



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% ~81% | Year 2 Phonics Screening Cohort National | 83% ~91% |
| Multiplications Tables Check (% of children scoring full marks) | | Cohort National | 60% ~34% | | |
| Year 6 Reading Test Cohort EXP Cohort GDS National EXP National GDS | 75% 19% 74% 28% | Year 6 Writing (teacher assessment) Cohort EXP Cohort GDS National EXP National GDS | 81% 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 | 79% 42% 72% 32% | Year 6 Combined (RWM) Cohort EXP Cohort GDS National EXP National GDS | 68% 4% 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. |
|--|---|

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.

| Key People: Larissa Nash – Mathematics Lead Angie Aitken – Standards Lead Alice Joy – Mathematics Deputy Lead Alex Stonehouse – Mathematics Deputy Lead | | 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. | 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 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 |
| | | | | | | |
| 2. A systematic review of | LN | 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 | | | | |

| | | | | | | |
|---|--|---|-------------------|------------|------------|------------|
| <p>Strategy lessons will ensure the programmes used are effective for developing children’s knowledge and skills and lead to improved outcomes</p> | <p>AJ TG AA</p> | <p>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> | <p>Rag Rating</p> | <p>Aut</p> | <p>Spr</p> | <p>Sum</p> |
| <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> | <p>Rag Rating</p> | <p>Aut</p> | <p>Spr</p> | <p>Sum</p> |
| <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> | <p>Rag Rating</p> | <p>Aut</p> | <p>Spr</p> | <p>Sum</p> |

Autumn 2024:

- An external review in October identified several areas of strength within the Oakway programme including embedded practice of Rolling Numbers in Years 4-6, confident use of vocabulary and an increased use of manipulatives in all classes. Year 4 Multiplication Timetable Check (MTC) outcomes in 2023-24 showed a significant improvement, with 60% scoring full marks compared to a national average of 35%. In September, Mastering Number was introduced in Years 4 and 5 to further refine the teaching of key multiplication concepts alongside the development of reasoning and problem solving. November’s mock MTC data shows the current Y4 cohort have progressed from 8% at full marks and an average of 17 marks in September to 25% at full marks and an average of 20 marks.
- A Trust level learning walk was undertaken in November to review the effectiveness of strategy lessons. At Oakway, staff appear much more confident to teach using manipulatives. A further review of possible alternative programmes was completed with a need for a focus on the teaching of problem solving strategies. The Maths subject leader, in conjunction with the NCETM Maths Hubs programme has begun an action research project with a focus in this area, to be initially carried out in Years 4 and 5 with a view to further adapting White Rose Maths to include more opportunities to elicit problem solving responses. Planning scrutinies and pupil voice have shown a secure understanding of the foundational knowledge.
- Teacher meetings, led by the Maths subject leader in September and November 2024 built upon training provided in April on the use of Numicon, with a focus on dienes. The November session included a focus on mental strategies following the introduction of a mental maths progression document. This was written in response to an identified need for staff CPD regarding the teaching of mental strategies in all areas of the subject.
- 80% of children in all classes are reaching their termly target set by the teachers. The Maths subject lead has identified children in danger of not meeting their target after 2 terms and asked teachers to design and put in place strategies to ensure that these children make at least the expected progress before the next data drop.
- KS2 mocks have shown an increase of those achieving expected and greater depth with 27% and 1% in September to 40% and 2% in November 2024. Math tuition for Y6 children began in Term 2 and will continue in Term 3 in the hope of accelerating this further.
- Previous summative tests using PiXL were thought to put children at a disadvantage due to testing on content that had not yet been taught. Y345 completed White Rose Autumn arithmetic and reasoning tests in December 2024. Unlike previous years, this shows a closer correlation between test and teacher assessment outcomes. All year groups achieved better outcomes in Paper 1 (Arithmetic) than Paper 2 (Reasoning).

| | Y3 White Rose (PP) | Y4 White Rose (PP) | Y5 White Rose (PP) |
|---------------|--------------------|--------------------|--------------------|
| EXPECTED | 69% (58%) | 57% (50%) | 58% (50%) |
| GREATER DEPTH | 17% (17%) | 7% (4%) | 11% (7%) |

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 | <ol style="list-style-type: none"> 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 |

| | | Rag rating | Aut | Spr | Sum |
|--|---|--|-----|-----|-----|
| 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 | Aut | Spr | Sum |
| | | Rag rating | Aut | Spr | Sum |
| 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 | | | 1 |
| | | Rag Rating | Aut | Spr | Sum |
| 4. CPD for staff will improve subject knowledge | KJ AA JC MB KT | 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 | 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 |
|---|--------------|--------------|--------------|-----|-----|
| <ul style="list-style-type: none"> • Autumn 2024: • KS2 two are now planning their own units of work, focussing on one specific text/ story per term but ensuring that 3 different text types are written. This has ensured children have more opportunities for independent writing with different genres being covered more than once throughout the year. • Initial monitoring identified areas for improvement in lesson structure and changes were made to teacher modelling, to incorporate children’s ideas and feedback to create a class model. This has taught the children how to build sentences to incorporate the specific skill being used in the lesson. • A trial use of online spellings in year 4 has been rolled out to year 5. This means children can be given targeted spelling rules, filling the gaps that could have been missed due to phonics groupings in KS1. Children previously scoring minimal each week, are now learning missed rules and are being much more successful. • New layer 3 document highlights skills to be taught throughout the year, with flexibility for class teachers to assess and reteach any grammar, punctuation or spelling sounds rules needed. • Drawing club training was provided to all KS1 staff to ensure teachers know the basic principles. Each year group then amended as needed, to promote independent writing and editing within Creativity Club. • Monitoring quality of delivery has identified elements of good practice across the school and support for those not meeting the expectations. This included meeting with Year 6 staff to priorities what genres required extended pieces of writing and how they could make best use of the time when publishing. • Although Writing was not a limiting factor to reach combined outcomes for Year 6 in 2023-2024, internal data shows that writing is currently a limiting factor at this point in the year. Regular monitoring and support of this will be prioritised in T3&4 and include moderation of DP1 outcomes as well as a review of the writing provision in RWI phonics. • KS2 GPS mocks shows progress from September 2024 of 34% EXS and 9% GDS to 52% EXS and 20% GDS in November 2024. Additional GPS intervention in Y6 is being completed using previous test material. • NFER GPS tests were completed by Y345 in December 2024. QLAs are available for teachers to inform planning. | | | | | |
| | Y3 NFER (PP) | Y4 NFER (PP) | Y5 NFER (PP) | | |
| EXPECTED | 60% (34%) | 43% (31%) | 58% (43%) | | |
| GREATER DEPTH | 21% (17%) | 9% (4%) | 11% (11%) | | |

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 |
| | | | | | Sum |
| 2. Attendance management policies and processes will be effective and rigorous and will be followed diligently, in line with the updated | 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 | | | |

| Attendance for Learning policy (Sept 2024) | | Rag Rating | Aut | Spr | Sum |
|---|---|--|-----|-----|-----|
| <p>Autumn 2024:</p> <ul style="list-style-type: none"> • Attendance management has included the following: • Certificates achieved in the Autumn term due to be given out in January <ul style="list-style-type: none"> ○ 74 Bronze (95-97%) ○ 159 Silver (97-99%) ○ 145 Gold (100%) • Parent Contract currently open: 26 open and a further 24 arranged for January • First letters sent: 177 1st letters • Second letter 50 2nd letters • Education Inclusion Partnership Referrals for term time absence: -21 • CME referrals – 8 • Home education referrals - 1 • 16 Classes have achieved their ‘Perfect Attendance’ award • We have created our own attendance tracker for this academic year and this continues to support us to streamline our processes. SOL attendance audit was completed last academic year and actions continue to be taken to address areas identified. • Attendance officer & Senior attendance champion have met with a representative from EIP once this academic year | | | | | |
| <p>KEY PRIORITY FOCUS 4: TO SECURE CONSISTENT IMPLEMENTATION OF ADAPTIVE AND INCLUSIVE CLASSROOM PRACTICES</p> | | | | | |
| <p>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.</p> | | | | | |
| <p>Rationale: We have significantly higher than average numbers of children with SEND and EAL on roll compared with other mainstream</p> | <p>Funding and Resources: £3000 resources to support children on SEN register £5000 CUSP resources £2000 Intervention resources £1000 EAL support software</p> | <p>Key People: Jacinta Gordon – SENCO Claire Byron - Principal Angela Aitken – Head of School James Hollingsworth – Head of School Rebecca Owen – Assistant Principal</p> | | | |

| <p>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</p> | | <p>Vicky Lochridge – Assistant Principal</p> | | | | |
|--|---|--|-------------------|------------|------------|----------|
| 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 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 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> |
| | | <p>Rag Rating</p> | <p>Aut</p> | <p>Spr</p> | <p>Sum</p> | |
| <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 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. 3. SENCO and senior leaders will ensure the curriculum is designed to be inclusive and accessible to all children</p> | | | | |

| | | Rag Rating | Aut | Spr | Sum |
|---|--|--|-----|-----|-----|
| 3. A system of data-driven decision-making will be established to ensure best academic outcomes are achieved for all children | JG | 1. Teachers will use formative assessment methods to identify learning needs and tailor their instruction accordingly 2. SENCO and senior leaders will review assessment data and pupil voice to inform teaching practices and to identify areas for improvement 3. Senior leaders and subject leaders will regularly review children’s performance data and adjust teaching strategies as needed to meet emerging needs | Aut | Spr | Sum |
| | JH AA CB VL DS LN KJ | | | | |

Autumn 2024:

- Trust wide oracy monitoring showed that Talking Partners is well embedded across the age ranges. The use of A-B-C requires further refinement in its application within classrooms. Training that links questioning to strategy is planned for the Spring term. KS2 make good use of the Oracy Stem cards, however they are not always used to support written responses.
- The Academy has conducted two Behaviour Audits in the Autumn term. Expectation of behaviour and conduct remain very high. Low level disruption is minimised within most lessons through consistent behaviour for learning routines. Scaffolds and adjustments support key individuals. KS1 teachers make frequent and productive use of scaffolds. Some KS2 children could benefit from more consistent use of scaffolds. Further support and monitoring will be given to enhance the inclusive classroom provision in the Spring term.
- CUSP inserts continue to be ordered for all year groups 1-6. These provide an essential scaffold for children working with the CUSP curriculum knowledge. Teachers in KS1 make adaptations to CUSP knowledge notes to ensure they meet the needs of the cohort. The Academy has committed to purchasing the CUSP lesson slides for all units in the Science, History and Geography CUSP curriculum. Teachers review the CUSP slides against the Academy designed slide decks to ensure learning tasks are of the highest standard.
- The Academy has developed a system for gathering and analysing monitoring data from across the setting. The Reading, Writing and Maths leaders, along with SLT feed into the system, which identifies relative strengths and areas for development across the Academy staff body. As a result of this system, 15 teachers received an email at the end of Term 1 celebrating their strong practise.

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.

| <p>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.</p> | <p>Funding and Resources: £3000 capital funding to develop site areas £10,000 grant and charity funding</p> | <p>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</p> | | | | |
|---|--|---|---|-----|-----|--|
| 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> | | | | |
| | | Rag Rating | Aut | Spr | Sum | |
| <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> | | | | |
| | | Rag Rating | Aut | Spr | Sum | |
| | | <p>SLT KP</p> | <p>1. SLT will work with subject leaders to identify areas of the curriculum that can be enriched through community resources</p> | | | |

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| 3. Community and business resources will be integrated into curriculum planning, enriching the curriculum and extracurricular offer. | JG KU SLs LM | 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 | | | |
| | | Rag Rating | Aut | Spr | Sum |

Autumn 2024:

- Nursery expansion – A grant has been submitted to the DFE to allow us to expand the nursery provision on site. Plans have been drawn up to extend into the old children’s centre area to introduce spaces for 2-3 year olds. It also includes remodelling areas within our EYFS space to meet the needs of our children better. Meetings have been held with NNC early years team and a need for 2–3 year old spaces in Wellingborough were identified. The plans will be to double the existing provision on site but opening these to the younger children. We will also investigate working closely with early years professionals as the Wellingborough Family Hub, based in Penrith Drive is inaccessible for many of our families. The outcome of the grant application won’t be known until the Spring.
- Breakfast Club – KP attended a DFE roundtable regarding the introduction of free breakfast club for all pupils in Oct 24. This was a session with 2 representatives from the DFE and 4 other schools. Little information was shared about how the new provision would look although they were seeking views of the schools as to the concerns / queries they may have. Oakway have signed up to be a pilot school from April 2025 but have not yet heard if they will be successful. We have not yet received more information about how the provision will look / expectations.
- Wrap around care – In Sept 24 we opened our own after school club offering parents childcare until 5.30pm each night. A grant application was submitted in December to NNC to help fund the expansion of our after-school club until 6pm in line with the published criteria from NNC. Whilst the published date for informing schools of the grant outcomes was 20th December, this has now been pushed back to Feb 2025. We have submitted a request for £26,729 over 2 years. This is to support with the growth of the after-school club in the early stages. Since starting ASC in Sept 24, we have averaged 7 pupils per night although this is now rising. In December some days we had around 12 children each day. The ASC has been registered with the tax credits system in order that parents can make payment in this way.
- A member of the SLT has visited the University of Northampton event to gather information about education and outreach opportunities for the coming year. The Academy are taking part in the Ignite Your Future and STEAM Northants later June 25.
- The Academy has developed an enrichment overview document, collating all additional educational experiences. All curriculum enhancements are recorded, along with the cost, number of participating children broken down into key groups and curriculum links. This allows us to plan ahead and ensure that all children have access to curriculum enhancements.
- EV Chargers – Quotes have been obtained to install one bollard with 2 x EV chargers in the carpark by the Studio and KS1 boiler room. A grant is available until March 25 for Schools to install EV Chargers and cover 75% of the costs involved. The quote from Blandford's is at a cost of £1.2k which includes updating the distribution board in the boiler room to cope with the additional demand. We are awaiting confirmation that we can go ahead with the works from the Trust. We would look to charge staff for use of the charger through the MONTA software. KP has spoken to Barton Seagrave Primary who have recently had one installed by Blandford's.

- Enrichment spreadsheet – An enrichment spreadsheet has been set up and is being populated to track enrichment opportunities for all pupils across each year group. This is being monitored by SLT and shared with subject leaders.