

## SEATON ACADEMY 2024-25

(Reviewed 30/06/25)

### 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 – Completed 30/06/25
- 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. (Complete - Year 2 GD average 19.5%)

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						
Whole staff CPD in writing	Literacy Leader All Staff	Autumn 2 – completed and delivered by HMc 17/12/25						

			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 training (Drawing Club)	HMc, WS, EM	Completed 7/1/25 - attend Drawing Club (DC) training. DC started 13/1/25			
						Ensure consistency of Handwriting	Leadership	Completed by moderations
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. External moderation taken place 24/1/24 and 20/4/25 Internal moderation 15/10/25, 7/1/25 and 25/3/25.
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	Discussions regarding data and monitoring progress of children. An accurate system for tracking and monitoring would be useful. Arrangements for visits and discussions with Subject leaders in Spring Term.		
Governor evaluation Spring	Questioning by Trustees to Subject Leaders 1:1 and shared with the committee. Trustees aware of new system 'Insight' and tracking of data therefore can ask challenging questions relating to data on all groups. Data shared with Trustees. Data increase noticed due to the actions from the plan. Further visits by Trustees in Summer to gain pupil voice.		
Governor evaluation Summer			

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**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 – Complete GLD 76%
- 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) – TSI complete. No further work. We await information for RISE Team visit. Complete 31/3/25

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, Cumwhint on and Kingmoor Infant School by RB, WS, KB	EYFS staff to visit other settings	RB/WS/HMcC	11/02/25 Visit St Thomas's in St Annes, Lancashire	EYFS staff to visit other settings	WS/EM	7/5/25 visit Bransty
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 - ongoing	WS		RISE Visit	Implement recommendation from Diagnostic Assessment	08/07/24
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 – Complete through TSI work. Huge improvements noted – 31/3/25			
			Research into good quality EYFS practice e.g. Alistair Bryce-Clegg, Greg	EYFS team	Spring 1 2025 – Drawing Club in place and started - complete			

			Botterill and Julian Grenier					
						Leaders will utilise the resources from the EEF’s Early Years Toolkit	EYFS team - ongoing	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 Overviews to Webpage		Curriculum Lead/Teachers	09/24	This is in place and all curriculum Overviews are on the webpage. We have taken the Progression maps down and currently for Subject Leaders. 30/06/25				
2.4 Visit from GST to audit and assess current provision		All staff	Start 22/10/24	22/10/24 – EYFS 18/11/25 – Communication and language, 3/12/24- Writing 10/2/25- 10/01/25 – SEND 28/03/25 – PP Complete 31/03/25				
Governor evaluation Autumn		Governors are aware of the visits to other settings and use the information to enhance out provision and progression maps. Outdoor area improvements are in place – installed by Pentagon Play.						

Governor evaluation Spring	Trustees noted that EYFS prediction for GLD at the end of Reception is 70% which is an increase on the 67.3% from last Year. National last year was 67.7%. Links to the increase in writing (improvement in gross/fine motor skills) Progression maps for the 7 key areas Communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world, expressive arts and design) have been developed and almost complete, huge progress has been made in mapping the progression of knowledge.
Governor evaluation Summer	

**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. Exploring a Well being award. Staff Questionnaire prepared
- 3.2 An increase in pupil attendance. Whole School: 95.3%, SEND: 93.8%, PP: 94.6% Persistent Absence: 13.5%
- 3.3 Reduced incidences of pupil's displaying anxiety and stress related symptoms. Completed – Nurture is supporting all children who require it.
- 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 also AT. X						



		2 trained (AT and SH)						
Establish a staff Wellbeing Group	RB/S Mc	10/24 – Group had formed and meetings started.	Well being meeting  RB meet with Wellbeing leads	All staff  RB/K M/KR/AT	22/01/25  27/3/25	Exploring a Well Being award for staff and pupils – ongoing.	RB, KM, AT, KR	6/5/25
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.				Stay and Pay for children and parents – Complete and a huge success	All staff	20/05/25
Implement ELSA and nurture group	AT	09/24 – AT has an afternoon each Monday to support children for these groups - continues						
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 – ongoing.			
						Staff, Pupil and Pupil survey to identify the key areas to address. Ongoing – Parent Survey complete	SLT	07/25
						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	06/25
						Organise events to promote team building for staff	Wellbeing group	06/25

						Appoint a menopause champion and implement menopause support strategy. Complete – governor and staff member (JMc/AT)	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. Summer attendance figures reviewed and letters to be sent prior to 18/7/25. Records will be reviewed at the end of the year.				
3.3 Confidential records and pupil surveys to be scrutinised.		SLT	07/25	Ongoing				
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		Governors are aware of the well-being package purchased by the school. SM offered to host a Wellbeing group as she is the Wellbeing Trustee. Trustees are aware of OAL play implementation. Trustees asked to be updated on the progress of this key area.						
Governor evaluation Spring		Trustees have asked for absence data to establish if there is a positive impact, both staff and pupils. Trustees have asked for qualitative data to inform regarding staff wellbeing – Questionnaires will be sent in the Summer 2 term to staff, pupils and parents.						
Governor evaluation Summer								