

# Abbey Park Primary Academy

## Improvement Priorities

Summer Term, 2017

**Priority 1**

➤ **Outcomes for all groups of pupils are in line with National levels and progress, from pupils' different starting points is rapid and secure**

**Current Position**

- PP group in Y2 currently 38% in RWM
- Y6 PP group at KS1: 29% level 1 in Reading and Writing; 29% level 2c in Reading and Writing; 57% at 2c in maths
- PP progress in maths Y2 only 2.4 steps (Spring 1)
- PP group in Y4 currently 50% in RWM
- PP group in Y5 currently 47% in RWM
- Boys reading progress in Y1 2.2 steps (Spring 1)
- Progress in Y3 lower than 3 steps in RW and M
- Boys writing 17% below girls in Y5
- Boys writing 50% below girls in Y6

**Success Criteria**

- In year progress of PP children exceeds 6 steps
- Progress of SEND children is demonstrable using PIVATs where applicable
- Boys attainment in English is equivalent to that of girls
- KS1 outcomes are broadly in line with national levels and PP attainment exceeds prior attainment of GLD at 25%
- KS2 outcomes are increased by at least 20% on 2016 results
- 43% of PP children at KS2 achieve ARE combined (3 out of 7 children) and that PP children achieve 57% Reading, 43% Writing and 57% Maths in the KS2 tests
- Ensure positive progress measures for all other PP children in Y6
- Ensure accuracy of assessments in Reception so that vulnerable groups can be tracked from their baseline
- Broad curriculum caters for all groups and provides deep learning opportunities
- Resources are provided in lessons so that all pupils can succeed in their learning daily (CPA and provision in EY)

| <i>Tasks</i>  | <i>Personnel</i> | <i>Cost</i> | <i>Milestone<br/>(April 2017)</i>                          | <i>Milestone<br/>(July 2017)</i>              | <i>Monitoring &amp;<br/>Evaluation</i> |
|---|------------------|-------------|--|---|--|
| 1. Accelerated reader to be introduced in KS1 and embedded in KS2           | PK/PH/JC         | Non         | All children will have done the first test to assess level | 80% of Y2 will be on accelerated reader books |  |
| 2. Collins maths scheme to be used as an overview in all classes to support | SD               | £4000       | Teachers base planning on Collins overview                 |   |  |

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| fluency and Collins online resources provide basis for out of hours learning                              |                               |   | All children will have their new log-ins by Easter   |  |  |
| 3. Maths hub resources used to develop reasoning and mastery  | SD                            | SD- release time (Artis)  | SD support teachers with maths – 2 sessions by Easter  | On-going maths planning and evaluating of practise, supported by SD                  |  |
| 4. CPA and bar modelling to be used in all year groups  | SD/DW/EF                      | SD- release time (Artis and 1 week supply costs after SATs)           | Monitoring of WWs, maths books and lesson drop ins so these techniques being used  | OT to have some maths planning time with SD – concrete methods the week after SATs   |  |
| 5. SEND pupils to be tracked using appropriate assessment tools and evidence                              | EF/DW/PH/JC                   | £500 cost of PIVATs   | Spring 2 to have separate assessment for SEND Y1 and Y2  | Final Year attainment and progress to be calculated without SEND child               |  |
| 6. PP teacher to work with groups in Y2 as well as Y6   | EF/PH                         | 2 hours per week M6   | Progress of PP group in reading to exceed steps Spring 2 assessment  | Progress of PP group in reading and writing to exceed 6 steps                        |  |
| 7. Inclusive training techniques to be used in all year groups, but especially Y2 for PP and CLA children | All teachers DW/EF to monitor | £300 Inclusive North training<br>£200 SENCO training                  | Training session in Spring term- all staff and TAs<br>SENCO update 1<br>LL to be trained in '5 minutes box' and 'Cuisinarie' | SENCO update 2 and 3 – staff meeting   |  |
| 8. Curriculum is reviewed regularly to ensure it provides for all groups and that links                   | EF/PK to monitor              | Release time for EY teachers to work with NLE school – cover for HLTA | 1 visit to NLE EY<br>1 planning session with NLE EY  | Provision in EY ensures groups have the focus they need to ensure progression to KS1 |  |

## Priority 2

- **Ensure consistency in approach and quality of teaching across school to ensure all teaching is good or better and all children make progress in every lesson**

| <p><b>Current Position</b></p> <ul style="list-style-type: none"> <li>• 66% of teaching by Spring 2 is consistently good or better</li> <li>• EY teacher needs more support to ensure provision meets children’s developmental needs and to ensure all adults have a clear focus at all times</li> <li>• In some classes in mathematics, children unsure of best strategies to use to ensure and demonstrate proficiency of number skills</li> <li>• According to school policy, ‘live marking’ and therefore instant feedback is a strategy that is advocated, however, sometimes this is not having the biggest impact on the progress of the class and teachers would be better placed addressing misconceptions as a group or the whole class</li> <li>• Effectiveness of Working Walls is inconsistent across school</li> <li>• A few children are being held back in their writing progress because they are not ready to use cursive script</li> <li>• Teacher knowledge, in a few classes is stopping some key concepts becoming embedded</li> <li>• Because of a lack of best strategy (including CPA) TAs are leading rather than supporting learning</li> </ul> |                           |                           |   |  |  |
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| <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Teachers will use appropriate Afl techniques in their lessons and will intervene quickly to thwart misconceptions</li> <li>• Tasks will include developmentally appropriate CPA techniques in all classes from EY to Y6</li> <li>• Teaching assistants will support learning and not lead learning through appropriate level of tasks being set as well as appropriate questioning and appropriate resources being used, specifically those recommended in Inclusive North training</li> <li>• All teachers and TAs know the priorities for the groups in their classes and PP are targeted specifically</li> <li>• Pedagogy is sound</li> <li>• Teacher subject knowledge is good</li> <li>• School marking policy is followed consistently, including giving children time to respond to feedback</li> <li>• Children take great pride in their work and are able to show this through secure handwriting techniques</li> </ul>  |                           |                           |   |  |  |
| <i>Tasks</i>   | <i>When<br/>Personnel</i> | <i>Cost</i>               | <i>Milestone<br/>(April 2017)</i>                         | <i>Milestone<br/>(July 2017)</i>   | <i>Monitoring &amp;<br/>Evaluation</i> |
| 9. NLE school to support R teacher to develop provision to ensure it is appropriate to child development.  | OT/RH (NLE)               | Support through NLE grant | Planning sessions with NLE school<br>Visits to NLE school | Outdoor area now an extension of the classroom<br>Provision in R is good |  |

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| 10. Outdoor area in EY developed to ensure high quality provision inside and outside .   | EF/OT/RH (NLE)      | As above                   | Bid to NET to develop outdoor area<br>Visits to 2 other schools to assess EY provision  | Routines and practise established in R<br>Outside provision is high quality   |
| 11. NLE to support R teacher to develop the curriculum so that it supports learning of individuals and groups.   | OT/MH (NLE support) | NLE support                | R timetable changed so that there is time for provision and adults know their roles   | All adults, including those new to EY know their roles and children have full access to inside and outside  |
| 12. Maths leader to support teachers in KS1 and KS2 with CPA techniques.   | SD                  | Artis time                 | Planning session with Y2 teacher  | CPA techniques used daily (where appropriate) in all classes  |
| 13. SLT and subject leaders to monitor planning and books and offer bespoke feedback on inclusive techniques   | EF/PK/SD            |                            | Feedback given in subsequent staff meetings after every monitoring session  | Monitoring timetable for Summer 1 and Summer 2 focuses on priority areas  |
| 14. Pupil Progress meetings are robust and teachers are challenged on the progress of their pupils, particularly those who are not making expected progress. Teachers to bring evidence to meetings to support teaching. | EF                  | HLTA cover for PP meetings | All children will be discussed in detail and teachers will have a clear focus on the children who are not at ARE or expected progress | 2 summer term progress meetings show that QA has taken place and end of year judgements are accurate and that PP and SEND children have make progress |
| 15. Staff meetings on maths techniques to ensure fluency in number.  | EF/SD – NLE school? | NLE support                | All staff are focussing on number techniques on a daily basis in maths lessons and/or target time                                     | Maths number skills are a weekly feature of staff meetings  |
| 16. Staff meetings on inclusive learning.  | DW                  | £250 Inclusive North       | Appropriate techniques are used in lessons so all pupils have the   | SENCO has observed all SEND children and where a  |

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| <p>17. VEO used in lesson observations and peer observations so that teachers can analyse style and types of questions used.</p> | <p>EF</p> | <p>£90 per year VEO subscription</p> | <p>tools to succeed<br/>SENCO to give feedback following observations of SEND pupils ability to access learning in class<br/>Teachers analyse their teaching style and types of questioning with peer support</p> | <p>follow up observation si required there is improvement seen in provision for SEND children<br/>VEO records used in staff meetings (with teachers' permission) to analyse and discuss pedagogy</p> |  |
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### Priority 3

➤ **Reading is taught well so that all children can read fluently and can access the whole curriculum, as well as read for pleasure**

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| <p><b>Current Position</b></p> <ul style="list-style-type: none"> <li>• 71% of Y6 pupils at ARE</li> <li>• 24% of Y6 pupils at GD</li> <li>• 72% of Y1 pupils on track for passing phonics screening check</li> <li>• Y4 reading ages have improved on average by 1 year 2 months since October</li> <li>• Y6 reading ages have improved on average by 8 months since October</li> <li>• 9 children in KS1 now accessing Accelerated Reader programme</li> <li>• Teaching of guided reading in KS2 is consistently good</li> </ul>  |
| <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Guided reading embedded in KS1</li> <li>• Children’s vocabulary develops through opportunities that are provided across the curriculum</li> <li>• TAs have an understanding of how to teach reading</li> <li>• Pupil feedback indicates that they understand the importance of reading and enjoy it</li> <li>• Parents come into school to participate in reading activities</li> <li>• Reading results in KS1 and KS2 are in line with national levels</li> <li>• Phonics screening is in line with national levels</li> <li>• PP children progress above national average progress rates</li> </ul> |

| <i>Tasks</i>   | <i>Personnel</i> | <i>Cost</i>                      | <i>Milestone<br/>(April 2017)</i>   | <i>Milestone<br/>(July 2017)</i>  | <i>Monitoring &amp;<br/>Evaluation</i> |
|--|------------------|----------------------------------|---|---|--|
| 1. Nursery parents come in to read with their children   | KW<br>DW         |                                  | Date will have been set for reading event – possibly a pyjama party to promote reading bedtime stories  | Large number of parents will have attended reading event<br>Feedback gathered from nursery parents about reading event<br>Feedback shows parents understand the importance of reading with their children |  |
| 2. Look at where guided reading can be accommodated in the Year 1 & 2 timetable and provide coaching for KS1 staff | PK<br>PH<br>JC   |                                  | Slot to have been allocated for when guided reading will take place and KS1 staff will have understanding of the types of activities that can be done | Guided reading will have been trialled during the Summer term and teachers will be confident in their ability to deliver it from September  |  |
| 3. Provide refresher training for TAs on how to <b>teach</b> reading   | PK<br>All TAs    |                                  | Date set in Summer term for training  | Monitoring of TAs reading with children demonstrates they are not simply listening to children read but are actively teaching children to read  |  |
| 4. Invite parents in for guided reading sessions and lunch in KS2  | All KS2 staff    | Cost of school meals for parents | Dates set for when each year group will host parents  | A large number of parents will have attended guided reading sessions. A by-product of this will be an increase in the number of pupils having school dinners.   |  |
| 5. Research alternative  | PK               |                                  | Book fair will be booked  | Amount of commission  | The Book People to                     |

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| book fair providers following feedback from parents                                   |                     |   |   | received from sales at the book fair will be increased from last year. Feedback from parents is positive. Book fair will have been re-booked for next year.                    | provide book fair week commencing 24 <sup>th</sup> April. |
| 6. Embed Accelerated Reader programme and develop a rewards system linked to it       | All staff led by PK | Cost of prizes for rewards                    | All pupils who may be eligible for the programme in KS1 will have taken the STAR reading test<br>Ideas for rewards systems to be researched | High proportion of KS1 will be accessing the programme. Reading ages will be increasing at a greater rate than chronological ages. Rewards systems will be in place.           |   |
| 7. Run booster phonics sessions for Y2 pupils who will re-sit phonics screening check | RL                  | Cost of additional teacher 1 morning per week | TA to run phonics activities at lunchtimes<br>Additional teacher to be running booster sessions on Wednesday mornings                       | 93% of pupils will have passed the phonics re-take.  |   |
| 8. Deliver CPD on the teaching of vocabulary following Pie Corbett training           | EF                  | £250 training course                          | Date set for CPD in Summer term   | CPD on teaching of vocabulary will have been delivered to all teachers and there will be evidence of the training being used when lessons are observed and in book scrutinies. |   |



