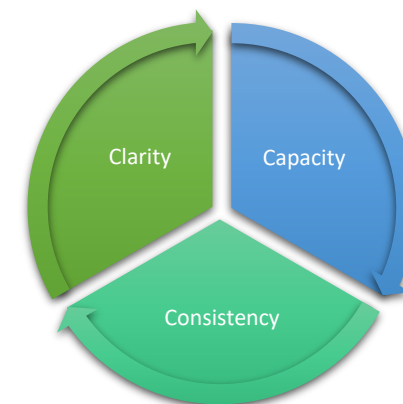


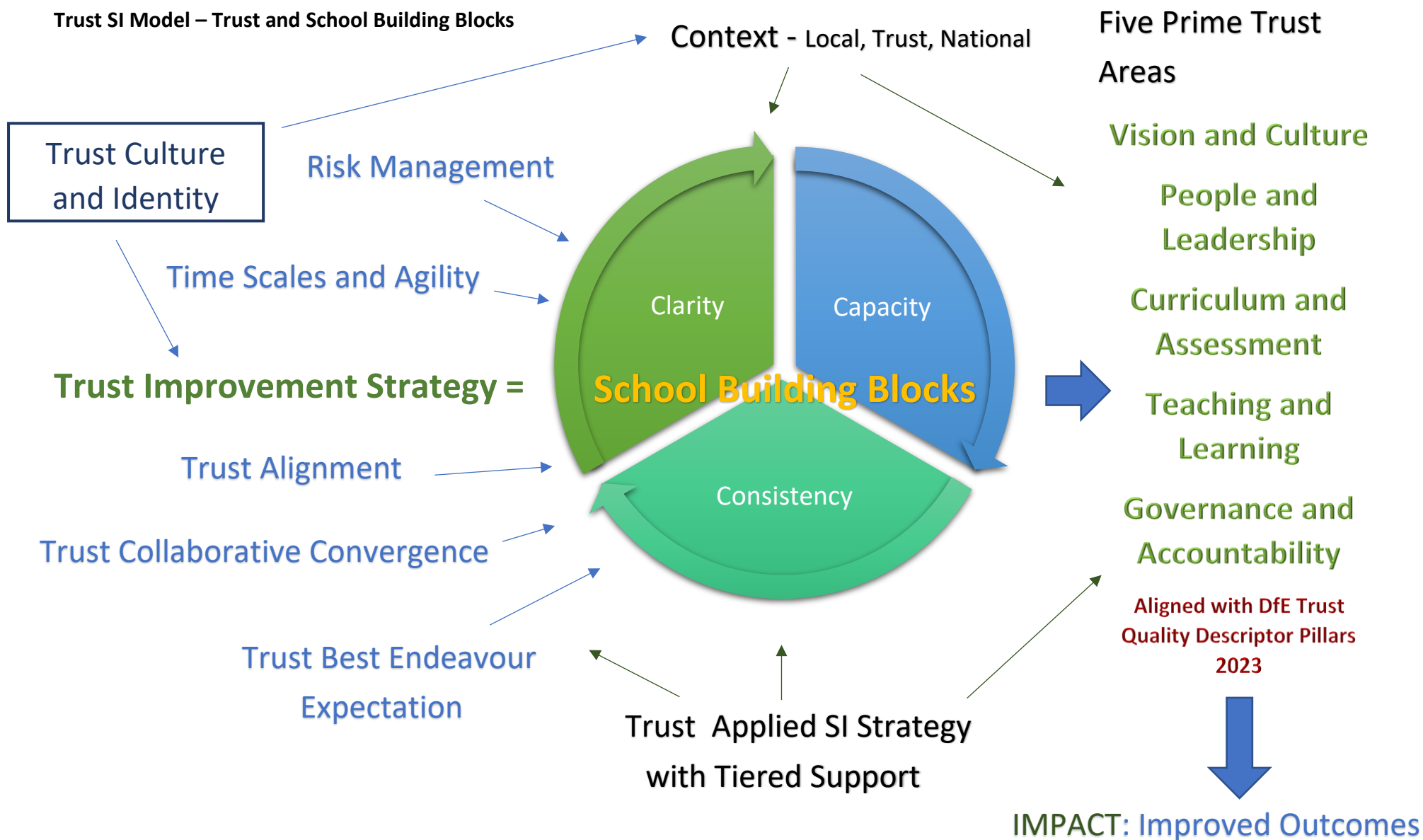


An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust **Academy Improvement Plan 26-27** (Sept 26 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



Academy Improvement Plan 26-27 – 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 26-27	
- There are currently 143 pupils on roll (including 16 Pre-School Pupils). 29% of pupils are pupil premium eligible and 16% have special educational needs with 6.3% with an EHCP. - Although increasing numbers in our Pre-School, pupils’ attainment on entry to the school is variable due to there being a number of feeder nursery settings. - Although increasing numbers in our Pre-School, our current and previous cohorts come from a range of feeder nursery settings. As a result, pupils’ attainment on entry to the school is variable. - The percentage of pupils in the academy with ‘English as an additional Language (EAL)’ is 14%. This creates a high level of mobility across some year groups. - Although awaiting national statistics, EYFS GLD should be in line for EYFS; above for phonics in Year 1 and by the end of KS1; above for Y4 MTC. - End of KS2 writing is above national statistics. - End of KS2 Maths has risen but remains slightly below average benchmarks, whilst KS2 reading and combined remains below. - Disadvantaged remains a focus across EYFS, KS1, Y4 MTC and KS2.	
Key School Staff and Roles: - Abby Bassett (AB): Headteacher, PPG Lead, Attendance Lead and Designated Safeguarding Officer - Nicola Osborne (NO): SENCo, Deputy DSL, KS2 Lead, English Lead and TIS Trust and School Lead - Sarah Jones (SJ): EYFS Trust and School Lead, Phonics Lead, VL Coach - Dale Payton (JB): Maths Lead - Amy Sharpe (AS): Rights Respecting/PSHE Trust and School Lead - Jasmin Edwards (JE): VL Coach	LGB Leadership: - John Harris: Chair, SEND, Safeguarding, Improvement and Well-being and Whistleblowing. - Adam Matthews: Data and Information and Sustainability - Nichola Vidler: EYFS, Curriculum and PPG - Ewan Murray: PE - Sarah Jones: Curriculum and Stakeholder
Context – Trust Level Action Plan Factors 26-27	
<i>*Church of England – Our Hopes for a Flourishing School System</i>	
Trust Culture and Identity	Trust Strategic Actions

Q1. Why do we exist?

- 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
- *'Do justly, love mercy and walk humbly with your God'* (Micah 6. v8)

1A. Reduce the disadvantage gap and improve outcomes for disadvantaged and SEND pupils in writing

- ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive
- ✓ Improve Quality First Teaching
- ✓ Strengthen early identification and assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Language and vocabulary development
- ✓ Parental engagement
- ✓ Embed instructional coaching and deliberate practice

1B. Reduce the disadvantage gap and improve outcomes for disadvantaged and SEND pupils in mathematics

- ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive
- ✓ Improve Quality First Teaching
- ✓ Strengthen early identification and assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Mathematical language and vocabulary development
- ✓ Parental engagement
- ✓ Embed instructional coaching and deliberate practice

1C. Improve KS2 Outcomes and Increase the Percentage of Pupils Achieving Reading, Writing and Mathematics Combined

- ✓ Ensure a relentless focus on pupil outcomes at all levels
- ✓ Improve Quality First Teaching
- ✓ Strengthen assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Parental engagement
- ✓ Continue to embed instructional coaching and deliberate practice
- ✓ Consistent year 6 teaching and test preparation

2. How do we behave? ▪ 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	2A. Develop and strengthen EYFS provision to improve early learning outcomes across the Trust and reduce the disadvantage gap ✓ Create Trust EYFS vision and strategy ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive ✓ Ensure staff understand EYFS statutory changes and OFSTED expectations ✓ Monitor GLD and the disadvantage gap rigorously ✓ Prioritise early Literacy especially writing ✓ Review EYFS curriculum ✓ Embed instructional coaching and deliberate practice 2B. Develop and embed the effective use of digital technology and AI to enhance teaching and learning ✓ Develop staff knowledge and confidence ✓ Embed technology into quality first teaching ✓ Personalisation and adaptive learning ✓ Digital inclusion and access
3. What do we do? ▪ 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	3. Develop a robust framework to measure and strengthen belonging and pupil flourishing ✓ Define a clear Trust-wide framework for belonging and flourishing ✓ Establish measurable indicators across the framework ✓ Implement consistent tools to capture pupil voice and experience ✓ Strengthen use of data to drive improvement 4A. Strengthen inclusive practices to improve attendance and behaviour outcomes for all pupils ✓ Develop further a consistent, inclusive culture across all schools ✓ Use data intelligently to identify and respond to need ✓ Strengthen targeted support for vulnerable pupils ✓ Enhance staff capability in inclusive practice ✓ Strengthen further partnerships with families and external agencies 4B. Develop a clear and relational approach to digital behaviour, including mobile phone use ✓ Embed a relational and educative approach ✓ Strengthen staff confidence and consistency ✓ Engage and educate families

4. How will we succeed? ▪ 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 ▪ 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	5. Develop and implement a climate and sustainability strategy across the Trust ✓ Continue to embed strong leadership and governance structures ✓ Integrate sustainability into Trust systems and strategy ✓ Measure, monitor and report impact ✓ Improve sustainability of estates and operations ✓ Ensure ongoing evaluation and continuous improvement

Priority 1: Learning Standards *(DfE Trust Quality Descriptor: Pillar 1- High Quality/Inclusive Education)*

1A. Reduce the disadvantage gap and improve outcomes for disadvantaged and SEND pupils in writing

- ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive
- ✓ Improve Quality First Teaching
- ✓ Strengthen early identification and assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Language and vocabulary development
- ✓ Parental engagement
- ✓ Embed instructional coaching and deliberate practice

1B. Reduce the disadvantage gap and improve outcomes for disadvantaged and SEND pupils in mathematics

- ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive

- ✓ Improve Quality First Teaching
- ✓ Strengthen early identification and assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Mathematical language and vocabulary development
- ✓ Parental engagement
- ✓ Embed instructional coaching and deliberate practice

1C. Improve KS2 Outcomes and Increase the Percentage of Pupils Achieving Reading, Writing and Mathematics Combined

- ✓ Ensure a relentless focus on pupil outcomes at all levels
- ✓ Improve Quality First Teaching
- ✓ Strengthen assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Parental engagement
- ✓ Continue to embed instructional coaching and deliberate practice
- ✓ Consistent year 6 teaching and test preparation

Explain Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
1A: Improve Key Stage Two Outcomes and increase the percentage of pupils achieving Reading, Writing and Mathematics combined. <i>At the end of Key Stage 2, writing outcomes were a notable strength at 78%, above national averages. Mathematics outcomes improved to 67%, but remain slightly below national benchmarks.</i>	Achieving Clarity ▪ Use of Trust Progression documents to establish a shared understanding of age-related expectations and end-of-key-stage standards in Reading, Writing and Mathematics. This will be supported by regular book looks and moderation. <i>Autumn term and ongoing</i> ▪ Clearly identify pupils at risk of not achieving the expected standard, particularly disadvantaged pupils and those on the cusp of achieving the combined measure. <i>Autumn half term 1 and reviewed half termly</i> ▪ Use assessment information and pupil progress meetings to identify barriers to learning and agree precise next steps. <i>Termly with more regular meetings for Y2 and Y6.</i>	▪ Develop leadership capacity through focused monitoring, coaching and support from SLT, English and Mathematics subject leaders. <i>Termly; Release time: £1,500</i> ▪ Fully implement instructional coaching and deliberate practice cycles to develop teaching expertise and improve outcomes in reading, writing and mathematics. <i>Throughout the year; Release time and resources (including Step Lab and Walkthru platforms): £2,000</i> ▪ Access and deliver high-quality professional development focused on reading comprehension, adaptive teaching, assessment and mathematical reasoning. <i>As part of termly CPD schedule; Release</i>	▪ Reading outcomes at the end of Key Stage 2 improve significantly and move towards or exceed national averages. ▪ Mathematics outcomes continue to rise and are in line with, or above, national benchmarks. ▪ KS2 Writing outcomes remain above national averages. ▪ The percentage of pupils achieving Reading, Writing

Reading attainment (59%), GPS outcomes (52%), and the proportion of pupils achieving the combined Reading, Writing and Mathematics measure (48%) remain below national expectations.	- Ensure all staff have a clear understanding of priority outcomes, success criteria and the key knowledge and skills pupils need to secure age-related expectations. <i>Autumn term</i> - Strengthen curriculum progression and assessment systems to provide clarity about what pupils need to know and remember at each stage. <i>Autumn and Spring term</i> Achieving Consistency - Embed agreed teaching and learning non-negotiables across Key Stage 2, ensuring all pupils experience consistently high-quality provision. - A consistent approach to the teaching of reading, with a focus on vocabulary, fluency, inference and comprehension. - Build on improvements in mathematics through consistent approaches to arithmetic, reasoning and problem-solving. - Sustain strong writing outcomes in KS2 through consistent expectations, effective modelling and regular opportunities for extended writing. - Use instructional coaching and deliberate practice cycles to ensure agreed teaching approaches are embedded consistently, leading to improved teaching quality and stronger pupil outcomes. - Ensure interventions are timely, targeted and evaluated regularly for impact, particularly for disadvantaged pupils. - Use learning walks, book looks and pupil voice to evaluate consistency of implementation across classes.	<i>time and access to CPD, e.g. Maths Hub and Mastering Number: £1500</i> - Ensure staff have the skills and confidence to analyse data and respond effectively to emerging needs. <i>Autumn Term and ongoing; Included within staff meeting and pupil progress meetings</i> - Maximise the impact of teaching assistants through targeted intervention and classroom support. <i>Autumn Term implementation; reviewed termly; Existing staffing budget</i> - Work collaboratively across the Trust to moderate standards, share best practice and strengthen curriculum leadership. <i>Termly; Included within Trust staff meetings and INSET schedule.</i> - Evaluate the impact of coaching, professional development and interventions to ensure resources are directed towards approaches with the greatest impact on pupil outcomes. <i>Termly; Included within leadership release time.</i> Funding Source: School Core Budget, Pupil Premium funding (where appropriate) and Trust support through use of Trust/SI teams.	and Mathematics combined increases significantly. - Teaching and learning are characterised by clear expectations, consistent pedagogical approaches and effective use of assessment. - Staff demonstrate increased confidence and expertise through instructional coaching and deliberate practice. - More pupils leave Windmill Hill Academy with the knowledge, skills and confidence required to succeed in the next stage of their education.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
1B: Reduce the disadvantage gap and improve outcomes for	Achieving Clarity Ensure all staff have a secure understanding of the barriers to learning experienced by disadvantaged pupils and pupils with SEND. <i>Autumn Term and ongoing</i>	Provide high-quality CPD on adaptive teaching, SEND strategies and supporting disadvantaged pupils for all teaching staff. <i>Termly; £1,000</i>	Attainment gaps between disadvantaged pupils and their peers diminish across all phases.

disadvantaged and SEND pupils. <i>Analysis of attainment and progress data identifies disadvantaged pupils and pupils with SEND as key priorities across the school. While many pupils make positive progress from their starting points, attainment gaps remain evident across EYFS, Key Stage 1, the Year 4 Multiplication Tables Check and Key Stage 2 outcomes. To ensure equity and excellence for all learners, the school will strengthen identification, provision, adaptive teaching and targeted intervention so that disadvantaged pupils and pupils with SEND achieve increasingly well.</i>	- Continue to refine provision mapping to clearly identify support, interventions and intended outcomes for pupils with SEND. <i>Autumn term and each term</i> - Use assessment information and pupil progress meetings to identify pupils requiring additional support and agree precise next steps. <i>Termly/half termly for Y2 and Y6</i> - Continue to strengthen staff understanding of adaptive teaching and reasonable adjustments to meet a range of learning needs effectively. <i>Autumn Term and ongoing</i> Achieving Consistency - Embed high-quality adaptive teaching strategies across all classrooms to ensure pupils access a broad and ambitious curriculum. - Ensure disadvantaged pupils and pupils with SEND are consistently prioritised during planning, assessment and intervention reviews. - Implement and monitor targeted interventions that address identified gaps in learning and personal development. - Strengthen attendance, engagement and participation for vulnerable groups through targeted pastoral support and family engagement. - Use instructional coaching and deliberate practice cycles to ensure inclusive teaching approaches are implemented consistently across the school. - Monitor the quality of provision through learning walks, books looks, pupil voice and SEND provision reviews.	- Develop leadership capacity through SENDCo release time, coaching and collaborative monitoring. <i>Termly; Included within SENDCo release time</i> - Continue to implement instructional coaching and deliberate practice cycles to strengthen inclusive classroom practice. <i>Throughout the year; £2,000</i> - Ensure teaching assistants receive targeted training and support to maximise the impact of interventions. <i>Half-termly; Included within scheduled CPD.</i> - Continue to strengthen collaboration with external agencies, family support services and Trust specialists to improve outcomes for vulnerable pupils. <i>Ongoing</i> - Evaluate the impact of interventions, support programmes and funding allocation to ensure best value and greatest impact. <i>Half-termly; Included within SLT time.</i> Funding Source: Pupil Premium, SEND Budget and Trust and SI support.	- Pupils with SEND make strong progress from their starting points and access learning successfully alongside their peers. - Attendance, engagement and participation improve for vulnerable groups. - Teachers consistently demonstrate effective adaptive teaching and inclusive classroom practice. - Interventions are sharply focused, evidence-informed and demonstrably improve outcomes. - Disadvantaged pupils and pupils with SEND achieve improved outcomes in reading, writing and mathematics. - More vulnerable pupils successfully achieve age-related expectations and transition confidently to the next stage of education.
LGB Impact Monitoring Priority 1 (quality check/key questions)	- How effectively are reading, writing and mathematics outcomes improving across Key Stage 2, particularly for pupils working at or close to the expected standard? - What evidence demonstrates that agreed teaching and learning approaches are being implemented consistently across Key Stage 2 classrooms? - How is assessment information being used to identify gaps in learning, target interventions and accelerate progress for disadvantaged pupils and other identified groups? - What impact are instructional coaching and deliberate practice cycles having on teaching quality, staff development and pupil outcomes?		

	▪ How is the school evaluating the effectiveness of interventions, deployment of staff and professional development to ensure resources are having the greatest impact on improving reading attainment and the combined measure? ▪ How effectively is the school narrowing attainment and progress gaps between disadvantaged pupils and their peers across all year groups? ▪ What evidence demonstrates that pupils with SEND are making strong progress from their starting points and accessing the curriculum successfully? ▪ How consistently are adaptive teaching strategies and agreed inclusion practices being implemented across classrooms? ▪ ▪ What impact are interventions, pastoral support and external agency involvement having on pupil outcomes, attendance and engagement? ▪ How effectively are Pupil Premium and SEND resources being deployed and evaluated to secure the greatest possible impact for vulnerable learners?		
Priority 2: Curriculum (DfE TQD: Pillar 1- High Quality/Inclusive Education)			
2A. Develop and strengthen EYFS provision to improve early learning outcomes across the Trust and reduce the disadvantage gap ✓ Create Trust EYFS vision and strategy ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive ✓ Ensure staff understand EYFS statutory changes and OFSTED expectations ✓ Monitor GLD and the disadvantage gap rigorously ✓ Prioritise early Literacy especially writing ✓ Review EYFS curriculum ✓ Embed instructional coaching and deliberate practice			
2B. Develop and embed the effective use of digital technology and AI to enhance teaching and learning ✓ Develop staff knowledge and confidence ✓ Embed technology into quality first teaching ✓ Personalisation and adaptive learning ✓ Digital inclusion and access			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
2A: Develop and strengthen EYFS provision to improve early learning outcomes and reduce the disadvantage gap.	Achieving Clarity ▪ Embed a shared vision for high-quality EYFS practice across Pre-School and Reception, ensuring clear expectations for teaching, learning and assessment. <i>Autumn Term</i> ▪ Embed Trust progression documents across Pre-School and Reception to ensure a coherent, ambitious and	▪ Deliver high-quality CPD focused on communication and language, child development, early literacy, mathematics and effective EYFS practice. <i>Half termly and staff INSET; included with staff CPD schedule</i> ▪ Implement deliberate practice cycles to strengthen teaching practice across Pre-School and Reception.	▪ GLD outcomes improve beyond the current 68% and move towards the Government's ambition of 75% by 2028. ▪ The attainment gap between disadvantaged

<i>The EYFS provides the foundation for future success and is therefore a key strategic priority. In 2026, 68% of children achieved a Good Level of Development (GLD). The Government's ambition is for 75% of children to achieve a Good Level of Development by 2028, recognising the significant impact that strong early development has on future education success. The opening of the new Pre-School in January 2026 provides a significant opportunity to strengthen the EYFS offer and establish a seamless learning journey from Pre-School through to Reception. The school benefits from strong relationships with families, improving early reading outcomes and a shared commitment to securing the best possible start for every child. However, disadvantaged children continue to achieve less well than their peers, and an increasing number of children enter the EYFS</i>	progressive curriculum which clearly identifies what children need to know, remember and be able to do. <i>Autumn</i> ▪ Establish a coherent curriculum from Pre-School to Reception, with clearly defined end points for communication and language, personal development, literacy and mathematics. <i>Autumn Term</i> ▪ Use robust baseline and assessment systems to accurately identify children's starting points, strengths and barriers to learning. <i>September baseline and termly</i> ▪ Identify disadvantaged and SEND pupils from entry and establish clear provision pathways and targeted support. <i>September and reviewed termly</i> ▪ Continue to strengthen transition arrangements between home, Pre-School, Reception and Year 1 to ensure continuity of learning and support. <i>Throughout the year</i> ▪ Ensure all support staff have a secure understanding of GLD expectations and the Characteristics of Effective Learning. <i>Autumn Term and ongoing</i> Achieving Consistency ▪ Embed a consistent approach to communication and language development across Pre-School and Reception. ▪ Ensure high-quality adult-child interactions are a consistent feature of daily practice. ▪ Use Trust progression documents consistently to inform planning, assessment, provision and next steps across Pre-School and Reception. ▪ Ensure high-quality indoor and outdoor continuous provision promotes independence, curiosity, vocabulary development and sustained shared thinking. ▪ Ensure planning and provision consistently meet the needs of disadvantaged pupils and those with SEND.	<i>Throughout the year: Included within staff CPD schedule</i> ▪ Develop EYFS leadership through release time for monitoring, coaching and curriculum development. <i>Additional PPA session for EYFS Lead and weekly monitoring and half-termly assessments for Phonics Lead</i> ▪ Further develop the indoor and outdoor learning environments to support communication and language, literacy, mathematics and physical development. <i>Autumn and Spring Terms</i> ▪ Strengthen parental engagement through workshops, stay-and-play sessions and home learning opportunities. <i>Throughout the year</i> ▪ Work collaboratively across the Trust to utilise progression documents effectively, moderate assessment, share best practice and strengthen EYFS provision. <i>Termly; Included within staff CPD schedule.</i> Funding Source: School Core Budget, Pupil Premium, SEND Funding and Trust SI support.	children and their peers diminishes. ▪ Trust progression documents provide a shared framework for curriculum planning and assessment, resulting in greater consistency between Pre-School and Reception. ▪ Children experience a seamless learning journey through the EYFS, with knowledge, skills and vocabulary building progressively over time. ▪ More children develop strong communication and language skills from their starting points. ▪ Children demonstrate greater independence, resilience and engagement in learning. ▪ More pupils achieve age-related expectations in literacy and mathematics by the end of Reception. ▪ Children with SEND are identified early and make strong progress through targeted support. ▪ High-quality adult-child interactions are consistently evident across Pre-School and Reception.
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<i>with delayed communication and language skills, alongside gaps in personal, social and emotional development. The school will therefore focus on developing a coherent EYFS curriculum, utilising Trust progression documents to strengthen curriculum sequencing and assessment, enhancing communication and language provision, improving the quality of adult-child interactions and reducing the disadvantage gap to improve readiness for Key Stage 1.</i>	▪ Use Staff CPD deliberate practice cycles to embed agreed EYFS pedagogical approaches and improve the quality of adult-child interactions. ▪ Monitor provision through observations, learning walks, learning journals and pupil voice to ensure consistency across the EYFS.		▪ Staff demonstrate increased expertise and confidence through staff CPD including deliberate practice. ▪ Children transition successfully into Year 1 with secure foundations for future learning.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
2B: To raise achievement and improve outcomes for all pupils by embedding high-quality oracy across the school. Through deliberate practice and instructional coaching, staff will consistently implement evidence-informed approaches that strengthen pupils' spoken	Achieving Clarity ▪ Develop a shared understanding of high-quality oracy and its role in improving learning, engagement and attainment. <i>Autumn term</i> ▪ Establish a clear progression framework for oracy using Trust progression documents to identify the knowledge, vocabulary and spoken language skills pupils should develop across each phase. <i>Autumn Term</i> ▪ Define and communicate agreed expectations for classroom talk, vocabulary development, questioning and discussion routines. <i>Autumn Term</i>	▪ Access and deliver high-quality CPD focused on oracy, vocabulary development and classroom discussion strategies. <i>Trust INSET days, staff CPD schedule; Included in staff CPD</i> ▪ Implement instructional coaching and deliberate practice cycles focused on agreed oracy strategies. <i>Autumn term and continued where relevant; Use of Step Lab and Walkthrus materials £1000</i> ▪ Develop leadership capacity through release time for monitoring, coaching and evaluation of oracy	▪ Pupils demonstrate increased confidence, fluency and effectiveness when speaking and listening. ▪ Vocabulary knowledge improves across all year groups and curriculum areas. ▪ Pupils are better able to explain, justify, reason and articulate their thinking. ▪ Disadvantaged pupils and pupils with SEND demonstrate

language, vocabulary, reasoning and confidence, leading to improved learning, engagement and attainment across the curriculum. <i>Oracy is a key driver of academic success, personal development and future life chances. School improvement work, Trust priorities and national research highlight the importance of strong spoken language in securing success across the curriculum. Trust training has emphasised that language skills at age five are strong predictors of later attainment, including reading, writing and mathematics outcomes, and that communication and language development is particularly important in addressing disadvantage. With disadvantaged pupils remaining a key priority and reading outcomes at Key Stage 2 requiring improvement, the school will continue to develop a culture where high-quality</i>	- Identify priority cohorts, including disadvantaged pupils and pupils with SEND, who would benefit from targeted support to develop communication and language skills. <i>Autumn term and reviewed termly</i> - Ensure all staff understand how oracy supports reading comprehension, writing outcomes, reasoning in mathematics and wider curriculum achievement. <i>Autumn Term and ongoing</i> - Develop pupil understanding of effective communication, discussion and presentation skills through explicit teaching and modelling. <i>Throughout</i> Achieving Consistency - Implement a consistent whole-school approach to oracy, including agreed discussion structures, vocabulary routines and opportunities for purposeful talk. - Embed high-quality talk across all curriculum subjects to develop reasoning, explanation and justification skills. - Ensure vocabulary instruction is planned systematically across all subjects, drawing on Trust progression documents. - Provide regular opportunities for pupils to articulate thinking, debate ideas, present information and respond to challenge. - Use instructional coaching and deliberate practice cycles to ensure agreed oracy strategies (part of Core 10) are implemented consistently across classrooms. - Monitor the quality and impact of classroom talk through learning walks, book looks, lesson observations and pupil voice.	implementation. <i>Weekly; part of SLT time</i> - Provide resources and materials to support vocabulary development, discussion structures and presentation opportunities. <i>Autumn and Spring Terms £500</i> - Facilitate Trust collaboration, moderation and professional dialogue to share effective practice in oracy. <i>Termly; Included in staff CPD schedule</i> - Provide opportunities for pupils to participate in assemblies, performances, leadership roles, debating and wider curriculum enrichment activities that develop confidence and communication skills. <i>Throughout the year</i> Funding Source: School Core Budget, Pupil Premium, CPD budget and Trust SI support	improved participation, communication and attainment. - Reading comprehension, writing quality and mathematical reasoning improve as a result of stronger spoken language skills. - Teachers consistently use evidence-informed oracy strategies across the curriculum. - Trust progression documents provide a coherent framework for developing oracy skills from EYFS to Year 6. - Staff demonstrate increased expertise and confidence through instructional coaching and deliberate practice. - High-quality talk becomes a defining feature of teaching and learning across the school, contributing to improved pupil outcomes.
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<i>talk is central to teaching and learning. Through deliberate practice and instructional coaching, staff will consistently implement evidence-informed oracy strategies that strengthen vocabulary, reasoning, discussion, articulation and confidence. This will ensure pupils are increasingly able to think deeply, communicate effectively and achieve highly across the curriculum.</i>			
LGB Impact Monitoring Priority 2 (quality check/key questions)	▪ How effectively are children progressing from their starting points in both Pre-School and Reception, and is the proportion achieving GLD increasing? ▪ How successfully is the school reducing the disadvantage gap within the EYFS? ▪ What evidence demonstrates that communication and language development is improving across Pre-School and Reception? ▪ How consistently are Trust progression documents being used to inform curriculum planning, assessment and provision across the EYFS? ▪ What impact is staff CPD, deliberate practice, staff development and learning environment having on children's outcomes and readiness for Year 1? ▪ How effectively is oracy being embedded across the curriculum and what evidence demonstrates its impact on pupil learning and engagement? ▪ How are Trust progression documents being used to support the development of pupils' communication, vocabulary and spoken language skills? ▪ What impact is the focus on oracy having on attainment in reading, writing and mathematics, particularly for disadvantaged pupils and pupils with SEND? ▪ How consistently are agreed oracy strategies being implemented across classrooms following instructional coaching and deliberate practice cycles? ▪ How are pupils demonstrating increased confidence, reasoning, discussion and presentation skills as they move through the school?		
Priority 3: Vision and Culture (DfE TQD: Pillars 3 and 4 – Workforce, Finance and Operations)			
3. Develop a robust framework to measure and strengthen belonging and pupil flourishing			
✓ Define a clear Trust-wide framework for belonging and flourishing			

- ✓ Establish measurable indicators across the framework
- ✓ Implement consistent tools to capture pupil voice and experience
- ✓ Strengthen use of data to drive improvement

Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
3A: By the end of the academic year, the school will be operating within a clear, Trust-wide framework for belonging and flourishing, using an agreed set of measurable indicators and a consistent pupil-voice tool, with resulting data actively used by leaders and governors to identify need and drive improvement. <i>At Windmill Hill Academy, we are committed to ensuring that every child experiences a strong sense of belonging, feels safe and valued, and is able to flourish academically, socially and emotionally. This aligns with the Trust's commitment to the Cradle to Career model, ensuring children are known, supported and enabled to achieve their full potential.</i>	Achieving Clarity - Participate in the Cradle to Career Programme and contribute to the development of the Trust-wide belonging and flourishing framework. <i>Throughout the year</i> - Introduce a developed shared Trust understanding of what belonging and flourishing look like at Windmill Hill Academy <i>Autumn and Spring terms</i> - Establish baseline pupil, parent and staff voice using agreed Trust surveys and wellbeing measures. <i>Autumn 2</i> - Use measurable indicators linked to belonging, wellbeing, engagement, attendance, behaviour, inclusion and participation. <i>Spring term</i> - Ensure staff and governors understand how belonging and flourishing contribute to attendance, behaviour, learning and attainment. <i>Autumn term</i> - Establish systems for reviewing and responding to pupil voice, ensuring all pupils feel heard and represented. <i>Spring term</i> Achieving Consistency - Implement the Trust belonging and flourishing framework across the school. - Use the agreed Trust pupil voice tool consistently to gather and evaluate pupil experiences. - Embed a consistent approach to promoting positive relationships, inclusion, wellbeing and pupil voice across all classes.	- Participate in Cradle to Career training and Trust professional development. <i>Throughout the year; £1500</i> - Add and provide staff training on belonging, inclusion, trauma-informed practice and pupil wellbeing. <i>Throughout the year: part of Trust and School CPD schedule</i> - Develop leadership capacity to analyse belonging and wellbeing data and respond proactively to emerging needs. <i>Termly; Included within leadership time</i> - Allocate leadership time to conduct pupil voice activities, analyse outcomes and develop responsive action plans. <i>Termly; Included within leadership time</i> - Strengthen pupil leadership opportunities, including Pupil Parliament, ambassadors and wider pupil leadership roles. <i>Throughout the year</i> - Further develop enrichment opportunities, community links and wider experiences that enhance pupils' sense of belonging and aspiration <i>Throughout the year; £1000</i> Funding Source: School Core Budget, Pupil Premium and Trust SI support.	- Implement the Trust clearly defined and fully implemented framework for belonging and flourishing is established across the school. - Leaders and governors use pupil voice and measurable indicators to identify needs and drive improvement. - Pupils report a stronger sense of belonging, safety, inclusion and wellbeing. - Attendance remains strong and persistent absence reduces. - Behaviour incidents and emotional wellbeing concerns are identified and addressed proactively. - Disadvantaged pupils, pupils with SEND and vulnerable pupils report positive experiences and increased inclusion. - More pupils participate in leadership opportunities, enrichment activities and wider school life.

<i>The school has established strengths in pupil wellbeing, inclusion, family engagement, nurturing relationships and pastoral support. The introduction of the new Pre-School in January 2026 further strengthens opportunities to build a culture of belonging from the earliest years. Whilst pupil voice, attendance, behaviour and safeguarding information provide valuable insight, there is currently no shared framework to define, measure and evaluate belonging and flourishing systematically across the school. This priority will support the development of a clear framework, informed by pupil voice and measurable indicators, enabling leaders and governors to identify need, evaluate impact and drive continuous improvement, particularly for disadvantaged pupils, pupils with SEND and other vulnerable groups.</i>	▪ Ensure attendance, behaviour, safeguarding, participation and wellbeing data are routinely analysed and triangulated. ▪ Strengthen opportunities for pupil leadership, responsibility and contribution to school improvement. ▪ Ensure disadvantaged pupils, pupils with SEND and vulnerable pupils are represented and supported within all aspects of belonging and flourishing work. ▪ Share effective practice across the Trust and implement agreed approaches consistently.		▪ Pupil voice demonstrably influences school decisions and improvement priorities. ▪ Parents, pupils and staff report positive perceptions of the school's culture, relationships and inclusive ethos. ▪ Children are increasingly confident, engaged and ready to flourish both within school and beyond.
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LGB Impact Monitoring Priority 3 (quality check/key questions)	▪ How does the school know that pupils feel a strong sense of belonging, inclusion and wellbeing? ▪ What does pupil voice tell leaders and governors about children's experiences across different groups, including disadvantaged pupils and pupils with SEND? ▪ How effectively is attendance, behaviour, safeguarding and wellbeing data being used to identify need and inform improvement actions? ▪ What opportunities do pupils have to influence school life, take on leadership roles and contribute to decision-making? ▪ What evidence demonstrates that the school's work on belonging and flourishing is positively impacting engagement, participation, attendance and outcomes for pupils?		
Priority 4: Safeguarding – Behaviour, Attendance and Personal Development (DfE TQD: Pillar 1- High Quality/Inclusive Education)			
4A. Strengthen inclusive practices to improve attendance and behaviour outcomes for all pupils ✓ Develop further a consistent, inclusive culture across all schools ✓ Use data intelligently to identify and respond to need ✓ Strengthen targeted support for vulnerable pupils ✓ Enhance staff capability in inclusive practice ✓ Strengthen further partnerships with families and external agencies			
4B. Develop a clear and relational approach to digital behaviour, including mobile phone use ✓ Embed a relational and educative approach ✓ Strengthen staff confidence and consistency ✓ Engage and educate families			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
4A: Support the Trust-wide priority to strengthen inclusive practice, attendance and behaviour outcomes. This plan is organised into two linked sections — (A) embedding parental engagement practice, and (B) extending impact through inclusion and digital behaviour.	Achieving Clarity ▪ Establish a shared understanding of the Trust's inclusion, attendance and behaviour priorities across all staff. <i>Autumn term</i> ▪ Clearly define what excellent attendance, inclusive practice and positive behaviour look like at Windmill Hill Academy. <i>Autumn term</i> ▪ Ensure staff understand their role in promoting attendance, family engagement and inclusion. <i>Autumn term and ongoing</i> ▪ Develop clear pathways for identifying and supporting pupils at risk of poor attendance, disengagement or behavioural difficulties. <i>Autumn term</i>	▪ Provide staff CPD on inclusive practice, adaptive teaching, trauma-informed approaches and relational behaviour support. <i>Termly: Included in staff CPD schedule</i> ▪ Develop SENDCo and leadership capacity to monitor attendance, behaviour and inclusion effectively. <i>Throughout the year; Included in leadership time</i> ▪ Strengthen parental engagement through workshops, information sessions and targeted support for vulnerable families. <i>Termly; Included within roles</i> ▪ Provide resources and capacity for attendance mentoring, pastoral support and individual support	▪ Whole-school attendance improvement in line/above national benchmarks. ▪ Attendance for disadvantaged pupils improves and attendance gaps diminish. ▪ Persistent absence reduces. ▪ Pupils with SEND receive timely and effective support to improve engagement and participation. ▪ Staff demonstrate increased confidence in inclusive

<i>Windmill Hill Academy is committed to ensuring that every child feels safe, valued, included and supported to succeed. The school has established strong relationships with families, high levels of pastoral care and a nurturing ethos that reflects the Trust's commitment to inclusion and belonging. However, analysis of attendance and behaviour data indicates that some vulnerable groups, particularly disadvantaged pupils and pupils with SEND, continue to experience barriers to full engagement in school life.</i> <i>2025/27 attendance is 94.8%, with attendance for pupils eligible for FSM at 93.6%, SEND at 93.1% and 10.7% persistent absence. Behaviour records show that the majority of pupils meet expectations consistently; however, a small number of pupils with SEND require additional support to regulate behaviour and</i>	▪ Strengthen parental understanding of attendance expectations, behaviour approaches and the link between attendance and achievement. <i>Throughout the year</i> ▪ Ensure governors have a clear understanding of school attendance, behaviour and inclusion data, including vulnerable group trends. <i>Termly</i> Achieving Consistency ▪ Develop a consistent, inclusive culture and language across the school so that expectations are understood and applied consistently in every classroom and communal space. ▪ Strengthen the use of attendance, behaviour and engagement data to identify pupils or groups requiring support and ensure a consistent response pathway. ▪ Implement consistent attendance procedures including first-day response, attendance meetings, rewards and targeted support. ▪ Strengthen targeted support for vulnerable pupils through attendance mentoring, pastoral check-ins and personalised support plans. ▪ Ensure adaptive and relational approaches to behaviour are implemented consistently across the school. ▪ Strengthen family engagement through regular communication, workshops, attendance meetings and opportunities to participate in school life. ▪ Continue to use referral pathways and further develop partnership working with external agencies where further support is required. ▪ Monitor attendance, behaviour and inclusion practice through learning walks, data reviews, pupil voice and case studies. Achieving Clarity	plans where appropriate. <i>Throughout the year: Included within roles</i> ▪ Further strengthen collaboration with external agencies, including Early Help, health services and attendance support services. <i>Ongoing</i> ▪ Further develop systems for analysing attendance, behaviour and vulnerability data to identify trends and target support effectively. <i>Throughout the year through the use of Bromcom</i> Funding Source: Pupil Premium, SEND Funding and School Core Budget. ▪ Provide termly staff training on online safety, digital behaviour and emerging safeguarding risks. <i>Termly: Included withing staff CPD schedule</i> ▪ Deliver parent information sessions and online safety updates. <i>Termly: Knowlsey materials £200</i> ▪ Maintain and update curriculum resources relating to online safety and digital citizenship. <i>Ongoing; £250</i>	practice and behaviour support. ▪ Relationships between school and families are strengthened through meaningful engagement and collaboration. ▪ Attendance, behaviour and engagement data are used effectively to identify need and evaluate impact. ▪ Pupils report feeling safe, supported and included within school. ▪ Vulnerable pupils are increasingly able to access learning successfully and achieve positive outcomes. ▪ Pupils demonstrate safe, respectful and responsible online behaviours. ▪ Staff apply a consistent approach to digital behaviour and online safety concerns. ▪ Parents have a greater understanding of online safety and how to support children at home. ▪ Online safety remains embedded within the school's safeguarding culture. ▪ Pupils are equipped to navigate the digital world safely and responsibly.
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<i>access learning successfully.</i> <i>To address this, the school will further strengthen partnerships with families, develop a consistently inclusive culture, improve attendance outcomes and ensure that behaviour support is relational, restorative and responsive to pupils' needs. A linked strand (Priority 4B) will focus on digital behaviour and online safety.</i> <i>As technology becomes an increasingly important part of children's lives, the school has a responsibility to ensure pupils develop safe, respectful and responsible behaviours online. At Windmill Hill Academy, online safety is embedded within the curriculum and safeguarding culture. This priority will further strengthen a relational and educative approach to digital behaviour, ensuring that pupils, staff and families have a shared understanding of</i>	▪ Review digital behaviour and online safety expectations to ensure they are understood by pupils, staff and families. <i>Autumn term</i> ▪ Ensure online safety and responsible technology use are clearly reflected within behaviour, safeguarding and curriculum provision. <i>Autumn term</i> ▪ Communicate expectations consistently through assemblies, curriculum lessons and parent communications. <i>Autumn term and ongoing</i> Achieving Consistency ▪ Deliver a progressive online safety curriculum through Computing, PSHE and safeguarding education. ▪ Use consistent language and approaches when responding to online safety concerns and digital behaviour incidents. ▪ Continue to reinforce key online safety messages through assemblies, newsletters and awareness events. ▪ Engage parents through online safety information and guidance.		
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expectations and responsibilities.			
LGB Impact Monitoring Priority 4 (quality check/key questions)	▪ How effectively is the school improving attendance and reducing persistent absence, particularly for disadvantaged pupils and pupils with SEND? ▪ What evidence demonstrates that inclusive practice is being implemented consistently across classrooms and throughout the school? ▪ How effectively are attendance, behaviour and engagement data being used to identify need and target support? ▪ What impact is parental engagement having on attendance, behaviour, wellbeing and pupil outcomes? ▪ How well are vulnerable pupils being supported through pastoral provision, external agency involvement and targeted intervention, and what difference is this making to their engagement and success? ▪ How effectively does the school promote safe and responsible online behaviour? ▪ How well do pupils understand how to keep themselves safe online? ▪ How effectively are parents supported to manage online safety and digital behaviour at home? ▪ Are online safety incidents identified, monitored and responded to consistently? ▪ How does the school ensure that online safety education remains current and responsive to emerging risks?		
Priority 5: School Governance, Leadership and Business (DfE TQD: Pillars 4 and 5 – Finance and Operations, Governance and Leadership)			
5. Develop and implement a climate and sustainability strategy across the Trust ✓ Continue to embed strong leadership and governance structures ✓ Integrate sustainability into Trust systems and strategy ✓ Measure, monitor and report impact ✓ Improve sustainability of estates and operations ✓ Ensure ongoing evaluation and continuous improvement			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
5A: The school will have a demonstrably stronger and more sustainable leadership pipeline: Acting Headteacher will be clearly prepared for covering the Headteacher's maternity	Achieving Clarity ▪ Establish a clear leadership succession plan to support the Acting Headteacher in preparing for and leading during the Headteacher's maternity leave. <i>Autumn Term</i> ▪ Define leadership responsibilities, decision-making processes and reporting structures to ensure continuity throughout the maternity cover period. <i>Autumn Term</i>	▪ Provide leadership coaching and mentoring for the Acting Headteacher to support succession planning and leadership development. ▪ Fully embed STEPLab coaching and deliberate practice cycles for all teaching staff. <i>Coaching schedule: £1000</i> ▪ Develop middle and subject leaders through Trust leadership programmes, release time and	▪ The Acting Headteacher is fully prepared to lead the school confidently and effectively during the Headteacher's maternity leave. ▪ Leadership responsibilities are distributed effectively,

leave; the EYFS Lead will be confidently leading provision in line with new DfE and Ofsted expectations; all teachers will be engaged in a consistent STEPLab coaching cycle strengthening quality-first teaching and subject/middle leadership; and SCITT student teachers will be well mentored, contributing to the school's future recruitment pipeline. <i>Windmill Hill Academy is entering a significant period of leadership development and succession planning. With the Headteacher's maternity leave commencing during the academic year, it is essential that leadership capacity is maintained to ensure continuity, stability and ongoing school improvement. This includes preparing the Acting Headteacher to lead confidently and effectively, further</i>	▪ Strengthen the role of the EYFS Lead to ensure provision reflects current DfE expectations, Ofsted priorities and Trust developments. <i>Throughout the year</i> ▪ Clarify expectations for subject and middle leaders, including monitoring, curriculum leadership and school improvement responsibilities. <i>Autumn Term</i> ▪ Ensure all teachers understand the purpose and expectations of the STEPLab coaching model and its role in improving teaching and leadership capacity. <i>Autumn Term</i> ▪ Develop mentoring expectations and systems for SCITT trainees to support high-quality initial teacher education and future recruitment. <i>Autumn term</i> Achieving Consistency ▪ Implement a consistent STEPLab coaching cycle for teaching staff, focused on improving quality-first teaching and evidence-informed practice. ▪ Ensure middle and subject leaders undertake consistent monitoring, evaluation and curriculum development activities. ▪ Provide regular leadership coaching and support for the Acting Headteacher to develop confidence, strategic oversight and operational leadership skills. ▪ Embed consistent approaches to curriculum leadership, monitoring and self-evaluation across all subject areas. ▪ Ensure the EYFS Lead consistently applies Trust progression documents, assessment systems and quality assurance processes across Pre-School and Reception. ▪ Provide high-quality mentoring for SCITT trainees, ensuring a consistent and supportive experience.	collaborative working opportunities. <i>Termly: part of staff meeting schedule</i> ▪ Continue to develop EYFS leadership capacity through Trust networking, monitoring opportunities and professional development aligned to current DfE and Ofsted priorities. ▪ Provide mentor training and release time to support SCITT trainees effectively. Funding Source: School Core Budget	strengthening organisational resilience and sustainability. ▪ The EYFS Lead confidently leads Pre-School and Reception provision in line with current DfE expectations, Ofsted priorities and Trust developments. ▪ Subject and middle leaders demonstrate increased confidence and effectiveness in monitoring, evaluating and improving their areas of responsibility. ▪ All teachers engage successfully in STEPLab coaching cycles, leading to sustained improvements in quality-first teaching. ▪ A culture of deliberate practice, reflection and professional growth is embedded across the school. ▪ SCITT trainees receive high-quality mentoring and support, contributing to the school's future recruitment pipeline. ▪ Staff retention, leadership confidence and professional expertise continue to strengthen. ▪ School improvement is sustainable and less dependent on individual leaders.
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<i>developing middle and subject leadership, strengthening EYFS leadership following the opening of the new Pre-School in January 2026, and embedding a culture of continuous professional growth through STEPLab instructional coaching. The school has a strong commitment to developing talent and creating future leaders. Through engagement with the Trust, STEPLab coaching and the SCITT programme, Windmill Hill Academy aims to develop a sustainable leadership pipeline that strengthens quality-first teaching, supports staff retention and contributes to future recruitment.</i>			
LGB Impact Monitoring Priority 5 (quality check/key questions)	▪ How effectively is the school preparing for leadership succession and ensuring continuity during the Headteacher's maternity leave? ▪ What evidence demonstrates that the Acting Headteacher, EYFS Lead and middle leaders are developing the knowledge, skills and confidence required to lead effectively? ▪ How is STEPLab coaching improving teaching quality, professional practice and leadership capacity across the school? ▪ How effectively are subject leaders monitoring curriculum quality and contributing to school improvement priorities? ▪ How is the school's involvement in SCITT supporting talent development, recruitment and long-term workforce sustainability?		

AIP Progress Review Summary – Key Performance Indicator Summary Updated Termly

(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
A. Learning Standards	▪ Reading outcomes at the end of Key Stage 2 improve significantly and move towards or exceed national averages. ▪ Mathematics outcomes continue to rise and are in line with, or above, national benchmarks. ▪ KS2 Writing outcomes remain above national averages. ▪ The percentage of pupils achieving Reading, Writing and Mathematics combined increases significantly. ▪ Teaching and learning are characterised by clear expectations, consistent pedagogical approaches and effective use of assessment. ▪ Staff demonstrate increased confidence and expertise through instructional coaching and deliberate practice. ▪ More pupils leave Windmill Hill Academy with the knowledge, skills and confidence required to succeed in the next stage of their education. ▪ Attainment gaps between disadvantaged pupils and their peers diminish across all phases. ▪ Pupils with SEND make strong progress from their starting points and access learning successfully alongside their peers. ▪ Attendance, engagement and participation improve for vulnerable groups. ▪ Teachers consistently demonstrate effective adaptive teaching and inclusive classroom practice. ▪ Interventions are sharply focused, evidence-informed and demonstrably improve outcomes. ▪ Disadvantaged pupils and pupils with SEND achieve improved outcomes in reading, writing and mathematics. ▪ More vulnerable pupils successfully achieve age-related expectations and transition confidently to the next stage of education.
B. Curriculum	▪ GLD outcomes improve beyond the current 68% and move towards the Government's ambition of 75% by 2028. ▪ The attainment gap between disadvantaged children and their peers diminishes. ▪ Trust progression documents provide a shared framework for curriculum planning and assessment, resulting in greater consistency between Pre-School and Reception. ▪ Children experience a seamless learning journey through the EYFS, with knowledge, skills and vocabulary building progressively over time. ▪ More children develop strong communication and language skills from their starting points. ▪ Children demonstrate greater independence, resilience and engagement in learning. ▪ More pupils achieve age-related expectations in literacy and mathematics by the end of Reception. ▪ Children with SEND are identified early and make strong progress through targeted support. ▪ High-quality adult-child interactions are consistently evident across Pre-School and Reception. ▪ Staff demonstrate increased expertise and confidence through staff CPD including deliberate practice. ▪ Children transition successfully into Year 1 with secure foundations for future learning. ▪ Pupils demonstrate increased confidence, fluency and effectiveness when speaking and listening. ▪ Vocabulary knowledge improves across all year groups and curriculum areas. ▪ Pupils are better able to explain, justify, reason and articulate their thinking. ▪ Disadvantaged pupils and pupils with SEND demonstrate improved participation, communication and attainment. ▪ Reading comprehension, writing quality and mathematical reasoning improve as a result of stronger spoken language skills. ▪ Teachers consistently use evidence-informed oracy strategies across the curriculum. ▪ Trust progression documents provide a coherent framework for developing oracy skills from EYFS to Year 6. ▪ Staff demonstrate increased expertise and confidence through instructional coaching and deliberate practice.

	▪ High-quality talk becomes a defining feature of teaching and learning across the school, contributing to improved pupil outcomes.
C. Vision and Culture	▪ Implement the Trust clearly defined and fully implemented framework for belonging and flourishing is established across the school. ▪ Leaders and governors use pupil voice and measurable indicators to identify needs and drive improvement. ▪ Pupils report a stronger sense of belonging, safety, inclusion and wellbeing. ▪ Attendance remains strong and persistent absence reduces. ▪ Behaviour incidents and emotional wellbeing concerns are identified and addressed proactively. ▪ Disadvantaged pupils, pupils with SEND and vulnerable pupils report positive experiences and increased inclusion. ▪ More pupils participate in leadership opportunities, enrichment activities and wider school life. ▪ Pupil voice demonstrably influences school decisions and improvement priorities. ▪ Parents, pupils and staff report positive perceptions of the school's culture, relationships and inclusive ethos. ▪ Children are increasingly confident, engaged and ready to flourish both within school and beyond.
D. Safeguarding - behaviour and attendance	▪ Whole-school attendance improves from 94.5% towards 96%. ▪ Attendance for disadvantaged pupils improves and attendance gaps diminish. ▪ Persistent absence reduces from the current 10.1%. ▪ Pupils with SEND receive timely and effective support to improve engagement and participation. ▪ Staff demonstrate increased confidence in inclusive practice and behaviour support. ▪ Relationships between school and families are strengthened through meaningful engagement and collaboration. ▪ Attendance, behaviour and engagement data are used effectively to identify need and evaluate impact. ▪ Pupils report feeling safe, supported and included within school. ▪ Vulnerable pupils are increasingly able to access learning successfully and achieve positive outcomes. ▪ Pupils demonstrate safe, respectful and responsible online behaviours. ▪ Staff apply a consistent approach to digital behaviour and online safety concerns. ▪ Parents have a greater understanding of online safety and how to support children at home. ▪ Online safety remains embedded within the school's safeguarding culture. ▪ Pupils are equipped to navigate the digital world safely and responsibly.
E. People and Leadership	▪ The Acting Headteacher is fully prepared to lead the school confidently and effectively during the Headteacher's maternity leave. ▪ Leadership responsibilities are distributed effectively, strengthening organisational resilience and sustainability. ▪ The EYFS Lead confidently leads Pre-School and Reception provision in line with current DfE expectations, Ofsted priorities and Trust developments. ▪ Subject and middle leaders demonstrate increased confidence and effectiveness in monitoring, evaluating and improving their areas of responsibility. ▪ All teachers engage successfully in STEPLab coaching cycles, leading to sustained improvements in quality-first teaching. ▪ A culture of deliberate practice, reflection and professional growth is embedded across the school. ▪ SCITT trainees receive high-quality mentoring and support, contributing to the school's future recruitment pipeline.

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| | <ul style="list-style-type: none">▪ Staff retention, leadership confidence and professional expertise continue to strengthen.▪ School improvement is sustainable and less dependent on individual leaders. |
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