



Growing PRIDE

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Academy Improvement Plan *September 2018 – July 2019*



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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 and blogs 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 (JAN 2019)

- Oakway Academy is a very large primary school Current number on roll is 586, this is a decreased roll from July 2018 (612) mainly due to one less class in our EYFS for 2018-2019.
- 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 (243) represent 41% of our cohort. The largest ethnic groups represented are:
 - Any other white background (204) 35%
 - Any other Black background (25) 4%
 - Other Black African (19) 3%
 - White and black Caribbean (17) 3%
 - Other ethnic groups contain between 1-15 children
- 260 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, 99 (38%)
 - Romanian, 47 (18%)
 - Latvian, 22 (8%)
 - Lithuanian, 15 (6%)
 - Other language groups contain between 1-10 children
- The academy commissions in excess of 40 hours of Educational Psychologist time each year in order to seek advice, assessment and support for a significant number of children with the highest level of need. In the last 2 years 16 children have received an EHC plan, 11 of whom have moved on to special education provision. The 16 children is 2.8% against the National rate of 1.7%. This academic year to date we have processed 9 requests, 7 of which have already been accepted. We foresee a further 12 children will be supported by the Educational Psychology service this year resulting in more requests for RSAs.
- The current proportion of disabled children and those who have special educational needs identified on our SEND register is 83 (14%), 5 (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 is 181 which is 31% 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. They are identified on our inclusion provision map which lists over 16 provisions.
- So far this year 641 welfare concerns have been raised regarding 200 (34%) children, with 56 of those relating to child protection concerns.
- Currently 53 children (9% 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. So far this year 64 children have joined the academy and 25 have left. The rate of mobility is increasing, 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.

POSITION STATEMENTS- JANUARY 2019

1. Safeguarding is effective. There is a culture of vigilance where children's welfare is actively promoted. Children are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
2. Senior Leadership have an accurate and comprehensive understanding of the quality of education at the academy. This helps to plan, monitor and refine actions to improve all key aspects of academy improvement.
3. Leaders use professional development effectively to improve teaching. Accurate monitoring is used to identify and spread good practice across the academy. In addition to this, a variety of external accredited providers are utilised to support staff professional development at varying levels.
4. Leaders and teachers have an accurate picture of the strengths and weaknesses of the Early Years provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's outcomes. This view is supported by three external audits this academic year.
5. Children are developing the capacity to learn from mistakes and they have become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, this is particularly evident in maths lessons.

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 OUTCOMES

Teacher Assessment Attainment

| 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 |
| Combined RWM | 44 | 3 | 46 | 2 | 56 | 7 | 65 | 12 |

FFT progress analysis

| Subject | 2017 progress FFT percentile ranking | | 2018 progress FFT percentile ranking | |
|--------------|--------------------------------------|--------|--------------------------------------|--------|
| | EXS+ | GDS | EXS+ | GDS |
| Reading | 52/100 | 48/100 | 26/100 | 55/100 |
| Writing | 32/100 | 61/100 | 13/100 | 46/100 |
| Mathematics | 19/100 | 30/100 | 8/100 | 38/100 |
| Combined RWM | 47/100 | 58/100 | 19/100 | 31/100 |

YEAR 6 OUTCOMES

Attainment

| 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) |

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 | FFT Percentile ranking |
| RWM combined | 96.2 | -4.5 | 97.8 | -5.2 | 101.2 | 0.6 | 41/100 |
| Reading | 95.6 | -5.1 | 95.9 | -6.8 | 101 | 0.2 | 48/100 |
| Writing | 98.8 | -0.4 | 96.4 | -4.1 | 100.8 | 2.5 | 17/100 |
| Maths | 97 | -4 | 98.4 | -4.3 | 101.2 | 0.8 | 38/100 |
| GPS | 96.8 | -4.8 | 98.6 | -5.8 | 102.7 | 1.2 | 34/100 |

Science Teacher Assessment

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

RATIONALE FOR PRIORITIES 2018-19

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

1. Focused 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.

Focussed Priority 1 - 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. The cohort's 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.

Focussed Priority 2 - 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.

Focussed Priority 3 - 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.

Focussed Priority 4 – 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.

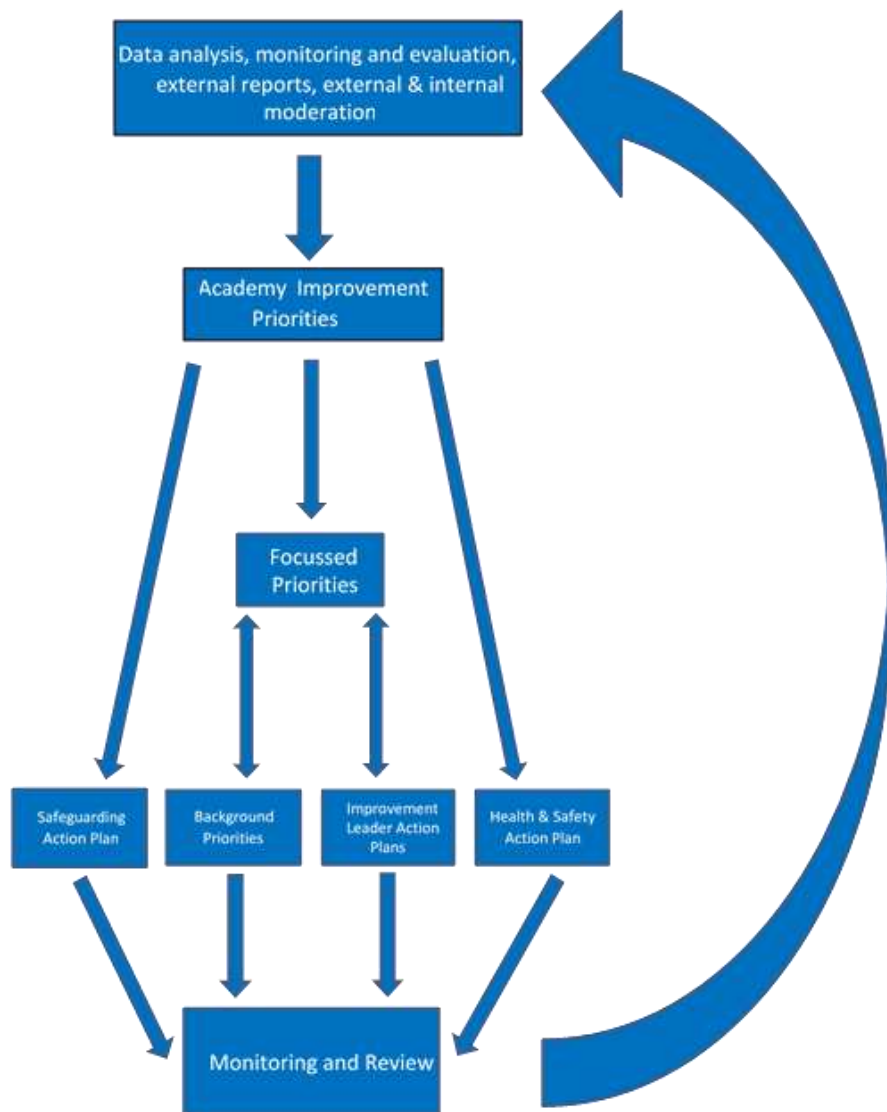
The internal and external physical space in the EYFS setting has seen significant improvements over the past 12 months. However, there are still developments to be implemented to ensure the space maximises opportunities for learning.

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:



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 | | | | | | Success criteria | |
|----------------------------|--|---------------------------------|--|--------------------------|--|---|--|
| Year Group | SAS Baseline attainment July 2018 | SAS Target attainment July 2019 | December 2018 | April 2019 | July 2019 | 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. | |
| 1 | 3.2 | 10.32 | Target 5.2 Actual 5.3 | Target 7.7 Actual | Target 10.32 Actual | | |
| 2 | 8.56 | 15.6 | Target 10.6 Actual 10 | Target 13.1 Actual | Target 15.6 Actual | | |
| 3 | 14.33 | 21.3 | Target 16.3 Actual 15.1 | Target 18.8 Actual | Target 21.3 Actual | | |
| 4 | 19.78 | 27.3 | Target 22.3 Actual 21.5 | Target 24.3 Actual | Target 27.3 Actual | | |
| 5 | 22.81 | 29.8 | Target 24.8 Actual 24.9 | Target 27.3 Actual | Target 29.8 Actual | | |
| 6 | 28.75 | 37.7 | Target 31.7 Actual 31.7 | Target 34.7 Actual | Target 37.7 Actual | 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. | |
| 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 42% (yellow+ now) | Target: 70% Actual | Target: 80% Actual | | |
| Year 2 | Year 1 69% achieved phonics pass | 95% to achieve phonics pass | Target: 78% Actual 55% (spellings 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% Actual = 59% | NA | SAS 13-15 Target = 60% SAS ARE+= | | SAS 15-17 Target = 65% SAS ARE+= |
| | GDS = 0% | GDS = 15% | SAS 14+ Target = 5% Actual = 5% | 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 = 51% | Target = 45% Actual = | Target = 60% Actual = | Target = 70% Actual 57% | |
| | | GDS = 15% | Target = 3% Actual = 10% | Target = 7% Actual = | Target = 11% Actual = | Target = 15% Actual = | |

| 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 | <ul style="list-style-type: none"> 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 |
|---|---|---------------|----------------|------------------------|-------|
| 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 | T1 |
| 1 4 | AA to monitor children's recorded learning, and intervene where relevant, for breadth, depth, progress | CW | AA CW RH | T123456 | T1 |
| 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 | T1 |
| 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 | T2 |
| 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 | Dec |
| 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 | Dec |

| | | | | | |
|--|---|----|----------------|---------------------------|-----|
| 4 | AA to lead the implementation of daily reading planning with a focus on vocabulary, inference and retrieval. | CW | AA CW RH | T23456 | Dec |
| 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 | T2 |
| 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 | T12 |
| 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 | T2 |
| 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 | T2 |
| 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 | T12 |
| 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 | T12 |
| 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 | T12 |
| 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 | T12 |
| 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 | Dec |
| 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 | T12 |
| 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 | T12 |
| 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 | T12 |
| 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 | T1 |
| 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 | Dec |
| Evaluations against success criteria: | | | | | |
| December 2018 evaluation: | | | | | |
| Junior Librarian software was purchased in order to track reading across Oakway. All books were catalogued and training was provided for the reading lead, library lead and library assistant. This training was then disseminated to teaching staff at the beginning of the academic year. Since September 2018, 10361 fiction and 2496 non-fiction books have been issued to children at Oakway. | | | | | |
| Success criteria 1: Target children will make better than expected progress | | | | | |
| As part of the appraisal process and using class profile baselines, teachers identified target children. Discussions with phase leaders, considerations of previous key stage outcomes and Academy targets identified 6 target children per class to make accelerated progress by DP1. In addition to class teachers, additional teachers in each year group provided another opportunity to close the gap in learning. SAS and PiXL QLAs were used to identify specific gaps in skills and a range of resources, including PiXL therapies were taught to improve progress. The feedback policy was updated, in collaboration with teachers, to ensure opportunities to feedback to learners was provided. All targeted children made expected progress with some, but not all, making accelerated progress. Targeted children who did not make accelerated progress will be reviewed and included in T3. | | | | | |
| Success criteria 2: KS1 disadvantaged children will be targeted to convert from EYFS EXS to GDS at the end of KS1. | | | | | |
| Since September a phonic lead has been appointed to add capacity to the leadership of phonics and reading. Their role is to focus on the quality of teaching and learning of phonics, as well as interventions aimed at 10 PPG children in Y1. PPG children in Y1 made expected progress in reading by DP1 (2pts), slightly higher than non PPG. 3 out of the 10 children who left EY as EXP made 2pt (good) progress with 1 making accelerated progress and moving within the GDS level of attainment. Of the 21 PPG children in Y2, 50% access phonics on a daily basis with the other 50% working above this. 7 Y2 children who left EY as EXP are making similar progress to the rest of the cohort and are targeted as part of the appraisal process. All PPG children are targeted through the 'PPG first' strategy are a focus for monitoring days in January 2019. They will also be part of reviewed target children within the mid-year appraisal process. EAL children in KS1 are making good progress, with Y2 outperforming non-EAL. SEND children are progressing slightly less than non-SEND with 27% currently working at expected standard in Y2. | | | | | |
| Success criteria 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. | | | | | |
| All KS2 children have access to AR to engage reading and provide real texts at different levels. Each term, tests completed show an increase in the reading age for all year groups since September. Children are independently accessing quizzes against books read which goes towards their word count. Currently 5 children in KS2 have reached 1 million words. Since September 2018, the number of quizzes passed on books is 7,782. This equates to 33,655,647 words and does not include any book where children scored below 80% on their quiz. | | | | | |
| Year 6: By DP1, LAP and MAP children made strong progress with HAP children making expected progress. 8% of LAP children are now working at expected standard, although 46% of MAP children are now working below. 77% of children of HAP children are currently working at expected standard. This data is historic across KS2 and Y6 teachers and children have individual targets set in order to achieve end of KS attainment in line with their KS1 outcomes. Progress towards this is evident in the strong progress made. | | | | | |

Year 5: By DP1, LAP, MAP and HAP children made strong progress. 11% of LAP children are now working at expected attainment. 26% of MAP children are working below, although 14% have also converted to above expected attainment. 100% of HAP children are still working above expected standard. These children were identified early in September and accelerated progress was targeted for all children who were working below their KS1 outcomes. This is evident in the progress made.

Year 4: By DP1, LAP, MAP and HAP children are making expected progress. 15% of LAP children have converted to expected attainment. 8% of MAP children are now working below, although 13% are working above expected attainment. 18% of HAP children are working at expected. As a year group, 96% of children with matched KS1 outcomes are at expected or above.

Year 3: By DP1, LAP children progress required improvement although 8% of LAP children have converted to expected attainment. Progress for MAP and HAP was good. 2% of MAP children are now working below expected attainment, although 2% have converted to expected attainment. 100% of HAP children are still working at the level.

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

Part 1 of 2 CPD training has been completed for all teaching staff to improve the quality of teaching reading skills with a focus on vocabulary and reading strategies from EY to Y6 (additional training in March 2019). Vocabulary is now planned within reading lessons and as part of the end of day book share. Displays in classrooms promotes the understanding of vocabulary using a traffic light approach and magpie books are being used in KS2 as a tool for children to access vocabulary when writing. Pie Corbett book spine for fiction was ordered for all year groups in order that teachers could share good quality text with their class. The continuation of linked text as part of the 10 day writing plan is consistently being used. Timetables have been reviewed and changed to give more time every day to reading. From January 2019, a 3 week plan of reading will provide opportunities to use a key text and focus on teaching specific reading skills including vocabulary, retrieval and inference. A GROW model will also be used to give feedback to children about their reading.

2017 mock SATs (taken in December 2018)

| | Number of pupils (PP) | % Cohort (PP) | Target % |
|----------------------------|-----------------------|---------------|----------|
| At EXS standard (28 marks) | 43 (16) | 51 (48) | 70 |
| >23 marks | 51 (20) | 61 (61) | |
| >18 marks | 61 (26)* | 73 (79) | |
| At GDS standard (40 marks) | 8 (2) | 10 (6) | 15 |
| >35 marks | 23 (9)* | 27 (27) | |

*Target children for T3

Tracking of test marks

| | Summer PiXL Y5 | Autumn PiXL Y6 | 2017 SATs Y6 | Spring PiXL Y6 | 2018 SATs Y6 | 2019 SATs Y6 | Minimum score |
|----------|----------------|----------------|---------------|----------------|--------------|--------------|---------------|
| Maths VA | 20.53 (-8.3) | 18.21 (-10.6) | 26.63 (-2.33) | | | | 31.96 0 |

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

Since September 2018, an experienced phonics teacher has led phonics in collaboration with the reading lead. A phonics action plan identifies priorities to raise the progress of phonics in EY, Y1 and Y2 and ensure that PPG children in EY and Y1 make better than expected progress. This has been actioned by supporting teaching staff to provide good quality teaching of phonics and sharing good practice. Children are assessed at the end of each term using the RWI assessment framework and those who do not progress are immediately targeted with individual interventions for the following term. Most targeted children moved groups either before or at the next cohort assessment. By December 2018, 43% of EY children were working at ARE for phonics (Set 1 Group C) or above which is significantly better than baseline of 5%. In Y1, ARE increased by 10% to 63% in December 2018. This was in addition to 5 out of 7 new starters starting Oakway below ARE. All PPG children in Y1 progressed in phonics with 70% moving 2 or more groups during this time. Y2 phonics also increased with 55% slightly from T1 to T2. This is lower than Y1 baseline due to 11 of the 16 new starters having below ARE phonics, most starting with Set 1 sounds.

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

Classrooms have key vocabulary and traffic lights to support children's learning. Vocabulary activities are beginning to embed themselves into all areas of the curriculum and high level vocabulary is accessible through class books, linked text and reading lessons. Teachers are widening their own reading knowledge and displays in the library celebrate reading, including books reviews. Accelerated reader displays are being used effectively in Y3 to Y6 to engage children in passing the quizzes and aiming for 1 million words throughout the academic year. Fiction book reading spines have been bought in order that age related text can strengthen vocabulary across the school. Book shelves in every year group area create an organised system in order that children can take ownership of the books they read.

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 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 | Success criteria (SC) |
|-----------------------------|-----------------------|
|-----------------------------|-----------------------|

| 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 5.41 | Target 7.3 Actual | Target 9.8 |
| 2 | 8.81 | 15.8 | Target 11.8 Actual 11.19 | Target 14.3 Actual | Target 15.8 Actual |
| 3 | 15.02 | 21.5 | Target 17 Actual 15.83 | Target 19 Actual | Target 21.5 Actual |
| 4 | 20.54 | 27.5 | Target 22.5 Actual 22.64 | Target 25 Actual | Target 27.5 Actual |
| 5 | 24.01 | 31 | Target 26 Actual 26.14 | Target 28.5 Actual | Target 3.1 Actual |
| 6 | 30.35 | 38.4 | Target 32.8 Actual 32.9 | 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% GDS = 15% | SAS 11-13+ Target:50% SAS ARE: 70% | NA | SAS 13-15 Target:60% SAS ARE: | SAS 15-17 Target:70% SAS ARE: |
| | | | SAS 14+ Target:5% SAS ARE+: 24% | 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% GDS = 15% | Target: 40% Actual: 46% | Target: 55% Actual: | Target: 65% Actual: | Target:72% Actual: |
| | | | Target GDS:3% Actual: 7% | Target GDS:6% Actual: | Target GDS:10% Actual: | Target GDS:15% Actual: |

- 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 |
|------------|---------------------|
|------------|---------------------|

| | |
|---|--|
| <p>Lead –James Hollingsworth: Assistant Principal for Maths Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education</p> | <ul style="list-style-type: none"> 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 | Who monitors? | Who evaluates? | When | Check |
|-----|---|---------------|----------------|----------|-------|
| 1 | JH to monitor, and intervene where required, teachers' planning for breadth, depth, differentiation and focussed groups of children. | CW | CW JH RH | T123456 | T12 |
| 2 3 | JH to monitor, and intervene where required, children's recorded learning for breadth, depth, progress and presentation. | CW | CW JH RH | T123456 | T12 |
| 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 | T12 |
| 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 | T1 |
| 1 | JH to monitor, and intervene where required, impact of times tables & arithmetic teaching. | CW | CW JH RH | T123456 | T12 |

| | | | | | |
|-----|---|----|-------------|---------|-----|
| 5 | Monitor planning, and intervene where required, for mathematical models as outlined in calculation policy. | CW | CW JH RH | T123456 | T12 |
| 5 | Lead subject masterclasses, for teachers and TAs – Calculation policy, teaching for mastery, and planning support documentation. | CW | CW JH RH | T123456 | T12 |
| 5 | JH to implement, monitor and support, a lesson structure for teaching for mastery. | CW | CW JH RH | T1 | 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 | T12 |
| 2 | JH to ensure all class-teachers analyse and use their class data effectively. | CW | CW JH RH | T123456 | T12 |
| 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 | T12 |
| All | Develop central CPD information point outlining Maths foci for 2018-19, actions and expectations. | CW | CW JH RH | T2 | 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 | T12 |
| 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 | T2 |
| 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 | T2 |
| 5 | Teachers are implementing Tfm approach following expectations and guidance provided by JH. | CW | CW JH RH | T123456 | T12 |
| 1 2 3 | Teachers plan to meet the needs of all learners accessing all data sources and clear objectives. | CW | CW JH RH | T123456 | T12 |
| 5 | Teachers to use manipulative resources, text books and working walls to support Tfm. | CW | CW JH RH | T1 T2 | T12 |
| 5 | Teachers will use Tfm planning frame and resources when planning. | CW | CW JH RH | T1 | T1 |
| 4 | Teachers ensure the teaching of calculation, fractions, decimals and percentages and measures is given adequate emphasis and time. | CW | CW JH RH | T123456 | T12 |

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 | T12 |
| 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 | T12 |
| 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 | T1 |
| 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 | T2 |
| 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 | T1 |

Evaluations against success criteria:

December 2018 evaluation:

Success Criteria 1: Target children will make more than expected progress.
 All teaching staff were given target children as part of their appraisal process. These were identified by phase leaders and focused on different groups of learners and academy attainment targets. These children were identified on the class profiles for all classrooms. The feedback policy has been reviewed and rewritten using the voice of class teachers, all teachers are using a proforma of their design to identify opportunities for feedback to learners that will have the greatest impact on learners. All year groups have had 'additional teachers' that have been used to target groups of learners for accelerated progress, these additional teachers have used a range of resources to progress learning including PiXL therapies. Teachers have also had the opportunity to attend Achievement Teams meetings where they can identify children with barriers to learning and share ideas with other practitioners.

| Year group | Target pupils making accelerated progress |
|------------|---|
| Yr R | 9/24 – 38% |
| Yr 1 | 22/31 – 71% |
| Yr 2 | 26/32 – 81% |
| Yr 3 | Data resubmission 01/19 |
| Yr 4 | 8/20 – 32% |
| Yr 5 | 14/18 – 77% |
| Yr 6 | 23/24 – 96% |

Success Criteria 2: KS1 disadvantaged children will be targeted to convert from EYFS EXS to GDS at the end of KS1.
 At the end of data point 1, 19% of children who were 'expected' at the end of EYFS have now converted into 'above expected' (20 children). Of this 19% 7 are EAL, 3 are PPG and none are SEN. There are 10 PPG children in the Year 2 cohort who were 'expected' in EYFS, with seven of these children assessed between SAS 10-13 therefore they need to make accelerated progress to convert to 'above expected'. Of these 10 PP children 50% made accelerated progress in Term 1.

The 7 PP pupils currently working within the expected band will be targeted through the 'PPG first' strategy and will become a focus for monitoring days in January 2019. They will also be targeted through additional 'small group' teaching daily during topic time by the additional Year 2 teacher.

Success Criteria 3: Across KS2 there will be an increase in the number of children with middle and higher prior attainment meeting the expected standard. Year 6: All PA groups have achieved strong progress from baseline to DP1. LAP are making progress at a faster rate than MAP and LAP groups. 10% of the PA LAP group are now attaining the expected standard. 50% of pupils who have PA data at the EXP standard are now working below the expected standard. This fall in attainment is historic. Of the PA HAP group 80% of pupils are now attaining at the EXP standard. Again, this fall in attainment is historic. Teachers have accurate and up to date information about key pupils who are regularly targeted as part of intervention and QFT.

Year 5: LAP and MAP pupils are making strong progress. HAP pupils are making good progress. Of the PA LAP pupils, 14% are now working within the EXP standard at DP1. Of the PA MAP group, 32% of pupils are now working towards the expected standard, 39% remain working at the expected standard and 29% of pupils are now working above the expected standard. Compared to KS1 PA, there has been a 16% rise in pupils working above the expected standard. Conversely, there has been a 16% rise in pupils working below the expected standard. This is a historical drop in attainment data.

Year 4: Both the PA LAP and HAP group have made good progress. The PA MAP group have made outstanding progress. At the end of KS1 28% of pupils were attaining below the expected standard, 54% of pupils were attaining at the expected standard. 18% of pupils were attaining above the expected standard. At DP1 23% of pupils are attaining below the expected standard – a 5% drop. 56% of pupils are attaining the expected standard – a 2% rise. 21% of pupils are attaining above the expected standard – a 3% rise. This shows a steady trend of rising attainment over the past 18 months. Of the PA LAP group 22% of pupils are now working at the expected standard. 10% of PA MAP group is now working above the expected standard. 1 child has within the PA MAP group is now working below the expected standard. This child left Oakway in January of Yr 3 and returned in November Year 4.

Year 3: At the End of KS1 30% of pupils were assessed as working towards the expected standard. 58% of pupils attained the expected standard while 12% of pupils attained the greater depth standard. Currently, 30% of pupils are working towards the expected standard – in line with PA. 61% of pupils are attaining the expected standard – 3% rise compare to PA. 9% of pupils are attaining the greater depth standard – 3% drop. There is a slight decline in pupil attainment with 3 children moving from attaining above the expected standard to working at the expected standard. These pupils are all within 3A whose teacher has been on long term sick leave. The teacher will resubmit DP1 data at the end of January.

Success Criteria 4: Diminish the difference in outcomes compared to national standards in calculation, fractions decimals and percentages and measures Arithmetic test data shows good progress has been made in arithmetic knowledge compared to this time last academic year. Of the 19 classes for which we have average autumn data, 11 classes are currently averaging, across all autumn test results, 60% or above. 4 of these 11 classes have an autumn test average of over 70%. A further 7 classes are averaging scores between 50% - 60%, with all of these classes falling in KS2. 1 class has Autumn test average of below 50%. 1 class does not have accurate and up to date records due to teacher absence.

Term 3 will see support put in place for key classes which are showing significant variation from the 60% standard and/or significant variation from classes within the year group.

Year 6 test data is showing promising progress towards expected average scores for the cohort. The progress reflects the continued focus on the Mathematical strands of calculation, fractions, decimals and percentages and measures.

| | Number of pupils (PP) | % Cohort | Target % |
|----------------------------|-----------------------|----------|----------|
| At EXS standard (61 marks) | 37 (14) | 44 (42) | 72 |
| >51 marks | 40 (15) | 48 (45) | |
| >40 marks | 50 (22) | 68 (67) | |
| At GDS standard (96 marks) | 3 (1) | 4 (3) | 15 |
| >90 marks | 7 (2) | 8 (6) | |
| >80 marks | 12 (4) | 14 (12) | |

Tracking of test marks

| | Summer PiXL Y5 | Autumn PiXL Y6 | 2017 SATs Y6 | Spring PiXL Y6 | 2018 SATs Y6 | 2019 SATs Y6 | Minimum score |
|-------|----------------|----------------|--------------|----------------|--------------|--------------|---------------|
| Maths | 46.26 | 42.84 | 50.55 | | | | 75.12 |
| VA | -7.8 | -8 | -4.8 | | | | 0 |

Success Criteria 5: Teaching for Mastery to be firmly established in LKS2 classrooms.

A holistic approach to change towards Teaching for Mastery has been undertaken across Key Stage 2 within terms 1 and 2. The maths lead and a further teacher have been enrolled onto the Enigma Maths hub and have attended 2 TfM training sessions. As part of this. A TfM mathematical consultant has been into Oakway to support and observe Mastery teaching within our setting. In order to facilitate a smooth transition towards TfM across the school a number of supporting resources have been created, implemented and utilised to good effect. Teacher have been given access to a planning placemat – outlining the key components of a good Mastery lesson. This is frequently visible within PPA sessions and the impact can be seen in both lesson structure and within planning documents. The school have purchased additional Mastery and reasoning resources to complement the ongoing use of Maths No Problem. As a result pupils' opportunity for reasoning has increased over the term, with particular strength in challenge and opportunity being seen in Year 2 and Year 6. Inconsistency across and within year groups in opportunities for reasoning will become a focus for Term 3 and Term 4 monitoring and support.

Teachers have received TfM CPD sessions with follow up support from the subject lead. TA have received five training sessions across term 2. At the beginning of the training, TA were asked to complete a TfM evaluation form to record their confidence in supporting Maths lessons. TA rated themselves an average confidence score of 4.1/10 across the 8 TfM criteria. The training sessions supported 4 areas of greatest concern as identified by the evaluation – Role of TA, What TfM looks like, differentiation, questioning. The TAs completed the evaluation form in December to show progress against the baseline measure. They rated themselves a confidence score of 6.4/10. Term 3 and 4 will see follow up support in classrooms to ensure TAs continue to use the strategies and resources discussed in the training sessions.

Success Criteria 6: Children will access and use quality concrete and textbook resources and will draw on effective working walls to support their learning. In September 2018 2/20 (10%) of classrooms contained an active working wall displaying mathematical models, vocabulary and student thinking. In November, this number had increased to 10/20 (50%). In December, the number of classrooms with active working walls stands at 14/20 (70%). The school has made financial commitments to ensure that teachers have the necessary concrete materials required to support the Teaching for Mastery approach. Planning demonstrates that a wide range of resources are being planned for all groups in all year groups. Ongoing monitoring data shows that over 50% of classes are using concrete materials within lessons to support all learners on a regular basis. Pupil voice questionnaires reveal that 85% of KS2 pupils interviewed stated that they agreed or strongly agreed with the statement 'I enjoy Maths lesson'.

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 | | | | | | Success criteria | |
|---|--|---------------------------------|--|-----------------------|-------------------------------------|--|-------------------------------------|
| Year Group | SAS Baseline attainment July 2018 | SAS Target attainment July 2019 | December 2018 | April 2019 | July 2019 | 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. | |
| 1 | 2.68 | 9.68 | Target 4.68 Actual 4.97 | Target 7.18 Actual | Target 9.68 Actual | | |
| 2 | 8.4 | 15.4 | Target 10.4 Actual 9.81 | Target 12.9 Actual | Target 15.4 Actual | | |
| 3 | 14.22 | 21.2 | Target 16.2 Actual 14.8 | Target 18.7 Actual | Target 21.2 Actual | | |
| 4 | 19.3 | 26.3 | Target 21.3 Actual 21.8 | Target 23.8 Actual | Target 26.3 Actual | | |
| 5 | 21.8 | 28.8 | Target 23.8 Actual 23.48 | Target 26.3 Actual | Target 28.8 Actual | | |
| 6 | 28.9 | 37.9 | Target 31.9 Actual 30.7 | 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+: 52% | NA | SAS 13-15 Target:45% SAS ARE: | | SAS 15-17 Target:60% SAS ARE: |
| | | GDS = 10% | SAS 14+ Target: 0% SAS ARE+: 8% | | 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+:40% | Target:40% TAF: | Target:55% TAF: | | Target:70% TAF: |
| | | GDS = 15% | Target GDS:2% SAS ARE+: 3% | 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: 52% | Target: 55% Actual | Target: 65% Actual: | | Target: 73% |
| | | GDS = 20% | Target: 6% Actual: 11% | Target: 10% Actual | Target :15% Actual: | Target: 20% Actual: | |
| 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 | | | <ul style="list-style-type: none"> 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 | T12 |
| 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 | T12 |
| 2 | LT to ensure all class-teachers analyse and use their class data effectively | | | CW | CW LT RH | T123456 | T12 |
| 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 | T2 |
| 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 | T12 |
| 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 | T12 |
| 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 | T1 |
| 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 | T12 |
| 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 | T2 |
| 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 | T12 |
| 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 | T12 |
| 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 | T12 |

| | | | | | |
|----------------------------|--|-------|------------|----------|-----|
| 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 | T12 |
| 5 | LT lead spelling CPD and coach staff members identified as requiring support. | CW LT | CW LT | T123456 | T12 |
| 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 | T12 |
| 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 | T2 |
| 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 | T12 |
| 2 3 | Achievement Teams will identify strategies, ideas and resources to support targeted learners for GPS and writing. | CW | CW LT RH | T123456 | T12 |
| 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 | T12 |
| 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 | T12 |
| 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 | T12 |

Evaluations against success criteria:

December 2018 evaluation:

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

Handwriting baseline data was collated at the beginning of the year and analysed by the middle leaders with responsibility for Kinetic Letters. Presentation in children's books was monitored for all class teachers as part of their termly monitoring day. Where standards for presentation were poor, this was identified as a point for development to be actioned. Follow-up monitoring was also identified and completed. Presentation expectations were shared regularly with children and are an expectation written into the new 2018 feedback policy. Writing progress across Autumn 1 was graded as outstanding in all year groups except one. Children's writing and presentation has been celebrated in our writing corridor. There are expectations that every classroom has a kinetic letters display and the middle leaders led kinetic letters training in the first half term.

Success Criteria 2: Target children will make accelerated progress.

All teaching staff were given target children as part of their appraisal process. These were identified by phase leaders and focused on different groups of learners and academy attainment targets. These children were identified on the class profiles for all classrooms. Cross-trust moderation took part for writing during November where all opportunities had the opportunity to discuss their assessment of key children. The feedback policy has been reviewed and rewritten using the voice of class teachers, all teachers are using a proforma of their design to identify opportunities for feedback to learners that will have the greatest impact on learners. All year groups have had 'additional teachers' that have been used to target groups of learners for accelerated progress, these additional teachers have used a range of resources to progress learning including PIXL therapies. Teachers have also had the opportunity to attend Achievement Teams meetings where they can identify children with barriers to learning and share ideas with other practitioners.

| Year Group | % of Target Children making accelerated progress in Writing |
|------------|---|
| Year R | 22/30 (73%) |
| Year 1 | 21/24 (87%) |
| Year 2 | 10/35 (28%) |
| Year 3 | Data to be resubmitted in January 2019 |
| Year 4 | 4/12 (33%) |
| Year 5 | 9/18 (50%) |
| Year 6 | 21/23 (91%) |

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

At the end of data point 1, 10% of children who were 'expected' at the end of EYFS (51) have now converted into 'above expected' (5). Of this 10% (5 children), 2 are EAL, none are PPG or SEN. There are 9 PPG children in the Year 2 cohort who were 'expected' in EYFS, all of these children have been assessed between SAS 10-13 therefore they need to make accelerated progress to convert to 'above expected'. These children will be targeted through the 'PPG first' strategy and will become a focus for monitoring days in January 2019. They will also be targeted through additional 'small group' teaching daily during topic time by the additional Year 2 teacher. There are currently 19 children out of the prior 'expected' band who are a SAS 13, if they make 5 points progress across the next two terms then they will convert to 'above expected'. Of this 19: 2 are PPG, 1 SEN and 9 are EAL. These children will also become a focus of monitoring during Term 2 and 3.

Success Criteria 4: Cross curricular writing will be evident for all year groups.

Cross curricular writing is evident across the curriculum. Topic books and planning demonstrate that children are being given regular opportunities to link their literacy lessons with a range of other foundation subjects. Cross-curricular writing is celebrated and displayed in our writing corridor. Writing opportunities have been made across all foundation subjects including Personal Development and RE. Links to British Values and local events have also been made such as our whole school celebration of the WW1 centenary. All teaching staff received a CPD refresher about the 'ten day plan' and expectations for the planning and teaching of writing. All teachers understand the expectations for using 'linked texts' as a stimulus for their writing, the bank of texts available has grown. More opportunities for reading across the timetable has also given children more models for their writing. There have also been opportunities for greater depth writers in Year 5 and 6 to visit other schools, learners and real writers who talked about their experiences as authors.

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

A new approach to spelling was introduced in September. All children receive a spelling booklet every 4-6 weeks with spellings to learn at home. At the end of term these are tested as part of a 'spelling bee' and results are celebrated in school and with parents. A tracking document for these scores has been created and

is being monitored for completion termly. Year 6 are completing these spelling books every two weeks. All children in Y3-5 have a spelling baseline from the end of the last academic year based on the average cohort score out of 20, they have all completed formal PIXL tests in October. They will then complete a formal PIXL test in July 2019 to demonstrate progress over the academic year. Year 6 complete regular MOCK tests over the academic year. The average spelling score for the Y6 cohort has remained between 9-10 however the percentage of children attaining at EXP+ in GPS has increased from 28% to 52%. From January, Y6 teachers will be using PIXL spelling resources four times a week based on weaknesses identified in QLAs. In January all TAs will receive 6 CPD sessions focused on kinetic letters, GPS and writing which will then have an impact on learning and support in class. All class teachers had a refresher CPD session in September based on our RWI spelling scheme.

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 | | | | | | Success Criteria (SC) |
|---|--|--|--|---|---|--|
| Cohort number Sept=60 | Baseline attainment October 2018 | December 2018 (target) | Mini –drop March 2019 (target) | April 2019 (target) | July 2019 (target) | <ol style="list-style-type: none"> Disadvantaged children will make accelerated progress and close the gap to other groups. Children who are falling behind will be targeted to catch up through quality first teaching and intervention. All children will make at least expected progress in reading, writing and number. All targeted children will make accelerated progress. New mathematics programme will be implemented and monitoring will identify strong teaching and learning during these sessions. The free flow environment will be developed to provide a vibrant, engaging space (both indoors and outdoors). |
| % children at age bands for reading | 8-20-14% 16-26-22% 22-36- 52% 30-50- 10% 40-60- 2% | 8-20 – 2% (4%) 16-26 –9% (22%) 22-36 –22% (42%) 30-50 –53% (20%) 40-60 –14% (12%) ELG- 0% (0%) | 8-20 – % (3%) 16-26 –% (17%) 22-36 –% (18%) 30-50 –% (35%) 40-60 –% (27%) ELG- % (0%) ELG Exc - % (0%) | 8-20 – % (2%) 16-26 –% (2%) 22-36 –% (5%) 30-50 –% (30%) 40-60 –% (51%) ELG- % (10%) ELG Exc - % (%) | 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 – 0% (10%) 16-26 –9% (13%) 22-36 –10% (38%) 30-50 –57% (29%) 40-60 –24% (10%) ELG- 0% (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 – 0% (2%) 16-26 –2% (5%) 22-36 –24% (20%) 30-50 –24% (50%) 40-60 –50% (23%) ELG- 0% (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 | |

| Key People | Funding & Resources |
|--|---|
| 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 | <ul style="list-style-type: none"> 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 |

| 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 | T1, 3, 5 Dec 2018 |
| 5 | CB to monitor children's recorded mathematics learning for breadth, depth, progress and presentation | CW | CB | T4, 5, 6 |
| 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 Nov 2018 |
| 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 Nov 2018 |
| 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 Dec 2018 |
| 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 Oct 2018 |
| 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 Nov 2018 |
| 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 | T35 |
| 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 | T4, 5, 6 |
| 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 Nov 2018 |
| 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 | Dec 2018 |
| 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 | Nov 2018 |
| 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 | Oct 2018 |
| 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 | Oct 2018 |
| 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 | Oct 2018 |
| 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 | Dec 2018 |

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 | Dec 2018 |
| 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 | Oct 2018 |
| 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 | Dec 2018 |

Evaluations against success criteria:

December 2018 evaluation:

Success Criteria 1: Disadvantaged children will make accelerated progress and close the gap to other groups.

As a group PPG children are making accelerated progress; 3 points in reading and number and 4 points in writing. 73% of PPG children made at least expected progress in reading and number and 82% in writing. Additional teacher intervention for PPG children is having positive impact; identified during external monitoring by local authority in November and by Early Years SLE in December. All PPG children received Chatterways speech and communication intervention with trained teaching assistant. Most children progressed onto the next stage of the programme, representing unto six months progress in the three month period. One child who did not make progress has been referred for an NHS S&L assessment. PPG children not making accelerated progress in reading, writing and number are identified for additional intervention in term 3.

Success Criteria 2: Children who are falling behind will be targeted to catch up through quality first teaching and intervention.

Chatterways: communication and language intervention was put in place for all children not at age related expectations in speech, language and communication following a baseline assessment in October 2018:

- Baseline information gathered and used to inform grouping for intervention.
- Individual tracking and assessment established for all learners, matrices in place to track cohort performance
- TA in post to provide daily intervention in small groups
- Children are making strong progress through the programme-: 45% of cohort at 42 months+ at baseline in September 2018 and 70% at 42 months+ by December 2018, 10 % of the children have completed the programme and achieved expected standard.

Intervention: Following analysis of data point 1 all children not making at least expected progress (2 points) in reading, writing and number have been identified for intervention with additional teacher and Early Years leader. There are 6 children for reading, 3 children for writing and 10 children for number identified for these interventions. These interventions will start in January 2019. 2 newly identified SEND children have additional support in place. In addition, NHS speech support in place for both children.

Success Criteria 3: All children will make at least expected progress in reading, writing and number.

Number: As a cohort average the children have made 3 points progress in number between September and December in reading, writing and number.

- Baseline information gathered and used to inform grouping for new number teaching programme developed by Vice Principal and Maths Lead
- Individual tracking and assessment established for all learners, matrices in place to track cohort performance
- Vice Principal has provided CPD and ongoing support through model teaching
- Children are making strong progress through the programme-: 40-60 months development matters, number states: Recognising numerals 1-5 and counting out up to 10 objects. 50% of children were at this stage at baseline in September 2018 / 71% of children were at this stage or above by December 2018

Reading / Phonics: As a cohort the children have made 3 points progress in reading between September and December.

- Baseline information gathered and used to inform grouping for phonics teaching. Phonics lead for EY and KS1 allocated staff to teaching groups depending on size of group and children's needs.
- Individual tracking and assessment established for all learners, matrices in place to track cohort performance
- Phonics lead has provided CPD and ongoing support through model teaching
- Children are making strong progress through the programme-: 40-60 months development matters, reading states: Hears and says the initial sound in words, can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. 18% of children were at this stage at baseline in September 2018 / 34% of children were at this stage or above by December 2018

Writing / Kinetic letters: As a cohort average the children have made 4 points progress in writing between September and December.

- Daily handwriting teaching has been taking place since October and children are making good progress through the scheme. At September baseline there were 10 % of the cohort using a static tripod pencil grip and at data point 1 (December 2018), this has improved to 34% of the cohort. At baseline 40% of the cohort needed dough gym intervention to improve fine motor control and pencil grip. This has reduced to 30% of the cohort.

Success Criteria 4: All targeted children will make accelerated progress (over 3 points progress between September and December)

21 children were identified to make accelerated progress in reading and 10 children achieved this, which is 48%. 18 children were targeted to make accelerated progress in writing and 18 children achieved this, which is 86%. 13 children were targeted to make accelerated progress in number and 9 achieved this, which is 69%. All of the identified children made at least expected progress (2 points) in all identified areas where the accelerated target was not met. All children who did not achieve the accelerated progress target in reading are having one to one phonics intervention starting in Spring term.

Success Criteria 5: New mathematics programme will be implemented and monitoring will identify strong teaching and learning during these sessions.

New maths programme was implemented in November 2018. Support has been through CPD, team teaching and observation of others for all teaching assistants. Teacher has had CDP and are adapting the programme to further meet the needs of the children in the lower ability groupings. External and internal audits suggest that the use of resources within the programme are providing the children with a strong foundational understanding of number. Staff to ensure that children are given every opportunity to vocalise their learning and understanding throughout the sessions. Staff also need to continue to develop the number song element of the lesson to further engage and enthuse the children. All groups of children (boys/girls/PPG/EAL) have made on average 3 points progress in number strand, which demonstrates accelerated progress.

Success Criteria 6: The free flow environment will be developed to provide a vibrant, engaging space (both indoors and outdoors).

Internal EY review and two external reviews, since start of academic year, identify that the environment is a well organised and stimulating place to be where children are engaged and follow their own interests.

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. | <ul style="list-style-type: none">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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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: | |
| <p>December 2018:</p> <p>Behaviour:</p> <ul style="list-style-type: none"> Behaviour Audit Nov 2018 identified that low level disruption is not evident in most lessons. Where low level disruption was evident (in three lessons) additional monitoring took place. Based on this, two teachers are being supported with behaviour management. In corridors and assembly children were orderly and calm. At lunch and break times children were provided with a wide range of activities and had access to appropriate resources to engage them on the playgrounds. Most children were demonstrating high levels of engagement in positive, collaborative play. Supervision was appropriate and adults engaged and intervened well. Two areas of supervision were identified for improvement (one on each playground) due to a member of staff being absent and their 'zone' being unsupervised, rotas need to be flexible to take into account staff absence. Lesson visits for all teachers identified that in the majority of lessons effective behaviours for learning have been established. Routines are in place and expectations of teachers is generally high. Active and collaborative learning behaviours need to be developed further to enable children to demonstrate higher levels of engagement and in order to increase active participation in lessons. SEND learning walks demonstrate that inclusive classroom practices such as; use of class visual timetable, workstations, ear defenders, wobble cushions and working towards charts are in place for identified learners. Identified learners need access to an increased range of supporting equipment which they can access independently is an area for development. For example; concrete resources in mathematics, writing frames, word banks Sept 2018 – Dec 2018; There have been 3 children subject to fixed term exclusion, there have been 9 periods of exclusion. This is a significant reduction on the previous academic year where at this point there had been 10 children subject to fixed term exclusion and 24 period of exclusion. At present this represents 0.5% of the academic cohort subject to fixed term exclusion. For the 3 children subject to fixed term exclusion a significant level of support is in place; EHA, SEMH panel referral, SSS referral and support, EP involvement, therapeutic needs assessments and therapy, pastoral support plans in place. <p>Attendance:</p> <ul style="list-style-type: none"> Last academic year (2017/2018) the overall percentage attendance at the end of Term 6 was 95.1%. There has been a significant improvement this academic year with Term 2 finishing at 95.46%, an increase of another 0.36%. Disadvantaged children are at 93.21% attendance and non-disadvantaged are at 96.48% attendance. The gap is not reducing between the two groups at present. The PERFECT ATTENDANCE incentive is embedded in all classes - 17/22 classes have achieved a reward once and 5 classes have achieved the reward twice. At the beginning of this academic year we rolled over attendance monitoring from the previous year, this meant that 45 children stayed open to attendance monitoring. Parents' contracts were also rolled over from last academic year. In total 28 contracts were rolled over, this means that should attendance continue to be a concern this academic year then we will be able to refer to EIP at a much earlier date. There are been 47 referrals made to EIP this academic year so far. The overall PA figures show improvement in comparison to previous years. For Term 1 there was decrease of 1.58% in comparison to the same period last academic year and for term 2 there was a decrease of 0.75% in comparison to the same point last academic year. <p>April 2019: July 2019:</p> | |

| 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 |

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| <p>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.</p> | <ul style="list-style-type: none"> • 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 as 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. |
| <p>4. Whole school review of existing curriculum breadth and depth completed by June 2019 and new topic structure agreed for 2019-20.</p> | <ul style="list-style-type: none"> • 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. |
| <p>Evaluations against success criteria:</p> | |
| <p>December 2018:</p> <p>1. Non-core subject evaluate the quality of teaching and learning and ensure that staff act on the areas for improvement.</p> <ul style="list-style-type: none"> • Non-core SAS objective trackers are set up and have been used at end of Term 2. This has allowed each leader to evaluate the curriculum coverage against expectations and identify areas for development and support for T3 &4. • Subject leaders have delivered Training to class teachers with specific focus on actions from subject action plans. Responses to this training are evident in recorded learning, particularly in class books. <p>2. Implement the new RE curriculum to ensure KS1 and KS2 children have opportunities to develop an in-depth understanding of world faiths.</p> <ul style="list-style-type: none"> • RE Leader has led training to inform class teachers of new expectations for RE curriculum. This included use of resources and support for teacher's subject knowledge. • Class books in all year groups show evidence of the RE curriculum being taught, this is supported by the SAS trackers which show coverage. <p>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.</p> <ul style="list-style-type: none"> • Subject Leader evaluations from 2017-18 have informed key messages and training to class teachers for this academic year. An example of this is the focus on Geographical skills in all year groups and the purchase of world and UK maps for reference across the year, these are displayed in classes/year groups. <p>4. Whole school review of existing curriculum breadth and depth completed by June 2019 and new topic structure agreed for 2019-20.</p> <ul style="list-style-type: none"> • Principal has attended relevant training/updates for the revised Ofsted framework and the focus on curriculum intent and implementation, this will inform the activities planned for T5 and T6 where the staff will be involved in reviewing and updating the curriculum for 2019-20. • We have purchased a tool from Edisson Education to lead us through the process of reviewing our curriculum. This is supported by an Edisson consultant during terms 3, 4 and 5. <p>April 2019: July 2019:</p> | |

| <p>3. To enhance and improve the online safety curriculum for all children (AS and FB)</p> | |
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| <p>What the priority involves in a nutshell:</p> | <p>Success Criteria:</p> |
| <p>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.</p> | <ul style="list-style-type: none"> • 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. |

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| <p>2. Oakway online safety curriculum is enhanced to respond to the advice and expectations of the 2018 Keeping Children Safe in Education document.</p> | <ul style="list-style-type: none"> • 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. |
| <p>3. Online safety education is provided for all parents.</p> | <ul style="list-style-type: none"> • 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. |
| <p>Evaluations against success criteria:</p> | |
| <p>December 2018: A working group has been set up to lead and monitor the implementation of this background priority. Monthly meetings and shared responsibilities are ensuring it progresses.</p> <p>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.</p> <ul style="list-style-type: none"> • Resources from Breck's last game used during whole school safeguarding training to increase knowledge of online grooming, the risks and what to look for. • Online safety training booked for DSL's and AS on 4th March 2019. <p>2. Oakway online safety curriculum is enhanced to respond to the advice and expectations of the 2018 Keeping Children Safe in Education document.</p> <ul style="list-style-type: none"> • PSHE and ICT leaders have worked collaboratively to implement a new approach to online safety curriculum. This was introduced to class teachers in December 2018. • Online safety events are booked for KS2 children linked to Internet Safety Day. <p>3. Online safety education is provided for all parents.</p> <ul style="list-style-type: none"> • Online safety module for parents identified, parents to be directed to this as and when needed as part of EHA or social care plan. <p>April 2019: July 2019:</p> | |