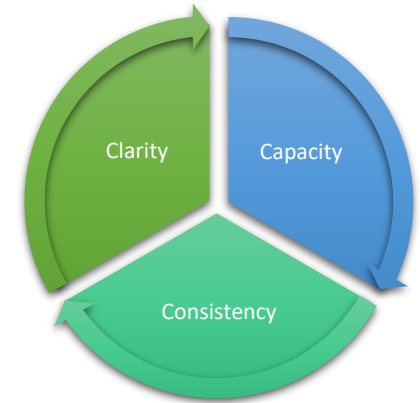




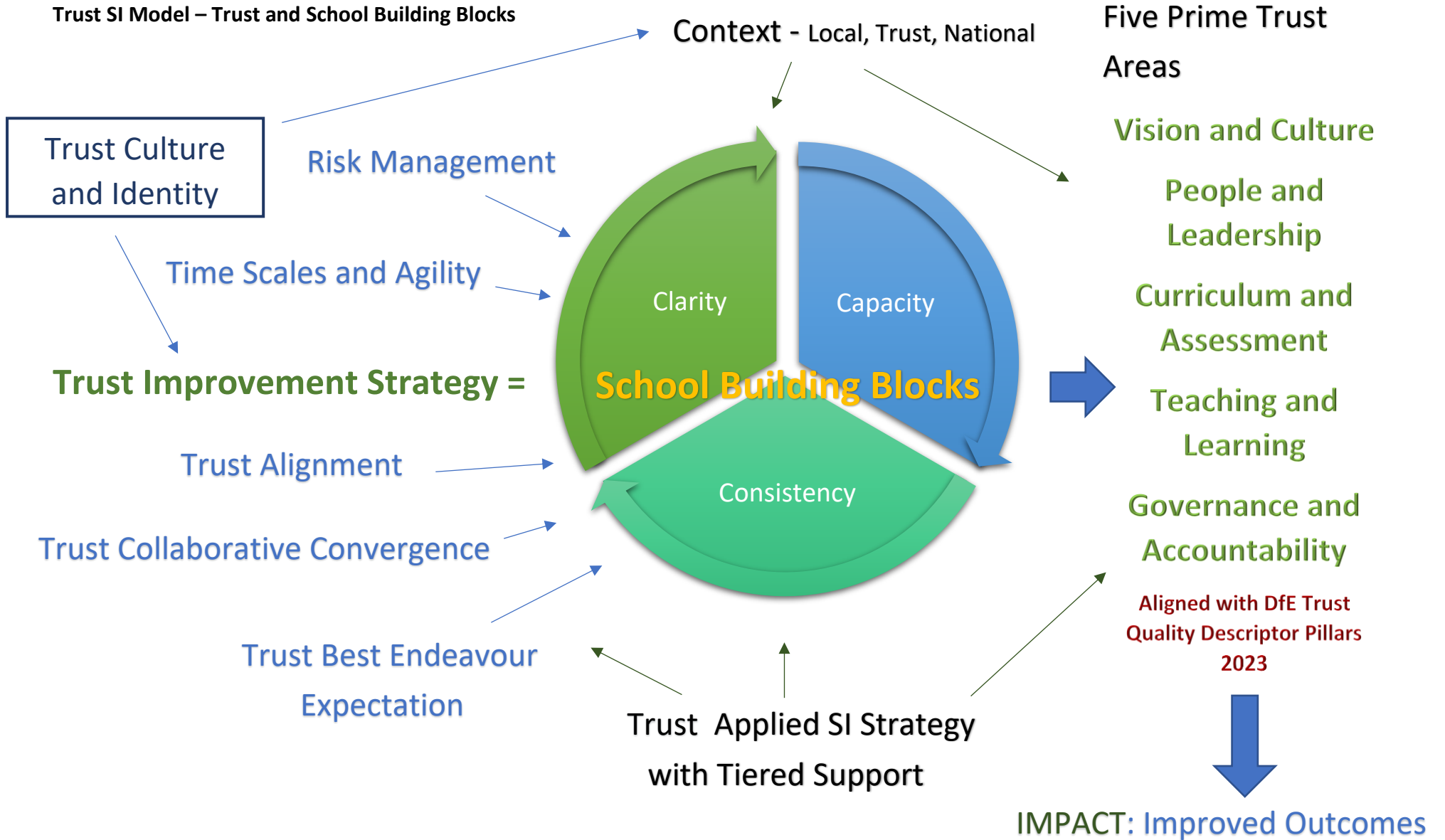
An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust **Academy Improvement Plan 24-25** (Sept 24 onwards)

School: Windmill Hill Academy	
Trust Version:	v7 Template
Statutory:	Yes
Advisory Committee:	LGB Learning, Staffing and Safeguarding Committee, Audit Committee
Linked Documents and Policies:	Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, National Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR Reports, Trust SI Strategy. DfE Trust Quality Descriptors 2023

Trust SI Model – Trust and School Building Blocks



Academy Improvement Plan 24-25 – Improving Outcomes for Children	
Trust Vision: <i>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”</i>	
School Vision: <i>Inspiring passionate, lifelong learners who strive to make a positive contribution to their community and the world around them.</i>	
Context – Key School Level Factors 24-25	
<ul style="list-style-type: none"> ▪ There are currently 161 pupils on roll with 55% being boys. ▪ 29% of pupils are pupil premium eligible and 16% have special educational needs. ▪ The Index of Multiple Deprivation (IMD) and address information from the 2021 DfE Spring School Census indicates the vast majority of pupils fall within most deprived 40% - 50% category (61%) and most deprived 30% - 40% category (33%). ▪ Pupils’ attainment on entry to the school is variable due to there being a number of feeder nursery settings. ▪ The percentage of pupils in the academy with ‘English as an additional Language (EAL)’ is 16% with 8 different nationalities. This creates a high level of mobility across some year groups. 	
Key School Staff and Roles: <ul style="list-style-type: none"> ▪ Jo Callow (JC): Executive Leader (Hub 4) ▪ Abby Bassett (AB): Headteacher ▪ Nicola Osborne (NO): KS2 Lead, English Lead and TIS School/Trust Lead ▪ Kathy Walsh (KW): SENDCo ▪ Sarah Jones (SJ): EYFS Trust Lead, Phonics Lead, VL Coach (and part of Thinking Matters Drive Team) ▪ Joshua Bullock (JB): Maths Lead and PE Lead ▪ Amy Sharpe (AS): Rights Respecting/PSHE Trust/School Lead ▪ Jasmin Edwards (JE): VL Coach (and part of Thinking Matters Drive Team) ▪ Carolyn Carter (CC): Sustainability Lead 	LGB Leadership: <ul style="list-style-type: none"> ▪ John Harris: Chair, SEND and Improvement and Well-being ▪ Nicky Gilbert: Pre-School. Early Years (including curriculum) and Whistleblowing ▪ Adam Matthews: Data and Information ▪ Andrea Richards: Safeguarding and PE ▪ Nichola Vidler: Curriculum and PPG ▪ Sarah Jones: Curriculum and Stakeholder
Context – Trust Level Action Plan Factors 24-25	
<i>*Church of England – Our Hopes for a Flourishing School System</i>	
Trust Culture and Identity	Trust Strategic Actions
Q1. Why do we exist? <ul style="list-style-type: none"> ▪ To ensure children within our local area have access to high-quality capabilities driven learning through positive lived experiences which champion their right to be treated with dignity and respect irrespective of background ▪ Provide an effective educational service which meets the needs of our local communities based on the An Daras way ▪ <i>‘Do justly, love mercy and walk humbly with your God’</i> (Micah 6. v8) 	1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity; <ul style="list-style-type: none"> ✓ Writing and maths outcomes at KS2 ✓ Capabilities through the curriculum ✓ 30/60/90 day plans to focus rapid improvement ✓ IT infrastructure and curriculum delivery resource plan 1B. Implement next phase of sustainability planning and net zero reductions in line with stated aims of the Trust Sustainability Charter; <ul style="list-style-type: none"> ✓ Sustainability Strategy with partners including Diocese ✓ Collaborative working with external specialists ✓ Premises and energy strategy

	<ul style="list-style-type: none"> ✓ Practical, deliverable sustainability best endeavours
<p>2. How do we behave?</p> <ul style="list-style-type: none"> ▪ Consider all within the An Daras family as having significance ▪ Work humbly to challenge ourselves to add value, wisdom and common sense. ▪ Improve the development and understanding of the ‘capabilities’ within us all. ▪ Deliver a ‘capabilities led’ model rather than a ‘deficiency led’ model 	<p>2A. Improve internal leadership capacity at all levels during this period of growth transition;</p> <ul style="list-style-type: none"> ✓ Trust leadership ✓ School Hub leadership ✓ Prioritised school leadership ✓ SI team leadership ✓ LGB leadership ✓ Trust subject leadership
<p>3. What do we do?</p> <ul style="list-style-type: none"> ▪ Create a family of schools which maximise holistic learning opportunities for all ▪ Value attainment/progress as essential to the ‘capabilities led’ model ▪ Dedicate ourselves to improving the potential capabilities of every member of An Daras ▪ Treat all with dignity and respect through fully valuing their significance ▪ Value personal wisdom/growth as an essential to the Trust dividend 	<p>3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3);</p> <ul style="list-style-type: none"> ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations ✓ Ensure inclusion strategies are impacting on pupil outcomes <p>3B. Further embed Trust wide collaborative CPD strategies to ensure conceptual alignment and curriculum delivery;</p> <ul style="list-style-type: none"> ✓ Thinking Matters – Original Trust schools ✓ Visible learning – New Trust schools ✓ Implement Global Majority Heritage good practice across the curriculum as part of equality and diversity
<p>4. How will we succeed?</p> <ul style="list-style-type: none"> ▪ By maintaining a holistic approach to an academically rigorous curriculum ▪ By ensuring clarity of purpose on delivery of the widest ‘capabilities led’ model possible ▪ Ensure ‘aligned autonomy’ is fully established and adding value to the trust dividend ▪ Encourage ‘collaborative convergence’ so all are empowered ▪ Build internal capacity by recognising that everyone has significance and talent which is nurtured through a positive well-being strategy 	<p>4A. Formulate and deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable;</p> <ul style="list-style-type: none"> ✓ Small School Strategy ✓ Falling Roles Strategy ✓ SEND Services and Leadership Strategy ✓ Leadership Strategy <p>4B. Secure more effective financial management practices and systems to maintain the Trust as a going concern;</p> <ul style="list-style-type: none"> ✓ Effective system redevelopment due to growth ✓ In year financial reporting ✓ Accurate forecasting ability – integrate IMP

<ul style="list-style-type: none"> ▪ Encourage schools to maintain a local focus which meets the needs of their communities ▪ Ensuring our children leave curious, empathetic, capable, have common sense and are ready to be good citizens of the world. 	<ul style="list-style-type: none"> ✓ Sustainability Strategy
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Priority 1: Learning Standards (DfE Trust Quality Descriptor: Pillar 1- High Quality/Inclusive Education)

1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity;

- ✓ Writing and maths outcomes at KS2
- ✓ Capabilities through the curriculum
- ✓ 30/60/90 day plans to focus rapid improvement
- ✓ IT infrastructure and curriculum delivery resource plan

Explain Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
<p>1A: Improve the quality of education in Maths to improve Key Stage Two outcomes.</p>	<ul style="list-style-type: none"> ▪ Improve outcomes at Key Stage 2 in Maths – increased from July 24 KS2 data (this includes Y4 MTC). ▪ Ensure consistent high quality Maths teaching in KS2. ▪ School Maths Lead and Trust SI staff to provide targeted SI support in Maths. 	<ul style="list-style-type: none"> ▪ Headteacher (AB) and KS2 Lead (NO) to lead termly Pupil progress meetings (cover to release teachers) £450. Quality assured by SI team. ▪ Interventions with a particular focus on Maths in Year 6 (AB/JB). £1500 ▪ Maths Subject Leader (JB) to ensure resources from Maths Hub, alongside guidance from trust Maths lead, is shared and implemented. ▪ Maths Subject Leader (JB) to implement and monitor the impact of the new multiplication planning. ▪ Release for Maths Subject Leader (JB) to undertake termly monitoring, alongside Trust SI team, and moderation. £600 ▪ Maths Subject Leader (JB) to attend/lead CPD as part of Maths Hub role. Costs covered by the Hub. ▪ Staff CPD in relation to Maths (JB) and follow up support is well directed to maximise impact on classroom practice. ▪ Use of formative and summative assessment (e.g. GAPS analysis) for teachers to understand 	<ul style="list-style-type: none"> ▪ Improved outcomes at Key Stage 2 Maths - No. at ARE+: in line or better than National Average. ▪ Improved outcomes in Year 4 Multiplication Tables Check: in line or better than National Average. ▪ Improved outcomes for No. achieving GDS: in line or better than National Average. ▪ School and SI Team monitoring evidences Maths teaching of high quality and improving over time.

		<p>what is hindering achievement and act accordingly to address this. Maths Subject Lead (JB) to monitor and HT and KS2 Lead to quality assurance (AB and NO).</p> <p>Delivery Cost: £2550</p>	
Explaining Context	<p>Achieving Clarity - defining priority and time frame</p> <p>Achieving Consistency - actions delivering consistency</p>	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
<p>1B: Improve the quality of education in Writing to improve Key Stage outcomes.</p>	<ul style="list-style-type: none"> ▪ Improve outcomes at Key Stage One and Two in Writing – increased from July 24 data. ▪ Ensure consistent high quality English (writing) teaching throughout the school. ▪ School English Lead and Trust SI staff to provide targeted SI support in Writing. ▪ Ensure quality texts link to the needs of cohorts and the culture of the school. 	<ul style="list-style-type: none"> ▪ Headteacher (AB) and KS2 Lead (NO) to lead termly Pupil progress meetings (cover to release teachers) £450. Quality assured by SI team. ▪ Interventions with a particular focus on Writing in Year 6 (AB/NO). £1500 ▪ English Subject Leader (NO) to ensure resources, alongside guidance from trust English lead/SI Team, are shared and implemented. ▪ English Subject Leader (NO) to monitor the impact of writing planning from the Literacy Tree and Handwriting planning from Letter Join. ▪ Release for English Subject Leader (NO) to undertake termly monitoring, alongside Trust SI team, and moderation. £1200 ▪ English Subject Leader (NO) to attend CPD as part of role in relation to school’s priorities. £300 ▪ Staff CPD in relation to English (NO) and follow up support is well directed to maximise impact on classroom practice. ▪ Access to high quality Literacy Tree texts to support the teaching of writing using the Trust loaning system (no cost) and as part of Library Service allocation. £3000 ▪ Access to Little Wandle to support the teaching of Spelling in Key Stage One and Spelling Shed in Key Stage Two. £1200 	<ul style="list-style-type: none"> ▪ Improved outcomes at end of Key Stages in Writing (including GaPS) - No. at ARE+: in line or better than National Average. ▪ Improved outcomes for No. achieving GDS: in line or better than National Average. ▪ School and SI Team monitoring evidences Writing teaching of high quality and improving over time.

		<ul style="list-style-type: none"> Access to Letter Join to support the teaching of handwriting. £300 Use of formative and summative assessment (e.g. GAPs analysis) for teachers to understand what is hindering achievement and act accordingly to address this. English Subject Lead (NO) to monitor and HT and KS2 Lead to quality assurance (AB and NO). <p>Delivery Cost: £7950</p>	
Explaining Context	<p>Achieving Clarity - defining priority and time frame</p> <p>Achieving Consistency - actions delivering consistency</p>	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
<p>1C: Improve the quality of education in core subjects to improve outcomes for disadvantaged pupils.</p>	<ul style="list-style-type: none"> Improve Key Stage outcomes for disadvantaged pupils in English and Maths – increased from July 24 data. Ensure consistent high quality English and Maths teaching throughout the school with adaptive teaching where required for disadvantaged and SEND pupils. Utilise a broad array of external evidence to inform decision making when supporting disadvantaged pupils. Strategies to improve outcomes of pupils, particularly disadvantaged pupils, are aligned with other school improvement plans (e.g. PPG) and existing practices. All teachers responsible for pupils in vulnerable groups. They will be supported through regular CPD for all staff by focusing on continuing to develop quality first teaching for all pupils. Develop staff understanding of key tools / approaches to secure effective support at the earliest opportunity including the use of visuals within the classroom. 	<ul style="list-style-type: none"> SENCo (KW) to attend termly Pupil progress meetings. Quality assured by SI team. Interventions with a particular focus on disadvantaged pupils in the core subjects in Year 6 (AB/No/JB). £ included above Release for Maths Subject Leader (JB) and English Subject Leader (NO) to undertake termly monitoring, alongside Trust SI team and SENCO (KW), and moderation, with a particular focus on disadvantaged pupils. £ included above Staff CPD in relation to English (NO) and Maths (JB) and follow up support is well directed to maximise impact on classroom practice in relation to disadvantaged pupils and SEND. This includes termly external training by SEN Services. Attendance of SENCo at Schools Together meetings (KW). Use of formative and summative assessment (e.g. GAPs analysis) for teachers to understand what is hindering achievement and act accordingly to address this. English (NO) and Maths (JB) Subject Leads to monitor and HT and KS2 Lead to quality assurance (NO/AB). 	<ul style="list-style-type: none"> Improved outcomes at end of Key Stages for disadvantaged pupils in core subjects - No. at ARE+: in line or better than National Average. School and SI Team monitoring evidences teaching of high quality and improving over time.

		<ul style="list-style-type: none"> Quality assurance of adaptive teaching by Subject Leads (NO/JB) and SENCo (KW) with a particular focus on visuals. Termly quality assurance of provision maps for SEND pupils by SENCo (KW). Access to B Squared, Boxall Profile and Widget to support this. £1000 PPG funding to support pupils (AB) £65,120 in total for 2024/25. <p>Delivery Cost £66120</p>	
LGB Impact Monitoring Priority 1 (quality check/key questions)	<p>LGB – HT to feedback on progress in core subjects in terms of monitoring and data at each LGB meeting. Complete monitoring visits in relation to Governor roles.</p> <p>HT: data analysis, pupil progress meetings, monitoring.</p> <p>Subject Leader: Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors.</p> <p>SENCO: Monitoring, quality assurance and data analysis in relation to SEND pupils.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What are the barriers to learning / progress in maths/writing? What have you put in place to overcome these barriers? What teaching strategies make the biggest impact on pupil engagement? How do you ensure disadvantaged pupils and SEND pupils are being prioritised? How are support staff deployed in your classroom/subject? What has been the impact of...? What impact is CPD having on teaching and learning? 		
<p>Priority 2: Curriculum (DfE TQD: Pillar 1- High Quality/Inclusive Education)</p> <p>3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3);</p> <ul style="list-style-type: none"> ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations <p>3B. Further embed Trust wide collaborative CPD strategies to ensure conceptual alignment and curriculum delivery;</p> <ul style="list-style-type: none"> ✓ Thinking Matters – Original Trust schools ✓ Visible learning – New Trust schools ✓ Implement Global Majority Heritage good practice across the curriculum as part of equality and diversity 			
Explaining Context	<p>Achieving Clarity - defining priority and time frame</p> <p>Achieving Consistency - actions delivering consistency</p>	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
2A: Further embed children’s knowledge and understanding of the curriculum through	<ul style="list-style-type: none"> Metacognition has been a Trust focus drawing upon the VL approach introduced at WHA in 2015/2016. Implementation of Thinking Matters Approach (Second year of 2-year programme) 	<ul style="list-style-type: none"> Release time for Drive Team to attend training (SJ/JE) £600 	<ul style="list-style-type: none"> Monitoring demonstrates that pupils are developing their independence skills

<p>metacognition using Visible Learning strategies and the Thinking Matters approach.</p>	<ul style="list-style-type: none"> ▪ Impact Coaches established at WHA for VL and TM combined to have the greatest impact. ▪ Established programme of training through INSET training/Impact Coach training days and working party to support embedding metacognition strategies across the curriculum with a focus on 'Thinking Frames' and 'Thinking Moves'. ▪ Staff Meetings/ Scoping Reviews to support implementation. ▪ Further enhance use of Walkthru materials as professional development materials. ▪ Schools Leaders to continue to use John Hattie's 'mindframes' to evaluate practice within appraisals and monitoring. 	<ul style="list-style-type: none"> ▪ Release time for Drive Team for auditing, monitoring and implementation of Thinking Matters (SJ/JE) £600 ▪ CPD for all staff through INSET days and staff meeting. <p>Delivery Cost £1200</p>	<p>through deployment of metacognition strategies and can articulate this.</p> <ul style="list-style-type: none"> ▪ Monitoring demonstrates that staff are effectively using a range of appropriate metacognition strategies across the curriculum. ▪ Staff feedback/ survey demonstrates the impact of TM training on staff expertise, confidence and delivery in school. ▪ Staff feedback/ survey shows positive impact of coaching as a professional development tool.
<p>Explaining Context</p>	<p>Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency</p>	<p>Achieving Capacity - tasks/costs/resources/training</p>	<p>Expected Impact - KPI</p>
<p>C1: Continue to develop an effective sustainability strategy led by the school's sustainability Lead and supported by the Trust's sustainability working group.</p>	<ul style="list-style-type: none"> ▪ Statutory requirement to have Climate Change embedded in the Primary Curriculum. ▪ Pupils to understand the key scientific concepts underpinning climate change. ▪ Increased understanding of climate change from pupils to support carbon reduction throughout the school. ▪ Preparing pupils for the future in terms of contributing to sustainability and carbon reduction. ▪ Continued participation in the Trust's Climate Education and Sustainability Event. ▪ Ensure climate change is embedded through other curriculum subjects and in collective worship. ▪ Further enhance the climate change and sustainability action and plan and action priorities. 	<ul style="list-style-type: none"> ▪ Sustainability Lead to attend Planet and People meetings (CC). ▪ Continue to further 'Green' the curriculum (CC/JE) ▪ Continue to access DFE free access to high quality curriculum resources through the National Education Nature Park online hub. (CC) ▪ Support pupil's understanding of the natural world by increasing biodiversity in the school grounds. Schools to use virtual Education Nature Park to review data (AB/CC) ▪ Further development of the school garden. (AB). Applied for grant and will continue to seek others if unsuccessful. 	<ul style="list-style-type: none"> ▪ Increased opportunities for all pupils to learn about nature and become actively involved in the improvement of their local environment. ▪ Pupils leading on positive climate habits e.g. energy/ water use. ▪ School environment/ building will demonstrate physical improvements in reducing waste/ energy

	<ul style="list-style-type: none"> ▪ CPD for staff. ▪ Continue with regular Pupil Parliament Sustainability and Climate change meetings and ensure actions are linked to action plan. ▪ All other Pupil Parliament groups to have one at least one priority linked to sustainability and climate change on their action plans. ▪ Continue to attend Planet and People meetings and plan additional workshops in school. ▪ Whole school enrichment/opportunities to raise the profile of sustainability, e.g. Walk to school week, No electricity Day. ▪ Give pupils responsibilities in class and across the school, such as energy monitors. ▪ Continue to develop garden and outdoor areas to support with outdoor learning and to support the teaching of climate change and being sustainable. ▪ Link learning to termly visits to the Trust’s Education for Sustainability Centre (ESC). ▪ Sustainability to continue to be a regular agenda item for LGB meetings. ▪ Engage with DFE carbon literacy training for all sustainability leads by 2025. 	<ul style="list-style-type: none"> ▪ Pupils actively demonstrating positive climate habits e.g. recycling, saving energy, growing plants and food. Pupils achieving Climate Leaders Award. (CC/AB) ▪ Further develop high quality outdoor education e.g. Wild Tribe/ Trust Sustainability Centre (JB/CC/AB) ▪ Continue to delivering initiatives to increase active and safe travel to school to improve wellbeing, reduce carbon emissions and improve air quality. (AB/CC) ▪ Gardening Club (with a focus on sustainability) with each year group across the whole year (AB). No cost as AB leads the club. ▪ CPD for staff (CC). Part of staff meeting time. ▪ Sustainability Governor monitoring of progress towards KPIs. (LGB - AM) <p>Delivery Cost £11500 (seeking grants to fund projects)</p>	<p>and improving biodiversity.</p>
<p>LGB Impact Monitoring Priority 2 (quality check/key questions)</p>	<p>LGB – HT to feedback on progress in terms of monitoring and data at each LGB meeting. Complete monitoring visits in relation to Governor roles. HT: data analysis, pupil progress meetings, monitoring. Subject Leader: Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. Visible Learning Coaches (and Drive Team): Monitoring of impact cycles, Pupil Voice, auditing. Sustainability Lead: Monitoring, Pupil Voice, meeting with Governors.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ▪ Which metacognition strategies have you implemented in your classroom/subject? ▪ What does metacognition look like in your year group/subject/across the school? ▪ What impact is CPD having on teaching and learning? ▪ What has been the impact of...? ▪ Is climate change embedded throughout the curriculum? And, where will I see examples of this? ▪ Does pupil voice evidence show an increased understanding of climate change and an understanding of how children can contribute to sustainability? ▪ How has the sustainability and climate change action plan impacted on energy use? ▪ What practical changes have you made in school to be more sustainable? 		

	<ul style="list-style-type: none"> What are the key priorities from the climate change and sustainability plan, as well as other types of monitoring? 		
<p>Priority 3: Vision and Culture (DfE TQD: Pillars 3 and 4 – Workforce, Finance and Operations)</p> <p>2A. Improve internal leadership capacity at all levels during this period of growth transition;</p> <ul style="list-style-type: none"> ✓ Trust leadership ✓ School Hub leadership ✓ Prioritised school leadership ✓ SI team leadership ✓ LGB leadership ✓ Trust subject leadership 			
Explaining Context	<p>Achieving Clarity - defining priority and time frame</p> <p>Achieving Consistency - actions delivering consistency</p>	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
<p>3A: Improve internal leadership capacity at all levels during this period of growth:</p> <ul style="list-style-type: none"> ✓ School Hub Leadership ✓ Prioritised school leadership ✓ LGB leadership (see priority 5A). 	<ul style="list-style-type: none"> School hub leadership – increasing effectiveness of school hubs by re-organisation of school hub groups (Hub group 4) and widening training opportunities for leaders from Sept 24 onwards. Develop School subject leads in terms of leadership and how to bring about school improvement at scale. Develop Trust subject leads in terms of leadership and how to bring about school improvement at scale. Introduction of StepLab Instructional Coaching Programme trailed with quality coaching programme implemented with Trust Subject Leaders 24-25. 	<ul style="list-style-type: none"> Head of School is now Headteacher at Windmill Hill Academy (AB). Two members of staff attend and complete NPQ programmes (completion in Autumn 2025). (AB/JE) One member of staff is a lead role for the Maths Hub. Funded by the Maths Hub. Trust subject leadership programme extended to provide additional 9 days training for 6 key subject areas to support improvement in curriculum provision. (JB/JE) Funded by TCAF. <p>Delivery Cost £0</p>	<ul style="list-style-type: none"> Leaders to have a range of strategies and a secure understanding of how to lead school improvement at scale. Staff feedback/ survey shows positive impact of CPD including coaching as a professional development tool.
<p>LGB Impact Monitoring Priority 3 (quality check/key questions)</p>	<p>LGB – HT to feedback on progress in terms of monitoring and data at each LGB meeting. Governors to be aware of and challenge key information/documents. Complete monitoring visits in relation to Governor roles.</p> <p>HT: data analysis, pupil progress meetings, monitoring.</p> <p>Subject Leader: Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors.</p> <p>SENCO: Monitoring, quality assurance and data analysis in relation to SEND pupils.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What are the school’s strengths and weaknesses? What are the current priorities that the school is working on? Are Governors able to support the Leadership team effectively? Do Leaders have the knowledge and expertise to make valuable contributions to the SEF and the AIP? What has been the impact of CPD? 		

Priority 4: Safeguarding – Behaviour, Attendance and Personal Development (DfE TQD: Pillar 1- High Quality/Inclusive Education) 3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3);			
<ul style="list-style-type: none"> ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations ✓ Ensure inclusion strategies are impacting on pupil outcomes 			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
4A: Further extend Rights Respecting School Strategy aligned with the key expectation of enhancing learning behaviour strategies.	<ul style="list-style-type: none"> ▪ <i>‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally. Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time’</i> DfE. ▪ WHA’s vision and values updated in Summer 2023 with stakeholder input (pupils, parents, staff and Governors). <i>To be reviewed in Summer 2025.</i> ▪ WHA is already part of the RRSA programme. Achieved the Silver Award in Summer 2023. Evidencing the school’s RRSA against the gold criteria with the view to be awarded the gold award (within 18 months – recommended time frame). ▪ Behaviour policy (Positive Relationships and Behaviour Policy) was reviewed in the Autumn term 2023 and implemented in Spring 2024. The policy adheres to the DfE guidance is underpinned with the UNICEF ‘Rights of a Child’ and TIS (Trauma Informed School) approach. 	<ul style="list-style-type: none"> ▪ The impact of the school’s work on improving pupils’ behaviour is discussed and reviewed on a regular basis as part of the school’s monitoring processes. (NO/AB/KW) ▪ Staff have access to training to support their understanding and implementation of effective behaviour management strategies and techniques e.g. Teaching Walkthrus focusing on behaviour management. ▪ Key actions to deliver consistency will be ongoing and should include the following: <ul style="list-style-type: none"> - Well informed measures and approaches to support both general and targeted interventions to improve pupils’ behaviour, particularly for those with the most complex needs. (AB/NO/KW) - Analysis of school behaviour and bullying logs to identify trends and patterns in behaviour over time for classes, pupils in significant groups and individuals. (AB and NO) ▪ RRSA membership and RR Lead (AS) to attend CPD. Free due to being part of the Cornwall Hub. ▪ RR Lead (AS) to lead the steering group and promote with the local community. ▪ Release time for RR Lead (AS) and Trust Lead to support other schools within the Trust in gaining 	<ul style="list-style-type: none"> ▪ Internal and external monitoring shows that pupils’ attitudes to their education are positive. ▪ Evidence of low-level disruption is rare. When it does occur, it is dealt with swiftly and effectively. ▪ RR practice is firmly embedded and visible, with pupils able to articulate key RR entitlements. ▪ Clear evidence against the RRSA Gold award (with the view to achieved in 18 months).

	<ul style="list-style-type: none"> Leaders ensuring that high expectations of pupils' conduct and behaviour are applied consistently and fairly to help create a calm and safe environment. The school's approaches to behaviour must consider the needs of pupils with SEND (e.g. adjustments could be made to routines where appropriate and reasonable and clearly stated within individualised plans). Use information from external behaviour management audit (Autumn 24) to structure further improvement work. To continue to raise the profile of the RRSA programme amongst pupils, parents, staff and local community through displays, Rights Respecting Steering group and Pupil Parliament, website, social media, ClassDojo, newspaper, community events. RR Lead and Trust Lead (AS) to support other schools in achieving the bronze/silver RRSA and seek support from schools who have already achieved the gold award. 	<p>bronze/silver accreditation and be supported by schools who have achieved the gold award. This will also evidence our gold award accreditation. £100 and the rest is to be paid for by the Trust/other schools as Trust Lead.</p> <p>Delivery cost: £100</p>	
Explaining Context	<p>Achieving Clarity - defining priority and time frame</p> <p>Achieving Consistency - actions delivering consistency</p>	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
<p>4B: Further extend Rights Respecting School Strategy aligned with the key expectations of maintaining or improving attendance expectations.</p>	<ul style="list-style-type: none"> <i>Since the pandemic, securing pupils' good attendance has been an increasing challenge for schools. Poor attendance impacts on pupil outcomes. It is therefore essential that schools are doing all that they reasonably can to tackle this. Schools need to be persistent and responsive. KCSiE notes that: 'Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation.'</i> Ensure effective working practices, including support from the Trust and Education Welfare Officer, are developed to secure good attendance from all pupils. 	<ul style="list-style-type: none"> Impact of the school's work on improving attendance is discussed and reviewed on a regular basis as part of the school and trust's monitoring and evaluation processes. (AB). Trust agreed proformas, such as first absence letters, are used with consistency. (AB) Use data analysis to inform timely and robust strategies that tackle poor attendance quickly. (AB) Approaches should be adapted accordingly to meet individual need and effective in improving attendance for pupils who fall into the categories of persistent (less than 90%) and severe absence (less than 50%). (AB) 	<ul style="list-style-type: none"> Attendance of all pupils, including those in significant groups (e.g. pupils with SEND and those who are eligible for free school meals) shows continued improvement over time and are in line or better than national averages. Proportion of pupils who currently fall into the categories of persistently

		<ul style="list-style-type: none"> Termly meeting and ongoing support from Education Welfare Service/Officer. <p>Delivery cost: £0</p>	absent (less than 90% attendance) and severe absence (less than 50%) are diminishing.
<p>LGB Impact Monitoring Priority 4 (quality check/key questions)</p>	<p>LGB – HT to feedback on behaviour and attendance at each LGAB meeting. Complete monitoring visits in relation to Governor roles. HT - Pupil progress meetings, monitoring, attendance to RRSA steering group meetings, stakeholder voice, data analysis of behaviour and attendance. TIS Lead: Feedback from CPD, monitoring, Pupil Voice, meeting with Governors. RR Lead: Leading steering group meetings, driving the action plan to achieve RRSA Gold award, supporting other schools to achieve RRSA. SENCO: Monitoring, CPD and Quality assurance.</p> <p>Key questions:</p> <ul style="list-style-type: none"> What are our values and values and how is this embedded through the pupils' lived experiences at WHA? How has the convention on the rights of the child impacted on policies and procedures within the school? What are your key priorities in achieving the RRSA Gold award and how are you progressing towards this status? Do stakeholder surveys (pupils, parent and staff) demonstrate that behaviour is good and pupils feel safe in school? What support have you put in place for pupils who have difficulty managing their behaviour? Does MyConcern show a decrease in the number of behaviour incidents over time? What is the attendance of all pupils, including those in significant groups (e.g. pupils with SEND and those who are eligible for free school meals)? Does it show improvement and in line or better than national averages? Are the proportion of pupils who currently fall into the categories of persistently absent (less than 90% attendance) and severe absence (less than 50%) diminishing? 		
<p>Priority 5: School Governance, Leadership and Business (DfE TQD: Pillars 4 and 5 – Finance and Operations, Governance and Leadership)</p> <p>2A. Improve internal leadership capacity at all levels during this period of growth transition;</p> <ul style="list-style-type: none"> ✓ Trust leadership ✓ School Hub leadership ✓ Prioritised school leadership ✓ SI team leadership ✓ LGB leadership ✓ Trust subject leaders <p>4A. Formulate and deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable;</p> <ul style="list-style-type: none"> ✓ Small School Strategy ✓ Falling Roles Strategy ✓ SEND Services and Leadership Strategy ✓ Leadership Strategy <p>4B. Secure more effective financial management practices and systems to maintain the Trust as a going concern;</p> <ul style="list-style-type: none"> ✓ Effective system redevelopment due to growth ✓ In year financial reporting 			

<ul style="list-style-type: none"> ✓ Accurate forecasting ability – integrate IMP ✓ Sustainability Strategy 			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
<p>3A: Improve internal leadership capacity at all levels during this period of growth:</p> <ul style="list-style-type: none"> ✓ School Hub Leadership (see priority 3A). ✓ Prioritised school leadership (see priority 3A). ✓ LGB leadership 	<ul style="list-style-type: none"> ▪ Use a skills audit to inform training requirements for LGB members. ▪ Governors to continue to develop their expertise to challenge and hold school leaders to account as part of school improvement with a strategic view of the school. ▪ Continue to develop confidence in explaining impact, e.g. <i>By challenging, it has had a positive impact on</i> ▪ LGB to regularly monitor priorities on the AIP and report back to board. ▪ LGB to complete school risk register and ensure mitigations are in place. 	<ul style="list-style-type: none"> ▪ Governor Training (LGB) £200 ▪ Termly meetings between CEO and Chair of LGB (JH) ▪ Chair to attend HT performance appraisal. ▪ (JH) ▪ Trust Governor networking meetings (LGB) £200 ▪ LGB leaders to take part in further CPD (LGB) ▪ Peer support for LGB chairs (JH) ▪ Conduct a skills audit of LGBs to identify gaps in knowledge and expertise. (AC) ▪ Termly LGB monitoring linked to schedule and roles. <p>Delivery Cost £400</p>	<ul style="list-style-type: none"> ▪ LGBs to be trained effectively to work with Head Teachers to lead the hubs effectively and improve outcomes for pupils. ▪ LGB have a clear knowledge and understanding of the school's strengths and areas for development. ▪ LGB are trained effectively to enable them to hold leaders to account with a strategic view of the school. ▪ LGB can confidently articulate impact of monitoring and challenge.
<p>LGB Impact Monitoring Priority 5 (quality check/key questions)</p>	<p>LGB:</p> <ul style="list-style-type: none"> ▪ Meet with subject leaders to discuss progress and attainment. ▪ Meet with subject leaders to discuss findings from monitoring. ▪ Meet with school leaders to develop a key understanding of the focus of school improvement, to challenge school leaders and to triangulate evidence (via effective LGB monitoring) to provide a clear evaluation of the school's impact on pupil achievement, SEND effectiveness and the qualities of the school curriculum. ▪ Meet with SENDCO to discuss progress and attainment of pupils with SEN across the school. <p>Key Questions:</p> <ul style="list-style-type: none"> ▪ Are Governors confident in discussing the school's strengths and weaknesses? ▪ Are Governors able to support the Leadership team effectively? 		

	<ul style="list-style-type: none"> ▪ Do Governors have the knowledge and expertise to make valuable contributions to the SEF and the AIP? ▪ Do minutes from LGAB meeting evidence that Governors are able to challenge and hold school leadership to account with strategic view of the school? ▪ What are the current priorities that the school is working on? ▪ What has been the impact of CPD?
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AIP Progress Review Summary – Key Performance Indicator Summary Updated Termly	
<i>(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)</i>	
Priority	Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary
A. Learning Standards	Improved outcomes at Key Stage 2 Maths - No. at ARE+: in line or better than National Average.
	Improved outcomes in Year 4 Multiplication Tables Check: in line or better than National Average.
	Improved outcomes for No. achieving GDS for Maths: in line or better than National Average.
	School and SI Team monitoring evidences Maths teaching of high quality and improving over time.
	Improved outcomes at end of Key Stages in Writing (including GaPS) - No. at ARE+: in line or better than National Average.
	Improved outcomes for No. achieving GDS for writing: in line or better than National Average.
	School and SI Team monitoring evidences Writing teaching of high quality and improving over time.
B. Curriculum	Improved outcomes at end of Key Stages for disadvantaged pupils in core subjects - No. at ARE+: in line or better than National Average.
	Monitoring demonstrates that pupils are developing their independence skills through deployment of metacognition strategies and can articulate this.
	Monitoring demonstrates that staff are effectively using a range of appropriate metacognition strategies across the curriculum.
	Staff feedback/ survey demonstrates the impact of TM training on staff expertise, confidence and delivery in school.
	Increased opportunities for all pupils to learn about nature and become actively involved in the improvement of their local environment.
	Pupils leading on positive climate habits e.g. energy/ water use.
C. Vision and Culture	School environment/ building will demonstrate physical improvements in reducing waste/ energy and improving biodiversity.
	Leaders to have a range of strategies and a secure understanding of how to lead school improvement at scale.
D. Safeguarding - behaviour and attendance	Staff feedback/ survey shows positive impact of CPD including coaching as a professional development tool.
	Internal and external monitoring shows that pupils' attitudes to their education are positive.
	Evidence of low-level disruption is rare. When it does occur, it is dealt with swiftly and effectively.
	RR practice is firmly embedded and visible, with pupils able to articulate key RR entitlements.
	Clear evidence against the RRSA Gold award (with the view to achieved in 18 months).
	Attendance of all pupils, including those in significant groups (e.g. pupils with SEND and those who are eligible for free school meals) shows continued improvement over time and are in line or better than national averages.

	Proportion of pupils who currently fall into the categories of persistently absent (less than 90% attendance) and severe absence (less than 50%) are diminishing.
<i>E. People and Leadership</i>	LGBs to be trained effectively to work with Head Teachers to lead the hubs effectively and improve outcomes for pupils.
	LGB have a clear knowledge and understanding of the school's strengths and areas for development.
	LGB are trained effectively to enable them to hold leaders to account with a strategic view of the school.
	LGB can confidently articulate impact of monitoring and challenge.