Growing PRIDE

Principal - Mrs Claire Byron

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Academy Improvement Plan
September 2020 – July 2021

Contents

ACADEMY VISION AND VALUES

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* represent the traits we are seeking to develop in our children so they understand how to be successful within the academy and British Society as a whole. We are a nurturing and welcoming community academy where relationships with children and families and each other as staff are at the forefront of everything we do.

DISTINCTIVE CHARACTERISTICS (SEPT 2020)

- Oakway Academy is a very large primary school Current number on roll is 572, this is a decreased roll from September 2019 where there were 581 children on roll. This was mainly due to less children joining in EYFS than leaving in Y6.
- There is a privately run Pre-School and Wrap-around Care provision on the site.
- PAN for Year 4 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. Most year groups at 75% capacity
- Oakway became a sponsored academy as part of the Hatton Academies Trust with effect from 1st September 2014.
- White British children (202) represent 35% of our cohort. In total, 18 ethnic groups are represented at Oakway Academy, the largest groups are:
  Any other white background (203) 35%
  Any other Black background (20) 3%
  Other Black African (38) 7%
  White and black Caribbean (24) 4%
  Other ethnic groups contain between 1-14 children
  280 children (49%), speak 36 categories of language other than English. This is above national average (19.4%). The main languages spoken are:
  Polish, 92 (16%)
  Romanian, 59 (10%)
  Latvian, 23 (4%)
  Russian, 12 (2%)
  Lithuanian, 10 (2%)
  Other language groups contain between 1-7 children
- The academy commission's independent Educational Psychologist time in order to seek advice, assessment and support for a significant number of children with the highest level of need. In the last 4 years 30 children have received an Education and Health Care plan, 20 of whom have moved on to special education provision.
- The current proportion of disabled children and those who have special educational needs identified on our SEND register is 76 (13%), 5 (0.9%) of whom currently have Education and Healthcare plans with a further 1 in draft format. In July 2020 6 children left with EHC plans and moved to Special Education, and a further 3 children will move to Special Education in November 2020.
- The academy employs both a SENCO, as well as additional commissioned Educational Psychologist time, a commissioned Speech & Language Therapist and Target Autism. For this academic year this approach is to continue to achieve early identification of children with SEND.
- Currently 3 children are identified as Looked After Children (LAC).

- The proportion of children known to be eligible for support through Pupil Premium funding is 154 which is 27% 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.
- In 2018-19 we had 2077 welfare concerns raised regarding 354 children, with 257 of those relating to child protection concerns for 109 children. In 2019-2020 we had 1372 welfare concerns raised regarding 289 children, with 184 of those relating to child protection concerns for 96 children.
- Currently 50 children (8.8% of cohort) are subject to a support plan (EHA, CIN, CP, LAC) and are actively supported by our welfare and child protection team. Of the 50 children, 26 are eligible for support through Pupil Premium funding. There are 27 children that are being monitored by the welfare team and a further 17 children that 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 children joined the academy and 60 left. For the 2017-18 academic year 76 children joined the academy and 74 left. For 2018-19, 93 children joined the academy and 53 left. For 2019-20, 69 children joined the academy and 35 left. The latest trend indicates a reduction in children leaving the academy, the lowest in three years and a reduction in children joining the academy.
- The academy is located in an area of high deprivation, it is grouped with the most deprived schools nationally (ADACI quintile 5). The children who attend the academy are grouped with those who are most deprived nationally.
- 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- SEPT 2020

Quality of Education- Oakway Academy curriculum has been reorganised and structured in order to ensure a progressive, relevant curriculum that meets the needs of all learners. Leaders and teachers are developing their skills and understanding to implement a curriculum that ensures progression in skills and deepening knowledge and provides opportunities for children to revisit learning. All staff recognise the importance of reading and vocabulary and this is embedded in our curriculum approach. Children have increasing knowledge, understanding and skills across all curriculum subject areas.

Behaviour and Attitudes- Oakway Academy has high expectations for behaviour and conduct. There is a positive ethos and children and staff are proud of their school. There is a continued and concerted effort to develop and enhance staff knowledge, skills and understanding of an inclusive approach to managing behaviour. There is a whole staff determined and nurturing approach to support a large number of children who have very complex needs. Attendance is improving and there are many strategies in place to support the most vulnerable families and children. There is a clear definition for bullying and where it occurs there are effective strategies in place to support all involved. The academy has a gold 'All Together' award in recognition of the work undertaken in this area.

Personal Development- At Oakway Academy we believe that all children are individuals and as such we aim to encourage mutual respect and foster self-esteem in a caring environment, teaching and learning through personal development supports and upholds this vision. Our Personal Development offer is up to date and reviewed regularly taking into account the contextual issues facing our children. We aim to provide children with accurate and relevant knowledge, opportunities to develop skills required to live a healthy, safe, fulfilling, responsible and balanced life. Our personal development curriculum helps children to make sense of their experiences within school and life itself, value themselves, respect others, appreciate differences and diversity and feel confident and informed as a British citizen.

Leadership and Management- Leaders at all levels have high expectations of children, families and staff. There is a culture of reflecting on strengths and supporting each other to improve. Leaders are outward facing and use research and other external expertise to review and inform their own practices, striving to continually develop and improve themselves and others. Staff have a strong moral and ethical ethos and work collaboratively to provide a safe and nurturing environment that includes everyone whilst striving to improve outcomes. Safeguarding is highly effective with an experienced and passionate team supporting the wider academy staff. Leaders at all levels are effectively held to account for their responsibilities.

STANDARDS & ACHIEVEMENT DATA

EARLY YEARS FOUNDATION STAGE

	2017	2018	2019	National (2019)
Cohort GLD	50%	53%	56%	72%

	5 steps + progress		
Cohort Progress from baseline	Reading	Writing	Number
2017	77%	72%	68%
2018	92%	91%	85%
2019	100%	100%	100%

PHONICS SCREENING

	% of children achieving the expected standard			
	2017	**2018**	**2019**	**National (2019)**
Year 1	65 (75% EYFS matched)	69 (72% EYFS matched)	70 (74% EYFS matched)	83
Year 2	90	88	81 (84% Y1 matched)	93

YEAR 2 OUTCOMES

Teacher Assessment Attainment

Subject (disadvantaged)	2017 (x23)		2018 (x32)		2019 (x27)		National	
	% EXS+	%GDS	% EXS+	% GDS	% EXS+	%GDS	% EXS+	%GDS
Reading	56 (61)	14 (13)	76 (63)	10 (3)	58 (41)	16 (11)	75 (62)	27 (14)
Writing	54 (48)	5 (0)	70 (63)	6 (0)	55 (44)	9 (4)	69 (55)	17 (7)
Mathematics	67 (61)	15 (9)	76 (72)	13 (0)	67 (48)	12 (4)	76 (63)	23 (12)
Combined RWM	46 (39)	2 (0)	65 (56)	12 (0)	52 (41)	7 (0)	65 (50)	11 (5)

FFT progress from EYFS-KS1 analysis

Subject	2017 progress FFT percentile ranking		2018 progress FFT percentile ranking		2019 progress FFT percentile ranking	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	52/100	48/100	26/100	55/100	46/100	36/100
Writing	32/100	61/100	13/100	46/100	24/100	40/100
Mathematics	19/100	30/100	8/100	38/100	28/100	43/100
Combined RWM	47/100	58/100	19/100	31/100	24/100	31/100

YEAR 6 OUTCOMES

Attainment

Subject (disadvantaged)	2016		2017		2018 (x35)		2019 (x38)		National	
	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS
Reading	29 (30)	4 (5)	42 (43)	4 (0)	57 (54)	13 (0)	69 (63)	20 (11)	74 (62)	29 (17)
Writing	55 (58)	4 (50)	51 (5)	6 (3)	69 (69)	9 (6)	76 (68)	17 (13)	78 (67)	22 (11)
Mathematics	35 (40)	0 (0)	58 (53)	7 (0)	59 (57)	11 (0)	72 (63)	25 (18)	79 (67)	25 (16)
GPS	34 (40)	2 (2)	52 (47)	9 (3)	66 (63)	22(14)	64 (53)	30 (18)	78 (67)	35 (24)
Combined RWM	22 (21)	0 (0)	31 (30)	2 (0)	42 (31)	5 (0)	58 (47)	9 (3)	65 (51)	11 (4)

KS1 to KS2 Progress Scores (FFT data)

Subject (disadvantaged)	2016	FFT ranking	2017	FFT ranking	2018	FFT ranking	2019	FFT ranking
Reading	-6.85	99/100	-3.7 (-4.3)	87/100	-3.1 (-3.4)	90/100	0.0 (-1.0)	39/100
Writing	-2.02	80/100	-1.2 (-1.4)	79/100	-0.7 (-1.1)	70/100	+1.7 (+0.7)	17/100
Mathematics	-5.58	98/100	-1.2 (-1.7)	67/100	-2.5 (-3.2)	86/100	+0.5 (+0.3)	67/100

EYFS to KS2 Progress Scores (FFT data)

Subject	2016		2017			2018			2019		
	Scaled Score	VA score	Scaled Score	VA score	FFT Percentile ranking	Scaled Score	VA score	FFT Percentile ranking	Scaled Score	VA score	FFT Percentile ranking
RGM combined	96.2	-4.5	97.8	-5.2	96/100	101.2	0.6	41/100	102.7	1.5	30/100
Reading	95.6	-5.1	95.9	-6.8	98/100	101	0.2	48/100	102.6	1.7	20/100
Writing	98.8	-0.4	96.4	-4.1	93/100	100.8	2.5	17/100	102.1	3.3	10/100
Maths	97	-4	98.4	-4.3	93/100	101.2	0.8	38/100	103.7	1.9	25/100
GPS	96.8	-4.8	98.6	-5.8	97/100	102.7	1.2	34/100	103.2	0.8	39/100

Average Scaled Scores

	Reading (disadvantaged)	Mathematics (disadvantaged)	Writing (disadvantaged)	GPS (disadvantaged)
2016	95.1	97	98.9	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)	100.3 (99.4)	102.6 (101.5)
2019	101.1 (100.6)	102.6 (102.8)	101.4 (99.9)	103.4 (101.7)

SCIENCE TEACHER ASSESSMENT

% of children working at the expected level or higher (EXS+)	YEAR 6 (National)	Year 2 (National)
2017	58 (82)	59 (83)
2018	71 (82)	60 (83)
2019	74 (83)	63 (82)

RATIONALE FOR PRIORITIES 2020-2021

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

1. <u>Focussed priorities</u> (FP) are the key areas for improvement. Each of the four areas are led by a member of the Senior Leadership Team. Each focussed priority sets out the key actions that will be undertaken in order to bring about improvements in outcomes. Accountability and monitoring arrangements form part of the improvement planning process.
2. <u>Background priorities</u> (BP) are areas that continue to need improvements or areas which need to maintain the progress already achieved.

FOCUS PRIORITY 1- PPG CHILDREN TO MAKE EXPECTED PROGRESS

Historically, issues regarding the quality of teaching have impacted on outcomes in reading, writing and maths, 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. Although the gap between disadvantaged and non-disadvantaged children at Oakway Academy has decreased over time, there remains a significant attainment and progress gap remains between disadvantaged groups compared to national disadvantaged.

Progress and attainment for disadvantaged children, although an upward trend at the end of KS2, continue to be lower than those for non-disadvantaged in all year groups. A continued focus on the children in this group and overcoming their barriers to achievement will continue to be a focus for 20-21.

At the end of KS2, the percentage of children attaining the combined expected standard or above has risen significantly over the past four years from 22% in 2016 to 58% in 2019. However, as overall attainment has risen a gap between disadvantaged and non-disadvantaged has appeared over the past 2 years. In 2018, 42% of all pupil attaining the expected standard or above compared to 31% disadvantaged pupils. A slight improvement was seen in 2019 with 58% of all pupil attaining the expected standard or above compared to 47% disadvantaged pupils.

We recognise that this combined attainment for all pupils must further increase to bring attainment levels closer to national outcomes. A major factor in this will be ensuring that the gap between disadvantaged and non-disadvantaged is diminished, ensuring all pupils achieve well. In 2019, the rate at which children progressed in reading, GPS and maths between the end of KS1 and the end of KS2 was 0.7 and within the average range nationally. Within the same measure, the progress of disadvantaged pupils was -1.0, a difference of 1.7. Target for both disadvantaged and non-disadvantaged children are set out in table on page 11.

In reading, disadvantaged pupils attained at 62% expected standard or above at the end of KS2 in 2019. Non disadvantaged pupils attained 76% expected standard or above. This is a 14% attainment gap when measuring disadvantaged and non disadvantaged.

In writing, disadvantaged pupils attained at 68% expected standard or above at the end of KS2 in 2019. Non disadvantaged pupils attained 90% expected standard or above. This is a 22% attainment gap when measuring disadvantaged and non disadvantaged.

In maths, disadvantaged pupils attained at 62% expected standard or above at the end of KS2 in 2019. Non disadvantaged pupils attained 76% expected standard or above. This is a 14% attainment gap when measuring disadvantaged and non disadvantaged.

Across the academy, pupils will be targeted to make accelerated progress in core subjects by teacher. Disadvantaged pupils will be prioritised when forming and adapting these target groups across the academic year. The annual planner has been carefully designed to include a cycle of assessment, monitoring and appraisal. In pupil progress meetings, target children will be analysed to ensure strategies are in place and progress is seen.

Focus priority 2-Target children to make accelerated progress

Historically, children start at Oakway with standards that are significantly lower than those achieved national. This has meant that a whole school strategy for catch up for children has been needed. This includes, a process of assessment, quality first teaching and adapting the curriculum to meet the needs of all children. Strategies such as:

- Staffing structure has been adapted over recent years to ensure that quality first teaching can take place at all times.
- Increasing the number of forms in some classes to allow for small class sizes and focused teaching
- Flexible groupings in some subject areas allow for children's need to be catered for and learning to be adapted.
- External support has been sought to raise attainment and to develop the quality of teaching and learning
- Timetables

Impact has been evidenced in recent years, since these strategies were implemented. These will be continued in 2020-2021.

During lockdown, work was provided for all children who attend the Academy. We are aware that around 50% of the work provided was completed. This therefore has created a significant gap in children's knowledge.

Technology was provided by the DfE for our most vulnerable families. Regular check ins from the welfare team were carried out. This was a supportive process, to allow our parents to continue to feel part of the school community. For those children who attended school in the summer term, the curriculum was mainly focused on core learning and foundational skills.

Bubbles of up to 10 pupils and 2 adults allowed for some opportunities for small group and 1:1 teaching, to minimise the gap.

In September 2020, baselines were completed for all year groups, as an early identification tool. These assessments were analysed and the curriculum was adapted, in order to teach specific skills that needed to be revisited. These were identified for Reading, GPS and Maths. This analysis showed that the significant gaps had increased for different groups of learners. Further intervention is required to ensure accelerated progress for all children.

Focus Priority 3- New curriculum to be implemented

The development of the curriculum at Oakway Academy, whilst being led by the Senior Leadership Team, has been the responsibility of all staff as we consider it their right to be involved in curriculum design and content. Over 2019 2020 our Curriculum offer was carefully organised into stand-alone subjects, topic based transdisciplinary subjects, and subjects and content taught through enrichment and continuous provision. By organising the curriculum in this way, we are able to offer a broad, balanced, relevant and challenging offering. In 2020 2021, all teachers have a subject or curriculum area of responsibility and support staff also contribute to the process. Staff have worked closely together to develop the curriculum overview, meaning there is real ownership and understanding to the route we are taking.

Over 2020 2021, continued professional development for teachers and support staff will be strategically planned around activities which ensure the planned curriculum is fully implemented. This will involve middle leader development through; nationally recognised qualifications, engaging with already established consultancy support and, internal curriculum pedagogy development. Senior leaders will be persistent and insistent to ensure the curriculum approaches are adopted and impact positively on the quality of teaching and learning.

Oakway Academy's topic curriculum overview has brought together English (Reading and Writing), the Arts, Humanities and Design Technology. This is based around a belief that skills and dispositions of children are not locked into a subject areas, but rather are developed when interactions and exchanges occur across disciplinary boundaries. This means we see knowledge as being interconnected and the medium term planning will explicitly identify these links over the course of 2020 2021.

Our broader balanced curriculum is not designed to be at the expense of high standards in core subjects. Our cross curricular approach to learning ensures that high standards and expectations of our children's work and outcomes are consistent across all areas of their learning. Our full, rich and varied curriculum, with its excellent range of experiences, we believe will ensure that every child at Oakway Academy can make excellent progress both academically and personally. It is unique to our school and allows our children to flourish. The design of the topic curriculum is partly based upon model of enquiry. In this model, each unit of study is structured with an over-arching question – in our case, this is called 'The Big Question'. Beneath this, each topic has 3 lines of enquiry, designed to ensure that 'The Big Question' is studied in depth. The lines of enquiry support teachers to focus the planned learning towards 'The Big Question'.

Over the course of 2020 2021, teachers will use the curriculum overview documentation to create a medium term planning document for each topic taught. Teachers will also produce knowledge organisers to summarise the key facts and essential knowledge that children need about the unit of learning being taught through the topic. These documents will be accessible for the school community on the curriculum pages of the academy website. At the end of each topic teacher voice and child voice will be sought to gain an honest reflection of the recent learning. Teachers consider how the learning and topic might be adapted in readiness for the following academic year.

Focussed Priority 4 – Developing Oracy

On entry to Oakway Academy in Early Years, all children are assessed using a standardised communication assessment in order to identify the need for additional support for those whose prior attainment in spoken communication skills is below age related expectations. For the past five years this represents more than 95% of the cohort. We employ a speech and language assistant to deliver an intervention programme called Chatterways and we also follow a strategic approach to the developing spoken language skills within the Early Years curriculum, which includes specific daily planned opportunities to talk. As a result of these approaches at least 75% of children achieve the early learning goal for communication and language at the end of Early Years, representing accelerated progress in this area.

The Talk for Writing approach starts in Early Years and continues into Year 1 and those children who have not yet achieved age related expectations for speech and language development continue to receive support through the Chatterways intervention programme. Talk for writing provides children in Early Years and Year 1 with opportunities to recite and rehearse spoken language and to develop their vocabulary. Whilst the approaches in Early Years are embedded and having a positive impact on progress and outcomes this is not the case for all other year groups.

Monitoring the quality of teaching and learning across years 1 to 6 in 2019 2020 has provided evaluative evidence that verbal contributions in lessons and high quality talk are an area for development. We firmly believe that high quality talk should always underpin good teaching and learning and particularly as we serve an area of high deprivation. Given this, the senior leadership team are determined to develop a strategic approach to address this issue.

Our overall curriculum development includes a new approach to delivery including using an enquiry cycle. This means that we believe children build their understanding of the world around them by using what they already know (prior knowledge), by collaborating, sharing and interacting with others, and by asking questions to find out more. We believe students should have a voice in their learning. We encourage students to take initiative, to have agency to make decisions and choices in relation to their own learning. We want to create expressive and dynamic thinkers and communicators. Over the course of 2020 2021 this new approach to topic learning should support the development of oracy skills as teachers are encouraged to prioritise these tasks in a range of subjects.

Research shows that the barriers to high quality and consistent oracy in all lessons include; teacher's prioritising tasks such as writing; a perception that oracy is only relevant in certain subjects, such as English; a lack of teacher expertise and confidence, and a lack of active support in this area from senior leaders.

Over the course of 2020 2021, senior leaders will write oracy into the academy's development plan, and curriculum policy to position it at the heart of the academy's practice. Senior leaders will ensure teachers plan opportunities for children to develop progressive skills in oracy. Teachers will receive feedback on their and their children's oracy as part of formal and informal monitoring of quality of teaching and learning. School leaders and teachers will develop an insistent approach towards oracy, making it clear that all children need to develop these skills and supporting those who are under skilled or under confident. This will be achieved by providing a consistent small mix of activities which enable children to practice and develop different types of talk in lessons in meaningful ways.

Background priorities:
- Improving Attendance
- Science curriculum development

FOCUS PRIORITY 1- PPG CHILDREN TO MAKE EXPECTED PROGRESS

What will be different for children in 2020-2021?

Children entitled to PPG will be identified at the earliest opportunity. Accurate assessment will identify starting points and progress towards targets set. A strategic, systematic approach to a range of interventions will be put in place in Reading, Writing and Mathematics when PPG children are identified as not making expected progress. These will be monitored, regularly reviewed and evaluated for effectiveness by senior leaders.

A strategic and systematic approach to in-class support for PPG children will be developed to ensure they receive targeted support in lessons through questioning, feedback, differentiation and pre & post teaching. Formative assessment strategies will be developed to assess retention of key curriculum knowledge and further support needed in this area to ensure PPG children secure the knowledge and concepts needed to successfully access the next steps in learning.

Subject Leaders will conduct pupil voice questionnaires with PPG children in order to gain a further insight into any strengths and potential barriers to learning which will inform future support.

Success criteria

1) Disadvantaged children will make progress based on their prior attainment.

2) Disadvantaged children are identified at the earliest possible opportunity

3) Timetable allows children to engage in regular practise of carefully planned, foundational knowledge and skills

4) Disadvantaged children share positive pupil voice about the taught curriculum

5) Teacher consistently use the strategies outlined within the Academy's Pupil Premium strategy

Academy Targets

Reading

Table showing disadvantaged children's data for Reading compared to their prior Key Stage outcomes

Year Group	Baseline attainment	Target attainment (cohort) July 2021	October 2020	December 2020	February 2021	April 2021	July 2021
Y2 (teacher assessment)	2019 EYFS Reading (18/19 Statutory Outcomes) ELG = 75%	EXP+ = 67%		Target: 30% Actual:0%		Target: 50% Actual:	Target: 75% Actual:
	EXC = 0%	GDS = 15%		Target: 5% Actual 0%		Target: 10% Actual:	Target: 15% Actual:
Y6 (test data)	KS1 EXS+ 58%	EXP+ = 72%	Target: 10% Actual 11%	Target: 30% Actual 33%	Target: 50% Actual	Target: 65% Actual:	Target:77% Actual:
	KS1 GDS 8%	GDS = 25%	Target: 5% Actual 0%	Target: 10% Actual 8%	Target: 15% Actual	Target: 20% Actual	Target: 25% Actual:

PHONICS	Baseline attainment	Target attainment July 2021	October 2020	October 2020	December 2020	February 2021	April 2021	June 2021
Y1	2019 EYFS Reading: 67%	75% to achieve phonics pass			Target: 25% Actual 0%	Target: 50% Actual:	Target: 65% Actual:	Target: 75% Actual:
Y2	2018 EYFS Reading: 75%	90% to achieve phonics pass	Target: 50% Actual: 25%	Target: 60% Actual: 31%	Target: 70% Actual 63% (70% cohort)	Target: 80% Actual:	Target: 85% Actual:	Target: 90% Actual:

Writing

Year Group	Baseline attainment	Target attainment July 2021	October 2019	December 2019	February 2020	April 2020	July 2020 (FFT TA)
Y2 (teacher assessment)	2019 EYFS Writing (18/19 Statutory Outcomes) 50%	EXP+ = 62%		Target: 30% Actual 0%		Target: 45% Actual:	Target: 59% Actual:
	EXC= 0%	GDS = 6%		Target: 2% Actual 0%		Target: 4% Actual:	Target: 6% Actual:
Y6 (GPS test data)	KS1 FFT starting point has been used to forecast targets.	EXP+ = 77%	Target 25% Actual 21%	Target 35% Actual 21%	Target 45% Actual	Target 60% Actual:	Target: 77% Actual:
		GDS = 30%	Target 4% Actual 0%	Target 8% Actual 0%	Target 13% Actual	Target 20% Actual	Target: 30% Actual:
Y6 (teacher assessment)	KS1 FFT starting point has been used to forecast targets.	EXP+ = 70%	Target 20% Actual 8%	Target 30% Actual 17%	Target 40% Actual	Target 55% Actual:	Target: 70% Actual:
		GDS = 20%	Target 0% Actual 0%	Target 0% Actual 0%	Target 5% Actual	Target 10% Actual	Target: 20% Actual:

Maths

Year Group	Baseline attainment	Target attainment July 2021	October 2020	December 2020	February 2021	April 2021	July 2021
Y2 (teacher assessment)	Number 2019 EYFS (18/19 Statutory Outcomes) ELG = 75%	EXP+ = 70%		Target: 30% Actual: 6%		Target 50% Actual:	Target: 71% Actual:
	EXC= 6%	GDS = 15%		Target 0% Actual 0%		Target 3% Actual:	Target: 6% Actual: 0%
Y6 (test data)	KS1 FFT starting point has been used to forecast targets.	EXP+ = 72%	Target 20% Actual 4%	Target 30% Actual 17%	Target 45% Actual	Target 60% Actual:	Target:72% Actual:
		GDS = 22%	Target 0% Actual 0%	Target 0% Actual 0%	Target 5% Actual	Target 15% Actual	Target: 22% Actual:

Times Tables	Baseline attainment	Target attainment July 2021	November 2020	February 2021	April 2021	June 2021
Y4 (test data)	EYFS Reading ELG at EXP+ 75%	75% to achieve phonics pass	Target: 30% Actual 35%	Target: 50% Actual:	Target: 75% Actual:	Target: 75% Actual:

Key People	Funding & Resources
Claire Byron – Principal James Hollingsworth – Mathematics Leader Rebecca Owen – Writing Leader Angie Aitken – Reading Leader Kerry Taylor – Phonics Leader	£2,700 PiXL £1500 - Sounds Write training £4000 Consultancy fees – RWI/ Maths Hub £15000 Tuition fees

	Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
SC	**Teaching Priorities (Data)**				
2	Teachers use school systems (such as class profiles/ class charts) to identify disadvantaged children and inform adaptations to learning, such as additional questioning	RO/AA/JH/CB	CB	20.12.20	T123456
1/3	Disadvantaged pupils are analysed during pupil progress meetings	RO/AA/JH/CB	AA/JH/CB	07.01.21	T135
4	Opportunities in the timetable for disadvantaged children to access daily practise of foundational skills has been created.	RO/AA/JH	CB	20.12.20	T123456
1	Additional teachers are used to deliver high quality intervention to carefully selected groups of children.	RO/AA/JH/CB	JH/AA/CB	20.12.20	T123456
1/3	The curriculum is adapted to enrich the cultural capital of disadvantaged children	CB	CB	20.12.20	T123456
3	The development of oratory skills is embedded across all subjects for all age groups	RO/AA/JH/CB	CB/AA	20.12.20	T23456
SC	**Targeted Academic Support**				
1/2	TAs deliver well-resourced intervention programmes with short term outcomes	RO/AA/JH	CB	20.12.20	T123456
1/2	Tuition, delivered by class teachers, targets disadvantages children as part of the key marginal group	AA	CB	20.12.20	T2345
SC	**Monitoring and Implementation**				
1	The professional development cycle drives the improvement in Quality First Teaching	CB	CB	14.02.21	T123456
1	Early career stage teachers engage in a comprehensive CPD programme exploring high Quality application of the teacher standards	RO/AA/JH/CB	JH/CB	14.02.21	T123456
1/2/4	SLT engage in a rigorous approach to monitoring the quality of teaching and learning in classrooms	RO/AA/JH/CB	CB	20.12.20	T123456
1	Additional support, guidance and continued professional development is given to staff who have been identified as requiring support	RO/AA/JH/CB	CB	14.02.21	T246
1	Outside agencies are accessed to support with the strategic development of teaching in different subjects	AA/JH	AA/JH/CB	20.12.20	T135
3/5	Subject specific CPD improves teachers pedagogical and subject knowledge	RO/AA/JH/CB	CB	20.12.20	T246
SC	**Wider Academy Support**				
3/5	School leaders deliver high quality behaviour training for all staff	CB	CB	20.12.20	T246
3/5	A high quality Personal Development curriculum is delivered regularly	KP/CB	CB	20.12.20	T123456

| 1/4 | A school councillor works with disadvantaged children | JG | CB | 20.12.20 | T123456 |

Evaluations against success criteria:

December 2020 evaluation:

Teaching priorities (data)

Baseline assessments were completed in the first week in September 2020 to ascertain gaps in learning for all children. Although all children had fallen behind, although PPG children were identified as being further behind. A number of factors included; limited access to resources, including technology, EY/Y1 children not attending the Academy when it partially reopened (3 EY children and 1 Y1 child attended); and parents own experiences of schooling which impacts negatively when engaging with learning at home. As such, PPG learning, at school and at home, became a priority in Term 1 and 2.

Success criteria 1: Disadvantaged children will make progress based on their prior attainment

At the start of the academic year, class profiles were created which identified PPG children in each class, their prior Key Stage attainment and a baseline assessment score based on data from Spring 2019. These were updated following the Data Point 1 assessment drop in December 2020. Currently there are the following PPG children in each year group.

Year group	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children (% of cohort)	8 (12%)	18 (25%)	16 (23%)	17 (22%)	34 (32%)	28 (31%)	24 (32%)

As shown above, Y4, Y5 and Y6 have a higher percentage of PPG children, although these are also the largest year groups with 104, 90 and 74 children respectively.

The following baseline assessments were completed by all children in Y1 to Y6 during the first couple of weeks in September 2020 to identify the gaps in learning following the National lockdown in Term 5 and 6 (2019/20).

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	EY baselines, inc RWI assessments and Chatterways	RWI phonics			Sounds Write (reading)		2016 SATs
		Miscue analysis					
					AR Star Reading Test		
Writing		Cold write as part of writing sequence					
		Kinetic letter – formation and pencil grip					
					Sounds Write (spelling)		2016 SATs
Maths		Number	Times table				
		Arithmetic tests					
							2016 SATs

These baseline assessments show that PPG children had fallen behind their previous assessments and therefore became a priority in Term 1 and 2. Interventions across the school included:-

- Speech and Language – Chatterways Language Programme
- Reading – RWI and Sounds Write Phonics, 1 to 1 readers, Catch up Literacy and PiXL therapies
- Writing – Fine motor, Kinetic letters, Switched on Writing, GPS using PiXL therapies and IXL
- Maths – Number recall, Times Table Rock Stars, Fast Maths, PiXL therapies and IXL
- Y6 tuition after school for Reading, Maths and GPS (Grammar, Punctuation and Spelling)

The table below shows the impact of the above interventions and quality first teaching based on internal assessment (SAS). Good or better progress is calculated at 2 or more points between data points.

Yr group (number of PPG children)	READING					WRITING					MATHEMATICS				
	Prior Attain.	Progress in SAS points				Prior Attain.	Progress in SAS points				Prior Attain.	Progress in SAS points			
		None	1 point	2 points	3 or more points		None	1 point	2 points	3 or more points		None	1 point	2 points	3 or more points
Y1 (18)	WTS: 6 EXP: 12 GDS: 0	6	4	7	1	WTS: 9 EXP: 9 GDS: 0	3	10	3	2	WTS: 6 EXP: 11 GDS: 1	1	5	9	3
Y2 (16)	WTS: 4 EXP: 12 GDS: 0	8	1	2	5	WTS: 6 EXP: 10 GDS: 0	1	8	5	3	WTS: 5 EXP: 11 GDS: 1	2	5	8	1
Y3 (17)	WTS: 10 EXS: 6 GDS: 1	0	3	9	5	WTS: 10 EXS: 6 GDS: 1	0	4	8	5	WTS: 5 EXS: 11 GDS 1	0	1	9	6
Y4 (34)	WTS: 20 EXS: 10 GDS: 4	3	6	4	21	WTS: 19 EXS: 14 GDS: 1	9	3	12	10	WTS: 16 EXS: 17 GDS: 1	0	3	12	19
Y5 (28)	WTS: 10 EXS: 17 GDS: 1	1	0	14	13	WTS: 11 EXS: 17 GDS: 0	6	7	10	5	WTS: 7 EXS: 21 GDS: 0	1	2	6	19

KS1 (Y1 and Y2)

Progress for Mathematics is stronger than that of Reading and Writing. Baselines show that all PPG children, except one, started the year at least 1 phonics group behind their previous assessment in February 2020, with most more than one group behind. This had an impact on the progress made between data

points, but all PPG are now working at the same phonic group or higher than the beginning of the year. This was achieved by the support of the Phonics Lead, an additional phonics lessons daily and interventions with a focus on PPG children. Although this improved phonic outcomes, it is too early to see evidence in reading and writing data. Reading skills lessons will start from January 2020, ensuring there is evidence for reading comprehension as well as word building. Talk4Writing will continue to be the main approach to writing in Year 1. Switched on Writing intervention will focus on children who have made no progress and teachers will target those who have made 1 point's progress as part of quality first teaching in the classroom. All children not making progress have been identified as needing urgent intervention in Terms 3 and 4.

LKS2 (Y3 and Y4)
All children in Y3 have made some progress, although Mathematics is the strongest with the majority of children making good or better progress. Sounds Write ability groupings have been set up to support those children who left KS1 without secure phonetical knowledge. Evidence in books suggest that this is beginning to have an impact on their writing. Topic based writing is planned to engage all children and writing pieces are purposeful. Children who have not made progress, but require a learning plan, have achieved their targets as part of this process.

UKS2 (Y5)
Reading and Maths in Y5 is strong with most children making good or better progress. Those PPG children who made no progress in writing have shown progress in their books since the beginning of the year, however their first piece in September 2020 was below the standard they were producing in the previous year. This is partly due to the home learning in the Summer lockdown not focusing on written pieces. It was also evident in the first term that children's stamina for reading and writing longer pieces was weak. By the end of Term 1, children's stamina, concentration and focus had improved and this began to show in the quality of work produced. Y6 have been trialling The Write Stuff approach by Jane Considine which is showing good progress in writing engagement and outcomes. Year 5 teachers and teaching assistants will start The Write Stuff training in Term 3 with a view to starting the approach in Term 4.

UKS2 (Y6)
Year 6 is academically a strong year group with good Key Stage 1 outcomes, although the disadvantaged children appear to have accessed less home learning during the Summer lockdown than most other year groups. Initial assessments showed that they have a strong knowledge of grammar and reading, but spelling and maths were not as strong. Gaps in learning, alongside missed content in the previous year, meant that whole class teaching approaches were needed to close the gap as soon as possible. The recruitment of an additional teacher, alongside 4 class based teachers for a PAN of 90 children supported small group work and intervention to become an integral part of daily teaching and learning. Those furthest behind were identified early and worked in a group of 8 children with a qualified teacher as part of a core learning interventions. Evidence of progress in books was monitored as part of the assessment cycle. Unfortunately, during Term 2, a class bubble was sent home on 2 occasions due to a member of the bubble contracting COVID 19. Learning was provided by the class teacher during those isolation periods, but this did have a detrimental impact on the cohort data from the 2017 mock SATs in November 2020. Year 6 will continue to focus on those individuals who are furthest behind their targeted score, through first quality teaching and intervention.

READING			GPS			MATHEMATICS		
Y6 2017 SATs (Nov 2020)	Number of PPG children	% PPG	Y6 2017 SATs (Nov 2020)	Number of PPG children	% PPG	Y6 2017 SATs (Nov 2020)	Number of PPG children	% PPG
At EXS standard (28+ marks)	3	13%	At EXS standard (36+ marks)	5	22%	At EXS standard (58+ marks)	4	17%
23+ marks	8	34%	31+ marks	8	35%	48-57 marks	6	26%
18+ marks	10	43%	26+ marks	10	43%	38-47 marks	10	43%
At GDS standard (41+ marks)	2	9%	At GDS standard (55+ marks)	0	0%	At GDS standard (95+ marks)	0	0%
35+ marks	2	9%	50+ marks	1	4%	85-94 marks	0	0%
30+ marks	3	13%	45+ marks	2	9%	75-84 marks	1	4%

Success criteria 2: Disadvantaged children are identified at the earliest possible opportunity
Summative and formative assessments are used to identify those falling behind at the earliest opportunity and interventions to be put in place. These include:-

- PiXL (Y3 to Y5) and mock KS2 SATS (Y6)
- SAS analysed in December, March and June for Reading, Writing and Mathematics as part of pupil data and progress meetings
- Foundation subject tracker
- Daily one page marking to assess children's understanding following core learning
- Knowledge organisers based on their topic
- Read Write Inc. phonic assessments termly alongside mock phonic screening completed for Y2 in November and Y1 and Y2 in December 2020.
- Arithmetic tests fortnightly from Y1 to Y5 and weekly for Y6
- Star Reading tests completed termly for Y3 to Y6 alongside Accelerated Reader quizzes to assess comprehension
- Miscue analysis termly to track fluency
- SAS assessment of all final written pieces against the objectives for writing
- Spelling tests
- IXL
- Chatterways Communication (EY and Y1)

These assessments are used to inform teacher judgements and identify children making progress and those falling behind. Teachers and subject leaders monitor the data to ensure that PPG children are identified and prioritised when considering intervention. Computer based software is showing early signs of having a positive impact on the engagement of PPG children. Progress is evident following interventions, although these will need to continue so that the Academy is in a position to keep up rather than catch up.

Success criteria 3: Timetables allows children to engage in regular practise of carefully planned, foundational knowledge and skills
The Academy's timetables ensure that children have the opportunity to practice foundational knowledge and skills regularly.

Reading

Fast Reading has been adapted to use high quality text that is linked to the topic the children are learning about. This provides children with the opportunity to listen to, read and improve their fluency and understanding. This year, Fast Reading has also been adapted to include skills such as skimming, scanning and summarising to ensure reading skills are taught using a variety of genres. Reading skills lessons using the Talk4Reading approach is also taught 4 times a week across KS2 with a focus on fluency, meaning of words and retrieval. In Term 3, the focus of these will include inference.

Phonics is EY, Y1 and Y2 follow the Read Write Inc. (RWI) programme. Daily practice of sound time, word time and reading the RWI books follow a progressive sequence, with children moving on once they are shown to be competent at each level. RWI books are sent home at the end of each week following the teaching of sounds. Sounds Write for reading continues in Y3 to Y5 for those who have not mastered phonics by the time they leave Y2.

Children in Y3 to Y6 have time allocated in school to read their Accelerated Reader book and complete quizzes. Although this provision is also available at home, this opportunity to read in school provides those PPG children time and an appropriate quiet space to read regularly. Displays in the year group base areas celebrate quizzes taken and passed. This has had a positive impact on the engagement and outcomes of all children in reading with 11,992 being read, which equates to 45,598,784 words since September 2020.

Daily Read Aloud sessions are timetabled to share a love of reading to all children across the Academy. These books are often linked to year group topics and provide an opportunity to share the reading experiences of adults and children alike.

Mathematics

Fast Maths, either by practicing number recall facts or times tables is timetabled in addition to math lessons. Children access Times Table Rock Stars both in school and at home. Online competitions are set up on Times Table Rock Stars against year groups, with the winner receiving a trophy. Engagement and improvement in outcomes continues to improve for all children, but especially PPG children.

Writing

RWI phonics in EY, Y1 and Y2 include daily practice of spelling, holding, writing and editing a sentence. Daily Sounds Write lessons also include an element of daily writing practice with a focus on spelling patterns.

All writing is linked to topic and as such knowledge organisers are created for children to learn age appropriate knowledge linked to each topic. These can cover Science, Geography, History, Art and DT. Opportunities within topic lessons to recall knowledge facts has started as part of the Academy's new curriculum process and this continues to be monitored to ensure time is given both in school and at home to practice these facts.

Success criteria 4: Disadvantaged children share positive pupil voice about the taught curriculum

As part of the enquiry approach to the new curriculum, children have the opportunity to not only learn key knowledge and skills, but engage in their own experiences, interests and curiosities. The Big Question has been designed to enable children to consider, suggest and challenge each other. The introduction of Oracy sentence stems has provided the structure to debate and question more effectively. Although there is evidence of this being applied across the school, further professional development and support for teachers will continue into Term 3 and Term 4 to fully embed this approach.

At the end of each topic, medium term plans include an area for children to reflect on their learning experiences. Here are some of the childrens' voice about the topics that have completed so far.

> *"It has been great looking at audiences and all the different roles that are in performances"*
> Y2 child - What makes a great performance?

> *"I enjoyed doing the rocks and soils experience, especially when we rolled the soil up into a ball"*
> Y3 child – How can the Earth's geography have an impact on human settlement?

> *"I wasn't really bothered about plastic pollution at first but I have definitely changed my view after this topic"*
> Y6 child - Is it too late to save the Earth?

As part of the subject working groups, leaders have also gathered pupil voice through questionnaires, online Forms or conversations about their specific subjects from across the Academy. Action plans are reviewed termly and childrens' opinions are considered when evaluating the effectiveness of each subject. Early indications show that children are enjoying the new topics, although it is too early to suggest that this is improving the quality of provision in all subjects.

Success criteria 5: Teachers consistently use the strategies outlined with the Academy's Pupil Premium strategy

Teachers have produced class profiles that highlight PPG children in their class and are a focus when questioning children.

A dedicated phonics leader is employed to focus on EY, Y1 and Y2. Working alongside the reading leader and phonics consultant from the English Hub, phonics has continually been monitored and evaluated to improve phonics teaching and learning. Evidence shows that phonics teaching is good and children have made progress. A more strategic approach to focus on Y2 in Term 2 ensured that children needing to pass the phonics screening were given first quality intervention. The impact of this closed the gap following the National lockdown in the Summer and resulted in 70% of children scoring 32 marks or more on the phonic screening in December 2020. Of the 21 children due to retake the screening in Term 6, interventions will continue through 1 to 1 tuition by teaching assistants in order that the phonics leader can focus on Y1 in T3.

Sounds Write has now been embedded in Y3, Y4 and Y5 for those children who did not pass the phonic screening in Y2 and to improve the teaching of spelling. Training of all staff has been completed and ability groups ensure that children are taught the skills needed, following a baseline assessment.

The teaching of reading and reading ethos across the school has improved following the training of all teaching staff on the Talk4Reading approaches. In Term 1 and 2, the focus for reading has been fluency, meaning of words and retrieval to ensure that gaps are closed and children are confident readers. Reading is an integral part of the school day and is continuing to become embedded within a range of subjects across the curriculum. Topic books have been used to engage children and improve their knowledge. Catch Up Literacy training has been completed as an alternative intervention to support those children who are furthest behind their peers.

The maths leader has supported Y2 and Y6 in order to embed the mastery approach to teaching and learning. Professional development and training has been provided to improve reasoning within the subject across the school. Prior training by Craig Barton is evident through planning, using step by step teaching across a unit. Pre and post assessments show that children are improving. Recalling of multiplication facts continues to be monitored termly across Y2 to Y6. PPG children who are not secure are identified early and interventions are put in place.

The writing leaders have supported the implementation of both Talk4Writing and The Write Stuff (TWS) approach in the Academy. EY and Y1 continue to embed Talk4Writing as part of their approach to teaching writing. Children are becoming confident at imitating and innovating familiar stories to support with their writing. Y6 staff have completed The Write Stuff training and have now embedded the approach. Writing evidence shows that the quality of writing has improved significantly and children are confident to write. As such, Y5 will complete the training in Term 3 with a view to start TWS approach in T4. This will continue to be supported by the writing leader, as well as the deputy writing lead as part of her NPQSL project.

Although the uncertainty of Covid-19 pandemic has impacted on the trips that would normally have taken place by the Academy, teachers have been creative in enhancing the curriculum. Y5 have continued to learn Strings, year group sport clubs have continued after school and year groups have adapted the experiences to follow Government guidelines. These include a local walk for Y1 children to observe different types of buildings, an Ancient Egyptian day in school for Y5 and a Science experiment day for Y6.

April 2021 evaluation:

July 2020 evaluation:

FOCUS PRIORITY 2- TARGET CHILDREN TO MAKE ACCELERATED PROGRESS

What will be different for children in 2020-2021?

Across the Academy, baseline assessments will be completed for all children to gain an accurate picture of individual attainment in; reading, mathematics, phonics, GPS and all strands across EYFS. These assessments will inform subject leaders about the impact of COVID 19 on learning and the children who need to be targeted for catch up interventions.

A strategic and systematic approach to intervention will be developed and implemented by leaders to ensure the interventions in place are based on sound decision making and are delivered with urgency and accuracy to secure impact.

Leaders will ensure staff delivering intervention are provided with appropriate high quality CPD and ongoing support and where possible these will be delivered by qualified teachers to enable children to access the highest standard of intervention available. Leaders will monitor and evaluate the delivery and outcomes of each intervention programme to plan future interventions that are effective and ensure children move fluidly when being supported in small groups to secure accelerated progress.

Over the course of the academic year targeted children in Year 6 and Year 5 will access additional after school intervention using Catch-up funding and the National tutoring funding in order to accelerate progress and minimise the impact of COVID 19 school closures on the children with least amount of time at the academy to catch up.

The academy will commit to supporting children and parents at home by developing; a new curriculum area on the Academy website; a new remote learning platform; information about how parents can support their children at home. Children will be well supported at home and will engage in weekly homework tasks and remote learning where necessary. Teachers and leaders will track and monitor access to home and remote learning and offer guidance and support where required.

Success criteria (SC)

1) Targeted children will make accelerated progress
2) Rigorous approach to assessment and record keeping
3) Identified programmes are consistently delivered to a high standard
4) Levels of parental engagement will improve with effective school communication
5) Children have a positive attitude and take increasing ownership over their learning

Key People	Funding & Resources
Claire Byron – Principal James Hollingsworth – Mathematics Leader Rebecca Owen – Writing Leader Angie Aitken – Reading Leader	£1900 Cost of website development £4500 Home school communication systems – Parent Mail, Class charts £3000 Catch Up programmes – Catch up literacy, IXL £15000 Tuition programme

SC	Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
	Targeted Academic Support				
1/2/3	Interventions will be fluid to best meet the needs of the children	RO/AA/JH/CB	CB	20.12.20	
3	Chatterways will run for children in Early Years and other specific targeted children	RO	RO/CB	20.12.20	
1 /2	Teachers target disadvantaged children for accelerated progress	RO/AA/JH/CB	CB	20.12.20	
4	Curriculum learning will be shared promptly with parents and carers	RO/AA/JH/CB	CB/JH/AA	30.11.20	
4	The Oakway Academy website will host all relevant curriculum information	JH/CB	CB	30.11.20	
4	Home learning will be set regularly making use of blended learning strategies to fully involve children and parents	RO/AA/JH/CB	CB	20.12.20	
SC	**Data**				
2	Teachers will accurately track children taking part in tutoring or intervention programmes	RO/AA/JH/CB	CB	07.01.21	
1/ 2	Leaders hold regular pupil progress meetings with teachers – with a focus on disadvantaged children	RO/AA/JH/CB	CB	07.01.21	
SC	**Monitoring and Implementation**				
2/3	Leaders will analyse data from progress trackers and follow up with concerns	Middle Leaders	RO/AA/JH/CB	20.12.20	
1	Leaders in working groups identify strengths and areas for development for all curriculum subjects	JL/CB/AS/KP	RO/AA/JH/CB	20.12.20	
1/2/3	SLT monitoring tasks will improve the standard of teaching and learning	RO/AA/JH/CB	CB	20.12.20	

Evaluations against success criteria:

December 2020 evaluation:

Success Criteria 1: Targeted children will make accelerated progress

Quality first teaching is core to targeted children making accelerated progress. Early and continuous assessments along with focused support provide an opportunity for children to progress. Additional teachers in Y1, Y3 and Y6 are non-class based and work alongside teachers to teach small groups across the curriculum. Interventions across the school are targeted to meet the needs of individual children. Teaching assistants are trained on specialist intervention, keeping a record of the impact of these. Interventions include:

- RWI 1 to 1 tuition
- Chatterways Communication
- Target readers
- Switched on Writing
- Catch up Literacy
- Fine motor
- Handwriting
- Reading, writing or math catch up based on one page marking
- IXL
- Y6 tuition for reading, maths and GPS
- Times tables

The table below shows the impact of tuition for Y6 children to catch up. The marks compared the average cohort mark with those specifically targeted to attend tuition after school for a 6 week period in reading, GPS and maths.

	Reading	GPS	Maths
Cohort progress in marks	9.5	1.5	11.8
Tuition group progress in marks	12.4	12.3	16.4

In Y1 phonic groupings assessed in September 2020, 30% of the cohort had moved back at least one group. Targeted intervention and additional whole class phonics was set up to revisit prior learning and catch up. By October 2020, this had reduced to 9%. Similarly, in Y4, 46% of children moved back at least one groups which decreased to 12% by October 2020.

In Term 1 only 2% of Y4 children achieved the over 60% in the times table assessment. Following a focus in class and additional lunch time interventions, this had increased to 19% by Term 2.

Success Criteria 2: Rigorous approach to assessment and record keeping
Summative assessments are tracked and analysed to identify year group gaps in knowledge and skills, as well as individuals falling behind. Leaders meet regularly with teachers to ensure these are used to fill gaps and move learning on. Y3 to Y5 children completed a PiXL assessment at the beginning of the year, whilst Y6 have completed 2016 and 2017 mock SATs. Question Level analysis identified the following areas:-

Reading – fluency, meaning of words and retrieval. This was therefore the focus of teaching in Terms 1 and 2. Improvements in all of these areas were identified through SAS data drop in December for Y3 to Y5 and by the second mock SATs in November 2020.

% correct	Fluency	Meaning of Words	Retrieval
2016 SATs	50 children did not access 3rd text Ave. 95wpm	24%	39%
2017 SATs	3 children did not access 3rd text Ave. 114 wpm	51%	51%

GPS – spelling, word classes and use of UKS2 punctuation. These skills were taught through Sounds Write lessons and PiXL therapy interventions. Although grammar and punctuation showed signs of improvement, spelling is still a priority in Term 3 across the school.

% correct	Tense	Clauses	Word Classes	Spelling*
2016 SATs	18%	14%	31%	42%
2017 SATs	28%	28%	41%	21%

Maths – recall of multiplication facts and reasoning. Support by the Maths lead to improve the quality of planning to ensure reasoning skills are an integral part of teaching maths mastery continues. Timetabled multiplication practice and targeted intervention has shown improvements children's recall of times tables.

Average mark	Arithmetic	Reasoning 1	Reasoning 2
2016 SATs	14.1	10.0	10.3
2017 SATs	20.8	14.7	10.6

All interventions are recorded as evidence of their impact. Staff use the BlueSky platform to record impact of interventions. Termly meetings between teachers and SLT are set aside to discuss pupil progress and identify children to be targeted.

Assessment for learning is achieved through hot and cold writes for writing, pre and post assessments for maths and miscue analysis for reading. Teachers are confident in using these, although adapting planning as a direct result of these assessments is inconsistent. Further development is needed to ensure that information from assessments impacts directly on the next steps of teaching and learning.

Success Criteria 3: Identified programmes are consistently delivered to a high standard
The Academy uses a range of programmes to teach a range of subjects and reduce workload. These include:

- 1Decision for Personal Development
- RWI and Sounds Write for phonics
- Purple Mash for computing
- Charanga for music
- Kinetic Letters for handwriting
- Catch up Literacy for UKS2 furthest behind
- The Write Stuff for Y6 writing

Both internal and external training has been provided and monitoring by subject leaders' form part of the working group cycle across the year. English Hub development days in Term 1 and Term 2 reported that the teaching of phonics is strong. Teachers feel confident teaching these lessons with the support of additional resources made available to them as part of the programme. Big books are used to record work by the children and evidence the quality of these programmes. Continued monitoring and support will continue across the year.

Success Criteria 4: Levels of parental engagement will improvement with effective school communication
Working groups have considered parental engagement as part of their action plan as historically this has been a barrier to learning for some children. The Covid-19 pandemic has impacted on the face to face contact usually associated with parental engagements, but staff have worked hard to improve information sharing, discussions by telephone and home learning in order to engage parents.

From September, all home learning went online, using Class Charts as a platform for teachers to upload homework and for the children to upload their completed work. This provided an opportunity for teachers to give direct feedback on the work submitted as well as prepare parents and teachers for any possible future school closures. The Academy reflected on the impact of school closures in the previous academic year, with two areas that needed to be improved. Firstly, children were sending in work through a dedicated email but it was challenging to track and feedback regularly. Secondly, the systems for sending work home through ParentMail as a PDF was not always accessible to families.

Guidance on the new home learning system was shared via the website, through ParentMail and via class teachers to encourage families to engage better in the hope that this system could also be used as part of any child or bubble isolating. Around 60% of children accessed this regularly, which is in line with those accessing the hard copies previous sent out. It continues to be the Academy's priority to engage all families to access this system as part of the home learning approach.

RWI updated their portal to include videos of phonic lessons and these were used as part of home learning from EY to Y2. In addition, the Phonic Lead created a voice over PowerPoint to fully explain how RWI is taught at the Academy. Selected parents, from the lowest 20% children were invited into school to work alongside their child in teaching phonics. Resource packs were provided to take home and support with home learning. 5 out of the 6 children who took part in this made accelerated progress. This will continue with other families throughout the year.

The welfare and inclusion team continue to be an important link between some of the Academy's most vulnerable families. Support and guidance on how to receive support from within the Academy and external agencies creates positive relationships.

Success Criteria 5: Children have a positive attitude and take increasing ownership over their learning
Children at the Academy have shown resilience since returning in September 2020. Worry monsters in each classroom were set up to ensure there was an opportunity for children to share their emotions openly and honestly. Children needed to build up their stamina, concentration and focus with learning as part of the new academic year and they have shown improvements in this across Term 1.

A behaviour audit showed that children are positive about their learning although some of this was passive rather than active. Continued development for teachers and children continues to strive for active learning across the Academy.

Monitoring of books showed that children take PRIDE in their work and want to do well. Children are beginning to talk confidently about what they can do well and what they need to improve. This will continued to be monitored and encouraged in Term 3.

April 2021 evaluation:

July 20201 evaluation:

FOCUS PRIORITY 3- NEW CURRICULUM TO BE IMPLEMENTED

What will be different for children in 2020-2021?
Children in all year groups will have access to a curriculum that is focussed on developing key knowledge and concepts through an enquiry-based model of delivery. Children will access a broad and balanced curriculum which is based on the National Curriculum objectives, through a blend of topic led-learning and stand-alone lessons. The intended curriculum with be implemented for all subjects ensuring; coverage of objectives; progression of skills, and; understanding of concepts and knowledge will be secured by all children. Subject leaders will engage in CPD and will work collaboratively in small groups to drive the improvements identified across their subjects, including working towards relevant accreditation where identified. Curriculum documentation will be accessible on the new area on the Oakway Academy website and will be accessible by children and families at home. Medium Term Planning will be transferred to knowledge organisers for each termly topic in every year group from 1-6, which will be shared with the children and families and which will form a reference guide for the knowledge to be learned.

Success Criteria (SC)
1. The Oakway Curriculum documentation will be published on the website for families to access 2. Termly topic evaluations each term will highlight strengths, adaptions and areas for development 3. Medium Term Planning will be closely linked to content of the subject progression documents and the National Curriculum objectives within the in-year coverage documents 4. Knowledge Organisers will be produced to accompany topic Medium Term Planning 5. Continuous provision will be implemented across all year groups for French and music provision 6. Leaders will participate in and lead CPD for their subjects ensuring that all staff can access relevant subject knowledge

Key People	Funding & Resources
Claire Byron – Principal James Hollingsworth – Mathematics Leader Rebecca Owen – Writing Leader Angie Aitken – Reading Leader Jane Liddington – Arts Leader Katie Perry – Personal Development Leader Caroline Bellham – Humanities Leader Abby Skinner – Science Leader	• £1500 Read Write Inc. phonics remote training package • £3000 Challenge Partners external whole school review • £1500 TLIF development days with consultant • £1500 Prezi software to develop Topic planning and presentation • £1500 Sounds Write training • £1200 accreditation costs for Green Flag, Wellbeing at Schools Award and the Arts Mark • £200 middle leader development programme for three staff with 5Wells Teaching Schools Alliance

SC	Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
	Leadership and Management				
3	Working groups will be established and areas of responsibilities distributed with most experienced staff leading each group	CB/JH/AA	CB	30.09.20	
1,2 3,6	Working group leaders will develop comprehensive action plans to drive forward improvements within their areas of the curriculum development	CB/JH/AA/ RO	CB/JH/AA/ RO	31.10.20	

1,2 3,4	Subject leaders will monitor and evaluate their subject curriculum areas each term, using a range of evidence and identifying and implementing support and challenge	AS/JL/KP/ AA/JH/RO/ CB	CB/JH/AA	20.12.20	
6	Subject leaders will attend subject specific CPD	CB/JH/AA	CB	20.12.20	
6	Subject leaders will be actively involved in Cross MAT development days	CB/JH/AA	CB	01.04.21	
6	Subject leaders attending external and accredited CPD	CB/JH/AA	CB	01.04.21	
6	TLIF development day upskilling outside expertise	CB/JH/AA	CB	01.04.21	
6	Subject leaders will lead relevant CPD for staff, including providing subject knowledge support	JH/AA/RO	CB	20.12.20	
2,3	Subject leaders will ensure resources are available to enhance the learning in each topic	CB/JH/AA	CB/JH/AA	20.12.20	
5	Continuous provision for aspects of French and Music will be implemented	CB/JH/AA/ RO	CB	01.04.21	
5	Leaders will monitor the implementation of continuous provision, identifying and implementing support and challenge	CB/JH/AA/ RO	CB	01.04.21	
6	SLT will lead a programme of CPD to develop and improve staff understanding of the pedagogy underpinning the enquiry cycle and delivery of a knowledge rich curriculum	JH/AA/RO	CB	30.02.21	
6	Induction, training and support for colleagues new to subject leadership will be implemented where the need is identified	JH/AA/RO	CB	01.04.21	

Evaluations against success criteria:

December 2020 evaluation:

Success criteria 1: The Oakway Curriculum documentation will be published on the website for families to access
The curriculum documentations have been posted on the Academy's website each term. These include medium term plans, knowledge organisers, home learning, progression documents and year group coverage documents.

Success Criteria 2: Termly topic evaluations each term will highlight strengths, adaptions and areas for development
Phase leaders meet with each year group during PPA to discuss termly topics and evaluate its effectiveness. These are recorded on medium term plans at the end of each topic and include aspects to keep, change or remove. This will form part of the overall effectiveness of the curriculum across the year. Teachers are confident at sharing their views and considering adaptations. Children's opinions of each topic is also gathered.

Success criteria 3: Medium Term Planning will be closely linked to content of the subject progression documents and the National Curriculum objectives within the in-year progression documents
Both the progression and in-year coverage documents set out National Curriculum objectives for all subjects taught across the Academy. Teachers use these during the planning process to create sequences of learning. There is an expectation that the objectives are highlighted on the coverage document to monitor what has been taught across the year. Phase leaders monitor and support through weekly meetings and discussions.

Subject leaders use the progression document to monitor teaching and learning, including age appropriateness and challenge. This forms part of their working groups and monitoring cycle across the year. Feedback is given to teachers, following their planning to ensure that subject content is covered across each term.

Success Criteria 4: Knowledge Organisers will be produced to accompany topic Medium Term Planning
Knowledge organisers have been created for all topics in Y1 to Y6 for Term 1 and 2. These include the Big Question and subsequent lines of enquiry questions, key knowledge, definition of vocabulary, diagrams or illustrations and linked texts. Children have a copy of this at school to refer back to throughout the topic, as well as a copy sent home via ParentMail. Monitoring shows that although children refer to knowledge organisers within the topic lessons, there are missed opportunities to continual check the understanding of that knowledge throughout the topic. This can be achieved through regular low stake quizzes and will continue to be monitored in Term 3 and 4.

Success Criteria 5: Continuous provision will be implemented across all year groups for French and music provision
Music provision has continued, although within the Government guidance. Y5 have started to learn brass instruments whilst Y3 will start strings over the next term. EY and Y1 use nursery rhymes and singing as part of their maths and topic lessons. Y2 completed a topic about performing in Term 2, complete with a social distanced, video of their nativity to share with parents via the Academy's website. Other year groups have continued to access Charanga at varying degrees.

French calendars are in every classroom in KS2 as well as conversational phrases. Monitoring of French has yet to take place.

Success Criteria 6: Leaders will participate in and lead CPD for their subjects ensuring that all staff can access relevant subject knowledge
Staff have accessed a range of CPD for their subject irrespective of restrictions due to Covid-19. These include the following external training:

- Remote RWI training
- Remote Sounds Write training
- Working Scientifically virtual workshops
- RE – NCC syllabus
- PD
- The Write Stuff approach
- Remote KCSIE and E-Safety
- Subject leader development meetings with Steve Horsley
- Middle Leadership for 3 staff at 5Wells Teaching Schools Alliance
- NPQML for 2 staff
- NPQSL for 2 staff

Internal training:

- Risk assessments
- Prezi software
- Behaviour and Inclusion
- Implementation of oracy

Additional CPD has included year group and individual support by subject leaders, phase leaders and SLT. Development of staff continues to drive improvements across the Academy and monitoring shows that the structure of middle leaders is having a positive impact on the confidence of teachers and quality of teaching and learning.

April 2021 evaluation

July 2021 evaluation

FOCUS PRIORITY 4- DEVELOPING ORACY

What will be different for children in 2020-2021?
The senior leadership team demonstrate their commitment to oracy as an integral part of how to the academy provides an effective education through its position as a priority on the improvement plan.

Oracy will be promoted across the curriculum and in every lesson. CPD for teachers will ensure they develop a shared language for oracy and are familiar with a range of approaches for organising, promoting and reviewing talk. Over the course of the academic year oracy will have the same status as reading, writing and mathematics. Oracy progression documentation for each subject taught will be used to track coverage of skills being developed.

Children will have carefully planned opportunities to use talk within a diverse range of motivating contexts and for different purposes. These will include through; rote, recitation, instruction, discussion and dialogue and will vary across subjects and with different age groups. Systems for turn taking and ground rules for discussion will be established to support sustained productive dialogues between children. Children will be taught how to effectively add to, build on and challenge, each other's ideas to develop thinking, reasoning, speaking and listening skills. |

Success Criteria (SC)

1. There will be a strategic plan for oracy across the academy which stakeholders at all levels are responsible for fulfilling
2. Subject leaders across the academy will understand the importance of oracy in their areas of responsibility
3. Teachers will have a good understanding of how to plan for opportunities for children to engage in oracy tasks and teach the skills required explicitly
4. Teachers will become adept at upskilling their children to become better speakers and listeners, building on their competence over time
5. There will be shared approaches to oracy teaching and learning implemented across the academy
6. Leaders of oracy will ensure teaching staff have access to appropriate CPD and will evaluate how teachers implement the oracy curriculum
7. Children will have opportunities to demonstrate their improving oracy skills

Key People	Funding & Resources
Angie Aitken – Reading & Oracy Leader
Rebecca Owen – Writing & Oracy Leader
James Hollingsworth – Mathematics Leader
Jane Liddington – Arts Leader
Abby Skinner – Science Leader
Katie Perry – Personal Development Leader
Caroline Bellham – Humanities Leader	• £1000 resources for promoting and developing oracy
• £1000 budget for professional development

SC	Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
	Leadership and Management				
1	A designated leadership team for oracy will be appointed	AA/RO	CB/RO/AA	31.10.20	
2,3	Subject leaders will produce oracy progression documents across all year groups and all subjects	AA/RO	CB/RO/AA	31.10.20	
2	Subject leaders will monitor and evaluate the coverage of oracy skills within their subject area each term	AA/RO	CB	31.10.20	
1,2 3	Oracy leaders will develop a strategic plan for implementing oracy which includes a small range of consistent approaches to develop talk to be introduced in all year groups	CB	CB	20.12.20	
2,4 6	Oracy leaders will lead relevant CPD for staff	CB	CB	28.02.21	
7	Oracy club will be established targeting PPG children	AA	CB	18.02.21	
4,5	Oracy leaders will ensure resources are available to enhance the teaching & learning of oracy	CB	CB	28.02.21	
6	SLT will monitor and evaluate the quality of teaching and learning of oracy, identifying and implementing support and challenge	AA/JH/RO/CB	AA/JH/RO/CB	01.06.21	

Evaluations against success criteria:

December 2020 evaluation:

Success criteria 1: There will be a strategic plan for oracy across the academy which stakeholders at all levels are responsible for fulfilling

Oracy training was delivered to all teaching staff, by SLT as part of the introduction to improving oracy skills across the Academy. This training included research evidence from sources such as School21 and the history of oracy within the Governments agenda over the past 100 years.

Strategies included focusing of the ABC approach. This represents agree, build or challenge to questions that are open and develop the children's ability to share thoughts and ideas across the curriculum. Laminated posters are evident in all classes to encourage children to use this approach within lessons. Monitoring shows that these are being displayed but limited evidence of the children using them consistently. Feedback from teachers suggested that children's language and oracy was poor and that more modelling and training the children was needed.

Sentence stems to support the introduction of this are within each progression document for all subjects as well as part of the in-year coverage documents. These were taken as part of Hamilton Trust and include the following questioning types that are differentiated to an age appropriate level from EY to Y6:

- Language of argument
- Language of comparison
- Language of deduction
- Language of description
- Language of evaluation
- Language of evaluation
- Language of hypothesis
- Language of opinion
- Language of prediction
- Language of retelling
- Language of sequencing

Alongside this, different strategies for whole class talking were shared with staff to provide better opportunities for children at the Academy to agree, build and challenge amongst themselves rather than back and forth with the adult. Paired talk, snowballing and transverse were the three strategies that the Academy would focus on this academic year to ensure these were embedded before introducing more.

Paired talk has been observed as part of ongoing assessments and although teachers have given feedback about using snowballing, paired talk is still the strategy seen during monitoring.

Early indications, shortly after the training was positive with teachers eager to improve the quality of oracy across the Academy. However, across the term the focus on oracy and the preparation of high quality questioning has shown a decrease in this as a focus. Term 4's curriculum inset day will revisit oracy and consider the next steps for the remainder of the year.

Success Criteria 2: Subject leaders across the academy will understand the importance of oracy in their areas of responsibility
All subject progression documents have an oracy sentence stems at each age group across the Academy. The next step for subject leaders is to support teachers in preparing high quality open questions whilst planning their subjects, to ensure that children have the opportunity to practice these skills across the curriculum.

Success Criteria 5: There will be shared approaches to oracy teaching and learning implemented across the academy
The use of question stems and the oracy framework with the curriculum documents has provided a shared approach to oracy teaching and learning. Using the ABC approach alongside the 3 strategies of talk enables teaching staff to improve the provision in those areas consistently before expanding their knowledge.

Success Criteria 6: Leaders of oracy will ensure teaching staff have access to appropriate CPD and will evaluate how teachers implement the oracy curriculum
Monitoring of teaching and learning has taken place across Term 1 and 2 and evidence of oracy being taught and practiced was evident. However, the quality of this was inconsistent and further training and support is needed in Term 3 and Term 4.

Success Criteria 7: Children will have opportunities to demonstrate their improving oracy skills
In year 2 the children have completed a topic performing and have studied and practised performing skills. They were able to demonstrate these in a video performance of Babushka for their parents. This was not live due to national lockdown restrictions. In EY and Y1 children take part in T4W and have regular opportunities to demonstrate their oracy skills by building on a familiar story and innovating with their own ideas. They have opportunities to orally rehearse their new version of the narrative with pairs and to a larger group. Further opportunities for children further up the school to engage in meaningful oracy opportunities such as debating will be developed once the academy is open to all pupils.

April 2021 evaluation

July 2021 evaluation

BACKGROUND PRIORITIES

Improving Attendance		
What the priority involves in a nutshell:	Actions:	Success Criteria:

1. Ensuring that pupils' attendance improves, particularly for those pupils who have special educational needs and/or disabilities and those who are disadvantaged.	• Assistant Principal/Lead DSL to ensure that attendance is discussed at weekly Inclusion meetings and strategies for supporting pupils with poor attendance are identified • Concerns raised about poor attendance will be referred to the EIPT • Poor attendance related to COVID anxiety will be treated sensitively and every effort made to reintroduce pupils into school • Assistant Principal/Lead DSL to line manage Attendance Officer and set aspirational targets for whole school attendance • Attendance officer to review national guidelines relating to the COVID pandemic and attendance • End of term prize for all children above academy target • Weekly team points Powerpoint shared with classes will identify children on track to reach academy targets • Attendance certificates to be use as an incentive/reward for good attendance (Gold/Silver/Bronze) • Attendance letters to be sent to parents whose children were under 95% attendance for previous half term • Children who are under 95% attendance and were on a parent contract before lockdown will go straight back onto a parent contract • All children on a parent contract (led by Assistant Principal) will have 4 weeks to meet the academy target and will have an individual reward chart to work towards earning an Amazon voucher • Attendance clinics will take place virtually and take place with the Welfare Officers, the reason for poor attendance will be sought and solutions suggested • 'Perfect Attendance' reward for whole classes will continue. This will be celebrated in weekly parent newsletters.	• Whole school attendance target is 96% • Whole school PA will reduce to 10% • Disadvantaged attendance target is 95.0% • Disadvantaged PA will reduce to 12%

Evaluations against success criteria:

December 2020:
Attendance is discussed during weekly Welfare meetings. The number of part time children are discussed and strategies for supporting those with PA are identified. Whole school attendance for the Autumn term was 94.52% which was above National attendance for the same period at 86%.

Concerns about poor attendance have been referred to the EIPT when appropriate. Whole school PA for the Autumn term was 15.8%.
A range of strategies related to poor attendance and COVID have been used e.g. part time timetables, school tours, referrals to external agencies and every effort has been made to reintroduce pupils to school. 17 Referrals have been made to the EIP since September 2020, 8 children have elected for home education. Some of these children have returned to the school. The other referrals were for term time absences (2), irregular attendance (1), 1 CME and 5 part time timetables.

SLT and the attendance officer have taken responsibility for keeping up to date with national guidelines about attendance during the pandemic.
Aspirational targets have been set for attendance and these are included within the attendance officer's appraisal process.
Attendance letters were sent home to children at the end of the Autumn term for those with less than 95% attendance. 118 letters were sent. Disadvantaged attendance was 92.20 % for the Autumn term and PA was 25.3%.

'Perfect Attendance' reward has continued during the Autumn term to motivate children to attend school, this has been shared in the parent newsletter. Gold/Silver/Bronze certificates were sent out during Autumn 1 and Autumn 2 certificates will be sent out in January 2021.

Attendance week is due to take place in the Spring term to introduce new termly reward prizes.

Our attendance officer has been researching the use of a new platform (Study Bugs) for recording and monitoring attendance, this will be trialled later in the academic year.

During the Spring Term, parent contract virtual meetings will take place with PA children and families to reduce the amount of PA for all (and particularly disadvantaged).

April 2021:
July 2021:

Science		
What the priority involves in a nutshell?	**Actions:**	**Success Criteria:**
1. To ensure the 'Working Scientifically' objectives are	• Identify and highlight Science topics taught in each year group via the 2020/21 topic overview • Communicate expectations for teaching Science and Working Scientifically to year groups – highlight coverage document and refer to skills progression	• Leaders are aware of when Science is taught across the Academy • Teachers understand the expectations for Science and follow the guidance provided

consistently included in the planning of the Science topics, specifically in Years 3 and 6.	• Provide teachers with useful resources and visual aids (e.g. Prezis, posters, anchor charts) to guide and facilitate the teaching of experiments and enquiries • Complete an audit of the resources available and create an inventory spreadsheet • Liaise with year groups and order new resources to support the teaching of the Science topics and Working Scientifically • Review medium and short term planning in focus year groups to monitor the teaching of Working Scientifically and the objectives covered • Monitor and track children working at the expected standard throughout the year – met/not met • Gather evidence of children's work for Science display and evidence folder • Establish links with Hatton Academy to support the teaching and learning of Science and prepare children for secondary school (Y5/6)	• Coverage and progression documents are used appropriately • Teachers are well equipped with resources/aids to support teaching • Planning shows all working scientifically objectives for each topic are covered in the curriculum • Planning shows pre-teaching of scientific vocabulary. • Leaders provide constructive feedback on year group planning. • Spreadsheet shows percentage of children working at expected standard • Increased engagement in Science through workshops, experiments etc
2. To ensure staff and children use Scientific tier 3 vocabulary confidently throughout the teaching of each Science topic.	• Direct year groups to identify scientific vocabulary for Working Scientifically on progression document • Ensure year groups display the scientific vocabulary in class and on knowledge organisers when teaching a Science topic • Review medium and short term planning in focus year groups to monitor the teaching of scientific vocabulary • Support teachers with using the Isabel Beck technique to teach new scientific vocabulary • Complete a pupil voice questionnaire linked with Scientific vocabulary	• Year groups are aware of the scientific vocabulary. • Scientific vocabulary is displayed in class and on organisers. • Planning shows pre-teaching of scientific vocabulary. • Leaders provide constructive feedback on year group planning. • Teachers teach new vocabulary confidently using Isabel Beck. • Pupil questionnaire shows views on whether vocabulary is taught.

Evaluations against success criteria:

December 2020:

1. To ensure the 'Working Scientifically' objectives are consistently included in the planning of the Science topics, specifically in Years 3 and 6.

- Science subject leaders have highlighted the relevant Science topics taught each term in every year group on the curriculum overview. Table created to outline the frequency Science is taught across the year groups each term.

Whole School Science Coverage							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Total
EY	■	■	■		■		4
Y1		■	■	■	■		4
Y2		■		■	■	■	4
Y3	■	■		■	■		5
Y4			■		■	■	3
Y5	■		■		■	■	4
Y6	■	■		■			3

- Expectations for teaching Science and Working Scientifically shared via email with year groups. All year groups to cover areas of working scientifically in every Science topic taught, as well as topic specific objectives. Evidence of coverage highlighted on each year group's skills progression document. This will continue each term for the relevant year groups (as above).
- All teachers provided with examples of scientific method posters they may wish to use to facilitate the teaching of experiments and enquiries. Opportunities to practise the scientific methods have been achieved in Years 3 and 6, with the support of SA and NW who have taken the lead of the planning. A Padlet is to be created in Term 3 to share resources, visual aids, CPD training with all year groups. Good examples of Prezi's will also be added to the padlet to support the teaching of vocabulary.
- A basic audit completed. It has been difficult to complete a full audit due to restrictions in time and access to resource cupboard.
- Monitoring document completed by Science subject leaders each term for specific year groups to review the planning, teaching and objectives taught. This monitoring has been insightful for subject leaders and has helped to identify areas of improvement for year groups. Monitoring document includes evidence of Science coverage, tracking children against the expected standard, examples of planning/teaching resources and work produced by children in the year group. Year groups monitored so far – EY, Y1, Y3, Y5, Y6. Years 1, 5 and 6 have also had a book dip.

2. To ensure staff and children use Scientific, tier 3 vocabulary confidently throughout the teaching of each Science topic.

- All year groups directed to Tier 3 vocabulary in each Science topic on skills progression document.
- Most year groups are displaying the key vocabulary on topic displays. Year 3 and 6 successfully displayed Tier 3 vocabulary and scientific methods in both Terms 1 and 2. All year groups are outlining vocabulary on Knowledge Organisers.
- Pupil voice questionnaire to be completed in Term 3 to obtain children's knowledge of scientific vocabulary and the extent it is taught.

April 2021:
July 2021: