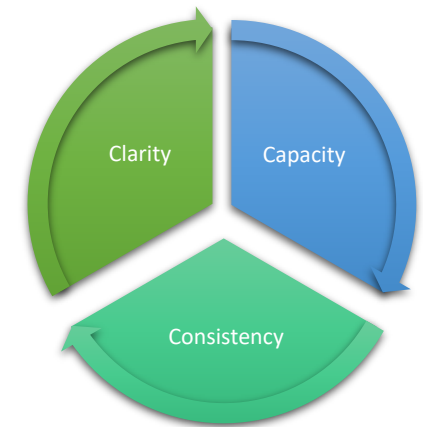




An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust

Low Trenchard 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

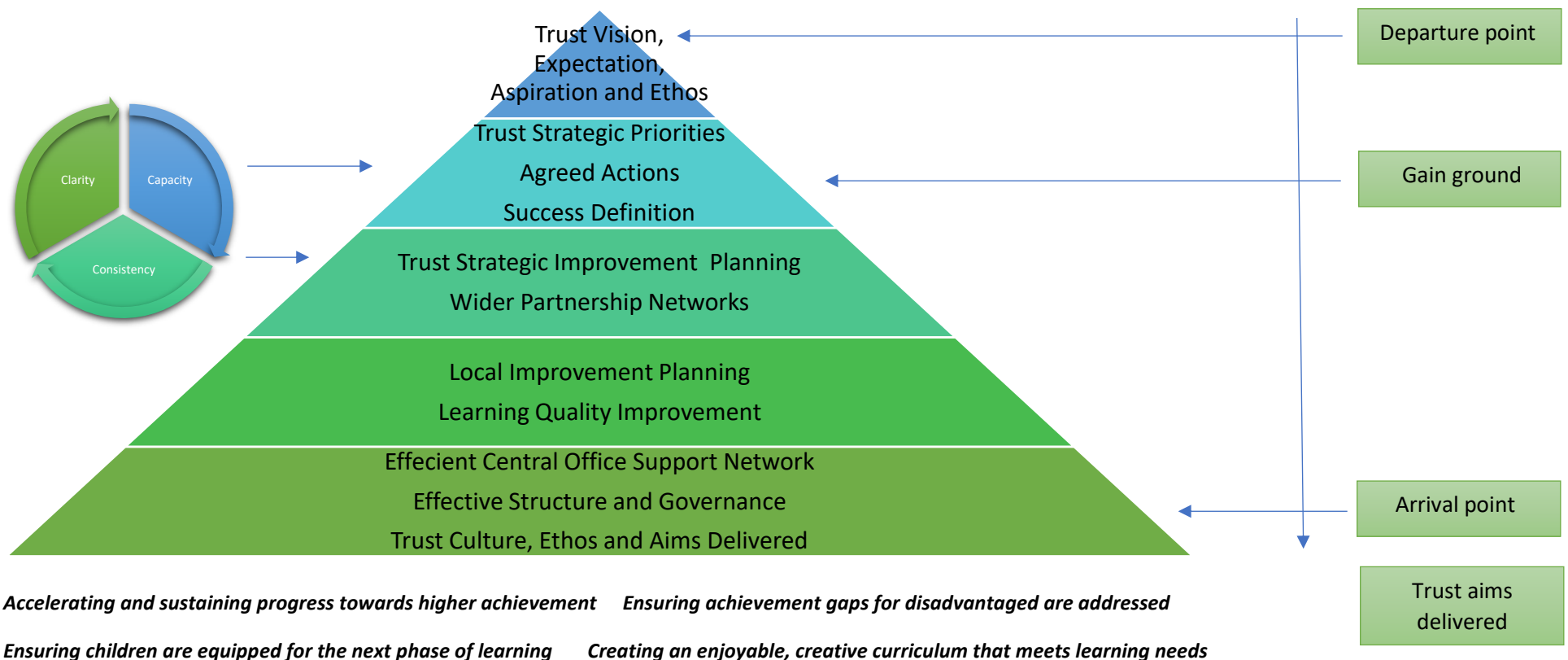
A. Improvement – Trust Model Synopsis

- **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;

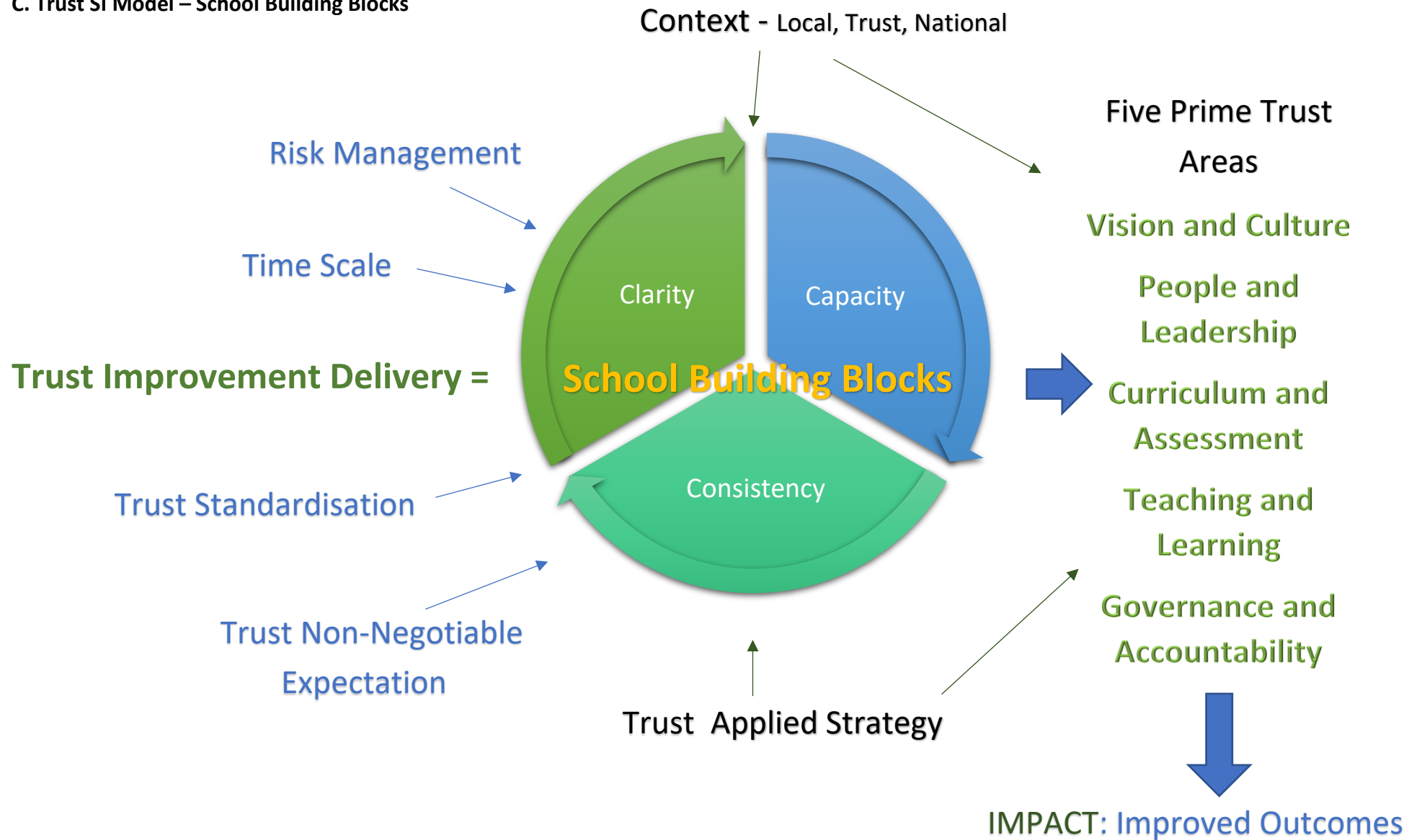
Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions and modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: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

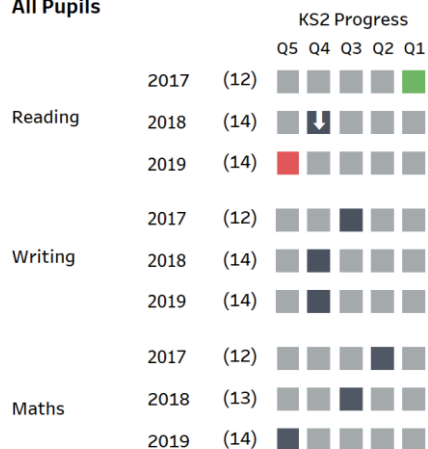
Progress Benchmark KS2:

Key stage 2 progress in reading (-3.3) was significantly **below** national and in the **lowest** 20% of all schools in 2019. Reading progress has **declined** between 2017 and 2018.

Progress:

Reading: -3.3
Writing: -1.52
Maths: -2.38

All Pupils

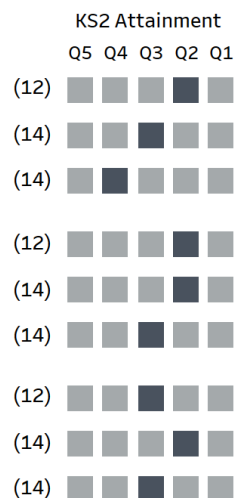


Progress Benchmark KS1:

- Reading 75% expected or better progress
- Writing 93% expected or better progress
- Maths 87% expected or better progress

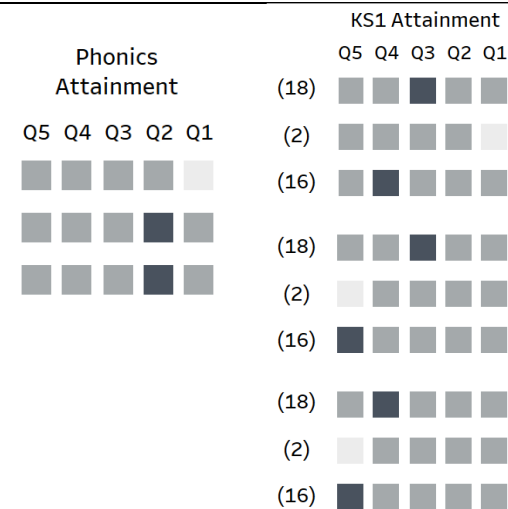
Attainment Benchmark KS2:

Reading 64%
 Writing 79%
 Maths 79%
 EGPS 71%
 Combined 64%



Attainment Benchmark KS1:

Reading 63%
 Writing 56%
 Maths 56%
 Phonics: 86%



Behaviour, Exclusions and Attendance:

In 2017/18, the rate of overall absence (4.40%) was above the national average for schools with a similar level of deprivation (3.78%).
 The rate of total fixed period exclusions (1.11%) was in the **highest** 20% in 2017/18 as well as in 2016/17.
 The rate of repeat fixed period exclusions (1.11%) was in the **highest** 20% in 2017/18.
 The 1 pupil with at least one fixed period exclusion in 2017/18 was excluded on more than one occasion but fewer than 10.
 Of the 3 fixed period exclusions in 2017/18, 2 were for **physical assault against a pupil**.
 Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: persistent disruptive behaviour
 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.

Achievement EYFS:

GLD: 62%
 (2 pupils with EHCP)



<p>Key Staff and Roles:</p> <p>Louise Hussey – Executive Head Liz Davy – Head of School Ginnette Sutherland – Yr 2/3 /MAT and School Science Lead Rhianna Abbott-Bray – Rec/Yr 1 /English Lead Jason Elliott – Yr 6 /Maths Lead Joe Reeve – leaving end of Aut team/Dale Payton (NQT) starts Jan 2019 Lisa McMorrow – Pre-school Manager Tracey Laithwaite – SENCO</p> <p>Will Hermon – Trust CEO Neil Swait – AIO Deborah Sanders - AIO</p>	<p>LGB Leadership:</p> <p>Chair – Amy Crompton SAFEGUARDING Safeguarding Governor – Amy Crompton Whistleblowing Governor – Amy Crompton STAKEHOLDERS Stakeholder Governor – Jayne Biddle (RE & church ethos lead) STANDARDS Data/PPG – Alan Hobbs Information Governor -Sharon Thorp Curriculum and PE Governor -Doug Honey Curriculum and SEND Governor – Emma Bending</p>
<p>Time Frame Key Purple/First 6 months Blue/Second 6 months Purple/Blue Highlight – ongoing throughout the year</p>	<p>School Vision Delivery:</p> <p>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)</p> <p>Lew Trenchard seeks to educate its children through the core Christian values of kindness, responsibility and respect, encouraging pupils to live aspirational and fulfilled lives. ‘Together we grow in wisdom and serve with joy’</p> <p>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, Trust Standard Operating Procedures (SOPs)</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)
<p>Priority 1: Teaching and Learning Standards</p>	<p>To raise standards in reading so that progress between KS1 and KS2 improves by 3 points.</p> <p>To improve attainment at EYFS so that pupils achieving a GLD is in line with national - +10%.</p> <p>To improve attainment at end of KS1 so that it is in line with national +min 10% R, W, M.</p>	<p>English – leaders have made pupils’ learning in English a school priority with a clear focus on ensuring all pupils, regardless of starting 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</p>	<ul style="list-style-type: none"> ▪ English specialist appointed as new HoS ▪ EHT to extend time from 0.1 to 0.2 - £5500 ▪ Early bird reading across the whole school introduced ▪ After school book club started ▪ Restructuring of year groups to promote best progress across the school ▪ 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 ▪ Introduction of vocabulary mats, word of the day. ▪ English Hub grant application ▪ Resources – supplement reading books with phonetically matched books- match funded £1000 ▪ RWI training booked – staff training over 3 days - £45 per person - £270 plus £450 supply ▪ Nursery manager phonics training booked £89 	<p>a) RWM end of KS results rise, specifically in reading to be in line with national averages.</p> <p>b) KS2 Reading Progress increases to 0 or above.</p> <p>c) % of pupils achieving GLD at EYFS is in line with national expectations – an increase of 10%</p> <p>Use PIRA/PUMA and SATs tests termly to monitor progress towards these through analysis of test results.</p>	<p><i>What teaching strategies make the biggest impact on pupil engagement with reading?</i></p> <p><i>How can we ensure disadvantaged groups/individuals/watch list pupils are being prioritised?</i></p> <p><i>How does guided reading and vocabulary acquisition support and raise expectations?</i></p> <p><i>Does the evidence show impact of:</i></p> <p><i>Scheme of Learning, 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.</p>

		<p>improving standards of attainment in reading. Dedicated staff training time to be allocated to this priority.</p>	<ul style="list-style-type: none"> ▪ HoS modelling guided reading and phonics teaching – Additional release time x 5 days’ supply - £750 ▪ Reading Staff meeting ▪ Non-negotiable timetables introduced – including reading, phonics and or spelling and grammar, etc ▪ English lead – subject leader training – 4 days through Babcock- £250 plus supply £600 ▪ Maths lead – subject leader training – 4 days through Babcock -£250 plus supply £600 ▪ English lead and teacher EGPS training - £598 (Course plus Supply) ▪ SLT monitoring of reading lessons and reading evidence ▪ SLT monitoring of English teaching and evidence ▪ SLT monitoring of expectations and progress in year 2 ▪ PM targets set for teacher to include reading progress target - Teacher release time £150 ▪ Pupil progress meetings held termly to track and monitor progress of targeted pupils- Teacher release time £225 ▪ Booster teaching introduced to support year 6 in reading and maths- ½ day supply x 3 half terms £1575 ▪ Reorganisation of teaching structure so yr2 has a fulltime teacher- ▪ Purchase of Spelling shed app and TTRSs- £94.90 + £150 		<p>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>
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			<ul style="list-style-type: none"> ▪ New home learning policy to promote spelling and times tables learning weekly through new APP subscriptions ▪ 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 		
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: The daily timetable – ensuring there are clear slots for all subjects to	<ul style="list-style-type: none"> ▪ Introduction of: Yearly themes, knowledge and skills progressions, new schemes of learning ▪ Introduction of new set timetables ▪ Introduction of new start of day routines – daily grids for retention and recall of prior learning ▪ Teachers to use KWL to elicitate prior learning and evidence new learning ▪ New home learning policy to promote acquisition of knowledge through theme learning organisers ▪ Teachers to create quizzes to evidence progression in acquisition of knowledge over a theme unit ▪ Subject leader training – Trust level support for English, Maths and 	<p>a) At least 80% of evidence scrutiny, lesson visits and planning monitoring demonstrates that the pupils' learning matches the intent of our restructured curriculum</p> <p>b) Pupils' learning is demonstrated to be broad and age appropriate and that pupils have made good</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</i>

		<p>be taught across the year. 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. AIO to deliver support in developing and improving the curriculum. Dedicated staff training time to be allocated to this priority. External training to be booked to develop subject leaders and SLT.</p>	<p>Science Leads See costs above plus Science</p> <ul style="list-style-type: none"> ▪ Regular joint curriculum planning sessions to ensure high quality units which cover the key concepts and theme intentions ▪ 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 ▪ Ofsted update training on new EIF expectations ▪ SLT training from Trust on EIF expectations ▪ Babcock Science subject leader training - £150 + supply £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 – Trust PE lead – supply funded from PE budget £150 	<p>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><i>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. Weekly book looks demonstrate that a clear sequence has been taught.</p>
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			<ul style="list-style-type: none"> Ensure all classes and central area 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 Dandelion Early reluctant readers training for HoS - £189 		
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>Embed a clear and ambitious vision for the school values, ethos and curriculum which forms the basis of all policies and curriculum design within the school.</p> <p>Improve pupils' ability to be assessment-capable visible learners. Teachers to develop pupils' ability to learn with independence and resilience.</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.</p> <p>Challenge and informative assessment processes are a key priority to ensure all pupils make good progress from starting points.</p>	<ul style="list-style-type: none"> Re-vision school ethos and share with all stakeholders Embed ethos and values with pupils Review behaviour policy linked to Church ethos Use 'The Good Samaritan' to support understanding school vision and ethos Introduce Class Dojo/Dojo points Run parent Dojo session Set up school houses Introduce Diamond pots scheme for values Reorganise and plan effective collective worship linked to key values Introduced learning dispositions and shared language for the school Create class displays of learning dispositions 	<p>a) 100% pupils conferenced demonstrate an understanding of the school's vision and values</p> <p>b) The majority of lesson observations and book scrutiny provide clear evidence of improved pupil independence, resilience, ability to tackle challenge</p> <p>c) 100% of pupils conferenced are</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:</p> <p><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>Vision and ethos:</p>

	Develop learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.	Independence – introduction of learning dispositions and CPD for staff to ensure that pupils, as part of their personal development, gain sufficient independence enabling them to make good progress in their learning. This includes the training of support staff to be increasingly effective in impacting pupils’ learning in the classroom. INSET day dedicated to VL strategies.	<ul style="list-style-type: none"> ▪ Visible Learning dedicated staff training time- staff meeting and INSET day ▪ VL coaches to lead and model expectations across school ▪ Create bible timeline to display RE learning ▪ School celebration awards linked to learning and school values ▪ 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 ▪ Deputy Director of Education for the Diocese to visit the school ▪ HoS to attend Diocese Rural Schools network - £75 ▪ Exeter Diocese SLA bought into for support and training -£325 	able to show or describe being challenged in their learning d) Planning shows opportunities for pupils to apply learning through problem solving, real-life contexts	Consistency across the school demonstrated through learning walk evidence – displays of values and learning powers. Pupils talk confidently about these: <i>What do we value at Lew Trenchard? What are our values? Give me an example of these values in action?</i> Parents agree that the school’s values are right and have an impact in school. Learning dispositions: <i>What does learning look like? What makes a good learning? Why is assessment important?</i> Teachers – lesson observations demonstrate teachers promoting the school’s vision and ethos and encouraging pupil learning dispositions through the promotion of independence and resilience – e.g., through reasoning, problem solving and application of knowledge and skills (wisdom).
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	Impact Monitoring (quality check/key questions)

				(define success/KPIs/pupil achievement)	
<p>Priority 4: <i>Safeguarding (including behaviour and attendance)</i></p>	<p>Continue to improve attendance through the reduction of persistent absence and flexi-school timetables.</p> <p>Review behaviour policy to bring in line with updated Church school vision and ensure it is consistently applied across the school so that low level disruption in class and around the school is reduced.</p> <p>Improve systems and routines through new procedures, consistently applied by all staff across the school so that the safeguarding of pupils is maximised.</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> <p>Share behaviour policy with all stakeholders and ensure all staff receive training on expectations and consistency of consequences and approach.</p> <p>Introduce Houses, Class Dojo, Dojo points and diamond pots to encourage</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 – 3 Units per year £474 ▪ Meet with parents re. flexi-school timetables to reduce any time out of school/Ensure prospective parents are aware that flexi-school timetables will only be granted under exceptional circumstances. ▪ Review and re-introduce behaviour policy linked to Christian ethos. ▪ Share expectations for behaviour and procedures to follow re rewards and consequences with all stakeholders ▪ Monitor behaviour policy implementation to ensure practice is consistent across the school and with all staff ▪ Introduce diamonds, house, Dojo to pupils and parents ▪ Alter drop-off and pick up systems and procedures in school so that safeguarding is prioritised, and staff time teaching is maximised – in addition protecting staff well-being due to timesaving at the end of day 	<p>a) Attendance is in line with national expectations at 96%</p> <p>b) Persistent Absence is dropped to less than 3%</p> <p>c) 100% of lessons observed have good behaviour and attitudes demonstrated with no low-level disruption</p> <p>d) Safeguarding audits demonstrate new systems, training and procedures have impacted evidenced through stakeholder conferencing that agrees pupils are safe in school</p>	<p>Consistency across school demonstrated in application of behaviour and safeguarding procedures – learning walks, LOs, Conferencing.</p> <p>Attendance: EWO reports demonstrate improved attendance and impact of attendance initiatives on raising attendance of 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</p>

			<ul style="list-style-type: none"> ▪ Install new internal door to improve school security and pupils safeguarding ▪ Introduce signing in and out systems for all staff and visitors ▪ Purchase school money dinner registers so that early morning routines are reduced to maximise teaching time for recap and recall grid learning and minimise morning disruption ▪ Retrain all staff in the use of My Concern to ensure all staff take responsibility for safeguarding ▪ All staff to take level 2 safeguarding refresher training – overtime - £100 ▪ HoS to take level3 training, DT training and safer recruitment training ▪ Governors to take level 2 training ▪ Trust to re-submit CIF bid on behalf the school for improved site security – fencing ▪ Monitor programme of teaching for online safety and cyber bullying ▪ Governor visits to monitor online safety, safeguarding, etc ▪ Introduce longer parents meetings to share expectations for learning, behaviour, ethos,etc – teacher release time x 4 days - £600 		and that their children are safe in school.
Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Impact Monitoring (quality check/key questions)

<p>Priority 5: People and Leadership</p>	<p>Develop middle-leaders - Implement effective subject leadership training for all teachers so that policy, practice and staff training develops secure strategy application to improve learning outcomes and impact across the school.</p>	<p>Implement training programme for middle leaders internally, through Trust and through external providers to improve 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 middle leadership training attended by English, Science and Maths leads - £225 supply cover ▪ Trust Subject Leader training attended by Trust/School Science Lead - £75 ▪ Trust subject leader meetings attended by all teachers ▪ Trust moderation meetings attended by all teachers ▪ Trust Senior leaders meeting attended by HoS and English Lead - £150 ▪ Trust Ofsted prep meeting attended by EHT and HoS - £75 ▪ Babcock Maths and English Subject leader 4-day training programme bought into for school leads -costs detailed above ▪ Links with other schools set up through external training - £225 x 3 pms supply ▪ Babcock Science Lead training bought into – see cost above ▪ Dandelion Learning training – Grammar, Punctuation and Spelling in KS2 for English lead and NQT – see costs above ▪ RWI training for majority of staff – see costs above ▪ Trust subject leaders used to support RE, PE 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 	<ol style="list-style-type: none"> 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 	<p>Headteacher will monitor through performance management, subject leader meeting feedback, feedback, and subject evidence scrutiny. Pupil Progress meetings. Lesson observations. Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle.</p> <p><i>What have we done? What is the impact? How do we know?</i></p> <p><i>What succession planning can be established?</i></p> <p><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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			<p>plan, evidence scrutiny, pupil conferencing, etc – 3 x supply days £450</p> <ul style="list-style-type: none"> ▪ 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 		
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E. AIP Progress Review Summary – Key Performance Indicators from D. <i>(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)</i>		Review Date: November 2019
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 reading to be in line with national averages.	
	b. RWM end of KS2 results rise, specifically in reading to be in line with national averages.	
	c. KS2 Reading Progress increases to 0 or above.	
	d. % of pupils achieving GLD at EYFS is in line with national expectations – an increase of 10%.	
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. The majority of lesson observations and book scrutiny provide clear evidence of improved pupil independence, resilience, ability to tackle challenge.	
	c. 100% of pupils conferenced are able to show or describe being challenged in their learning.	
	d. Planning shows opportunities for pupils to apply learning through problem solving, real-life contexts.	
4. Safeguarding	a. Attendance is in line with national expectations at 96%.	

<i>(including behaviour and attendance)</i>	b. Persistent Absence is dropped to less than 3%.	
	c. 100% of lessons observed have good behaviour and attitudes demonstrated with no low-level disruption.	
	d. Safeguarding audits demonstrate new systems, training and procedures have impacted evidenced through stakeholder conferencing that agrees pupils are safe in school.	
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:	New HoS in place Change of yr4/5 teacher due to long term absence and resignation New Ofsted EIF in place New governors	

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		Monitoring Day			Monitoring Day
	Focus/Priority	Curriculum		Ofsted Preparation			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 –		Achievement of targets /Identify new targets	Well-being Set new PM targets	New priorities from Draft ISDR	

		effectiveness of AIP targets					
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		