

**STEP Academy Improvement Plan 2018-19**



STEP COMPASS PRIORITIES 2018-19	STEP First - Foster a strong sense of <i>unity</i> across STEP Academy Trust, so that all stakeholders feel connected to the organisation.	STEP Way - Informed by the STEP Standard, establish a high degree of <i>consistency</i> in all areas.	STEP Up - Generate the educational and operational capacity required to <i>support</i> all STEP Academies to achieve the STEP Standard.	STEP Ahead - Ensure STEP Academy Trust continues to invest in the future in preparation for its next stage of <i>development</i> .
This will be achieved by: <b>STEP Ahead</b> – we invest in our future. A main feature of the AIP is to further refinement and development of our curriculum but also in our staff.	Ensuring STEP’s mission, vision and values are understood by all stakeholders and that the STEP Compass is consistently applied across the Trust;	Co-creating and implementing an agreed, evidence-based pedagogy that underpins STEP’s approach to teaching and learning;	Refining and embedding performance indicators, both educational and operational, so that accurate assessments can be made against the STEP Standard;	Investing in the continuing professional development of all STEP staff, with a particular focus on leadership and initial teacher training
	<b>Links to Priority area 1 &amp; 2</b>	<b>Links to Priority area 1 &amp; 3</b>	<b>Links to Priority area 1, 2 &amp; 3</b>	<b>Links to Priority area 1 &amp; 2</b>
	Maintaining a strong focus on communications, both internal and external;	Strengthening business processes, including procurement, to maximise economies of scale so that as much resource as possible can be directed at teaching and learning;	Based on regular assessments against the STEP Standard, implement comprehensive and bespoke support for each STEP Academy;	Developing robust succession plans at all levels of the organisation;
				<b>Links to Priority area 2</b>
	Strengthening collaboration and information sharing through the use of online systems.	Streamlining STEP’s approach to governance by reviewing and implementing a revised Scheme of Delegation	Enhancing and marketing STEP Up Services to support the sector and generate funds to invest in the Trust.	Playing a leading role in the development of local, regional and national networks beyond STEP Academy Trust

	<b>Links to Priority area 1, 2 &amp;3</b>			<b>Links to Priority area 2</b>

**Academy Improvement Plan: 2018/2019**

## STEP STRATEGIC IMPROVEMENT CYCLE – STEP ACADEMY TRUST COMPASS AND PRIORITIES



### Aspect: Curriculum, Teaching, Learning and Assessment – linked to Outcomes (EYFS-KS2)

#### Academy Targets:

1. To continue to ensure that 100% of teaching and learning meets the academy standard.
2. To continue to develop the developmental questioning to allow for more pupils to work at a greater depth level.

3. To ensure that the percentage of children achieving at expected and above in writing continues to increase.
4. To adapt the provision to ensure that all SEND pupils are meeting or exceeding their progress targets, particularly in writing.
5. Develop a heightened precision teaching model for closing gaps in understanding and application of times tables in years 2, 3 & 4 in particular.
6. To further develop the EYFS outdoor area, linking to topic and ongoing assessments.
7. Target and further develop provision for more children to meet or exceed GLD at the end of Reception

Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date (link to evaluation progress and RAG)	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan - by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? - Captured through 'milestones plan and evaluation	RAG		
						Au	Sp	Su
<p>1. The academy has recruited new teachers. Whilst the majority of teachers will be working at the academy standard across our curriculum, we will need to ensure that new teachers are introduced to the academy standards.</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>• 80% of all lessons meet the academy standard</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>• 95% of all lessons meet the academy standard</li> <li>•</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>• 100% of all lessons meet the academy standard</li> </ul>	<ul style="list-style-type: none"> <li>• Review and share expectations for very curriculum area in INSET</li> <li>• Reminders in briefing</li> <li>• Opportunities to share good practice (observations, staff/phase meetings, briefings, SWIVL)</li> <li>• Review and enhance the curriculum map for each area.</li> <li>• Liaise with SFA consultant to review and enhance the provision to ensure that we remain as a SFA Flagship School.</li> <li>• Triangulate every half term the progress and attainment of pupils towards their targets</li> <li>• Staff meetings to reflect the staff CPD needs</li> <li>• Liaise with Trust-wide leads in specific areas of the curriculum to identify strategies for further improvement within the provision.</li> </ul>	<p><b>Risk Report Holder:</b> HoS, DHT and AHT</p> <p>Please see Risk Reports of Teaching and Learning for further detail and individual plans to support areas across the academy</p>	<p>£8 000 SFA training and resourcing</p>	<ul style="list-style-type: none"> <li>• Daily learning walks across the curriculum - – <b>SLT and MLT</b></li> <li>• All new teachers to have a formal observations in the first half term. – <b>SLT</b></li> <li>• Biweekly phase meetings to review the progress and next steps – <b>Phase Leaders</b></li> <li>• EMT visit, twice every half term – <b>Head of Standards</b></li> <li>• Performance Management reviews and targets which are linked to the AIP. Leaders to evaluate against the Leadership Matrix – <b>PM reviewers</b></li> <li>• Evaluation of termly Stocktakes by leaders in their subject areas, with a focus on T&amp;L – <b>all leaders</b></li> </ul>			
<p>2. To ensure that there are more opportunities for children to work towards greater depth levels throughout all year groups.</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>• Through teacher Assessment, the number of children beginning to show elements of greater depth is at 10%</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>• Through testing situations, the number</li> </ul>	<ul style="list-style-type: none"> <li>• Review and share expectations of GD targets with teachers and Phase Leaders</li> <li>• CPD opportunities to share good practice (observations, staff/phase meetings, book looks, briefings, SWIVL)</li> <li>• Liaise with SFA consultant on how to develop children’s answers to incorporate the necessary elements of GD</li> </ul>	<p><b>Risk Report Holder:</b> DHT and HoS</p> <p>Please see Risk Reports of Teaching and Learning for further detail and individual plans to support areas across the academy</p>		<ul style="list-style-type: none"> <li>• Daily learning walks across the curriculum – <b>SLT and MLT</b></li> <li>• Biweekly phase meetings to review the progress and next steps, with a particular focus on GD – <b>Phase Leaders</b></li> <li>• Performance Management reviews and targets which are also related to GP.– <b>PM reviewers</b></li> </ul>			

	<p>of children now able to demonstrate greater depth is at 10%</p> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>Through testing situations, the number of children now able to demonstrate greater depth is at 20%</li> </ul>	<ul style="list-style-type: none"> <li>Triangulate every half term the progress and attainment of pupils towards their GD targets</li> <li>Staff meetings to reflect the staff CPD needs, with a particular focus in what greater depth looks like</li> <li>Liaise with Trust-wide leads in specific areas of the curriculum to identify strategies for further improvement within the GD provision.</li> </ul>						
3.	<p>To ensure that the number of children achieving in writing and above is in line with other key curriculum areas. Although the three year trend shows that the percentage of children at the end of KS2 working at expected and at greater depth in writing has increased year on year, the academy wants to invest in further staff development in writing.</p>	<p><b>July 2019:</b> At the end of the academic year, GD levels in writing will be:</p> <ul style="list-style-type: none"> <li><b>Year 1 – 15%</b></li> <li><b>Yr2 - 25%</b></li> <li><b>Yr3 – 21%</b></li> <li><b>Yr4 – 23%</b></li> <li><b>Yr5 – 20%</b></li> <li><b>Yr 6 – 37%</b></li> </ul>	<ul style="list-style-type: none"> <li>All potential GD pupils for writing are identified through Pupil Progress meetings</li> <li>All staff are developed in their understanding of the expected end of year expectations within writing for their cohort.</li> <li>Writing milestones are further developed by the academy</li> <li>DHT and AHT and SFA lead to provide CPD and share good practice with staff (Triads, Team teaching, SWIVL, phase meetings)</li> <li>Writing moderation with Tudor Academy every half term for quality assurance (local)</li> <li>Writing moderation across the Trust (termly)</li> <li>Collect a range of GD writing for every year group and across different genres</li> </ul>	<p><b>Risk Report Holder:</b> HoS, DHT and SFA lead. Monitored by Writing Team, followed by CPD</p> <p>Please see Risk Reports of Teaching and Learning as well as Outcomes for further detail and individual plans to support areas across the academy</p>	£1000	<ul style="list-style-type: none"> <li>Regular CPD – <b>Writing Team</b></li> <li>Further development of writing milestones – <b>Writing Team alongside staff</b></li> <li>During writing days, daily learning walks to take place - <b>SLT and SFA lead</b></li> <li>Biweekly phase meetings to review the progress and next steps, with a particular focus on writing, particularly at GD– <b>Phase Leaders</b></li> <li>Performance Management reviews and targets which are also related to writing at the expected and GD levels.– <b>PM reviewers.</b></li> <li>Half termly writing moderation across the TRUST - <b>SLT from both academies .</b></li> </ul>		
4.	<p>Although the progress of SEND writers has been strong, the academy needs to ensure that the attainment meets the End of Key stage standard. (50% of SEND writers achieved End of KS2 targets)</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>50% of SEND writers to be at the expected standard.</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>70% of SEND writers to be at the expected standard.</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>80% of SEND writers to be at the expected standard.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with SFA consultant on how to develop children’s writing with a focus on further developing the writing and understanding of the SEND children.</li> <li>To review the writing provision within the Academy and look at how further developments can be made with a particular focus on SEND.</li> <li>Whole school case studies on SEND writers to share good practice.</li> <li>To continue to mark progress of all groups, especially SEND, against Academy standards.</li> <li>SEND team has now been enhanced which increases capacity to support in</li> </ul>	<p><b>Risk Report Holder:</b> Inclusion manager and SFA lead.</p> <p>Please see Risk Reports of Teaching and Learning for further detail and individual plans to support areas across the academy</p>	£400	<ul style="list-style-type: none"> <li>During writing days, daily learning walks to take place - <b>SLT and SFA lead</b></li> <li>Biweekly phase meetings to review the progress and next steps, with a particular focus on SEND writers– <b>Phase Leaders</b></li> <li>Performance Management reviews and targets which are also related to SEND writers.– <b>PM reviewers.</b></li> <li>Half termly analysis of SEND with a particular focus on</li> </ul>		

		the teaching of writing to SEND children.			writing - HoS, DHT and Inclusion lead.			
5. In order to prepare the children of the new Multiplication screening check for year 4 pupils, the academy has set targets in order to close the gap between the understanding and application of times tables across the school but particularly in years 2, 3 & 4 in particular.	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>50% of all children in Years 2 – 5 know their age related multiplication facts</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>70% of all children in Years 2 – 5 know their age related multiplication facts</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>90% of all children in Years 2 – 5 know their age related multiplication facts</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with Trust-wide Maths lead on how to develop children’s understanding and application of multiplication facts.</li> <li>To review the Maths Meeting provision to include more specific teaching and practise time using and applying multiplication facts</li> <li>Whole school Maths initiative to be introduced – Times Table Rock Stars</li> <li>To continue to mark progress of multiplication knowledge across the academy.</li> <li>Maths lead to receive additional training and CPD to bring back to the academy</li> </ul>	<p><b>Risk Report Holder:</b> Maths Lead and HoS (Operational and Strategic Lead in Maths)</p> <p>Please see Risk Reports of Teaching and Learning for further detail and individual plans to support areas across the academy</p>	<p>£ 500</p> <p>£ 500 Training with L. H</p>	<ul style="list-style-type: none"> <li>Monitoring of progress on progress tests through TTRS – <b>Maths Lead</b></li> <li>Evaluation of multiplication knowledge through termly stock takes - <b>Maths Lead</b></li> <li>Daily learning walks (during Maths Meeting times) to ensure a high standard of precision teaching – <b>SLT and Maths lead</b></li> <li>Analysis of half termly assessment in Maths, particularly in the application of multiplication facts – <b>HoS and Maths Lead</b></li> </ul>			
6. The academy invested in developing the EYFS outdoor area. In order to further develop the learning opportunities, this is a priority for staff CPD which is lead to greater opportunities for children to exceed GLD targets.	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>100% of EYFS outdoor provision meets academy standards</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>EYFS GLD targets are 70% on track</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>EYFS GLD targets are 80% on track</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with Trust-wide EYFS lead to develop ideas on enhancing the outdoor provision</li> <li>Liaise with other outstanding SFA schools and observe their outdoor provision</li> <li>Develop an academy standard expectations for EYFS outdoor area</li> <li>All EYFS teachers to receive CPD on enhancing the outdoor provision</li> </ul>	<p><b>Risk Report Holder: Risk Report Holder:</b> EYFS Lead and HoS (Operational and Strategic Lead in EYFS)</p> <p>Please see Risk Reports of Teaching and Learning for further detail and individual plans to support areas across the academy</p>		<ul style="list-style-type: none"> <li>Daily learning walks with a particular focus on EYFS outdoor area- – <b>SLT</b></li> <li>Biweekly phase meetings to address the effectiveness of the planning for the outdoor provision– <b>EYFS leader</b></li> <li>Performance Management reviews and targets which are specific to outdoor development areas.– <b>PM reviewers</b></li> <li>Termly learning walks with a SFA consultant <b>SLT</b></li> </ul>			
7. By ensuring that our EYFS is strong, it will lead to greater success into KS1 and KS2. Even though we know our children come in low, our target is to provide greater opportunities for more children to meet or exceed GLD in Reading, Writing and Maths	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>EYFS GLD targets are 60% on track</li> <li>All routines are set and in place</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>EYFS GLD targets are 70% on track</li> </ul> <p><b>July 2019:</b></p>	<ul style="list-style-type: none"> <li>Liaise with Trust-wide EYFS lead to develop ideas on enhancing opportunities to promote greater depth within GLD</li> <li>Liaise with other outstanding SFA schools and observe provision for greater depth in R, W and M.</li> <li>All EYFS teachers to receive CPD on what greater depth looks like within the GLD</li> <li>All EYFS teachers to receive CPD on writing within the GLD</li> </ul>	<p><b>Risk Report Holder: Risk Report Holder:</b> EYFS Lead and HoS (Operational and Strategic Lead in EYFS)</p> <p>Please see Risk Reports of Teaching and Learning for further detail and individual plans to support areas across the academy</p>	<p>£ 800 Training with SFA consultant</p>	<ul style="list-style-type: none"> <li>Daily learning walks – <b>SLT</b></li> <li>Biweekly phase meetings to address the effectiveness of the planning for greater depth within GLD – <b>EYFS leader</b></li> <li>Performance Management reviews and targets which are specific exceeding GLD.– <b>PM reviewers</b></li> <li>Termly learning walks with a SFA consultant - <b>SLT</b></li> </ul>			

- EYFS GLD targets are 80% on track
- EYFS writing is in line with academy standards

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**STEP ACADEMY IMPROVEMENT PLAN** (*link to STEP Compass Priorities, Leader Milestone Plan/risk report and Evaluations*)

**Aspect: Leadership & Management**  
**Academy Targets:**

1. To continue to strengthen Leadership at all levels to ensure identified priorities are effectively led, particularly the new middle leadership
2. To further refine and enrich the curriculum so that our offer continues to be broad and balanced in every year group.

Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date <i>(link to evaluation progress and RAG)</i>	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan - by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? - <i>Captured through 'milestones plan and evaluation'</i>	RAG		
						Au	Sp	Su
<p>1. The academy has a strong leadership team currently. However, we are always looking at succession planning of the academy and the Trust and want to put in place strong and stable leadership systems that will ensure current exceptionally high standards continue.</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>• All middle leaders to have presented their stocktakes (including data analysis) and identified next steps for further progress</li> <li>• To meet with other schools in line with NSS role</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>• All identified middle and senior leaders to have begun their NPQ training</li> <li>• Held training sessions on site and visited individual schools to assess progress in targeted areas in NSS role</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>• All leaders are clearly able to articulate the</li> </ul>	<ul style="list-style-type: none"> <li>• To review the Risk Cycle and Stock Take formats, model and structure to ensure efficiency and clarity</li> <li>• To ensure all leaders are confident when analysing data and can use this analysis effectively to ensure next steps are put in place, resulting in all areas being outstanding</li> <li>• Enhance the current performance management system so that it is fully transparent and measured against the key success identified within the AIP.</li> <li>• To identify future middle leaders for the academy and the Trust and put in place systems to allow these identified future leaders to opportunity to experience leadership</li> <li>• EHT and HoS delivering Trust-wide leadership and management training alongside Ambition Leadership. Place new middle and senior leaders on the NPQML and NPQSL courses.</li> <li>• Potential middle leaders to work alongside the established leadership</li> </ul>	<p><b>Risk Report Holder:</b> HoS and DHT</p> <p>Please see Risk Reports of Teaching and Learning for further detail and individual plans to support areas across the academy</p> <p><b>Stock Take Holder:</b> All leaders</p> <p>Please see Risk Reports and Stock Takes of Teaching and Learning for further detail and individual plans to support areas across the academy</p>	<p>£ 2400</p> <p>£ 2000</p>	<ul style="list-style-type: none"> <li>• Termly Risk Reports in conjunction with STEP leadership Matrix - <b>SLT</b></li> <li>• Termly Stock Takes, linked with Risk Reports and AIP targets – <b>all leaders</b></li> <li>• Completion of NPQML and NPQSL – <b>identified leaders</b></li> <li>• Termly review of PM targets – <b>PM reviewers</b></li> <li>• Discussions and conversations in T&amp;L review – <b>Head of Standards</b></li> <li>• SFA Flagship school monitoring – <b>SLT and SFA consultant</b></li> </ul>			



	<p>journey within their areas and state future developments linked to the next AIP</p> <ul style="list-style-type: none"> <li>Leadership and Management to be graded outstanding by STEP standards</li> </ul>	<p>team to develop their understanding of the role of a leader.</p> <ul style="list-style-type: none"> <li>As a NSS, SLT to offer help and advice to other schools within the Trust and local areas to help developing identified specific needs within individual schools.</li> <li>As one of only a few Flagship schools for SFA within the country, the academy will provide training on site for new and developing SFA schools</li> </ul>						
<p>2. Following on from a review of the broader curriculum's current standards, the academy has identified further areas which will deepen the experiences of the children, giving them more opportunities to apply their skills at a greater depth level.</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>P4C training to be delivered to all new staff.</li> <li>Writing CPD across the academy demonstrates a stronger understanding through teaching and assessing through moderation</li> <li>Educational Visit Coordinator to have attended training</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>To ensure that all P4C lessons are child led and follow the required structure</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>To be a Gold Standard Unicef Rights Respecting School</li> </ul>	<ul style="list-style-type: none"> <li>To allow for more opportunities for children to gain a deeper understanding of the wider curriculum by exposing them to expert commentary, both by inviting experts into school and by organising opportunities for off-site experiences</li> <li>To work closely alongside Unicef's RRS schools programme</li> <li>To further deepen P4C within the ethos of the school and to ensure all new staff members and children are quickly immersed within the ideals of P4C</li> <li>Opportunities for children to apply their skills within cross-curricular setting</li> <li>Continual training on staff subject knowledge to develop an understanding of greater depth across the curriculum</li> </ul>	<p><b>Risk Report Holder:</b> HoS and DHT</p> <p>Please see Risk Reports of Teaching and Learning as well as Outcomes (Assessment Analysis) for further detail and individual plans to support areas across the academy</p> <p><b>Stock Take Holder:</b> Discovery leader and all phase leaders</p> <p>Please see Risk Reports and Stock Takes of Teaching and Learning for further detail and individual plans to support areas across the academy</p>	<p>£200 for EVC training</p> <p>£ 2000</p>	<ul style="list-style-type: none"> <li>Termly Risk Reports in conjunction with STEP curriculum standards - <b>SLT and Discovery leader</b></li> <li>Termly Stock Takes, linked with Risk Reports and AIP targets – <b>Discovery Leader</b></li> <li>Discussions and conversation with EMT – <b>SLT</b></li> <li>Learning walks and observations – <b>SLT and MLT</b></li> </ul>			

**STEP ACADEMY IMPROVEMENT PLAN** (*link to STEP Compass Priorities, Leader Milestone Plan/risk report and Evaluations*)

**Aspect: Behaviour, Safeguarding & Personal Development**

**Academy Targets:**

- To further develop the Safeguarding curriculum, preparing children for their next stage of learning
- To further reduce the persistent absenteeism to below 5%
- To further promote and enhance learning behaviours throughout the academy, empowering children to lead their own learning #EMPOWER
- To further enhance and develop the curriculum to include global citizenship through the Unicef RRS programme

Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date (link to evaluation progress and RAG)	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan - by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? - Captured through 'milestones plan and evaluation	RAG		
						Au	Sp	Su
<p>1. Due to the context of the make-up of the school, it is vitally important that both staff and children are aware of the potential safeguarding concerns that they face within the community. This will be addressed with enhanced and regular training for all staff and within our embedded curriculum for the children.</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>Children to be able to recognise potential dangers within their community and to know where to go for help</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>Children to confidently articulate ways to keep themselves and others safe in a variety of contexts</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>Children to be secure in their understanding of their rights and responsibilities about keeping themselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>Discovery leader to develop Milestones for safeguarding curriculum across the academy.</li> <li>To ensure that all teachers are aware of how the collaborative curriculum will enhance the ability of the children to become independent learners and to further develop Pupil voice.</li> <li>P4C skills developed weekly and in conjunction with cross curricular work, particularly through our safeguarding curriculum.</li> <li>All teachers will receive current safeguarding training regularly through the academic year.</li> <li>Weekly safeguarding scenarios shared and discussed in staff briefings to share best practice</li> <li>Best practice will be shared through Triads/SWIVL across the academy</li> <li>Weekly assemblies which address elements within the safeguarding curriculum.</li> </ul>	<p><b>Risk Report Holder:</b> SLT</p> <p>Please see Risk Reports of BPDWS</p> <p><b>Stock Take Holder:</b> Discovery leader and all phase leaders</p> <p>Please see Risk Reports and Stock Takes of Teaching and Learning across the school for further detail and individual plans to support areas across the academy</p>	<p>£500 Safeguarding training</p>	<ul style="list-style-type: none"> <li>Termly Risk - <b>DHT and Discovery leader</b></li> <li>Termly Stock Takes, linked with Risk Reports and AIP targets – <b>Discovery Leader</b></li> <li>Discussions and conversation with Trust safeguarding team – <b>SLT</b></li> <li>Learning walks and observations – <b>SLT and MLT</b></li> </ul>			
<p>2. Due to the historic safeguarding concerns presented by persistent absenteeism, previously, the academy recognises the importance of working with vulnerable families to ensure that children are at school.</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>SLT to have met with vulnerable families whose absenteeism is below national averages</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>The action plans from Autumn term meetings have successfully resulted in a reduction of absenteeism both with individual families and collectively as a school</li> </ul> <p><b>July 2019:</b></p>	<ul style="list-style-type: none"> <li>SLT to work closely with EWO to ensure that vulnerable families are met and TAF meetings take place</li> <li>Referrals to be made as necessary to Local Authority through the academic year</li> <li>All leaders to work with the school community to promote high attendance through assemblies, newsletter and coffee mornings</li> </ul>	<p><b>Risk Report Holder:</b> DHT</p> <p>Please see Risk Reports of Behaviour, Personal Development, Welfare and Safety for further detail and individual targets to support attendance across the academy</p>	<p>£ 8 000 EWO costs</p>	<ul style="list-style-type: none"> <li>Termly Risk Reports - <b>DHT</b></li> <li>Discussions and conversations with EWO and parents – <b>SLT</b></li> <li>TAF meeting minutes – <b>EWO and SLT</b></li> </ul>			

	<ul style="list-style-type: none"> <li>Persistent absenteeism remains below 5% for across the academy</li> </ul>							
<p>3. As the children progress throughout the school, their journey to become stronger independent learners develops through the use of the collaborative curriculum and P4C. This will empower children in their learning and will develop skills for lifelong learning.</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>All children to be able to articulate their year group's focus from the academy's acronym for the year #EMPOWER</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>All children showing a developing understanding of the academy's acronym for the year #EMPOWER</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>All children are confident when discussing their learning with their peers and visitors to the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that all teachers are aware of how the collaborative curriculum will enhance the ability of the children to become independent learners and to further develop Pupil voice.</li> <li>P4C skills developed weekly and in conjunction with cross curricular work.</li> <li>All new teachers will receive P4C training and current teachers will receive updated training.</li> <li>Best practice will be shared through Triads.</li> <li>Weekly assemblies which address the academy's acronym #EMPOWER.</li> </ul>	<p><b>Risk Report Holder:</b> DHT and Discovery leader</p> <p>Please see Risk Reports of Behaviour, Personal Development, Welfare and Safety for further details.</p> <p><b>Stock Take Holder:</b> Discovery leader and all phase leaders</p> <p>Please see Risk Reports and Stock Takes of Teaching and Learning for further details relating to the academy's acronym for the year #EMPOWER</p>		<ul style="list-style-type: none"> <li>Termly Risk - <b>DHT and Discovery leader</b></li> <li>Termly Stock Takes, linked with Risk Reports and AIP targets – <b>Discovery Leader</b></li> <li>Discussions and conversation with Trust safeguarding team – <b>SLT</b></li> <li>Learning walks and observations – <b>SLT and MLT</b></li> </ul>			
<p>4. As a Rights Respecting School, it is essential that we continue to develop global citizenship within our curriculum to create responsible citizens within our community.</p>	<p><b>December 2018:</b></p> <ul style="list-style-type: none"> <li>All teachers are aware of, and have embedded, the articles from the Rights Charter within the curriculum</li> </ul> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>Pupil parliament to have led a school wide initiative.</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>To achieve the Gold Mark in Unicef's RRS programme.</li> </ul>	<ul style="list-style-type: none"> <li>Newly appointed RRS lead to attend Unicef Training</li> <li>RRS lead to develop an action plan alongside Discovery Leader to embedded global citizenship throughout the curriculum</li> <li>Training for all new staff in embedding the articles from the Rights Charter within the curriculum.</li> </ul>	<p><b>Risk Report Holder:</b> DHT and Discovery leader</p> <p>Please see Risk Reports of Behaviour, Personal Development, Welfare and Safety for further details.</p> <p><b>Stock Take Holder:</b> Discovery leader and all phase leaders</p> <p>Please see Risk Reports and Stock Takes of Teaching and Learning for further details.</p>	£150 – Unicef training.	<ul style="list-style-type: none"> <li>Termly Risk - <b>DHT and Discovery leader</b></li> <li>Termly Stock Takes, linked with Risk Reports and AIP targets – <b>Discovery Leader</b></li> <li>Discussions and conversation with Trust coordinator for Pupil leadership – <b>DHT and RRS leader.</b></li> <li>Learning walks and observations – <b>SLT and MLT</b></li> </ul>			