



## EASTERSIDE ACADEMY SIP 2016 – 2017

	Priorities	STRATEGIES/ACTION	COST	IMPACT / SUCCESS CRITERIA
<b>Pupil Outcomes</b>	<ul style="list-style-type: none"> <li>◆ Increase % at ARE and 'greater depth' across the school.</li> <li>◆ Continue to increase outcomes at EYFS in particular for Reading and Writing and for specific groups e.g pupil premium pupils.</li> <li>◆ Continue to increase outcomes at KS1 particularly in relation to phonic screening.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ensure all pupils including more able pupils are appropriately challenged in all lessons through careful identification and planning. Greater depth CPD provided for all teaching staff.</li> <li>◆ Continue to identify pupils who may be 'at risk' of under-achieving and accelerate their progress through quality first teaching, targeted intervention – also through pp meetings, lesson obs, book monitoring.</li> <li>◆ Focus pupil progress meetings on specific groups of children e.g. boys. Teachers are accountable for progress. Appropriate action is identified if sufficient progress is not being made. SLT challenge.</li> <li>◆ Regular monitoring of T&amp;L across the year.</li> </ul>	Time – PP Meetings £1,055 PD day + further CPD costs	<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 (65%) 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>◆ Increase reading / writing attainment across the school including reading for pleasure.</li> <li>◆ Increase / improve use of IT in the classroom so that pupils' skills to enhance their learning is developed and more widely used across a range of subjects.</li> <li>◆ Develop pupil's self-evaluation and cooperation/collaboration skills in order to improve teaching and learning.</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>◆ New whole school approach to reading – Reciprocal reading – PD day.</li> <li>◆ Introduction of pupil self-evaluation 'cups' linked to our scaling system in school. Supports teaching staff ensuring there is appropriate challenge within lessons as well as where support / intervention is needed.</li> <li>◆ Whole school focus on co-operative learning – PD day.</li> <li>◆ Agreed 'Key Stones' in learning identified. Evidence in classrooms.</li> <li>◆ Portable devices evident in classrooms supporting learning effectively.</li> </ul>	SLT Time  £10,000 (CPD)  £10,000 (IT resources)	<ul style="list-style-type: none"> <li>◆ Monitoring outcomes of T&amp;L across school show T&amp;L judged overtime as at least good with a significant majority judged outstanding.</li> <li>◆ Agreed 'Key Stones' seen within classrooms at EA. Excellent behaviour for learning. Cooperative learning evident in a range of contexts.</li> <li>◆ Class teachers see an increase in pupils reading for pleasure. Adults model it.</li> <li>◆ Lesson observations, learning &amp; enquiry walks, show effective use of IT to support learning.</li> <li>◆ Children able to talk about their learning and can articulate what they need to do next.</li> </ul>
<b>Personal Development, Behaviour &amp; Welfare</b>	<ul style="list-style-type: none"> <li>◆ Close the Attendance gap between EA and National (96%) and improve punctuality across the school – KS2.</li> <li>◆ Strengthen whole school approach to managing and supporting behaviour and those with SEMH needs.</li> <li>◆ Ensure all Safeguarding policies and procedures are in place &amp; adhered to in light of 'Safeguarding Review' / 'Health &amp; Safety Inspection' &amp; the 'Keeping Children Safe in Education (Sept 2016) legislation'.</li> <li>◆ Increase 'physical activity' for all pupils both in and outside of curriculum time.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Fortnightly attendance report for parents via newsletter/website.</li> <li>◆ New badge initiatives to celebrate 100% attendance pupils termly.</li> <li>◆ Persistent absentees monitored and challenged by EWO.</li> <li>◆ New incentives/awards weekly punctuality – 'Beat the Bell'</li> <li>◆ Behaviour non-negotiables revisited. Behaviour PD day – all staff.</li> <li>◆ Increasing pupils being 'active' to support physical and mental well-being – includes lunchtime active provision at lunchtimes.</li> <li>◆ Key Stones in learning – support excellent behaviour for learning.</li> <li>◆ Cooperative learning focus supports behaviour across school.</li> <li>◆ Increased 'play therapy' provided including 'group therapy' for those with SEMH needs.</li> <li>◆ Safeguarding – electronic signing in / car park gate.</li> <li>◆ LGBT / SRE Training for staff – map out / embed within curriculum.</li> </ul>	£1,000 Attendance awards  £1,500 PD day  £3,000	<ul style="list-style-type: none"> <li>◆ Behaviour data has improved.</li> <li>◆ Behaviour at lunchtimes remains good.</li> <li>◆ Attendance improves and is near NA (96.1%)</li> <li>◆ Punctuality at KS2 has improved.</li> <li>◆ All safeguarding policies will be up-to-date and on the Academy's website.</li> <li>◆ Procedures for visitors and staff coming onto the Academy site are tighter and secure.</li> <li>◆ PSHE curriculum is reviewed and developed to ensure it reflects the world today.</li> <li>◆ Those pupils with specific SEMH needs have been identified and intervention put in place.</li> <li>◆ Pupils are more active.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>◆ Continue development of new assessment procedures; measuring progress &amp; attainment across school, including tracking the progress of Foundation Subjects.</li> <li>◆ Use of external validation to improve.</li> <li>◆ Parental Engagement – targeting hard to reach families - achieving LPPA renewal.</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 use of Target Tracker (TT) to assess Foundation Subjects – track progress and attainment. Useful for subject leaders.</li> <li>◆ Develop pupil progress analysis and use of data.</li> <li>◆ Reflective Enquiry Walk – Ronnie Woods / with DA</li> <li>◆ Academy Review – M. Colley / A. Downing</li> <li>◆ School Improvement Partner - Liz Bramley</li> <li>◆ Lesson observations – M. Colley / A. Downing / DA - HTs</li> <li>◆ Basic Skills Renewal – T&amp;L – M. Colley / A. Downing</li> <li>◆ LPPA Renewal / Target &amp; Increase parental involvement - hard reach</li> <li>◆ Governor Development</li> <li>◆ Develop new subject leaders.</li> <li>◆ Increase collaborative work with the Discovery Alliance and other partnerships within the Tees Valley.</li> <li>◆ Leadership CPD at all levels including National College qualifications</li> </ul>	£700  £3,000 £1,200  £1,000	<ul style="list-style-type: none"> <li>◆ Subject leaders have sound knowledge of standards in their subject area. (ARE / Progress)</li> <li>◆ Effective use of assessment impacts on pupil progress and attainment.</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 and validation to further strengthen. Awards / reports support this.</li> <li>◆ Governors continue to develop expertise &amp; develop their work, becoming more confident as critical &amp; analytical support to shape the strategic vision.</li> <li>◆ CPD strengthens leadership at all levels.</li> </ul>

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	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>Pupil Outcomes</b>	<ul style="list-style-type: none"> <li>✓ Whole staff PD day – Chris Quigley – Challenge and Greater Depth – supporting quality T&amp;L.</li> <li>✓ LA observations in EYs English with HT were excellent – supports outstanding progress over time – challenge evident.</li> <li>✓ New action put in place for Reading in EYs / chn completing daily writing challenges in Reception.</li> <li>✓ LA observations in KS1 English with HT were excellent – supports good / outstanding progress over time.</li> <li>✓ KS1 phonic tests carried out at half term period – chn on track.</li> <li>✓ Daisy Cards identify vulnerable pupils / Pupil Progress meetings held – action in place for those at risk.</li> <li>✓ End of year targets set of individual chn and for end of Key Stages.</li> <li>✓ SIA visit – writing in books focus – progress evident.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Moderation of 'Challenge and High Expectations' in Maths books and teaching – SLT – KS1 completed.</li> <li>✓ HT and Heads from DA completed lesson observations for performance management for Maths across school.</li> <li>✓ Cross year group/s moderation of Maths books.</li> <li>✓ SLT carried out planning and book scrutiny for Maths and English across school. Outcomes positive. Individual feedback given.</li> <li>✓ At half term – progress is at least sufficient for all year groups and in many cases more than sufficient – this includes for pupil premium children.</li> <li>✓ % at ARE continue to increase in all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>✓ End of year data shows that the % at ARE has increased in all year groups.</li> <li>✓ Although the % at Expected at end of KS1 slightly dipped this year in English, pupils made good progress and a number of individuals made outstanding progress. The % at Expected 'combined' has increased from last year.</li> <li>✓ The % at Expected increased in all areas at the end of KS2 when compared to last year. Pupils also made at least good progress and in many cases outstanding.</li> <li>✓ We also gained some improvement in the % at greater depth / higher attainment in Year 2 and 6.</li> <li>✓ KS1 phonic screening showed a dramatic increase to 86% reaching the expected standard (excluding the HNB). This is a result of new procedures put in place to closely monitor the pupil's progress throughout the year.</li> <li>✓ Reading and Writing continue to improve in Early Years, however there needs to be a continued focus on closing the gap / diminishing the difference between PP and Non PP.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>✓ Appraisals carried out with all staff – link to SIP.</li> <li>✓ EA Key Stones in learning agreed.</li> <li>✓ Book / planning scrutinies have taken place by HT / SLT – positive outcomes.</li> <li>✓ Lesson observations have been carried out with HT / LA – positive outcomes – no areas of concern. Quality of T&amp;L improving at KS1 with leadership from TLR.</li> <li>✓ Reading displays in classrooms – chn recording books they're reading for pleasure. Reciprocal reading staff meeting.</li> <li>✓ CPD provided on use of Green Screen / Air Play to support T&amp;L – evidence seen of use in T&amp;L.</li> <li>✓ Traffic light 'cups' introduced – chn have opportunities to reflect on learning; assess where they think they are at; share that they need support; use language to describe what learning looks like / how it feels and offer support to others. Evidence in observations.</li> <li>✓ Evidence of IT being used effectively in T&amp;L through lesson observations with HT / LA.</li> </ul>	<ul style="list-style-type: none"> <li>✓ PD held on Collaboration – followed up by staff twilight – evidence of use and impact in lesson observations / learning walks / interview with govs and school council. Evident in Ofsted visit.</li> <li>✓ PD day on comprehension with all staff – monitoring to follow up impact. Progress in reading is currently more than sufficient in nearly all year groups (as is writing).</li> <li>✓ IT – Seesaw now in use across the school. Govs seen use during learning walk.</li> <li>✓ Focus on 'Peer Critique' – be kind, be specific, be helpful – agreed practice – chn using it to improve their own and each other's work.</li> <li>✓ Team teaching planned with SLT member and M2 teacher – taking place this term.</li> <li>✓ SIP visit – 29<sup>th</sup> March. KS1 focus. Support / professional dev. for M3 teacher planned.</li> </ul>	<ul style="list-style-type: none"> <li>✓ At the end of the year teaching and learning across the school remains at least 'good' and in many cases 'outstanding'. There remains some emerging teachers that will continue to develop their practice next year further.</li> <li>✓ The use of ICT has improved across the school in particular its use to support and enrich other curriculum areas. This has been seen through monitoring in a range of subjects.</li> <li>✓ Twilight held to continue to follow up the work on collaboration with staff and Ronnie Woods.</li> <li>✓ Progression document for collaboration across school put together by HT following twilight to support continued development. Work to continue next year. Enquiry Walk planned with governors.</li> <li>✓ Outcomes in reading across the school have improved – there is clear evidence in teaching and learning that this is a result of specific reading CPD this year. This will continue next year with the introduction of 'The Power of Reading'.</li> </ul>

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<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>✓ Fortnightly class attendance shared with parents.</li> <li>✓ 'Beat the Bell' initiative up and running – monitoring punctuality. CP / Social Care issues have impacted on overall punctuality.</li> <li>✓ All safeguarding policies updated in light of KCSIE document. Documents on website.</li> <li>✓ Physical activity has been increased at lunchtimes through sports coaches – secured £9,900 funding to support this, this year.</li> <li>✓ Staff posters promoting physical activity produced to be displayed – Tees Valley Sports Partnership developing.</li> <li>✓ Behaviour non-negotiables revisited with pupils.</li> <li>✓ Play therapy has been increased - currently a boys group therapy session as well as some individual therapy sessions weekly.</li> <li>✓ Electronic signing in system up and running.</li> <li>✓ Electronic gates in place and operating at entrance.</li> <li>✓ New procedures in place for KS2 pupils walking home independently.</li> <li>✓ SRE training completed for SLT / Care Team and PSHE Lead – working party in place.</li> </ul>	<ul style="list-style-type: none"> <li>✓ PD day – Behaviour – Jason Bangbala – new transition agreed practices put in place as a result. Gov attended.</li> <li>✓ Impact from Play therapy – see Pupil Premium Case Study.</li> <li>✓ Supervision now in place – staff trained – for Care Team – including Supervision Policy – prevent drift and delay with cases.</li> <li>✓ Holiday's reduced in the Autumn Term – compared to 2015 data.</li> <li>✓ School Council able to talk about 'Great Learning' with HT and Governor – identified it through photographs around school.</li> <li>✓ Diversity week held – week beg. 20<sup>th</sup> March – huge success. Parents involved.</li> <li>✓ Attendance without one PA child takes the school just under 96% and in line with National. Ofsted recognised this.</li> <li>✓ Excellent safeguarding outcome from Ofsted – see report.</li> <li>✓ Supervision booked in for the rest of the year for HT and Care Team. Money has been budgeted for this to continue next year.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attendance at the end of the year looks to be slightly below the National average – the school took a hit to its attendance in the summer term due to holidays. These increased this term compared to last year.</li> <li>✓ 100% attendance each term took a slight dip in the Autumn term but increased again in the spring and summer when compared to previous years. We also had the same number of children that achieved 100% attendance for the year – 32. These incentives continue to work and children enjoy trying to achieve them. Those with 'nearly 100%' are also included in the awards.</li> <li>✓ PSHE curriculum was updated and re-designed for KS1 – this will be continued next year to include KS2 as further changes will be made to bring it in line with recent and current legislation and the Britain in which we live.</li> <li>✓ Staff meeting held to devise an agreed approach to dealing with incidents where the term 'gay' is used in a derogatory and inappropriate / incorrect way. This has been shared with all staff including lunchtime supervisors to ensure all staff tackle this issue and tackle it in the same way.</li> <li>✓ Identified members of staff attended CPD linked to physical Maths and English. This will continue for all staff next year.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>✓ Target Tracker up and running for Foundation Subjects – time given to staff to begin to update it during the Autumn Term.</li> <li>✓ New half termly analysis identified for class teachers – up and running for Autumn 1.</li> <li>✓ Joint lesson observations carried out with HT / LA – no areas of concerns / no RI.</li> <li>✓ Ofsted preparation for Gofs arranged – date had to be re-arranged for January.</li> <li>✓ Assessment session for Gofs carried out early in Autumn Term by HT.</li> <li>✓ COG completing leadership training.</li> <li>✓ KS1 TLR started teaching leaders training.</li> <li>✓ Basic Skills renewal preparation carried out - SLT.</li> <li>✓ Parent Engage Team targeting hard-to-reach families to engage in reading course – some success in Early Words Together.</li> </ul>	<ul style="list-style-type: none"> <li>✓ School awarded Basic Skills Quality Mark again for Early Years and the Whole School.</li> <li>✓ Joint lesson observations carried out with HT and Heads from DA – no RI found. T&amp;L remains at least good and in many areas outstanding. SLT continuing to develop emerging teachers – Emerging teacher plans in place.</li> <li>✓ Two middle leaders begun NETS Leadership Programme.</li> <li>✓ New monitoring procedure / system put in place to monitor Geog and History later this year, looking at the progression and development of skills – outcome from Ofsted visit. SLT to be involved with Humanities lead.</li> <li>✓ SIP Visit – developing / strengthening T&amp;L at KS1.</li> <li>✓ DA interviewing possible candidates for DA SIP for next academic year – HMI inspectors.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Post Ofsted action plan devised that steered work in the Summer term and will be built into the 2017 – 18 SIP.</li> <li>✓ Subject leaders including foundation subject leaders used a nearly devised format to collate and analysis their subject's data for the whole school. Conclusions were drawn from this and used to inform school improvement planning for the next academic year in each subject.</li> <li>✓ The DA SIA (Jim Alexander) visited this term and supported the SLT to look at the development points of the Ofsted report.</li> <li>✓ School awarded the Leading in Parental Partnership Award again for another three years. Action has already followed this including the introduction of Twitter for parents and the education community.</li> </ul>