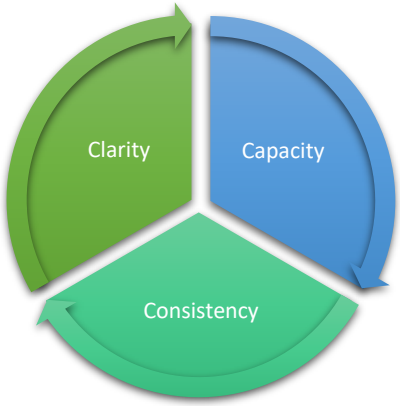
An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust

Coads Green Primary School Improvement Plan 23-24 (Sept 23 – Sept 24)

Trust Plan	
Trust Version:	V1
Statutory:	Yes
Advisory Committee:	School Governing Board, Staff
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 a**nd **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)*

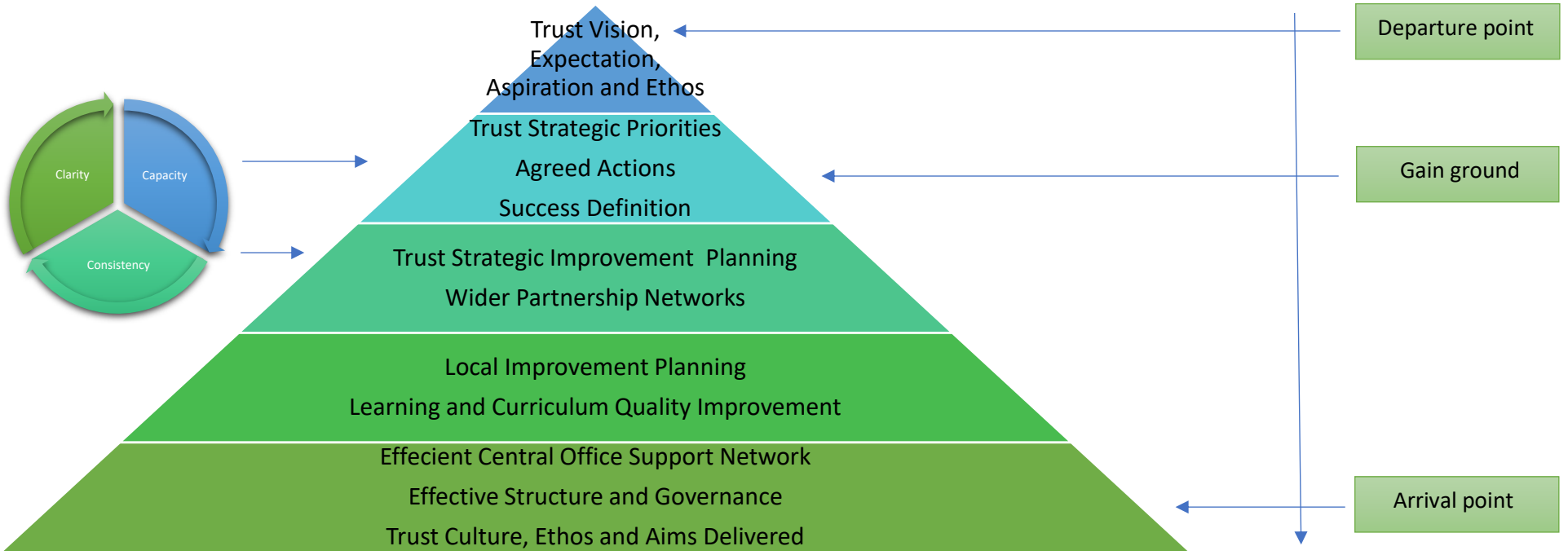
- **Trust self-assessment system** (see Trust Risk Register/Capacity framework Tool) used to risk manage the latest achievement/context of a Trust on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust Board. Schools will continue to be reviewed against 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 sand 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;



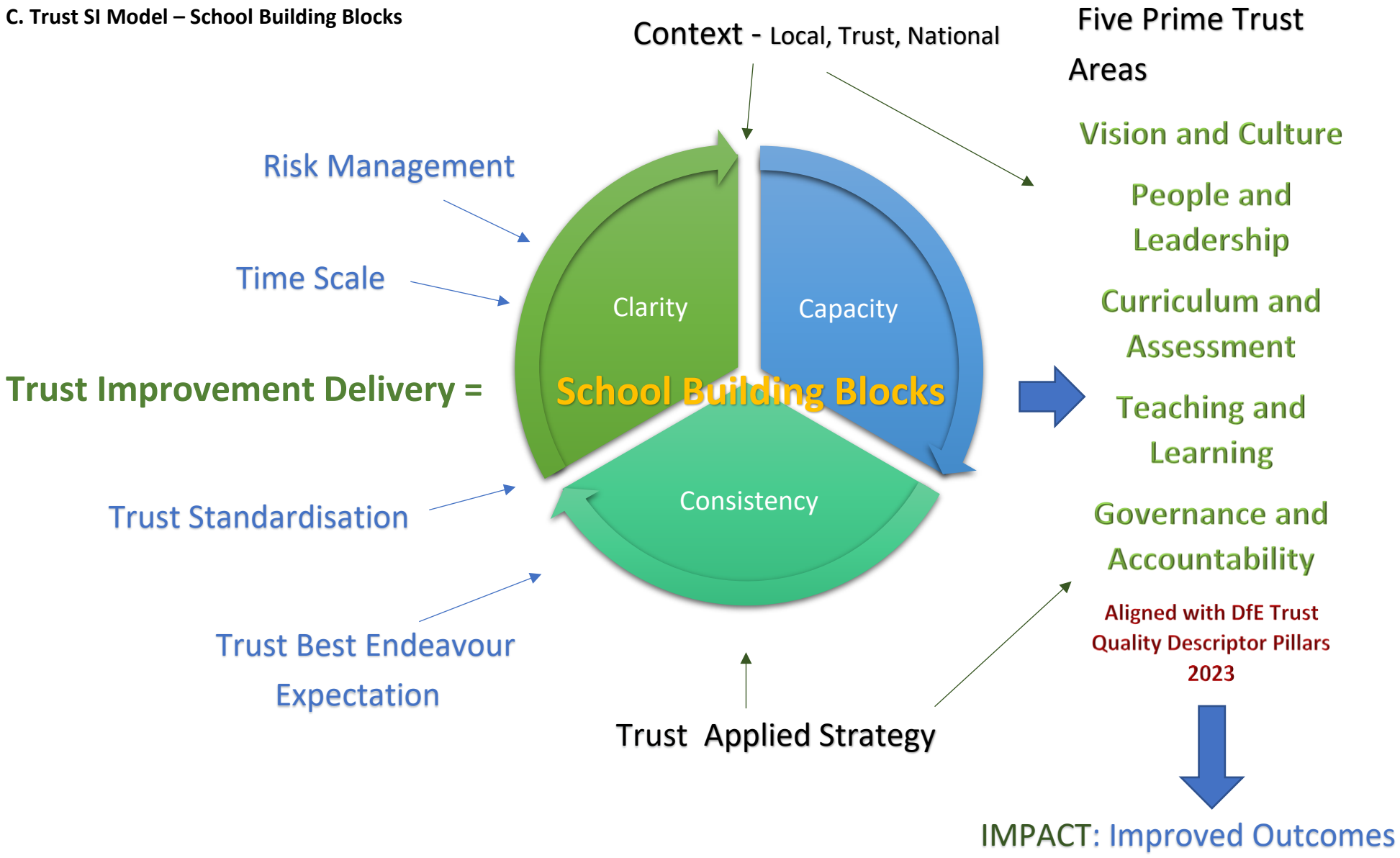
Accelerating and sustaining progress towards higher achievement

Ensuring achievement gaps for disadvantaged are addressed

Ensuring children are equipped for the next phase of learning

Creating an enjoyable, creative curriculum that meets learning needs

C. Trust SI Model – School Building Blocks



D. Academy Improvement Plan 23-24 – 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"*

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

Progress Benchmark KS2: ▪ **Awaiting OFSTED ISDR 23 – Due Oct 23**	**Progress Benchmark KS1:** ▪ **Awaiting OFSTED ISDR 23 – Due Oct 23**
Attainment Benchmark KS2: ▪ **Awaiting OFSTED ISDR 23 – Due Oct 23**	**Attainment Benchmark KS1 (including Y1/2 phonics):** ▪ **Awaiting OFSTED ISDR 23 – Due Oct 23**
Safeguarding, Behaviour, Exclusions and Attendance: ▪ **Awaiting OFSTED ISDR 23 – Due Oct 23**	**Achievement EYFS:** ▪
Key Staff and Roles: ▪ Will Hermon (WH) CEO ▪ Jo Callow (JCA) Deputy CEO ▪ Deborah Saunders (DS) Trust improvement Officer ▪ Neil Swait (NS) Trust Improvement Officer ▪ Claire Bader – Headteacher ▪ Sarah Dempsey – Class 2 teacher ▪ Hayley Howard – Class 1 teacher ▪ Mark Goodright – Class 3 PT teacher	**LGB Leadership:** ▪ **Michelle Roberts - Chair, Maths, English** ▪ **Hayley Budge- Visible Learning** ▪ **Marina Pridham -SEND** ▪ **Jan Bartlett- Safeguarding** ▪ **Ralph Hudson – data** ▪ **Hayley Howard**

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)
1.1 Raise pupil outcomes in **reading, phonics and spelling** by bringing progress and attainment at least in line with national figures.	Improve the quality of learning provision for Year 2, 3, 4, 5 and 6 cohorts in reading, phonics and spelling so they can be on track to achieve ARE or ARE+ by year end.	Leaders to continue to undertake rigorous analysis. Implement measures to quickly close identified gaps. All staff are committed to developing all children as good readers and spellers. To foster a lifelong love of reading throughout their primary school life and beyond and across all curriculum areas	▪ Leaders undertake an audit of teaching skills and expertise across the school resulting in targeted CPD opportunities in developing spelling. **(HH)** ▪ Staff to foster a love of reading across the school, through the reintroduction of Reading Partners (whole staff). ▪ The implementation and use of RWI Spelling across KS2, following CPD on NPday. **(All teaching staff)** ▪ Introduce Fresh Start (KS2 RWI) HB to complete training. ▪ Implement feedback routines into Class 1 VL Impact Cycle.	a) teachers and leaders have a precise understanding of which pupils need to catch up b) appropriate action has been taken to ensure pupils are receiving well targeted, daily support to catch up c) by the end of the Spring term 75% of pupils in every year group is on track to achieve at least ARE

		All pupils encouraged to write across a variety of genres to include fiction, non-fiction and poetry to promote spelling and reading strategies.	▪ Individual action plans for SEND and disadvantaged pupils are suitably focused on accelerating progress in reading and spelling. **(CB/HH)** ▪ Increasing the proportion of pupils working at the expected standard and greater depth across the school, with the view to raising pupils' combined attainment by the end of KS1 and KS2 **(All teaching staff)** ▪ Ensure that pupil progress meetings hold staff to account for pupil outcomes by setting high expectations for all. **(All teaching staff)** ▪ Leaders / teachers use' itrack' assessment data and analysis of spelling data to monitor the achievement of pupils in different groups effectively – Trust to support with training and setting of benchmarks. **(CB, HH, MG)** ▪ Teachers use assessment information (both summative and formative) effectively to plan learning that builds successfully on pupils prior starting points. **(All teaching staff)** ▪ Planned learning is better matched to the needs of pupils in different groups, including the disadvantaged and SEN **(All teaching staff)** TA costings factored into PPG plan 2023/24 ▪ Teacher feedback and marking ensure that pupils are clear on what they must do to further improve their work. **(All teaching staff)** ▪ National Tutoring grant to be accessed to support identified gaps in learning.	d) 100% of pupils are on track to pass Y1 phonic screening e) Attainment at the end of KS2 is at least in line with national averages in reading and GAPS. f) An uplift of a minimum of 10% of pupils achieving GDS in GAPS. g) Progress measure for reading and spelling to be sustained and to be in at least average national centile. h) Prior low attainers to move into expected attainment and therefore better than expected progress. i) SEND pupils to achieve good progress towards their targets. j) Boys and PPG reading and SPAG gaps to have been diminished. *Interim targets (end of Spring term):* *Are the majority of pupils on track to achieve end of year targets?* *Are there pupils in each year group who have made significant progress enabling movement between low prior*

				attainment to expected and from expected to higher attainment (GDS)? *Are vulnerable groups in line with other groups – GDS? PP? Boys?* *Can a breadth of evidence be shown to demonstrate reading is taking place regularly across a range of subjects?*
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)
1.2 Raise pupil outcomes in **maths** by bringing progress and attainment at least in line with national figures.	Improve the quality of learning provision for pupils across the school in maths so they can be on track to achieve ARE or ARE+ by year end.	Teachers ensure that assessments of pupils' mathematics progress are sufficiently detailed to identify any pupils who are falling behind. This includes, pupils with SEND and the disadvantaged. Curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and, over time. There are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures to embed learning in long term memory.	▪ Leaders undertake an audit of teaching skills and expertise across the school resulting in targeted CPD opportunities in developing maths **(CB)** ▪ Leaders to ensure precise maths vocabulary is used during lessons. (OFSTED 2022) ▪ Individual action plans for SEND and disadvantaged pupils are suitably focused on accelerating progress in maths where appropriate **(CB, Class teachers**) ▪ Increasing the proportion of pupils working at the expected standard and greater depth across the school, with the view to raising pupils' combined attainment by the end of KS1 and KS2 (**All teaching staff)** TA costings factored into PPG plan 2023/4) ▪ Ensure that pupil progress meetings hold staff to account for pupil outcomes by setting high expectations for all. **(CB)** ▪ Leaders / teachers use' itrack' assessment data to monitor the achievement of pupils in different groups effectively – Trust to support	a) teachers and leaders have a precise understanding of which pupils need to catch up b) appropriate action has been taken to ensure pupils are receiving well targeted, daily support to catch up c) by the end of the Spring term 75% of pupils in every year group is on track to achieve at least ARE d) Attainment at the end of KS2 is at least in line with national averages in maths e) An uplift of a minimum of 10% of pupils achieving GDS in maths

		Flexibility in curriculum planning enables teachers to address identified gaps in pupils' mathematical knowledge that hinder their capacity to learn. Opportunities to develop reasoning and problem-solving skills, including across the wider curriculum. Leaders provide staff with the necessary support to secure consistently good features of mathematics teaching including, effective teacher modelling and use of apparatus and resources to enable pupils to embed new concepts. Pupils behind age-related expectations are provided with the opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers.	with training, setting of benchmarks and moderation (**All teaching staff)** ▪ Teachers use assessment information (both summative and formative) effectively to plan learning that builds successfully on pupils prior starting points. **(All teaching staff)** ▪ Planned learning is better matched to the needs of pupils in different groups, including the disadvantaged and SEND **(CB)** ▪ Teacher feedback and marking ensure that pupils are clear on what they must do to further improve their work. **(All teaching staff)**	f) Prior low attainers to move into expected attainment and therefore better than expected progress. g) SEND pupils to achieve good progress towards their targets. h) identified gaps to have been diminished. *Interim targets (end of Spring term):* *Are the majority of pupils on track to achieve end of year targets?* *Are there pupils in each year group who have made significant progress enabling movement between low prior attainment to expected and from expected to higher attainment (GDS)?* *Are vulnerable groups in line with other groups – GDS? PP? Boys?*
Impact Monitoring Priority A (quality check/key questions)	▪ Headteacher/Subject Lead to carry out monitoring: learning walks, book looks, lesson visits, data analysis, pupil conferencing (subject monitoring and evaluation schedule) ▪ Subject leads to carry out subject specific lesson visits (subject monitoring and evaluation schedule) ▪ Monitoring visits from AIOs will focus on writing ▪ Governors to fulfil their role to hold staff to account by monitoring pupil attainment and progress ▪ How robust is the evidence to demonstrate that the quality of teaching and learning and outcomes for pupils in writing (including spelling)and maths are now securely good? ▪ How do we pay special attention to the 'disadvantaged' in our lessons? (Boys, PPG, SEND, GDS) ▪ How aspirational are our teachers? – Is anything really possible for our pupils? ▪ What differences do we see between girls and boys in their approach to writing and maths?			

	▪ Pupil conferencing: What are they learning? Why? What are they getting better at during the learning sequence? How do they know? Can they show you something their teacher has written in their book to help them make progress. (Subject monitoring and evaluation schedule) ▪ Review of Trust Exceptions Report

Priority B: *Curriculum and Assessment*

Trust Action – 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 structure improvement*

Trust Action – 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*

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)
2.1 To develop evolution through **curriculum fluency and coherence** through precise sequencing, progression and assessment, in **Geography and History.**	Maintain drive for improved pupil outcomes in geography and history. Develop the coherence and effectiveness of the Capabilities-led curriculum by improving planning quality, effective self-evaluation, staff training and subject level leadership	▪ Ensure prior learning is used as a starting point in all curriculum opportunities, enabling progression of skills and knowledge accurately across all subjects. ▪ Build on the good work completed in academic year 2022/23 by maintaining rigorous focus on identified gaps in wider curriculum coverage. ▪ Continue to improve pupil 'capability' skills for all abilities through full embedding of the capabilities curriculum. ▪ Review the SOL and Progression and skills document to ensure David	▪ Working in collaboration with Trust leaders to fully embed the Trust's curriculum vision and implement this effectively in terms of long, medium- and short-term planning. **(CB, HH, SD)** ▪ To embed high quality formative assessment consistently and effectively to support learning across the wider curriculum. **(All teaching staff)** ▪ Reviewing of curriculum fluency and coherence through precise sequencing and progression in each subject area with a focus on the clarity of learning intentions, including vertical mapping across different year groups. **(CB, HH, SD)** ▪ Ensuring that routine opportunities for pupils to revisit and revise prior learning are embedded into the curriculum design, with a focus on developing pupils' skills in retrieval. **(All teaching staff)** ▪ Ensuring that the curriculum design considers the needs of pupils in significant groups, particularly those with SEND and the most able. **(CB)**	Regular monitoring by HT, Trust leaders and subject leads show that: a) A Curriculum Concept Plan is in place which shows statutory theme coverage for each class. Which has been reviewed to incorporate the DW SOL. b) Subject specific knowledge and concepts guidance is embedded c) Knowledge and skills progressions are evolved and provide coherence. d) Knowledge organisers, vocabulary maps and quizzes are embedded

		weatherly units are being incorporated.		within each class as part of regular learning. e) Assessment procedures in place and are consistent across the school - capabilities map, quizzes, elicitation tasks. f) Scheme Of Learning in place for each subject area and has evolved with the use of the DW materials. g) It will be embedded to provide sequential and effective sequences of learning. h) By the end of the Summer term, at least 75% of pupils are on track to achieve ARE. i) Attainment at the end of KS2 is at least in line with national averages.
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)
2.2 To develop evolution through **curriculum fluency and coherence** through precise sequencing, progression and assessment, in **Computing.**	Maintain drive for improved pupil outcomes in Computing Develop the coherence and effectiveness of the Capabilities-led curriculum by improving planning quality, effective self-evaluation, staff training and subject level leadership	▪ Ensure prior learning is used as a starting point in all curriculum opportunities, enabling progression of skills and knowledge accurately across all subjects. ▪ Build on the good work completed in academic year 2022/23 by maintaining rigorous focus on identified	▪ Working in collaboration with Trust leaders to fully embed the Trust's curriculum vision and implement this effectively in terms of long, medium- and short-term planning. **(CB, HH, SD)** ▪ To embed high quality formative assessment consistently and effectively to support learning across the wider curriculum. **(All teaching staff)** ▪ Reviewing of curriculum fluency and coherence through precise sequencing and progression in each subject area with a focus on the clarity of	Regular monitoring by HT, Trust leaders and subject leads show that: j) A Curriculum Concept Plan is in place which shows statutory theme coverage for each class. Which has been reviewed to incorporate the reviewed SOL.

		gaps in wider curriculum coverage. ▪ Continue to improve pupil 'capability' skills for all abilities through full embedding of the capabilities curriculum. ▪ Review the SOL and Progression and skills document to ensure computing SOL is being incorporated.	learning intentions, including vertical mapping across different year groups. **(CB, HH, SD)** ▪ Ensuring that routine opportunities for pupils to revisit and revise prior learning are embedded into the curriculum design, with a focus on developing pupils' skills in retrieval. **(All teaching staff)** ▪ Ensuring that the curriculum design considers the needs of pupils in significant groups, particularly those with SEND and the most able. **(CB)** ▪ Complete 360 degree online safety audit ▪ Implement Teach Computing SOL (Spring term 24) ▪ Pupil conferencing to gather pupil voice ▪ Summer Term 24 – moderation with staff (use of the exemplary materials). ▪ Barefoot computational thinking (AIP display). ▪ Spring term 24 – map online safety/PSHE	k) Subject specific knowledge and concepts guidance is embedded l) Knowledge and skills progressions are evolved and provide coherence. m) Assessment procedures in place and are consistent across the school. n) Scheme Of Learning in place and has been reviewed o) It will be embedded to provide sequential and effective sequences of learning. p) By the end of the Summer term, at least 75% of pupils are on track to achieve ARE. q) Attainment at the end of KS2 is at least in line with national averages.
Impact Monitoring Priority B (quality check/key questions)	▪ Headteacher/Subject Lead to carry out monitoring: learning walks, book looks, lesson visits, data analysis, pupil conferencing (subject monitoring and evaluation schedule) ▪ Subject leads to carry out subject specific lesson visits (subject monitoring and evaluation schedule) ▪ Monitoring visits from AIOs will focus on Computing – deep dive 1st November 2023 (=DS) ▪ Governors to fulfil their role to hold staff to account by monitoring pupil attainment and progress ▪ How robust is the evidence to demonstrate that the quality of teaching and learning and outcomes for pupils in Computing, Geography and History are now securely good? ▪ How do we pay special attention to the 'disadvantaged' in our lessons? (Boys, PPG, SEND, GDS) ▪ How aspirational are our teachers? – Is anything really possible for our pupils? ▪ What differences do we see between girls and boys in their approach to their learning? ▪ Pupil conferencing: What are they learning? Why? What are they getting better at during the learning sequence? How do they know? Can they show you something their teacher has written in their book to help them make progress. (Subject monitoring and evaluation schedule)			

	▪ Review of Trust Exceptions Report			
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)
Implement UNICEF Rights Respecting Schools	The Rights Respecting Schools programme will further enable CG to realise the school vision for every child Other schools within the Trust have received silver and gold accreditation so will be in a position to support CG on this journey	▪ Register for RRSA ▪ Appoint a lead **(CB)** ▪ 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 ▪ Submit evidence to achieve the recognition of commitment	**CB** to lead 13th September RRS introduction 7th November RRS collecting evidence 23rd January RRS optional drop in session 21st March RRS A Whole School Approach 23rd May RRS optional drop in session	▪ 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 ▪ All staff using Rights Respecting language ▪ Achieve the recognition of commitment
Impact Monitoring Priority B (quality check/key questions)	▪ Headteacher/Subject Lead to carry out monitoring: learning walks, lesson visits and pupil conferencing ▪ Subject leads to carry out subject specific lesson visits (subject monitoring and evaluation schedule) ▪ Governors to fulfil their role to hold staff to account by monitoring pupil engagement ▪ Pupil conferencing: Are they familiar with and using the RRS language ▪ Review of Trust Exceptions Report			
Priority C: *Vision and Culture* **Trust Action – 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)* **Trust Action – 4:** *Continue to develop an effective sustainability strategy across the Trust led by the sustainability working group*				
DfE Trust Quality Descriptor: *Pillars 3 and 4 – Workforce, Finance and Operations*				
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)

Develop and promote sustainability across the school	▪ Children to understand the key scientific concepts underpinning climate change ▪ Statutory requirement to have Climate Change embedded in the Primary Curriculum ▪ Increased understanding of climate change from pupils to support carbon reduction throughout the school ▪ Preparing pupils for the future in terms of contributing to sustainability and carbon reduction	▪ Take part in the Trust Climate Education and Sustainability Event (8th November) ▪ Ensure climate change is in place through other curriculum subjects and in collective worship ▪ Continue to work through priorities on the climate change and sustainability action plan ▪ Elect 8 x eco champions ▪ Regular eco meetings in place with the eco leader **(CB)** ▪ Give children responsibilities such as energy monitors **(Class teachers)** ▪ Continue participate in forest school and outdoor learning ▪ Link learning to termly visits to the *Education for Sustainability Centre (ESC).* ▪ Friday afternoon timetable to include whole school sustainability and climate change ▪ Sustainability to continue to be a regular agenda item for LGABs ▪ Develop children's understanding of sustainability through outdoor learning in EYFS.	CPD for staff **(CB)** Liaise with **MM** regarding sustainability working party **(Trust)** Attend sessions at the Education for Sustainability Centre **(CB)** Governor monitoring of progress towards KPIs **(LGAB - MM)** Sustainability and climate change mapped across the curriculum **(CB)** Review school website to ensure it meets statutory requirements regarding sustainability and climate change **(CB)** Implement and action school's Climate Action Plan (Transform Our World) **(CB)** Purchase Eco Champion badges for elected members **(CB)**	▪ 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 ▪ Eco Champions and steering committee in place and making effective changes

Impact Monitoring Priority C (quality check/key questions)	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?

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)
Further improve attendance rates for all pupils groups so they are at least in line with the national average.	Although attendances rates have improved, to maintain attendance rates to ensure they are in line with the national average: 20/21 attendance 95.7% Auth abs 4% Unauth abs 0.3% 21/22 attendance 95.5% Auth abs 4.1% ▪ Unauth abs 0.4% 22/23 attendance 94.74 Auth abs 5.01 Unauth abs 0.24	Attendance is part of termly learning conferences. Attendance figures are monitored weekly by HT and administrator and are shared through the HT's report at the LGB. HT and administrator monitor broken weeks on a weekly basis. Attendance policy reviewed at the beginning of the Autumn term. The school works in partnership with the EWO.	▪ Attendance figures to be shared to parents through newsletters **(EG, CB)** ▪ Attendance information to be regularly shared to parents through website, newsletters and social media **(EG, CB)** ▪ An Daras Trust policy in place for absence procedures **(CB)** ▪ Embedding of "Lunchtime Charter" **(Lunchtime staff)** ▪ School Council elected and meeting every fortnight. **(CB)** ▪ Eco Champions elected and meeting regularly **(CB)**	a) Attendance data is in line with national b) Attendance to be at least 95% for all pupils including disadvantaged and SEND pupils. c) The number of unauthorised absences has decreased d) The quality of the curriculum ensures that all pupils are engaged in their learning, have positive attitudes to learning and are resilient and reflective learners

		The An Daras attendance procedures are followed should attendance fall below 95% Further reduce the number of negative lunchtime behaviour incidents Further develop the role of pupil voice by increasing the school council input into whole school decision making		
Impact Monitoring Priority D (quality check/key questions)	HT and administrator monitor weekly, include broken weeks. Is attendance for all pupils, including significant groups, moving closer to national figures? (PPG/ SEND) EWO monitoring visits will provide accountability Does policy reflect practice?			

Priority E: *School Governance, Leadership and Business Management*

Trust Action – 7: *Ensure effective in-year financial management and budget fidelity*

- *Review the existing pre-school business model*
- *Effectively action identified financial audit review priorities*

Trust Action – 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)*

Trust Action – 8: *Continue to explore Trust future expansion including providing support and improvement for identified partner organisations*

DfE Trust Quality Descriptor: *Pillars 4 and 5 – Finance and Operations, Governance and Leadership*

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)
Further improve the effectiveness of the Governing Body	To improve the effectiveness of the LGB through clarity of roles and impact	Governor roles are defined according to expertise The school vision, ethos and strategic direction of the school is understood by all Governors	Clerk to undertake an audit of Governor skills and expertise resulting in targeted CPD to enable Governors to fulfil their roles appropriately. **(AC)** Governors are familiar with whole school vision and ethos. HT to provide relevant information and documentation, including HT reports. **(CB)**	a. Governors have a precise understanding of the needs of the school b. Governors upskilled to be able to carry out their role withing the LGB effectively

	Recruitment of Governors and training programme to ensure accountability Full external review of governance (Trust) to ensure growth	Governors hold leaders to account for the educational performance of the school (including staff and pupils.) To ensure statutory duties are fulfilled eg safeguarding and Prevent To undertake succession planning for the Chair of the LGB	Governors regularly visiting the school with targeted and purposeful agendas, therefor holding the school to account. Visits will be identified and agreed at each FGB meeting. **(All Governors)** Governance officers to continue with recruitment of new LGB members to increase numbers. **(AC, CB)** Accelerated training plan for local governors to continue	c. 100% Governors are suitably equipped, through CPD opportunities to carry out their responsibilities effectively d. Governors have a clear understanding of the school's vision, ethos and strategic direction. e. Governors hold leaders to account for the educational performance of the school and its pupils, including performance management of the staff. f. Governors will hold school leaders to account for the financial responsibility of the Pupil premium and Sprots Premium budgets.
Impact Monitoring Priority E (quality check/key questions)	• HT to provide termly reports to all Governors • Specific Governor visits take place in line with current AIP priorities, including writing. • Do Governors share the vision and ethos of the school? • Does the Governor responsible for PPG and sports premium funding have a clear understanding of the impact the funding is making in the school? (with particular reference to disadvantaged pupils). • Are Governors familiar with school policy e.g. SEND and is this reflecting the practice seen during visits?			

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**
A. *Teaching and Learning Standards*	READING, SPELLING AND PHONICS: Pupils are on track to meet predicted targets.

	RWI spelling impacting positively on pupils' ability and confidence in spelling (Monday – Thursday 20 mins daily) Writing moderation completed as part of Trust staff meetings. Phases of learning poster updated and includes Thinking Matters. Y1 phonics data (4 pupils) 1 x SEN/PPG, 1 x SALT SEN Y2 reading data is strong 4 x pupils (110, 105, 104, 98) Y6 reading data is strong 8 x pupils (87.5%) Y2 SPAG data on track (101, 99, 109, 92) Y6 SPAG data is not as strong – intervention/tutoring focussed on SPAG
	MATHS: CPD opportunities accessed through Trust (including NP day on 15th April) Support from SN in Summer term to review maths curriculum for September. Lesson visits have been completed by CB, mathematical vocabulary and pupil understanding strong Y2 pupils on track to achieve ARE Y6 5/8 already working at ARE (2 x on track to achieve) 2 x pupils working at GD
B. *Curriculum and Assessment*	GEOG/HISTORY A reviewed curriculum SOL is in place which shows statutory theme coverage for each class and incorporated DW (Autumn term 23) Subject specific knowledge and concepts guidance is embedded across the school. Knowledge and skills progressions are evolved and provide coherence. Knowledge organisers, vocabulary maps and quizzes are embedded within each class as part of regular learning. Assessment procedures in place and are consistent across the school - capabilities map, quizzes, elicitation tasks. It will be embedded to provide sequential and effective sequences of learning. Pupils are on track to achieve ARE by the end of the academic year. COMPUTING A new SOL (Teach Computing) has been reviewed (Spring term 24) Subject specific knowledge and concepts guidance will be in place from September (summer term will allow for staff to trial new materials. Knowledge and skills progressions are from Teach Computing and will provide better coherence. Assessment procedures in place in line with the new SOL. It will be embedded to provide sequential and effective sequences of learning. By the end of the Spring term, at least 75% of pupils are on track to achieve ARE. CB met with Ant to review and discuss new SOL (5/3/24) Staff meeting planned for 25/03/24 to inform staff of new SOL Y3 attended Computing event in Tavistock (21/02/24)

C. *Vision and Culture*	SUSTAINABILITY Action plan in place Pupil voice evidence shows that children to be aware of biodiversity and can talk about how they are helping Eco Champions in place and making effective changes (litter/energy saving) Wild Tribe taking place every Friday afternoon (Led by HH) Arena 6 x weeks Wild Tribe second half of the Spring term 24 Access to EfSC for class 3 and class 2 (Class 1 in Summer term 24) Sustainability mapped across the curriculum. Website information current. Further opportunities to be sourced (Tesco grant – MM)
D. *Safeguarding (behaviour and attendance)*	ATTENDANCE Attendance monitored on a weekly basis by CB and EG SEN and PPG attendance broadly in line. Current attendance 93.8% EWO visit on 17th January – no identified issues. The quality of the curriculum ensures that all pupils are engaged in their learning, have positive attitudes to learning and are resilient and reflective learners
E. *People and Leadership*	GOVERNORS Governors have a precise understanding of the needs of the school through regular meetings and HT reports. 1 x new governor in position (CH) 1 x governor retired and advert placed to recruit (MP) Governors are suitably equipped, through CPD opportunities to carry out their responsibilities effectively Governors have a clear understanding of the school's vision, ethos and strategic direction. Governors hold leaders to account for the educational performance of the school and its pupils, including performance management of the staff. Governors will hold school leaders to account for the financial responsibility of the Pupil premium and Sports Premium budgets (MM/RH)