

Pound Hill Infant Academy

PHIA Summative Evaluation of key priority areas 2021/2022

Every child is valued at Pound Hill Infant Academy. At PHIA excellent learning, care and respect is at the core of what we do. We strive for all our pupils to be the best they can be. We pride ourselves on the holistic approach and inclusive practice evident throughout the academy. Pupil well-being and their emotional needs are at our core. Through innovative practice and an open culture of challenge and support, we are proud of our achievements.

PHIA is a three form entry Infant academy. We are proud to serve and be part of the diverse community, as shown in the characteristics in published data by Ofsted.

The academy's key challenge moving into next year is ensuring all SEND, Pupil Premium and-EAL pupils all successfully access our ambitious curriculum offer. Currently, 38% of pupils are regarded as EAL. The academy has made significant progress in communicating to EAL families and ensuring all EAL pupils have access to the curriculum offer through language and vocabulary strategies and carefully planned questioning and activities. The academy intends to adopt the successful strategies for EAL families to our Pupil Premium and SEND families to support all key identified groups understanding of the PHIA curriculum.

A new staffing structure is in place for 2022/23 which focuses on the delivery of our strategic priorities. The Principal and Assistant Principal/Inclusion Lead were appointed from October 2020, joining a further Assistant Principal, appointed in role from September 2019. The senior team has continued to strengthen and from September 2022, newly appointed Phase Leaders, will support the operational running of each year group and focussing on the lowest 20% of learners within their year group. This has given the opportunity to strengthen the middle leadership of the academy and provided an opportunity for leadership at all levels.

Priority 1:- Continued Development of the PHIA Curriculum

As a result of the curriculum review, the academy is driving curriculum development. Subject leaders have reviewed and implemented a knowledge rich, sequential subject specific curriculum. The whole staff team have been involved in developing these curriculum plans. Early reading has been a focus and we now have a clear knowledge progression, supported by carefully chosen texts. Further emphasis was put on the consistent teaching of phonics and 2021/22 witnessed the first full year of teaching Sounds~Write the academy's newly adopted multisensory phonics programme. As a result, we are seeing that children know and remember more, as evidenced through the academy's systematic monitoring and recognised by the academy's external reviews and Challenge Partners.

Next step:

1. Further develop maths strategies (pictorial representation and use of manipulatives) and maths vocabulary to be to be prioritised
2. To develop all wider experiences within the curriculum that builds and broadens the children prior and current lived experiences. Specific focus will be on the development of outdoor learning within the curriculum and further development of PHIA's PE curriculum.

Priority 2: - Middle leadership

The academy has strengthened leadership at all levels. Middle leaders have been a focus since 2021/22. With new teaching staff arriving from September 2022, we have a successful model to ensure our subjects continue to develop.

Subject leaders have taken the 'every child must' statements formulated by the year teachers and have ensured that there is substantive knowledge and progression.

Each subject leader has a CPD 'road map'. Subject Leader triads have been established to look at strengthening the curriculum experience of children within the PHIA curriculum. This will continue throughout 2022/23.

Leaders take ownership for their subject; they take responsibility by communicating to parents about their subject. This has increased their accountability and pride in their work. This level of trust given them by the Principal has increased their feeling of being valued and their desire to continue to work hard to develop their subject.

Next step:

1. All subject leaders plan and deliver CPD opportunities for teaching and support staff.
2. Subject Leaders are to plan and deliver parent workshops to support parent understanding and contributions to their child's education.

Priority 3 - Reading

Reading is at the heart of PHIA.

As a result of significant focus on the teaching of reading, our strategy for improvement has delivered strong outcomes across the academy. We have introduced a variety of programs to support our pupils including accelerated reader, whole class reading in Key Stage 1 and Sounds~Write phonics programme. There has been a significant increase in the quality of the delivery of the teaching of reading across the academy. Monitoring has shown all children made progress in their phonics internal assessments. The Phonics Screening check data confirmed immediate impact of the consistent teaching of phonics with 88% of pupils reaching the expected phonics standard by the end of Key Stage 1. In addition, the successful introduction of accelerator reader led to Y2, despite the challenges to their start to school life, having an average reading age above their chronological age.

External Challenge visits validate consistency of lessons and resources used in phonics.

Next step:

1. To further develop the phonological awareness of the lowest 30% in Key Stage 1 (2022/23). The academy is to consider the long-term benefits of streaming in phonics versus the needs of specific cohorts.
2. Is to continue to focus expert teaching across all year groups to achieve at least age related expectations and all pupils to have increased their reading age to at least chronological and beyond.

This priority is to be renamed - *Create a curriculum that inspires all students including SEND and PP, with a continued focus on embedding a culture of reading.*

Priority 4: To ensure consistent standard of teaching across the academy.

In 2021/22 the academy focussed on developing pupil independence within lessons, ensuring suitable challenge for pupils (particularly EAL, SEND and PP). The academy's development of agreed teaching staff's Quality First Teaching expectations has seen a significant improvement in pupils' readiness to learn, development in independence and their knowledge of immediate next steps to support their learning. This has been further supported by the development of the academy's effective feedback and marking policy to support with greater developmental marking opportunities to apply taught and learnt knowledge.

The academy has also adopted a CPD training programme for support staff, developing their understanding of the needs of pupils, purpose of the learning outcomes and art of questioning to support the pupils' opportunities to access their learning. External Challenge visits validate the progress made in this focus area.

Next step:

1. The academy will continue to develop the application of Quality First Teaching principles for both teaching and support staff during 2022/23.

Priority 5: Community - Further develop the academy's community engagement.

The academy has worked hard to maintain and build upon the relationships with its parent community that were rebuilt during the pandemic. Parents have had many opportunities to participate in community events this academic year linked to curriculum learning or wider academy events organised by the academy and newly established and highly active PTA.

The majority of parents have confidence in the systems, strategies and learning being provided; 89% of parents agree or strongly agree that the academy supports the educational and emotional development of their child.

The importance of pupil voice has been developed, since last academic year. The Pupil Parliament and the Charity Committee are now established and successfully supporting the operational running of the academy and raising funds through organising and supporting charitable events. In a snapshot pupil survey in May 2022, 90% of pupils said they enjoyed coming to school. 100% of pupils stated they felt they could speak to a trusted adult within the academy.

Next Step:

1. Develop the profile of the Local Board within wider academy community.
2. Develop the academy's profile within locality working projects that support the diverse cultural community in which we serve.
3. Develop the academy's role in locality partnerships with other schools in the local area.

Priority 6: EYFS

The revised PHIA EYFS curriculum has enriched experiences and enabled EYFS pupils the opportunity to successfully develop and apply their knowledge and understanding, from their initial starting point. Considerable emphasis has been providing wider opportunities for EYFS pupils to develop their social skills and understanding of how to manage their emotions, relative to their stage of social and emotional development. This has reduced time spent on having to 'close gaps' for a larger percentage of EYFS pupils throughout this academic year and as they transition to Year 1. 71% of all EYFS pupils, during 2021/22, achieved a Good Level of Development. A carefully adapted transition plan has been implemented to support the development of the lowest 30% of the 2021/22 cohort as they enter Key Stage 1. In addition, revised transition plans, led by the academy involving inputs

from current settings and parents, has been implemented for the 2022/23 cohort to ensure as much knowledge of pupils needs is established before arrival in September 2022/23.

Next Step:

1. Develop the language development opportunities for pupils in EYFS 2022/23. (Note, this is an identified need following the carefully planned transition programme for EYFS 2022/23)
2. Provide wider opportunities for new EYFS staff to develop their understanding and have an expert knowledge of the EYFS curriculum.

Priority 7 - Staff and Pupil Wellbeing within the delivery of PHIA's ambitious curriculum

Significant emphasis has been placed on pupil and staff wellbeing. Threaded through the PHIA curriculum pupils have been offered opportunities to show case their 'uniqueness', cementing the academy's core values and celebrating the diversity of the academy community. The academy feels such opportunities have broadened the pupils and all stakeholders understanding of wellbeing, acceptance of differences and provide opportunities for the academy community to strengthen their understanding of each other.

Staff, through CPD opportunities, have a greater knowledge and awareness of the 'windscreen' of trauma. This is further supported by the support from the UoBAT and the development of wellbeing champions within the academy for pupils and staff.

The academy recognises the impact of significant staff absences, this academic year, has had on the wider academy staffing team in maintaining the delivery of PHIA's ambitious curriculum. Every effort has been made to recognise the goodwill of staff and ensure those that are absent, or present, feel as supported and appreciated within the circumstances presented.

Next Step:

1. Develop the role of the Academy Learning Mentor in supporting attendance and emotional regulation of identified pupils and their families.
2. Develop the profile and role of the Welfare and Medical Officer to strengthen the provision for pupils with medical and wellbeing needs to remain in the classroom as much as possible.

Please note the above next steps are to also form part of Priority 8, new for 2022/23- *Improve attendance for all, with a focus on PP/SEND students.*