Growing PRIDE

Principal- Mrs Clare Wallace

Vice Principal – Mrs Claire Byron

Academy Improvement Plan
September 2018 – July 2019

Contents

ACADEMY VISION AND VALUES

Oakway Academy Senior Leadership Team are a highly committed and 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 website, weekly newsletter, Facebook Page and blogs (new for November 2018) demonstrate our commitment to SMSC and British Values and our children are our biggest advocates 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 573 (September 2018), this is a decreased roll from July 18 (612) mainly due to one less class in our EYFS for 2018.
- There is a privately run Pre-School and Wrap-around Care provision occupying the site.
- PAN for Year 2 is 120, this is an increase of 30 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.
- Oakway became a sponsored academy as part of the Hatton Academies Trust with effect from 1st September 2014.
- White British children (234) represent 41% of our cohort. The largest ethnic groups represented are:
    - Any other white background (196) 34%
    - Any other Black background (24) 4%
    - Other Black African (18) 4%
    - White and black Caribbean (18) 4%
    - Other ethnic groups contain between 1-15 children
- 257 children (45%), speak 33 categories of language other than English. This is above average (England % for Primary Schools 19.4%, NCC data). The main languages spoken are:
    - Polish, 100 (39%)
    - Romanian, 42 (16%)
    - Latvian, 20 (8%)
    - Lithuanian, 16 (6%)
    - 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 (Sept 18) is 86 (15%), 6 (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. For this academic year this approach is to continue to achieve early identification of children with SEND.
- The proportion of children known to be eligible for support through Pupil Premium funding (Sept 18) is 158 which is 28% of the whole academy cohort. Although remaining above national percentages, this is a drop from previous years where the rate was as high as 45% in 2015.
- 133 (23%) children are identified as in need of an additional SEND/Welfare provision (Sept 18). They are identified on our inclusion provision map which lists over 16 provisions.

- Currently (Sept 18) 40 children (7% of cohort) are subject to a support plan (EHA, CIN, CP, LAC) and are actively supported by our welfare and child protection team. A further 27 children are receiving interventions to support identified welfare needs.
- A larger-than-average proportion of children join or leave the academy during term times. For the 2016-17 academic year 59 (9%) children joined the academy and 60 (10%) left. For the 2017-18 academic year 76 (13%) joined the academy and 114 (19%) left. The rate of mobility increased for last academic year however analysis of the rate of mobility, which is closely tracked, shows a wide range of reasons and no obvious trends.
- The academy is significantly above average for deprivation, and is placed in the 95th Percentile on the 2015 IDACI index for the local authority.
- The academy is situated in an identified Super Output area with the immediate housing surrounding the school placed in the bottom 1% for deprivation for England.

RATIONALE FOR PRIORITIES 2018-19

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

1. <u>Focussed priorities</u> (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. <u>Background priorities</u> (BP) are areas that continue to need improvements or areas which need to maintain the progress already achieved.

FP1 - Reading

Whilst historical issues regarding the quality of teaching continue to impact on outcomes in reading, particularly rates of progress between KS1 and KS2, leaders' actions and ongoing professional development is impacting positively on the current quality of teaching, the reading environment and outcomes across the academy.

In Y1, 69% of the children passed the phonics assessment compared to their early years ELG+ of 59% in 2017. This percentage rises to 72% when just matched EYFS profile children are considered. In 2018 in Y2, 88% of children passed the phonics assessment, the third year in a row that this figure has been in line with attainment rates nationally with their EYFS ELG+ outcome in reading in 2016 at 59%. Whilst we are aiming to improve our Y1 phonics pass rate to 80% in 18-19, progress from outcomes at the beginning of KS1 to the end of KS1 is at least at expected levels as they progress from below to in line with attainment achieved nationally. This was acknowledged in the Ofsted monitoring report in March 2018.

At the end of KS1, attainment in reading rose by almost 10% to 64% in 2018. Their EYFS ELG in reading was 59% and rates of conversion to reach expected levels were in line or above those achieved nationally. However, a focus for 18-19 must be the percentage of children who convert from EYFS ELG expected to KS1 greater depth, particularly for those who are disadvantaged. This will be a success criteria on the action plan for 18-19.

At the end of KS2, the percentage of children attaining the expected standard in reading has risen significantly over the past three years to 58% in 2018. This 29% increase over three years is faster than that achieved nationally. However, we recognise that this rate of increase must continue in 18-19 to bring attainment levels closer to national outcomes. In 18-19, we have set a target of 70% to achieve the expected standard or greater depth.

In 2018, the rate at which children progressed in reading between the end of KS1 and the end of KS2 was disappointing. It reflects the historical quality of teaching of reading where it was not focussed enough on teaching key skills, such as retrieval and inference, and on providing a reading environment that enabled children to widen and deepen their vocabulary. Addressing vocabulary deficit is particularly important when the socio-economic context of the academy and the families it serves are considered. Last year, professional development opportunities for all staff and significant improvements in the academy reading environment, to raise the profile of reading and to provide greater access to texts and vocabulary, secured stronger rates of progress across all KS2 year groups. However, this stronger progress made during Y6 was not enough to balance the deficit in progress from earlier years in KS2. Further professional development for all staff to improve subject knowledge and the overall quality of teaching of reading is planned for 18-19.

Overall progress in reading from EYFS ELG+ outcomes to the end of KS2 was much improved and was in line with that made by all schools nationally (VA=0.2 and percentile rank of 42/100 - FFT). This is the best whole school progress outcome for the past three years and provides evidence that the impact of current actions in KS2 is positive.

FP2 - Mathematics

Question level analysis of assessments across year groups and at the end of KS2 from the previous two years demonstrate improvements in children's accuracy when using and applying skills in different strands of maths. Historically, the teaching of maths has been not consistently strong in some year groups and this continues to impact on outcomes, particularly rates of progress made by children across KS2. Actions of leaders are focussed on ensuring teaching and outcomes improve rapidly in identified year groups.

In KS1, attainment in maths at expected or above has risen 70% in 2018. An increase of 7% over the last three years and faster than the increase nationally. The EYFS ELG in number was 65% and there was a higher than national percentage of LAP who reached the expected standard. This demonstrates the impact of the approach of ensuring greater use of practical resources to secure understanding. We were also pleased with the percentage of children who converted from exceeding the ELG for number in EYFS to achieving greater depth at the end of KS1. However, a focus for 18-19 must be the percentage of children who convert from EYFS ELG expected to KS1 greater depth, particularly for those who are disadvantaged. This will be a success criteria for 18-19.

At the end of KS2, the percentage of children in maths attaining the expected standard rose to 59%. There were four children who were near misses (inside 2 marks of achieving the expected) and this would have raised this measure to 64%. Over three years attainment in maths has increased by 24% compared to a national increase of 6%. However, we must ensure that attainment rises again in 18-19, particularly the percentage of MAP and HAP children reaching the expected standard. We have set a target for 72% of the current Y6 cohort to achieve the expected standard in 2019, it is worth noting that their EYFS ELG+ for number in 2013 was 59%.

In 2018, the rate at which children progressed in maths from the end of KS1 to the end of KS2 was less than targeted. As stated above, the quality of teaching of different strands of maths and the progress children make in some year groups has not always been strong enough. There has not always been a planned programme of children getting the basic skills established early enough, for example number bonds in KS1 or times tables in lower KS2. As a result staff in later years have had to spend too much time filling these gaps instead of teaching age appropriate material. Over the last two years the Assistant Principal with responsibility for maths led a detailed programme of professional development to raise expectations and introduced a new programme of teaching for maths, this included aspects such as times tables. These have begun to have an impact and in 2017 the progress across KS2 was in line with that achieved nationally by all children.

Overall progress in maths from EYFS ELG+ outcomes to the end of KS2 was improved and was in line with that made by all school nationally (VA=0.8 and percentile rank of 38/100 - FFT). This is the best whole school progress outcome for the past three years and provides evidence that the actions taken over the past two years have impacted positively.

FP3 - Writing

The determined actions of the Assistant Principal with responsibility for writing, combined with clear professional development programmes for all staff, have led to outcomes that are much improved in writing over the past three years, particularly in KS2.

At the end of KS1, attainment in writing increased by nearly 10% in 2018 to 62%. The rise in attainment over the past three years has been far more rapid than that made nationally. In 2016 they left EYFS with 57% achieving ELG in writing and the rates of conversion to expected levels were in line with that achieved nationally. However, a focus for 18-19 must be the percentage of children who convert from EYFS ELG expected to KS1 greater depth, particularly for those who are disadvantaged. This will be a success criteria for 18-19.

At the end of KS2, attainment in writing increased by 20% in 2018 to 69%. An increase faster than that achieved nationally. Whilst attainment at greater depth had consistently increased in the last three years to 9%, in 2018 this rate of increase only matches that made nationally. In 18-19, more MAP/HAP children must achieve greater depth in writing to improve this outcome. In 2018, Y6 outcomes in writing were externally moderated and agreed by the local authority.

Progress between the end of KS1 and the end of KS2 remains in line with that achieved nationally for the second year. This has not always been the case historically and these improvements demonstrate the impact of leaders' actions and the professional development programme put into place last year. At the heart of both of these lie improvements to the quality of teaching of writing, particularly teachers providing high quality modelling and planning frames for children to structure their writing. Expectations about the quantity and quality of writing have also improved as adult's subject knowledge has improved. Stronger rates of progress in children's writing were achieved last year across all KS2 year groups.

Like reading, overall progress in writing from EYFS ELG+ outcomes to the end of KS2 was much improved and was significantly above that made by all children nationally (VA=+2.5 and percentile rank of 17/100 - FFT). This is the best whole school progress outcome for the past three years and provides positive evidence of the impact of current actions taken in KS2.

At the end of KS2, attainment in Grammar, Punctuation and Spelling (GPS) has risen significantly in 2018 to 66% and over the last three years by 32%. These increases in attainment are faster than those achieved nationally. The percentage of children achieving greater depth in GPS has risen to 22% in 2018; a three year increase that is faster than that achieved nationally. Using FFT GPS measures of whole school progress from EYFS to the end of KS2 gives a VA of +1.2 and a percentile ranking of 34/100. This is strong evidence of the impact of the actions of the Assistant Principal with responsibility for writing, they have ensured that GPS is now taught discretely in all year groups across KS2 with a sharp focus in lessons on accurate modelling, skills development and practice. However, the quality of children's spelling has been identified as not being strong enough and this is reflected in children's work. Improving the attainment in spelling is a success criteria on the action plan for 18-19.

FP4 – Early Years Foundation Stage (EYFS)

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. However, the context of this cohort has changed significantly over the past 3 years and achieving 50%+ Good Level of Development has been a significant

challenge. The percentage of the cohort joining EYFS with English as an additional language (EAL) has significantly increased; from 24% in 2016 to 56% in 2018. The EYFS cohort is mobile with 12 children leaving and 9 joining during the last academic year, this has been a similar trend over the past 3 years. However, internal teacher assessment data can demonstrate lower starting points, particularly in speech and language, but increasing rates of good progress for children. Good progress is measured as children achieving 5+ steps of progress from their baseline.

From 2016-2018 there has been a 35% increase in progress for writing. The percentage of children achieving ELG for writing also increased, although this was modest and remains broadly unchanged for the past four years. However, the on-entry profile of children into EYFS over this period has also changed considerably. The percentage of EYFS cohort who enter from abroad with very little or no English, and whose parents also speak no English, has more than doubled from 24% in 2016 to 56% at the end of 2018. In addition, many children enter having had little or no pre-school experience. This change to the on-entry profile has lowered baseline assessment scores for speaking and listening, reading and writing. A point recognised in the Ofsted HMI monitoring report in March 2018. The foci of staff in EYFS has been to ensure these children feel emotionally secure in a formal school setting, to learn to speak to and listen to English and to begin to learn the phonetic code for English as rapidly as possible. Progress in writing builds upon these essential foundations. We recognise that we need to increase the percentage of children achieving the expected level in writing and will be building on positive changes made last year with further professional development in 18-19.

From 2016-2018 there has been 8% increase progress for reading. Whilst the percentage of children achieving the ELG is below that achieved nationally, it is at its highest for the past four years. It has increased by 13% since 2015, faster than the national increase. When the changing nature of our on-entry profile is considered this is even more positive. In 18-19 children will continue to be targeted to make accelerated progress in reading.

From 2016-2018 there has been a 14% increase in progress for number. ELG outcomes in number have remained broadly similar over the past four years. In shape, space and measure they have been more variable and have dropped to 59% in 2018. This partly reflects the changing nature of the cohort over the last four years but also reflects the historical inconsistent quality of the environment in EYFS to enable children to demonstrate their knowledge and skills in maths. Leaders in EYFS recognise that historically some of the teaching of mathematical knowledge and skills has not been consistently high quality. In response to this a new approach to teaching is being implemented this year. This approach is detailed and is designed to be progressive, to achieve a consistency in the approach to teaching, be fully differentiated with frequent regrouping as required and happen each day. Adults in EYFS will receive intensive professional development in maths to improve their own subject knowledge and to ensure they fully understand the new approach. Children's progress from their baseline attainment has strengthened last year, as was noted in Ofsted's HMI monitoring report of March 2018. However, we believe with a new approach rates of progress could strengthen further still in 18-19.

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 accurate and evidence based 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 and attendance;
- Developing breadth and depth of the curriculum;
- Enhance and improve the online safety curriculum for all children.

Improvement planning at Oakway Academy:

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Data analysis, monitoring and evaluation,
external reports, external & internal
moderation
            │
            ▼
    Academy Improvement
         Priorities
            │
            ▼
      Focussed
      Priorities
```

Safeguarding Action Plan · Background Priorities · Improvement Leader Action Plans · Health & Safety Action Plan

Monitoring and Review
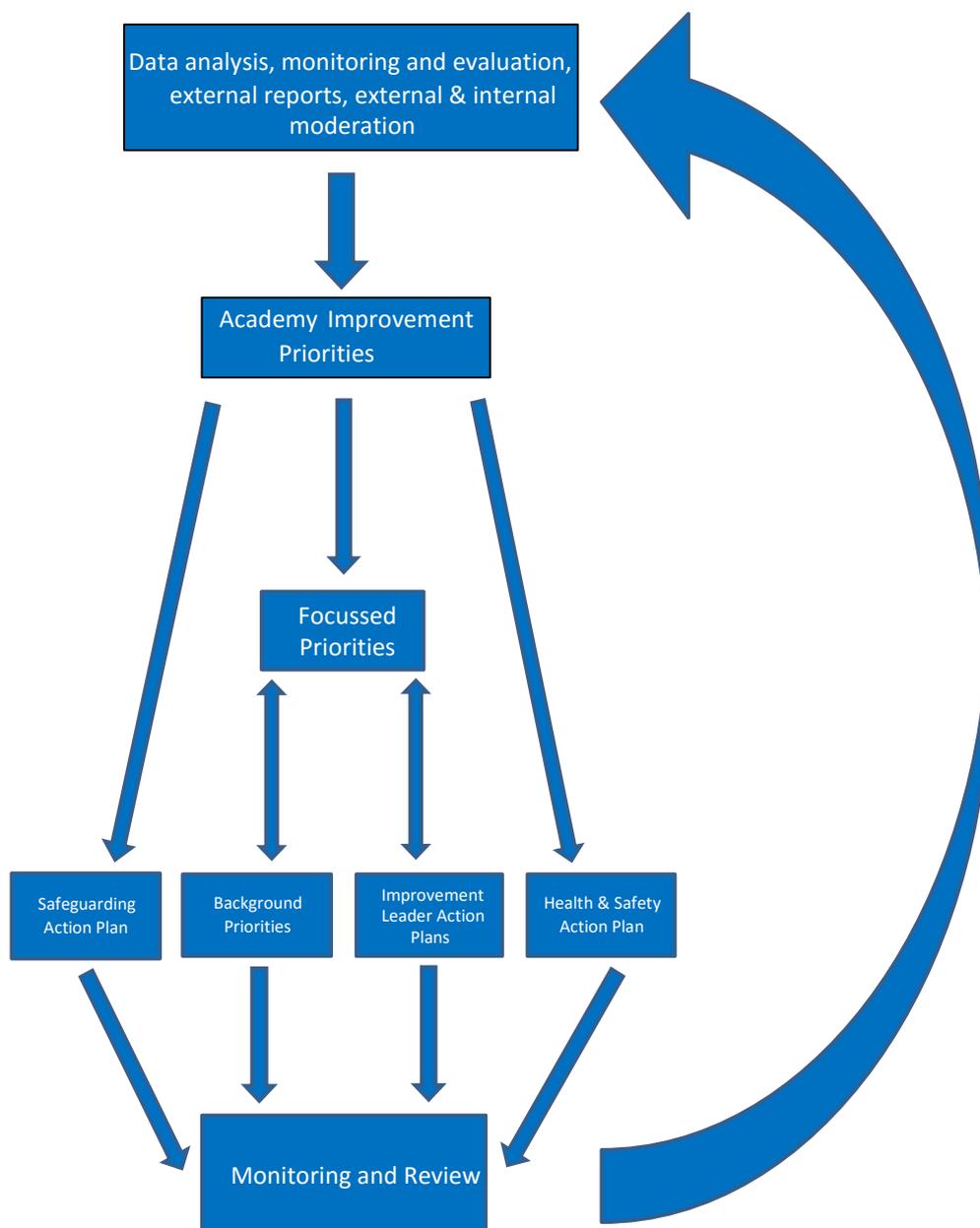
STANDARDS & ACHIEVEMENT DATA

EARLY YEARS FOUNDATION STAGE

Cohort GLD	2015	2016	2017	2018	National
	53%	58%	50%	54%	69%

Cohort Progress from baseline	5 steps + progress		
	Reading	Writing	Number
2016	84%	56%	71%
2017	77%	72%	68%
2018	92%	91%	85%

PHONICS SCREENING

	% of children achieving the expected standard				
	2015	2016	2017	2018	National
Year 1	64%	69%	65% (75% EYFS matched)	69% (72% EYFS matched)	81%
Year 2	87%	88%	90%	88%	91%

YEAR 2 TEACHER ASSESSMENT

Subject	2016		2017		2018		National	
	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS
Reading	55	8	56	14	64	10	76	24
Writing	49	6	54	5	62	7	70	13
Mathematics	63	7	67	15	70	13	76	18

YEAR 6 RESULTS (SEPT 18)

Subject	2016		2017		2018		National	
	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS
Reading	29	4	42	4	57	13	75	28
Writing	55	4	51	6	69	9	78	20
Mathematics	35	0	58	7	59	11	76	24
GPS	34	2	52	9	66	22	78	34
Combined RWM	20	0	31	3	41	6	64	10

Average Scaled Scores

	Reading (disadvantaged)	Mathematics (disadvantaged)	Writing (disadvantaged)	GPS (disadvantaged)
2016	95.1	97	98.9 (98.4)	96.9
2017	97 (96.2)	100 (99.2)	96.5 (95.7)	100 (98.7)
2018	100.2 (99.8)	100.8 (99.7)	99.8 (99.4)	102.6 (101.5)

Science Teacher Assessment

% of children working at the expected level or higher (EXS+)	EXS+	National
2016	68	81
2017	58	82
2018	71	82

KS1 to KS2 Progress Scores

Subject	2016	2017	2018
Reading	-6.85	-3.7	-3.1
Writing	-2.02	-1.2	-0.7
Mathematics	-5.58	-1.2	-2.5

EYFS to KS2 Progress Scores (Fischer Family Trust data)

Subject	2016		2017		2018	
	Scaled Score	VA score	Scaled Score	VA score	Scaled Score	VA score
RWM combined	96.2	-4.5	97.8	-5.2	**101.2**	**0.6**
Reading	95.6	-5.1	95.9	-6.8	**101**	**0.2**
Writing	98.8	-0.4	96.4	-4.1	**100.8**	**2.5**
Maths	97	-4	98.4	-4.3	**101.2**	**0.8**
GPS	96.8	-4.8	98.6	-5.8	**102.7**	**1.2**

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 carried out a monitoring visit in March 2018 and made the following judgements;

- Leaders and managers are taking effective actions towards the removal of the serious weaknesses designation.
- The school's improvement action plan is fit for purpose.

Inspectors made the following judgements:

Overall effectiveness — **Inadequate**
Effectiveness of leadership and management — **Requires improvement**
Quality of teaching, learning and assessment — **Inadequate**
Personal development, behaviour and welfare — **Requires improvement**
Outcomes for pupils — **Inadequate**
Early years provision — **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- READING

What will be different for children in 2018-2019?

Children will have the opportunity to read a range of quality texts as part of timetabled activities in order to widen their vocabulary and improve their fluency and comprehension skills. Teachers will have continued professional development in order to improve the quality of the teaching of reading.

Reading will become an integral part of the timetable, enabling all children to access a range of books every day that suit their interests. Children will learn from teachers modelling reading on a daily basis, with particular focus on vocabulary, retrieval and inference, in order to share good practice and engage children in a variety of reading genres. Teachers will use class attainment and progress data to target children making less than expected progress.

Children will have the opportunity to practice phonics sounds outside the phonics lesson in order to consolidate learning. Teachers will take opportunities to identify phonics in all areas of the curriculum. Teachers will continually assess children in order that accelerated progress can be made or those who are falling behind are identified and intervened earlier.

Children will access vocabulary and text rich environments in order that children can deepen their understanding of a wider range of vocabulary and texts.

Academy Reading Targets

Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2018	April 2019	July 2019
1	3.2	10.32	Target 5.2 Actual	Target 7.7 Actual	Target 10.32 Actual
2	8.56	15.6	Target 10.6 Actual	Target 13.1 Actual	Target 15.6 Actual
3	14.33	21.3	Target 16.3 Actual	Target 18.8 Actual	Target 21.3 Actual
4	19.78	27.3	Target 22.3 Actual	Target 24.3 Actual	Target 27.3 Actual
5	22.81	29.8	Target 24.8 Actual	Target 27.3 Actual	Target 29.8 Actual
6	28.75	37.7	Target 31.7 Actual	Target 34.7 Actual	Target 37.7 Actual

PHONICS	Baseline attainment July 2018	Target attainment July 2019	December 2018	April 2019	July 2019
Year 1	EYFS Reading ELG at EXP+ = 63%	80% to achieve phonics pass	Target: 60% Actual (yellow+ now)	Target: 70% Actual	Target: 80% Actual
Year 2	Year 1 69% achieved phonics pass	95% to achieve phonics pass	Target: 78% Actual (yellow+ now)	Target: 86% Actual	Target: 95% Actual

Year Group	Baseline attainment	Target attainment July 2019	Dec 18	Jan/Feb 19	Apr 19	July 19
Y2 (teacher assessment)	2017 EYFS EXP+= 59%	EXP+ = 65%	SAS 11-13 Target = 50% SAS ARE+=	NA	SAS 13-15 Target = 60% SAS ARE+=	SAS 15-17 Target = 65% SAS ARE+=
	GDS= 0%	GDS = 15%	SAS 14+ Target = 5% SAS ARE+=	NA	SAS 16+ Target = 10% SAS ARE+=	SAS 18+ Target = 15% SAS ARE+=
Y6 (test data)	KS1 APS/FFT starting point has been used to forecast targets	EXP+ = 70%	Target =35% Actual =	Target = 45% Actual =	Target = 60% Actual =	Target = 70% Actual 57%
		GDS = 15%	Target= 3% Actual =	Target = 7% Actual =	Target = 11% Actual =	Target = 15% Actual =

Success criteria

1) Target children will make better than expected progress.

2) KS1 disadvantaged children will be targeted to convert from EYFS EXS to GDS at the end of KS1.

3) Across KS2 there will be an increase in the number of children with middle and higher prior attainment meeting EXS, particularly those who are disadvantaged.

4) Reduce the difference in outcomes compared to national standards in reading strands (meaning of words, retrieval and inference).

5) Phonics assessments will continuously target individuals and groups ensure a good rate of progress.

6) Children accessing a vocabulary and text rich environment in classrooms and other areas around the academy.

Key People	Funding & Resources
Lead- Angie Aitken (AA): **Assistant Principal for Reading** Jane Liddington (JL): Library Leader Kerry Taylor (KT): Phonics Leader Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education	• Accelerated Reader programme for KS2- £2000 • Reading Cloud software and installation- £2000 • Library resources and books- £2000 • Upgrade book stocks in Y3-6 to link to Accelerated Reader - £2000 • Bespoke Reading Comprehension training from Kathryn Pennington - £4625 • PIXL whole academy subscription and training- £3000

	Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
SC	**Effectiveness of Leadership & Management**				
1 4	AA to monitor teachers' planning, and intervene where relevant, for breadth, depth, differentiation and focussed groups of children	CW	AA CW H	T123456	
1 4	AA to monitor children's recorded learning, and intervene where relevant, for breadth, depth, progress	CW	AA CW RH	T123456	
ALL	AA to regularly monitor teaching & learning through PRIDE walks and with a focus on breadth, depth, progress, differentiation and learning behaviours. Support identified staff.	CW	AA CW RH	T123456	
2 3 4	AA to carry out lesson visits for reading & identify areas for development, provide support and re-observe where necessary.	CW	AA CW RH	T246	
1 2 3	AA use summative reading data systems (internal and external) to identify, monitor and evaluate the attainment and progress of children and identify those needing interventions.	CW	AA CW RH	Sept, Dec, April, July	
1 2 3	AA to ensure all class-teachers implement SAS for reading; identifying children who are falling behind and implementing strategies for catch-up.	CW	AA CW RH	Sept, Dec, April, July	
4	AA to lead the implementation of daily reading planning with a focus on vocabulary, inference and retrieval.	CW	AA CW RH	T23456	
SC	**Quality of Teaching, Learning & Assessment**				
2 3 4	AA to ensure all teachers use SAS data and objectives to plan reading lessons in each 10 day cycle, focus on meeting needs of all learners and key reading skills.	CW	AA CW RH	T123456	
4	AA, in partnership with a reading consultant, to lead a schedule of reading CPD for teachers and teaching assistants with a focus on improving skills to teach vocabulary, inference and retrieval.	CW	AA CW RH	T123456	
4	AA to ensure teachers implement daily taught reading sessions using whole class text at end of each day.	CW	AA CW RH	T1 T2 T3	
4 1 5	AA/KT to lead regular TA reading training with a focus on intervention programme skills, phonics and linking to reading consultant training.	CW	AA CW RH	T123456	
6 1	AA to lead use of rigorous routines for issuing and changing home readers regularly, setting high expectations for monitoring the text appropriateness and how regularly children read.	CW	AA CW RH	T123456	
1 2 3	JL to lead teachers to track the quantity and quality of reading texts children are accessing using Reading Cloud and Accelerated Reader and ensure class teachers access this information.	CW	AA CW RH	T123456	
1 2 3	AA to lead Y3, Y4, Y5 and Y6 teachers implement Accelerated Reader approach for home reading using associated assessments to inform ongoing teacher assessments.	CW	AA JL CM	T123456	
5	KT to lead monitoring and evaluate EYFS, Y1 and Y2 phonics teaching & learning, focus on progress, fluency and identification of those falling behind and implementing strategies to catch up.	CW	AA CW RH	T123456	
1 2 3	AA to lead implementation of Fast Reading (Years 1-6), and to monitor teachers' use of data to inform assessments and planned learning.	CW	AA CW RH	Dec April July	
SC	**Outcomes for Pupils**				
5	KT to lead the monitoring and evaluation of Year 1 phonics, identifying children in need of intervention, with particular focus on disadvantaged children.	CW	AA CW RH KT	T123456	
1 2 3	Achievement Teams will identify strategies, ideas and resources to support targeted learners for aspects of the reading curriculum.	CW	CW LT RH	T123456	
6	JL to lead celebration of reading each term sharing quantity of books and words read by all children and classes.	CW	AA CW RH	T1246	
1 2 3	AA to lead teachers to implement PIXL assessments and QLA to inform SAS and planned teaching and interventions.	CW	AA CW RH	T1 T3 T5	
1 2 3	AA to lead implementation, monitor and evaluate the use of PIXL interventions in Years 2-6 for identified groups of learners.	CW	AA CW RH	Sept, Dec, April, July	

Evaluations against success criteria:

December 2018 evaluation:
April 2019 evaluation:
July 2019 evaluation:

FOCUS PRIORITY 2- MATHEMATICS

What will be different for children in 2018-2019?

Children in all year groups will be more successful at the identified key strands of calculation, fractions, decimals and percentages and measures. Teachers will give children additional opportunities to develop their understanding of key concepts in calculation, fractions, decimals and percentages and measures.

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.

Children will be aware of a focus in their classroom to improve the confidence and achievement of all children in mathematics.

The Teaching for Mastery approach will be developed to ensure support and challenge for all pupils. Teachers will use class progress data to target key pupils making less than expected progress. There will be an increase in the number of disadvantaged children converting from EYFS EXS to GDS at the end of KS1. Across KS2 more disadvantaged children with middle and higher prior attainment in maths will meet the expected standard.

In KS1 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.

Class teachers will provide children with high quality maths resources to support conceptual understanding and create displays which impact on learning.

Academy Mathematics Targets

Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2018	April 2019	July 2019
1	2.89	9.89	Target 4.89 Actual	Target 7.3 Actual	Target 9.8
2	8.81	15.8	Target 11.8 Actual	Target 14.3 Actual	Target 15.8 Actual
3	15.02	21.5	Target 17 Actual	Target 19 Actual	Target 21.5 Actual
4	20.54	27.5	Target 22.5 Actual	Target 25 Actual	Target 27.5 Actual
5	24.01	31	Target 26 Actual	Target 28.5 Actual	Target 3.1 Actual
6	30.35	38.4	Target 32.8 Actual	Target 35.4 Actual	Target 38.4 Actual

Year Group	Baseline attainment	Target attainment July 2019	Dec 18	Jan/Feb 19	Apr 19	July 19
Y2 (teacher assessment)	2017 EYFS EXP+= 60% GDS= 0%	EXP+ = 70%	SAS 11-13 Target:50% SAS ARE:	NA	SAS 13-15 Target:60% SAS ARE:	SAS 15-17 Target:70% SAS ARE:
		GDS = 15%	SAS 14+ Target:5% SAS ARE+:	NA	SAS 16+ Target:10% SAS ARE+:	SAS 18+ Target:15% SAS ARE+:
Y6 (test data)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 72%	Target: 40% Actual:	Target: 55% Actual:	Target: 65% Actual:	Target:72% Actual:
		GDS = 15%	Target GDS:3% Actual:	Target GDS:6% Actual:	Target GDS:10% Actual:	Target GDS:15% Actual:

Success criteria (SC)

1) Target children will make more than expected progress.

2) KS1 disadvantaged children will be targeted to convert from EYFS EXS to GDS at the end of KS1.

3) Across KS2 there will be an increase in the number of children with middle and higher prior attainment meeting the expected standard.

4) Diminish the difference in outcomes compared to national standards in calculation, fractions decimals and percentages and measures.

5) Teaching for Mastery to be firmly established in LKS2 classrooms.

6) Children will access and use quality concrete and textbook resources and will draw on effective working walls to support their learning.

Key People	Funding & Resources
Lead –James Hollingsworth: **Assistant Principal for Maths** Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education	- Investment in Maths No problem (MNP) resources and training package £10,000 - Continued investment in quality concrete maths resources £1000 - Investment in PIXL membership to access all multiplication, SATS and Years 345 summative resources & training £3000 - Enrolment onto the Enigma Mastery Hub 2018-20 – 6 Session for two staff members across first academic year cover costs

Actions (and those responsible)		Who monitors?	Who evaluates?	When	Check
SC	**Effectiveness of Leadership & Management**				
1	JH to monitor, and intervene where required, teachers' planning for breadth, depth, differentiation and focussed groups of children.	CW	CW JH RH	T123456	
2 3	JH to monitor, and intervene where required, children's recorded learning for breadth, depth, progress and presentation.	CW	CW JH RH	T123456	
2 3	JH to carry out lesson visits for mathematics & identify areas for development, provide support and re-observe where necessary.	CW	CW JH RH	T123456	
5	JH to monitor mathematics teaching & learning through PRIDE walks with a focus on teaching for mastery and learning behaviours. Support identified staff.	CW	CW JH RH	T1 T3 T5	
1	JH to monitor, and intervene where required, impact of times tables & arithmetic teaching.	CW	CW JH RH	T123456	
5	Monitor planning, and intervene where required, for mathematical models as outlined in calculation policy.	CW	CW JH RH	T123456	
5	Lead subject masterclasses, for teachers and TAs – Calculation policy, teaching for mastery, and planning support documentation.	CW	CW JH RH	T123456	
5	JH to implement, monitor and support, a lesson structure for teaching for mastery.	CW	CW JH RH	T1	
1	JH to use Symphony Assessment System (SAS) to identify, monitor and evaluate the progress of all children including focus children and intervention children.	CW	CW JH RH	T123456	
2	JH to ensure all class-teachers analyse and use their class data effectively.	CW	CW JH RH	T123456	
5	JH to lead the development of TfM across Lower Key Stage 2; using focused support and guidance to enhance practise.	CW	CW JH RH	T123456	
All	Develop central CPD information point outlining Maths foci for 2018-19, actions and expectations.	CW	CW JH RH	T2	
SC	**Quality of Teaching, Learning & Assessment**				
5	Embed the use of Oakway calculation policy to ensure that models and frames are used to support Teaching for Mastery (TfM).	CW	CW JH RH	T123456	
1 2 3	Embed PiXL assessment processes in Year 2 – 6, including using PiXL resources to supporting learning and using QLAs to inform planned teaching and learning.	CW	CW JH RH	T2 T4 T6	
1	JH to lead staff to use IRIS connect as a tool to support reflective practise in Mathematics teaching.	CW	CW JH RH	T2 T3	
5	Teachers are implementing TfM approach following expectations and guidance provided by JH.	CW	CW JH RH	T123456	
1 2 3	Teachers plan to meet the needs of all learners accessing all data sources and clear objectives.	CW	CW JH RH	T123456	
5	Teachers to use manipulative resources, text books and working walls to support TfM.	CW	CW JH RH	T1 T2	
5	Teachers will use TfM planning frame and resources when planning.	CW	CW JH RH	T1	
4	Teachers ensure the teaching of calculation, fractions, decimals and percentages and measures is given adequate emphasis and time.	CW	CW JH RH	T1	
SC	**Outcomes for Pupils**				
1 2 3	JH to lead teachers in analysing data summaries in order to inform planned learning.	CW	CW JH RH	T123456	
1 2 3	Achievement Teams will identify strategies, ideas and resources to support targeted learners for aspects of the mathematics curriculum.	CW	CW LT RH	T123456	
4	JH to ensure all teachers understand the QLA of KS2 2017/18 to show Oakway's attainment breakdown across the different Mathematical strands and use this to inform planned teaching and learning.	CW	CW JH RH	T1 3 5	
4	JH to lead teachers to implement PIXL assessments and QLA to inform SAS and planned teaching and interventions.	CW	CW JH RH	T2 6	
4	JH to lead implementation of and monitor and evaluate the use of PIXL interventions in Years 2-6 for identified groups of learners.	CW	CW RH JH	T1 T3 T5	
Evaluations against success criteria:					
December 2018 evaluation: **April 2019 evaluation:** **July 2019 evaluation:**					

FOCUS PRIORITY 3- WRITING

What will be different for children in 2018-2019?

All children will have planned learning that is closely matched to their needs with teachers using assessment information effectively to plan and deliver activities that are engaging and allow for accelerated progression. Children will have secure basic writing skills and their presentation will show a steady improvement. Additional teachers across all year groups will be used to address gaps in learning. Children will use cross-curricular linked texts which are engaging to all to create purposeful opportunities for writing across the curriculum. Children will have structured opportunities to learn and consolidate spelling skills, this will include homework.

Academy Writing Targets

Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2018	April 2019	July 2019
1	2.68	9.68	Target 4.68 Actual	Target 7.18 Actual	Target 9.68 Actual
2	8.4	15.4	Target 10.4 Actual	Target 12.9 Actual	Target 15.4 Actual
3	14.22	21.2	Target 16.2 Actual	Target 18.7 Actual	Target 21.2 Actual
4	19.3	26.3	Target 21.3 Actual	Target 23.8 Actual	Target 26.3 Actual
5	21.8	28.8	Target 23.8 Actual	Target 26.3 Actual	Target 28.8 Actual
6	28.9	37.9	Target 31.9 Actual	Target 34.9 Actual	Target 37.9 Actual

Year Group	Baseline attainment	Target attainment July 2018	Dec 18	Jan 19	Apr 19	July 19
Y2 (teacher assessment)	2017 EYFS EXP+= 52% GDS= 0%	EXP+ = 60%	SAS 11-13 Target:35% SAS ARE:	NA	SAS 13-15 Target:45% SAS ARE:	SAS 15-17 Target:60% SAS ARE:
		GDS = 10%	SAS 14+ Target: 0% SAS ARE+:		SAS 16+ Target: 5% SAS ARE+:	SAS 18+ Target: 10% SAS ARE+:
Y6 (teacher assessment)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 70%	Target:30% SAS ARE:	Target:40% TAF:	Target:55% TAF:	Target:70% TAF:
		GDS = 15%	Target GDS:2% SAS ARE+:	Target: 4% TAF:	Target:9% TAF:	Target:15%
Y6 GPS (test data)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 73%	Target : 40% Actual	Target: 55% Actual	Target: 65% Actual:	Target: 73%
		GDS = 20%	Target: 6% Actual	Target: 10% Actual	Target :15% Actual:	Target: 20% Actual:

Success criteria

1) Children will have the opportunity to secure handwriting skills and improvement will be evident in children's recorded learning.

2) Target children will make accelerated progress.

3) KS1 disadvantaged children will be targeted to convert from EYFS EXS to GDS at the end of KS1.

4) Cross curricular writing will be evident for all year groups.

5) All KS2 children will make accelerated progress for spelling from their July 18 baseline.

Key People	Funding & Resources
Lead- Laura Tapley (LT): **Assistant Principal for Writing** Lisa Parker/Natasha Williams (LP/NW): Kinetic Letters Leaders Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education	• RWI Spelling Resources £500 • Writing workshops £350 • PIXL whole academy subscription and training- £3000

SC	Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
	Effectiveness of Leadership & Management				
2 3	LT to monitor, and intervene where necessary, teachers' planning to ensure that the needs of learners are being met.	CW	CW LT RH	T123456	
2 3	LT to monitor teaching & learning through lesson visits and PRIDE walks, with a focus on securing skills, progress, differentiation and questioning, intervene where relevant.	CW	CW LT RH	T123456	
2	LT to ensure all class-teachers analyse and use their class data effectively	CW	CW LT RH	T123456	
2	LT to lead regular Oakway and cross-trust moderation for all years and for the TAF in Y2 and Y6.	CW	CW RH LT	T2 4 6	
4	LT to monitor teachers' planning to ensure that children have opportunities to write at length over a range of subjects and for different purposes.	CW	CW LT RH	T123456	
4	LT to monitor the coverage of genres across KS1 and KS2 and the range and quality of Linked Texts being used.	CW	CW LT RH	T123456	

2 3	LT to monitor the impact of the Feedback Policy using books and One Page Marking to ensure that children have opportunities to secure their writing skills.	CW	CW LT RH	T1 T3 T6	
1	LT to monitor, and intervene where necessary, the quality of recorded learning with a focus on improvements in handwriting and presentation.	CW	CW LT RH	T123456	
5	LT to monitor the quality and regularity of spelling lessons, ensuring that teachers deliver lessons in line with whole school policy and age related expectations.	CW	CW LT RH	T2 T4 T6	
5	LT to monitor the regularity and quality of spelling homework and the impact on spelling scores at the end of each term.	CW	CW LT RH	T123456	
Quality of Teaching, Learning & Assessment					
2 3	RH/LT to provide update WftB training for teachers and teaching assistants with a focus on improving teachers' skills at teaching writing structure and organisation. LT to ensure that new staff receive this training.	CW	CW LT RH	T123456	
2 3 4	LT to support teachers in using SAS writing data and one page marking feedback to plan a cross-curricular sequence of WftB lessons (within each 10 day cycle) focusing on meeting the needs of all learners.	CW	CW LT	T123456	
5	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.	CW	CW LT	T123456	
5	LT lead spelling CPD and coach staff members identified as requiring support.	CW LT	CW LT	T123456	
4	LT to ensure that staff are using a wide range of linked texts to engage children in writing. LT to store and track the use of linked texts across the school.	CW LT	CW LT	T123456	
2 3	LT to ensure that CPD workshops are planned to support teachers to achieve the themes identified through their QFLT audit and monitoring days.	CW LT	CW LT TLIF	T2 T4 T6	
Outcomes for Pupils					
2	LT to support teachers in using PIXL writing and GPS interventions, monitoring impact to ensure that targeted learners made expected or accelerated progress.	CW	CW LT RH	T123456	
2 3	Achievement Teams will identify strategies, ideas and resources to support targeted learners for GPS and writing.	CW	CW LT RH	T123456	
5	LT to monitor the progress of spelling for all learners using PIXL assessments and Spelling Bee results to inform judgements.	LT CW	LT CW TLIF	T123456	
4	LT to support teachers when planning to ensure cross-curricular linked texts link to a range of stimulating writing purposes and there is evidence of children writing for range of purposes.	CW	CW LT RH	T123456	
2 3 4	LT to organise additional opportunities to improve the writing culture within the academy e.g. writing workshops and competitions and to ensure children have the opportunities to write for pleasure.	CW	CW LT	T12345	
Evaluations against success criteria:					

December 2018 evaluation:

April 2019 evaluation:

July 2018 evaluation:

FOCUS PRIORITY 4- EARLY YEARS FOUNDATION STAGE

What will be different for children in 2018-2019?

The free flow area will be a stimulating and inviting place to be and there will be a wide range of open ended opportunities for the children to access which will be carefully planned for to ensure progression in skills. Adults will skilfully intervene in play to extend learning and to assess progress. Adults will focus on encouraging talk during free flow to ensure the children are having maximum exposure to high quality vocabulary and good modelling of spoken English.

A new mathematics scheme based on mastery of number and concrete resources will be implemented in order to improve the quality of mathematics teaching and learning. Children will have a daily mathematics lesson in ability groups which are assessed regularly in order that children can move fluidly as soon as they are ready to move on.

All children will make expected progress taking into account their starting points, particularly in reading, writing and number. Some will make accelerated progress to achieve a Good Level of Development and where expected progress is not achieved interventions will be in place to support children to catch up.

Disadvantaged children will make accelerated progress and close the gap to other groups. Disadvantaged children will make accelerated progress through quality first teaching and targeted intervention by an experienced intervention teacher.

Children who are falling behind will be targeted to catch up through quality first teaching and intervention. All targeted children will make accelerated progress.

Academy Early Years Targets

Cohort number Sept=60	Baseline attainment October 2018	December 2018 (target)	Mini –drop March 2019 (target)	April 2019 (target)	July 2019 (target)
% children at age bands for reading	8-20=14% 16-26=22% 22-36= 52% 30-50= 10% 40-60= 2%	8-20 – % (4%) 16-26 –% (22%) 22-36 –% (42%) 30-50 –% (20%) 40-60 –% (12%) ELG- % (0%)	8-20 – % (3%) 16-26 –% (17%) 22-36 –% (18%) 30-50 –% (35%) 40-60 –% (27%) ELG- % (0%) ELG Exc - % (%)	8-20 – % (2%) 16-26 –% (2%) 22-36 –% (5%) 30-50 –% (30%) 40-60 –% (51%) ELG- % (10%)	8-20 – % (0%) 16-26 –% (1%) 22-36 –% (3%) 30-50 –% (10%) 40-60 –% (27%) ELG- % (57%) ELG Exc - % (2%)
% children at age bands for writing	8-20=23% 16-26=0% 22-36 =58% 30-50=19% 40-60=0%	8-20 – % (10%) 16-26 –% (13%) 22-36 –% (38%) 30-50 –% (29%) 40-60 –% (10%) ELG- % (0%)	8-20 – % (5%) 16-26 –% (10%) 22-36 –% (25%) 30-50 –% (40%) 40-60 –% (20%) ELG- % (0%) ELG Exc - % (0%)	8-20 – % (2%) 16-26 –% (3%) 22-36 –% (15%) 30-50 –% (30%) 40-60 –% (45%) ELG- % (5%) ELG Exc - % (0%)	8-20 – % (0%) 16-26 –% (2%) 22-36 –% (3%) 30-50 –% (10%) 40-60 –% (32%) ELG- % (53%) ELG Exc - % (0%)
% children at age bands for maths (number)	8-20=5% 16-26= 8% 22-36=27% 30-50= 54% 40-60= 5%	8-20 – % (2%) 16-26 –% (5%) 22-36 –% (20%) 30-50 –% (50%) 40-60 –% (23%) ELG- % (0%)	8-20 – % (0%) 16-26 –% (5%) 22-36 –% (10%) 30-50 –% (50%) 40-60 –% (30%) ELG- % (5%) ELG Exc - % (0%)	8-20 – % (0%) 16-26 –% (0%) 22-36 –% (5%) 30-50 –% (30%) 40-60 –% (45%) ELG- % (20%) ELG Exc - % (0%)	8-20 – % (0%) 16-26 –% (0%) 22-36 –% (3%) 30-50 –% (10%) 40-60 –% (22%) ELG- % (60%) ELG Exc - % (5%)
% children achieving GLD	NA	NA	NA	NA	Target 53% Actual

Success Criteria (SC)

1. Disadvantaged children will make accelerated progress and close the gap to other groups.
2. Children who are falling behind will be targeted to catch up through quality first teaching and intervention.
3. All children will make at least expected progress in reading, writing and number.
4. All targeted children will make accelerated progress.
5. New mathematics programme will be implemented and monitoring will identify strong teaching and learning during these sessions.
6. The free flow environment will be developed to provide a vibrant, engaging space (both indoors and outdoors).

Key People

EYFS Strategic Lead - Claire Byron (CB): Vice Principal
Vicky Lochridge (VL): EYFS Leader
Clare Wallace (CW): Principal
Lisa Parker (LP): Kinetic Letters Leader
Jane Liddington (JL): Library Leader
Jacinta Gordon (JG): SENCO
Rob Hardcastle (RH): Head of Primary Education

Funding & Resources

- EYFS maths course, Maths scheme resourcing £500
- EYFS outdoor resourcing £1500
- EYFS resources £2000
- EYFS additional teacher - £15,000
- EYFS Chatterway intervention/ S&L therapist - £5000
- EYFS literacy consultancy and CPD - £3000

SC	Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
	Effectiveness of Leadership & Management				
5	CB to monitor teachers' mathematics planning for breadth, depth, differentiation and focussed groups of children	CW	CB	T135	
5	CB to monitor children's recorded mathematics learning for breadth, depth, progress and presentation	CW	CB	T135	
5	CB to monitor mathematics teaching & learning through monitoring days and learning walks with a focus on breadth, depth, progress, differentiation and learning behaviours	CW	CB	T23456	
5	CB to ensure new mathematics assessment scheme for individual children is implemented and used effectively by teachers in order to move children fluidly through the maths banded groups.	CW	CB	T123456	

3	KT to use teacher's phonics assessments to evaluate progress and rearrange phonics grouping at least termly based on assessment data.	CB	KT CB	T123456	
2	CB to ensure assessment processes are embedded using EYFS profile to assess individual children and EY2 assessment spreadsheet for evaluating progress of different groups of children.	CW	CB VL	T23456	
6	VL 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 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.	CB	CB VL	T123456	
1	VL to develop a programme of parental involvement, with a focus on disadvantaged children, 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.	CB	CB VL	T235	
1 2 3 4	VL to work with writing consultant to provide CPD for teachers and teaching assistants with a focus on developing an EYFS curriculum with a focus on quality texts	CW	VL RH CB	T3456	
3 6	CB to lead on regular audits which monitor the quality of EYFS provision including behaviours for learning, the EY environment and quality of learning opportunities provided by TAs	CW	CB VL	T245	
SC	**Quality of Teaching, Learning & Assessment**				
2	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 Disadvantaged and EAL.	CW	VL CB	T23456	
5	CB to implement and embed new mathematics teaching scheme and ensure all EY staff are confident and competent in delivering scheme elements	CW	CB VL	T123456	
3 4	VL 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	VL	T23456	
3 4	VL to improve the quality and variety of adults' observations of children's learning to ensure they are focused on significant learning and also on characteristics of effective learning	CB	VL	T123456	
3	VL 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.	AA	VL CB	T23456	
3	KT to lead monitoring and evaluation of adapted EYFS phonics teaching & learning, focusing on sound knowledge and sound blending, providing support where to required.	CB	AA KT	T23456	
SC	**Outcomes**				
1 2	KT to implement reading, writing and mathematics interventions, monitoring impact to ensure focus is on children identified as not making expected progress, particularly disadvantaged.	CB	KT	T23456	
1 2	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 MU and regular monitoring of its impact is in place, referring to S&L therapist where children are not progressing as expected.	CB	VL JG	T23456	
3	LT to lead teachers to implement WftB journal writing approach to ensure progress for all learners in writing.	CB	VL LT	T135	
3	VL to lead teachers in the Kinetic Letters handwriting approach to ensure progress for all learners in handwriting.	CB	VL LP	T123456	
Evaluations against success criteria:					
December 2018 evaluation: **April 2019 evaluation:** **July 2019 evaluation:**					

BACKGROUND PRIORITIES

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.	• Scheduled behaviour audits (x3 in year) will indicate that behaviour and relationships policy is applied consistently and low level disruption is minimal. • Monitoring days for all teachers across the year will identify strengths and areas for development. • Regular PRIDE walks carried by Assistant Principals and SENCo will identify strengths and developments for SEND children including those identified as outliers.
2. Reducing the number of fixed-term exclusions.	• 2018-2019 target for maximum percentage of cohort to be subject to fixed term exclusions is 1.5% (9 Children) • 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, alternative provision
3. Ensuring that pupils' attendance improves, particularly for those pupils who have special educational needs and/or disabilities and those who are disadvantaged.	• Whole school attendance target is 95.5% • Whole school PA will reduce to 8% • Disadvantaged attendance target is 95.0% • Disadvantaged PA will reduce to 10%
Evaluations against success criteria:	
December 2018: **April 2019:** **July 2019:**	

2. Breadth and depth of KS1 and KS2 curriculum (CW)

What the priority involves in a nutshell:	Success Criteria:
1. Non-core subject evaluate the quality of teaching and learning and ensure that staff act on the areas for improvement.	• Use of 2017-18 subject data to identify gaps in skills and knowledge in curriculum is addressed by leaders through CPD and support • Ongoing subject objective tracking, displays, class books and recorded learning used to inform leaders of the breadth and depth of their subject • CPD and support provided for identified year groups/teachers to ensure breadth and depth across the year
2. Implement the new RE curriculum to ensure KS1 and KS2 children have opportunities to develop an in-depth understanding of world faiths.	• New Northamptonshire RE curriculum is implemented and taught across KS1 and KS2 from September 2018. • Curriculum tracking, displays, class books and children's recorded learning indicate the broad and balanced RE curriculum • Children's voice indicates that children have an in-depth understanding of world faiths • Y2 and Y6 end of year RE attainment data indicates a broad and balanced curriculum
3. Improving the existing curriculum structure to ensure that it is broad and balanced, so that pupils have opportunities to deepen their knowledge and understanding.	• Termly 'Big Plans' map out the topic and identify opportunities to join skills and knowledge thus deepening knowledge and understanding. • Writing in other subjects is evident in topic books across all year groups. • Learning outside the classroom is evident in each topic. • Real experiences/purposes ae a focus for all topics/units of learning. • A range of concrete resources are used to enhance and promote learning in all topics. • Collaborative learning experiences are planned for each topic. • Technology is used to enhance learning experiences in each topic.
4. Whole school review of existing curriculum breadth and depth completed by June 2019 and new topic structure agreed for 2019-20.	• Identify key elements of Oakway curriculum through use of contextual knowledge, attainment and progress data and children's voice. • Research curriculum structures in other schools. • Participation in the Edison curriculum design group. • Clear curriculum structure agreed in readiness for 2019-20.
Evaluations against success criteria:	
December 2018: **April 2019:** **July 2019:**	

3. To enhance and improve the online safety curriculum for all children (AS and FB)	
What the priority involves in a nutshell:	**Success Criteria:**
1. All staff have up to date knowledge and understanding of the safeguarding risks associated with the use of online technology and the corresponding strategies and measures taken to reduce risk.	• Induction procedures for all staff include up to date training for online safety and the strategies and measures in place at Oakway to reduce the risk. • Safeguarding training and updates make explicit the links to online safety for all safeguarding risks/categories. • All staff have an understanding of the strategies and measures in place to reduce the risk of online safeguarding issues with DSLs having an in depth understanding. • Oakway children, staff and parent voice informs the strategies and measures implemented to reduce the risk of online safeguarding issues.
2. Oakway online safety curriculum is enhanced to respond to the advice and expectations of the 2018 Keeping Children Safe in Education document.	• Year groups are receiving an online safety education that is relevant, up to date and appropriate to them. • There a clear scheme of work which identifies relevant and appropriate teaching resources across computing, ICT and Personal Development. • The online safety curriculum is integrated throughout the academic year and across subject areas, wherever technology is linked to learning. • External speakers and national events are used to complement the online safety curriculum. • Additional online safety education is in place to support identified vulnerable groups and individuals such as SEND or looked after children.
3. Online safety education is provided for all parents.	• Oakway Online Safety blog is updated regularly, using Parent Zone, providing relevant and topical online safety education Translation provided where possible. • Targeted support and intervention is identified and implemented for families. • Academy events are used as a vehicle to consistently provide online safety education messages for all families. • Oakway children, staff and parent voice influences the content of the online safety education for families.
Evaluations against success criteria:	
December 2018: **April 2019:** **July 2019:**	