



Principal - Mrs Claire Byron

Heads of School - Mrs Angela Aitken & Mr James Hollingsworth

Academy Improvement Plan

September 2024 – July 2025



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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 2024)

Number of children on roll	579	Percentage of children eligible for pupil premium	26%	Percentage of children with statement of special educational needs (SEN) and with education, health and care (EHC) plan	SEN: 11% EHCP: 4%
Percentage of children with English as an additional language (EAL)	58%	Percentage of children with welfare or child protection support plans (24 children)	EHA 1% CIN 0.5% CP 1%	Percentage of children who are identified as Looked After (LAC)	0.7%
Overall absence (2023-2024)	93.2%	Persistent absence (2023-2024)	19.1%	Most recent OFSTED grade	Good
Number of children who left during term time: 2019-20 36 2020-21 58 2021-22 22 2022-23 46 2023-24 54		Number of children who joined during term time: 2019-20 74 2020-21 59 2021-22 86 2022-23 93 2023-24 111		The academy serves an area of high deprivation and socio-economic challenge: Idaci pupil base quintile 5	

ATTAINMENT OUTCOMES SUMMER 2024

EYFS Good Level of Development Cohort National	62% ~68%	Year 1 Phonics Screening Cohort National	67% ~80%	Year 2 Phonics Screening Cohort National	83% ~91%
Multiplications Tables Check (% of children scoring full marks)		Cohort National	60% ~35%		
Year 6 Reading Test Cohort EXP Cohort GDS National EXP National GDS	74% 19% 74% 28%	Year 6 Writing (teacher assessment) Cohort EXP Cohort GDS National EXP National GDS	80% 7% 72% 13%	Year 6 Maths Test Cohort EXP Cohort GDS National EXP National GDS	79% 26% 73% 24
Year 6 GPS Test Cohort EXP Cohort GDS National EXP National GDS	76% 41% 72% 31%	Year 6 Combined (RWM) Cohort EXP Cohort GDS National EXP National GDS	67% 3% 61% 8%	Year 6 Science (teacher assessment) Cohort EXP National	73% 81%

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 January 2023
- Challenge Partner Extending Leading Practice and SEND external reviews, March 2024 and April 2024 respectively

- External consultation during support in 2023-2024 from; Roade English Hub, Enigma Maths Hub, and OFSTED inspector Emma Hollis
- Internal and trust level monitoring

Strengths:

<p>Quality of Education</p>	<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.
<p>Behaviours and Attitudes</p>	<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. • 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.
<p>Personal Development</p>	<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.
<p>Leadership and Management</p>	<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.
<p>Quality of Education in EYFS</p>	<ul style="list-style-type: none"> • From very low starting points children make a strong start in the early years foundation stage (EYFS), broadly in line with nation • Learning activities are carefully considered and skilfully constructed.

	<ul style="list-style-type: none"> • 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.
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Key Areas for Development

Quality of Education	<ul style="list-style-type: none"> • To secure consistent implementation of the writing curriculum • To secure consistent implementation of the mathematics fluency and strategy curriculums • To secure consistent implementation of adaptive and inclusive classroom practices • To enrich the curriculum by bringing learning to life, linking to the local area and community resources
Behaviours and Attitudes	<ul style="list-style-type: none"> • To improve attendance and in particular persistent absence, particularly for the most disadvantaged
Leadership and Management	<ul style="list-style-type: none"> • Mathematics and writing leaders to precisely check and monitor that improvements made are having the desired impact on improving overall attainment • Leaders to ensure all staff are aware and accountable for improving attendance; particularly those persistently absent. Leaders ensure they carefully monitor new strategies to ensure they secure the improvements required • Key leaders to develop a strategic approach towards engagement with the local community to enhance the curriculum and provision on offer at the academy
Quality of Education in EYFS	<ul style="list-style-type: none"> • To ensure opportunities are systematically provided to develop mathematical skills and knowledge during continuous provision, which consolidate and build upon prior learning and improve outcomes in number and numerical pattern

The priorities for the academic year 2024-2025 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:

No.	Key Priority Focus
1	To secure consistent implementation of the mathematics fluency and strategy curriculums
2	To secure consistent implementation of the writing curriculum
3	To secure improvements in attendance across the academy and in particular in rates of persistent absence

4	To secure consistent implementation of adaptive and inclusive classroom practices
5	To enrich the curriculum by bringing learning to life, linking to the local area and community resources

KEY PRIORITY FOCUS 1: TO SECURE CONSISTENT IMPLEMENTATION OF THE MATHEMATICS FLUENCY AND STRATEGY CURRICULUMS

What are we focussing on?

Embedding a systematic approach towards teaching daily fluency which is ambitious and progressive and delivered consistently. Reviewing the delivery of strategy lessons, ensuring the best use of time and resources to maximise learning of key concepts, particularly when problem-solving and reasoning.

<p>Key People: Larissa Nash – Mathematics Lead Angie Aitken – Standards Lead Alice Joy – Mathematics Deputy Lead Alex Stonehouse – Mathematics Deputy Lead</p>	<p>Rationale: We have implemented a consistent approach to daily fluency sessions across the academy. This academic year we are implementing Mastering Number programme for year 4 and 5 children, which will align with EY, Y1 and Y2 and further develop consistency. We are also reviewing maths strategy lessons and the programmes we use to ensure they provide the best outcomes for our children when learning key concepts. We recognise the need to develop problem-solving and reasoning skills in all year groups, which will be a key focus during strategy lessons.</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 in line with the year group overviews, to provide a systematic and coherently approach to building fluency skills, including the use of CEEAC 3. Implement daily Mastering Number fluency lessons in Year 4 and 5 4. Establish common teaching methods and practices used by all teachers				
			Rag Rating	Aut	Spr	Sum

<p>2. A systematic review of Strategy lessons will ensure the programmes used are effective for developing children’s knowledge and skills and lead to improved outcomes</p>	<p>LN AJ TG AA</p>	<p>1. Maths leaders will work with their counterparts across other trust primaries and with senior leaders and trust leaders to devise the goals of the review and the criteria for evaluation 2. Maths leaders will review the quality of instructional strategies, planning and teaching materials of current programmes used across the trust 3. Maths leaders will review current curriculum documentation and alternative programmes to identify the most comprehensive and coherent option, including observing the successful programme being used in other settings outside the trust 4. Maths leaders will ensure that chosen programmes are high quality and provide resources which meet the needs of all learners 5. Math leaders will communicate their findings and develop a plan for implementing the recommended changes</p>	Rag Rating	Aut	Spr	Sum
<p>3. CPD for staff will improve subject knowledge</p>	<p>LN AJ TG AA</p>	<p>1. Strengthen Quality First Teaching through CPD and support for teachers and support staff, including improving subject knowledge and pedagogy 2. Maths leaders will offer training and support for implementing new changes 3. Ensure emerging staff needs are addressed at the earliest opportunity 4. 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</p>	Rag Rating	Aut	Spr	Sum
<p>4. 80% of children achieve their individual arithmetic target as set in relation to their starting points.</p> <p>Each cohort achieve a 10% increase in age related expectations based on teacher assessment</p>	<p>JH KJ LP CB JL TH</p>	<p>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. Analyse assessment data termly in order to identify and plan intervention for those falling behind 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</p>	Rag Rating	Aut	Spr	Sum

(Max 6 impact statements): Autumn 2024:

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KEY PRIORITY FOCUS 2: TO SECURE CONSISTENT IMPLEMENTATION OF THE WRITING CURRICULUM

What are we focussing on?

Implementing a creative writing approach in KS1 to provide opportunities for extended and independent writing. Ensuring transcription skills are developed across KS1 when writing in phonics, kinetic letters and wider curriculum subjects. Adapting the Jane Considine units for writing across KS2 to secure a systematic approach towards teaching writing, spelling, punctuation and grammar that is ambitious, progressive and delivered consistently.

Key People:

Kirstin Jones – Writing Lead

Angie Aitken – Standards Lead

Megan Bristow – Kinetic Letters Lead

Jodie Cunningham – Writing Deputy Lead

Kerry Taylor – Phonics lead

Rationale: In KS1 we need to focus on developing transcriptional skills and providing opportunities for children to develop a passion for writing. Transcription skills will be taught explicitly and practised often. Creative writing sessions will develop children’s love of and passion for writing. In KS2 we need embed the explicit teaching of grammar within the writing units to ensure these are taught and practised simultaneously. We need to embed the pedagogical approaches consistently to secure the best outcomes for children.

Funding and Resources:

£2000 staff training

£2000 leader coaching

£2000 development days

£3000 resources

£1500 RWI and Oxford Owls memberships

Success Criteria	Who	Actions				
1. Jane Considine's pedagogical approaches are implemented consistently across KS2	KJ	1. Establish a rigorous approach to monitoring, coaching and supporting staff to ensure a consistent approach to delivering JC lessons is implemented across all KS2 classes Year 2 when appropriate. 2. Ensure JC units are planned in line with the year group overviews, to provide a systematic and coherently approach to building writing including the use of editing stations. 3. Establish common teaching methods and practices used by all teachers				
2. Grammar, punctuation and spelling skills will be aligned to all JC units. These skills will be taught explicitly and practised throughout each unit	KJ	1. Review timetabling of writing lessons to ensure effective and efficient use of available time, maximising children's outcomes 2. Ensure SPaG teaching provides a systematic and coherently approach to building knowledge and skills which is integrated into the writing curriculum 3. Establish common teaching methods (CEEAAAC approach) and practices used by all teachers				
3. Creative Clubs are established and implemented consistently across all classes in Years 1 and 2	KJ AA JC KT	1. Establish a rigorous approach to monitoring, coaching and supporting staff to ensure a consistent approach to delivering of Creative Clubs lessons is implemented across KS1 2. Ensure Creative Club lessons are planned in line with Drawing Club lessons in EY, to provide a systematic and coherently approach to building creative writing skills. 3. Establish common teaching methods and practices used by all teachers				
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4. CPD for staff will improve subject knowledge	KJ AA JC MB KT	<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. Writing leaders will offer training and support for implementing new programmes 4. Provide opportunities for moderation for all year groups to develop staff knowledge of expected standards in all areas of writing 	1		
		Rag Rating	Aut	Spr	Sum
5. Each cohort achieve a 10% increase in age related expectations based on teacher assessment	KJ AA JC KT	<ol style="list-style-type: none"> 1. 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. 2. Provide termly assessment data on Insights and subsequent pupil progress meetings between standards lead and year group teachers to discuss children’s progress and plan next steps to secure best progress 3. Monitor, adapt & develop the quality of writing interventions across the school in order to ensure that they target the most important elements and demonstrate the greatest impact 	1		
		Rag Rating	Aut	Spr	Sum

(Max 6 impact statements): Autumn 2024:

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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				
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.		Funding and Resources: £1000 Studybugs software £1000 Management software £1000 Rewards and incentives £2000 counselling and mental health support for identified children		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
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. A system of rewards for children who achieve or exceed the academy targets will be embedded, along with a system of rewards for children improving poor attendance		
		Rag Rating	Aut	Spr
2. Attendance management policies and processes will be effective and rigorous and will be followed diligently, in line with the updated Attendance for Learning policy (Sept 2024)	CB TN	1. Actions following external attendance audit will be implemented systematically to maximise the impact 2. Attendance management processes will be followed in order to address falling attendance at the earliest opportunity 3. All staff will know and understand their roles in managing and promoting good attendance		
		Rag Rating	Aut	Spr

(Max 6 impact statements): Autumn 2024:

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KEY PRIORITY FOCUS 4: TO SECURE CONSISTENT IMPLEMENTATION OF ADAPTIVE AND INCLUSIVE CLASSROOM PRACTICES

What are we focussing on?

Implementing strategies, scaffolds and supports which accommodate the needs of children with SEN, language barriers and other unique challenges, through tailoring learning materials, resources and teaching strategies.

Rationale: We have significantly higher than average numbers of children with SEND and EAL on roll compared with other mainstream primary settings locally and nationally. We have a limited capacity for intervention and fundamentally believe that high-quality teaching should be the main strategy for meeting children’s needs. We need to focus on equipping teachers with strategies to manage diverse classrooms more effectively.
B4L / Oracy include in the SC and actions

Funding and Resources:
£3000 resources to support children on SEN register
£5000 CUSP resources
£2000 Intervention resources
£1000 EAL support software

Key People:
Jacinta Gordon – SENCO
Claire Byron - Principal
Angela Aitken – Head of School
James Hollingsworth – Head of School
Rebecca Owen – Assistant Principal
Vicky Lochridge – Assistant Principal

Success Criteria

Who **Actions**

<p>1. Teaching staff will adopt the best evidence-based practices in adaptive and inclusive education</p>	<p>JG AA JH VL CB</p>	<p>1. SENCO will offer regular professional development sessions focused on evidence-based adaptive teaching and inclusive pedagogy, including those led by experts in inclusive education which will promote methods that engage children actively in their learning</p> <p>2. SENCO and senior leaders will create a network for teachers to discuss challenges and share solutions, whereby more experienced teachers can support and guide less experienced colleagues</p> <p>3. SENCO and senior leaders will develop a system for regular observation and feedback on teaching practices, encouraging teacher reflection to drive continuous improvement</p>	<p>3</p>				
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<p>2. Teaching staff will have access to high-quality inclusive curriculum, materials, resources, and tools</p>	<p>JG JH AA CB VL</p>	<p>1. SENCO and senior leaders will provide teachers with resources, instructional materials, technology, and adaptive tools to support learners</p> <p>2. SENCO and senior leaders will create a library of best practices, videos, guides, case studies, etc. for teachers to access to support their understanding and knowledge of inclusive classroom practice.</p> <p>3. SENCO and senior leaders will ensure the curriculum is designed to be inclusive and accessible to all children</p>					
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<p>3. A system of data-driven decision-making will be established to ensure best academic outcomes are achieved for all children</p>	<p>JG JH AA CB VL DS LN KJ</p>	<p>1. Teachers will use formative assessment methods to identify learning needs and tailor their instruction accordingly</p> <p>2. SENCO and senior leaders will review assessment data and pupil voice to inform teaching practices and to identify areas for improvement</p> <p>3. Senior leaders and subject leaders will regularly review children’s performance data and adjust teaching strategies as needed to meet emerging needs</p>	<p>2</p>				
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(Max 6 impact statements): Autumn 2024:

KEY PRIORITY FOCUS 5: TO ENRICH THE CURRICULUM THROUGH BEST USE OF ACADEMY AND COMMUNITY RESOURCES

What are we focussing on? Leveraging the expertise and facilities of community and business organisations to provide diverse and enriched learning experiences beyond what the academy can offer alone.

Rationale: The academy has a large site that has development opportunities. By enriching the curriculum and developing the academy site, we can create a more vibrant, relevant, and effective experience for its children. This could lead to better outcomes for children and stronger connections between the academy and its community.

Funding and Resources:
£3000 capital funding to develop site areas
£10,000 grant and charity funding

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
Kelly Underwood – Welfare Lead
Jacinta Gordon - SENDCO
Rita Sailopal – Nursery Manager
Kate Pettifer – Business Manager

Success Criteria

Who **Actions**

<p>1. A 6-year strategic plan will be developed to secure and manage large and small-scale site and curriculum development opportunities.</p>	<p>SLT KP JG KU RS LM</p>	<p>1. Key people will meet regularly to identify the key areas for strategic development and to coordinate the management of all projects 2. External expertise will be sought to support the development of coherent and comprehensive development plans 3. Working parties will be established to lead on project areas within their expertise 4. Working parties will meet regularly to drive forward the projects they are responsible for and to review their progress, which will be communicated regularly with the wider group</p>				
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<p>2. Community and business organisations will be identified and partnered with.</p>	<p>SLT KP JG KU</p>	<p>1. Working parties will research and identify potential community partners, including local businesses, cultural institutions, non-profit organisations 2. Working parties will establish formal agreements and partnerships with these organisations 3. Working parties will establish a comprehensive database of community organisations and academy partners, including contact information and available resources, which will be accessible to the wider group and other relevant stakeholders 4. Working parties will seek funding and grants to support the development of the academy site and curriculum</p>				
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<p>3. Community and business resources will be integrated into curriculum planning, enriching the curriculum and extracurricular offer.</p>	<p>SLT KP JG KU SLs LM</p>	<p>1. SLT will work with subject leaders to identify areas of the curriculum that can be enriched through community resources 2. Subject Leaders (SLs) and teachers will develop lesson planning to incorporate the expertise and facilities of the community partner 3. Wider Personal Develop Leader and SLT will develop extracurricular activities that leverage community resources and these will be promoted to the children</p>				
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