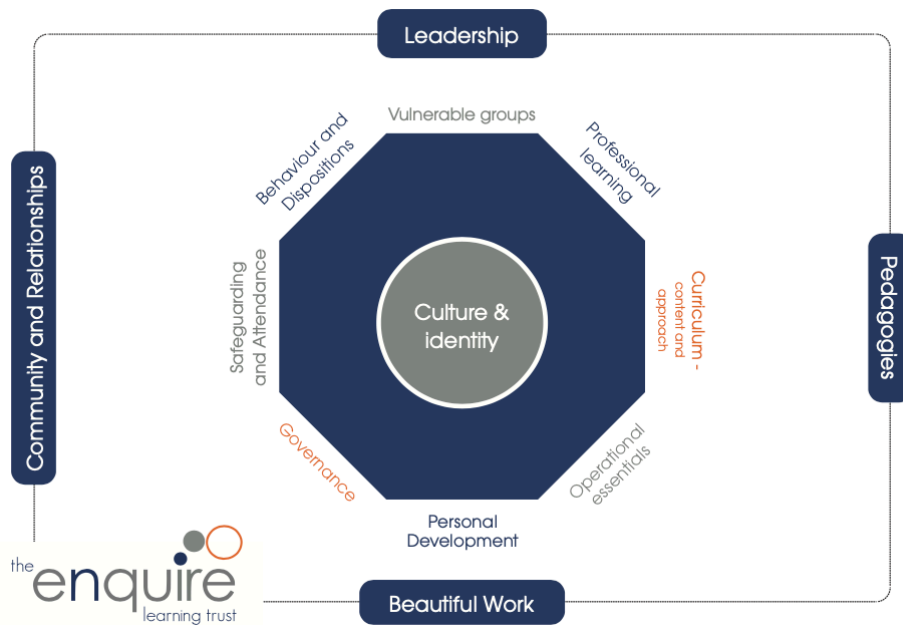


Enquire Learning Trust

Academy improvement plan 2023-2024

Welholme Academy



Welholme
Academy

Our Vision:


Our aim is that Welholme Academy is a safe and nurturing place, where all children, staff and visitors feel welcome and valued and believe that together we can achieve anything. Children learn best when they are happy and confident and we want every child to achieve the very best they can. We encourage them to challenge themselves and to be proud of all their achievements.


Improvement Plan 2023-2024


Priority 1: How can we ensure that our revised curriculum is fully embedded in all subjects?

Priority 2: How can we ensure that pupils at Welholme have opportunities to develop their interests, skills and talents within a wider curriculum beyond the academic?

Priority 3: How can we ensure that the delivery of our core curriculum is strong in all areas, enabling children to achieve across the curriculum?

<p>Enquire Learning Trust Welholme Primary Academy Improvement Plan 2023/2024</p> 	<p>Priority 1</p> <p>How can we ensure that our revised curriculum is fully embedded in all subjects?</p>	<p>Impact – What is the desired outcome for this priority?</p> <p>The curriculum operates effectively – with all staff clear on what they are teaching. Short term planning aligns with medium and long-term planning documentation. Leaders know that what is seen in books reflects these plans.</p>
<p><u>Leadership Activities</u></p>		<p>How will practice and provision look if we are successful in this priority?</p>
<ul style="list-style-type: none"> Review the Welholme Curriculum – themes, content and timetabling. INSET days (4th & 5th September) EY curriculum to be explicit with links to the whole school themes exploited where possible. All subject leaders to understand how their subject is delivered in EY Leadership Team (TC, KG, LL) to audit pupil voice in each class to ascertain their views about what helps them to learn, what hinders them and what they feel they need to improve using the GTT questions. Autumn PPM’s to incorporate a focus on retention and retrieval of knowledge – what strategies are working and what could be done to improve things? SLT & subject leads, termly Subject leads to share their subject intent, implement and impact with each other at staff meetings and review at appropriate times. Termly – staff meetings Teachers have fidelity to the subject plans. These will be audited each term by subject leads. Subject leads, first week of each half term Development of assessment tools for each subject area. Autumn: History / Geography / Physical Education Spring: Art / Design & Technology / Modern Foreign Language Summer: Music / Religious Education / Computing / Personal, Social & Health Education Ensure signature pedagogies are a key focus in each subject area - Oracy, Retention and Recall, AfL <ul style="list-style-type: none"> All lesson observations to include consideration of key pedagogies Subject leads to audit during book scrutiny Science leads to work with Becky Clayton on a science project: details to follow. On-going across the academic year. 		<ul style="list-style-type: none"> Subject leaders know what is being taught and when. They audit planning to ensure alignment between long, medium and short-term planning. Children will be able to transfer knowledge and skills within and across subject areas. They know and remember more – and are able to articulate this during discussion. Work in books reflects this and shows that children have a deep understanding of the things they have learnt about.
<p>Autumn Milestones (What needs to happen this term to be on track with the priority?)</p> <ul style="list-style-type: none"> SLT conduct pupil voice audit to identify strategies they find helpful when learning. PPM’s: discuss successful strategies and what will be used next. Subject leads to detail their subject intent, implementation and impact / how their curriculum is organised – working in triads. Audit planning to ensure fidelity to L/MTP’s. Assessment grids completed for: History / Geography / PE. Lesson observations include comments on signature pedagogies. Science project begins – detail to be added to AIP. EY curriculum to be fully planned. 	<p>Spring Milestones</p> <ul style="list-style-type: none"> PPM’s: discuss successful strategies and what will be used next. Subject leads to detail standards in their subject and how learning is embedded / retained – working in triads. Audit planning to ensure fidelity to L/MTP’s. Assessment grids completed for: Art / D&T / MFL Science project: EY lead to meet with each subject leader to discuss how that subject is delivered 	<p>Summer Milestones</p> <ul style="list-style-type: none"> PPM’s: discuss successful strategies and what will be used next. Subject leads to detail plans for their subject (what is working well, what needs changing, etc.)– working in triads. Audit planning to ensure fidelity to L/MTP’s. Assessment grids completed for: Music / RE / Computing / PSHE Science project: Subject leaders to include EY data / information in their end of year subject reviews.
<p>Collaborative Advantage</p> <ul style="list-style-type: none"> Enquiry / Learning walks with other Trust leaders (internally and externally) Participation in the Science project. 		

<p>Enquire Learning Trust Welholme Primary Academy Improvement Plan 2023/2024</p> 	<p>Priority 2</p> <p>How can we ensure that pupils at Welholme have opportunities to develop their interests, skills and talents within a wider curriculum beyond the academic?</p>	<p>Impact – What is the desired outcome for this priority?</p> <p>Children are able to explore and develop their talents and achievements. They know that their thoughts and opinions are valued and feel that they are contributing to decision making across the school. They become good citizens who contribute well to society.</p>
<p><u>Leadership Activities</u></p>		<p>How will practice and provision look if we are successful in this priority?</p>
<ul style="list-style-type: none"> Establish opportunities for children to take responsibilities: School Council, classroom monitors, Library monitors, Playground Buddies, Sports Leaders, Digital Leaders, Well-being Champions. Start with an application process. SLT, class teachers & learning mentor – Autumn half-term 1. Conduct pupil questionnaires each term – focussing on different aspects of school life (school meals, after-school clubs, GTT, pupil enquiries, playground activities and resources). Learning mentor & Principal – last week of each term. Review and re-structure both our Cultural Passport and British Values overview to ensure coverage in all year groups. Review in September (INSET days: 4th & 5th September) – monitor across the school year. Participation in anti-bullying week; to include clarity around what constitutes bullying (both for pupils and parents). P/VP/AVP and learning mentor (with the School Council) – November. Contribute to the planning of events such as World Book Day, Children In Need, Red Nose Day, discos. Subject leaders & learning mentor with School Council – termly. Pupil contributions included in newsletters – articles, competitions, etc. Principal – on-going. Pupil participation in events – assemblies, fairs, parent workshops. Subject leaders / class teachers – ongoing. Careers week – awareness raising, applying for jobs, interviews, etc. Local business people / past pupils / job centre. SLT – summer term. 		<ul style="list-style-type: none"> Our after-school provision will provide a varied offer for all children to choose from. Engagement / participation will be high and reflect the high level of disadvantaged children in the school. Children across the school will be given opportunities to take responsibilities and influence decision making. The children from Welholme will have a positive presence in the community.
<p>Autumn Milestones (What needs to happen this term to be on track with the priority?)</p> <ul style="list-style-type: none"> A range of responsibilities available to children across the school. Cultural passport explicitly outlines what children can expect in each year group and in each term. British Values are explicitly taught. Pupils and parents are clear on what constitutes bullying. School Council plans Children In Need day events/activities. Pupil articles are a regular feature in newsletters. At least one competition is run by the School Council. 	<p>Spring Milestones</p> <ul style="list-style-type: none"> Children are keen to take on the responsibilities available to them. Children’s awareness of British Values is evident in pupil voice interviews. Cultural Passport is being followed and children are experiencing a range of opportunities. Pupil articles are a regular feature in newsletters. At least one competition is run by the School Council. School Council plans World Book Day and Red Nose Day. 	<p>Summer Milestones</p> <ul style="list-style-type: none"> Children’s awareness of British Values is evident in pupil voice interviews. Cultural Passport is being followed and children are experiencing a range of opportunities. (Reviewed for ‘24 / ‘25 academic year) Pupil articles are a regular feature in newsletters. At least one competition is run by the School Council. School Council plans an event of their choosing. Careers week takes place – July.
<p>Collaborative Advantage</p> <ul style="list-style-type: none"> Enquiry / Learning walks with other Trust leaders (internally and externally) Link with School Councils in other ELT academies 		

<p>Enquire Learning Trust Welholme Primary Academy Improvement Plan 2023/2024</p> 	<p>Priority 3</p> <p>How can we ensure that the delivery of our core curriculum is strong in all areas, enabling children to achieve across the curriculum?</p>	<p>Impact – What is the desired outcome for this priority?</p> <p>Children are achieving at the nationally expected standards. There is good alignment between reading, writing and mathematics – resulting in combined outcomes at or above national levels.</p> <p>All subject leaders know their subject well and are aware of teaching / outcomes across the school</p>
<p style="text-align: center;"><u>Leadership Activities</u></p>		<p>How will practice and provision look if we are successful in this priority?</p>
<ul style="list-style-type: none"> • Review timetabling and agree on the time spent teaching each subject. September – INSET days (4th & 5th September) • Identify ‘mission critical’ children in every class at target setting meetings – with a focus on getting the children who are at the border of EXS over the line and getting an improved combined outcome. Class teachers / subject leaders – at PPM’s termly / on-going. • Mission critical and SEND children to be known to all leaders – so they can monitor when observing lessons, conducting enquiries and carrying out book scrutiny work. Principal / Assessment lead – following each PPM. • Senior leaders to provide support and guidance to all subject leaders around lesson observation, work scrutiny and assessment analysis. Principal / Assessment lead - one-to-one support when a subject is being monitored. • Oracy: agree a whole school approach that includes choral speaking, reading, performance poetry, talk strategies. CPD around talk strategies to be provided to all staff. English Lead / Principal – INSET days (September) & Spring Term • Subject leaders CPD (JH / DH / BC). • Assessment lead to monitor children across all areas (combined – RWM). Assessment lead – termly PPM’s. • Adapt pupil progress recording document. Principal / Assessment lead – September. • Mock Ofsted interviews for subject leads. Principal – Summer. • Problem Solving: agree on a whole school approach to ensure PS is explicitly taught in all classes to all children. Maths lead – September. • Provide CPD around the teaching of problem solving in mathematics. Maths lead to source external provider. Maths lead – Autumn / Spring term. 		<ul style="list-style-type: none"> • All staff monitor their subject effectively – looking at planning, teaching, work in books and outcomes. • Leaders know that children are acquiring new knowledge in their subject and are able to talk about it confidently. • Talk strategies (Oracy) will be embedded in all areas of the curriculum. Children will be able to discuss their learning, explain their thinking and share opinions respectfully. • In maths this will be demonstrated in children’s ability to discuss problem solving and reasoning questions – articulating their thinking and working collaboratively.
<p>Autumn Milestones (What needs to happen this term to be on track with the priority?)</p> <ul style="list-style-type: none"> • Subject time allocation is clear and agreed/adhered to by all. • Regular monitoring and review as well as pupil progress for MC children and children not achieving in all areas. • Alignment of reading / writing / maths is known – mission critical children are being focussed on to improve this. • Whole school approach to Oracy and Problem Solving is agreed and adhered to by all. CPD sourced. • Staff are able to speak confidently about their subject. 	<p>Spring Milestones</p> <ul style="list-style-type: none"> • Regular monitoring and review as well as pupil progress for MC children and children not achieving in all areas. • Alignment of reading / writing / maths is improving from previous term – mission critical focus continues in order to improve this. • Problem solving CPD provided to all teachers. • Talk strategies CPD provided to all staff. • Subject leader CPD provided. 	<p>Summer Milestones</p> <ul style="list-style-type: none"> • Regular monitoring and review as well as pupil progress for MC children and children not achieving in all areas. • Alignment of reading / writing / maths is close – RWM combined outcomes show an improvement on previous year outcomes. • Mock Ofsted interviews undertaken by all subject leaders with Principal and Assessment lead.
<p>Collaborative Advantage</p> <ul style="list-style-type: none"> • Enquiry / Learning walks with other Trust leaders (internally and externally) • Participation in Trust training events – maths / English leads, senior leadership development, trust leaders of learning. 		