately run Pre-School and Wrap Around Care provision occupying the site.
- PAN for Year 1 is 120, this is an increase of 30 this academic year to accommodate a bulge class for the local authority. PAN for all other year groups is 90. There are minimal spaces in each year group.
- The school became a sponsored academy as part of the Hatton Academies Trust with effect from 1st September 2014.
- White British children (257) represent 44% of our cohort. Non-White British children represent 56%. The largest ethnic groups represented are:
  - Any other white background 198 (33%)
  - Any other Black background 21 (3%)
  - Other Black African 19 (3%)
  - Other ethnic groups contain between 1-15 children
- 268 children (44%), speak 34 categories of language other than English. This is above average (England % for Primary Schools 19.4%, NCC data). The main languages spoken are:
  - Polish, 103 (38%)
  - Romanian, 42 (16%)
  - Latvian, 19 (7%)
  - Lithuanian, 14 (2%)
  - Other language groups contain between 1-10 children
- The proportion of disabled children and those who have special educational needs identified on our SEND register (Dec 2017) is 66 (12%), 8 (1%) of whom have an Education and Healthcare Plan. The academy employs both a SENCO and an Assistant SENCO as well as additional commissioned Educational Psychologist time and a commissioned Speech & Language Therapist. This approach is to continue to achieve early identification of children with SEND.
- 250 (40%) children (July 17) are identified as in need of an additional SEND/Welfare provision. They are identified on our inclusion provision map which lists over 20 provisions.
- The proportion of children currently (Dec 17) known to be eligible for support through pupil premium funding is 199 (33%), this is above average.
- Currently (April 18) 79 children (13% of cohort) are subject to a support plan (EHA, CIN, CP, LAC) and are actively supported by our welfare and child protection team.

- A larger-than-average proportion of children joins or leaves the school during term times. For the 2016-17 academic year 59 (9%) children joined the school and 60 (10%) left. To date (August 2018), we have had 76 new starters (13%) and 114 leavers (19%). Therefore the rate of mobility has significantly increased this academic year. The reasons for the rate of mobility is closely tracked in order to identify any common trends, however the analysis shows a wide range of reasons for mobility.
- The school is significantly above average for deprivation, and is placed in the 95th Percentile on the 2015 IDACI index for the local authority.

## RATIONALE FOR PRIORITIES

KS2 pupil attainment and progress outcomes for Oakway Academy for 2016 and 2017 were an improvement from the previous academic year. However, attainment remains below National for all subjects and progress in reading, although an improvement of 3.1, remains too slow and is judged as well below average (-3.7). Progress for Mathematics (-1.2) and Writing (-1.2) are now judged as average. Writing teacher assessments were moderated externally by NCC for 2016-17 and the academy commissioned external moderators for 2017 to ensure judgements were secure. Progress and attainment for the disadvantaged group, although similar to the KS2 cohort, was not fast enough for 2017. Results for combined attainment have increased from 2016 (20%) to 2017 (30%).

2017 attainment outcomes for pupils in KS1 indicate a slight increase from 2016 but remain below national and in the bottom 20%. KS1 progress from EYFS is broadly in line with national average and reflects the low starting points of children in the EYFS. This is a turbulent year group, there have been 29 starters (36% of the cohort) and 24 leavers (30% of the cohort) through Years 1 and 2 at Oakway Academy. A significant number of children who joined the academy have English as an additional language and were new to the country and therefore not able to access the curriculum and attain age related expectations.

Outcomes for pupils in EYFS show a 2-year improving trend followed by a dip in 2017 (50%). Good level of development increased by 5% from 2015 (53%) to 2016 (58%), the gap to national was marginally reduced. 2017 was a larger than average year group for Oakway Academy with on average 100 pupils, this increase accommodated a bulge class for the local authority. During the year there were 8 starters and 10 leavers creating turbulence as the majority of children who joined the cohort were new to the country.

Standards in phonics in Year 1 have been maintained from 2015 to 2016 with a decrease in 2017. Data for matched EYFS pupils in 2017 shows 75% of children attaining the required standard for phonics, this is an increase of 8% from 2016. This year group was subject to high turbulence with 30 children starting during EYFS and Year 1 and 23 children leaving. With the majority of children who started having English as an additional language.

Appraisal targets for teachers and teaching assistants relate closely to the targets set out in the Academy Improvement Plan. Teacher appraisal targets have a layered approach according to experience and accountability.

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

1. Focussed priorities (FP) are the key areas for improvement. Each of the four areas is led by a member of the Senior Leadership Team. Each focussed priority sets out the key actions that will be undertaken in order to bring about improvements in outcomes. Accountability and monitoring arrangements form part of the improvement planning process.

2. **Background priorities (BP)** are areas that continue to need improvements or areas which need to maintain the progress already achieved. A member of the SLT leads on each of these areas.

### **FP1 - All pupils make at least expected in year progress in reading (Y1 to Y6)**

The appointment of an Assistant Principal to lead reading across the academy in September 2016 has begun to have an impact on the outcomes for phonics, KS1 and KS2 reading. Improved approaches to KS1 phonics and reading, concentrating on key skills and knowledge, has begun to show impact over time. Outcomes at the end of KS2 for reading have driven some significant changes in the teaching and resourcing of reading comprehension, particularly in KS2. Children in KS2 have not had these new approaches for long enough to bring about the rapid improvement. Previous tracking of attainment and progress for reading across the academy was not strong enough. In order to have consistency in approaches to assessment across the trust the academy has adopted the symphony assessment system from September 2017. This represents a cultural shift in the way assessment is carried out and how data is used to target pupils for challenge and support in reading.

### **FP2 - All pupils make at least expected in year progress in writing (Y1 to Y6)**

An Assistant Principal to lead writing, spelling, punctuation and grammar across the academy was appointed in September 2016. Whilst the rate of progress for writing at KS2 has improved attainment remains too low. There have been rapid improvements to the approaches used to teach across the academy in this short time with corresponding training to ensure staff have the skills to teach effectively. These include the introduction of a new programme for writing, RWInc Spelling and the implementation of a 10-day plan for topic and English teaching and learning. In order to have consistency in approaches to assessment across the trust the academy has adopted the symphony assessment system from September 2017. As with reading this represents a cultural shift in the way assessment is carried out and how data is used to target pupils for challenge and support.

### **FP3 - All pupils make at least expected in year progress in mathematics (Y1 to Y6)**

An Assistant Principal to lead mathematics across the academy was appointed in September 2016. Previous teaching across the academy was not strong enough and significant changes in staffing have had an impact on children's progress over time. The increased capacity for leadership has brought about recent rapid improvements to the approaches used to teach mathematics across the academy, with corresponding training to ensure staff have the skills to teach effectively. The introduction of the mastery approach and a higher focus on rapid recall of facts has begun to show an impact over time. This is particularly evident for the end of KS2 in 2017 where the improvement in attainment and progress were strong. As with reading and writing in order to have consistency in approaches to assessment across the trust the academy has adopted the symphony assessment system from September 2017.

### **FP4 - All children in EYFS will make at least expected progress in reading, writing, number and space, shape & measure**

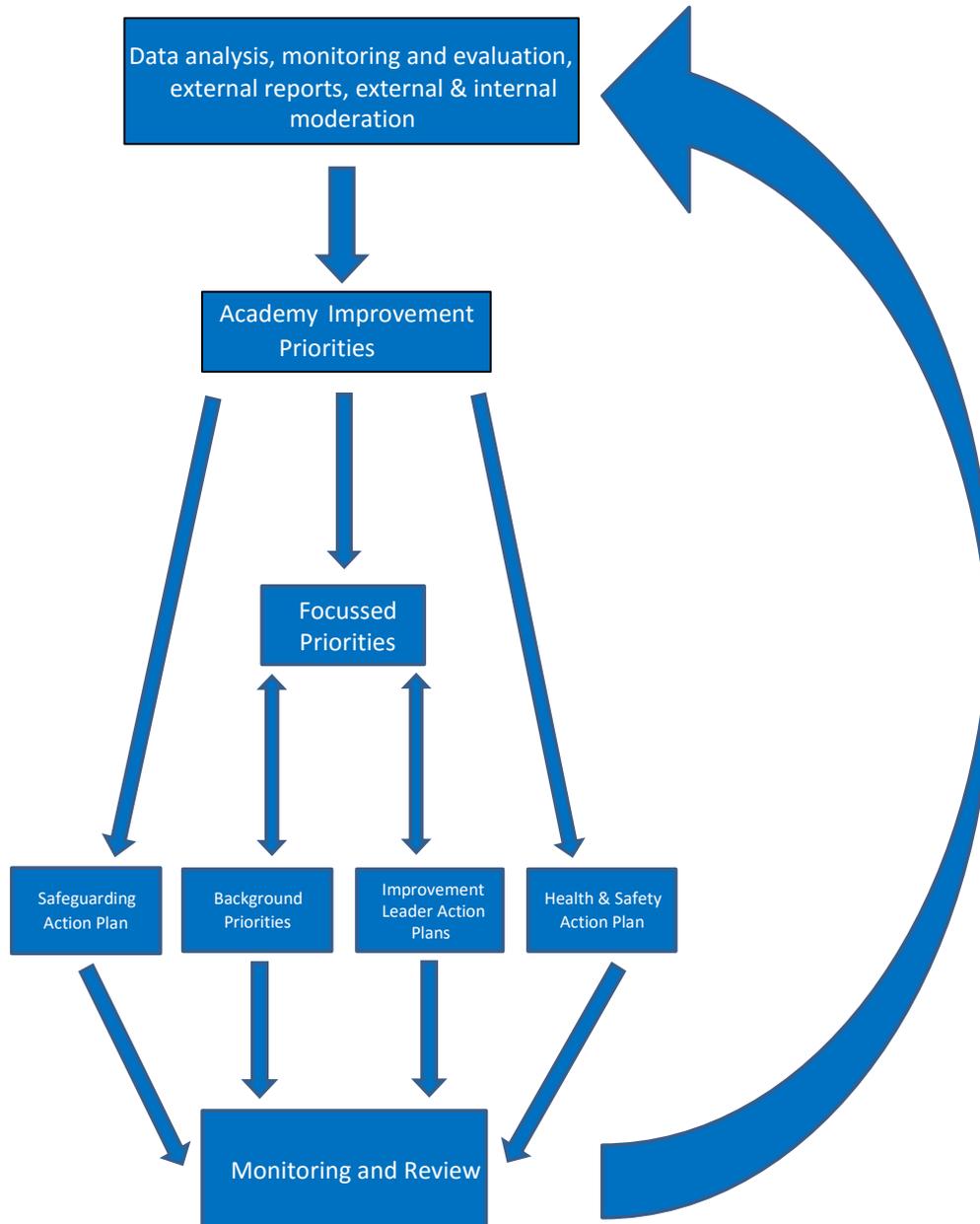
Low starting points, inconsistent quality of teaching and the lack of suitable resourcing for EYFS have resulted in historical outcomes for Good Level of Development that are well below national. Attainment outcomes for the Early Learning Goals for reading, writing and maths impact on the overall Good Level of Development trend over time. There have been continued improvements to the approaches used to teach consolidating training from the previous academic year with a focus on the ABC approaches. Data for EYFS is rigorous and can demonstrate children's strong progress from very low starting points. The internal and external physical space in the EYFS setting has seen significant improvements over the past 12 months. However, there are still developments to be implemented to ensure the space maximises opportunities for learning.

### **Background priorities:**

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

- Behaviour & Attendance
- Developing Curriculum Leadership
- Improving Outdoor Provision

### Improvement Planning at Oakway Academy:



# STANDARDS & ACHIEVEMENT DATA

## EARLY YEARS FOUNDATION STAGE

	2015	2016	2017	National
Cohort GLD	53%	58%	50%	69%

Most children make better than typical progress (5+ steps) in reading, writing and mathematics across the EYFS, from their low starting points: 93% in reading, 71% in writing and 71% in mathematics.

## PHONICS SCREENING

	% of children achieving the expected standard			National % of children achieving expected standard
	2015	2016	2017	
Year 1	64%	69%	66% (75% EYFS matched)	81%
Year 2	87%	88%	89%	91%

## YEAR 2 TEACHER ASSESSMENT

Subject	% achieving at least the expected level	% achieving greater depth	% achieving at least the expected level	% achieving greater depth	% achieving at least the expected level	% achieving greater depth
	2016		2017		National	
Reading	55	8	56	14	76	25
Writing	49	6	53	5	68	16
Mathematics	63	7	67	15	75	21

## YEAR 6 RESULTS (FINAL DATA FEBRUARY 18)

Subject	% of children working at expected standard or better	% of children working at greater depth	% of children working at expected standard or better	% of children working at greater depth	% of children working at expected standard or better	% of children working at greater depth
	2016		2017		National	
Reading	29	4	41	4	72	25
Writing	55	4	49	6	76	18
Mathematics	35	0	57	7	75	23
GPS	34	2	52	9	77	22
Combined RWM	20	0	30	1	61	9

## Average Scaled Scores

	Reading (disadvantaged)	Mathematics (disadvantaged)	Writing (disadvantaged)	GPS (disadvantaged)
2016	95.1	97	-	96.9
2017	97.1 (95.9)	100.2 (98.8)	96.5 (97.1)	100 (98.7)

## Year 6 Teacher Assessment 2017

Subject	% of children working at the expected level or higher (EXS+)
Reading	53%

<b>Writing</b>	53%
<b>Maths</b>	49%
<b>Science</b>	61%

### KS1 to KS2 Progress Scores

Subject	2016	2017
<b>Reading</b>	-6.85	-3.7
<b>Writing</b>	-2.02	-1.2
<b>Mathematics</b>	-5.58	-1.2
<b>GPS</b>	-6.2	-2.7

## OFSTED GRADING

Oakway Academy undertook an Ofsted section 8 inspection in June 2017, this was the first since converting to an academy in September 2014. The academy was judged as inadequate for overall effectiveness and a cause for concern. HMI will monitor the academy's progress against the identified actions over this academic year.

### Inspectors made the following judgements:

#### Overall effectiveness

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

#### Inadequate

**Requires improvement**

**Inadequate**

**Requires improvement**

**Inadequate**

**Inadequate**

### Inspectors identified the following strengths:

- The trust's recent appointment of a head of primary education has increased the school's capacity to improve. The principal has a sound understanding of the needs of the school.
- Trust leaders have an accurate view of the school's strengths and weaknesses and are helping leaders to make improvements.
- Pupils behave well in the school's public areas.
- Good relationships with staff ensure that pupils are safe and cared for well. The safeguarding of pupils is effective.
- Pupils enjoy and are learning from the broad range of lunchtime activities and after-school clubs on offer.

## Inspectors identified what the academy needs to do to improve further:

### **A. Improve the quality of leadership and management throughout the school by:**

1. Establishing a coherent system for reviewing pupils' attainment and progress, so that leaders and trustees have an accurate understanding of the progress that different groups of pupils make.
2. Developing the role of subject leaders so they have the skills to evaluate the quality of teaching and learning and ensure that staff act on the areas for improvement.
3. Ensuring that leaders provide pupils with opportunities to develop an in-depth understanding of world faiths.
4. Improving the curriculum to ensure that it is broad and balanced, so that pupils have opportunities to deepen their knowledge and understanding.

### **B. Improve the quality of teaching rapidly to accelerate pupils' progress and raise their attainment by:**

1. Ensuring that teachers use assessment information effectively to set activities that match the specific needs of different groups of pupils.
2. Improving teachers' questioning skills so that they are able to evaluate and deepen pupils' understanding.
3. Ensuring that teachers demand of pupils high standards of presentation.
4. Promoting pupils' writing skills in subjects other than English, so that they have greater opportunities to develop, practise and enhance these skills:
  - a. ensuring that the teaching of phonics is consistently effective.
  - b. ensuring that teachers enhance pupils' reading skills.

### **C. Improve pupils' personal development, behaviour and welfare by:**

1. Ensuring that all staff apply the behaviour policy consistently to eradicate low-level disruption in lessons.
2. Reducing the number of fixed-term exclusions.
3. Ensuring that pupils' attendance improves, particularly for those pupils who have special educational needs and/or disabilities and those who are disadvantaged.

### **D. Improve the quality of provision in the early years to increase children's attainment by:**

1. Ensuring that teachers use assessment information effectively to plan and deliver activities that are engaging and appropriately matched to different groups of children, especially the most able.
2. Ensuring that adults are purposefully involved in children's learning activities, to provide challenge, appropriate support and guidance.
3. Making the learning environment a stimulating and interesting place to be; one which celebrates children's achievements and supports children's language development, particularly those who speak English as an additional language.
4. Improving the quality of adults' questioning skills to develop further children's knowledge and understanding.

Focus Priority 1 <b>READING</b>		<b>All children make at least expected in year progress for Reading (Y1-Y6)</b>						
What will be different for children (emphasise learning & achievement)?		Children will be aware of a focus in their classroom to improve the confidence and achievement of all children in reading. Children will have access to quality reading resources, including the library, and they will be exposed to reading across the curriculum through cross curricular English lessons. Children will be encouraged and rewarded for engaging in reading at home, they will record their reading in a reading record. All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up. Reading will be evident in the academy environment and will be celebrated throughout the year.						
Academy Reading Targets					Success criteria			
Year Group	SAS Baseline attainment July 2017	SAS Target attainment July 2018	December 2017	April 2018	July 2018			
1	3.1	10.1	Target 5.1 Actual 5.02	Target 7.6 Actual 6.96	Target 10.1 Actual 8.53			
2	8.9	15.9	Target 10.9 Actual 9.86	Target 12.9 Actual 11.68	Target 15.9 Actual 14.33			
3	14.75	21.75	Target 16.75 Actual 15.34	Target 19.25 Actual 17.48	Target 21.75 Actual 19.78			
4	17.3	24.3	Target 19.3 Actual 18.95	Target 21.8 Actual 20.72	Target 24.3 Actual 22.81			
5	23.31	30.31	Target 25.31 Actual 25.47	Target 27.81 Actual 26.24	Target 30.31 Actual 28.37			
6	30.3	37.3	Target 32.3 Actual 32.49	Target 34.3 Actual 35.52	Target 37.3 Actual 37.06			
PHONICS	Baseline attainment July 2017	Target attainment July 2018	December 2017	April 2018	July 2018			
Year 1	EYFS Reading ELG at EXP+ = 58%	75% to achieve phonics pass	Target: 35% Actual 41% (yellow+ now)	Target: 55% Actual 54%	Target: 75% Actual 69%			
Year 2	Year 1 65% achieved phonics pass	95% to achieve phonics pass	Target: 75% Actual 84% (yellow+ now)	Target: 85% Actual 86%	Target: 95% Actual 88%			
Year Group	Baseline attainment	Target attainment July 2018	Dec 17	Jan 18	Apr 18	July 18		
Y2 (teacher assessment)	2016 EYFS EXP+= 58% GDS= 1%	EXP+ = 65%  GDS = 15%	SAS 11-13 Target = 55% SAS ARE= 53%	NA	SAS 13-15 Target = 60% Actual 56% (SAS) 55% (TAF)	Target = 65%  Actual 64%		
			SAS 14+ Target = 5% SAS ARE+= 5%	NA	SAS 16+ Target = 10% Actual 5% (SAS) 10% (TAF)	Target = 15%  Actual 10%		
Y6 (test data)	KS1 APS	EXP+ = 65%  GDS = 14%	Target = 30% Actual = 27%	Target = 40% Actual = 45%	Target = 55% Actual = 58% (Scaled 100+)	Target = 65%  Actual= 57%		
			Target= 5% Actual = 2%	Target = 8% Actual = 7%	Target = 11% Actual = 15% (Scaled 112+)	Target = 14%  Actual= 13%		
Key People		Funding & Resources						
<b>Lead- Angie Aitken (AA):</b> <b>Assistant Principal for Reading</b> Jane Liddington (JL): Library Leader Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education		<ul style="list-style-type: none"> <li>Accelerated reader programme for Years 5&amp;6- £2000</li> <li>Library resources and books- £2000</li> <li>Rising Stars reading assessments Years 1-6- £1000</li> <li>PIXL whole academy subscription and training- £3000</li> </ul>						
Actions (and those responsible)					Who monitors?	Who evaluates?	When	Check
Effectiveness of Leadership & Management								
AA to monitor teachers' planning for breadth, depth, differentiation and focussed groups of children					CW	AA CW H	T123456	T1 T2 T4
AA to support staff identified through monitoring to improve the quality of planning					CW	AA CW RH	T123456	T1 T2 T4
AA to monitor children's recorded learning for breadth, depth, progress and presentation					CW	AA CW RH	T123456	T1 T2 T4
AA to monitor teaching & learning through PRIDE walks with a focus on breadth, depth, progress, differentiation and learning behaviours. Support identified staff.					CW	AA CW RH	T123456	T1 T2 T4
AA to carry out lesson observations for reading/phonics & identify areas for development, provide support and re-observe where necessary.					CW	AA CW RH	T246	T1 T2 T3 T4
AA to lead implementation of Symphony Assessment System (SAS) to identify, monitor and evaluate the progress of children needing interventions and focussed class teaching					CW	AA CW RH	Sept, Dec, April, July	Sept Dec April

AA to support all class-teachers to implement SAS for reading; identifying children who are falling behind and implementing strategies for catch-up	CW	AA CW RH	Sept, Dec, April, July	Sept Dec April
<b>Quality of Teaching, Learning &amp; Assessment</b>				
All teachers use SAS data and objectives to plan 3 taught Guided Reading lessons in each 10 day cycle, focus on meeting needs of all learners	CW	AA CW RH	T123456	T1 T2 T3 T4
AA to lead Guided Reading training for teachers with a focus on improving teachers' questioning skills so that they are able to evaluate and deepen key reading skills	CW	AA CW RH	T1 T2 T3	T2 T3
AA to lead use of rigorous routines for issuing and changing home readers with fortnightly reading to an adult. Tracking to be in place for all Years 1-4 classes.	CW	AA CW RH	T123456	T1 T2
AA to lead Y5 & 6 teachers implement Accelerated Reader approach for home reading using associated assessments to rigorously track engagement and progress.	CW	AA JL CM	T123456	T1 T2 T4
AA to lead monitoring and evaluation of adapted EYFS and Year 1 phonics teaching & learning, focus on progress & fluency	CW	AA CW RH	T123456	T1 T2 T4
AA to lead implementation of Rising Stars reading assessment tests, Years 1-5, and to monitor teachers' use of summative data to inform planned learning, supporting planning where needed.	CW	AA CW RH	Dec April July	Dec April
<b>Outcomes for Pupils</b>				
AA to lead the monitoring and evaluation of Year 1 phonics, identifying children in need of intervention to meet academy target of 75% children reach national expectation	CW	AA CW RH	T123456	T1 T2 T4
AA to lead Y2 phonics intervention to meet academy target of 95% children reach national expectation	CW	AA CW RH	T1246	T1 T2 T4
JL to lead the implementation & monitoring of the system for library resources as additional home readers	CW	AA CW RH	T123456	T1 T2 T4
AA to lead implementation, monitor and evaluate the use of PIXL interventions in Years 3-6 for identified groups of learners	CW	AA CW RH	Sept, Dec, April, July	Sept Dec April
<b>Evaluation (December, April, July)</b>				
<b>December 2017 evaluation:</b>				
<ul style="list-style-type: none"> <li>Data and monitoring to date shows that Year 1 and Year 2 phonics are making good progress for this stage of the year, they have exceeded the targets set. A stable staff team should ensure this continues.</li> <li>Y1 phonics interventions have taken place for all children that did not move phonics groups at the end of T1 and T2. This has been successful, along with the strategic use of adults. Precision teach for reading has also taken place for those children in word time and will continue to be monitored for quality.</li> <li>Y2 phonics interventions have taken place for all children that did not move phonics groups (T1) and for any children below orange in T2. This has been successful along with the strategic use of adults. Precision teach for reading has also taken place for those children in word time.</li> <li>EYFS phonics monitoring highlighted the need for training for new staff in EYFS. This is planned at the start of T3.</li> <li>EYFS fluency has been slow. 17% were reading CVC words in October and although this has now increased to 39% the children are still at the early stages of reading. Ability groupings has enabled more opportunities for these children to read ditties and red books daily which will improve their fluency.</li> <li>KS1 and KS2 reading progress for December is varied, with 3 year groups exceeding their target and 3 year groups not meeting it. Detailed analysis of classes and groups has identified where accelerated progress is needed to ensure catch-up. This is addressed through the identification of target children and support for planning and teaching for T3.</li> <li>Planning from YR – Y6 was informally monitored in T1 with a focus on differentiation and reading skills. Follow up training was then given during a master class in October to introduce the use of PiXL (Y1-Y6) as a tool to teach reading comprehension. Developments identified surrounding use of SAS assessment information and improvements implemented.</li> <li>Y6 planning support has ensured key question types focussed on and taught explicitly in the lesson.</li> <li>Expectation is that format and content for guided reading planning is driven by ongoing assessment information, such as PIXL and Rising Stars, across all year groups with Y2 and Y6 planning daily guided reading</li> <li>TAs have attended a master class on how to support reading and record evidence against the SAS. Some good practice of key questions/crib sheets to aid with this are evident but needs to be consistent.</li> <li>Reading systems for home readers are established across the academy. This has identified groups of children who are not reading at home, practice to improve and support this needs to be more consistent.</li> <li>Guided reading training in T1 was delivered to all year group with a focus on PIXL resources and comprehension skills. Ongoing monitoring has identified a further need for training to continue to develop skills of teachers to plan and deliver guided reading.</li> <li>All teachers attended a master class to discuss a linked text to the writing genre and topic. This will be monitored in planning in January.</li> <li>Accelerated Reader program has been introduced and implemented with all Y5 and Y6 children and 3 staff have received training. Qualitative data is very positive; Y5 have produced a display to show children passing the quizzes and have been overwhelmed by the eagerness, especially from some of their reluctant reader; the books are engaging children and they are desperate to retake the test to improve their ZPD score. Progress data will be accessible for analysis in January 2018.</li> <li>Oakway Library is now open. An event to celebrate this is planned for World Book day. JL has prepared and timetabled all classes to use the library weekly and set up a logging in/out system. Young librarians are currently being interviewed to support in the library which is open to children on a Friday lunchtime and families after school on a Monday.</li> </ul>				
<b>April 2018 evaluation:</b>				
<ul style="list-style-type: none"> <li>Data and monitoring to date continues to show that Year 1 and Year 2 phonics are still making good progress for this stage of the year, they have exceeded the targets set for the second time. Staffing in Early Years is now at full capacity. Interventions are having a positive impact on groups of children who previously did not make progress. 63% are now in red group or above – an increase of 24%.</li> <li>Y1 phonics interventions have taken place for all children that did not move phonics groups at the end of T3 and T4. This has been successful, along with the strategic use of adults. Sight reading has also taken place for those children in word time. The impact is that at the end of T2, 15 children were in this group. At the end of T4, 4 children are in this group (3 of which are new EAL children).</li> <li>Y2 phonics interventions have taken place for all children that did not move phonics groups (T1) and for any children below orange in T2. The impact of this is 19 below orange in T2 compared to 7 now. This has been successful along with the strategic use of adults. Instant reading has also taken place for those children in word time with 2 children moving onto ditties.</li> <li>EYFS phonics monitoring highlighted the need for training for new staff in EYFS. This has been led by an experienced phonics teacher in T3 and T4.</li> </ul>				

- EYFS fluency has been a focus in T4 with all phonic groups from ditties and above practising reading phonic books as part of their daily phonics. This has had a positive impact on applying their phonological knowledge to sentences but fluency and pace is still a focus, this will be continued to be monitored in T5 and T6.
- Progress in KS1 and KS2 reading for the spring term, for 5 out of 6 year groups, was at least expected.
- Detailed analysis of classes and groups has identified where accelerated progress is needed to ensure catch-up. This is addressed through the identification of target children and support for planning and teaching for T5 & 6.
- Planning from YR – Y6 was monitored in T3 with a focus on use of linked text and questioning. Follow up training was then given during a master class in February to introduce the use of Response to Literature (YR-Y6) as a tool improve the quality of oral and written responses to literature.
- Y6 planning support has ensured key question types have been a focus and taught explicitly in reading lessons. The impact is evident from PiXL data showing an increase of value added from -9.1 in November to -0.84 in April.
- Expectation is that the format and content for guided reading planning is driven by ongoing assessment information, such as PiXL and Rising Stars, across all year groups with Y2 and Y6 planning daily guided reading. Teachers now have a wide range of evidence against both the SAS criteria and TAF.
- A Cross-trust reading co-ordinator group was set up in T3 to share good practices and ensure primary and secondary leaders work more closely. T3 focussed on the current reading practices in all schools and what being 'secondary ready' looks like in reading. T4 focussed on tracking home reading and improving engagement of reading.
- TAs have attended a master class after the reintroduction of the Ruth Miskin portal to provide video samples of the teaching of synthetic phonics. All staff teaching phonics were sent login details in order to access the resource. Training included using phonic words without the sound buttons. This is beginning to impact on children applying whilst reading real books as well as the phonics screening mock in March.
- Reading systems for home readers are established across the academy. This has identified groups of children who are not reading at home, practice to improve and support this needs to be more consistent. Evidence of rewards systems and displays are now evident in classes to encourage home reading.
- Guided reading in T3 and T4 is evident within planning across the school. Response to Literature training in February provided a whole class opportunity for reading. The impact of this training will need to be monitored in T5 & T6.
- The use of a link text for termly topic is evident in planning across T3 and T4. Continued monitoring and support will focus on high quality model texts being used before each 10-day written composition.
- Accelerated Reader program is embedded into Y5 and Y6 with a continued enthusiasm by children and staff. In T4 1,676 quizzes were accessed by children in Y5 and Y6 with 1,292 passing at 80% or more. Analysis of data has shown that reading ages continue to improve. Continued monitoring of groups reading less frequently is a focus for all teachers.
- An audit of current books linked to Accelerated Reading started in T4 and will continue in T5. This will give a clear idea of gaps in reading groups and give a clear overview of book stock ready to roll out Accelerated Reader to Y3 and Y4 from September 2018.
- Oakway Library is used by all classes on a weekly or fortnightly basis. A manual logging in/out system is used to track library books. Junior Librarian has been purchased to improve the monitoring and evaluation of reading books for September 2018. World Book Day was a success with a wide range of books activities and children dressed up as their favourite character. Y5 Young Librarians have been appointed and support with the library each lunchtime and after school on Monday, when families can access the library.

#### July 2018 evaluation:

- Y6 attainment data has a three year upward trend with EXP+ at 57%, an increase of 28% from 2016, and GDS at 13%, an increase of 9% from 2017. Progress from KS1 to KS2 is -3.1, this is an increase of -3.8 since 2016. A group of outliers, who did not make expected progress, have had a significant impact on this progress measure for 2018.
- Y2 attainment data has a three year upward trend with EXP+ at 64% and increase of 85 from 2017. GDS children have slightly decreased to 10% from the previous year. Progress between EYFS and KS1 shows that 88% of children have made good or better progress, this is broadly in line with national progress measures.
- Progress using internal teacher assessments, SAS, shows that all year groups have made at least expected progress this year with no groups identified as making inadequate progress. Girls are outperforming boys in most year groups and progress for EAL children is at least in line with the cohort.
- Phonics outcomes in EYFS have significantly increased to 54%, this is a 37% increase from 2017. 64% of EYFS children achieved the ELG for reading, this is an increase of 4% from 2017.
- Phonics outcomes for Y1 have increased from 65% to 69%, this increases to 72% for children who have attended Oakway since EYFS.
- Y2 phonics outcomes remain broadly in line with national measures, with 88% of children attaining the expected standard, this is an increase of 23% from their Y1 phonics outcomes.
- Analysis of progress data identified children in all classes who had made accelerated progress in reading following focussed interventions.
- Accelerated Reader programme has continued to improve the frequency and skills of reading in Y5 and Y6. 3973 books were read (Jan-July) and daily timetabled slots has enabled all children to read regularly. Over an eight month period, Y6 reading age improved by 2 years 8 months and Y5 by 1 year and 5 months. Subscriptions for Y3 and Y4 children is due to start in September 2018.
- Rising Stars tests were completed by Y1 to Y5 termly although did not provide teachers with effective information to inform planning. Alternative assessments from PiXL will be used by Y1 to Y6 next year.
- Training of staff using Response to Literature, PiXL and SAS has improved the quality of teaching and assessing reading across the school. Further training with a focus on fundamental reading skills is planned for 2018-19 with a consultant leading training across the year.
- Oakway's Library is being used regularly by children and parents. Reading Cloud (Junior Librarian), being installed in July 2018, will further improve this facility.

Focus Priority 2 <b>WRITING</b>		<b>All children make at least expected in year progress for Writing (Y1-Y6)</b>						
What will be different for children (emphasise learning & achievement)?		Children will be aware of a focus in their classroom to improve the confidence and achievement of all children in writing including the skills of grammar, punctuation and spelling (GPS). Children will be inspired to write through cross curricular planned learning which has a clear purpose and outcome. Children will be able to effectively organise their writing using clear and repetitive structures that are adapted for different purposes. Children will know their starting point for GPS and will be able to see their own progress across the terms. Children will know the expectations for handwriting and presentation and will take responsibility for improving. All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.						
Academy Writing Targets					Success criteria			
Year Group	SAS Baseline attainment July 2017	SAS Target attainment July 2018	December 2017	April 2018	July 2018			
1	2.36	9.36	Target 4.36 Actual 5.02	Target 6.86 Actual 6.63	Target 9.36 Actual 8.40			
2	8.1	15.1	Target 10.1 Actual 9.41	Target 12.1 Actual 11.51	Target 15.1 Actual 14.26			
3	13.65	20.65	Target 15.65 Actual 15.42	Target 18.15 Actual 17.04	Target 20.65 Actual 19.27			
4	16.03	23.03	Target 18.03 Actual 18.09	Target 20.53 Actual 19.80	Target 23.03 Actual 21.8			
5	23.2	30.2	Target 25.2 Actual 24.91	Target 27.7 Actual 26.22	Target 30.2 Actual 28.49			
6	30.95	37.95	Target 32.95 Actual 33.10	Target 34.95 Actual 34.60	Target 37.95 Actual 37.39			
Year Group	Baseline attainment	Target attainment July 2018	Dec 17	Jan 18	Apr 18	July 18		
Y2 (teacher assessment)	2016 EYFS EXP+= 60% GDS= 0%	EXP+ = 64%  GDS = 8%	SAS 11-13 Target = 40% SAS ARE = 40%	NA	SAS 13-15 Target = 50% SAS ARE = 47%	SAS 16-17 Target = 64% TAF = 62% SAS ARE = 64%		
			SAS 14+ Target = 1% SAS ARE+= 3%		SAS 16+ Target = 5% SAS ARE+ = 5%	SAS 18+ Target = 8% TAF = 6% SAS ARE = 7%		
Y6 (teacher assessment)	KS1 APS/FFT starting point has been used to forecast	EXP+ = 70%  GDS = 11%	Target EXS=30% SAS ARE= 36%	Target = 40% TAF = 34%	Target = 55% TAF = 47%	Target = 70% TAF = 69%		
			Target GDS= 3% SAS ARE+= 1%	Target = 5% TAF = 4%	Target = 8% TAF = 9%	Target = 11% TAF = 9%		
Y6 GPS (test data)	KS1 APS starting point has been used to forecast the % who need to reach EXP+ and GDS. FFT estimates.	EXP+ = 70%  GDS = 17%	Target= 40%	Target= 55%	Target =65%	Target= 70%		
			Actual= 50%	Actual= 53%	Actual= 60%	Actual= 65%		
			Target= 7% Actual= 5%	Target= 10% Actual= 9%	Target= 14% Actual= 20%	Target= 17% Actual =21%		
Key People			Funding & Resources					
<b>Lead- Laura Tapley (LT):</b> <b>Assistant Principal for Writing</b> Lisa Parker (LP): Kinetic Letters Leader Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education			<ul style="list-style-type: none"> <li>Grammar &amp; Punctuation homework resource for Y1-6- £1500</li> <li>All staff CPD resources to support knowledge &amp; understanding of GPS- £500</li> <li>Kinetic Letters handwriting training for leader and one person from each year group- £2000 (including cover costs)</li> <li>PIXL whole academy subscription and training- £3000</li> </ul>					
Actions (and those responsible)					Who monitors?	Who evaluates?	When	Check
Effectiveness of Leadership & Management								
LT to monitor teachers' planning for breadth, depth, differentiation and focussed groups of children					CW	CW LT RH	T123456	T1 – T4

LT to support staff identified through monitoring to improve the quality of planning	CW	CW LT RH	T123456	T123456
LT to monitor children's recorded learning for breadth, depth, progress and presentation	CW	CW LT RH	T123456	T1 –T5 T6- monitoring days
LT to monitor teaching & learning through PRIDE walks with a focus on breadth, depth, progress, differentiation and learning behaviours- writing and GPS. Support identified staff.	CW	CW LT RH	T123456	T4
LT to carry out lesson observations for writing and GPS & identify areas for development & support, provide support and re-observe where necessary.	CW	CW LT RH	T246	T4 – spelling walks T6 – monitoring days
LT to lead implement Symphony Assessment System (SAS) to identify, monitor and evaluate the progress of children having interventions and focussed class teaching	CW	CW LT RH	Sept Dec April July	DP1 DP2 DP3
LT to support all class-teachers to implement SAS for writing; identifying children are falling behind and understanding the progress that different groups of pupils make and implementing strategies for catch-up	CW	CW LT RH	Sept Dec April July	DP1 DP2 DP3
LP to lead focus group of teachers to implement, monitor and evaluate impact of the Kinetic Letters approach to handwriting across the academy	CW	CW LP RH	T123456	T1 T2 T3
LT to monitor implementation of planning format to ensure writing skills in subjects other than English, so that they have greater opportunities to develop, practise and enhance these skills	CW	CW LT RH	T123456	T1 – T5
<b>Quality of Teaching, Learning &amp; Assessment</b>				
RH/LT to lead WftB training for teachers and teaching assistants with a focus on improving teachers' skills at teaching writing structure and organisation	CW	CW LT RH	Training days Sept & Oct	Sept Oct
All teachers use SAS writing data to plan cross-curricular sequence of WftB lessons (within each 10 day cycle) focus on meeting needs of all learners	LT	AA CW RH	T123456	T123456
LT to lead GPS training for teachers and teaching assistants with a focus on improving subject knowledge leading to improved questioning, depth and mastery of GPS skills (termly masterclasses & weekly TA training)	CW	AA CW RH	T123456	T123456
<b>Outcomes for Pupils</b>				
LT to lead teachers (Y4&5) to implement PIXL writing and GPS interventions monitoring impact to ensure focus is on children identified as not making expected progress last year	CW	CW LT RH	T123456	T4 T5
LT to lead teachers to implement WftB mini-lessons approach as short term interventions to ensure progress for all learners	CW	CW LT RH	T123456	T4
LP to establish a baseline for handwriting across each year group, monitoring and supporting teachers to ensure rapid progress across the year	CW	CW LP RH	Sept Dec April July	Sept Dec April
<b>Evaluation (December, April, July)</b>				
<p><b>December 2017 evaluation:</b></p> <ul style="list-style-type: none"> <li>KS1 and KS2 writing progress for December is varied, with 3 year groups exceeding their target and 3 year groups not meeting it. Detailed analysis of classes and groups has identified where accelerated progress is needed to ensure catch-up. This is addressed through the identification of target children and support for planning and teaching for T3.</li> <li>Planning from Y1 to Y6 was monitored during term 1 with a focus on differentiation. Follow-up monitoring was then completed during the second half term for identified year groups. There is increasing evidence that teachers use a variety of assessment information (SAS PiXL Rising Stars) to plan a sequence of lessons.</li> <li>Planning support for Y6 ensured coverage of objectives from SAS and the IAFW. The phase leaders across school have attended PPA regularly to support with the quality of planning. Planning has been reviewed by SLT and changes were shared with staff at the end of the Autumn term to make planning quicker, linked to gaps in learning with a focus on accelerated progress. Planning enables good opportunities for cross curricular links. In November 2017 an external consultant from the DfE stated that the planning format was 'innovative' and 'had potential'.</li> <li>Books have been monitored with a focus on progress, presentation and differentiation. There is an obvious improvement in presentation since the previous academic year across the academy and this was also highlighted by an external consultant commissioned by Oakway in November 2017. The external consultant from the DfE also commented that presentation was good and that it wasn't obvious that this has been a development point in the past. Support and monitoring has taken place for identified teachers to ensure continued progress.</li> <li>A variety of monitoring indicates that children are having increased writing opportunities in comparison to last academic year, examples of these are celebrated in our 'writing corridor'.</li> <li>Children are supported in the writing process through the new WftB scheme. There is clear evidence of this new scheme (delivered on training days) being implemented in planning and it is obvious that different thinking maps are used in the writing process and evidenced in children's books.</li> <li>CPD has taken place for TAs with a focus on GPS, they have an increased understanding of the expectations for the end of KS2 and have improved their subject knowledge. This will continue throughout the year.</li> <li>CPD has taken place for our spelling scheme for TA3s and new staff members. Rising Stars tests have highlighted that spelling progress will be a focus monitoring in T3 and T4. Teachers will be supported in to ensure accelerated progress for identified classes and groups.</li> <li>Formal lesson observations have identified where additional support is needed and individual teachers are aware of their areas identified for development. Senior leaders will monitor the impact of this support for each staff member.</li> <li>Writing moderation has taken place using SAS. SAS folders have been shared in teacher meetings and teachers have shared good practice and how they keep them up to date. Teachers have shared how they are using SAS to inform their teaching.</li> <li>A larger focus is needed on PIXL writing and GPS interventions during Spring 1. Whilst these are happening mostly in Y6, more opportunities for teachers to use the WftB 'mini-lessons' are needed.</li> <li>Kinetic letters, our handwriting approach, is fully implemented across the academy. Seven teachers, including 1 leader, have been trained in its delivery. Monitoring, including data, indicates that there is a need to accelerate the progress for children in T3 and T4 ensuring effective use of available time.</li> </ul>				

**April 2018 evaluation:**

- Progress in KS1 and KS2 writing from baseline to DP2, for 4 out of 6 year groups, is at least expected.
- Detailed analysis of classes and groups has identified where accelerated progress is needed to ensure catch-up. This is addressed through the identification of target children and support for planning and teaching for T5 & 6.
- Y2 planning has been monitored by LT. Areas for development were taken on board and implemented straight away as noted in a follow-up dip. Y6 planning has been monitored by RH and they have received planning support during PPA time. Informal monitoring has taken place as changes were made in December to LO and SC. Key findings indicate that further support is required in T5 & 6 to ensure that planning is inconsistent between year groups. Linked texts are being used effectively in some year groups more than others.
- Book monitoring has taken place several times this term. HMI expressed the view that children have good purposes for their writing and that it is cross-curricular.
- Presentation continues to be a high priority with a focus on securing consistent presentation through staff meetings and CPD. This will be revisited during T5 & T6.
- Refresher sessions for WftB were implemented to support NQTs and returning teachers. Expository writing training will be completed on 18.4.18.
- Book monitoring has shown that the structure and composition of children's writing has improved because of the implementation of WftB. Further monitoring in T5&T6 will ensure increased consistency, in particular the teaching of narrative expository strategies for writing.
- Observations of the teaching of spelling took place in T3 & T4. Further monitoring is needed and also follow-up monitoring to ensure policies are being routinely followed. Rising Stars data continues to show that spelling is stronger than in previous academic years however we have identified this as a continued focus to increase the rate of progress, this includes the need for staff CPD.
- Planning monitoring shows that all teachers use SAS writing data to plan a cross-curricular sequence of lessons.
- GPS training has continued with termly meeting for TAs to improve subject knowledge.

**July 2018 evaluation:**

- Although remaining below national expectations, there is a three year improvement trend for KS2 outcomes for writing,
  - 2018 EXS+ 69% an increase of 20% from 2017
  - 2018 GDS 9% an increase of 3% from 2017
  - Progress measure from KS1 to KS2 has improved; with 2018 at -0.7, this is an increase of 0.5 from 2017 (-1.2).
- KS1 also has a continued improvement trend;
  - 2018 EXS+ 62% an increase of 8% from 2017
  - 2018 GDS 6% an increase of 1% from 2017
  - Data indicates that conversion between EYFS and KS1 outcomes are in line with national measures.
- Grammar Punctuation and Spelling outcomes for KS2 have an upward three year trend;
  - 2018 EXS+ 66% an increase of 16% from 2017
  - 2018 GDS 22% an increase of 13% from 2017
- Progress using internal teacher assessments, SAS, shows that all year groups have made at least expected in year progress this year with no groups identified as making inadequate progress. Girls are outperforming boys in most year groups and progress for EAL children is at least in line with the cohort.
- Analysis of progress data identified children in all classes who had made accelerated progress in writing following targeted interventions.
- All teachers completed an observation during Term 6 as part of their monitoring day, some of which were focussed on writing, no inadequate practice was identified with 65% identified as good or better.
- Book monitoring was completed by SLT 1:1 with each teacher during their monitoring days. These focused on differentiation, progress across the year and presentation- evaluations indicated that 65% were judged as good or better with no inadequate practice identified.
- Planning support was given in Y5 and Y6 during, Y6 focused on skill development and collating evidence prior to TAF data deadline. External moderation (July 18) supported teacher assessment judgements made by teachers.
- PRIDE walks were completed for spelling in Y3/4/5. Support provided for identified teachers to improve quality of RWI spelling lessons.
- SAS accuracy checking has happened continuously for all teachers all year. This has enabled targeted support for identified teachers to ensure rigour and consistency in the use of Teacher Assessment (SAS).
- The ten-day cycle continues to be used throughout school. A refresher session will be needed in September and induction training for all new staff. A genre overview has been completed by all year groups and for all topics. Linked texts have been bought, labelled and ready to support planning in the autumn term. Further monitoring will also be needed to ensure that topic lessons are still skilfully woven into cross-curricular writing.
- LT has led GPS subject knowledge sessions across the year for Teaching Assistants, evaluations indicate improved subject knowledge and specific areas for further training.
- Expository writing training was completed on the 18.4.18. this will be continued in autumn 2018. Induction/refresher training will also be planned for all new staff members.
- PIXL resources have been used in Y4 and Y5 with teachers identifying therapies and practise questions to implement. This was evidenced in TA appraisals and in children's books.
- A WftB monitoring session was completed alongside RH. Good practice and points for development were identified for each year group and shared with them. An identified development point was the use of mini-lessons during the next academic year now that staff are more secure with the basic four day plan for writing.

Focus Priority 3 <b>MATHEMATICS</b>		<b>All children make at least expected in year progress for Mathematics (Y1-Y6)</b>						
What will be different for children (emphasise learning & achievement)?		Children will be aware of a focus in their classroom to improve the confidence and achievement of all children in mathematics. Children will have access to quality concrete and textbook resources and their lessons will have a focus on greater depth and mastery of understanding. Children will develop their mathematical language and will use this to explain their thinking. Children will constantly recap their skills at arithmetic and understand what they need to do to improve further. Children will know their starting point for multiplication facts and will be able to see their own progress across the terms. All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.						
Academy Mathematics Targets					Success criteria			
Year Group	SAS Baseline attainment July 2017	SAS Target attainment July 2018	December 2017	April 2018	July 2018			
1	2.82	9.82	Target 4.82 Actual: 5.38	Target 7.32 Actual: 7.08	Target 9.82 Actual: 8.81			
2	8.60	15.60	Target 10.60 Actual: 10.29	Target 13.60 Actual: 12.34	Target 15.60 Actual: 12.34			
3	15.13	22.13	Target 17.13 Actual: 16.63	Target 20.63 Actual: 18.31	Target 22.13 Actual: 20.27			
4	17.94	24.94	Target 19.94 Actual: 20.00	Target 22.44 Actual: 21.62	Target 24.94 Actual: 24.01			
5	25.33	32.33	Target 27.33 Actual: 27.29	Target 29.83 Actual: 28.58	Target 32.33 Actual: 30.02			
6	30.8	37.8	Target 32.8 Actual: 32.82	Target 35.8 Actual: 34.72	Target 37.8 Actual: 37.18			
Year Group	Baseline attainment	Target attainment July 2018	Dec 17	Jan 18	Apr 18	July 18		
Y2 (teacher assessment)	2016 EYFS Maths EXP+= 69% GDS= 3%	EXP+ = 70%  GDS = 8%	SAS 11-13 Target = 50% SAS ARE =55%	NA	SAS 13-15 Target = 60% SAS ARE =55%	Target = 70% Actual: 70%		
			SAS 14+ Target = 3% SAS ARE+ = 6%	NA	SAS 16+ Target = 5% SAS ARE+ = 6%	Target = 8% Actual: 13%		
Y6 (test data)	KS1 APS starting point has been used to forecast	EXP+ = 70%  GDS = 17%	Target = 40% Actual = 31%	Target = 55% Actual = 41%	Target = 65% Actual = 60%	Target = 70% Actual = 59%		
			Target = 7% Actual = 0%	Target = 10% Actual = 3%	Target = 14% Actual = 10%	Target = 17% Actual = 11%		
Key People		Funding & Resources						
<b>Lead -Kelly McCormick (KM):</b> <b>Assistant Principal for Maths</b> Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education		<ul style="list-style-type: none"> <li>Investment in Maths No problem (MNP) resources and training package £10,000</li> <li>Continued investment in quality concrete maths resources £1000</li> <li>Investment in PIXL membership to access all multiplication, SATS and Years 345 summative resources &amp; training £3000</li> <li>Second year investment in CPD for leader, NCEMT specialist teacher qualification £2500</li> </ul>						
Actions (and those responsible)					Who monitors?	Who evaluates?	When	Check
Effectiveness of Leadership & Management								
KM to monitor teachers' planning for breadth, depth, differentiation and focussed groups of children					CW	CW KM RH	T123456	T1 T2 T5
KM to support staff identified through monitoring to improve the quality of planning					CW	CW KM RH	T123456	T1 T2 T4 T5 T6
KM to monitor children's recorded learning for breadth, depth, progress and presentation					CW	CW KM RH	T123456	T1 T2 T4 T6
KM to monitor mathematics teaching & learning through PRIDE walks with a focus on breadth, depth, progress, differentiation and learning behaviours. Support identified staff.					CW	CW KM RH	T123456	T1 T2 T4 T6
KM to carry out lesson observations for mathematics & identify areas for development, provide support and re-observe where necessary.					CW	CW KM RH	T123456	T1 T2 T4 T5 T6
KM to monitor times tables teaching & learning through PRIDE walks with a focus on breadth, depth, progress, differentiation and learning behaviours					CW	CW KM RH	T123456	T2 T3 T4 T5
KM to implement Symphony Assessment System (SAS) to identify, monitor and evaluate the progress of children having interventions and focussed class teaching					CW	CW KM RH	Sept Dec April July	Sept Dec April July
KM to support all class-teachers to implement SAS for mathematics; identifying children are falling behind and understanding the progress that different groups of pupils make and implementing strategies for catch-up					CW	CW KM RH	Sept Dec April July	Sept Dec April July
KM to lead the implementation of curriculum coverage and timings for both KS1 and KS2, monitoring its impact on curriculum coverage					CW	CW KM RH	T123456	T2 T4 T5
Quality of Teaching, Learning & Assessment								
KM to lead regular training for teaching times-tables with a focus on improving teachers' skills at planning learning for depth and mastery (master classes)					CW	CW KM RH	T123456	T1 T2 T4 T5 T6
KM to lead teachers in the use of PIXL PLCs and QLA resources to inform planned teaching and learning.					CW	CW KM RH	T2 T4 T6	T2 T4 T5

KM to lead Mathematics subject knowledge training for teachers with a focus on improving teachers' questioning skills so that they are able to evaluate and deepen key skills (master classes)	CW	CW KM RH	T123456	T1 T2 T4 T5 T6
KM to lead teachers' to plan to meet the needs of all learners accessing all data sources and clear objectives	CW	CW KM RH	T123456	T1 T2 T4 T5
KM to lead training for teaching assistants to support the learning of times tables across KS1 and KS2. KM monitoring to identify further support needed.	CW	CW KM RH	T123456	T1 T2 T4 T5

#### Outcomes for Pupils

KM to lead teachers (Y4&5) to implement PiXL interventions, monitoring impact to ensure focus is on children identified as not making expected progress last year	CW	CW KM RH	T123456	T1 T2 T4 T5
KM to lead teachers to develop an approach to teaching times tables that gives children independence and responsibility for their own progress	CW	CW KM RH	T1 3 5	T1 T4 T5

#### Evaluation (December, April, July)

##### December 2017 evaluation:

- KS1 and KS2 maths progress for December is varied, with 3 year groups meeting/exceeding their target and 3 year groups not meeting it. Detailed analysis of classes and groups has identified where accelerated progress is needed to ensure catch-up. This is addressed through the identification of target children and support for planning and teaching for T3.
- Arithmetic data and monitoring for each class indicates that support is needed to ensure that teachers maximise the impact of teaching time for identified groups and make effective use of outcomes from assessments.
- EYFS have introduced the Numicon scheme and resources to plan and teach mathematics. The phase leader of EYFS has attended the training for this scheme and is upskilling the teachers and support staff in this phase to implement the scheme. Resources such as the scheme book have been purchased to ensure that the scheme is able to fully function in the setting.
- Planning from Y1 to Y6 was monitored during term 1 with a focus on differentiation. Follow-up monitoring was then completed during the second half term for identified year groups. There is increasing evidence that teachers use a variety of assessment information (SAS PiXL arithmetic multiplication tables) to plan a sequence of lessons.
- Planning support for Y6 ensured coverage of objectives from SAS and the IAFW. The phase leaders across school have attended PPA regularly to support with the quality of planning. Planning has been reviewed by SLT and changes were shared with staff at the end of the Autumn term to make planning quicker, linked to gaps in learning with a focus on accelerated progress.
- Monitoring indicates that Maths No Problem is being used across KS1 and KS2 as a teaching resource to ensure high expectations and good subject knowledge. Teachers in need of training/reminding about MNP have been identified, this will be done in January 2018.
- Books have been monitored with a focus on progress, presentation and differentiation. There is an obvious improvement in presentation since the previous academic year across the academy and this was also highlighted by an external consultant commissioned by Oakway in November 2017. Support and monitoring has taken place for identified teachers to ensure continued progress.
- CPD has taken place for TAs with a focus on Multiplication Tables, they have an increased understanding of the expectations for the end of KS2 and have improved their subject knowledge. This will continue throughout the year.
- Two teacher Master Class sessions have focused on Talk for Maths. Teachers have learnt about the different forms of mathematical talk and have participated in low threshold, high ceiling tasks that improve mathematical talk in pupils.
- Times Table Rockstars has been introduced, and partly implemented, as the main approach for practicing and assessing multiplication tables. Initial qualitative data indicates high levels of participation amongst the older students and a motivation to progress. Continued training and monitoring is planned for T3 to ensure a consistent approach across the academy.
- Data monitoring indicates varied outcomes for regular assessments, both within and across year groups. Support is needed to ensure a standardised approach to the assessment of multiplication tables and accelerated progress for identified classes.
- Formal lesson observations have identified where additional support is needed and individual teachers are aware of their areas identified for development.
- Maths moderation has taken place using SAS. SAS folders have been shared in teacher meetings and teachers have shared good practice and how they keep them up to date. Teachers have shared how they are using SAS to inform their teaching.
- All new staff have met with Maths Leader and have received induction for the approach to teaching mathematics at Oakway.

##### April 2018 evaluation:

- Progress in KS1 and KS2 maths from baseline to DP2, for 4 out of 6 year groups, is at least expected.
- Detailed analysis of classes and groups has identified where accelerated progress is needed to ensure catch-up. This is addressed through the identification of target children and support for planning and teaching for T5 & 6.
- Through assessments, problem solving was identified as an area of weakness. As a result an increased focus was placed on the teaching of problem solving. The impact is an average increase of 7.3 marks on the problem solving tests when re-tested 6 weeks later.
- Mathematics intervention have been led by the Assistant Principal and an additional teacher, this has allowed class sizes to be smaller across the year group. The impact of this can be seen in the results of the recent tests undertaken by Y6 (above data tables).
- The test QLA have also been used by teachers to inform teaching, making it more targeted for individuals and specific areas of maths.
- Intervention groups were implemented across T3 & T4 for children identified as not making enough progress at DP1. PiXL resources were used for these interventions in Years 5, 4, and 2.
- Times Tables Rockstars has been introduced across Years 2-6, the focus is to improve children's quick recall and understanding. All classes are more confident with their knowledge of Times Tables than they were at the end of year 2.
- DP1 identified Y3 progress in mathematics as an area in need of development. A lesson study approach took place led by the Assistant Principal took place for all teachers. As a result of this the cohort made improved progress between DP1 and DP2.
- The phase leader for Year 2 completed afternoon interventions with children who had been identified as potential to be GDS in maths. The impact of these interventions is attainment above the milestone for April at GDS.
- Pre and post teaching interventions were also completed by TAs in the afternoon to address misconceptions or to prepare children for future learning.
- A focus on number and number sense has been used daily in year 1 throughout the year. The impact of this can be seen in the SAS progress made over the year. Small group interventions have been carried out with targeted children who had not made enough progress.

### July 2018 evaluation:

- Although remaining below national measures, there is a three year improvement trend for KS2 attainment for maths,
  - 2018 EXS+ 59% an increase of 24% from 2016
  - 2018 GDS 11% an increase of 11% from 2016
- Progress measure from KS1 to KS2 has not improved; with 2018 at -2.5, this is a decrease of 1.3 from 2017 (-1.2), analysis indicates that this is mainly due to the outcomes for 5 children with significant negative progress outcomes due to extensive external barriers to learning.
- KS1 also has a continued improvement trend;
  - 2018 EXS+ 70% an increase of 3% from 2017
  - 2018 GDS 13% a slight decrease of 2% from 2017
  - Data indicates that conversion between EYFS and KS1 outcomes are in line with national measures.
- Progress using internal teacher assessments, SAS, shows that all year groups have made at least expected in-year progress in maths this year with no groups identified as making inadequate progress
- Analysis of progress data identified children in all classes who had made accelerated progress in maths following targeted interventions.
- Throughout the year Years 1-6 have followed the Maths – No Problem (MNP)! Schemes of Work. The impact of this has been an improvement to the breadth and depth of the curriculum taught and a deepening understanding of the mastery approach to mathematics.
- Years 1-6 have used the MNP Teacher Resources to inform planning. This has had a positive impact on planning as it has ensured that planning is more inclusive, resource based and differentiated.
- Two staff INSETs have been completed on presentation of work. Teachers were asked to look through and reflect on the presentation of work in Maths books. Presentation standards were then re-established in lessons and an account of improvement was taken. The impact of this exercise was an improvement in presentation across the academy.
- PRIDE Walks and lesson observations were completed throughout terms 5 and 6 by members of SLT. Through this process two staff members were identified as needed support. They were supported by the Maths lead throughout these terms, this has positive impact on the maths provision in these classrooms was seen through re-observations and PRIDE walks.
- SAS data was consistently used to identify groups of children in each year group who needed to make accelerated progress. Some of these pupils were indicated on teachers appraisals as target pupils for in class practice, while others were identified to participate in Maths interventions, for example PiXL interventions. Analysis shows that most children identified made accelerated progress.
- Times Tables Rockstars was implemented in Years 2-6 in January 2018. PRIDE walks were completed to ensure that the program was being used daily in each classroom. Displays were also created in each classroom to inspire, motivate and track pupil's progress. Formative assessments show consistent improvement in knowledge of these facts in all year groups. Master classes on using the program as well as strategies for teaching times tables outside of using the program were completed for teachers in term 3. This training was also given to TAs in term 5. All teachers, students and TAs have access to the program and it is used regularly in class.
- PiXL PLCs and interventions were used in Year 6 all year. In Term 3 Year 5 also began using PiXL PLCs and interventions to support learners. Training was given on how to use PLCs and the linked interventions for Years 5 and 6 as well as to the SENCo and selected members of the inclusion team.
- Throughout the year master classes were run by the Maths lead in the school to support teachers' subject knowledge. These classes focused on; teacher questioning, talk for maths and problem solving, using the bar model to problem solve and setting high ceiling low threshold problem solving activities. Impact of these were seen through a range of maths monitoring, this allowed the leader to identify further training needs.
- The whole academy 'Number Day', in June 2018, was used to provide opportunities for the skills of Times Tables and problem solving for all year groups. Monitoring of planning indicated all mastery strategies from CPD were included.

<b>Focus Priority 4 EARLY YEARS</b>	<b>All children in EYFS will make at least expected progress in reading, writing, number and space, shape &amp; measure</b>
What will be different for children (emphasise learning & achievement)?	Children will be aware of the focus in their classroom in order to improve their confidence and achievement in reading, writing, number and shape, space & measure. Writing teaching will focus on; using an effective handwriting grip; linking letters to the sounds and using basic punctuation. Children will be inspired to write through cross curricular planned learning which has a clear purpose and outcome and reflects children's interests. Children will begin to organise their writing using clear and repetitive structures that are adapted for different purposes. In mathematics, children will have access to quality concrete resources and their lessons will have a focus on mastery of understanding mathematical concepts. Children will develop their mathematical language and will use this to explain their thinking. Children will have access to quality reading resources, including the library. Children will have discrete daily phonics teaching and will be exposed to reading in the environment and through cross curricular adult led activities. Children will be encouraged and rewarded for engaging in reading at home and adults will hear them read their home reading books in the setting weekly. Reading, writing, number and space, shape & measure will be evident in the EY environment and will include celebrating children's achievements. All children will make expected progress taking into account their starting points Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.

Academy Early Years Targets							Success criteria
	Baseline attainment October 2017	Target attainment July 2018	December 2017 (target)	Mini-drop March 2018 (target)	April 2018 (target)	July 2018 (target)	
<b>% children at age bands for reading</b>	8-20 - 4% 16-26 - 12% 22-36 - 29% 30-50 - 53% 40-60 - 3%	ELG - 63% ELG Exc - 5%	8-20 - 3% (0%) 16-26 - 2% (5%) 22-36 - 16% (20%) 30-50 - 68% (65%) 40-60 - 12% (10%) ELG - (0%)	16-26 - (0%) 22-36 - (10%) 30-50 - (25%) 40-60 - (55%) ELG - (10%) ELG Exc - (0%)	8-20 - 1% (0%) 16-26 - 1% (0%) 22-36 - 4% (10%) 30-50 - 25% (25%) 40-60 - 50% (55%) ELG - 18% (10%) ELG Exc - (0%)	16-26 - 1% (0%) 22-36 - 4% (0%) 30-50 - 6% (10%) 40-60 - 19% (22%) ELG - 67% (63%) ELG Exc - 1% (5%)	<p>Children will be able to talk about their reading writing and mathematical understanding with confidence</p> <p>Children will know what reading, writing, or mathematical skill they are learning and how they can be successful.</p> <p>Children will all make expected progress in reading, writing, number and space, shape &amp; measure this year, some will make more than expected.</p> <p>Children who are falling behind will be targeted to catch up.</p> <p>Children will engage in their reading at home and mathematics homework</p>
<b>% children at age bands for writing</b>	8-20 - 7% 16-26 - 4% 22-36 - 39% 30-50 - 48% 40-60 - 4%	ELG - 63% ELG Exc - 5%	8-20-2% (0%) 16-26 - 3% (5%) 22-36 - 12% (25%) 30-50 - 51% (50%) 40-60 - 32% (20%) ELG - (0%)	16-26 - (0%) 22-36 - (15%) 30-50 - (20%) 40-60 - (45%) ELG - (20%) ELG Exc - (0%)	8-20 - 1% 16-26 - 1% (0%) 22-36 - 2% (15%) 30-50 - 15% (20%) 40-60 - 67% (45%) ELG - 12% (20%) ELG Exc - (0%)	16-26 - 0% (0%) 22-36 - 0% (0%) 30-50 - 11% (10%) 40-60 - 35% (22%) ELG - 53% (63%) ELG Exc - 1% (5%)	
<b>% children at age bands for maths (number)</b>	8-20 - 4% 16-26 - 18% 22-36 - 36% 30-50 - 32% 40-60 - 11%	ELG - 56% ELG Exc - 12%	16-26 - 9% (10%) 22-36 - 29% (30%) 30-50 - 47% (45%) 40-60 - 16% (15%) ELG - (0%) ELG Exc - (0%)	16-26 - (0%) 22-36 - (10%) 30-50 - (25%) 40-60 - (55%) ELG - (10%) ELG Exc - (0%)	16-26 - 2% (0%) 22-36 - 5% (10%) 30-50 - 18% (25%) 40-60 - 50% (55%) ELG - 25% (10%) ELG Exc - (0%)	16-26 - 0% (0%) 22-36 - 3% (0%) 30-50 - 7% (10%) 40-60 - 29% (22%) ELG - 58% (56%) ELG Exc - 3% (12%)	
<b>% children achieving GLD</b>	0%	54%				Target-54% Actual- 52%	
<b>Key People</b>	<b>Funding &amp; Resources</b>						
<b>Vicky Page (SL): EYFS Leader</b> <b>Lead - Claire Byron (CB): Vice Principal</b> Clare Wallace (CW): Principal Kelly McCormick (KM): Assistant Principal Mathematics Laura Tapley (LT): Assistant Principal Writing Angie Aitken (AA): Assistant Principal Reading/phonics Lisa Parker (LP): Kinetic Letters Leader Jane Liddington (JL): Library Leader Jacinta Gordon (JG): SENCO Rob Hardcastle (RH): Head of Primary Education	<ul style="list-style-type: none"> <li>EYFS maths course, Numicon £500</li> <li>EYFS outdoor area flooring £15,000</li> <li>EYFS resources £5000</li> <li>EYFS ABC course for Assistant Principal and UPS teacher £500</li> <li>EYFS additional teacher - £15,000</li> <li>EYFS Chatterway intervention/ S&amp;L consultant- £5000</li> </ul>						

Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
<b>Effectiveness of Leadership &amp; Management</b>				
KM to monitor teachers' mathematics planning for breadth, depth, differentiation and focussed groups of children	CW	KM CB	T23456	T2 4
KM to monitor children's recorded mathematics learning for breadth, depth, progress and presentation	CW	KM CB	T23456	T2 4
KM to monitor mathematics teaching & learning through PRIDE walks with a focus on breadth, depth, progress, differentiation and learning behaviours	CW	KM CB	T23456	T2 4
LP to lead focus group of teachers to implement, monitor and evaluate impact of the Kinetic Letters approach to handwriting across the academy	CW	LP VP	T23456	T2 4
CB to ensure new assessment processes are established and implemented using EYFS profile for assessing individual children and EY2 assessment spreadsheet for evaluating progress of different groups of children	CW	CB SL	T23456	T1 T2 T3 T4
CB to ensure new EYs TAs are fully inducted into role and are confident in providing effective teaching and support for children	CW	CB	T234	T2 4
VP to lead on environmental improvements both inside and outside to improve the quality of provision and resources available to children during free flow. Focus on ensuring the learning	CW	CB	T123456	T1 2 3 4

environment a stimulating and interesting place to be; one which celebrates children's achievements and supports children's language development, particularly those new to English				
VP to develop a programme of parental involvement which allows parents full access to children's ongoing learning through 2Simple learning journals and through regular opportunities to observe and engage in learning in the setting	CW	CB	T23456	T2 T4
CB to lead an audit into the quality of EYFS provision including outcomes, environment and teaching & learning. Outcomes to support and challenge where appropriate.	CW	CB VP	T2 T5	T2 T4
<b>Quality of teaching, Learning &amp; Assessment</b>				
RH/LT to lead WfTB training for teachers and teaching assistants with a focus on improving teachers' skills at teaching writing structure and organisation	CW	LT RH	Training days Sept & Oct	T1 T2
CB to ensure that teachers use assessment information effectively to plan and deliver activities that are engaging and appropriately matched to different groups of children, particularly, boys EAL and the most able	CW	VP CB	T23456	T2 T4
VP to ensuring that adults are purposefully involved in children's learning activities, to provide appropriate support and guidance during both adult led and free flow	CB	VP	T123456	T1 T4
VP to ensure planning is based on skill development and closely matches the needs of all children, using ABC practice, including gap analysis tools to identify need and next steps	CB	VP	T23456	T2 T4
VP to improve the quality of adults' questioning skills to develop further children's knowledge and understanding, particularly during free flow when intervening in play	CB	SL	T123456	T2 T4
VP to lead use of rigorous routines for issuing and changing home readers with weekly reading to an adult. Tracking to be in place for all children.	CB	SL	T23456	T1 T2 T4
AA to lead monitoring and evaluation of adapted EYFS phonics teaching & learning, focusing on sound knowledge and sound blending	CW	AA CB SL	T23456	T2 T4
<b>Outcomes</b>				
CB to implement reading, writing and mathematics interventions, monitoring impact to ensure focus is on children identified as not making expected progress	CB	VP	T23456	T2T
JG to ensure all children in EY2 are assessed for S&L Chatterway programme or specific S&L intervention. JG to ensure all children who require S&L intervention have access to this with CH and regular monitoring of its impact is in place, referring to S&L therapist where children are not progressing as expected.	CB	SL JG	T23456	T2 T4
LT to lead teachers to implement WfTB journal writing approach to ensure progress for all learners in writing	CB	VP LT	T123456	T1 T2 T4
SL to establish a baseline for all areas of EYFS including reading, writing, number and space, shape & measure	CW	SL CB	Sept 2017	T1
SL to lead teachers to Kinetic Letters handwriting approach to ensure progress for all learners in handwriting	CW	CB SL LP	T123456	T1 T2 T4
VP to lead teachers to implement Numicon approach to ensure progress for all learners in number	CW	CB VP	T123456	T2 T4
CB to lead on regular monitoring of quality of teaching & learning in EY2; including lesson observations, learning & environment walks, book scrutiny and 2simple observation scrutiny	CW	CB VP CW	T23456	T2 T4
<b>Evaluation (December, April, July)</b>				
<b><u>Baseline 2017:</u></b>				
<ul style="list-style-type: none"> <li>Data – baseline data (gathered October 2017), showed that children are entering the setting well below age related expectations in the majority of areas of curriculum. Particularly low areas have been targeted to be taught as part of Rainbow Time sessions. Monitoring shows that this is planned.</li> <li>There is also a high ratio of boys to girls in this cohort (50 boys / 28 girls) and a high ratio of summer born children (22 out of 76). Of the summer born children 14 are boys and 5 of the boys are entitled to PPG funding. There is an increasing number of children new to English on entry to EY: 2015 24% / 2016 35% &amp; 2017 48%.</li> </ul>				
<b><u>December 2017 evaluation:</u></b>				
<ul style="list-style-type: none"> <li>December data shows progress in all key areas areas: <ul style="list-style-type: none"> <li>Reading 22% increase in children assessed as 30-50 months or above</li> <li>Writing 31% increase in children assessed as 30-50 months or above</li> <li>Number 20% increase in children assessed as 30-50 months or above</li> </ul> </li> <li>In depth data analysis of classes and groups has identified targeted children who have not made enough progress since baseline, these are a focus for appraisal and interventions.</li> <li>Chatterway programme has been set up but absence has hindered implementation, this will be resolved from January 2018.</li> <li>Dec 17, Teacher has returned from maternity and is now an additional EYFS teacher working in the mornings and one full day, this has increased capacity to deliver interventions.</li> <li>Vacancy in RA filled by long term supply from Jan 18 therefore fully staffed in EYFS with additional teacher.</li> <li>Interventions for identified children to begin from Jan 18- initially these children will be the children identified from December data who did not make expected progress in reading, Writing and Maths.</li> <li>Two experienced EYFS Teaching Assistants began in October 2017, so increased experience and expertise of EYFS staff.</li> <li>EYFS AP has attended ABC training (October 2017) and Numicon training (November 2017) and is currently participating in a Number Sense in EY course over 4 afternoon sessions. Maths planning in EYFS now follows the Numicon approach.</li> <li>Monitoring of quality of teaching and learning is regular and is carried out by SL CB and RH. All feedback includes clearly identified points for development.</li> <li>Planning and book scrutiny has a good range of evidence across all areas of learning, it was well presented and age bands were begin used for assessment.</li> <li>Learning Journeys are developing well and show a wide range of evidence.</li> <li>Write from the Beginning is now embedded and already demonstrating progress in writing.</li> <li>Formal observations were completed for teachers and development points identified alongside strengths.</li> <li>Reading tracking shows that all children read to an adult on a 1:1 basis. Further development of partnership with parents is needed to support reading.</li> <li>CPD for Teaching Assistants for observations and questioning with a focus on the quality of information given in 2 Simple observations to ensure that they inform assessment on the EY profile. There has been improvement noted through monitoring.</li> </ul>				

**April 2018 evaluation:**

- April data drop shows that children are achieving broadly in line with all milestone targets set for them in reading, writing and maths. Data analysis identifies that all groups of learners are on track to making the targeted 6 stages of progress across the academic year.

**Progress by Groups: Target 4 points by APRIL 2018**

Average points progress For groups of learners	Reading	Writing	Number
Cohort (66)	4.5	4.6	5.3
Girls (24)	4.1	4.6	5.2
Boys (42)	4.8	4.7	5.4
PPG (7)	4	5.3	4.3
Non PPG (59)	4.6	4.6	5.5
EAL (37)	4.9	4.8	5.9
Non EAL (29)	4.0	4.3	4.6
SEND (0)			

- Intervention teacher has focused on PPG children and has accelerated progress for this group of learners, who have now significantly closed the gap from the last data drop and who are now progressing at a faster rate than all other groups in writing.

Data point	Groups of learners	Reading	Writing	Number
December 2017 data drop (Target 2 points)	PPG (9)	2.4	3.8	2.8
	Non PPG (60)	3.4	3.5	4.0
April 2018 data drop (Target 4 points)	PPG (7)	4	5.3	4.3
	Non PPG (59)	4.6	4.6	5.5

**Chatterway Programme**, Jan 2018 – March 2018 – 75 (matched children) shows that children are making good progress through the programme, with 28% currently above ARE:

% at each age band	18-23 months	24-29 months	30-35 months	36-41 months	42-47 months	48-59 months	Above 59 months
Baseline	28%	9%		20%	11%	31%	0
March 2018	3%	24%	5%	12%	17%	11%	28%

**RWI Phonics Programme:**

- EYFS phonics monitoring highlighted the need for training for new staff in EYFS. This has been led by an experienced EY Intervention teacher in T3 and T4. Assistant Principal responsible for reading has supported EY Intervention teacher to re-group the children regularly and to ensure that the adults are best placed to support each group.
- EYFS fluency has been a focus in T4 with all phonic groups from ditties and above practising reading phonic books as part of their daily phonics.
- Children have made good progress in phonics and currently there are 63% of the cohort assessed at Age Related Expectations (red books or beyond)

**Numicon Mathematics:**

- EYFS have introduced the Numicon scheme and resources to plan and teach mathematics. The Assistant Principal attended training and disseminated the scheme to the teachers and TAs. The EYFS Coordinator has been supported by the Assistant Principal responsible for Mathematics to ensure the scheme is being embedded. This has involved informal lesson observations and planning support. Children are making outstanding progress in number and space, shape and measure having made over on average over 5 points progress between October baseline and April data drop.
- Mathematics in the environment has been considered and number resources, equipment and opportunities are more readily available and accessible within free flow, both indoor and outdoor.

**Monitoring Teaching and Learning:**

- EYFS audit in January identified that the two teachers were delivering strong lessons which enabled children to make at least good progress. A phonics lesson, a writing lesson and a reading intervention were observed. During free flow children were actively engaged and teachers were able to intervene effectively in play to extend learning
- TAs were observed during phonics sessions and were following the scheme well and children were on task and mostly actively involved in learning. The daily support they have received from the EY Intervention teacher was evident as they were consistently delivering all elements of the scheme effectively.

**Kinetic Letters:**

- The programme has been introduced and two teachers attended the external training. The children were assessed for pencil grip at baseline and all children have a daily half hour handwriting lesson which is differentiated according to starting point on the scheme. Currently, 97% of the cohort are using a tripod or quadropod grip, with 65% with a grip in line with end of year expectations.

**EAL activities:**

- Communication in Print, key rings, Chatterways, parent workshop, talk time. EAL progress is strong, making more progress than all other groups of learners.

**Reading 4.9 / Writing 4.8 / Number 5.9.** 9 English speakers have left since the start of the academic year and 3 new pupils have started, 2 who are new to English. This increases our New to English group to 56% of the cohort.

**Other evaluations:**

- Assistant Principal for Early Years left the post at the end of the Easter holidays. The post was not replaced, but an Early Years Foundation Stage Leader was internally promoted.
- Following an Early Years audit, new resources have been purchased for free flow areas, both indoors and outdoors. The area has been set up and the environment moved to accommodate the new furniture and resources. The environment is now well resourced and is an inviting and stimulating place to learn.

- External moderation with 5 Wells has been booked for all three Early Years class teachers and the teachers have also been on Moderation and profile training provided by the local authority. Further cross trust moderation has been booked.
- The Early Years leaders and teachers across the trust have held an initial meeting and are working together as a triad, with a focus of improving writing opportunities and outcomes. The research project will span the next academic year, with further preparation meeting booked in terms 5 and 6 (2018).
- Intervention teacher and Vice Principal have analysed April data in order to refine the intervention groups for terms 5 and 6.

**July 2018 evaluation:**

***Effectiveness of leadership and management:***

- Mathematics teaching has been adapted over the course of the academic year. The focus of planning has been on Numicom programme and the lessons are now being delivered to whole class mixed groupings for direct input followed by small single ability follow up inputs to provide a more focused teacher input. This has been reviewed continually and an enhanced curriculum structure will be implemented from September 2018.
- Maths recorded learning now takes place once a week providing useful evidence for assessments however the main focus remains for teaching and learning in mathematics to be concrete and practical.
- Children have had daily kinetic letters lessons and also intervention for children who have not made expected progress. Formative assessments indicate there has been a significant increase in correct pencil hold and letter formation over the year.
- A rigorous assessment system has been implemented. Assessment data was gathered five times across the academic year where teachers tracked children’s progress using individual assessment trackers based on all 17 stands in the EY curriculum. Evidence seen was highlighted and dated to ensure coverage of the curriculum and to ensure judgements made were securely based on evidence gathered during teaching sessions and free flow. EY audits identified that assessment was rigorous and based on a wide range of evidence.
- All TAs were new to EY at Oakway in November 2017 and were successfully inducted and completed probation. Ongoing CPD has included one member of staff enrolling on a level 3 TA apprenticeship course and training to deliver both phonics lessons and intervention in phonics and mathematics. EY audits identified that the TAs were providing effective support to children, moving their learning on.
- £7,000 was spent on improving the quality of the environment and provision for children during free flow. The environment is now a stimulating and interesting place to be. The outdoor environment is further being improved over the summer holidays with an additional £3000 being spent on large equipment such as an open ended house, a mud kitchen and water station. The resources purchased have been largely open ended and flexible in order that children can follow their own interests, thus supporting all children including those new to English. There has been a significant improvement on the language in the environment including a library area and label and signs.
- Parents have been invited to EAL and attendance sessions. Parents have had regular access to children’s learning journeys during parent evening sessions twice a year. Parents were invited to ‘star of the day’ sessions in which they could attend a morning or afternoon session with their child to observe and participate in teaching and learning sessions with their child. Feedback indicates that parents feel more informed about their child’s learning.
- Three EY audits to monitor the quality of teaching and learning took place. Two permanent teachers and three permanent TAs were observed during all audits and feedback provided to improve delivery of taught sessions. As a result Rainbow Time activities have been altered to reduce the group size and increase the length of the session thus improving the quality of teaching and learning during this time.

***Quality of teaching, learning and assessment:***

- WFTB has been implemented with teachers have delivering writing lessons daily to small groups of children at a similar ability level. They have used a range of WFTB strategies to teach skills required to improve writing, such as journal writing with pictorial representations. Daily writing opportunities were introduced following feedback from an EY audit in February. Monitoring over the academic year identify that two permanent teachers are able to effectively teach developing writing skills.
- Data was analysed promptly following each data drop (5 times a year). Groups of learners were identified and interventions in place to meet the needs of groups / individually falling behind. Observations, learning walks and EY audits identified that activities were engaging and matched to groups of children’s needs.
- EYFS leader has supported TAs and supply teachers to ensure that they are providing appropriate intervention and taking effective observations during free flow. EY audits identified that adults were intervening well in play based activities.
- Free flow activities were planned using a skills based approach. Themes were loosely used to provide a ‘hook’ for the learning activities and children’ interests were planned for when appropriate. Adults questioning was identified as a strength during the last EY audit.
- A rigorous routine was set up and consistently in place throughout the year for issuing and changing home readers. TAs were provided with a timetable for hearing readers which also prioritised PPG children and all children read to an adult regularly in school. As a result 83% of PPG children made 5 steps progress this year, with 67% making 6 steps.
- EY audit identified that all members of EY team were delivering effective phonics lessons. The additional teacher focused her own intervention and phonics teaching on children identified for support with oral blending. The phonics progress for the cohort was strong.
- Monitoring across the year indicated that 100% of practice was good or better.

***Outcomes:***

- Progress in reading, writing and number was strong. Girls and EAL achieved in line or better than the year group and PPG children were a focus of intervention with outstanding progress as a result. see table below:

Strand	6 steps + progress (65 matched children)							
	All 65	PPG 6	EAL 37	Girls 23	Boys 42	RA 18	RB 23	RC 24
Reading	74%	67%	78%	74%	74%	67%	78%	75%
Writing	66%	67%	73%	83%	71%	61%	74%	63%
Number	74%	100%	78%	87%	67%	67%	87%	70%

- The cohort almost met the academy target of 54% GLD, achieving 53%. Although not in line with national expectations, the cohort made good progress from low starting points (see above).
- Mobility of the cohort was an added challenge with 11 new children joining in the year and 20 leaving. Of the 11 new children 7 were new to English and of the 20 leavers 13 were English speaking. This mobility resulted in a cohort with a significant percentage of children who were new to English.
- The SENCO ensured that all children in EYFS were assessed at the start of the year by S&L therapist. Those identified as falling behind age related expectations for speech and communication development were included on the Chatterway intervention programme. Recruitment delayed the start of the programme however, progress made between January and July was strong, with 79% of those involved in the programme attaining ARE for speech, language and communication, see table below:

		% whole year group at each age band						
		12-17	18-23	24-29	30-35	36-41	42-47	48+
2017 BASELINE	Cohort 75	0%	28%	9%	20%	11%	31%	1%
2018 Final Assessment	Cohort 72	3%	1%	3%	1%	7%	6%	79%

## Background Priorities 2017-2018

### 1. Behaviour & Attendance (CB)

What the priority involves in a nutshell:	Success Criteria:
1. Ensuring that all staff apply the behaviour policy consistently to eradicate low-level disruption in lessons	<ul style="list-style-type: none"> <li>• Scheduled behaviour audits (x3 in year) will indicate that behaviour and relationships policy is applied consistently and low level disruption is minimal.</li> </ul>
2. Reducing the number of fixed-term exclusions	<ul style="list-style-type: none"> <li>• 2017-18 target for maximum percentage of cohort to be subject to fixed term exclusions is 2% (12 children). This will be a significant decrease on 2016-17 5.4% (36 children).</li> <li>• Other strategies for supporting and intervening in children's high level behaviour will be utilised; tuition, referrals for further assessments, partnership working with outreach and NCC</li> </ul>
3. Ensuring that pupils' attendance improves, particularly for those pupils who have special educational needs and/or disabilities and those who are disadvantaged	<ul style="list-style-type: none"> <li>• Whole school attendance target is 95.5%</li> <li>• Whole school PA will reduce to 8.2%</li> <li>• PPG attendance target is 94.5%</li> <li>• PPG PA will reduce to 17%</li> </ul>

**Evaluations:**

**December 2017:**

## Behaviour:

- Behaviour Audit and HMI visit both in term 2 identified there was significant issue with low level disruption.
- All new staff have had their behaviour induction, this will help ensure consistency
- 1521 negative points logged between Sept 2017 – Dec 2017
- 64,307 positive points logged between Sept 2017 – Dec 2017
- 10 letters sent home to parents following weekly behaviour monitoring to inform of 2 or more negative behaviour points in a week
- 90 negative points logged for swearing with letters sent home informing parents and 2 days lunchtimes in reflection room
- Alternative provision in place for 6 children; 4 attending Adventure Ways 2 days a week, 1 attending Croyland Nurture 4 days a week and an agreement in place for 1 children to attend Park DSP 2 days a week starting in January 2018
- 4 children accessing external therapy through Clinical Psychologist and Service Six

## Exclusions:

- 10 children subject to fixed term exclusion (year to date)
- Term 1 periods of fixed term exclusion – 18
- Term 2 periods of fixed term exclusion – 7

## Attendance:

- Term 1 – 95.17% / 88 children on PA list 14.6%
- Term 2 – 95.16% / 79 children on PA list – 13.05%

## Year to date:

- 205 first letters sent
- 65 second letters sent
- 40 invites to attendance clinics
- 22 parent contracts in place
- 9 EIP referrals due to holidays
- 1 EIP referral for CME (missing from education)
- PERFECT ATTENDANCE incentive launched in class via an assembly for all children and a display in every classroom, embedded in class

**April 2018:**

## Behaviour:

- Behaviour audit identified improved behaviours during non-classroom based activities, such as; on the playgrounds, in corridors and in assembly. No poor behaviour in classroom, but some incidents of passive behaviours where children were not actively engaged.
- All new staff have had behaviour policy induction training
- 160,457 positive points logged, 2171 negative points logged – ratio of 99% positive to negative points logged
- 35 swearing letters sent home
- 45 behaviour letters sent home
- 5 parent meetings held
- Alternative provision in place for 5 children; 4 attending Adventure Ways 2 days a week, 1 attending Croyland Nurture 4 days a week
- Alternative provision completed at Park DSP for 1 child (2 terms x 2 days a week) Successful reintegration back into class
- 4 children accessing external therapy through Clinical Psychologist and Service Six

## Exclusions:

- Fixed term exclusions are reducing significantly in comparison to last academic year and also improving over the course of this academic year.

	Sept 2016 – March 2017	Sept 2017 – March 2018
Periods of Fixed Term Exclusions	89	32
Cumulative no. of children	30	13
No. of sessions lost	122	46.5

## Attendance:

- Term 3 – 95.17% / 79 children on PA list – 13.2%
- Term 4 – 95.14% / 71 children on PA list – 11.9%
- Term 3 comparison – Non PPG – 95.49% PPG – 94.53%
- Term 4 comparison – Non PPG – 95.54% PPG – 94.34%

## Attendance intervention to date:

- 253 first letters sent
- 88 second letters sent
- 75 invites to attendance clinics
- 26 parent contracts in place
- 14 EIP referrals due to holidays / irregular attendance
- 6 EIP referrals for CME (missing from education)
- 2 EIP referrals for children being home educated
- PERFECT ATTENDANCE incentive is embedded – 20 out of 21 classes have achieved their reward at least once. 9 classes have achieved their reward twice and 2 classes have achieved their reward for a third time.

**July 2018:****1.Ensuring that all staff apply the behaviour policy consistently to eradicate low-level disruption in lessons**

- All new staff have been fully inducted on the Behaviour and Relationship Policy and reporting systems
- 3 behaviour audits have taken place and evidence suggests that low-level disruption is minimal and behaviour has improved over the year

**Behaviour reporting Sept 2017-July 2018:**

- 241,607 positives and 3,235 negatives
- 78 letters have been sent regarding behaviour

- 19 meetings held with 4 parents attending regular meetings
- 6 children on Champion Plans

## 2.Reducing the number of fixed-term exclusions

- There has been a significant decrease in the number of children subject to a fixed term exclusion, 34 in 2017 and 18 in 2018. Although this number remains above the national measures there are specific programmes of support for these children and progress can be measured for the vast majority.
- Other strategies for supporting and intervening in children's high level behaviour were; tuition, referrals for further assessments, partnership working with outreach and NCC. This included 6 children attending Adventure Ways alternative provision; 6 children referred to EIP, SEMH panel for 2 children at risk of exclusion, both allocated alternative provision (Croyland). 1 attended, 1 offer withdrawn when child had diagnosis of ADHD. 5 children at risk of exclusion have had therapeutic needs assessments and have all accessed counselling (external)

### Exclusion summary, 2 year comparison:

EXCLUSIONS 2016-2017	Sept-Oct 16	Nov-Dec 16	Jan-Feb 17	Feb-March 17	April-May 17	June-July 16	TOTALS
Periods lost	12	24	27	20	13	21	117
Sessions lost	22	30	35.5	34.5	21	29	172
No. of children	10	13	16	9	8	9	
Cumulative No. children	10	19	25	30	33	34	34
EXCLUSIONS 2017-2018	Sept-Oct 17	Nov-Dec 17	Jan-Feb 18	Feb-March 18	April-May 18	June-July 16	TOTALS
Periods lost	18	7	6	2	2	9	44
Sessions lost	27.5	11	7	2	2	16.5	66
No. of children	9	4	5	2	2	5	
Cumulative No. children	9	10	13	13	14	18	18

## 3.Attendance improved, particularly for those pupils who have special educational needs and/or disabilities and those who are disadvantaged

### Attendance:

- Attendance has improved for PPG and SEND children as well as the overall academy cohort (see chart below).
- Persistent Absence has decreased; 2017 there were 99 children on PA list and 2018 there are 65
- Attendance Intervention has been consistently delivered by the Attendance Officer;
  - 36 EIP referrals have taken place
  - 8 fixed penalty notices have been issued
  - 35 parent contracts open for attendance
  - 4 closed this academic year due to improvement in attendance
  - Whole academy PERFECT ATTENDANCE initiative

	Actual 2016-2017	Target 2017-2018	Actual 2017-2018	Improvement
Whole cohort	94.14%	95.5%	95.1%	+1%
PPG	93.16%	94.5%	94.4%	+1.32%
Non PPG	94.78		95.38%	+0.62
PA	15.1%	8.2	11%	-4.1
PA PPG	22.7%	17%	13.5%	-9.2%
SEND	92.97%		93.93%	+1%

## 2. Developing Curriculum Leadership (CW)

What the priority involves in a nutshell:	Success Criteria:
1. Developing the role of subject leaders so they have the skills to check and evaluate the quality of teaching and learning	<ul style="list-style-type: none"> <li>• All middle leaders with responsibility for subjects/areas will complete a schedule of internal CPD, access a conference and network meetings as well as attending a subject specific course to develop their own subject knowledge.</li> <li>• Internal CPD will focus on: action planning &amp; data; monitoring, challenging &amp; supporting and evaluating impact.</li> <li>• Oakway Academy has been accepted onto the Dfe TLIF project which is aimed at developing leadership at all levels. (Feb 2017)</li> </ul>
2. Ensuring that leaders provide pupils with opportunities to develop fully an in-depth understanding of world faiths	<ul style="list-style-type: none"> <li>• RE leader appointed (sept 2017)</li> <li>• Growing Together (NCC) scheme of work implemented across KS1 and KS2</li> <li>• Leader schedule of monitoring and supporting year groups will be in place</li> </ul>

3. Improving the curriculum to ensure that it is broad and balanced, so that pupils have opportunities to deepen their knowledge and understanding	<ul style="list-style-type: none"> <li>Curriculum Leaders appointed for all subjects in curriculum (Sept 2017)</li> <li>Curriculum map for each subject established indicating coverage and objectives</li> <li>Use of SAS teacher assessments to focus support for specific year groups</li> <li>Planning, recorded learning and displays will indicate a broad and balanced curriculum</li> </ul>
4. Ensuring that teachers use assessment information effectively to set activities that match the specific needs of different groups of pupils	<ul style="list-style-type: none"> <li>All non-core subject SAS baseline assessments used to inform planned teaching &amp; learning</li> <li>Planning and recorded learning indicates clear differentiation</li> </ul>
<b>Evaluations:</b>	
<p><b>December 2017:</b></p> <ul style="list-style-type: none"> <li>All Middle Leaders have completed an improvement plan for their area of responsibility. It is clearly linked to the appraisal cycle with data used as a measure for at least one aspect of the improvement plan.</li> <li>All Middle Leaders have had two 1:1 leader meetings with CW to review progress against improvement plans and discuss barriers and successes identifying foci for coming term</li> <li>All Middle Leaders have led CPD sessions for all teachers to deliver messages and expectations surrounding planning, resources and CPD for their area of responsibility</li> <li>A number of Middle Leaders have accessed CPD opportunities such as network meetings, conference and subject specific course. All will have this opportunity across the year.</li> </ul> <p><b>April 2018:</b></p> <ul style="list-style-type: none"> <li>Middle Leaders continue to have 1:1 leader meetings with CW to review progress against improvement plans and discuss barriers and successes identifying foci for coming term.</li> <li>CPD has continued to be delivered by relevant Middle Leaders.</li> <li>Most Middle Leaders have now accessed one or more CPD opportunities such as network meetings, conference and subject specific course.</li> <li>HMI, March 2018, commented on how the enthusiasm, ambition and developing expertise of leaders is evident.</li> </ul> <p><b>July 2018:</b></p> <ul style="list-style-type: none"> <li>All middle leaders have evaluated improvement plans incorporating relevant data and monitoring. They have also drafted their 2018-19 improvement plans.</li> <li>All middle leaders have completed a self-evaluation for their area of responsibility, this will inform the improvement plans for next year.</li> <li>NAHT Aspire/TLIF project has provided opportunities for a middle leader to be involved and develop own skills.</li> <li>One middle leader enrolled on National Professional Qualification for Middle Leadership for September 2018.</li> <li>One middle leader has trialled a system to improve the tracking and assessment of all non-core subjects from September 2018, the leader group have agreed to introduce across all subjects.</li> <li>End of year teacher assessments have been analysed by middle leaders and identified areas of each subject that are under developed in the curriculum and ways in which to enhance these next year, see subject improvement plans.</li> <li>Displays around school celebrate curriculum subject areas; art, science, PD, DT, RE, music and PE and history are clearly evident, this will have continued focus next year.</li> <li>Teacher assessments have been analysed and have identified a need to CPD for specific skills for certain subject for example notation in music. These will be reflected in each improvement plan next year.</li> <li>Impact of science leadership is evident through increased end of KS2 outcomes where teacher assessment has increased by 9% from 61% to 70%.</li> </ul>	
<b>3. Improving Outdoor Provision (CW)</b>	
<b>What the priority involves in a nutshell:</b>	<b>Success Criteria:</b>
1. Improving physical strength and agility provision for KS2	<ul style="list-style-type: none"> <li>Extra-large climbing frame installed and used for all break times and PE lessons</li> <li>Scooter zone implemented and open every lunchtime</li> </ul>
2. Develop areas of the outdoor space for lessons to be taken outside	<ul style="list-style-type: none"> <li>Story chair, benches and logs installed in KS2 trees</li> <li>Raised bark area repaired, logs installed among the trees</li> <li>Funding for outdoor classroom secured through grant applications and classroom installed on KS2 grass area</li> </ul>
3. Provide wider variety of permanent playground markings to encourage learning and play	<ul style="list-style-type: none"> <li>Two 4 square grids marked and training completed for all staff</li> <li>Netball, football pitches remarked</li> <li>New playground zone lines marked</li> <li>New mathematical markings on KS1 playground</li> <li>Re-marking of existing playground markings</li> </ul>
4. To increase the ratio of lunchtime supervision to ensure that all aspects of provision are good quality	<ul style="list-style-type: none"> <li>Increased working hours for LTS team to cover two lunchtimes</li> <li>Monitoring and evaluation identifies best use of staffing to enhance lunchtime provision</li> <li>Y6 Young Leaders to lead KS1 activities on Friday lunchtimes</li> <li>PE teachers to lead lunchtime sport activities for KS1 and KS2 every Monday</li> </ul>
<b>Evaluations:</b>	

**December 2017:****Lunchtime supervision-**

- SI has developed the Y6 Young leader team effectively. They now deliver focussed play activities to KS1 on a Friday lunchtime and to KS2 on all other lunchtimes.
- There are now two clearly established lunchtime sessions increasing the ratio of supervision. Long term and intermittent absence as well as dual role staff in this team are a barrier to having maximum supervision. This is being reviewed to ensure all possible staff are supervising each day.
- The PE team (x3) are directed to lead lunchtime sport/play activities each Monday lunchtime.
- Premier Sport dance teacher is commissioned each Thursday to lead activities for KS1 & EYFS children.
- Whole school behaviour audit (Oct 17) and regular lunchtime monitoring have enabled development points to be identified and progress against identified actions evaluated. Regular LTS team meetings means that communication has improved.

**Strength & Agility:**

- The new KS2 climbing frame is installed (Oct 17) and is open in all weathers with a risk assessment in place.
- Children have had clear expectations on how to use the equipment and staff are regularly using it as a reward for children and classes.
- KS2 scooters (sept 17) sponsored by Monarch Education are in place with a clearly designated zone used at lunchtimes. There is a risk assessment in place for their use.
- Maximum staffing ratios are required for both of above resources to be accessed at lunchtimes and playtimes, this is a barrier to their use at times.

**Develop Outdoor space:**

- A bid has been submitted for a range of developments for the outdoor pace, this includes the outdoor classroom/gazebo- we will know in April if it has been successful. Monthly financial monitoring will identify if the academy budget can accommodate this expenditure within the year.
- The Story chair area has been installed in the trees (Oct 17). The area is for use in dry weather and so will be out of bounds until February. At this point it will be expected that teachers will plan to use this space each term.

**April 2018:****Lunchtime supervision-**

- Additional staffing recruited to the LTS team for March 2018.
- Regular meetings with LTS team.

**Strength & Agility:**

- Introduction PE teacher activities at lunchtime with focus on sport and social skills, KS1 and KS2.
- Playground markings have been completed on PG1 and facilitate physical play.
- New playground resources in place for PG1 to encourage physical play at playtime and lunchtime.
- Some markings on PG2 such as 4 square have facilitated more opportunities for physical play.

**Develop Outdoor space:**

- Raised bark area, on PG2, has been developed to encourage more dynamic physical play.
- Bid unsuccessful however strong financial management has enabled the investment in resurfacing of PG2 for the summer terms.

**July 2018:****Lunchtime supervision-**

- The LTS team continues to be fully staffed. The split lunches are now established and secure an effective supervision ratio.
- Behaviour audits indicate that behaviour at lunchtime is good and that all systems are implemented.
- Appraisal and monitoring processes for all LTS staff identify areas of strength and areas for further development.
- Resources have had further investment and there are a wide variety available for KS1 and KS2.
- Regular meetings with LTS team continue and an end of session debrief has also been introduced to aid communication and solutions to problems.

**Strength & Agility:**

- A large number of KS1 and KS2 children access the additional provision from PE teachers on Monday lunchtimes with focus on physical sport and social skills, KS1 and KS2.
- Playground markings are used with good effect in conjunction with a range of equipment on PG1.
- Y5/6 Young Leaders system and practice is established at leading physical play activities every Friday lunchtime, younger children tell us they enjoy these activities and monitoring shows them playing games that they have been taught by the YL.
- Premier Sports dance Teacher has been used to enhance Thursday lunchtime provisions for PG1 and PG2 since January 2018, this provides a significant number of children with an additional physical activity.

**Develop Outdoor space:**

- Resurfacing and marking of PG2 is scheduled for August, this will create 2 new multicourt areas that will be used to increase opportunities for engagement.
- Positive financial management has enabled the fire escape rough ground area to be scheduled for turf laying in October 2018, this will provide additional space for outdoor learning increasing levels of engagement.
- Positive financial planning has enabled the PG2 gazebo plan to be proposed to directors, a final agreement is awaited and works will be planned for September 2018.