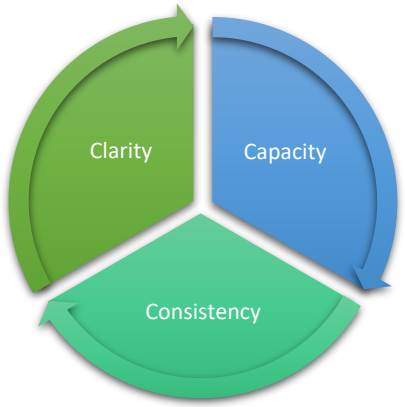
An Daras Trust
Igniting Curiosity Growing Capabilities

Visible Learning plus Partner School



An Daras Multi-Academy Trust

Academy Improvement Plan 22-23 (Sept 22 – Sept 23)

School: Windmill Hill Academy	
Trust Version:	V5 Template
Statutory:	Yes
Approved by LGB:	Autumn 2022
Final Review by LGB:	Autumn 2023
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.

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.*

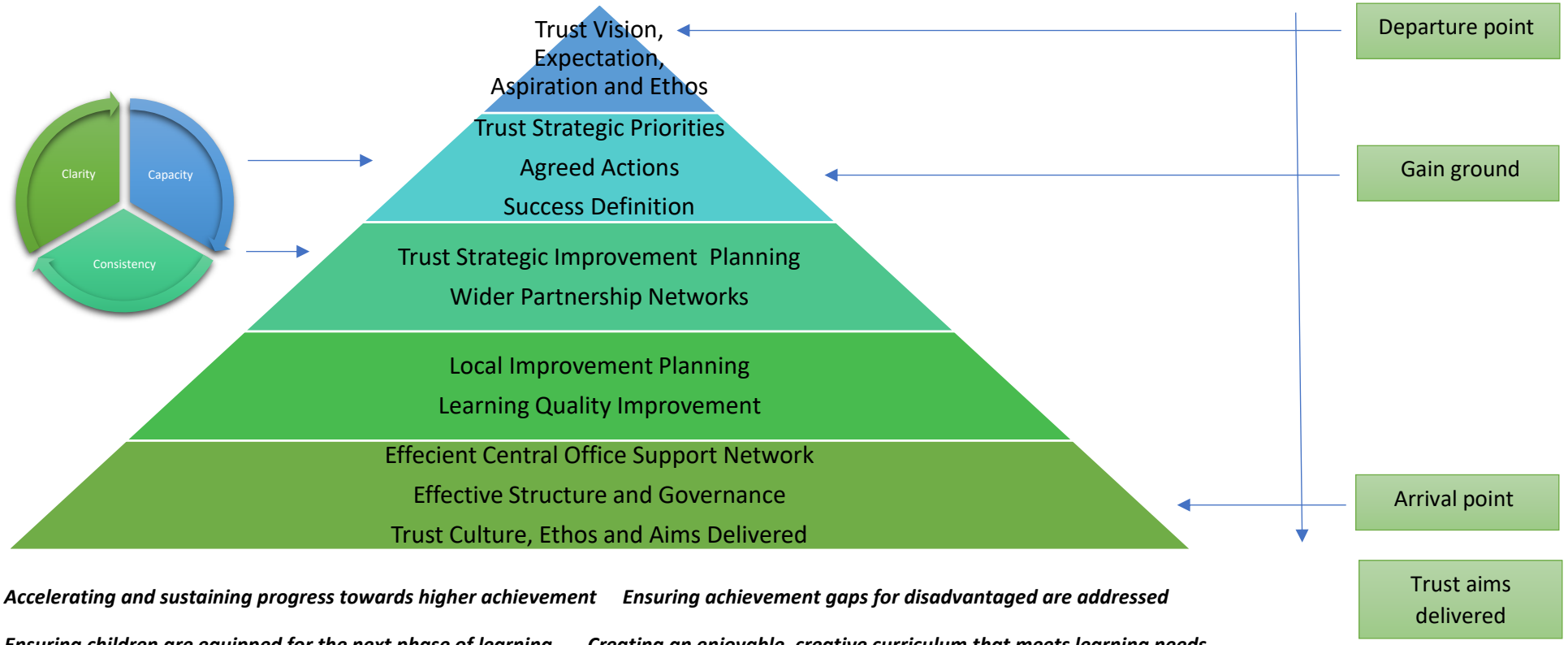
- **Trust self-assessment system** (see Trust Risk Register/Capacity framework Tool) used to risk manage the latest achievement/context of a Trust on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust Board. Schools will continue to be reviewed against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

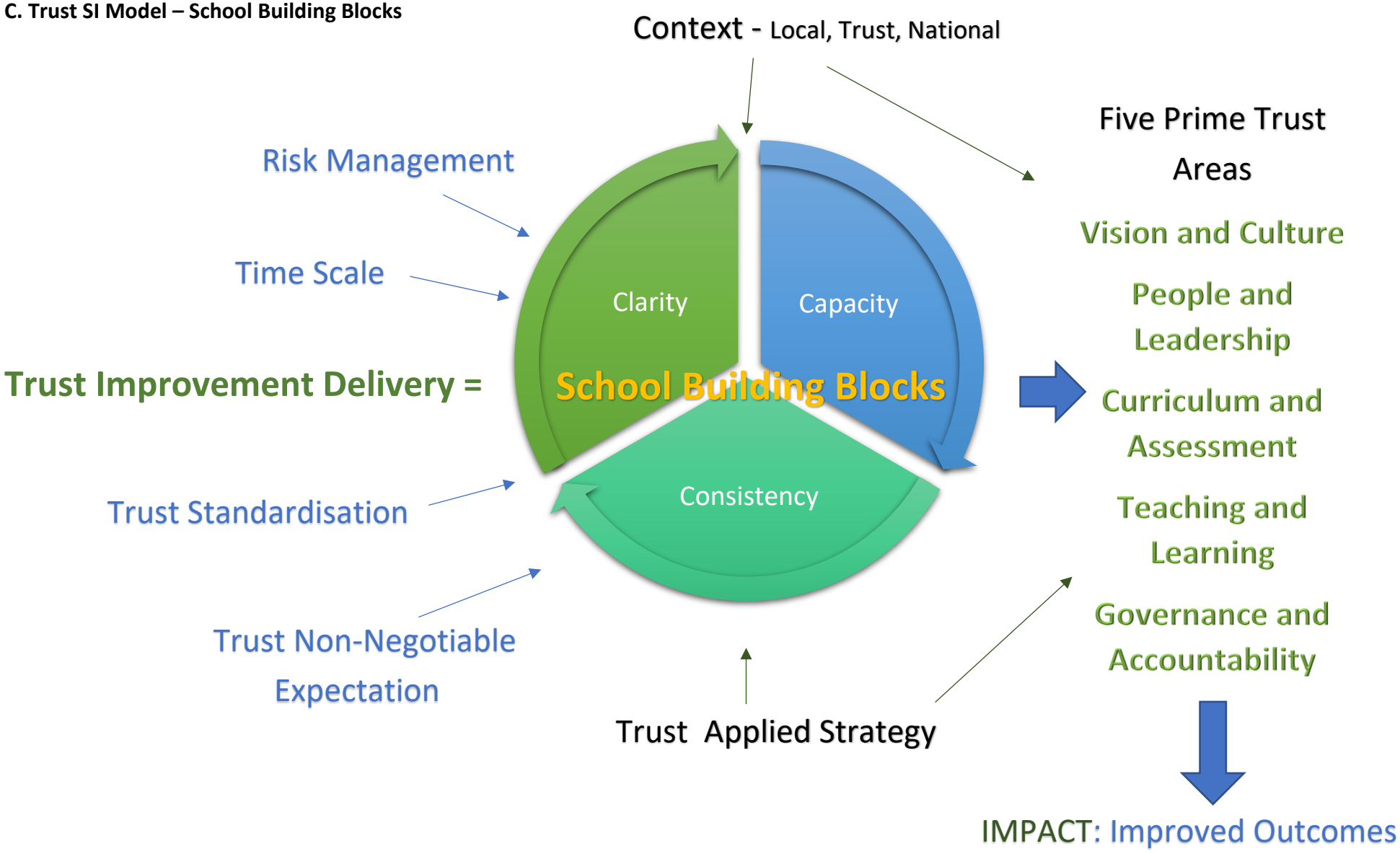
- Trust schools will focus on delivering school improvement programmes closely linked to their local need and the Trust priorities – providing a "departure" point and "arrival" point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. 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 22-23 – Improving Outcomes for Children

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"*

School Vision and Ethos Statement: 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.

Context – Key School Factors 22-23 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

(2022)

- Reading Progress mark: 3.79 (90% made expected or better progress)
- Writing Progress mark: 0.76 (80% made expected or better progress)
- Mathematics Progress mark: -0.77 (66% made expected or better progress)

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

(2022)

- Reading 87% made expected or better progress
- Writing 70% made expected or better progress
- Mathematics 87% 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%)

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%)

▪ Combined: 43% Expected (NA: 65%) 0% GDS (NA: 11%) ▪ Science: 82% (NA: 83%) (2022) ▪ Reading: 77% Expected (NA: 74%) 40% GDS (NA: 28%) ▪ Writing: 67% (NA: 69%) Expected 17% GDS (NA: 13%) ▪ EGPS: 77% Expected (NA: 72%) 33% GDS (NA: 28%) ▪ Mathematics: 60% Expected (NA: 71%) 7% GDS (NA: 22%) ▪ Combined: 43% Expected (NA: 59%) 3% GDS (NA: 7%) ▪ Science: 73% (NA: 79%)	▪ Year 1 Phonics Screening Check: 79% (NA: 82%) (2021) ▪ Year 2 Phonics Screening Check (Aut 20): 83.3% (NA 78.2%) (2022) ▪ Reading: 60% Expected (LA: 65%, NA: 67%) 0% GDS (LA: 17%, NA: 18%) ▪ Writing: 47% Expected (LA: 55%, NA: 58%) 0% GDS (LA: 8%, NA: 8%) ▪ Mathematics: 60% Expected (LA: 66%, NA: 68%) 0% GDS (LA: 13%, NA: 15%) ▪ Science: 73% Expected (NA: 77%) ▪ Year 1 Phonics Screening Check: 87% (LA: 77%, NA: 75%) ▪ Year 2 Phonics Screening Check (Autumn 2021): 74% ▪ Year 2 Phonics Screen Check (Summer 2022): The vast majority of pupils (77%) are secure in phonics. Please note, this has been affected by mobility.
Safeguarding, Behaviour, Exclusions and Attendance: ▪ The vast majority of parents (97%) agree that the school makes sure its pupils are well behaved and that the school is helping their child to become mature and responsible (Parental Satisfaction Survey – Summer 2022). ▪ The vast majority of pupils agree that children have to behave well (94%) and that they learning a lot at this school (92%). (Pupil Survey – Summer 2022). ▪ All staff (100%) agree that children are safe at this school; behaviour is good in this school; the behaviour of pupils is consistently well managed; and the school deals with any cases of bullying effectively (bullying includes persistent name-calling, cyber, racist and homophobic bullying). (Staff Survey Summer 2022) ▪ 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). ▪ Behaviour policy fit for purpose as it is in line with Rights Respecting and Trauma Informed Schools. ▪ UNICEF Rights Respecting work in school has been acknowledged by the awarding of the bronze award in Summer 2022 and now working towards the Silver award. ▪ 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. No suspensions or exclusions in 2021/22. ▪ Due to a rigorous process in regard to attendance, it is improving but changes to attendance coding in the Spring term affected overall attendance. Attendance for the academic year 2021/22 is 93.8% (ASP: 94.5%, NA: 93.8%) (from 94.2% in	**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%) (2022) ▪ GLD: 68% (Cornwall average: 65.8%) ▪ Reading: 68% Expected (Cornwall average: 77%) ▪ Writing: 68% Expected (Cornwall average: 70.6%) ▪ Mathematics (Number): 68% Expected (Cornwall average: 79.9%)

2018/19 and 94.4% in 2019/20). Regular monitoring and positive feedback from school's Education Welfare Officer (EWO). ▪ Punctuality and preparedness for learning for the vast majority of pupils is good. ▪ Safeguarding culture and operational arrangements are good. Fully meet statutory requirements and school practice/risk management ensures pupils safety and welfare is always prioritised as evidenced through the positive quality assurance report for the S157 for 2020/21 and peer moderation in 2021/22.	
Key Staff and Roles:	**LGB Leadership:** ▪ John Harris: Chair, Improvement and Well-being ▪ Anna Body: Stakeholder and SEND ▪ 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

Staff: 27 **SLT: 3** **Teachers: 8** **Support staff (HLTAs/TAs): 10** **Learning Mentor: 1** **School Dog: 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/Paediatric First Aider/Pupil Parliament/Pupil Parliament (School Forum) Lead/Friends of WHA Trustee
Nicky Osborne	Key Stage Two Leader/Trainee SENCo/Maths Lead/TIS Practitioner/Mental Health First Aider/Deputy Safeguarding Lead/Pupil Parliament (Eco group) Lead/Trust TIS Lead/NQT Mentor/Year 5 Teacher/Friends of WHA
Sarah Jones	Science Lead/Phonics Lead/Visible Learning Coach/EYFS Trust Lead/NQT Mentor/ Paediatric First Aider/Pupil Parliament (Visible Learning) Lead/Year F Teacher
Carolyn Carter	History and Geography Lead/Pupil Parliament (Healthy Schools) Lead/Year 1 Teacher
Jasmin Edwards	Visible Learning Coach/RE Lead/Pupil Parliament (Outdoor area) Lead/Year 2 Teacher

Amy Sharpe	Rights Respecting Lead/PSHE and SMSC School and Trust Lead/Music Lead/Pupil Parliament (Visible Learning/Rights Respecting) Lead/Year 3 Teacher (4 days a week)
Joshua Bullock	PE Lead/Outdoor Lead/Pupil Parliament (Playground) Lead/ Paediatric First Aider/Student Mentor/Year 4 Teacher
Jo Young	English Lead/MFL (French) Lead/Pupil Parliament (Communities and Charity) Lead/Year 6 Teacher
Lucia Hazuchova	Year 3 Teacher (1 day per week)/Higher Level Teaching Assistant (predominantly Y5)/PPA Cover/Mental Health Lead/Art and DT Lead/Lunchtime Supervisor
Kathy Walsh	Special Educational Needs Co-Ordinator (SENCO). Works 2 days a week at WHA.
Jo Charrett-Dykes	Learning Mentor (predominantly Y6)
Maria Haisman	Higher Level Teaching Assistant (predominantly YF)/PPA Cover/Wraparound Care
Mandy Baker	Teaching Assistant (predominantly Y1)/Y1 interventions
Helen Rutherford	Higher Level Teaching Assistant (predominantly Y2)/PPA cover/Lead Lunchtime Supervisor/ Paediatric First Aider/Wraparound Care
Ellie Biddick	Teaching Assistant (predominantly Y3)/Lunchtime Supervisor
Angela Mason	Teaching Assistant (predominantly Y4)/Y2 interventions /Trauma Informed Schools Practitioner/Lunchtime Supervisor/Paediatric First Aider/Friends of WHA
Lin Millard	Higher Level Teaching Assistant (predominantly Y6)/PPA cover/Y6 Interventions/Friends of WHA

Sharon Sheldrake	1:1 Teaching Assistant/Lunchtime Supervisor
Sherrille Paterson	1:1 Teaching Assistant/Lunchtime Supervisor/Wraparound Care/Friends of WHA Chair
Jackie Johnson	1:1 Teaching Assistant/Teaching Assistant in Year 5 (1 morning per week)/Wraparound Care/Paediatric First Aider
Sandra Pollard	SEN Admin Assistant (1 day a week)
Amanda Zoffman	Secretary
Chloe Armstrong	Admin Apprentice
Lisa Morris	Lunchtime Supervisor/Wraparound Care/Friends of WHA
Chantal Chettle	Breakfast Club Leader
Luis Alfar	Caretaker
Susan Alfar	Cleaner
Bertie Bassett	School wellbeing dog

Context – Trust Level Action Plan Factors 22-23 from Latest Evidence

A: *Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy*
B: *Continue to improve writing attainment in Years 2, 3 and 4 to achieve at least national average levels of attainment*
C: *Improve SEND provision and practice to enhance effective curriculum opportunities for SEND pupils (links with Action- A and E)*
D: *Improve effectiveness and sustainability of LGBs*
E: *Develop subject leadership further within schools and Trust to create additional curriculum capacity (links with Action- A)*
F: *Implement new School Improvement models and practices which support individual staff growth and professional capacity (links with Action- A)*
G: *Initiate effective sustainability and climate change strategies across Trust curriculum and operating practices*
H: *Continue to embed latest KCSiE changes into everyday Trust and school practices including recruitment, training and low-level concern management*
I: *Continue to improve cyber-security control measures*

Priority 1: *Learning Standards*

Trust Action - B: *Continue to improve writing attainment in Years 2, 3 and 4 to achieve at least national average levels of attainment*

Trust Action - F: *Implement new School Improvement models and practices which support individual staff growth and professional capacity (links with Action - A)*				
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)
English 1a) Continue to improve writing attainment to achieve at least national average levels of attainment. ***Rationale/Evidence*** -68% of EYFS Pupils (2022) achieved ARE in Writing compared to provisional Cornwall Average of 70.6%. 100% of pupils made expected or better progress. -47% of Y2; 53% of Y3; 55% of Y4; 54% of Y5 achieved ARE in Writing (2022). -67% of Y6 (2022) achieved ARE in Writing compared to National Average of 69%. -End of 2021/22 writing progress data demonstrates that 79% of all pupils made expected or better progress (Itrack). -Progress score of 0.76 for KS2 writing -'Leaders and those responsible for governance should ensure that teaching for	Continue to improve writing attainment to achieve at least national average levels of attainment, particularly in Years 3, 4, 5 and 6. **6 months: Writing** ▪ The vast majority of pupils to be on track to achieve ARE+. ▪ The vast majority of pupils to have made expected or better progress. ▪ Accelerated progress in writing for pupil premium grant pupils, boys and pupils with special educational needs. **12 months: Writing** ▪ The vast majority of pupils to have achieved ARE+. ▪ To achieve at least national average levels of attainment. ▪ The vast majority of pupils to have made expected or better progress. ▪ Accelerated progress in writing for pupil	▪ Pupil progress meetings termly – set formats focus on achievement. ▪ Intervention sessions delivered by tutors, learning mentor, TA/Class Teacher with a particular focus on writing and Years 3 – 6. ▪ Monitoring to focus on writing (planned for the Autumn term). This is to be carried out by Senior Leader, Subject Lead and SENCo. ▪ Little Wandle Systematic Synthetic Phonics Programme (validated scheme) was in implemented in Spring 2022. This to be fully established with the further development of the new role of Phonics Leader. ▪ The use of the new Little Wandle materials (Rapid Catch and SEND) to support with phonics and writing with a focus on identified pupils in Years 1 – 6. ▪ Curriculum planning, provision and breadth of learning to provide diverse opportunities	▪ HofS and SLT to lead Pupil progress meetings (HLTA cover to release teachers) £1000. ▪ Target pupils not on track in writing for intervention in Years 3 - 6 and reading in Year 2 using HLTA/Class Teachers/Learning Mentor/Tutors (8 hours for 15 weeks Tutoring £12,960, 4 hours Learning Mentor £4000, 4 hours Class Teacher/HLTA £2080) £19040 ▪ Release for English subject leader and Phonics Lead to undertake monitoring and moderation with a focus on writing and phonics (6 days per year) £1000 ▪ Purchase of additional Little Wandle materials (Rapid Catch Up and SEND) £1000 ▪ Subject leader(s) to attend training. £500 ▪ Staff to attend ▪ internal and external CPD. £1000	a) Improved attainment in writing to ensure pupils achieve at least average levels of attainment particularly in Years 3, 4, 5 and 6. b) Improved attainment in Year 2 reading to ensure pupils achieving GDS is in line with national. c) Pupils reaching the expected standard in the phonics screening check in Years 1 and 2 to be in line with or above national. d) The vast majority of pupils to make expected or better progress in writing particularly in Years 3, 4, 5 and 6. e) Improved attainment in writing to raise the overall combined achievement for pupils in Year 6. f) Accelerated progress in writing for pupil premium grant, boys and pupils with special educational needs.

the most able pupils enables them to develop their knowledge and understanding to a high level, especially in writing' (OFSTED, 2016) - DfE SEND Green Paper 22 1b) Continue to improve reading attainment to achieve at least national average levels of attainment in Year 2. ***Rationale/Evidence*** - Only 3 of the 10 pupils who re-took the phonics screening check met the expected standard. - Attainment of GDS Year 2 was significantly below national and in the lowest 20% nationally.	premium pupils, boys and pupils with special educational needs. **6 months: Reading** ▪ Two out of the three pupils in Year 2 who are required to re-take the phonics screening check to be on track to pass. ▪ The vast majority of pupils in Year 1 to be on track to pass the phonics screening check. ▪ Accelerated progress in reading for pupils on track to achieve GDS at the end of KS1. **12 months: Reading** ▪ Two out of the three pupils in Year 2 to have passed the phonics screening check ▪ The vast majority of pupils in Year 1 to have passed the phonics screening check. ▪ Pupils achieving GDS in reading at the end of KS1 to be in line with national.	matched to learning needs of individuals and groups within the disadvantaged, most able and SEND pupil groups. ▪ Feedback and metacognition strategies used in line with Visible Learning and feedback guidance. ▪ Metacognition strategies to be modelled to the children and embedded within provision in order for pupils to use them independently and make accelerated progress. ▪ Attendance to English CPD staff meetings ▪ Internal/external CPD, e.g. Talk for Writing refresher, Phonics. ▪ Additional moderation sessions carried out by English Lead alongside Class Teachers near to data deadlines. ▪ TIO to provide support package to individual teachers in relation to writing. ▪ Use of Little Wandle Assessment to track achievement in phonics. ▪ Continued development of role as English Lead and Phonics Lead.		

		▪ Intervention sessions delivered TA/Class Teacher with a particular focus on phonics in Years 1 and 2. ▪ Intervention sessions delivered by tutors, learning mentor, TA/Class Teacher with a particular focus on achieving GDS in reading in Years 2.		
Impact Monitoring for Priority 1 (quality check data and key questions)	**LGB** – HofS to feedback on progress in writing in terms of monitoring and data at each LGAB meeting. Complete monitoring visits in relation to Governor roles. **EHT**: data analysis. **HofS**: data analysis, pupil progress meetings, monitoring. **Subject Leaders:** Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. **Visible Learning Coaches:** Monitoring of impact cycles, Pupil Voice. **SENCO:** Monitoring, data analysis in relation to SEND pupils. **Key Questions:** ▪ What are the barriers to learning / progress? ▪ What do we need to put in place to overcome these barriers? ▪ What has been the impact of…? ▪ What teaching strategies make the biggest impact on pupil engagement with writing/reading/phonics? ▪ How can we ensure disadvantaged groups/individuals/identified pupils are being prioritised? ▪ How does modelled and guided writing and vocabulary acquisition support and raise expectations? ▪ Does the evidence show impact of: Scheme of Learning, progressions and teaching sequences being clearly followed?			

Priority 2: *Curriculum and Assessment*

Trust Action - E: *Develop subject leadership further within schools and Trust to create additional curriculum capacity (links with Action - A)*
Trust Action - C: *Improve SEND provision and practice to enhance effective curriculum opportunities for SEND pupils (links with Action - A and E)*

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)
Continue to improve maths attainment to achieve at least national	Continue to improve maths attainment to achieve at least national average levels of attainment,	▪ Pupil progress meetings termly – set formats focus on achievement.	▪ HofS and SLT to lead Pupil progress meetings – (HLTA cover to release teachers) £1000 ▪ Target pupils not on track in maths for intervention in Years 2, 3, 4 and 6 using HLTA/Class Teachers/Learning	a) Improved attainment in maths to ensure pupils achieve at least average levels of attainment

average levels of attainment. ***Rationale/Evidence*** -68% of EYFS Pupils (2022) achieved ARE in Maths (number) compared to provisional Cornwall Average of 79.9%. 100% of pupils made expected or better progress. - 67% of Y1; 60% of Y2; 59% of Y3; achieved ARE in Maths (2022). - Pupils achieving GDS in KS1 was significantly below national and in the lowest 20% nationally. -77% of Y4 (2022) were secure in the MTC. -60% of Y6 (2022) achieved ARE in Maths compared to National Average of 71%. - Progress score of -0.77 for KS2 Maths -43% of Y6 (2022) achieved the combined standard. -End of 2021/22 maths progress data demonstrates that 79% of all pupils made expected or better progress (Itrack). - DfE SEND Green Paper 22	particularly in Years 2, 3, 4 and 6. Increase the percentage of pupils achieving GDS in Key Stages One and Two. **6 months: Maths** ▪ The vast majority of pupils to be on track to achieve ARE+. ▪ The vast majority of pupils to have made expected or better progress. ▪ Accelerated progress in maths for pupil premium grant pupils, boys and pupils with special educational needs. **12 months: Writing** ▪ The vast majority of pupils to have achieved ARE+. ▪ To achieve at least national average levels of attainment. ▪ The vast majority of pupils to have made expected or better progress. ▪ Accelerated progress in writing for pupil premium grant pupils, boys and pupils with	▪ Intervention sessions delivered by tutors, learning mentor, TA/Class Teacher with a particular focus on maths in Years 3, 4 and 6. ▪ Intervention sessions to be delivered by with a particular focus on pupils in Years 2 and 6 on track to reach GDS in maths. ▪ Development of future Maths Subject Lead by shadowing experienced SLT and Maths Lead. ▪ Monitoring to focus on maths (planned for the Spring term). This is to be carried out by Senior Leader, Subject Lead (and developing Subject Lead) and SENCo. ▪ Supportive sessions for staff delivered by Maths Lead. ▪ Curriculum planning has been further developed to support 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.	Mentor/Tutors (8 hours for 15 weeks Tutoring, 4 hours Learning Mentor, 4 hours Class Teacher/HLTA). Costed above. ▪ Release for Maths subject leader and developing Maths Subject Lead to undertake monitoring and moderation with a focus on maths (6 days per year) £1000 ▪ Purchase of additional Maths resources £500 ▪ Subject leader(s) to attend training. £500 ▪ Staff to attend internal and external CPD. £1000	particularly in Years 2, 3, 4 and 6. b) Improved attainment in maths to ensure more pupils achieve GDS in Years 2 and 6. c) The vast majority of pupils to make expected or better progress in writing particularly in Years 2, 3, 4 and 6. d) Improved % of Y4 pupils secure in multiplication (through MTC). e) Improved attainment in maths to raise the overall combined achievement for pupils in Year 6. f) Accelerated progress in maths for pupil premium grant, boys and pupils with special educational needs.

	special educational needs.	▪ Feedback and metacognition strategies used in line with Visible Learning and feedback guidance. ▪ Be part of the Maths Hub for 22/23. ▪ Additional moderation sessions carried out by Maths Lead alongside Class Teachers near to data deadlines.		
Impact Monitoring for Priority 2 (quality check data and key questions)	**LGB** – HofS to feedback on progress in maths and writing in terms of monitoring and data at each LGAB meeting. Complete monitoring visits in relation to Governor roles. **EHT**: data analysis. **HofS**: data analysis, pupil progress meetings, monitoring. **Subject Leaders:** Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. **Visible Learning Coaches:** Monitoring of impact cycles, Pupil Voice. **SENCO:** Monitoring, data analysis in relation to SEND pupils. **Key Questions:** ▪ What are the barriers to learning / progress? ▪ What do we need to put in place to overcome these barriers? ▪ What has been the impact of…? ▪ What teaching strategies make the biggest impact on pupil engagement with maths? ▪ How can we ensure disadvantaged groups/SEND Pupils/individuals/identified pupils are being prioritised? ▪ Does the evidence show impact of: Scheme of Learning, progressions and teaching sequences being clearly followed?			

Priority 3: *Vision and Culture*

Trust Action - A: *Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy*
Trust Action - G: *Initiate effective sustainability and climate change strategies across Trust curriculum and operating practices*

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)
Develop subject leadership further to create additional curriculum capacity.	Develop subject leadership further to ensure that the vast majority of pupils are making expected or better progress in all subjects.	▪ Subject Leaders to continue to review and evaluate structure to the curriculum ensuring a clear progression of	▪ Staff meetings allocated to curriculum, Subject Leadership time and CPD. ▪ Attendance to Trust and External CPD, e.g. South West PTI Hub. £1000 ▪ Attendance to Computing Gifted and Talented Days £100	a) Monitoring demonstrates that the pupils' learning matches the intent of our refined curriculum. b) Pupils' learning is deep and age appropriate. Pupils will have

Rationale/Evidence -School Vision Delivery: Inspiring Passionate Life-Long Learners (School Vision and aims) -An Daras Trust Delivery: 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 Vision and aims) - 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. -Subject Leaders are now in place for all subjects. - Refined curriculum plans are in place. - DfE SEND Green Paper 22 - Statutory Requirement to have Climate Change taught as part of published school curriculum (from January 2023).	**6 months** ▪ Subject Leaders have created and are monitoring their subject action plans. ▪ Subject Leaders have moderated and monitored their subject. ▪ Subject Leaders have provided CPD/support where appropriate. ▪ All year groups on track to meet benchmarks in all curriculum subjects including disadvantaged and SEND pupils. ▪ Subject Leaders have further refined curriculum plans. ▪ From Jan 23, requirement for all schools to have published their Climate Change curriculum – this needs to reflect the in-school strategies/models being used to address sustainability. **12 months** ▪ Subject Leaders have reviewed their subject action plans.	knowledge and skills in all subjects. ▪ Subject Leaders to monitor and support to ensure that the curriculum is matched to learning needs of individuals and groups within the disadvantage and SEND pupil groups. ▪ Existing/new schemes of learning to support planning for challenge, consistency, cohesion and progression across the school. ▪ All subject leaders to be involved monitoring. Clear schedule in place. ▪ Subject Leaders to ensure curriculum planning is consistent in ensuring teaching in all subjects is linked to the subject skills. ▪ Formative/Summative assessment processes are a key priority to ensure all pupils make good progress from starting points. ▪ Subject leaders to deliver support in developing and improving the teaching and learning in non-core subjects. ▪ Further development of Phonics Lead to ensure the vast majority of	▪ Resources to support curriculum design £1000. ▪ Subscriptions/purchases to support curriculum planning and design, e.g. DT Projects on a Page. £1000 ▪ Enrichments to enhance learning £1000. ▪ Subject Lead release time, including those who are Leads across the Trust, e.g. for monitoring. £1000 ▪ Pay staff member to run a gardening/eco club focusing on biodiversity £500 ▪ Resources e.g. bird feeders etc £500. ▪ Use of Capabilities Trust Lead to support Teachers (full day per class) £1000	made good progress over the year. c) Pupil conferencing demonstrates pupils 'know more, have learnt more and can remember more'; evidenced through quizzes, assessments and learning evidence. d) Developed roles of MLT (Subject Leaders) to have a positive impact on their subjects. e) Ensure that the vast majority of pupils at the end of KS1 are secure in phonics (95% +). f) Climate curriculum to meet Government expectations by 2023.

	▪ Subject Leaders have moderated and monitored their subject. ▪ Subject Leaders have provided CPD/support where appropriate. ▪ All year groups meet benchmarks in all curriculum subjects including disadvantaged and SEND pupils. ▪ Subject Leaders have further refined curriculum plans. ▪ Fully implement Climate Change curriculum – this needs to reflect the in-school strategies/models being used to address sustainability.	pupils are secure at the of KS1 in Phonics. ▪ Trust and external training booked to develop subject leaders, e.g. part of the SW PTI Hub. ▪ Enrichments and trips to enhance learning. ▪ Use of subject specialists in some subjects, e.g. Music and PE. ▪ Use expertise of the leads across the Trust. ▪ Support and encourage subject leaders in completing own CPD e.g. NPQs, SENCo Training. ▪ Feedback and metacognition strategies used in line with Visible Learning and feedback guidance. ▪ Metacognition strategies to be modelled to the children and embedded within provision in order for pupils to use them independently and make accelerated progress. ▪ Subject Leader VL Impact Cycles to be completed. ▪ Ensure climate change is in place through Science other curriculum		

		subjects and in collective worship. ▪ Climate change and sustainability action plan in place Autumn Term 2022. ▪ Increasing biodiversity in the school grounds. ▪ Complete internal review SRE curriculum in light of implementation and adjust learning provision based on review evidence and feedback from stakeholders. ▪ Fully implement the use of the capability growth self-evaluation as a key mechanism for ensuring pupils are well rounded learners equipped with the capabilities to succeed in all situations.		
Impact Monitoring for Priority 3 (quality check data and key questions)	**LGB** – HofS to feedback on progress in maths and writing in terms of monitoring and data at each LGAB meeting. Complete monitoring visits in relation to Governor roles. **EHT**: data analysis **HofS**: data analysis, pupil progress meetings, monitoring **Subject Leaders:** Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. **Visible Learning Coaches:** Monitoring of impact cycles, Pupil Voice. **SENCO:** Monitoring, data analysis in relation to SEND pupils. **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? ▪ How are pupils with SEND supported in all curriculum areas to succeed? ▪ What is the progression in each year group? ▪ What are they getting better at during the learning sequence? ▪ How do they know? ▪ Is the curriculum effectively developed and its implementation adapted for pupils with SEND? ▪ Does the curriculum fully prepare pupils with SEND for their next stage of learning? ▪ Is climate change embedded throughout the curriculum? ▪ Is there a reduction in energy use? ▪ Does pupil voice evidence show an increased understanding of climate change and an understanding of how children can contribute to sustainability?

Priority 4: *Safeguarding (including behaviour and attendance)*

H: *Continue to embed latest KCSiE changes into everyday Trust and school practices including recruitment, training and low-level concern management*

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)
To improve attendance for all pupils. ***Rationale/Evidence*** - Due to a rigorous process in regard to attendance, it is improving but changes to attendance coding in the Spring term (22) affected overall attendance. - Attendance for the academic year 2021/22 is 93.8%. (from 94.2% in 2018/19 and 94.4% in 2019/20). -PPG pupils 92.1% compared to non-ppg 94.3% - SEND pupils were the lowest attendance group with 91.9% compared to non-SEND 94.2%.	To improve attendance for all pupils particularly PPG and SEND. **6 months** ▪ Attendance closely monitored and followed up by secretary/HoS/EHT. ▪ Attendance monitored by HoS and EWO at least once termly. ▪ Badges given to pupils with 100% attendance termly. ▪ Weekly trophy and extra play given to class with the highest attendance. ▪ Highest attendance featured on the weekly newsletter and ClassDojo.	▪ Quick follow up to non-attendance by secretary. ▪ Monitoring attendance on rolling record (with breakdown of groups) ▪ HoS/EHT to meet EWO at least once per term. ▪ Letters given out to parents as appropriate. ▪ Promotion of attendance (on newsletter and weekly award in celebration assembly) ▪ Attendance badges given to pupils with attendance of 100%. ▪ Early Help support where needed. Referrals to be made. ▪ Use of EMHP (Educational Mental Health Practitioner), TIS Practitioner and Mental	▪ Purchase attendance badges £500. ▪ HoS/EHT to attend attendance training, e.g. DfE. ▪ Termly EWO visits £500 ▪ Early Help support where needed. ▪ Use of EMHP (Educational Mental Health Practitioner), TIS Practitioner and Mental Health Lead support where appropriate.	a) Attendance to be at least in line with national average. Challenging target set to 97% for whole school average 2022/23. b) All other groups to be in line with this, particularly for disadvantaged and SEND pupils. c) Reduce the persistent absence of a small number of pupils.

- Persistent absence (90% or less): 16% (SEF and attendance rolling record 2022).	▪ Whole school average to increase for 2022/23 to be on track for at least national average. ▪ All other groups to be in line with this, particularly for disadvantaged and SEND pupils. **12 months** ▪ Continue with above actions. ▪ Whole school average to increase for 2022/23 to be at least 97% ▪ All other groups to be in line with this, particularly for disadvantaged and SEND pupils.	Health Lead support where appropriate (referrals to be made).		
Impact Monitoring for Priority 4 (quality check data and key questions)	**LGB** – HofS to feedback on attendance data at each LGAB meeting. Complete monitoring visits in relation to Governor roles. **HofS and EHT**: attendance data analysis, pupil progress meetings, pupil surveys **Subject Leaders:** Pupil Voice **Visible Learning Coaches:** Monitoring of impact cycles, Pupil Voice. **SENCO:** data analysis in relation to SEND pupils. **Key Questions:** How has a child's attendance affected their learning? Has attendance improved? How does attendance compare for different groups, including disadvantaged and SEND pupils?			
Priority 5: *School Governance, Leadership and Business Management* **Trust Action - D:** *Improve effectiveness and sustainability of LGBs* **Trust Action - I:** *Continue to improve cyber-security control measures*				
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)

Improve effectiveness and sustainability of LGBs ***Rationale/Evidence*** - Internal board monitoring LGB effectiveness 21-22 - External Peer to Peer Governance Review by Link Trust 22 - RSC Annual Review Meeting 22	▪ Maintaining effective LGB for all schools' important layer of accountability within SoD. ▪ Recent recruitment of new governors requires extended training programme over next 3 terms. ▪ New models of governance layers are becoming more prevalent within the sector.	▪ Ensure that the clear and ambitious vision for the school values, ethos and curriculum which forms the basis of all monitoring and governor meeting, guiding policy decisions. ▪ Complete actions identified in review by TRUST of governor effectiveness ▪ Through shared information – eg. Ofsted reports/Governor updates, direct own practice with support of school leaders so that all visits to school are purposeful and lead to additional school improvements or that report on progress identified towards school priorities. ▪ Link Trust completed Peer to peer Review of current LGB arrangements – full external report received June 22. ▪ Peer to Peer review highlighted possible revisions to LGB layer to support greater efficiency and smarter working. ▪ Trust appointed new Assistant Governance Officer in 22 to support	▪ Accelerated training programme for Local Governors to continue (£500): - Face to Face all LGB training – OFSTED and Curriculum update - Sept 22 - Networking training – Oct 22 - Safer Recruitment training – Oct 22 - On-line Safeguarding training – Sept 22 - KCSiE training – Sept 22 - Face to Face all LGB SEND training – Jan 23 ▪ Curriculum: School Curriculum Planning, Trust Curriculum Progressions, 5 year Ambition Plan. ▪ School leaders to ensure regular meetings are held with clear expected outcomes/support to ensure reporting is robust and useful. ▪ Continue working parties that meet regularly to discuss school priorities, actions, development. ▪ Ensure governors attend updates on reviewing and adapting the school self-evaluation, sharing with the full governor boards. ▪ Governors to keep abreast of latest educational developments and reading through information shared by SLT and Trust. ▪ Identify key areas of development through regular the visits made and follow these up in subsequent meetings.	a) LGB short term efficiency is improved. b) Accelerated training has supported growth in LGB efficiency. c) LGB are supporting and challenging school leaders effectively.

		consistency across a diverse range of LGB. ▪ Training plan co-ordinated by Governance officers supported by CEO when relevant.		
Impact Monitoring for Priority 5 (quality check data and key questions)	**LGB:** ▪ meet with subject leader 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. **Key Questions:** Are Governors confident in discussing the school's strengths and weaknesses? Are Governors able to support the Leadership team effectively? 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?			

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)

Priority	Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary
1. *Teaching and Learning Standards*	a) Improved attainment in writing to ensure pupils achieve at least average levels of attainment particularly in Years 3, 4, 5 and 6.
	b) Improved attainment in Year 2 reading to ensure pupils achieving GDS is in line with national.
	c) Pupils reaching the expected standard in the phonics screening check in Years 1 and 2 to be in line with or above national.
	d) The vast majority of pupils to make expected or better progress in writing particularly in Years 3, 4, 5 and 6.
	e) Improved attainment in writing to raise the overall combined achievement for pupils in Year 6.
	f) Accelerated progress in writing for pupil premium grant, boys and pupils with special educational needs.
2. *Curriculum and Assessment*	a) Improved attainment in maths to ensure pupils achieve at least average levels of attainment particularly in Years 2, 3, 4 and 6.
	b) Improved attainment in maths to ensure more pupils achieve GDS in Years 2 and 6.
	c) The vast majority of pupils to make expected or better progress in writing particularly in Years 2, 3, 4 and 6.
	d) Improved % of Y4 pupils secure in multiplication (through MTC).
	e) Improved attainment in maths to raise the overall combined achievement for pupils in Year 6.
	f) Accelerated progress in maths for pupil premium grant, boys and pupils with special educational needs.
3. *Vision and Culture*	a) Monitoring demonstrates that the pupils' learning matches the intent of our refined curriculum.
	b) Pupils' learning is deep and age appropriate. All pupils will have made good progress over the year.

	c)	Pupil conferencing demonstrates pupils 'know more, have learnt more and can remember more'; evidenced through quizzes, assessments and learning evidence.
	d)	Developed roles of MLT (Subject Leaders) to have a positive impact on their subjects.
	e)	Ensure that the vast majority of pupils at the end of KS1 are secure in phonics (95% +).
	f)	Climate curriculum to meet Government expectations by 2023.
4. *Safeguarding (including behaviour and attendance)*	a)	Attendance to be at least in line with national average. Challenging target set to 97% for whole school average 2022/23.
	b)	All other groups to be in line with this, particularly for disadvantaged and SEND pupils.
	c)	Reduce the persistent absence of a small number of pupils.
5. *People and Leadership*	a)	LGB short term efficiency is improved.
	b)	Accelerated training has supported growth in LGB efficiency.
	c)	LGB are supporting and challenging school leaders effectively.

F. AIP Monitoring Schedule

Impact Monitoring Schedule 1		**1st/2nd Month**	**3rd/4th Month**	**5th/6th Month**	**7th/8th Month**	**9th/10th Month**	**11th/12th Month**
LGB	**Activity**	Working Party Governor Visits Performance Management	Full LGB Governor Visits Website Compliance Chair meeting with Will	Working Party Governor Visits	Full LGB Governor Visits	Governor Visits Stakeholder survey reviews	Full LGAB
	Focus/Priority	AIP priorities Top 3 Risks Data Safeguarding SEND	HofS Report Curriculum Pupil Voice Website PPG EYFS (including Pre-School) PE	AIP Priorities Safeguarding Data SEND	AIP Review PPG EYFS (including Pre-School) PE	Curriculum Stakeholder views Safeguarding	HofS Report Data SEND PE
Head	**Activity**	AIP priorities SEF	Curriculum review Data Analysis	Pupil progress meetings	Data Analysis	Moderation	Pupil progress meeting

		Pupil Progress Meetings Performance Management Curriculum review Monitoring Website compliance	Monitoring	Planning review Performance Management mid point review Monitoring	Pupil Progress Meetings Monitoring	Monitoring	Performance management final review (support staff) Data Analysis Monitoring
	Focus/Priority	Data analysis Progress towards targets Curriculum Writing Website	Curriculum Capabilities Science	Data analysis Curriculum Progress towards targets Maths	Progression Data analysis RE	Maths Reading/Phonics Report Monitoring	Progress towards targets Data analysis Computing
SLT	**Activity**	Regular Book looks Evidence Scrutiny Curriculum review Pupil Progress Meetings Performance Management Monitoring	Regular Book looks Monitoring Review	Regular Book looks Learning Review Monitoring Performance Management mid point review	Regular Book looks Curriculum review Review Stakeholder Surveys Monitoring	Regular Book looks Monitoring of SEN Monitoring Pupil conferencing	Regular Book looks Review Performance management final review (support staff) Monitoring
	Focus/Priority	Progression/expectations in learning Curriculum Data analysis Progress towards targets Writing	Progression/expectations in learning Monitoring of Science SEND	Progression/expectations in learning Meta-cognition Maths Progress towards targets	Progression/expectations in learning Phonics Interventions RE	Progression/expectations in learning SEND Reading/Phonics British Values RE	Progression/expectations in learning AIP Progress towards targets Computing

MLT	**Activity**	Evidence Scrutiny Curriculum review Monitoring Action planning Visible Learning	Monitoring Moderation Data analysis	Monitoring Website check	Monitoring Moderation Data analysis Visible Learning	Quality assurance Monitoring	Moderation Gap Analysis Data analysis Monitoring Curriculum review Report to LGB
	Focus/Priority	Knowledge and Skills organisers Key Summary Sheets Writing Creating action plans Create VL Impact Cycle as Subject Lead	Planning monitoring Science Moderate a sample of learning from each class Analysis of end of unit outcomes	Maths Website	Planning monitoring RE Moderate a sample of learning from each class Analysis of end of unit outcomes Trust Visible Learning Impact Cycle Reviews	Quality assure subject report statements Reading/Phonics	Moderate a sample of learning from each class Analysis of end of unit outcomes Computing LGB meeting: Share reviewed action plan with Governors Review of curriculum and update for 2023/24
AIO/Trust	**Activity**	Trust Subject Leader Training on EYFS Curriculum Review of Subject Leader monitoring	Trust writing moderation Trust Subject Meetings: English, Maths and Science. TIO supporting providing CPD to Class Teacher(s)	Trust writing moderation	Review of Visible Learning Impact Cycles	Visible Learning Scoping Reviews TIO supporting providing CPD to Class Teacher(s)	Trust writing moderation Evaluation of Music curriculum from trust Lead
	Focus/Priority	EYFS Curriculum Subject Leader monitoring	Writing English, Maths and Science Writing	Writing	Impact Cycles	Visible Learning Writing/Maths	Writing Music