

School Development Plan 23/24



Victory Park Academy

Leadership monitoring (Ofsted recommendation)

RAG: ● **Amber Status: In Progress** **Dates:** 04/09/2023 to 18/07/2024 **Responsible:** SLT **Monitor:** EMU

Intent: To ensure a culture of high staff professionalism is achieved and sustained. Ensure that leaders carry regular checks to accurately identify areas for improvement and determine whether the actions they are taking are bringing about the improvements intended.

Actions: SLT, Executive Leadership and Governors to develop a 'monitoring schedule' to discuss and provided effective support to staff, parents and pupils. A high quality Governor training program will support governors in all areas of the Ofsted framework. Governors to attend all training and be fully compliant. Governors to attended the PLT Governor Conferences scheduled October 2023. Scheduled governor visits to VPA will be more frequent and provide the appropriate level of challenge. Skills audits to be carried out and clear roles and responsibilities will be assigned to the correct Governor. SLT to be trained at NPQSL and staff receive high quality of CPD to support progress in their professional development.

Monitoring / Evaluation: Once pupils join VPA, we assess them, using WRAT 5 and Star Assessment (all staff are trained), this captures their gaps within learning. We have refined the intake process where mainstream school are expected to provide all necessary information (including safeguarding). This ensures that pupils are supported immediately within our setting, and ensure pupils are appropriately baselined.

SLT quality assure weekly planning and moderation half termly. This enables us to provide high quality education by working collaboratively by shared values, policies and practices. SLT (as professional development), invite teachers and non-specialist teachers on regular Learning Walks carried out in pairs, there is a rota for this. Weekly Work Scrutiny is embedded on rotation, whereby teachers bring their books and discuss with other professions marking and feedback, immediate response, guidance is provided to support and develop staff .

As a result, T and L action plan is amended accordingly to the outcome of these meetings and analysis. A non-specialist action plan is in place to support staff. Which includes extra support from T and L lead; subject meetings; learning walks; work scrutiny; briefing. We have revised the curriculum to adapt to pupil needs and teacher strengths. In addition, we have consulted governors; pupils (Pupil Voice); parents and local schools. VPA have revised our RSE policy and curriculum, which enables pupils to be educated in the next stages; a whole school curriculum map shows reading; assessment and numeracy opportunities; we have revised the Personal Development across the academy including 3 I's and a curriculum map showing areas where personal development is taking place.

SLT quality assure Risk assessments; provisional mapping and hod daily briefing and debriefs with staff regarding behaviour strategies. Additionally, each SLT area has a governor who is responsible and comes in to quality assure and provide feedback. The central team across the Trust work with specific areas and provide support when necessary.

Impact:

- ✔ Learning Conversations are embedded with pupils and parents/community effective engagement
- ✔ A monitoring strategy is in place
- ✔ Evidence of good teaching and learning
- ✔ Staff know pupils' profiles
- ✔ 3 SLT trained at NPQSL – 3 Teaching Assistance at Level 3 - 1 Teacher at QTS – 1 Teacher SENCO Qualification
- ✔ Effective use of Staff
- ✔ Quality of Education is Good
- ✔ A high-quality training programme has been developed for Governors and feedback is positive.
Support the Governors to develop robust and routine systems to support and challenge the Academy leadership team
Local governors provide appropriate levels of support and challenge to VPA leadership.
Local governance visit reports are positive and feedback, challenges the Academy to reach ambitions. Attendance at key events by governors is strong. They will have a strong understanding of the school's vision, ethos and strategic direction.

Intervention

RAG: RAG: ● Amber Status: In Progress Dates: 01/09/2023 to 31/08/2024 Responsible: SRI/RHO/KC Monitor: KBI

Intent: To promote a culture of education that equips all pupils for the wider world. To ensure there is a specific and focussed intervention plan across key stage 1 to 4 supporting pupils with a range of needs. To ensure interventions make links in pupils learning and support accelerated progress resulting in pupils being able to fully access the curriculum and reduce gaps in their knowledge and embed these skills across all subjects.

Actions: Refining the intake process to ensure pupils are appropriately baselined. Review intervention timetable. Researching and resourcing appropriate interventions. To ensure that interventions are monitored and logged. Observations to be completed during interventions. Regular review of impact. Pre and post assessments completed.

Monitoring / Evaluation: Fresh start timetable is now in place 4 days a week for 20 minutes sessions across the academy to support pupils close the gap between their reading age and their chronological age. Read Write Inc sessions are in place 5 days a week 30 min session are now a regular part of the curriculum for pupils who require this to identify gaps and support progress. Staff have completed online training to implement Lexia, Spellzone and Timetable Rockstar. There is an intervention timetable in place across Primary and KS3. KS4 pupils are targeted 1:1 in timetabled lessons. Primary have implemented an intervention timetable to support Language, communication and motor skills. Within LEAP and Primary intervention is timetabled within the curriculum, for handwriting; reading; online programmes: Spellzone, Lexia (grammar/ sentences) or TT rockstar (numeracy).

To support SEN and personal development there is an enrichment programme which runs alongside the curriculum, where we are able to provide interventions such as horse riding; combat (fitness and nutrition); Padle4all participating in team work and exercise); Chase football; Nuclear Races (outdoor learning- communications/ motor skills/ building positive relationships; taking a safer risks). We also have a counsellor/ mentor for pupils to speak with.

Impact:

- ✔ Pupil progress
 - ✔ Pupil Engagement
 - ✔ Staff development
 - ✔ Reduction in behaviour incidents
 - ✔ Able to access curriculum
 - ✔ Transfer skills
 - ✔ Improved progress in ready to learn model
 - ✔ Preparing pupils for next stage.
- Attendance

SEN Provisional Mapping

RAG: ● **Amber Status: In Progress** **Dates:** 01/09/2023 to 31/08/2024 **Responsible:** RHO **Monitor:** KBI

Intent: To promote consistency of delivering, monitoring and managing pupil profiles across the academy and other settings. To regularly review pupil progress and ensure pupils, parents and governors have an understanding of their targets. To allow all members of staff to access and input into pupil profiles. To monitor interventions. To show evidence of how pupils with SEN are supported.

Actions: Staff training. Regular reviews. Parental and pupil feedback. Extend afternoon tutor time to ensure pupils can review and contribute to their targets. Ensure each class has a folder with pupil profiles and review sheets. Monitor and review provision. Share with other provisions to ensure pupils needs are met. To work out individuals' provision when applying for an EHCP.

Monitoring / Evaluation: All staff have access to and have received training on accessing and using provision map platform. Staff have now completed training to review individual pupils provision mapping and set new targets accordingly. All pupils have a pupil profile and one midterm review cycle has been completed to review targets, supports and implemented interventions. We have since reviewed each term and this will now be ongoing. Plans have been shared with parents and other stakeholders that are working with the pupils, to support their contribution to the plans. PTAG pupils' reviews are shared at their review meetings and schools share their views. All SEN pupils including those with EHCP's and those undergoing assessment at VPA now have targets linked to their area of SEN need and specific strategies for these pupils have been shared with staff. Each tutor has a folder in their classroom with the pupils' current provision maps and their review sheets in, targets are reviewed weekly with the pupils and these are shared at their termly review.

Impact:

- ✔ Evidencing pupil progress
 - ✔ All staff are part of the review process and draft and implement SMART targets
 - ✔ Parents and external agencies are able to access their child's plan and contribute
 - ✔ SLT are able to identify areas of development and implement appropriate provisions
 - ✔ Evidencing provision, staff training and resources
 - ✔ Supporting all pupils and meeting their needs
 - ✔ All staff to have access to pupil's profiles/targets
- Evidencing quality of provision and impact of interventions

Numeracy Across Curriculum

RAG: ● Amber Status: In Progress Dates: 01/09/2023 to 31/08/2024 Responsible: SQU Monitor: EMU

Intent: Raising the standards of numeracy of all pupils so that they develop the ability to use numeracy skills effectively in all areas of the curriculum. Pupils to develop a secure understanding of the concept principal and processes of numeracy and apply this in different contents. Pupils will need to understand that successful independent living requires financial awareness effective money management and using schedules.

Actions: Raising the standards of numeracy by enhancing the quality of teaching and learning and targeted intervention. Seek opportunities to use topic and examination questions from other subjects. Staff to ensure that they are familiar with correct mathematical language and techniques. Provided resources across subject to enable to use example of application of numeracy. Introducing targeted assessment and interventions across all key stages. To provide a range of learning opportunities and experiences for children to practice develop and master numeracy skills.

Monitoring / Evaluation: TT Rockstart has been introduced and all pupils are signed up to the programme. TT rockstars develops their times table skills and particularly supports year 4 pupils who will be undergoing the multiplication tests.

White Rose Maths assessment has been introduced on pupils' entry to capture their baseline and identify appropriate support. The assessment supports identifying gaps in pupils' current knowledge and ensures teachers can close the gaps. White rose develops learning behaviours that support pupils to focus and engage fully as learners who are able to reason and seek to make connections. Teachers are able to develop their knowledge for teaching mathematics working collaboratively to refine and improve their teaching. Numeracy activities are created for tutor times for pupils to complete. Numeracy is included in weekly planners; work scrutinies and learning walks.

Impact:

- ✔ Whole school development plans
- ✔ Learning walk / Work scrutiny / Weekly plans
- ✔ Staff sharing good practice by showing pupils work (Work Scrutiny)
- ✔ Analysing assessment data
- ✔ Reviewing planning
- ✔ Discussion with pupils, parents, governors
- ✔ Report to SLT half termly
Pupil progress

EPDA Excellence in Pupil Development Award

RAG: ● Green Status: Completed Dates: 20/05/2023 to 28/02/2024 Responsible: KBI Monitor: EMU

Intent: The EPDA aims to provide schools with a structure and systematic approach

Actions: The award requires that leaders, including governors, in the school must actively to develop a 'skills for life' curriculum. The objectives outline the essential subscribe to the aims and process as a starting point. Including the award as part of the requirements to embed a culture and ethos which aims to develop pupils' personal school's development plan will enable the progress to be monitored regularly. A full review development and skills of the school's current position through the self-evaluation task at the start of the award is essential to devising the action plan. There are then key policies which need to be reviewed and in place to ensure that all members of the school community understand the ethos and practice expected in the school.

Monitoring / Evaluation: VPA has been awarded 'The Excellence in Pupil Development Award', 28th February 2024, A National Standard for Pupil Development. This has enabled us to plan so that knowledge and skills for personal development are embedded into the whole-school curriculum. We are able to set high expectations for pupil behaviour and conduct, including punctuality and attendance. We promote positive attitudes from pupils towards their own learning, towards each other, and towards the wider community. We engage with local groups and parents to deliver enrichment activities that develop pupils' confidence, responsibility and leadership skills. Staff actively enlist the support of external agencies to help raise pupils' aspirations for their future. We are committed to high-quality, ongoing staff CPD so that all staff can build and support pupils' personal development (please see verification report from the QA which took place).

Impact:

- ✔ Embed a culture and ethos in which pupils' personal attributes and attitudes can grow and flourish
- ✔ A positive and well-embedded culture and ethos
- ✔ Clear systems and policies
- ✔ More effective leaders and teachers
- ✔ A curriculum which is fit for purpose, relevant and successful and most importantly, pupils who are confident and socially aware
- ✔ High quality ongoing staff CPD
- ✔ Personal Development is embedded into the whole school curriculum
- ✔ Attendance

Attendance

RAG: ● Amber Status: In Progress Dates: 01/09/2023 to 31/08/2024 Responsible: ALL Monitor: CBU

Intent: VPA is committed to the continuous raising of achievement of all our students. Regular attendance is essential if our students are to be successful and benefit from the opportunities offered to them. Good attendance is fundamental a successful and fulfilling school experience. The Governors and Staff in partnership with parents/carers have a duty to promote full attendance and our school will give a high priority to conveying to parents and students the importance of regular and punctual attendance. We recognise that parents have a vital role to play and there is a need to establish strong home-school links and communication systems that can be used whenever there is concern about attendance. If there are problems which affect a pupil's attendance we will strive, in partnership with parents, students and any external agencies that might be working with them, to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused but sympathetic approach, aimed at returning students to full attendance at all times.

Actions: VPA will continue to work comprehensively with the Local Authority to address those pupils who are persistently under the 90% threshold. We offer a safe and supportive environment, which welcomes children regardless of race, gender or ability. We foster a climate where the school community, teachers, parents/carers, governors and pupils value attendance and punctuality. There will be clear and effective procedures in place complying with legal requirements. Parents/carers will be informed about their child's attendance through established procedures. We will offer a broad and balanced curriculum that is dependent upon and encourages regular attendance at school. Our attendance officer will have first day contact with parents when a pupil fails to attend school without providing good reason. We will also take prompt action on any problems notified. Parents will be encouraged to make contact with the school to discuss any issues impacting on their child's attendance.

Monitoring / Evaluation: We actively promote 100% attendance for all our students and we use a variety of weekly, termly and annual rewards to promote good attendance and punctuality, Weekly contact with the Local Authority (LA) and Attendance Advisory Service (AAS), First day calling, Weekly monitoring attendances of all pupils, carrying out home visit, Promote the importance of attendance to pupils and parents/carers through: Pupil progress meetings, Assemblies, Parent Mail, Parent/carer coffee mornings, Follow up with relevant Level of attendances. We give classes with 100% attendance £5:00 voucher each week, this will be displayed on our attendance board, put on twitter page for parents to see. This will also be announced at Friday afternoon's assembly. Termly and annual rewards for children with 100%, including certificates, non-uniform, the class with the least number of lates will also have a non-uniform day.

Impact: Over the last 2 years with all our strategies in place we have seen an increase in our attendance and a decline in our persistent absence data. We are on an upward projection, and need to keep these high expectations around attendance up, to ensure that we meet our school target of 75%

