

The Eastgate Academy Development Plan

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1. Vision and Ethos

The College of West Anglia, with campuses in Norfolk and Cambridgeshire, is an established high quality provider of education across the region which also includes students from Lincolnshire and NW Suffolk. The College has successfully sponsored three secondary phase academies (King's Lynn, King Edward VII and Downham Market) and three primary phase academy (Nelson Academy, Eastgate Academy and Southery Academy) and is establishing itself as a multi academy sponsor with an ambition to work with a group of academies in both primary and secondary phases situated in the College's main geographic catchment areas. This will predominantly be in West Norfolk but is also likely to include the county borders of Cambridgeshire and Lincolnshire taking into account 'the journey of the child' rather than physical boundaries. As a College used to serving a rural area this will embrace both rural and urban schools.

The College vision of "Changing lives through learning" has permeated its approach to becoming an academy sponsor and is at the heart of the CWA Academy Trust, the body that oversees and governs all its academies. The Trust is committed to supporting

improvement in the life chances and learning opportunities for the local community thereby raising standards of education for children and young people. We believe this must begin in the primary phase, hence our desire to sponsor primary schools. With the Colleges involvement in nursery education, secondary Academies, Further Education, Apprenticeships and Higher Education our vision is to inspire, motivate and raise the aspirations of young people and families in our geographic area of operation so that they are able to progress successfully through their education and into successful employment in adulthood.

Eastgate Academy's ethos is "One team, learning and growing together".

Our Vision is "Learning Community Driving Excellence". .

We will do this by providing a safe, pleasant, supportive and inspiring working environment for pupils and staff.

Leaders in school will:

- Ensure a culture of vigilance for pupil welfare has been established. Staff are trained to identify and respond swiftly to pupils being seen to be 'at risk' to abuse, exploitation, neglect or radicalisation.
- ensure the physical environment is safe, comfortable, well-presented and fit for purpose;
- actively seek and respond to the thoughts and opinions of pupils and members of staff;
- take steps to monitor and support the mental and physical well-being of pupils and members of staff;
- make themselves available for both formal and informal interactions with pupils and members of staff.

Pupil voice in our school is unique, pupils actively participate in the decision making of our school, their opinions and feelings are actively sought, listened to and acted upon at every opportunity. All pupils trust that they will be heard.

- All staff are available to all children at all times.
- Children and adults start their school day with an opportunity to voice their thoughts, feelings or worries.
- Through Restorative Practice and Paths, pupils and adults learn how to resolve differences for themselves.

Inspirational and challenging lessons result in pupil's enthusiastic engagement in their learning.

- Teachers are motivated and trusted to take risks and innovations in ways that are right for their pupils.
- Teachers model outstanding learning behaviours which ensures children become confident problem solvers.
- Pupils are given opportunities to lead their own learning and the learning of others, through a broad, skills based curriculum.

- Researching outstanding practise in other education establishments nationwide

In order to formally and informally monitor and develop the work of teachers and members of the learning support staff, leaders in school will:

- implement an agreed policy for observation and monitoring;
- seek frequent, informal opportunities to monitor and support the work of members of staff for whom they have leadership responsibility;
- implement fully our academies arrangements for performance management.

In order to hold themselves and individual teachers to account for children's progress, Leaders in school will:

- ensure that the outcomes of monitoring, including work scrutiny, assessment data collection and pupil self-assessment through Assertive Mentoring are collated and analysed appropriately;
- hold half termly pupil progress meetings with individual pupils to review targets.
- Termly pupil progress meetings with each teacher to evaluate progress and identify barriers to learning to include academic, behavioural, pastoral, safeguarding, speech and language or SEND
- Hold weekly planning and assessment meetings within phase to identify next steps and 'top up teaching.'
- report appropriately to the staff, governing body and parents.

In order to provide structures and resources for assessment, planning and delivery that enable and encourage outstanding teaching, leaders in school will:

- ensure that budgets are set that take into account the full cost of resourcing the implementation of the school's policies;
- ensure the physical and digital resources necessary to implement agreed policies are in place and that members of staff are appropriately trained and/or informed to use them.

In order to provide teachers with focused professional development opportunities and support, leaders in school will:

- budget for the professional development necessary for members of staff to be able to implement the school's policies;
- encourage the sharing of knowledge, understanding and skills within the school's staffing establishment;
- help members of staff to identify and use a range of strategies and sources for their personal professional development;
- particularly encourage members of staff to access "on-line" opportunities for professional development.

We support our families to be active partners in their children's learning journey by:

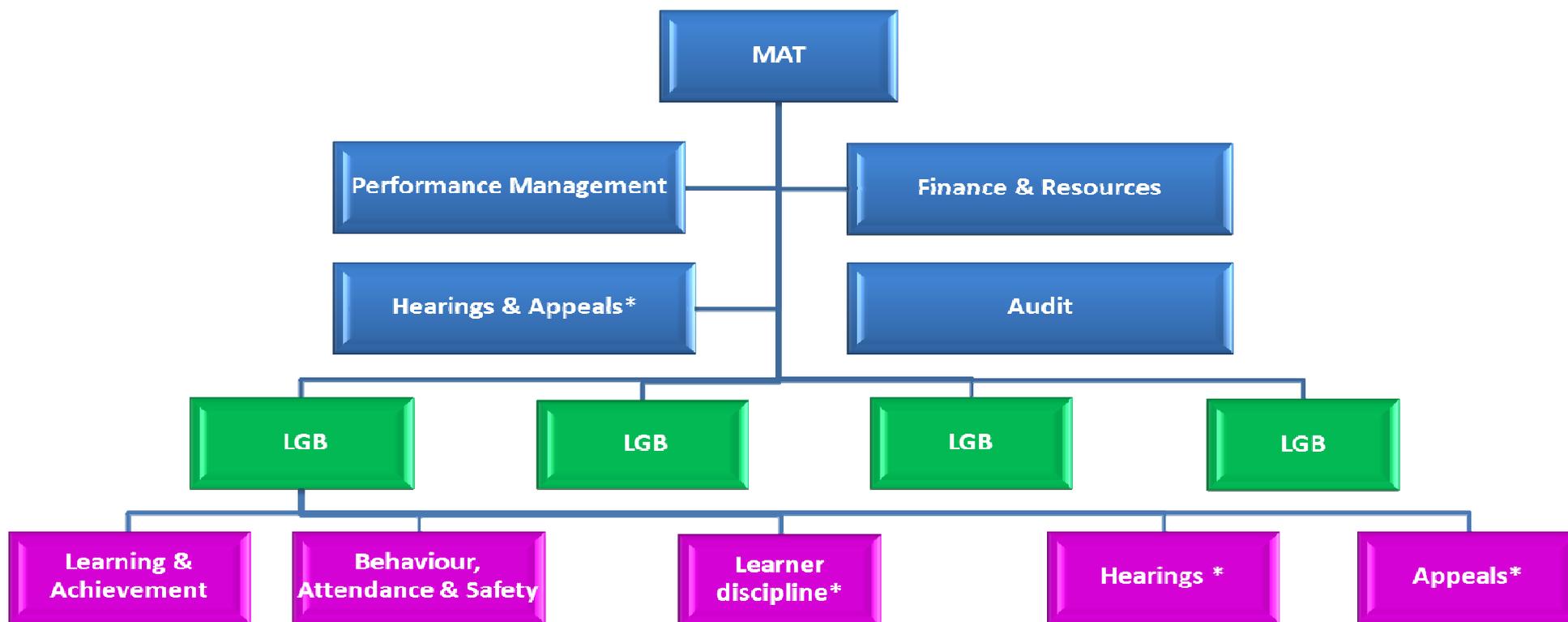
- Welcoming our families into school and supporting their needs.
- Raising aspirations by providing opportunities for further education or to set up their own business.
- Support our parents in developing their professional and personal life skills.
- Develop opportunities for parents to learn how to help their children learn.

Having a sense of pride within our school community and sharing our success with others:

- Understand our local community past, present and future.
- Understanding and promoting British Values.
- Forging links with local organisations, our family of Trust Academies,
- Becoming a West Norfolk, Bishop Grosseteste University Teaching Hub; to train and retain high quality teachers in local primary and secondary schools.

1. Governance

The CWA Academy Trust has a robust and effective approach to governance of its academies. Since becoming a Multi Academy Trust with the sponsorship of three secondary phase academies and a primary phase academy, a strong trust governance model has been established (see diagram below).



LGB = Local Governing Body; MAT = Multi Academy Trust; * = ad hoc committee

This model sees certain functions, such as financial decision making and accountability, remaining at trust level. This enables local governing bodies to focus on learning, achievement, behaviour and attendance, as well as community issues that are pertinent to each academy. The current model, developed for secondary schools, is being developed as the trust grows and sponsors more primary academies.

Primary Academy local governing body

The Eastgate Academy will have a Local Governing Body that is responsible for all the activities as set out in the trusts constitution and scheme of delegation. However, rather than have separate committees the full LGB will be responsible for all aspects of this work.

The make-up of the LGB is:

- 5 x sponsor governors (one of whom will be Chair)

- 2 x parent governors (elected)

- 1 x staff governor (elected)

- 1 x Principal;

Additional governors maybe co-opted by the Trust's Board of Directors.

2. Academy Development Plan for September 2016 – July 2017

The priority is to continue the accelerated progress the predecessor school has made since being placed in special measures. The focus remains on driving up standards of performance at EYFS, Key Stages 1 and 2, developing independent learners and establishing a culture of high expectations.

3. Three year outline Academy Development Plan 2016 - 2019

The CWA Academy Trust strategic approach focuses on the centrality of effective leadership and management and includes an Education Plan which consists of four broad strands further articulating its vision and purpose:

1. Curriculum and standards
2. Teaching, learning and assessment
3. Support for students
4. Progression into meaningful further study or skilled employment

Key priorities for the Eastgate Academy for the next 3 years are detailed below using these headings.

Area of Education Plan	Key Priority	By when	By who
Curriculum and standards	Targeted focus on: <ul style="list-style-type: none"> • raising standards of attainment to above national averages • raising standards of achievement to good or better progress, irrespective of starting point 	2017	SLT
	Continue to close any achievement gaps in vulnerable groups especially boys / girls	2017	PH
	Optimise and explore new links within the CWA Academy Trust	2016	SLT
	Forging closer links with feeder schools, nurseries and high schools.	2017	LHo

Teaching, learning and assessment	All teaching and learning to be outstanding	2018	SLT
	Embedded successful behaviour management policy and practice	2017	SLT
	Learning behaviour is outstanding leading to motivated and independent learners	2017	SLT
	Staff development focuses on students' learning and shares best practice across the Academy and with other providers	2017	LHo
	Our ethos ensures a culture of sharing best practice where staff learn from and support each other.	2016	SLT
	Undertaking research projects through work of MEd/Degree students (Class Teacher/TA) which will:	2017	LH reporting to SLT
	<ul style="list-style-type: none"> • LH working alongside BGU to train student teachers who will work in the school through Schools Direct to aid with recruitment in the west. • Assistant Principals to work alongside core students from BGU in the autumn and summer terms. • AW - group work without the aid of parent and adult volunteers on children's progress in writing in KS2, to see if she gets the same results as in KS1 	2016 2016	AM reporting to PH
Support for students	<p>All children will be supported in their individual needs to achieve their best</p> <p>We will do this through:</p> <ul style="list-style-type: none"> • Differentiated teaching to encompass all groups of children • Targeted intervention based on scrutiny of data and knowledge of vulnerable groups • Informed next steps from marking 	2017	SLT

	<ul style="list-style-type: none"> • Focused learning targets • Effective learning environment • Further opportunities for learning beyond the classroom • Effective questioning <p>Continue to promote pastoral care within the school community, embedding current practice and identifying future needs.</p>		
Leadership and management	<p>Leadership Team successfully drives forward school improvement through:</p> <ul style="list-style-type: none"> • Measuring improvement through rigorous interrogation of data • Regular moderation meetings with all teaching staff • Identifying development needs and applying clear and precise advice on how to improve • Challenging all staff to achieve excellence • Effective use of performance management process with all staff to achieve Academy targets • Effective use of performance management process to identify continuing professional development (CPD) • Research groups to identify effective solutions to current needs. 	2018	SLT
Buildings	<p>Ensure the whole school site is able to access the wireless network both inside and outside.</p> <p>Improve ICT hardware and replace the provider throughout the school to enable the learnpads and laptops to work efficiently and quickly.</p> <p>Introduce new telephone system for staff throughout the school.</p>	2017	LH/ SW/ LM

	Replace remaining outside doors. Introduce e-readers into Year 5 and Year 6 New library put in place that is more appealing to the children. Purchase and maintain mobile classroom for Meditation. Introduce sensory room to EYFS Address risk assessment for EYFS outdoor area.	Completed 2016	
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Education Plan

Leadership roles and responsibilities

Significant progress has already been made under the leadership of the Principal in the predecessor school to begin to bring about change in culture, behaviour, mindset and results. To ensure this is truly transformational change, sponsors will support the Academy leadership in setting high expectations for every student and member of staff and in developing the strongest possible sense of accountability. Leadership and management will expect to be judged primarily on the quality of their impact on students' personal and academic success in the Academy, and their ability to make effective progression into secondary education. Senior leadership will also be confident and clear in sharing with the local community the Academy's opportunities and achievements.

Staff will need to be inspirational, confident and willing to take risks and, under robust leadership, will create a successful Academy with an innovative curriculum. To ensure sustained change and the long term success of the Academy, it will promote a model of dispersed leadership, with a focus on identifying leadership qualities in staff and supporting their development. The Academy Sponsors are committed to supporting CPD through the offer of personalised training programmes, as the new ethos, curriculum and pastoral provision being implemented will require further training and development if pupils are to fully benefit from the provision.

Staffing structure

The following charts outline the staffing structure. The Senior Leadership Team (SLT) consists of Principal, Phase Team Leaders x 4 and SENCO. SLT meets fortnightly. Teaching Staff meet weekly as a group or in Phases.

THE EASTGATE ACADEMY LEADERSHIP STRUCTURE APRIL 2016

Principal Linda Hothersall
Vice Principal Raising Standards in Upper KS2 Peter Howard, Year 5/6 Monitoring teaching and learning in Year 5 and 6 Maths Subject Leader Curriculum and Assessment KS2 Transition
Vice Principal Raising Standards in Lower KS2 Jackie Rutter, Year 3/ 4 Penguins Class Monitoring teaching and learning in Year 3 and 4 Literacy Subject Leader CPD Manager KS1 Transition
Vice Principal Raising Standards in EYFS, KS1 Wendy Darrell, Year R Robins Class Monitoring teaching and learning in EYFS and KS1 Peer Mentoring Manager Oral communication Nursery and EYFS Transition Safeguarding
Safeguarding and Parental support Fiona Whyman Inclusion, Designated Person Monitoring and supporting MSA
Business Manager Linda Mahoney Finance HR/Staffing Support Services Monitoring and Supporting Site Manager/Catering Staff

**THE EASTGATE ACADEMY STAFFING STRUCTURE September 2016
(TEACHING AND SUPPORT)**

Owls Year 6 Robert Hothersall SENDco	Canaries Year 5 Amy Weston Science	Magpies Year 5/6 Luke Smith NQT	Kingfishers Year 4 Sam Blayney (Art and DT) Dian Williamson (RE)	Doves Year 3 Laura Warren (Music and EAL)	Penguins Year 3/4 Jackie Rutter Raising Standards in lower KS2. Literacy Leader Staff Training	Eagles Year 2 Sarah Mulford Humanities	Puffins Year 1 Sarah Macmillan	Robins Year R Wendy Darrell Raising Standards in KS1, MFL and EYFS Drama
<i>Donna Hubbard</i> (Library, Inclusion) <i>Claire Pateman</i> (Inclusion)	Jo Callum	Jackie Goodson Deana Fyson Sharon Cook	Bridgit Elvin	Alison Williamson	Justina Snow Jane Gibbs Natasa Satkauskiene	Joe Clinch Peggy Butler Tracy Hewitt Lisa Hanks	Louise Hoar Emma Brown Jessica Green	Viv Gosling Karen Mason Natasha Pitcher Claire Gosling (2 days)

PE Department Head of PE Daniel Callaby (Thrive) Marina Withers	Thrive Kayleigh Auker Sharon Cook	Business Manager Linda Mahoney Attendance and Exclusion Admin/LC Carole Walker Front of House Admin Nicola Lipscombe Elizabeth Beck	Site Manager Sean Walker Cleaners Lisa Hanks Sue Rogers Rosie Mann	Cook Manager Linda Smith Catering Staff Sammy Hammond Simon Mallick Michelle Byrne	Senior MSA Sharon Cook MSAs Rebecca Auker Anabela Barbosa Edith Fowler Sarah Hall Lisa Hanks Steph Stannett Jackie Goodson (Class) Justina Snow (Class) Clair Mitchelson (1:1) Leanne Collison (1:1)
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Eastgate Academy believes;

“Quality of your thinking will determine the quality of your future”

E De Bono

Our aim is to provide a personalised education for every pupil, based on individual needs and aspirations, and focussed on ability, not age.

To do this we will offer a **curriculum** that:

- Is engaging, relevant and challenging
- Encourages creativity, problem solving and risk taking
- Develops highly confident, independent learners
- Focuses on the development of literacy and maths and embedding the skills across the wider curriculum.
- Encourages students and teachers to be enterprising and explore new technologies
- Readily provides for meaningful progression to further study
- Is coherent through the key stages and supports transition
- Supports personal growth, development and good behaviour
- Enables pupils to develop a view of the wider world and take pride in their place in it

The curriculum plan for September 2016 is based on the New Mastery Curriculum.

APPENDIX 1 with phase leader actions
CES – Curriculum Ethos Statement – see above
School targets

Academy Development Plan April 2016 – July 2017

OBJECTIVE	ACTION AND OUTCOME	TARGET
1.1 Closing gaps between vulnerable groups (See Trust Development Plan)	<ul style="list-style-type: none"> • Close scrutiny of data through pupil progress meetings and moderation • Differentiated learning • Rigorous and regular formative and summative assessment • Next step marking • Assertive Mentoring informs target setting for all pupils • Individual 1:1 sessions with children each term – 15 minutes per child • Children know and understand the success criteria in order to be effective learners 	<p>Attainment and progress gaps are closed for vulnerable groups (see target sheet)</p> <p>Termly LH, PH, JM</p>
1.2 Embed learning behaviour. (See Trust Development Plan)	<ul style="list-style-type: none"> • Children become confident in speaking and listening skills, using expanded vocabulary • Children are more confident in taking risks and learning from mistakes • Children have opportunities to learn through enquiry based learning and problem solving • Developing learning opportunities beyond the classroom 	<p>Learning behaviour is good in all lessons</p> <p>Weekly drop ins – PH, JR, WD Termly Meeting SLT - MW</p>
1.3 Outstanding teaching (See Trust Development Plan)	<ul style="list-style-type: none"> • Observing outstanding practice in other learning environments – joint observations by SLT, pop ins by Assistant Principals weekly • SLT challenge teachers through half-termly moderation of marking, analysis of data and lesson observations • Teachers set challenging targets for all pupils through effective questioning and assessment for learning • Teacher on a page to triangulate teaching, data and books 	<p>Monitoring indicates no inadequate teaching and 80% of teaching is judged good or better</p> <p>Termly – LH Weekly drop ins –</p>

	<ul style="list-style-type: none"> • Termly Pupil Premium meetings with targets reviewed. • Half yearly PM review 	PH, JR,WD Termly meetings LH, MW
1.4 Marking	<ul style="list-style-type: none"> • Regular marking which informs planning and intervention • Use of agreed marking scheme Allow time for pupils to respond to teachers' next steps • Peer assessment 	All work marked to this standard Termly book scrutiny – SLT and JM Weekly pop ins – PH, JR, WD
1.5 Effective questioning	<ul style="list-style-type: none"> • All teaching staff use effective questioning which challenges deeper thinking, clarifies understanding, misconceptions and empowers pupils to make rapid progress • Training of middle leaders 	Effective questioning is observed in 100% of lessons Termly – LH Weekly drop ins – PH, JR,WD
2. Raise the attainment and progress of pupils across the school in English and Maths.		
2.1 Interrogation of data	<ul style="list-style-type: none"> • Rigorous interrogation of the data highlights pupils' needs • Pupils voice and knowledge informs them of next steps • Moderation of teachers holds them to account at all times • Professional dialogues Gaps being closed is evidenced within pupil premium data interrogation • Entry and exit data shows evidence of progress • Leadership uses data to inform future strategy • Information is shared with all stakeholders 	Attainment and progress gaps are closed for vulnerable groups (see target sheet) Intervention has impact on 80% of the identified children Termly LH, PH and JM
2.2 Attendance and Rewards	<ul style="list-style-type: none"> • Talk to children to change the reward system for attendance. • Change the library furniture to make the library more user 	Termly LH, DH

	friendly and introduce an Inclusion Area. <ul style="list-style-type: none"> • Change staff role to enable TA's to be trained in Inclusion 	
Priority 3. Improve the effectiveness of Leadership and Management		
3.1 Measuring improvement through rigorous interrogation of data	<ul style="list-style-type: none"> • Termly moderation meetings with all teaching staff • Data analysis identifies gaps in children's learning • Ensure all teaching staff understand data assessment and how it informs learning and teaching • Governors understand performance data in order to hold leaders to account • SLT and Governors can interrogate Raise on Line 	Improved knowledge and confidence of performance data so SLT can clearly demonstrate pupil progress and achievement Termly LH, PH,
3.2 Effective use of performance management process with all staff to achieve Academy targets	<ul style="list-style-type: none"> • Challenging all staff to achieve excellence • Identifying development needs and applying clear and precise advice on how to improve • Effective use of performance management process to identify continuing professional development (CPD) 	All staff have challenging targets which support the School Development Plan Termly – LH Weekly drop ins – PH, JR,WD
3.3 Establish a robust system for the local governing body to monitor the effectiveness of all aspects of performance.	<ul style="list-style-type: none"> • Targeted research groups based on the skills of the staff and governors involved • Review the implementation of new strategies based on the findings of the research groups. • Research groups:- <ol style="list-style-type: none"> 1. Writing Action Plan - JR 2. Broad and Balance Curriculum – PH, middle leaders 3. Oracy and Language development throughout the school – WD 4. Pupil Voice – FW 5. Houses - DC 	LGB is able to interrogate data and measure impact of management standards Termly LH, PH, MW

Building improvements

1.	Meditation Cabin – Teach meditation in Year 5 and Year 6 to aid mental health	£23,000
2.	Sensory room- To enable complex needs children to have time out	£ 500
3.	Library- Design a library that is for children's use and incorporates 3 Inclusion tables	£ 500
4.	Painting schedule – continue with schedule	£ 3,500
5.	Paint and repair reception classroom	

ICT improvements throughout the school

1	New TVs to replace white boards- 2 TV's per year	£12,000
2	Telephones throughout the school	£ 2,000
3	Fibre optic access for IT - annual cost for 5 years	£ 5000 + £2,900 installation
4	Purchase Learn pads for 3/ 4	£
5	Purchase new batteries for 60 laptops	£ 1,200