



**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	<b>559</b>	Percentage of children eligible for pupil premium	<b>25%</b>	Percentage of children with statement of special educational needs (SEN) and with education, health and care (EHC) plan	SEN: <b>23.7%</b> EHCP: <b>7.4%</b>
Percentage of children with English as an additional language (EAL)	<b>57%</b>	Percentage of children with welfare or child protection support plans (24 children)	EHA <b>2.3%</b> CIN <b>0.54%</b> CP <b>2.15%</b>	Percentage of children who are identified as Looked After (LAC)	<b>0.5%</b>
Overall absence (2022-2023)	<b>7.1%</b>	Persistent absence (2022-2023)	<b>19.9%</b>	Most recent OFSTED grade	<b>Good</b>
Number of children who left during term time:		Number of children who joined during term time:		The academy serves an area of high deprivation and socio-economic challenge:  <b>Idaci pupil base quintile 5</b> <b>Idaci base for adult education and skills quintile 1</b>	
2018-19 <b>58</b> 2019-20 <b>36</b> 2020-21 <b>58</b> 2021-22 <b>22</b> 2022-23 <b>46</b>		2018-19 <b>95</b> 2019-20 <b>74</b> 2020-21 <b>59</b> 2021-22 <b>86</b> 2022-23 <b>93</b>			

# 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 79%	Year 2 Phonics Screening Cohort 83% National 89%
Year 2 Reading (teacher assessment) Cohort EXP 59% Cohort GDS 4% National EXP TBC 68%	Year 2 Writing (teacher assessment) Cohort EXP 36% Cohort GDS 0% National EXP 60%	Year 2 Maths (teacher assessment) Cohort EXP 47% Cohort GDS 4% National EXP 70%
Year 2 combined (RWM) Cohort EXP 30% Cohort GDS 0% National EXP TBC National GDS TBC	Year 2 Science (teacher assessment) Cohort 62% National 79%	
Year 6 Reading Test Cohort EXP 63% Cohort GDS 18% National EXP 73% National GDS TBC Progress -0.55	Year 6 Writing (teacher assessment) Cohort EXP 61% Cohort GDS 10% National EXP 71% National GDS TBC Progress -0.51	Year 6 Maths Test Cohort EXP 70% Cohort GDS 15% National EXP 73% National GDS TBC Progress 0.35

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:

<b>Quality of Education</b>	<ul style="list-style-type: none"> <li>• Expectations are high for all pupils to achieve well, particularly those with special educational needs and/or disabilities (SEND) and the most disadvantaged.</li> <li>• All subjects are well planned and sequenced.</li> <li>• Teachers draw upon their strong subject knowledge to design and deliver lessons that are exciting for pupils.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Behaviours and Attitudes</b>	<ul style="list-style-type: none"> <li>• The school has high expectations for behaviour. Pupils are clear about the rules and understand their importance</li> </ul>

	<ul style="list-style-type: none"> <li>• Behaviour is good in lessons and on the playground. Pupils are courteous and respectful to each other.</li> <li>• Pupils feel safe. Bullying rarely happens but pupils know it will be dealt with. Pupils know how to keep themselves safe online.</li> <li>• 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.</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• There are many opportunities for pupils to develop beyond accessing the academic curriculum.</li> <li>• Excellent pastoral support ensures pupils overcome barriers to learning or development should they arise.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Leaders have made sound and well-informed decisions about how to improve all elements of the curriculum</li> <li>• Leaders are particularly ambitious for pupils with SEND. Clearly identified needs are well communicated to staff. Appropriate adaptations to teaching ensure these pupils succeed</li> <li>• Leaders have been resolute in improving the school. They have made sound and well-informed decisions about what to improve and when.</li> </ul>
<b>Quality of Education in EYFS</b>	<ul style="list-style-type: none"> <li>• Children make a strong start in the early years foundation stage (EYFS).</li> <li>• Learning activities are carefully considered and skilfully constructed.</li> <li>• Adults are knowledgeable and support children effectively to challenge their thinking.</li> <li>• 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.</li> <li>• There is a strong resolve to ensure children communicate well and learn a rich vocabulary.</li> <li>• The early years is a nurturing environment where children quickly learn respect and tolerance.</li> </ul>

#### **Key Areas for Development**

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

	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Quality of Education in EYFS</b>	<ul style="list-style-type: none"> <li>To continue to refine and embed approaches for the development of mathematical understanding and skills following a coherently planned programme consistently</li> </ul>

The priorities for the academic year 2032-2024 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:

<b>OFSTED Areas</b>	<b>No.</b>	<b>Key Priority Focus</b>
<b>Quality of Education</b>	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
<b>Leadership &amp; Management</b>	3	To secure improvements in attendance across the academy and in particular in rates of persistent absence
<b>Behaviour &amp; Attitudes</b>	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.

### Key People:

**Larissa Nash – Mathematics Leader**  
 Angie Aitken – Core Curriculum Leader  
 Alice Joy – Mathematics Deputy Leader  
 Tom Gibbs – Mathematics Champion

**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.

### Funding and Resources:

£2000 staff training  
 £2000 leader coaching  
 £2000 development days  
 £3000 resources  
 £3000 Enigma Hub, IXL, White Rose membership

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	Sum



2. CPD for staff will improve subject knowledge	LN AJ TG AA	<ol style="list-style-type: none"> <li>1. Strengthen Quality First Teaching through CPD and support for teachers and support staff, including improving subject knowledge and pedagogy</li> <li>2. Ensure emerging staff needs are addressed at the earliest opportunity</li> <li>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</li> </ol>				
		Rag Rating	Aut	Spr	Sum	
3. 80% of children achieve their individual arithmetic target as set in relation to their starting points.	JH KJ LP CB JL TH	<ol style="list-style-type: none"> <li>1. Embed the use fortnightly arithmetic assessments so that there is rigorous data tracking from a baseline measure for fluency</li> <li>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.</li> <li>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</li> <li>4. Monitor, adapt &amp; 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</li> </ol>				
		Rag Rating	Aut	Spr	Sum	

**(Max 6 impact statements): Autumn 2023:**

- KS2 mock tests in September 2023 showed Mathematic results as a particular concern. As such, 50 identified children were invited to after school tuition using the QLAs to ensure progress. Evidence shows that these children made an average of an additional 15 marks from September to November, when completing the 2017 KS2 mocks. As such, another round of mathematic tuition was completed in Term 2 with 54 children attending. The impact of these will be sourced after the 2018 KS2 mocks in January 2024.
- As well as the above, the lowest performing children in Y6 have been receiving additional in-school intervention 3 times a week for Number Sense (14), Initial impact from class arithmetic tests are showing progress but more analysis will be completed following the next KS2 mocks.
- Ongoing weekly or fortnightly assessments across Y1-Y6 are now being tracked alongside Teacher Assessments in order that data is available as part of the teacher judgements at each data point. Early signs show progress for arithmetic scores as the teachers become more confident to use this data to adapt their planning, considering any gaps that need revisiting. Support by subject leaders and SLT is developing staff confidence in this area.
- Y4 cohort came from Y3 with very weak TT knowledge and accordingly they began the Numbersense TT programme at the start of this year from the beginning, ie. 2s. They have been working through this programme with fidelity to ensure all children have the basics. In order to accelerate progress, Y4 have timetabled extra TT slots in addition to the fluency programme beginning this term. It is hopeful that once they have been taught the facts that they have not yet come across, their scores in increase further. In December 2023, 53% of children achieved 18+ marks in a mock Timestable Check. This was an increase from 24% in October 2023 and shows the impact of the intervention in Y4. 81% of Y4 children are now scoring 11+ marks.

- The Primary Academy Maths subject leaders have worked in collaboration to develop a rigorous and sequential approach to teaching Maths fluency across the age phases. The teaching of Maths strategies, including problem-solving, has been aligned to the new fluency programme to ensure that key skills are prioritised in planning, taught well, and remembered by the children.

## 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

<p><b>Rationale:</b> 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</p>	<p><b>Funding and Resources:</b> £1000 environment &amp; resources £500 staff training £1000 external consultancy</p>	<p><b>Key People:</b> <b>Claire Byron – Principal</b> Angie Aitken – Head of School James Hollingsworth – Head of School</p>
<p><b>Success Criteria</b></p>	<p><b>Who</b></p>	<p><b>Actions</b></p>

1. Oracy strategies will be implemented consistently across all classes and year groups	JH KJ LP CB JL TH	<p>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</p> <p>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.</p> <p>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</p>	Rag Rating	Aut	Spr	Sum
2. CPD for staff will improve subject knowledge	JH KJ LP CB JL TH	<p>1. Strengthen Quality First Teaching through CPD and support for teachers and support staff, including improving subject knowledge and pedagogy</p> <p>2. Ensure emerging staff needs are addressed at the earliest opportunity</p> <p>3. Provide opportunities for modelling good practice to support others</p>	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	<p>1. Pupil Voice will be gathered across all year groups, to identify children’s understanding of and proficiency using each strategy</p> <p>2. Monitoring will evidence children using the strategies to enhance their learning in lessons</p>	Rag Rating	Aut	Spr	Sum
<p><b>(Max 6 impact statements): Autumn 2023:</b></p> <ul style="list-style-type: none"> <li>Trust Oracy monitoring was completed in October 2023, feedback and support was provided to teachers.</li> <li>Whole school CDP was provided around the implementation of the Oracy curriculum and a focus on 4 strategies was agreed in a teacher meeting in October. These were; No Hands up, talk partner development, ABC approach supporting children when responding to questions and explicit vocabulary instruction for new words. Monitoring evidenced that these approaches are embedding, but consistency still needs to be secured across all classes.</li> <li>Pupil voice was gathered during trust monitoring and identified that most children were confident in describing the 4 focus strategies. However, explicit teaching of talk partners and consistent use of ABC sentence stems still needed to be developed</li> </ul>						

## 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><b>Rationale:</b> 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><b>Funding and Resources:</b> £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><b>Key People:</b> Claire Byron - Principal <b>Terri Needs – Attendance Lead</b> Jess Standish– Welfare Officer Beth Maycock – Welfare Officer Emma Stafford – Inclusion / Welfare Officer James Hollingsworth – Head of School Angie Aitken – Head of School</p>
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Success Criteria	Who	Actions				
1. 96% overall target and no more than 12% PA	CB TN	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	Rag Rating	Aut	Spr	Sum

2. Attendance management policies and processes will be effective and rigorous and will be followed diligently

CB  
TN

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

Rag Rating **Aut** Spr Sum

**(Max 6 impact statements): Autumn 2023:**

Overall percentage attendance:	Term 1	Term 2
2022/2023	93.33%	91.47%
2023/2024	94.96%	94%

	Sept 22 – Dec 22	Sept 23 – Dec 23
Number of children on roll	581	586
PA number of children	186	104
PA%	32.01%	17.7%

- Attendance management has included the following:
- Certificates achieved in the Autumn term o 100 Bronze (95-97%) o 18 Silver (97-99%) o 279 Gold (100%)
- Parent Contract currently open: 22
- First letters sent after October half term: 155
- Education Inclusion Partnership Referrals for term time absence: -16
- CME referrals – 2
- Home education referrals – 1
- 12 Classes have achieved their ‘Perfect Attendance’ award
- SOL attendance tracker is now written and we will be using this to streamline our monitoring procedures moving forward. T, B and JB have all received training on the tracker. SOL attendance audit has taken place, actions being taken to address areas identified.
- We are waiting for the sol attendance visual aids and posters for whole school attendance strategy – colour coded pyramid so that this can be introduces across the whole school
- Attendance officer has met with a representative from EIP twice this academic year

## 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

<p><b>Rationale:</b> 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.</p>	<p><b>Funding and Resources:</b> £1000 Behaviours for Learning displays £5000 play equipment</p>	<p><b>Key People:</b> <b>Claire Byron - Principal</b> 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</p>
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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	1. Teacher inductions will share explicit guidance, with examples, about the behaviour policy. 2. Behaviour audits will identify gaps and strengths with the implementation of the policy 3. SLT will identify and support staff who require additional training 4. SLT, Welfare and Inclusion will hold a weekly meeting to discuss challenging behaviours across the academy 5. SLT will use Classcharts to monitor and track behaviour trends over time	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	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 2. Senior leaders will support lunchtime team in the dining halls and playground to establish and maintain routines and high expectations				

	TH	<ol style="list-style-type: none"> <li>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</li> <li>4. A wide range of activities and equipment will be provided for play at lunchtimes on the playgrounds to maximise engagement in meaningful activities</li> <li>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</li> <li>6. LTS Leader and senior leaders will monitor lunch time playtime and provide feedback and support to staff where improvements are identified</li> <li>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</li> </ol>	Rag Rating	Aut	Spr	Sum
<ol style="list-style-type: none"> <li>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.</li> </ol>	JH KJ LP CB JL TH	<ol style="list-style-type: none"> <li>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</li> <li>2. Suspensions will be applied consistently and in line with the expectations as set out in the Behaviour and Relationship Policy</li> <li>3. Alternatives to suspensions will be considered where appropriate, such as; managed move or working in learning space</li> <li>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</li> </ol>	Rag Rating	Aut	Spr	Sum

**(Max 6 impact statements): Autumn 2023:**

119 children were invited to the first 'Exceptional Learners' assembly to celebrate the children consistently demonstrating our exceptional learner qualities. Over 100 parents attended the assembly to share this celebration

95% of pupil achieve their weekly achievement time additional break time on a Friday afternoon. Those who do not attend an assembly led by a member of the Senior Team to remind them and support them to reflect on their behaviour choices. We have reported 7 children as at risk of exclusion to the local authority Educational Improvement Partner

3 of these children have been subject to 1 suspension. These children have additional support in place, alternative lunch provisions, counselling and reward systems

1 child has been subject to 3 suspensions this academic year so far. The child has an EHCP in draft, parent has named Maplefields specialist provision. This child remains at significant risk of permanent exclusion.

Exclusions	Sept 23 – Dec 23
Periods of Fixed Term Exclusion	6
Number of children with repeat FTE	1
Permanent exclusions	0
Number of children	4
Number of sessions (days)	9