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Our Vision:

**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**

Academy improvement plan 2023-2024

East Whitby Primary Academy

Diagram, schematic

Description automatically generated

**Improvement Plan 2023-2024**

**Priority 1**: **Oracy:** Children at East Whitby are to be able to articulate their knowledge and understanding in a range of different contexts and to a range of different people.

**Priority 2: Early Years Outdoor Provision:** To develop an outdoor learning environment which provides and extends opportunities unique to being outdoors.

**Priority 3**: **Personal Development:** To develop a wider global cultural understanding and appreciation and enable children to understand their place within the world as citizens. Build on the Personal Development offer in school for all learners.

**Priority 4**: **Remembering More:** Develop teaching strategies and formats to support children in the recall of knowledge and skills.

**Priority 5 Purposeful Writing:** Further Deepen opportunities for Writing in all areas , Creating writing for purpose across school to increase writing at GD

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| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2023/2024** | **Priority 1**  **Oracy:** Children at East Whitby are to be able to articulate their knowledge and understanding in a range of different contexts and to a range of different people | | **Impact – What is the desired outcome for this priority?**   * Children to confidently, independently and effectively articulate knowledge and understanding of learning through a variety of approaches. |
| **Leadership Activities** | | | **How will practice and provision look if we are successful in this priority?** |
| * **Work to become a Voice 21 Oracy school through a range of CPD opportunities. (Dates TBA)** * **PD session exploring Talk and comprehension developing structures for talk. (05/09/23)** * **Create teaching and pedagogy structures that encourage children to share (CK/JK by end Autumn1)**   + **Use of a summaries at the end of project.**   + **Shared discussions at the start of the lessons to recap on previous learning.**   + **Create a shared structure around discussions for all staff.**   + **Sometimes end products reflect the use of oracy.** * **Provide children with opportunities to share and articulate their learning, both in class and to a wider audience. (Trialled in Year 2/4/6 Autumn 1 Rollout Autumn 2 CK/JK/MS)** * **Poetry slams, parental sessions, assemblies, monitoring time, sharing with other children in school linking with UKLA/ National Literacy Trust/ CILIP (Across academic year all staff co-ordinated by SS)** * **Monitor how staff are ensuring these opportunities. (Oracy Leads/HT)** * **Structure the use of pupil voice during monitoring sessions in a more directed and focused way.** * **Create a shared question format for all subject leads that allows children to confidently answer questions posed to them. (all staff)** * **Curriculum implementation – ensuring that time is built into lessons and end of projects that allow children to recap and share their learning. (Introduced Autumn 1, then ongoing and monitored throughout year) (all staff/ monitored by Subject leads)** * **Ensure that focused intervention to support disadvantaged pupils who struggle with articulating learning and knowledge. (Intervention timetable/Clubs offer Autumn 2 onwards)** * **Ensuring that every term, children will have a planned opportunity to use the stage to share their learning with a different audience. (Introduced Autumn 1) (CK/LW/SS)** | | | **Children to gain confidence around speaking to a wider range of people. –***Curriculum enquiries/ Presentation sessions*  **Children will be able to articulate their learning and understanding in a range of different ways. –** *Curriculum enquiries/ Monitoring/ Conversations with pupils*  **In school, evidence collected, will show children will have been given the chance to participate in a wide range of Oracy opportunities. -**  **Targeted club opportunities to support developing Oracy eg/ Drama-***attendance lists*  **Children will be use a range of structure to support conversation and responses-** *Curriculum enquiries/ Monitoring/ Conversations with pupils* |
| **Autumn Milestones (What needs to happen this term to be on track with the priority?)**   * **Training for key staff for Voice 21.** * **Choosing key parts to implement in school.** * **Ensuring staff are providing opportunities for summaries during lesson time (mainly orally rather than written). Shared sentence starters and summary structure created with staff.** * **Create a shared proforma for questioning during monitoring time.** * **Create a timetable for the hall.** * **Look for opportunities within the wider curriculum and in class LTP for oracy.** | | **Spring Milestones**  **• Monitor implementation of summaries within lesson time and use of hall time to share learning.**  **• Key parts of Voice 21**  **•Speak to staff around impact and usefulness of shared proforma with pupil voice.** | **Summer Milestones**   * **Evaluate the impact of voice 21 work** * **Create Oracy scaffold documents to further support pupil talk.** * **Develop key Musts for September 24** |
| **Collaborative Advantage**  Work with other school doing Oracy training. Set up collaborative oracy sessions/ and events. Share planning/ideas/ impact and CPD | | | |
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| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2023/2024** | **Priority 2**  **Early Years Outdoor Provision:**  To develop an outdoor learning environment which provides and extends opportunities unique to being outdoors. | | **Impact – What is the desired outcome for this priority?**  An outdoor environment that provides experiences and opportunities that are unique to the outdoors and can be used in all weathers.  Children develop their social and collaborative skills in an engaging environment that sustains their thinking for longer periods.  Children take, evaluate and understand risks. Staff skilled in intervening and getting children to reflect on how they are using the space. |
| **Leadership Activities** | | | **How will practice and provision look if we are successful in this priority?** |
| **Identify features of an Outstanding outdoor environment.**   * *Use EY hub Outdoor provision Enquiry materials to create a ‘wish list’ of what to include. (AU1 CY)* * *Ensure there are opportunities for all 16 types of play (EY Hub materials) and different schemas to be explored. (Au 2 CY)* * *Use Early Excellence provision audit. (Au2 EY staff)* * *Audit what we already have and what we need. (Au1 CY)*   **Observe how children use the environment. Which areas are well used? Which areas are used well?**   * *Monitor over several sessions after initial settling in period. (Au1 CY/EYstaff/SS)* * *Analyse information, use to develop map of area and priorities. (Au2 CY)* * *Adapt space to create better opportunities for challenge, social interactions, language development and exploration. (Au 2/Sp1 EY staff)*   **Develop staff understanding of risk taking and use of questions to encourage children to judge their own risk rather than telling them to stop.**   * *Highlight different equipment in use and agree what we expect to see. (Sp1 EYstaff)* * *CPD Health and Safety risk training. (Sp1 EYstaff)* * *Decide what and how we will communicate safe risk-taking rules to children. (Sp2)* * *How will we communicate our aims with parents? (Sp2 CY/SS)*   **Map out playground with areas ensuring opportunities for practising different skills – e.g. mud kitchen, quieter areas for emotional regulation, water exploration, scientific investigation, etc).**   * *Use EY hub resources (Stockton outdoor provision visit) to audit what we have and our priorities to purchase. Look at provision for vigorous physical environment. Ensure that NHS Guidelines (at least 60 minutes a day) can be catered for.* (Au2/Sp1 CY)   **Staff making sure they know the Intent when planning for all Continuous Provision.**   * *Use Continuous Provision planning format throughout EY, with section for Intent.*   *Staff to use the Staff Interaction prompts to develop children’s learning through play. (Au2 CY)* | | | **Children will have opportunities to learn, different to those offered indoors and most effectively provided outside.-***Review/ monitor planning and provision, external review from trust EY lead*  **Children will challenge themselves considering their own safety and the safety of others. –** *Effective teaching and messaging to pupil/ reviewed in conversation during enquiry*  **Continuous Provision will be purposeful, engaging and lead to learning.-***Monitoring/enquiry*  **Children will be able to work collaboratively, taking turns and solving problems together.** *Monitoring and assessment* |
| **Autumn Milestones (What needs to happen this term to be on track with the priority?)**   * Monitor use of current outdoor environment * Model proper use of resources * EY team to look at Intent when planning CP – What do we want children to learn? * Provision audit – What do we have? What do we want to have? * Map out the area | | **Spring Milestones**   * Staff CPD on risks in outdoor play. Develop a staff consensus on how we approach risk and how we communicate this to children/parents * Improvement work on outside area takes place – set up new environment | **Summer Milestones**   * Reflect on improvements made – what are our priorities going into next year? |
| **Collaborative Advantage**  EY Improvement Lead, Delyth to visit in October. Continue to look at outdoor areas of any Trust schools visited. Make use of EY hub Instagram for ideas and sharing of good practise. | | | |

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| **Enquire Learning Trust**  Logo, company name  Description automatically generated**Primary Academy**  **Improvement Plan**  **2023/2024** | **Priority 3**  To continue to improve the personal development offer so it is graded outstanding at OFSTED. | | **Impact – What is the desired outcome for this priority?**   * School will be recognised as a “Rights Respecting School” with children articulate about their rights * Children will understand the wider global community and their place within it they will be fully equipped for the modern world * Children will be presented with a consistently extensive personal development program. * All children will access personal development opportunities. * Children can articulate their understanding of British Values and Protected Characteristics. |
| **Leadership Activities** | | | **How will practice and provision look if we are successful in this priority?** |
| **Developing**  **RSHE**  • hold parent sessions to go through Jigsaw content. (A2/MS)  •monitor the teaching and resourcing of RSHE sessions each term, carry out pupil voice sessions within the monitoring cycle to ensure children are confident in talking about their learning. Look at how their learning builds year on year. (a”/MS)  •Are pupils supported to stay safe? Does the programme teach pupils indicators of healthy and unhealthy relationships, and key concepts such as respect, permission-seeking and giving, appropriate and inappropriate content, kindness equality of different families included in the curriculum?  • explore how children are taught about healthy eating, physical health/fitness (inc. weight loss, oral hygiene, sleep and sun protection) facts and risks of drugs/alcohol and tobacco, so pupils can make good decisions about their physical health? •link in work of Wellbeing Champion to ensure mental health is a priority. (Su 1)  **Developing PSHE**  •monitor teaching and learning within Jigsaw (A1 Ms A2 SS Su1 Enq)  •ensure theory taught in Jigsaw sessions transfers to playground and other lessons. (all staff)  •plan a coherent and well thought out program of wider safety e.g. coastguard visits, RNLI, Police ,NHS etc. (MS A1)  •Look at economic awareness across school, how are we ensuring children have a good understanding preparing them for life. (JK/MS Sp1)  **Developing Citizenship**  •Timetable in LYFTA assemblies (MS A1)  •Ensure tokenism and stereotyping isn’t prevalent (ongoing monitoring)  •Highlight key global events and ensure these are shared with the children. (All staff ongoing)  •Look at how LYFTA can link in with projects (Ms/JK A1)  •Work towards getting the RRS accreditations. (Ms/AS A1)  • train staff in the RRS scheme. (MS A1)  • **Developing Character**  adapt and continue to Pride of East Whitby awards scheme. (MS A1)  •ensure whole school behaviour policy is consistently applied (SS/MS/ All Staff)  •ensure all children can articulate the ethos of school. •ensure children are consistently engaged and well mannered. •ensure children are given opportunities to work towards their Pride awards. (CK/SS/LW Oracy)  •book celebration event and show children what they are working towards. (MS Su 1)  **Developing Wider opportunities**  • Ensure the clubs offer is in place across the year. Monitor this and look at how the uptake of disadvantaged and SEND (Special Educational Needs and Disability) children is consistently high. (MS All A2)  •link with further external providers to further the clubs offer (Ms A2)  **Developing**  **British Values**  ensuring focus is drawn when the BV is part of the lesson so that children can articulate their learning. (all staff)  •support children in understanding what BV look like within the context of school. (MS/SS A2) | | | **Children will be able to articulate the learning taking place as part of personal development. –***Enquiries/ monitoring*  **Clubs will take place –***Attendance lists/data analysis*  **Lyfta will be present in planning and used across the curriculum and in assembly times too.-** *Monitor use of LYFTA*  **School will hold the RRS accreditation-** *Completed accreditation*  **Children will be able to talk about BV in East Whitby.-** *Enquiry/monitoring*  **PSHE lessons will continue to take place and prior knowledge will be used. –** *In school monitoring and Enquiry*  **Disadvantaged and SEND children will be taking full advantage of what is on offer for them-** *Monitor club uptake/ Target club provision*  **Children will articulate how they fit into the global community. -**  **Teachers will confidently and comfortable deliver the curriculum drawing out BV and PC across learning. –***CPD/Monitoring*  **Learning behaviours in and out of the classroom will be exemplary-***Behaviour monitoring*  **At least 50% of children will be at silver level or above in the Pride of East Whitby scheme. –***Pride awards data analysis*  **Whole school approach to the teaching of children’s rights.** |
| **Autumn Milestones (What needs to happen this term to be on track with the priority?)**   * **Rights respecting schools scheme bought and launched in school** * **Bronze level steps achieved for SRR award** * **Clubs offer for the year established** * **First level of PofEW awards out.** * **PSHE will be monitored and next steps in development formed** * **First band of well being champion training done.** * **Assembly plan in place** * **Audit of children attending clubs completed. Targeted invitations to those on the vulnerable list** | | **Spring Milestones**  **•rights respecting schools development plan in place.**  **•SRE meeting to take place.**  **• Next round of awards taken place** | **Summer Milestones**   * Rights respecting schools review * Final monitoring and evaluation of PD offer |
| **Collaborative Advantage**  •work collaboartivly with LYFTA  Work with other schools participating in the RIghts Respecting Schools scheme  Work with UNICEF  Link with J.Kivi on curriculum links  5 day contribution on PD | | | |
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| **Enquire Learning Trust**  Logo, company name  Description automatically generated**Primary Academy**  **Improvement Plan**  **2023/2024** | **Priority 4**  **Remembering More:** Develop teaching strategies and formats to support children in the recall of knowledge and skills. | | **Impact – What is the desired outcome for this priority?**   * Children to be more fluid with their knowledge and to be able to recall more effectively learning. * To be able to use prior learning and understanding to make links in current learning and to support questioning and broadening understanding * To further enhance pupils knowledge to support developing mastery and working at greater depth due to core learning being embedded |
| **Leadership Activities** | | | **How will practice and provision look if we are successful in this priority?** |
| **Great teaching toolkit**   * **Highlight key actions from embedding unit from 22/23 (Autumn1 SS/CK/JK)** * **Questioning and explaining courses throughout the year. Starting with questioning.** * **Questioning will start in the Autumn 2 and will be completed during staff meeting time (double time suggested to give staff time to implement strategies). (Trialled Autumn 1, delivered Autumn 2 CK/JK all staff)** * **Explaining course to start in Spring 2 to give time to embed questioning techniques and strategies.**   **Recall/Retention/Remembering**   * **Monitor key actions from embedding unit (Summaries /Recall grids SS/MS)** * **Introduce Ask me boards (trailed Y2/4/6 Autumn 1, adapt and introduce Autumn 2 CK/MS/JK)** * **Baseline key knowledge that they should know and have already studied in targeted subjects. (Autumn 1 all staff)** * **Plan and Introduce carousal – quizzing app – to support children to recall key knowledge and information. (introduced Autumn 23 SS/ All staff)** * **Targeted intervention on key knowledge e.g. children who scored below 20 on the times table check. Linked into non-negotiables already used in school. (Ongoing)** * **Link to Oracy and how well children can articulate their knowledge. (SS)** | | | **Children develop good long-term memory skills which enables effective use of working memory** – *Pupil discussions and feedback from class teachers in subject enquiry.*  **Consistent teaching approaches use to support recall and retention of key learning-**  **In lessons, pupils are engaged with excellent learning behaviours and strong progress is made in all curriculum subjects** – *curriculum enquiries*  **Effective integration of Carousal in learning**.*- Carousal data, pupil conversations, curriculum enquiries* |
| **Autumn Milestones (What needs to happen this term to be on track with the priority?)**   * **Identifying key actions from previous GTT unit.** * **Monitor key actions in class** * **Questioning unit from GTT delivered and continuing actions defined.** * **Introduce carousel and baseline pupils** * **Introduce “Ask me” boards** | | **Spring Milestones**   * **Draw out key approaches from Great Teaching Toolkit Questioning unit** * **Monitor Questioning** * **Timetable carousal use and highlight effective use** * **Target intervention where required** * **Review impact on pupil retention** | **Summer Milestones**   * **Compare data against baseline and review impact of approaches used.** * **Create in class approach guidelines to support consistency of approaches across transition** * **Review impact of intervention** |
| **Collaborative Advantage**  Work closely with Stakesby to look ate the use of carousal / CPD from Stakesby deputy/ shares quizzes etc | | | |

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| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2023/2024** | **Priority 5** Purposeful Writing: Further Deepen opportunities for Writing in all areas , Creating writing for purpose across school to increase writing at GD | | **Impact – What is the desired outcome for this priority?**   * Work in 2022-23 saw an increase in pupils achieving ARE closing the gap to national * Embedded writing structures led to an increase in GD writing * New writing assessment will support focus on key aspects of writing * ARE and Greater Depth Writing in Y1-Y6 will increase to be in line with the national picture |
| **Leadership Activities** | | | **How will practice and provision look if we are successful in this priority?** |
| * Explore Transition of Phonics knowledge into writing during Phonics in EY and Year 1. **(EY /Reading Lead/Y1 Staff)** * EY Lead/Writing Lead monitor and explore writing provision in school and compare/contrast with target trust school **(EY Lead)** * Ensure and Monitor weekly writing opportunities in EY provision and ensure all pupils engage with opportunities each week. **(EY team)** * Review writing development and core writing skills in Nursery against Launchpad for Literacy benchmarks, explore intervention to support pupils to be Reception ready. * Review writing opportunities in KS2 to create purposeful writing for targeted audiences, utilise stage and space to create presentation opportunities for writing building on writing development in 2021. Link to Oracy work in supporting pupils to structure writing **(Writing Lead )** * Plan effective writing for audience objectives. Timetable writing for audience within writing curriculum. * Monitor Writing teaching and fidelity to approach across KS1/2 **(writing Lead termly))** * Create increased Internal moderation opportunities KS1/KS2 **(Assessment staff meeting SLT)** * Enhance external moderation opportunities to secure assessment using new writing assessment framework ensuring consistent moderated judgements and target feedback and teaching. **(Trust Hub Level)** | | | * **Children will have an improved attitude to writing and will engage more with writing** * **There will be a range of writing opportunities for pupils to engage with.** * **Writing for purpose will be inherent in writing task design creating increasingly tight frameworks for writing.** * **Children will craft writing to match purpose.** * **Children will understand purposes for writing** * **Modelling and crafting will be focused to support children writing at greater depth** |
| **Autumn Milestones (What needs to happen this term to be on track with the priority?)**   * Data review and baseline for pupils * Visit Rosewood Academy and explore EY writing offer * Curriculum planning (Purpose and audience key focus) * Target key pupils and explore barriers to writing at ARE and GD | | **Spring Milestones**   * Create a defined writing approach and pathway for EY (2YO-Reception) Implement * Monitor and review impact of grammar work carried out previously and purpose and modelling work. * Review and moderate writing with other schools. (KS1/KS2) | **Summer Milestones**   * Review Impact in EY and action plan further development * Review impact on attainment in writing at GD and ARE |
| **Collaborative Advantage**  Work with Rosewood Academy to investigate and action plan writing approach/ Moderate writing with North hub schools | | | |

**Enquire Learning Trust Causal Chain - Impact of leadership on AIP Priority 1**

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| Impact of leadership |  |

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| What was the impact on: | | | |
| Quality of Education | Behaviour and Attitudes | Personal Development | Early Years |
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| Further reflection/next steps: | | | |
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