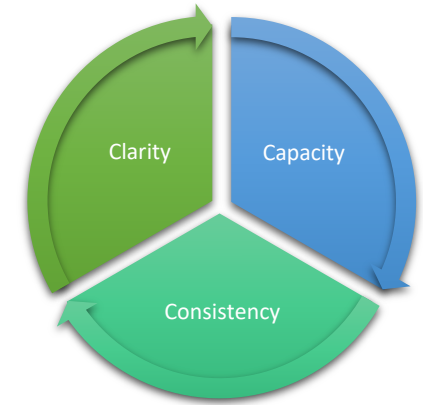




An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust **Academy Improvement Plan 23-24** (Sept 23 – Sept 24)

Prinetown Community Primary School	
Trust Version:	v6 Template
Statutory:	Yes
Advisory Committee:	Trust Board of Directors Learning, Staffing and Safeguarding Committee, Audit Committee, Prinetown LGAB
Linked Documents and Policies:	Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, Core-Stats Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR Reports, Trust SI Strategy. DfE Trust Quality Descriptors 2023

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** including the **DFE Trust Quality Descriptors 2023**. 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*

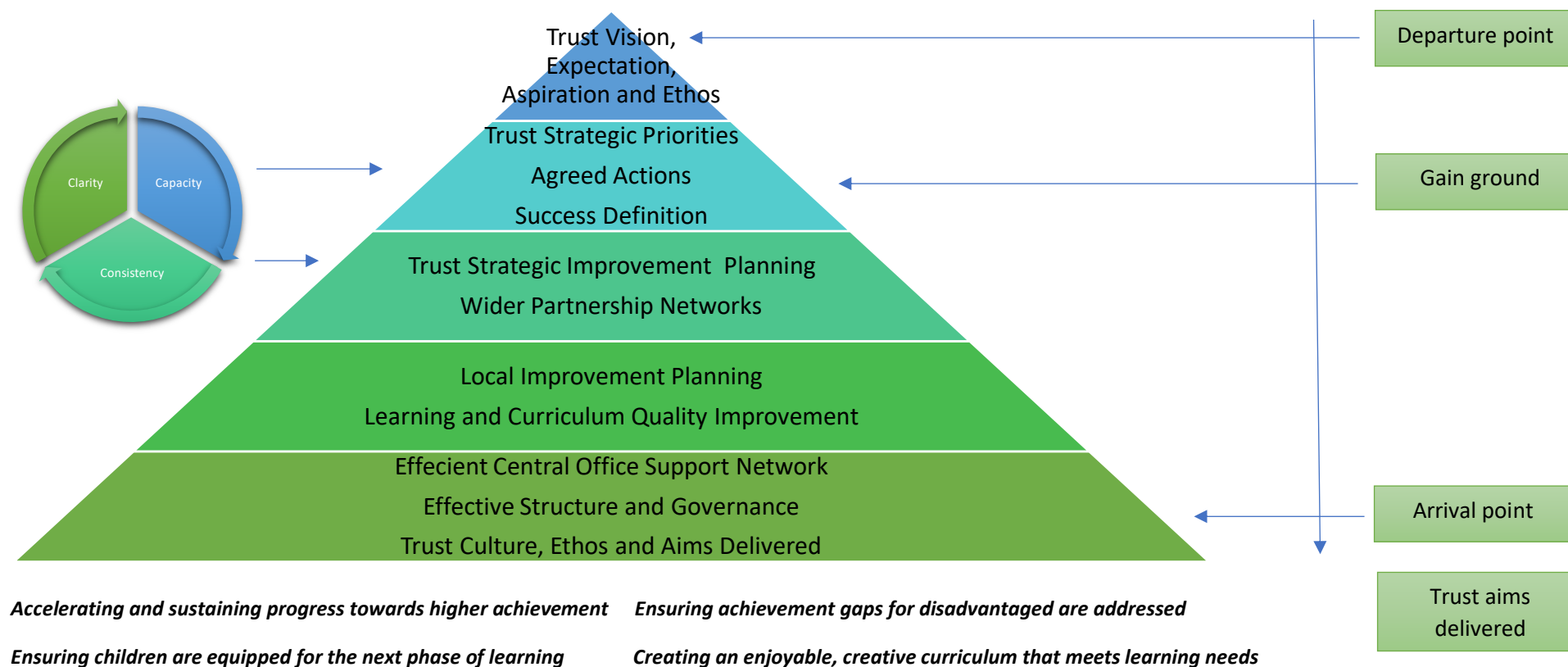
- This annual AIP document exemplifies the Trust’s approach to delivery of school improvement “building blocks” which lead into five overall Trust prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability*. These align with the **DFE Trust Quality Descriptor 5 pillars** (1. High quality and inclusive education, 2. School improvement, 3. Workforce, 4. Finance and operations and 5. Governance and leadership)

- **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;

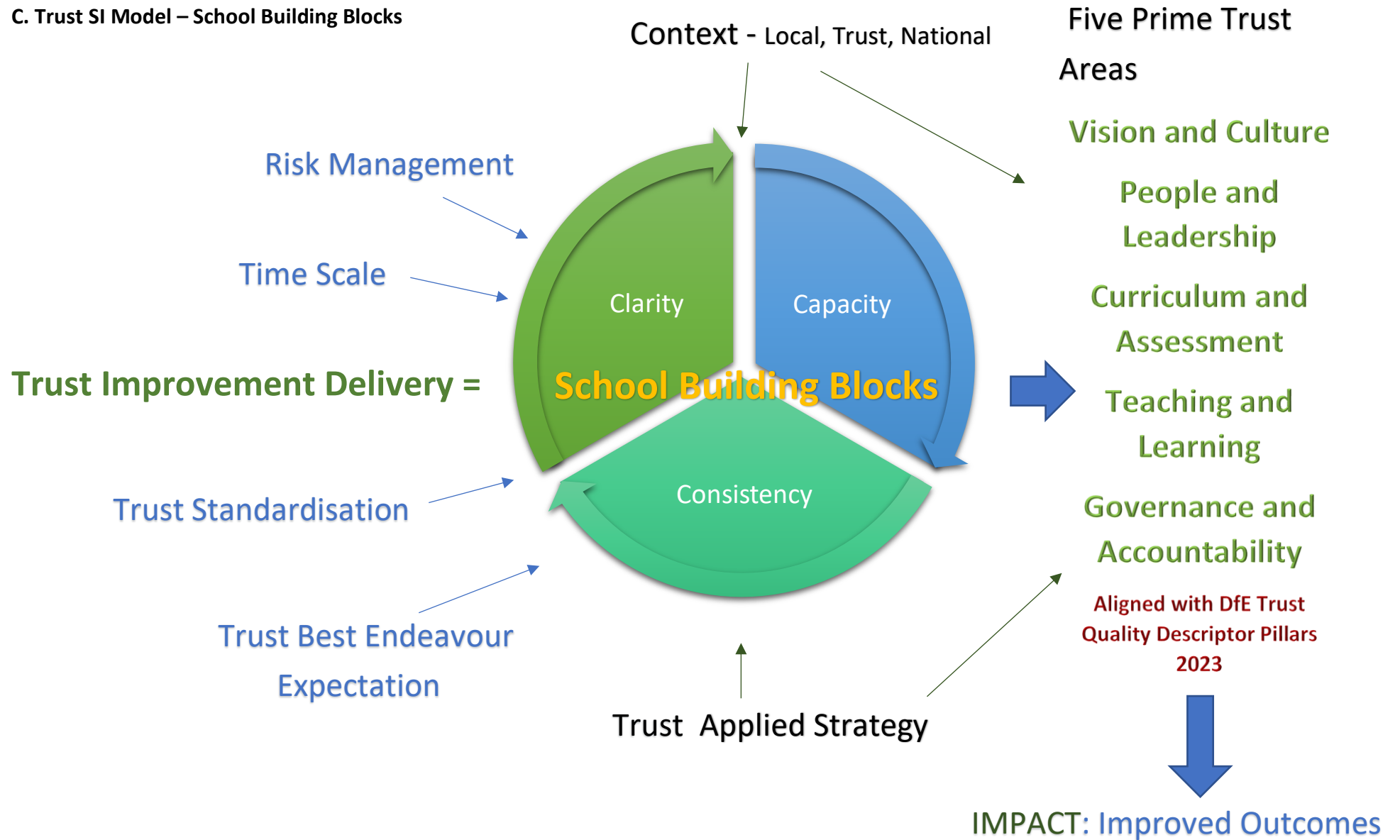
Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions and modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: 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 23-24 – 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>	
Context – Key School Factors 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: <ul style="list-style-type: none"> ▪ Reading +5.9 ▪ Maths +5.7 ▪ Writing –2.5 	Progress Benchmark KS1: <ul style="list-style-type: none"> ▪ Awaiting OFSTED ISDR 23 – Due Oct 23
Attainment Benchmark KS2: <ul style="list-style-type: none"> ▪ Reading: 100% (5/5) ▪ Writing: 60% (3/5) ▪ Mathematics: 80% (4/5) ▪ EGPS: 60% (3/5) ▪ Reading, Writing and Maths combined 60% Areas for improvement identified by OFSTED <ul style="list-style-type: none"> ▪ Further improve standards in writing across the school by ensuring that: – the teaching of writing considers pupils’ starting points, especially for pupils with SEND – teachers have sufficiently high expectations of the quality and presentation of pupils’ writing across the school, including for the most able and the disadvantaged. ▪ Improve outcomes for pupils by ensuring that leaders and managers: – provide staff with the training they need to accurately assess and plan activities for pupils with SEND – make frequent checks of workbooks, to make sure that pupils, including those with SEND, take greater pride in the presentation of their work, especially in improving the legibility of their handwriting. 	Attainment Benchmark KS1 (including Y1/2 phonics): <ul style="list-style-type: none"> ▪ Reading: 67% (2/3) ▪ Writing: 0% (0/3) ▪ Mathematics: 67% (2/3) ▪ Y1 Phonics: 100% (8/8)
Safeguarding, Behaviour, Exclusions and Attendance: <ul style="list-style-type: none"> ▪ 0 exclusions ▪ Attendance Sept 2022-July 2023: 94.82% 	Achievement EYFS: <ul style="list-style-type: none"> ▪ 50% achieved GLD (2/4) ▪ AIO quality assurance has identified EYFS and KS1 as an area of focus for this academic year due to staff changes within the school and a large increase in cohort size
Key Staff and Roles: <ul style="list-style-type: none"> ▪ Will Hermon (WH) CEO ▪ Jo Callow (JCA) Deputy CEO ▪ Deborah Saunders (DS) Trust improvement Officer 	Board Leadership: <ul style="list-style-type: none"> ▪ Audit Committee (AU) ▪ Learning Staffing, Safeguarding Committee (LSS) ▪ Finance and Strategic Direction (FSD)

- Neil Swait (NS) Trust Improvement Officer
- Emma Gilbert (EgGil) CFO
- Toni Martin (TM) Governance Officer
- Claire Paul (CP) Trust Safeguarding and Attendance Officer
- **Jo-Anne Callow – Headteacher**
- **Oliver Stephens – Acting Head of School**
- **Emma Byrom – Head of School (Maternity Leave)**
- **Jascinta Church– English Lead**
- **Laura Taverner – ECT**
- **Catherine Stoate – Academic Mentor**

LGB Leadership:

- **Sheila Manning - Chair**
- **Gary Manning – PE and PPG**
- **Catherine Fiddes – Safeguarding**
- **Tina Husband - SEN**

Context – Trust Level Action Plan Factors 23-24 from Latest Evidence

1. a) *Further embed children’s knowledge and understanding of the curriculum through metacognition using **Visible Learning** strategies and introducing the **Thinking Matters** approach*
 b) *Continue curriculum evolution improving knowledge and coherence embedding high-quality formative assessment in all foundation subjects. Use effective curriculum audit and adaptive staff CPD to structure improvement*
2. *Ensure latest **DFE behaviour guidance** is secured in good operational practice so learning behaviours are consistently good in all settings and is in-line with effective TIS practice*
3. *Ensure Trust schools continue to flourish together to meet the specific contextual needs of the communities by implementing;*
 - **‘Church of England Vision for Education’** using the **‘Hopes for a Flourishing School System’** guidance
 - **UNCEF Rights Respecting Schools** Programme
4. *Continue to develop an effective sustainability strategy across the Trust led by the sustainability working group*
5. *Improve achievement of vulnerable groups including disadvantaged, SEND and EAL in line with current guidance and evidence based CPD*
6. *Extend the Trust Improvement offer focusing on key areas in the **DfE Trust Quality Descriptions** (resource prioritisation, peer to peer school improvement support and review and local governor effectiveness monitoring)*
7. *Ensure effective in-year financial management and budget fidelity;*
 - *Review the existing pre-school business model*
 - *Effectively action identified financial audit review priorities*
8. *Continue to explore Trust future expansion including providing support and improvement for identified partner organisations*

Priority A: Learning Standards

Trust Action – 1a: *Further embed children’s knowledge and understanding of the curriculum through metacognition using **Visible Learning** strategies and introducing the **Thinking Matters** approach*

Trust Action – 5: Improve achievement of vulnerable groups including disadvantaged, SEND and EAL in line with current guidance and evidence based CPD

DfE Trust Quality Descriptor: Pillar 1- High Quality and Inclusive Education

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)
<p>1a: Further embed children’s knowledge and understanding of the curriculum through metacognition using Visible Learning strategies and introducing the Thinking Matters approach</p> <p><i>(links with priority B)</i></p> <p><i>-Thinking Matters research (Burdon 2006) accredited by Exeter University</i></p> <p>School Lead: OS/EB</p>	<ul style="list-style-type: none"> ▪ To continue to develop metacognition strategies/ research within all curriculum areas ▪ Through training and research further develop staff expertise and knowledge of effective metacognition strategies ▪ To ensure that meta-cognition strategies are being explicitly taught to pupils to enable them to take ownership of their learning 	<ul style="list-style-type: none"> ▪ Continue to use Walkthrus materials to support metacognition ▪ To take part in Thinking Matters CPD ▪ To continue to use metacognition progression documents ▪ To ensure metacognition is being explicitly taught through curriculum areas ▪ Ensure all new staff have received initial visible learning training ▪ Appoint and train a new Visible learning coach 	<ul style="list-style-type: none"> ▪ Thinking Matters training (OS/EB) £1250 ▪ Release Drive Team to attend training (OS/EB) £600 ▪ Release new staff for visible learning training (JC/LT) £100 <p>Delivery Cost £1950</p>	<ul style="list-style-type: none"> ▪ Monitoring outcomes show that pupils are developing their independence skills through deployment of metacognition strategies and ability to articulate this ▪ Monitoring shows staff are effectively using a range of appropriate metacognition strategies across the curriculum ▪ Pupils are demonstrating that they are taking responsibility for their own learning and are able to independently choose the appropriate strategy / resources required for their learning
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)
<p>5: Improve achievement of vulnerable</p>	<ul style="list-style-type: none"> ▪ Increasing OFSTED focus on how schools deliver effective learning for pupils in 	<ul style="list-style-type: none"> ▪ Academic mentor to support and lead interventions for the lowest 20% pupils in reading 	<ul style="list-style-type: none"> ▪ Termly SEN services CPD (NO) £100 ▪ Contributions to EHCPs (NO) £18,000 ▪ Contribution to Tutoring (JCA) £1215 	<ul style="list-style-type: none"> ▪ Strategies to improve achievement of pupils in vulnerable groups are aligned with other school

<p>groups including disadvantaged, SEND and EAL in line with current guidance and evidence based CPD</p> <p><i>(links with priority B)</i></p> <p>- https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy</p> <p>- <i>SEN support: A rapid evidence assessment</i></p> <p>- <i>Trust Quality Descriptors</i></p> <p>School Lead: OS/EB</p>	<p>vulnerable groups across the curriculum</p> <ul style="list-style-type: none"> ▪ 'Pupils with special educational needs and/or disabilities (SEND) are making variable progress in writing. Often, these pupils find it difficult to learn because tasks are not closely matched to their needs.' OFSTED 2019 ▪ 'Leaders' monitoring is not sufficiently focused on evaluating the impact of teaching, learning and assessment on the progress of pupils with SEND' OFSTED 2019 ▪ All pupils with SEND are expected to have a full curriculum offer ▪ 26% of children are on the SEN register ▪ 3 children have an EHCP plan ▪ 50% of children are in receipt of pupil premium funding 	<ul style="list-style-type: none"> ▪ Tutoring to be provided to pupils in receipt of PPG in Maths and English ▪ Knowledge organisers to be adapted for pupils with SEND to ensure they are accessible ▪ Highly effective use of LSAs in the classroom to support vulnerable pupils ▪ Work in partnership with parents and external agencies to ensure improvement in provision outcomes for pupils in vulnerable groups. ▪ Support LSAs to use scaffolding to ensure all pupils are able to access the full curriculum ▪ HofS to closely monitor attendance, levels of participation, behaviour and wellbeing of vulnerable pupils ▪ Encourage pupils in vulnerable groups to attend enrichment activities ▪ Provision Maps to be clearly linked to provision and interventions ▪ All interventions to be monitored using start and end data. Ensuring interventions add value and accelerate progress for pupils 	<ul style="list-style-type: none"> ▪ Attendance of SENCO at <i>Schools Together</i> meetings (NO) £100 ▪ PPG funding to support pupils and recovery premium (JCA) £32,000 <p>Delivery Cost £51,415</p>	<p>improvement plans & existing practices</p> <ul style="list-style-type: none"> ▪ The curriculum fully prepares all pupils including those with SEND for the next stage of learning ▪ Improved progress and attainment for all pupils in vulnerable groups ▪ Teachers taking responsibility for the progress and attainment of pupils with SEND ▪ Pupils in vulnerable groups will make strong progress linked to their starting points in reading
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		<ul style="list-style-type: none"> Attendance of pupils in vulnerable groups to remain in line with national average 		
Impact Monitoring Priority A (quality check/key questions)	<p>How have you mapped metacognition in your subject? How have the walkthru materials supported you with developing metacognition? Is the curriculum effectively developed and its implementation adapted for the most vulnerable pupils? Does the curriculum fully prepare the most vulnerable pupils for their next stage of learning? What impact is CPD having on teaching and learning?</p>			
<p>Priority B: Curriculum and Assessment Trust Action – 1b: <i>Continue curriculum evolution improving knowledge and coherence embedding high-quality formative assessment in all foundation subjects. Use effective curriculum audit and adaptive staff CPD to structure improvement</i> Trust Action – 3: <i>Ensure Trust schools continue to flourish together to meet the specific contextual needs of the communities by implementing;</i></p> <ul style="list-style-type: none"> ‘Church of England Vision for Education’ using the ‘Hopes for a Flourishing School System’ guidance UNCEF Rights Respecting Schools Programme 				
<p>DfE Trust Quality Descriptor: Pillar 1- High Quality and Inclusive Education</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)
<p>1b: Continue curriculum evolution improving knowledge and coherence embedding high-quality formative assessment in all foundation subjects. Use effective curriculum audit and adaptive staff CPD to</p>	<ul style="list-style-type: none"> High quality formative assessment, well calibrated to the content of the curriculum, is crucial in enabling teachers and pupils to accurately identify the next steps for each individual in their learning. <i>‘Feedback is one of the most powerful influences on learning and achievement’.</i> <i>(Hattie and Timperley 2007)</i> 	<ul style="list-style-type: none"> Develop the use of formative assessment to raise standards in foundation subjects through CPD including the <i>Thinking Matters</i> programme Continue to develop the curriculum linked to <i>Thinking Matters</i> CPD Leaders to embed formative assessment in foundation subjects in line with visible learning Continue to ensure the most appropriate method of collecting 	<ul style="list-style-type: none"> Thinking Matters Training to support formative assessment methods used (OS/EB) £1250 Walkthrus CPD materials to be used to support with effective formative assessment (OS/EB) £270 <p>Delivery Cost £1520</p>	<ul style="list-style-type: none"> Formative assessment is embedded in all foundation subjects to identify gaps and misconceptions in pupil’s knowledge Information from formative assessment is used to inform future teaching and changes to pedagogy or curriculum plans to ensure any identified gaps in learning are addressed - ongoing

<p>structure improvement <i>(links with priority A)</i></p> <ul style="list-style-type: none"> - QA monitoring -Trust Curriculum review -Trust subject leader networking -National Curriculum 2013 (updated 2014) -OFSTED subject reports and research reviews <p>School Lead: OS/EB</p>	<ul style="list-style-type: none"> ▪ The Education Inspection Framework 2023 states ‘<i>teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners’</i> 	<p>formative assessment is used in line with evidence-based research</p> <ul style="list-style-type: none"> ▪ Attend Trust Leader networking sessions ▪ Curriculum review to be carried out by AIO in the Autumn term ▪ Action areas identified for improvement from pre-OFSTED monitoring visit from AIO ▪ Walkthrus CPD materials to be accessed by staff to develop practice in the use of effective formative assessment ▪ Adapt EYFS and KS1 curriculum to ensure children are fully prepared for their next steps. 		<ul style="list-style-type: none"> ▪ Pupils self-assess in foundation subjects and identify gaps in their own learning enabling the gaps to be addressed - ongoing ▪ Monitoring demonstrates that formative assessment is being used to address gaps in learning therefore leading to improved progress and attainment for all pupils including the disadvantaged in foundation subjects
<p>Explaining Context <i>(rationale/evidence)</i></p>	<p>Achieving Clarity <i>(defining priority and time frame)</i></p>	<p>Achieving Consistency <i>(actions delivering consistency)</i></p>	<p>Achieving Capacity <i>(tasks/costs/resources/training/personnel delivering capacity)</i></p>	<p>Expected Outcome/Impact <i>(define success/KPIs/pupil achievement)</i></p>
<p>3: Ensure Trust schools continue to flourish together to meet the specific contextual needs of the communities by implementing;</p>	<ul style="list-style-type: none"> ▪ School is currently reviewing the behaviour policy which will be underpinned by the right of the child ▪ The Rights Respecting Schools programme will further enable Princetown to realise the school vision for every child 	<ul style="list-style-type: none"> ▪ Register for RRSA ▪ Appoint a lead ▪ Introduce convention through assemblies ▪ Behaviour policy to be reviewed to reflect the convention on the rights of the child ▪ Share information with parents ▪ Set up steering committee ▪ All classes to have a charter 	<ul style="list-style-type: none"> ▪ £100 membership (JCA) £100 ▪ Release time for staff (EB) £200 <p>Delivery Cost £300</p>	<ul style="list-style-type: none"> ▪ Children understand the purpose of the convention on the rights of the child ▪ Children are able to name at least three rights from the convention ▪ Behaviour policy reflects the rights ▪ Effective steering committee in place

<p>UNICEF Rights Respecting Schools Programme</p> <p><i>(links with priority D)</i></p> <p><i>-The United Nations Convention on the Rights of the Child (November 1989)</i></p> <p>School Lead: OS/EB</p>	<ul style="list-style-type: none"> Other schools within the Trust have received silver and gold accreditation so will be in a position to support Princetown on this journey 	<ul style="list-style-type: none"> Submit evidence to achieve the recognition of commitment 		<ul style="list-style-type: none"> All staff using Rights Respecting language Achieve the recognition of commitment
<p>Explaining Context(rationale/ev idence)</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>Ensure that the EYFS / KS1 curriculum is aligned to mixed age teaching whilst matching the needs of different stages</p> <p><i>(links with priority A)</i></p> <p><i>-Karen Wilding: EY/ KS1 Maths. Taking learning beyond the White Rose Curriculum:</i></p>	<ul style="list-style-type: none"> The EYFS / KS1 curriculum requires a review due to changes in staffing in Owls class (EYFS and KS1) There has been a significant increase in cohort size in EYFS The Trust is following the Greg Bottrill approach to learning in EYFS 	<ul style="list-style-type: none"> Revision of the EYFS/ KS1 curriculum to provide more alignment of mixed aged teaching whilst matching the needs of different key stages. Utilise effective assessment tools to gather accurate judgements of pupils e.g. Year One pupils working below track. Rapidly audit and obtain resources to ensure daily use of physical maths apparatus within maths and continuous provision. Use of assessment to inform the environment provision 	<ul style="list-style-type: none"> Online training from Greg Bottrill. Sessions to include Drawing Club: £37.50. Story Dough: £30. The Message Centre: £30.00. Scribble Club: £24.99 (JC) Total £122.49 Release of staff for training (EB) £300 Resources (JC)£300 Purchase increased concrete resources to support teaching of early number and embed this across the school. Purchase of Read Write Inc resources to ensure staff can teach with fidelity to scheme. <p>Delivery Cost £722.49</p>	<ul style="list-style-type: none"> The EYFS and KS1 curriculums are aligned to mixed age teaching whilst matching the needs of different key stages Resources are being used appropriately to support pupils with their independent learning Monitoring demonstrates that formative assessment is being used to address gaps in learning therefore leading to improved progress and attainment

<p>https://www.eymats.co.uk/ -Establishes learning lockers: https://www.spreadthehappiness.co.uk/ Explore impact of dough disco/ Squiggle while you wiggle to develop fine/ gross motor skills https://www.canigoandplaynow.com/store/c3/conferences-training</p> <p>School Lead: OS / EB</p>		<p>and develop the role of practitioner through a coaching training programme.</p> <ul style="list-style-type: none"> Embed the school vision and ethos of Visible Learning to ensure pupil independence in behaviour and learning to ensure accurate assessment. 		<p>for all pupils including the disadvantaged</p>
<p>Impact Monitoring Priority B (quality check/key questions)</p>	<p>Can you provide examples of how formative assessment is used in your subject to enable children to make accelerated progress in their learning? How has formative assessment informed changes to the curriculum or pedagogy? How successfully are pupils using self-assessment to enable them to progress in their learning? How have you aligned the EYFS and KS1 curriculums to enable mixed age learning to take place whilst still meeting the needs of all pupils? How has the convention on the rights of the child impacted on policies and procedures within the school?</p>			
<p>Priority C: Vision and Culture Trust Action – 6: Extend the Trust Improvement offer focusing on key areas in the <i>DfE Trust Quality Descriptions</i> (resource prioritisation, peer to peer school improvement support and review and local governor effectiveness monitoring) Trust Action – 4: Continue to develop an effective sustainability strategy across the Trust led by the sustainability working group</p>				
<p>DfE Trust Quality Descriptor: Pillars 3 and 4 – Workforce, Finance and Operations</p>				
<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>6. Extend the Trust Improvement offer focusing on key</p>	<ul style="list-style-type: none"> Princetown strives to continually improve 	<ul style="list-style-type: none"> Monitoring schedule linked to Trust Quality Descriptions to be completed termly 	<ul style="list-style-type: none"> Release for staff CPD (OS/EB) £300 Release leaders to monitor (JCA) £100 	<ul style="list-style-type: none"> Effective school improvement model in place, linked to the Trust

<p>areas in the DfE Trust Quality Descriptions</p> <p><i>(links with priority E)</i></p> <p>-DfE Trust Quality Descriptors (April 2023) - School Improvement Schedule linked to the Trust Quality Descriptions - Exceptions Reports - The Education Inspection Framework 2023</p> <p>School Lead: JCA</p>	<p>through self –evaluation, challenge and support</p> <ul style="list-style-type: none"> ▪ School Improvement is one of the five pillars of quality for Trusts identified in the Schools White Paper (2022) ▪ The Trust Quality Descriptions inform policy making and decision making by the DfE. 	<ul style="list-style-type: none"> ▪ School monitoring schedule linked to Trust Quality Descriptions to be informed by SEF and areas identified through internal trust monitoring ▪ Internal quality assurance will include school improvement team support, input from Trust Leaders and peer to peer school improvement support ▪ Local Governor monitoring will inform the school improvement schedule ▪ Governor training on TQD to be delivered ▪ Governor monitoring will include reference to TQD 	<p>Delivery Cost £400</p>	<p>Quality Descriptions, resulting in all pupils making at least expected progress</p> <ul style="list-style-type: none"> ▪ Evidence of school improvement meeting / exceeding the criteria in the Trust quality Descriptions
<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>4: Continue to develop an effective sustainability strategy across the Trust led by the sustainability working group</p> <p><i>(links with priority B)</i></p>	<ul style="list-style-type: none"> ▪ Children to understand the key scientific concepts underpinning climate change ▪ Statutory requirement to have Climate Change embedded in the Primary Curriculum ▪ Increased understanding of 	<ul style="list-style-type: none"> ▪ Take part in the Trust Climate Education and Sustainability Event ▪ Ensure climate change is in place through other curriculum subjects and in collective worship ▪ Continue to work through priorities on the climate 	<ul style="list-style-type: none"> ▪ Release staff member for eco meeting half termly (EB) £150 ▪ Pay staff member to run a gardening/eco club focussing on biodiversity (EB) £500 ▪ CPD for staff (EB) ▪ Attending sessions at the Woodland skills Centre (CH) £500 ▪ Governor monitoring of progress towards KPIs (LGAB - GM) 	<ul style="list-style-type: none"> ▪ Action plan in place ▪ Pupil voice evidence shows that children to be aware of biodiversity and can talk about how they are helping ▪ Monitoring will show impact on energy use

<p>- Sustainability and climate change: a strategy for the education and children's services systems (DFE)</p> <p>School Lead: OS/EB</p>	<p>climate change from pupils to support carbon reduction throughout the school</p> <ul style="list-style-type: none"> ▪ Preparing pupils for the future in terms of contributing to sustainability and carbon reduction 	<p>change and sustainability action plan</p> <ul style="list-style-type: none"> ▪ Regular eco meetings in place with the eco leader (ongoing) ▪ Give children responsibilities such as energy monitors (Class teachers) (September 2022) ▪ Continue to develop the forest school and outdoor learning area ▪ Link learning to termly visits to the Woodland Skills Centre ▪ Sustainability to continue to be a regular agenda item for LGABs ▪ Develop children's understanding of sustainability through outdoor learning in EYFS. ▪ Enrol to Green Schools Project and access resources before becoming a Zero Carbon school. ▪ Apply for 2023-24 Eco-School award. 	<ul style="list-style-type: none"> ▪ Pay ARENA staff member to lead outdoor learning in EYFS (CH) £2880 <p>Delivery Cost £4030</p>	
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<p>Impact Monitoring Priority C (quality check/key questions)</p>	<p>How has the sustainability and climate change action plan impacted on energy use? What practical changes have you made in school to be more sustainable? What are the key priorities from the exceptions reports?</p>
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Priority D: Safeguarding (including behaviour and attendance)
Trust Action - 2: Ensure latest DFE behaviour guidance is secured in good operational practice so learning behaviours are consistently good in all settings and is in-line with effective TIS practice

DfE Trust Quality Descriptor: Pillar 1- High Quality and Inclusive Education

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)
<p>2: Ensure latest DfE behaviour guidance is secured in good operational practice so learning behaviours are consistently good in all settings and is in-line with effective TIS practice</p> <p><i>(links with priority B)</i></p> <p>-DfE Trust Quality Descriptors (April 2023)</p> <p>- Behaviour in schools (Sept 2022)</p> <p>-Keeping Children Safe in Education (DfE, Sept 2023)</p> <p>-The Education Inspection Framework 2023</p>	<ul style="list-style-type: none"> ▪ 'Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.' ▪ <i>Behaviour in schools (Sept 2022)</i> ▪ All staff need to be able to manage distressed behaviours and conflicts safely and respectfully ▪ Rights Respecting language will be used in the school behaviour policy and the TIS approach will be incorporated to ensure support for children whose behaviour is acting as a barrier to their learning 	<ul style="list-style-type: none"> ▪ School behaviour policy to be reviewed to reflect the <i>Behaviour in Schools</i> guidance, <i>Team Teach</i>, <i>RRS</i> and <i>TIS</i> approaches which complement one another ▪ Ensure two staff members are trained in Team Teach ▪ Work towards achieving the Recognition of Commitment Rights Respecting Schools Award ▪ Mental Health Lead to support colleagues with managing difficult behaviour in terms of supporting both staff and children's mental health ▪ Monitoring of behaviour to be included in school monitoring linked to the Trust Quality Descriptors ▪ Resources to be prioritised to support children displaying challenging behaviour ▪ Work in partnership with outside agencies to 	<ul style="list-style-type: none"> ▪ Team Teach Training for key school staff (JCA, EH) £220 ▪ RRSA subscription (AS) £200 ▪ Training from SEN services to support pupils with emotional / behavioural difficulties (DB, TL) <p>Delivery Cost £420</p>	<ul style="list-style-type: none"> ▪ The school behaviour policy reflects the <i>Behaviour in schools</i> guidance ▪ Staff feel confident in managing incidents of poor behaviour by following the behaviour policy based on the <i>Convention on the Rights of the Child</i> and guidance from <i>TIS</i> ▪ Monitoring of <i>CPOMS</i> records show a decrease in behaviour incidents ▪ Staff recognise that challenging behaviour is a cry for help and ensure appropriate support is in place for individuals with behaviour concerns ▪ Monitoring demonstrates that staff and children have high expectations with regards to behaviour and that all pupils can learn and feel safe

<p>- 'Transforming Children and Young People's Mental Health Provision' (Government Green Paper December 2017)</p> <p>-The United Nations Convention on the Rights of the Child (November 1989)</p> <p>School Lead: OS/EB</p>		<p>support pupils with challenging behaviour</p> <ul style="list-style-type: none"> ▪ Member of staff to be released from class to provide mental health support. ▪ TIS trained SENDCo to coach TIS approach to staff. 		
<p>Impact Monitoring Priority D (quality check/key questions)</p>	<p>Do pupil and parental surveys demonstrate that behaviour is good and pupils feel safe in school? What support have you put in place for pupil's who have difficulty managing their behaviour? Does CPoms show a decrease in the number of behaviour incidents over time?</p>			
<p>Priority E: School Governance, Leadership and Business Management</p> <p>Trust Action – 7: <i>Ensure effective in-year financial management and budget fidelity</i></p> <ul style="list-style-type: none"> ▪ Review the existing pre-school business model ▪ Effectively action identified financial audit review priorities <p>Trust Action – 6: <i>Extend the Trust Improvement offer focusing on key areas in the DfE Trust Quality Descriptions (resource prioritisation, peer to peer school improvement support and review and local governor effectiveness monitoring)</i></p> <p>Trust Action – 8: <i>Continue to explore Trust future expansion including providing support and improvement for identified partner organisations</i></p>				
<p>DfE Trust Quality Descriptor: Pillars 4 and 5 – Finance and Operations, Governance and Leadership</p>				
<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>6: Extend the Trust Improvement</p>	<ul style="list-style-type: none"> ▪ Review the capacity for the Governing Body to continue in the current model 	<ul style="list-style-type: none"> ▪ Chair to complete NGA 'DEVELOPMENT FOR CHAIRS' training 	<ul style="list-style-type: none"> ▪ Governor Training (SM, GM, TH, CF) ▪ Termly meetings between CEO and Chair of LGAB (SM) 	<ul style="list-style-type: none"> ▪ Governors have a clear knowledge and understanding of the

<p><i>offer focusing on key areas in the DfE Trust Quality Descriptions (local governor effectiveness monitoring)</i></p> <p><i>(links with priority C)</i></p> <p><i>-DfE Trust Quality Descriptors (April 2023)</i></p> <p><i>- School Improvement Schedule linked to the Trust Quality Descriptions</i></p> <p><i>- Academy trust Handbook 23 (DFE)</i></p> <p><i>- The Education Inspection Framework 2023</i></p> <p>School Lead: JCA</p>	<ul style="list-style-type: none"> ▪ Training required for all Governors as experience varies greatly across the board ▪ Governors must have the expertise to challenge and hold school leaders to account as part of school improvement 	<ul style="list-style-type: none"> ▪ LGAB to regularly monitor priorities on the AIP and report back to board ▪ LGAB to complete school risk register and ensure mitigations are in place ▪ Directors to review the current model of governance for the school to see if this continues to be the most effective model and if it is sustainable 	<ul style="list-style-type: none"> ▪ Chair to attend HofS performance management (SM) ▪ Trust Governor networking meetings (SM, GM, TH, CF) 	<p>school's strengths and areas for development</p> <ul style="list-style-type: none"> ▪ Governors are trained effectively to enable them to hold leaders to account ▪ The Governance model in place is effective and sustainable
<p>Impact Monitoring Priority E (quality check/key questions)</p>	<p>What are the current priorities that the school is working on?</p> <p>What has been the impact of CPD?</p> <p>Does the LGAB in its current model have the capacity to challenge and support school leaders?</p>			

<p>E. AIP Progress Review Summary – Key Performance Indicators from D.</p>	
<p><i>(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)</i></p>	
<p>Priority</p>	<p>Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary</p>
	<p>Pupils in vulnerable groups will make strong progress linked to their starting points</p>

A. Teaching and Learning Standards	Monitoring shows staff are effectively using a range of appropriate metacognition strategies across the curriculum
B. Curriculum and Assessment	Formative assessment is embedded in all foundation subjects to identify gaps and misconceptions in pupil's knowledge
	The EYFS and KS1 curriculums are aligned to mixed age teaching whilst matching the needs of different key stages
C. Vision and Culture	Effective school improvement model in place, linked to the Trust Quality Descriptions, resulting in all pupils making at least expected progress
	Sustainability and climate change strategy is having a positive impact on school's use of resources and energy
D. Safeguarding (behaviour and attendance)	Staff feel confident in managing incidents of poor behaviour by following the behaviour policy based on the <i>Convention on the Rights of the Child</i> and guidance from <i>TIS</i>
	Monitoring demonstrates that staff and children have high expectations with regards to behaviour and that all pupils can learn and feel safe
E. People and Leadership	Governors have a clear knowledge and understanding of the school's strengths and areas for development
	Governors are trained effectively to enable them to hold leaders to account
	The Governance model in place is effective and sustainable