

SEATON ACADEMY 2024-25

(Reviewed 03/03/25)

EXPLORE

Staffing/Succession Planning

- leadership development at all levels
- future roles & responsibilities

PREPARE

Review of Writing Programme

Review 2024 outcomes – Monitor fidelity/teaching/moderation – Check on use of catch-up and progress of vulnerable pupils

DELIVER

These aspects are our priorities for school improvement this year

1. Modelling & scaffolding of writing (2023/24 priority)
2. Enhancing the EYFS opportunities at Seaton Academy enhancing outdoor opportunities and providing an ambitious curriculum for all children.
3. Positively impact pupil well-being and the mental health of children and staff in school

SUSTAIN

Whilst implementing the priority action plans we need to...

SUSTAIN

- Phonics progress
- Reading culture
- Enhancement of ambitious curriculum through high-quality subject leadership (new staff)

SCALE-UP/FURTHER DEVELOP

- Enrichment experiences

Key Priority 1: Ensure pupils at Seaton Academy are in line with or exceeding the previous attainment in writing for all pupils (SEND, PP, GD).

Success Criteria

- 1.1 Staff will have received training specifically in the progression stages of writing – Completed in staff meeting 17/12/25
- 1.2 Children will have increased opportunities to write, inside and outside the classroom – Completed 3/12/25 School Improvement (TSI)
- 1.3 Children will be enthusiastic writers
- 1.4 GLD (particularly writing) and outcomes at End of KS1 will improve – GLD training attended by HMc 15/1/25
- 1.5 Children will make good progress through the curriculum and attainment will continue to increase.

Actions: Autumn Term	Who	Dates	Actions: Spring Term	Who	Dates	Actions: Summer Term	Who	Dates
Review current writing scheme (Literacy Tree)	Literacy Leader	Completed 3/12/24						
Review and Map the Writing progression	Literacy Leader	Completed in Autumn 1 term						
Review Early Years Writing opportunities	EYFS staff and HMc	Completed during TSI visit 3/12/24						
Moderation of Writing (inc Cluster)	Teachers and SLT	Completed 7/1/25 – judgements in line	Internal and external moderation	Teachers and SLT	24/1/25 cluster moderation Greenhill (Yr 2) 28/3/25 Internal writing moderation			
	HMc	From 11/24	Explore Gregg Botterill's message Centre	HMc, WS, EM	Completed 7/1/25 - attend Drawing Club			

			training (Drawing Club)		(DC) training. DC started 13/1/25			
					Ensure consistency of Handwriting	Leadership	Spring 1 moderation and Summer 1	
					Whole staff CPD in writing	Literacy Leader All Staff	Summer 1	
Monitoring Activities to check progress towards the key priority/success criteria					Evaluation of progress towards priority/ success criteria			
Activity		Who		Date				
1.1 Staff will receive CPD through school, the LA and through the WELL project		Subject leader		Termly		CPD has been completed for Teachers 17/12/25. We await further training from the La and WELL project. Literacy Leader to research whole school training (inc TA's) for writing.		
1.2 Ensure wide variety of opportunities to write and display writing		Subject leader/Teachers		Termly		Writing is displayed in the main foyer. We need to create display opportunities via Class Dojo, Facebook, in class, the main hall and outside of school.		
1.3 Children will have opportunities to enter writing competitions and share their stories		Subject leader		Termly		Year 1 have entered a poetry competition and had their own book published. A copy of this is in our main foyer. We will explore opportunities for Year 2.		
1.4 Monitor and evaluate internal data		Subject leader/EYFS		Termly		Curriculum Maestro and Core subject assessments collated. Pupil progress meetings taking place in Spring 1.		

1.5 Monitor outcomes across the curriculum	Subject Leaders	Termly	Curriculum Maestro and Core subject assessments collated. Pupil progress meetings taking place in Spring 1.
Governor evaluation Autumn			
Governor evaluation Spring			
Governor evaluation Summer			



Key Priority 2: To lead in enhancing the EYFS opportunities at Seaton Academy enhancing outdoor opportunities and providing an ambitious curriculum for all children.

Success Criteria

- 2.1 The outdoor space will be enhanced to provide opportunities for fine and gross motor development – Dec 2024 complete
- 2.2 The percentage of children attaining a good level of development will be in line or exceeding the National average
- 2.3 The curriculum will be mapped showing progression from EYFS to Year 2 – Complete Oct 2024
- 2.4 TSI working with Good Shepherd Trust (GST) – In progress

Actions: Autumn Term	Who	Dates	Actions: Spring Term	Who	Dates	Actions: Summer Term	Who	Dates
EYFS staff to visit other settings	EYFS staff	09/24 Visits made to Eaglesfield Paddle, Cumwhinton and Kingmoor Infant School by RB, WS, KB						
Training of EYFS staff	External	09/24 – continuous and ongoing						
Support from GST for EYFS development	MH	22/10/24 – EYFS, 3/12/24- Writing 10/2/25- SEND						

		3 visits to date						
Implement recommendations of EYFS audit	WS	From 09/24	Implement recommendations of EYFS audit	WS				
Explore quotes for outdoor enhancement	RB/WS/KB	Autumn 2 2024 – complete and installed 16/12/24						
			Subject leaders to monitor the quality of provision	Teachers	Spring 2 2025			
			Research into good quality EYFS practice e.g. Alastair Bryce-Clegg, Greg Botterill and Julian Grenier	EYFS team	Spring 1 2025 – Drawing Club in place and started			
						Leaders will utilise the resources from the EEF's Early Years Toolkit	EYFS team	Summer 2025

Monitoring Activities to check progress towards the key priority/success criteria			Evaluation of progress towards priority/ success criteria
Activity	Who	Date	
2.1 Commission an external provider to supply and install the additional outdoor provision	HT/EYFS lead	Autumn 2 term	This was installed 16/12/25 and is in place for Nursery and Reception. This was a £30,000 project.
2.2 Evaluate EYFS data	EYFS Lead	07/25	This forms part of the Spring 1 data review and Pupil progress meetings.
2.3 Upload progression maps to Webpage	Curriculum Lead/Teachers	09/24	This is in place and all documents are on the webpage.
2.4 Visit from GST to audit and assess current provision	All staff	Start 22/10/24	22/10/24 – EYFS, 3/12/24- Writing 10/2/25- SEND 3 visits to date.
Governor evaluation Autumn			
Governor evaluation Spring			
Governor evaluation Summer			

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Key Priority 3: To positively impact pupil well-being and the mental health of children and staff in school.

Success Criteria

- 3.1 An increase in staff wellbeing. 26/02/25 x 3 Well-being reps appointed. Work continues.
- 3.2 An increase in pupil attendance.
- 3.3 Reduced incidences of pupil's displaying anxiety and stress related symptoms.
- 3.4 Increased numbers of staff trained in Mental Health First Aid (MHFA) – X2 staff trained

Actions: Autumn Term	Who	Dates	Actions: Spring Term	Who	Dates	Actions: Summer Term	Who	Dates
Identified staff will be trained in Mental Health First Aid England.	KB/SH	10/24 Application made for KB though DfE stated we were not eligible. Recruitment of SH who is also Mental Health trained.						
Establish a staff Wellbeing Group	RB/S Mc	10/24 – Group had formed and meetings to start Spring 2025						
Implementation of Opal Play	RB/K M/KS	11/24 – Started after Oct half						

		term. A Huge success. Look to extend to break times too						
Implement ELSA and nurture group	AT	09/24 – AT has an afternoon each Monday to support children for these groups						
Purchase staff wellbeing package via Schools Mutual	RB	09/24 – Purchased and in place for all staff. The response has been overwhelming and very well received.						
Attendance monitored and key pupils identified. Liaison with parents.	SLT	12/24 This has started for Autumn and Spring. Letters adapted for a 'supportive' approach.	Attendance monitored and key pupils identified. Liaison with parents.	RB KR	14/1/25 Attendance officer Linzi Bennett meet RB and KR			
			Implement Staff Wellbeing Charter	KM	02/25 – 26/2/25 reps appointed to start this work.			

			Pupil survey to identify the key areas to address in terms of school issues and anxiety.	KB/AT	04/25				
			Identify triggers for stress and anxiety for staff and work to minimise these experiences.	SLT	04/25				
			Provide supervision for all Early Years staff and for other members of staff who request/need it	RB	05/25				
						Organise events to promote team building for staff	Wellbeing group	02/25	
						Appoint a menopause champion and implement menopause support strategy.	AT	05/25	
Monitoring Activities to check progress towards the key priority/success criteria					Evaluation of progress towards priority/ success criteria				
Activity			Who	Date					
3.1 Staff attendance records to be monitored and wellbeing questionnaire.			SLT	Termly	This is ongoing and records will be reviewed at the end of the year.				

3.2 Pupil attendance figures to be analysed.	SLT	Half termly	This is ongoing. Autumn attendance figures reviewed and letters sent. Records will be reviewed at the end of the year.
3.3 Confidential records and pupil surveys to be scrutinsed.	SLT	07/25	
3.4 Numbers of MHFA available in school to be shared with all stakeholders.	AT/KB	Termly	We now have 2 MHFA in school.
Governor evaluation Autumn			
Governor evaluation Spring			
Governor evaluation Summer			

