

Victoria Road Primary School – Academy Development Plan 2020-21

Priority 1:

To further raise attainment and progress in maths, reading and writing with a particular focus on: -

- Ensuring accelerated learning for all pupils to ensure all year groups are on track to meet at least age-related expectations in line with national by end of 2020-21
- Further improving standards in writing with a particular focus on EYFS and Key Stage 1
- Further improve standards in maths with a particular focus on KS2
- Continuing to close achievement gap for Pupil Premium children

Priority 2:

Implement and monitor impact of all subjects across the wider curriculum,

- managing time effectively to ensure all subjects are taught effectively
- ensuring the intent for children's knowledge, skills and understanding to increase progressively across the curriculum over time is being achieved

Priority 3:

Post Covid, build on the well-being development work in 2019-20 to

- ensure the wellbeing of all members of staff is high priority, enabling the team to work to the best of their ability in securing best outcomes academically and pastorally for each child.
- minimise any post covid trauma for children supporting and strengthening their emotional health

Victoria Road Primary School – Academy Development Plan 2020-21 - Key Priorities and Associated Success Criteria

<p>ADP Priority 1: To further raise attainment and progress with a particular focus on: -</p> <ul style="list-style-type: none"> • Ensuring accelerated learning for all pupils to ensure all year groups are on track to meet at least age-related expectations in line with national by end of 2020-21 • Further improving standards in writing with a particular focus on EYFS and Key Stage 1 • Further improve standards in maths with a particular focus on KS2 • Continuing to close achievement gap for Pupil Premium children 	
Key Strategies to secure success	Success Criteria
<ul style="list-style-type: none"> • Continue to be proactive in seeking help and support from Trust consultants, working particularly closely with maths consultant • Engaging in Trust Development for maths and writing, and relating to closing attainment gaps • Strategically engaging with evidence informed practice and best practice across the Trust to support further improvement in outcomes • Ensuring leaders at all levels are monitoring to ensure improvements in practice are sustained over time • Ensuring our Teaching Assistant team is having maximum impact, reflecting against the EEF recommendations • Ensuring Local Academy Committee have the capacity and skills to effectively challenge the school to continue to achieve improving standards 	<ul style="list-style-type: none"> • Attainment at key measures – EYFS, phonics, KS1 and KS2 to be at least in line with national by end of 2020-21, and on track in year 1,3,4 and 5 • Pupil Premium gap to national further closed • Improvements in practice in EYFS and KS1 writing and in KS2 maths are evident in practice and are sustained over time • Decisions taken by leaders are evidence informed and leading to improved outcomes across the curriculum • Teaching Assistant team is having strong impact on raising attainment and progress • Local Academy Committee effectively challenge the school to continuing to achieve improving standards
<p>ADP Priority 2: Implement and monitor impact of all subjects across the wider curriculum</p> <ul style="list-style-type: none"> - managing time effectively to ensure all subjects are taught effectively - ensuring the intent for children’s knowledge, skills and understanding to increase progressively across the curriculum over time is being achieved 	
Key Strategies to secure success	Success Criteria
<ul style="list-style-type: none"> • Further training teachers in understanding the cognitive science of learning to apply in their practice across the curriculum and to develop children’s metacognition and self-regulation strategies to maximise their ability to learn, being put into practice • Further whole staff work on strategies to manage time for whole curriculum delivery • Monitoring to ensure implementation is effective and impacting on outcomes across the curriculum • Strategically engaging with best practice across the Trust to support further improvement in outcomes across the curriculum 	<ul style="list-style-type: none"> • School are delivering a well-structured, progressive curriculum that is evidenced to be increasing children’s knowledge, skills and understanding progressively over time <i>initial focus on humanities</i> • The cognitive science of learning is reflected in pedagogy to support children in knowing more and remembering more • Children independently use metacognition and self-regulation strategies impacting positively on their learning • Decisions taken by leaders are evidence informed and leading to improved outcomes across the curriculum • Improvements in practice are sustained over time
<p>ADP Priority 3: Post Covid, secure the emotional well-being of the school community by</p> <ul style="list-style-type: none"> - building on the well-being development work in 2019-20, ensuring the wellbeing of all members of staff is high priority, enabling the team to work to the best of their ability in securing best outcomes academically and pastorally for each child. - minimise any post Covid trauma for children supporting and strengthening their emotional health 	
Key Strategies to secure success	Success Criteria
<ul style="list-style-type: none"> • realistic and constructive measures continue to be taken to secure well being 	<ul style="list-style-type: none"> • Staff and pupil wellbeing is high priority and realistic and constructive measures have been taken to secure this