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**East Whitby Vision and Values**

At East Whitby we take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. Our students are given time to explore subjects and develop deep understanding. We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes.

We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback. Children are praised for hard work, determination and having a positive attitude. In order to create an inclusive school where everyone can flourish, whatever their background, we promote an ethos of respect and empathy, where diversity is valued and celebrated – both within school and the wider world.

School has three core values which inform our work and encapsulate our values Collaborate, Achieve and Nurture. (We C.A.N. do it!)

Pupils are taught the virtues of kindness, appreciation and what it means to be courageous. Special care is taken to educate everyone in the East Whitby community about the needs of others and how best to meet them.

We foster open and honest communication with parents, carers and specialists and actively seek to engage with all members of the East Whitby community in a positive supportive manner. High quality teaching is a key priority at East Whitby and the relationship between staff and children underpins inspirational, supportive and effective teaching and learning.

Staff are actively involved in identifying their support and training needs and this leads to careers with clear progression. We ensure that there is a wide range of quality training available and that staff are able to learn from each other and share good practice.

It is our aim for all children to leave East Whitby as confident learners with self-belief and an abiding respect for others. We aim to instil a lifelong love for learning and a strong grounding for future success.

**We promote achievement by:**

* Holding the highest expectations for all
* Striving for every child to make the very best possible progress
* Being restless in our pursuit of excellence

**We develop as confident and independent learners by:**

* Providing learning which excites passion and curiosity.
* Embracing challenge and not giving up
* Trying our best without fear of failure
* Speaking knowledgeably about our strengths and areas of improvement

**We value supportive and positive relationships by:**

* Bringing out the best in each other
* Showing pride in one another’s achievements
* Creating strong partnerships between home, school and the wider community

**We appreciate others by:**

* Valuing and respecting the rights of others
* Making sure everybody feels listened to
* Promoting good manners and caring attitude

**Enquire Learning Trust**

Improvement Plan 2019/20

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East Whitby Primary Academy

Improvement Plan 2019/20

**Priority 1**: To ensure the number of pupils achieving ARE and GD in Reading at KS2 is at least in line with national figures.

**Priority 2:** To Develop the early Years provision and practice to increase the number of pupils achieving GLD in EYFS further closing the gap to National

**Priority 3**: To further raise expectations of the most able children in Reception, and pupils in Year 1 and Year 2, to ensure that a greater proportion of them achieve the higher standards of which they are capable

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| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2018/19** | **Priority 1**:  To ensure the number of pupils achieving ARE and GD in Reading at KS2 is at least in line with national figures.  **Impact**  Improved KS2 reading results to bring figures in line with national.  Consistent approach to reading across KS2  Increased focus on ensuring stretch and challenge to ensure higher ability readers to achieve potential.  Improved pupil fluency. | | | | **How will we know we are successful?**   * ARE will be in line with National and there will be an increase in pupils achieving GDs from KS1 figures. * All ARE pupils in reading from will make at least expected progress from KS1 * All GDS pupils make expected progress from KS1. * Subject on a page will define expected reading approach. * Text choice will be explored to ensure the level of challenge is varied and appropriate. | |
| **Leadership Activities: (Plan Lead S.Smith/ J.Schofield)**   * Reading CPD autumn term 2019. (Developing fluency) (Headteacher and English lead) * Parental reading workshops (Autumn 2019) (Headteacher /English Lead) * Audit and Define key approaches and principals in reading teaching in school. (Headteacher and English lead) * Identify target groups of children and individuals through data interrogation within each cohort and ensure these are the focus of pupil progress meetings and performance management. (Class teacher/SLT) * Explore intervention targeting and models to address key reading issues around fluency. (English Lead) * Explore assessment in reading to ensure gaps are identified and addressed early.(SLT) * Review text choice in each cohort to ensure a balance of texts are used, create spine text choice to ensure variety and challenge(English lead) * Ensure all children are read to daily from a range of texts * Review Storytime Assembly so pupils are read to from more age appropriate texts (Headteacher Autumn 2019) | | | | | | |
| **Collaborative Advantage:**   * Explore reading approaches in trust schools that have achieved ARE+. Use work as a lens to explore practice in East Whitby. * Use enquiry process to focus on exploring reading to identify strengths and areas for development. | | | | **Resources – budget planning**   * Staff visits to other schools (£400) * Books to update reading stock/ in class reading materials (£800) * Staff release time to monitor and audit (£400) * Power of reading training 2 staff (£1200) | | |
| **Autumn Milestones**   * End October 19 pupil progress meeting for Y6 targeting support intervention * Support intervention program carried out Nov-Dec19 * Reading audit and monitoring review (Oct19) * Reading training CPD for all staff (autumn 19) * Pupil progress and intervention review (Dec 19) * Storytime Assembly Adapted (September 19) | | **Spring Milestones-**   * Booster groups set/ progress monitored up for Y6 targeting support intervention (spring 2019) * Targeted reading intervention re fluency (Y2-6) (spring 2020) * Reading training CPD for all staff * East Whitby Reading Spine developed (April 2020) | | | | **Summer Milestones-**   * Review Impact (Summer1 2020) * Rewrite reading on a page curriculum statement (summer 2020) |
| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2018/19** | | **Priority 2**:  To develop the practice in Early Years, so that it supports the needs of East Whitby students and allows them to achieve their potential  **Impact**  To further increase the number of pupils achieving GLD in EYFS closing the Gap to National and creating a firm foundation for future success. | | | | **How will we know we are successful?**   * **Greater % of pupils will achieve GLD in 2019/20** * **Key barriers to development in reading and writing will improve** * **Effective targeted speech and Language will address key pupil barriers.** | | |
| **Leadership Activities: (Plan Lead M.Suggitt, EY Lead)**   * HT 5day contribution as part of the Early Years team. (HT) * Explore the roles and skills and understanding of each EY team member role in the provisionto most effectively impact on pupil progress (EY team) * Explore effective early years provisions, look at key features of practice. (EY Lead-teacher) * Redesign space to develop effective focussed working (immersive language development space) (EY Team) * Explore focused task design through visiting effective EY provisions. (EY team/DHT) * Pupil progress data reviews to explore gaps and refocus teaching. (SLT/EY Lead) * CPD for staff to explore and further develop EY practice * Focussed enquiry exploring EY practice. (SLT/ Trust provision) * Review Impact of changes (SLT/EY Lead) | | | | | | | | |
| **Collaborative Advantage:**   * **Visit outstanding EY provisions look at and develop effective practice** * **Use enquiry to dig into provision and pedagogy.** * **EY leads from trust ‘outstanding’ provision work with staff to develop provision** | | | | | **Resources – budget planning**   * Staff visits to other schools (£400) * £1000 resources investment * £1000 consultant support ? * Leadership time. | | | |
| **Autumn Milestones**   * **Autumn term visits to enquire provisions (Sep-Oct 19)** * **EY lead in place (Oct 19)** * **Audit of staff skill (Autum1)** * **Planning reflects effective use of staff skills (November 2019)** * **Review Impact (Autumn 2019)** * **Pupil progress review and next steps planning (December 2019)** | | | | **Spring Milestones-**   * **Review Impact (ongoing)** * **Pupil progress review and next steps planning (April 2020)** | | **Summer Milestones-**   * **Review Impact (ongoing)** * **Pupil progress review and next steps planning (June 2020)** | | |

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| **Enquire Learning Trust**  **Primary Academy**  **Improvement Plan**  **2018/19** | **Priority 1**:  To further raise expectations of the most able children in Reception, and pupils in Year 1 and Year 2, to ensure that a greater proportion of them achieve the higher standards of which they are capable  **Impact**  To ensure more pupils achieve exceeding judgements in EY and Greater Depth in KS1 creating a platform for achievement in KS2 | | | **How will we know we are successful?**   * A greater percentage of pupils in KS1 will achieve GD in Reading, Writing and Maths * More children will achieve exceeding aspects at EY * Phonics will be in-line with National figures |
| **Leadership Activities: (Plan lead S.Smith/M.Suggitt)**   * Introduce new assessment system, moderate for consistency of judgement against assessment framework. (HT, A.Semley) * ½ termly moderation sessions ensuring year group appropriate expectations (Eng/Maths leads) * CPD to explore year group expectations. (DHT, Eng/Maths leads) * English and Maths leads to support with planning and review of standards * Pupil Progress review meetings termly (SLT) * Hub moderation sessions * Review use of written work in Geography and History. (Curriculum lead/SLT) * Review Handwriting development and teaching (Eng Lead) | | | | |
| **Collaborative Advantage:**   * Hub moderation meetings for Writing * Enquiry of practice to explore standards * Moderate with schools achieving more GD at KS1. Plan next steps following moderation sessions | | | **Resources – budget planning**   * £400 transport to hub meetings * £450 Supply cover * SLT time | |
| **Autumn Milestones**   * Long-table moderation (October 19) * Pupil progress review and next steps planning (December 2019) * Leadership enquiry (October 2019) * Visit to targeted school exploring expectations and greater depth * Expectations raised (Autumn 2019) | | **Spring Milestones-**   * Pupil progress review and next steps planning (June 2019) | | **Summer Milestones-**   * Pupil progress review and next steps planning (June 2019) |