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**East Whitby Vision and Values**

At East Whitby we take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. Our students are given time to explore subjects and develop deep understanding. We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes. It is our mission to ensure that all children have access to a clear and developed “recovery Curriculum” and that global events have as little a negative impact on our school family as possible.

We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback. Children are praised for hard work, determination and having a positive attitude. In order to create an inclusive school where everyone can flourish, whatever their background, we promote an ethos of respect and empathy, where diversity is valued and celebrated – both within school and the wider world.

School has three core values which inform our work and encapsulate our values Collaborate, Achieve and Nurture. (We C.A.N. do it!)

Pupils are taught the virtues of kindness, appreciation and what it means to be courageous. Special care is taken to educate everyone in the East Whitby community about the needs of others and how best to meet them.

We foster open and honest communication with parents, carers and specialists and actively seek to engage with all members of the East Whitby community in a positive supportive manner. High quality teaching is a key priority at East Whitby and the relationship between staff and children underpins inspirational, supportive and effective teaching and learning.

Staff are actively involved in identifying their support and training needs and this leads to careers with clear progression. We ensure that there is a wide range of quality training available and that staff are able to learn from each other and share good practice.

It is our aim for all children to leave East Whitby as confident learners with self-belief and an abiding respect for others. We aim to instil a lifelong love for learning and a strong grounding for future success.

**We promote achievement by:**

* Holding the highest expectations for all
* Striving for every child to make the very best possible progress
* Being restless in our pursuit of excellence

**We develop as confident and independent learners by:**

* Providing learning which excites passion and curiosity.
* Embracing challenge and not giving up
* Trying our best without fear of failure
* Speaking knowledgeably about our strengths and areas of improvement

**We value supportive and positive relationships by:**

* Bringing out the best in each other
* Showing pride in one another’s achievements
* Creating strong partnerships between home, school and the wider community

**We appreciate others by:**

* Valuing and respecting the rights of others
* Making sure everybody feels listened to
* Promoting good manners and caring attitude

**Enquire Learning Trust**

**East Whitby Academy**

Academy improvement plan 2020/21

**Improvement Plan 2020/21**

**Throughout the entire development plan there is an overarching focus on minimising the Covid-19 gap, this will be achieved through the outstanding work the staff will do on understanding the assessment, identifying the gaps in children’s learning and quickly establishing strong relationships with the children in order to enable the children’s mental health and well being to be in a strong enough place to allow the learning to take place. The delivery of a strong, structured and focused curriculum, use of pre and post teaching as intervention and teacher lead catch up work will support this further. A different model of intervention will commence in school from September which will see class teachers being freed up to work with small groups. Teaching of Phonics will be done in class groups not split groups as previously and**

**Priority 1**: To create an excellent provision for communication and interaction as a fully integrated part of our school.

**Priority 2:** To monitor the implementation and delivery of a truly excellent curriculum for every child, adhering to the school ethos and protocols in every learning space.

**Priority 4**: To further develop the practice of early years, so that it supports the needs of the East Whitby students and allows them to achieve their potential.

**Priority 3**: To create real readers, Children who can read well and understand what they read as well as enjoy and want to read more. Using CLPE ladders to deliver teaching of reading with pin point accuracy in every classroom.

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| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2020/2021** | **Priority 1**    To create an excellent provision for communication and interaction as a fully integrated part of our school.    **Impact**  Children accessing the hub will make accelerated progress both academically and socially, from their own starting points and measured against previous progress and Education Health Care Plan outcomes, as a result of the hub model. Children will feel a part of the East Whitby community. All children in school will benefit from the hub provision as a result of an enhanced intervention model and increased access to specialist practitioners, including Educational Psychology and Speech and Language. | | | | **How will we know we are successful?**   * Children integrated into both the hub and their mainstream class * Inclusive environment with children accepted as part of the whole school * Children are happy to come to school, as reported by parents and carers * Children are increasingly able to focus on academic outcomes because their social, emotional needs are being met * Children make progress against the outcomes set in their EHCPs * Staff have appropriate training and feel confident in their roles within and supporting the hub * All staff can explain the ethos and aims of the hub and are invested in supporting the new pupils and staff * “Deep dives” into individual children’s graduated approaches show the application of provision specified * Learning walks and book scrutiny show consistency of provision across the school for SEND, including in the hub * The balance of time children spend in the hub will gradually reduce as they are more able to join their mainstream classes. | |
| **Leadership Activities**   * Recruitment of a specialist teacher to plan and deliver the learning in the hub * Ensure the right support staff are employed within the hub (both from the existing staff team and as a result of recruitment) * Organisation of the space to allow: a classroom, an intervention space, a quiet area, a staff office (base for SENCO, secure storage for confidential files, as well as drink making facilities and hub staff area), a designated meeting room (outside of the hub area) and redevelopment of the disabled toilet and shower to make it fit for purpose * Resource the spaces appropriately * Staff training as specified by the Local Authority. Ensure all members of staff have basic training (in line with skills audit, completed Summer 2020). * Staff awareness sessions to make sure everyone feels an ownership of the hub and to ensure integration for both staff and children who are new to the school * Carefully planned induction processes for new staff to make sure they are aware of the school ethos and East Whitby aims, routines and structures * Planned transition for new children starting in the hub from other schools and provisions * Close liaison with previous settings, parents and carers * Thoughtful timetabling of sessions in the hub, led by the specialist teacher and overseen by the SLT * Learning walks and book scrutinies to focus on whole school objectives as well as individual graduated approach documents and EHCPs   Ongoing communication between hub staff and school staff to ensure cohesion | | | | | | |
| **Collaborative Advantage:**   * Visit other hub schools within ELT and implement best practice * Invite teachers and SENCOs from other ELT and LA schools to evaluate the hub * Provide 2 temporary places for children in crisis from other local provision   Access all training provided by the Local Authority including SENCO Networks and specific training for new hub schools | | | | **Resources – budget planning**   * Allocated separately for the hub. Original funding model allowed for 1 teacher, 2 full time, experienced teaching assistants and a third member of support staff that could encompass additional resource, such as sports coaching. * This model allowed members of staff to support children in their mainstream classes whilst leaving a core member of staff in the hub. * Using existing staff in the teaching assistant roles will free up money in the whole school budget. * Children will be able to access intervention which may allow additional staff time elsewhere in school for no additional cost. | | |
| **Autumn Milestones**   * Recruitment of staff for the hub, in particular the specialist teacher * Staff training for all existing staff and any new staff employed before Christmas * Space created, resourced and fit for purpose * Transition completed for children starting in the hub in January 2021 * Plans, including timetables in place and shared with the whole school staff team before the end of term * New staff inductions * Identification of any existing children who can benefit from the hub | | **Spring Milestones-**   * January 2021 – hub opens to its first children (potentially both from within East Whitby and allocated from other schools) * Cohort complete a successful transition into the hub * Children are welcomed into their own mainstream classes * Children feel part of the East Whitby community * Plans are made for intervention groups to benefit the whole school | | | | **Summer Milestones-**   * Progress shown against EHCP outcomes * Children able to spend more time in mainstream classes and reducing time in the hub (this may be marginal in this time frame)   Evaluation of first term and plans for the new academic year |
| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2020/2021** | | **Priority 2**  To monitor the implementation and delivery of a truly excellent curriculum for every child, adhering to the school ethos and protocols in every learning space.  **Impact**  All learners within school will have access to a high quality and consistent curriculum which allows them to make expected and better than expected progress. There will be a higher number of children hitting above ARE.  Subject leaders will have greater accountability and impact on the curriculum and will be able to support the development of staff. | | | | **How will we know we are successful?**   * There will be a consistency in approach across school defined by the use of the Subject on a page documents * All staff will be able to discuss approaches within school * The work in classes will be excellent in every way * Curriculum team monitoring will reflect the school ethos and protocols * Curriculum team will feel confident in their monitoring. * ARE will be in line with national and there will be an increase in pupils achieving GD * All pupils will make at least expected progress across each year * Transition between classes will be supported through the use of the progression documents. * A bank of monitoring evidence will support the judgement that school * All classrooms will be as good as today’s best and as good (if not better) than any in the world. * The gap created by CV-19 will be minimal and children will be secure in their learning. * Sequences of lesson in specific subjects will be clear and progressive. Deep dives into specific subjects will show clear and defined progression. * Concepts and ideas will be embedded into the long term memory of the children and will have a true impact on them as learners | | |
| **Leadership Activities**   * Ensure all staff are confident in using the curriculum documentation given to them, delivery of staff training and facilitation of planning discussions (Curriculum lead) * Monitor the MTP’s and objective coverage taking place, ensure lessons are progressive Curriculum lead) * Set up a concise monitoring timetable which is blocked and progressive. Ensure these dates are set in the diary and supply is arranged Curriculum lead/HT) * Carry out monitoring cycle Curriculum team * Implement training on Knowledge organisers Curriculum team/ trust * Establish working links with other schools in the trust on the priority areas Curriculum lead/ trust * Hold staff to account if not using school systems, discuss why not and monitor this. Curriculum lead/HT * Work with SDP to support staff in their monitoring and confidence in giving feedback to colleagues Curriculum team * Ensure staff are included in the enquiry process. Curriculum lead/HT * Support staff in the new catch up and intervention models. Curriculum lead/HT * Support the curriculum leads in the analysis of data and identification of mission critical children Curriculum lead/HT * Hold pupil progress meetings and create bespoke plans for those who need it. Curriculum lead/HT * Work with the new staff in school on their understanding of the curriculum. Curriculum lead * Work 1:1 With the staff moving to a new year Curriculum lead/ * Challenge on children not making expected progress. Be prepared to have difficult conversations and hold people to account. Curriculum lead/HT | | | | | | | | |
| **Collaborative Advantage:**   * Work with schools such as Harrow Gate on developing knowledge organisers within school. * Work with SDP on furthering the curriculum team’s confidence in monitoring lessons and the curriculum. * Work with SDP on establishing what AFL looks like in each subject and begin embedding this in the curriculum. * Curriculum team to join the curriculum forums and disseminate information from these into school * Work with colleagues on a range on enquiry days including at our own school to support the development of our own curriculum * Curriculum team to work with AS on monitoring data using sims. | | | | | **Resources – budget planning**   * Supply costing if not covered in school for monitoring time * Travel expenses * Purchase of folders for curriculum * Price of printing documents for staff. * Purchase of OC’s book within school | | | |
| **Autumn Milestones**   * JS and CK to attend training on Sims and data with AS they are to review autumn data and report to SLT on the progress made in narrowing any gaps. October half term and December * Staff not working within the school framework to be identified and work to get them doing so to have been implemented. December * Pupil progress meetings to take place based on this. Mission Critical list to be amended and specific plans to be in place for each class in the spring term . October half term and December * First round of monitoring (socially distant) to take place, discussion with staff around progression documentation and first review of curriculum to take place . by December * Staff consultation on the curriculum offer and moving into spring term to take place. December * Review of autumn MTP’s and amendment of spring MTPS to take place December. | | | | **Spring Milestones-**   * Curriculum team to have monitored a second time (different classes) * Data trawl to check on mission critical children and identify any others who may be added to the list. * Curriculum team to work with staff at Harrow Gate on OC’s knowledge organisers and begin exploring these with selected classes | | **Summer Milestones-**   * All staff to have been trained in OC’s Knowledge organisers and begin creating these for the next academic year. * Final monitoring cycle to take place. * Review of the curriculum to take place. * AFL in each area of the curriculum to be established ready for implementation fully next year. * Review of LTP ready for September | | |

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| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2020/21** | **Priority 3**  To create real readers, Children who can read well and understand what they read as well as enjoy and want to read more. Using CLPE ladders to deliver teaching of reading with pin point accuracy in every classroom.  **Impact**  Improved KS2 reading results to bring so that children’s progress is in line with national progress.  Consistent defined approach to reading across school  Improved teacher knowledge on the teaching and delivery of phonics.  Increased focus on ensuring stretch and challenge to ensure higher ability readers to achieve potential.  Improved pupil fluency.  Purposeful reading corners with children having input into book choices.  Phonics linked to class text in early reading.  Comprehension will be taught across the school curriculum.  Children will have clear next steps in their learning defined by CLPE reading scales, teachers will support in achieving these. Staff will be highly skilled in the teaching of reading across school. (expanded from pilot, key element of narrowing the gap offer)  Word gaps in early years will begin to close in line with national.  Children will choose texts they want to engage with | | | **How will we know we are successful?**   * Children will choose texts to engage with * Fluency and stamina will improve * Reading will be higher profile and all will understand the value of it. * Fundamental skills knowledge and understanding will be clearly defined * Approach will be consistent through school and easily identified. * ARE will be in line with national and there will be an increase in those reaching GD * All GDs at KS1 will make expected progress. * Text choices will shape the curriculum and will be at the heart of learning * Clear next steps will be identified for children * Teachers will be confident in the teaching of reading and phonics. * Phonics gap to national narrowed in year 1 * Phonic reading materials matched to taught phonics * Consistent phonics teaching from Nursery into KS2 * Consistent approach to phonic assessment adopted throughout Foundation/KS1 |
| **Leadership Activities**   * Work alongside the Literacy Hub to deliver phonics training for all. (Headteacher) * Work with literacy hub to develop phonics teaching and delivery, monitor quality of phonics teaching. Complete Hub plan.(EY/KS1 staff. Headteacher/reading lead) * Resource phonics reading material and sort into phonically decodable texts linked to letters and sounds (Headteacher/Phonics lead (£1500 sourced books sorted) * Ensure phonics screening of Year 2 and year 1 completed Autumn 1 2020 (KS1 staff) * Create and resource non-fiction library, timetable and plan use of non-fiction resources (headteacher/ curriculum team) * Share key research and reading into reading theory to be completed: Literacy and life expectancy, Closing the word Gap, Ending the reading wars, Scarborough reading rope, the works of Aiden Chambers and Steven Crasher. (Headteacher, staff meetings) * Monitor teaching of reading following work carried out last year in defining approach Work with staff to define approach, fundamental knowledge, skills and understanding in each phase. (headteacher, curriculum team) * Monitor quality of reading teaching (headteacher) * Set clear expectations of staff and non-negotiables, follow up on these regularly. * Establish an effective menu of practice and activity with staff to support the teaching of reading. (English team) * Identify key training and development needs for staff and arrange high quality CPD to support them., including phonics for all staff EY/KS1 and 2 (headteacher) * Implement the use of the CLPE reading scales for whole classes. (all staff) * Evaluate the curriculum and the way reading impacts on it. Begin to purchase class sets of books to support reading.(curriculum team) | | | | |
| **Collaborative Advantage**   * **Work with schools such who are similar in demographic and have improved reading results year on year.** * **Use enquiry process to dig deeper into reading** * **Work with coastal Literacy hub to develop phonics practice** * **Work with the CLPE through the Trust Development Day and begin using CLPE resources.** | | | **Resources – budget planning**   * Supply cover for staff visiting other schools £600 * Phonics training cover plans so all staff can access/ TA extra pay * £100 on development of reading areas * Staff training on Phonics, funding to cover * CLPE membership £250 * Books for POR curriculum £200… Class sets ongoing Year on Year £3000 * Phase leads/ curriculum leads time to monitor and review £500 | |
| **Autumn Milestones**   * Phonics Training for all staff through Literacy Hub * Monitoring of phonics teaching and development actions * Introduce phonic decodable books for EY-Year 2 * Share key * Expand use of CLPE reading Scales * Phonics assessment to be carried out Autumn 1 * Reading assessment and intervention schedule. | | **Spring Milestones**   * Phonics Training for all staff through Literacy Hub * Monitoring of phonics teaching and development actions * Monitor reading teaching using agreed non-negotiables. Develop key practice. | | **Summer Milestones**   * Phonics Training for all staff through Literacy Hub * Monitoring of phonics teaching and development actions |

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| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2020/21** | **Priority 1**  To further develop the practice of early years, so that it supports the needs of the East Whitby students and allows them to achieve their potential.  **Impact**  All learners in the EYFS will have access to high quality teaching and provision. Greater numbers of children will reach GLD and will be increasingly ready for the challenges of year 1. development of an EY lead will enable staff to take control of the environment and hold greater accountability. | | | **How will we know we are successful?**   * There will be a consistency in approach, relevant to the needs of the children across the provision. * Higher numbers of children will reach GLD * Provision and learning will be tailored to the needs of individual children and there will be a greater reflective and responsive approach * An early years lead will be in place and understand their role, they will have been supported to be a pivotal member of the LT. * The early years lead will successfully interrogate data and act accordingly, questioning and developing in an ongoing process. * The quality of learning will be consistently good and better across the week. * A bank of monitoring evidence will support the further development of the space and the learning taking place. * Children needing additional support will be identified and worked with quickly |
| **Leadership Activities**   * **Develop the role of EY lead, work with the new EY lead on establishing how they want the space to run and their expectations of it. HT/DHT** * **Support the EY in the monitoring of baseline data, establish the roles of the different members of the team and where they are best placed to support the needs of children HT/DHT** * **Ensure staff are deployed appropriately. HT/DHT/EYLead** * **Work with the EY lead to monitor teaching and learning within the provision (2yr-Reception) HT/DHT** * **Carry out monitoring of new EY staff. HT/DHT/EYLead** * **Develop the provision further to match the environment and needs of the children HT/DHT/EYLead** * **Broker support and training along side the EY lead. HT/DHT/EYLead** * **Establish links with other trust schools with similar demographic and ethos. EYLead** * **Identify the approach we want to see and develop the “do it” document for EYFS EYLead/DHT** * **Audit the way planning and delivering of provision takes place, assess the impact of the teaching and learning we do. EYLead** * **Carry out regular interrogation of “data” including in class tracking to ensure alll children are being catered for at all times. HT/DHT/EYLead** | | | | |
| **Collaborative Advantage**   * Head teachers 5 day contribution surrounding eyfs * EYFS lead to attend any EYFS themed trust support days * Work with Stokesley (link already established) * Visit other schools * Hold regular moderation sessions | | | **Resources – budget planning** | |
| **Autumn Milestones**   * Establish the role of the EY lead with CY what is expected of her * Establish what we, along with the trust expect of the EY at East Whitby. What is a good EYFS and how far away are we. * Carry out first wave of assessment and establish appropriate pupil progress next steps, * Deploy staff accordingly (look at the model of support in the setting) * Carry out joint monitoring with a member of SLT supported to give feedback and identify next steps * Ensure HB has settle into the role in the way we would want * Begin using “phonics Tacker” | | **Spring Milestones**   * Scrutiny of data, gap analysis and pupil progress * Redeploy support and staff accordingly * Monitoring of teaching learning and planning * Visit other settings to magpie ideas further * Prediction of those who will reach GLD- identify mission critical. * All staff to take part in phonics training * Phonics tracker audit * Look at the transition model (Covid allowing) and what this will look like at both ends of the setting. | | **Summer Milestones**   * Move provision towards a year 1 model * Final scrutiny of data prior to submission date. * Review the end of year data. What have we learned, what will we take forward with us? * Design the next academic year based on the success and areas to imrpove from this year. * Data submission |