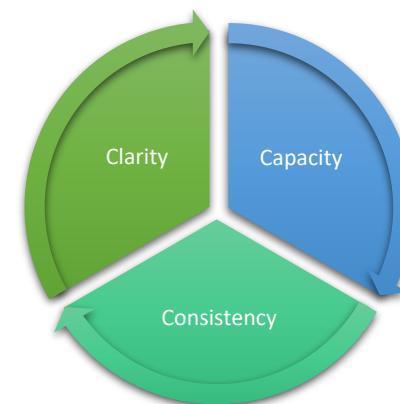




An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust

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

School: SSCA	
Trust Version:	v4 Template
Statutory:	Yes
Approved by LGB:	November 2021
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, RSC Trust Improvement Capacity Framework

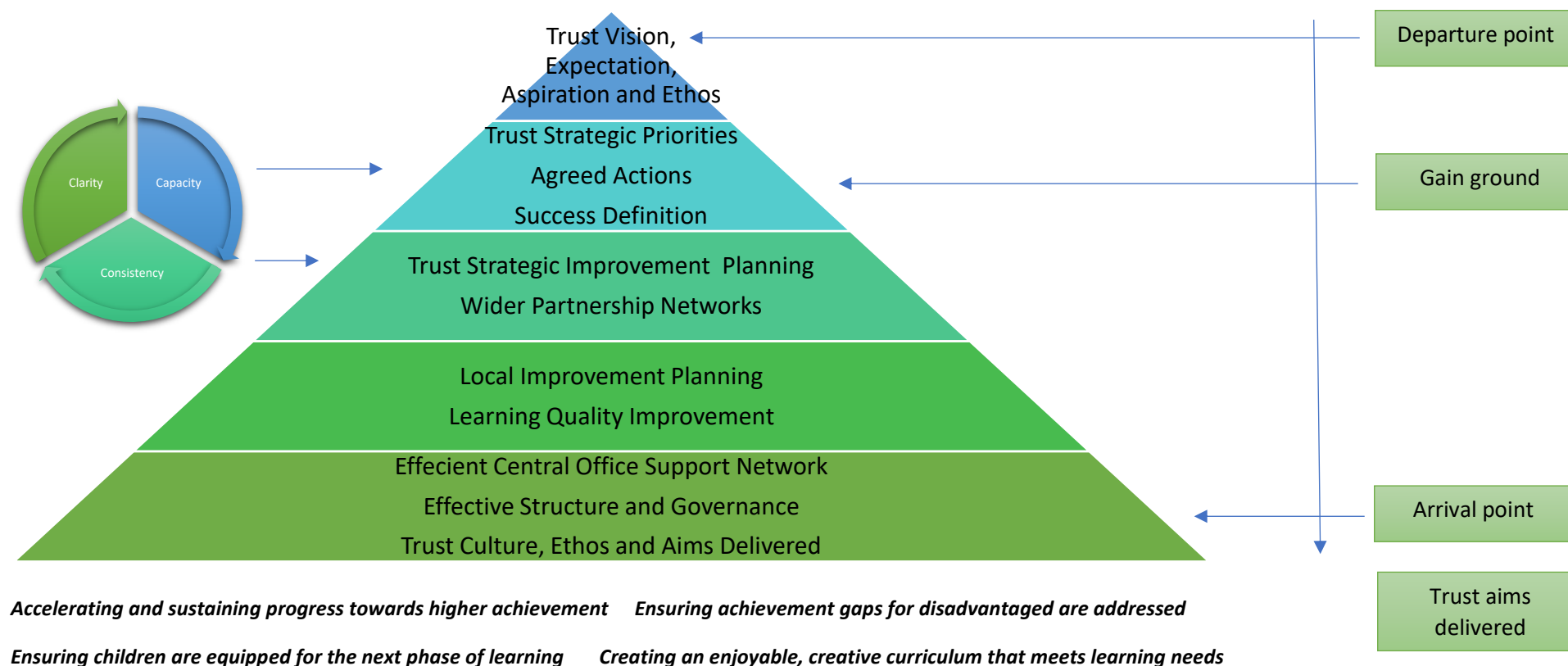
A. Improvement – Trust Model Synopsis

- **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;

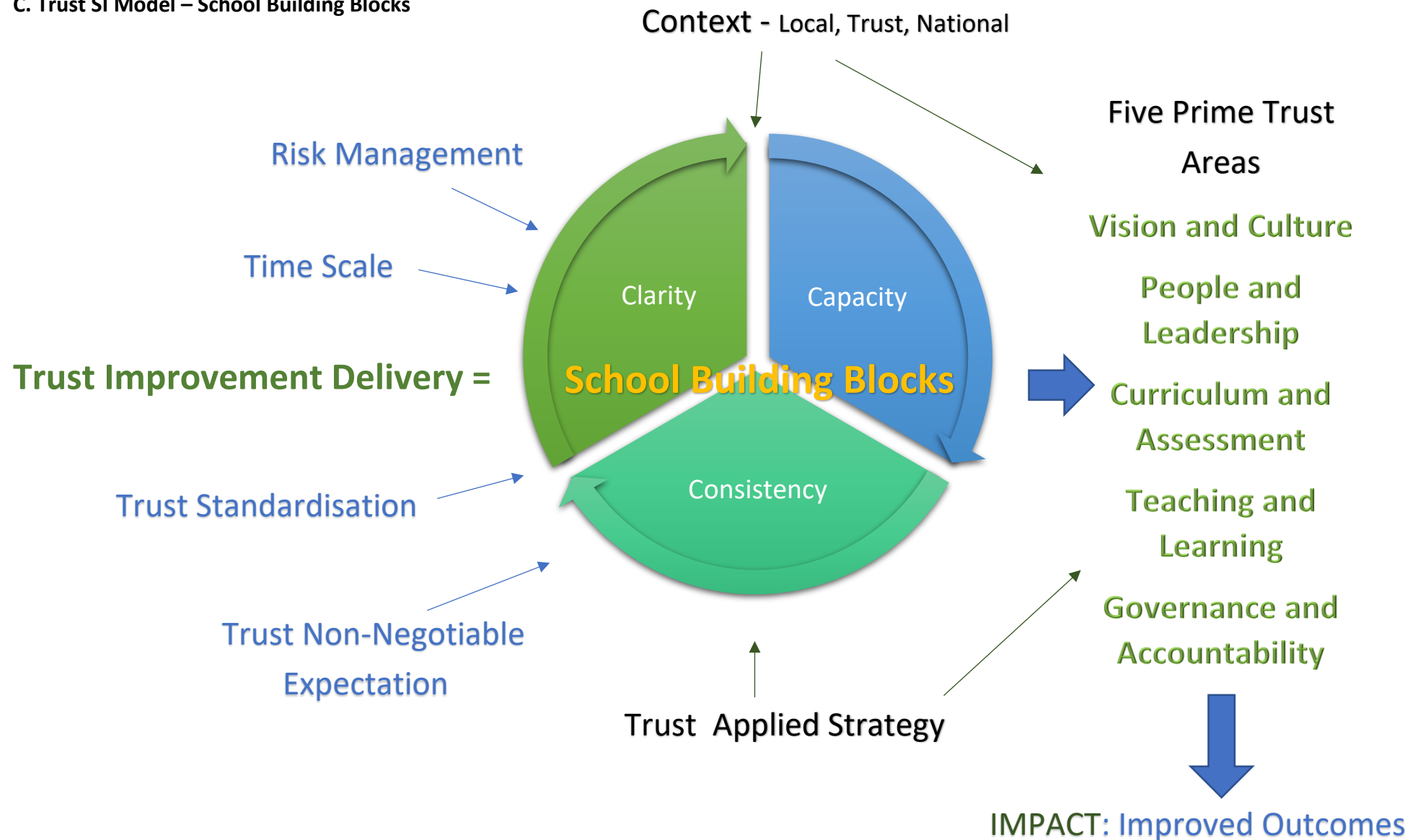
Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions and modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: 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 21-22 – Improving Outcomes for Children

Trust Improvement Plan Priorities 21-22: (Brackets are categories from RSC Trust Capacity Framework – self review)

1. Improve the quality of learning provision for Year 3 cohort (current Y2 at July 21) in core subjects so they can be back on track to achieve ARE or ARE+ by year end where possible
2. Improve writing achievement at Key Stage 1 particularly for disadvantaged boys in Year 2 (current Y1 at July 21) so that more pupils achieve ARE or ARE+ by year end
3. Improve achievement in core subjects for Year 1 pupils (current Class F/Rec at July 21) by addressing identified learning gaps through appropriate curriculum provision
4. Develop the coherence and effectiveness of the planned Capabilities-led curriculum by improving planning quality, effective self-evaluation, staff training and subject level leadership

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

Context – Key Issues to Investigate from Latest Evidence – RS, ER, OFSTED IDSR, DfE ASP, SEF (Key = Green/no issue, Amber/minor issue, Red/major issue)

Progress Benchmark KS2 from IDSR 2019:

% in brackets indicates de-aggregated outcomes –pupils on EHCP/in ARB who are disapplied from end of year Standardised Assessment Tasks.

- Expected Progress - Reading -3.40 (-2.37)
- More than Expected Progress - Reading
- Expected Progress - Writing 0.57 (+1.53)
- More than Expected Progress - Writing
- Expected Progress – Maths -1.63 (-0.5)
- More than Expected Progress – Maths

Progress Benchmark KS2 from Teacher Assessment:

KS1 ARE+ to achieve KS2 ARE+ (Y6 in 2020-21)

- Maths : 81%
- Reading: 91%
- Writing: 80%

Progress Benchmark KS1 from Teacher Assessment:

EYFS GLD to achieve KS1 ARE+ (Y2 in 2020-21)

- Maths : 90%
- Reading : 76%
- Writing: 67%

Attainment Benchmark KS2 from IDSR 2019:

% in brackets indicates de-aggregated outcomes –pupils with an EHCP/in ARB who are disapplied from end of year Standardised Assessment Tasks.

School %	National Average 2019
ARE+ Combined (Read/Write/Maths) 55% (62%)	65%
ARE+ Reading 55% (62%)	73%
GDS+ Reading 17% (19%)	27%
ARE+ Writing 66% (73%)	78%
GDS+ Writing 28% (31%)	20%

Attainment Benchmark KS1 (including Y1/2 phonics from IDSR 2019:

% in brackets indicates de-aggregated outcomes –pupils with an EHCP/in ARB who are disapplied from end of year Standardised Assessment Tasks.

School %	National Average %
ARE+ Reading 71% (78%)	75%
GDS+ Reading 32% (35%)	25%
ARE+ Writing 64% (69%)	69%
GDS+ Writing 18% (19%)	15%
ARE+ Maths 68% (73%)	76%

ARE+ Grammar, Punctuation, Spelling 62% (59%) 78%
 GDS+ Grammar, Punctuation, Spelling 28% (31%) %
 ARE+ Maths 76% (85%) 79%
 GDS+ Maths 17% (19%) 27%

Attainment Benchmark KS2 from Teacher Assessment: (Y6 in 2020-21)

Year 6 ARE/+					
Cohort (size)	% Rd EXP/+	% Wr EXP/+	% EGPS EXP/+	% Ma EXP/+	%RWM EXP/+
27inc 3 EHCP	70% (79% - EHCP)	59% (67%- EHCP)	59% (67%- EHCP)	63% (71%- EHCP)	52% (58%- EHCP)

Core-stats impact notes here once available

Safeguarding, Behaviour, Exclusions and Attendance:

- School is a calm and orderly environment. There is a consistent behaviour policy that has clear positive strategies to promote excellent learning behaviours and attitudes as well as clear sanctions that all staff follow.
- Strategies to de-escalate unacceptable behaviour have had very good impact as can be seen in the marked decline in incidents logged on My Concern.
- One temporary exclusion for 2 days (Dec 2020) for a pupil who then went onto a part-time timetable advised by County SEND Team and agreed by parents before a managed move to alternative school provision. Another child (joined in Y6) also on a part time timetable as advised by County SEND Team
- Due to a rigorous process to eliminate late attendance/lack of regular attendance the results have improved. The impact can be shown on our attendance data of key families. For the pupils whose attendance has not improved significantly there are case notes and reasons to explain this. Attendance is broadly in line with national averages over the last 3 years. Excellent overall return to school post-8th March 2021. Attendance is good

GDS+ Maths 29% (31%) 22%
 National Average 2019 %
 Y1 Phonics : 80% achieved Working At Standard 2020-21 82%
 Y2 Phonics : 86% achieved Working At Standard 2020-21 91%
 Y2 Phonics Retakes: 40%. (If include ARB/EHCP pupils: 29%) 2020-21

Attainment Benchmark KS1 from Teacher Assessment: (Y2 in 2020-21)

Year 2 ARE/+				Core-stats impact notes here once available
Cohort (size)	% Rd EXP/+	% Wr EXP/+	% Ma EXP/+	
29 31 2 ARB	55% 52%	48% 45%	66% 61%	

Achievement EYFS from IDSR 2019:

GLD: 69% National : 72%
 65% of pupils who live in the most deprived 30% of areas achieved a GLD; 53% of pupils in LA's lowest on entry score (20%) achieved GLD, 43% of pupils who receive 2 year old funding achieved GLD and 7 pupils exceeded in number and 4 exceeded in reading and writing. 58% of SEN pupils achieved a GLD.

GLD: 53% (50%) 2020-21 Core-stats data predicted 3% of pupils on entry had a 'very good likelihood' to achieve GLD and 46 % of pupils had a 'good likelihood'. This was the on-entry figures before the impact of CV lockdowns.

Core-stats impact notes here once available

for all cohorts. No difference between key groups, including ARB Group 7. Overall attendance: 95.6% (2020-2021)	
Key Staff and Roles: <ul style="list-style-type: none"> • Maura Furber: Headteacher (History Lead) • Amy Hooper: Assistant Head of School/ KS1 Lead, Y2 teacher, English Lead (Trust Lead), Visible Learning (VL) Coach. • Sharon Neale: Assistant Head of School/KS2 Lead, Y6 teacher– Maths Lead (Trust Lead), Student Mentor. • Debbie Bartlett: SENDCo / ARB Manager • David Hunt: Y5 teacher– I.T. Lead • Rhona Hunt: Y4 teacher – R.E. Lead/ VL Coach • Millie Kempton: Y3 teacher – P.E/Outdoor Learning Lead • Hannah Morris-Torr: Y1 teacher – Geography & Phonics Lead • Lucy Lumby: YF teacher – D.T. Lead & Pupil Forum. Shared EYFS Lead. • Alison Hobbs: YF teacher-PSHE Lead. Shared EYFS Lead. • Vicky Callcut: Y2/3/6 teacher-Art & Modern Foreign Language(MFL) Lead • Kari Gilbert: Creative Lead (Music and performance)& Eco Team • Marie Whitley – Pre-School Manager • Claire Paul: Safeguarding Manager/Pastoral Lead. • Sharon Baxter: Family Support Worker • Trust CEO – Will Hermon • Academy Improvement Officers (AIOs)– Neil Swait and Deborah Sanders 	LGB Leadership: From September 2021 New Chair, Vice Chair and 2 x parent governors in LGB. Training implications. Chair – Joan Heaton Vice Chair-Sue Tierney SAFEGUARDING Safeguarding Governor-Sue T Whistleblowing Governor -Sue Tierney SINGULARITY Staff Governor-Kathy Walsh – Curriculum Strategy Governor STAKEHOLDERS Stakeholder Governor(Robyn Iveson-Mills) Personnel Governor -Robyn(+ pupil voice) STANDARDS Data/Improvement/GDS Governor -Joan Information Governor -Kathy Curriculum – Leslie (Maths) Robyn (English) SEND Governor –Leslie Voltz PPG Governor-Joan
Time Frame Key Purple/First 6 months Blue/Second 6 months	School Vision: Embracing Learning. Inspiring Ambition. Celebrating Individuality. Related Trust/School specific documentation: AIP 20 Rolling Record, 20-21 Recovery Schedules, SEF, Trust QA Visit notes/exception reports. External visit notes, OFSTED IDSR, ASP, Cornwall LA Core-stats data, Devon LA SOAPS, MAT Standard Operating Procedures (SOPs)

Time Frame Key - Purple/First 6 months of plan - Blue/Second 6 months of plan

Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement – up to 4 max)	Impact Monitoring (quality check/key questions)
Priority 1: <i>Teaching and Learning Standards</i>	To raise standards of attainment and progress in core subjects. Writing: focus on spelling and cohesion –both areas hard to mark and ensure independent during remote learning. (Maths: focus on key areas not secured/taught during remote learning, (Multiplication, division, fractions))	Embed good practice and progress measures. Establish Priority target groups in each class to identify key priorities of cohort. Focus on disadvantaged boys: link to Trust priority. Ensure quality texts that teach to link to needs of cohorts. Develop flexibility linked to themes and widen range of genre to demonstrate spelling/grammar skills in context. English Lead to work with class teachers and LSA's. Securing a range of strategies, including teacher modelling of a range of devices and techniques, that provide pupils with the necessary skills to write cohesively. Regular monitoring and moderation of sample groups. Ensuring that pupils routinely check their work to ensure that sentences do not become too long. Ensuring that writing for purpose and effect meets with the requirements of the genre. Extending pupils' editing skills beyond punctuation and basic spelling.	<ul style="list-style-type: none"> Subject/Trust leader to model quality first teaching and feedback strategies. Use staff meetings and INSET days to deliver training on Writing sequences, Spelling and Grammar CPD. Peer observation of each other's classes after CPD (shared and guided writing), to embed learning. English lead and class teachers to target classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and use of questioning within the classroom. Metacognition input-Visible Learning project: How Children Learn. School librarian to target watch list pupils weekly-growth reports, frequency of reading habits, rigorous monitoring of progress, to ensure reading knowledge makes positive impact on writing outcomes. Sharing evidence-book look, lesson observations. Subject Leaders(SL) Monitoring shows that feedback and "responsive teaching" to 	<p>a) Termly review of Priority List pupils and addressing barriers to learning. Pupil progress meetings. Review % on track in writing by the end of the spring term.</p> <p>b) A rising improvement in progress and attainment in writing for Y1-Y6 is being robustly addressed through implementation of, whole class guided and shared writing, question analysis to inform teaching, monitoring of phonics and prioritising reading across all areas of learning.</p> <p>c) All year groups to show uplift in spelling attainment and progress to ensure pupils are on track to make expected or better progress by year 2 or 6 based on prior attainment in GAPs</p> <p>d) Boys SEND/PPG writing gaps to have been diminished with the target to be broadly in line with girls' attainment and all pupils by year 6.</p>	<p>What teaching strategies make the biggest impact on pupil engagement? (PPG/SEND) SLT</p> <p>How can we ensure disadvantaged groups/individuals/priority pupils are being targeted? SLT/SENDCo/LGB</p> <p>How does vocabulary acquisition support and raise expectations? SLT/subject Leaders</p> <p>Are teaching sequences engaging and meeting spelling and cohesion needs /key maths skills of the cohorts? SLT</p> <p>Does monitoring show that feedback and "responsive teaching" to pupils is having a positive impacting on attainment.</p> <p>Attainment data shows children are on track when they enter Foundation (Corestats identifies difference in gender from baseline data in Communication and Language 2021-22)</p> <p>A rising improvement in progress and attainment in early reading and writing for EYFS- Y1 is being</p>

			<p>pupils is having a positive impacting on attainment.</p> <ul style="list-style-type: none"> • interventions is recorded with outcomes • Staff use in year data well and track pupils from prior attainment to ensure they remain on track. If they are not on track to achieve, staff in classrooms and interventions ensure that a tight record keeping of the chronology of support, events and • Assessment notes from class teaching/Planning. SLT/SL • Discussions with pupils when looking at learning with them. Key questions might include: <ul style="list-style-type: none"> • What they are learning and why? • What they are getting better at during the learning sequence? How do they know? • Something that the teacher has written in their books to help them make progress. • Show you some learning that they felt challenging. <p>SLT/SL/LGB</p>		<p>robustly addressed through implementation of RWI programme. Data/ book looks/ lesson visits show that good progress in made by pupils receiving additional support (SEND, PPG, Prior low/middle attainers.)</p> <p>SLT/AH/EYFS team How do leaders ensure that the teaching of early writing is prioritised? LGB How effective are leader's actions in ensuring all staff have the necessary expertise to teach spelling and grammar, particularly for the PPG/SEND and priority groups? SLT</p>
Explaining Context (rationale/ evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Impact Monitoring (quality check/key questions)

Priority 2: Curriculum and Assessment	Implement the new Early Years Foundation Stage (EYFS) framework effectively so that schools meet the new (Sept 21) requirements and pupils' learning matches the intent of the framework.	Knowledge and skills progression in Prime and Specific areas. Identify and embed what our EYFS curriculum offer. Implement a new structure to the curriculum with clear progressions of knowledge and skills in Prime and Specific Areas. Provided schemes of learning to support planning for consistency, cohesion and progression across the school. What does 'your' subject look like in EYFS? Regular review of progress towards leaders' intent for the curriculum ▪ External monitoring visit from NS (AIO) to monitor progress toward improving and embedding new framework▪ HT review of curriculum with CEO and AIO. Trust focus on EYFS curriculum improvement ▪ Lesson visits/drop-ins to see intent being implemented. Ofsted update training on new EYFS expectations. Trust subject leaders to support with curriculum development. Exceptions report created to report progress to staff, governors, Trust.	<ul style="list-style-type: none"> ▪ Trust EYFS Lead to support consistency across schools in expectation and practice. ▪ Trust moderation sessions. ▪ EYFS staff attending relevant training to ensure first quality curriculum and consistent expectations ▪ School team to devise and develop bespoke curriculum for our pupils. 	<ul style="list-style-type: none"> a. Capabilities Curriculum EYFS: new curriculum framework –policy into practice from September 2021. b. Clear transition from pre-school into YF. c. Embed a clear progression of knowledge and skills across the EYFS curriculum offer to best meet needs of the children. d. Subject Leaders have a clear understanding of what 'their' subject looks like in the EYFS 	Analysis half termly core curriculum to find strengths, areas of weakness and how teaching is overcoming any barriers. SLT/EYFS team Monitoring shows that the leaders' intent for curriculum is evidenced through pupils' work, observations and implementation. AIO/SLT/Trust EYFS Lead. Pupil voice / discussions with pupils when looking at pupils' work with them. Key questions might include: What they are learning and why? What they are getting better at during the learning provision? How do they know?
Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (asks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Impact Monitoring (quality check/key questions)
Priority 3: Vision and Culture	Outside Active Learning linked to school	Plan enrichment programme for the year linked to care of school community and grounds.	<ul style="list-style-type: none"> ▪ Lottery funding secured for £10,000. Project starts in September 2021 for one large 	a. Embedding our school 'wild tribe' /outside learning culture- to embrace our vision of life skills to	

	community grounds and garden /key life skills and TIS for well-being/mental health.	Core school provision development Assess and review PE provision PE Lead to attend necessary training Assess pupils for Capability , adventurous outside curriculum and plan teaching accordingly Governor visits to focus on curriculum learning Pupil conference Exceptions report created to report progress to staff, governors, Trust	covered shelter in KS1 area and large sail canopy in KS2 area. To enable community shelter for projects/groups. <ul style="list-style-type: none"> Sourcing personnel from local community to create gardening groups/ pond restoration groups. PE Lead to develop, support and monitor consistent planning linked to Arena programmes. Identify key metacognition strategies. 	support development of 'whole 'child. b. Consistent and clear steps of progression can be seen in planning for this valuable area of the curriculum. c. Positively engaged children who are competent with life skills linked to this area of learning. d. Transfer learning behaviours into classroom.	
Explaining Context (rationale/ evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/ personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Impact Monitoring (quality check/key questions)
Priority 4: <i>Safeguarding (including behaviour and attendance) Trauma Informed School(TIS)</i>	Further SEND staff have been fully TIS trained All staff will receive TIS headline training TIS approach employed across the school Emotional well-being of pupils has been identified through monitoring of our online programme 'My Concern' which shows pupils who are unable to manage emotions are most likely to disrupt or miss learning. A sharp drop in services from county in supporting pupils with emotional or behavioural issues means this is an	Whole MAT CPD to introduce philosophy and practice of TIS. Revisit and embed five core principles –safety, trustworthiness, choice, collaboration and empowerment. Link to school PSHE curriculum and school /British values. Track pupils and impact on their learning. Analysis of My Concern logs-links to pupils receiving TIS support. Breakfast club provision shows impact on improved attendance. Links to new Capabilities Curriculum- life skills. Visible Learning -learning behaviours and meta-cognition impact.	<ul style="list-style-type: none"> Improved parental engagement with learning to ensure effective reach to all families. Further embed strategies e.g. longer parent/carer consultations to strengthen partnership of all stakeholders.(Release time for staff) Practice to become embedded and time dedicated to TIS individual/small group support by trained staff. Weekly timetabled TIS sessions for groups and individuals Staff skills and attitudes developed and learnt to develop knowledge and 	a) Embed consistent practice across school so all policies and procedures are trauma aware. b) Pupils demonstrated strategies to self-regulate themselves and re-access learning. c) Five core principles linked to teaching and learning as well as respect for diversity. d) Pupil voice given real priority-what my teacher needs to know about me/ class worry boxes.	Improved parental engagement with learning to ensure effective reach to all families. Teachers/SLT/ Pastoral Lead Pupil progress meeting-focus on priority pupils' attainment and progress. SLT Track pupils with provision maps to demonstrate impact on their learning. SENDCo/ALL staff/ LGB Track pupils receiving TIS /mental health support to see impact in class. Pastoral Lead, Family worker. Teachers. Do Pupil surveys indicate pupils feel safe and there is

	<p>area the school must address.</p>	<p>School working in partnership with NHS Mental Health Nurse assigned to school. Impact evident in school.</p> <p>Number of disruptive incidents recorded on My Concern is reduced.</p> <p>Staff attune to the signs and symptoms of trauma, mental health and well-being in pupils and families.</p> <p>Recognition of the impact of early childhood trauma on child development and knowledge of support/ potential paths for recovery.</p>	<p>understanding of the process.</p> <ul style="list-style-type: none"> • Weekly timetabled sessions for Family Support worker. • Pupil progress meeting records-focus on watch list pupils' emotional and social well-being and strategies to engage to impact attainment and progress • Provision maps/ iTrack data drops of pupils demonstrate impact on their learning. • Analysis of My Concern logs-links to pupils receiving TI support- regarding behaviour, home issues and attendance from the start of the year to the end. • Whole school behaviour policy and practice further embedded, consistent and fit for purpose for majority of school. Led by Head, SLT and governors. A working document- emphasis on the positive. • Alternative afternoon/ lunchtime provision for those children at risk of exclusion, those needing emotional and well-being support making a good impact on combatting transitions and difficult relationships between pupils. Transition support into classroom. 		<p>an available adult if support is necessary?</p> <p>Does Parental Satisfaction Survey demonstrate positive impact of intent and implementation?</p> <p>How are we fostering confidence and empowering our pupils to make positive decisions?</p> <p>Whole staff. Safeguarding /Pastoral Lead.</p> <p>How are we developing emotional intelligence in our pupils? Whole staff. Safeguarding /Pastoral Lead</p> <p>What impact on pupil and staff well-being does the pressure to achieve test results after CV impact have and what difference could it make as we broaden our aims for pupils to be a good citizen? (New Ofsted links) SLT/LGB</p>
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			<ul style="list-style-type: none"> A transparent approach-whole class Trauma Informed Assessment to be carried out to support transition and ensure needs met in 2021-2022. Whole staff CPD to support deeper understanding and practical strategies to support pupils' daily health and 'whole child'. NSPCC safeguarding assemblies and workshops booked for the whole school ▪ Pupil and parent conferencing carried out and actions taken where needed. 		
Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/ pupil achievement)	Impact Monitoring (quality check/key questions)
Priority 5: People and Leadership Subject leaders and Middle leaders	<p>Identifying key priorities; establish a timetable of foundation subjects to address.</p> <p>First term: DT, Science, Geography, PE (Adventurous Learning)</p> <p>Second term: MFL, PSHE, Music</p> <p>Third term: History, Art, IT, PE. Embedding consistency in assessment practices across all of the</p> <p>Focus on middle leaders developing their subject knowledge and leading</p>	<p>Establish the key priorities within each foundation subject</p> <p>Ensure there is sufficient coverage and progression of curriculum in this subject</p> <p>Improve the curriculum to meet the needs of all pupils with appropriate levels of challenge to achieve ARE.</p> <p>MAT moderation/ clarifying actions, intent, implementation and Intent</p> <p>Monitor how well resources are used to support the curriculum and identify if pupils/learners have access</p>	<ul style="list-style-type: none"> Whole staff CPD to clarify values, key priorities and SSCA curriculum Intent. 2. Use scheme of learning to identify key schema for the foundation subjects. 3. SL training /regular updates by MAT SL and buying in Babcock support (Science and English) Review scheme of learning to identify progression and development of skills. Termly book looks for evidence of coverage and progression. Additional time out of class given for subject leaders to identify strengths and 	<ol style="list-style-type: none"> Clear progression framework of skills for priority foundation subjects. Subject leaders are systematically reviewing any gaps in subject mapping / planning and that these are being addressed. Subject leader plans reflect the whole school identified priorities and are effective in raising standards of teaching and learning within the subject. Lesson visits, pupil conferencing, evidence scrutiny demonstrates that the subject is well taught, and pupils are making age related progress across the school 	<p>How much can the pupils remember?</p> <p>What knowledge /skills have been revisited /extended? All staff/Govs. What consistency is there in assessment practices across all of the foundation subjects? SLT/LGB</p> <p>Have middle leaders' knowledge and understanding of their subjects in the early years been developed to help support colleagues?</p> <p>AIO/All staff</p> <p>What have we done? What is the impact? How do we</p>

	whole school development in our capabilities curriculum.	<p>Embedding consistency in assessment practices across all of the foundation subjects. Developing middle leaders' knowledge and understanding of their subjects in the early years. Ensuring that subject leaders are systematically reviewing any gaps in subject mapping / planning and that these are being addressed.</p> <p>Embedding school strategies to enable pupils to revisit and revise prior learning, with a focus on developing pupils' skills in retrieval.</p> <p>Whole school themes are covered in line with NC and taking into account our Capabilities Curriculum model.</p> <p><i>Ensure all classes and hall have timelines, world and UK maps displayed – add all learning to the displays</i></p>	<p>weaknesses in practice through learning walks, lesson visits/observations, create action plan, evidence scrutiny, pupil conferencing, etc. – HLTA timetabled to cover.</p> <ul style="list-style-type: none"> • MLT meetings with Head regularly to report progress towards targets • External monitoring visit from NS AIO to monitor progress toward improving teaching and learning in non-core curriculum subjects • Meeting with AIO, NS, to discuss subject leadership and prepare for Ofsted 		<p>know? What succession planning can be established?</p> <p>What initiatives can the subject leaders plan for to impact on progress and attainment across all year groups?</p> <p>Are knowledge and concept overviews linked to year group expectations?</p> <p>Specific pupil conferencing questions about themes demonstrate children have learnt and remembered key facts about the theme and can relate this to other prior learning. SL/LGB</p> <p>At least 80% of evidence scrutiny, lesson visits and planning monitoring demonstrates that the pupils' learning matches the intent of our SL restructured curriculum.</p>
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E. AIP Progress Review Summary – Key Performance Indicators from D. <i>(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)</i>			Review Date: Jan 2022
Priority	Key Performance Indicators (KPI) from AIP – Rolling RAG Review Summary		Current Status
1. Teaching and Learning Standards	a) Termly review of priority group pupils and addressing barriers to learning.		
	b) Improvement in progress and attainment in writing for Y1-Y6 is being robustly addressed through implementation of said strategies.		
	c) All year groups to show uplift in spelling attainment and progress. Pupils on track to make expected/ better progress from starting points.		
	d) Boys SEND/PPG writing gaps to have been diminished with the target to be broadly in line with girls' attainment and all pupils by E of Y.		
	a) EYFS: new curriculum framework –policy into practice from September 2021.		

2. Curriculum and Assessment	b) Clear transition from pre-school into YF.	
	c) Embed a clear progression of knowledge and skills across the EYFS curriculum offer to best meet needs of the children.	
	d) Subject Leaders have a clear understanding of what 'their' subject looks like in the EYFS	
3. Vision and Culture	a) Embedding our school 'wild tribe' /outside learning culture- to embrace our vision of life skills to support development of 'whole 'child.	
	b) Consistent and clear steps of progression can be seen in planning for this valuable area of the curriculum.	
	c) Positively engaged children who are competent with life skills and knowledge linked to this area of learning.	
	d) Transfer learning behaviours into classroom.	
4. Safeguarding(inc behaviour and attendance)	a) Embed consistent practice across school so all policies and procedures are trauma aware.	
	b) Pupils demonstrated strategies to self-regulate themselves and re-access learning.	
	c) Five core principles linked to teaching and learning as well as respect for diversity.	
	d) Pupil voice given real priority-what my teacher needs to know about me is consistent practice e.g. class worry boxes.	
5. People and Leadership	a) Clear progression framework of skills for priority foundation subjects.	
	b) Subject leaders are systematically reviewing any gaps in subject mapping / planning and that these are being addressed.	
	c) Subject leader plans reflect whole school priorities and are effective in raising standards of teaching and learning within the subject.	
	d) Evidence of implementation demonstrates that the subject is well taught, and pupils are making age related progress across the school.	
Significant context changes since last AIP review:	<p>Covid 19 Pandemic and school closures/lockdowns</p> <p>Increase in PPG numbers not recognised by funding based on January census</p> <p>Impact of family mental health and well- being on pupils.</p> <p>New teacher in year 3.</p> <p>Change of governors inc new Chair, Vice Chair and Parent Governors.</p> <p>Introduction of new Early Years Framework September 2021</p>	

F. AIP Monitoring Schedule							
Impact Monitoring Schedule 1		First Month	Second Month	Third Month	Fourth Month	Fifth Month	Sixth Month
LGB	Activity	Working Party	Governor Visits	Governor Visits	Full LGAB Meeting	Working Party	Governor Visits

	Focus/Priority	Share AIP priorities	Curriculum SEND KCSIE	Data PE Impact	Report on progress towards this years' targets	PPG impact and provision for next year/ PE impact and provision for next year	Vision, Culture,
Head	Activity	Review of Data Staff directed hours	Lesson Observations	Evidence Scrutiny	Parent Survey PM Reviews	Review of Data	Triangulation of evidence
	Focus/Priority	Progress towards Priorities	Curriculum	Curriculum	AIP Priorities	End of KS Predictions	Curriculum review
SLT	Activity	Learning Walks	Lesson Observations	Pupil Conferencing	Lesson Visits	Review of Data	Triangulation of evidence
	Focus/Priority	AIP Priorities	Maths RE	Reading	Cross-curricular	End of KS Predictions	Curriculum review
MLT	Activity	PE review /introduce new rolling programme of skills. SL release time to monitor provision, engagement, and evidence of progress. Identify strengths and next steps, Book look, pupil voice. Phonics assessments /baselines. AR quizzes.	PE review Geography review. SL release time to monitor provision, engagement, and evidence of progress Identify strengths and next steps, Book look, pupil voice. English SL Mark Making to Writing: Developing Young Writers Tuesday 12th October	Geography review DT review. SL release time to monitor provision, engagement, and evidence of progress Identify strengths and next steps, Book look, pupil voice.	DT review PHONICS SL release time to monitor provision, engagement, and evidence of progress Identify strengths and next steps, Book look, pupil voice. Data track.	Phonics review Science SL release time to monitor provision, engagement, and evidence of progress Identify strengths and next steps, Book look, pupil voice. Data track.	Science review Review strengths and next steps to prioritise.
	Focus/Priority	PE Deep dive into Outdoor Learning.	Geography Deep dive into provision.	DT Deep dive into provision. Links to	Phonics Deep dive into provision. Links	Science Deep dive into provision. Links	Second term: MFL, PSHE, Music

		Impact linked to TIS/well-being.	Links to other curriculum areas.	other curriculum areas	to other curriculum areas focus on early writing.	to other curriculum areas	Third term: History, Art, IT, PE.
AIO/Trust	Activity	Visible Learning project			Monitoring Day		
	Focus/Priority	How children Learn. Metacognition.	AIP		Curriculum		

Impact Monitoring Schedule 2		Seventh Month	Eighth Month	Ninth Month	Tenth Month	Eleventh Month	Completion
LGB	Activity	Full LGAB Meeting	Working Party	Governor Visits	Full LGAB Meeting	Full LGAB Meeting	
	Focus/Priority	Data	Data AIP Priorities	PE PPG AIP Priorities	Review AIP Priorities/ New AIP Priorities	Data	
Head	Activity	Review of Results	Review of AIP		Pupil Conferencing Staff conferencing PM Reviews	Draft AIP	
	Focus/Priority	Accuracy of predictions – effectiveness of AIP targets	Achievement of targets /Identify new targets		Well-being Set new PM targets	New priorities from Draft ISDR	
SLT	Activity	Review of Results	Learning Walks Lesson Observations		Triangulation of evidence	Review Subject Leader Action plans	
	Focus/Priority	Accuracy of predictions –	Core subjects	Review Subject Leader Action plans		Identify new priorities	

		effectiveness of AIP targets					
MLT	Activity	Triangulation of evidence PE review PSHE review. SL release time to monitor provision, engagement, and evidence of progress Identify strengths and next steps, Book look, pupil voice.	PSHE review MFL review. SL release time to monitor provision, engagement, and evidence of progress Identify strengths and next steps, Book look, pupil voice.	MFL review Music review. SL release time to monitor provision, engagement, and evidence of progress Identify strengths and next steps, Book look, pupil voice.	Music review History review SL release time to monitor provision, engagement, and evidence of progress Identify strengths and next steps, Book look, pupil voice.	History review Review strengths and next steps to prioritise. IT and PE?	
	Focus/Priority	Curriculum review		Identify new priorities	Curriculum review	Identify new priorities	
AIO/Trust				Monitoring Day	Set draft PM Targets	Agree new AIP priorities	
				Curriculum	Identified areas of weakness from ISDR		