

# EASTERSIDE ACADEMY

## SIP / SEF Headlines & Update

End Summer Term 2017



To improve pupil's attainment and achievement.

Overall **1, 2, 3, 4**

**2**

Outstanding

### Pupil Progress

Made at least sufficient progress

### ARE

### Main Headlines/Areas of Development

	Read	Write	Math
Year 1	Red	Red	Red
Year 2	Yellow	Yellow	Red
Year 3	Yellow	Yellow	Green
Year 4	Green	Green	Green
Year 5	Green	Green	Green
Year 6	Green	Green	Green

	Read	Write	Math
Year 1	72.1	65.1	67.4
Year 2	74.4	71.8	76.9
Year 3	75.8	66.7	75.8
Year 4	77.1	71.4	71.4
Year 5	58.6	48.3	62.1
Year 6	72.5	65.0	75.0

### End of 2017 outcomes:

- ◆ Early Years GLD 73% without HNB pupils (2017). This is an increase and secures 5 year upward trend. This is expected to be slightly above the National. Reading and writing continue to improve. Achievement of Pupil Premium is a continued focus.
- ◆ Phonics results had an upward trend over 4 years in 2015. It took a dip in 2016 but recovered this year following action put in place. Ex HNB 86% met the standard. 92% move into KS2 having passed. (Excl. HNB) 2017 (3 didn't pass – 2 of which joined us in Summer term). Phonic teaching was a strength during our recent LA review and Ofsted in Feb 2017.
- ◆ Good KS1 results although slight dip in English - Excl. HNB results look to be in line with National for Reading; above for Writing and Maths. The combined has improved from last year at 72%. This is above National. Looking at improve % at ARE and greater depth in English.
- ◆ KS2 results are excellent and have improved at 'expected standard' and 'greater depth' in all areas. We are above NA in all areas, including GPS, except 'greater depth' where we remain slightly below. Very pleasing results. Attainment of Pupil Premium pupils was either in line or better than non in all areas.
- ◆ Reading and writing remain key areas for development within the new SIP – bring in line with Maths and improve greater depth still.

### End of Summer Term Progress

**Green** - more than Good.

**Yellow** – Good progress.

**Red** – not Good progress.

- ◆ Progress is tracked using Target Tracker and what it indicates as good progress – 6 steps across the year.
- ◆ Pupil Progress meetings take place half termly.
- ◆ Pupils who have not made good progress have been discussed at pupil progress meetings / intervention put in place / identified for SEN register.
- ◆ Progress is at least good across the school apart from Year 1. Progress is close to good but this needs to be improved next year – action in place. Progress is significantly higher in Year 2 when SEN are removed. Monitoring of teaching and learning this year by HT / Local Authority / DA Head Teachers / SIA supports this.
- ◆ Excellent progress has been seen in book monitoring exercises with SLT / SIA. Governors have also looked at some books at the beginning of FGB meetings.

End of Summer Term - % of Children at Age Related Expectations.

**Green** – above 65% at ARE

**Yellow** – below 65% at ARE

When compared to this time last year, all ARE %'s have improved, in all year groups.

### Progress/Impact (See Summer Term SIP progress summary)

◆ **Successful Ofsted graded this area 'Good' (Feb 2017).**

- ◆ Performance Management - All teachers have had an objective set linked to improving progress and attainment in reading within their own class. Tracked at half termly pupil progress meetings and through monitoring exercises. A further whole school target has been set linked to effective use of IT in teaching and learning – evidence of impact seen through performance management observations over the year. Outcomes in reading have improved this year.
- ◆ KS2 outcomes were excellent. Small group 'Booster classes' during the Spring / Summer terms have had a positive impact – targets were met.

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- ◆ End of Reception and KS1 outcomes were also good – targets were met.
- ◆ Three members of our SLT moderated for the LA this year – End Rec / KS1 and KS2.
- ◆ Progress in Year 1 needs to continue to accelerate (more than good) next year. Action to be put in place.

### To reach the next grade/to continue to be outstanding we need to:

#### ◆ Improve FS outcomes and continue to improve KS1 outcomes so that they continue to be in line with National peers – including working at Greater Depth.

We will do this by: (See SIP and Key Action Plans)

- Continuing to ensure all EY's staff are aware of the new KS1 expectations and where pupils need to get to.
  - Ensure Year 1 staff are aware of the ELGs at the end of Reception and what children can already do.
  - Experienced Early Years staff to support transition and teaching and learning in Year 1.
  - HT / DHT to Lead KS1 whilst leader on maternity leave. Supported by Early Years Lead.
  - Regular, planned moderating across the team to ensure high expectations are high and judgements sound.
  - Continue tracking of EYs groups: Pupil Premium / Gender. Improve how this information is used to improve progress and outcomes for these pupils.
  - Continued close tracking of phonic progress and data.
  - Appointment of an extra L2 TA to support T&L in particular in Year 2 next year to ensure the % at the standard remains at least in line with National. (Use of Pupil Premium funding).
  - Targeted use of L1 TA to develop reading with identified Year 2 chn three times a week. (Use of Pupil Premium funding).
  - Targeted work with identified pupils working at greater depth.
- ◆ Increase % at ARE and 'greater depth' across the school. This includes for those that are disadvantaged. Continued focus on English.
- Specific Core Subject Action Plans identify whole school action.
  - Introduction / training – The Power of Reading across the whole school to support reading and writing.
  - Portfolio of evidence for writing agreed with DA for 'Expected' / 'GD' – aid to teachers. Agreed expectations.
  - Interim assessment documents devised for Yrs 1, 3, 4 and 5.
  - Ensure all pupils including more able pupils are appropriately challenged in all lessons, enabling them to work at greater depth, through careful identification and planning.
  - % working at 'Above Expected' is tracked carefully for all year groups.
  - Greater depth CPD provided for all teaching staff.

#### ◆ Continue to strengthen our tracking and accountability systems linked to the higher expectations of the new curriculum so that pupil progress can be accurately tracked and evaluated to improve teaching and learning and outcomes.

We will do this by:

- Identifying prior attainment for all individual pupils: Emerging / Expected / Exceeding (KS1) and Low / Middle / High (KS2). These groups will be monitored and tracked through pupil progress meetings half termly.
- Continue to provide regular opportunities to moderate across school and with schools across the Tees Valley.

### To raise standards of teaching and learning and assessment to good or better across the school.

Overall **1, 2, 3, 4**

**2**

Outstanding

#### Quality of T & L

#### Main Headlines/Areas of Development

Summer 16		
RI	G	O
0%	38%	62%

*This shows % working within each band in relation to the quality of their T&L overtime last academic year.*

Lesson observations were carried out by HT and Validated by Margaret Colley (Head of Achievement) and Angela Downing (LA) in Maths and English.

These were carried out for English as above and were validated by DA Heads for Maths in the Spring Term.

- ◆ **Successful Ofsted graded this area 'Good' (Feb 2017).**
- ◆ Renewal awarded for School Basic Skills Award and for Early Years Basic Skills Award. (November 2016)
- ◆ Local Authority carried out a review of the whole school – outcomes agreed with 'outstanding' judgements made by the school. (November 2016)
- ◆ New assessment procedures and tracking are in place for all years on the new NC. The Academy is using 'Target Tracker' to track pupil progress alongside various assessment tools in which to inform judgements made on Target Tracker. This has now been developed for the Foundation Subjects.
- ◆ CPD plan was put in place to support teaching and learning and to continue to move teaching from 'good' to 'outstanding.' CPD is evaluated and impact measured. Skills of the SLT are utilised to develop M1-M4 staff.
- ◆ M2 – M4 (not NQTs) have had an 'Emerging Teacher' plan to continue to focus and support their development. Impact seen.
- ◆ All teachers are aware of their pupil premium (PP) children.
- ◆ All teachers are aware of individual 'prior attainment' for all chn.
- ◆ Pupil Progress meetings were held half termly by a member of the SLT.

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Focus was on 'greater depth' and 'challenge' within English – area within the SIP, as well as Reading / Writing and use of IT.

T&L overtime captured on one page for each teacher – discussed at Performance Management Mid-Year Reviews. These will be discussed again in September and new targets set for 2017 – 18.

All groups including PP pupils were tracked and discussed. Next steps and interventions were identified. Interventions monitored and impact measured. Focus on first quality teaching. HT/DHT and Governors will be monitoring in the Spring / Summer terms.

- ◆ Teachers and Teaching Assistants have high expectations for all across the curriculum. Aspirations are high. Parent views (126 returns) support this. 100% agreed (86% strongly) that 'the school expects my child to work hard and do his/her best.' (2017).
- ◆ Ipad mini's and laptops were purchased as we move from having an ICT suit to more portable devices including also laptops. Evidence of regular use in classrooms – following CPD from IT lead, software like Green Screen and Air Play are being used within the classroom. As well as SeeSaw.
- ◆ Reading remains a whole school focus for this coming year again, along with Writing. Various strategies were successfully put in place this year - Reading Buddies, Inference Intervention, Early Words Together in Nursery. A new whole school approach was implemented this year – Reciprocal reading. A 'Reading Week' took place – authors / poets visited. Next year we are introducing 'The Power of Reading' to support Reading and Writing.

### **Progress/Impact** (See Summer Term SIP progress summary)

- ◆ Some Governors have met with the HT to look at the new system for tracking progress in school, 'Target Tracker' and Raise data for the end of 2016. (Autumn 16).
- ◆ Monitoring exercises for English / Maths have had good outcomes across the school this term. The school's marking policy continued to be an area of development and amendments have been made to ensure staff reduce workload as well as providing valuable feedback for chn to respond to. Books have been monitored as an SLT but also with external people this year – SIA / LA / Governors / Ofsted. Outcomes were very good.
- ◆ Staff are aware of how T&L overtime is collated and graded having been through the complete new process. New systems in place and linked to Appraisals. New 'Teacher on a page' shared at end of year review meetings this in term. Teachers clear as to their strengths and limitations/areas of development.
- ◆ Use of 'Agreed Practices' and regular monitoring/moderating exercises ensure that high expectations are maintained across the school in all areas of the curriculum.
- ◆ Collaboration was a focus this year across school and within classrooms – 'What we can do in a team today, we can do on our own tomorrow'. Use of growth mind set / metacognition strategies used and encouraged. Self-reflection / evaluating 'cups' used by pupils whilst learning – evidence seen within lesson observations. PD day used to support / develop this area of classroom practice. Progression document written and ready to be embedded next year.
- ◆ The Early Years has had 'outstanding' outcomes this year through an Early Years Review and a Reflective Enquiry Walk with 'Enquire' schools.
- ◆ As a school are recent awards include Learning Outside the Classroom (LOtC) Silver award (Dec 2015) and Geography Charter Mark (Summer 2016). These awards continue to reflect our exciting and engaging curriculum at EA.

### **To reach the next grade/to continue to be outstanding we need to:**

◆ **Continue to develop, widen and deepen the experience of our M1 to M4 teachers to ensure that teaching and learning is at least good overtime and in many cases outstanding in order to further strengthen pupils' progress.**

We will do this by: (See SIP)

- Setting pupils tasks that are closely matched to their abilities.
- Providing learning experiences and tasks that enable increasing proportions of pupils to work at greater depth.
- Ensuring good quality CPD including mentoring and coaching from SLT members.
- Link with colleagues from the Discovery Alliance and MSTA in order to facilitate observations of 'Outstanding' teaching and learning in different settings.
- Emerging Teacher Plans for M2 – M4 teachers – HT / DHT / Team Leaders supporting.
- Use of a new whole school approach to leaders monitoring teaching and learning 'overtime.'

◆ **To continue to embed the new National Curriculum and 'Cornerstones' curriculum across the whole school ensuring 'challenge' and 'high expectations' are allowing for pupils to work at 'greater depth' and progress to be made, particularly in Science and Foundation Subjects.**

We will do this by: (See SIP)

- Re-look at timetabling of Science and Foundation Subjects – particularly in Science at KS2.
- Provide further opportunities for pupils to deepen their knowledge and apply their understanding in

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Foundation Subjects.

- Subject leaders to identify action for their own subjects for 2017-18 – linked to skills and applying knowledge and skills. Share with whole staff.
- Specific area training including Science PD day.
- Subject monitoring by subject leads – with SLT.
- Subject leaders tracking pupil progress in Foundation Subjects. End of Year analysis.
- Regular formal / informal observations that provide staff with relevant feedback in regard to teaching and learning in order to identify strengths and areas that can be developed further – CPD matched.
- Regular monitoring of pupils books and planning ensure 'quality' is consistent across year groups and the school and that all groups of children are challenged appropriately.

**To maintain high standards of personal development, behaviour and welfare for all pupils.**

Overall **1, 2, 3, 4**

**1**

Outstanding

**Attendance - End of Summer 2017 Target: 96%**

	2016 - 2017	2015 - 2016	2014 - 2015	2013 - 2014	2012 - 2013
School	95.11%	95.45%	94.7%	95.7%	94.5%
National			95.3%	95.3%	95.2%
Middlesbrough			94.7%	94.6%	

**Main Headlines/Areas of Development** (See also Attendance Data Dashboard)

◆ **Successful Ofsted graded this area 'Outstanding' (Feb 2017).**

- ◆ Attendance has improved over last few years as a result of EWO and new attendance initiatives brought in by the new Head Teacher. Although dipped in year 2015 due to illness (Spring term), improvements have been made in reduced holidays; number getting 100% attendance termly and annually as well as Reception attendance.
- ◆ Punctuality has also improved – new flexible approach to start of day across the school. Impact good. Average lates per week have halved. Continuing to monitor at KS2 – new 'Beat the Clock' initiative was put in place for 2016 - 17. This helped to improve punctuality for some.
- ◆ Implemented new National Curriculum with a focus on engaging pupils through 'real' and 'memorable' experiences including the use of the outdoors. Pupil Premium money used also for this. Awarded Learning Outside the Classroom Silver Award (Jan 2016). We will be going for the Gold in 2017/18.
- ◆ Pupil Premium money used to introduce a new initiative to develop and promote resilience within school – 'Tough Turtles.' Stickers designed and used by staff to celebrate children that have shown perseverance to a challenge in class. Evidence of their value and impact seen within lesson monitoring and identified by the Local Authority's Head of Achievement. This was built upon this year through a focus also on 'collaboration'. Stickers are also used for this.
- ◆ Pupil's attitude to learning and behaviour for learning is excellent across school – observations support this.
- ◆ CPOMS has been introduced to develop the communication between staff and agencies regarding pupils. This includes a system for staff to report concerns and to keep a chronological record of all events and involvement.
- ◆ Pupils are very knowledgeable about the different forms of bullying and recent parent questionnaire (126 returns) acknowledges that the school deals with the very few cases, effectively – 99% (2017). Our 'Care Team' monitor friendship issues within school and provide effective 1:1 or group mentoring/intervention sessions where identified or requested by staff/parents/pupils.
- ◆ The DHT and House Captains with the DA have been looking at ways of improving our break / lunch times. This has included introducing our new 'Inventors and Creators' shed at KS2 as well as 'Play Time Buddies'.
- ◆ We are now a 'Stonewall Champion School' that has been recognised for celebrating diversity.

### **Progress/Impact**

- ◆ Monitoring exercises including observations with the LA (validation) have seen excellent behaviour for learning in all classes. Pupils display a love of learning – able to talk about their learning. Seen also through the increase in some pupils providing 'extra' homework – project homework.
- ◆ Through weekly monitoring of 'time outs' and 'isolations' by the Care Team, the number of both have decreased significantly. A new tracking system has been devised in which the Care Team track all pupils' behaviour. Certain significant events in pupil's lives are recorded as possible triggers for behaviour and intervention in relation to pupil well-being is recorded in order to measure impact. A new system to collate and track time outs/isolations was introduced this year.
- ◆ There are a very small number of pupils who can occasionally demonstrate particularly challenging and sometimes extreme behaviours; these children are mentored by a very skilled 'Care Team' and teachers and teaching assistants as well as the SENCO. The Educational Psychologist, MIND therapist, The Bungalow Project, CAMHS, LA SEN Team, Social Care are actively involved.



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- ◆ Behaviour 'non-negotiables' have been introduced focusing on good manners and politeness in all areas of the school, within lessons and out of lessons. Evident as you walk around school. Visitors have commented positively. The cook now also has a 'Good Manners' award that is awarded at the Friday Celebration Assembly.
- ◆ A 'Diversity Week' was held in the Spring Term across the whole school.
- ◆ New curriculum / increase in parental engagement in learning including homework – excellent parental engagement at open mornings for all teams across school – between 40-50 parents per event.
- ◆ 'The 12 Days of Christmas' was a success this term in promoting good attendance and helped keep our attendance up.

### To reach the next grade/to continue to be outstanding we need to:

#### ◆ Continue to systematically implement and develop even further school systems, procedures and interventions to manage behaviour and evaluate their impact.

We will do this by: (See SIP)

- Continue to embed 'Marvellous Me' in order to share 'positive praise' for pupils with parents – use of an APP.
- Whole staff behaviour / Team Teach training – PD day planned (Autumn 2017).
- Increase play therapy provision for those pupils with SEMH needs.
- Introduction / training for THRIVE.
- Re-write of PSHE / SRE curriculum. Embed LGBT recent training.
- Professional supervision mapped in for the year.

#### ◆ To continue to improve punctuality and attendance, particularly with identified pupils and families.

We will do this by: (See SIP)

- Continue the earlier, flexible start to the day.
- New school 'mascot' introduced – School Council involvement.
- Introduced new reward for top two highest attendance classes per week – alongside those strategies already working – attendance coins. New attendance stickers purchased.
- 'Beat the Clock' will be continued in the coming year to reward the classes with the best punctuality each week – continue to challenge punctuality and attendance – use of EWO / first day absence calls / home visits / letters / safer referral.
- Continue new initiatives e.g. '12 Days of Christmas', 'Easter Eggstravaganza'.
- Introduce 'badges' to recognise and make visible those children with 100% attendance each term.

### To improve the impact of leadership and management across the school.

Overall **1, 2, 3, 4**

**1**

Outstanding

### Main Headlines/Areas of Development

Head Teacher/SLT	Middle Leaders	Governors
<ul style="list-style-type: none"> <li>◆ There is a relentless focus on maintaining and improving standards of attainment, emphasising the systematic development of basic English and Maths skills.</li> <li>◆ 3 senior leaders moderate for the LA at each Key Stage. Ensures good moderation principles happen within school and moderation is carried out by all, including TA's. Moderation also took place with the DA and LA.</li> <li>◆ SH / LF are both Specialist Leaders in Education (SLEs) for Maths / Early Years.</li> <li>◆ Leading in Parental Partnership Award (LPPA) 2017 – continue to engage parents in pupil's learning with success.</li> <li>◆ Investors in People Award (June 2015). We have held it for over 20yrs.</li> <li>◆ The pupil roll is increasing (over 300) – building development took place in Summer break (15) to meet demand.</li> <li>◆ The new NC has been implemented</li> </ul>	<ul style="list-style-type: none"> <li>◆ Emerging Teachers (M2) are shadowing subject/area leaders. DHT to develop them as subject leaders 2015 – 17.</li> <li>◆ 1 members of staff completed the local 'Developing Future Leaders' course run by LA and one more started the course (Sept 16) – three members of staff that have completed the two year course have impacted on use of Sports Funding and writing across EYs and KS1. Results 2015 in above NA for writing (Ex HNB) and at 72% at the end of the EY's.</li> <li>◆ UP3 shadowing HT as SENCO this year. Taking over role in 2017 / 18.</li> <li>◆ TLR completed National Leader qualification this year (2017).</li> <li>◆ Emerging Teacher Development Plans in place for M2 and M3 teachers to continue to develop them and get them to our high standards.</li> <li>◆ Subject/area monitoring mapped</li> </ul>	<ul style="list-style-type: none"> <li>◆ Developed the role of the new governing body following academy conversion. Only 2 members remain following academy conversion.</li> <li>◆ Three new governors joined – Autumn 2016.</li> <li>◆ Identified key areas/role for each governor.</li> <li>◆ Governor audit and self-evaluation carried out (July 2016 and 17). As a result governor action was identified and written into the SIP.</li> <li>◆ Governors attended pupil progress meetings regularly as well as carrying out a range of monitoring across the year in SIP areas.</li> <li>◆ Ofsted Readiness training took place in Spring Term 2017.</li> <li>◆ Governors have attended local authority training; training facilitated within school and one governor is completing training with the</li> </ul>

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and assessment procedures to match - ongoing.

- ◆ Silver Games Award & LOtC Silver Award (2016).
- ◆ Geography Charter Mark (Summer 16)
- ◆ Early Years provision is outstanding – LA Review.
- ◆ Whole School LA Review – agreed with outstanding judgements (Nov 16).

out across the year involving observations, book scrutinise, pupil interviews etc. All subject/area leaders take on this role.

- ◆ Two teachers completed a leadership course linked to their subject areas ICT and SENCO.
- ◆ HLTA's developed links with parents – 'Parent Engage Team' – focus on engaging parents in their own learning.

National College.

- ◆ Governors have met with the SLT and looked at the SEF – Leadership and Management section.
- ◆ Support has been given by the DA – there are now COG DA meetings.
- ◆ 3 governors completed the Safer Recruitment training last year.

### Progress/Impact

◆ **Successful Ofsted graded this area 'Outstanding' (Feb 2017).**

- ◆ Governors continue to attend pupil progress meetings regularly and have engaged in 'Ofsted Readiness' training and SEF analysis with the SLT. Support has been utilised from other DA school governors.
- ◆ The quality of teaching is at least consistently good and in many cases outstanding, particularly within the SLT. These skills are being used to mentor/coach new and emerging teachers – as a result staff are quickly up to speed on agreed practices and policy and outcomes in teaching and learning are good.
- ◆ The quality of teaching assistants is excellent in supporting teaching and learning. All staff follow performance management procedures and this year all TA's have received formal feedback both written and verbal regarding the quality of what they do and areas for development.
- ◆ CPD is closely matched to staff needs and the drive to ensure teaching is outstanding throughout the school. The quality of teaching has improved over the last two years with 62% teaching observed as outstanding **overtime**.
- ◆ Parental engagement in their child's learning significantly improved. This year that has included: Open mornings; Consultation Time – 'Learning Conversations'; 'EY's Stay and Play'; KS1 Activity afternoons; Parent courses/workshops; coffee mornings; Project Family Homework. The new Homework policy was implemented in September 2015. A homework review with staff has enabled us to improve our incentives and parental engagement.
- ◆ The school successfully had its 'Leading in Parental Partnership Award' (LPPA) renewed for another three years.
- ◆ Successfully awarded 'Investors In People' (June 2015) who highlighted many strengths in leadership (See IIP report). This will be up for renewal in 2018.
- ◆ The school has had its renewal of both its Whole School Basic Skills award and Early Years Basic Skills award this term (Autumn 2016).
- ◆ Safeguarding is viewed as everyone's responsibility. School's arrangements meet statutory requirements with much effective practice strengthening the high quality care and support for pupils. Safeguarding external review took place in Summer 2016 as well as a Health and Safety Inspection – both were very successful. Further safeguarding procedures will be put in place next year to strengthen what we already have – see SIP.
- ◆ The SLT and identified members of senior staff (School Emergency Disaster Team) recently engaged in training with the LA's Emergency and Disaster Team. They congratulated the academy on its procedures including being the only local primary with a 'Lock Down' Policy – this was before recent events encouraged schools to have one. Ours has been in place for three years now.
- ◆ All paid and non-paid staff have completed the PREVENT online training.
- ◆ We converted to academy status in April 2014 and are now part of 'The Discovery Alliance' (DA) where we are working in close partnership with 4 other primaries and a secondary. The DA has a 'Raising Achievement Panel' (RAP) made up of Head Teachers and Chairs of Governors, which scrutinises school data and unpicks reasons for success and weakness that can be shared, improved and built upon in order to raise achievement across the DA. This collaborative approach to working is already proving to be highly effective and there is evidence to support its impact within our school. Middle leaders are also working collaboratively through subject networks established across the schools. These groups have clear action points to work on set by the RAP. Staff from all the other primaries in the DA have visited our school for various foci linked to outstanding practice, achievement and attainment. Easterside Academy has a culture of sharing in order to facilitate learning from each other and improve outcomes for pupils and schools. An external review of the DA has documented overall impact on DA pupil outcomes since the DA started.
- ◆ CPD has been identified and planned for. One teacher is currently completing the 'Developing Future Leaders' course. SH / LF are now Senior Leader's in Education (SLE's) for Maths and Early Years. Currently receiving relevant training and providing support.
- ◆ The HT has just completed the 'High Attainment Reviewer' training for Tom Grieveson as well as the 'Lead Peer Reviewer' training and has been asked to support a school in RI within the LA.

### To reach the next grade/to continue to be outstanding we need to:

- ◆ **Continue to reach all parents and improve their engagement with their children's learning, in particular through a new approach to homework and the curriculum as well as targeting specific families.**

We will do this by: (See SIP)

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- Planning new opportunities for parents to come in and work with their children during school time.
- Parent Engage Team – target specific parents.
- Increase parent courses within school.

♦ **Develop foundation subject leadership as well as continuing to strengthen leadership at all levels – Governors / SENCO / Parent Engage Team.**

We will do this by: (See SIP)

- Subject leaders tracking pupil progress in Foundation Subjects. End of Year analysis – used to develop subject areas.
- Tighten and develop assessment and tracking procedures for both Core and Foundation Subjects.
- Coaching from experienced staff.
- Staff meeting time looking at what makes a good leader – agree practice at EA.
- Plan and provide quality CPD for governors around identified areas e.g. data / SEF.