

West Newcastle Academy School Development Plan 2022 – 2023



The School's Vision

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Our Ethos

Respect for the core capabilities of children and the recognition that all children are unique individuals with a wide range of abilities and potentials. Children are valued as strong, sociable and capable individuals, constantly learning and enquiring about the world about them.

WNA is a place where children will be encouraged to be curious, to ask questions and to learn from one another. Children at our school will be encouraged to question their teachers, formulate their own theories and validate possible results.

Dialogue with, and democratic decision making between children, staff, parents and the wider community is central to the running of WNA.

Areas for Improvement:

- **Reading**
- **Writing**
- **Number**
- **EYFS**
- **Catering**
- **Non-Teaching Support**

To be achieved through these Key Priorities for Improvement:

1. Reading

- 1.1 To be able to read fluently with understanding
- 1.2 To ensure effective differentiation, rapid progress and achievement above national average
- 1.3 To ensure all staff know how to teach reading - vocab
- 1.4 To ensure all teachers know about the agreed approach to teaching Guided Reading (Vipers)
- 1.5 To ensure that there is good provision for all pupils with SEND – RWInc, Early Bird Readers, Lowest 20%

2. Writing

- 2.1 To develop medium term planning to reflect the needs of the cohorts at each data point
- 2.2 To use ongoing formative data to inform planning for writing
- 2.3 To ensure that planning over the year, uses data and sequences of learning using the following resources as appropriate:

- Literacy Shed – writing planning – long term planning
- Write Stuff
- Talk for Writing

2.4 To ensure that children are given the opportunity to review, edit and improve their work regularly

3. Number

3.1 To ensure standards in number are in line with or better than national expectations

3.2 To teach number fluency, identifying and bridging gaps in teaching

4. EYFS

4.1 Reading -To ensure that there is rapid progress through phonics (RWInc) and early readers

4.2 To ensure that there is good provision for all pupils with SEND and those who have additional needs – Early Bird Readers, Intervention

4.3 Writing - To develop writing in all areas of CiC and ensure there is at least one piece of written work per week

4.4 To ensure that the long term planning has breadth of provision and sequences of learning

4.5 To develop the EYFS Unit with close working between the nursery and YR

5. Inclusion

5.1 Appointment of SENDCo

5.2 Review of Inclusion in school and next steps for 2022/23

6. Catering

6.1 To ensure that school catering meets needs and ethos of school

6.2 Health and safety – to ensure that Shield Safety is used to ensure that all checks are in place

7 Non- Teaching

7.1 To ensure ICT hardware is maintained

7.2 To ensure school attendance is at least at 96%

7.3 To ensure school lunch debt does not exceed 10 meals taken

7.4 To monitor teaching resources and consumable costs on a departmental basis.

7.5 To explore and maintain additional income opportunities

Area of Development 1. Reading	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
1.1 To be able to read fluently with understanding	1.1.1 Reading/phonics lessons to be timetabled daily 1.1.2 Questions about understanding to be planned for and used during 1-1 reading 1.1.3 Children to be assessed for through fluency and understanding in reading	Team leaders and teachers All adults who read with children teachers, TA's, volunteers Teachers	AH to monitor and report to HT	Outcome <ul style="list-style-type: none"> Children to read fluently with good understanding Rapid progress Children reaching age related expectations in reading Appropriate challenge and differentiation 	
1.2 To ensure effective differentiation, rapid progress and achievement above national average	1.2.1 Reading lessons to be differentiated to ensure progress for all abilities 1.2.2 Assessment used to identify children who are at risk of falling behind so provision can be put in place Action - Reading lessons to be differentiated	SLT and teachers Teachers and TAs	LMc to look at planning and observe AH to monitor through data	Outcome <ul style="list-style-type: none"> Rapid progress for all abilities Children reaching age related expectations in reading Appropriate challenge and differentiation 	

1.3 To ensure all staff know how to teach reading vocab	1.3.1 Review language in text and ensure all children know the meaning of new words before reading a new text 1.3.2 All staff to understand the structure and purpose of reading lessons with a focus on VIPERS - vocab focus, spellings and spelling rules, reading comprehension activities in 2022/23.	Teachers SLT, Teachers and TAs	AH to look at planning and observe	Outcome <ul style="list-style-type: none"> • Rapid progress for all abilities • Children reaching age related expectations in reading • Children with a wide range of vocabulary 	Autumn Term 1
1.4 To ensure all teachers know about the agreed approach to teaching Guided Reading (Vipers)	1.4.1 Guided reading to be taught using VIPERS and the agreed lesson structure 1.4.2 Children to be taught reading skills explicitly and understand technical vocabulary	Teachers Teachers and TAs	AH to monitor planning and observe	Outcome <ul style="list-style-type: none"> • Rapid progress for all abilities • Children reaching age related expectations in reading • A consistent whole school approach to teaching reading 	Autumn Term 1
1.9 To ensure that there is good provision for all pupils with SEND – RWInc, Early Bird Readers, Lowest 20%	1.9.1 Assessment used to inform intervention groups 1.9.2 TAs to provide early bird reader sessions in all year groups 1.9.3 Reading, homework and	SLT and teachers TAs AH	AHs to monitor and report to HT	Outcome <ul style="list-style-type: none"> • Rapid progress • Effective differentiation and intervention 	

	phonic activities in Breakfast Club				
Early Bird Readers	Register comments to Reading Diaries				<p>Autumn Term 2 Review of Early Bird Readers for Tuition Grant(26/11) Registers on SP</p> <p>Spring Term 1/2 Prior to each census office staff add cumulative hours to SP ext</p> <p>Summer 1 EYFS- No early bird readers in the EYFS (no TA in morning) Has this been taking place in 30 minute club? LKS2 – early bird readers work with TA every morning. Comments in reading diaries. UKS2 – Early bird readers work with TA every morning, complete comp activities and reading records are filled.</p> <p>Summer 2 Consistency of early Bird Readers need to be reviewed for 2022/23</p>

Area of Development 2. Writing	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
2.2 To develop medium term planning to reflect the needs of the cohorts at each data point	<p>2.2.1 INSET/ staff training on developing medium term planning based on data and the skills of the cohort</p> <p>2.2.2 Use staff meeting time to work together in phase teams to develop Medium term planning after the data checkpoint to ensure data priorities are addressed.</p> <p>2.2.3 LMc to work with class teachers to develop sequences of learning, encouraging teachers to use professional knowledge and knowledge of the children to justify their choices.</p>	<p>Teaching staff</p> <p>Teaching staff</p>	LMc to monitor and report to HT	<p>Outcome</p> <ul style="list-style-type: none"> • Staff training time dedicated to medium term planning • Staff meeting time has been allocated to medium term planning • Children make rapid progress in writing due to targeted teaching to address gaps • Teachers can engage in professional conversations with SLT and each other to justify their choices and professional knowledge. 	<p>Autumn Term 1</p> <p>Action LM and LMc to visit Seven Stories to gather wider range of poetry books of a high quality.</p>
2.3 To use ongoing formative data to inform planning for writing	2.3.1 Teachers to ensure formative assessment is accurate for their	Teaching staff AH/HT to review	LMc to monitor and report to HT	<p>Outcomes</p> <ul style="list-style-type: none"> • Scholar pack moderation shows that information is 	

	<p>class at each checkpoint</p> <p>2.3.2 Writing to be moderated for a sample of children at each checkpoint</p> <p>2.3.3 Phase leader to work with class teachers to develop sequences of learning, encouraging teachers to use professional knowledge and knowledge of the children to justify their choices.</p>	<p>LMc/Teaching staff</p> <p>LMc</p>		<p>up to date/matches/is accurate at each check point.</p> <ul style="list-style-type: none"> • Writing moderation takes place at each checkpoint and growing base of evidence on sharepoint. • Teachers can engage in professional conversations with SLT and each other to justify their choices and professional knowledge 	
2.4 To ensure that planning over the year, uses data and sequences of learning using the following resources: Literacy Shed, Write Stuff, Talk for Writing	2.4.1 Staff training to ensure all staff are aware of the resources available and can understand how and why to use different resources according to the needs of their cohort	LMc Teaching staff	LMc to monitor and report to HT	<p>Outcomes</p> <ul style="list-style-type: none"> • Monitoring (learning walks, observations) includes feedback about appropriate use of a range of resources • Staff training has taken place 	<p>Autumn Term 1</p> <p>Action - Review of Literacy Shed, Write Stuff, Talk for Writing in September INSET.</p>
2.5 To ensure that children are given	2.5.1 Review marking policy and ensure all	AH/LMc	AH to monitor and report to HT	<p>Outcomes</p> <ul style="list-style-type: none"> • Policy is reviewed 	Autumn Term 2

<p>the opportunity to review, edit and improve their work regularly</p>	<p>staff understand expectations, especially regarding editing</p> <p>2.5.2 Introduce checklists/ scaffolds of expected features for each year group to enable them to complete writing checks independently.</p> <p>2.5.3 Staff meeting autumn term to look in books and for staff to share effective techniques to develop these skills in pupils.</p> <p>2.5.4 Phase meetings to include internal moderation of feedback and evidence every term.</p>	<p>All teaching staff/ TAs</p> <p>Teaching staff/ TAs</p> <p>Teaching staff/ TAS</p> <p>SLT</p>		<ul style="list-style-type: none"> • Checklists and scaffolds are used in classes- evidenced in monitoring (moderation, book checks, learning walks and lesson observations) • Book checks, learning walks and lesson observations show evidence that children are regularly given the chance to review edit and improve their work. • Staff meeting time has been used appropriately and staff can share their expertise with each other • Phase meetings have focused on moderation of feedback and editing every term. 	
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Area of Development Number	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
3.1 To ensure standards in number are in line with or better than national expectations	3.1.1 INSET/ staff training on developing medium term planning based on data and the skills of the cohort	LM INSET summer 2022	HT HT/SLT	Outcome: All staff will deliver high quality number teaching from medium term plans and needs of cohort	Autumn Term 2022
3.2 To teach number fluency, identifying and bridging gaps in teaching	3.2.1 Use staff meeting time to work together in phase teams to develop 3.2.2 Medium term planning after the data checkpoint to ensure data priorities are addressed.	SLT/Phase Leaders	HT Ongoing	Outcome: All staff will use staff meeting time effectively to work in teams and review learning, achievement and then deliver high quality number teaching from medium term plans and needs of cohort	Autumn Term 2022

Area of Development EYFS	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
4.1 Reading -To ensure that there is rapid progress through phonics (RWInc) and early readers	4.1.1 Book two new staff onto next available Read, Write, Inc. training. 4.1.2 LMph to support new staff to feel confident to deliver RWI, guided reading and individual reader support. Staff to observe sessions in person/ zoom 4.1.3 Ensure that there is rapid progress through R,W,Inc and then focus on Guided Reading in EYFS 4.2.3 At the end of every half term teachers assess children on RWI phonics and use this to stream pupils in RWI groups / plan to meet their needs.	LMph Summer INSET 2022 R,W, INc training Oct 2022 (2 places)	LMph Summer INSET 2022 2 places 2022	Outcome: All staff will deliver high quality Read, Write, Inc teaching, and all staff to feel confident to support children through guided reading and individual readers.	Autumn Term 2022
4.2 To ensure that there is good provision for all pupils with SEND and those who have additional needs – Early Bird Readers, Intervention, high quality IEPs	4.2.1 Children with possible SEND to be identified in Term 1 and appropriate referrals made (speech and language, CYPS, etc). 4.2.2.Once SEND children have been	Autumn Term 2022 Class teachers/Lmu	HT/New inclusion lead	Outcome: All children including those with SEND are able to make good progress and are adequately supported.	Autumn term 2022

	identified, IEP's to be written in partnership with parents to include what additional support is being offered (such as thrive, box time, behaviour support, Early Bird readers, etc.)				
4.3 Writing - To develop writing in all areas of CiC and ensure there is at least one piece of written work per week	4.3.1 At each data point (half termly) EYFS staff to hold pupil progress meetings to discuss every child's progression and next steps. This is then used to plan for the next half term. Focus on all areas of writing but particular focus on writing in books and evidence in CiC - groupings/next steps. Using 2 class teachers to split English lessons into 2 ability groups.	Half termly review of evidence/ pupil progress meetings. All EYFS staff	HT/LMu to oversee half termly.	Outcome: Teachers know exactly what each child needs to progress and what their next steps are. This is reflected in the planning and teaching.	Autumn Term 2
4.4 To ensure that the long term planning has breadth of provision and	4.4.1 Create a long term plan that shows breath of provision and a progression of skills	LM/LMuph/HT Summer INSET 2022	Ht/LMu	Outcome: EYFS department can use long term planning as a guide to support MTP and	Autumn Term 2022

sequences of learning	based on the medium term plan			weekly plans making sure all appropriate skills are covered throughout the year.	
4.5 To develop the EYFS Unit with close working between the nursery and YR	4.5.1 LMph and staff to plan for nursery – furniture, plan of area, provision, admissions 4.5.2 HT – final Ofsted registration	LMph Summer INSET and then finalise Sept 2022	SP Gov RQ	Outcome: EYFS staff are trained to successfully implement the nursery provision and work as a team with YR staff and children to form a EYFS team Nursery opens Spring 2022	Autumn Term 2022

Area of Development Inclusion	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
5.3 Appointment of SENDCo	5.3.1 Appointment of SENDCo ready for Jan 2023	SBM/HT		Outcome:	Autumn term 2 2022
5.4 Review of Inclusion in school and next steps for 2022/23	5.4.1 Review of Inclusion across school, handover of responsibility and plan for next steps for improvement 2022/23 5.4.2 Review of Thrive Training across school and next steps	SENDCo/HT		Outcome:	Autumn term 2 2022

Area of Development Catering	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
6.1 To ensure that school catering meets needs and ethos of school	6.1.1 Weekly team meetings to plan and review menu and provision 6.1.2 Facilities leader to check daily checks and feed back to staff HT	Weekly – AC and Facilities Team (mon am)	HT/SBM – weekly meeting with AC	Outcome: Catering team work as a professional team to ensure that the menu meets the needs of the school and comes in on budget Any concerns about individual roles are directed via AC and HT	Autumn term 2022
6.2 Health and safety – to ensure that Shield Safety is used to ensure that all checks are in place	6.2.1 Daily checks and cleaning are efficient and logged/checked 6.2.2. Shield Safety is used effectively to measure and manage risk	Daily – AC and Catering Team	Weekly – AC/Catering team to monitor and feedback to HT HT daily obs for Health and Safety	Outcome: Catering team work as a professional team to ensure that Shield Safety is used effectively - all areas are completed and reviewed Materials are always used and stored according to COSH regulations There are good systems of in place for the management of resources and reordering. Food is prepared according to the menu, ensuring best value and H and S guidance is followed Food Standards in School is understood and used	Autumn term 2022

				Checks ensure all catering spaces are clean and safe to use	
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Area of Development 8 Non- Teaching	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
<p>8.1 To ensure effective management of staff and resources to support school improvement</p> <p>Note – text messages to be sent out through office not members of staff</p>	<p>8.1.1 Weekly meetings with office staff and SBM to review processes and plan for week (Mon)</p> <p>8.1.2 Weekly meetings with HT/SBM/Bursar to plan and feedback (Wed)</p> <p>8.1.3 Weekly meetings with HT/SBM/FLW to plan and feedback (Thurs)</p> <p>8.1.4 Weekly meeting with HT/SBM/Facilities to plan and feedback. (Fri)</p> <p>8.1.5 To create a stocklist of cleaning and stationary equipment and complete a monthly stocktake.</p>	All Non- Teaching staff – weekly and ongoing	<p>SBM/HT weekly and half termly review of SDP</p> <p>Termly Review of training, targets and appraisal</p>	<p>Outcome:</p> <p>There is good communication throughout all members of the team, diaries are shared and reviewed</p> <p>New staff are well supported and understand the ethos and plans for school</p>	<p>Autumn term 2022</p> <p>7.6</p>
<p>8.2 To ensure ICT hardware is maintained</p>	<p>8.2.1 IT technician works closely with SBM to ensure all IT equipment is maintained</p> <p>8.2.2 To ensure software licenses are kept up to date and managed well.</p>	IT tech/SBM/All staff	<p>SBM/HT weekly meetings and half termly review of SDP</p>	<p>Outcome:</p> <p>IT equipment works and supports the running of the school</p> <p>Staff use IT equipment safely and carefully</p>	<p>Autumn term 2022</p>

	<p>Action – Create a register of licenses and their expiration dates.</p> <p>8.3.3 To monitor printer and photocopier usage, to ensure toner and paper are always well stocked.</p>				
8.4 To ensure school attendance is at least at 96%	<p>8.4.1 FLW and Office staff call all parents by 10 if children are off school.</p> <p>8.4.2 Good relationships with parents are developed and maintained to ensure all families understand the importance of school attendance</p> <p>8.4.3 Teachers to email FLW and office on a daily basis if there are any mistakes on register or late children so SP can be amended and there are no gaps.</p>	FLW and Office staff	SBM/HT daily/weekly and half termly review of SDP	Outcome: Attendance figures meet target	Autumn term 2022
8.5 To ensure school lunch debt does not exceed 10 meals taken.	<p>8.5.1 Debt collection procedures as per the debt management policy.</p> <p>8.5.2 Teachers to inform office/SBM if</p>	Office/ FLW/SBM	SBM/HT/Bursar weekly/monthly to review	Outcome: Meal debts do not exceed 10 meals taken (£23)	Autumn term 2022

	a child who is marked present in AM does not take a meal				
7.6 To monitor teaching resources and consumable costs on a departmental basis.	7.6.1 For 2022/23 use spread sheet for repeat orders and audit stock in school 7.6.2 SBM/Bursar will monitor this on a monthly basis.	SBM/Bursar	SBM/Bursar/HT weekly/monthly reviews	Outcome: To be able to easily track spend and	Autumn term 2022
7.7 To explore and maintain additional income opportunities	7.7.1 Monitoring afterschool/activity club payments. 7.7.2 Ensure Greggs breakfast club claim form is completed on a termly basis. 7.7.3 Actively looking for any grants available to school on monthly/half termly basis.	SBM/Bursar	SBM/HT/Bursar weekly/monthly to review	Outcome:	Autumn term 2022