



**Principal - Mrs Kate Cleaver**

# Academy Improvement Plan

*September 2018 – July 2019*



## 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 Engagement, Kindness, Co-operation and Resilience: 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, some children travel in from Northampton and Wellingborough. Despite the affluent appearance of the setting, we are in the bottom quintile for social deprivation.
- 26.4% of children in the academic year 17/18 were eligible for PP funding.
- 15.8% of children were eligible for SEN support and 2.6% had an EHCP. In the academic year 18/19 20% of children receive SEN support.
- Number on roll in September 2018 was 74, with spaces for 98 pupils.
- 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.
- On entry to Reception pupil's skills, knowledge and understanding are typically below that which would be expected nationally. Pupils arrive with weaknesses in communication, language and literacy, organisational skills and poorly developed personal and social and emotional development.

- The largest ethnic groups are: White - British (64.1%), White – Romany or Gypsy (9.4%), White - any other White background (6.3%) and Mixed -White & Black Caribbean (9.4%).
- This school has 10 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

## RATIONALE FOR PRIORITIES

Outcomes at Ecton, at the end of Key Stage 2, have been too low because of a legacy of ineffective teaching, over use of supply staff and inaccurate historical results that the current Principal inherited when the Trust opened the school as an academy just over 24 months ago. Significant changes to staffing during 2016-2017 have gone some way to address this, alongside intense professional development and new programmes that are being implemented in reading, writing and mathematics.

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 2017-2018 was lower than in previous years and shows the impact of de-escalation training and the effectiveness of the behaviour management systems which are now fully embedded. The use of 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. There has been one fixed term exclusion during this academic year. There are a number of services working with the child and the family. The most recent behaviour audit provides clear evidence of the improved choices that children are now making in class and during times in the school day such as play time and lunchtime. Much thought has gone into ensuring children are more active and engaged during playtime and lunch time and the school recently installed new play equipment and an all-weather surface around the trim trail.

### **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 moderation at the end of Foundation stage in June 2018. External verification of standards commissioned by the Principal occur three times each year.

### **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 have been too slow, particularly for those children who are identified as disadvantaged and middle attaining children. Rates of progress made by children remain below those achieved nationally. Test

analysis highlights poor performance in accurately answering basic calculations questions, using and applying knowledge of fractions, decimals and percentages and measurement. Levels of attainment in mathematics at the end of Key Stage 1 have risen faster than that achieved nationally and progress is now above that achieved nationally and places EVPA in the top 10% of schools nationally. This is due to stronger teaching in the last twenty four months in the Year 1 / 2 class. The children have received consistent, high quality teaching. In Foundation Stage 2, progress made in number and shape, space and measure was stronger in the last twelve months and the percentage of children achieving both ELGs is in line with national.

Higher attaining children perform well and outcomes for these children are in the top 10% nationally.

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 middle attaining children. CPD for teachers in all key stages has been led by RH (Head of Primary Education for HAT) and external CPD will take place in term 3 for both KS2 teachers.

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

Whilst rising over the last two years, attainment outcomes at the end of Key Stage 2 fall slightly below those that are achieved nationally. However, with small numbers one child in a year group can have a significant impact. This is the case with KS2 reading outcomes where one child had a detrimental effect on the progress of the cohort. The school makes good progress with children who were higher attaining at the end of KS1 and is significantly above the national average (in the top 10%) for this measure.

Due to stronger teaching, the effective co-ordination and introduction of Read, Write, Inc phonics programme and better use of resources in the past twelve months, progress that children make in Foundation Stage 2 and across Key Stage 1 in reading has quickened at a faster rate than that achieved nationally. Attainment levels at the end of Foundation Stage 2, in phonics testing in Year 1 and 2 and at the end of Key Stage 1 are now in line that with achieved nationally.

Other 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 need for a more structured approach to the teaching and learning of vocabulary, inference and deduction 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 - All pupils make at least expected in year progress for Writing (EY-Y6)**

Attainment at the end of Key Stage 2 has risen quickly over the last two years to a level in line with that achieved nationally. A key factor behind this success of the last twelve months has been the skilful and targeted intervention work (including effective use of the IAFW) of the academy principal who brings her skills from previously being the Head of English in a very successful secondary academy.

Stronger teaching in Key Stage 1 coupled with the teacher's knowledge of and expertise in using the IAFW has also led to improved attainment outcomes in 17-18. They are now in line

with those achieved nationally and rates of progress and conversion from EYFS starting points compare favourably for children who left with at least expected levels of attainment. Progress measures place us in the top 10% nationally and the end of KS1.

Progress in writing in Foundation Stage 2 has improved and levels of children achieving the Early Learning Goal in writing have risen.

Evaluation strands such as planning and book scrutiny highlighted that children were being taught systematically an approach to developing the necessary writing skills to be able to effectively structure and build a piece of written work. High quality modelling of these skills and the use of anchor charts is consistent across KS1 and KS2. In addition to this, the introduction of the Kinetic Letters handwriting scheme, which brings with it automaticity and stamina, has fed into the improved outcomes in EYFS and Key Stage 1; this programme is extending into Key Stage 2 and all classroom based staff have undertaken the external training.

## STANDARDS & ACHIEVEMENT DATA

### EARLY YEARS FOUNDATION STAGE

Attainment	2017 – Good Level of Development			2018 – Good Level of Development		
	No Pupils	School	National	No Pupils	School	Provisional 18
All pupils	7	71%	66%	6	83%	71%
Girls	3	67%	74%	2	50%	
Boys	4	75%	59%	4	100%	
Disadvantaged	0	N/A	52%	1	100%	
Other	7	71%	69%	5	80%	

Attainment	ELG+ - 2018		
	All	PPG	EAL
Reading	83%	100%	N/A
Writing	83%	100%	N/A
Number	83%	100%	N/A

Progress	6 steps + progress - 2018
----------	---------------------------

	All	PPG	EAL
Reading	83%	100%	N/A
Writing	83%	100%	N/A
Number	83%	100%	N/A

## PHONICS SCREENING

	No. Pupils 2018	Year 1 % Expected						Average Mark	
		2016		2017		2018		2018	
		School	National	School	National	School	National	School	National
All	7	77	81	79	81	71 (5/7)	83	35	34
Boys		50	77	71	78	75		35	33
Girls		89	84	85	85	66		35	35
Disad.		50	70	100	67	100		40	31
Other		89	83	73	82	71		35	35

Year 2 phonics	2016		2017		2018	
All %'s	School	National	School	National	School	National 2017
All	89	91	93	92	92	92
Boys	100	89	100	89	83	89
Girls	75	93	90	93	100	93
Disad.	50	86	100	86	100	86
Other	100	93	91	93	92	93

## YEAR 2 TEACHER ASSESSMENT

	Key Stage 1 Attainment 2017			Key Stage 1 Attainment 2018		
	No Pupils - 12	%EXS+	%GDS	No Pupils - 13	%EXS+	%GDS
Reading	School	75	17	School	77	8
	National 2017	76	24	Provisional 18	76	24
Writing	School	67	0	School	77	8
	National 2017	68	13	Provisional 18	70	13
Maths	School	75	0	School	69	0
	National 2017	75	18	Provisional 18	76	18

	Key Stage 1 Progress 2017			Key Stage 1 Progress 2018		
	No Pupils - 12	School Vs National	National ranking	No Pupils - 13	School Vs National	National ranking
Reading	Expected +	0%	50/100	Expected +	8%	15/100
	GDS	-14%		GDS	-8%	77/100
Writing	Expected +	-3%	63/100	Expected +	14%	6/100
	GDS	-19%		GDS	-1%	53/100
Maths	Expected +	-6%	73/100	Expected +	1%	47/100
	GDS	-18%		GDS	-11%	87/100

## YEAR 6 RESULTS (PROVISIONAL SEPT 18)

KS2	Attainment and Progress 2017					Attainment and Progress 2018				
		KS1-KS2 Progress score	%EXS	GDS	Average scaled score		KS1-KS2 Progress score	%EXS	GDS	Average scaled score
RWM	School	n/a	20%	0%	n/a	School	N/A	50%	20%	

Combined	National	n/a	61%		n/a	National		64%	10%	
Reading	School	-5.5	40%	0%	93.7	School	-0.9	60%	20%	105
	National	0	71%	25%		National	0	75%	28%	105
Writing	School	-1.3	60%	0%	97	School	0.2	60%	30%	101.2
	National	0	76%	18%		National	0	78%	20%	101.4
Maths	School	-7.8	20%	0%	91.6	School	-2.6	60%	20%	101.6
	National	0	75%	23%		National	0	76%	24%	104
GPS	School	n/a	20%	0%	93.4	School	N/A	40%	20%	103.6
	National	n/a	77%	31%		National	N/A	78%	34%	106

	Reading			Writing			Maths		
	Progress score	Ave scaled score		Progress score	%EXS+		Progress score	Ave scaled score	
	Sch	Sch	Nat-2018	Sch	Sch	Nat-2018	Sch	Sch	Nat-2018
All	-1	105	105	0.2	60%	78%	-2.6	101.6	104
Boys	1.8	105.7		-2.6	0%	72%	-4	104.4	
Girls	-2.7	104		3	100%	84%	-1.5	98	
Dis	-2	100		-1.3	50%		-2.8	98.7	
Other	-0.5	107.4		1.2	83%		-2.6	103	
SEN 2ch	NA	N/A		-2.3	0%		-11.65	86	
No SEN	-0.9	105		0.8	88%		-1.5	103.5	
PA Low	NA	N/A		-1.41	0%		N/A	86	
PA Mid	-2.7	101		-0.8	83%		-4.5	99.7	
PA High	4	115.5		4.4	100%		3.8	115	



## OFSTED GRADING

Ecton Village Primary Academy is yet to be subject to inspection.

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>All classes will use mathematical anchor charts and children will have access to a range of resources to support their learning of mathematics. Class teachers will provide children with high quality maths resources to support conceptual understanding and create displays which impact upon student learning.</p> <p>SAS tracking will identify gaps in knowledge and in class intervention will be used to ensure a culture of 'keep up' rather than 'catch up' is seen across the school and these will inform booster groups and rapid, precise intervention.</p> <p>Teachers will use SAS assessment to inform planning which will embed next steps learning. This will be reflected through informative developmental marking in an age appropriate way across all three key stages.</p> <p>Times tables regularly practiced in class across key stages 1 and 2. Teachers will use Tackling Tables both in class and as a home learning tool.</p> <p>The Mathematician of the Week Awards (one pupil from each class) will be embedded as part of the weekly celebration assembly.</p>

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>						<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>SAS will be used track children and those who are falling behind will be targeted to catch up.</li> <li>Anchor charts will be used in all classrooms.</li> <li>Tackling Tables will be used in class and as a home learning tool.</li> <li>A range of mathematical</li> </ol>
Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2018	April 2019	July 2019	
1	4.71	11.71	Target 6.71 Actual 6.4	Target 9.21 Actual	Target 11.71	
2	11.1	18.1	Target 13.1 Actual 13.1	Target 15.6 Actual	Target 18.1	
3	15.2	21.7	Target 17.2 Actual 17.6	Target 19.2 Actual	Target 21.7	
4	22.1	29.1	Target 24.1 Actual 23.8	Target 26.6 Actual	Target 29.1	
5	26.5	33.5	Target 28.5 Actual 27.8	Target 31 Actual	Target 33.5	
6	26.8	34.8	Target 29.3 Actual 28.3	Target 31.8 Actual	Target 34.8	
<p>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.</p>						
Year Group	Baseline attainment	Target attainment July 2019	Dec 18	Jan/Feb 19	Apr 19	July 19

<b>Y2 (teacher assessment) (8ch)</b>	2017 EYFS EXP+= 75% GDS= 25%	EXP+ = 75% GDS =25%	SAS 11-13 Target:75% SAS ARE:100%	NA	SAS 13-15 Target: 75% SAS ARE:	SAS 15-17 Target: 75% SAS ARE:
			SAS 14+ Target:25% SAS ARE+: 38%		SAS 16+ Target:25% SAS ARE+:	SAS 18+ Target:25% SAS ARE+:
<b>Y6 (test outcomes)</b>	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 64% GDS = 21%	Target 14%	Target 29%	Target 42%	Target 64%
			Actual 6%	Actual	Actual	Actual
			Target 0%	Target 7%	Target 14%	Target 21%
			Actual 0%	Actual	Actual	Actual

opportunities will be evident in a range of areas across the curriculum and this will be shown in books and in planning.

6. A greater proportion of children successfully answering questions on fractions, decimals and percentages

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

EYFS	Baseline attainment October 2018	Target attainment July 2019	January 2019 (target)	April 2019 (target)	July 2019 (target)
% children at age bands for number	30-50 – 100%	ELG – 78% ELG Exc – 22%	30-50 – 22% (22% target) 40-60 – 78% (78% target)	40-60 – (55% target) ELG – (45% target)	ELG– (78% target) ELG Exc– (22% target)

Key People	Funding & Resources
KC – Principal and Maths Lead RH – Head of Primary Education	<ul style="list-style-type: none"> <li>Continued investment in quality concrete maths resources £500</li> </ul>

Actions /Tasks (and those responsible)	Who?	Who monitors /evaluates?	When	Check
SAS tracking to inform timely intervention and inform booster groups to accelerate progress. (SC1)	NB, HS, LB	KC/RH	Termly	Dec 18, Feb 19 April 19
Analysis of maths test papers in across Year 2 and KS2 to ensure high quality targeted intervention and adaptation of maths planning. (SC3)	NB, RH	KC/RH	Termly	Dec 18, Feb 19 April 19
Ensure that all teaching staff know and understand how to challenge all children. Teacher meetings to be dedicated to sharing good practice and reviewing successful classroom strategies. (SC1)	NB, KP, LB, JY	KC/RH	Termly	Dec 18, March 19 July 19
Regular planning and book scrutiny to monitor teachers' planning for breadth, depth, differentiation and focussed groups of children. (SC1)	KC	KC/RH	Termly	Dec 18 March 19 July 19

CGP purchased for all children in years 2 and 6. Children to use the books in class and, once established, as a homework tool to consolidate learning at home. (SC1)	NB, LB	KC/RH	Nov 18	Dec 18
Problem solving and reasoning resources accessed to ensure opportunities to consolidate reasoning skills are varied and frequent. (SC1)	NB, KP, LB	KC/RH	Termly	Dec 18 March 19 July 19
Ensure that a range of manipulatives are available and accessible in every classroom (FS-Year 6) for children to use to consolidate their learning. (SC1)	NB, HS, LB, JY	KC/RH	Termly	Dec 18 March 19 July 19
Improved environment and opportunities for mathematics in FS1 and FS2. Dedicated mathematics areas inside and outside the classroom. (SC1)	JY	KC / RH	Termly	Dec 18 March 19 July 19
Anchor charts in every classroom and access to resources to support learning and independence. (SC3)	NB, HS LB, JY	KC/RH	Daily	Dec 18 March 19 July 19
Set up home learning packs for Tackling Tables (SC4)				
Tackling Tables will be used daily and set as homework each week in KS1 and KS2. (SC4)	NB, HS, LB	KC	Daily	Dec 18 March 19 July 19
Explore staff subject knowledge and confidence in teaching fractions, decimals and percentages. Improve staff subject knowledge through CPD (SC6)				

## Evaluation

### January 2019

#### Overview

SAS tracking shows that progress in maths in years 5 and 6 is not as fast we had hoped, but the teacher is aware of the steps necessary to address this. As example of this is the use of the QLA following test papers as well as ongoing teacher assessment. Pupil progress meetings used as part of the appraisal process identify the children who are under performing. Measures to further address these progress issues such as small group interventions have been established. This ensures that these children remain a priority focus for the teachers. Progress in years 1-4 is broadly in line with where we would expect it to be. This is due to high quality first teaching, high expectations and sound subject knowledge. In the best lessons effective use of working walls support children's independence and teacher modelling support the pupils to make links in their learning and to deepen and secure their understanding. There are a range of manipulatives available in every classroom and children know how and when to access these. Numicon resources have been purchased and these are used in all classrooms, and in intervention sessions.

#### Actions Update

SAS tracking to inform timely intervention and inform booster groups to accelerate progress. (SC1) *SAS data is closely scrutinized by the Principal and the Head of Primary Education. The Principal also meets with each class teacher to forensically explore the progress of the children. Key children are identified for intervention and this is recorded in the appraisal documentation.*

Analysis of maths test papers in across Year 2 and KS2 to ensure high quality targeted intervention and adaptation of maths planning. (SC3) *KS1 children are taking their first papers at the end of Jan 2019 and*

*analysis will follow. KS2 have sat two papers and the class teachers has a clear idea of areas of strength and for development for each child through the use of the QLA.*

Ensure that all teaching staff know and understand how to challenge all children. Teacher meetings to be dedicated to sharing good practice and reviewing successful classroom strategies. (SC1) *Challenge has been a key topic at staff meetings and discussion which focuses on different starting points for children has led to some development in practice as evidenced in a book scrutiny in September where opportunities for differentiation were identified as a development point and the later lesson observation shows that this has been acted upon. Planning scrutinies show different levels of challenge are well considered and book scrutiny shows that differentiation is embedded good practice in all classes.*

Regular planning and book scrutiny to monitor teachers' planning for breadth, depth, differentiation and focussed groups of children. (SC1) *Book scrutiny has shown some that in the best books progress is clear, differentiation by support and task is very clear and expectations are at ARE or above for many children. There are a growing number of examples of children applying their knowledge to reasoning questions or statements.*

CGP purchased for all children in years 2 and 6. Children to use the books in class and, once established, as a homework tool to consolidate learning at home. (SC1) *CPG books have been shared with year 6 children. Year 2 will receive theirs in term 4.*

Problem solving and reasoning resources accessed to ensure opportunities to consolidate reasoning skills are varied and frequent. (SC1) *Resources to support this have been shared with teachers and reasoning is seen more frequently in books. See book scrutiny Jan 19.*

Ensure that a range of manipulatives are available and accessible in every classroom (FS-Year 6) for children to use to consolidate their learning. (SC1) *Manipulatives such as Numicon are available in all classrooms and these are well accessed in EY, KS1 and LKS2.*

Improved environment and opportunities for mathematics in FS1 and FS2. Dedicated mathematics areas inside and outside the classroom. (SC1) *The outdoor area has seen some further improvement and there is always opportunity for children to undertake mathematical activities – whether that is ordering numbers; measuring the sand or categorising objects. The teacher's planning consistently encourages mathematical opportunities.*

Anchor charts in every classroom and access to resources to support learning and independence. (SC3) *These are consistently used in KS2 and where appropriate in KS1.*

Set up home learning packs for Tackling Tables (SC4) *This task is yet to be completed. Times tables are set as weekly homework in all classes, though not in the form of Tackling Tables.*

Tackling Tables will be used daily and set as homework each week in KS1 and KS2. (SC4) *Tackling Tables is used at least three times each week in all classes. Despite this, basic recall of timestables is not as strong in the UKS2 class and additional sessions are in place to support this.* Explore staff subject knowledge and confidence in teaching fractions, decimals and percentages. Improve staff subject knowledge through CPD (SC6) *The Head of Primary Education led a session for all teaching staff on teacher fractions, decimals and percentages.*

#### **Supporting evidence:**

- Maths lesson observations
- Book scrutiny
- Planning Scrutiny

## **April 2019**

#### **Supporting evidence:**

## July 18

### Supporting evidence:

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>Children will be exposed to wide variety of high quality fiction and non-fiction texts. These will be accessed through the improved book stock in the school library and through the county library service. Teachers will order appropriate resources for their topics. In all year groups, topics will be linked to high quality fiction and non-fiction texts. The opportunity to engage with a range of quality texts in school will broaden and deepen the vocabulary of the children and improve their fluency and comprehension.</p> <p>Accelerated Reader will be used as part of the monitoring and assessment of reading in KS2. AR will provide teachers and with leaders a range of information, including reading ages, which can then be used to assist teacher planning and intervention work. It will also be used to challenge and accelerate more able readers and ensure that they are accessing texts appropriate for their age and ability. The 'Million Word Challenge' will encourage the reading of books and convey the crucial message of how important it is to have a wealth of words. A display in the library will celebrate reading and a reward system will celebrate and encourage increased engagement in reading. Children will be encouraged and rewarded for engaging in reading at home, they will record their reading in a reading record. Teachers will model reading to children in order to share good practice and engage children in a variety of reading genres. Teachers reading aloud to children will occur in every classroom every day. Teachers will use SAS class progress data to target children making less than expected progress.</p> <p>The vocabulary Practice quizzes on Accelerated Reader will be accessed by all children in KS2 in order to broaden and develop vocabulary.</p> <p>Vocabulary rich environments, pre-teaching and over teaching of academic vocabulary will support the LA children in developing their subject specific vocabulary.</p> <p>In EYFS and KS1 RWI will be systematically taught in ability sets. Sets will be monitored, reviewed and reorganised as needed every six weeks.</p>																						
<b>Reading Targets</b>					<b>Success criteria</b>																		
<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>Children will all make expected progress in reading this year, some will make more than expected.</li> <li>Children who are falling behind will be targeted to catch up.</li> </ol>																		
<table border="1"> <thead> <tr> <th>Year Group</th> <th>SAS Baseline attainment July 2018</th> <th>SAS Target attainment July 2019</th> <th>December 2018</th> <th>April 2019</th> <th>July 2019</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.3</td> <td>11.3</td> <td>Target 6.3 Actual 5.8</td> <td>Target 8.8 Actual</td> <td>Target 11.3</td> </tr> <tr> <td>2</td> <td>9.8</td> <td>16.8</td> <td>Target 11.8 Actual 11.6</td> <td>Target 14.3 Actual</td> <td>Target 16.8</td> </tr> </tbody> </table>	Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2018		April 2019	July 2019	1	4.3	11.3	Target 6.3 Actual 5.8	Target 8.8 Actual	Target 11.3	2	9.8	16.8	Target 11.8 Actual 11.6	Target 14.3 Actual	Target 16.8				
Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2018	April 2019		July 2019																	
1	4.3	11.3	Target 6.3 Actual 5.8	Target 8.8 Actual	Target 11.3																		
2	9.8	16.8	Target 11.8 Actual 11.6	Target 14.3 Actual	Target 16.8																		

3	14.9	21.4	Target 16.9 Actual 16.3	Target 18.9 Actual	Target 21.4
4	22.3	28.8	Target 24.3 Actual 23.8	Target 26.3 Actual	Target 28.8
5	26	33	Target 28 Actual 26.83	Target 30.5 Actual	Target 33
6	26.4	34.4	Target 28.9 Actual 28.3	Target 31.4 Actual	Target 34.4

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 2018	Target attainment July 2019	Dec 2018	April 2019	July 2019
Year 1	EYFS Reading ELG at EXP+ =83%	83% to achieve phonics pass	Target: 33% at 32+ Actual: 30%	Target: 50% at 32+ Actual:	Target: 83%
Year 2	Year 1 achieved phonics pass 71%	100% to achieve phonics pass	Target: 71% at 32+ Actual 86%	Target: 86% at 32+ Actual:	Target: 100%

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 2019	Dec 18	Jan/Feb 19	Apr 19	July 19
Y2 (teacher assessment) (8ch)	2017 EYFS EXP+= 75% GDS= 13%	EXP+= 88%  GDS =25%	SAS 11-13 Target:75% SAS ARE: 75%	NA	SAS 13-15 Target: 75% SAS ARE:	SAS 15-17 Target: 88% SAS ARE:
			SAS 14+ Target:25% SAS ARE+: 25%		SAS 16+ Target: 25% SAS ARE+: 25%	SAS 18+ Target: 25% SAS ARE+: 25%
Y6 (test outcomes)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 64%  GDS = 21%	Target 14%  Actual 41%	Target 29%  Actual	Target 42%  Actual	Target 64%  Actual
			Target GDS: 0% Actual: 6%	Target GDS: 7% Actual:	Target GDS: 14% Actual:	Target GDS: 21% Actual:

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

3. Phonics will be taught daily and groups assessed and reviewed every six weeks.
4. Accelerated Reader will be used as part of the monitoring and assessment of reading and developing vocabulary.
5. Reading will be modelled by class teachers every day.
6. Children will engage in regular home reading. This will be monitored by class teachers.
7. All LTPS will identify the key vocabulary to enable the pre-teaching and over teaching of subject specific vocabulary.

EYFS	Baseline attainment October 2018	Target attainment July 2019	January 2019 (target)	April 2019 (target)	July 2019 (target)
% children at age bands for reading	30-50 – 100%	ELG – 89% ELG Exc – 11%	30-50 – 11% (22% target) 40-60 – 88% (78% target)	40-60 – (55% target) ELG – (45% target)	ELG – (89% target) ELG Exc – (11% target)

Key People	Funding & Resources
<b>Kate Cleaver – Principal</b> Jo Yiallourou – Phonics Lead Neil Black – English Lead Rob Hardcastle – Training and support for Response to Literature	<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
RWI baseline assessment and initial groupings (SC3)	JY	KC / RH	Sept 18	Oct 18
Monitor outcomes of RWI reading progress tests each term Y1-6 (SC3)	JY	KC / RH	6 x year	Termly
Reinforce home reading system & expectations (SC6)	KC	NB/ KC	Sept 18	Termly
Continue of the use of video as a strand of evidence to capture progress in reading (SC2)	JY, LB, HS, NB	KC	Oct 18	Termly
Use SAS to regularly track the progress of children in all year groups. In class intervention will be used to accelerate the progress of those children identified as falling behind. (SC2)	JY, LB, HS, NB	NB/KC	Dec 18	Termly
Regular Reading assessment for Y6/Y2 children (SC2)	LB, NB	KC	Oct 18, Nov 18, Jan 19, March 19	Termly
Reading booster groups set up for children in Y6/2 (SC2)	NB, LB	KC	Dec 18	March 19
Monitor % children engaging in home reading in order to address gaps EY-Y6 (SC6)	LB, HS, NB	NB / KC	Termly	Dec 18
Monitor SAS accuracy (SC2)	KC	KC /RH	Dec 18	Termly
Identify, support and monitor adults to improve quality of teaching of reading (SC3)	JY	JY / KC	Termly	Nov 18
KC to reward engagement in reading in Friday awards assemblies (SC4)	KC	RH	Nov 18	Termly
Children in KS2 to access the vocabulary quizzes on AR each time they do a book quiz (SC4)	NB, HS	NB/KC	Dec 18	Termly
Children accessing AR quizzes regularly this will differ according to the reading ability and engagement of each child, but the minimum expectation will be one quiz every four weeks (SC4)	KP, NB	KC	Jan 18	March 19
Use Reading data to identify and implement interventions for children who are falling behind – EY-Y6 (SC2)	JY, LB, HS, NB	KC / RH	Oct 18, Dec 18,	Termly



			Feb 19, March 19, May 19	
Teachers reading aloud to the class and modelling good reading will be part of the daily routine in every classroom. (SC5)	JY, LB, HS, NB	KC	Daily	Termly
Ensure there is specific teaching of vocabulary across the school. Develop vocabulary rich environment across the academy.	NB, LB, HS, JY	NB / KC	Dec 18	Termly
LTPs to be reviewed to include key vocabulary (SC7)	JY, LB, HS, NB	NB / KC	Sept 18	March 18

## Evaluation

### January 2019

#### Overview

Reading has remained a focus priority for teaching staff since Sept.

The SAS tracking data shows that progress is not as rapid as we hoped it would be in all areas, particularly in year 1 and year 5. Forensic analysis of the SAS tracking has identified key children who are not making rapid enough progress and these children are the focus in the class teacher's appraisal documentation. Year 5 is a very small cohort (7 pupils) and one child has a particularly damaging effect on the cohort data. That child has an EHA in place and many external agencies, including CAMHS, are working with the child and his family. In school, he also has interventions and an application for HNF to provide additional support has also been submitted.

Phonics mocks were sat the week beginning 21.1.19. Currently 3 out of 10 Year 1 pupils (30%) and 1 out of 3 Year 2 pupils (33%) have passed the phonics screening. Last year the children typically gained between 10-12 marks by June. There are several Year 1 children who have been identified as needing intervention. These interventions will be carried out in class in addition to the daily phonics lesson and English lesson. This will be monitored to check progress and evaluated again in March. Full analysis can be found on the Phonics Screening document Jan 19.

Year 2 children sat practice KS1 assessment tests in the week commencing 28.1.19. In this assessment 5 out of 10 children (50%) are already working at the expected standard and one child is exceeding the expected standard. The class teacher has a clear understanding of the needs of the children and is running intervention sessions in class with key children to secure ongoing progress.

In KS2 all children have been assessed using a SATs style reading paper. In year 6, children have sat two practice SATs papers and there is a third planned for the week commencing 4.2.19. QLA informs specific areas for targeted teaching and intervention for key children. Head teacher intervention takes place weekly and is led by the Principal who is a secondary school English specialist.

#### Actions Update

RWI baseline assessment and initial groupings (SC3) *children in FS2 and KS1 were assessed and placed into phonics groups according to their ability.*

Monitor outcomes of RWI reading progress tests each term Y1-6 (SC3) *This was reviewed and groups amended according to the progress of the children after 6 weeks.*

Reinforce home reading system & expectations (SC6) *this was shared with teachers in the September training day and a parentmail reinforcing home reading expectations was sent to all families. Two parent volunteers hear readers one afternoon a week. Teachers identify children who do not have the opportunity for regular home reading to read with these additional adults.*

Continue of the use of video as a strand of evidence to capture progress in reading (SC2) *Video evidence is yet to be gathered and all teachers are expected to have completed this by the start of term 3.*

Use SAS to regularly track the progress of children in all year groups. In class intervention will be used to accelerate the progress of those children identified as falling behind. (SC2) *the first data drop was completed at the end of November. Following this, the data was analysed and those children falling behind were identified. KC met with teachers to discuss next steps for these children. Alongside this, LB analysed the SEND data and created a report specific to these children. Their needs and interventions have been reviewed.*

Regular Reading assessment for Y6/Y2 children (SC2) *In KS1 at this point of the year reading assessment is through RWI. This is monitored by JY and shared with KC in the form of a termly report. Year 6 children have undertaken two practice SATs papers.*

Reading booster groups set up for children in Y6/2 (SC2) *The KS2 booster group is led by KC on a Thursday afternoon and KC teaches the whole class on a Monday afternoon. The focus of these sessions is GPS and reading. An additional TA is in LB's class on a Tuesday afternoon to enable LB to lead her interventions in this time. The impact of these sessions will be reviewed after the next data drop and a QLA of the KS2 papers.*

Monitor % children engaging in home reading in order to address gaps EY-Y6 (SC6)

Monitor SAS accuracy (SC2) *An SAS accuracy check was carried out by KC and RH at the start of December, following the first data drop. Teachers assessment was found to be accurate and evidence based.*

Identify, support and monitor adults to improve quality of teaching of reading (SC3) *JY has monitored the delivery of phonics and provided support where necessary. One member of staff was trained in September and this is her first year teaching phonics. JY reported high quality delivery of her sessions and that member of staff will seek support from JY when she needs it. KC and NB observed the teaching of English in KS1 and LKS2 and saw high quality and engaging use of texts and resources. Teachers' questioning and differentiation were also identified as strengths in both classes. JY and LB are collaborating with the English Hub on a phonics project. This project is still in the very early stages, but they have visited an Ofsted Outstanding setting and will continue to work with other professionals.*

KC to reward engagement in reading in Friday awards assemblies (SC4)

Children in KS2 to access the vocabulary quizzes on AR each time they do a book quiz (SC4) *AR is now up and running in both KS2 classes. Poor access to IT hindered this in the early part of the year, but the support of IT Services from HAT has gone some way to address this and we now have a few tablets to facilitate the taking of the quizzes.*

Children accessing AR quizzes regularly this will differ according to the reading ability and engagement of each child, but the minimum expectation will be one quiz every four weeks (SC4)

Use Reading data to identify and implement interventions for children who are falling behind – EY-Y6 (SC2) *Staffing levels in classes in the early part of the term made in class interventions challenging for teachers. An additional TA has now been recruited to facilitate additional interventions to take place. TA deployment was reviewed and AM has been allocated one afternoon each week to support in the KS1 and KS2 classes to allow the teachers to lead the intervention groups. Teachers report that this strategy is working and interventions are now embedded in this time slot, impact will be reviewed during the mid-year appraisal reviews and spring data drop.*

Teachers reading aloud to the class and modelling good reading will be part of the daily routine in every classroom. (SC5) *All teachers read aloud to children every day. Teachers plan for this and use this opportunity to ask questions about the text and to develop vocabulary.*

Ensure there is specific teaching of vocabulary across the school. Develop vocabulary rich environment across the academy. *In KS1 LB has created a 'Vocabulary Wall' and shares a word of the day with children. Each time there is a new story in English teacher discusses new vocabulary and use these key words in a sentence. Children will also find synonyms for commonly over used words such as 'said'. Children regularly describe pictures from the story uses senses in an attempt to extend and apply new vocabulary. All children in KS1 regularly write a 'fast poem' – a noun at the top, that noun is described using two adjectives, three adjectives*

*and four verbs. This is done each time the class a new story – approximately every two weeks. In comprehension activities with the year 2 children all new vocabulary is underlined and clarified.*

*LTPs to be reviewed to include key vocabulary (SC7) LTPs are in the process of being written and this will be ongoing over the course of this year. While the overview is in place, the individual plans are being created by teachers as part of the planning for each unit. The LTPs for terms 1,2 and 3 are now in place.*

**Supporting Evidence:**

- Accelerated Reader holds online records of all quizzes and Star Tests
- Reading Logs
- Teacher’s reading files
- Practice reading tests in years 3-6
- Reading activities in class
- Reading intervention group – year 6
- Planning scrutiny
- Book scrutiny
- Lesson Observation
- Phonics observations and triangulation of progress
- Assessment and regrouping of phonics groups

**April 2019**

**Supporting Evidence:**

**July 2019**

**Supporting Evidence:**

Focus Priority 3	All pupils make at least expected in year progress for Writing (EY-Y6)
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference: 1 3 4</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>Throughout FS, KS1 and KS2 teachers will use Write from the Beginning to support the structure of writing. All in KS1 and KS2 writing will be marked using the SAS system and a focus on good quality writing will be embedded across the curriculum.</p> <p>Teachers will use assessment information effectively to plan and deliver activities that are engaging and allow for accelerated progression. Teachers will also ensure that basic writing skills are secured and that they have high expectations for written presentation. Sharing Standards will be used to generate and assess cold writes in KS2. The comparative judgement approach will allow us to upload and assess the children’s work and will give</p>

us nationally benchmarked data. This will also ensure that teachers see a wide range of texts; beyond the small Ecton cohort. All teachers will assess all year groups giving staff a very clear idea of progression through the key stages.

One page marking will be adopted in KS2 and the planning proforma will be adapted to ensure that common misconceptions are anticipated and addressed.

Kinetic letters will be taught across all key stages.

In order to improve the overall technical accuracy of children's writing grammar will be discreetly taught and embedded alongside the teaching of writing. The 'Spelling Shed' will be trialled in UKS2 and, if successful, will be rolled out into LKS2 and KS1.

Writing Targets	Success criteria
-----------------	------------------

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.

Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2018	April 2019	July 2019
1	4.3	11.3	Target 6.3 Actual 5.8	Target 8.8 Actual	Target 11.3
2	9.8	16.8	Target 11.8 Actual 11.6	Target 14.3 Actual	Target 16.8
3	15.5	22	Target 17.5 Actual 16.4	Target 19.5 Actual	Target 22
4	21.1	28.1	Target 23.1 Actual 22.5	Target 25.6 Actual	Target 28.1
5	22.8	30	Target 24.9 Actual 25.8	Target 27.5 Actual	Target 30
6	27.3	35.3	Target 29.8 Actual 29.4	Target 32.3 Actual	Target 35.3

1. Children will all make expected progress in writing this year, some will make more than expected.
2. Children who are falling behind will be targeted to catch up.
3. Sharing Standards and one page marking will be used alongside SAS as a form of monitoring and to inform teaching practice.
4. Children will be able to describe and define word classes accurately and identify them in sentences.
5. The spelling Shed will be trialled by UKS2
6. A range of writing opportunities will be evident in all areas of the

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 2019	Dec 18	Jan/Feb 19	Apr 19	July 19
<b>Y2 (teacher assessment) (8ch)</b>	2017 EYFS EXP+= 63% GDS= 13%	EXP+ = 75%  GDS = 25%	SAS 11-13 Target: 75% SAS ARE: 75%	NA	SAS 13-15 Target: 75% SAS ARE:	SAS 15-17 Target: 75% SAS ARE:
			SAS 14+ Target:13% SAS ARE+: 13%		SAS 16+ Target:13% SAS ARE+:	SAS 18+ Target:25% SAS ARE+:
<b>Y6 (teacher assessment)</b>	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 64%  GDS = 21%	Target:36% SAS ARE:	Target: 36% TAF:	Target:43% TAF:	Target: 64% TAF:
			Target GDS:0% SAS ARE+:	Target: 0% TAF:	Target:7% TAF:	Target:21% TAF:

<b>Y6 GPS (test data)</b>	<b>KS1 APS/FFT</b> starting point has been used to forecast targets.	<b>EXP+ = 64%</b>  <b>GDS = 21%</b>	Target 14%	Target 29%	Target 42%	Target 64%
			Actual 24%	Actual	Actual	Actual
			Target 0%	Target 7%	Target 14%	Target 21%
			Actual 0%	Actual	Actual	Actual

curriculum and this will be shown in books and in planning.

7. All staff will be trained to deliver Kinetic Letters and there will be high expectations for presentation of work in all areas of the curriculum.

Early Years (F2) children are assessed against the Development Matters Statements for writing and against the progression for writing

<b>EYFS</b>	<b>Baseline attainment October 2018</b>	<b>Target attainment July 2019</b>	<b>January 2019 (target)</b>	<b>April 2019 (target)</b>	<b>July 2019 (target)</b>
<b>% children at age bands for writing</b>	22-36 - 11% 30-50 - 89%	ELG – 78% ELG Exc – 22%	30-50 – 11% (22% target) 40-60 – 88% (78% target)	40-60 – (55% target) ELG – (45% target)	ELG – (78% target) ELG Exc – (22% target)

Key People	Funding & Resources
<ol style="list-style-type: none"> <li>Kate Cleaver – Principal</li> <li>Rob Hardcastle – HOPE</li> <li>Jo Yaillourou – Kinetic Letters Lead</li> <li>Neil Black – English Lead</li> </ol>	<ol style="list-style-type: none"> <li>Sharing Standards subscription fee</li> <li>Kinetic Letters Training for UKS2 staff</li> <li>The Spelling Shed subscription fee</li> </ol>

Actions /Tasks (and those responsible)	Who?	Who monitors /evaluates ?	When	Check
Train NB, SM and AM in the Kinetic Letters programme	NB, SM, AM	KC	Sept 18	Sept 18
Create a portfolio of handwriting across all key stages (SC7)	JY	KC	Termly	Feb 19
SC2SLT data accuracy check (SC2)	KC RH	RH	Jan 19	Jan 19
Accurate assessment and tracking of progress is evident in books (SC2)	NB, HS, LB	NB/KC	Oct 18	Termly
Use writing tracking data to identify and implement interventions for children who are falling behind – EY-Y6 (SC2)	LB, HS, NB	KC / RH	Oct 18	Termly
Discreet teaching of GPS in weekly lessons in KS1 and KS2 (SC4)	LB, HS, NB	KC / RH	Sept 18	Termly
The Spelling shed will be trialled and reviewed in UKS2 (SC5)	NB	KC/NB	Sept 18	Jan 19
Introduce Sharing Standards as a form of assessment. All teaching staff in KS1 and KS2 will receive training. (SC3)	LB, HS, NB	KC / RH	Sept 18	Sept 18
All children in KS1 and KS2 will be assessed using the Sharing Standards tool once during the course of the academic year. (SC3)	LB, HS, NB	KC/RH	Sept 18	Termly
Monitor the impact 1 page marking has on outcomes and how this is reflected in teachers’ planning (SC3)	NB	KC/RH	Nov 18	March 18

Cross Trust Moderation of writing to ensure assessment accuracy and enable sharing of good practice (SC2)	LB, HS, NB	KC/RH	Nov 18, March 19, June 19	Jan 19, March 19, June 19
Re-cap narrative strategies to ensure that teachers plan for them. CPD to support teachers with this (SC1)	LB, HS, NB	RH/KC	Feb 19	March 19
Book scrutiny to ensure application of the KL scheme of handwriting (SC7)	KC/JY	KC/RH	Jan 19, May 19	Jan 19, May 19
High quality fiction and non-fiction texts will be used as models and as stimulus for writing in all key stages. (SC6)	JY, LB, HS, NB	NB/KC	Nov 18, March 19, June 19	Nov 18, March 19, June 19

## Evaluation

### January 2019

#### Overview

SAS tracking shows that progress in writing in years 3 and 4 is not as fast we had hoped, but the teacher is aware of the steps necessary to address this. The teacher is ensuring that children have high levels of engagement through the use of inspirational texts and practical activities. An example of this has been the work on 'George's Marvellous Medicine'. Children made their own 'medicine' before writing instructions. Pupil progress meetings used as part of the appraisal process identify the children who are under performing. Measures to further address these progress issues such as small group interventions have been established. This ensures that these children remain a priority focus for the teachers.

#### Actions Update

Train NB, SM and AM in the Kinetic Letters programme *NB, SM and AM have all received KL training. SM leads a small group KL session every day and progress is clear in books.*

Create a portfolio of handwriting across all key stages (SC7) *This is now complete for term 1 and JY will continue to develop it as the year goes on. This provides clear evidence of the development of handwriting across the year and up through the school.*

SC2SLT data accuracy check (SC2) *KC and RH completed this task and found teacher assessment to be accurate based on evidence in books.*

Accurate assessment and tracking of progress is evident in books (SC2) *KC and RH found clear evidence to support progress data. There was a very small number of pupils who had made no progress and these books were collected in and considered. In some cases attendance and SEMH issues have proved to be significant barriers and these children are now monitored very closely.*

Use writing tracking data to identify and implement interventions for children who are falling behind – EY-Y6 (SC2). *Staffing levels in classes in the early part of the term made in class interventions challenging for teachers. An additional TA has now been recruited to facilitate additional interventions to take place. TA deployment was reviewed and AM has been allocated one afternoon each week to support in the KS1 and KS2 classes to allow the teachers to lead the intervention groups. Teachers report that this strategy is working and interventions are now embedded in this time slot, impact will be reviewed during the mid-year appraisal reviews and spring data drop.*

Discreet teaching of GPS in weekly lessons in KS1 and KS2 (SC4) *This happens in all classes.*

The Spelling shed will be trialled and reviewed in UKS2 (SC5) *The Spelling Shed has been trialled and engagement in the early part of the academic year was good. This has tailed off as the year has progressed and the class teacher is now offering rewards for those children who access the site at least once a week.*

Introduce Sharing Standards as a form of assessment. All teaching staff in KS1 and KS2 will receive training. (SC3) *All teaching staff have been trained.*

All children in KS1 and KS2 will be assessed using the Sharing Standards tool once during the course of the academic year. (SC3) *Children in years 1, 3 and 5 have completed their tasks. The project is giving a stronger sense of security in our judgements about writing and the ability to look at percentile rankings is useful. It has also highlighted a need to review the order that we teach the English skills to tie in with the writing tasks. This will be an action for the academic year 2019/2020 should we continue with the project.*

Monitor the impact 1 page marking has on outcomes and how this is reflected in teachers' planning (SC3) *One page marking has been reviewed and we have made the decision to revert to a more traditional style of marking. While impact was clear in some books, it was not consistent.*

Cross Trust Moderation of writing to ensure assessment accuracy and enable sharing of good practice (SC2) *Cross trust writing moderation has taken place and assessment was found to be accurate.*

Re-cap narrative strategies to ensure that teachers plan for them. CPD to support teachers with this (SC1) *RH will deliver a session for all teaching staff in term 4.*

Book scrutiny to ensure application of the KL scheme of handwriting (SC7) *KL is now fully embedded in FS and KS1. Most children in LKS2 use KL, though children new to school struggle to adapt to the new style. Further intervention is planned for some children in LKS2 and the addition of an additional adult in the morning will support with this. Children in UKS2 are not using KL, though the teacher has been trained and some children receive KL intervention.*

High quality fiction and non-fiction texts will be used as models and as stimulus for writing in all key stages. (SC6) *Teachers are using a number of high quality texts with the children. One example is in LKS2 children have produced some extended writing using 'The Borrowers' as stimulus. Children of all abilities have been engaged by this and the impact on their writing is clear.*

**Supporting evidence:**

- HAT trust writing moderation, examples of completed moderation grids and list of available evidence to discuss
- Planning scrutiny
- Book scrutiny
- Lesson Observation

**April 2019**

**Supporting evidence:**

**July 2019**

**Supporting evidence:**

	What the priority involves in a nutshell	Success Criteria
	<p><b>To Improve Attendance</b></p> <ol style="list-style-type: none"> <li>1. To improve the whole school attendance figure from 94% to 96% to be in line with national. With GRT removed from the figures, our overall attendance in the year 17/18 was 95%. GRT attendance rose from 74.6% in the year 16/17 to 80.4% in the year 17/18 and this will be further improved to 88% and thus in line with National GRT attendance.</li> <li>2. There will be month by month analysis of groups and whole school and this will be compared to the same month last year.</li> <li>3. To target the key group(s) and families which negatively affect attendance with support and guidance to encourage improved attendance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Key groups identified and analysed and report reflecting this written termly.</li> <li>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.</li> <li>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.</li> </ol>
	<p><b>Evaluations</b></p> <p><b>January 2019:</b>  <i>Whole school attendance at the end of term 2 was 96.03% - an improvement from 94% at the same point last year. GRT attendance has shown significant improvement rising from 79.6% at the end of term 2 2017 to 92.8% at the end of term 2 2018. This is significantly above the national average for this group. Monthly attendance data is produced by JJ and shared with KC. Regular analysis allows dips in attendance to be identified early. Informal conversations where expectations about attendance are made clear does, in most cases, result in a return to good attendance. There are four families currently being supported with attendance. Letters have been sent to these families and they are subject to an identified monitoring period and clear attendance targets to meet. In three of the four families illness is cited as the reason for frequent absence. In one case EIP are involved.</i></p> <p><b>April 2019:</b></p> <p><b>July 2019:</b></p>	
	<p><b>To Develop the range of vocabulary understood and used by children in all key stages</b></p> <ol style="list-style-type: none"> <li>1. EVPA will provide children with a vocabulary rich learning environment.</li> <li>2. Subject specific vocabulary will be taught and academic talk will be encouraged.</li> <li>3. Purposeful talk to support learning will be encouraged in all key stages.</li> <li>4. Accelerated Reader will be used to assess children's vocabulary</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom displays will support the development of vocabulary. KS1 will have a 'Word of the Day' day display. KS2 will have displays to improve and support aspirational word choice. This will be evidenced in their writing.</li> <li>2. LTPs will have key words identified and these will be used for pre-teaching and over teaching. Academic talk will be used to encourage children to make connections and categorise words thus generating a greater understanding of word depth (multifaceted knowledge of the word including spelling, pronunciation, multiple meanings etc). This will be evidenced in books and in lesson observations.</li> </ol>



		<ol style="list-style-type: none"> <li>3. Teachers will model the use of Standard English and plan for oral rehearsal of writing tasks in KS1 and KS2. Opportunities for talk will be planned for in EYFS through the continuous provision and in teacher input sessions. This will be evidenced in teacher planning and lesson observations.</li> <li>4. Accelerated reader will be used to track pupils' understanding of the vocabulary in the books they have been reading.</li> </ol>
--	--	--

**Evaluations**

*In KS1 LB has created a 'Vocabulary Wall' and shares a word of the day with children. Each time there is a new story in English teacher discusses new vocabulary and use these key words in a sentence. Children will also find synonyms for commonly over used words such as 'said'. Children regularly describe pictures from the story uses senses in an attempt to extend and apply new vocabulary. All children in KS1 regularly write a 'fast poem' – a noun at the top, that noun is described using two adjectives, three adjectives and four verbs. This is done each time the class a new story – approximately every two weeks. In comprehension activities with the year 2 children all new vocabulary is underlined and clarified.*

*In KS2 vocabulary choices form an integral part of planning and teacher modelling. The anchor charts in these classrooms show the key vocabulary and modelling demonstrates precise vocabulary choices.*

*Oral rehearsal and TTYP are embedded practice in KS1 and KS2. EYFS environments, both indoor and outdoor, create opportunities for talk and adults regularly model this. Lesson observations show this.*

*Children access Accelerated Reader each time they finish a book. All children now know to complete the vocabulary quiz each time.*

**January 2019:**

**April 2019:**

**July 2019:**

	<p><b>To increase the level of challenge for Higher Attaining Pupils in all key stages</b></p> <ol style="list-style-type: none"> <li>1. All teachers will know what excellence looks like in the curriculum areas for the age of the children they teach. They will know which skills the children should be able to demonstrate and know how to move them beyond ARE if that is appropriate for the individual child.</li> <li>2. Teachers will share what excellence looks like with the children.</li> <li>3. Children will not tell the teacher they are finished, instead they will ask, 'Is my work excellent yet?'</li> <li>4. Teachers will differentiate their planning to meet the needs of the children in their class. This may include: by task; by resource; by pace or by offering choice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will use the SAS descriptors in KS1 and KS2, TAFs in years 2 and 6 and the Development Matters Statements in EYFS to ensure a broad and developed understanding of ARE and beyond. Teachers in year 2 and year 6 will use the Teacher Assessment Exemplification Materials published by the DFE to gain a secure understanding of what writing at the expected standard and a greater depth looks like.</li> <li>2. All teachers will observe the class above theirs at least once each term to gain an understanding of the next phase of the children's learning journey. Teachers will use 'Sharing Standards' to broaden their experience of marking writing</li> </ol>
--	---	--

	<p>and see a national sample. Teachers will mark the year groups they teach and the year group immediately above their own using the Sharing Standards tool.</p> <p>3. Teachers will model excellence and use anchor charts to support the creation of excellent work. Children will understand the process of creating an excellent piece of work through live modelling. Excellent work will be displayed and celebrated both in the classroom and in assembly. Excellent maths and English work from all classes will be displayed in the hall and updated weekly. By challenging children to ensure that their work is excellent we will create a culture of editing and improving work. Teacher modelling, clear success criteria and peer and teacher feedback will ensure that all children aim to create excellent work.</p> <p>4. Children may start work at different points, sometimes they may accelerate past something they are already capable of doing. The class may be working on the same concept but the resources on offer for the higher attaining pupils may be different. Pace is key and can vary. Some pupils can benefit from working at a faster pace than their peers, while others may relish the opportunity to work more slowly, allowing in depth study. Bruner (1996) argues that pupils should be given the opportunity to select their own activities. Teachers may, at times, plan for this. Children could select from a variety of material to complete a task, or start a task at a different point. Targeted questions that involve higher order thinking skills and more intricate language and vocabulary will be directed at higher attaining pupils.</p>
--	---

**Evaluations**

**January 2019:**

*In almost all cases HAP progress is at least in line with academy expectations. Teachers use the SAS descriptors in KS1 and KS2, TAFs in years 2 and 6 and the Development Matters Statements in EYFS and have a broad and developed understanding of ARE and beyond. Teachers in year 2 and year 6 have accessed the Teacher Assessment Exemplification Materials published by the DFE to gain a secure understanding of what writing at the expected standard and at greater depth looks like.*

*Teachers have not yet observed the class above theirs, but they are keen to do this and it is planned for term 4 now that additional staff have been appointed.*

*Teachers have used 'Sharing Standards' to broaden their experience of marking writing and see a national sample. All teachers have marked the year groups they teach and the year group immediately above their own using the Sharing Standards tool.*

*Lesson observations show that teachers will model excellence, and in KS2 use anchor charts to support the creation of excellent work. Excellent work is displayed and celebrated both in the classroom and in assembly. Excellent maths and English work from all classes is displayed in the hall and updated weekly following the Friday Celebration Assembly.*

**April 2018:**

**July 2019:**