

LAMBETH ACADEMY SCHOOL DEVELOPMENT PLAN
2017 – 2018: Year 1
Exemplary Learning



By August 2022 we commit to having ...

At Lambeth Academy we want to **'be exceptional'**. We will be uncompromising in supporting **'exemplary learning'**. A relentless focus on what will help our students become **'compelling individuals'** who are exceeding their academic potential and are positive influencers of social change, especially for the communities they live in.

Exemplary learning at Lambeth Academy means there are **'no excuses'** to achieving exceptional academic success. Positive relationships are used to remove barriers, motivate and challenge our students. The culture and ethos of the academy is based on the belief that traditional basic standards form the basis of **'exemplary learning'**: positive behaviours to learning, attitude, uniform, attendance and punctuality – 'the little things matter'. What lies at the heart of **'exemplary learning'** is **consistency** with all stakeholders being fully committed and uncompromising – **'exemplary learning' is everyone's business** at Lambeth Academy.

Our SDP is a five academic year commitment from September 2017 until July 2022. We have set ourselves specific objectives for year 1, 3 and 5 of our plan. The plan is underpinned by our commitment to 'be exceptional' and to live our core values, every day. That is to be:

- United
- Ambitious
- Confident
- Enthusiastic
- Creative
- Empowering

Key priorities are:

- Delivery of powerful schemes of work – which effectively supports individual student need, independent learning and retention and transfer of knowledge and skills
- Strong subject knowledge – which supports teaching and learning and inspires a passion for deeper knowledge
- Developing the quality of feedback both in relation to student response and through the performance development cycle
- Accurate student information – which is underpinned by rigorous assessment and supports the ability to differentiate and respond with pace to individual student needs, securing strong outcomes for all groups
- Rigorous pastoral and ethos systems and processes – the pastoral and ethos processes work together to continue to support positive behaviours throughout the academy ensuring students continue to arrive to lessons 'ready for learning'; positive parental engagement and an aspirational culture for self and for others.

Key themes in achieving this are:

- To be uncompromising
- To be consistent

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- To be reflective
- To be aspirational

These will be underpinned by:

- Targeted professional development, including leadership development
- Effective budget and resource management across all levels
- Strong staff recruitment and retention

Success is measured by strong pupil outcomes with every child exceeding their academic potential.

Conditions for success and resourcing: This plan is not resourced or time limited at this level. These factors are detailed in the plans of the senior and middle leaders. The basis for resourcing is driven by the key question: **How will this support ‘exemplary learning’, helping our students to exceed their academic potential?**

Our Strategic Development Plan is in three parts – a strategic map (which defines our vision, our objectives and our journey), our school development plan (SDP - which is an operational plan detailing the actions to be taken in the current year - in this case year 1) and our dashboard (which enables us to assess progress through the year against our objectives). Each of our senior and middle leaders has their own development plans which provide further details and full costings.

Our SDP is reviewed 6 times a year by the Headteacher and also at Local Governing Body meetings to assess progress being made towards our objectives and to review actions. Other identified objectives are reviewed at line management meetings.

We acknowledge our partners who will support us in achieving our vision. These include:

1. United Learning and our family of schools
2. Local Authority of Lambeth
3. United Teaching
4. PiXL
5. The Clapham and Larkhall Collaborative of schools

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1. Powerful Knowledge - By July 2018:

- All teaching will be meeting expected standards and there will be no cfc
- All departments will have in place SOW from Year 7 to 13 which support the development of strong subject knowledge and powerful literacy
- The quality feedback to both students and staff will secure strong outcomes

WHAT WE WILL DO	SUCCESS WILL LOOK LIKE	TERMLY REVIEW NEXT STEPS
<p>1a: Further develop <u>schemes of work</u> from ages 11 – 18 which:</p> <ul style="list-style-type: none"> - enable deep and secure learning; - develops independent learning and a passion for deeper learning - have clear assessment points that provides clear opportunities for practise and reflection - identify key concepts which build progressively from year 7 - 13; - enable the development of powerful literacy - differentiates for individual student need 	<p>Refined schemes of work will be in place by the end of the academic year. They will:</p> <ul style="list-style-type: none"> - enable secure and effective planning; - include assessments which enable staff to assess in a timely and accurate manner and plan effective next steps; - enable students to develop a secure understanding of the key terms and key concepts at every key stage; - support regular pupil response to feedback and independent learning; - enable the identification of those who have not secured key terms and concepts and have a system of support to address gaps. 	
<p>1b: Ensure that CPD and PDR continues to develop pedagogy and strong <u>subject knowledge</u>:</p> <ul style="list-style-type: none"> - creating guidance and support on how to ensure meetings are focused on the development of subject expertise and pedagogy; - supporting in the implementation of the schemes of work; - supporting in the development of accurate and effective assessments; - encouraging each department to have an examiner. 	<p>A rigorous CPD programme will be in place. The programme will:</p> <ul style="list-style-type: none"> - Led by high quality feedback from PDRs and observations - support the development of teaching staff in their subject knowledge and confidence in supporting all students in developing deep learning, from Year 7 to 13 - enable curriculum meetings to regularly spend time discussing developments within their subject and teaching pedagogy - allocate time to support the effective development of the curriculum 	

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2. Leadership in every role - By July 2018:

- Every adult in the school will see ‘exemplary learning’ as everyone’s business at Lambeth Academy
- Line management meetings will be driven by the actions identified within the school development plan and are rigorous in evaluating impact
- Operational systems will support class room teachers to effectively plan, reflect and teach exemplary lessons

WHAT WE WILL DO	SUCCESS WILL LOOK LIKE	TERMLY REVIEW NEXT STEPS
<p>2: Further support and develop <u>middle leaders</u> through effective line management and a programme of leadership development opportunities so that they continue to:</p> <ul style="list-style-type: none"> - have a clear vision for their curriculum area that is driven by the academy’s SDP, values and ethos - take proactive ownership of their areas to ensure consistency of policies and standards; - work strategically where appropriate; - feel empowered to have difficult conversations and give honest feedback; - regular feedback ensures that staff are clear about what their strengths and areas for development are; - create clear communication at all levels and a climate of trust and honesty; - secure consistency and high standards in the quality of teaching and learning in their areas - ensure that CPD matches staff need at an individual level; - give staff opportunities to turn their areas for development into strengths. 	<p>Across the school:</p> <ul style="list-style-type: none"> - Consistency will be clearly evident and tangible with no in-school variation in standards and expectations - The quality of feedback given during the PDR process and following observations will be effective and support the development of staff and consistency in all areas - Line management meetings will be driven by the SDP - Operational systems will support classroom teachers to effectively plan, reflect and teach exemplary lessons - the quality of teaching will exceed the minimum expected standards - Staff feedback will be positive especially in relation to the PDR process and their own development. - There will be no teaching of concern 	

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3. Continuous Improvement - By July 2018:

- We will constantly look to have more impact for less cost and effort and to spend every pound wisely in order to help our students exceed their academic potential
- We will continue to ensure that the academy is prepared for future developments and is enabled to progress effectively.

WHAT WE WILL DO	SUCCESS WILL LOOK LIKE	TERMLY REVIEW NEXT STEPS
<p>3: We constantly look for improvements, and implement them with pace to ensure that <u>budgets and resources</u> are used effectively to secure strong outcomes:</p> <ul style="list-style-type: none"> - review current systems and practises to ensure teachers continue to have what they need and can focus on teaching; - identify any barriers to achieving ‘exemplary learning’; - set an action plan to address any barriers; - constantly monitor and evaluate the impact of those actions 	<p>All leaders will:</p> <ul style="list-style-type: none"> - be creative in responding to need ensuring systems are streamlined and as cost effective as possible. - use evidence to support decisions and are rigorous in evaluating impact. - stop or change things which aren’t working and improve things which are - aim for high impact for low effort and low cost - monitor and evaluate the use of budgets closely, regularly reviewing practises on resourcing across their areas - seek support from the senior leadership team as needed 	

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4. **The best from everyone** - By July 2018:

- We will have simple, clear and rigorous sources of our student information from Year 7 to 13
- Academic assessments will be embedded and used to inform data that is trusted, securing strong outcomes for all groups
- Student data will continue to be used by class practitioners to differentiate effectively and respond with pace to individual student needs

WHAT WE WILL DO	SUCCESS WILL LOOK LIKE	TERMLY REVIEW NEXT STEPS
<p>4: Refine current systems and processes of <u>student information</u> so that they:</p> <ul style="list-style-type: none"> - Further provide simple, timely and accurate data for all classroom teachers enabling them to use systems effectively with ease - Continue to ensure a smooth transition from Year 6 through to Year 13; - Continue to effectively supports all groups to make strong progress – particularly those with low literacy, HAP and PP; - Further identify and address misconceptions and underachievement with pace; - Continue to ensure that parents are fully engaged with and understand their child’s progress and school reports - Continue to eliminate disadvantage within: <ul style="list-style-type: none"> ▪ Attendance data ▪ Exclusion data ▪ Achievement data, particularly at KS3 	<p>Systems of assessment and student data will:</p> <ul style="list-style-type: none"> - be clearly understood by all with a tracking system in place which enables targets to be set and progress against them to be monitored - work efficiently and consistently, providing accurate information when required. - support accurate predictions - support all students to make strong progress in all aspects of their school life - minimise any ‘dip’ at transition points - support positive parental / carer feedback and ensures that they are clear about the information communicated by the school on their child’s progress - Attendance at parent/carer information events are 80% or better - There is an agreed and shared language of aspiration between staff and students - There is no disadvantage in any data 	

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5. Education with character - By July 2018:

- We will further embed the pastoral system so that it continues to be rigorous and support a consistent, agreed and shared approach on positive behaviours and attitudes for learning, uniform, attendance and punctuality
- 75% of our Year 13 will have applied to high tariff universities and pathways and have signed up to the Lambeth Academy Alumni

WHAT WE WILL DO	SUCCESS WILL LOOK LIKE	TERMLY REVIEW NEXT STEPS
<p>5a: Refine the <u>pastoral</u> systems so that they continue to:</p> <ul style="list-style-type: none"> - support positive behaviours throughout the academy ensuring students arrive to lessons 'ready for learning' - lead on the consistency around basic standards: positive behaviour, attitude, uniform, attendance and punctuality – 'the little things matter'. - quickly identify and implement effective systems of challenge and support for students - drive the systems of recognition and reward in line with the ethos and values of the school - communicate an agreed and shared language of aspiration and achievement 	<p>A typical year at the academy will be where:</p> <ul style="list-style-type: none"> - students always have manners and show respect to both adults and peers alike - students consistently move in the corridors quietly, calmly with 'pace and purpose' - students consistently experience disruption free learning - students always arrive at school in the correct uniform, with a bag and equipment including planner - students attend school regularly – 96% attendance - feedback from the community and our stakeholders will consistently be positive about our students 	
<p>5b: Embed and develop further the work of the <u>ethos</u> team by:</p> <ul style="list-style-type: none"> - ensuring actions taken are inclusive and has a positive impact on the whole school; - developing our partnerships further and increase parent engagement; - developing further our student leadership opportunities; - embedding SMSC and soft skills development across the curriculum 	<p>A student's lifetime at Lambeth Academy will see:</p> <ul style="list-style-type: none"> - All students actively engaged in co – curricular opportunities - students take pride in their achievements - parental feedback is 100% positive - there is 80% or better attendance at parent/carer information events - 75% of Year 13 students sign up to the LA Alumni - 75% of Year 13 students apply to high tariff universities and pathways 	

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