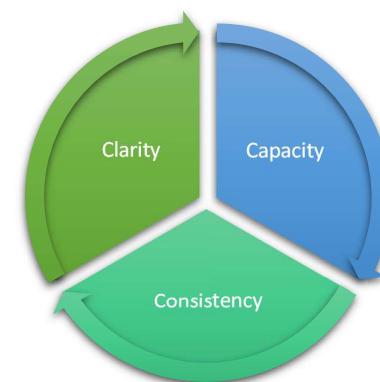




An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust

St Catherine's - Academy Improvement Plan 20-21 (Jan 20 – Jan 21)

Status: Draft	
Trust Version:	v3 Template
School Version:	v
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

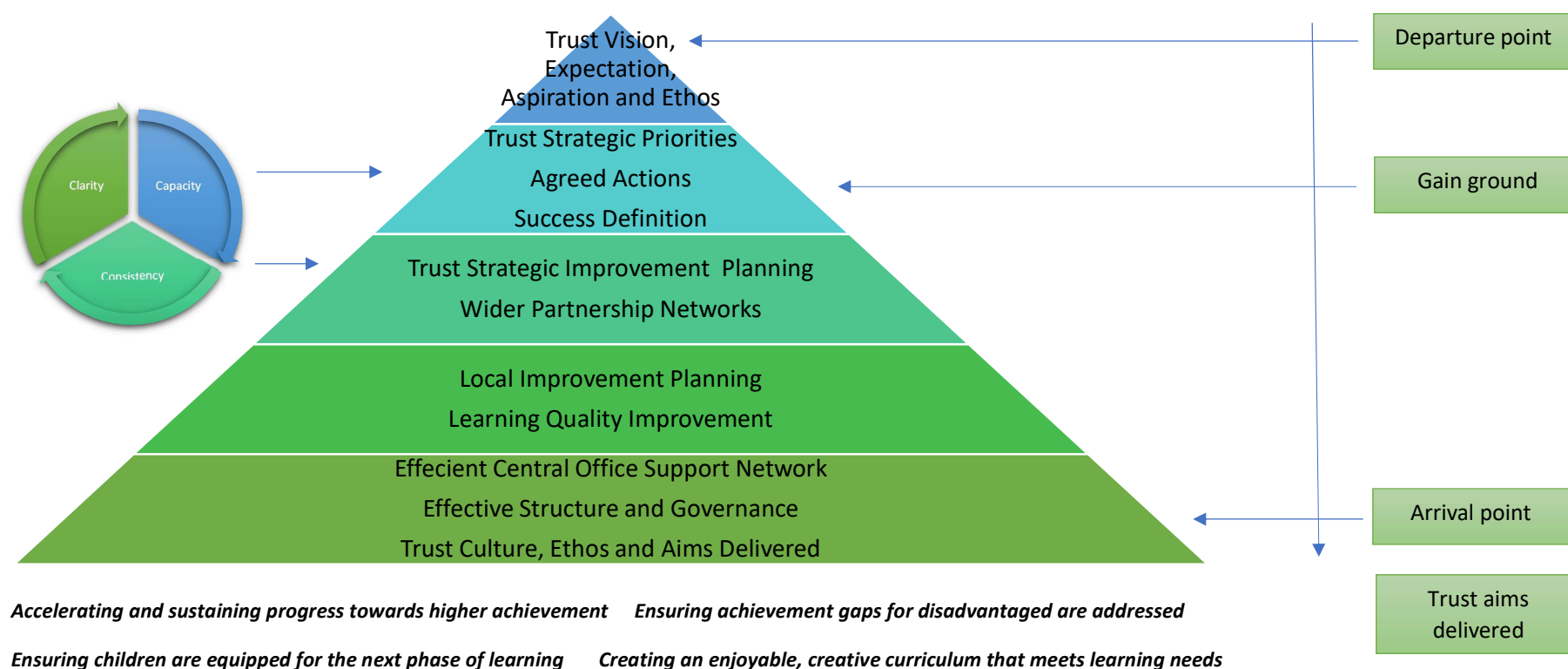
A. Improvement – Trust Model Synopsis

- **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;

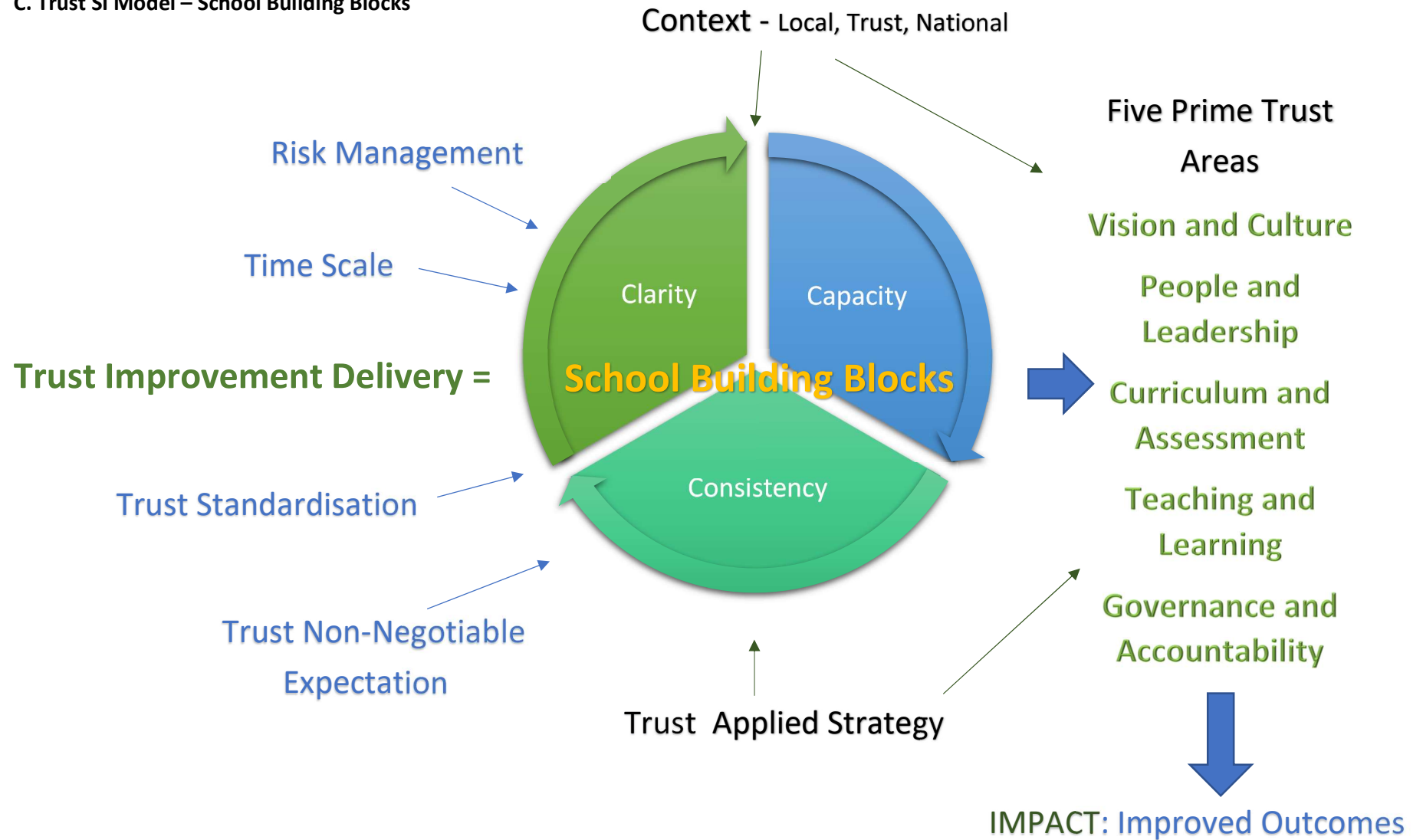
Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions and modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: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

- 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:

All Pupils		KS2 Progress						
			Q5	Q4	Q3	Q2	Q1	
Reading: -2.17	Reading	2017	(28)					
Writing: -0.97		2018	(30)					
Maths: -3.39		2019	(25)					
From Draft ISDR 2019								
Writing progress has declined between 2017 and 2018.								
Key stage 2 progress in mathematics (-3.4) was significantly below national and in the lowest 20% of all schools in 2019.		Writing	2017	(28)				
			2018	(30)				
			2019	(25)				
Mathematics progress has declined between 2018 and 2019.								
Key stage 2 attainment of the high standard (110+) in mathematics (10%) was significantly below national and in the lowest 20% of all schools in 2019.		Maths	2017	(28)				
			2018	(30)				
			2019	(25)				
The three-year average mathematics attainment score (101.6) was in the lowest 20%.								
For middle prior attainers, In 2019, 27% achieved the key stage 2 expected standard in reading, writing and mathematics, significantly below national.								
From Ofsted April 2019								
Pupils make good progress as they move up through the school. They are well prepared for secondary school by the time they leave.								

Progress Benchmark KS1:

- Reading – 67% GLD to 67% Reading ARE
- Writing – 67% GLD to 63% Writing ARE
- Maths – 67% GLD to 73% Maths ARE

Where individual pupils have dipped these pupils have been identified as having additional needs.

The cohort had 30% EAL – several of these pupils had lower than expected progress.

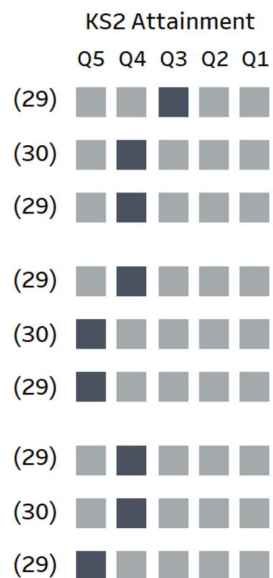
4 pupils were inwardly mobile and were not at St Catherine’s during their EYFS year.

1 pupil was hospitalised and off ill for a significant proportion of the term leading up to SATs.

1 pupil arrived in Dec 2018 and this was their first school.

Attainment Benchmark KS2:

- 69% Reading
- 69% Writing
- 69% Maths
- 86% EGPS
- 48% RWM Combined

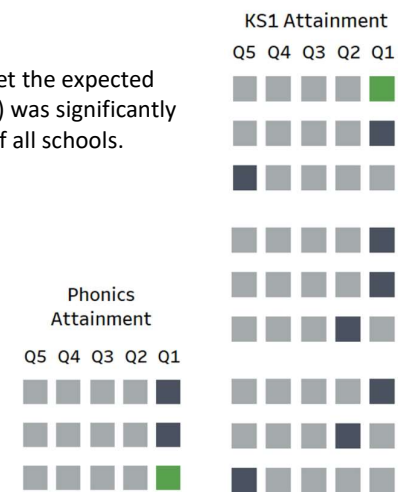


Attainment Benchmark KS1:

From Draft ISDR 2019

In 2019, the proportion of pupils who met the expected standard (32+) in phonics in Year 1 (97%) was significantly **above** national and in the **highest** 20% of all schools.

67 % Reading
73 % Writing
63 % Maths



Behaviour, Exclusions and Attendance:

From Draft ISDR 2019

In 2017/18, the rate of overall absence (5.30%) was above the national average for schools with a similar level of deprivation (4.11%).

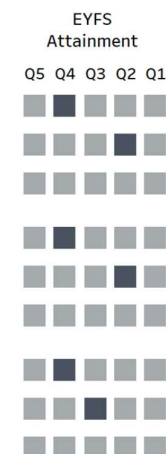
There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

From Ofsted April 2019

Attendance is currently below national average and has been so over time. Nevertheless, staff are persistent in their efforts to improve it and have implemented robust procedures to this effect. For example, leaders have put in place a clear escalation policy which would apply should attendance worsen. Staff also work closely with parents, with the assistance of the education welfare officer, to ensure that parents understand the importance of good attendance. Consequently, attendance is improving but leaders acknowledge there is further work to do.

Achievement EYFS:

- 65% GLD



Key Staff and Roles:

Louise Hussey – Executive Head (English Lead)
Pippa Warner – Head of School – Yr 4 – RE Lead (MAT RE Lead)
Libby Phillpotts – Assistant Head of School – Yr 6 – Maths Lead (MAT History Lead)
Tracey Laithwaite – SENDCo – Yr3 (Computing)
Leanne Roberts – Yr 5 – Science Lead
Rebecca Brewer – Yr 4 – Capabilities Curriculum Lead
Jo Williams – Yr 3 - Outdoor Learning Lead
Sally Powell – Yr 2 – EAL Lead
Richard Hudson – Yr 1 – Creative Lead
Anna Rowe – Reception – PE Lead (MAT Pe lead)
Heather Bishop – Nursery Manager

Trust CEO – Will Hermon
AIOs – Neil Swait and Deborah Sanders

LGB Leadership:

Chair – James Wonnacott
SAFEGUARDING
Safeguarding Governor (Margaret + pupil voice)
Whistleblowing Governor (James)
SINGULARITY Libby (Staff Governor) – Maths and Vulnerable Groups
Strategy Governor (James)
STAKEHOLDERS
Stakeholder Governor (Teresa)
Personnel Governor (James) Pippa (Head of School) – RE & church ethos lead
STANDARDS
Data/Improvement/GDS Governor (Brendan)
Information Governor (Brendan)
PE Governor (Teresa)
SEND/PPG Governor (Connie)
Curriculum (James, Connie, Teresa)

Time Frame Key Purple/First 6 months Blue/Second 6 months Purple/Blue Highlight – ongoing throughout the year	School Vision Delivery: The An Daras intent for education of their pupils is to develop 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. (“act justly, love constantly, live humbly” Micah 6. V8) At St Catherine’s, we strive to educate our pupils to realise their aspirations and to contribute positively to society guided by our Christian values. With this in mind, we have developed a curriculum to inspire our pupils in contextually relevant ways and prepare them for a future working life. Our curriculum is broad and challenging with a clear progression of knowledge and skills. Our recent Ofsted commented ‘Pupils make good progress as they move up through the school. They are well-prepared for secondary school by the time they leave.’ Through the story of ‘The Good Samaritan’ the children learn to be curious about the world, open in their experiences, overcome prejudices, encourage dignity and respect, live well together, celebrate individual differences and encourage kind, hopeful actions – working together towards a hopeful, inclusive world. “Love the Lord your God with all your heart, with all your mind, with all your soul, with all your strength; and love your neighbour as yourself.”
	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)
Priority 1: Teaching and Learning Standards	To raise standards in maths so that progress between KS1 and KS2 improves by 3 points therefore improving the overall combined result at KS2 by a minimum of 15%	Maths – leaders have made pupils’ learning in maths a school priority with a clear focus on ensuring all pupils, regardless of starting points, develop at least the expected standards in maths. Where pupils	<ul style="list-style-type: none"> Maths STEM challenges created and shared – timetabled in to teach weekly Maths lead to run CPD for staff on teaching maths Weekly monitoring of maths STEM sessions * Book scrutiny of maths learning half termly * 	a) RWM end of KS2 results rise, specifically in maths to be in line with national averages b) KS2 Combined is increased by a minimum of 10%	<i>What teaching strategies make the biggest impact on pupil engagement with reading?</i> <i>How can we ensure disadvantaged groups/individuals/watch list pupils are being prioritised?</i>

	<p>To improve attainment at EYFS so that pupils achieving a GLD is in line with national (+2 pupils/8%)</p> <p>To improve attainment at end of KS1 so that it is in line with national (+min 10% R, M)</p>	<p>fall behind, rapid intervention ensures they catch up. Non-negotiables for: The daily timetable – ensuring there are maths, timestables and STEM challenges timetabled in weekly Scheme of learning Staff CPD for planning and teaching maths, weekly monitoring by maths lead. INSET planned. Assessments used to identify key pupils who need additional support and pre-teach sessions. All teachers' performance management to have a target linked to improving standards of attainment in reading or maths. Dedicated staff training time to be allocated to this priority. Trust English lead in supporting the improving of the teaching of reading. Reading policy and reading action plan introduced.</p>	<ul style="list-style-type: none"> ▪ Maths Lesson observations * £4198 annually ▪ Trust Maths lead to run INSET maths training session ▪ Early bird reading set up in 2 year-groups introduced ▪ Reading action plan written and shared ▪ Reading for pleasure plan initiated and programme of activities running ▪ Introduction of 100 books to read and nursery lending library ▪ New reading policy written and followed ▪ Continuation of vocabulary mats, word of the day. ▪ English Hub grant application ▪ Resources – supplement reading books with phonetically matched books- £1500 ▪ RWI training booked – staff training over 3 days- £1000 ▪ Nursery manager phonics training booked - £89 plus £60 cover ▪ Trust English lead modelling guided reading - £150 supply cover ▪ Reading Staff meeting ▪ SLT monitoring of reading lessons and reading evidence ▪ SLT monitoring of Maths teaching and evidence – see costs above ▪ SLT monitoring of expectations and progress in year 2 ▪ PM targets set for teacher to include reading or maths progress target - £150 supply cover release 	<p>c) Progress measures in maths rise by 3 points</p> <p>d) EYFS results rise by approximately 2 pupils.</p> <p>e) KS1 results improved to be in line with national</p> <p>Use PIRA/PUMA and SATs tests termly to monitor progress towards these through analysis of test results.</p>	<p><i>How does guided reading and vocabulary acquisition support and raise expectations?</i></p> <p><i>Does the evidence show impact in maths of: Scheme of Learning, teaching sequences being clearly followed?</i></p> <p><i>What impact has the STEM activities had on pupil engagement and problem solving/reasoning in maths?</i></p> <p>SLT to monitor: Children learning evidence-book look, lesson observations, Planning and assessment notes from class teaching. Monitoring shows that feedback “responsive teaching” to pupils is having a positive impacting on attainment. Termly review of watch list pupils and addressing barriers to learning. Attainment data shows children are on track in each year group. Pupil voice / discussions with pupils when looking at pupils' work with them Key questions might include: <i>What they are</i></p>
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		EYFS training booked to support teacher and TA.	<ul style="list-style-type: none"> Pupil progress meetings held termly to track and monitor progress of targeted pupils - £225 supply cover release Booster teaching introduced to support year 6 in reading and maths -½ day supply x 3 half terms £1575 Continue subscription of Spelling shed app and TTRs - £94 plus £150 Babcock Library Gold Level Purchased - £2631 Governor visits to focus on reading – specifically lowest 20% Exceptions report created to report progress to staff, governors, Trust TA Training to share initiatives, raise expectations and ensure consistency of approach 		<i>learning and why? What they are getting better at during the learning sequence? How do they know? Show me something that the teacher has written in your book to help them make progress. Show me some learning that you felt challenging.</i>
Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Impact Monitoring (quality check/key questions)
Priority 2: Curriculum and Assessment	Implement the new curriculum framework effectively so that schools meet the new EIF (Sept 19) requirements and pupils' learning matches the intent of the framework.	Implement a new structure to the curriculum with clear progressions of knowledge and skills in all subjects. Provided schemes of learning to support planning for consistency, cohesion and progression across the school. Introduce non-negotiables for:	<ul style="list-style-type: none"> Introduction of: Yearly themes, knowledge and skills progressions, new schemes of learning Introduction of new timetables Teachers to use KWL to elicitate prior learning and evidence new learning Teachers to create quizzes to evidence progression in acquisition of knowledge over a theme unit Subject leader training – Trust level support for English, Maths, RE, PE and Science Leads – see costs above Regular joint curriculum planning sessions to ensure high quality units 	a) At least 80% of evidence scrutiny, lesson visits and planning monitoring demonstrates that the pupils' learning matches the intent of our restructured curriculum b) Pupils' learning is demonstrated to be broad and age	Analysis half termly non-core curriculum to find strengths, areas of weakness and how teaching is overcoming any barriers. Monitoring shows that the leaders' intent for curriculum is evidenced through pupils' work. Pupil voice / discussions with pupils when looking at pupils' work with them.

		<p>The daily timetable – ensuring there are clear slots for all subjects to be taught across the year.</p> <p>Improve quality first teaching through robust programme of monitoring and support of teachers. Raise expectations by ensuring teachers and pupils have a good understanding of the age-related expectations.</p> <p>AIO to deliver support in developing and improving the curriculum.</p> <p>Dedicated staff training time to be allocated to this priority.</p> <p>External training to be booked to develop subject leaders and SLT.</p>	<p>which cover the key concepts and theme intentions</p> <ul style="list-style-type: none"> Regular review of progress towards leaders' intent for the curriculum External monitoring visit from NS AIO to monitor progress toward improving teaching and learning in non-core curriculum subjects EHT review of curriculum with CEO and AIO SALT focus on curriculum improvement Weekly evidence scrutiny of non-core evidence Lesson Observations of non-core subjects – release time - £225 Ofsted update training on new EIF expectations SLT training from Trust on EIF expectations - £150 Trust subject leaders to support with non-core curriculum development Plan enrichment programme for the year Extended school provision development Assess and review PE provision Ensure all classes and hall have timelines, world and UK maps displayed – add all learning to the displays - £200 Assess pupils for Capability curriculum and plan teaching accordingly Governor visits to focus on curriculum learning Pupil conference Exceptions report created to report progress to staff, governors, Trust 	<p>appropriate and that pupils have made good progress over the year</p> <p>c) Pupil conferencing demonstrates pupils know more, have learnt more and can remember more - Curriculum assessments carried out evidence this</p>	<p>Key questions might include: <i>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 challenged you?</i></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.</p> <p>Weekly book looks demonstrate that a clear sequence has been taught.</p>
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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	<p>Develop further the Capabilities Curriculum so that it underpins the school's ethos and all teaching within the Trust's new curriculum framework.</p> <p>Develop the school's vision and ethos so that it is fully embedded and at the heart of all the school does.</p>	<p>Raise teacher expectations of pupils to ensure they provide sufficient challenge so that all pupils grapple with new learning daily linked to individual starting points in all subjects.</p> <p>Challenge and informative assessment processes are a key priority to ensure all pupils make good progress from starting points.</p> <p>Use Capabilities' assessments to plan teaching activity to meet cohort's learning needs.</p> <p>Trial Words for your heart scheme to supplement PSHE/SMSC schemes.</p> <p>Embed the school and Trust vision for</p>	<ul style="list-style-type: none"> ▪ Re-vision school ethos and share with all stakeholders ▪ Embed ethos and values with pupils ▪ Use 'The Good Samaritan' to support understanding school vision and ethos ▪ Reorganise and plan effective collective worship linked to key values – set up House led/Pupil led collective worship ▪ Wisdom dedicated staff training time-staff meeting and INSET day ▪ Create bible timeline to display RE learning ▪ Share developments with parents through newsletter, Dojo and parental engagement sessions ▪ School Council to develop ethos and values understanding ▪ Governor visits to focus on ethos and values ▪ Pupil tracking and progress meetings to identify lowest 20% and SEND to assess curriculum provision is equitable and expectations for SEN, PPG and lowest 20% are high. ▪ Pupil conference to assess pupils' understanding of ethos and values ▪ HoS to attend New to Church Leadership training with Exeter Diocese -£150 	<p>a) 100% of classes have completed regular capabilities assessments that demonstrate areas that pupils have improved in over time</p> <p>b) 100% of classes can evidence approaches to teaching the broader curriculum matched to the identified weaknesses from the capabilities' assessments carried out</p> <p>c) 100% pupils conferenced demonstrate an understanding of the school's vision and values</p> <p>d) Planning shows opportunities for pupils to apply learning through</p>	<p>Good progress for all children across the school monitored through tracking programme- specifically SEN, PPG and lowest 20% Pupil conferencing/Pupil work scrutiny: <i>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 challenged you?</i> Vision and ethos: Consistency across the school demonstrated through learning walk evidence – displays of values, etc Pupils talk confidently about these: <i>What do we value at St Catherine's? What are our values? Give me an example of these values in action?</i> Parents</p>

		<p>education through the story of 'The Good Samaritan'</p> <p>Set up a school parliament group including an ethos committee and use this to support pupil understanding of the school's core values.</p>	<ul style="list-style-type: none"> Director of Education for the Diocese to visit the school- initial visit then SIAMs preparation day EHT/HoS to attend Truro Diocese Reflection day linked to Community - £90 plus £75 supply Truro Diocese SLA bought into for support and training Community lunches to continue - £30 Values through actions – eg encourage and create opportunities for pupils to demonstrate courageous advocacy – eg 401 Foundation, Kernow House Dementia home weekly visits, charitable activity, Choir tour, Help with town community lunch, etc – Transport cost £200, HLTA class cover £250 	<p>problem solving, real-life contexts in 100% of classes</p>	<p>agree that the school's values are right and have an impact in school.</p> <p>Capabilities: <i>What does being good at this capability look like? What do I need to get better at? How can I do it?</i></p> <p>Teachers – lesson observations demonstrate teachers promoting the school's vision and ethos and encouraging pupil capabilities e.g., through reasoning, problem solving and application of knowledge and skills (wisdom) in real-life contexts.</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 4: Safeguarding (including behaviour and attendance)	<p>Continue to take action to improve pupils' attendance so that it at least in line with national average and persistent absence is reduced.</p> <p>Safeguarding – ensure that the teaching of online safety is consistent</p>	<p>Prioritise attendance and raise profile through parents' meetings, newsletters, letters from school.</p> <p>Ensure teachers are proactive in notifying parents of concerns as soon as they become aware of attendance issues.</p>	<ul style="list-style-type: none"> Share attendance information regularly through newsletter Introduce systems for reporting school attendance concerns to parents Meet with EWO termly and follow up any actions from her report - £474 Meet with parents re. reduced timetables to reduce any time out of school/Ensure prospective parents are aware that flexi-school timetables will only be granted under exceptional circumstances. 	<p>a) Attendance has risen by 2% to at least 95%</p> <p>b) Persistent absence and pupil exclusions have decreased</p> <p>c) Pupil conferencing demonstrates pupils have a good understanding about how to</p>	<p>Consistency across school demonstrated in application of behaviour and safeguarding procedures – learning walks, LOs, Conferencing. Attendance: EWO reports demonstrate improved attendance and impact of attendance initiatives on raising attendance of</p>

	and age-appropriate across the school.		<ul style="list-style-type: none"> Monitor programme of teaching for online safety and cyber bullying Governor visits to monitor online safety, safeguarding, etc NSPCC safeguarding assemblies and workshops booked for the whole school Pupil and parent conferencing carried out and actions taken where needed. Introduce longer parents meetings to share expectations for learning, behaviour, ethos, etc – teacher release time x 14 days - £2100 All staff to take level 2 safeguarding refresher training – overtime - £100 HoS to take level 3 training, and safer recruitment training- £150 supply cover EHT - DT training 	keep safe online and who to talk to if they are bullied	<p>pupils with historically low attendance.</p> <p>Pupil conferencing: <i>Do you like coming to school? Do you feel challenged by your learning? Do pupils behave in this school? Do you feel safe at school? Do you know who to speak to if you are worried about something? Do you know what to do if you are bullied or know someone is being bullied? Do you know how to keep safe online?</i></p> <p>Parent surveys: <i>Do you feel your child is safe at this school? Bullying is dealt with effectively by the school?</i></p> <p>Parents agree that behaviour is good in school and that their children are safe in school.</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	Develop middle and subject leaders' ability to lead their subject effectively supporting all staff to achieve the broad curriculum	Implement training programme for middle leaders internally, through Trust and through external providers to improve	<ul style="list-style-type: none"> Trust middle leadership training attended by English, Science and Maths leads- see costs above Trust Subject Leader training attended by Trust leads – RE, PE, History plus School science - see costs above Trust subject leader meetings attended by all teachers 	a) At least 80% of staff feedback agrees that teachers feel prepared and confident in teaching the majority of	Headteacher will monitor through performance management, subject leader meeting feedback, feedback, and subject evidence scrutiny. Pupil Progress meetings. Lesson observations.

	expectations in the Sept 19 EIF.	<p>subject knowledge and ability to lead, monitor practice and identify priorities of subject leaders in the school.</p> <p>Senior Leaders to develop systems to ensure subject leadership and strategies are impacting positively on pupil outcomes - evidenced and measurable.</p> <p>Train team to demonstrate excellent self-evaluation of strengths and weaknesses of the provision and use this knowledge to impact on standards so they are improved from starting point.</p>	<ul style="list-style-type: none"> Trust moderation meetings attended by all teachers Trust Senior leaders meeting attended by HoS and English Lead Trust Ofsted prep meeting attended by EHT and HoS - £75 RWI training for newer staff – see costs above Trust subject leaders used to support English and other subjects where needed Additional time out of class given for subject leaders to identify strengths and weaknesses in practice through learning walks, lesson visits/observations, create action plan, evidence scrutiny, pupil conferencing, etc - £450 MLT meetings with HoS and EHT 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>subjects across the broader curriculum</p> <p>b) Subject leader plans reflect the whole school identified priorities and are effective in raising standards of teaching and learning within the subject</p> <p>c) Lesson visits, pupil conferencing, evidence scrutiny demonstrates that the subject is well taught, and pupils are making age related progress across the school</p>	<p>Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle.</p> <p><i>What have we done?</i> <i>What is the impact? How do we know?</i> <i>What succession planning can be established?</i> <i>What initiatives can the subject leaders plan for to impact on progress and attainment across all year groups?</i></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)		Review Date:
Priority	Key Performance Indicators (KPI) – Rolling RAG Review Summary	Current Status
1. Teaching and Learning Standards	a. RWM end of KS1 results rise, specifically in maths to be in line with national averages.	
	b. RWM end of KS2 results rise, specifically in reading and maths to be in line with national averages.	

	c. KS2 Maths Progress increases to 0 or above.	
	d. % of pupils achieving GLD at EYFS is in line with national expectations – an increase of 2 pupils.	
2. Curriculum and Assessment	a. A clear and coherent curriculum design is evident where coverage is broad, age-appropriate and has a clear progression of skills and knowledge linked to the school's vision and ethos.	
	b. Pupils' learning is demonstrated to be broad and age appropriate and that pupils have made good progress over the year.	
	c. At least 80% of evidence scrutiny, lesson visits and planning monitoring demonstrates that the pupils' learning matches the intent of our restructured curriculum.	
	d. Pupil conferencing demonstrates pupils know more, have learnt more and can remember more - Curriculum assessments carried out evidence this.	
3. Vision and Culture	a. 100% pupils conferenced demonstrate an understanding of the school's vision and values.	
	b. 100% of classes can evidence approaches to teaching the broader curriculum matched to the identified weaknesses from the capabilities' assessments carried out and that pupils improve over time as a cohort.	
	c. SIAMs preparation visit by Director for Education reports that the school is ready for SIAMs and is on track to receive at least a good in the expected SIAMs inspection.	
	d. Planning shows opportunities for pupils to apply learning through problem solving, real-life contexts.	
4. Safeguarding (including behaviour and attendance)	a. Attendance is in line with national expectations at 95%.	
	b. Persistent Absence is dropped to less than 4%.	
	c. 100% of lessons observed have good behaviour and attitudes demonstrated with no low-level disruption.	
	d. Pupil conferencing demonstrates pupils have a good understanding about how to keep safe online and who to talk to if they are bullied.	
5. People and Leadership	a. Staff conferencing demonstrates staff feel confident in teaching subjects led from the guidance and resources provided through middle/subject leadership.	
	b. Evidence scrutiny shows 100% of subject teaching matches curriculum intentions.	
	c. Evidence scrutiny shows 100% lessons are age-appropriate in content.	
	d. % of pupils attaining ARE in subjects led by school staff increases demonstrating impact of good subject leadership in 100% of year groups.	
Significant context changes since last AIP review:	HoS role introduced so leadership structure is: EHT, HoS and AHoS. Change of teacher in year 2. Change of governors. Introduction of new Ofsted EIF September 2019	

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	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, SIAMs
Head	Activity	Review of Data	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		Work Scrutiny		Pupil Conferencing		Review of pupils' work
	Focus/Priority		Science Art/DT		Curriculum		Progress/ARE/Coverage
AIO/Trust	Activity	Monitoring Day	Diocese director of education SIAMs monitoring visit				Monitoring Day
	Focus/Priority	Curriculum	Preparation for summer SIAMs				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	
	Focus/Priority	Data		Data AIP Priorities	PE PPG AIP Priorities	Review AIP Priorities/ New AIP Priorities	
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	Review Subject Leader Action plans		
	Focus/Priority	Accuracy of predictions – effectiveness of AIP targets		Core subjects	Identify new priorities		
MLT	Activity	Triangulation of evidence			Review Subject Leader Action plans		
	Focus/Priority	Curriculum review			Identify new priorities		
AIO/Trust	Activity			Monitoring Day	Set draft PM Targets	Agree new AIP priorities	
	Focus/Priority			Curriculum	Identified areas of weakness from ISDR		

