



Principal - Mrs Claire Byron

Vice Principals - Mrs Angela Aitken & Mr James Hollingsworth

Academy Improvement Plan

September 2022 – July 2023



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Vision: Developing well rounded, conscientious and successful learners who aspire to achieve their personal best. We are nurturing and welcoming community where relationships are at the forefront of everything we do.

Values: PRIDE - *Passion, Responsibility, Independence, Determination and Enjoyment*

DISTINCTIVE CHARACTERISTICS (SEPT 2022)

Number of children on roll	575	Percentage of children eligible for pupil premium	25%	Percentage of children with statement of special educational needs (SEN) and with education, health and care (EHC) plan	SEN: 23% EHCP: 3% Draft EHCP: 1%
Percentage of children with English as an additional language (EAL)	55%	Percentage of children with welfare or child protection support plans (24 children)	EHA 3.5% CIN 0.2% CP 1%	Percentage of children who are identified as Looked After (LAC)	0.2%
Overall absence (2021-2022)	8.4%	Persistent absence (2021-2022)	28%	Most recent OFSTED grade	Requires Improvement
Number of children who left during term time: 2018-19 58 2019-20 36 2020-21 58 2021-22 22		Number of children who joined during term time: 2018-19 95 2019-20 74 2020-21 59 2021-22 86		The academy serves an area of high deprivation and socio-economic challenge: Idaci pupil base quintile 5 Idaci base for adult education and skills quintile 1	

ATTAINMENT OUTCOMES SUMMER 2022

NATIONAL () IS BASED ON 2019 OUTCOMES

EYFS Good Level of Development Cohort 44% Cohort without SEND class 51% National (72%)		Year 1 Phonics Screening Cohort 68% National (83%)		Year 2 Phonics Screening Cohort 88% National (93%)	
Year 2 Reading (teacher assessment) Cohort EXP 60% Cohort GDS 0% National EXP (75%) National GDS (27%)		Year 2 Writing (teacher assessment) Cohort EXP 48% Cohort GDS 0% National EXP (69%) National GDS (17%)		Year 2 Maths (teacher assessment) Cohort EXP 63% Cohort GDS 0% National EXP (76%) National GDS (23%)	
Year 2 combined (RWM) Cohort EXP 48% Cohort GDS 0% National EXP (65%) National GDS (11%)		Year 2 Science (teacher assessment) Cohort 78% National 79%			
Year 6 Reading Test Cohort EXP 58% Cohort GDS 16% National EXP 74% National GDS (29%) Progress Average		Year 6 Writing (teacher assessment) Cohort EXP 62% Cohort GDS 22% National EXP 69% National GDS (22%) Progress Average		Year 6 Maths Test Cohort EXP 67% Cohort GDS 11% National EXP 71% National GDS (25%) Progress Average	

Year 6 GPS Test		Year 6 Combined (RWM)		Year 6 Science (teacher assessment)	
Cohort EXP	62%	Cohort EXP	47%	Cohort EXP	79%
Cohort GDS	22%	Cohort GDS	6%	National	79%
National EXP	72%	National EXP	59%		
National GDS	(35%)	National GDS	(11%)		

POSITION STATEMENTS - SEPT 2022

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

- Actions from OFSTED April 2019
- Challenge Partner Whole School Reviews January 2020, February 2021 and January 2022
- External consultation during support in 2022 from; Roade English Hub, Enigma Maths Hub, DfE Behaviour Hub Programme, Maths consultant from Herts for Learning, and OSFTED inspector Emma Hollis
- Internal and trust level monitoring

Strengths:

Quality of Education	<ul style="list-style-type: none"> • Teachers have secure subject knowledge • Teachers' pedagogical knowledge is strong and is enhanced by leaders' deep commitment to staff's professional development • Teaching assistants are deployed well • Children, including those who are disadvantaged, are making improving progress. Progress at KS2 is average when compared to national for reading, writing and mathematics • A strength of the curriculum is the way sequences of learning have been arranged in a logical and sequential manner and have been further underpinned by careful identification of small steps that need to be taught to reach the learning objective
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	<ul style="list-style-type: none"> • A strong culture of reading permeates the school. Reading is very well resourced and has a high profile in the school, as demonstrated by the high quality of interesting displays and the space dedicated to a large, inviting library • The wider curriculum is designed to ensure disadvantaged pupils have access to a range of enrichment activities. These include additional music lessons, covering the cost of educational visits and a homework club specifically for disadvantaged pupils to improve their cultural capital
Behaviours and Attitudes	<ul style="list-style-type: none"> • Relationships are positive. There is an ethos of mutual respect • Children behave well at all times of the school day. They have good manners • Staff use consistent approaches to managing behaviour • High expectations of behaviour are evident across the school and pupils are actively engaged in learning
Personal Development	<ul style="list-style-type: none"> • Staff promote pupils' personal development very well • Children are taught to have increasingly high aspirations for themselves • Children know and understand the school's values well. Pupils are taught to be respectful of each other
Leadership and Management	<ul style="list-style-type: none"> • Leaders are improving standards. Leaders have created a strong climate for learning, which include the introduction of behaviours for learning approaches • Over the last year, the academy improvement plan has been refocused to place greater emphasis on the development of subject leaders and the curriculum • Leaders ensure that the pupil premium is used to increasingly good effect to improve the progress and raise the attainment of disadvantaged pupils, as well as improving their attendance • Leaders have high ambitions for all groups of pupils to achieve their potential. Rigorous assessment procedures are in place and the minute that any pupils fall behind, intervention strategies are put in place to get them back on track • Leaders have a very good understanding of the local context and pupils' barriers to learning. This ensures that appropriate provision is put in place to help pupils learn, such as the focus of teaching subject-specific vocabulary
Quality of Education in EYFS	<ul style="list-style-type: none"> • Children make good progress from their starting points in the early years. • Teaching is strong in the early years • Teachers and adults are enthusiastic. They use questioning skills well to develop children's thinking and support their development and independence

Key Areas for Development

Quality of Education	<ul style="list-style-type: none">• To secure pedagogical approaches for all CUSP subjects which include; regular retrieval practice, systematic teaching of vocabulary, effective modelling and carefully planned learning tasks, using our Principles of Pedagogy strategies• To secure well planned coherent sequences of learning for all CUSP subjects which include the development of both subject knowledge and disciplinary skills
Behaviours and Attitudes	<ul style="list-style-type: none">• To secure the behaviour for learning approaches and increase the number of children who are demonstrating 'exceptional learners' attitudes• To secure a culture of high expectations through the implementation of shared, consistent approaches• Continue to ensure that playtimes and lunchtimes are structured, well-resourced and well-supervised in order that these times are calm, orderly and fun for all
Personal Development	<ul style="list-style-type: none">• Teach children to speak confidently about themselves as learners• To provide weekly opportunities for children to engage in relationship building activities to support the development of emotional literacy and class cohesion• Ensure children know and understand British Values• To provide a wide range of opportunities for children to take on additional responsibilities with the academy
Leadership and Management	<ul style="list-style-type: none">• Leaders further develop their initiatives and ensure that all staff apply them consistently. This includes; The Write Stuff approach to writing and SPAG, the teaching of reading across KS2 including; fluency practise; a systematic approach to comprehension development and promoting a culture of reading across the academy• Leaders strengthen systems of governance to better hold leaders to account, including for the impact of additional funding• Leadership of discrete areas of the curriculum develop consistency around their documentation, approaches towards quality assurance and professional development for teaching staff
Quality of Education in EYFS	<ul style="list-style-type: none">• To continue to refine and embed approaches for the development of language and communication, reading and writing

PRIORITIES IDENTIFIED FOR 2022-2023

The priorities for the academic year 2022-2023 are based on the areas for development identified in the position statements and are those considered to having the most impact on the offer to children at Oakway and their outcomes. They are as follows:

	OFSTED Areas	Key Priority Area	Key Priority Focus
1	Quality of Education	Continue to construct a curriculum that is ambitious and well designed	Ensure subjects taught through the CUSP curriculum model are implemented effectively and consistently across KS1 and KS2 including the teaching of both subject knowledge and disciplinary skills supported by the development of consistent pedagogical approaches
2		Ensure all children in KS2 read widely and often, with fluency and comprehension	Develop children's motivation to read for pleasure and purpose. Secure consistent approaches to teaching fluency and comprehension across KS2
3	Leadership & Management	Ensure all children gain the knowledge and skills they need to achieve well	Ensure that children who are entitled to PPG and / or have fallen behind are quickly identified and supported to catch up and keep up with their peers
4		Embed Approaches to enhance the teaching of the behaviour curriculum	To implement behaviour for learning approaches which help children to take responsibility for their actions and become active participants in their learning

KEY PRIORITY 1 – CONTINUE TO CONSTRUCT A CURRICULUM THAT IS AMBITIOUS AND WELL DESIGNED

What are we focussing on?

Ensure subjects taught through the CUSP curriculum model are implemented effectively and consistently across KS1 and KS2 including the teaching of both subject knowledge and disciplinary skills supported by the development of consistent pedagogical approaches

Rationale: At Oakway Academy, we are implementing the CUSP curriculum model to teach Science, History, Geography, Art and Design and Design Technology at KS1 and KS2. The CUSP curriculum model is delivered through the Hatton Academies Trust Principles of Pedagogy, as we believe this supports pupils to make conscious connections and to think hard, using what they know. Children connect new learning with prior knowledge and teachers explain learning clearly, sharing carefully chosen examples. Children attempt tasks with the support of the teacher and apply their learning independently. Children are challenged to think deeply about the content they are learning. To achieve this we teach units in sequences that build over a number of weeks using a spaced and interleaved approach.

Funding and Resources:

£2000 subject knowledge CPD for teachers
£2000 subject leadership coaching
£2000 subject leadership development days
£3000 subject resources

Key People:

James Hollingsworth – Curriculum Leader
Kirstin Jones – Science Leader
Lisa Page – History Leader
Caroline Bellham – Geography Leader
Jane Liddington – Art Leader
Tiffany Ho – Design Technology Leader

Success Criteria	Who	Actions	RAG Rate	Evaluation
1.1 Short term planning clearly identifies 6	JH KJ LP CB	1. CUSP subject planning monitoring will take place regularly to ensure lessons include well planned tasks and activities at each stage of CEEAAC	AUT	

stages of a lesson; connect, explain, example, attempt, apply, challenge (CEEAAAC)	JL TH	<ol style="list-style-type: none"> 2. Pupil Book Study will ensure that children have opportunities to engage in a range of CEEAAC activities during lessons and that these are supporting the children to secure the key learning within the unit 3. Pupil Book Study will provide evidence that teachers are using the CUSP range of pre-printed resources to structure the children's learning tasks in such a way that learning build cumulatively with regular opportunities to revisit prior learning between units and within units 	SPR	
			SUM	
1.2 High-quality resources, practical equipment and enhancement opportunities will be planned for to support learning in CUSP subjects	JH KJ LP CB JL TH	<ol style="list-style-type: none"> 1. Lesson visits and learning walks will identify that teachers are using a range of strategies to support and scaffold learning, which meet the needs of all learners. These will include; use of a visualiser and teacher book to model the layout of the CUSP resources; dual coded knowledge notes and knowledge organisers to make the learning sequence visible to children; use of vocabulary modules to teach tier 2 and 3 vocabulary and a range of high quality diagrams and thinking hard resources to ensure children can use what they know to attempt and apply and go further in their learning 2. Subject leaders will ensure practical resources / artefacts are available to enhance the delivery of the CUSP subjects across each unit 3. Subject leaders will ensure carefully planned trips, visits and visitors are organised to enhance the learning across the subject and across key stages 	AUT	
			SPR	
			SUM	
1.3 Children will be able to demonstrate a	JH KJ LP	<ol style="list-style-type: none"> 1. Pupil Book Study Voice will be gathered for each subject across all year groups which demonstrates that children understand the key concepts and have secured the key knowledge and vocabulary taught in each unit 	AUT	

good understanding of key concepts and knowledge in each unit	CB JL TH	2. Planned connect and retrieval practice including cumulative quizzing will demonstrate that children have secured the key knowledge within the unit. 3. The formative assessment information will be used to revisit insecure learning or to address misconceptions in subsequent lessons 4. Termly summative assessments will be used to evidence children's outcomes in each subject in each unit	SPR	
			SUM	

KEY PRIORITY 2 – ENSURE ALL CHILDREN IN KS2 READ WIDELY AND OFTEN, WITH FLUENCY AND COMPREHENSION

What are we focussing on?

Developing children's motivation to read for pleasure and purpose. Secure consistent approaches to teaching comprehension across KS2

Rationale: We recognise that being able to read well is a key life skill for children, whatever their background. We believe that every child can learn to read with the right teaching and support. Across KS2, we need to continue to develop a consistent approach to teaching reading, which includes explicitly teaching: knowledge about authors and genre: language patterns: reading stamina and comprehension skills. We also acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this also has to be provided for and encouraged at the Academy. We will achieve this by developing a coherent whole-school strategy for promoting reading for pleasure.		Funding and Resources: £5000 develop reading environment £200 to develop reading champions £1000 PIXL membership £1000 Accelerated Reader and MyOn membership £500 consultancy support £500 coaching for reading leader		Key People: Angie Aitken – Reading Leader Kerry Taylor – Phonics Leader Rebecca Hawker – Deputy reading Leader
Success Criteria	Who	Actions	RAG Rate	Evaluation
2.1 Children targeted for reading interventions will make accelerated progress	AA	1. Targeted children will be identified at the earliest opportunity through ongoing regular assessment 2. Leaders will ensure staff training and support is high quality and consistent 3. Interventions will precisely target the needs of the child based on assessment and prior outcomes 4. Leaders regular monitoring will identify staff training needs which will be addressed at the earliest opportunity	AUT	
			SPR	

			SUM	
2.2 A small and consistent range of evidence based high quality intervention will be deployed support children who are falling behind	AA KT	<ol style="list-style-type: none"> 1. Children identified as making slow progress will be targeted to read on a 1 to 1 basis with an adult at least three times a week 2. Children in KS2 who have not yet achieved the expected standard in reading at the end of KS1 will continue to be supported through the RWI programme through daily teaching in order they learn to complete the programme 3. Disadvantaged children will be targeted to read on a 1 to 1 basis with an adult regularly 4. Catch-Up Literacy will be used to support those identified as significantly behind their peers 5. End of day and after school tuition will be provided for targeted children who require additional reading intervention 	AUT	
			SPR	
			SUM	
2.3 The academy develops a reading culture	AA RH	<ol style="list-style-type: none"> 1. Curriculum time will be allocated for children to examine and view themselves as readers 	AUT	

in which children have opportunities to read for pleasure and can express a love of reading		<ol style="list-style-type: none"> Increasing numbers of children will join the 'Millionaire's Club' having been incentivised to read more than a million words over the academic year Pupil voice on reading attitudes is collated and analysed to evidence improvements in motivation to read for pleasure Daily picture books (KS1) or ambitious class novels (KS2) will be read to the children to widen their exposure to high quality reading texts. These will be based carefully mapped against our reading spine Children will have access to a well-resourced and inspiring library space during lesson time, lunchtimes and after school. A librarian will be available to maintain the library provision Author and poetry studies will be incorporated across the year to widen the reading experiences of children Children will have opportunities to read for pleasure on the playgrounds Reading Champions are established and promote the love of reading 	SPR	
			SUM	
2.4 Reading lessons improve reading stamina and reading comprehension skills	AA	<ol style="list-style-type: none"> Fast Reading will be part of daily reading lessons in KS2 to improve stamina and fluency. Fluency (words per minute) is tracked throughout the year and will show improvement towards 120 words per minute Reading journals will reflect a wide range of comprehension activities, child as a reader and author studies in line with the reading overview Comprehension activities will be planned for in line with the reading overview, which provide a systematic and coherently approach to building comprehension skills, using PIXL resources to support teacher subject knowledge. Monitoring of the quality of reading lessons will identify staff training needs. These will be addressed at the earliest opportunity by the reading leader. 	AUT	
			SPR	
			SUM	

		6. Regular assessment of reading at KS2, including AR Star reader tests, PIXL reading tests, past SATs papers and fluency tracking will evidence improvement in outcomes for all children across KS2		
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KEY PRIORITY 3 – ENSURE ALL CHILDREN GAIN THE KNOWLEDGE AND SKILLS THEY NEED TO ACHIEVE WELL

What are we focussing on?

Ensure that children who are entitled to PPG and / or have fallen behind are quickly identified and supported to catch up and keep up with their peers

Rationale: In 2022, 47% of pupils attained the combined expected standard or above compared to 36% disadvantaged pupils in KS2 outcomes. We recognise that this combined attainment for all pupils must further increase to bring attainment levels closer to national outcomes. In order to achieve this, the gap between disadvantaged and non-disadvantaged needs to diminish and any children falling behind need to catch up, ensuring all pupils achieve well.	Funding and Resources: £5,000 Catch-up NTP funding £50,000 PPG funding £1000 CPD for developing effective T&L strategies and approaches £1000 external coaching £1000 provision map software	Key People: Claire Byron - Principal Angela Aitken – Reading / assessment leader Rebecca Owen – Assistant Principal Vicky Lochridge – EY Leader Kerry Brewer – Writing Leader Kerry Taylor – Phonics Leader James Hollingsworth – Maths Leader
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Success Criteria	Who	Actions	RAG Rate	Evaluation
3.1 Where disadvantaged children are identified as	AA JH RO VL	1. Review & adapt curriculum expectations, following a baseline assessment, so that pre-requisite knowledge and skills are developed in core areas, e.g. phonics 2. Targets established taking into account prior attainment and aspirational national benchmarks so that progress can be monitored on entry, termly and annually	AUT	

having fallen behind effective plans are in place to support best progress	<ol style="list-style-type: none"> 3. Ensure consistency across the Academy through a rigorous approach to monitoring, coaching and supporting 4. Class profiles are used to ensure teachers are aware of the range of attainment within their class and in order to target individual children for accelerated progress 5. A wide range of ongoing formative assessment is used effectively to identify learning which is not secure in order to revisit this at the earliest opportunity 	SPR	
		SUM	
3.2 The academy PPG and Recovery plan makes highly effective use of the additional funding provided and maximum support is given to the more vulnerable and disadvantaged pupils to ensure that they make rapid progress towards current year group ARE standards in RWM	<ol style="list-style-type: none"> 1. Review & refine provision for vulnerable and disadvantaged children adapting to changes & budget to ensure equity within outcomes 2. Consider, develop and implement an appropriate PPG and Recovery Programme so that pupils are well supported in making rapid progress towards current year group ARE standards 3. PPG and Recovery Plan includes: <ul style="list-style-type: none"> ○ Rapid Identification of children to be targeted for intervention and tuition ○ High quality tuition and intervention is provided to support those who require additional support to catch-up ○ A range of assessment is used to closely monitor progress and regular reviews are provided to maximise impact ○ Quality First Teaching is strengthened through CPD and support for teachers, including improving subject knowledge and pedagogy 	AUT	
		SPR	
		SUM	

3.3 Staff understand assessment data and know current attainment levels for all children they are responsible for. Staff know children gaps in learning and their next steps		<ol style="list-style-type: none"> 1. Embed the use of FFT assessment data so that there is rigorous data tracking from a baseline measure as well as previous attainment outcomes 2. Ensure the use of assessment knowledge, is utilised effectively by staff so that they plan next steps carefully to ensure rapid progress and close any gaps, which exist. 3. Provide termly pupil progress meetings to between phase leaders and year group teachers will provide opportunities to discuss children's progress and plan next steps to secure best progress 4. Increase opportunities for moderation (both in-house and externally) for all year groups to develop staff knowledge of expected standards in all areas of learning (Inc. noncore) 5. Monitor, adapt & develop the quality/range of interventions across the school in order to ensure that they target the most important elements and that they demonstrate the greatest impact 	AUT	
			SPR	
			SUM	

KEY PRIORITY 4 – EMBED APPROACHES TO ENHANCE THE TEACHING OF THE BEHAVIOUR CURRICULUM

What are we focussing on?

To implement behaviour for learning approaches which help children to take responsibility for their actions and become active participants in their learning

Rationale: We believe that maintaining a positive culture requires constant work. Our positive culture centres on helping children to understand what successful behaviour looks like by defining and teaching it clearly and using consistent repeated practice to promote the positive behavioural norms, including the use of a shared vocabulary. We also believe that good attendance is a behaviour for learning which needs promoting and a robust attendance strategy in place to drive improved attendance. We need to ensure clear	Funding and Resources: £1000 Behaviours for Learning displays £5000 play equipment	Key People: Claire Byron - Principal Angela Aitken – Vice Principal James Hollingsworth – Vice Principal Rebecca Owen – Assistant Principal Laura Mutlow – Assistant Principal Vicky Lochridge – EY Leader Laura Marshall – PD Leader Jacinta Gordon – SENCO Jane Liddington – LTS Leader
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and consistent approaches towards managing behaviour are commonly understood and followed by all stakeholders and that attendance at the academy improves			Jess Standish – Attendance Welfare Officer Beth Maycock – Welfare Officer (attendance team) Susan Hatton – Inclusion TA (attendance team)	
Success Criteria	Who	Actions	RAG Rate	Evaluation
4.1 All stakeholders will be provided with opportunities to know and understand Behaviours for Learning approaches, commonly used vocabulary, core routines and associated rewards and consequences to establish the revised whole-academy approach	CB JH AA RO LM LM VL JG JL	<ol style="list-style-type: none"> 1. Reviewed behaviour policy with agreed amendments will be shared with all staff on September training day 2. Teachers will plan opportunities at the start of term to introduce children to the new Behaviours for Learning approaches, commonly used vocabulary, core routines and associated rewards and consequences to establish the revised whole-academy approach 3. Teachers will provide opportunities to practise the routines as often as is necessary that they become established and consistent within their classrooms 4. Leaders will plan assemblies to share and reinforce the new approaches with all children 5. Parents will be sent an a copy of the revised Behaviour and Relationship Policy via ParentMail, it will be available on our website and it will be highlighted in the weekly newsletter 6. Parents will be invited to attend a weekly behaviour tour and workshop throughout term 1 to observe the new approaches in action 7. Displays around the site and in all classrooms will remind staff and children of the routines and Behaviours for Learning 	AUT	
			SPR	
			SUM	
4.2 Lunchtimes will be calm, safe and fun and	CB JH AA RO	<ol style="list-style-type: none"> 1. LTSs and TAs will attend the whole academy training on September training day in order they know and understand the expectations, core routines and techniques for managing children's behaviour 	AUT	

children will be well supported throughout. High expectations for behaviour will remain in place in line with the Behaviour and Relationship Policy	LM LM VL JG JL	<ol style="list-style-type: none"> 2. Senior leaders will support lunchtime team in the dining halls and playground to establish and maintain routines and high expectations 3. Senior leaders will lead daily appreciations in the dining halls to model the approach and to provide support for children to use a strong voice and to listen and respect one another 4. A wide range of activities and equipment will be provided for play at lunchtimes on the playgrounds to maximise engagement in meaningful activities 5. Children will be trained to use any new equipment appropriately during weekly behaviour assemblies and children will be challenged by staff if they are not playing appropriately or safely 6. LTS Leader and senior leaders will monitor lunch time playtime and provide feedback and support to staff where improvements are identified 7. LTS Leader will hold regular meetings with LTSs to ensure they are up to date with any changes to lunchtime rotas or provision and to enable LTSs to discuss any issues that have arisen in order these can be addressed 	SPR	
			SUM	
4.3 There will be a reduction in both the number of suspensions and the number of children subject to suspension to	CB JH AA RO LM VL	<ol style="list-style-type: none"> 1. Suspensions will trigger a review of support in place for a child to identify any changes to provision or referral to outside agencies for assessment and support 2. Suspensions will be applied consistently and in line with the expectations as set out in the Behaviour and Relationship Policy 3. Alternatives to suspensions will be considered where appropriate, such as; managed move or working in learning space 	AUT	
			SPR	

close the gap to national levels		4. Senior leaders will review all behaviours weekly and intervene at the earliest opportunity to bring engage parental support and support children to understand meet the high expectations	SUM	
4.4 Support and additional training will be provided for staff where behaviour monitoring identifies the need	CB JH AA RO LM LM VL JG JL	1. Senior Leaders will monitor behaviour throughout the day by completing leader wanders on a rota to pre-empt issues and intervene where needed 2. Ongoing leader wanders will identify staff who may require additional support to implement the strategies and techniques consistently 3. Support will be provided for staff identified at the earliest opportunity and may include; team teaching, observations of best practice and repeated training through TLAC (Teach Like a Champion) videos 4. Behaviour walks by principal and CEO will identify best practice and areas for improvement. Feedback will be provided for staff involved	AUT	
			SPR	
			SUM	
4.5 Ensuring that pupils' attendance improves particularly for those pupils who have special educational	CB LM JS SL BM	1. Assistant Principal to provide a clear and robust attendance strategy for daily management absent children 2. Attendance team to meet daily and work robustly to secure the maximum attendance each day 3. Concerns raised about poor attendance will be referred to the EIPT at the earliest opportunity 4. Assistant Principal/Lead DSL to line manage Attendance Officer and set aspirational targets for whole school attendance	AUT	
			SPR	

needs and/or disabilities and those who are disadvantaged. Achieve at least 96% whole school attendance and 95% for disadvantaged children		<ul style="list-style-type: none"> 5. Barriers to attendance will be identified and mitigated at the earliest opportunity 6. Attendance certificates to be use as an incentive/reward for good attendance (Gold/Silver/Bronze) 7. 'Perfect Attendance' reward for whole classes will continue. This will be celebrated in weekly parent newsletters 	SUM	
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