



Principal - Mrs Claire Byron

Heads of School - Mrs Angela Aitken & Mr James Hollingsworth

Academy Improvement Plan

September 2023 – July 2024



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ACADEMY VISION AND VALUES

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 2023)

Number of children on roll	559	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: 23.7% EHCP: 7.4%
Percentage of children with English as an additional language (EAL)	57%	Percentage of children with welfare or child protection support plans (24 children)	EHA 2.3% CIN 0.54% CP 2.15%	Percentage of children who are identified as Looked After (LAC)	0.5%
Overall absence (2022-2023)	7.1%	Persistent absence (2022-2023)	19.9%	Most recent OFSTED grade	Good
Number of children who left during term time: 2018-19 58 2019-20 36 2020-21 58 2021-22 22 2022-23 46		Number of children who joined during term time: 2018-19 95 2019-20 74 2020-21 59 2021-22 86 2022-23 93		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 2023

NATIONAL (%) IS BASED ON 2023 OUTCOMES

EYFS Good Level of Development Cohort 58% Cohort without SEND class 62% National TBC	Year 1 Phonics Screening Cohort 66% National TBC	Year 2 Phonics Screening Cohort 83% National TBC
Year 2 Reading (teacher assessment) Cohort EXP 59% Cohort GDS 4% National EXP TBC National GDS TBC	Year 2 Writing (teacher assessment) Cohort EXP 36% Cohort GDS 0% National EXP TBC National GDS TBC	Year 2 Maths (teacher assessment) Cohort EXP 47% Cohort GDS 4% National EXP TBC National GDS TBC
Year 2 combined (RWM) Cohort EXP 30% Cohort GDS 0% National EXP TBC National GDS TBC	Year 2 Science (teacher assessment) Cohort 62% National TBC	
Year 6 Reading Test Cohort EXP 63% Cohort GDS 18% National EXP 73% National GDS TBC Progress TBC	Year 6 Writing (teacher assessment) Cohort EXP 61% Cohort GDS 10% National EXP 71% National GDS TBC Progress TBC	Year 6 Maths Test Cohort EXP 70% Cohort GDS 15% National EXP 73% National GDS TBC Progress TBC

Year 6 GPS Test		Year 6 Combined (RWM)		Year 6 Science (teacher assessment)	
Cohort EXP	68%	Cohort EXP	49%	Cohort EXP	64%
Cohort GDS	32%	Cohort GDS	7%	National	80%
National EXP	72%	National EXP	59%		
National GDS	TBC	National GDS	TBC		

POSITION STATEMENTS - SEPT 2023

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 2023
- Challenge Partner Whole School Review January 2022
- External consultation during support in 2022-2023 from; Roade English Hub, Enigma Maths Hub, 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"> • Expectations are high for all pupils to achieve well, particularly those with special educational needs and/or disabilities (SEND) and the most disadvantaged. • All subjects are well planned and sequenced. • Teachers draw upon their strong subject knowledge to design and deliver lessons that are exciting for pupils. • Staff are knowledgeable and identify when pupils are falling behind in reading. They provide well planned and bespoke support where necessary. Extensive resources support pupils. • Beyond learning to read, books play a prominent part in the school. Access to a wide genre and range of authors, both new and traditional, ensures that pupils develop a love of reading.
Behaviours and Attitudes	<ul style="list-style-type: none"> • The school has high expectations for behaviour. Pupils are clear about the rules and understand their importance • Behaviour is good in lessons and on the playground. Pupils are courteous and respectful to each other.

	<ul style="list-style-type: none"> • Pupils feel safe. Bullying rarely happens but pupils know it will be dealt with. Pupils know how to keep themselves safe online. • There is a strong culture of safeguarding within this school. Staff are vigilant to risks of harm and abuse. Systems for reporting, recording and monitoring concerns are robust.
Personal Development	<ul style="list-style-type: none"> • There are many opportunities for pupils to develop beyond accessing the academic curriculum. • Excellent pastoral support ensures pupils overcome barriers to learning or development should they arise.
Leadership and Management	<ul style="list-style-type: none"> • Leaders have made sound and well-informed decisions about how to improve all elements of the curriculum • Leaders are particularly ambitious for pupils with SEND. Clearly identified needs are well communicated to staff. Appropriate adaptations to teaching ensure these pupils succeed • Leaders have been resolute in improving the school. They have made sound and well-informed decisions about what to improve and when.
Quality of Education in EYFS	<ul style="list-style-type: none"> • Children make a strong start in the early years foundation stage (EYFS). • Learning activities are carefully considered and skilfully constructed. • Adults are knowledgeable and support children effectively to challenge their thinking. • Leaders have considered how learning in key stages 1 and 2 builds from what children have been taught in EYFS. As a consequence, children are well prepared for their next phase of learning. • There is a strong resolve to ensure children communicate well and learn a rich vocabulary. • The early years is a nurturing environment where children quickly learn respect and tolerance.

Key Areas for Development

Quality of Education	<ul style="list-style-type: none"> • To secure consistent implementation of the Oracy curriculum and pedagogical approaches • To secure consistent implementation of the mathematics fluency and strategy curriculums and pedagogical approaches
Behaviours and Attitudes	<ul style="list-style-type: none"> • To improve attendance and in particular persistent absence • To secure consistent implementation of the behaviour approaches by all academy staff
Leadership and Management	<ul style="list-style-type: none"> • Mathematics leaders to precisely check and monitor that improvements made are having the desired impact of improving fluency and recall, improving overall attainment

	<ul style="list-style-type: none"> • Leaders to ensure all staff are aware and accountable for improving attendance, particularly those who are persistently absent. Leaders to ensure they carefully monitor new strategies to ensure they secure the improvements required
Quality of Education in EYFS	<ul style="list-style-type: none"> • To continue to refine and embed approaches for the development of mathematical understanding and skills following a coherently planned programme consistently

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	No.	Key Priority Focus
Quality of Education	1	To secure consistent implementation of the mathematics fluency and strategy curriculums and pedagogical approaches
	2	To secure consistent implementation of the Oracy curriculum and pedagogical approaches
Leadership & Management	3	To secure improvements in attendance across the academy and in particular in rates of persistent absence
Behaviour & Attitudes	4	To secure consistent implementation of the behaviour approaches by all academy staff

KEY PRIORITY FOCUS 1: TO SECURE CONSISTENT IMPLEMENTATION OF THE MATHEMATICS FLUENCY CURRICULUM AND PEDAGOGICAL APPROACHES

What are we focussing on?

Introducing a whole school systematic approach towards teaching daily fluency which is ambitious and progressive and delivered consistently. Re-designing the year group content strategy lessons to ensure best use of time available and focus is on key concepts, knowledge and skills.

<p>Key People: Larissa Nash – Mathematics Leader Angie Aitken – Core Curriculum Leader Alice Joy – Mathematics Deputy Leader Tom Gibbs – Mathematics Champion</p>	<p>Rationale: We recognise that being able to use and recall key mathematical facts well is a key life skill for children. We believe that every child can improve their fluency with the right teaching and support. Across the academy we are developing a consistent approach to teaching fluency, which includes; understanding the meaning of the operations and their relationships to each other, developing a large knowledge bank of number facts, and a deep understanding of the base ten system. With separate daily fluency and strategy lessons being timetabled this academic year, the strategy lessons will focus on key year group content only.</p>	<p>Funding and Resources: £2000 staff training £2000 leader coaching £2000 development days £3000 resources £3000 Enigma Hub, IXL, White Rose membership</p>
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Success Criteria	Who	Actions			
1. Fluency programme implemented consistently across all classes and year groups	LN AJ TG AA	1. Establish a rigorous approach to monitoring, coaching and supporting staff to ensure a consistent approach to delivering fluency lessons is implemented across all classes and year groups. 2. Ensure fluency activities are planned for in line with the year group overviews, to provide a systematic and coherently approach to building fluency skills, including the use of CEEAC 3. Identify a range of high-quality fluency programmes to support teacher subject knowledge, including; Number Sense and Mastering Number			
			Rag Rating	Aut	Spr

2. CPD for staff will improve subject knowledge	LN AJ TG AA	<ol style="list-style-type: none"> 1. Strengthen Quality First Teaching through CPD and support for teachers and support staff, including improving subject knowledge and pedagogy 2. Ensure emerging staff needs are addressed at the earliest opportunity 3. Provide opportunities for moderation (both in-house and externally) for all year groups to develop staff knowledge of expected standards in all areas of mathematics 				
3. 80% of children achieve their individual arithmetic target as set in relation to their starting points.		<ol style="list-style-type: none"> 1. Embed the use fortnightly arithmetic assessments so that there is rigorous data tracking from a baseline measure for fluency 2. Ensure the use of assessment data 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 assessment data on FFT and subsequent pupil progress meetings between data leader and year group teachers to discuss children's progress and plan next steps to secure best progress 4. Monitor, adapt & develop the quality of mathematics interventions across the school in order to ensure that they target the most important elements and demonstrate the greatest impact 				
(Max 6 impact statements): Autumn 2023: <ul style="list-style-type: none"> • 						

KEY PRIORITY FOCUS 2: SECURE CONSISTENT IMPLEMENTATION OF THE ORACY CURRICULUM AND PEDAGOGICAL APPROACHES

What are we focussing on?

Developing children's ability to communicate orally and to discuss their learning with increasing confidence and in progressively sophisticated ways

Rationale:

It is our belief that the benefits of developing oracy skills go far beyond academic achievement; they boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy. We have designed an oracy curriculum which includes well-thought-out pedagogical approaches. We believe that using a few strategies consistently well we will help the children to learn and develop the skills and attitudes needed to succeed

Funding and Resources:

£1000 environment & resources
£500 staff training
£1000 external consultancy

Key People:

Claire Byron – Principal
Angie Aitken – Head of School
James Hollingsworth – Head of School

Success Criteria

1. Oracy strategies will be implemented consistently across all classes and year groups

Who

JH
KJ
LP
CB
JL
TH

Actions

1. Establish a rigorous approach to monitoring, coaching and supporting staff to ensure a consistent approach to delivering oracy strategies is implemented across all classes and year groups
2. Ensure oracy strategies are planned for in line with the year group overviews, to provide a systematic and coherently approach to building oracy skills.
3. Identify and provide a range of high-quality oracy resources and strategies to support children's learning, including; use of scripted vocabulary instruction, Isabel Beck technique, ABC and sentence stems, no hands up and PEEP model

1

Rag Rating

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Spr

Sum

2. CPD for staff will improve subject knowledge	JH KJ LP CB JL TH	<ol style="list-style-type: none"> 1. Strengthen Quality First Teaching through CPD and support for teachers and support staff, including improving subject knowledge and pedagogy 2. Ensure emerging staff needs are addressed at the earliest opportunity 3. Provide opportunities for modelling good practice to support others 	1				
		<table border="1"> <tr> <td>Rag Rating</td> <td>Aut</td> <td>Spr</td> <td>Sum</td> </tr> </table>	Rag Rating	Aut	Spr	Sum	
Rag Rating	Aut	Spr	Sum				
3. Children will become proficient at using the strategies within the policy, such as; no hands up, use of sentence stems and ABC during discussions	JH KJ LP CB JL TH	<ol style="list-style-type: none"> 1. Pupil Voice will be gathered across all year groups, to identify children's understanding of and proficiency using each strategy 2. Monitoring will evidence children using the strategies to enhance their learning in lessons 	1				
		<table border="1"> <tr> <td>Rag Rating</td> <td>Aut</td> <td>Spr</td> <td>Sum</td> </tr> </table>	Rag Rating	Aut	Spr	Sum	
Rag Rating	Aut	Spr	Sum				

(Max 6 impact statements): Autumn 2023:

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KEY PRIORITY FOCUS 3: TO SECURE IMPROVEMENTS IN ATTENDANCE ACROSS THE ACADEMY AND IN PARTICULAR IN RATES OF PERSISTENT ABSENCE

What are we focussing on?

Ensuring that all children attend school regularly and do not miss out on learning. Reducing overall rates of absenteeism and in particular rates of persistence absence. Attendance rates rise at least in line with similar schools nationally

<p>Rationale: We believe that good attendance is a behaviour for learning which needs promoting. We will be developing a robust attendance strategy to drive improved attendance, with the support from external expertise. We need to ensure clear and consistent approaches towards managing absenteeism which are commonly understood and followed by all stakeholders in order that attendance improves and persistent absence reduces.</p>	<p>Funding and Resources: £2000 SOL attendance audit £1000 Studybugs software £1000 Management software £1000 Rewards and incentives £2000 counselling and mental health support for identified children</p>	<p>Key People: Claire Byron - Principal Terri Needs – Attendance Lead Jess Standish– Welfare Officer Beth Maycock – Welfare Officer Emma Stafford – Inclusion / Welfare Officer James Hollingsworth – Head of School Angie Aitken – Head of School</p>				
Success Criteria	Who	Actions				
1. 96% overall target and no more than 12% PA	CB TN	<ol style="list-style-type: none"> 1. Daily attendance management processes will result in the highest possible attendance being achieved each day 2. Attendance tracking will effectively identify the next stage in the management process and will be up to date and accurate 3. Attendance meetings, parent contracts and referrals to EIPT will take place at the earliest opportunity 4. REWARDS 				
		<table border="1"> <tr> <td>Rag Rating</td> <td>Aut</td> <td>Spr</td> <td>Sum</td> </tr> </table>	Rag Rating	Aut	Spr	Sum
Rag Rating	Aut	Spr	Sum			
2. Attendance management policies and processes will be effective and rigorous and will be followed diligently	CB TN	<ol style="list-style-type: none"> 1. External audit of attendance management processes will ensure systems are robust and effective 2. Actions following audit will be implemented at the earliest opportunity to maximise the impact 3. Attendance management processes will be followed in order to address falling attendance at the earliest opportunity 				
		<table border="1"> <tr> <td>Rag Rating</td> <td>Aut</td> <td>Spr</td> <td>Sum</td> </tr> </table>	Rag Rating	Aut	Spr	Sum
Rag Rating	Aut	Spr	Sum			

(Max 6 impact statements): Autumn 2023:

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KEY PRIORITY FOCUS 4: TO SECURE CONSISTENT IMPLEMENTATION OF THE BEHAVIOUR APPROACHES BY ALL ACADEMY STAFF

What are we focussing on?

To ensure that all children develop positive attitudes about learning and have the tools to take responsibility for their actions. To further develop strong learning behaviours in all children

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.

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
Vicky Lochridge – Assistant Principal
Laura Marshall – PD Leader
Jacinta Gordon – SENCO
Kate Pettifer – LTS Leader

Success Criteria

Who

Actions

1. All staff will know, understand and follow the Behaviours for Learning approaches, commonly used vocabulary, core routines and associated rewards and consequences to embed the revised whole-academy approach

JH
KJ
LP
CB
JL
TH

3. CUSP subject planning monitoring will take place regularly to ensure lessons include well planned tasks and activities at each stage of CEEAAC
4. 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
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

5

		build cumulatively with regular opportunities to revisit prior learning between units and within units				
			Rag Rating	Aut	Spr	Sum
2. Lunchtimes will be calm, safe and fun and children will be well supported throughout. High expectations for behaviour will remain in place in line with the Behaviour and Relationship Policy	JH KJ LP CB JL TH	<ol style="list-style-type: none"> 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 Senior leaders will support lunchtime team in the dining halls and playground to establish and maintain routines and high expectations 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 A wide range of activities and equipment will be provided for play at lunchtimes on the playgrounds to maximise engagement in meaningful activities 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 LTS Leader and senior leaders will monitor lunch time playtime and provide feedback and support to staff where improvements are identified 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 				3
			Rag Rating	Aut	Spr	Sum
3. There will be a reduction in both the number of suspensions and the number of children subject to suspension to close the gap to national levels. Target; fewer than 25 periods of suspension across the academic year, for fewer than 10 children.	JH KJ LP CB	<ol style="list-style-type: none"> 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 Suspensions will be applied consistently and in line with the expectations as set out in the Behaviour and Relationship Policy 				2

	JL TH	<p>3. Alternatives to suspensions will be considered where appropriate, such as; managed move or working in learning space</p> <p>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</p>			
		Rag Rating	Aut	Spr	Sum
<p>(Max 6 impact statements): Autumn 2023:</p> <ul style="list-style-type: none"> • 					