

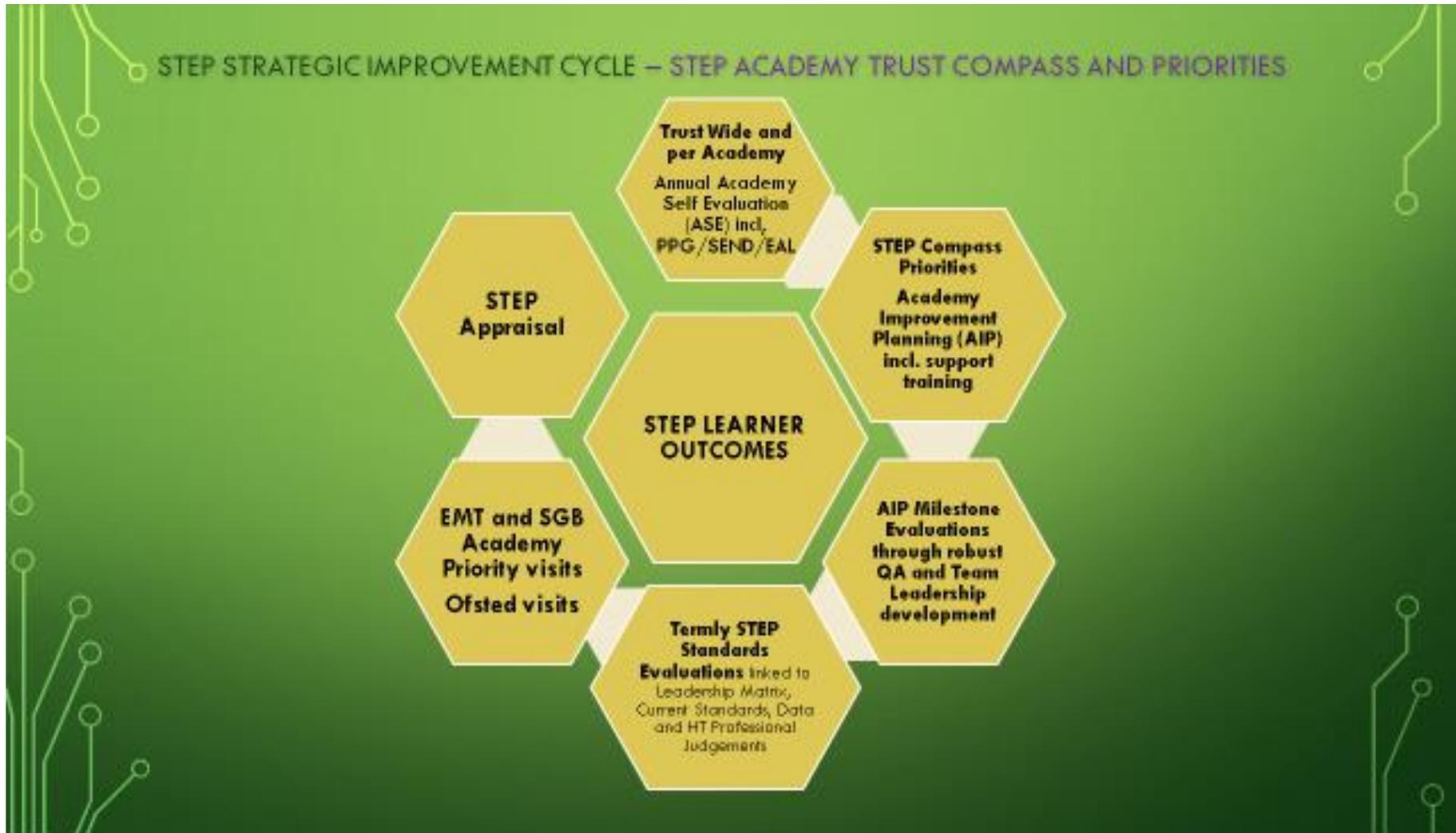
STEP Academy Improvement Plan 2019-20



STEP COMPASS PRIORITIES 2019-20	STEP First - Foster a strong sense of <i>unity</i> across STEP Academy Trust, so that all stakeholders see themselves as being part of one team.	STEP Way -To ensure <i>consistency</i> , continue to develop an appropriate STEP Way for each academy, informed by both context and the STEP Standard.	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> , including succession planning.
	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 agreed, evidence-based pedagogies that underpin STEP’s approach to teaching, learning and assessment;	Continuing to use and refine the STEP Standard performance indicators to prioritise resources and ensure high quality, personalised support can be given to each academy;	Investing in the continuing professional development of all STEP staff, with a particular focus on leadership and initial teacher training through the STEP Ahead Teaching School Alliance;
	AIP Target (ref:) Through all targets	AIP Target (ref:) 1, 3, 5	AIP Target (ref:) All targets	AIP Target (ref:) 3
	Encouraging the personalisation of the STEP Compass, so that #ourstory becomes #mystory;	Embedding business structures and processes which free up academy leaders to focus on teaching, learning and assessment.	Enhancing and marketing STEP Up Services to support the sector and generate funds to invest in the Trust.	Developing specialisms across teaching and learning and operational work areas;
	AIP Target (ref:) Focus area for Turnham	AIP Target (ref:)	AIP Target (ref:)	AIP Target (ref:) 1
Ensuring all stakeholders feel valued and that their well-being; mental and physical, is prioritised; Strengthening collaboration and information sharing			Playing a leading role in the development of local, regional and national networks beyond STEP Academy Trust.	

	through the use of online systems;			
	AIP Target (ref:) 2			
	Maintaining a strong focus on communications, both internal and external.			
	AIP Target (ref:) 4, 5			

## Academy Improvement Plan: 2019/2020



As part of STEP Multi – Academy Trust, in line with STEP Compass priorities and against each of the following key areas, our longer term aims are to develop our learning community and use our curriculum in order to achieve the following for and/or in light of:

	<b>2022 Ambitions</b>	<b>2021-2022 milestones</b>	<b>2020-2021 milestones</b>	<b>2019-2018 milestones</b>	<b>Spring 2019</b>	<b>Autumn 2018</b>
STEP Pupils and families						
STEP Teachers						
STEP Academy Leaders						
STEP Pupil Outcomes						
STEP Curriculum						
STEP Assessment and Teaching						

## Leadership and Curriculum

Aspect	Key points	Aspect	Key points
Curriculum Intent/Aims (incl, needs of most disadvantaged, SEND)	Mid-year admissions	Leadership Intent (incl, aims related to social justice, diversity and equality)	To develop leaders for the future both inside and outside of the academy.
Curriculum Implementation	Further development of wider curriculum following the end of our 2 year cycle	Leadership Implementation	Developing research and understanding the 'why.'
Curriculum Impact	End of year outcomes and mid year entry tracking.	Leadership Impact	Impact measured through consistency of teaching and outcomes.
Current Curriculum Implementation Phase	Established and refining	Current Leadership Implementation Phase	Established approach with EHT though a team new to their current roles.
Equality Act, Social Justice and Diversity	#Skillsforlife	Equality Act, Social Justice and Diversity	#skillsforlife

**AIP 2019/20 – Main intentions** are linked to embedding key strengths and, in particular, addressing evaluations and root cause findings from 2018/19 ASE. This AIP also serves to move us closer to the STEP Standards in these key areas:

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**Overall**, the AIP should allow leaders to realise the impact of the curriculum rationale and intent, year upon year.

This should mean that by 2020/21 we are in a better position to....

**Articulate:** Progress since last Inspection; current strengths and weaknesses in relation to curriculum, teaching to support learning of the curriculum; standards pupils achieve; pupils' behavior and attitudes; and their personal development. Functions delegated to the local governing body or committees;

**Reference: Relevant STEP Compass Priority and STEP Standard area and STEP Standard Stage (1-4)**

**Aspect: Quality of Education (curriculum, teaching, assessment and standards) – linked to Outcomes (EYFS-KS2) incl. Equality Act, Social Justice and Diversity**

**Curriculum rationale:**

**STEP Compass Priority:**

**STEP Standards:**

**Academy Targets:**

*1.1 INTENT – To continue to review the ambitious curriculum further enhances knowledge and experiences with Art & Design and Geography.*

*1.2 IMPLEMENTATION – To refine and embed further research strategies for ensuring knowledge is secured in the long-term memory.*

*1.3 IMPACT – To continue to ensure that mid-phase/mid-year admissions have a robust ‘catch-up’ to meet the year group STEP standards.*

**Curriculum Intent:**

Planned sequenced cumulative knowledge skills cultural capital ambitious full range of subjects meet needs of all smsc

Context: 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><i>1.1 INTENT – To continue to review the ambitious curriculum further enhances knowledge and experiences with Art &amp; Design and Geography.</i></p>	<p><b>December 2019:</b> - For the redesigned wider curriculum which enhances the curriculum, to have been rolled out effectively to all teachers by leaders</p> <p>A strong evidence of art and design and geography is clear within the curriculum with teachers and children understanding the relevance to the school and the curriculum. Teachers to have been given the appropriate knowledge and resources to help them deliver outstanding lessons. Community events to have been held showcasing the work of the children.</p>	<p><b>Autumn:</b> -Staff meetings are held to immerse the teachers in the rationale of the ambitious curriculum. Leaders to ensure that coverage is mapped out over a 2 year period which is in-depth and allows for the revisiting of key learning at different stages.</p> <p><b>Spring:</b> Review of teaching and learning carried out. CPD to be ongoing looking at the upcoming topic to ensure that teachers have the pedagogical knowledge to teach lessons which deepen the understanding of the children.</p>	<p><b>December:</b> Within wider curriculum, 80% of children demonstrate the depth of knowledge that we expect by the end of each half term.</p> <p>95% of teachers are delivering lesson within the academy standard.</p> <p>All displays throughout the academy reflect an emphasis on geography and art.</p> <p>Reflected across all classrooms, is a strong use and understanding of key vocabulary and concepts within each subject area.</p> <p>100% of children are using sentence stems and vocabulary.</p>	<p>£1000 – new resources.</p> <p>In addition, utilize floating staff to allow all teachers to see best practice.</p>	<ul style="list-style-type: none"> <li>• Risk Cycle: all reports</li> <li>• Subject leader stock takes</li> <li>• Weekly learning walks</li> <li>• Pupil progress and attainment data.</li> <li>• Attendance data</li> </ul>			

	<p>Children to have had an opportunity to experience learning outside of the classroom in relation to the topic.</p> <p><b>April 2020:</b></p> <ul style="list-style-type: none"> <li>- Teachers will be more confident in planning and delivering lessons that meet the desires of the curriculum and are successfully adapting lessons appropriately. Lessons are in line with academy expectations</li> </ul> <p><b>July 2020:</b></p> <ul style="list-style-type: none"> <li>- Teachers will be confident in the delivering of the curriculum. The coverage within the curriculum is deep and allows for the foundations of building upon this new knowledge when the children next come across it.</li> </ul>	<p>Leaders to continue to map out the journey of learning within each topic</p> <p><b>Summer:</b></p> <p>Teachers to take control of planning and are confident in knowledge based upon regular and robust CPD.</p>						
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Curriculum Implementation: Assess long term memory links reading phonics						
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<p><b>1.2 IMPLEMENTATION – To refine and embed further research strategies for ensuring knowledge is secured in the long-term memory.</b></p>	<p><b>December 2019:</b> Through clear staff meeting, all teachers to have had indepth CPD to help them in the understanding of the approach that the academy takes with regards to both its core curriculum subjects and also its ambitious wider curriculum. Children and teachers to be able to clearly articulate the 'why' with regards to both the curriculum and the classroom and to understand the research behind the approach.</p> <p><b>April 2020:</b></p> <ul style="list-style-type: none"> <li>- For leaders to have delivered relevant (and ongoing) CPD in line with our curriculum intent and AIP priorities.</li> <li>- For all senior leaders and middle leaders to be able to articulate the AIP priorities.</li> <li>- For all senior leaders to demonstrate transformative leadership through coaching.</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing CPD and modelling, team teaching and planning support from AHT and HoS as well as phase leads.</li> <li>- Coaching of middle leaders.</li> <li>- Identification of teachers who need additional informal support.</li> <li>- Establishment of Triads to allow for clear reflection, best practice and research to be shared.</li> <li>- Creation of a bank of research which underpins the Applegarth pedagogical</li> <li>- Research to be shared with all staff within both phase meetings and staff meetings.</li> <li>- Develop visit to other academies and schools outside of trust to stimulate conversations around different approaches to curriculum.</li> </ul>	<p><b>December:</b></p> <ul style="list-style-type: none"> <li>• All middle and senior leaders clearly articulate the pedagogical approach to the academy and reference when speaking with leaders, visitors and STEP staff.</li> <li>• All staff and phase meetings make reference to relevant blogs or research to give all staff a strong understanding to our approach.</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• All staff throughout the academy are able to articulate the pedagogical approach, explain why and also demonstrate this is their day to day delivery of lessons and support.</li> </ul>	Utilize floating staff to allow all teachers to see best practice.	Learning walks Minutes of phase and staff meetings Discussions with leaders and staff Risk reports.	<p><b>Au</b></p> <p><b>Sp</b></p> <p><b>Su</b></p>

	<p><b>July 2020:</b></p> <ul style="list-style-type: none"> <li>- There will be a depth of pedagogical understanding of the curriculum intent so that teachers are able to adapt and personalise in order to maximize their impact on the quality of lessons and outcomes.</li> </ul> <p>That the impact of the above will be seen in end of year and key stage outcomes.</p>							
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**Curriculum Impact:**

Achieve well full curriculum outcomes next stage read widely and often fluency comprehension

Context: 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		
<p><i>1.3 IMPACT – To continue to ensure that mid-phase/mid-year admissions have a robust 'catch-up' to meet the year group STEP standards.</i></p>	<p><b>December 2019:</b></p> <ul style="list-style-type: none"> <li>- Systems already embedded within the curriculum to be utilized when necessary to ensure that 'catch – up' begins immediately.</li> </ul> <p><b>April 2020:</b></p> <ul style="list-style-type: none"> <li>- For systems to be embedded for new starters.</li> </ul> <p><b>July 2020:</b></p> <ul style="list-style-type: none"> <li>- For any new starters to have made accelerated progress according to their baseline and to be working towards or achieving STEP standards.</li> </ul>	<ul style="list-style-type: none"> <li>- For teachers, Phase Leaders and SEN lead to work alongside each other to ensure that all support needed is accessible and to identify any potential barriers to learning.</li> <li>- Where barrier to learning have been identified, SEN lead to work with class teachers to develop and implement further strategies to ensure that each child is able to make robust progress and meet the STEP standard.</li> <li>- Support to be offered through Thrive for those mid year starts who may require that specific support. :</li> <li>- Regular reviews to be carried out over specific periods of time to ensure that progress is being made at a rate which will allow for the child to catch up quickly.</li> </ul>	<p><b>December:</b></p> <ul style="list-style-type: none"> <li>• Mid-year admissions will be demonstrating better than expected progress to meet our STEP standard.</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• The majority (80%+) of mid-phase admissions will be meeting the expected standard for the year group (following 2 terms and subject to SEND on entry)</li> </ul>	<p>No cost</p>	<p>Pupil progress meetings Strategic meetings regarding specific new start children.</p>	<p><b>Au</b></p>	<p><b>Sp</b></p>	<p><b>Su</b></p>

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

**Aspect: Leadership & Management**

High quality inclusive education shared values subject knowledge pedagogy assessment strong learner, parent and community engagement governance  
Safeguarding Equality Act Prevent strategy smsc

**STEP Compass Priority**

**STEP Standards**

**Academy Targets:**

**2.1 To further enhance staff pedagogical understanding of our curriculum Intent to maximise impact on quality of lessons and outcomes.**

**2.2 To review, reflect and strategically develop the impact leaders have, through the improvements they make within the quality of education.**

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
2.1 To further enhance staff pedagogical understanding of our curriculum Intent to maximise impact on quality of lessons and outcomes.	<p><b>December 2019:</b></p> <ul style="list-style-type: none"> <li>- For leaders to have delivered relevant (and ongoing) CPD in line with our curriculum intent and AIP priorities.</li> <li>- For all senior leaders and middle leaders to be able to articulate the AIP priorities.</li> </ul> <p><b>April 2020:</b></p> <ul style="list-style-type: none"> <li>- For all teaching staff to be able to articulate the AIP priorities and why the why behind our curriculum intent.</li> <li>- For year leads to inspire change in a transformative way in their phases through TRGs and phase meetings.</li> </ul>	<p><u>Autumn</u></p> <ul style="list-style-type: none"> <li>- Ongoing CPD and modelling, team teaching and planning support from AHT and DHT as phase leads.</li> <li>- Coaching of middle leaders.</li> <li>- Identification of teachers who need additional informal support.</li> </ul> <p><u>Spring</u></p> <ul style="list-style-type: none"> <li>- Support plans in place for teachers who are not working at the STEP standard.</li> <li>- TRGs to coach phases and identify strategies and implementation of specific targets to improve quality of lessons.</li> <li>- Continue to have additional support for year groups that may need it including assessment support and moderation.</li> </ul>	<p><b>December:</b></p> <ul style="list-style-type: none"> <li>• All middle and senior leaders clearly articulate the pedagogical approach to the academy and reference when speaking with leaders, visitors and STEP staff. It is core to their operational and strategic duties and this is demonstrated through their conversations with staff, INSET delivery and general professional manner throughout the academy.</li> </ul> <p><b>Summer:</b></p>	£1000 for any additional cpd	Appraisals Learning walks Quality of education risk report			

	<p><b>July 2020:</b></p> <ul style="list-style-type: none"> <li>- There will be a depth of pedagogical understanding of the curriculum intent so that teachers are able to adapt and personalize in order to maximize their impact on the quality of lessons and outcomes.</li> <li>- That the impact of the above will be seen in end of year and key stage outcomes.</li> </ul>	<p><u>Summer</u></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• All staff throughout the academy are able to articulate the pedagogical approach, explain why and also demonstrate this is their day to day delivery of lessons and support.</li> </ul>					
<p><i>3.2 To review, reflect and strategically develop our outreach work as a National Support School to have further impact on leadership development and impact</i></p>	<p>SLT to have made contact with schools both within the trust and outside to offer advice and support in key areas of expertise.</p> <p>NLE to identify strengths within leaders and teachers to have a more active engagement in the supporting of schools where applicable.</p> <p>Actively make connections with like-minded pedagogical schools and those with a dramatic contrast to our own approach.</p>	<p>Leaders make connections with several schools and organisations within the autumn term.</p> <p>Creation of a network for best practice teaching of reading and facilitate this throughout the year.</p> <p>Engage with different research professionals to further develop our own practice as well as share our best practice with others.</p> <p>Through the NLE deployment this year, identify where members of the team can support and gain further understanding of schools in different context and journeys.</p>	<p>NLE deployments taking place.</p> <p>At least 50% of leaders have engaged in supporting another school.</p> <p>Each leader has made a connection and visited another school outside of the trust.</p>	<p>Release cost fees.</p>	<p>Leadership risk report</p> <p>Speaking with leaders</p> <p>Leaders impact statements</p>			

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

**Aspect: Behaviour and Attitudes**

Behaviour conduct attitudes to learning high attendance punctual positive respectful school community smsc

**STEP Compass Priority**

**STEP Standards**

**Academy Targets:**

4.1 To further develop the impact of pupil leadership to have positive effects on the development of the school and community.

4.2 To ensure all children understand and reflect the focus of the year #skillsforlife within their learning, attitudes and behaviours

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
4.1 To further develop the impact of pupil leadership to have positive effects on the development of the school and community.	<p><b>December 2019:</b></p> <ul style="list-style-type: none"> <li>- New Pupil Parliament set up inputting into the weekly</li> <li>- For there to have been a fortnightly standing item on Leadership meeting agenda to discuss three selected pupil suggestions and decide actions</li> <li>- Parents/Carers/ wider Community to be aware of our PP and the role they play</li> <li>- Academy Ambassadors to have been selected for each class and trained</li> </ul> <p><b>April 2020:</b></p> <ul style="list-style-type: none"> <li>- Parliament Minister positions to have expanded dependent on their priorities</li> <li>- PP have had a 'summit' with at least one other local school PP/School Council</li> <li>- PP to have led a whole school initiative within the</li> </ul>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- PP Lead to have release time to set routines and develop PP Broadcast/ newsletter content</li> <li>- PP to promote use of children's suggestions postbox with guidance on focus areas for possible suggestions incl. #Thriving focus and PP to read each fortnight and pass to Leadership to consider and action, SLT to feedback suggestions and action in weekly assembly</li> <li>- Ambassadors selected and trained by PP lead.</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- PP Lead to arrange a 'Summit' with at least one other local school to discuss local issues</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>- Pupil Parliament and DHT to develop pupil survey with a</li> </ul>	<p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• All leaders will have demonstrated their impact and engagement within their leadership through their risk reports and stock takes.</li> <li>• Pupil voice survey demonstrates the wide-spread understanding of community and impact throughout the academy.</li> </ul> <p>What have you done? Why? What has been the impact?</p>		<ul style="list-style-type: none"> <li>• Risk reports</li> <li>• Subject leader stock takes</li> <li>• Parent view</li> </ul>			

	<p>community which would tie in with our hashtag.</p> <p><b>July 2020:</b></p> <ul style="list-style-type: none"> <li>- Pupil Parliament to have lead real positive development within the Academy which is evidenced.</li> <li>- Academy Ambassadors have an active role in the presentation of our Academy to any visitors and are able to articulate our vision, mission, values and curriculum intent</li> <li>- Pupil survey demonstrates that Pupil's feel they have a voice that is listened to in the Academy</li> </ul>	<p>focus on Pupil Voice to be administered and analysed with actions</p>						
<p>4.2 To ensure all children understand and reflect the focus of the year #skillsforlife within their learning, attitudes and behaviours</p>	<p><b>December 2020</b></p> <ul style="list-style-type: none"> <li>- Through regular assemblies and work within classroom, children are aware of the context in which we have arrived at skillsforlife.</li> <li>- Children are able to articulate the journey of the school over the past 4 years and are able to discuss how each hashtag relates to that journey.</li> <li>- Children are able to recall the key concepts of skillsforlife and how they are able to demonstrate these skills in their everyday life.</li> </ul> <p><b>April 2020</b></p> <ul style="list-style-type: none"> <li>- Children are clear in their understanding of the hashtag and are demonstrating this on a regular basis within both their learning attitudes and behavior attitudes and have</li> </ul>	<p>SLT to have delivers regular assemblies looking at each of the areas within the hashtag and discussing with the children about how this relates to them in their everyday life.</p> <p>Teachers to discuss the hashtag and make links to it in the classroom.</p> <p>Links made between our hashtag and the early morning safeguarding curriculum.</p> <p>Promotion of key areas through displays throughout the academy and also within the weekly newsletter.</p>	<p><b>December</b></p> <p>80% of children to have received at least 1 badge related to the key areas of the hashtag</p> <p>All children are clear about how the key areas of the hashtag can keep them safe.</p> <p><b>April 2020</b></p> <p>90% of all children to have received at least 1 badge related to the key areas of the hashtag</p> <p><b>July 2020</b></p> <p>100% of all children to have received at least 1 badge related to the key areas of the hashtag.</p>	None	<p>Learning walk</p> <p>Talking with children</p> <p>Pupil survey</p> <p>Risk report</p>			

	been rewarded badges in achievement assembly.							
	Summer 2020 Continuation of the above							

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

**Aspect: Personal development**

Curriculum beyond the academic development of self-discovery of interests and talents broader development of character physically and mentally healthy life in modern Britain diversity and commonality responsible, respectful, active citizens Equality Act protected characteristics smsc

**STEP Compass Priority**

**STEP Standards**

**Academy Targets:**

**4.1 To enhance the early morning work safeguarding curriculum with the leadership qualities of #skillsforlife.**

**4.2 To build on our P4C learning and hold termly academy debates to support and promote their resilience and character**

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		
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4.1 To enhance the safeguarding curriculum with the leadership qualities of #skillsforlife	<b>December 2019:</b> <ul style="list-style-type: none"> <li>- Explicit safeguarding topics are mapped out for coverage in each year group during early morning work time</li> <li>- Links have been made where appropriate to Discovery topics and current affairs.</li> <li>- Assemblies to be held around the topic of the hashtag.</li> <li>- All children to be able to articulate how to keep themselves safe</li> </ul>	<ul style="list-style-type: none"> <li>- HOS, Discovery and SG lead to meet and map out SG topics in detail to be covered over the year, workshops for each year group</li> <li>- On-going CPD for staff on SG issues and up to date briefings</li> <li>- Pupil survey delivered, analysed and action points to be raised</li> </ul>	<b>December:</b> <ul style="list-style-type: none"> <li>• Safeguarding curriculum is being taught in all classes through the early morning curriculum.</li> <li>• All children are clear about their trusted and are confident in speaking about any worries or concerns that they may have.</li> <li>• All children are clear about their rights and</li> </ul>		Risk report Learning walk during early morning work Pupil view results.			

	<p>and what to do/who to tell if they do not or are worried</p> <p><b>April 2019:</b></p> <ul style="list-style-type: none"> <li>- SG topics embedded in the curriculum</li> <li>- Children able to articulate relevant SG information on relevant specific topics eg. Year 5/6 knife crime</li> </ul> <p><b>July 2019:</b></p> <ul style="list-style-type: none"> <li>- Every child to have received a well-balanced SG curriculum over the year</li> <li>- SG coverage audited and action plan in place for next academic year</li> <li>- Pupil Survey demonstrates that children feel safe and know what to do if they don't</li> </ul>		<p>how to speak up if their rights are not being respected.</p> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• All children are clear in how to keep themselves safe.</li> </ul>					
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**STEP ACADEMY IMPROVEMENT PLAN** (*link to STEP Compass Priorities, Leader Milestone Plan/risk report and Evaluations*)

**Aspect: Early Year Foundation Stage (EYFS)**

Effectiveness safeguarding child's perspective early years curriculum logical progression systematic care practices needs, SEND, disadvantaged learning and development starting points next stage personal, social, emotional development secure, stimulated and happy outcomes overtime meeting learner needs know and remember more synthetic phonics and books match love reading storytelling communication and language characteristics of effective learning smsc

STEP Compass Priority

STEP Standards

Academy Targets:

5.1 To provide further community outreach and engagement sessions to support our local families with children in our EYFS.

5.2 To continue to refine and enhance the outdoor provision further to reflect the current academy priorities.

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
5.1 To provide further community outreach and engagement sessions to support our local families with children in our EYFS.	<p><b>December 2019:</b></p> <ul style="list-style-type: none"> <li>- For regular open mornings to be established in the PACE room with AM around C&amp;L support with specific Nursery &amp; Reception parents.</li> </ul> <p><b>April 2020:</b></p> <ul style="list-style-type: none"> <li>- For the SEND team including MSG and Head of Pastoral Care to add to the PACE room timetable with Lego therapy/Thrive behavior support at home.</li> </ul> <p><b>July 2020:</b></p> <ul style="list-style-type: none"> <li>- For EYFS classes to be open to parents regularly for carpet sessions including phonics sessions,</li> </ul>	<p><u>Autumn</u></p> <ul style="list-style-type: none"> <li>- Parent meeting to introduce parents to the EYFS and programme of parent support</li> <li>- Daily greetings sessions for parents/carers to come into the classroom</li> <li>- Build in time for AM to be released each week to host a session in the PACE room from Autumn 2.</li> <li>- Begin to analyse trends in behavioural and phonics data to target specific children and families for speech and language and Thrive support.</li> </ul> <p><u>Spring</u></p> <ul style="list-style-type: none"> <li>- AHT to analyse data and identify next wave of families to receive support from SEND team.</li> <li>- EYFS teachers to lead a reading group to model teaching of early reading to parents/carers.</li> </ul>	<p><b>December:</b></p> <ul style="list-style-type: none"> <li>• Regular sessions for outreach have been scheduled and begun based on known needs and desires of the community.</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• High engagement and understanding from community is demonstrated through feedback and attendance rates.</li> <li>• Potential improvement in pupil numbers for new nursery and reception.</li> <li>• Standards in reception continue to improve year on year (GLD)</li> </ul>	£500	<p>Feedback from parents</p> <p>Engagement from open mornings</p> <p>Feedback from training.</p>			

	sharing stories, 15 minute maths.	<u>Summer</u> - EYFS to host open classrooms regularly for whole class sessions for parents to engage with their child's learning.						
5.2 To continue to refine and enhance the outdoor provision further to reflect the current academy priorities.	<b>December 2019:</b> - Children will be using all learning labs indoors effectively and with increasing independence. - Nursery and Reception planning outdoor provision together to maximize outdoor opportunities and staffing - Children will be accessing outdoor learning labs with support from engaged adults.  <b>April 2020:</b> - Children will be accessing engaging outdoor learning labs independently - Adult questioning will continue to be supportive, exploratory and move the children on. - Learning labs outside will be planned to fill gaps with the children's development – C&L, Reading, Writing, Number  <b>July 2020:</b> - Data to reflect changes in outdoor provision with no gap between C&L, Reading, Writing and Number compared to other standards of ELG.	<u>Autumn</u> - In Reception during the Autumn Term to scrutinize the setting and next steps for all learning labs and model a reading group. - Indoor and outdoor mirror labs for English/Maths set up inc writing areas and increased opportunities for writing across all labs  <u>Spring</u> - AHT to have visited and made links to settings with outstanding outdoor provision. - Gap analysis to have been taken place after data drop in January and provision adapted to fill gaps (learning labs/carpet sessions/interventions) - Explore prospect of forest school.  <u>Summer</u> - Analyse GLD data to look at gaps and reflect on effectiveness of actions so far.	<b>December:</b> 100% learning walks demonstrate high quality outdoor provision and adult engagement.  <b>Summer:</b> Increases in pupil GLD from 2019 – see targets. Any external reviews of learning in EYFS will have demonstrated strong improvements in good or better provision.	Learning walks Risk report Profiles within book looks. Data				

	<ul style="list-style-type: none"><li>- Long term partnerships established between Turnham and other outstanding settings in Lewisham.</li></ul>							
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**Aspect: Enhanced Learning Provision (ELP)**

Effectiveness safeguarding child’s perspective early years curriculum logical progression systematic care practices needs, SEND, disadvantaged learning and development starting points next stage personal, social, emotional development secure, stimulated and happy outcomes overtime meeting learner needs know and remember more synthetic phonics and books match love reading storytelling communication and language characteristics of effective learning smsc

**STEP Compass Priority**

**STEP Standards**

**Academy Targets:**

6.1 To ensure that children achieve 8 points of progress within the PIVAT assessment or within 2-3 steps of progress within the whole school tracker.

6.2 To work towards ELP children reaching at least 96% for attendance

6.3 To ensure that children are screened for Thrive and that provision works on specific aspects of need.

6.4 To further enhance the real life experiences through trips, visitors, real life activities as we know that children within the ELP need these real life experiences.

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
6.1 To ensure that children achieve 8 points of progress within the PIVAT assessment or within 2-3 steps of progress within the whole school tracker.	<p><b>December 2019:</b></p> <p>Assessment-led planning focuses on pupil skills and experiences to help ensure progress is on track.</p> <p>Resources are used effectively to aid the learning process.</p> <p>Children make at least 3 points of progress when assessed against the PIVAT milestones.</p> <p><b>April 2020:</b></p> <p>Children have made between 5 &amp; 6 points of Progress</p> <p><b>July 2020:</b></p> <p>Due to strategic planning and well delivered lessons throughout the year, children have make at least 8 points of progress.</p>	<p><u>Autumn</u></p> <p>A strong culture of learning and achievement continues to be fully embedded.</p> <p>Teachers are clear about the milestones within PIVOTS and target these areas so that children have the opportunity to make at least 3 points of progress.</p> <p>Staff use targets and key children are identified in planning to help move on learning from the day before and earlier in each unit</p> <p><u>Spring</u></p> <p>Strategies have been implemented following progress meetings for those identified children to ensure they are able to meet the expected target for progress at the end of the year.</p> <p><u>Summer</u></p> <p>Intervention put in place to ensure that</p>	<p><b>December:</b></p> <p>Regular meetings amongst staff show that progress is being made and where progress is not line with meeting the end of year expectation, plans are put in place for those individual children who may need extra support in certain aspects of the curriculum.</p> <p><b>Summer:</b></p> <p>End of year data will show that due to close monitoring throughout the year, children have been able to at least meet the expected points of progress.</p>	£500	<p>Pupil progress meetings</p> <p>Learning walks</p> <p>Collaboration between staff and outside agencies.</p> <p>Milestone markers Lesson observations, learning walks, monitoring of planning, student interviews, work in children’s books &amp; writing portfolios, staff meetings, staff training sessions, peer observations of each others practice leadership risk cycle, assessment &amp; tracking of student progress</p>	Children are on track to achieve the 8 points progress with exception of 1 child.		

		those children who need extra support to meet the target, are given it.					
6.2. To work towards ELP children reaching at least 96% for attendance	<p><b>December 2019:</b> To ensure that within the ELP and the wider school, there is a culture of attendance. That both parents and children see the importance of attending school and that rewards are in place for those who attend regularly. Inclusion lead to be working alongside ELP team and EWO to help resolve issues for those children where attendance is potentially becoming an issue.</p> <p><b>April 2020:</b> Systems are securely in place and attendance is on track to meet the end of year target.</p> <p><b>July 2020:</b> Due to consistent approach towards attendance and issues being dealt with swiftly and robustly, attendance is at or above the 96% mark.</p>	<p><b>December 2019</b> Assistant Headteacher/Inclusion lead/EWO and teachers implement clear strategies for ensuring attendance at the school and within the ELP is a priority.</p> <p><b>Spring</b> Meeting have taken place with those individual parents where necessary if attendance has become a concern.</p> <p><b>Summer</b> For those where attendance had been a concern, strategies implemented in Autumn and Spring have been successful and attendance is now on track for being at least 96%.</p>	<p><b>December 2019:</b> Teachers are promoting attendance within the classroom whilst the assistant headteacher continues to promote it through achievement assemblies. This will result in attendance to be at least the 96% mark.</p> <p>Assistant headteacher, Inclusion lead and EWO work closely to look at potential issues regarding attendance with individual children.</p> <p><b>Summer:</b> Data will show that due to the strategic and operational decisions surrounding attendance, all children are at or above 96% for the year.</p>	£2000 towards EWO	Assistant Headteacher EWO Class teacher Parents	Current attendance is at 95.5% Excluding Reception pupils this rises to above 96%	

6.3 To ensure that children are screened for Thrive and that provision works on specific aspects of need.	<p><b>December 2019</b> All children to be screened through whole school thrive screening.</p> <p><b>April 2020</b> Identified children to be receiving Thrive.</p> <p><b>July 2020</b> Those children receiving Thrive are making progress both within their emotional development and their academic development.</p>	<p><b>December 2019</b> Thrive lead to have carried out whole school screening and to have identified potential children who will benefit from Thrive.</p> <p>Meeting to be set up with parents of identified children so that Thrive can commence.</p> <p><b>April 2020</b> Thrive lead to liase with leaders and teachers on how individual children are progressing both within Thrive and within the classroom.</p> <p><b>July 2020</b> Thrive lead and teachers to assess impact of Thrive on those individual children.</p>	<p><b>December 2019</b> Children will be attending Thrive sessions</p> <p><b>April 2020</b> Progress rates will show positive impact of Thrive on both the emotional development of the individual children and on the academic development.</p> <p><b>July 2020</b> The academic progress of those children accessing Thrive, is on course to allow them to make the same rates of progress</p>	<p>Lead Thrive practioner Class teacher Thrive termly scores Formative and summative data</p>	Thrive assessment underway to determine further foci for pupils		

<p>6.4 To further enhance the real life experiences through trips, visitors, real life activities as we</p>	<p><b>December 2019</b> Opportunities for real life experiences have been identified and steps have been taken to ensure that the children are able to access these.</p> <p><b>Spring 2020</b> Children have visited or been visited which has enhanced their curriculum but has also resulted in children experiencing real life experiences.</p> <p><b>Summer 2020</b> Children have had real life experiences both inside and outside of the classroom.</p>	<p><b>December 2019</b> Leaders to have coordinated possible opportunities within the curriculum for visits to take place.</p> <p><b>Summer 2020</b> Leaders and teachers to have completed at least one real life experience either by visiting somewhere off site or by inviting visitors in to work with the children.</p>	<p><b>December 2019</b> Children will speak about the impact of their visit on their own understanding of the world.</p> <p><b>Summer 2020</b> Children will be more understanding of the wider world and how they can thrive within it.</p>		<p>Review of curriculum planning Risk assessments Observation of outdoor and real life learning</p>	<p>Some visits have already taken place, though majority start Spring 2</p>		
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