STEP Academy Improvement Plan 2019-20

STEP Standard

STEP Ahead
We invest in our future

STEP Up
We all succeed together

STEP Way
We agree to do things like this

STEP First
We are all one team

STEP
Mission
Vision
Values

We strive together for excellence in partnership

STEP COMPASS PRIORITIES 2019-20	STEP First - Foster a strong sense of *unity* across STEP Academy Trust, so that all stakeholders see themselves as being part of one team.	STEP Way -To ensure *consistency,* 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 *support* 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 *development,* 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*:) 1.1 and 3.1		AIP Target (*ref*:) 5.1	AIP Target (*ref*:) 5.1, 3.1, 1.2
	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*:) 1.1 1.2 1.3 2.1 2.2		AIP Target (*ref*:) 4.2	AIP Target (*ref*:) 1.2, 3.1, 3.2
	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**;**		
	Maintaining a strong focus on communications, both internal and external.		
	AIP Target (*ref*:)3.1		

Academy Improvement Plan: 2019/2020
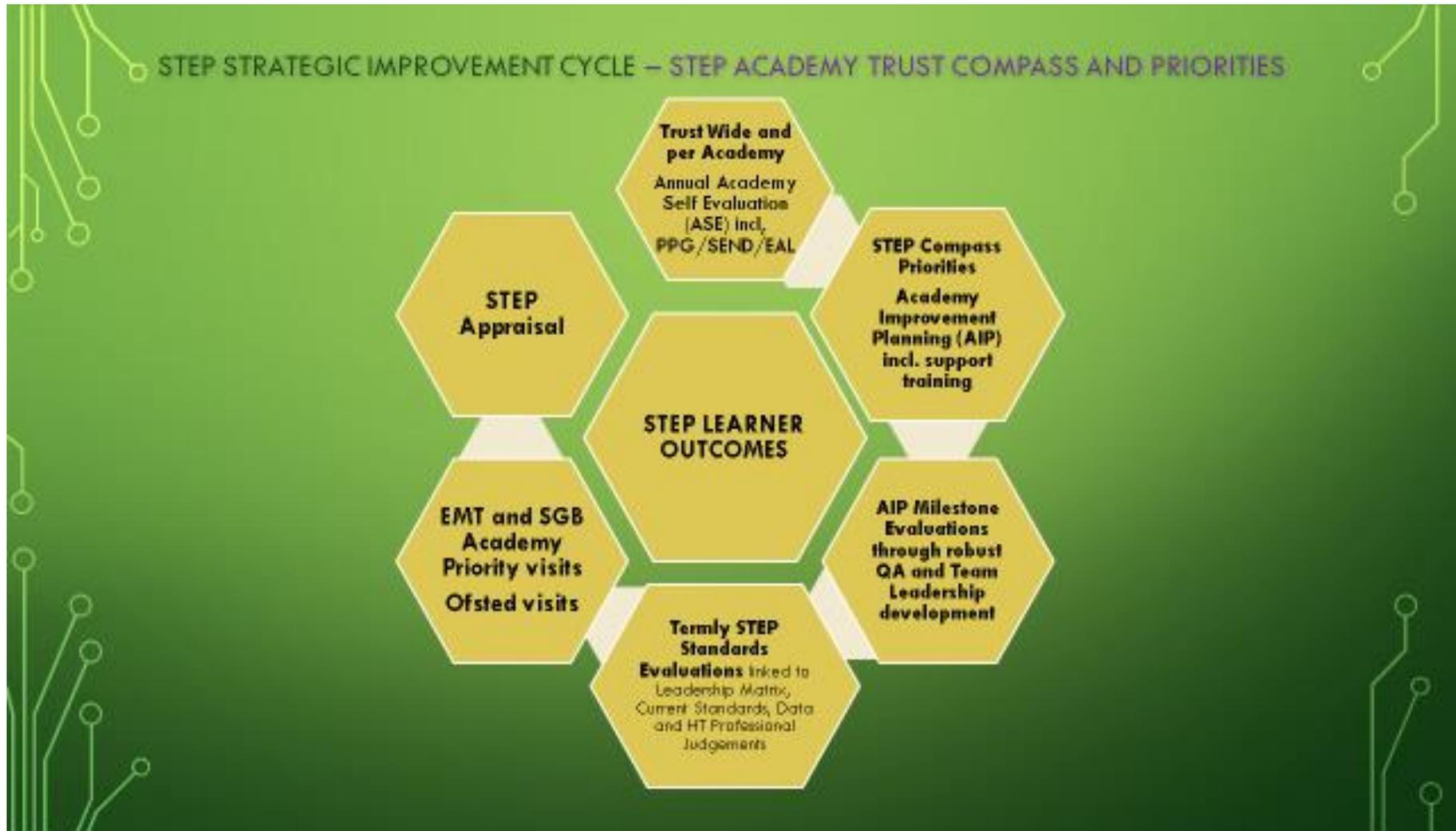
Leadership and Curriculum

Aspect	Key points	Aspect	Key points
Curriculum Intent/Aims (incl, needs of most disadvantaged, SEND)	EAL pupils (56% of pupils)	**Leadership Intent (incl, aims related to social justice, diversity and equality)**	
Curriculum Implementation	Development of reading strategies and fluency across the academy	**Leadership Implementation**	Developing an understanding of our curriculum intent
Curriculum Impact	Children able to apply their knowledge through wider curriculum areas, particular through writing	**Leadership Impact**	Consistency of teaching throughout the academy End of key stage outcomes
Current Curriculum Implementation Phase	Redevelopment of curriculum	**Current Leadership Implementation Phase**	Developing

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:

- EYFS GLD
- KS1 attainment (overtime)
- Curriculum development

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

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

Curriculum rationale: please refer to curriculum intent and approach on website

Academy Targets:
1.1 INTENT – *To further promote the attainment and progress of SEND and EAL pupils across the school.*
   All staff are able to articulate and understand the intent of the school's curriculum and how this will further advance their skills for future learning and employment
1.2 IMPLEMENTATION – *Teachers demonstrate strong subject knowledge in all aspects of the curriculum*
   To enhance the use of clarifying strategies for comprehension and develop further fluency in all children's reading.
1.3 IMPACT – *Pupil demonstrate the knowledge of their wider curriculum through applied writing which, as a result, also raises attainment across the school in this area.*
   To increase greater depth across all subject areas and in each year group

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 *(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		
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To further promote the attainment and progress of SEND and EAL pupils across the school. The percentage of EAL pupils at Gonville Academy is significantly above national. The academy has 56% EAL pupils compared to 21% nationally. The academy also has above national percentage of pupils with EHCP. This is 2% compared with 1.6% To ensure good attainment and progress of all pupils, the	**December 2019:** SEND and EAL progress at the end of Aut term is at least at the academy expected progress. **April 2020:** SEND and EAL progress at the end of Spr term is at least at the academy expected standard. **July 2020:** SEND and EAL progress at the end of Spr term is at least at the academy expected standard.	• All SEND passports with SMART targets are embedded. Meeting with all professionals as well as parents have taken place to share new targets as well as celebrate past ones. • Introduction of whole school collaborative approach to support all learners to achieve and progress to age related expectations • Considered and regular staff CPD to ensure the needs of all pupils are addressed • SLT in PPA sessions with all year groups to ensure consistency, high expectations	**Risk Report Holder:** All SLT **December 2019:** **DHT** to meet with all staff regarding the provision for SEND and EAL pupils. **PL and SLT** to meet with teachers to discuss pupil's targets at the start of Aut term. **PL and SLT** to meet with teachers to discuss pupil's progress at the end of Aut term. **DHT** to analyse the progress of all SEND pupils	Refer to curriculum budget	• Risk Cycle: all reports • Subject leader stock takes • Weekly learning walks • Pupil progress and attainment data • SEND passports • Half termly Pupil Progress meetings • Half termly population reports • Attendance data			

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academy will work to further promote the attainment and progress of SEND and EAL pupils.		• Regular reviews of the guidance expectations across the curriculum • Liaise with Trust-wide leads in specific areas of the curriculum to identify strategies for further improvement within the provision, particularly with SEND and EAL pupils • Opportunities to share good practice (observations, staff/phase meetings, briefings, SWIVL)	and review provision accordingly. **April 2020:** **DHT** to meet with all staff to review the provision for SEND and EAL pupils. PL and SLT to meet with teachers to discuss pupil's targets at the start of Spr term and review it at the end. **DHT** to analyse the progress and attainment of SEND and EAL pupils **July 2020:** SEND and EAL progress at the end of Summer term is in line with all pupils. – **DHT analysis** **DHT** to meet with all staff to ensure that new targets are set for SEND and EAL pupils for the next academic year.	and needs of all children are being met.				
All staff are able to articulate and understand the intent of the school's curriculum and how this will further advance their skills for future learning and employment As it is a new leadership team and there are changes to the	**December 2019:** All leaders are able to clearly articulate and understand the intent of the school's curriculum **April 2020:** All teachers are able to clearly articulate and understand the intent of the school's curriculum	• Clearly outlined INSET days which address the changes and the reasons why they will be implemented. • Constant reminders during staff meetings and briefings – this will help to embed a greater understanding across the staff	**Risk Report Holder:** All SLT **December 2019:** **HT and SLT** to work with middle leaders to build a collective understanding of our curriculum. Weekly leadership meetings will ensure leaders have additional	Part of in house CPD	• Risk Cycle: L&M and QoE • Subject leader stock takes • Performance Management discussions • Discussions following weekly learning walks	Au	Sp	Su

curriculum which reflect the new developments within the Ofsted framework, it is essential that all staff are able to articulate and understand the intent of the school's curriculum and how this will further advance their skills for future learning and employment.	**July 2020:** All staff are able to clearly articulate and understand the intent of the school's curriculum	• Risk Reports will clearly outline the Intent, Implementation and Impact across all areas. • Stock Takes will reflect the academy's curriculum's Intent, Implementation and Impact across their subject area	training/development. Middle leaders will have the opportunity for further training to gain NPQML/NPQSL **April 2020:** All **leaders** will deliver CPD to all staff that reinforces the shared understanding of the intent of the school's curriculum **July 2020:** All **leaders** will continue to deliver CPD to all staff that reinforces the shared understanding of the intent of the school's curriculum		• Pupil progress and attainment data (Impact) • SEND passports (Impact) • Half termly Pupil Progress meetings			

Curriculum Implementation:

Assess   long term memory   links   reading   phonics

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		
Teachers demonstrate strong subject knowledge in all aspects of the curriculum Due to the new curriculum approach, all staff will be given further subject knowledge, particularly in regards to the progression of knowledge and	**December 2019:** Teachers demonstrate a good understanding of expectations across all curriculum areas. **April 2020:** Teacher work alongside SLT to continue to develop opportunities within the curriculum for children to	• Mapped out CPD for all staff • SLT strategic lead working alongside an MLT operational lead to • Weekly reminders in briefing • Opportunities to share good practice (observations, staff/phase meetings, briefings, SWIVL)	**Risk Report Holder:** All SLT Curriculum milestone documents are used across all areas and are constantly referred to during learning walks and CPD sessions – **all leaders through the year**	Training alongside the curriculum budget	• SLT leading CPD with MLT in all areas across the curriculum – this is done weekly • Termly Subject leader stock takes and PL stock takes will show the	Au	Sp	Su

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skills in every area across the entire academy. This will give further opportunities for the pupils to make links with previous learning and demonstrate a greater sense of depth when make links between year groups and different curriculum areas.	make links and build on their long term memory. **July 2020:** 100% of all lessons meet the STEP standard	• Review and enhance the curriculum map for reading which shows clear progression. • Liaise with SFA consultant to review and enhance the provision to ensure that we remain at STEP standards. • Triangulate every half term the progress and attainment of pupils towards their targets • Staff meetings to reflect the staff CPD needs • Liaise with Trust-wide Reading leads in specific areas of the curriculum to identify strategies for further improvement within the provision.	**Weekly** CPD training continues to build on teachers' subject knowledge – **SLT and MLT**		development and impact of the CPD training sessions •			
To enhance the use of clarifying strategies for comprehension and develop further fluency in all children's reading. During the previous Ofsted inspection, an area for development was building on reading strategies to accelerate progress. Overtime, the reading achievements at the end of Key Stage 1 and 2 being significantly above national, the academy will further develop clarifying strategies to ensure that all	**December 2019:** All teaching staff going through the English reading CPD training. All teachers working through the assessment and regrouping model. **April 2020:** Most pupils are able to discuss the clarifying strategies that used for reading or can refer to a strategy for guidance. Pupils can also share their understanding of fluency and discuss their targets. **July 2020:** All pupils have made progress in their fluency.	• Review and share expectations for English curriculum area in INSET • Weekly reminders in briefing • Opportunities to share good practice (observations, staff/phase meetings, briefings, SWIVL) • Review and enhance the curriculum map for reading which shows clear progression. • Liaise with SFA consultant to review and enhance the provision to ensure that we remain at STEP standards. • Triangulate every half term the progress and attainment of pupils towards their targets	**Risk Report Holder:** All SLT, linked specifically to English Lead INSET training delivered by **English lead** – September and January Weekly CPD and reminders – **All SLT** Link with other SfA schools to share best practice – termly – **English Lead**	Alongside curriculum budget	• Termly Risk Cycle: QoE - **SLT** • Termly Subject leader stock takes and PL stock takes • Data analysis and cycle review sessions • Half termly Pupil Progress meetings • Performance Management discussions • Discussions following weekly learning walks	**Au**	**Sp**	**Su**

pupils can access age related texts.	The percentage of children reading at age related expectations is in line or exceeds national averages. *Please see year group targets which contains context*	• Staff meetings to reflect the staff CPD needs • Liaise with Trust-wide Reading leads in specific areas of the curriculum to identify strategies for further improvement within the provision.			• Pupil progress and attainment data (Impact) • SEND passports (Impact)

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 *(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		
Pupil demonstrate the knowledge of their wider curriculum through applied writing which, as a result, also raises attainment across the school At the last inspection, writing was identified as an area for development. Overtime there has been a significant increase in pupils reaching age related expectations at the end of Key Stage 2. By the time pupils leave in year 6, the percentage of pupils leaving at age related expectations is above national. To ensure the same high consistent approach to writing can be applied in all areas of the curriculum, pupils will be given	**December 2019:** Through CPD, staff are secure with the age related expectations in writing within their year group. **April 2020:** Across school moderation has taken place to quality assure judgements. **July 2020:** 80% of pupils are at age related expectations for writing. 20% of pupils will be working at GD *Please see year groups targets which contains context. Above percentages*	• All potential GD pupils for writing are identified through Pupil Progress meetings • All staff are developed in their understanding of the expected end of year expectations within writing for their cohort. • Writing milestones are further developed by the academy • DHT and AHT and SFA lead to provide CPD and share good practice with staff (Triads, Team teaching, SWIVL, phase meetings) • Writing moderation with Tudor Academy every half term for quality assurance (local) • Writing moderation across the Trust (termly)	**Risk Report Holder:** All SLT Writing CPD in September by outside facilitators– **English lead** Half termly writing CPD by **English lead** Half termly writing moderation with other schools – led by **English lead**	CPD sessions for writing leads Whole school PCPD sessions on writing progression and development	• Regular CPD – **English Team and Phase Leaders** • Further development of writing milestones – **English Team alongside staff** • During writing days, daily learning walks to take place - **SLT and English lead** • Biweekly phase meetings to review the progress and next steps, with a particular focus on writing, particularly at GD– **Phase Leaders** • Performance Management reviews and targets which are also related to writing at the expected and GD levels..– **PM reviewers**. • Half termly writing moderation across the TRUST - **SLT from both academies** .	Au	Sp	Su

further opportunities to do this and articulate their understanding of the knowledge gained. Clear progression throughout the academy means that pupils will be able to make links with previous knowledge and make connections to other learning.	*are based across all year groups.*	• Collect a range of GD writing for every year groups and across different genres to show progression over time					
To increase greater depth across all subject areas and in each year group In preparing for the pupil's future, the academy will focus on providing many opportunities for children to work at a greater depth level. Not only is this through outcomes, it will also be through applied knowledge where children are able to make explicit links between their learning.	**December 2019:** Through CPD, staff are secure with the academy's approach to teaching greater depth and what it looks like within our curriculum. **April 2020:** Across school moderation has taken place to quality assure judgements. **July 2020:** Increase in pupils working at greater depth levels across all areas of the curriculum.	• Clear staff CPD on what GD looks like in every curriculum area. • Continuing to develop staff subject knowledge with all areas • Development of the wider curriculum that allows for more explicit links to be made between learning. • Collect a range of GD work for every year groups and across different genres to show progression over time	**Risk Report Holder:** All SLT Scheduled CPD throughout the year – **all leaders**	Within our curriculum budget	• Regular CPD – **Curriculum leaders and Phase Leaders** • Further development of writing milestones – **English Team alongside staff** • Biweekly phase meetings to review the progress and next steps, with a particular focus on GD– **Phase Leaders** • Performance Management reviews and targets which are also related to the expected and GD levels..– **PM reviewers**. • Half termly writing moderation across the TRUST - **SLT from both academies** . • Termly maths moderation across the TRUST - **SLT from both academies** . • Termly wider curriculum moderation across the TRUST - **SLT from both academies** .	**Au**	**Sp**	**Su**

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

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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
Academy Targets:
2.1 To further develop staff pedagogical understanding of our curriculum Intent to maximise impact on quality of lessons and outcomes.
2.2 To continue to strengthen leadership at all levels to ensure identified priorities are effectively led, particularly the new middle leadership

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<td rowspan="2">**Current state/issue/concern based on root cause analysis**</td>
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<td rowspan="2">**Milestones implementation plan - by whom and when?**</td>
<td rowspan="2">**Cost**</td>
<td rowspan="2">**Identified monitoring and evaluation activities, by whom and when? Now what?** - *Captured through 'milestones plan and evaluation*</td>
<td colspan="3">**RAG**</td>
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1 To further develop staff pedagogical understanding of our curriculum Intent to maximise impact on quality of lessons and outcomes.

This is a new leadership team which has a wealth of strength across different curriculum areas.

This will be to develop a greater pedagogical understanding of teaching and learning. By doing this, we will impact on the overall Quality of Education which will improve outcomes foal l pupils.

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December 2019:
Most lessons throughout the academy show a consistent approach.

April 2020:
All lessons throughout the academy show a consistent approach.

July 2020:
All lessons throughout the academy show a consistent approach and meet or exceed the STEP standard

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- Trust-wide support to develop leaders at all levels
- Trust Maths lead based at Gonville which will be used as a training ground.
- All SLT on development training/coaching to support with their targets
- All staff will receive weekly updates and regular training to ensure all lessons meet the STEP standard developed in their understanding of
- Best practise is regularly shared across the year (STEP standard) Writing milestones are further developed by the academy

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Risk Report Holder: HoS and DHT
December 2019:
Termly data analysis through a Risk Report shows the impact on student progress and attainment –**HT**
Weekly learning walks to quality assure the milestones within each curriculum area – **SLT and MLT**
Termly data analysis of EAL and SEND pupils through a Risk Report shows that student progress meets STEP standard –**DHT**
Pupil progress meetings

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Refer to CPD budget

Release days and linsk to other academies

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- Regular CPD – **all leaders**
- Further development of writing milestones – **English Team alongside staff**
- Daily learning walks to take place - **SLT and middle leaders**
- Biweekly phase meetings to review the progress and next steps, with a particular focus on writing, particularly at GD– **Phase Leaders**
- Performance Management reviews and targets which are also related to writing at the expected and GD levels..**– PM reviewers**.
- Half termly writing moderation across the

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					TRUST - **SLT from both academies** .			
2. To continue to strengthen leadership at all levels to ensure identified priorities are effectively led, particularly the new middle leadership The academy has a strong leadership team currently. However, 4 out of the 5 senior leaders are new to the academy. The academy will put in place strong and stable leadership systems that will ensure current exceptionally high standards continue.	**December 2019:** All middle leaders can clearly outlined their priorities within their area. They are able to link this to the STEP standards and AIP **April 2020:** All middle leaders have established links across the Trust and have shared best practice **July 2020:** All leaders will be able to clearly articulate the journey within their areas and state future developments linked to the next AIP Leadership and Management to be graded outstanding by STEP standards	• To review the Risk Cycle and Stock Take formats, model and structure to ensure efficiency and clarity • 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 • Enhance the current performance management system so that it is fully transparent and measured against the key success identified within the AIP. • To identify future senior leaders for the academy and the Trust and put in place systems to allow these identified future leaders to opportunity to experience leadership • EHT delivering Trust-wide leadership and management training alongside Ambition Leadership. Place new middle and senior leaders on the NPQML and NPQSL courses. • Potential middle leaders to work alongside the established leadership team to develop their understanding of the role of a leader. (Operational and Strategic lead)	**Risk Report Holder:** HoS and DHT **December 2019:** • All middle leaders to have clearly outlined their expectation documents. **– Operational and Strategic Lead** • All middle leaders to have presented their stocktakes (including data analysis) and identified next steps for further progress **– MLT (termly)** • Middle leaders given the option to apply for NPQML in readiness for their next stage of development **- HT** **April 2020:** • All identified middle and senior leaders to have begun their NPQ training **– Trust-wide initiative** • Met other leaders across the Trust to share stocktakes and best practice- **MLT** **July 2020:** • All leaders are clearly able to articulate the journey within their areas and state future	Release days for middle leaders See CPD budget	• Termly Risk Reports in conjunction with STEP leadership Matrix - **SLT** • Termly Stock Takes, linked with Risk Reports and AIP targets – **all leaders** • Completion of NPQML and NPQSL – **identified leaders** • Termly review of PM targets – **PM reviewers** • Discussions and conversations in T&L review – **Head of Standards**	**Au**	**Sp**	**Su**

						RAG		
			developments linked to the next AIP – **SLT and MLT**					
			• Leadership and Management to be graded outstanding by STEP standards - **SLT**					

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

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<u>**Aspect: Behaviour and Attitudes**</u>

Behaviour   conduct   attitudes to learning   high attendance   punctual   positive   respectful school community   smsc
Academy Targets:
3.1. To further promote and enhance learning behaviours throughout the academy, empowering children to lead their own learning
3.2. To further enhance and develop the curriculum to include global citizenship through the Unicef RRS programme and having a wider impact on the local community
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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		
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1. To further promote and enhance learning behaviours throughout the academy, empowering children to lead their own learning As the children progress throughout the school, their journey to become stronger independent learners develops through the use of the	**December 2019:** • In each subject area, teachers are consistently using and referring to the cooperative learning behaviours - showing a developing understanding of collaboration (Curriculum Intent)	• 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. • Cooperative learning behaviours developed weekly and in conjunction with cross curricular work.	**Risk Report Holder:** DHT and Discovery leader **December 2019:** Milestone Documents are used during learning walks. These show that teachers are meeting or exceeding expectations – **SLT and MLT (weekly)**	Through curriculum CPD budget	• Termly Risk Report – **All SLT and DHT and PD leader** • Termly Stock Takes, linked with Risk Reports and AIP targets – **PD Leader** • Discussions and conversation with Trust safeguarding team – **SLT**			

collaborative curriculum and cooperative behaviours. This will empower children in their learning and will develop skills for lifelong learning skills.	**April 2020:** • When talking to children, they show a developing understanding of collaboration and why is it important **July 2020:** • The majority of children are confident when discussing their learning with their peers and visitors to the classroom.	• All new teachers will receive training and current teachers will receive updated training. • Best practice will be shared across the academy • Weekly assemblies which address the academy's hashtag #collaboration.	All teachers are consistently using and referring to the cooperative learning behaviours following staff CPD **– SLT and MLT (weekly)** Assemblies reflect the cooperative behaviours for learning - **– SLT** **April 2020:** All children showing a developing understanding of collaboration **July 2020:** All children are confident when discussing their learning with their peers and visitors to the classroom.		• Learning walks and observations **– SLT and MLT**

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   development of character   physically and mentally healthy   life in modern Britain   diversity and commonality   responsible, respectful, active citizens   Equality Act   protected characteristics   smsc
Academy Targets: 4.1. To develop the early morning work safeguarding curriculum 4.2. To refine the extra- curricular offer for the academy and specially target disadvantaged pupils

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**
1. To develop the early morning work safeguarding curriculum. 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. The academy is based in Thornton Heath which has the highest crime rate in all of Croydon.	**December 2018:** • Children to be able to recognise potential dangers within their community and to know where to go for help **April 2019:** • Children to confidently articulate ways to keep themselves and others safe in a variety of contexts **July 2019:** • Children to be secure in their understanding of their rights and responsibilities about keeping themselves and others safe.	• Middle leader, alongside the DHT, to develop Milestones for safeguarding curriculum across the academy • 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. • Collaborative skills developed weekly and in conjunction with cross curricular work, particularly through our safeguarding curriculum. • All teachers will receive current safeguarding training regularly through the academic year. • Weekly safeguarding scenarios shared and discussed in staff briefings to share best practice	**Risk Report Holder:** SLT **December 2018:** Children will be able to recognise potential dangers within their community and to know where to go for help. The overview of safeguarding curriculum will be mapped across the year. This will be done alongside staff – **PD lead and DHT** **April 2019:** Children to confidently articulate ways to keep themselves and others safe in a variety of contexts. The SG curriculum will be set by **PD lead, ICT lead and DHT**	Safeguarding training Release time for staff Cover for staff to receive external training – linked to other STEP Schools	• Termly Risk Report - **DHT and PD leader** • Termly Stock Takes, linked with Risk Reports and AIP targets – **PD Leader** • Discussions and conversations with Trust safeguarding team – **SLT** • Learning walks and observations **– SLT and MLT** • Sharing best practice across the Trust **– DHT and PD lead** •			

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		• Best practice will be shared through Triads/SWIVL across the academy • Weekly assemblies which address elements within the safeguarding curriculum.	**July 2019:** Children to be secure in their understanding of their rights and responsibilities about keeping themselves and others safe. The RRS and global citizenship running through our curriculum will be mapped out over a 2 year period **by DHT**					
We know that children who are deemed PPG have direct access to less options and extra curricular learning than other children when away from school. Therefore to give children additional opportunities to take part, stay healthy and enjoy a wider range of sports and activities is important (link in with PPG plan)	See PPG action plan	• Target parents and pupils to engage with one of the academy extra-curricular activities. • Engage with staff and outside providers to ensure that there is a wide and varied offer to extra curricular clubs and activities. • Track and record the participation rates of PPG children • Ensure that children who are deemed PPG have equal opportunities to take part in competitive sports.	**By July 2019:** 15% of pupils at Gonville are PPG – by July 2020 at least 85% of these pupils will have attended at least 1 extra curricular activity	Cost related to club	• Attendance at extracurricular clubs – tracking of attendance and targeting of PPG children to take part. • Survey of children about their engagement in clubs	**Au**	**Sp**	**Su**

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

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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

Academy Targets:
5.1. To further create an enriched and engaging EYFS environment
5.2. To enhance children's early speaking skills through exposure to a wider range of sentence structures and vocabulary.

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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
1. To further create an enriched and engaging EYFS environment The academy is invested in developing the EYFS environments. 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.	**December 2019:** - 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. **April 2020:** - Children will be accessing engaging outdoor learning labs independently	• Clear audit of EYFS resources • Bi-weekly CPD for all EYFS staff • Sharing best practice across the Trust and outside of the Trust • Receiving training from outside the academy • Visiting other academies with a similar approach to review journey • Set clearly defined areas • Set high expectations for Learning Labs	**Risk Report Holder:** DHT Bi-weekly CPD for all EYFS staff through phase meetings – **EYFS lead and DHT** **December:** 100% learning walks demonstrate high quality outdoor provision and adult engagement. **Summer:** 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.	As per curriculum budget	• Termly Risk Report - **DHT and PL leader** • Termly Stock Takes, linked with Risk Reports and AIP targets – **PL Leader** • Discussions and conversations with Trust-wide EYFS lead – **EYFS lead and SLT** • Learning walks and observations – **SLT and MLT** • Bi-termly LW and feedback from EHT – **HT, EYFS and Eng lead**			

	- 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 **July 2020:** - Data to reflect changes in outdoor provision with no gap between C&L, Reading, Writing and Number compared to other standards of ELG.							
2. To enhance children's early speaking skills through exposure to a wider range of sentence structures and vocabulary. As the percentage of EAL pupils at Gonville Academy (56%) is significant above national (21%) , the academy will implement a curriculum that focussed on early speaking skills through a wider range of sentence structures and vocabulary.	**December 2019:** Baseline gaps have been identified and activities within the learning across the EYFS have been built in to support the development of learning. **April 2020:** Sentence stems and heightened expectations of use of language throughout the EYFS day and environment in consistent in practice. **July 2020:** Identify any further gaps and plan for heightened intervention at the start of year 1 for those pupils who still need further support.	• CPD training on synthetic phonics • Bi-weekly CPD for all EYFS staff • Sharing best practice across the Trust and outside of the Trust • Receiving training from outside the academy • Visiting other academies with a similar approach to review journey • Set clearly defined areas • Set high expectations for Learning Labs •	**Risk Report Holder:** DHT **December:** 100% learning walks demonstrate high quality sentence and phonic development and adult engagement. **Summer:** Increases in pupil GLD from 2019 – see targets particularly within CLL Any external reviews of learning in EYFS will have demonstrated strong improvements in good or better provision	As per curriculum budget	• Termly Risk Report - **DHT and PL leader** • Termly Stock Takes, linked with Risk Reports and AIP targets – **PL Leader** • Discussions and conversations with Trust-wide EYFS lead – **EYFS lead and SLT** • Learning walks and observations – **SLT and MLT** • Termly LW and feedback from consultant – **EYFS and Eng lead** •	**Au**	**Sp**	**Su**