



Seaton Academy

School Improvement Plan 2024 - 2025

Version 1.1 - Nov 2023, re-drafted after data review and Ofsted in November 2023

Version 1.2 – Reviewed March 2024 – annotated May 2024, July 2024.

Version 1.3 – Reviewed August 2024 – new objectives to be set September 2024 following data review.

Quality of Education

Strategic Intention:	Led by:
Provide a rich, challenging, inclusive curriculum, which clearly identifies and assesses essential knowledge children should learn, is progressive and builds on prior learning.	Robert Barton (Headteacher)

Priority Aims	Actions	Milestones/Timescale	Lead	Monitoring	Resources & Costs	Impact
Improve outcomes in writing, particularly at Greater Depth	<ul style="list-style-type: none"> Strengthen writing opportunities throughout Early Years Embed Literacy Tree across the school Half-termly monitoring of writing progress Early Years-Year 2 Identify pupils whose writing is below, or above age-related expectations and plan appropriate challenge to meet individual needs and accelerate progress for those not on track Embed Nelson Handwriting scheme Introduce presentation policy 	<ul style="list-style-type: none"> Specialist Leader in EY to audit writing across the provision and plan for improvement by Spring 1 2024 WS and HMcC will implement improvement writing opportunities across provision by Spring 1 2024 HMcC and RB Monitor impact of increased writing opportunities (ongoing) – monitoring will include an audit of Literacy Tree and Nelson Handwriting and presentation by Summer 2 2024 Greater depth in writing will improve from 4% in 2023 to at least 8% in 2024 (in line with National in 2023) 	WS HMcC	HMcC RB Trustees Curriculum Committee	£1000 Nelson £350 Literacy Tree £350 Specialist Leader in Early Years £150 per day release for HMcC x 4 (£600)	Moderation attended. GD % 11% writing – significant improvement
Embed Reading Culture across the school	<ul style="list-style-type: none"> Ensure Pie Corbett Reading Spine is explicit to children Ensure daily reading of whole-class story is embedded throughout the school Introduce a focus author for each year group Display focus author in each classroom Reading Leader to interview pupils to measure impact of reading culture 	<ul style="list-style-type: none"> Audit use Pie Corbett reading spine and daily story reading by Spring 1 2024 Establish program of focus authors in agreement with year group staff by Spring 2 2024 Monitor impact on pupils Summer 2 2024 Greater depth in reading will continue to be above National in 2024 (based on 2023 National data) Accelerated progress is evident for most disadvantaged pupils (Accelerated Reader) Phonics tracking shows accelerated progress for most disadvantaged pupils 	HMcC	HMcC RB Trustees Curriculum Committee	£200 Focus author books £250 Subject Leader release for monitoring	Author visit a huge success. Reading Spine explicit throughout school. Phonics tracking is explicit and predictions sent by teachers.
Introduce Maths Mastery across the school and investigate Mastering Number with the NNW Maths Hub to support/enhance the development of Early number	<ul style="list-style-type: none"> Attend Maths Mastery (MM) training and disseminate methodology to staff Plan staged rollout of Maths Mastery across the school Ongoing monitoring of progress of PP/SEND/Boy/Girl/EAL Contact the NNW Maths Hub Mastering Number (MN) project to discuss timetable for training and implementation Plan rollout across Reception, Year 1 and Year 2 Monitor impact on pupil's understanding and application of number 	<ul style="list-style-type: none"> Attend MM introduction by Autumn 1 2023 Disseminate MM methodology to staff by Spring 1 2024 Implement MM throughout Summer term 2024 and evaluate impact of MM Contact NNW Maths Hub about MN by Autumn 2 2023 Roll out staff training program in Spring term 2024 Implement MN program in Summer 2024 Greater depth in Maths will continue to be above National in 2024 (based on 2023 National data) Accelerated progress is evident for most disadvantaged pupils in maths (White Rose Maths) 	MB	MB RB Trustees Curriculum Committee	£500 Release for training £200 Staff training/Coac hing £250 Subject Leader release for monitoring	Application successful – start in September 2024.

Behaviour and Attitudes

Strategic Intention:						Led by:	
Provide a safe, calm, orderly environment that supports positive behaviour and positive attitudes of all pupils.						Wendy Stuart (Assistant Headteacher)	
Priority Aims	Actions	Milestones/Timescale	Lead	Monitoring	Resources & Costs	Impact	
Improve overall attendance aiming to achieve the target of 95% by July 2024.	<ul style="list-style-type: none"> Monitor attendance of all pupils each half-term Evaluate reason for absence/lateness and offer strategies, including free Breakfast Club, to Pupil Premium (PP) pupils. Contact parents via letter of pupils attendance below 95% Meet face-to-face parents of pupils with attendance below 90% Establish attendance plans as required Arrange attendance panels with Trustees as required Prepare attendance report half-termly for Headteacher and Trustees 	<ul style="list-style-type: none"> Update to Headteacher half-termly with PP/SEND/BOY/GIRL/EAL breakdown Update to trustees half-termly prior to FGB meetings through Headteacher's report Face-to-Face meetings to be held within 2 weeks of any letters, for children with attendance under 90% Attendance will improve to at least 95% by July 2024 	WS	RB Trustees	£250 release time	Attendance at end of 2023/24 96.7% (National 92.6%)	
Reduce persistent absenteeism by 50%	<ul style="list-style-type: none"> Meet face-to-face parents of pupils with attendance below 90% Establish attendance plans as required Arrange attendance panels with Trustees as required Monitor PA groups PP/SEND/BOYS/GIRLS/EAL Prepare attendance report half-termly for Headteacher and Trustees 	<ul style="list-style-type: none"> Update to Headteacher half-termly with PP/SEND/BOY/GIRL/EAL breakdown Update to trustees half-termly prior to FGB meetings through Headteacher's report Face-to-Face meetings to be held within 2 weeks of any letters, for Children with attendance under 90% Report of actions to support PP/SEND/BOY/GIRL/EAL and impact of actions Persistent absence will be reduced by 50% by July 2024 	WS	RB Trustees	£250 release time (1/2 day per term to meet with families)	6.5% persistent absenteeism (National 16%) Over 10% better than National	
Monitor Pupil Premium attendance and impact on attainment & review approaches/strategies	<ul style="list-style-type: none"> Review, update and implement PP strategy Carry out book looks half-termly Interview staff, teachers and TAs regarding progress of PP pupils Interview PP pupils regarding learning, knowledge and understanding Research via EEF alternative approaches and strategies to support children with PP 	<ul style="list-style-type: none"> Report on the impact of the PP strategy at the end of each term Report to Headteacher on progress of PP book looks each half term Report to Headteacher on outcome of pupil interviews each half term Update staff regarding relevant PP strategies and information each half term Persistent absence of disadvantaged pupils will remain significantly lower than National levels 	WS	RB Trustees	£250 release time (1/2 day per term to meet with families)	FSM attendance 94.2% (National 91.8%) – 2.4% better than National	
Raise aspirations of disadvantaged pupils and improve engagement in lessons	<ul style="list-style-type: none"> Interview PP pupils termly to identify barriers to learning and what motivates them – from this identify specific interventions which may benefit PP children Disseminate information to teachers and TAs though termly Pupil Progress meetings Ensure PP pupils attend all school visits, paid for via PP funding to support the development of Cultural Capital 	<ul style="list-style-type: none"> Report to Headteacher on outcome of pupil interviews each half term Update staff in staff meetings/Pupil Progress meetings following relevant PP strategies each half-term Breakdown of PP funding and associated spends for trips/visits/clubs termly Data in RWM shows accelerated progress from starting points 	WS	RB AW Trustees	£250 release time	Outcomes for the disadvantaged continue to be good – phonics 87.5% pass rate. Full	

School Improvement Plan

2023-2024

Version 1.1- November 2023

						data breakdown for SEND and Disadvantaged required.
Monitor progress of reading for children on SEND support & review approaches/strategies.	<ul style="list-style-type: none"> Review, update and implement SEND policy, report and SEND profile of the school Track progress of SEND support pupils in reading through assessments, interviews with staff and pupils Research via EEF alternative approaches and strategies to support children with SEND support with their learning. 	<ul style="list-style-type: none"> Report on the impact of the SEND strategy by the end of each term Report to Headteacher on progress of SEND pupils in reading Update staff regarding relevant SEND reading strategies (EEF) and information each half term Data in Reading shows accelerated progress from starting points 	RH HMCC WS	RB Trustees	£250 release time	Reading progress has been significant – Year 2 84% Exp+ and 34% GD. Phonics 87.5% passrate

Personal Development

Strategic Intention:	Led by:
Provide extended opportunities for the personal development of all pupils.	Kathryn Broughton (PSHE Lead)

Priority Aims	Actions	Milestones/Timescale	Lead	Monitoring	Resources & Costs	Impact
Develop wider opportunities for cultural and religious experiences that promote diversity	<ul style="list-style-type: none"> Develop RE topics and opportunities for visits in our community Explore opportunities to visit places of worship, Church, Mosque, Hindu temple, linked to the curriculum Explore 'linking' opportunities with other schools that have a high proportion of EAL and/or other cultures Promote opportunities for 'remote or online' visits where travel is not possible Ensure opportunities are planned across the curriculum to promote diversity and wider cultural experiences i.e. Hindu dancing, Bollywood experiences, Wheelchair basketball Utilise Picture News for delivery of weekly assemblies to embed understanding of 'British Values' and the wider world Explore the 'Global Learning Program' (CDEC) 	<ul style="list-style-type: none"> Map out existing opportunities for cultural experiences and develop further (at least one per class) by Spring 2 2024 Finalise annual cultural, religious, and diversity opportunities program (with visits and dates) produced by Spring 2 2024 Observe delivery of Picture News weekly assemblies to ensure opportunities to promote cultural, and religious, diversity by Spring 1 2024 Extend cultural opportunities online where there is no opportunity for a visit by Spring 2 2024 Interviews with pupils show an increased awareness of difference, diversity and how British Values underpin an appreciation and understanding of others 	KB RR SB	RB Trustees	£1000 bus and travel £1000 for visitors to school £250 Subject release time to organise	Wow visits and events align with the ambitious Curriculum. This is consistent in all year groups. Church visits and online opportunities.

School Improvement Plan

2023-2024

Version 1.1- November 2023

<p>Embed '1Decision' to ensure consistency of high-quality delivery of PSHE across the school.</p>	<ul style="list-style-type: none"> • Lead PSHE CPD opportunities • Lead deliver staff training to ensure understanding of '1Decision' and use of workbooks • Monitor lessons and 1Decision delivery • Coaching staff in high-quality 1Decision delivery 	<ul style="list-style-type: none"> • Attend 1Decision and any other PSHE CPD by Spring 1 2024 • Monitor use of 1Decision in school by the end of Spring 1 2024 • Cascade learning from CPD opportunities by Summer 1 2024 • Provide in class coaching and support to colleagues by Summer 2 2024 • Interviews with pupils show an increased awareness of health and wellbeing, relationships and living in the wider world 	<p>KB</p>	<p>RB Trustees</p>	<p>£1000 1 Decision £500 1 Decision books £250 Subject release for support and coaching</p>	<p>1Decision is in place with opportunities from EYFS to Year 2.</p>
---	---	---	-----------	--------------------	---	--

Leadership & Management

<p>Strategic Intention:</p>	<p>Led by:</p>
<p>Ensure a robust governance process is in place which holds leaders to account in all areas of school life. Ensure leaders, at all levels, are highly skilled and effective in their roles.</p>	<p>Robert Barton (Headteacher) and Paul Smith (Chair of Trustees)</p>

Priority Aims	Actions	Milestones/Timescale	Lead	Monitoring	Resources & Costs	Impact
<p>Embed Trustee monitoring cycle to support whole school evaluation (Trustees)</p>	<ul style="list-style-type: none"> • Draw up a monitoring program for Trustees in line with key termly school improvement priorities • Allocate monitoring activities to key trustees/committees • Trustees to prepare monitoring report for each full Trustee meeting 	<ul style="list-style-type: none"> • Ongoing throughout the year • Trustee monitoring activities feed into the school SEF 	<p>RB PS (Chair)</p>	<p>Trustees</p>	<p>Nil financial cost but cost in time of the Headteacher and Chair</p>	<p>Trustees due to attend monitoring in Summer 1 2024</p>
<p>Establish a program of external monitoring and evaluation</p>	<ul style="list-style-type: none"> • Explore external organisations to provide monitoring and evaluation of whole school performance (GST, LA, DBE services) 	<ul style="list-style-type: none"> • Contact GST, LA, DBE services to discuss requirements, costings and timescales by spring 1 	<p>RB</p>	<p>Trustees</p>	<p>Headteacher time £3500 for external support</p>	<p>DBE services recruited. LA services recruited for EYFS. Links with GST for external support</p>
<p>Embed the role of Subject Leaders with a keen focus on Early Years. (Subject Leaders)</p>	<ul style="list-style-type: none"> • Deliver staff meeting to all teachers/Subject Leaders • Work with Subject Leaders to establish key leadership responsibilities, monitoring tasks and evaluation strategies 	<ul style="list-style-type: none"> • Ongoing throughout Spring term 2024 • Subject Leaders can communicate about their subjects with confidence, strengths, areas for improvement and strategies to improve 	<p>RB</p>	<p>Trustees</p>	<p>£650 for external trainer (RI)</p>	<p>All leads now had 1:1 ½ or full day meetings with external trainer to enhance Subject Leader understanding.</p>

School Improvement Plan

2023-2024

Version 1.1- November 2023

<p>Support emerging leaders to ensure succession planning is well embedded. (Headteacher)</p>	<ul style="list-style-type: none"> Review current staffing arrangements, identify future leaders Discuss succession planning with SLT, considering TLR positions Discuss succession planning with Trustees Potentially, restructure middle leadership 	<ul style="list-style-type: none"> Ongoing through Spring term 2024 Potential restructure of middle leadership from Summer 2024 	RB	Trustees	TLR cica x 2 £3000 ongoing	TLR position for Teaching, Learning and Assessment created. H McClure in role.
<p>Train staff in a broad range of intervention programs to support children with SEND and/or SEMH. (HeadTeacher & SENDCo)</p>	<ul style="list-style-type: none"> SENDco to organise Adaptive Teaching Training for all staff SENDco prepare questionnaire for all staff on the training they have previously received and map out skills Consider current SEND profile of school Identify skills gaps and plan training program to meet pupils needs 	<ul style="list-style-type: none"> Spring term 1 2024 The school has a comprehensive program in place, having a positive impact on children with SEND and/or SEMH 	RH	RB Trustees	Nil as it's part of weekly SENco release time	Specialist SEND communication training by Carolyn Westnedge 30/1/24) All staff trained in Adaptive teaching and SEND Target setting by Hannah Graham 6/02/24 (LA)

Early Years Foundation Stage

Strategic Intention:	Led by:
Ensure the Early Years curriculum provides challenge and high-quality essential knowledge that will build the foundations and links with future teaching and learning.	Wendy Stuart

Priority Aims	Actions	Milestones/Timescale	Lead	Monitoring	Resources & Costs	Impact
Investigate ‘Talk Boost’ to support the development of Speaking and Listening in Nursery and Reception (WELL).	<ul style="list-style-type: none"> Contact Dale Hill from the ‘WELL project’ to engage in the ‘Talk boost program to enhance EYFS communication/language Attend Talk Boost training Disseminate Talk Boost Program to all staff Organise and facilitate Talk Boost Pupil screening Plan Talk Boost delivery across school, monitoring implementation Organise ‘Final Screening’ and report in progress – emphasis on SEND/PP/EAL 	<ul style="list-style-type: none"> Contact Well Project by end of Spring 1 Engage in training Program by Summer 1 Cascade training to staff by Summer 2 Start Implementation of Talk boost by Summer 2 for full engagement in September 2024 Report on progress of ‘Initial screening’ to ‘Final Screening’ by Summer 2 Provide analysis of progress of disadvantaged pupils SEND/PP/EAL/BOYS 	WS	RB Trustees	Release time for course £250 Release time for program x4 half days £1000	Training delivered to K Broughton during Summer 1 and 2 who will cascade to EYFS for Move to Write. Also exploring Talk Boost for EYFS.
Review Personal, Social and Emotional components within the Maestro Curriculum to ensure this is relevant to the needs of the cohort.	<ul style="list-style-type: none"> Engage in additional Maestro Curriculum with emphasis on Deep dive into EY Maestro curriculum linked to PSHE Explore 1Decision for EYFS Compare Maestro v’s 1Decision and prepare analysis report on which best meets the needs of pupils Decide on the most appropriate PSHE curriculum for EYFS and disseminate it to staff Monitor the impact of the program through pupil interviews 	<ul style="list-style-type: none"> Program meets PSHE needs of all pupils by Summer 2 EYFS PSHE outcomes show accelerated improvement by Summer 2 GLD score continues to exceed National 	WS	RB RR KB Trustees	Release time for course £250 Release time for program x2 half days £500	1Decision covers all units and is taught alongside Maestro.
Investigate Mastering Number with the NNW Maths Hub to support/enhance the development of Early number	<ul style="list-style-type: none"> Contact the NNW Maths Hub Mastering Number (MN) project to discuss the timetable for training and implementation Plan rollout across Reception, Year 1 and Year 2 Monitor impact on pupil’s understanding and application of number 	<ul style="list-style-type: none"> Contact NNW Maths Hub about MN by Autumn 2 2023 Roll out staff training program in Spring term 2023 Implement MN program in Summer 2024 Greater depth in Maths will continue to be above National in 2024 (based on 2023 National data) Accelerated progress is evident for most disadvantaged pupils in maths (White Rose Maths) 	MB	WS RB Trustees Curriculum Committee	£500 Release for training £200 Staff Training/Coaching £250 Subject Leader release for monitoring	We have been accepted on the course which starts in September 2024.
Investigate Girls v Boys attainment at GLD	<ul style="list-style-type: none"> Analyse data from 2022/23 to determine factors for Boy/Girl discrepancy 	<ul style="list-style-type: none"> WS produce 2022/23 data analysis by end of Spring 1 and provide 2023/24 data prediction by Spring 2 2024 	WS	RB Trustees	Release time £250	GLD is 67.3. We will complete full data

School Improvement Plan

2023-2024

Version 1.1- November 2023

	<ul style="list-style-type: none">• Provide early 'best fit' predictions for 2023/24 identifying any Boy v girl comparisons in data• Explore 'Intervention' for the groups identified to ensure high expectations and ambitious targets set for the most at risk of not achieving a GLD	<ul style="list-style-type: none">• 'Intervention' in place for target group by Spring 2 2024• GLD data to exceed National and Boy v Girl to show consistency by Summer 2 2024				breakdown in September 2024.
--	--	---	--	--	--	------------------------------

--	--	--	--	--	--	--
