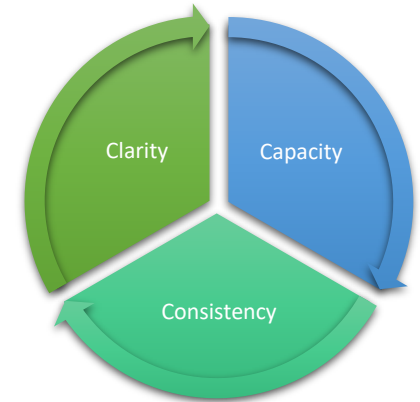




An Daras Trust
 Igniting Curiosity Growing Capabilities



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

School: St Catherine's	
Trust Version:	V5 Template
Statutory:	Yes
Approved by LGB:	
Final Review by LGB:	
Advisory Committee:	LGB Trust Board of Directors Trust Teaching, Learning and Achievement Committee
Linked Documents and Policies:	Recovery Schedules, Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, Core-Stats Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR/ASP Reports, Trust SI Strategy.

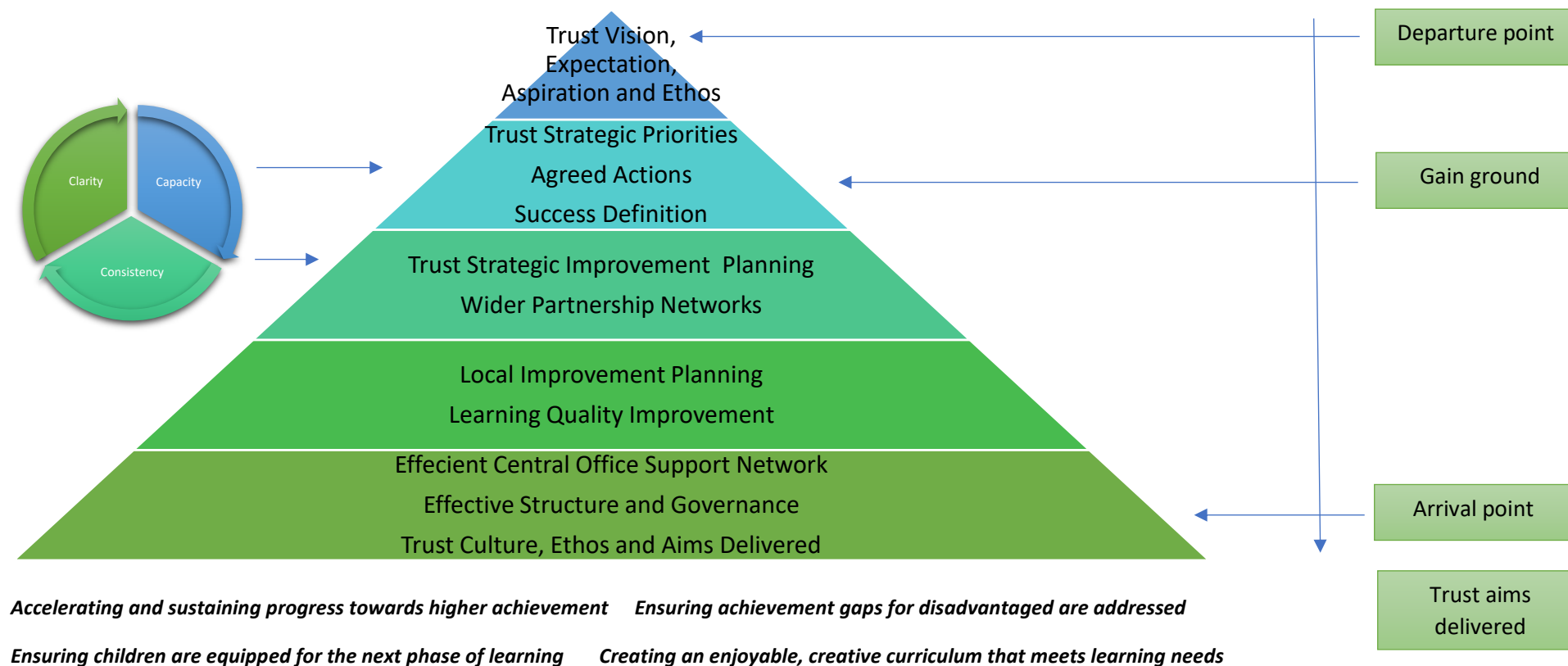
A. Improvement – Trust Model Synopsis

- **Our strategy model** is structured around establishing sustainable improvement “building blocks” of **capacity, consistency and clarity** in school operations delivered through interlinked improvement strategies informed by Trust, local and national school **contexts**. We define these essential building blocks as;
 - ✓ **Capacity** – *the ability to design, deliver and lead change within an agreed strategic vision*
 - ✓ **Consistency** – *the ability to standardise systems, process, protocols and standards to*
 - ✓ **Clarity** – *the rigorous application of school improvement models, CPD programmes and*
 - ✓ **Context** – *the identification of Trust and local priorities which deliver gain and value added for stakeholders*
- This annual AIP document exemplifies the Trust’s approach to delivery of school improvement “building blocks” which lead into five overall Trust prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability*.
- **Trust self-assessment system** (see Trust Risk Register/Capacity framework Tool) used to risk manage the latest achievement/context of a Trust on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust Board. Schools will continue to be reviewed against the following criteria;

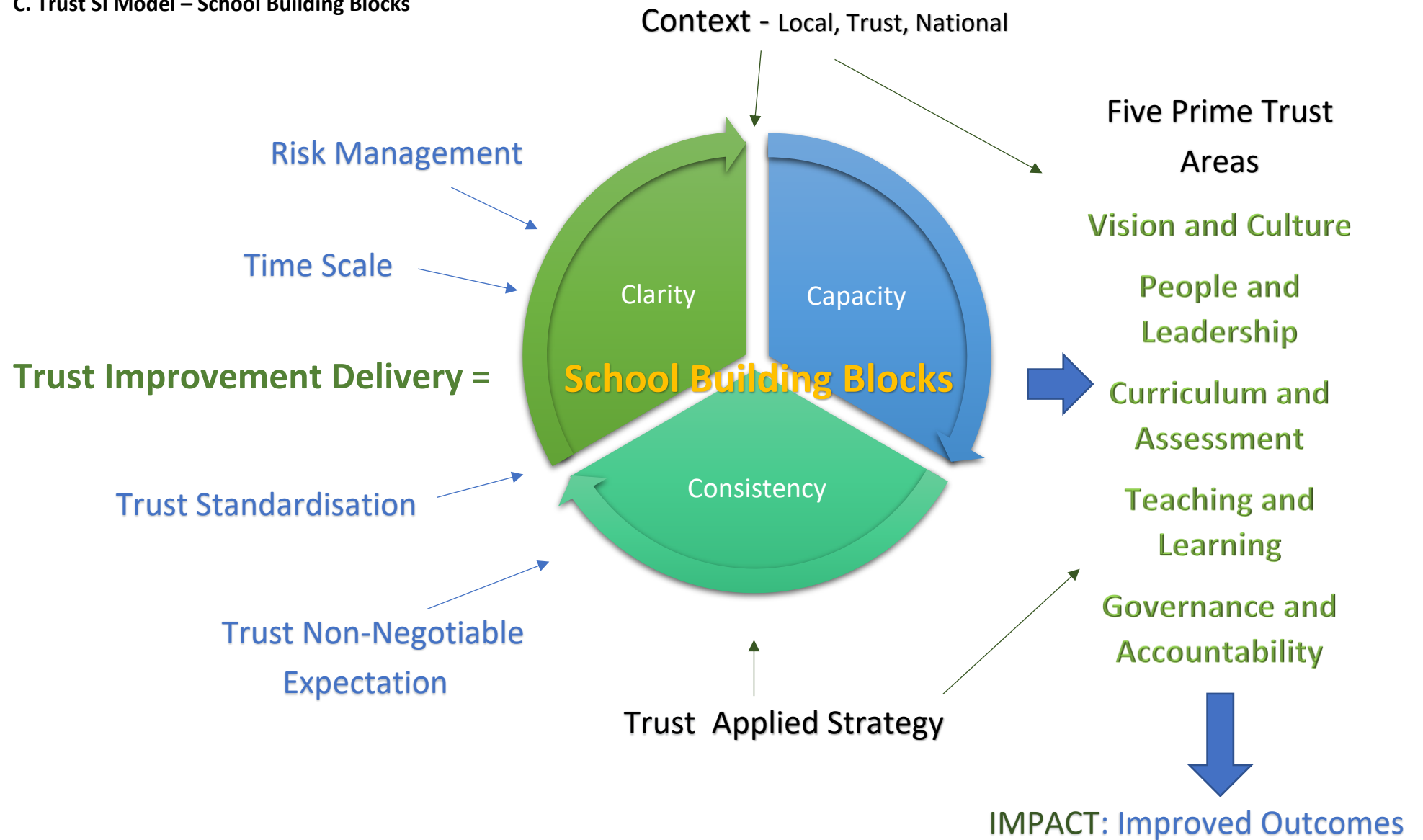
Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions and modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better
Good to outstanding	The need for refinement: ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising progress and outcomes
Sustaining excellence	A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely

B. Creating Shared Vision, Aspiration and Expectation

- Trust Vision and Mission Statement– *Igniting Curiosity, Growing Capabilities* - **“To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it”**
- Trust schools will focus on delivering school improvement programmes closely linked to their local need and the Trust priorities – providing a “departure” point and “arrival” point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. SI needs will be identified by using the full range of Trust self-evaluation tools. The pyramid shows SI implementation strategy;



C. Trust SI Model – School Building Blocks



D. Academy Improvement Plan 22-23 – Improving Outcomes for Children

Trust Over-arching Vision: *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”
 . (“act justly, love constantly, live humbly” Micah 6. V8)

School Vision and Ethos Statement:

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.”

Context – Key School Factors 22-23 from Latest Evidence – RS, ER, OFSTED IDSR, DfE ASP, SEF (Key = Green/no issue, Amber/minor issue, Red/major issue)

Progress Benchmark KS2: <ul style="list-style-type: none"> % Maths, % Reading, % Writing 	Progress Benchmark KS1:
Attainment Benchmark KS2: <ul style="list-style-type: none"> Reading 73% Writing 57% Maths 80% 	Attainment Benchmark KS1 (including Y1/2 phonics): <ul style="list-style-type: none"> Year 1 phonics 73% Year 2 phonics 85% KS1 Reading 60 %, Writing 64% and maths 64%
Safeguarding, Behaviour, Exclusions and Attendance: <ul style="list-style-type: none"> 0 Exclusions 94% Attendance	Achievement EYFS: <ul style="list-style-type: none"> 66% GLD
Key Staff and Roles: Louise Hussey – Executive Head (English Lead) Pippa Warner – Head of School – Yr 4 – RE Lead (Trust RE Lead) Libby Phillpotts – Assistant Head of School – Yr 6 – Maths Lead (Trust History Lead) – Currently on maternity Tracey Laithwaite – SENDCo Leanne Roberts – Yr 2 – English Lead Anna Rowe – F2 – EYFS Lead, PE Lead Rebecca Brewer – Yr 1 – Science Capabilities Curriculum Lead	LGB Leadership: Chair – Brendan Maguire Vice Chair – Foundation: Margaret Young Parents: Cally Ellacott, John Sanders Staff: Libby Phillpotts SAFEGUARDING Safeguarding Governor (Margaret + pupil voice)

Jo Williams – Yr 1 – Geography Lead Sally Powell – Yr 5 – Learning Mentor/Coach/Music and EAL Lead (Trust EAL Lead) Richard Hudson – Yr 4 – Creative Lead Steven Prosser-Jones – Yr3 – Computing Lead Heather Bishop – F1 -Nursery Manager Amelia Fox – Yr6 Maternity Cover Trust CEO – Will Hermon AIOs – Neil Swait and Deborah Sanders	Whistleblowing Governor (James) SINGULARITY Libby (Staff Governor) – Maths and Vulnerable Groups Strategy Governor () STAKEHOLDERS Stakeholder Governor (Margaret) Personnel Governor ()Pippa (Head of School) – RE & church ethos lead STANDARDS Data/Improvement/GDS Governor (Brendan) Information Governor (Brendan) PE Governor (Brendan) SEND/PPG Governor (Cally) Curriculum ()
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Context – Trust Level Action Plan Factors 22-23 from Latest Evidence

- A:** Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy
- B:** Continue to improve writing attainment in Years 2, 3 and 4 to achieve at least national average levels of attainment
- C:** Improve SEND provision and practice to enhance effective curriculum opportunities for SEND pupils (links with Action- A and E)
- D:** Improve effectiveness and sustainability of LGBs
- E:** Develop subject leadership further within schools and Trust to create additional curriculum capacity (links with Action- A)
- F:** Implement new School Improvement models and practices which support individual staff growth and professional capacity (links with Action- A)
- G:** Initiate effective sustainability and climate change strategies across Trust curriculum and operating practices
- H:** Continue to embed latest KCSiE changes into everyday Trust and school practices including recruitment, training and low-level concern management
- I:** Continue to improve cyber-security control measures

Priority 1: Learning Standards

Trust Action - B: Continue to improve writing attainment in Years 2, 3 and 4 to achieve at least national average levels of attainment
Trust Action - F: Implement new School Improvement models and practices which support individual staff growth and professional capacity (links with Action - A)

Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)
Priority 1: Teaching and Learning Standards	Specifically related to English (Oracy – reading – writing) raising attainment outcomes in writing across the school.	English – leader have made pupils’ learning in English a school priority with a clear focus on ensuring all pupils, regardless of starting	Resources: <ul style="list-style-type: none"> • EGG • Picture News • Accelerated Reader • RWI • NST Assessments 	Raise attainment in writing across the school – specifically: <ul style="list-style-type: none"> a) Year 3 – raise attainment in writing from 64% to **%. b) Year 2 – raise attainment in writing from 63% to **%.

<p>Attainment – Raise attainment in writing</p> <p>CofE Vision for Education: Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.</p>	<p><i>(Ofsted priority – Secure quality phonics teaching and ensure pupils who fall behind catch-up quickly)</i></p> <p>Priority B: Continue to improve writing attainment in Year 3 and 4</p>	<p>points, develop at least the expected standards in reading and writing. Where pupils fall behind, rapid intervention ensures they catch up. Non-negotiables for: The daily timetable – ensuring there are English, RWI/GPS, guided reading and handwriting sessions timetabled in weekly Scheme of learning Staff CPD for planning English units 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 early reading and therefore in writing. Dedicated staff training time to be allocated to this priority.</p>	<ul style="list-style-type: none"> • Babcock Teaching Sequences • Babcock Library Services • Pobble • Vipers • Alan Peat • Spelling Shed <p>Training:</p> <ul style="list-style-type: none"> • Visible Learning – Metacognition • Precision Teaching • Phonological Awareness • RWI • Oracy • Subject Leader Training • Trust Subject Leader Development <p>Curriculum:</p> <ul style="list-style-type: none"> • Babcock • RWI Phonics and Spelling • Gaps Progression • Oracy Progression • Whole School Guided Reading • Picture News • Accelerated Reading <p>Assessment:</p> <ul style="list-style-type: none"> • Pre-and post-writing assessments • RWI • Phonics • NST • GAPs • Accelerated Reader • Informal daily assessment/Live marking <p>Actions:</p>	<p>c) Raise % of pupils to achieve expected attainment at writing at year 6 from **% to **%.</p>
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			<p>Continue embedding longer term strategies for improving writing outcomes for key year groups to maintain end of year attainment against expected national average benchmarking</p> <p>Tutoring funding continuing into 22-23 to support longer term catch up of learning standards for vulnerable pupils</p> <ul style="list-style-type: none"> • Continue teaching phonological awareness and early phonics in pre-school • Focus in monitoring and teaching on minimising the gap between advantaged and disadvantaged • Progression maps for writing, grammar and oracy to be created and shared – implementation to be monitored • Reading leader to continue to deliver CPD and monitor RWI teaching • English leader to monitor writing teaching and live marking • English leader to carry out internal writing moderation meetings using EGG grid and i-track evidence. • Detailed analysis of AR to support reading • Support and CPD for teachers on teaching spelling • Use parent meetings to inform and support reading at home, sharing latest research • English lead to ensure teachers are selecting Babcock sequences carefully to ensure they are linked on progression in GAPS. • Leaders to monitor and ensure expectations for writing are consistent across all curriculum subjects within the wider curriculum. 	
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			<ul style="list-style-type: none"> • Leaders to set up programme of interventions to support rapid progress for any pupils at risk of not making expected progress. • Leaders and teachers to carry out frequent assessments to monitor impact of any resources or interventions used • Teachers to ensure that they provide opportunities for non-core reading and writing • Subject leader and HoS to monitor progress and attainment, highlighting those vulnerable to falling behind/not on track through Pupil Attainment/Progress Meetings (SENDCo to attend those of SEN pupils) • Detailed analysis of end of term assessments to support intervention planning and specific staff support as needed. • SL to develop early reading procedures- to start in September with a push on <u>home reading</u>, Create a <u>KS1 early reading identification process for children who are falling behind</u>, so that teachers have a clear route to follow. Each half-term SL to have a list of names from each KS1 teacher, so any parent volunteers read with these children first. Create a reading proforma for any <u>parent readers/TAs</u> to use which focuses on specific reading goals identified by the teacher. • Monitor closely to tighten up on <u>RWI</u> to ensure staff are using it effectively, ensure all new staff have training. • Early years writing – SL to spend time in Early years to try and support with writing through continuous provision. (Visit to other Trust schools to see good practice) <p>Capabilities and Visible Learning:</p>	
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			Pupils use and apply their learning through the meta-cognition progressions to understand their next steps in their learning and to deepen knowledge. Pupils know where they are in their learning and can articulate what they need to learn next.	
Impact Monitoring for Priority 1 (quality check data and key questions)	<p><i>What teaching strategies make the biggest impact on pupil engagement with writing?</i> <i>How can we ensure disadvantaged groups/individuals/watch list pupils are being prioritised?</i> <i>How does modelled and guided writing and vocabulary acquisition support and raise expectations?</i> <i>Does the evidence show impact of:</i> <i>Scheme of Learning, progressions and teaching sequences being clearly followed?</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 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></p> <p>Governors – meet with subject leader to discuss progress and attainment.</p>			
Priority 2: Curriculum and Assessment				
Trust Action - E: Develop subject leadership further within schools and Trust to create additional curriculum capacity (links with Action - A)				
Trust Action - C: Improve SEND provision and practice to enhance effective curriculum opportunities for SEND pupils (links with Action - A and E)				
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)
Priority 2: Curriculum and Assessment Subject level curriculum – focus on leadership of subjects within the curriculum. Deep dives will be completed by non-core subject leaders.	Over the year monitoring the teaching, learning and progress within all non-core subjects - improving standards in line with core subjects <i>(Ofsted priority – use of assessment to identify gaps and weaknesses</i>	Review and evaluate structure to the curriculum ensuring a clear progression of knowledge and skills in all subjects. Provided schemes of learning to support planning for challenge, consistency, cohesion and	Resources: <ul style="list-style-type: none"> • Charenga music • Digimaps/Oddizzi • History Association • Explorify • Authorify • Arena • Plymouth Argyle • TigTag • TTRS 	a) Monitoring of evidence from a range of resources including TIOs demonstrates that teaching is closely linked to both pupils’ current attainment. Knowledge and skill level and that, as pupils catch-up, coverage is age-appropriate Therefore, ensuring:

<p><i>See Subject Monitoring and Evaluation pro-forma.</i></p> <p>CofE Vision for Education: Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.</p> <p>Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.</p>	<p><i>and check that implementation and impact of curriculum is effective, ensure pupils catch-up quickly, deepen and secure pupils' knowledge and skills)</i></p> <p>Priority E: Develop subject leadership further within schools and Trust to create curriculum capacity (links with Priority A)</p>	<p>progression across the school. Ensure s-plans are consistent in ensuring teaching in all subjects is linked to the subject skills. Informative assessment processes are a key priority to ensure all pupils make good progress from starting points. Subject leaders to deliver support in developing and improving the teaching and learning in non-core subjects. Dedicated staff training time to be allocated to this priority. External training to be booked to develop subject leaders and SLT.</p>	<p>Training:</p> <ul style="list-style-type: none"> Trust Science Leader internal training Devon Education training PTI training – geography, RE, science, music, SEN Babcock subject leader training in maths <p>Curriculum:</p> <ul style="list-style-type: none"> Schemes of learning for RSE, RE, Maths, English, Music, computing Knowledge, Progression and skills maps for all non-core subjects Rolling A/B curriculum overview S-plans, KWLs, vocab grids, knowledge organisers and quizzes for all units of learning <p>Assessment:</p> <ul style="list-style-type: none"> KWLs Quizzes Pre-and post unit assessments Headstart Science Striver PE Informal and formal teacher assessments <p>Actions:</p> <ul style="list-style-type: none"> Subject leaders to complete 'deep dives' into their subjects to assess strengths and weakness. Action plans developed from the findings of these (Science/English/Maths/PE – completed) Focus now on Computing, Music, History, Geography, Art/DT Regular Book scrutiny, learning walks, lesson observations, pupil conferencing and assessment outcome analysis to take place Leaders to alter and adapt action plans based on the findings 	<p>b) Outcomes from non-core subject assessment demonstrate the majority of pupils achieve national age-related expectations.</p> <p>c) Over the year, subject leaders complete deep dives to evidence the strengths and weaknesses in their subjects to continue to drive forward improvement plans.</p> <p>d) Pupil quizzes and conferencing demonstrates that pupils have learnt the content taught – learning and remembering more as they progress through the curriculum.</p>
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			<ul style="list-style-type: none"> • CPD planned internally and externally to address areas identified as needing improvement • Teachers/subject leaders to model and share good practice • Shared resources file set up – resources and planning to be monitored and quality assured by subject leaders. <p>Capabilities and Visible Learning: Pupil voice is used to further refine and improve the curriculum. Pupils are able to use their learning across the curriculum to ‘transfer’ skills and understanding in a cross-curricular context.</p>	
Impact Monitoring for Priority 2 (quality check data and key questions)	<p>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. 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> 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. Weekly book looks demonstrate that a clear sequence has been taught.</p> <p>Governors – meet with subject leaders to discuss findings from deep dives.</p>			
<p>Priority 3: Vision and Culture Trust Action - A: <i>Improve individual school self-evaluation practices, resilience, robustness and readiness for greater autonomy</i> Trust Action - G: <i>Initiate effective sustainability and climate change strategies across Trust curriculum and operating practices</i></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)
Priority 3: Vision and Culture	Build upon practice developed this year with schools completing greater internal self-	Schools to be held to account by Trust – RSC drive to ensure strong trusts are more strategic as opposed	Resources: <ul style="list-style-type: none"> • Ofsted Updates • TIOs reports and support • Cornwall and Devon LA updates and training • DFE White Paper 	a) School improvement priorities (as above are met) b) Monitoring from a range of internal and external evidence demonstrates that

<p>Continue to develop Senior and Middle Leaders</p> <p>CofE Vision for Education: Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.</p> <p>Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.</p>	<p>evaluation of quality of provision.</p> <p>Priority A: Improve school self-evaluation practices, resilience and readiness for greater autonomy</p> <ul style="list-style-type: none"> - Trust QA ERs - External moderation feedback - OFTSED good practice guidance - DfE White Paper <p>Priority F: Implement new SI practices which support individual staff growth and professional quality (links with Priority A)</p> <p>Priority D: Improve effectiveness and sustainability of LGBs</p>	<p>to operational</p> <p>Trust SI/self-evaluation strategies over the previous five years have been top down, with high levels of SI support going into individual schools to create effective standardised frameworks for long term improvement – to establish/deliver good models of self-evaluation, leadership approaches and CPD led impact on T+L quality</p> <p>School leaders now equipped to take greater ownership of the internal self-evaluation, staff training and implementation of effective curriculum QA monitoring within their own settings – areas that they should be responsible for under a self-improving school system which provides greater</p>	<ul style="list-style-type: none"> • National Comparative Data <p>Training:</p> <ul style="list-style-type: none"> • Ofsted • Trust and internal CPD • Devon LA training • Diocese Training for school leaders • Subject Specific training <p>Curriculum:</p> <ul style="list-style-type: none"> • Trust Curriculum Progressions • 5 year Vision • National Curriculum <p>Actions:</p> <ul style="list-style-type: none"> • Trust SI officers to monitor school self-evaluation evidence on a termly basis • Establish a 'SLT' that meets regularly to discuss school priorities, actions, development • Regularly create, review and adapt the school self-evaluation, sharing with the school team. • Work with TI team to ensure an understanding of current national initiatives, priorities and developments • SLT to keep abreast of and share latest educational developments and reading through staff PDMs • Establish clear links for all staff in their own PM with the school and Trust improvement priorities • Identify key areas of development through regular internal monitoring and pupil progress meetings in order to plan school improvement actions such as CPD • Identify and plan for progression and sustainability within staff development 	<p>teaching enables pupils to achieve national expectations</p> <p>c) Staff feedback and performance management demonstrates that training has been effective in raising standards.</p> <p>d) SLT are confident in their roles and are able to work effectively with TIOs and other Trust leaders on school and Trust improvement priorities. They are ready, prepared and able to deal with external monitoring including Ofsted.</p>
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		<p>resilience within the overall Trust</p> <p>Provides greater capacity for Trust SI officers to deliver individualised support with curriculum strength and depth, to support LGB development and to grow initiative and creativity within schools to deliver their school 5 year ambition plan.</p>	<ul style="list-style-type: none"> • Use staff and Trust strengths in practice to support internal school improvement and support other schools similarly. • Look for examples of good practice and consider implications for own setting – eg. Effective use of PP funding, SEN teaching. Use 'like' schools' data to support. Use EFF evidence to guide and support in-school practices. • SI officers and Curriculum Consultant to provide personalised professional development support to individual staff within schools to provide in-depth training which improves school capacity for leadership, T+L quality and further embeds use of effective Trust wide systems by key school staff <p>Capabilities and Visible Learning: School leaders prioritise the inclusion of visible learning practices within the context of the Trust Capabilities Curriculum. School leaders support the development of assessment capable learners and the teaching of metacognition progressions. Monitoring includes these aspects across the curriculum.</p>	
<p>Impact Monitoring for Priority 3 (quality check data and key questions)</p>	<p>Head will monitor through performance management, subject leader meeting feedback, staff feedback, and evidence scrutiny. Pupil Progress meetings. Lesson observations. Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle. Provision monitoring.</p> <p><i>What strategies and provision have been implemented as part of the school improvement plan and what impact have they had?</i></p> <p><i>What further training is needed?</i></p> <p><i>What impact will there be on the % of pupils achieving ARE?</i></p> <p><i>What are the next identified training needs at:</i></p> <p><i>Support staff</i></p> <p><i>ECT</i></p> <p><i>Middle/Senior Leadership levels?</i></p>			

Governors to meet with school leaders to develop a key understanding of the focus of school improvement, to challenge school leaders and to triangulate evidence (via effective LGB monitoring) to provide a clear evaluation of the school's impact on pupil achievement, SEND effectiveness and the qualities of the school curriculum.

Priority 4: Safeguarding (including behaviour and attendance)

H: Continue to embed latest KCSiE changes into everyday Trust and school practices including recruitment, training and low-level concern management

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>Priority 4: Safeguarding (including behaviour and attendance)</p> <p>Within the context of the CofE and our Church School Vision incorporate policy and action to ensure that our most vulnerable pupils flourish and achieve well.</p> <p>CofE Vision for Education: Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.</p> <p>Educating for dignity and respect: the basic</p>	<p>DfE Green Paper on future of national SEND provision, funding and process links to the school and Trust commitment to improving provision and achievement of our most vulnerable pupils</p> <p>(Increasing OFSTED focus on how schools deliver effective SEND learning across the curriculum – key OFSTED questions: is the curriculum effectively developed and its implementation adapted for pupils with SEND? Does the curriculum fully prepare pupils with SEND for their next stage of learning?)</p>	<p>Ensure that the clear and ambitious vision for the church school values, ethos and curriculum which forms the basis of our SEND Policy</p> <p>Complete actions identified in initial SEND review by TRUST</p> <p>Ensure that all teachers are responsible for the progress and attainment of our pupils with SEN.</p> <p>Focus on all SEN pupils learning to read – identifying the lowest 20% and supporting daily with reading and interventions.</p> <p>Improve all pupils' ability to be assessment-capable visible learners.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Trust SEN Review and actions Exeter Diocese and Church of England vision and education documents SIAMs SEF EWO Services Safeguarding Trust Lead SSS Safeguarding Training Trust and School SENDCO leader and training TIO Visible Learning Resources Brooks SRE and PSHE Resources Capabilities Curriculum and Trust Woodland Centre <p>Training:</p> <ul style="list-style-type: none"> Trust and internal SEN Training for all staff CofE Training Exeter Diocese Training VL metacognition training module SSS safeguarding training Internal CPD on SIAMs and RE Mental health and Well-being Thrive/Elsa <p>Curriculum:</p> <ul style="list-style-type: none"> Capabilities 	<ol style="list-style-type: none"> Pupil conferencing demonstrates the vast majority of SEN pupils know their targets and what the plan is to achieve them. SEN monitoring demonstrates that there is inclusive practice consistently across the school Attendance remains in line with national averages at 96%. SEN pupils' attendance is raised. External monitoring by the Trust shows provision for SEN pupils is effective in raising attainment and progress.

<p>principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.</p>	<p>Provides greater clarity about impact of SEND funding on extent and quality of individual provision. Achieving 'best value' for our SEND pupils and their provision. <i>(Ofsted Priority – Pupils learn well across the curriculum/deepen pupils' knowledge and skills, ensure pupils who fall behind catch-up quickly and improve attendance.)</i></p> <p>Priority C: Improve SEND provision and practice (inks with Priority A and E)</p>	<p>Teachers to develop pupils' meta-cognition. Develop the 'Resourcefulness' learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.</p> <p>Train support staff to use scaffolding to ensure all pupils are able to access the full curriculum.</p>	<ul style="list-style-type: none"> • Visible Learning – metacognition progressions • Brook and RSE <p>Actions:</p> <ul style="list-style-type: none"> • From Sept 22 ensure SEND provision is of the highest quality in terms of planning and quality of staff. Most highly qualified staff must be working with SEND. Key group is SEN support • See exceptions report – mitigating actions to be a priority • Expectation that pupils with SEND will reach ARE in reading • Encourage pupils with SEND to attend enrichment activities – keep evidence • Ensure IEP targets reflect the primary need of the child • Adapt knowledge organisers to meet the needs of learners • Ensure SEND is reflected in AIP • Increased expectation that class teachers take full responsibility for learners with SEND • Recovery focus: implement support for pupil mental health and well-being (SENDCo is MH Lead) • Incorporate school and church ethos into key policies • Develop and deepen community links for pupils to realise aspirations to impact positively to their community • Meet termly with the EWO to report on and monitor attendance – specifically focus of raising PPG and SEN attendance • Develop use of Picture News to develop national and global awareness, inspire debate and action as well as utilise clear links to church ethos 	
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			<ul style="list-style-type: none"> • Work with governors to ensure that the church value and school ethos are clearly linked to their roles and monitoring of SEN • Establish wider curriculum links to enable pupils to respond to social and current injustices. • Develop pupil voice further to contribute to school improvement through the Learning Ambassador role – ensure SEND pupils are well represented. <p>Capabilities and Visible Learning: Pupil voice is used to further refine and improve their individual education provision in school. Pupils are able to use their metacognition and ability to be assessment capable, resilient learners.</p>	
<p>Impact Monitoring for Priority 4 (quality check data and key questions)</p>	<p>Consistency across the school demonstrated through for provision for SEN pupils -learning walk evidence – displays of values and VL resources. Pupils talk confidently about these: <i>Do you know how to get help in your learning? Do you know what you're learning targets are? If you are struggling what do you do?</i></p> <p>Parents agree that the school helps pupils with SEN do well and support is good for their child. They feel involved and communicated with regarding their child's targets and progress.</p> <p>Learning dispositions: <i>What is metacognition? Why is assessment important?</i></p> <p>Teachers – lesson observations demonstrate teachers teach pupils with SEN – that they are taught regularly by the highest qualified staff. All pupils, including those with SEN are taught learning dispositions through the promotion of independence and resilience – e.g., through reasoning, problem solving and application of knowledge and skills (wisdom). Pupils are frequently taught by the highest qualified staff.</p> <p>Consistency across school demonstrated in application of SEN Policy and practice – learning walks, LOs, Conferencing. IPMs are accurate with targets related to pupils primary need.</p> <p>Attendance: EWO reports demonstrate improved attendance and impact of attendance initiatives on raising attendance of pupils with historically low attendance – eg SEN and disadvantaged pupils.</p> <p>SEN Pupil conferencing: <i>Do you like coming to school? Do you feel challenged by your learning? Do you feel safe at school? Do you know hat your targets are and do you know how to achieve them?</i></p> <p>Parent surveys: <i>Do you feel your child is supported in their learning at school?</i></p> <p>Governors – meet with SENDCO to discuss progress and attainment of pupils with SEN across the school.</p>			
<p>Priority 5: School Governance, Leadership and Business Management Trust Action - D: Improve effectiveness and sustainability of LGBs Trust Action - I: Continue to improve cyber-security control measures</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><i>Priority 5: Improve effectiveness and sustainability of LGBs</i></p> <p>LGB efficiency needs to be improved as indicated by Trust wide self-evaluation in 21-22 – essential local layer in holding schools and school leaders to account for essential operational aspects of the Scheme of Delegation</p> <ul style="list-style-type: none"> - Internal assurance Report - Internal Pre-OFSTED Audit Reports - Peer to Peer Trust Review Report - RSC Annual Review <p>CofE Vision for Education: Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely</p>	<ul style="list-style-type: none"> ▪ IA Report indicates low and one medium risk regarding effectiveness of local governance – indicated need for wider and deeper training programme for LGB members ▪ Ongoing difficulties about recruitment and retention of local governors – getting stability and consistency within LGBs is very difficult despite the hard work of governance officers ▪ School pre-OFSTED inspection audit findings indicate limiting factor in local governance ability to articulate key focus of school improvement, to challenge school leaders and to triangulate evidence (via effective LGB monitoring) to provide a clear 	<p>Ensure that the clear and ambitious vision for the church school values, ethos and curriculum which forms the basis of all monitoring and governor meeting, guiding policy decisions.</p> <p>Complete actions identified in review by TRUST of governor effectiveness</p> <p>Through shared information – eg. Ofsted reports/Governor updates, direct own practice with support of school leaders so that all visits to school are purposeful and lead to additional school improvements or that report on progress identified towards school priorities.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Ofsted Updates • TIOs reports and support • Cornwall and Devon LA updates and training • DFE White Paper • National Comparative Data <p>Training:</p> <ul style="list-style-type: none"> • Ofsted • Trust and internal CPD • LA training • Diocese Training for Governors • Specific Area training <p>Curriculum:</p> <ul style="list-style-type: none"> • Trust Curriculum Progressions • 5 year Vision • National Curriculum <p>Actions:</p> <ul style="list-style-type: none"> • School leaders to ensure regular meetings are held with clear expected outcomes/support to ensure reporting is robust and useful. • Trust SI officers to monitor school governor reports and evidence on a termly basis • Establish working parties that meet regularly to discuss school priorities, actions, development • Ensure governors attend updates on reviewing and adapting the school self-evaluation, sharing with the full governor boards. • Governors to work with TI team to ensure an understanding of current national initiatives, priorities and developments 	<ul style="list-style-type: none"> a. Governors’ reports demonstrate a clear effectiveness in relating visits to school priorities b. Governors hold school leaders to account with robust and challenging questions in order to support school improvement c. Governor meeting minutes highlight improved and increased governor challenge, appropriate to the information they have gathered and have received and related to school improvement priorities d. External monitoring shows that Governors are prepared for Ofsted

<p>when things go wrong, opening horizons and guiding people into ways of fulfilling them.</p> <p>Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.</p>	<p>evaluation of the school's impact on pupil achievement, SEND effectiveness and the qualities of the school curriculum</p> <p>Priority D: Improve effectiveness and sustainability of LGBs</p>	<p>Liaise with other Trust LAGBs to share good practice and expertise.</p> <p>Work with and attend meetings and training led by Trust TIOs.</p>	<ul style="list-style-type: none"> • Governors to keep abreast of latest educational developments and reading through information shared by SLs and Tis. • Identify key areas of development through regular the visits made and follow these up in subsequent meetings. • Look for examples of good practice and consider implications for own setting – eg. Effective use of PP funding, SEN teaching. Use 'like' schools' data to support. Use EFF evidence to guide and support in-school practices. • SI officers and Curriculum Consultant to provide personalised professional development support to individual governors within schools to provide in-depth training which improves school capacity for leadership, T+L quality and further embeds use of effective Trust wide systems by key school staff <p>Capabilities and Visible Learning: School leaders prioritise the inclusion of visible learning practices within the context of the Trust Capabilities Curriculum. School leaders support the development of assessment capable learners and the teaching of metacognition progressions. Monitoring includes these aspects across the curriculum.</p>	
<p>Impact Monitoring for Priority 5 (quality check data and key questions)</p>	<p>Governors – meet with subject leader to discuss progress and attainment.</p> <p>Governors – meet with subject leaders to discuss findings from deep dives.</p> <p>Governors to meet with school leaders to develop a key understanding of the focus of school improvement, to challenge school leaders and to triangulate evidence (via effective LGB monitoring) to provide a clear evaluation of the school's impact on pupil achievement, SEND effectiveness and the qualities of the school curriculum.</p> <p>Governors – meet with SENDCO to discuss progress and attainment of pupils with SEN across the school.</p> <p>See key questions in each priority above.</p>			

E. AIP Progress Review Summary – Key Performance Indicators from D.

(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)

Priority	Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary
1. Teaching and Learning Standards	<ul style="list-style-type: none"> a. Raise attainment in writing across the school – specifically: b. Year 3 – raise attainment in writing from 50% to 67%. c. Year 2 – raise attainment in writing from 56% to 89%. d. Raise % of pupils to achieve expected attainment at writing at year 6 from 35% to 89%.
2. Curriculum and Assessment	<ul style="list-style-type: none"> a. Monitoring of evidence from a range of resources including TIOs demonstrates that teaching is closely linked to both pupils’ current attainment. Knowledge and skill level and that, as pupils catch-up, coverage is age-appropriate b. Therefore, ensuring: c. Outcomes from non-core subject assessment demonstrate the majority of pupils achieve national age-related expectations. d. Over the year, subject leaders complete deep dives to evidence the strengths and weaknesses in their subjects to continue to drive forward improvement plans. e. Pupil quizzes and conferencing demonstrates that pupils have learnt the content taught – learning and remembering more as they progress through the curriculum.
3. Vision and Culture	<ul style="list-style-type: none"> a. School improvement priorities (as above are met) b. Monitoring from a range of internal and external evidence demonstrates that teaching enables pupils to achieve national expectations c. Staff feedback and performance management demonstrates that training has been effective in raising standards. d. SLT are confident in their roles and are able to work effectively with TIOs and other Trust leaders on school and Trust improvement priorities. They are ready, prepared and able to deal with external monitoring including Ofsted.
4. Safeguarding (including behaviour and attendance)	<ul style="list-style-type: none"> a. Pupil conferencing demonstrates the vast majority of SEN pupils know their targets and what the plan is to achieve them. b. SEN monitoring demonstrates that there is inclusive practice consistently across the school c. Attendance remains in line with national averages at 96%. SEN pupils’ attendance is raised. d. External monitoring by the Trust shows provision for SEN pupils is effective in raising attainment and progress.
5. People and Leadership	<ul style="list-style-type: none"> a. Governors’ reports demonstrate a clear effectiveness in relating visits to school priorities b. Governors hold school leaders to account with robust and challenging questions in order to support school improvement c. Governor meeting minutes highlight improved and increased governor challenge, appropriate to the information they have gathered and have received and related to school improvement priorities d. External monitoring shows that Governors are prepared for Ofsted

F. AIP Monitoring Schedule							
Impact Monitoring Schedule 1		1 st /2 nd Month	3 rd /4 th Month	5 th /6 th Month	7 th /8 th Month	9 th /10 th Month	11 th /12 th Month
LGB	Activity	Data Analysis SEF and AIP Risk Register	SEN Safeguarding	Pupil Voice Curriculum			
	Focus/Priority	Identification of priority groups- what actions will the school take? Identification and understanding of school priorities Identification of top 3 school risks	Provision and Local Offer Internal Audit	Progress towards AIP Targets			
Head	Activity	Data Analysis Performance Management	SEN Monitoring Writing Data Analysis	Data Analysis			
	Focus/Priority	Identification of priority groups – plan for support and intervention – Tutor funding Target setting to link to AIP priorities	Ensure practice matches policy and intent Progression towards progress and attainment targets and impact of interventions	Identification of priority groups – plan for support and intervention – Tutor funding			
SLT	Activity	Learning Walk Lesson Observations	Evidence Scrutiny Non-core subjects Deep Dives Begin	Non-Core deep dives continue – pupil voice, evidence gathering: lessons, books, planning			

	Focus/Priority	Values and VL English Writing	English – Early Reading/GPS/Writing SENDCo – Review Mitigating Priorities	AIP priorities – curriculum/SEN/Writin g			
MLT	Activity	Learning Walk Lesson Observations	Evidence Scrutiny Non-core subjects Deep Dives Begin	Non-Core deep dives continue – pupil voice, evidence gathering: lessons, books, planning			
	Focus/Priority	Values and VL English Writing	English – Early Reading/GPS/Writing SENDCo – Review Mitigating Priorities	AIP priorities – curriculum/SEN/Writin g			
AIO/Trust	Activity						
	Focus/Priority						