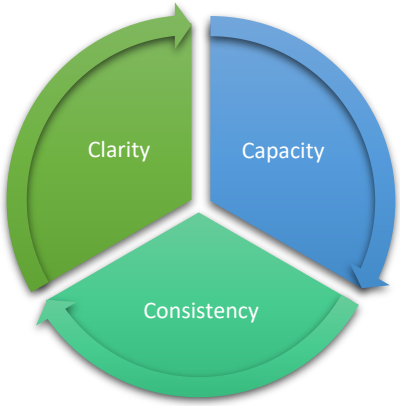
An Daras Trust
Igniting Curiosity Growing Capabilities

Visible Learning plus Partner School



An Daras Multi-Academy Trust

Academy Improvement Plan 21-22 (Sept 21 – Sept 22)

School: **Windmill Hill Academy**	
Trust Version:	v4 Template
Statutory:	Yes
Approved by LGB:	Autumn 2021
Final Review by LGB:	Autumn 2022
Advisory Committee:	LGB Trust Board of Directors Trust Teaching, Learning and Achievement Committee
Linked Documents and Policies:	Recovery Schedules, Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, Core-Stats Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR/ASP Reports, Trust SI Strategy, RSC Trust Improvement Capacity Framework

A. Improvement – Trust Model Synopsis

- **Our strategy model** is structured around establishing sustainable improvement "building blocks" of **capacity**, **consistency a**nd **clarity** in school operations delivered through interlinked improvement strategies informed by Trust, local and national school **contexts.** We define these essential building blocks as;

    - ✓ **Capacity** – *the ability to design, deliver and lead change within an agreed strategic vision*
    - ✓ **Consistency** – *the ability to standardise systems, process, protocols and standards to*
    - ✓ **Clarity** – *the rigorous application of school improvement models, CPD programmes and*
    - ✓ **Context** – *the identification of Trust and local priorities which deliver gain and value added for stakeholders*

- This annual AIP document exemplifies the Trust's approach to delivery of school improvement "building blocks" which lead into five overall Trust prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability.*

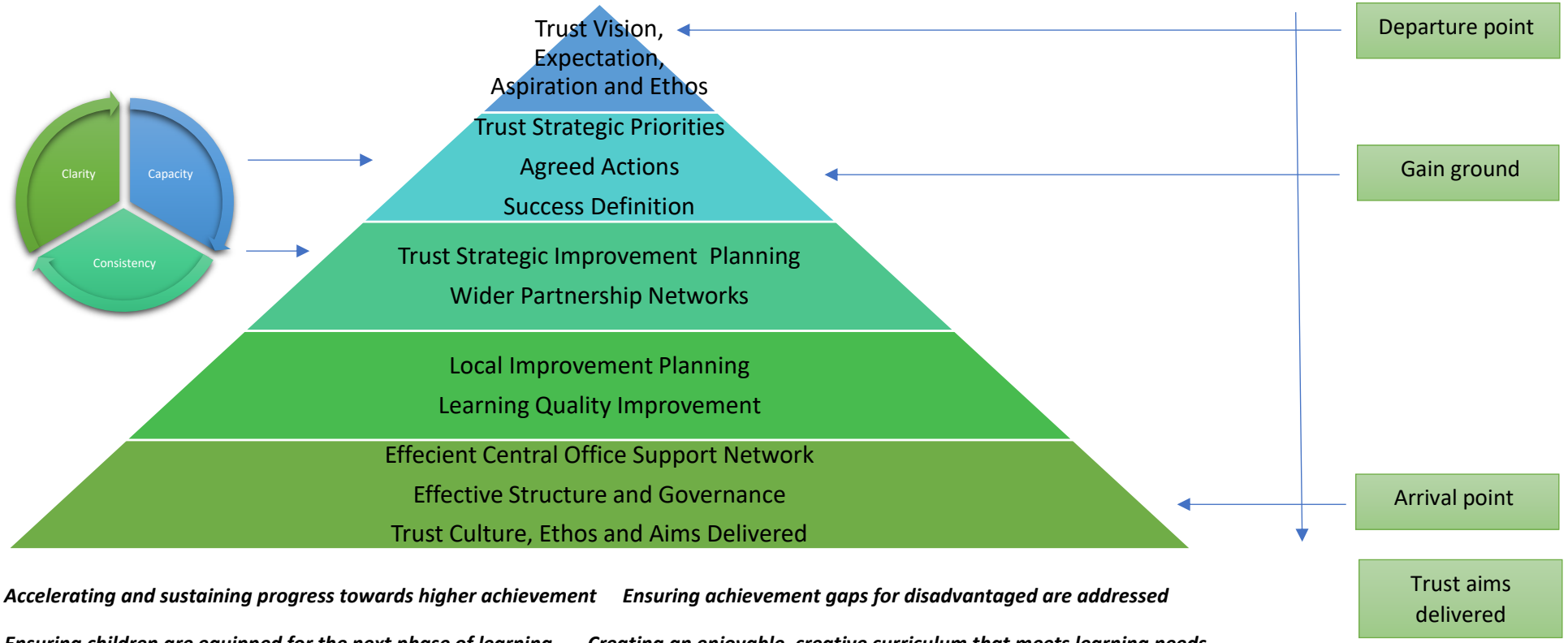
- **Trust self-assessment system** (see Trust Risk Register/Capacity framework Tool) used to risk manage the latest achievement/context of a Trust on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust Board. Schools will continue to be reviewed against the following criteria;

Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions sand modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better
Good to outstanding	The need for refinement: ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising progress and outcomes
Sustaining excellence	A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely

B. Creating Shared Vision, Aspiration and Expectation

- Trust Vision and Mission Statement– *Igniting Curiosity, Growing Capabilities* - ***"To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it"***

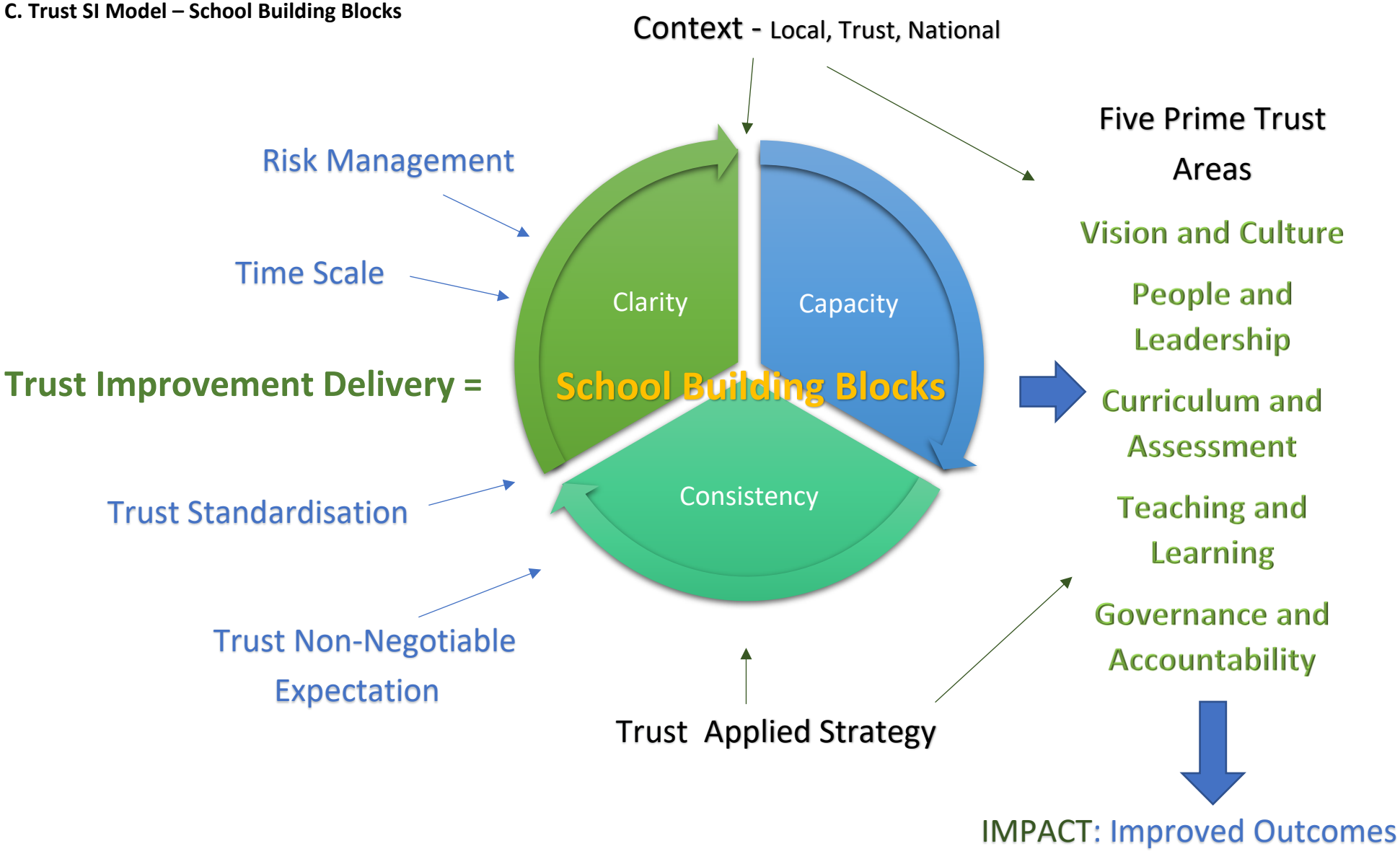
- Trust schools will focus on delivering school improvement programmes closely linked to their local need and the Trust priorities – providing a "departure" point and "arrival" point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. SI needs will be identified by using the full range of Trust self-evaluation tools. The pyramid shows SI implementation strategy;



Accelerating and sustaining progress towards higher achievement ***Ensuring achievement gaps for disadvantaged are addressed***

Ensuring children are equipped for the next phase of learning ***Creating an enjoyable, creative curriculum that meets learning needs***

C. Trust SI Model – School Building Blocks



D. Academy Improvement Plan 21-22 – Improving Outcomes for Children

Trust Improvement Plan Priorities 21-22:

1. ***Teaching and Learning Standards***

a. Improve achievement in core subjects for EYFS / Year 1 pupils (current Class F/Rec at July 21) by addressing identified learning gaps through appropriate curriculum provision over the next three terms. Embed requirements of the new EYFS Framework.

b. ***Improve the quality of learning provision for Year 3 cohort (current Y2 at July 21) in core subjects so they can be back on track to achieve ARE or ARE+ by year end where possible***

c. ***Improve learner resilience for extended quality writing at both key stages to ensure catch up to pre-pandemic achievement***

d. Improve writing achievement at Key Stage 1 - particularly for disadvantaged boys in Year 2 so that more pupils achieve ARE or ARE+ by year end

e. ***Improve pupil use of problem-solving skills and known knowledge through a varied problem-solving based curriculum provision***

2. ***Curriculum and Assessment***

a. Develop the coherence and effectiveness of the planned Capabilities-led curriculum by improving planning quality, effective self-evaluation, staff training and subject level leadership

b. Re-focus school leaders on Trust wide Capabilities Curriculum model - review intent, design and implementation across all Trust schools with a focus on:

1. ***RE (beyond the agreed syllabus)***
2. ***PSHE and Personal Development***
3. ***On-Line Safety***
4. ***Early Reading***

c. Continue to develop Trust Subject Leaders capacity to support effective curriculum improvement across the wider Trust

3. Vision and Culture

a. Implement planned improvements to the new Trust wide resource of the dedicated 'Woodland Skills Learning Centre' so it fully supports the vision of the Trust to develop pupils in personal and positional change

4. ***Safeguarding (including behaviour and attendance)***

a. Following internal review implement improvements to child protection and safeguarding procedures (including any national changes) to ensure the highest standard of care are maintained across all Trust settings

5. ***People and Leadership***

a. Improved condition survey and property expertise utilisation to support CIF bids and priority improvement condition works

b. Improvement to long-term financial effectiveness and best value by establishing in-house pay roll from Sept 22

c. Ensure Cyber Security arrangements are fully effective to mitigate increasing levels of IT related risk

d. Ensure long term local governance quality and structure is secured

5. ***e. Long term development of Launceston Pre-School building so that it meets future Trust requirements***	
Trust Over-arching Vision: *Igniting Curiosity, Growing Capabilities - "**To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it"***	
Context – Key Issues to Investigate from Latest Evidence – RS, ER, OFSTED IDSR, DfE ASP, SEF ***(Key = Green/no issue, Amber/minor issue, Red/major issue)***	
Progress Benchmark KS2 (2019): ▪ Reading -3.11 ▪ Writing -3.44 ▪ Mathematics -3.37	**Progress Benchmark KS1 (2019):** ▪ Reading 85% made expected or better progress ▪ Writing 63% made expected or better progress ▪ Mathematics 78% made expected or better progress
Attainment Benchmark KS2 (2019): ▪ Reading: 64% Expected (NA: 73%) 14% GDS (NA: 27%) ▪ Writing: 64% Expected (NA: 78%) 7% GDS (NA: 20%) ▪ EGPS: 71% Expected (NA: 78%) 14% GDS (NA: 36%) ▪ Mathematics: 61% Expected (NA: 79%) 4% GDS (NA: 27%) ▪ Combined: 43% Expected (NA: 65%) 0% GDS (NA: 11%) ▪ Science: 82% (NA: 83%)	**Attainment Benchmark KS1 (including Y1/2 phonics) 2019:** ▪ Reading: 85% Expected (NA: 75%) 26% GDS (NA: 25%) ▪ Writing: 59% Expected (NA: 69%) 15% GDS (NA: 15%) ▪ Mathematics: 78% Expected (NA: 75%) 22% GDS (NA: 22%) ▪ Science: 81% (NA: 82%) ▪ Year 1 Phonics Screening Check: 79% (NA: 82%) ▪ Year 2 Phonics Screening Check (Aut 20): 83.3% (NA 78.2%)
Safeguarding, Behaviour, Exclusions and Attendance: ▪ The quality of teaching, so that it is at least good in the vast majority, ensures that teachers manage pupils' behaviour positively and effectively (Autumn 19). ▪ The vast majority of parents (96%) agree that the school makes sure its pupils are well behaved and that there have been no instances of their child being bullied, and, if there have been, they have been dealt with quickly and effectively (Parental Satisfaction Survey – Spring 2020). ▪ High level of engagement during remote (blended) learning: 99.4% participating in accessing daily learning with 88% accessing 'live' lessons. (Weekly review of remote (blended) learning – Spring 2021). ▪ Visible Learning Partner School award achieved (September 2019) as a result of successful CPD and impact studies. This promotes pupils' positive learning behaviours. ▪ The rate of repeat fixed term exclusions remains exceptionally low with 0 in 2018/19, 1 pupil (1 fixed term exclusion) in 2019/20 and 1 pupil (3 fixed term exclusions) in 2020/21. ▪ There have been no permanent exclusions.	**Achievement EYFS (2019):** ▪ GLD: 77% (NA: 72%) ▪ Reading: 83% Expected (NA: 77%) 23% Exceeding (NA: 19%) ▪ Writing: 77% Expected (NA: 74%) 20% Exceeding (NA: 11%) ▪ Mathematics (Number): 83% Expected (NA: 80%) 23% Exceeding (NA: 17%)

- Due to a rigorous process in regard to attendance, it has improved (94.2% for 2018/19 and 94.4% for 2019/20 (severely affected by Covid-19) and 96.7 % for 2020/21.

Key Staff and Roles:

Staff: 27 **Teachers: 8** **Support staff (HLTAs/TAs): 10** **Learning Mentor: 1**	**Responsibility**
Jo-Anne Callow	Executive Head teacher/Designated Safeguarding Lead/Finance/Attendance
Abby Bassett	Head of School/Teaching and Learning/Curriculum/Attendance/Deputy Safeguarding Lead/Health and Safety Lead/Computing Lead/Art and DT Lead (oversee LH)/Paediatric First Aider/Pupil Parliament/Pupil Parliament (School Forum) Lead/Friends of WHA Trustee
Nicky Osborne	Key Stage Two Leader/Maths Lead/TIS Practitioner/Mental Health First Aider/Deputy Safeguarding Lead/Pupil Parliament (Eco group) Lead/Year 5 Interventions/Trust TIS Lead/NQT Mentor/Year 5 Teacher/Friends of WHA
Sarah Jones	Science Lead/MFL (French) Lead/Visible Learning Coach/EYFS Trust Lead/NQT Mentor/Pupil Parliament (Visible Learning) Lead/Year F Teacher
Carolyn Carter	History and Geography Lead/Pupil Parliament (Healthy Schools) Lead/Year 1 Teacher

LGB Leadership:

- Chair: John Harris
- Vice Chair:

SAFEGUARDING
Safeguarding Governor (John)

SINGULARITY
Strategy Governor ()

STAKEHOLDERS
Stakeholder Governor (Anna)
Personnel Governor (As applicable when required)

STANDARDS
Data/Improvement Governor ()
Information Governor (Website/on-line safety/data protection) (John)
PPG Governor (Anna)
PE Governor (Nicky)
SEND ()
Curriculum Governor (Lin, Ruth) and Nicky (Early Years)

Whistleblowing Governor (John)

Jasmin Edwards	Visible Learning Coach/Outdoor Learning Lead/Pupil Parliament (Outdoor area) Lead/Year 2 Teacher
Amy Sharpe (currently absent)	Rights Respecting Lead/SMSC Lead/Music Lead/Pupil Parliament (Visible Learning/Rights Respecting) Lead/Trust SMSC Lead/Year 3 Teacher
James Smith (covering Y3 - supply)	Covering Rights Respecting Lead/Music Lead/Pupil Parliament (Visible Learning/Rights Respecting) Lead/Year 3 Teacher
Joshua Bullock	PE Lead/RE Lead/Pupil Parliament (Playground) Lead/Student Mentor/Year 4 Teacher
Jo Young	English Lead/PSHE Lead/Pupil Parliament (Communities and Charity) Lead/Year 6 Teacher
Debbie Bartlett	Special Educational Needs Co-Ordinator (SENCO). Works 2 days a week at WHA.
Claire Blaney	Trust Special Educational Needs Assistant. Based at WHA 1 morning per week.
Jo Charrett-Dykes	Learning Mentor (predominantly Y6)
Helen Rutherford	Higher Level Teaching Assistant/Lead Lunchtime Supervisor/Wraparound Care Leader
Mandy Baker	Teaching Assistant (predominantly Y1)/Y1 interventions
Maria Haisman	Teaching Assistant (predominantly Y2)/Y2 interventions/Wraparound Care Leader
Sandra Pollard	Teaching Assistant (predominantly Y3)/Lunchtime Supervisor
Angela Mason	Teaching Assistant (predominantly Y4)/Trauma Informed Schools Practitioner/Lunchtime Supervisor/Wraparound Care Leader/Friends of WHA

Lucia Hazuchova	Higher Level Teaching Assistant (predominantly Y5)/Art and DT Lead (overseen by AB)/Lunchtime Supervisor
Lin Millard	Higher Level Teaching Assistant (predominantly Y6)/Lunchtime Supervisor/Y6 Interventions/Friends of WHA
Sharon Sheldrake	1:1 Teaching Assistant
Sherrille Paterson	1:1 Teaching Assistant/Lunchtime Supervisor/Friends of WHA Chair
Judy Williams	Displays and Data/Teaching Assistant//Breakfast Club Leader/Friends of WHA Treasurer
Amanda Zoffman	Secretary
Lisa Morris	Lunchtime Supervisor/Friends of WHA
Luis Alfar	Caretaker
Susan Alfar	Cleaner

Time Frame Key Purple/First 6 months Blue/Second 6 months	**School Vision:** Inspiring Passionate Life-Long Learners We are committed to this by developing our 'Learning Sails' with Pupils: • Reflection We ask all learners to give thought or consideration on their actions and learning. • Self-awareness We encourage self-awareness and having a conscious knowledge of one's own character, feelings and learning. We encourage learners to know where they are with their learning and their next steps. • Curiosity We inspire all learners to have strong desire to know or learn something, questioning their learning experiences to find out more. • Resilience and Tenacity We promote the capacity to recover quickly from difficulties or challenge. We encourage all to be very determined and show determination despite the challenge.

	• Connect We promote learning where connections can be made, where children can relate new and old learning.
	Related Trust/School specific documentation: AIP 20 Rolling Record, 20-21 Recovery Schedules, SEF, Trust QA Visit notes, External visit notes, OFSTED IDSR, ASP, Cornwall LA Core-stats data, Devon LA SOAPS, MAT Standard Operating Procedures (SOPs)

Time Frame Key - Purple/First 6 months of plan - **Blue**/Second 6 months of plan					
Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement – up to 4 max)	**Impact Monitoring** (quality check/key questions)
Priority 1: *Teaching and Learning Standards* Writing Achievement Improvement– deliver effective learning strategies and skills, taught systematically to ensure pupils meet/exceed national achievement benchmarks. ***Rationale –*** -'Leaders and those responsible for governance should ensure that teaching for the most able pupils enables them to develop their knowledge and understanding to a high level, especially in writing' (OFSTED, 2016)	Writing: to continue to improve progress in writing in in order to increase the percentage of children to achieve age-related by the end of the academic year 21/22. **6 months Writing** ▪ EYFS: 75%+ to be on track to achieve a GLD. Vast majority of pupils making expected+ progress. ▪ KS1: 75%+ on track to achieve the expected standard. 20%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps). ▪ KS2: 75%+ on track to achieve the expected standard.	▪ Pupil progress meetings termly – set formats focus on achievement. ▪ Interventions carefully planned, closely monitored and tracked with a focus on Year 2, 3 and Year 6 cohorts. ▪ Monitoring to focus on writing (deep dive carried out in the Autumn term). ▪ Letters and Sounds followed in EYFS and KS1 (with sourcing a validated programme). ▪ Y2 onwards to use the Babcock Spelling Programme. ▪ Babcock writing sequences used to structure writing lessons.	▪ HofS and SLT to lead Pupil progress meetings – (HLTA cover to release teachers - £1000). ▪ Target pupils not on track for intervention in KS2 using HLTA/Class Teachers/Learning Mentor (10 hours Learning Mentor, 5 hours Class Teacher/HLTA) ▪ Target pupils not on track for intervention in KS1 using HLTA/TA (20 hours per week) ▪ Release for English subject leader to undertake monitoring including a deep dive in writing (6 days a year) £966 ▪ Subscriptions to Phonics Play £500 and Phonics Tracker £300 ▪ Subject leader to attend training - £500 ▪ Staff to attend internal external CPD. £500 ▪ Pre/post teaching ▪ Use baseline data to target children not on track to reach GLD for Writing in EYFS.	a) Improved achievement in writing to ensure pupils meet/exceed national achievement benchmarks. b) Improved achievement in writing for individuals and groups within the disadvantaged, SEND pupils and most able.	**LGAB** – HofS to feedback on progress in writing in terms of monitoring and data at each LGAB meeting. **Curriculum** Monitoring (deep dive) to be carried out in the Autumn term **EHT** – data analysis **HofS** – data analysis and through pupil progress meetings **HofS** to monitor impact of interventions **AIO-** Monitoring visit to review targets **Key Questions:** ▪ What are the barriers to learning / progress?

-Progress for writing from KS1 to KS2 2019 is well below (-3.44). (ASP) -64% of Y6 (2019) achieved ARE in Writing compared to the National Average of 78%. (ASP). -7% of Y6 (2019) achieved GDS in Writing compared to the National Average of 20%. (ASP). -Progress for writing from EYFS to KS1 is 63% (pupils who made expected or better progress). (ITrack) -59% of Y2 (2019) achieved ARE in Writing compared to the National Average of 69%. (ASP). - End of 2020/21 writing attainment data demonstrates that 60% of pupils achieved ARE in EYFS, 55% in Year 2 and 70% in Year 6 with a whole school average of 57% (Itrack). -End of 2020/21 writing progress data demonstrates that 92% of all pupils made expected or	20%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps). **12 months Writing** ▪ EYFS: 75%+ achieved a GLD. Vast majority of pupils made expected+ progress. ▪ KS1: 75%+ achieved the expected Standard. 20%+ achieved GDS. Vast majority of pupils made expected+ progress (3 steps). ▪ KS2: 75%+ achieved the expected standard. 20%+ achieved GDS. Vast majority of pupils made expected+ progress (3 steps).	▪ Focus on and development of communication and language across the school to support writing (Year F/1 to continue the NELI Programme). ▪ Curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups within the disadvantaged, most able and SEND pupil groups. ▪ Feedback strategies used in line with feedback guidance. ▪ Metacognition strategies to be modelled to the children and embedded within provision in order for pupils to begin using them independently and make accelerated progress. ▪ Attendance to English CPD staff meetings ▪ Internal/external CPD where needed. ▪ Academy and Trust moderation meetings to follow agreed format			▪ What do we need to put in place to overcome these barriers? ▪ What has been the impact of…?

better progress (Itrack). - The majority of pupils (80%) achieved the ELG for communication and language with all (100%) making expected or better progress. (ITrack)		▪ Teachers to attend moderation training. ▪ Monitoring visits by AIO. ▪ Summative and formative assessments for GAPs. ▪ ITrack used as an assessment and tracking tool. ▪ Use of Phonics Tracker to track achievement in phonics. Can also be used as a tool for practice. ▪ Use of 'Evidence Me' APP to support evidence base. ▪ Continued development of role as English Lead.			
Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)	**Impact Monitoring** (quality check/key questions)
Priority 2: *Curriculum and Assessment* Curriculum improvement for EYFS and KS1 - to implement the revised EYFS framework and extend continuous provision to pupils in Years One and Two. **Rationale**	EYFS and KS1: To implement the revised EYFS framework and extend continuous provision to pupils in Years One and Two in order to address identified learning gaps. *Improve achievement in core subjects for Year 1 pupils (Class F/Rec at July 21) by addressing identified learning gaps*	▪ Pupil progress meetings termly – set formats focus on achievement. ▪ Attendance to EYFS and Continuous provision CPD staff meetings. ▪ Internal/external CPD ▪ Planning reviewed to fulfil expectations in new guidance. ▪ Curriculum planning, provision and breadth of learning to provide diverse opportunities	▪ EYFS/KS1 training sessions led by AIO (release time for CTs). ▪ Continuous provision CPD (release time for CTs). ▪ Participation in the KS1 'Mastering Number' Programme (release time for Maths Lead and CTs). ▪ Use of Tesco Grant £1000 to fund resources in the outdoor area. ▪ EYFS/KS1 deep dive. Release of HoS and class teacher. (£200) ▪ Review SEND register and provision for children with C&L difficulties £ ▪ Training from SEN services £ ▪ Continued NELI intervention to take place with Years F and 1 £ (CT/TA time)	a) Improved achievement to ensure pupils meet/exceed national achievement benchmarks in EYFS and KS1 with a particular focus on Year 1. b) Improved achievement in for individuals and groups within the disadvantaged, SEND pupils and most able. c) Monitoring demonstrates continuous provision	**LGAB** HofS to feedback on progress in EYFS and KS1 in terms of monitoring and data. **Curriculum** to meet with EYFS Lead. **EHT** data analysis **HofS** data analysis and through pupil progress meetings **HofS** to monitor impact of interventions and continuous provision

- 'The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.' (EEF, 2021) 'Research suggests the measures taken to combat the pandemic have deprived the youngest children of social contact and experiences essential for increasing vocabulary.' (EEF, 2021) - At the end of Summer 2, 60% achieved a GLD with all (100%) making expected or better progress. (ITrack) - High level of EAL pupils at 19% with 8 different languages, many of whom who start school with limited English.	*through appropriate curriculum provision.* **6 months EYFS** Baseline assessments to be completed GAPs analysis to inform planning. All staff to be aware of new EYFS curriculum and attending relevant training so that provision is effective. Relevant interventions and continuous provision set up based on baseline and phonics data. EYFS: 75%+ to be on track to achieve a GLD. Vast majority of pupils making expected+ progress. KS1: 75%+ on track to achieve the expected standard. 20%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps). **12 months - EYFS** Positive report from AIO on impact of continuous provision. % of children in Y1 and 2 to have improved pupil outcomes. EYFS: 75%+ achieved a GLD. Vast majority of	matched to learning needs of individuals and groups within the disadvantaged, most able and SEND pupil groups. ▪ Review format of learning journeys. ▪ Continuous Provision extended to Year 1 and 2. ▪ Participation in the KS1 'Mastering Number' Programme. ▪ Further develop learning environments in Year 1 and 2, including the outdoor area, to support. ▪ Monitoring timetable includes monitoring of EYFS provision and data. ▪ Focus on and development of communication and language across the school (Year F/1 to continue the NELI Programme). ▪ Teachers to attend moderation training. ▪ Monitoring visits by AIO. ▪ ITrack used as an assessment and tracking tool. ▪ Use of Phonics Tracker to track achievement in phonics. Can also be		impacting positively on pupils learning behaviours.	**AIO** Monitoring visit to review continuous provision **Key Questions:** ▪ What is the rationale for implementing the continuous provision approach in Years 1 and 2? ▪ What are the challenges in implementing continuous provision in Years 1 and 2? ▪ What have you put in place need to put in place to overcome them? ▪ What has been the impact of continuous provision on pupil outcomes?

- The majority of pupils (80%) achieved the ELG for communication and language with all (100%) making expected or better progress. (ITrack) - Spoken Language data at the end of July 21 for Year 1 (now Year 2) is low at 64% achieving ARE. (ITrack)	pupils made expected+ progress. KS1: 75%+ achieved the expected Standard. 20%+ achieved GDS. Vast majority of pupils made expected+ progress (3 steps).	used as a tool for practice. ▪ Use of 'Evidence Me' APP to support evidence base.			
Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (asks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)	**Impact Monitoring** (quality check/key questions)
Priority 3: *Vision and Culture* Fully embed the coherence and effectiveness of the planned Capabilities-led curriculum by further developing planning quality, effective self-evaluation, staff training and subject level leadership. **Rationale** -School Vision Delivery: Inspiring Passionate Life-Long Learners (School Vision and aims) -An Daras Trust Delivery: Igniting	Fully embed the coherence and effectiveness of the planned Capabilities-led curriculum by further developing planning quality, effective self-evaluation, staff training and subject level leadership. **6 months** ▪ All stakeholders are aware of school and Trust vision. ▪ Positive survey results from stakeholders. ▪ Improvement in class's priority	▪ Capabilities to be interwoven into curriculum provision. ▪ Capability review sheet to be completed in the at the end of each first half of each term. ▪ Continued staff CPD on capabilities curriculum. ▪ Monitor impact on pupil's learning in relation to the 'Capabilities Curriculum' using the deep dive approach. ▪ Regular review of progress towards leaders' intent for the curriculum ▪ Continue to develop curriculum mapping	▪ Staff meetings allocated to curriculum, including CPD, sharing good practice. ▪ Resources to support curriculum design £1000. ▪ Enrichments to enhance learning £1000. ▪ Subject Lead release time, including those who are Leads across the Trust, e.g. for deep dives. £1000 ▪ External monitoring visit from AIO to monitor progress toward improving teaching and learning.	a) Improvement in class's priority capabilities (use of radars). b) Monitoring demonstrates that the pupils' learning matches the intent of our restructured curriculum. c) Pupils' learning is deep and age appropriate. Pupils will have made good progress over the year. Pupil conferencing demonstrates pupils 'know more, have learnt more and can remember more'; evidenced through quizzes and assessments. d) Developed roles of MLT (Subject Leaders) to have a positive impact on their subjects.	**LGAB** – HofS to feedback on progress in curriculum at each LGAB meeting. **Curriculum** to meet with subject specific leads. **Subject Leads** monitoring **HofS** Analysis of termly curriculum to find strengths, areas of weakness and how teaching is overcoming any barriers. **EHT / HofS** Through monitoring check that the leaders' intent for curriculum is evidenced through pupils' learning.

Curiosity, Growing Capabilities – 'To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it' (Trust Vision and aims) -The school's new approach to curriculum design needs to be fully established' (AIO visit November 2019) - The 'Capabilities Curriculum' coverage 19-20/20-21 has been disrupted by CV19 lockdowns. - The focus on 'Capabilities' will enable pupils to become capable learners.	capabilities (use of radar). ▪ All year groups on track to meet benchmarks in wider curriculum subjects. **12 months** ▪ Improvement in class's priority capabilities (use of radar). ▪ Capabilities to be impacting positively on pupil outcomes. ▪ All year groups meet benchmarks in wider curriculum subjects.	and planning to ensure a broad and balanced curriculum offer. ▪ The same learning connection block at the same time for all year groups. Progression year upon year. ▪ Knowledge and Skills organisers used to ensure there is progression. ▪ Pupils are given the chance to revisit and build upon learning and skills. ▪ Use of knowledge organisers and quizzes for each learning connection block. ▪ Curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups within the disadvantaged, most able and SEND pupil groups. ▪ Enrichments to enhance learning. ▪ Communication with parents using a parental overview on ClassDojo and website.			**EYFS Lead** to support KS1 and carry out monitoring. **AIO-** Monitoring visit to review targets **Key questions:** ▪ What are our values? ▪ How has developing the pupils' capabilities supported their learning? ▪ What are pupils learning and why? ▪ Can you show me and explain your curriculum design? ▪ Can pupils talk about their learning? ▪ What is the progression in each year group? ▪ What are they getting better at during the learning sequence? ▪ How do they know?

		▪ ITrack used as an assessment and tracking tool. ▪ Use of 'Evidence Me' APP to support evidence base. ▪ Sharing learning with each other and parents regularly. ▪ Developing the role of Subject Leaders (MLT) to be involved in curriculum design, planning, monitoring and moderation. ▪ Use expertise of the leads across the Trust.			
Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)	**Impact Monitoring** (quality check/key questions)
Priority 4: *People and Leadership* Fully implement Visible Learning strategies effectively with a focus on metacognition to support positive gains in learning outcomes. **Rationale** -School Vision Delivery: Inspiring Passionate Life-Long Learners (School Vision and aims) -An Daras Trust Delivery: Igniting Curiosity, Growing	Fully implement Visible Learning strategies effectively with a focus on metacognition to support positive gains in learning outcomes. **6 months** ▪ Teachers to have successfully completed online training modules. ▪ Improvement in class's use of meta cognition strategies. ▪ School environments to reflect a culture of 'Language of Learning'.	▪ Continue to promote school vision with all stakeholders. ▪ Continue Visible Learning journey (new action plans/impact studies). ▪ Visible Learning CPD. ▪ Visible Learning Coach to drive action plans. ▪ Develop metacognition strategy. ▪ Ensure each class has learning language and metacognition language displayed. ▪ Tiers of vocabulary displayed which links	▪ Engagement from staff in the Visible learning modules. ▪ Release time for Visible Learning Coaches to attend CPD and carry out monitoring £500. ▪ Resources for metacognition (key texts) £100	a) Feedback from AIO and monitoring to show that children able to pose questions, identify and clarify information and ideas and organise and process information. b) Monitoring to demonstrate that pupils are able to use a range of metacognitive strategies for learning. c) Pupil outcomes to meet/exceed national achievement benchmarks. d) Pupil conferencing highlights improvement from baseline, in pupils becoming effective assessment-capable learners.	**LGAB** HofS to feedback on progress in metacognition in terms of monitoring and data. **HofS** data analysis and through pupil progress meetings **HofS / EHT** To monitor impact on learning and pupil attitudes **AIO** Monitoring visit to review progress in implementing meta-cognition **Key Questions:** ▪ Are the strategies the

Capabilities – 'To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it' (Trust Vision and aims) -Visible Learning School Mark achieved 2019. https://visible-learning.org/ -'Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.' (EEF, 2018)	▪ Teachers to assess children in line with the metacognition skills progression document. **12 months** ▪ Review of impact of meta cognition on pupils' learning. ▪ Metacognition to be impacting positively on pupil outcomes.	to a range of subject areas. ▪ Sentence examples/starters in every classroom, e.g. I predict, I think, I wonder if … ▪ Displays in the classroom following the learning journey approach. ▪ Regular opportunities for learning talk is embedded throughout all lesson sessions with lots of opportunities for modelling. ▪ The learning sails and metacognition is embedded throughout all sessions but each half term one of the sessions is taught from the Thinking Classrooms examples (by Shirley Clarke). ▪ Parental engagement: sharing learning regularly with learning linked to Visible Learning (with a particular focus on metacognition).			children are using demonstrating progress? ▪ What are your next steps (in line with your impact cycle)? ▪ What is the impact on pupil outcomes?

E. AIP Progress Review Summary – Key Performance Indicators from D. *(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)*	**Review Date:**

Priority	Key Performance Indicators (KPI) from AIP – Rolling RAG Review Summary	Current Status
1. *Teaching and Learning Standards*	**a)** Improved achievement in writing to ensure pupils meet/exceed national achievement benchmarks.	
	b) Improved achievement in writing for individuals and groups within the disadvantaged, SEND pupils and most able.	
	c)	
	d)	
2. *Curriculum and Assessment*	**a)** Improved achievement to ensure pupils meet/exceed national achievement benchmarks in EYFS and KS1 with a particular focus on Year 1.	
	b) Improved achievement in for individuals and groups within the disadvantaged, SEND pupils and most able.	
	c) Monitoring demonstrates continuous provision impacting positively on pupils learning behaviours.	
	d)	
3. *Vision and Culture*	**a)** Improvement in class's priority capabilities (use of radars).	
	b) Monitoring demonstrates that the pupils' learning matches the intent of our restructured curriculum.	
	c) Pupils' learning is deep and age appropriate. Pupils will have made good progress over the year. Pupil conferencing demonstrates pupils 'know more, have learnt more and can remember more'; evidenced through quizzes and assessments.	
	d) Developed roles of MLT (Subject Leaders) to have a positive impact on their subjects.	
4. *People and Leadership*	**a)** Feedback from AIO and monitoring to show that children able to pose questions, identify and clarify information and ideas and organise and process information.	
	b) Monitoring to demonstrate that pupils are able to use a range of metacognitive strategies for learning.	
	c) Pupil outcomes to meet/exceed national achievement benchmarks.	
	d) Pupil conferencing highlights improvement from baseline, in pupils becoming effective assessment-capable learners.	
Significant context changes since last AIP review:		

F. AIP Monitoring Schedule							
Impact Monitoring Schedule 1		**First Month (Sept)**	**Second Month (Oct)**	**Third Month (Nov)**	**Fourth Month (Dec)**	**Fifth Month (Jan)**	**Sixth Month (Feb)**
LGB	**Activity**	Working Party	Governor Visits Performance Management	Full Board Meeting	Governor Visits	Working Party	Governor Visits -
	Focus/Priority	AIP priorities	Safeguarding – pupil visit Progress towards targets	HofS Report	Data	AIP Priorities	Pupil voice behaviour/safety
Head	**Activity**	Learning walk	Pupil Progress Meetings Performance Management	Subject Review	Curriculum review	Pupil progress meetings	Planning review Performance Management mid point review
	Focus/Priority	Continuous provision	Data analysis Progress towards targets	Curriculum	Capabilities	Data analysis	Curriculum Progress towards targets
MLT	**Activity**	Evidence Scrutiny Curriculum review	Deep Dive	Deep Dive	Moderation	Learning Review	Deep Dive
	Focus/Priority	Maths Knowledge and Skills organisers	Writing	History	Writing	Meta-cognition	Maths
SLT	**Activity**	Evidence Scrutiny Curriculum review	Pupil Progress Meetings Performance Management	Deep Dive	Review	Learning Review	Deep Dive Performance Management mid point review

			Deep Dive				
	Focus/Priority	Curriculum	Data analysis Progress towards targets Writing	History	SEND	Meta-cognition	Maths Progress towards targets
AIO/Trust	**Activity**	Reviewing Data	Monitoring visit				
	Focus/Priority	Mobility	EYFS				

Impact Monitoring Schedule 2		**Seventh Month (March)**	**Eighth Month (April)**	**Ninth Month (May)**	**Tenth Month (June)**	**Eleventh Month (July)**	**Completion**
LGB	**Activity**	Full LGAB	Governor Visits	Governor Visits	Governor Visits	Full LGAB	
	Focus/Priority	AIP Review	PSHE / SMSC	Writing progress	Data	HofS Report	
Head	**Activity**	Planning review	Data Analysis Pupil Progress Meetings Deep Dive	Moderation Deep Dive	Monitoring Deep Dive	Pupil progress meeting Performance management final review (support staff)	
	Focus/Priority	Progression	Data PSHE	Maths Reading	Report Monitoring RE	Progress towards targets	
MLT	**Activity**	Evidence scrutiny	Moderation Deep Dive	Deep dive	Moderation Deep Dive	Gap Analysis	

	Focus/Priority	Writing	Writing PSHE	Reading	Maths RE	Maths and Reading assessments	
SLT	**Activity**	Curriculum review	Review Deep dive	Monitoring of SEN Deep dive	Pupil conferencing Deep Dive	Review Performance management final review (support staff)	
	Focus/Priority	Phonics	Interventions PSHE	SEND Reading	British Values RE	AIP Progress towards targets	
AIO/Trust	**Activity**				Moderation		
	Focus/Priority				Writing		