



EASTERSIDE ACADEMY SIP 2017 – 2018

	Priorities	STRATEGIES/ACTION	COST	IMPACT / SUCCESS CRITERIA
Pupil Outcomes	<ul style="list-style-type: none"> ◆ Increase % at ARE and 'greater depth' across the school. This includes for those that are disadvantaged. Continued focus on English. ◆ Continue to increase outcomes at EYFS in particular for pupil premium pupils. ◆ Continue to increase outcomes at KS1 in particular in relation to progress in Year 1. (Transition from EYs to KS1). 	<ul style="list-style-type: none"> ◆ Specific Core Subject Action Plans identify whole school action. ◆ Introduction / training – The Power of Reading. ◆ Portfolio of evidence for writing agreed with DA for 'Expected' / 'GD'. ◆ Interim assessment documents devised for Yrs 1, 3, 4 and 5. ◆ Ensure all pupils including more able pupils are appropriately challenged in all lessons, enabling them to work at greater depth, through careful identification and planning. ◆ % working at 'Above Expected' is tracked carefully for all year groups. ◆ Greater depth CPD provided for all teaching staff. ◆ Continue to identify pupils who may be 'at risk' of under-achieving and accelerate their progress through quality first teaching, targeted intervention – also through pp meetings, lesson obs, book monitoring. ◆ Focus pupil progress meetings on specific groups of children e.g. PP. ◆ Use strengths from Early Years to support rapid progress in Year 1. 	SLT Time PP Meetings (£10,000 CPD budget)	<ul style="list-style-type: none"> ✓ Progress of all children including disadvantaged to be at least in line with national and in school the difference is diminishing. ✓ % at ARE is in line with expectations (65%) at the end of the year across the school for all year groups. ✓ % at 'Above Expected' increases over the year. ✓ All outcomes remain at least in line with National and many above.
Teaching, Learning & Assessment	<ul style="list-style-type: none"> ◆ Improve pupils' progress in science, religious studies and foundation subjects, including geography and history. ◆ Enhance the quality of teaching to further strengthen pupils' progress by: <ul style="list-style-type: none"> – setting pupils tasks that are closely matched to their abilities. – providing learning experiences and tasks that enable increasing proportions of pupils to work at greater depth. – strengthening the impact of strategies that help teachers to learn from the best practice at the school. 	<ul style="list-style-type: none"> ◆ Re-look at timetabling of Science and Foundation Subjects – particularly in Science at KS2. ◆ Provide further opportunities for pupils to deepen their knowledge and apply their understanding in Foundation Subjects. ◆ Subject leaders to identify action for their own subjects for 2017-18 – linked to skills and applying knowledge and skills. Share with whole staff. ◆ Specific area training including Science PD day. ◆ Subject monitoring by subject leads – with SLT. ◆ Subject leaders tracking pupil progress in Foundation Subjects. End of Year analysis. ◆ Emerging Teacher plans contd. Linked to these areas identified and personal feedback and targets. ◆ Regular monitoring of T&L across the year. ◆ Coaching from outstanding teachers within school and external persons ◆ Provide practical support through joint-planning and teaching with parallel teacher and/or Team Leader. ◆ Introduce further, regular agreed assessments for English. ◆ Improving effective use of assessment data / matching to next steps. 	SLT Time / staff meetings / PD Day (£10,000 CPD budget)	<ul style="list-style-type: none"> ✓ Progress in Science can be seen within class books; across year groups and across the school. ✓ Progress in Foundation Subjects can be seen within class books; across year groups and across the school. ✓ Teaching and learning of 'skills' is evident in pupils work. ✓ Opportunities for children to work at greater depth, using their skills, knowledge and understanding is evident. ✓ Monitoring outcomes by subject leaders / SLT are at least good. ✓ FS Data analysis shows at least good progress in all subjects. ✓ Monitoring of T&L is at least good overtime and in many cases outstanding.
Personal Development, Behaviour & Welfare	<ul style="list-style-type: none"> ◆ Continue to close the Attendance gap between EA and National (96%). ◆ Strengthen whole school approach to managing and supporting behaviour and those with SEMH needs. ◆ Increase 'physical activity' for all pupils both in and outside of curriculum time. 	<ul style="list-style-type: none"> ◆ Fortnightly attendance report for parents via newsletter/website. ◆ New sticker initiatives to celebrate 100% attendance pupils termly – including those with nearly 100% attendance. ◆ Persistent absentees monitored and challenged by EWO. ◆ Continue weekly punctuality – 'Beat the Bell!' ◆ New school 'mascot' introduced – School Council involvement. ◆ Introduction / training for THRIVE. ◆ Re-write of PSHE / SRE curriculum. Embed LGBT recent training. ◆ Professional supervision mapped in for the year. ◆ Team Teach training for all staff. ◆ Continued cooperative learning focus – develop / embed progression. ◆ Increased funding for play therapy – individual / group. ◆ Physical Maths and English training for all staff. ◆ 'Active' play and lunchtimes. ◆ Continue to work closely with 'Tees Valley Sport' initiatives. 	£1,000 Attendance awards (£10,000 CPD budget) £1,000 supervision	<ul style="list-style-type: none"> ✓ Attendance improves and is near / at NA (96%) ✓ Punctuality at KS2 has improved. ✓ Behaviour data has improved. ✓ PSHE / SRE curriculum is developed to ensure it reflects the world today. ✓ THRIVE is introduced to support PSHE and those with SEMH needs. ✓ Those pupils with specific SEMH needs have been identified and intervention put in place. ✓ Pupil's activity has increased outside of their PE curriculum time. (Approx 30 mins daily).

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Leadership and Management	<ul style="list-style-type: none"> ◆ Develop foundation subject leadership as well as continuing to strengthen leadership at all levels – Governors / SENCO / Parent Engage Team. ◆ Continue to develop the tracking of progress and attainment of all subjects both Core and Foundation. ◆ Develop NQT / QTS teachers to ensure they are good / outstanding teachers. ◆ Achieve the LOtC Gold Award. ◆ Renew the Investors in People (IIP) Award. 	<ul style="list-style-type: none"> ◆ Subject leaders tracking pupil progress in Foundation Subjects. End of Year analysis – used to develop subject areas. ◆ Tighten and develop assessment and tracking procedures for both Core and Foundation Subjects. ◆ Coaching from experienced staff. ◆ Staff meeting time looking at what makes a good leader – agree practice at EA. ◆ Learning Enquiry Walk with Governors. ◆ Opportunities for parental engagement continue to increase – continued use of the parental partnership descriptors. ◆ DHT non-teaching in the afternoons – supporting the development of the school and the quality of the teaching and learning. ◆ Mentoring from SLT. ◆ Carefully identified CPD to develop new teachers as well as those that are still emerging. ◆ Portfolio of evidence put together for the LOtC Gold Award. Validation given through a visit from an external examiner. ◆ Summer Term – IIP renewal visit. Preparation meeting in the Spring term. 	<ul style="list-style-type: none"> ✓ CPD strengthens leadership at all levels. ✓ Governors continue to develop expertise & develop their work, becoming more confident as critical & analytical support to shape the strategic vision. ✓ Subject leaders have sound knowledge of standards in their subject area. (ARE / Progress). Outcomes have improved from 2017. ✓ Effective use of assessment impacts on pupil progress and attainment. ✓ NQT and QTS teachers confidently pass their year – good / outstanding. ✓ The school has achieved the LOtC 'Gold' Award. Outdoor learning is a strong feature of the school. ✓ The school has achieved IIP for a further three years.
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	AUTUMN TERM	SPRING TERM	SUMMER TERM
Pupil Outcomes	<ul style="list-style-type: none"> ✓ Targets have been set for each year group, for % at ARE and % at Greater Depth. ✓ Expectations for progress are agreed as an SLT following work with our DA SIA J. Alexander. ✓ 4 members of staff have started the Power of Reading (POR) training in Newcastle. 3 further days will take place across the year. ✓ Interim assessment documents are in place for all Year groups for writing. ✓ Science 'greater depth' PD day and follow up demonstration lessons held across the term. Monitoring will follow to measure impact. ✓ Chn at risk identified in 'Daisy Cards' at start of year. This supports discussion / monitoring through half termly pupil progress meetings. ✓ Reception teachers have been working with Year 1 staff to support transition. Focus on provision as well as teaching and learning. 	<ul style="list-style-type: none"> ✓ POR training days 2 and 3 have taken place. Feedback shared with staff. Staff meeting planned summer term. All staff using POR. Evidence of impact on writing. ✓ Science 'greater depth' staff meeting. ✓ SIA visit – focus on greater depth and 'grapple' for Maths. ✓ Monitoring of Maths, English and topic books – focus on greater depth. ✓ Subject lead staff meetings focused on supporting teachers develop opportunities for greater depth within their subject. ✓ % at greater depth at end of KS1 is on target to improve this year. This is not the case for end of KS2 – cohort specific. % working at greater depth in other year groups is improving. ✓ Pupil premium pupils in EYs are making better progress than Non. Targeted work. 	<ul style="list-style-type: none"> ✓ The gap between pupil premium and non-pupil premium diminished significantly at the end of Reception this year when looking at the % that achieved Good Level of Development. ✓ Outcomes at the end of KS1 improved in reading at both 'expected' and 'greater depth'. Other areas of greater depth were in line / similar to the previous year. The % at 'expected' (without HNB) is expected to be above or in line with National for English and slightly below for Maths. The % at greater depth for Maths is higher than National. ✓ Outcomes at the end of KS2 are in line with National – including combined. Writing is predicted higher than national. We have a three year improving trend in writing. At 'greater depth' we have similar outcomes to the previous year but have improved in Maths and Reading. ✓ Progress across the school is at least good.
Teaching and Learning	<ul style="list-style-type: none"> ✓ Identified Foundation subjects have been 'blocked' this term to allow for skills and knowledge to be taught across a week of lessons. SLT / Gov monitoring carried out. ✓ Subject leaders shared their key areas of focus for the academic year in the PD days in September. ✓ Subject leaders have identified when and how they will be monitoring their subject this year. SLT will be involved. ✓ Formal English lesson observations took place with the HT and an external body across the whole school. T&L at least good and in many cases outstanding. ✓ Identified members of staff have mentors to support their development. ✓ NQT / QTS given opportunities to observe outstanding T&L across the school. 	<ul style="list-style-type: none"> ✓ Blocking of some subjects has continued to be monitored. Impact – better evidence of progress of skills and knowledge. Continuing to develop opportunities to ensure children are working at greater depth. ✓ Subject leads have carried out monitoring of their subjects – greater depth focus – fed back to staff:- Art / DT / ICT / PSHE / Humanities. ✓ Formal Maths lesson observations took place with HT and other HTs from the Tees Valley. T&L at least good and in many cases outstanding. Evidence of children working at greater depth in maths – good. ✓ NQT / QTS continued to receive support and do peer observations as well as access mentor support and CPD. ✓ SLT continue to support emerging teachers. 	<ul style="list-style-type: none"> ✓ Subject leads have carried out monitoring of their subjects – greater depth focus – fed back to HT / staff:- Music / RE / Humanities / PE. Outcomes show better progress within books. This was validated by: <ul style="list-style-type: none"> - SIA – Jim Alexander visit – worked with teachers to look for greater depth / gapple in their children's books – project books. - Enquiry Walk – greater depth focus. ✓ NQT / QTS both successfully completed their year. ✓ Teaching and learning remains at least good over time in all areas of the school and in many areas outstanding.

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Behaviour and Safety	<ul style="list-style-type: none"> ✓ '12 Days of Christmas Attendance' initiative used to keep attendance levels at the end of the Autumn over the Christmas period. ✓ New 100% attendance badges introduced. ✓ New school mascot introduced – The Fox (to be named). Part of the roll is to visit those classes that have 100% attendance each week. ✓ Attendance letter sent home by HT and EWO. ✓ Care Team have an attendance target for their performance management to strengthen our attendance team and the work that we do as a school. ✓ New PSHE Assessments are shared with teachers to be used immediately. ✓ Professional supervision is in place for the year. Two sessions took place this term. ✓ PD day – Team Teach – 36 staff trained. ✓ Two twilights took place to look at active Maths and English. As a result we have a list of possible strategies to get children active within a lesson. These have been observed throughout school. 	<ul style="list-style-type: none"> ✓ 100% attendance changed to 'Exceptional Attendance' – changes shared with parents. ✓ THRIVE approach PD day for all staff. ✓ Two identified staff members are completing the THRIVE practitioner training. As a result they are currently using the approach with identified children. ✓ THRIVE online set up ready to use with classes. ✓ THRIVE two year action plan in place. Shared with performance management governors. ✓ Professional supervision took place – two sessions took place this term. ✓ New school mascot introduced – 'Spirit' the fox. Mascot to visit classes with good attendance and support school visits and competitions. ✓ Diversity week took place this term – supported SEMH / SRE and LGBT curriculums. ✓ Attendance team meetings are taking place. ✓ Lesson observations show that collaboration is continuing to embed throughout the school. 	<ul style="list-style-type: none"> ✓ Exceptional attendance award for the summer term saw 106 pupils receive the award / experience. This continues to increase. ✓ 100% attendance for the year award saw 25 pupils receive the award. This is a slight dip on the last few years. ✓ Overall attendance dropped just below 95%. This was due to holidays. Governors have voted this term to fine for holidays in the next academic year. Parents have been informed. ✓ THRIVE practitioners fed back to governors. Shared case studies which showed impact. ✓ Attendance will be a key priority for next year – AIP written to be shared with governors Sept 18. ✓ THRIVE will be a key priority for next year – AIP written to be shared with governors Sept 18.
Leadership and Management	<ul style="list-style-type: none"> ✓ DHT is currently working on a devised programme to develop and strengthen emerging subject leadership across school with identified staff. ✓ Tracking of progress of Foundation subjects has been made more robust with deadlines set across the terms to ensure progress can be tracked and outcomes analysed. ✓ Governors carried out a 'Learning Enquiry Walk' led by Ronnie Woods from Enquire Ltd. ✓ DHT supporting development of the NQT and teaching and learning across the afternoons. HT supporting the development of QTS. Weekly mentor meetings and observations held. ✓ Application for the LOtC Gold Award completed. Portfolio of evidence is well-under way. ✓ HT has carried out investigations in relation to MATs. ✓ HT/SBM currently looking at GDPR and planning steps to ensure we're compliant for May 2018. 	<ul style="list-style-type: none"> ✓ LOtC Gold Award evidence completed. Assessment day held in April. Still awaiting outcome. ✓ Staff have been given time termly to ensure data tracking of progress and attainment for foundation subjects is kept up-to-date. This will support subject leads carrying out data analysis at the end of the summer term. ✓ DHT continued to support NQT – successful second term. HT support QTS – successful second term also. ✓ IIP not renewed – cost has risen significantly. ✓ HT/SBM continued to make changes to policy and procedures ready for GDPR. SBM trained all staff. Staff signed to say they have received the training. All governors up-to-date and aware of the changes and implications. ✓ HT completed MAT investigations and supported completion of the Significant Change Business Plan. 	<ul style="list-style-type: none"> ✓ LOtC Gold Award was not achieved however evidence suggests it is not far off and LOtC assessor has asked to come into school in the Autumn term to meet with the HT to discuss the final pieces that can help achieve the award. ✓ NQT / QTS teachers completed their year successfully. QTS teacher has the autumn term to achieve her QTS. Assessor due in. Both teachers teaching and learning is at least good. ✓ Academy has completed everything necessary to transfer over to the ELT MAT. ✓ SENCO / HT met. SENCO has received a wide range of training across the year and fully taken over the role from the HT. Successful first year. SENCO review with ELT has been arranged for September – SEND governor to also attend. ✓ Parental engagement has continued to increase – parent questionnaire outcomes excellent.