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**An Daras** Multi-Academy Trust

**Academy Improvement Plan 24-25** (Sept 24 onwards)

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| **School:** | |
| Trust Version: | v7 Template |
| Statutory: | Yes |
| Advisory Committee: | LGB  Learning, Staffing and Safeguarding Committee, Audit Committee |
| Linked Documents and Policies: | Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, National Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR Reports, Trust SI Strategy. **DfE Trust Quality Descriptors 2023** |

**Trust SI Model – Trust and School Building Blocks**

Five Prime Trust Areas

**Vision and Culture**

**People and Leadership**

**Curriculum and Assessment**

**Teaching and Learning**

**Governance and Accountability**

**Aligned with DfE Trust Quality Descriptor Pillars 2023**

Context - Local, Trust, National

Trust Culture and Identity

Risk Management

Time Scales and Agility

**School Building Blocks**

**Trust Improvement Strategy =**

Trust Alignment

Trust Collaborative Convergence

Trust Best Endeavour Expectation

Trust Applied SI Strategy with Tiered Support

IMPACT: Improved Outcomes

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| **Academy Improvement Plan 24-25 – Improving Outcomes for Children** | | |
| **Trust 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”* | | |
| **School Vision: ‘***to build ambitious minds’* | | |
| **Context – Key School Level Factors 24-25** | | |
| * School is a very small rural primary school. Demographic reflects local context - rural isolation / low aspiration and ambition * Small cohorts * 6/ 31 – (19%) Pupil premium, 5/ 31 (16%) SEND register, 8/ 31 (26%) on at risk register * Two classes – mixed year groups (Acorns/Birch class EYFS/ KS1, Chestnuts class Y3,4,5,6) * Writing attainment for KS1 in writing was low, KS2 writing attainment was also below ARE (high SEN in cohort) * 2023-2024 – journey of rapid school improvement introducing new schemes such as Little Wandle for Early reading, Literacy Tree for Writing and Reading. All having impact on pupil outcomes. * Joined AnDaras in April ’24. Working within hub consisting of two more small schools since Sept ‘24 * Ofsted rating – Requires Improvement Dec 2022 | | |
| **Key School Staff and Roles:**   * Jon Philpott Executive Head * Kath Davies Head of School and 0.4 KS2 class teacher (Visible Learning, Maths, Writing, Reading, History, Geography, Art, DT lead) * Tamsyn Kinver 0.6 KS2 teacher (Science, PE, PSHE, Computing lead) * Jane Gilman FT class teacher (EYFS/ KS1) (Early reading lead, EYFS, RE, MFL) * Tracey Laithwaite SENCO | | **LGB Leadership:**   * Bill Willis Chair of Governors |
| **Context – Trust Level Action Plan Factors 24-25**  \**Church of England – Our Hopes for a Flourishing School System* | | |
| **Trust Culture and Identity** | **Trust Strategic Actions** | |
| **Q1. Why do we exist?**   * To ensure children within our local area have access to high-quality capabilities driven learning through positive lived experiences which champion their right to be treated with dignity and respect irrespective of background * Provide an effective educational service which meets the needs of our local communities based on the An Daras way * *‘Do justly, love mercy and walk humbly with your God’* (Micah 6. v8) | **1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity;**   * Writing and maths outcomes at KS2 * Capabilities through the curriculum * 30/60/90 day plans to focus rapid improvement * IT infrastructure and curriculum delivery resource plan   **1B. Implement next phase of sustainability planning and net zero reductions in line with stated aims of the Trust Sustainability Charter;**   * Sustainability Strategy with partners including Diocese * Collaborative working with external specialists * Premises and energy strategy * Practical, deliverable sustainability best endeavours | |
| **2. How do we behave?**   * Consider all within the An Daras family as having significance * Work humbly to challenge ourselves to add value, wisdom and common sense. * Improve the development and understanding of the ‘capabilities’ within us all. * Deliver a ‘capabilities led’ model rather than a ‘deficiency led’ model | **2A. Improve internal leadership capacity at all levels during this period of growth transition;**   * Trust leadership * School Hub leadership * Prioritised school leadership * SI team leadership * LGB leadership * Trust subject leadership | |
| **3. What do we do?**   * Create a family of schools which maximise holistic learning opportunities for all * Value attainment/progress as essential to the ‘capabilities led’ model * Dedicate ourselves to improving the potential capabilities of every member of An Daras * Treat all with dignity and respect through fully valuing their significance * Value personal wisdom/growth as an essential to the Trust dividend | **3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS\* (1.1 and 1.3);**   * Enhance learning behavior strategies * Maintain or improve attendance expectations * Ensure inclusion strategies are impacting on pupil outcomes   **3B. Further embed Trust wide collaborative CPD strategies to ensure conceptual alignment and curriculum delivery;**   * Thinking Matters – Original Trust schools * Visible learning – New Trust schools * Implement Global Majority Heritage good practice across the curriculum as part of equality and diversity | |
| **4. How will we succeed?**   * By maintaining a holistic approach to an academically rigorous curriculum * By ensuring clarity of purpose on delivery of the widest ‘capabilities led’ model possible * Ensure ‘aligned autonomy’ is fully established and adding value to the trust dividend * Encourage ‘collaborative convergence’ so all are empowered * Build internal capacity by recognising that everyone has significance and talent which is nurtured through a positive well-being strategy * Encourage schools to maintain a local focus which meets the needs of their communities * Ensuring our children leave curious, empathetic, capable, have common sense and are ready to be good citizens of the world | **4A. Formulate and deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable;**   * Small School Strategy * Falling Roles Strategy * SEND Services and Leadership Strategy * Leadership Strategy   **4B. Secure more effective financial management practices and systems to maintain the Trust as a going concern;**   * Effective system redevelopment due to growth * In year financial reporting * Accurate forecasting ability – integrate IMP * Sustainability Strategy | |

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| **Priority 1: *Learning Standards*** *(DfE Trust Quality Descriptor: Pillar 1- High Quality/Inclusive Education)*  **1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity;**   * Writing and maths outcomes at KS2 * Capabilities through the curriculum * 30/60/90 day plans to focus rapid improvement * IT infrastructure and curriculum delivery resource plan | | | |
| **Explain Context** | **Achieving Clarity -** defining priority and time frame  **Achieving Consistency -** actions delivering consistency | **Achieving Capacity -** tasks/costs/resources/training | **Expected Impact - KPI** |
| 1a  Writing data at KS1/2 below ARE in 2024 end of Key Stage Assessment  **Improve achievement in Writing, for those working just below ARE and particularly for vulnerable groups including**  **disadvantaged, SEND in line with current guidance and evidence-based CPD.**  **Rationale:**  **Links to Trust Action 5.**  *Some staff do not have the expertise to implement the curriculum effectively. Consequently, there are gaps in pupils’ knowledge. Pupils do not learn as well as they should. Leaders need to prioritise giving staff the support they need to deliver an ambitious, well-sequenced curriculum for all pupils Ofsted 2022*  **School Lead: KD, JP** | * Embed consistency and delivery of Literacy Tree scheme to improve writing outcomes across the school for all groups * Improve staff knowledge of end of year outcomes to raise expectations of pupils in KS1 * Embed adaptive approach to provision in mixed year classes and SEND * Close the gaps for those children working just below expected standard in all year groups * Improve accuracy in letter formation in EYFS/ KS1 and general handwriting in KS2 * Review effectiveness of spelling provision * Embed use of pupil feedback – peer/ self-assessment strategies * Ensure and monitor intervention to support SEND and those not working at ARE is targeted and impactful * English hub support to review current practise and identify areas for development * Half termly pupil progress reviews with HoS to review progress, learning goals / intervention * Training with SENCO to further embed adaptive teaching techniques and high ambition for **all** pupils * Attend trust led moderation events * Daily adult led handwriting lessons * JP/ KD/Governor to monitor attainment and progress data. * Highly effective use of LSAs in the classroom to support vulnerable pupils | * Release time for staff training (from HT to LSAs) No cost as INSET or ADMAT) Training for TAs in normal working hours. * Termly SEN services CPD £100 * Contributions to EHCPs £6000 * Attendance of SENCO at Schools Together meetings £100 * PPG funding to support pupils and recovery premium £8,730 | * Most pupils to make expected or better progress in writing, particularly for vulnerable groups, including disadvantaged, SEND and EAL. * Improved attainment in writing to ensure pupils achieve at least average levels of attainment and good or accelerated progress. * Improved attainment in writing to raise the overall combined achievement for pupils at KS1 and KS2 (Year 2 and Year 6) * The profile of writing has risen across the school. Pupils take pride in their presentation and are enthusiastic, confident writers. * Interventions take place with consistency and are regularly reviewed for impact |
| **LGB Impact Monitoring Priority 1** (quality check/key questions) | Are children making progress in writing at each assessment point?  Are staff confident in identifying end of year expectations for each year group?  Is the SLT implementing the actions from external monitoring / 90 day plan?  Has the SLT identified pupils, who with intervention, could make age related expectations?  Is there support in place for disadvantaged pupils to make expected or better progress from their starting points?  Are staff confident in the delivery in the delivery of the Capabilities Curriculum?  Does SLT know that capabilities is having an impact? | | |
| **Explaining Context** | **Achieving Clarity -** defining priority and time frame  **Achieving Consistency -** actions delivering consistency | **Achieving Capacity -** tasks/costs/resources/training | **Expected Impact - KPI** |
| **Priority 1b**  **In line with our school and Trust vision give children increased opportunities to explore their capabilities, and associated knowledge and skills, through the capabilities curriculum programme.**  **Gain the RRSA Accreditation.**  **Rationale:**  Links to Trust Action 3  Updated vision and values with stakeholder input (Autumn 2023)  The United Nations Convention on the Rights of the Child (November 1989)  **School Lead: KD, JP** | * To fully embed capabilities curriculum and introduce Rights Respecting Schools * Ensure all stakeholders are aware of Capabilities Curriculum and how it links to our vision and values. Pupils can describe the radars, their focus and why. * Continued staff training to develop strategies to embed capabilities curriculum in daily delivery of teaching and learning * Introduce ‘Rights Respecting Schools Award (RRSA)’ to all stakeholders - associated skills and knowledge they will acquire. * Complete RRSA review sheet to be completed in the first half of each term. * Seek evidence from Pupil Voice * Monitor impact of pupil’s understanding of their rights Regular review of progress towards leaders’ intent for RRSA. | * Internal monitoring to monitor progress of embedding of capabilities curriculum. * External monitoring to monitor progress toward RRSA. £ No cost * External Assessment to gain accreditation * Release time for RRSA Lead (no cost) * Resourcing and staff release time £500 | * Stakeholders are aware of Capabilities curriculum and RRSA and its link to vision and values. * Improvement in class’s priority capabilities (use of radars). * Most of the evidence scrutiny, lesson visits and planning monitoring demonstrates that the pupils’ understanding of RRSA is good relative it age. * Pupils’ learning is deep and age appropriate. Pupils will have made good progress over the year. * LGAB - Pupil voice with pupils when looking at pupils’ work with them. |
| **LGB Impact Monitoring Priority 1** (quality check/key questions) | Can pupils discuss their understanding of the Capabilities Curriculum and explain the impact on their education?  Are staff confident in embedding the capabilities curriculum into their teaching and learning?  Is the capabilities curriculum having an impact on pupil outcomes? | | |
| **Priority 2: *Curriculum*** *(DfE TQD: Pillar 1- High Quality/Inclusive Education)*  **3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS\* (1.1 and 1.3);**   * Enhance learning behavior strategies * Maintain or improve attendance expectations   **3B. Further embed Trust wide collaborative CPD strategies to ensure conceptual alignment and curriculum delivery;**   * Thinking Matters – Original Trust schools * Visible learning – New Trust schools * Implement Global Majority Heritage good practice across the curriculum as part of equality and diversity | | | |
| **Explaining Context** | **Achieving Clarity -** defining priority and time frame  **Achieving Consistency -** actions delivering consistency | **Achieving Capacity -** tasks/costs/resources/training | **Expected Impact - KPI** |
| **2a 2024: Early Years GLD:**  4/7 57% of children secured a good level of development (cohort of 7 with two PP).  **Priority 2a**  **To provide a high quality early years provision, tailored to meet the needs of the children and through a curriculum which promotes language and communication, problem-solving and independence.**  *Children in early years do not have sufficient opportunities to develop important elements of their learning, such as language and communication, problem-solving and independence. As a result, some aspects of their development are limited.*  *Staff need to ensure the early years curriculum provides the necessary opportunities for children to deepen their learning and increase their ability to do more with increasing independence and focused attention.* Ofsted 2022  **School Lead: KD, JP** | * Embed approach to continuous provision to better support child-led, exploratory learning, and ensure resources are stimulating, age-appropriate, and inclusive * Ensure all learning spaces create well-defined areas for different types of play and learning, such as role-play, construction, reading, and sensory exploration * Ensure learning spaces provide ‘awe and wonder’ and provision is tailored to the needs of the children. * Improve observation and assessment practices to embed consistency in formative assessment which is used effectively to identify next steps/ informing daily planning and provision * Enhance opportunities for communication and language development * Implement daily language-rich activities such as storytelling, singing, and role-play to enhance vocabulary and oral communication skills. * Develop role of LSAs to support children in structured speech and language intervention programs for children identified with speech and language delays. * develop clarity in roles – within the team in delivering daily intervention programs * Work with Hub EYFS practitioner to clarify ‘Boyton’s EYFS curriculum offer and how this translates into daily practice / continuous provision * Liaise with SENCO to support SEND needs in EYFS/KS1 class and language and communication need * Strengthen Parent Engagement through regular communication with parents through newsletters, meetings, and digital platforms to keep them informed of their child's progress and ways they can support learning at home * Regular moderation meetings/visits between partner school to ensure consistency in assessments and to share best practices across the EYFS team. | * Investigate resources that support language development, fine motor skills, and outdoor learning, ensuring that all materials reflect cultural diversity and inclusivity. Responsibility: EYFS Lead, H o S, Head teacher. * Strengthen communication and language development in the EYFS through targeted interventions and daily practices. * Implement daily language-rich activities such as storytelling, singing, and role-play to enhance vocabulary and oral communication skills. * Ensure structured speech and language intervention program, for children identified with speech and language delays, is delivered with consistency. * Provide ongoing training for all EYFS staff on effective strategies to promote language development, including the use of open-ended questions and sustained shared thinking. * Ensure consistent and accurate observation and assessment practices to better inform planning and individual child development. * Targeted professional development opportunities, including training on the EYFS curriculum, behaviour management in early years, and effective parent engagement strategies. * Parent workshops and communication initiatives to start in September, with ongoing engagement throughout the year * Regularly monitor and evaluate the impact of the changes made to ensure continuous improvement in EYFS provision. * Conduct half termly reviews of the EYFS provision, including classroom observations, analysis of assessment data, and feedback from staff, parents, and children. * Use findings from the reviews to adjust and improve practices, ensuring that all changes lead to measurable improvements in children's outcomes. * Report progress to the Senior Leadership Team (SLT) and Governors to maintain accountability and support ongoing development. | * A planned coherent EYFS curriculum offer is in place. * The learning environment is organised and continuous provision opportunities are purposeful and engaging * Positive feedback from staff and observations showing increased engagement and purposeful play among children. * Increased number of children meeting age-related expectations in communication and language by the end of the year. * Observations and assessments show significant progress in children's language use and comprehension. * All staff are led by the class teacher and are confident in using observation and assessment tools, leading to improved planning and differentiated instruction. * High levels of engagement and progress among the children in class. * Increased attendance at parent workshops and positive feedback from parents on the usefulness of the information provided. * Higher levels of parent involvement in their child's learning, as evidenced by increased communication and engagement in home-school activities. * Continuous improvement in EYFS provision, with positive trends in assessment data and feedback from stakeholders. * Clear evidence of the impact of changes on children's learning and development. * Higher % achieving GLD and good progress from baseline. |
| **LGB Impact Monitoring Priority 2a** (quality check/key questions) | * Are the children benefitting from consistently high quality continuous provision which is tailored to meet their needs? * Is high quality formative assessment used consistently to inform planning and provision? * Does monitoring reflect high quality, daily language-rich activities such as storytelling, singing, and role-play which enhances vocabulary and oral communication skills. What is the impact of this on pupil progress? * Are LSAs being used effectively to support teaching and learning, plus provide targeted intervention to individuals? Are they confident in their role? * Does planning and monitoring demonstrate confidence in the delivery of opportunities which promote independence and focussed attention? (ie play projects / sustained shared thinking * How is parental engagement maximised? | | |
| **Explaining Context** | **Achieving Clarity -** defining priority and time frame  **Achieving Consistency -** actions delivering consistency | **Achieving Capacity -** tasks/costs/resources/training | **Expected Impact - KPI** |
| **Priority 2b**  **To embed and develop learning powers and meta cognition through Visible Learning. Pupils to be able to apply learning powers to their learning. School environments to reflect a culture of ‘Language of Learning’.**  **Rationale:**  **Links to Trust Action 1a.**  Evidence shows that self-regulated approaches help learners to make better progress with their learning.  Teaching specific strategies, having clear targets and monitoring their own progress gives children ownership of their learning.  Metacognition and Self- Regulation are rated by the EEF’s Toolkit as high impact for low cost.  **School Lead: KD, JP** | * Visible learning – develop school learning environments reflect a culture of learning. (Learning powers, learning pits, stuck ladders etc) * Develop consistency of language of learning used throughout the school * Embed the use of clear targets to inform ‘learning goals’ – enabling pupils to monitor their own progress. * Develop stakeholder’ confidence in articulating what visible learning is, learning powers and the language of learning * Teachers to have successfully completed training | * Ongoing training/ coaching - DS * Visible Learning training - DS | * Feedback from AIO and monitoring to show that children able to pose questions, identify and clarify information and ideas and organise and process information * Monitoring shows that staff/ pupils can talk about the culture of learning in school * Pupil outcomes to meet/exceed national achievement benchmarks. * Pupil conferencing highlights improvement from baseline, in pupils becoming effective assessment-capable learners * HT - Monitoring shows that the leaders’ intent for curriculum is evidenced through pupils’ work. * LGAB - Pupil voice with pupils when looking at pupils’ work with them. |
| **LGB Impact Monitoring Priority 2b** (quality check/key questions) | * Is there a culture of visible learning evident throughout the school – classrooms/ central areas? * Are staff using a consistent language of learning? * Are pupils confident in articulating their learning goals? Can they monitor/ discuss their progress? * Are all stakeholders confident in articulating what ‘visible learning’ represents at Boyton? | | |
| **Priority 3: *Vision and Culture*** *(DfE TQD:* *Pillars 3 and 4 – Workforce, Finance and Operations)*  **2A. Improve internal leadership capacity at all levels during this period of growth transition;**   * Trust leadership * School Hub leadership * Prioritised school leadership * SI team leadership * LGB leadership * Trust subject leadership | | | |
| **Explaining Context** | **Achieving Clarity -** defining priority and time frame  **Achieving Consistency -** actions delivering consistency | **Achieving Capacity -** tasks/costs/resources/training | **Expected Impact - KPI** |
| ***Priority 3a***  ***Leaders embed a consistent and coherent approach to monitoring.***  **Rationale:**  **Links to Trust Action 3B.**  *Ensure that all subject leader monitoring and evaluation reports are up-to-date, easily accessible, and clearly identify strengths and areas for development.*  *Leaders do not have accurate information about the impact of their actions to improve the school. As a result, pupils do not learn as well as they could. Leaders, including those responsible for governance, must ensure that sufficient time and priority are given to monitor and check the improvements. This will enable them to know how well the curriculum is embedded and support pupils to know and remember more over time.(Ofsted ’22)*  **School Lead: KD, JP** | * Ensure a well-planned approach to monitoring and evaluation is embedded and that information gathered informs programme of staff CPD. * Subject leaders regularly update and store their monitoring and evaluation reports in a centralized, easily accessible shared area. * Trust standardized template for monitoring and evaluation. * Deadlines for subject leaders to submit their reports, ensuring a minimum of termly updates. * Ensure the quality of subject leader monitoring reports to ensure they provide a clear and accurate reflection of the strengths and areas for development. * Training for subject leaders on effective monitoring and evaluation techniques, focusing on how to identify and articulate strengths and areas for development. * Peer review sessions, promoting best practices and continuous improvement. * Monitoring to include findings from school based subject leaders and reports from Trust improvement officers and external visitors. | * HOS planned time for monitoring (no cost) * Focused staff meetings for English and Maths (no cost) * SharePoint used as central area for reports. Provide training on how to use and access this shared area. Monthly check to ensure that all reports are up-to-date and subsequent related follow up. * Feedback from senior leaders on the quality and usefulness of the reports. * Implement a quality assurance process. * Gather evidence from lesson observations, pupil work, and assessment data to correlate improvements with specific CPD sessions. * Training and peer review sessions to be completed by October; ongoing quality assurance each term. * Share findings on CPD impact with staff and governors, highlighting successes and identifying areas for further development. | * Systems of monitoring and evaluation is embedded in the school. * Strengths and Areas for development are clearly identified. * Improved pupil outcomes * Reports submitted by the set deadlines. * Reports are stored in the shared area. * Subject leader reports show a clear and accurate analysis of their subject, with well-defined strengths and actionable areas for development. * HT - Monitoring shows that the leaders’ intent for curriculum is evidenced through pupils’ work. * Pupil conferencing demonstrates how pupils know and remember more over time. |
| **LGB Impact Monitoring Priority** **3a** (quality check/key questions**)** | * Is monitoring showing an improvement in pupil outcomes? * Are subject leaders demonstrating clarity in their role and confidence in monitoring and evaluating? Is this informing CPD/ next steps on the 60 day plan and general CPD overview? * Is there evidence of actions taken to support teaching and learning in response to subject monitoring? | | |
| **Priority 4: *Safeguarding – Behaviour, Attendance and Personal Development*** *(DfE TQD*: *Pillar 1- High Quality/Inclusive Education)*  **3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS\* (1.1 and 1.3);**   * Enhance learning behavior strategies * Maintain or improve attendance expectations * Ensure inclusion strategies are impacting on pupil outcomes | | | |
| **Explaining Context** | **Achieving Clarity -** defining priority and time frame  **Achieving Consistency -** actions delivering consistency | **Achieving Capacity -** tasks/costs/resources/training | **Expected Impact - KPI** |
| ***Priority 4: Safeguarding (including behaviour and attendance).***  **Attendance Priority**  **To mitigate the impact of term-time holidays on school attendance.**  **2023 – 2024**  End of year attendance 95.06% (Nat 92.8%)  Persistent Absence 11.11% (Nat 20.7%)  SEND 92.38%  Term time holiday absence has a significant impact on our attendance. New guidance from DFE regarding this. | * Continue to improve pupils’ attendance so in-line with national average. * Follow DFE policy on Fixed Penalties with particular focus on holidays taken during term time * Continue to take action so that persistent absence is reduced * Continue to prioritise attendance and raise culture of good attendance through parent meetings, newsletters, and school letters * Regular attendance meetings – HoS and secretary to monitor attendance/ vulnerable groups * Pupil Voice key with questions around attendance to understand reasons behind poor attendance | * HT meet termly with EWO * Share with parents DFE Policy on attendance with particular focus on holidays taken in term time. * Termly parent meetings * Meetings/letters home when attendance dips | * Attendance has risen to at least 96% * Persistent absence has decreased to 10%. * EWO reports demonstrate improved attendance and pupils with historically low attendance improve |
| **LGB Impact Monitoring Priority 4** (quality check/key questions) | * Is attendance improving (half termly)? * Is persistent absence falling (half termly)? * Is the SLT following the DFE Policy? | | |
| **Priority 5:** ***School Governance, Leadership and Business*** *(DfE TQD:* *Pillars 4 and 5 – Finance and Operations, Governance and Leadership)*  **2A. Improve internal leadership capacity at all levels during this period of growth transition;**   * Trust leadership * School Hub leadership * Prioritised school leadership * SI team leadership * LGB leadership * Trust subject leaders   **4A. Formulate and deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable;**   * Small School Strategy * Falling Roles Strategy * SEND Services and Leadership Strategy * Leadership Strategy   **4B. Secure more effective financial management practices and systems to maintain the Trust as a going concern;**   * Effective system redevelopment due to growth * In year financial reporting * Accurate forecasting ability – integrate IMP * Sustainability Strategy | | | |
| **Explaining Context** | **Achieving Clarity -** defining priority and time frame  **Achieving Consistency -** actions delivering consistency | **Achieving Capacity -** tasks/costs/resources/training | **Expected Impact - KPI** |
| **Priority 5a**  **To continue to improve the Local Governing Board**  **effectiveness in monitoring by focusing on key areas in the**  **DfE Trust Quality Descriptors**  **Rationale:**  Links to Trust Action 2a DFE Trust Quality Descriptors (April 2023) School Improvement Schedule linked to the Trust Quality Descriptions  Academy Trust Handbook 23 (DFE)  The Education Inspection  Framework 2023  Successful Ofsted Inspection (May 2023) which included Governor involvement.  *Leaders do not have accurate information about the impact of their actions to improve the school. As a result, pupils do not learn as well as they could.*  *Leaders, including those responsible for governance, must ensure that sufficient time and priority are given to monitor and check the improvements. This will enable them to know how well the curriculum is embedded and support pupils to know and remember more over time.(Ofsted ’22)* | * Governors to continue to attend training * Governors to continue to develop their expertise to challenge and hold school leaders to account * Continue to develop confidence in explaining impact * LGB to monitor priorities on the AIP * LGB to complete school risk register and ensure mitigations are in place. * HT report to Governors on new initiatives and trends. * HT report to Governors on areas of development and AIP priorities. | * Governor Training (no cost) * Termly meetings between CEO and Chair of * LGB (not cost) * Chair to attend HT performance management (no cost) * Trust Governor networking meetings (no cost) | * Governors have a clear knowledge and understanding of the school’s strengths and areas for development. * Governors are trained effectively to enable them to hold leaders to account * Governors can confidently articulate impact of monitoring and challenge. * The Governance model in place is effective and sustainable. |
| **LGB Impact Monitoring Priority 5** (quality check/key questions) | * Do the governors understand the school’s strengths and weaknesses? * Have the governing body put in place a system for visits linked to the AIP? | | |

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| **AIP Progress Review Summary – Key Performance Indicator Summary Updated Termly**  *(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.** *Learning Standards* | Improve achievement in Writing, for those working just below ARE and particularly for vulnerable groups including disadvantaged, SEND in line with current guidance and evidence-based CPD. |
| Embed opportunities to explore their capabilities, and associated knowledge and skills, through the capabilities curriculum programme.  Gain the RRSA Accreditation. |
| **B.** *Curriculum* | To provide a high quality early years provision, tailored to meet the needs of the children and through a curriculum which promotes language and communication, problem-solving and independence |
| To embed and develop learning powers and meta cognition through Visible Learning. Pupils to be able to apply learning powers to their learning. School environments to reflect a culture of ‘Language of Learning’. |
| **C.** *Vision and Culture* | Leaders embed a consistent and coherent approach to monitoring. |
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| **D.** *Safeguarding - behaviour and attendance* | To mitigate the impact of term-time holidays on school attendance. |
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| **E.** *People and Leadership* | To continue to improve the Local Governing Board effectiveness in monitoring by focusing on key areas in the DfE Trust Quality Descriptors. |
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