

Enquire Learning Trust

Welholme Academy

Academy improvement plan 2020/21

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.

Improvement Plan 2020/21


Priority 1: How do senior and middle leaders minimise the impact of school closure and ensure they narrow the gap?

Priority 2: How can we raise attainment in writing across the academy?


Priority 3: How can subject leaders ensure the implementation of our curriculum is effective so that learning approaches help pupils commit their learning to long term memory and make connections with prior learning and links with other subjects?

<p>Enquire Learning Trust Welholme Academy Improvement Plan 2020/2021</p> 	<p>Priority 1</p> <p>How do senior and middle leaders minimise the impact of school closure and ensure they narrow the gap?</p> <p>Impact After a significant period of absence, effective transition processes will result in pupils achieving ARE in Reading, Writing and Maths in line with National expectations. The gap between academy and national data will close for all groups of pupils. The gap between academy and national attendance data will close.</p>	<p>How will we know we are successful?</p> <ul style="list-style-type: none"> • Attendance data will be at National average. • Learning walks will show that all pupils have re-established effective learning behaviours. • All pupils identified from baseline assessments will achieve their expected target. • Any differences in school group data is no more than National. • % of pupils achieving RWM combined equals National expectations. • All pupils make at least expected progress from KS1.
<p>Leadership Activities</p> <ul style="list-style-type: none"> • Facilitate staff training around their mental health and wellbeing and their effectiveness in supporting the children to return. • Facilitate whole school transition project first 3 weeks of new term to support social and emotional wellbeing of pupils, establish routines and expectations for learning and determine starting points in the curriculum. • Identify target groups of children and individuals at risk of falling behind through baseline data interrogation within each cohort and plan specific interventions to ensure these children have the opportunity to be back on track swiftly. Ensure these children are the focus of pupil progress meetings and work scrutiny- September and November. • English leads, Maths leads and SENCO tracking the teachers' identification of gaps of mission critical children and monitor impact of any intervention/catch up work- Provision maps shared with SLT. • English, Maths and Curriculum 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 – Action plan, causal chain, termly monitoring report shared termly with SLT/Development lead. • Facilitate staff training and moderation between year groups and Trust/LA to ensure accuracy of academy data – termly. • Attendance lead to identify families/individuals at risk of low attendance and plan specific interventions to support them to improve attendance. • 		
<p>Collaborative Advantage</p> <ul style="list-style-type: none"> • Trust CPD • Work with Eastfield and Elliston - SALT. • Trust attendance work. • Hub moderation opportunities. • Senco hub events. • Trust vocabulary development day. • Maths and English leads training. 	<p>Resources – budget planning/use of catch up funding</p> <ul style="list-style-type: none"> • Increased EWO SLA • Cost of Speech and Language professional 2 days per week. • Increased teaching and support staff in year 6. • Enhanced staffing in Early Years. • Allocated release time for literacy, maths and Early years leads. • Allocation of staffing for 'catch up' work. • Staff training day- Fortis- emotional wellbeing. • Purchase of, training and staffing for Clicker, beat dyslexia, Lexi, catch up programmes. • Purchase RWI book bag books for year 1 pupils. 	
<p>Autumn Milestones</p> <ul style="list-style-type: none"> • Emotional wellbeing baseline completed with all children and progress shown by end of September 20. 	<p>Spring Milestones</p> <ul style="list-style-type: none"> • Pupil progress meetings in March '21 show targeted pupils on track to meet expectations and interventions are evaluated, and impact is assessed. 	<p>Summer Milestones</p> <ul style="list-style-type: none"> • Pupil progress meetings in June '21 show targeted pupils on track to meet expectations • Review impact of interventions – June '21

<ul style="list-style-type: none"> • Baseline assessments completed and groups at risk identified for support – End of Sept 20. • Pupil progress meetings in Nov/Dec 20 show targeted pupils on track to meet expectations and interventions are evaluated, and impact is assessed. • Plan interventions/learning needed for Spring term and agree staff deployment and timetable – Dec 20 • English and maths books show that more mission critical children are on track to achieve ARE – Oct 20 and Dec '20 • English and Maths leads' action plan completed Oct' 20 and evaluate impact in Dec '20 • Attendance data on track for national- Dec '20 	<ul style="list-style-type: none"> • Review and plan interventions/learning needed for Summer term and agree staff deployment and timetable – March '21 • English and maths books show that more mission critical children are on track to achieve ARE – March'21 • English and Maths leads' review action plan and evaluate impact in March'21 • Attendance data on track for national- March '21 	<ul style="list-style-type: none"> • English and maths books show that mission critical children are on track to achieve ARE – June '21 • English and Maths leads' review impact of action plan June'21 • Attendance data on track for national- June '21
--	--	---

<p>Enquire Learning Trust Welholme Academy Improvement Plan 2020/2021</p> 	<p>Priority 2</p> <p>How can we raise attainment in writing across the academy?</p> <p>Impact The gap between academy and national data in writing will close for all groups of pupils. All groups of children will be confident and enthusiastic writers. Phonics skills taught consistently and effectively across nursery and reception to enable all children to transfer skills and knowledge to writing and spelling with confidence.</p>	<p>How will we know we are successful?</p> <ul style="list-style-type: none"> • The gap between school and national % of pupils achieving ARE in Writing is narrowed to no more than 5% at the end of KS1 & KS2. • Any differences in school group data is no more than national. • Data will show a narrowing of the gap between the most and least effective classrooms. • Proportions of greater depth to be at least in line with National. • Books and learning walks show that the gap is narrowing between school and National. • All children show resilience and stamina to write at an age expected level. • Improved spelling will be evidenced in books and in tests. • Books will show an improved vocabulary in writing. • All children will be confident and proficient to write appropriately for a wide range of genres.
<p>Leadership Activities</p> <ul style="list-style-type: none"> • Senior leaders and literacy lead to implement CLP writing scales and link to our Power of Reading. Staff training on implementing the CLP writing scales. • English leads to create an action plan for writing that would have the greatest impact on maximising attainment and progress for all groups of children. • Staff training on teaching of SPAG across school – relating SPAG work to Power of Reading text. Facilitate time for teachers to plan and prepare before the reading. • Embedding Welholme writing plans for each genre and planning for links across the curriculum for writing in particular for Y2 and Y6. • Literacy Lead to look at opportunities for sustained writing in all genres and develop action plan for progression across the whole school. What does a sequence of teaching look like in each year group in each genre? Literacy lead to facilitate staff training. • Review impact of work on poetry. • Facilitate moderation by subject leaders of writing across the curriculum. • 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. • Literacy lead to ensure all teachers teaching spelling patterns from NC. • Staff training to agree and embed whole school handwriting expectations. • Introduce parent workshops for reading and writing each month for parents of children in reception and nursery. • EYFS lead to develop opportunities for writing in continuous provision and ensure year 1 readiness. 		
<p>Collaborative Advantage:</p> <ul style="list-style-type: none"> • Trust vocabulary development session. • Trust/Hub moderation opportunities. • Opportunities for staff to take part into Enquiry walks in other trust schools to look at good practice in writing. 	<p>Resources – budget planning</p> <ul style="list-style-type: none"> • Allocated release time for Literacy lead. • Allocated release time for staff to work with teachers from across the trust. 	
<p>Autumn Milestones</p> <ul style="list-style-type: none"> • Pupil progress meetings in Nov/Dec 20 show that pupils are on track for ARE and are making at least good progress. • Literacy books show that pupils are on track to achieve ARE – Oct 20 and Dec '20 • Key skills teams to feed back to leadership team sharing the impact on poetry work across the school- Dec 20. • All autumn term spellings to be taught and assessed in every class December 2020 	<p>Spring Milestones-</p> <ul style="list-style-type: none"> • Pupil progress meetings in March 21 show that pupils are on track for ARE and are making at least good progress. • Literacy books show that pupils are on track to achieve ARE – March 21 • All spring term spellings to be taught and assessed in every class March 21 	<p>Summer Milestones-</p> <ul style="list-style-type: none"> • Pupil progress meetings in June '21 show that pupils are on track for ARE and are making at least good progress. • Literacy books show that pupils are on track to achieve ARE – May21&July '21 • Key skills teams to feed back to leadership team sharing the progress of each cohort- July '21. • All autumn term spellings to be taught and assessed in every class July '21

<ul style="list-style-type: none"> • Termly assessment of spelling of common exception words completed and data interrogated to identify any gaps for cohorts/individuals and action plan agreed for spring term. • Implementation of CLP writing scales • EYFS parent workshops in place for reading, writing- Dec 20. 	<ul style="list-style-type: none"> • Termly assessment of spelling of common exception words completed and data interrogated to identify any gaps for cohorts/individuals and action plan agreed for spring term. • English leads to feedback to SLT on progress of SPAG work. • EYFS lead to review writing in readiness for Year 1, identify any gaps and plan any actions for summer term. 	<ul style="list-style-type: none"> • Termly assessment of spelling of common exception words completed and data interrogated.
--	--	--

<p>Enquire Learning Trust Welholme Academy Improvement Plan 2020/21</p> 	<p>Priority 3</p> <p>How can subject leaders ensure the implementation of our curriculum is effective so that learning approaches help pupils to commit their learning to long term memory and make connections with prior learning and links with other subjects?</p> <p>Impact The gap between academy and national data will close for all groups of pupils. Children are confident and enthusiastic to discuss their learning across the curriculum demonstrating their knowledge and understanding in a wide range of subjects.</p>	<p>How will we know we are successful?</p> <ul style="list-style-type: none"> • All groups of children will remember more as they move through school. • Children will be able to transfer skills and knowledge between year groups and across subjects. • Books, learning walks and pupil interviews will show that pupils have remembered more and are able to make links between learning.
---	---	---

<p>Leadership Activities</p> <ul style="list-style-type: none"> • Review of curriculum content by each subject team. • Examine what sequences of lessons look like in different subjects so that there is a natural progression through learning. • Examine the structure of lessons in different subjects to ensure pupils attend to the most important information. • Facilitate opportunity for subject leaders to talk to the children about what they remember and why and create an action plan. Report to SLT. • Subject leaders to create an action plan pertinent to the needs of their subject that would have the greatest impact on maximising attainment and progress within their subjects- • Facilitate staff training opportunities within the academy and across the Trust. • Curriculum and subject leads to agree how to use knowledge organisers effectively and agree whole school format. • To introduce science assessment on SIMS across school. • To agree whole school assessment of foundation subjects.

<p>Collaborative Advantage</p> <ul style="list-style-type: none"> • Trust Science leaders' workshops/training- autumn term. • Trust ICT curriculum work. • Opportunities for staff to take an active part and conduct learning walks with other Trust leaders. Share new practice and develop for our classrooms. • Support for external scrutiny. 	<p>Resources – budget planning</p> <ul style="list-style-type: none"> • Allocated release time for subject leaders to gain an insight into strengths and areas to develop in their subject. • Allocation of release time for teachers to observe good practice.
---	--

<p>Autumn Milestones.</p> <ul style="list-style-type: none"> • Review of curriculum content by each subject team and report to SLT. 	<p>Spring Milestones</p> <ul style="list-style-type: none"> • Subject leaders review action plan and evaluate impact March'21 	<p>Summer Milestones</p> <ul style="list-style-type: none"> • Subject leaders review action plan and evaluate impact July '21
---	--	--

<ul style="list-style-type: none">• Each subject lead to complete pupil voice survey and report to SLT- Dec '20.• Each subject leader to complete action plan pertinent to needs of their subject implementation needs.- Dec '20• Staff training and agree whole school approach to what sequences of lessons look like in history, geog, art & science.• Trust ICT curriculum introduced in all year groups.	<ul style="list-style-type: none">• Staff training and agree whole school approach to the structure of lessons in different subjects to ensure pupils attend to the most important information in history, geog, art & science.• Books, learning walks and pupil interviews will show that pupils have remembered more and are able to make links between learning- March 21.• Review impact of PSHE curriculum.	<ul style="list-style-type: none">• Books, learning walks and pupil interviews will show that pupils have remembered more and are able to make links between learning- July 21.• Books, learning walks and pupil interviews will show that children are able to transfer skills and knowledge across subjects - July '21.
--	--	--