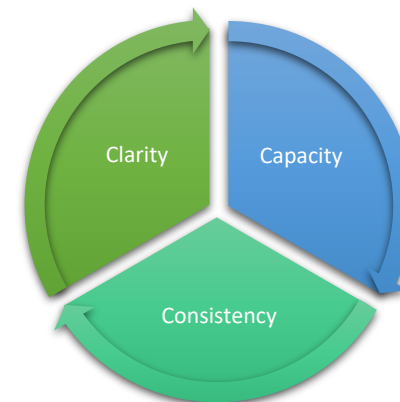




An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust **Academy Improvement Plan 22-23** (Sept 22 – Sept 23)

School: St Stephens Community Academy	
Trust Version:	V5 Template
Statutory:	Yes
Approved by LGB:	October 2022-LGB meeting
Final Review by LGB:	
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.

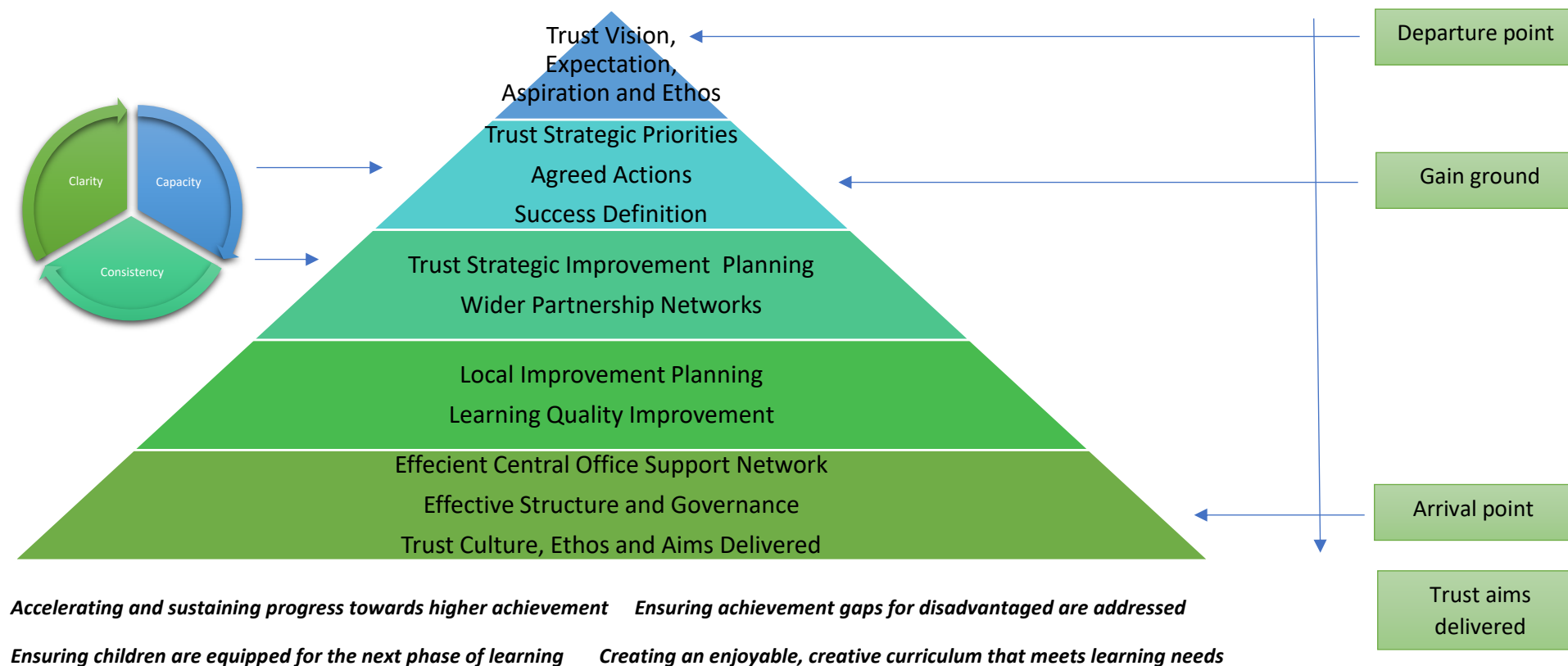
A. Improvement – Trust Model Synopsis

- **Our strategy model** is structured around establishing sustainable improvement “building blocks” of **capacity, consistency and 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;

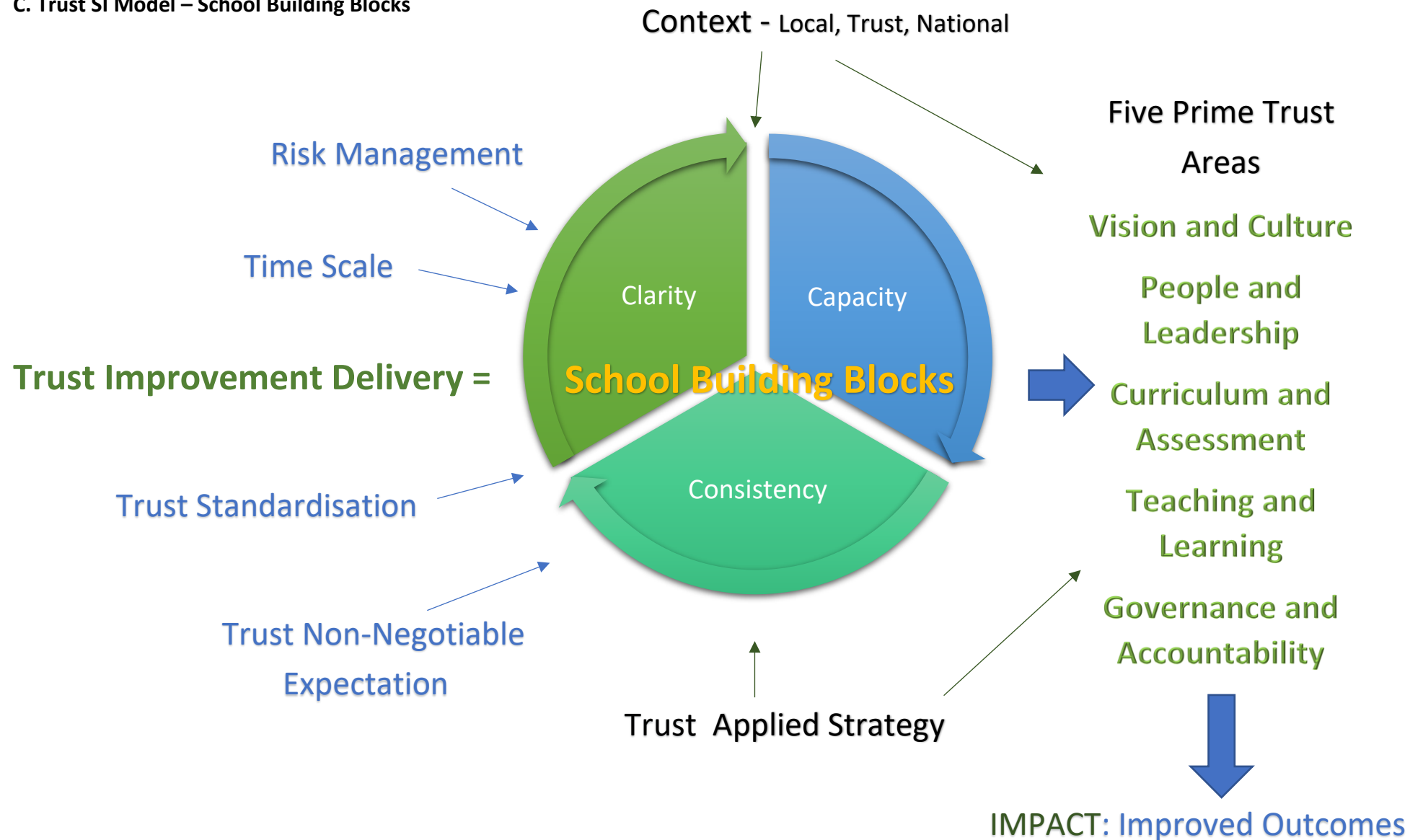
Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions and modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: 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;



C. Trust SI Model – School Building Blocks



D. Academy Improvement Plan 22-23 – Improving Outcomes for Children	
Trust Over-arching 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 Embracing Learning. Inspiring Ambition. Celebrating Individuality.	
Ethos Statement: At St Stephens Community Academy we strive to deliver a high quality, engaging and inclusive education- a safe environment where all pupils can flourish and reach new goals. We believe that all our pupils can and will achieve in all aspects of the curriculum. We recognise and encourage different talents; social development and life skills are clear and ever present priorities to support our pupils through their future adventures with us and beyond. Our school values; Creativity, Planning and Problem Solving, Relationships and Leadership, Communication, Confidence and Advocacy, Determination and Managing Feelings shape and guide our school ethos.	
Context – Key School Factors 22-23 from Latest Evidence – RS, ER, OFSTED IDSR, DfE ASP, SEF (Key = <i>Green/no issue, Amber/minor issue, Red/major issue</i>)	
Progress Benchmark KS2: Y6 progress from End of KS1. <ul style="list-style-type: none"> Writing : 56% EXP, 11% GD, 33% Very GD Reading: 7% Weak , 37% EXP, 41% GD, 15% Very GD Maths: 7% Weak (pupil joined school in Y5), 44% EXP, 37% GD, 11% Very GD 	Progress Benchmark KS1: End of KS1 progress from End of EYFS <ul style="list-style-type: none"> Maths: Expected or better progress 79 % Good or better progress 68 % Reading: Expected or better progress 80 %. Good or better progress 55 % Writing: Expected or better progress 70 %. Good or better progress 35 % GPS: Expected or better progress 57 % Good or better progress 4 %
Attainment Benchmark KS2: Including ARB/EHCP pupils <ul style="list-style-type: none"> Maths: 73% ARE 20% GDS (2 pupils on 98/99 for maths) Reading: 70% ARE 43% GDS3 (pupils on 98/99 for reading) Writing: 67% ARE 10% GDS Grammar, Punctuation, Spelling (GPS): 67% ARE 27% GDS 	Attainment Benchmark KS1 (including Y1/2 phonics): Y1 Phonics: 71% (inc ARB) Y2 Phonics : 81% Y2 Reading : 62% Y2 Writing : 46% Y2 Maths : 65%
Safeguarding, Behaviour, Exclusions and Attendance: <ul style="list-style-type: none"> Exclusion: 1 Pupil 7.5 days (summer term) Attendance: 91.1% (CV19 impact as attendance has been in line or higher than National most of the year) Behaviour: Low level disruption rare. Small % of incidents logged on My Concern: behaviour generally very good. Incidents logged have decreased significantly over the year due to additional staffing placed in key cohort to address personal, social and emotional needs. Modelling learning behaviours. Clear team direction. The results are positive. School ethos and values guiding good behaviour. 	Achievement EYFS: <ul style="list-style-type: none"> 53% achieved Good Level of Development/Early Learning Goals. 24% Not On Track 76% On Track

<ul style="list-style-type: none"> ▪ Safeguarding: KCSIE - out for consultation. 2022 version will have Sexual violence and Harassment policy merged with KCSIE. Available Sept 2022. S175 - new form released. Two- year process where schools complete self-evaluation in Year 1 and submit to County, in Year 2 complete and peer review (starting in Year 2). All Trust Heads met to complete forms and peer review, then shared with Safeguarding Governor before Compliance form was signed and submitted. St Stephens will be audited once every four years as part of the process. 	
<p>Key Staff and Roles:</p> <ul style="list-style-type: none"> ▪ Maura Furber: Headteacher (History /School Safeguarding Lead) ▪ Amy Hooper: Assistant Head of School/ KS1 Lead, Y2 teacher, English Lead (Trust Lead/County Lead), Visible Learning (VL) Coach. ▪ Sharon Neale: Assistant Head of School/KS2 Lead, Y6 teacher–Maths Lead (Trust Lead/County Lead), Student Mentor/Co-ordinator ▪ Debbie Bartlett: SENDCo / ARB Manager. TIS Lead ▪ David Hunt:Y5 teacher–Computing Lead ▪ Rhona Hunt: Y4 teacher–R.E. Lead/ VL Coach ▪ Millie Kempton:Y3 teacher–P.E/Outdoor Learning Lead ▪ Hannah Morris-Torr:Y1teacher–Geography /Phonics Lead ▪ Lucy Lumby: YF teacher –D.T. Lead / Pupil Forum. Shared EYFS Lead. ▪ Alison Hobbs: YF teacher-SMSC Lead. Shared EYFS Lead. School Tutor ▪ Vicky Callcut: Y4/6 teacher-Art Lead/Modern Foreign Language (MFL) Lead. School Tutor. ▪ Kathy Walsh: ARB teacher (3 days) / Science Lead/ Staff Governor. ▪ Rachael Jenkin: ARB teacher (2 days) ▪ Kari Gilbert: Creative Lead (Music and performance)/ Climate Curriculum Lead ▪ Kate Stringer –Pre-School Manager ▪ Claire Paul: Trust Safeguarding Lead/Pastoral Lead/ PSHE Lead. Trauma Informed School (TIS) Lead, Mental Health Lead. ▪ Sharon Baxter: Family Support Worker. TIS Lead. HLTA ▪ Neil Swait and Deborah Sanders: Trust Improvement Officers (TIOs) ▪ Will Hermon: Trust CEO 	<p>LGB Leadership:</p> <ul style="list-style-type: none"> ▪ Chair –Joan Heaton ▪ Vice Chair-Sue Tierney <p>SAFEGUARDING</p> <ul style="list-style-type: none"> ▪ Safeguarding Governor-Paul Dickens ▪ Whistleblowing Governor -Sue Tierney <p>SINGULARITY</p> <ul style="list-style-type: none"> ▪ Staff Governor-Kathy Walsh ▪ Curriculum Strategy Governor –Martin Cornish and Joan Heaton <p>STAKEHOLDERS</p> <ul style="list-style-type: none"> ▪ Stakeholder Governor- Bonnie Soanes ▪ Personnel Governor -Sophie Hughes and Paul Dickens(+ pupil voice) <p>STANDARDS</p> <ul style="list-style-type: none"> ▪ Data/Improvement Governor -Joan Heaton ▪ Information Governor –Kathy Walsh ▪ Curriculum – Martin Cornish and Joan Heaton ▪ SEND Governor –Sophie Hughes and Joan Heaton ▪ PPG and PE Governor-Martin Cornish ▪ EYFS Governor- Sue Tierney
<p>Context – Trust Level Action Plan Factors 22-23 from Latest Evidence</p>	
<p><i>A: Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy</i> <i>B: Continue to improve writing attainment in Years 2, 3 and 4 to achieve at least national average levels of attainment</i> <i>C: Improve SEND provision and practice to enhance effective curriculum opportunities for SEND pupils (links with Action- A and E)</i> <i>D: Improve effectiveness and sustainability of LGBs</i></p>	

- 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: Continue to improve writing attainment in Years 2, 3 and 4 to achieve at least national average levels of attainment (links with Trust Priority B and F)

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)
<ul style="list-style-type: none"> Indicative writing achievement for 21-22 indicates some attainment uplift needs to continue to ensure end of KS2 attainment returns to pre-Covid levels for Year 2, Year 3 and Year 4 in 2022-23 	<ul style="list-style-type: none"> To continue embedding longer term strategies for improving writing outcomes for key year groups to maintain end of year attainment against expected national average benchmarking. Develop subject leadership further within school and Trust to create curriculum capacity (links with Trust Priority A) 	<ul style="list-style-type: none"> Implement new School Improvement models and practices which support individual staff growth and professional capacity. School /Trust/ Cornwall Hub English Lead (AH) to review impact of interventions/support with SLT direction. Teaching team identify key priorities that will make accelerated progress in writing outcomes. On -going CPD for ALL staff Using Visible Learning strategies to embed child led involvement /pupil voice in improvement. Pupil Progress Meetings. 	<ul style="list-style-type: none"> AH to model new English Writing project and resource .Literacy Tree- Whole School Annual Membership (£595). AH Planning sequences with teaching staff. All staff to share /lesson visits to model key writing strategies. Teacher: Teacher support. Lesson visits , informal drop ins weekly to monitor and support colleagues in key year groups. AH coaching teachers in key year groups to establish expectations and support consistency. Key resources to support writing must be in place; individual vocab books, descriptosaurus vocabulary sheets, tiers of vocabulary walls in every class etc. See English expectations for evidence in books and in classroom. Whole school CPD as staff trial new system. 	<ul style="list-style-type: none"> Pupils in Y2, 3 and 4 to close the attainment gap in line with most recent national expectations. (Y6 - 69%) Most vulnerable groups/individuals to make good or better progress. New writing project being used confidently by all staff and positive outcomes can be seen via a variety of means e.g. book looks, child engagement, progress and achievements. Range of new texts used inspire, excite and motivate pupils and staff.

			<ul style="list-style-type: none">Staff on –line day training for key year groups (Y3 and 4) in school. Y5 also due to % @ ARE+ in September a concern.Invest in high quality texts to develop diversity and cultural scope. Reading Rocks Yearly subscription. First year paid by PTFA (£360)Internal assessment dataTutoring funding continuing into 22-23 to support longer term catch up of learning standards for vulnerable pupilsInternal moderation.AH starting new role as County English Lead September 2022 –share most recent and up to date research and best practice. Day release weekly – teacher cover funded by County.	
Impact Monitoring for Priority 1 (quality check data and key questions)	What strategies/ teaching is making a positive impact on pupil progress and outcomes? Focus year groups- what % increase has been made termly so closing gap with National Y6 expectation? (2022=69%) Targeted cohorts monitored half termly via book looks, pupil voice, lesson visits by SLT. Professional Teacher support what impact has been made on teaching and learning provision and outcomes?			
Priority 2: Curriculum and Assessment. Further develop subject leadership to embed good teaching and learning for all pupils with focus on SEND provision and practice (links with Trust Priority A , C and E) Trust Action - E: <i>Develop subject leadership further within schools and Trust to create additional curriculum capacity (links with Action - A)</i> Trust Action - C: <i>Improve SEND provision and practice to enhance effective curriculum opportunities for SEND pupils (links with Action - A and E)</i>				
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)
<ul style="list-style-type: none">Improve SEND provision and practice (inks with Trust Priority A and E).DfE Green Paper on future of national SEND provision, funding and process	<ul style="list-style-type: none">School commitment to improving provision and achievement of our most vulnerable pupils.Termly review of EHCP's and Provision Maps making positive impact	<ul style="list-style-type: none">Ensure that every effort is made to enable all pupils including those with SEND to meet age related expectations in reading.Prioritise additional support and interventions for all groups to ensure these are not overly disrupted by staff absence	<ul style="list-style-type: none">SENDCo to attend SLT meetings as requiredSENDCo to track attainment and progress termly-monitor and review Provision Maps/EHCP's are fit for purpose.Trust internal QA monitoring.Trust Subject Leader networking.	<ul style="list-style-type: none">Achieve 'best value' for all our pupils; focus on key vulnerable groups e.g. SEND pupils and their provision.The curriculum is effectively developed and its implementation

<ul style="list-style-type: none"> • Evidence from SEND deep dive by TIO and SENDCo (Summer 2022) • Increasing OFSTED focus on how schools deliver effective SEND learning across the curriculum • Inspection framework for 22-23 continues to focus on curriculum strength so effective subject leadership is essential part of risk mitigation • Further embed good curriculum capacity and identify school curriculum subjects and leaders to target for improvement. • Professional development of class teachers and their role as school/Trust subject leaders. 	<p>on child's progress and achievements.</p> <ul style="list-style-type: none"> • Provide greater clarity about impact of SEND funding on extent and quality of individual provision. (LGB) • Pupil friendly /child's voice Provision Map targets enable pupil engagement and understanding of how to improve – transferring surface learning to deep understanding. • Identify next curriculum priorities and develop subject leadership within these areas: DT, RE, Geography, History. 	<ul style="list-style-type: none"> • Explore approaches that enable all pupils with SEND to routinely access a range of clubs and activities • Ensure that precise, accurately worded and specifically focused objectives on IEPs link directly to the primary areas of need identified (e.g., if communication delay is the primary need the IEP objectives should be focusing on that area) • Resources, such as knowledge organisers, are effectively adapted to enable all pupils, including those with SEND to access them with some independence. • Equal balance of knowledge and skills being monitored and reviewed by subject leaders. 	<ul style="list-style-type: none"> • Termly review and updates of Provision Maps with stakeholders: parents and child, during consultation meetings. • Princes Trust Institute CPD relevant to areas being targeted. Annual membership cost £350. • Walkthrus.co CPD / identifying resources and Trust support for teaching and learning / subject leaders. Bespoke professional development with support from AIO as required. • Designated SEND training termly (Role of the Teacher, Dyspraxia and Dyscalculia) INSET/Staff meeting times. • Role of teacher CPD led by County SEN Lead to ensure teachers fully understand their responsibilities to SEND pupils. Include actions on how curriculum subject leaders are going to be trained on monitoring SEND pupil provision/performance within their subject. Subject leaders are required to know how well SEND pupils across the school are doing within that subject and how their provision is structured so they can make progress. • Timetable of release time for Subject Leaders and time given in school CPD regularly to share good practice, innovations and impact. • Good subject leadership to complete efficient internal self-evaluation processes as modelled with schools by SI officers over the last 18 months e.g. 	<p>adapted for pupils with SEND.</p> <ul style="list-style-type: none"> • The curriculum fully prepares all pupils including those with SEND for their next stage of learning • Precise, accurately worded and specifically focused objectives on Provision Maps that link directly to the primary areas of need. • SEND pupils involved in target process linked to Provision Maps. • Subject leadership developed further within schools and Trust to create additional curriculum capacity. • Clarity, progress and consistency in key focus subjects being taught across all year groups.
--	--	--	---	--

			Deep Dives, moderation, T+L monitoring, foundation sub. assess	
Impact Monitoring for Priority 2 (quality check data and key questions)	Is the curriculum effectively developed and its implementation adapted for all pupils, including those with SEND? Is the curriculum fully prepares all pupils, including those with SEND for their next stage of learning? What impact is subject leader release time/CPD focus having on teaching and learning across the school for all groups of pupils? How is progress being measured for the different groups of pupils especially those with SEND?			
Priority 3: Vision and Culture. Initiate effective sustainability and climate change strategies across Trust curriculum and operating practices <i>Trust Action - A: Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy</i> <i>Trust Action - G: Initiate effective sustainability and climate change strategies across Trust curriculum and operating practices</i>				
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)
<ul style="list-style-type: none">DfE committed to sustainable development to prepare pupils for the futureStatutory requirement to have Climate Change taught as part of published school curriculumMultiple sources of evidence suggest that being a sustainable school raises standards and enhances young people’s well-being.	<ul style="list-style-type: none">Timetabled sessions planned for each year group across the academic year with Climate Change focus.Outside learning given higher priority and time in the school PE curriculum. Yearly overviewKey areas of waste management, water and energy use, catering, biodiversity and carbon reduction to be addressed- planned across year.	<ul style="list-style-type: none">Set an approach in line with Trust guidance which facilitates effective approaches to delivering improved sustainability within key areas.Responsibility for school improvement in this area will be reflected via ethos, day to day operations and through educational provision.Termly visits to Trust Woodland Skills Centre by all pupils.Sustainability a regular agenda at governors’ meetings.Establish working environmental group involving families and the community e.g. gardening group.	<ul style="list-style-type: none">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 sustainabilityA wide range of waste recycled or composted.UNICEF Steering Group drive changeReducing energy use e.g. staff and children to turn off energy-using appliances and water when not in use.Use school building systems properly to save energy e.g. close outside doors to maintain heat,	<ul style="list-style-type: none">From Jan 23 the school will have published their Climate Change curriculum – this will reflect the in-school strategies/models being used to address sustainability.Children can demonstrate a better understanding of the human impact on our planet and their place and responsibility within it.Broaden pupils’ knowledge and life skills to support capability assured individuals with a shared ethos.

<ul style="list-style-type: none">As a sustainable school we will engage our pupils in their learning, thereby improving motivation and behaviour, and also promote a healthy school environment and lifestyles.http://www.se-ed.co.uk/sustainable-schools/	<ul style="list-style-type: none">Linking what is taught in the classroom to carbon reduction activity underway in the wider school environment to build momentum for change through pupil leadership and involvement.-UNICEF rights link	<ul style="list-style-type: none">Incorporate sustainable travel activities across the curriculum e.g. 'Bikability' sessions planned for across the year with key year groups.Develop and further embed responsibilities for 'eco-champions'/ warriors in school.Continue recycling paper, card, plastics, food waste, batteries, pens and glue sticks. Identify further opportunities with community e.g. soft plastics.	<p>monitor when heating is on/off in term times.</p> <ul style="list-style-type: none">Share information with pupils and school staff in weekly briefings/ collective worship.Manage ICT (Information and Communications Technology) e.g. turn off/shut down devices when not in use.Regularly announce and celebrate waste successes in school assemblies, staff meetings, newsletters and on the school website.Use notice boards and displays around the school to make waste minimisation central to the school's ethos. New display boards purchased £120.Termly visits to Trust Woodland Skills Centre. (Cost of coaches TBC. Cost £2000 for whole school (each class to visit once) last term. Trust expectation that each class will visit 3 x a year will impact cost-enrichment funding from Trust TBC)	<ul style="list-style-type: none">Saving resources such as energy and water will save our schools significant sums of money.Pupils more informed and prepared for future sustainable developments.Pupil UNICEF steering group drive change, communicating with peers, monitoring progress, celebrating successes and organising events, e.g. inter-class room competitions or whole school 'lights off' days. Achieve Gold statusPhysical and psychological benefits related to walking or cycling to school, eating more healthily and spending time in nature.
Impact Monitoring for Priority 3 (quality check data and key questions)	Do stakeholders take ownership of school Climate Change curriculum –policy into meaningful practice. What in-school strategies/models being used will address sustainability and how can we measure positive impact? Children have a better understanding of the human impact on our planet and their place and responsibility within it. Broaden pupils' knowledge and life skills to support capability assured individuals with a shared ethos			
Priority 4: Safeguarding (including behaviour and attendance) <i>H: Continue to embed latest KCSiE changes into everyday Trust and school practices including recruitment, training and low-level concern management</i>				
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)

<ul style="list-style-type: none"> • Analysis of 'My Concern' logs, police VISTs and recent vandalism in the local area indicates the need to reinforce school rules and high expectations of behaviour to ensure school remains a safe place for all children to learn and flourish. • Weekly attendance of whole school and key groups highlights areas to address. Evidence from meeting with Education Welfare Officer (EWO) every term. 	<ul style="list-style-type: none"> • Further embed PSHE curriculum and school /British values. • Track vulnerable pupils and impact on their learning termly. • Analysis of My Concern logs-links to pupils receiving pastoral, social and emotional support (Trauma Informed School practitioners). Weekly and half termly. • Embed school values based upon school Capabilities Curriculum guide school ethos-important with new intakes and change in staffing. • Visible Learning – learning behaviours and meta-cognition impacting on whole child. • School working in partnership with NHS Mental Health Team. Trial new whole school based project with practitioner assigned to school. • Pupils identified for 1-1 mental health support- 6 week programme 	<ul style="list-style-type: none"> • Safeguarding is on the weekly staff briefing agenda, LGB, SLT meetings. • Embed latest KCSiE changes into everyday school practices including recruitment, training and low-level concern management. • School PSHE curriculum established (Brook Learning Welcome to St Stephens Community Academy (ststephenscornwall.co.uk))and followed in line with County and DfE expectations and regulations. • Inclusion and participation: St Stephens to further embed our model of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression. New staff induction. • Protected Characteristics respected throughout school. • School rules understood by all stakeholders and high expectations that school values will guide and lead our school ethos. • Pupil voices vital to maintain 'Restorative' approach and Trauma Informed School. 	<ul style="list-style-type: none"> • Pupil conferencing with Trust Safeguarding Lead to establish what is working well and identify next steps. • Safeguarding policy in child speak to be located in every class and referred to regularly –link to PSHE lessons. • Whole staff CPD to share updates and key information. Weekly meetings. • Weekly review with Pastoral, Safeguarding and Family Support Leads to identify key priorities. Identify impact half termly with HT. • Target key pupils to support social and emotional development through a variety of additional activities e.g. gardening, animal husbandry, Lego therapy, fun fit. • Track pupils receiving TIS /mental health support to see social and emotional impact in class. • Establish wraparound care to help support families juggling work-life balance. (staffing costs once numbers confirmed. 2 x LSA's running sessions) • Termly meeting with EWO, HT and Safeguarding Team to analyse attendance and contact low attenders. Robust action for regular non-attenders, support families and identify triggers and next steps. (£500 from SLAs) • Family Support Worker to work with vulnerable families and improve parental engagement including supporting families to improve attendance and punctuality. 	<ul style="list-style-type: none"> • Improved parental engagement with attendance to ensure effective reach to all families. • Breakfast club provision shows impact on improved attendance and focus in classroom. • Number of behaviour incidents recorded on My Concern is reduced. • Whole school Mental Health Project makes positive impact on pupils' ability to identify and communicate their anxieties, concerns and take ownership of positive steps forward. • Attendance of all pupils is in line with National 96%. • Reduced number of persistent absentees. • Reduced gap between attendances of key priority groups e.g. Pupil Premium.
--	---	--	--	---

	<p>with child and family involvement facilitated.</p> <ul style="list-style-type: none">Weekly review of attendance of whole school and key groups. Identify key priorities and follow school rigorous attendance protocol.	<ul style="list-style-type: none">Staff attune to the signs and symptoms of trauma, early childhood ACE's, mental health, social and emotional needs.	<ul style="list-style-type: none">2 x TIS practitioners and 1x Family and Pastoral support workers- 4 days a week=£7,080.00Weekly Attendance figures shared with pupils and Attendance cup presented to 'winning' class.Regular information for parents re the importance of attendance e.g. negative impact on pupil attainment and engagement. Letters, parent meetings, newsletters, social media.Qualified Mental Health member of staff. Government funded CPD and training.Pupil progress meeting focus on priority pupils' social and emotional needs alongside attainment and progress.Stakeholder surveys. (Pupil, staff, parents)	
Impact Monitoring for Priority 4 (quality check data and key questions)	Latest KCSiE changes embedded into everyday school practices including recruitment, training and low-level concern management. Do pupil surveys indicate pupils feel safe and there is an available adult if support is necessary? Does parental satisfaction survey demonstrate positive impact of safeguarding intent and implementation? Attendance of all pupils is in line with National 96%.			
Priority 5: School Governance, Leadership and Business Management Improve effectiveness and sustainability of LGB (link with Trust priority D)				
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)
<ul style="list-style-type: none">Evidence from pre-OFSTED audit reports by TIO and CEO (Summer 2022)Trust wide self-evaluation in 2021-22.	<ul style="list-style-type: none">Continues to provide further structured professional training for key staff and leaders/LGB.Training and CPD; essential local layer in	<ul style="list-style-type: none">LGB complete visits/monitoring meetings/discussions with staff and pupilsHigh risks shared with LGB and staff team.Termly whole LGB meetings with Headteacher updates.	<ul style="list-style-type: none">See section F below.Wider and deeper training programme for LGB members Trust led.Management support for LGB by Trust.	<ul style="list-style-type: none">LGB gather evidence effectively each term to ensure they are accurately assessing impact.The school strategically, identify risks and support mitigating actions to date.













<ul style="list-style-type: none"> Newly established LGB .Limited face to face due to unprecedented circumstances. 	holding school and leaders to account for essential operational aspects of the Scheme of Delegation.	<ul style="list-style-type: none"> Establish a timetable for visits, meetings, monitoring. Planned visits link to key priorities. LGB challenge and support direction of school. 	<ul style="list-style-type: none"> Updated support and training to enable them to fulfil their commitment to the school.
Impact Monitoring for Priority 5 (quality check data and key questions)	Do the LGB gather evidence effectively each term to ensure they are accurately assessing impact? Do the LGB/leadership Team mange the school strategically? How do the leaders identify risks and support mitigating actions? Have the LGB received the most up to date CPD/ in house support to enable them to do their job to their best ability?		

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	Pupils in Y2, 3 and 4 to close the attainment gap in line with most recent national expectations. (Y6 writing =69%)
	Most vulnerable groups/individuals to make good or better progress in writing.
	New writing project is used confidently by all staff and positive outcomes can be seen via a variety of means e.g. book looks, child engagement, progress and achievements
2. Curriculum and Assessment	The curriculum is effectively developed and its implementation adapted for pupils with SEND.
	The curriculum fully prepares all pupils , including those with SEND for their next stage of learning
	Precise, accurately worded and specifically focused objectives on IEPs link directly to the primary areas of need
3. Vision and Culture	Do stakeholders take ownership of school Climate Change curriculum –policy into meaningful practice.
	What in-school strategies/models being used will address sustainability and how can we measure positive impact?
	Children can demonstrate a better understanding of the human impact on our planet and their place and responsibility within it.
	Pupil UNICEF steering group drive change-achieve Gold status.
4. Safeguarding (including behaviour and attendance)	Latest KCSiE changes embedded into everyday school practices including recruitment, training and low-level concern management
	Do pupil surveys indicate pupils feel safe and there is an available adult if support is necessary?
	Does parental satisfaction survey demonstrate positive impact of safeguarding intent and implementation?
	Attendance of all pupils is in line with National 96%.
5. People and Leadership	The LGB gather evidence effectively each term to ensure they are accurately assessing impact.
	LGB mange the school strategically, identify risks and support mitigating actions
	LGB have updated support and training to enable them to fulfil their commitment to the school.

F. AIP Monitoring Schedule							
Impact Monitoring Schedule 1		1 st /2 nd Month	3 rd /4 th Month	5 th /6 th Month	7 th /8 th Month	9 th /10 th Month	11 th /12 th Month
LGB	Activity	Govs Network Meeting(12.08.22) School Visit by Sophie, Joan and Paul. (05.10.20220) School Visit by Sue(27.09.22)	School Visit to meet with English Lead. Martin (28.10.22) Full LGB Meeting (23.11.22)	Working Party Meeting. (Martin, Joan. Date TBC	Full LGB Meeting (01 03.23)	Full LGB Meeting (28. 06.23)	Governor visits TBC Govs Network Meeting/support TBC
	Focus/Priority	Training and meeting support network.(12.08.22) School visit (05.10.2022) ✚ SEND priorities and practice. Meet with DB/KW .a.m. ✚ Pupil voice: p.m. Paul(safeguarding) Sophie/Joan (SEND) School Visit (27.09.22) p.m. Sue (EYFS)	School visit (28.10.22) Writing AIP Priority LGB Meeting: Introduce Key Priorities. AIP/SEF	PPG/PE impact and provision. Current data forecast.	Review Key Priorities.	Review Key Priorities.	Impact
Head	Activity	Review of Data Staff directed hours Lesson visits Performance Management (teachers)	See SLT	See SLT Evidence Scrutiny	Parent Survey PM Reviews	Review of Data	Triangulation of evidence
	Focus/Priority	Progress towards AIP Priorities	(Curriculum	Curriculum	AIP Priorities	End of KS Predictions	Curriculum review
SLT	Activity	Pupil Progress Meetings Learning Walks	Performance Management (Support staff/office/ cleaning team)	Lesson Visits Pupil Progress Meetings	Pupil Conferencing Learning Walks	Lesson visits Review of Data	Triangulation of evidence

	Focus/Priority	Key groups –priorities	AIP priorities	Visits: AIP priorities Impact on groups to date.	Curriculum	Curriculum	Impact and next steps
MLT	Activity	Parent consultations. EYFS Baseline Subject Leader release (DT, RE, Geography, SMSE, Science)	Writing teacher to teacher support. Subject Leader release (DT, RE, Geography, SMSE, Science)	SEN Services CPD Subject Leader release(TBC+ Geog, History, Outside Learning, MFL) Parent consultations	SEN Services CPD Subject Leader release(TBC + History, Outside Learning, MFL)	Subject Leader release (TBC + History, Outside Learning, MFL)	Subject Leader release(TBC + History, Outside Learning, MFL)
	Focus/Priority	Targets/ settling in to new year group. Deep dive evidence.	AIP priority Deep dive evidence	SEN Dyspraxia. Strengths and next steps.	SEN Dyscalculia Curriculum	Curriculum	Curriculum
AIO/Trust	Activity	 SEN Services CPD.  Role of the Teacher.  Trust Training.  Walkthrus.co  Introduction  Training EYFS curriculum  TSL (GS) Science  Training	Visible Learning	Curriculum CPD. David Weatherly- Curriculum moderation	SEN services –see above. Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy	Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy	Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy
	Focus/Priority	 SEN –teaching and learning.  Personalise on going professional development.  EYFS subject leader training All staff.  Focus on Trust supporting science Curriculum materials e.g., TAPS/ PLAN	VL: Impact Cycle Reviews.	CPD Focusing on History/ Geography Writing moderation.	Key year groups and individual PD	Key year groups and individual PD	Key Year groups and individual PD