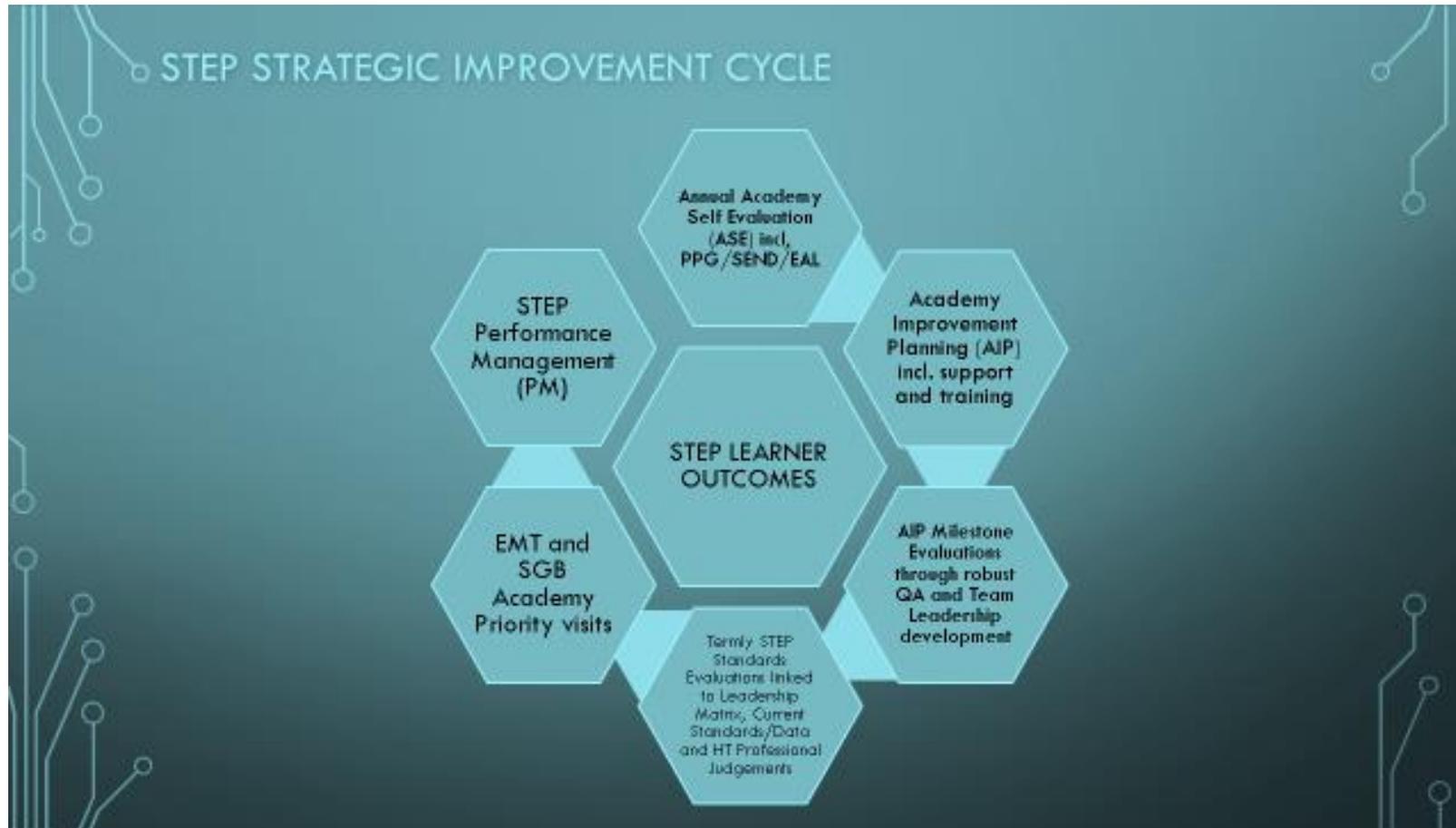


Academy Improvement Plan: 2018/2019

STEP ACADEMY IMPROVEMENT PLAN ([link to Leader Milestone Plan/risk report and Evaluations](#))



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> .
<p>This will be achieved by: STEP FIRST: priority area The key aspect of the STEP strategy for Turnham needs to be the establishment and understand of the mission, vision and values. As a new member of the team, Turnham needs to begin this aspect and promote throughout all aspects of the community.</p>	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
	FOCUS Area for Turnham	Target 1 & 5	Target 1 & 2	Target 1, 2, 3, 4 & 5
	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;
	Target 3		Target 2	Target 3
	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
Target 2 & 5	Target 3		Local - Lewisham	



Aspect: Curriculum, Teaching, Learning and Assessment – linked to Outcomes & EYFS

Academy Targets:

Key Priority One & Five: Quality of Teaching and Learning & EYFS

- 1.1 To develop a maths curriculum and provision that improves the fluency of children’s mathematical skills
- 1.2 To develop and implement a wider curriculum that is rich and develops the application of children’s core skills
- 1.3 To ensure that the environment reflects the learning, consistency & approach across the school
- 1.4 To develop the EYFS outdoor provision so that it enriches children’s learning opportunities
- 1.5 To develop EYFS questioning and engagement with children throughout learning labs (free flow)

Key Priority Two: Outcomes

- 2.1 To ensure that there is a strong and consistent use of AFL strategies and assessment procedures that aids the school to meet the targets for the year and be at or above national expectation (focus on PPG/FSM)
- 2.2 To develop a moderation cycle and provision that develops staff understanding of progression and attainments standards
- 2.3 To improve the application of technical writing skills in children’s work

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. Too few lessons meet the academy standard for the teaching of Maths, as a result there are significant gaps in learning throughout the school.</p> <p>Target 1.1</p>	<p>By December 2018: 75% of lessons in maths meet the academy standard.</p> <p>By April 2019: 90% of lessons in Maths meet the academy standard.</p> <p>By July 2019: 100% of lessons in Maths meet the academy standard.</p>	<ul style="list-style-type: none"> • Initiate whole school research project for the year around developing maths mastery – setting up TRG’s throughout the academy. • Enhance and review curriculum map to build in key skills • Review and share heightened expectations for the teaching of Maths and deliver in 1st INSET and a cycle of staff meetings upskilling knowledge and expectations • Initiate team teaching cycle with • Initiate and map out a cycle of peer observations and learning walks, linked to each teachers next steps and the research project. • Audit all resources and order in line with curriculum • Bi-weekly phase meetings with a set agenda based on the last 2 weeks development points. • Build in objectives and performance criteria into Performance management, linked to Maths teaching milestones document 	<p>Risk/Milestone ‘Holder’: Maths Leader</p> <p>Please see Risk reports and individual plan for further detail on implementation</p>	<p>½ day cover for Maths lead every day</p> <p>Resources £5000</p> <p>Release for</p>	<ol style="list-style-type: none"> 1. weekly learning walks and feedback to teachers – SLT & Maths Lead 2. bi-weekly phase meetings, reviewing progress and next steps – Phase leaders 3. Teaching and learning review – Autumn term, Head of Standards 4. Performance management reviews and targets (linked to AIP target) – PM reviewers 4 points of ‘assessment drops’ and analyses to review impact of provision – SLT, Teachers, Phase leaders (see assessment cycle) 5. Evaluate each leader across the academy, alongside the Leadership matrix – particularly around leading learning and impact on learning. 			
<p>2. Over the last 5 years the</p>	<p>By December 2018:</p>	<ul style="list-style-type: none"> • Build a curriculum that has it’s foundations in the 3 Turnham academy 	<p>Risk Report Holder:</p>	<p>£200 for</p>	<ul style="list-style-type: none"> • Termly Risk Reports in 			

<p>wider curriculum at Turnham has not been as strong as the rest of the curriculum. Children have not had opportunities to apply skills and develop their subject knowledge to a satisfactory standard.</p> <p>Target 1.2 & 1.3</p>	<p>75% of lessons in discovery meet the academy standard. By April 2019: 90% of lessons in discovery meet the academy standard. By July 2019: 100% of lessons in discovery meet the academy standard. Feedback from children and parents reflects the richness to the curriculum. Curriculum quizzes demonstrate strong progress across each unit.</p>	<p>principles: Communication, Collaboration & Curiosity.</p> <ul style="list-style-type: none"> • Develop expectations for the deliver of the curriculum and ensure that best practice is modelled and shared. • Develop an aspect of the curriculum, which deepens and gives children many opportunities to apply their knowledge and skills in writing (applied writing) • 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 • To work closely alongside Unicef’s RRS schools programme • 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 • Opportunities for children to apply their skills within cross-curricular setting is increased, through planned activities and opportunities each half term. • Develop a programme that incorporates the specialist teaching of Food Technology, Sport, Dance, Music & P4C • Continual training on staff subject knowledge to develop an understanding of greater depth across the curriculum and what this means for each subject area. • Develop a set of guidelines for environments across the school • Ensure that PUPAC & RRS are developed throughout displays and environment to promote the ethos and values of STEP 	<p>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>Stock Take Holder: Discovery leader and all phase leaders</p>	<p>EVC training</p> <p>£? For Display and environment</p>	<p>conjunction with STEP curriculum standards - SLT and Discovery leader</p> <ul style="list-style-type: none"> • Termly Stock Takes, linked with Risk Reports and AIP targets – Discovery Leader • Discussions and conversation with EMT – SLT • Learning walks and observations – SLT and MLT 			
<p>3. Through analysis of school data over time, PPG children in particular have not made as much progress. In identifying the next step the missing gap has been AFL that needs to more tightly focus in teaching.</p> <p>Target 2.1</p>	<p>By July 2019: 75% of PPG children meet the national standard.</p>	<ul style="list-style-type: none"> • Ensure all staff understand who their PPG children are. • Share PPG action plan with all staff in first half term and discuss the focus areas specific to each year group and ensure that key stage leaders create action plans for their phase. (see PPG action plan for further information) • Identify areas of the curriculum map and cross-curricular links that children would benefit from and make revisions/amendments. • Identify each PPG child’s prior KS1 & EYFS attainment and set clear targets for attainment for achievement at the end of the year. • On learning walks ensure that ‘learning conversations’ and book looks take place with key PPG children and actions are identified and followed up. • Implementation of precision teaching for grammar and writing development – CPD each half term • Regular CPD on AFL • Team teaching to support the development of AFL • Monitoring cycle that ensure that teachers regularly and continually review learning opportunities 	<p>Risk/Milestone ‘Holder’: Maths Leader & DHT’s</p> <p>Please see Risk reports and individual plan for further detail on implementation</p>	<p>Mathletic £500</p> <p>Rock Stars £50</p> <p>Maths Mastery training up to £1000</p>	<ul style="list-style-type: none"> • Utilise new tracking tool to analyse progress and set targets each half term for children’s development with their times tables • Oversee and evaluate the frequency children are engaging with online maths support programmes • Identify and monitor the impact of this work on children’s overall calculation skills through weekly learning walks and book looks. • Compare overall progress this year with previous years maths 			

					progress and attainment			
<p>4. Through regular reviews of the EYFS provision (internal and external) during 2017/2018, the outdoor provision in EYFS does not adequately develop progress across the prime areas and as a result the % of children achieving ELG is below the national average.</p> <p>Target 1.4 & 1.5</p>	<p>By December 2018: Teaching and learning review identifies marked improvements in outdoor provision & new EYFS outdoor area in place</p> <p>By April 2019: 100% of EYFS outdoor provision meets academy expectations</p> <p>By July 2019: ELG increased by at least 10% on 2017/2018 In turn the above will have increased pupil numbers by an additional 10 children for the 2019/20 academic year.</p>	<ul style="list-style-type: none"> Re-develop the outdoor area so that the children have clear opportunities for: writing development, gross motor development & scientific enquiry (knowledge and understanding of the world) as identified within our gap analysis. (Summer holiday works) Deliver training within INSET in September for developing the use of the outdoor area to maximise learning opportunities. EYFS leader & SLT to review the provision and plan for further training each half term based on what we know from learning walks and progress data & profiles Make connections with the 2 local outstanding schools in the area to share best practice and feedback on development Identify key aspects of feedback from the teaching and learning review and ensure sufficient support and training is in place. Through our AFL and data, make amendments to planning based on needs analysis each week and each half term – evaluating whether we need to further amend the curriculum map. Develop a model of what high quality engagement looks like with pupils and develop modelling – link with feeder Nursery teaching school 	<p>Risk/Milestone 'Holder': EYFS Leader/DHT</p> <p>Please see Risk reports and individual plan for further detail on implementation</p>	<p>INSET: £800</p> <p>EYFS outdoor area: £125,000</p>	<ul style="list-style-type: none"> Half termly review of data and needs analysis to build into following half terms provision. Weekly EYFS key stage meetings to identify and reflect upon development of curriculum based on ongoing assessments and needs of children Daily learning walks, particularly throughout the Autumn term, reviewing amendments and giving immediate feedback to staff. Teaching & Learning review – beginning of December & follow up visits from Head of Standards 			
<p>5. Overtime there have been significant questions about the quality of teacher judgements in writing. A curriculum to teach phonics and SPAG has not been consistent and teachers have not engaged regularly in moderation activities in the judgements of writing.</p> <p>Target 2.2 & 2.3</p>	<p>By December 2018: All staff will have engaged in at least 2 moderation activities, a SPAG curriculum will be in place and a genre specific cycle of application of writing will be in place.</p> <p>By April 2019: Clear evidence will be seen in the progress children have made within the writing curriculum with 90% + making expected or better progress</p> <p>By July 2019: All judgements for writing will have been agreed externally and year groups are meeting set targets</p>	<ul style="list-style-type: none"> Devise and implement a SPAG curriculum throughout the academy ensuring that there is clear progression Develop training and guidance for all staff in understanding terminology of SPAG and heighten expectation of its inclusion in all teaching. Purchase a Tale unfolds and build into the new Discovery curriculum, giving children regular opportunities to apply writing skills across the wider curriculum Develop a bank of expected standards across the academy, which teachers can refer to for each genre of writing Develop and map out half termly moderation activities for all staff and quality assuring of judgements and next steps. Ensure that next steps are built into learning opportunities for all children Ensure that staff regularly attend external moderation activities and develop their sense of what expected writing is for their year group. 	<p>Risk/Milestone 'Holder': DHT's / English Lead / Discovery leader / SPAG Leader</p> <p>Please see Risk reports and individual plan for further detail on implementation</p>	<p>£500 A Tale unfolds</p> <p>Release for STEP moderation and other moderation activities (internal cover)</p>	<ul style="list-style-type: none"> Internal Moderation activities Attendance and feedback from STEP moderation activities Attendance of Lewisham moderation activities External moderation at the end of the year Learning walks of SPAG, SFA & Applied writing sessions in Discovery 			

Aspect: Leadership & Management

Academy Targets:

Key Priority Three: Leadership and Management

3.1 To develop a leadership structure, which is sustainable and rapidly improves T&L and expectations across the school

3.2 To develop a strong governing body that is able to challenge, support and meets statutory requirements.

3.3 To improve parental engagement throughout the school and in turn improve the school reputation and pupil numbers

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? - <i>Captured through 'milestones plan and evaluation</i>	RAG		
						Au	Sp	Su
<p>1. What we know is that the leadership of Turnham has been extremely fragile over the last 5 years. There have been high turnovers of staff and the leadership structures have not allowed continued improvement.</p> <p>Target 3.1</p>	<p>December 2018:</p> <ul style="list-style-type: none"> Ensure that all leaders are demonstrating their impact for their subject/phase of leadership responsibility. Cross referenced through risk reports and stock takes. <p>July 2019:</p> <ul style="list-style-type: none"> Teaching and learning review and external feedback reflects the strengths of the team. Subject targets and progress targets are met 	<ul style="list-style-type: none"> Leadership structure established Clear roles and responsibilities outlined and shared with all staff Leadership training day implemented so that all leaders understand their roles and direction of travel CPD for staff delivered by leaders and mapped out from September, ensuring that training is of a high quality and relevant for what the staff and children need. Leadership training and meetings take place each week with the EHT and are mapped out strategically across the year. Systems are developed for the robust evaluation of leadership across the academy Appraisal systems are reviewed to enhance expectations and to also identify future leaders within the academy Succession plan developed Training identified for each leader and their next steps and each begin their training throughout the year Links developed with at least one other Academy across the trust, initial link Heathfield Academy 	<p>Risk/Milestone 'Holder': Executive Headteacher</p> <p>Please see Risk reports and individual plan for further detail on implementation</p>	<p>Leadership training for all leaders:</p> <p>NPQ's and STEP Networking - Funded</p> <p>Links made and ongoing with Heathfield Academy. (Cover costs)</p>	<ul style="list-style-type: none"> Risk and impact reports Teaching and learning review Data analyses and progress reports Feedback from community and children including Parent view 			

<p>2. Overtime the governing body of the Foundation school had not been fit for purpose as it has not always met its statutory requirements. Therefore it is now essential that the expertise and challenge of the body help to secure the academy's future and ongoing success.</p> <p>Target 3.2</p>	<p>December 2018:</p> <ul style="list-style-type: none"> Governing body has met and minutes reflect challenge and strength in governors. Governors have attended an immersion day at the school to ensure that they understand the context, direction and leadership team of the school. <p>July 2019:</p> <ul style="list-style-type: none"> The governing body has consistently demonstrated understanding and challenge of school in minutes A teaching and learning review has identified the improvements in the governing body Strong communication between the leadership team and governing body can be seen. 	<ul style="list-style-type: none"> Governing body are appointed following clear and systematic STEP interview process Lewisham and STEP inductions have taken place Experienced CofG appointed to coach and establish the ethos and challenge of the governing body. Regular meetings take place between the CofG and EHT STEP Scheme of delegation is implemented and followed All governors take part in STEP training, Governor days and Governing body meetings. Governors follow their statutory guidance and ensure that the academy is compliant Governors regularly meet all leaders across the academy through visits to the academy and presentations from leaders at governing body meetings Teaching and Learning review fully evaluates the role and impact of the governing body. 	<p>Risk/Milestone 'Holder': Executive Headteacher</p> <p>Please see Risk reports and individual plan for further detail on implementation</p> <p>Please also see minutes of Governing Body meetings</p>	<p>Governor training covered through STEP First.</p> <p>£1000 for Governor training where appropriate within Lewisham or nationally.</p>	<ul style="list-style-type: none"> Governing body minutes Risk and impact reports Teaching and Learning review 			
<p>3. There has been minimal parental engagement over the last 3 years, due to the regularly changing staff, leadership and lack of engagement opportunities. In turn the reputation of the school has dwindled and pupil numbers have been on a decline.</p> <p>Target 3.3</p>	<p>July 2019:</p> <ul style="list-style-type: none"> Community events have taken place at the end of each half term Parent information meetings have taken place 2 times during the year 3 Parents evening have taken place Parent view feedback reflects a high view of all aspects of the school or is continually improving Pupil numbers have increased by at least 10 children over the course of the year. 	<ul style="list-style-type: none"> Flyers given out about the school to all local businesses Advertising on all fencing around the school Establishment of extended day provision to engage more parents and the children with the school Regular opportunities for parents to meet formally with the teacher Feedback opportunities are created and recorded from all events and meetings Engagement with Nursery school and potential future parents from September Engagement with a range of clubs and other provisions which connect our parents – developing a high visibility within the community Promote the school through Lewisham and Local newspapers 	<p>Risk/Milestone 'Holder': All leaders & HT</p> <p>Please see Risk reports and individual plan for further detail on implementation</p>	<p>6 times of Community events:</p> <p>£8000</p> <p>Advertising £1000</p>	<ul style="list-style-type: none"> Regular opportunities at Parents evenings for Parent view to be completed Highly visible leaders meeting with parents on a daily basis Promotion of school through events, advertising and links with newspapers 			

STEP ACADEMY IMPROVEMENT PLAN ([link to Leader Milestone Plan/risk report and Evaluations](#))

Aspect: Behaviour, Safeguarding & Personal Development

Academy Targets:

Key Priority Four: Behaviour, Personal Development, Welfare & Safety

4.1 To develop the playground provision throughout the school so that children have good opportunities to collaborate and play well together

4.2 To support the development of conflict resolution strategies within the playground

4.3 To ensure that transitions throughout the school are exemplary

4.4 To develop a consistent and positive approach to the development of learning behaviours and establish RRS & P4C throughout the academy.

4.5 To achieve Sports mark awards

4.6 To ensure that all safeguarding procedures are robust and that the curriculum is built including elements of safeguarding

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? - <i>Captured through 'milestones plan and evaluation'</i>	RAG		
						Au	Sp	Su
<p>1. Prior to September 2018 there were limited arrangements in place to give children a positive and productive play experience. This often led to issues within the playground, particularly within the last 15 minutes.</p> <p>Target 4.1 & 4.2</p>	<p>December 2018:</p> <ul style="list-style-type: none"> All arrangements in place with zoning and expectations for behaviour. Regular training has taken place for all staff Increased numbers of first aiders <p>July 2019:</p> <ul style="list-style-type: none"> Significant reduction in issues from the playground (CPOMS tracking) Children demonstrate positive views through regular surveys about their playground experiences. 	<ul style="list-style-type: none"> Create an outline of zoning and roles across the playground Develop the EYFS outdoor area Build into the playground a 'daily mile' for regular updates. Develop training for all staff on the playground and positive behaviours and conflict resolutions. Reduce the lunchtime from 1 hour to 45 minutes. Ensure that there are members of the SLT out at each lunchtime with specific roles in overseeing provision. DHT to lead teaching assistants throughout the year to deliver training and adapt provision as needed. Audit resources and purchase further equipment to support a vibrant and engaging play. 	<p>Risk/Milestone 'Holder': DHT for behaviour AHT for behaviours for learning</p> <p>Please see Risk reports and individual plan for further detail on implementation</p>	<p>Playground resources: £5000</p>	<ul style="list-style-type: none"> SLT to report on lunchtime trends within leadership meetings and phase meetings Weekly observations of lunchtime provision Feedback from staff and children CPOMS tracking and analysis of behaviour incidents at lunchtime (half termly) 			
<p>2. Over the last 3 years the children of Turnham have not been in their school building. This has led to loose systems of transition and a lack of clarity in behaviours for</p>	<p>December 2018:</p> <ul style="list-style-type: none"> Behaviours for learning are consistent across the school (90% of learning) Children can articulate 	<ul style="list-style-type: none"> Establish expectations for all transitions around the school with leadership, staff and children in first half term. Plan 2 weeks of lessons for developing behaviours for learning at the start of 	<p>Risk/Milestone 'Holder': DHT for behaviour AHT for behaviours for learning DHT for T&L HT</p>	N/A	<ul style="list-style-type: none"> Daily learning walks Discussions and training throughout the year in phase meetings and whole staff meetings 			

<p>learning throughout the school.</p> <p>Target 4.3 & 4.4</p>	<p>and demonstrate the learning behaviours expected.</p> <ul style="list-style-type: none"> Environment reflects the behaviours for learning clearly <p>July 2019:</p> <ul style="list-style-type: none"> Behaviour for learning is consistent in all classrooms and lessons Teaching and learning review highlights the strengths of children's attitudes and behaviours for learning 	<p>term and review and re-enforce through assemblies and phase meetings.</p> <ul style="list-style-type: none"> Develop set of training for staff and children to understand regularly what learning behaviours and expectations look like at Turnham Academy. Ensure that the environment reflects the expectations and behaviours for learning, as well as key aspects of the Trust values Regular learning walks by all leaders, sharing a set framework for behaviours for learning, where feedback and team teaching promotes and addresses any areas of need 	<p>Please see Risk reports and individual plan for further detail on implementation</p>		<ul style="list-style-type: none"> Teaching and learning review views on behaviours for learning Termly risk reports and stock takes 			
<p>3. A strength of the school has been the natural talent children demonstrate in sports and the arts. Whilst provision has been in place, there has been room to further develop and enhance sport and active fitness provision throughout the school.</p> <p>Target 4.5</p>	<p>December 2018:</p> <ul style="list-style-type: none"> Networking with other STEP schools has taken place and practice developed. Interest shown in Sports Mark <p>July 2019:</p> <ul style="list-style-type: none"> Teaching and learning review reflects strengths in sport provision. Sports Mark award achieved. 	<ul style="list-style-type: none"> Review the curriculum for sport across the academy Develop a daily mile of 15 minute exercise each day Friday morning fitness with the community, children and staff Develop provision for Dance Develop links with a range of clubs and sporting experts within the local area Develop after school provision that develop a range of sports and fitness clubs Track children's attendance and also levels of fitness through the academy Make link with Sainsburys sport Make link with the sports mark and begin evidence collection Develop a range of sporting and fitness events across the year Train and up skill staff throughout the school Make links with other academies 	<p>Risk/Milestone 'Holder': Sports Leader, linked into Curriculum risk report</p> <p>Please see Risk reports and individual plan for further detail on implementation</p>	<p>Sports equipment: £2000</p> <p>Sports Mark: TBC</p> <p>Sporting experiences: £2000</p>	<ul style="list-style-type: none"> Termly curriculum risk report Sports leader stock take Observations of sporting and playground provision Tracking of uptake of clubs and extra-curricular activities Daily mile review and observations Tracking of obesity levels throughout the school 			
<p>4. Due to the prior poor leadership of safeguarding, the procedures and curriculum need reviewing to ensure that there is a robust policy and practice in place,</p>	<p>December 2018:</p> <ul style="list-style-type: none"> Children to be able to recognise potential dangers within their community and to know where to go for 	<ul style="list-style-type: none"> CPOMS is introduced and training given to all staff. Behaviour and Safeguarding leads tracking trends and information. Discovery leader to develop Milestones for safeguarding curriculum across the academy. To ensure that all teachers are aware of how 	<p>Risk Report Holder: SLT</p> <p>Please see Risk Reports of BPDWS</p> <p>Stock Take Holder:</p>	<p>£500 Safeguarding training</p>	<ul style="list-style-type: none"> Termly Risk report Termly Stock Takes, linked with Risk Reports and AIP targets Discussions and 			

<p>where staff and children understand risks etc.</p> <p>Target 4.6</p>	<p>help</p> <p>April 2019:</p> <ul style="list-style-type: none"> Children to confidently articulate ways to keep themselves and others safe in a variety of contexts <p>July 2019:</p> <ul style="list-style-type: none"> Children to be secure in their understanding of their rights and responsibilities about keeping themselves and others safe. 	<p>the collaborative curriculum will enhance the ability of the children to become independent learners and to further develop Pupil voice.</p> <ul style="list-style-type: none"> P4C 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 Best practice will be shared through Triads/SWIVL across the academy Weekly assemblies which address elements within the safeguarding curriculum. 	<p>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>conversation with Trust safeguarding team</p> <p>- Learning walks and observations</p>			
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