



An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust Academy Improvement Plan 20-21 (Jan 20 – Jan 21)

Status: Draft	
Trust Version:	v3 Template
School Version:	V1
Statutory:	Yes
Approved by LGB:	Jan 20
Final Review by LGB:	Jan 21
Advisory Committee:	LGB Trust Board of Directors Trust Teaching, Learning and Achievement Committee
Linked Documents and Policies:	PPG Provision Map, PE Funding Map, SEF, Core-Stats Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR/ASP Reports, Trust SI Strategy, Trust Improvement Capacity Framework

A. Improvement – Trust Model Synopsis

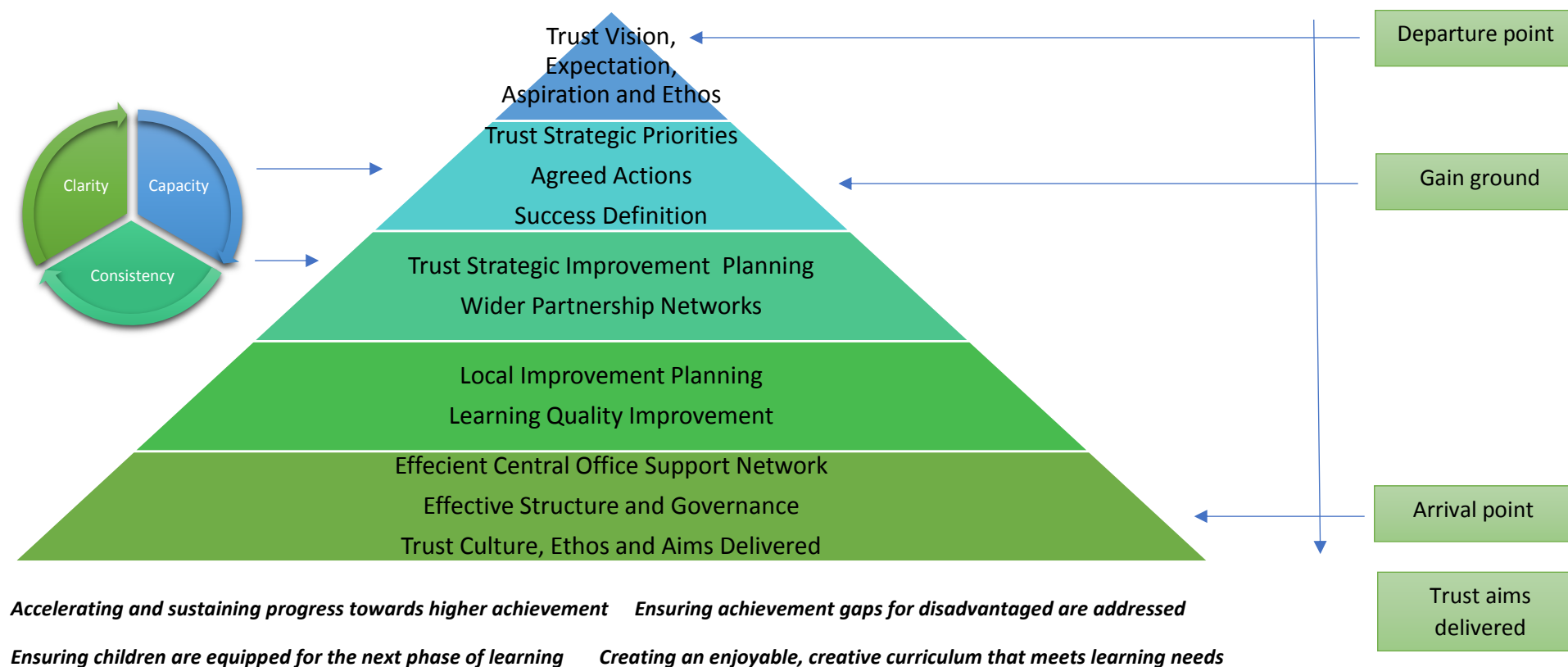
- **Our strategy model** is structured around establishing sustainable improvement “building blocks” of **capacity, consistency and clarity** in school operations delivered through interlinked improvement strategies informed by Trust, local and national school **contexts**. We define these essential 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

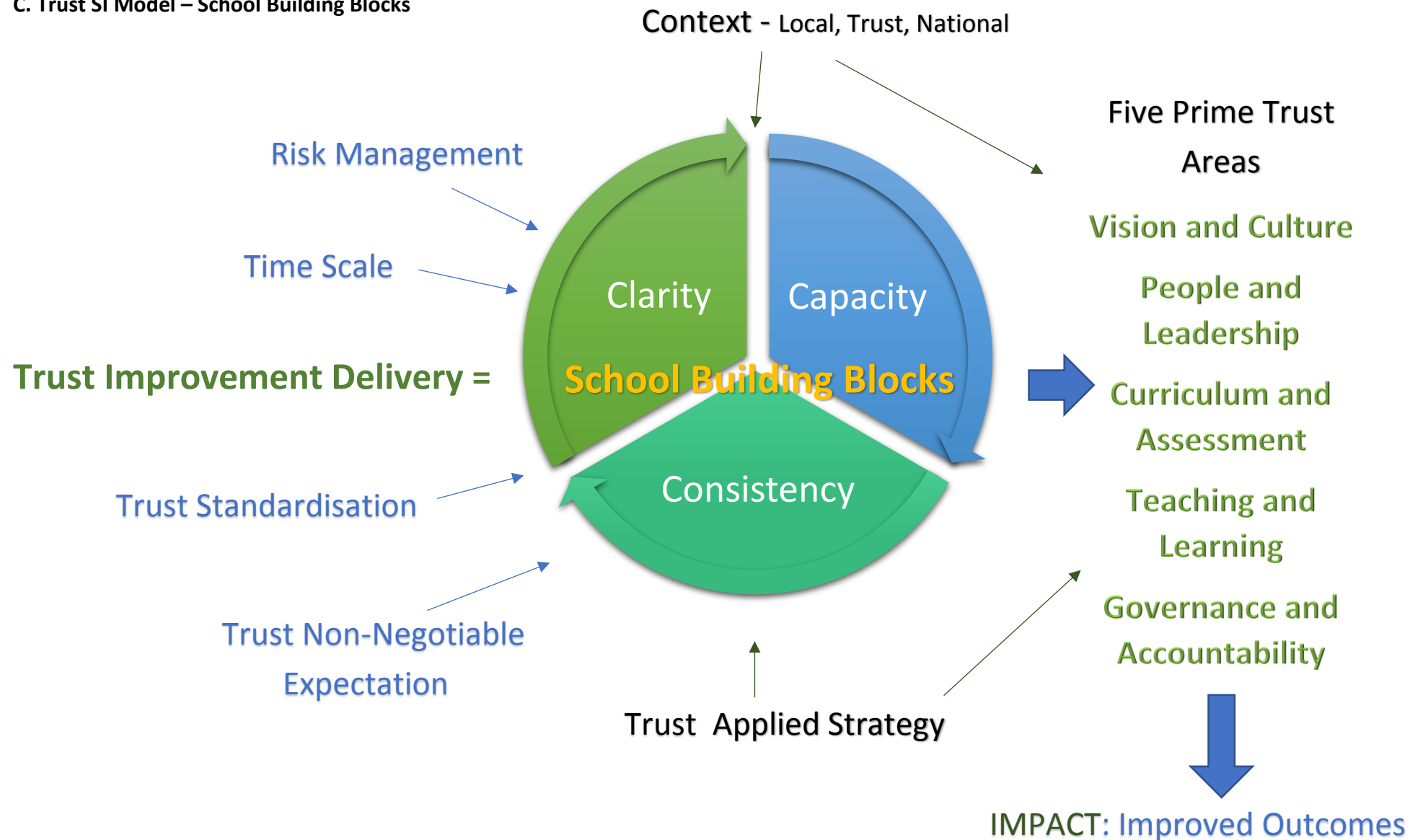
B. Creating Shared Vision, Aspiration and Expectation

1. 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 20-21 – Improving Outcomes for Children

Trust Improvement Plan Priorities 20-21: (Brackets are categories from RSC Trust Capacity Framework – self review)

1. **Reading achievement improvement** – deliver effective learning strategies and skills, taught systematically to ensure pupils meet/exceed national achievement benchmarks
2. **Maths achievement improvement** – deliver effective learning strategies and skills, taught systematically to ensure pupils meet/exceed national achievement benchmarks. Focus on improving GDS outcomes through better practitioner knowledge and skills.
3. **Curriculum Coherence** – Improve mapping, planning and coherence of broad and balanced curriculum offer which ensures subject skills/knowledge are taught systematically with learning connections explicit.
4. **Disadvantaged and SEND provision** – Improve curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups (including most able).

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

Context – School Areas to Investigate from 2019 OFSTED IDSR, DfE ASP, SEF (Key = *Green/no issue, Amber/minor issue, Red/major issue*)

Progress Benchmark KS2:

% 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

Results – Attainment (End of KS1/Year 2)

ARE (Age Related Expectation) = National age related attainment

GDS (Greater Depth Standard) = Above national age related attainment

Attainment Benchmark KS2:

% 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%
ARE+ Grammar, Punctuation, Spelling	62% (69%)	78%
GDS+ Grammar, Punctuation, Spelling	28% (31%)	%
ARE+ Maths	76% (85%)	79%
GDS+ Maths	17%(19%)	27%

Attainment Benchmark KS1:

% 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%)	70%
GDS+ Writing	18% (19%)	15%
ARE+ Maths	68% (73%)	75%
GDS+ Maths	29% (31%)	22%

Behaviour, Exclusions and Attendance: <ul style="list-style-type: none">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. No exclusions since start of September term.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. The school is currently just below national at 96.3% overall attendance		Achievement EYFS: <table><tr><td></td><td>School</td><td>National 2019</td></tr><tr><td>EYFS GLD</td><td>69%</td><td>72%</td></tr></table> <p>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.</p>			School	National 2019	EYFS GLD	69%	72%
	School	National 2019							
EYFS GLD	69%	72%							
Key Staff and Roles: <p><u>Focus on middle leaders developing their subject knowledge and leading whole school development in our capabilities curriculum.</u></p> <p><u>Next steps:</u></p> <ul style="list-style-type: none">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.Embedding school strategies to enable pupils to revisit and revise prior learning, with a focus on developing pupils' skills in retrieval.		LGB Leadership: <p><u>Focus on SEF priorities. Links to IDSR (PLEASE note de-aggregated outcomes above and Exception Reports explain context and cohort details to clarify end of KS2 outcomes.)</u></p> <p>Four key areas of interest have been triggered around pupils' attainment and progress:</p> <ul style="list-style-type: none">Key stage 2 progress in reading (-3.5) was significantly below national and in the lowest 20% of all schools in 2019.Key stage 2 attainment of the expected standard (100+) in reading (55%) was significantly below national and in the lowest 20% of all schools in 2019.The three-year average reading attainment score (101.8) was in the lowest 20%.Writing progress has improved between 2018 and 2019.In 2019, 62% of pupils achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly below national and in the lowest 20% of all schools. <p><u>Capabilities curriculum.</u> See next steps in Key Staff and Roles.</p>							
Time Frame Key Purple /First 6 months Blue /Second 6 months	School Vision Delivery: Embracing Learning. Inspiring Ambition. Celebrating Individuality.								
	Related Trust/School specific documentation: AIP 19 Rolling Record, SEF, Trust QA Visit notes, External visit notes, OFSTED IDSR19, ASP19, Cornwall LA Core-stats data, Devon LA SOAPS, MAT Standard Operating Procedures (SOPs)								

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)
<p>Priority 1: Teaching and Learning Standards</p> <p>To raise standards of attainment and progress in reading for all groups of pupils, including the most-able, SEND, PPG and those with previously low attainment.</p>	<p>READING KS2 IDSR areas of interest (Please note ARB/EHCP pupils have not been de aggregated)</p> <p>Key stage 2 progress in reading (-3.5) was significantly below national and in the lowest 20% of all schools in 2019</p> <p>Key stage 2 attainment of the expected standard (100+) in reading (55%) was significantly below national and in the lowest 20% of all schools in 2019</p> <p>The three-year average reading attainment score (101.8) was in the lowest 20%. KS2 55% (62% without EHCP/ARB) achieved national standard.</p> <p>National benchmark 73%</p> <p>GDS at KS2- 17%(19% without EHCP/ARB)</p>	<p>Embed quality first teaching through robust programme of monitoring and support for teachers.</p> <p>Raise ambition by ensuring teachers and pupils have a good understanding of the age related expectations.</p> <p>Read Write Inc assessments on all EYFS, Y1-Y4 pupils; key pupils identified by teachers who need additional and pre-teach sessions. Link to streaming groups linked to stage not age.</p> <p>All teachers' performance management to have a target linked to improving standards of attainment in reading</p> <p>Dedicated staff training time to be allocated to this priority</p> <p>MAT AIO to deliver support as cross-MAT priority.</p> <p>Accelerated Reader has been trialled (Y2-Y6) and the positive impact on progress, pupils' engagement, reading books being in the correct zone of proximal development and love of books is very good.</p>	<ol style="list-style-type: none"> Target reading across the school to embed good practice led in professional study groups linked to whole class guided reading. Daily story time for adults to model importance, expectation that all pupils read at least 20 minutes a day. Impact of reading priority seen in Reading Response Journals and pupils' engagement with variety of text types in class learning. (pupil conferencing) 1-1 support from librarian and other adults to ensure all pupils keep up; tracked, recorded and actioned weekly. Systematic, synthetic phonics programme followed (RWI) daily. Intervention phonic sessions for those that need additional support to keep on track The school Library is constantly busy and children's love of books and meeting their reading targets appropriate to their stage of development is evident daily within school. (Pupil conferences) Analysis of SAT questions/ on-going comprehensions to identify key 	<p>A. A rising improvement in progress and attainment in reading for Y2-Y6 is being robustly addressed through implementation of Accelerated reader, whole class guided reading, question analysis to inform teaching, monitoring of phonics and prioritising reading across all areas of learning.</p> <p>B. A rising improvement in progress and attainment in reading for EYFS- Y1 is being robustly addressed through implementation of RWInc. Programme.</p> <p>C. 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 interventions is recorded with outcomes</p> <p>D. Children are confident to</p>	<ul style="list-style-type: none"> What teaching strategies make the biggest impact on pupil engagement? (boys/girls/PPG/SEND) How can we ensure disadvantaged groups/individuals/watch list pupils are being prioritised? HT/English Lead/SENDCo/Govs How does vocabulary acquisition support and raise expectations? SLT/English Lead. How to leaders ensure that the teaching of early reading is prioritised? Govs How effective are leader's actions in ensuring all staff have the necessary expertise to teach early reading, particularly for the weakest readers? Govs Planning and assessment notes

	<p>(See Reading Outcomes Report)</p> <p>READING KS1 71% achieved national standard. (78% without EHCP/ARB) National benchmark 75% GDS at KS1-32%-(35% without EHCP/ARB) Higher than National average 25%</p> <p>Year 1 Phonics Screening 82% (Inc. ARB x4) National benchmark 83% Year 2 Phonics Retake 33% National benchmark 61% Phonics: By the end of Year 2 (Cumulative)88% National benchmark 92%</p> <p>The school is in line with national for Year 1 phonics screening. This included the 4 pupils in the ARB. The year 2 phonics retake is well below national due to the cohorts SEND needs.</p>	<p>(Individual targets, 100% draws, raise reading kudos and importance around the school.) Continue to embed good practice and set individual reading targets</p> <p>Read Write Inc (RWI) training and investment in resources and staff CPD for EYFS/KS1 team</p> <p>Early reading books have been audited and books now connect closely to the phonics knowledge so pupils achieve success. Invest in Early Reading texts to match with RWI scheme.</p> <p>Invested in school's Library Service for on-going support and regular update of texts on offer to engage all pupils.</p> <p>Invested time and training into LSA to take lead as school librarian-4 x afternoons.</p> <p>Monitoring processes linked to this priority</p> <p>Assessments/schemes of learning/timetables have been standardised to support this priority's importance.</p> <p>All staff actively promote a love of reading.</p>	<p>areas of focus.</p> <p>8. Reading comprehension and fluency has been enhanced with expectations set during whole class guided reading; book talk and writer talk through English teaching sequences. (Reading response journals)</p> <p>9. ADMAT reading moderations held termly</p> <p>10. ADMAT training/support as needed from AIO</p> <p>11. Regularly monitor teaching and learning including drop-ins, learning walks, book looks, and pupil progress meetings by SLT and subject leaders.</p> <p>12. Analyse progress and attainment alongside curriculum improvements shared with LGAB via school visits, working parties and governor meetings</p> <p>13. Teachers use on-going formative assessment to inform teaching of key concepts, to adapt how information is presented and address misconceptions and build on pupils' strengths.</p> <p>14. Have professional pupil progress meetings to identify areas to target and address barriers to learning swiftly.</p> <p>15. Actively involved Parents/carers in how to</p>	<p>talk about their learning</p> <p>E. Reading Progress data shows vast majority of children making positive progress across KS1 and 2</p> <p>F. Monitoring intervention data show children making good progress through small step termly tracking linked to provision map targets.</p> <p>G. Case studies exemplify progress and impact of interventions-</p> <p>H. Monitoring of standardised score and Reading Age shows children making positive progress (AR)</p> <p>I. Children enter school closer to ARE based on secure evidence.</p> <p>J. All staff will have shared understanding of expectations and consistent practice</p> <p>K. Data shows that good progress in made by pupils receiving additional support (SEND, PPG)</p> <p>L. Data shows that all children are making good progress in Key Stage One and Two from their prior starting points.</p>	<p>from whole class guided reading/teaching. English lead/HT</p> <ul style="list-style-type: none"> • Weekly review of watch list pupils and addressing barriers to learning. Librarian/ Class teachers/English Lead • Review –target 50 % of watch list pupils on track in reading by the end of the spring term. English Lead
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	<p>Out of the 6 pupils registered for retakes 2 of those pupils attend our Area Resource Base, 1 is awaiting an EHCP approval and 2 other children have significant Speech and Language needs. The other pupil achieved full marks at the re-take.</p> <p>The above outcomes obviously make a negative impact on the cumulative data.</p>		<p>support their child and give accurate information about their progress and attainment-reading prompts.</p> <p>16. Set homework that is appropriate for the age and stage of pupils to consolidate learning.</p> <p>17. Give feedback to pupils to help them identify areas to address and improve their work.</p> <p>18. Use Accelerated Reader programme, whole class guided reading, RWInc. programme and embed vocabulary acquisition.</p> <p>19. Identify prior starting points for each child to assess needs, identify any barriers to learning and implement strategies to overcome them so if attainment overall is low it shows consistent improvement.</p> <p>20. Teach a clear synthetic, systematic phonics programme.</p> <p>21. Timetable teaching study groups for colleagues to introduce, model and coach first quality teaching-staff willingness to implement intent.</p> <p>22. Have the necessary support and training to improve the quality of their teaching of whole class guided reading groups, early reading and phonics teaching</p>	<p>M. Data shows that attainment across the school is inline/ above National for reading.</p> <p>N. Diminish difference between genders –girls outperforming boys from entry data (Corestats pg 4)</p> <p>O. Reading attainment at KS2 is inline/ above National at 70% +</p> <p>P. Attainment data for each class at Key Stage Two shows progress from Key Stage One Reading results.</p> <p>Q. Combined score at KS2 is inline/ above National at 64%</p> <p>R. Corestats Progress and Attainment KS1-2 identifies the difference has been diminished between boys and girls in reading.</p> <p>S. Attainment gap in reading is diminished between key focus groups.</p> <p>T. Reading Progress measure for all pupils in line with national benchmark(Core stats KS2 attainment and progress summary)</p>	
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			alongside planning support with subject leaders.		
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 To raise standards of attainment and progress in spelling for all pupils, including the most-able and those with previously low attainment.	KS2: IDSR Areas of interest (Please note ARB /EHCP pupils have not been de aggregated) In 2019, 62% of pupils achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly below national and in the lowest 20% of all schools School 62% (69%) National 78%	Improve quality first teaching through robust programme of monitoring and support of teachers. Regularly review, discuss and exemplify expectations to ensure teachers and pupils have a good consistent understanding of the age related expectations. On-going AfL assessments on pupils identified by staff who need additional and pre-teach sessions. All teachers' performance management to have a target linked to improving standards of attainment in writing-linked to spelling. Dedicated staff training time to be allocated to this priority MAT AIO to deliver support as cross-MAT priority Monitoring processes linked to this priority Assessments/schemes of learning/timetables have been standardised to support this priority's	<ol style="list-style-type: none"> 1. Early assessment of communication and language needs in the pre-school and ARB unit to support core oracy skills and early phonics. 2. Babcock teaching sequences to be fully used by all staff and No Nonsense Spelling and Grammar to be linked in meaningful context. 3. Learning Walls to reflect a plan of unit and key spelling issues to be highlighted for pupils to refer to. 4. All lessons to challenge all pupils 5. Learning walks and observations to focus and report on English including spelling subject knowledge and expectations. 6. Book scrutiny to focus on attainment and marking of spelling – amount, coverage, cross-curricular elements. 7. Plan opportunity for extended writing, opportunity for independent application of spelling and grammar skills 8. No Nonsense spelling and grammar to be taught daily 	<ol style="list-style-type: none"> A. Target 75% of pupils in each class below ARE at the end of 2018/19 to be at ARE at the end of 2019/20-monitor termly. Target 65%+ on track in each cohort end of the spring term. B. Targets set for each class and 75% of pupils on track reviewed in accordance with assessment cycle. Link to watch list pupils-prior attainment groups. C. All other 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 GPS 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. E. Children are confident to 	<ul style="list-style-type: none"> What teaching strategies make the biggest impact on pupil engagement? (boys/girls Disadvantaged groups) SLT / Subject Leaders. How can we ensure disadvantaged groups/individuals/watch list pupils are being prioritised? SLT/Govs/SENDCo How does vocabulary acquisition support and raise expectations? SLT Planning and assessment notes from class teaching. SLT Monitoring shows that feedback "responsive teaching" to pupils is having a positive impact on attainment. SLT/Govs Termly review of watch list pupils and addressing barriers to

		importance	<p>9. Homework grids to include writing opportunities linked to spelling expectations.</p> <p>10. Continuous provision in EYFS to be rich in phonics activities linked to reading and writing application.</p> <p>11. Cursive handwriting to be taught in specific sessions in every class to link with spelling teaching.</p> <p>12. Performance management objectives for teachers will be linked to spelling in context attainment and progress targets</p> <p>13. Teachers given opportunity to visit other classes to share good practice and observe strategies/plans in action.</p> <p>14. Babcock writing assessment grids to support writing/GPS judgements</p> <p>15. ADMAT writing moderations held termly</p> <p>16. ADMAT training/support as needed from AIO</p> <p>17. Internal English training – writing expectations, spelling strategies, whole class trials and regular feedback.</p> <p>18. English lead to model teaching, support with writing sessions. Professional studies/support in key stages</p> <p>19. English resources updated and improved as needed.</p>	<p>talk about their learning- what strategies support them.</p> <p>F. Spelling progress data shows vast majority of children making positive progress across KS1 and 2 from starting points.</p> <p>G. Monitoring intervention data show children making good progress through small step termly tracking.</p> <p>H. Case studies exemplify progress and impact of interventions-user of provision maps.</p> <p>I. Monitoring of standardised score shows children making positive progress</p> <p>J. Children enter school closer to ARE based on secure evidence.</p> <p>K. All staff will have shared understanding of expectations and consistent practice</p> <p>L. Data/ book looks/ lesson visits show that good progress in made by pupils receiving additional support (SEND, PPG, Prior low/middle attainers.)</p> <p>M. Data shows that</p>	<p>learning.</p> <ul style="list-style-type: none"> • Attainment data shows children are on track when they enter Foundation SLT/EYFS team • Pupil voice / discussions with pupils when looking at pupils' work with them. Key questions might include: <ul style="list-style-type: none"> • What are you learning and why? • What are you getting better at during the learning sequence? How do you know? • What strategies improve your work? • Something that the teacher has written in their books to help them make progress. • Show you some learning that they felt challenging. SLT/Govs
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			<p>20. Head and English lead to track pupil progress and monitor impact of interventions on improving outcomes.</p> <p>21. Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle.</p>	<p>attainment across the school is inline/ above National for GPS and writing.</p> <p>N. Overcome barriers to ensure children achieve expected standard in Communication and Language. (30-50 months secure -40-60 months beginning) on entry to EYFS and relevant P scales in ARB and identify impact on writing as specific area.</p> <p>O. Diminish difference between genders –girls outperforming boys from data (Corestats-County issue)</p> <p>P. Attainment data for each class at Key Stage Two shows progress from Key Stage One spelling results.</p> <p>Q. Combined score at KS2 is inline/ above National at 65%</p> <p>R. Corestats Progress and Attainment KS1-2 identifies the difference has been diminished between boys and girls in spelling.</p> <p>S. Attainment gap in writing is diminished</p>	
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				<p>between key focus groups.</p> <p>T. GPS progress measure for all pupils in line with national benchmark(Core stats KS1 and 2 attainment and progress summary)</p>	
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)
<p>Priority 3: Vision and Culture</p> <p>To continue to ensure equality of provision and opportunity for the Pupil Premium Group and SEND pupils compared with all other pupils nationally.</p> <p><u>SEN provisional 2019 based against non-disadvantaged pupils.</u></p> <p>Reading: 25% (National 73 %) (2018: Reading: 0%)</p> <p>Writing: 38 % (National 78%)</p> <p>(2018: Writing: 25%)</p> <p>Maths: 63 % (National 79%)</p> <p>(2018: Maths: 50%)</p> <p>GPS: %(National %)</p> <p>(2018 GPS: 25 %)</p> <p>Combined 25%</p>	<p>Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle.</p> <p>iASEND track will identify small steps linked to Early Health Care Plans and provision maps.</p>	<p>Improve quality first teaching through on- going programme of monitoring and support of teachers by subject leaders</p> <p>Raise expectations by ensuring teachers and pupils have a good understanding of the age related expectations. High expectations for all so all pupils can achieve the best they can.</p> <p>Assessments on pupils identified who need additional and pre-teach sessions. Link to Provision Map targets.</p> <p>Continue to use current data to inform half termly interventions.</p> <p>Teachers to ensure LSA know exactly what they are expected to focus on with PPG/SEN pupils-timetable of</p>	<ol style="list-style-type: none"> 1. Sharing SMART targets with parents and pupils so have clarity of expectations and how best to work together at home and school. 2. Improve parental engagement with learning to ensure effective reach to all families. 3. See achieving capacity in Priority 1. 	<p>A. Attainment data shows the minimal difference between PPG and all other pupils in core areas.</p> <p>B. Attainment data for Phonics shows the difference between PPG and all other pupils has been significantly diminished</p> <p>C. Average progress and attainment in R, W, M and GPS by prior attainment is closer to national comparator</p> <p>D. Monitoring of intervention by SLT/head/ SENDICO to ensure quality provision in place.</p> <p>E. Data shows the progress and attainment of SEND pupils can be tracked.</p> <p>F. Data shows the progress and attainment of GLD</p>	<ul style="list-style-type: none"> • Teachers clear about end point assessment/ high expectations for all. SLT/Govs • Pupil voice / discussions with pupils when looking at pupils' work with them. Key questions might include: What they you learning and why? What they you 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. SLT/Govs • For pupils who fall

<p>(National 65%) (2018: Combined 0%) PPG provisional 2019 based against non-disadvantaged pupils.</p> <p>Expected standard. Reading: 27.3% (National 78%) Writing: 45.5 % (National 83 %) Maths:54.5 % (National 84%) Combined 27.3% (National 71%)</p> <p><u>PROGRESS % with ARB/EHCP pupils de-aggregated.</u> Reading: 75% Writing:63% Maths:75% Combined:38%</p>		<p>provision Planning, provision maps, book looks indicate how PPG /SEN pupils are being supported by additional support in class. Ensure intervention leaders' reviews are shared with teachers for a smooth transition of information to review the quality of impact. All staff to know prior attainment of PPG/SEN pupils to identify where to diminish the difference or make accelerated progress. Broaden and deepen the enrichment opportunities within the curriculum to include opportunities for contextual cross-curricular learning.</p>		<p>for PPG children in the early years is in line or above with national.</p>	<p>behind in the core subjects are gaps in their knowledge and skills identified and addressed so as to not hinder their capacity to learn? SLT/SENDCo/Govs</p> <ul style="list-style-type: none"> Do all pupils achieve well in the core subjects over time, including the lowest 20%of pupils? SLT/SENDCo/Govs
<p>Explaining Context(rationale/evidence)</p>	<p>Achieving Clarity (defining priority and time frame)</p>	<p>Achieving Consistency (actions delivering consistency)</p>	<p>Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)</p>	<p>Expected Outcome/Impact (define success/KPIs/pupil achievement)</p>	<p>Impact Monitoring (quality check/key questions)</p>
<p>Priority 4: <i>Safeguarding (including behaviour and attendance)</i> Embed Trauma Informed School (TIS) strategies across the school to make impact upon pupils' self-belief, well-being and progress for the</p>	<p>2 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</p>	<p>Whole MAT CPD to introduce philosophy and practice of TIS Five core principles –safety, trustworthiness, choice, collaboration empowerment are considered when planning teaching and learning provision. Case studies of pupils and</p>	<p>1. 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)</p>	<p>A. Staff more attune to the signs and symptoms of trauma in pupils and families. B. Skills and attitudes developed and learnt to develop knowledge and understanding of the process. C. Embed consistent</p>	<ul style="list-style-type: none"> Improved parental engagement with learning to ensure effective reach to all families. ALL staff/ Govs Pupil progress meeting-focus on watch list pupils' attainment and progress. SLT

'whole child'	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 area the school must address.	impact on their learning. Analysis of My Concern logs- links to pupils receiving TIS support. Breakfast club provision shows impact on improved attendance. Link to new Capabilities Curriculum.	<p>2. Practice to become embedded and time dedicated to TIS individual/small group support by trained staff.-weekly timetabled TIS sessions for groups and individuals.</p> <p>3. Weekly timetabled sessions for Family Support worker.</p> <p>4. Pupil progress meeting records- focus on watch list pupils' emotional and social well – being and strategies to engage to impact attainment and progress.</p> <p>5. Provision maps/ iTrack data drops of pupils demonstrate impact on their learning.</p> <p>6. 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.</p> <p>7. 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.</p> <p>8. Alternative afternoon/lunchtime provision for those children at risk of exclusion, those needing emotional and well- being support making a good impact</p>	<p>practice across school so all policies and procedures are trauma aware.</p> <p>D. Five core principles linked to teaching and learning as well as respect for diversity.</p> <p>E. Recognition of the impact of trauma on child development and support potential paths for recovery.</p> <p>F. Number of disruptive incidents recorded on My Concern is reduced.</p> <p>G. Parental Satisfaction Survey demonstrates positive impact of intent and implementation.</p> <p>H. Pupil survey indicates pupils feel safe and there is an available adult if support is necessary- review as part of transition.</p>	<ul style="list-style-type: none"> • Case studies of pupils demonstrate impact on their learning. SENDCo/ALL staff/ Govs • How are we fostering confidence and empowering our pupils to make positive decisions? LO/SLT/ Safeguarding Lead • How are we developing emotional intelligence in our pupils? SLT • What impact on pupil and staff wellbeing does the pressure to achieve test results have and what difference could it make as we broaden our aims for pupils to be a good citizen? (New Ofsted links) SLT/Govs
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			<p>on combatting transitions and difficult relationships between pupils. Transition support back into classroom.</p> <p>9. Pupil voice in SMSE sessions.</p> <p>10. A transparent approach-whole class Trauma Informed Assessment to be carried out to support transition and ensure needs met in 2019-2020.</p> <p>11. Whole staff well-being and mindfulness CPD to support deeper understanding and practical strategies to support pupils' daily health and 'whole child'.</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 5: People and Leadership To develop and Increase skills/capacity of middle leadership to deliver effective curriculum improvements in the foundation subjects.	<p>Identifying key priorities; establish a timetable of foundation subjects to address.</p> <p>First term: Computing, Science, Art.</p> <p>Second term: DT, Geography, MFL</p> <p>Third term: PSHE, History, Music</p> <p>Embedding consistency in assessment practices across all of the</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>	<p>1. Whole staff CPD to clarify values, key priorities and SSCA curriculum Intent.</p> <p>2. Use scheme of learning to identify key schema for the foundation subjects.</p> <p>3. SL training /regular updates by MAT SL and buying in Babcock support (Science and English) J2E Trust training (Computing)</p> <p>4. Review scheme of learning to identify progression and development of skills.</p> <p>5. Monitor teaching implementation.</p> <p>6. Termly book looks for evidence of coverage and progression</p>	<p>A. Knowledge and concept overviews linked to year group expectations.</p> <p>B. Progression framework of skills.</p> <p>C. Whole school themes to be covered –in line with NC and taking into account our Capabilities Curriculum model.</p> <p>D. Subject leaders are systematically reviewing any gaps in subject mapping / planning and that these are being addressed.</p> <p>E. Pupils to revisit and</p>	<p>How much can the pupils remember?</p> <p>What knowledge /skills have been revisited /extended? All staff/Govs.</p> <p>What consistency is there in assessment practices across all of the foundation subjects? SLT/Govs</p> <p>Have middle leaders' knowledge and understanding of their subjects in the early years been developed to help support colleagues? AIO/All staff</p>

	<p>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. Embedding school strategies to enable pupils to revisit and revise prior learning, with a focus on developing pupils' skills in retrieval.</p>	<p>to appropriate resources. Identify and establish how assessment can be used; formative and summative, to monitor how well the planned curriculum is implemented.</p>	<p>linked to theme overview and individual planning.</p> <p>7. Pupil voice to inform training needs, shaping of the curriculum offer.</p> <p>8. Audit / costing of resources needed to deliver curriculum.</p> <p>9. Lesson visits, pupil conferences.</p> <p>10. Using NC descriptors (jigsaw puzzle pieces) monitor implementation.</p>	<p>revise prior learning, with a focus on developing pupils' skills in retrieval.</p> <p>F. Consistency in assessment practices across all of the foundation subjects.</p>	<p>When and how are subject leaders systematically reviewing any gaps in subject mapping / planning and how are these are being addressed? SLT/Govs/AIO Can you demonstrate and exemplify the strategies implemented to enable pupils to revisit and revise prior learning, with a focus on developing pupils' skills in retrieval? SLT/AIO/Govs</p>
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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) – Rolling RAG Review Summary	Review Date: Termly with LGB
		Current Status
1. Teaching and Learning Standards To raise standards of attainment and progress in reading for all groups of pupils, including the most-able, SEND, PPG and those with previously low attainment.	a) Deliver effective learning strategies and skills	
	b) Phonics and early reading being taught systematically with reading books that match early reading skills.	
	c) Progress data shows vast majority of children making positive progress across KS1 and 2	
	d) Pupils meet/exceed national achievement benchmarks	
2. Curriculum and Assessment To raise standards of	a) Deliver effective learning strategies and skills; Systematic and coherent actions, resources and training to ensure continued improvements	
	b) Consistent marking practice to ensure key non- negotiable year group spellings are identified and corrected.	

attainment and progress in spelling for all groups of pupils, including the most-able and those with previously low attainment.		
	c) Progress data shows vast majority of children making positive progress across KS1 and 2; Monitoring of standardised score.	
	d) Pupils meet/exceed national achievement benchmarks	
3. <i>Vision and Culture</i> To continue to ensure equality of provision and opportunity for the Pupil Premium Group and SEND pupils compared with all other pupils nationally	a) Support given to watch lists that target PPG pupils not on track (linked to prior attainment) making impact on progress and attainment.	
	b) Provision maps and resources enable SEND pupils to access the full curriculum and apply their learning with increasing independence and fluency support.	
	c) Equality of provision and opportunity evident in books, pupils voice, planning.	
	d) Pupils meet/exceed national achievement benchmarks	
4. <i>Safeguarding</i> (including behaviour and attendance) Embed Trauma Informed School (TIS) strategies across the school to make impact upon pupils' self-belief, well-being and progress for the 'whole child'	a) Social and emotional well-being and mental health barriers to learning are being addressed to make good impact on pupils' resilience, ability to socialise and self-belief.	
	b) Systems to track the attendance of individual pupils with persistent absence and also attendance of all groups is robust.	
	c) Targeted interventions matched to specific students with particular learning needs or behavioural issues are effective-impact linked to progress.	
	d) Early intervention maintains good progress and attainment prior to end of KS2.	
5. <i>People and Leadership</i> To develop and Increase skills/capacity of middle leadership to deliver effective curriculum improvements in the foundation subjects.	a) Middle leaders' knowledge and understanding of their subjects in the early years and whole school enables them to support and set expectations for colleagues.	
	a) Subject leaders are systematically reviewing any gaps in subject mapping / planning and that these are being addressed.	
	b) Leaders have embedded school strategies to enable pupils to revisit and revise prior learning, with a focus on developing pupils' skills in retrieval.	
	c) Consistency in assessment practices across all of the foundation subjects.	
Significant context changes since last AIP review:	Head of school now substantive Headteacher since September 2020. Staffing changes.	

F. AIP Monitoring Schedule							
Impact Monitoring Schedule 1		First Month	Second Month	Third Month	Fourth Month	Fifth Month	Sixth Month
LGB	Activity	Meet with Head to discuss action plan/ SEF LGB Working party27.01.2020 AIO meet with Chair 31.01.2020	Meet with English Lead Pupil conferences	Meet with Safeguarding Manager/ TIS lead practitioners Full Governing Body Meeting 12.03.2020	Meet with SEND and PPG leads to discuss measures to support class teachers	Meet with English Lead LGB Working party	Meet with Head to discuss action plan/ SEF Full Governing Body Meeting 25.06.2020
	Focus/Priority	Establishment of roles and responsibilities Key action points from IDSR/ AIO visit LGB: Website compliance, on-line safety, data protection, data. AIO –roles and responsibilities of Chair in new framework.	Early Reading/Phonics consistency Whole class guided reading impact. Revisit pupils spoken to before to see progress.	Impact of TIS-how to demonstrate impact. Headteacher Report. See LGB Plan	SEND/PPG <ul style="list-style-type: none">• provision maps.• iASEND• PPG Map.	Impact and provision of spelling action plan/Exception Report LGB:PPG and PE impact and provision LGB self- review.	Intent, implementation and Impact to date. Headteacher Report See LGB Plan
Head	Activity	Learning walk Send out and review parental satisfaction survey	Visual record of needs in class under headings SEN, PPG and BOYS. Lesson observations Pupil conferencing-spelling impact.	iTrack review of data			Lesson observations

	Focus/Priority	Classroom environments English Lessons-spelling consistency in marking	Link to questions regarding coverage, progression and skills in foundation subjects.	Target review/setting linked to new AIP targets Data analysis progress and flight paths	Extended writing opportunities/cross-curricular application	Learning environments Pupil conferencing Data analysis	Early reading /phonics EYFS/KS1 Guided reading KS2
SLT	Activity	Reading response book looks	Book look RWI lead 2nd training day 03.02.2020 SEND provision map meetings with SENDCo.	Learning walk Planning scrutiny Pupil progress meetings Book scrutiny (PPG/boys)		Pupil progress meetings	
	Focus/Priority	Subject/KS priorities Guided reading – measuring impact.	Provision/ intervention mapping	Maths and English Intent links to implementation Identify those not on track and strategies to fill gaps and needs.	KS progress predictions update	Action plans	
MLT	Activity	Planning scrutiny/book look Pupil satisfaction surveys. RWI training days (07.01.2020 and 28.01.2020)	Identify ‘Watch’ list pupils by prior attainment-all staff to be responsible for own class data. Assessment Point-light touch #3 Parent consultations (longer sessions for F,2,4,6,)	Book scrutiny –PPG SEND Learning walk Maths standardised task. FULL ASSIGN #4 iTrack.	School Effectiveness Training-staff who have not yet attended. 14.04.2019		
	Focus/Priority	Does work reflect planning and progression of	PPG,SEN Prior achievers not on track	Subject coverage/quality	New Ofsted framework led by AIO		

		skills/knowledge.		Provision maps. Pupil attitudes/teacher subject knowledge			
AIO/Trust	Activity	AIP Approval KS1 Assessment briefing. Workshops led by trust leaders. AIO –deep dive into Early reading-bottom 20% readers. 31.01.2020	Progress towards VL priorities	Maths standardised task	Monitoring visit	Data Analysis	VL
	Focus/Priority	Support with curriculum skills and progression to ensure continuity	Metacognition- surface, deep and transferable learning.	Reasoning and fluency	Correctly identified priorities	CEO Annual – areas for improvement Comparison to national benchmarks	Case Study reviews.

Impact Monitoring Schedule 2		Seventh Month	Eighth Month	Ninth Month	Tenth Month	Eleventh Month	Completion
LGB	Activity	Meet with SEND lead	Meet with SEND lead to discuss measures to support class teachers	Meet with English Lead to discuss impact and provision of action plan.	LGB Working party	Full LGAB Meeting	
	Focus/Priority	Curriculum/vulnerable groups	SEND/PPG	Data review-AIP impact of Exception Reports for Reading and Spelling.	Impact-data LGB: Policy reviews, MAT capabilities Curriculum updates ,Improvement plans, admissions, Potential top 3 risks, SEF.	Head's report See LGB Plan	

Head	Activity	Learning walk Lesson observations	Book scrutiny Parent conferencing	Pupil progress	Book scrutiny moderation	Learning walk	
	Focus/Priority	Classroom environments English Lessons	English – presentation/ SOPs	Data analysis	Extended writing opportunities/cross-curricular application	Learning environments Pupil conferencing Data analysis	
SLT	Activity	Planning-book looks match. Review rolling theme.	Book look	Learning walk Lesson observations	Pupil progress meetings		
	Focus/Priority	Identify strengths and review next steps.	Evidence of progression of skills and knowledge linked to intent..	Maths/ English consistency Writing –spelling focus groups	Progress /attainment/watch list pupils.	Maths and English	
MLT	Activity	Subject leader meetings	Book scrutiny Learning walk	Evidence/assessment analysis			
	Focus/Priority	Action plans reviews	Subject coverage/quality Pupil attitudes/teacher subject knowledge	Progress and curriculum coverage			
AIO/Trust	Activity	MAT Subject Leaders Writing moderation	AIO Monitoring visit		MAT Moderation of Writing	Data Analysis	
	Focus/Priority	Assessment	Steps to address from last visit.		Assessment judgements.		