



**Principal - Mrs Kate Cleaver**

# Academy Improvement Plan

*September 2019 – July 2020*



## ACADEMY VISION AND VALUES

Ecton Village Primary Academy supported by a dedicated team of teachers and support staff. With a maximum of 15 pupils in each year group we create a nurturing yet academically ambitious environment in which our children learn. Mixed age classes allow those who need challenge to be accelerated and those who need extra input to be supported.

The staff at Ecton Village Primary Academy have high expectations of all the children, and would like them to leave the school as confident, polite and independent young people, with the appropriate skills, values and learning to become successful in the next phase of their education. We aspire to instil the values of Independence, Resilience, Engagement, Aspiration, Co-operation and Honesty: to give the children the skills to succeed in whatever they do, across all areas of school life and beyond.

Our school is dedicated to providing the best possible education for every pupil in a stimulating and safe environment.

We are committed to all aspects of education and development, encouraging families to work in partnership with us to realise our aim, of successfully helping each child to achieve their full potential.

## DISTINCTIVE CHARACTERISTICS

- Ecton Village Primary Academy is significantly smaller than the average-sized primary school, we are in the lowest 20% of all schools for the number of pupils.
- The school became an academy as part of the Hatton Academies Trust with effect from 1st July 2016.
- There have been significant changes to staff in all areas of the school since academy conversion.
- The academy is located in an affluent rural village, and the location deprivation indicator was in quintile 1 (least deprived) of all schools but the pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.
- 21% of children in the academic year 18/19 were eligible for PP funding.
- 12% of children were eligible for SEN support and 2.4% had an EHCP.
- Number on roll in September 2019 was 80, with spaces for 98 pupils.
- In September 2018 there were 5 children in FS1.
- The pupil admission number for each year group is 15 children.
- Children are taught in mixed age classes: FS1 and FS2; year 1 and 2; year 3 and 4 and year 5 and 6.
- In 2019 entry to Reception pupil's skills, knowledge and understanding are typically in line with that which would be expected nationally.
- The largest ethnic groups are: White - British (54%), Black or Black British – African (12%) Mixed – White and Black Caribbean (11%) White – Romany or Gypsy (7%),

## RATIONALE FOR PRIORITIES

Outcomes at Ecton, at the end of Key Stage 2 in summer 2019 saw a rise in progress in reading from -0.9 in 2018 to 1.2 in 2019; in writing from 0.2 in 2018 to 0.9 in 2019. This places the school in the top 40% for progress in reading and writing. Maths, while showing improvement over three years, remains the area most in need of improvement. Progress measures improved from -7.8 in 2017 to -1 in 2019.

In KS1 77% of children met the expected standard. In writing 77% met the standard and in maths 67% of children met the expected standard. Like in KS2, maths remains the area most in need of improvement.

There was a drop in end of year phonics outcomes from 71% in 2018 to 67% in 2019. This is a small cohort, with one child with diagnosed SEND who has extra support in all areas of the curriculum – including phonics. This will continue in 2019/2020.

Year 2 phonics outcomes were above national – 100% of children passed the phonics screening by the end of year 2. Phonics is well led and monitoring is systematic and informs swift interventions ensure children teaching is well matched to the needs of the individual child.

Early years outcomes are above national with 78% of children achieving GLD.

Judgements regarding the quality of teaching are verified by ensuring that observations are wherever possible paired. For example, observations are carried out by the Principal and the Head of Primary Education, or the Principal and an external consultant or the Principal and another class teacher. Evaluation of teaching and learning is a process that involves formal lesson observation; learning walks; planning scrutiny; book scrutiny and data analysis.

The number of fixed term exclusions during 2018-2019 was higher than in previous years, but this relates to a very small number of children. Close working with external agencies takes place in an effort to improve things for all involved. For a small number of children we use behaviour support plans which involve the child, the teacher, the parent and a member of staff to oversee the behaviour has raised expectations on all fronts. The most recent behaviour audit provides clear evidence of the improved quality of choices that children are now making in class and during times in the school day such as play time and lunchtime.

### **Focused Priorities:**

Each focused priority sets out the key actions that will be undertaken to improve outcomes that current and historic evaluations have highlighted as necessary. Alongside these actions is a clear reference to who is leading on them, who is responsible for monitoring it has happened and who is involved in evaluating its impact. In order to measure the impact on outcomes, end of year targets and interim milestones have been established for every year group. Over the year, regular cross Trust moderation events will take place to ensure that assessment accuracy is more likely to be achieved and to provide staff with new ideas of effective ways to evidence progress. Ecton was subject to external writing moderation at the end of Key Stage 2 in June 2019 and all of our judgements were found to be an accurate assessment of pupil standards.

### **FP1 - All pupils make at least expected in year progress for Maths (EY-Y6)**

Attainment levels achieved by children at the end of Key Stage 2 remains below those achieved nationally. Rates of progress made by children across Key Stage 2 are now in line with those made nationally for the past two years, but need to improve further still for those

who are identified as higher attaining. Children who are identified as higher attaining need to make faster progress. Test analysis shows that higher attaining pupils show particular weakness in number and place and place value and fractions percentages and decimals. Evaluation of planning, work and teaching as well as discussions with pupils demonstrate that there is a greater need for planning to reflect higher quality modelling of skills by adults in KS2 and a greater degree of mathematical challenge, particularly for higher attaining children. All children in KS1 will have frequent opportunities to use reasoning and problem solving skills. These will be evidenced in their books and in teacher's planning. In EYFS the development of number concept will be embedded early through the use of practical objects, activities and small group teaching. Those reading to move on will be identified early and planned for on an individual basis.

### **FP2 - All pupils make at least expected in year progress for Reading (EY-Y6)**

Attainment outcomes at the end of Key Stage 2 fall below those that are achieved nationally with only 53% achieving the expected standard. However, the prior attainment markers of this cohort were much lower than previous cohort, but the school makes good progress with children and the VA score is +1.2. Both boys and girls achieved positive progress, boys particularly so compared with those achieved nationally. Although only small in number, SEND children also performed well with a VA of +6.1. FSM6 performance was higher than non FSM6 children with a VA of +3.3. Higher attaining pupils had a VA score of +2.4. Middle attaining pupils made the least progress -0.6 and this group of children will, therefore be a key focus in the academic year 19/20. Lower attaining pupils made the most progress - +3.1 which is significantly above the national progress figure for this group of children. Question level analysis show that this group of children need for a more structured approach to the teaching and learning of inference and deduction.

Attainment levels at the end of Foundation Stage 2 and in phonics testing in Year 1 are now broadly in line with that achieved nationally. Phonics outcomes at the end of year 2 are above that achieved nationally. Intervention with lower attaining children in phonics in FS2 and KS1 ensures that the solid foundations built in phonics ensure access to the wider curriculum.

Progress in reading at the end of KS1 is in line with that achieved nationally.

Evaluative strands of evidence such as planning and work scrutiny, learning walks, the use of the library, Accelerated Reader and listening to children read highlight the in Key Stage 2. Comprehension skills such as retrieval, exploring inference and understanding more complex vocabulary need to be a focus during teaching sessions. There is also a need to ensure that the speed at which children read is sufficient so they are able to access all of the reading material in a given time frame.

### **FP3 - To review and develop the KS1 and KS2 curriculum with a focus on the Academy Values as drivers.**

The EVPA curriculum is in need of review in light of the developments made across the curriculum in pupil progress, and a changing intake. The Academy Values of Independence, Resilience, Engagement, Achievement, Co-operation and Honesty will be at the heart of the developed curriculum. The development of investigation driven science lessons, music within and beyond the classroom and a wider curriculum that engages and enriches learning opportunities for all children will be in place by the end of the academic year 19/20.

# STANDARDS & ACHIEVEMENT DATA

## EARLY YEARS FOUNDATION STAGE

<b>% pupils reaching GLD at end of EYFS</b>				
	2016	2017	2018	2019
School	58.0%	71.0%	86.0%	78.0%
National	69.3%	70.7%	71.5%	72.0%
No. pupils	12	7	7	9
Pupil No. Gap	-1	0	1	0

## PHONICS SCREENING

<b>% pupils achieving phonics standard in Year 1</b>				
	2016	2017	2018	2019
School	77.0%	79.0%	71.0%	67.0%
National	81.0%	81.0%	82.0%	83.0%
No. pupils	13	14	7	9
Pupil No. Gap	0	0	0	-1

<b>% pupils achieving phonics standard by end of Year 2</b>				
	2016	2017	2018	2019
School	89.0%	93.0%	92.0%	100.0%
National	91.0%	91.0%	92.0%	92.0%
No. pupils	9	14	13	9
Pupil No. Gap	0	0	0	0

## YEAR 2 TEACHER ASSESSMENT

% achieving EXS+ and GDS in reading at KS1				
	2016	2017	2018	2019
School EXS+	44.0%	75.0%	77.0%	77.0%
National EXS+	74.0%	76.0%	75.0%	75.0%
School GDS	0.0%	17.0%	8.0%	11.0%
National GDS	24.0%	25.0%	26.0%	25.0%
No. pupils	9	12	13	9
Pupil No. Gap (EXS)	-2	0	0	0
Pupil No. Gap (GDS)	-2	0	-2	-1

% achieving EXS+ and GDS in writing at KS1				
	2016	2017	2018	2019
School EXS+	11.0%	67.0%	77.0%	77.0%
National EXS+	65.0%	68.0%	70.0%	72.0%
School GDS	0.0%	0.0%	8.0%	11.0%
National GDS	13.0%	16.0%	16.0%	17.0%
No. pupils	9	12	13	9
Pupil No. Gap (EXS)	-4	0	0	0
Pupil No. Gap (GDS)	-1	-1	-1	0

% achieving EXS+ and GDS in maths at KS1				
	2016	2017	2018	2019
School EXS+	56.0%	75.0%	69.0%	67.0%
National EXS+	73.0%	75.0%	76.0%	77.0%
School GDS	0.0%	0.0%	0.0%	11.0%
National GDS	18.0%	21.0%	22.0%	23.0%
No. pupils	9	12	13	9
Pupil No. Gap (EXS)	-1	0	0	0
Pupil No. Gap (GDS)	-1	-2	-2	-1

## YEAR 6 RESULTS

% achieving EXS+ and high score/GDS in RWM at KS2				
	2016	2017	2018	2019
School EXS+	38.0%	20.0%	50.0%	40.0%
National EXS+	53.0%	61.0%	64.0%	65.0%
School GDS	0.0%	0.0%	20.0%	0.0%
National GDS	5.0%	9.0%	10.0%	11.0%
No. pupils	8	10	10	15
Pupil No. Gap (EXS)	-1	-4	-1	-3
Pupil No. Gap (GDS)	0	0	1	-1

% achieving EXS+ and high score in reading at KS2				
	2016	2017	2018	2019
School EXS+	38.0%	40.0%	60.0%	53.0%
National EXS+	66.0%	72.0%	75.0%	73.0%
School GDS	0.0%	0.0%	20.0%	13.0%
National GDS	19.0%	25.0%	28.0%	29%
No. pupils	8	10	10	15
Pupil No. Gap (EXS)	-2	-3	-1	-3
Pupil No. Gap (GDS)	-1	-2	0	-2

% achieving EXS+ and GDS in writing at KS2				
	2016	2017	2018	2019
School EXS+	38.0%	60.0%	60.0%	47.0%
National EXS+	74.0%	76.0%	78.0%	78.0%
School GDS	0.0%	0.0%	30.0%	7.0%
National GDS	15.0%	18.0%	20.0%	22.0%
No. pupils	8	10	10	15
Pupil No. Gap (EXS)	-2	-1	-1	-4
Pupil No. Gap (GDS)	-1	-1	1	-2

% achieving EXS+ and high score in maths at KS2				
	2016	2017	2018	2019
School EXS+	50.0%	20.0%	60.0%	53.0%
National EXS+	70.0%	75.0%	76.0%	79.0%
School GDS	0.0%	0.0%	20.0%	0.0%
National GDS	17.0%	23.0%	24.0%	25%
No. pupils	8	10	10	15
Pupil No. Gap (EXS)	-1	-5	-1	-3
Pupil No. Gap (GDS)	-1	-2	0	-3

KS2 Progress scores					
		2016	2017	2018	2019
Reading	Reading	-4.2	-5.5	-0.9	1.2
	Upper CI	0.1	-1.5	3.3	4.2
	Lower CI	-8.5	-9.3	-5.1	-1.8
	Sig+/-	average	Sig-	average	average
Writing	Writing	-10.9	-1.3	0.2	0.9
	Upper CI	-6.5	2.4	3.8	3.9
	Lower CI	-15.4	-5	-3.4	-2.1
	Sig+/-	Sig-	average	average	average
Maths	Maths	-7.5	-7.8	-2.6	-1.1
	Upper CI	-2.8	-4.3	1	1.9
	Lower CI	-11.2	-11.3	-6.2	-4.1
	Sig +/-	Sig-	Sig-	average	average

Focus Priority 1	All pupils make at least expected in year progress for Mathematics (EY-Y6)																						
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference:</p> <p>Leadership and management</p> <p>Quality of teaching</p> <p>Outcomes for pupils</p>	<p>All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p> <p>A new subject leader (LB) has been appointed to drive up standards in the teaching of mathematics across the school.</p> <p>Key Priorities</p> <ol style="list-style-type: none"> <li>To develop the teaching and assessment of times tables across the school in preparation for year 4 times table tests.</li> <li>To ensure that reasoning problems are taught throughout the school and to all ability children.</li> <li>To ensure that misconceptions are being addressed with evidence of purple pen marking and verbal correction</li> <li>To secure the understanding of number families in EYFS</li> </ol>																						
Maths Targets					Success criteria																		
<p>In years 1-6 attainment and progress is assessed and measured using Teacher Assessment (SAS). The Yellow columns indicate the attainment baseline and attainment for the end of year. The blue columns show % of children actually achieved ARE at that point.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>SAS Baseline attainment July 2019</th> <th>SAS Target attainment July 2020</th> <th>December 2019</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>11.5</td> <td>Target 7 Actual 6.5</td> <td>Target 9 Actual 8.5</td> <td>Target 11.5 Actual N/A</td> </tr> <tr> <td>2</td> <td>8.1</td> <td>15.1</td> <td>Target 10.1 Actual 11.7</td> <td>Target 12.6 Actual 13.71</td> <td>Target 15.1 Actual N/A</td> </tr> </tbody> </table>					Year Group	SAS Baseline attainment July 2019	SAS Target attainment July 2020	December 2019	April 2020	July 2020	1	5	11.5	Target 7 Actual 6.5	Target 9 Actual 8.5	Target 11.5 Actual N/A	2	8.1	15.1	Target 10.1 Actual 11.7	Target 12.6 Actual 13.71	Target 15.1 Actual N/A	<ol style="list-style-type: none"> <li>Children will all make expected progress in maths this year, some will make more than expected.</li> <li>Planning for HAT and Challenge will be clear in books</li> </ol>
Year Group	SAS Baseline attainment July 2019	SAS Target attainment July 2020	December 2019	April 2020	July 2020																		
1	5	11.5	Target 7 Actual 6.5	Target 9 Actual 8.5	Target 11.5 Actual N/A																		
2	8.1	15.1	Target 10.1 Actual 11.7	Target 12.6 Actual 13.71	Target 15.1 Actual N/A																		



3	16.9	23.4	Target 18.9 Actual 18.2	Target 21 Actual 20	Target 23.4 Actual N/A
4	20.5	27.5	Target 22.5 Actual 22	Target 25 Actual 24	Target 27.5 Actual N/A
5	26.5	33.5	Target 28.5 Actual 29.8	Target 31 Actual 31	Target 33.5 Actual N/A
6	32.7	40.7	Target 35.2 Actual 34.1	Target 37.7 Actual 37	Target 40.7 Actual N/A

Years 2 and 6 are assessed using summative assessments. The yellow columns indicate baseline and target attainment. The blue columns show % of children actually achieved ARE at that point.

Year Group	Baseline attainment	Target attainment July 2020	Dec 2019	Feb 2020	Apr 2020	July 2020
Y2 (teacher assessment)	2018 EYFS EXP+= 55% GDS= 0%	EXP+ = 55%  GDS = 11%	SAS 11-13 Target 55:% SAS ARE+: 66%	NA	SAS 13-15 Target: 55% SAS ARE+: % N/A	SAS 15-17 Target:67% SAS ARE +: N/A
			SAS 14+ Target:9% SAS GDS: %		SAS 16+ Target: 9% SAS GDS: % N/A	SAS 18+ Target:18% SAS N/A GDS: N/A
Y6 (test outcomes)	KS1 FFT starting point has been used to forecast targets.	EXP+ = 90%  GDS = 40%	Target60:% Actual: 60%	Target: % Actual:%	Target: 80% Actual: % N/A	Target:90% Actual: N/A
			Target GDS: 20% Actual: 10 %	Target GDS:% Actual:%	Target GDS: 40% Actual: % N/A	Target GDS:50% Actual: N/A

Early Years (F2) children are assessed against the Development Matters Statements for maths

- Fractions percentages and decimals will be a key priority in teaching, planning and assessment.
- Mathematical misconceptions will be identified through assessment and addressed through focused planning and teaching
- SAS will be used track children and those who are falling behind will be targeted to catch up.
- Times Tables will be taught daily.
- A range of mathematical opportunities will be evident in a range of areas across the curriculum and this will be shown in books and in planning.

<b>Key People</b>		<b>Funding &amp; Resources</b>				
LB – Maths Lead KC - Principal RH – Head of Primary Education		<ul style="list-style-type: none"> <li>Continued investment in quality concrete maths resources £500</li> </ul>				
<b>Actions /Tasks (and those responsible)</b>			<b>Who?</b>	<b>Who monitors /evaluates?</b>	<b>When</b>	<b>Check</b>

KP1 Ensure all children are tested weekly and ensure all staff have a copy of each year group's times tables to allow differentiation. Ensure all staff have a times tables book and monitor that they are being used	LB, HS, NB	LB	Termly	Dec 19 Feb 20 April 20
KP1 Monitor and assess times tables tests every short term to monitor and track progression. This will be used to create small groups for targeted intervention.	LB, HS, NB	LB	Termly	Dec 19, March 20 July 20
KP1 Develop fluency and independence in completing times tables tests by using iPads and whiteboard activities.	LB, HS, NB	LB	Termly	Dec 19, March 20 July 20
KP2 Provide teachers with problem solving activities. Provide teachers with a variety of mastery and problem solving activities for their children. Monitor the implementation of this in book scrutinies.	LB, HS, NB	LB	Sept 19	Oct 19
KP3 Through observation and lesson visits the maths lead and principal will monitor how well teachers are identifying and addressing misconceptions during lessons.	NB, HS, LB	LB	Termly	Dec 18 March 19 July 19
KP3 Silent Maths will be used in at least one maths lesson each week in order to avoid cognitive overload. This will be monitored through book scrutiny, lesson visits and pupil voice surveys.	NB, LB	LB	Termly	Dec 18 March 19 July 19
KP3 Year 6 will sit termly tests in preparation for the end of key stage tests. Years 3 and 4 will sit tests at the end of term 2 and the end of term 6. Teachers will undertake question level analysis in order to support planning and targeted intervention.	NB, HS	LB	Termly	Dec 18 March 19 July 19
KP3 Planning for HAPs will be closely monitored in order to ensure that stretch, challenge and progression are built into every lesson.	NB, LB, HS, JY	LB	Termly	Dec 18 March 19 July 19
KP4 Ensure the provision for children in EYFS Provide children with a secure understanding of number. Teach number through practical objects, outside and through the use of games. Ensure children have a secure understanding of numbers to 20 and number families to 10 by the end of EYFS. Maths is taught in small groups, using a model similar to that of RWI where repetition is key to embedding conceptual understanding. Small groups ensure appropriate levels of stretch and challenge for all abilities, but with a particular focus on more able children.	LB JY	LB	Termly	Dec 18 March 19 July 19

## Evaluation

### January 2020

#### Overview

*Progress in maths across the year 6 cohort is good, with all groups making at least the expected two points progress. Progress in maths in year 5 is particularly pleasing with LAP and SEN children making more than the expected two points progress and all other children making the expected 2 points progress. In year 4 progress is broadly in line with expectations, however, boys' progress in maths is slower than the progress of the girls and this will be a focus for the teacher in the coming term. Progress in maths in years 3 and 2 is in*

line with expectations for all groups of children. Overall progress for the very small year 1 cohort is slightly behind Academy expectations. Progress in maths is slower than in other areas, but the teacher has already set up 1:1 intervention time for those not yet making progress at the expected rate. Transition from EY into a mixed year 1 / year 2 class is difficult, but the teacher is working with the children to support this. One child left EY below ARE, but has made good progress so far this year and is now working with the expected SAS range for year 1 maths. The class teacher ensures appropriate support for tasks is in place and the child has ongoing in class intervention.

### **Actions Update**

KP1 Ensure all children are tested weekly and ensure all staff have a copy of each year group's times tables to allow differentiation. Ensure all staff have a times tables book and monitor that they are being used. *Times tables are taught in all classes. In LKS2 work books have been bought to support the application of times tables skills. These will be introduced in February 2020. Pupils in year 3 and 4 complete times tables tests daily using the tablets in the classroom. This routine is firmly embedded and has been observed on several occasions.*

KP1 Monitor and assess times tables tests every short term to monitor and track progression. This will be used to create small groups for targeted intervention. *Class teachers monitor Times Tables progress and small group intervention is in place in KS1 and LKS2.*

KP2 Provide teachers with problem solving activities. Provide teachers with a variety of mastery and problem solving activities for their children. Monitor the implementation of this in book scrutinies. *LB provided all teachers with WR problem solving activities and ran a 'Problem Solving Focus Week'. In October. This can be evidenced in maths books. Best practice is seen in LKS2.*

KP3 Through observation and lesson visits the maths lead and principal will monitor how well teachers are identifying and addressing misconceptions during lessons. *LB, KC and RH have undertaken a variety of maths monitoring activities and this can be evidenced in the Academy monitoring records. In the best lessons, misconceptions are identified first in the planning, then in the teaching and again through the marking. Best practice can be seen in LKS2 and KS1.*

KP3 Silent Maths will be used in at least one maths lesson each week in order to avoid cognitive overload. This will be monitored through book scrutiny, lesson visits and pupil voice surveys. *Silent maths was used regularly in term 1 and there will be a re-focus on this in term 3.*

KP3 Year 6 will sit termly tests in preparation for the end of key stage tests. Years 3 and 4 will sit tests at the end of term 2 and the end of term 6. Teachers will undertake question level analysis in order to support planning and targeted intervention. *Tests have been completed and QLAs analysed. Maths intervention takes place in all classes.*

KP3 Planning for HAPs will be closely monitored in order to ensure that stretch, challenge and progression are built into every lesson. *Maths monitoring shows that HAPs are planned for, but stretch in KS1 and UKS2 could be further developed.*

KP4 Ensure the provision for children in EYFS Provide children with a secure understanding of number. Teach number through practical objects, outside and through the use of games. Ensure children have a secure understanding of numbers to 20 and number families to 10 by the end of EYFS. Maths is taught in small groups, using a model similar to that of RWI where repetition is key to embedding conceptual understanding. Small groups ensure appropriate levels of stretch and challenge for all abilities, but with a particular focus on more able children. *This way of teaching maths is embedded in EY and tracking shows that the children are making good progress.*

## April 2020 Note: Schools Closed March 2020 due to Covid-19

### Overview

#### Actions Update

KP1 Ensure all children are tested weekly and ensure all staff have a copy of each year group's times tables to allow differentiation. Ensure all staff have a times tables book and monitor that they are being used. *Times tables work books were introduced in February 2020 to LKS2 children. Pupils in year 3 and 4 complete times tables tests daily using the tablets in the classroom. This routine is firmly embedded and has been observed on several occasions. Children in KS1 and UKS2 continue with regular timestables practice in class and homework. Pupils timetables knowledge is growing increasingly secure with this regular practice and the speed at which they can recall timestables facts has increased. LAP still some some aspects of this – particularly the speed required for the online test – a challenge.*

KP1 Monitor and assess times tables tests every short term to monitor and track progression. This will be used to create small groups for targeted intervention. *Class teachers monitor Times Tables progress and small group intervention remains in place in KS1 and LKS2. There is improvement in year groups.*

KP2 Provide teachers with problem solving activities. Provide teachers with a variety of mastery and problem solving activities for their children. Monitor the implementation of this in book scrutinies. *Over the course of terms 3 and 4 the quality and quantity of reasoning and problem solving activities improved in all classes. This can be evidenced in books and through the maths monitoring.*

KP3 Through observation and lesson visits the maths lead and principal will monitor how well teachers are identifying and addressing misconceptions during lessons. *LB, KC and RH have undertaken a variety of maths monitoring activities and this can be evidenced in the Academy monitoring records. It is clear that staff are quickly identifying and responding to misconceptions in books and through verbal feedback.*

KP3 Year 6 will sit termly tests in preparation for the end of key stage tests. Years 3 and 4 will sit tests at the end of term 2 and the end of term 6. Teachers will undertake question level analysis in order to support planning and targeted intervention. *Maths intervention was embedded in all classes until the point of school closure.*

KP3 Planning for HAPs will be closely monitored in order to ensure that stretch, challenge and progression are built into every lesson. *Stretch for HAP will continue to be a focus when schools re-open.*

KP4 Ensure the provision for children in EYFS Provide children with a secure understanding of number. Teach number through practical objects, outside and through the use of games. Ensure children have a secure understanding of numbers to 20 and number families to 10 by the end of EYFS. Maths is taught in small groups, using a model similar to that of RWI where repetition is key to embedding conceptual understanding. Small groups ensure appropriate levels of stretch and challenge for all abilities, but with a particular focus on more able children. *This way of teaching maths is embedded in EY and tracking shows that the children continue to make good progress. The use of number families and a focus on one number each week ensures that conceptual understanding of number is embedded in learning.*

## July 2020

### Overview

Schools did not fully re-open in the final term of this academic year. Some children in years R, 1 and 6, along with the children of key workers, did return to school. During this time there was a focus on emotional wellbeing alongside core learning. Children in year 6 continued with the daily problem solving and they enjoyed the challenge of this aspect of their learning. Children in year R continued with daily number work and it was clear that they had retained much of the learning from before the period of lockdown.

Home learning for children in KS1 and KS2 was set on a digital platform (ClassDojo) which allowed work to be uploaded and marked. The majority of families engaged with this and regularly uploaded work. In EY teachers continued to use Tapestry to set home learning tasks. The engagement in this year group was excellent.

Statutory tests did not take place.

Focus Priority 2		All pupils make at least expected in year progress for Reading (EY-Y6)			
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p><b>Ofsted category cross reference:</b> Leadership and management Quality of teaching Outcomes for pupils</p>	<p>All children will make at least expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p> <p>Key Priorities</p> <ol style="list-style-type: none"> <li>1. Reading progress in KS2 will be monitored in a number of ways including Accelerated Reader. All children in KS2 will take a Star Reader test three times a year in line with SAS data drops. Teachers will use results from Star Reader tests coupled with the daily work taking place in order to create focus groups for intervention. These should include pupils of all abilities to make sure that challenge is adequate. The use of SAS tracking sheets will also allow teachers to plan for any gaps in learning. Past papers and SATs style papers will be used in KS2 and QLAs will be used to inform planning. Middle ability readers will be a focus group for both KS2 teachers.</li> <li>2. Children in KS2 will be rewarded for engaging in reading. This will be linked to AR.</li> <li>3. Teachers to read to/with children daily and engage in discussion around vocabulary as well inference and discussion</li> <li>4. RWI assessment data will be monitored and acted upon to ensure timely intervention</li> <li>5. Phonics intervention will support those children in KS2 who did not pass the phonics screening test. This will be combined with precision teaching.</li> </ol>				
Reading Targets					Success criteria
<p>In years 1- 6 attainment and progress is assessed and measured using Teacher Assessment (SAS). The Yellow columns indicate the attainment baseline and projected attainment for the end of year. The blue columns show the interim milestones points.</p>					<ol style="list-style-type: none"> <li>1. Children will all make expected progress in reading this year, some will make more than expected.</li> <li>2. Children who are falling behind will be targeted to catch up.</li> </ol>
Year Group	SAS Baseline attainment July 2019	SAS Target attainment July 2020	December 2019	April 2020	
1	5	11.5	Target 7 Actual 6.25	Target 9 Actual 8.25	
2	8.1	15.1	Target 10.1 Actual 10.25	Target 12.6 Actual 13.14	Target 15.1 Actual N/A

3	16.8	23.5	Target 18.8 Actual 18.2	Target 21 Actual 20	Target 23.5 Actual N/A
4	20	27	Target 22 Actual 22	Target 24.5 Actual 24	Target 27 Actual N/A
5	26.4	33.4	Target 28.5 Actual 28.6	Target 30.8 Actual 29.6	Target 33.4 Actual N/A
6	32.8	40	Target 35 Actual 34	Target 37.5 Actual 36.5	Target 40 Actual N/A

Years 1& 2 follow the RWI scheme for phonics and are assessed against the RWI progressions, these align to national expectations.

PHONICS	Baseline attainment July 2019	Target attainment July 2020	December 2019	April 2020	July 2020
Year 1	EYFS Reading ELG at EXP+ = 86%	86% to achieve phonics pass	Target: 70% Actual (yellow+ now) 0%	Target: 70% Actual: N/A	Target: 86% Actual: N/A
Year 2	Year 1 56% achieved phonics pass	67% to achieve phonics pass	Target: 56 % Actual 0 % (yellow+ now)	Target: 56% Actual: N/A	Target: 67% Actual: N/A

Years 2 and 6 are assessed using summative assessments. The yellow columns indicate baseline and target attainment. The blue columns show % of children actually achieved ARE at that point.

Year Group	Baseline attainment	Target attainment July 2020	Dec 2019	Feb 2020	Apr 2020	July 202
Y2 (TA)	2018 EYFS EXP+= 56% GDS= 11%	EXP+ = 67% GDS = 18%	SAS 11-13 Target: 55% SAS ARE+: 55 %	NA	SAS 13-15 Target:55% SAS ARE+: % N/A	SAS 15-17 Target:56% SAS ARE+: N/A
			SAS 14+ Target 9:% SAS GDS:11 %		SAS 16+ Target: 9% SAS GDS: % N/A	SAS 18+ Target:18% SAS GDS: N/A
Y6 (test)	KS1 FFT starting point has been used to forecast targets.	EXP+ = 90% GDS = 50%	Target: 60% Actual: 60%	Target: % Actual:%	Target: 80% Actual:% N/A	Target:90% Actual: N/A
			Target GDS: 20% Actual: 30%	Target GDS:% Actual:%	Target GDS: 40% Actual:% N/A	Target GDS:50% Actual: N/A

Early Years (F2) children are assessed against the Development Matters Statements for reading

3. QLAs will be used to monitor the monitor the improvement in marks gained in the questions involving the skills of inference and deduction.

4. Additional intervention for LAPs will have positive impact on their progress.

5. Accelerated Reader will be used as part of the monitoring and assessment of reading and developing vocabulary.

6. Reading will be modelled by class teachers every day.

7. Children will engage in regular home reading. This will be monitored by class teachers.

8. All LTPS will identify the key vocabulary to enable the pre-teaching and over teaching of subject specific vocabulary.

Key People		Funding & Resources			
<b>Kate Cleaver – Principal</b> Jo Yiallourou – Phonics Lead Neil Black – English Lead		<ul style="list-style-type: none"> <li>Continued investment in RWI – resources and training for staff</li> <li>Continued investment in the library service</li> <li>Accelerated Reader annual cost</li> </ul>			
Actions (and those responsible)		Who?	Who monitors / evaluates?	When	Check
KP1 SAS tracking to inform timely intervention and inform booster groups to accelerate progress.		NB, HS, LB	NB/KC	Termly	Dec 19 Mar 20 June 20
KP1 Analysis of reading test papers across KS2 to ensure high quality targeted intervention and adaptation of reading planning.		NB, RH	NB/KC/RH	Termly	Dec 19 Mar 20 June 20
KP1 Monitoring of AR use and groups, appropriate resources and reading records to ensure all pupils are receiving the relevant challenge for their ability. Those not engaging will be supported by volunteers in school and TAs to help them to choose appropriate and engaging texts to support regular quizzing. The impact of this will be monitored.		NB	NB	Termly	Dec 19 Mar 20 June 20
KP2 Volunteers in school will be trained to support the children to use AR as well as to hear younger readers in school. This will ensure that all children have an additional adult to encourage reading beyond the classroom.		NB	NB	Termly	Dec 19 Mar 20 June 20
KP2 Log children's home reading habits and intervene with those who are not reading an adequate amount at home. School volunteers and TAs will be used to support those children with fewer home reading opportunities.		NB, HS	NB	Weekly	Dec 19 Mar 20 June 20
KP1 The Reading Leader, in discussion with staff, will ensure that children are given the opportunity to complete AR quizzes at least weekly.		NB, HS	NB	Termly	Dec 19 Mar 20 June 20
KP2 Awards for reading linked to AR shared in assembly and with parents.		NB, HS	NB	Weekly	Dec 19 Mar 20 June 20
KP3 Vocabulary displays in classrooms; topic maps to include key vocabulary, word of the week to be trialled in term 2.		NB, HS, LB, KC	NB	Weekly	Dec 19 Mar 20 June 20
KP4 Phonics groups to be regularly monitored and re-set every 6 weeks to ensure appropriate level of challenge for all children across EY and KS1.		LS, SC, SH, LB, JY	JY	6 x per year	Oct 19 Dec 19 Feb 20 May 20 June 20
KP5 An intervention group for those who did not pass phonics screening to be set up in LKS2. These children will receive extra phonics and precision teaching. Phonics lead will monitor impact.		CR, HS	JY,	6 x per year	Oct 19 Dec 19 Feb 20 May 20 June 20
Evaluation					
<b>January 2020</b>					

## **Overview**

*Progress for SEN children in year 6 in reading is below the expected two points. There are two children identified as SEND in this cohort; both have SEMH needs which makes attending school a challenge. One has attendance of 81%, the other 55%. EIP are involved with both families. One of these children has an EHCP and an RSA has recently been submitted for the second child. Progress for the year 5 cohort is pleasing with all groups making at least expected progress in Reading. Progress in reading for all groups of children in year 4 is broadly in line with expectations. SEN children are making less than expected progress, but this is due to one child of three who only made one point progress. She works in a small group and has additional reading support. Progress for all children in year 3 and 2 in reading is at least in line with expectations. Reading progress for year 1 is slightly behind academy expectations. However, phonics intervention is place for identified children and these children are being very closely monitored.*

*All children in years 1 and 2 are on track to pass the phonics screening check in term 6 as all children scored 19 or above in November . While the numbers who pass at this point seems low, this is because they have not yet learned their set 3 sounds.*

## **Actions Update**

KP1 SAS tracking to inform timely intervention and inform booster groups to accelerate progress. *SAS tracking has taken place and reading intervention is in place. Best practice can be seen in KS1 and LKS2.*

KP1 Analysis of reading test papers across KS2 to ensure high quality targeted intervention and adaptation of reading planning. *Analysis of test papers has taken place and reading intervention is led by KC.*

KP1 Monitoring of AR use and groups, appropriate resources and reading records to ensure all pupils are receiving the relevant challenge for their ability. Those not engaging will be supported by volunteers in school and TAs to help them to choose appropriate and engaging texts to support regular quizzing. The impact of this will be monitored. *While AR is well resourced, it is still underutilised. This will be a focus in term 5.*

KP2 Volunteers in school will be trained to support the children to use AR as well as to hear younger readers in school. This will ensure that all children have an additional adult to encourage reading beyond the classroom. *The number of volunteers has sadly fallen, though we hope to recruit an additional volunteer in term 4. One volunteer hears readers weekly.*

KP2 Log children's home reading habits and intervene with those who are not reading an adequate amount at home. *School volunteers and TAs will be used to support those children with fewer home reading opportunities. TAs and the volunteer do hear those children read who have fewer opportunities at home. Best practice can be seen in KS1 where good reading habits are being created.*

KP2 Awards for reading linked to AR shared in assembly and with parents. *The reading lead is yet to complete this action. KC is supporting this action.*

KP3 Vocabulary displays in classrooms; topic maps to include key vocabulary, word of the week to be trialled in term 2. *Classroom displays and topic maps / knowledge organisers highlight key vocabulary.*

KP4 Phonics groups to be regularly monitored and re-set every 6 weeks to ensure appropriate level of challenge for all children across EY and KS1. *Phonics is regularly monitored and reviewed. Groups are re-set and the phonics lead ensures all of this is recorded as part of her ongoing monitoring of phonics.*

KP5 An intervention group for those who did not pass phonics screening to be set up in LKS2. These children will receive extra phonics and precision teaching. Phonics lead will monitor impact. *All children in year 3 passed the phonics screening, but two children in year 4 continue to receive reading intervention. Tracking shows these children are making progress, though remain below ARE in reading.*



## **April 2020 Schools Closed March 2020 due to Covid-19**

### **Actions Update**

KP1 SAS tracking to inform timely intervention and inform booster groups to accelerate progress. *SAS tracking has taken place and reading intervention is in place in all year groups.*

KP1 Analysis of reading test papers across KS2 to ensure high quality targeted intervention and adaptation of reading planning. *Analysis of test papers has taken place and reading intervention was led by KC until the point of school closure.*

KP1 Monitoring of AR use and groups, appropriate resources and reading records to ensure all pupils are receiving the relevant challenge for their ability. Those not engaging will be supported by volunteers in school and TAs to help them to choose appropriate and engaging texts to support regular quizzing. The impact of this will be monitored. *Use of AR had started to increase, but school closure has meant that this has again halted.*

KP2 Volunteers in school will be trained to support the children to use AR as well as to hear younger readers in school. This will ensure that all children have an additional adult to encourage reading beyond the classroom. *Following the outbreak of Covid-19 the volunteers that we had, chose to stop attending even before school closure. We will focus on this when the school re-opens.*

KP2 Log children's home reading habits and intervene with those who are not reading an adequate amount at home. *The new teacher (AB) had started to monitor and reward home reading, sadly this was cut short by school closure.*

KP1 The Reading Leader, in discussion with staff, will ensure that children are given the opportunity to complete AR quizzes at least weekly.

KP2 Awards for reading linked to AR shared in assembly and with parents. *This will be started when schools re-open.*

KP3 Vocabulary displays in classrooms; topic maps to include key vocabulary, word of the week to be trialled in term 2. *Classroom displays and topic maps / knowledge organisers highlight key vocabulary and these continue to be developed during the school closure period.*

KP4 Phonics groups to be regularly monitored and re-set every 6 weeks to ensure appropriate level of challenge for all children across EY and KS1. *Phonics is regularly monitored and reviewed. Groups are re-set and the phonics lead ensures all of this is recorded as part of her ongoing monitoring of phonics. This continued until the point of school closure.*

KP5 An intervention group for those who did not pass phonics screening to be set up in LKS2. These children will receive extra phonics and precision teaching. Phonics lead will monitor impact. *All children in year 3 passed the phonics screening, but two children in year 4 continue to receive reading intervention until the point of school closure.*

## **July 2020**

### **Overview**

Schools did not fully re-open in the final term of this academic year. Some children in years R, 1 and 6, along with the children of key workers, did return to school. During this time there was a focus on emotional wellbeing alongside core learning. Children in Early Years and KS1 continued with daily phonics and children in year 6 continued with reading activities – they used the novel 'Goodnight Mr Tom' as their key text.

Home learning for children in KS1 and KS2 was set on a digital platform (ClassDojo) which allowed work to be uploaded and marked. The majority of families engaged with this and regularly uploaded work. In EY teachers continued to use Tapestry to set home learning tasks. The engagement in this year group was excellent.

Statutory tests did not take place.

<b>Focus Priority 3</b>		<b>To review and develop the KS1 and KS2 curriculum with a focus on the Academy Values as drivers.</b>			
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference: 1 3 4</p>	<p>The EVPA curriculum will be reviewed and developed in order to ensure that the Academy Values of Independence, Resilience, Engagement, Achievement, Co-operation and Honesty are fully embedded into classroom practice. The development of investigation driven science lessons, music within and beyond the classroom and a wider curriculum that engages and enriches learning opportunities for all children will be in place by the end of the academic year 19/20</p> <p><b>Key Priorities</b></p> <ol style="list-style-type: none"> <li>1. A Curriculum Statement to be written collaboratively. All teaching staff to be actively involved and all school staff to be consulted as part of the process.</li> <li>2. Curriculum Leaders will create curriculum Intent statements for their areas of responsibility.</li> <li>3. EVPA Values will be incorporated in the LTPs and Topic Maps.</li> <li>4. A focus on key vocabulary will be embedded in the LTPs, STPs and lesson delivery.</li> <li>5. To make skills progression clear as part of the LTP process.</li> <li>6. To review the assessment of knowledge in non-core learning.</li> </ol>				
<b>Success criteria</b>					
<ol style="list-style-type: none"> <li>1. A whole school curriculum statement will be in place, and uploaded to the website.</li> <li>2. Each curriculum area will have a statement of intent. These will be uploaded to the website</li> <li>3. EVPA values will be identifiable on LTPs.</li> <li>4. Key vocabulary will be identifiable on LTPs and evident in the children's work.</li> <li>5. Progression of skills and knowledge will be mapped and identifiable in children's books.</li> <li>6. Assessment of non-core learning will have been reviewed and assessment strategies in place for all areas of the curriculum.</li> </ol>					
<b>Key People</b>			<b>Funding &amp; Resources</b>		
<ol style="list-style-type: none"> <li>1. Helena Satizabal – Science and Music Lead</li> <li>2. Kate Cleaver - Principal</li> </ol>			<ol style="list-style-type: none"> <li>1. Music equipment</li> <li>2. Science equipment</li> <li>3. Time for choir rehearsal and subsidised trips to see live music / visiting musicians.</li> </ol>		
<b>Actions /Tasks (and those responsible)</b>		<b>Who?</b>	<b>Who monitors /evaluates ?</b>	<b>When</b>	<b>Check</b>
KP1 Teacher meeting time will be dedicated to collaboratively writing a whole school curriculum statement.		NB, HS, LB, JY, KC	KC	Term 2	Jan 20
KP1 The whole school curriculum statement will be shared with all stakeholders and be visible on the academy website.		KC, JJ	KC	Jan 20	Feb 20
KP2 Curriculum leaders will write statements of intent in order to clarify and share their vision for their curriculum areas.		NB, HS, LB, JY	KC	Term 3	March 20

KP2 Curriculum Intent Statements will be shared with all stakeholders and be visible on the academy website.	KC, JJ	KC	Term 3	March 20
KP3 As topic maps are created and reviewed over the next two years, key vocabulary and EVPA values will be visible and used by children to support their learning.	NB, HS, LB, JY	KC	Termly	Jan 20 Mar 20 July 20
KP3 Completed topic maps will be uploaded to the website	KC, JJ	KC	Termly	Jan 20 Mar 20 July 20
KP4 Teaching key, subject specific vocabulary, will be a priority in all lessons. Vocabulary Book Marks will be used to support this. In some cases these will be made by the teacher for the children, in other cases children will make their own book marks. The emphasis on correct spelling of key words will be evidenced in books.	NB, HS, LB	KC	Termly	Jan 20 Mar 20 June 20
KP4 Monitoring of books will check for consistency of use of vocabulary book marks.	NB, HS, LB	KC	Jan 20 April 20 June 20	Feb 20 May 20 July 20
KP5 Curriculum leaders will map knowledge and progression for their subject area.	NB, HS, LB, JY	KC	Term 1 and 2	Jan 20
KP6 Teachers will review the assessment in non-core learning through the use of Rosenshine's Principals in Action. NB will attend training on this and disseminate learning through teacher meetings and twilight sessions dedicated to curriculum development.	NB, HS	NB/KC	Term 2 Term 3 Term 5	Dec 10 Feb 20 May 20

## Evaluation

### January 2020

#### Actions Update

KP1 Teacher meeting time will be dedicated to collaboratively writing a whole school curriculum statement. *This task has been completed.*

KP1 The whole school curriculum statement will be shared with all stakeholders and be visible on the academy website. *This task has been completed.*

KP2 Curriculum leaders will write statements of intent in order to clarify and share their vision for their curriculum areas. *This has been completed for science and music, maths and English are in the final stages of review. These will be completed by the end of term 4.*

KP2 Curriculum Intent Statements will be shared with all stakeholders and be visible on the academy website. *This will be completed by the end of term 4.*

KP3 As topic maps are created and reviewed over the next two years, key vocabulary and EVPA values will be visible and used by children to support their learning. *The proforma has been adapted. KC to oversee the transfer to consistent use of these over the coming academic year.*

KP3 Completed topic maps will be uploaded to the website *This will be in place at the start of term 5 and be a rolling programme moving forward.*

KP4 Teaching key, subject specific vocabulary, will be a priority in all lessons. Vocabulary Book Marks will be used to support this. In some cases these will be made by the teacher for the children, in other cases children

will make their own book marks. The emphasis on correct spelling of key words will be evidenced in books. *Subject specific vocabulary is explicitly taught and book monitoring shows that, in most cases, incorrect spelling of key words is addressed. Vocabulary book marks were trialled, but the feedback from teachers was a preference for word mats. Vocabulary book marks will again be trialled in UKS2 in terms 5 and 6. Word maths continue to be used as a guide for students.*

KP4 Monitoring of books will check for consistency of use of vocabulary book marks. *Book monitoring shows that, in most cases, incorrect spelling of key words is addressed. Vocabulary book marks were trialled, but the feedback from teachers was a preference for word mats. Vocabulary book marks will again be trialled in UKS2 in terms 5 and 6.*

KP5 Curriculum leaders will map knowledge and progression for their subject area. *Progression documents have been gathered, but these need to be adapted to fully fit the Ecton curriculum.*

KP6 Teachers will review the assessment in non-core learning through the use of Rosenshine's Principals in Action. NB will attend training on this and disseminate learning through teacher meetings and twilight sessions dedicated to curriculum development. *This training took place and feedback from all was very positive. The work around vocabulary acquisition was particularly informative and generated meaning reflective discussion.*

## **April 2020 Schools Closed March 2020 due to Covid-19**

### **Actions Update**

KP1 Teacher meeting time will dedicated to collaboratively writing a whole school curriculum statement. *This task has been completed.*

KP1 The whole school curriculum statement will be shared with all stakeholders and be visible on the academy website. *This task has been completed.*

KP2 Curriculum leaders will write statements of intent in order to clarify and share their vision for their curriculum areas. *This has been completed for science and music, maths, English, RE and PSHE. All areas will be complete by the end of term 5.*

KP2 Curriculum Intent Statements will be shared with all stakeholders and be visible on the academy website. *This task has been completed.*

KP3 As topic maps are created and reviewed over the next two years, key vocabulary and EVPA values will be visible and used by children to support their learning. *The proforma has been adapted and this will be a focus for all teachers during school closure.*

KP3 Completed topic maps will be uploaded to the website *This will be in place at the end of term 5 and be a rolling programme moving forward.*

KP4 Teaching key, subject specific vocabulary, will be a priority in all lessons. Vocabulary Book Marks will be used to support this. In some cases these will be made by the teacher for the children, in other cases children will make their own book marks. The emphasis on correct spelling of key words will be evidenced in books. *Subject specific vocabulary is explicitly taught and book monitoring shows that, in most cases, incorrect spelling of key words is addressed.*

KP5 Curriculum leaders will map knowledge and progression for their subject area. *Progression documents are being reviewed alongside the curriculum development work currently taking place. School closure is a real opportunity to develop and finalise this work ready for September 2020.*

KP6 Teachers will review the assessment in non-core learning through the use of Rosenshine's Principals in Action. NB will attend training on this and disseminate learning through teacher meetings and twilight

sessions dedicated to curriculum development. *This training took place and feedback from all was very positive.*

## July 2020

Schools did not fully re-open in the final term of this academic year. Some children in years R, 1 and 6, along with the children of key workers, did return to school.

The limited number of children in school for much of the final term meant that teachers worked from home several days each week. This created an opportunity to finalise our curriculum plans.

KP2 Curriculum leaders will write statements of intent in order to clarify and share their vision for their curriculum areas. *This has been completed for science and music, maths, English, RE and PSHE. All areas will be complete by the end of term 5. This has now been completed for all subjects.*

KP2 Curriculum Intent Statements will be shared with all stakeholders and be visible on the academy website. *This task has been completed.*

KP3 As topic maps are created and reviewed over the next two years, key vocabulary and EVPA values will be visible and used by children to support their learning. *The proforma has been adapted and this will be a focus for all teachers during school closure. Topic maps have evolved into detailed long term plans that show the links between the curriculum areas and progression in learning.*

KP3 Completed topic maps will be uploaded to the website *This will be in place at the end of term 5 and be a rolling programme moving forward. The new LTPs will be on the website in September 2020.*

## Ecton Village Primary Academy Background Priorities 2019-20

### What the priority involves in a nutshell

### Success Criteria

#### To Improve Attendance

1. To improve the whole school attendance figure from 94.7% to 96% to be in line with national. GRT attendance rose from 80.4% in the year 17/18 to 87.1% in the year 18/19 and this will be further improved to 93% and above National GRT attendance which is 88.5%.
2. There will be month by month analysis of groups and whole school and this will be compared to the same month last year.
3. To target the key group(s) and families which negatively affect attendance with support and guidance to encourage improved attendance.

1. Key groups identified and analysed and report reflecting this written termly.
2. Letters will be sent to families who have attendance below 92% and those who drop below 90% will be on a Parenting Contract for Attendance. Families who fail to engage with the process will be referred to EIT. KC to monitor.
3. Families with persistently poor attendance will be given short term goals with clear rewards designed to appeal to the individual child. This will be a bespoke challenge for specific children identified by KC through weekly monitoring of attendance.

#### Evaluations

##### January 2020:

1. To improve the whole school attendance figure from 94.7% to 96% to be in line with national. GRT attendance rose from 80.4% in the year 17/18 to 87.1% in the year 18/19 and this will be further improved to 93% and

above National GRT attendance which is 88.5%. *In terms 1 and 2 whole school attendance was 95.5%. GRT attendance was 94.9% - which is very pleasing and we continue to work with these families to ensure that regular attendance is sustained throughout the year.*

2. There will be month by month analysis of groups and whole school and this will be compared to the same month last year. *Attendance is closely monitored and the HAT attendance policy is followed when children are identified as reaching trigger points.*
3. To target the key group(s) and families which negatively affect attendance with support and guidance to encourage improved attendance. *A FSW has been appointed to support families with complex issues – attendance being a key part of her role. Four children (5%) have attendance below 90%; of these, three have SEMH needs and there is much in place to support the children and families with many aspects related to school.*

**April 2020: Schools Closed March 2020 due to Covid-19**

*As news reports about the dangers of Covid-19 spread, so the attendance of pupils dropped. Travellers were the first group to withdraw their children from school several weeks before schools closed. The DFE have said that attendance will not be reported on this academic year. The challenge, moving forward, will be ensuring that all children return to school and that attendance reaches 96%.*

**July 2020:**

*Attendance was monitored and reported to the DFE during lockdown. While the school is closed we have full attendance.*

**To Develop Effective Leadership Across the School**

1. To allocate areas of responsibility to each member of teaching staff.
2. Leaders will engage in CPD to support them in their new role.
3. Leaders will develop confidence and competence in handling data to help them understand the areas of strength and areas to develop in their subject areas.
4. Each leader will write their own improvement plan.
5. Leaders will develop their curriculum maps to show coverage and progression through the key stages.
6. Leaders will undertake monitoring activities for their subject area.
7. Leaders will be given the opportunity to visit other schools and meet teachers with similar roles.
8. Leaders will deliver CPD related to their subject area.

1. LB will lead maths; NB will lead KS2 English; HS will lead Science; JY will lead Early Years, phonics and KS1 English.
2. Leaders will attend local area subject leader networking groups and be responsible for sourcing appropriate CPD opportunities.
3. KC will support leaders with the use of FFT, ASP and ISDR as well as the use of SAS and QLAs. Leaders will use these as tools to inform subject development.
4. Subject leaders will write improvement plans with the support of KC. These will feed into the AIP.
5. By the end of the academic year, each subject area will have a clear map which outlines units and makes progression of content and skills clear.
6. Leaders will have half a day each half term out of class to undertake monitoring / subject development.
7. Teachers will observe the teaching of their subject in at least one other setting during the course of the academic year.
8. Each leader will deliver a teacher meeting CPD session each long term.

**Evaluations**

**January 2020:**

1. To allocate areas of responsibility to each member of teaching staff. *This task has been completed.* Leaders will engage in CPD to support them in their new role. *LB and HS are both engaging in 'New to subject Leadership' courses for their subject areas.*
2. Leaders will develop confidence and competence in handling data to help them understand the areas of strength and areas to develop in their subject areas. *All leaders have access to the data and at data drop 2 will review and analyse the progress and next steps for their subject area. JY and KC will support with this activity.*
3. Each leader will write their own improvement plan. *This task has been completed.* Leaders will develop their curriculum maps to show coverage and progression through the key stages. *Curriculum maps are ongoing as is the mapping of progression.*
4. Leaders will undertake monitoring activities for their subject area. *JY, LB and HS have all undertaken monitoring activities and have fed back to staff. Leaders rotate the running of teacher meetings to deliver CPD, share best practice and facilitate book looks for each of their subject areas.*
5. Leaders will be given the opportunity to visit other schools and meet teachers with similar roles. *As part of the new to leadership CPD HS and LB are developing networks with other schools. Visit dates are TBC.*

Leaders

**April 2020: Schools Closed March 2020 due to Covid-19**

1. To allocate areas of responsibility to each member of teaching staff. *This task has been completed.* Leaders will engage in CPD to support them in their new role. *LB and HS are both engaging in 'New to subject Leadership' courses for their subject areas, though the sessions have not all been completed due to Covid-19.*
2. Leaders will develop confidence and competence in handling data to help them understand the areas of strength and areas to develop in their subject areas. *This has been put on hold due to school closure.*
3. Each leader will write their own improvement plan. *This task has been completed.* Leaders will develop their curriculum maps to show coverage and progression through the key stages. *Curriculum maps are ongoing as is the mapping of progression.*
4. Leaders will undertake monitoring activities for their subject area. *JY, LB and HS have all undertaken monitoring activities and have fed back to staff. Leaders rotate the running of teacher meetings to deliver CPD, share best practice and facilitate book looks for each of their subject areas. This has been put on hold in light of school closure.*
5. Leaders will be given the opportunity to visit other schools and meet teachers with similar roles. *This was put on hold in light of Covid-19*

**July 2020:**

1. To allocate areas of responsibility to each member of teaching staff. *This task has been completed. The appointment of AB into year 5/6 has further developed the distribution of leadership. As well as being the lead for KS2 English, she has also taken on responsibility for developing the history, geography and art curriculum.*
3. Leaders will develop their curriculum maps to show coverage and progression through the key stages. *Curriculum maps are ongoing as is the mapping of progression. LTPs and progression maps are now in place for R,W,M, science, music and topic.*

**To ensure high standards in technical accuracy in writing across the curriculum**

1. Teachers marking must consistently address misconceptions in GPS and books will show evidence of these being addressed.
2. Coverage of text types and will be closely monitored and recorded.

1. Books will show that misconceptions are addressed.
2. NB will undertake scrutiny of KS2 English books to ensure coverage of text types.
3. The Library Service will be used to support access to a range a of high quality fiction and non-fiction texts.
4. Book scrutiny will show that GPS is discreetly taught using the Classroom Secrets scheme.

	<ol style="list-style-type: none"> <li>3. High quality fiction and non-fiction texts will be used both as models for writing and as stimulus for writing across the curriculum.</li> <li>4. GPS will be taught as discrete lessons across KS2 and will be recorded in English books. The Classroom Secrets scheme will be used.</li> <li>5. QLAs will be used after each formal GPS test in order to identify pupil's gaps in knowledge and inform whole class teaching and intervention groups.</li> <li>6. Two teachers will apply to become writing moderators for the local authority in order to develop and secure internal assessment of writing.</li> </ol>	<ol style="list-style-type: none"> <li>5. QLAs will be completed by NB and planning adapted accordingly.</li> <li>6. NB and LB will apply to be writing moderators for the LA.</li> </ol>
--	---	---

### Evaluations

#### January 2020:

1. Teachers marking must consistently address misconceptions in GPS and books will show evidence of these being addressed. *Evidence of this can be found in most books – best practice is seen in KS1 and LKS2.*
2. Coverage of text types and will be closely monitored and recorded. *An audit of text type coverage will take place in term 4.*
3. High quality fiction and non-fiction texts will be used both as models for writing and as stimulus for writing across the curriculum. *Evidence of high quality texts can be seen in English books in KS2 and these have been shared at a teacher meeting. There remains a focus on ensuring the use of high quality texts in all areas of the curriculum.*
4. GPS will be taught as discrete lessons across KS2 and will be recorded in English books. The Classroom Secrets scheme will be used. *Classroom Secrets is used and can be evidenced in books – best practice can be seen in LKS2*
5. QLAs will be used after each formal GPS test in order to identify pupil's gaps in knowledge and inform whole class teaching and intervention groups. *QLAs have been used. Test outcomes in GPS this year are higher than in previous years.*
6. Two teachers will apply to become writing moderators for the local authority in order to develop and secure internal assessment of writing. *Teachers have undergone the LA moderation training.*

#### April 2020: **Schools Closed March 2020 due to Covid-19**

1. Teachers marking must consistently address misconceptions in GPS and books will show evidence of these being addressed. *In all books in years 1-4 misconceptions are consistently addressed. Monitoring of this will continue when the school re-opens.*
2. Coverage of text types and will be closely monitored and recorded. *This has been put on hold due to school closure.*
3. High quality fiction and non-fiction texts will be used both as models for writing and as stimulus for writing across the curriculum. *There remains a focus on ensuring the use of high quality texts in all*



*areas of the curriculum. School closure has created an opportunity to review all areas of the curriculum and re-write / develop LTPs.*

4. GPS will be taught as discrete lessons across KS2 and will be recorded in English books. The Classroom Secrets scheme will be used. *This continued until the point of school closure and will begin again when the school re-opens.*
5. QLAs will be used after each formal GPS test in order to identify pupil's gaps in knowledge and inform whole class teaching and intervention groups. *QLAs have been used. Test outcomes in GPS this year are higher than in previous years.*
6. Two teachers will apply to become writing moderators for the local authority in order to develop and secure internal assessment of writing. *Two teachers trained as LA moderators, but this has now been suspended in light of Covid-19.*

**July 2020:**

*School closure meant further development in this area was not possible.*