

Academy Improvement Plan 2023-2024

Mission Statement

St Matthew says *'let your light shine.'*

At St Matthew Academy we let our light shine by:

- Growing our inclusive, caring Catholic community
- Nurturing faith, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

Aims

- At the heart of our Academy aims is our belief in growing an 'inclusive, caring, Catholic community.' This means we welcome pupils and staff from every faith and none; we encourage everyone to take responsibility for their actions and words; we develop our pupils respect for other faiths and we learn together living our Gospel Values.
- Pupils are provided with a plethora of opportunities that enable them to become successful, confident learners of the future, within the classroom and beyond. Enrichment activities alongside targeted academic intervention, dedicated pastoral support and challenge are all important strands in this provision.
- All aspects of Academy life are defined by the high standards staff and pupils are held to. We expect our learning environment to be well ordered and pupils to thrive on the challenges presented to them. This enables every learner to achieve pastorally, spiritually and academically; leading to outstanding achievements.
- We encourage our staff and young people to see themselves as active learners – to inspire and motivate each other to achieve and exceed their potential. Working in partnership with our parents and staff, we play a crucial role in nurturing and supporting every learner, to ensure they fulfil their ambitions.
- Collectively, our aims capture the essence of all that we do, and as a result, St Matthew Academy promotes and promises excellence for all members of our community

Introduction to the plan

This year we continue to focus on embedding our ethos and culture as a foundation for continuing to improve standards in all areas. St Mathew Academy will provide the very best opportunities for its pupils. We will enable them to gain the academic qualifications and social skills that will give them choices in the future, increase their cultural capital and make them socially mobile. Our pupils deserve the best teaching and we insist on the highest standards of behaviour and learning. We will ensure our pupils believe in themselves and have faith in their ability. It is crucial that our staff and parents also share this belief.

That said the focus for our improvement plan is inevitably on classroom practice. Planning, teaching and providing impactful feedback to consistently high levels are essential attributes for all our teachers and it is the main role of all leaders to enable this to take place each and every lesson. There are no short cuts and we will have to work hard consistently and collectively to challenge our pupils.

As one body, including our valued support staff, we will approach the next year with determination and confidence. Although our challenges are demanding, we feel we have the necessary expertise and work ethic amongst our staff to overcome them. All of our staff has something in common. We all care about our pupils and are determined to give them a better future. With this core value in place, we can work together to achieve a common goal.

Our Priorities for 2023-24

In Oct 2019, Ofsted identified two related areas for improvement:

- Subject leaders in art, design and technology and science are redesigning their subject plans. This is intended to help teachers build pupils' knowledge and skills in a more ordered, understandable way. Leaders, including middle leaders, need to ensure that curriculum planning in all subjects is effective in this way.
- At present, the curriculum in Year 9 is not sufficiently broad. Leaders have clear plans to improve this from September 2020. They have made a start by deepening pupils' learning in some subject areas. Transition arrangements have therefore been applied. Leaders need to ensure that plans to broaden the curriculum in Year 9 are realised.

In February 2023, our Denominational Inspection Report stated two areas for the school to improve further:

- Take the opportunity of the introduction of the new Religious Education Directory
 - [a] to promote higher standards in Catholic Religious Education across the academy;
 - [b] to ensure more robust systems of assessment.
- Ensure that pupils experience the rich tradition of Catholic prayer and liturgy in the daily life of the school community so that pupils can play an increasing part in its planning and leadership.

Merging these priorities with the Academy's priorities as identified by the Academy's own review and evaluation, the Academy improvement plan has six key priorities. Throughout the improvement plan, unless otherwise specified, every objective applies across all phases of the Academy. Where an objective is phase specific this is clearly indicated.

Catholic Life, Mission and Collective Worship

- Ensure all pupils take an active role in the Catholic Life and mission of the Academy

Quality of Education

- Ensure all pupils read at or above their chronological age – read to learn!
- Deliver consistently great lessons resulting in strong progress for all as evidenced by books, pupil voice and the learning environment.

Behaviour and Attitudes

- Support pupils to understand the importance of taking responsibility for their actions.

Personal development

- Ensure our PSHE and careers education prepares every pupil for a fulfilling and aspirational future

Leadership and Management

- Develop the SMA workforce as leaders at all levels, being proactive and courageous in their roles

Early Years Provision

- Continue to deliver a strong early years offer that builds on the embedded good practice from 2022-23 and prepares pupils well for KS1.

Reviewing the Improvement Plan

Progress against key priorities and the impact of actions identified will be reviewed and published bi-annually alongside review of relevant priorities at governing body meetings.

Review	Deadline for completion by SLT	Publication
Mid-Year	Friday 19 th January 2024	Tuesday 30 th January 2024
End of Year	Friday 28 th June 2024	Tuesday 9 th July 2024

5-year plan

In February 2021, we gathered feedback from staff about future priorities and direction for the Academy. We asked staff to reflect on the statement below and to consider what we need to do to bring this aim to fruition.

“SMA is a good school where all pupils, through their hard work and commitment, are able to ‘let their light shine’. We are now on the next stage of the journey to becoming a truly great school at the heart of the community we serve.”

We received a great set of responses with some thought provoking ideas. These were shared with governors and a summary of many of the recurring themes can be found on the next page. We have yet to revisit these ideas however; with the plans for St Matthew Academy to join the St Benedict CAT by September 2024 there will be many opportunities this year for staff, pupils, governors and the wider community alongside the CAT to share their ideas and thoughts about the future direction of St Matthew Academy.

Where do we want SMA to be in 5 years time?

To have a cohesive staff body with well developed collaboration across phases and departments

For there to be focus on oracy skills to ensure our pupils have a developed use of language for all situations

Residential experiences offered to all pupils including overseas visits

To be at the forefront of Equality and Diversity work across the region

To have a richer extra curricular offer with a focus on the Arts to widen pupils cultural capital

From Ofsted *Good* to SMA *Great*

To offer first class inclusive provision with on site counselling and therapy

To be working in strong partnership with other schools, sharing practice successfully

To be a hub for sport, events, workshops and creativity in the local community

To be bigger, with 2 fe in the primary phase and a building that meets the needs of the growing pupil population

To have a Post 16 provision that meets the needs of our pupils

Key Area: Catholic Life and Mission and Collective Worship				
Vision statement Through integrity, courage and service everyone will be able to Let Their Light Shine				
Priority (CL) To ensure all pupils take an active role in the Catholic Life and mission of the Academy		Responsible SGU	Success Criteria <ul style="list-style-type: none"> Pupils in every key stage at the academy have been involved in acts of service, through charity work (raising awareness, fundraising, supporting a charity or event with their time and skills) A Year 9 Residential Retreat will take place We will achieve the Developer Level of the Romero Award Pupil Voice will indicate that pupils are aware of the work of the Light Bearers in the academy and the positive impact that they have on life at SMA. 	
Objectives (Where we want to get to)	Actions (What we need to do)		By when and by whom	What success will look like
1. In our charity work to focus on 'service', so that in addition to fundraising pupils work with individual charities, assisting them with projects or events.	<ul style="list-style-type: none"> Develop links with at least 3 organisations that our pupils can be actively involved in supporting through projects or events: Salvation Army Lewisham Food bank; Age UK and a third to be agreed Embed the reading buddy system between the secondary and primary phase of the academy Linked to our Pupil Voice system, our Pupil Leadership Team and Prefects will successfully lead projects in school that will have a positive impact on the academy community – for example food waste and reducing the use of single use plastics Ensure the assembly programme gives opportunities for pupils to be made aware of the service of other individuals and organisations. 		KRA Oct 23 SGU Oct 23 BSA Feb 24 SGU Dec 23	Some pupils in every year group will have had the opportunity to work with an external organisation as part of a one off event or ongoing project. Primary pupils will all have had the chance to read to a secondary pupil on a regular basis. Food waste sent for recycling will have tripled over the year. Most pupils will bring a water to school and there will be no plastic cups in use from Oct 23.
2. To extend our retreat programme by ensuring a residential retreat takes place for Year 9 pupils each year	<ul style="list-style-type: none"> Book a retreat for 60 Year 9 pupil to SPEC (Westminster Youth Ministry Centre, Pinner) Recruit Year 9 pupils to attend the retreat – The Y9 Lightbearers and pupils from the Gospel Choir to have priority Evaluate the success of the retreat and make plans for this to become an annual event with increasing levels of participation. 		KRA Sep 23 KRA Sep 23 KRA Apr 24	At least 60 pupils attend the Year 9 Retreat, and provide positive feedback about the experience.
3. To gather the evidence required and successfully apply for the Developer Level of the Romero Award.	<ul style="list-style-type: none"> Put an action plan in place, which takes into account the feedback from the assessor's report following our achieving the Participator Level of the award. The Heads of House and Chaplaincy team to plan opportunities for the pupils to lead initiatives and charity events next year that demonstrate our commitment to Catholic Social Teaching as a school. Attend relevant training to ensure a high quality application is submitted 		SGU Sep 23 SGU Oct 23 SGU Feb 24	The Developer Level of the Romero Award will be achieved by July 2024

<p>4. Develop the role of the Light Bearers in the academy so they have a wider influence on all pupils</p>	<ul style="list-style-type: none"> • Hold a commissioning ceremony for the Light Bearers in September 2023 • Organise a Senior Light Bearer retreat for the academic year 2023-2023 • Train the Light Bearers to lead KS2 & KS3 Guided Meditation sessions during form time next academic year. • Train Light Bearers to support in the running of the Light Bearers and CAFOD Club in the primary phase. 	<p>KRA & STO Sep 23</p> <p>KRA Sep 23</p> <p>KRA Oct 23</p> <p>KRA & STO ongoing</p>	<p>Light Bearers will have attended their own retreat giving them greater confidence in their role.</p> <p>Light Bearers lead at least one cycle of guided meditation for Upper KS2 & Year 7 and 8 form groups.</p> <p>A small number of Light Bearers consistently attend and support the Primary Light Bearers and CAFOD Club in the primary phase.</p>
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Key Area: Quality of Education			
Vision statement For all pupils to achieve outcomes to be proud of, experience a rich curriculum offer within and beyond the classroom and develop a lifelong love of learning that enables them to have a successful and fulfilling adult life.			
Priority (QoE1) To ensure all pupils read at or above their chronological age – read to learn!	Responsible SGU and JCH	Success Criteria <ul style="list-style-type: none"> Pupils exceed national average for reading in KS1 and KS2 SATs 80% of pupils in Year 1 achieve the expected standard in the Phonics Screener Whole school reading age tests show that 90% of all pupils make progress of 6 months or more from their starting point in Sep through to July 	
Objectives (Where we want to get to)	Actions (What we need to do)		By when and by whom
1. Embed the Quality First Teaching of early reading including a focus on systematic, Synthetic phonics ensuring that all children become confident and fluent readers	<ul style="list-style-type: none"> Fully embed phonics and reading materials and planning from Little Wandle, based on the changes to the framework to ensure consistent teaching across all of EYFS and KS1 Daily reading for key pupils in primary takes place with teacher or TA assessing against reading targets and secondary reading buddies to read with more fluent children Reading conferencing is used to identify gaps in decoding and phonetic knowledge, which is tracked on a reading assessment grid Use assessment and data analysis in order to drive targeted support for children in reading and phonics Fully embed the EYFS reading assessment framework utilising the Early Years Framework and Development Matters Ensure that staff new to the phase are fully trained in effectively assessing children using the reading assessment framework. Implement a rigorous quality assurance process. Increase parental attendance at phonics workshops. 		Class Teachers (CTs) Sep 23 Subject Lead (SL), ongoing CTs Sep 23 CTs Oct 23 CT & SLT, half-termly SL Sep 23 JCH Oct 23 JCH termly
2. Enable all pupils to become fluent readers by demonstrating accuracy, automaticity and prosody	<ul style="list-style-type: none"> Ensure that pupils across the school who are reading 6 months or more below their chronological reading age are heard read every day by an adult in Primary and are in regular interventions in Secondary. Scrutinise reading age data to put effective strategies in place to narrow the gap between BCRB pupils and other groups. Ensure that appropriate texts are mapped progressively across the curriculum from EYFS – Year 11 to build on previous skills and knowledge. 		SL & Literacy Co-ordinator (LC) Sep 23 SGU Oct 23 SL & LC Oct 23 SL & LC,

	<ul style="list-style-type: none"> To pre-teach vocabulary to identified children so that they are able to access the curriculum. Ensure 'I say, you say' and 'Read to learn' strategies are consistently embedded in the secondary phase of the academy Launch Sparx reader with KS3 pupils 	ongoing. SGU ongoing SGU & LC Sep 23	Sparx data will show an average of 85% of pupils engage with their weekly homework and figures are on par with Sparx maths.
3. To deliver effective intervention to all pupils reading 6 months or more below their chronological age	<ul style="list-style-type: none"> Evaluate Year 1 programme Recruit an additional Reading Tutor To ensure the second wave of Thinking Reading Tutors have received appropriate training and ongoing CPD throughout the year Access to the 'Thinking Reading' intervention is widened in the secondary phase so that a greater number of children who are reading at 6 months or more below their chronological age benefit from the programme. 	SGU Sep 23 SGU by Oct 23 LC Oct 23 SGU Nov 23	Pupils who have attended intervention will have a reading age that is at their chronological age. The reading age of SEND pupils will show improvement and they will be able to access the curriculum more effectively. Planning/MTPs show all departments highlight reading as a focus in each lesson.
4. Design a curriculum that supports a culture of reading for pleasure.	<ul style="list-style-type: none"> Ensure that children have access to a broad, increasingly complex, diverse set of texts that build on skills. Protected time is dedicated for teachers to model a love of reading and read aloud a class text/novel to all year groups. Engage primary parents via a range of parental workshops that model how to teach reading but also model a love of reading. Celebrate national events and increase entries to competitions that engage reading and literacy skills 	SGU & JCH Sep 23 TRO termly SFI ongoing	MTP and SOW audits show that pupils are exposed to a wide range of texts. Parental attendance at workshops is high. Pupil participation in national events is high.

Key Area: Quality of Education			
Vision statement For all pupils to achieve outcomes to be proud of, experience a rich extra-curricular offer and develop a lifelong love of learning			
Priority (QoE2) To deliver consistently great lessons resulting in strong progress for all as evidenced by books, pupil voice and the learning environment.	Responsible SGU and JCH	Success Criteria <ul style="list-style-type: none"> Nearly all lessons observed as part of the formal lesson observation cycle are at least 'good' Book looks will evidence progress over a sustained period of time and demonstrate pupils work is well presented and they are taking pride in their work As a result of quality teacher feedback pupils are able to articulate their areas for development or next steps and make links with prior and future learning 	
Objectives (Where we want to get to)	Actions (What we need to do)		By when and by whom
1. Ensure pupils receive good quality teaching and learning in every lesson.	<ul style="list-style-type: none"> Quality assure lessons through, formal lesson observations, departmental reviews, book audits, learning walks/climate checks CPD builds on the Seven Steps to Great teaching Areas for development identified through our QA process are addressed All quality assurance documents to include provision for monitoring quality of teaching and learning for pupils identified as BCRB. Where quality of teaching is identified as needing improvement informal support plans are in place and a T&L coach provided Coaching programme is developed so it focuses on peer coaching in groups of similar subjects 		SGU & JCH in line with QA schedule VEB Sep 23 SGU & JCH ongoing SGU & JCH, Termly VEB, Nov 23 VEB Feb 24
2. To further embed a culture of feedback that is instant, impactful and enables strong progress for all	<ul style="list-style-type: none"> Feedback policy including subject statements published and changes communicated to pupils and parents/carers via website, curriculum, newsletters and parent meetings. To ensure that the success of the Feedback Policy in core subjects in Primary is also implemented in foundations subjects Continue to action feedback from the monitoring schedule and put in targeted support where needed. To ensure regular sharing of good practice across departments and phases is a feature of staff CPD 		VEB Sep 23 JCH Oct 23 SGU & JCH Dec 23 VEB ongoing
			Monitoring and evaluation will take place according to the schedule and fed back to SLT. All lesson observations as part of the formal lesson observation cycle are at least 'good'. Evaluation of CPD will confirm that as a result staff are confident about Seven Steps to Great teaching and how to implement these. BCRB pupils' receive good quality teaching and learning and make progress in line with other groups. Staff with informal support plans and coaches will demonstrate improvement in teaching ability.
			Feedback Policy has been cascaded to all staff via INSET, SPOW and staff meetings. Models of good practice, strategies for effective feedback and how to record verbal feedback have been well received and are evident in pupils' books. Pupils are familiar with the marking codes and are utilising them in their books. All departments use their subject specific feedback statement, articulating what feedback should look like in their lessons. Subject feedback statements inform our monitoring and evaluation processes.

Key Area: Behaviour and Attitudes			
Vision statement All pupils exhibit exemplary behaviour within and beyond the classroom, self-regulating where necessary, ensuring a safe and calm environment in which pupils can thrive			
Priority (BA): To teach pupils to understand the importance of taking responsibility for their actions.		Responsible IGU & FMA	Success Criteria <ul style="list-style-type: none"> The percentage of pupils with repeat suspensions is reduced from 22% to 15% The number of suspensions issued continues to decline The majority of pupils have zero lates to school and lessons
Objectives (Where we want to get to)	Actions (What we need to do)	By when and by whom	What success will look like
1. To support pupils to take greater responsibility for their actions during unstructured times	<ul style="list-style-type: none"> Write a plan to introduce aspects of the SMA Way on a weekly basis and reiterate messages to staff and pupils in briefings, line up, DOL assemblies and tutor time Explicitly teach pupils the rules and routines expected of them, explaining the reason for having them and the consequences for not following them Train prefects to model expectations, particularly at lunchtime and to positively remind other pupils of expectations Launch an academy wide focus on the importance of good manners, in and outside of school – being ‘obviously kind’ Ensure pupils understand the importance of caring for their environment through regular input in assemblies and PHSE – with a focus on litter and use of the toilets 	IGU & FMA Sep 23 ↓ IGU & FMA Oct 23 IGU & FMA Nov 23	Pupils will arrive at lessons and form time, on time and be ready to learn. Corridors will be busy but calm and safe spaces with visible adult presence. Lunchtime will run in an orderly fashion with all pupils having time to eat a healthy lunch, re-hydrate, use the sanitary facilities and have free time to spend with friends or get involved in extra-curricular activities.
2. To ensure data is used effectively to support pupil to reflect on their actions and ensure they do not repeat them	<ul style="list-style-type: none"> Set up an automated system giving staff the data required to intervene as per the behaviour thresholds Ensure DOLs and JEC work closely together to monitor the behaviour interventions and provide coaching and support to FTs where needed Review post suspension actions to ensure there is a consistent but bespoke support plan in place for all pupils on return from suspension Review the punctuality to school strategy to ensure it results in reduced latecomers because pupils understand the importance of being on time Evaluate the impact of sanctions (suspensions and detentions) to ensure they are having a positive impact Undertake a review of The Lighthouse provision, using external expertise to support and then put into place an action plan for improvement. Introduce pupils to the net achievement point thresholds and ensure there is an automated system in place that recognises pupils in a timely fashion 	JEC Sep 23 IGU & FMA Oct 23 IGU Sep 23 JEC Oct 23 FMA Jan 24 MIB Oct 23 JEC Sep 23	Pupils will understand the impact of their actions and will always aim to let their light shine in the local community. Threshold actions for behaviour and achievement are consistently applied resulting in pupils feeling recognised for the positive changes and actions they have made. The Lighthouse will be a beacon of high quality inclusive practice, offering bespoke support to pupils allowing them to thrive at the academy.

Key Area: Personal Development			
Vision statement To prepare pupils for success and fulfilment in future stages of their education, training and employment and to contribute positively to society			
Priority (PD): To ensure our PHSE and careers curriculum prepares all pupils for a fulfilling and aspirational future	Responsible MIB	Success Criteria <ul style="list-style-type: none"> Post 16 destination data indicates 98%+ engagement with education, employment or training At least 10 alumni will have delivered a presentation/assembly/workshop to a group of pupils All Gatsby Benchmarks will be met A KS4 aspirations Evening will have taken place All year groups will have external input into their PHSE programme at least once per term 	
Objectives (Where we want to get to)	Actions (What we need to do)		By when and by whom
1. Put in place comprehensive careers education plan across all phases of the academy	<ul style="list-style-type: none"> Calendar termly meetings for staff responsible for careers education so that good practice across phases can be shared and cross phase activities take place including an academy wide careers focused innovation day during Careers Week Launch the Careers hub with pupils ensuring it is open for use at published lunch times and after school. Develop an evidence portfolio demonstrating how all of the Gatsby Benchmarks are being met across the secondary phase Recruit a Careers Adviser to work with KS4 pupils Schedule an external review of our careers provision for the spring term 2024 and then formulate a 3 year careers education plan Fully engage with the Future First alumni programme implementation programme ensuring alumni are utilised in school to act as role models and provide sources of relevant advice 		SCE Sep 23 LSI Sep 23 SCE Oct 23 SCE Oct 23 SCE Dec 23 SCE Oct 23
2. To deliver a coherent, relevant and consistent secondary PHSE curriculum that builds on prior learning	<ul style="list-style-type: none"> PHSE Lead, working with Directors of Learning (DOLs) will undertake a comprehensive review and evaluation of the current PHSE curriculum Update the secondary PHSE curriculum so that there is a clear, sequenced progression in knowledge and skills across the 5 year plan Plan for external input into the PHSE curriculum a minimum of once per term for each year group PHSE Lead working with SAHTs to quality assure delivery by undertaking regular learning walks and book scrutinies 		SCE Oct 23 SCE Nov 23 SCE Nov 23 Ongoing
			All pupils will be able to talk confidently about the impact of careers education on their future plans and KS4 pupils will have benefited from expert external advice. Former pupils will contribute to a range of events in school and offer work experience visits and mentoring opportunities. Website will showcase a wide range of alumni and their achievements.
			All pupils will be able to talk confidently about the impact of PHSE education on themselves Staff will deliver with confidence, with a strong understanding of the full 5 year curriculum All year groups will have had opportunities to work with external contributors in a range of activities

Key Area: Leadership and Management			
Vision statement Leaders at all levels work effectively and smartly, collaborating within the academy and beyond to ensure a first class education is delivered to all pupils at SMA			
Priority (LM) To develop the SMA workforce as leaders at all levels, being proactive and courageous in their roles	Responsible MIB	Success Criteria <ul style="list-style-type: none"> • Staff retention rates for 1+ years are above 90% • All staff enrolled on external leadership programmes successfully complete their courses • The majority of post holders are recruited internally • Staff feedback indicates high levels of job satisfaction • Absence rates are below national and local levels • The percentage of BAME staff in middle and senior leadership roles and governance increases 	
Objectives (Where we want to get to)	Actions (What we need to do)		By when and by whom
1. To ensure professional development enables all support staff to develop as leaders	<ul style="list-style-type: none"> • Implement half termly CPD to equip all support staff with the skills and knowledge to effectively support with pupil supervision • Plan a CPD offer for support staff that includes individual, bespoke training alongside training for all on areas such as safeguarding, first aid, incident management, mental health, wellbeing and safeguarding • Calendar and plan half termly meetings for all support staff that include opportunities for consultation, information sharing and answering questions • Monitor the systems in place for support staff line management to ensure it is calendared, regular and high quality • Induction programme planned and delivered for TAs new to school including a blend of face to face and on line learning • Investigate opportunities for support staff to join network groups and hubs within the borough and beyond to enable sharing of good practice. 		MIB Sep 23 MIB & VEB Sep 23 RJO Sep 23 RJO Sep 23 HVY Sep 23 and ongoing MIB Nov 23
2. Strengthen the handover systems in place so that staff expertise and knowledge is not lost when they leave	<ul style="list-style-type: none"> • Ensure all support staff roles are fully understood by at least one other member of staff and that training is in place to ensure succession planning and cover in the case of absence • All ICT solutions that are used by support staff to increase productivity and efficiency should be fully utilised by relevant staff and training put in place where required • Ensure all SLT roles are fully understood by at least one other member of SLT and that training is in place to ensure succession planning and cover in case of absence • All HODs to have a department handbook in place using a standard SMA template • When staff leave ensure a handover period is in place with a checklist of tasks to be completed including sharing of all electronic files and for support staff and leaders a handover document detailing daily, weekly, monthly and annual tasks 		RJO Nov 23 JEC Nov 23 MIB Nov 22 SGU Dec 23 VEB Dec 23

<p>3. To ensure teachers, including early career teachers, trainees and SLT are able to increase their leadership skills & 'teaching ability' through an effective programme of professional development</p>	<ul style="list-style-type: none"> • Regular leadership training sessions for SLT including one to one coaching sessions from an external coach. • Weekly meetings for core HODs with bi-weekly SLT input to ensure core middle leaders benefit from sharing of good practice • Staff on NPQs to share findings from their research projects/leadership programme with SLT • Paired lesson observation programme to be implemented with an agreed area for focus for feedback • Peer coaching programme adapted to focus on subject specialist coaches where possible • Subject specific CPD planned by HOD with line managers and quality assured by VEB • All CPD to be evaluated for impact and termly CPD summary report presented to SLT and governors • SLT sharing good practice beyond the school through delivery of CPD for London South Teaching Hub, training sessions for Lewisham LA/diocese, coaching SLT from other schools, representation on external strategy groups and inspection. 	<p>MIB Sep 23</p> <p>SGU Sep 23</p> <p>VEB Oct 23</p> <p>VEB Sep 23</p> <p>VEB Feb 23</p> <p>VEB Oct 23</p> <p>VEB Jan 23</p> <p>MIB ongoing</p>	<p>The daily diet for all pupils will be good or better in all phases and lessons because all staff will be performing at a high level.</p> <p>Teaching staff will share practice as a matter of course and early career teachers will quickly grasp strong techniques and make rapid improvement.</p> <p>Teachers will be enthusiastic and passionate about their lessons and pupils will enjoy learning.</p> <p>Leaders will enjoy sharing with and learning from colleagues beyond the school.</p>
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Key Area: Early Years Provision			
Vision statement To ensure all pupils have access to high quality teaching across all areas of the curriculum resulting in enriched, culturally diverse and immersive experiential learning			
Priority (EYP) To continue to deliver a strong early years offer that builds on the embedded good practice from 2022-23 and prepares pupils well for KS1.	Responsible JCH	What success will look like: <ul style="list-style-type: none"> 75% of all pupils achieving Good Level Development (GLD) in all 7 areas of development 80% of pupils to be proficient in Phases 1 – 3 at the end of EYFS 	
Objectives (Where we want to get to)	Actions (What we need to do)		By when and by whom
1. To ensure a strong early years offer is delivered by the teacher who will be teaching Reception for the first time.	<ul style="list-style-type: none"> To ensure that staff new to EYFS are fully trained and supported in the delivery of Little Wandle by team teaching, modelling and coaching To fully utilise the data from the Reception Baseline Assessments to ensure that early interventions for identified pupils are put in place – Speech and Language screeners, targeted phonics interventions, social communication groups To use phonics assessment data (formative/summative) to ensure that robust, targeted teaching takes place daily and that the gap between boys and girls narrows To ensure that planning reflects all areas for development in the EYFS framework, promotes cross-curricular links and promotes pupil independence when accessing the provision during free flow between the indoor and outdoor provision Informal weekly planning audits take place providing verbal feedback to the teacher to ensure that the emerging needs of all learners are fully met 		LNO Sep 23 LNO Apr 24 JBU/JCH Sep 23 JBU ongoing JCH from Sep 23
			All children to have proficiently completed Phase 3 in the Little Wandle Phonics scheme by the end of the academic year. Staff training on Little Wandle allows staff to effectively support children in their acquisition of phonics. Learning walks and lesson observations evidence QFT of phonics. Planning audits and weekly checks highlight that pupils are receiving an engaging curriculum that promotes independence. Termly moderation shows that children are making good progress and that interventions which are implemented, are effective in closing gaps and challenging children that are more able.

