

Welholme Academy

Improvement Plan 2019/20

Welholme Academy is proud to be part of The Enquire Learning Trust and is strongly shaped by the values and ambitions of the Trust. At Welholme Academy we believe that everything is possible within a culture of collaboration, resilience, nurture and high aspirations.

At Welholme Academy, we have been entrusted with the very privileged role of giving our children the very best education we can offer. We endeavour to achieve this by developing the full potential of all our children. Our aims are to be:

Collaborative - We believe in the importance of creating a network of supportive relationships, where pupils, teachers, parents/carers, governors and other adults involved in school life, work alongside each other to enhance the atmosphere of co-operation, trust and mutual respect. We strive to work and learn together.

Resilient - We believe that anything is possible and overcome challenges in the face of difficulty.

Nurturing - What our children bring to school with them is all they have. They are all unique! We strive to be inclusive and believe in the “art of the possible”. We champion children’s uniqueness and encourage them to believe they can achieve anything! We are a nurturing school and positive attitudes are promoted to create an environment in which sensitivity and tolerance are shown to each individual. Being inclusive is in the forefront of everything that we do here at Welholme.

Aspirational - Our staff have high expectations of themselves and our pupils. Our curriculum is broad, balanced and appropriate to the child’s needs and we must never forget that we are concerned with the holistic development of each child. We strive for excellence and encourage our children to take pride in everything they say and do.

Everyone at Welholme is a learner and we never give up on achieving our aspirations and dreams of unlocking everyone’s potential.


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Priority 1: How do senior and middle leaders ensure they narrow the gap at Age Related Expectations in Reading, Writing and Maths?

Priority 2: How do we raise attainment in literacy across the academy by building on decoding and encoding skills to develop fluent readers and writers by the end of KS2?

Priority 3: How can we develop subject leaders to enable them to embed the new curriculum across the academy effectively?

<p>Welholme Academy Improvement Plan 2019/20</p> 	<p>Priority 1: How do senior and middle leaders ensure they narrow the gap at Age Related Expectations in Reading, Writing and Maths?</p> <p style="text-align: center;">Impact</p> <p style="text-align: center;">Pupils will achieve at least 60% ARE in RWM across the whole academy. (identify specific children)</p>	<p>How will we know we are successful?</p> <p>% of pupils achieving RWM combined equals or exceeds national expectations. All pupils make expected progress from KS1 All targeted pupils should achieve the correct standard. Books and learning walks show that the gap is narrowing in Reading, Writing and Maths and more children are working at Age Related Expectations.</p>
<p>Leadership Activities:</p> <p>Using the data identify with class teachers mission critical children in each class (Causal Chain) Leaders tracking the teachers' identification of gaps of mission critical children and impact of any intervention work. (action plan, causal chain, termly monitoring report) Subject Enquiry Walks, book scrutiny, pupil progress meetings will have a specific focus on these children – termly. Review and redesign of pupil progress meetings to focus on specific groups of children (mission critical) and devised a new format for presentation of information for discussion at the meeting – termly. English and Maths leads to create an action plan pertinent to the needs of their subject that would have the greatest impact on maximising attainment and progress groups identified within their subjects – shared termly with SLT/Development lead Leaders to create a causal chain format for each area. Gap identification format for teachers to use to track Subject leaders to ensure accuracy of SIMS data and share with senior leaders.</p>		
<p>Collaborative Advantage:</p> <p>Discussions with Trust development officer – JH Subject leaders to work with other subject leaders from other academies to share good practice. Subject leaders to have opportunities to take part in Trust CPD to develop their leadership skills. Maths leaders to attend Maths Hub meetings. Use of Allison Semley to monitor SIMS data. All year groups to take part in Trust wide moderation and EYFS, Y2 and Y6 Local Authority moderation.</p>	<p>Resources – budget planning</p> <p>Release of staff to fulfil their leadership roles and responsibilities eg leadership time, Enquiry Walks, book scrutinies, liaison with staff from other schools, pupil progress meetings. Temporary TLRs to drive maths forward.</p>	
<p>Autumn Milestones</p> <p>By end of September teachers to identify mission critical children and identify gaps and barriers to learning and mission critical intervention plan completed and share with subject leaders. Pupil progress meetings in Nov 19 show targeted pupils that should be ARE and interventions are evaluated, and impact is assessed. Plan interventions/learning needed for Spring term are discussed and staff allocated – Dec 19 English and maths books show that more mission critical children are on track to achieve ARE – Oct 19 and Dec '19 English and Maths leads' action plan completed Sep' 19 and evaluate impact in Dec '19</p>	<p>Spring Milestones-</p> <p>Pupil progress meetings in March '20 show targeted pupils that should be ARE and interventions are evaluated, and impact is assessed. Plan interventions/learning needed for Summer term are discussed and staff allocated – April '20 English and maths books show that more mission critical children are on track to achieve ARE – Feb '20 and March '20 English and Maths leads' action plan evaluate impact in April '20</p>	<p>Summer Milestones-</p> <p>All data shows that at least 60% in every year group are in line with Age Related Expectations in Reading, Writing and Maths combined.</p>

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Priority 2: How do we raise attainment in literacy across the academy by building on decoding and encoding skills to develop fluent readers and writers by the end of KS2.

Impact

The gap between school pupils and national outcomes will reduce. Pupils will make at least expected progress from KS1 in reading and writing.

How will we know we are successful?

The gap between school and national % of pupils achieving Reading and Writing is narrowed to no more than 10%.
 All pupils make expected progress from KS1.
 All targeted pupils should achieve the correct standard.
 Books and learning walks show that the gap is narrowing and more children are working at ARE.
 All children show resilience and stamina to read and write at an age expected level.
 Data will show a narrowing of the gap between the most and least effective classrooms.
 Improved spelling will be evidenced in books and in tests

Leadership Activities:

How do we bridge the gap between decoding and reading for meaning and understanding?
 Introduction of RWI and phonics into the new nursery.
 Reading plus app for fluency practice. For year 5 and year 6.
 Training around the 'Scarborough Reading Rope', language comprehension and closing the vocabulary gap delivered by Jane Spence Autumn term 2019.
 Review the role of one to one/guided reading across school. Reintroduce ERIC time daily in every room (love of reading) time to hear readers. Fortnightly rota every child reads to the teacher, other week to read with TA.
 Senior leaders and literacy lead to decide on how we are going to use CLP reading and writing scales at Welholme linked to our Power of Reading. Staff training on implementing the CLP reading and writing scales. CB to update the proforma crib sheet for TAs hearing one to one readers.
 Senior Leaders to look at timetable to ensure that mission critical group in Y6 have resources and time for focused work.
 Staff training on Strategic book talk – relating spag words to book and spend time on them, prepare before the reading. Look at linking SPAG to the POR (this should be included in the S plans) – literacy lead to monitor these plans. Making the links across the writing in particular for Y2 and Y6.
 Senior leaders to ensure rigorous assessment of reading and reading tracking
 Moderation by subject leaders of writing across the curriculum.
 Literacy Lead to look at opportunities for sustained writing in all genres and develop action for progression across the whole school, including poetry.
 Literacy lead to introduce the spelling expectations for each year group. At the end of each term to assess taught spellings through a contextual assessment piece.
 Early years lead and literacy Lead to do an analysis of the difference between EY to KS1. FS outcomes higher but not showing at KS1 end. Tracking of mission critical children.
 Leaders to monitor the implementation and consistency of the new strategies and monitor how deeply they are embedded in every classroom.
 Audit of library resources and introduction of '100 books to read before you leave Welholme' to encourage a love of reading.
 Parent workshops in place for reading, writing and maths in Autumn and Spring terms.

Collaborative Advantage:

Liaison with Jane Spence (Harrow Gate) to meet with literacy lead and deliver training to staff. To discuss their starting points and their journey and learn from their good practice.
 Take an active part and conduct learning walks with other Trust leaders. Share new practice and trial in classrooms.
 All year groups to take part in Trust wide moderation and EYFS, Y2 and Y6 Local Authority moderation.

Resources – budget planning

Reading Plus app £8000
 Allocated release time for Literacy lead.
 Training from Jane Spence at Harrow gate and time to release literacy lead.
 Coaching one to one with teacher and literacy leader to improve practice in classrooms and narrow the gap.
 100 Books cost

Autumn Milestones

Staff meeting training from Jane Spence around one to one reading and R and W scales on 18th September.
 Pupil progress meetings in Nov 19 show that pupils are on track for ARE and are making at least good progress.
 Literacy books and reading records show that pupils are on track to achieve ARE – Oct 19 and Dec '19
 Key skills teams to feed back to leadership team sharing the progress of each cohort.
 ERIC in all classrooms
 All children reading with the teacher and TA over a fortnightly period.
 All autumn term spellings to be taught and assessed in every class December 2019
 Termly assessment of reading and spelling of common exception words.
 Implementation of CLP reading and writing scales
 Parent workshops in place for reading, writing and maths in Autumn terms.

Spring Milestones-

Pupil progress meetings in March 2020 show that pupils are on track for ARE and are making at least good progress.
 Literacy books and reading records show that pupils are on track to achieve ARE – Feb and March '20
 Key skills teams to feed back to leadership team sharing the progress of each cohort.
 Termly assessment of reading and spelling of common exception words.
 Implementation of CLP reading and writing scales
 Parent workshops in place for reading, writing and maths in Autumn terms.

Summer Milestones-

The gap between school and national % of pupils achieving Reading and Writing is narrowed to no more than 10%.
 Pupil progress meetings in June 2020 show that pupils are on track for ARE and are making at least good progress.
 Literacy books and reading records show that pupils are on track to achieve ARE – May and July '20
 Key skills teams to feed back to leadership team sharing the progress of each cohort.
 Termly assessment of reading and spelling of common exception words.
 Implementation of CLP reading and writing scales

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Priority 3: How can we develop subject leaders to enable them to embed the new curriculum across the academy effectively?

Impact

The curriculum is embedded effectively and consistently across the school.

The children will remember, recall, enjoy their learning and be motivated and inspired to learn.

How will we know we are successful?

Pupils will say they are enjoying the topic.
 They will remember and recall more efficiently.
 Children will make links to other areas of the curriculum.

Leadership Activities:

- Curriculum intent will need to be completed, written and presented by 29th October 2019
- Senior leaders to have a clear monitoring cycle for all curriculum leaders to include Causal chains, Enquiry walks, look at environment, book scrutiny, pupil voice etc
- Introduce new structure of new curriculum teams.
- All class teachers to work with subject leaders to further develop the long term curriculum maps and finalise areas to be taught in each subject with specific focus on key knowledge and skills.
- Senior leaders to agree annual timetable to develop and monitor different subject areas over the year.
- Subject leaders to have an overview of long and medium term planning to ensure opportunities for revisiting key knowledge and skills are in place. To ensure learning sticks over time.
- Subject leaders to have an overview of long and medium term planning to ensure progress from Foundation Stage to end of KS2 in each subject.
- Senior leaders to review the time spent on each subject area and to plot coverage effectively.
- Senior leaders and subject leaders to review subject content to ensure context and relevance to the needs of our pupils.
- Subject leaders to feed back at weekly Friday staff briefing focussing on subject monitoring activities and impact.
- Curriculum leaders to ensure each year group to have allocated budget for visits and budget spent effectively with impact evaluated.
- Literacy and curriculum lead to ensure a direct link to texts used in the Power of Reading in curriculum maps
- Monitoring of whole school sharing of Hook Days and exit points with parents to increase parental involvement.
- Bespoke programmes of work to meet the individual needs of our vulnerable children/groups to ensure they have a broad and balanced curriculum.
- Early years' leader to ensure a smooth transition between FS1, FS2 and KS1 curriculum to ensure new nursery provision has a curriculum which is an integral part of the whole school.
- Themed 'Stay and Play' days to be introduced fortnightly into Nursery and Foundation Stage linked to topic themes to increase parental involvement.

Collaborative Advantage:

- Subject leaders to have opportunities to take part in Trust CPD to develop their leadership skills.
- Subject leaders to have opportunities to observe and share good practice in other Trust Academies.
- All year groups to have opportunities to use the Immersive Space.

Resources – budget planning

- Each year group to have allocated budget for the year.
- Allocated release time for subject leaders.

Autumn Milestones

- Senior leaders to have a clear monitoring cycle for all curriculum leaders Sept 2019
- New structure of curriculum teams Sept 2019
- Evaluation of the Curriculum map for the Autumn term
- Curriculum maps completed for the Spring term
- Each subject team has completed a planning audit and book scrutiny for their subject.
- Hook Day and Exit Points completed with parent and pupil voice evaluations
- Themed 'Stay and Play' days in place December 2019

Spring Milestones-

- Evaluation of the Curriculum map for the Spring term
- Curriculum maps completed for the Summer term
- Each subject team has completed a website, display audit and book scrutiny for their subject.
- Hook Day and Exit Points completed with parent and pupil voice evaluations
- Themed 'Stay and Play' days in place

Summer Milestones-

- Evaluation of the Curriculum map for the Summer term
- Curriculum maps completed for the Autumn term
- Each subject team has completed a pupil voice survey and book scrutiny for their subject.
- Hook Day and Exit Points completed with parent and pupil voice evaluations
- Themed 'Stay and Play' days in place