



## EASTERSIDE ACADEMY SIP 2015 – 2016

	Priorities	STRATEGIES/ACTION	COST	IMPACT / SUCCESS CRITERIA
<b>Attainment and Achievement (Outcomes)</b>	<ul style="list-style-type: none"> <li>◆ Increase % at ARE (Within +/-Secure).</li> <li>◆ Continue to increase outcomes at EYFS particularly for specific groups e.g. Boys and pupil premium pupils.</li> <li>◆ Continue to increase outcomes at KS1 particularly in relation to ARE and higher.</li> <li>◆ Raise Boys Achievement in relation to English across the whole school.</li> <li>◆ Increase % working at the Mastery level (Secure +)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ensure all pupils including more able pupils are well challenged in all lessons through careful identification and planning.</li> <li>◆ Continue to identify pupils who may be 'at risk' of under-achieving and accelerate their progress through targeted intervention (pp meetings, lesson obs, book monitoring) and support with targeted intervention.</li> <li>◆ Focus pupil progress meetings on specific groups of children e.g. boys in order to make every teacher accountable for their progress and to ensure appropriate action is identified if sufficient progress is not being made.</li> <li>◆ Regular monitoring of T&amp;L across the year.</li> </ul>	Time – PP Meetings £££ used to target boys	<ul style="list-style-type: none"> <li>◆ Progress of all children including vulnerable groups to be at least in line with national and in school gaps are closed or are closing.</li> <li>◆ Monitoring of T&amp;L is at least good overtime and in many cases outstanding.</li> <li>◆ % at ARE is in line with expectations (85%) at the end of the year across the school.</li> <li>◆ Pupils continue to meet and exceed challenging targets at the end of EYs, KS 1 and KS 2 for English and Maths.</li> </ul>
<b>Teaching, Learning &amp; Assessment</b>	<ul style="list-style-type: none"> <li>◆ Measure and improve the quality of teaching and learning over time.</li> <li>◆ Introduce Cycle 2 of new curriculum and continue development of the subsequent assessment procedures.</li> <li>-embed Cornerstones Curriculum.</li> <li>-progression of skills and objectives.</li> <li>◆ Introduce new homework policy.</li> <li>◆ Develop Reading and reading for pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of different monitoring exercises across whole year to measure quality – pp meetings, observations, book/planning scrutiny, progress data, learning walks etc.</li> <li>◆ CPD to match the needs of individuals and whole school improvement targets – linked to individual's observations and Performance Appraisals.</li> <li>◆ Use of 'Essentials' objectives to focus T&amp;L and show pupil progress.</li> <li>◆ Foundation subject skills mapped out across the whole school.</li> <li>◆ New homework policy shared with parents and pupils and introduced across school – monitor – evaluate with Shareholders – impact.</li> <li>◆ New initiatives introduced for reading – focus of CPD/monitoring.</li> </ul>	SLT Time  £10,000 (CPD)	<ul style="list-style-type: none"> <li>◆ Monitoring outcomes of T&amp;L across the school show T&amp;L judged overtime as at least good with a significant majority judged outstanding (against OFSTED criteria).</li> <li>◆ The new curriculum at EA has a clear progression of skills across the school, linked to each subject area (Foundation subjects).</li> <li>◆ Families are involved in pupil's learning and homework and feedback is positive. Homework completed is of a higher standard.</li> <li>◆ Reading diaries show more reading at home.</li> </ul>
<b>Personal Development, Behaviour &amp; Welfare</b>	<ul style="list-style-type: none"> <li>◆ Use of 'Risk Benefit Assessment' for LOfC.</li> <li>◆ Introduce CPOMS across the whole school.</li> <li>◆ Introduce the Easterside Behaviour non-negotiables.</li> <li>◆ Introduce role play at lunchtimes KS1/2.</li> <li>◆ Close the Attendance gap between EA and National. Improve nursery attendance.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Input/CPD from North Yorkshire Ed Visits Leader.</li> <li>◆ New format for risk benefit assessments devised.</li> <li>◆ Staff training in order to carry out new risk benefit assessments.</li> <li>◆ New whole school system for monitoring CP / Safeguarding / Pastoral and Welfare issues in place and used by all.</li> <li>◆ Pupils and staff to agree the 'non-negotiables' – shared with all stakeholders.</li> <li>◆ Use of 'Creator &amp; Inventor' investigation stations.</li> <li>◆ Fortnightly attendance report for parents via newsletter/website.</li> <li>◆ Persistent absentees monitored and challenged by EWO.</li> <li>◆ New incentives/awards for nursery attendance.</li> <li>◆ Fines for Holidays.</li> </ul>	£900	<ul style="list-style-type: none"> <li>◆ Staff are considering the benefits of the activity/experience when carrying out risk assessments &amp; ensuring these out way any risks.</li> <li>◆ Information kept in chronological reports for every child in school.</li> <li>◆ Behaviour data has improved.</li> <li>◆ Behaviour at lunchtimes remains good, children continue to feel happy and safe which was reported in Pupil Questionnaire Summer 2015.</li> <li>◆ Attendance improves and is near NA (96.1%)</li> <li>◆ Nursery attendance improves.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>◆ Continue development of new assessment procedures; measuring progress and attainment across school. Including the introduction of the new Reception Baseline and assessing Foundation Subjects.</li> <li>◆ Use of external validation to improve.</li> <li>◆ Parental Engagement – targeted families (action research).</li> <li>◆ Continue to improve quality at all levels of school leadership in order to support consistently high quality teaching, raise attainment and accelerate progress.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Introduce new Reception baseline (Early Excellence).</li> <li>◆ Introduce use of Target Tracker (TT) to assess Foundation Subjects.</li> <li>◆ Develop the use of TT for tracking interventions and progress/impact.</li> <li>◆ Develop pupil progress analysis and use of data.</li> <li>◆ Further CPD linked to TT.</li> <li>◆ Reflective Enquiry Walk – Ronnie Woods / with DA</li> <li>◆ Discovery Alliance External Review - Tom Havelock</li> <li>◆ School Improvement Partner - Liz Bramley</li> <li>◆ LA Advisors – T&amp;L – M. Colley / A. Downing</li> <li>◆ Rating parental involvement – target families – measure impact.</li> <li>◆ Implement effective induction of new staff</li> <li>◆ Governor Development ◆ Viewpoints in Style (SLT development)</li> <li>◆ Develop new subject leaders.</li> <li>◆ Increase collaborative work with the Discovery Alliance and other partnerships within the Tees Valley.</li> </ul>	£500  £700  £5,000	<ul style="list-style-type: none"> <li>◆ Subject leaders have sound knowledge of standards in relation to their subject area. (ARE)</li> <li>◆ Effective use of assessment impacts on pupil progress and attainment.</li> <li>◆ Staff /Govs quickly meet the required standard expected &amp; the needs of the school, which ensures positive outcomes for children.</li> <li>◆ Increased parental engagement for hard to reach families impacts positively on progress.</li> <li>◆ The school shares good practice and seeks necessary support to further improve.</li> <li>◆ Governors continue to develop expertise and develop their work and therefore become even more confident as critical and analytical support to shape the strategic vision.</li> </ul>

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	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Attainment and Achievement</b>	<ul style="list-style-type: none"> <li>❖ Planning and Book scrutiny across W/S for English and Maths. Good outcomes. Progress evident.</li> <li>❖ Regular book monitoring – HT/DHT as well as within teams.</li> <li>❖ Pupil Progress meetings – monitored by governors and led by SLT.</li> <li>❖ Class teachers owning and analysing progress of specific gps – PP / Boys – discussing how they're closing gaps / sharing what's working for them.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Early Years Review carried out by LA – 'Outstanding'.</li> <li>❖ Pupil Premium / gender tracking sheets put in place for EYs – evidence of gap closing so far this year.</li> <li>❖ Predictions for End KS1 are good - % expected to reach the new National Standard. It would be an increase in previous year % at National Expectation (2b).</li> <li>❖ Planning and Book scrutiny across w/s for English and Maths. Good outcomes. Progress Evident.</li> <li>❖ External monitoring carried out by SIA and Aspiring Head Teacher from another LA. Excellent outcomes.</li> <li>❖ Progress is sufficient across w/s and on target.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Book scrutinies have continued throughout the year with good outcomes and individual feedback given to staff.</li> <li>❖ Monitoring of teaching and learning is 'good' and in many cases 'outstanding' over time.</li> <li>❖ Booster sessions carried out for Y2/6 leading up to SATs.</li> <li>❖ Staff across school attended LA moderation sessions looking at the standards across year groups. We also did this across DA schools.</li> <li>❖ End of Reception outcomes are good with a GLD of 68% without the High Needs Base (HNB) pupils. This is a slight increase from last year and continues a four year improvement.</li> <li>❖ End of Y2 tests results were in line with TA. % at the National Standard show an increase in all areas in comparison with the old National Expectation of 2B. This is very positive and illustrates the high standards been driven this year. Outcomes are in line or above NA.</li> <li>❖ End of Y6 outcomes were very positive. These were in line or above NA in all areas except writing where we were 4% below. Our combined is at 60% which is higher than the National's 53%. Our maths outcomes were significantly higher than the National at 83% - National 70%.</li> <li>❖ At the end of the summer term progress is at least good in all areas across the school (6 steps), however this is slightly lower in Year 1 for English.</li> <li>❖ Girls and boys make equal progress across the school and any gap narrows at they move through KS2. This is also the case for Pupil Premium and Non Pupil Premium.</li> <li>❖ Attainment across school at ARE is improving as we complete the second cycle of the new NC. At the end of KS's we are at our highest. The aim is to get at least 65% at ARE by the end of each year. This is particularly important for Y2 and 6 at the end of KS's.</li> </ul>

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<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>❖ Formal lesson observations with HT and LA. Outcomes at least good / many instances outstanding – this is when other areas of monitoring are also taken into consideration. Behaviour for learning across the school is excellent.</li> <li>❖ New Homework Policy shared with all stakeholders. Half termly project homework has gone home – improved quality of homework and evidence of impact on learning and engagement within the classroom.</li> <li>❖ NQT has had a highly successful first term in Y5.</li> <li>❖ HT / DHT have put in place Development plans for our two emerging teachers. DHT working closely to improve T&amp;L.</li> <li>❖ Reading around the Boro introduced – need to evaluate and review next term.</li> <li>❖ Monitoring has been carried out for phonic teaching and hearing individual readers. HLTAs involved. Feedback / CPD.</li> <li>❖ Emerging teacher plans in place.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Formal lesson observations with HT and LA. Outcomes at least good / many instances again outstanding – this is when monitoring / progress is also taken into consideration.</li> <li>❖ Early Years Review carried out by LA – ‘Outstanding’.</li> <li>❖ PD Day used to monitor / adapt / consolidate our long and medium term plans both within Cycle 1 &amp; 2.</li> <li>❖ Teachers are using Target Tracker / or other assessment procedures to track progress in all Foundation Subjects.</li> <li>❖ Homework Policy reviewed with all staff in teams. Improvements made to ‘Reading’ rewards and engaging parents in project homework through Open Mornings. Quality of homework has improved. Continuing to look for ways to engage those parents / children not completing it.</li> <li>❖ Reading Buddies / Early Words Together initiated.</li> <li>❖ PD Day Reading – developing inference skills – used in guided reading/interventions.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learning walk with SIA – positive outcomes (See report).</li> <li>❖ Early Years Enquiry Walk with Enquire Schools (Ronnie Woods) showed outstanding practice once again (See report).</li> <li>❖ Homework policy evaluated and amendments made.</li> <li>❖ Completion of the subject monitoring by leaders has been carried out across the school. Feedback given and next steps identified for each subject. This has fed into the new subject SIP’s for next year.</li> <li>❖ Guided Reading monitoring showed that policy and procedures are being followed across the school. Individual feedback was shared from the English Lead. Reading and guided reading will be a focus for next year’s SIP – looking at use of inference and reciprocal reading.</li> <li>❖ Emerging teachers plans continued – meet with mentor. Progress made.</li> <li>❖ NQT has successfully completed her first year.</li> <li>❖ Early Words Together – Initial Evaluation – progress. Positive impact.</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>❖ Risk Benefit Assessments – staff/pupils beginning to look at benefits as well as risks of visits. Adapted risk assessment format.</li> <li>❖ CPOMS training carried out with all staff. All staff using.</li> <li>❖ Easterside Behaviour non-negotiables visible around school and in classrooms. Staff went through with staff at start of term – constantly reinforced. Seen in lesson observations.</li> <li>❖ Work has been undertaken to improve lunchtimes at KS2 – involving House Captains / KS2 Forum / DA. DHT/AHT. Looking to get ‘Drama’ students in from college to introduce the pod.</li> <li>❖ New attendance awards given in nursery.</li> <li>❖ ‘12 Days of Xmas’ - Attendance initiative. Data: (95.4%)</li> </ul>	<ul style="list-style-type: none"> <li>❖ All risk assessments within school have been updated by HT / SBM / Site Manager.</li> <li>❖ Safeguarding Review booked for Summer Term with ‘Safeguarding First’.</li> <li>❖ Break times / Lunchtimes continue to be improved – introduced ‘Inventors and Creators’ shed at KS2 / new resources bought for KS2 children to use.</li> <li>❖ School ‘Ambassadors’ are visiting other schools to look for ways to improve ours. Feeding back to HT and Govs.</li> <li>❖ Attendance is currently at 96.1% - highest to date.</li> <li>❖ 100% attendance for Spring Term improved from 69 children last year to 111 this year.</li> <li>❖ Eggstravaganza Event for attendance.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Risk benefit assessment is embedding across the school.</li> <li>❖ Successful Safeguarding Review (Safeguarding First Ltd) and Health and Safety Inspection (Redcar and Cleveland).</li> <li>❖ CPOMS is embedded and used by all staff. Chronological information is used from CPOMS for social care and for making referrals.</li> <li>❖ Attendance at the end of the Summer Term – stood at 96.1% across the year however in the last few weeks dipped to 95.7% due to illness and holidays.</li> <li>❖ 100% attendance for term – 76. This is an increase on last year (75)</li> <li>❖ 100% attendance for the year – 32. This is an increase on last year (29)</li> </ul>

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<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>❖ Reception Baseline carried out and analysed. (Early Excellence) Lower starting points than other DA schools.</li> <li>❖ TT used for identified Foundation Subjects.</li> <li>❖ Reflective Enquiry Walk – Ronnie Woods / DA HTs – positive outcomes. Reflective questions to be used with staff as part of School Improvement.</li> <li>❖ Two members of SLT became SLE's – Maths / Early Years.</li> <li>❖ SIA visited – positive outcomes – interviewed the SLT linked to SEF / Data – SIA agreed with SEF judgements.</li> <li>❖ Viewpoints On Style – DA – CPD – personal styles.</li> <li>❖ All inductions carried out – on-going.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Further Target Tracker (TT) training has been carried out for SLT and End of KS1 / KS2 staff.</li> <li>❖ Pupil Progress meetings continue to develop with the use of the TT data and analysis. Led by SLT. Gofs monitoring.</li> <li>❖ DA Review – evidence of impact since it started in pupil outcomes.</li> <li>❖ SIA Visit 2 – Excellent outcomes. Continues to agree to our 'Outstanding' grading. Waiting for report.</li> <li>❖ Volunteer inductions / procedures improved.</li> <li>❖ Parent Engage Team – targeting hard to reach families to join in activities in school. Some success evident so far.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Governor training on SEF with SLT looking at Leadership.</li> <li>❖ Vice Chair Gov attending National College training.</li> <li>❖ SLE Early Years – supporting / training PVI practitioners.</li> <li>❖ Sheet devised for subject leaders to collate ARE / progress of pupils across school within their subject. Data used for next SIP.</li> <li>❖ Geography Quality Mark – Bronze submitted for assessment.</li> <li>❖ SIA Visit 3 – Learning Walk carried out across the W/S. Next year priorities discussed.</li> <li>❖ On-going development / mentoring of new subject leaders.</li> <li>❖ 4 SLT moderated for the LA at EYs / KS1 / KS2.</li> <li>❖ HT / DHT took part in an Enquiry Walk in another school in North Yorkshire.</li> </ul>
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