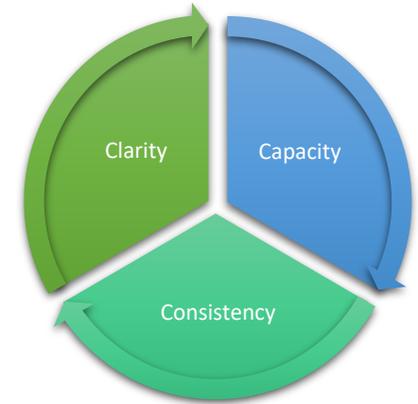




An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust Academy Improvement Plan 23-24 (Sept 23 – Sept 24)

Windmill Hill Academy	
Trust Version:	v6 Template
Statutory:	Yes
Advisory Committee:	Trust Board of Directors Learning, Staffing and Safeguarding Committee, Audit Committee Windmill Hill Academy LGB
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 and 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*

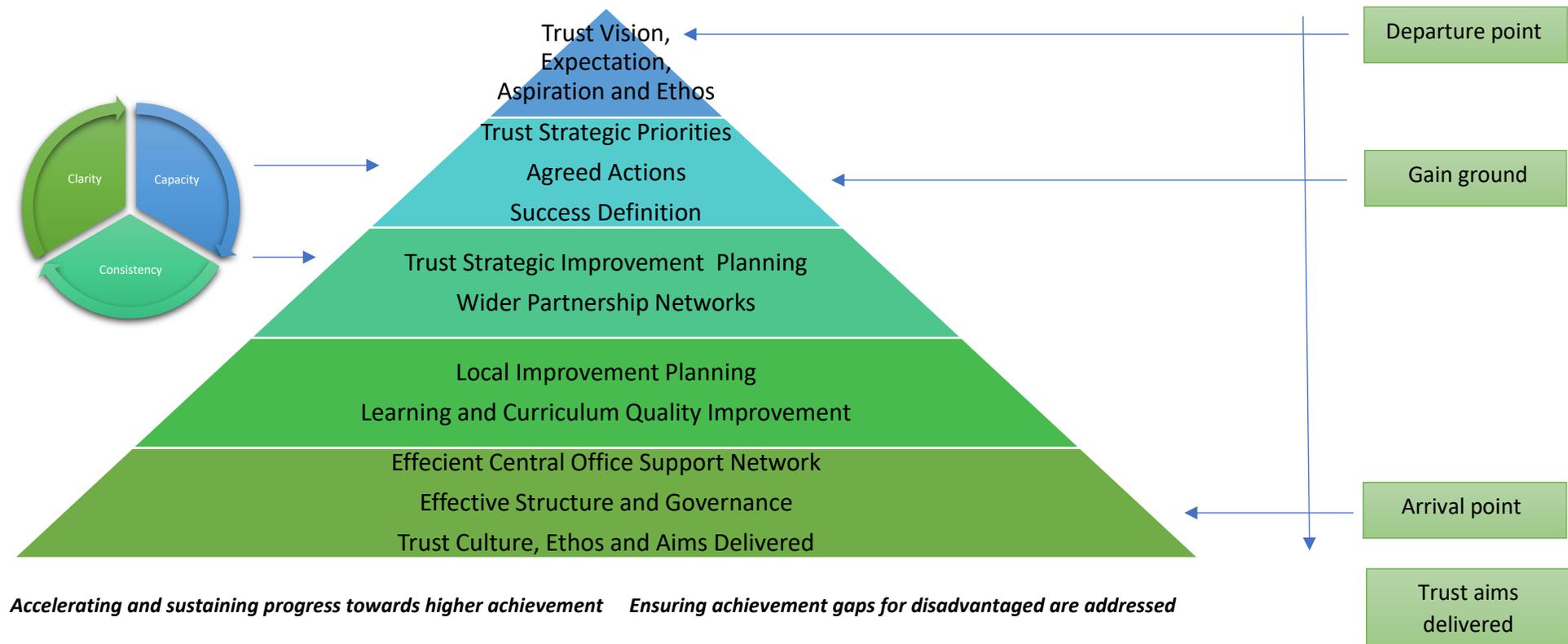
- This annual AIP document exemplifies the Trust’s approach to delivery of school improvement “building blocks” which lead into five overall Trust prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability*. These 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 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;



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

Five Prime Trust Areas

Vision and Culture

People and Leadership

Curriculum and Assessment

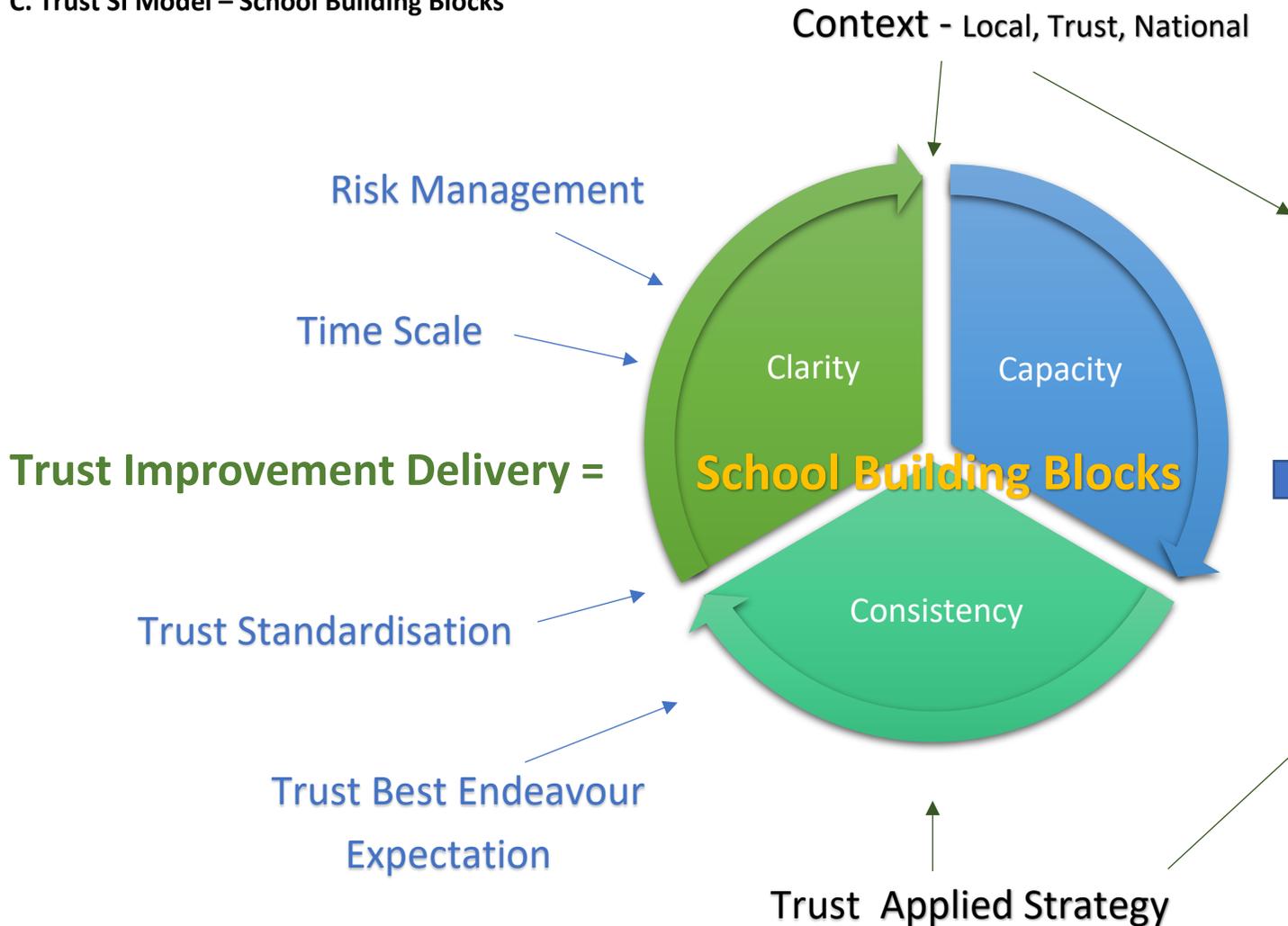
Teaching and Learning

Governance and Accountability

Aligned with DfE Trust Quality Descriptor Pillars 2023



IMPACT: Improved Outcomes



School Building Blocks

Trust Applied Strategy

Trust AIP – Igniting Curiosity, Growing Capabilities

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”*

School Vision: *Inspiring passionate, lifelong learners who strive to make a positive contribution to their community and the world around them.*

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

<p>Progress Benchmark KS2:</p> <ul style="list-style-type: none"> ▪ Reading -1.5 ▪ Writing +0.72 ▪ Mathematics -3.79 	<p>Progress Benchmark KS1:</p> <ul style="list-style-type: none"> ▪ Reading TBC – awaiting updated Ofsted ISR/ASP ▪ Writing TBC – awaiting updated Ofsted ISR/ASP ▪ Mathematics TBC – awaiting updated Ofsted ISR/ASP
<p>Attainment Benchmark KS2:</p> <ul style="list-style-type: none"> ▪ Reading: 75% Expected (NA: 73%) 18% GDS (NA: 29%) ▪ Writing: 75% Expected (NA: 71%) 7% GDS (NA: 13%) ▪ EGPS: 86% Expected (NA: 72%) 11% GDS (NA: 30%) ▪ Mathematics: 68% Expected (NA: 73%) 14% GDS (NA: 24%) ▪ Combined: 43% Expected (NA: 65%) 0% GDS (NA: 11%) ▪ Science: 82% (NA: 80%) 	<p>Attainment Benchmark KS1 (including Y1/2 phonics):</p> <ul style="list-style-type: none"> ▪ Reading: 70% Expected (NA: 68%) 17% GDS (NA: 19%) ▪ Writing: 60% Expected (NA: 60%) 10% GDS (NA: 8%) ▪ Mathematics: 63% Expected (NA: 70%) 13% GDS (NA: 16%) ▪ Science: 73% (NA: 79%) ▪ Year 1 Phonics Screening Check: 89% (NA: 79%) ▪ Year 2 Phonics Re-Screening Check: 75% (3/4) ▪ The vast majority of pupils (97%) are secure in phonics by the time they leave KS1 (NA: 89%)
<p>Safeguarding, Behaviour, Exclusions and Attendance:</p> <ul style="list-style-type: none"> ▪ The arrangements for safeguarding are effective (Ofsted, 2022) ▪ Pupils behave well. In classrooms, they listen to each other considerately. Pupils show high levels of engagement in their lessons. At social times they play together well. (Ofsted, 2022) ▪ The vast majority of parents (93%) agree that the school makes sure its pupils are well behaved and that the school is helping their child to become mature and responsible (Parental Satisfaction Survey – Summer 2023). ▪ The vast majority of pupils agree that children have to behave well (91%) and that they learning a lot at this school (94%). (Pupil Survey – Summer 2023). ▪ All staff (100%) agree that children are safe at this school; behaviour is good in this school; the behaviour of pupils is consistently well managed; and the school deals with any cases of bullying effectively (bullying includes persistent name-calling, cyber, racist and homophobic bullying). (Staff Survey Summer 2023) 	<p>Achievement EYFS:</p> <ul style="list-style-type: none"> ▪ GLD: 80% (Awaiting National Statistics) ▪ Reading: 95% (Awaiting National Statistics) ▪ Writing: 80% (Awaiting National Statistics) ▪ Mathematics 90%: (Awaiting National Statistics)

<ul style="list-style-type: none"> ▪ UNICEF Rights Respecting work in school has been acknowledged by the awarding of the silver award in Summer 2023 and now working towards the Gold award. ▪ There were no suspensions in 2021/22 or 2022/23. ▪ There were no permanent exclusions in the whole school in 2021/22 or 2022/23. There were no permanent exclusions in the previous two years either. ▪ Attendance for 2022/23 is above (+1.6%) the national statistics for attendance at 94.1% (NA: 92.5%) and has continued to improve from 2021/2022 (+0.3%). Disadvantaged groups are significantly above national statistics: PPG (+4.4%) and SEND (+6.1%). 	
<p>Key Staff and Roles:</p> <p>Trust Level:</p> <ul style="list-style-type: none"> ▪ Will Hermon (WH) CEO ▪ Jo Callow (JCA) Deputy CEO ▪ Deborah Saunders (DS) Trust improvement Officer ▪ Neil Swait (NS) Trust Improvement Officer ▪ Emma Gilbert (EgGil) CFO ▪ Toni Martin (TM) Governance Officer ▪ Claire Paul (CP) Trust Safeguarding and Attendance Officer <p>School Level:</p> <ul style="list-style-type: none"> ▪ Jo Callow (JCA): Executive Headteacher ▪ Abby Bassett (AB): Head of School ▪ Nicola Osborne (NO): KS2 Lead and TIS School/Trust Lead ▪ Kathy Walsh (KW): SENDCo ▪ Sarah Jones (SJ): EYFS Trust Lead, Phonics Lead, VL Coach (and part of Thinking Matters Drive Team) ▪ Joanne Young (JY): English Lead ▪ Joshua Bullock (JB): Maths Lead and PE Lead ▪ Amy Sharpe (AS): Rights Respecting/PSHE Trust/School Lead ▪ Jasmin Edwards (Je): VL Coach (and part of Thinking Matters Drive Team) ▪ Carolyn Carter (CC): Sustainability Lead 	<p>Board Leadership:</p> <ul style="list-style-type: none"> ▪ Audit Committee (AU) ▪ Learning Staffing, Safeguarding Committee (LSS) ▪ Finance and Strategic Direction (FSD) <p>LGB Leadership:</p> <ul style="list-style-type: none"> ▪ John Harris: Chair, Improvement and Well-being ▪ Anna Body: Stakeholder and SEND ▪ Nicky Gilbert: Pre-School. Early Years (including curriculum) and Whistleblowing ▪ Adam Matthews: Data and Information ▪ Andrea Richards: Safeguarding and PE ▪ Nichola Vidler: Curriculum and PPG ▪ Sarah Jones: Curriculum and Stakeholder
<p>Context – Trust Level Action Plan Factors 23-24 from Latest Evidence</p>	
<p>1. a) Further embed children’s knowledge and understanding of the curriculum through metacognition using Visible <i>Learning</i> strategies and introducing the <i>Thinking Matters</i> approach</p>	

- 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
 - **UNICEF 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)
A1: Further embed children’s knowledge and understanding of the curriculum through metacognition using Visible	<ul style="list-style-type: none"> ▪ Metacognition has been a school focus drawing upon VL approach introduced in 2016. ▪ Through training and research, further develop staff expertise and knowledge of effective metacognition 	<ul style="list-style-type: none"> ▪ Thinking Matters Drive Team to be established from VL Coaches. ▪ Thinking Matters training programme to start in Autumn 2 2023. ▪ Drive Team to deliver in school CPD with focusing on further understanding of 	<ul style="list-style-type: none"> ▪ Thinking Matters training (AB/SJ/JE) £1250 ▪ Release time for Drive Team to attend training (SJ/JE) £600 ▪ Release time for Drive Team for auditing, monitoring and implementation of Thinking Matters (SJ/JE) £600 <p>Delivery Cost £2450</p>	<p>i) Monitoring demonstrates pupils are developing their independence skills through deployment of metacognition strategies and ability to articulate this.</p> <p>ii) Monitoring demonstrates staff are effectively using a range of appropriate</p>

<p>Learning strategies and introducing the Thinking Matters approach.</p> <p><i>Rationale/Evidence</i> -Links to Trust Action 1a and Priority B. - Thinking Matters research (Burdon 2006) accredited by Exeter University - Metacognition and self-regulation are rated by the EEF's Teaching and Learning Toolkit as 'high impact for a very low cost' (Effect size 0.7)</p> <p>School Lead(s): AB, SJ, JE</p>	<p>strategies implementing a two-year Thinking Matters programme from Autumn 2023.</p> <ul style="list-style-type: none"> Continue to embed progression in metacognitive strategies across the curriculum. 	<p>metacognition strategies/ research/science of learning.</p> <ul style="list-style-type: none"> Drive Team and Subject Leaders to ensure metacognition strategies/ research/science of learning are embedded within the curriculum and quality first teaching. Continue to use Walkthroughs materials to support metacognition approach and provide quality professional development materials. School Leaders and Subject Leaders to use John Hattie's mind frames to evaluate practice within performance management and monitoring. 		<p>metacognition strategies across the curriculum.</p> <p>iii) Staff feedback/ survey demonstrates the impact of the TM training on staff expertise, confidence and delivery in school.</p>
<p>Explaining Context (rationale/evidence)</p>	<p>Achieving Clarity (defining priority and time frame)</p>	<p>Achieving Consistency (actions delivering consistency)</p>	<p>Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)</p>	<p>Expected Outcome/Impact (define success/KPIs/pupil achievement)</p>
<p>A2: Improve achievement in Maths, particularly for vulnerable groups</p>	<ul style="list-style-type: none"> Maths was a deep dive during Ofsted inspection (2022) with positive feedback but further develop effective learning for 	<ul style="list-style-type: none"> All teachers are responsible for the progress and attainment of pupils with a particular focus on vulnerable groups. Teachers understand what is hindering achievement and 	<ul style="list-style-type: none"> HofS and SLT (AB/NO) to lead Pupil progress meetings (cover to release teachers) £1000. Tutoring with a particular focus on disadvantaged pupils in Maths in Year 6 (AB). £2903 Release for Maths Subject Leader (JB) to undertake monitoring and moderation with a 	<p>i) Improved attainment in maths to ensure pupils achieve at least average levels of attainment.</p> <p>ii) The vast majority of pupils to make expected or better progress in maths,</p>

<p>including disadvantaged, SEND and EAL, in line with current guidance and evidence-based CPD.</p> <p><i>Rationale/Evidence</i> - Links to Trust Action 5. -63% of Y2 (2023) achieved ARE in Maths compared to the National Average of 70%. -68% of Y6 (2023) achieved ARE in Maths compared to National Average of 73%. -Progress score of - 3.79 for KS2. -22% of pupils are in receipt of pupil premium funding. - 10.3% of pupils have special educational needs (just below NA of 13%). - 2.8% of pupils have a EHCP (just above NA of 2.3%). - 15% are registered as</p>	<p>pupils in vulnerable groups for Maths.</p> <ul style="list-style-type: none"> ▪ Utilise a broad array of external evidence to inform decision making in Maths and when supporting vulnerable pupils. ▪ Strategies to improve maths achievement of pupils, particularly vulnerable groups, are aligned with other school improvement plans (e.g. PPG and Maths) and existing practices. ▪ Relevant EEF resources shared with staff, especially on deployment of TAs. ▪ Ensure provision for pupils in vulnerable groups, including those with SEMH needs, is of the highest quality in terms of planning and quality of staff. Most highly qualified staff must be working with the most vulnerable pupils. ▪ All teachers responsible for pupils in vulnerable groups. They will be supported through 	<p>act accordingly to address this. Use of formative and summative assessment (e.g. GAPs analysis) to support this.</p> <ul style="list-style-type: none"> ▪ Highly effective use of TAs in the classroom. ▪ Intervention sessions delivered by tutors, learning mentor, TA/Class Teacher with a particular focus on vulnerable groups in Maths. ▪ Positive work with pupils/parents/external agencies to evidence improvement in provision outcomes for pupils in vulnerable groups. ▪ Staff CPD in relation to Maths, with a particular focus on vulnerable groups, and follow up support is well directed to maximise impact on classroom practice. ▪ Counting Collections being implemented for EYFS. ▪ Fully establish role as new Maths Lead (JB). ▪ Impact noted when completing provision maps pupil progress meetings, parent meetings that teachers have a much clear understanding of pupil needs, strengths and difficulties. 	<p>focus on maths, in particular for vulnerable groups. £1000</p> <ul style="list-style-type: none"> ▪ SENDCo (KW) to support with pupil progress meetings, moderation and monitoring. ▪ Subject leader (JB) and one teacher (JE) to attend Maths Hub training. £500 ▪ Maths Subject Leader (JB) to attend CPD as part of Maths Hub role. Costs covered by the Hub. ▪ Termly SEN services CPD (KW) £500 ▪ Contributions to EHCPs (KW) £30,000 ▪ Attendance of SENCO at Schools Together meetings (KW) £100 ▪ PPG funding to support pupils (AB) £59,665 in total for 2023/24. <p>Delivery Cost £95668</p>	<p>particularly for vulnerable groups, including disadvantaged, SEND and EAL.</p> <ul style="list-style-type: none"> iii) Improved attainment in maths to raise the overall combined achievement for pupils in Year 6. iv) Teachers taking responsibility for the progress and attainment of vulnerable pupils and effectively deploying support staff.
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<p><i>having 'English as an additional Language'.</i> - EEF guide for schools to support their pupil premium strategy - SEN support: A Rapid evidence assessment - EEF Special Educational Needs in Mainstream Schools -English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database - EEF Improving Mathematics in the Early Years, Key Stage One and Key Stage 2</p> <p>School Lead(s): AB, NO, JB and KW</p>	<p>regular CPD for all staff by focusing on continuing to develop quality first teaching for all pupils in Maths.</p> <ul style="list-style-type: none"> ▪ Develop staff understanding of key tools / approaches to secure effective support at the earliest opportunity. 	<ul style="list-style-type: none"> ▪ Leaders routinely monitor, evaluate and adapt strategies accordingly to maximise impact over time. ▪ Additional moderation sessions carried out by Maths Lead alongside Class Teachers and SENCo near to data deadlines. 		
<p>Impact Monitoring Priority A (quality check/key questions)</p>	<p>LGB – HofS to feedback on progress in maths in terms of monitoring and data at each LGB meeting. Complete monitoring visits in relation to Governor roles. EHT: data analysis. HofS: data analysis, pupil progress meetings, monitoring. Subject Leader: Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. Visible Learning Coaches (and Drive Team): Monitoring of impact cycles, Pupil Voice, auditing.</p>			

	<p>SENCO: Monitoring, data analysis in relation to SEND pupils.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ▪ Which metacognition strategies have you implemented in your classroom/subject? ▪ What does metacognition look like in your year group/subject/across the school? ▪ What impact is CPD having on teaching and learning? What are the barriers to learning / progress in maths? ▪ What have you put in place to overcome these barriers? ▪ What teaching strategies make the biggest impact on pupil engagement with maths? ▪ How do you ensure vulnerable groups are being prioritised? ▪ How are support staff deployed in your classroom/subject? ▪ What has been the impact of...?
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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)
<p>B1: Continue curriculum evolution by improving knowledge and coherence and embedding high quality formative assessment in all foundation subjects. Use effective</p>	<ul style="list-style-type: none"> ▪ High quality formative assessment, well calibrated to the content of the curriculum, is crucial in enabling teachers and pupils to accurately identify the next steps for each individual in their learning. <i>‘Feedback is one of the most powerful influences on learning and</i> 	<ul style="list-style-type: none"> ▪ Continue to develop the curriculum linked to <i>Thinking Matters CPD</i>. ▪ Develop the use of formative assessment to raise standards in foundation subjects through CPD including the <i>Thinking Matters</i> programme and the <i>Walkthru</i> materials. ▪ Trust and Subject Leads to lead/support with embedding formative assessment in foundation 	<ul style="list-style-type: none"> ▪ <i>Thinking Matters</i> Training to support formative assessment methods used (AB) £1250 ▪ Walkthrus CPD materials to be used to support with effective formative assessment (AB) £270 ▪ Subject Leader Release time £950 (AB) ▪ Trust Subject Leader Release time (SJ/JE, JB, AS, NO) to attend CPD/support other schools. £ To be covered by the Trust. ▪ Attendance to Subject Leader CPD and Networking (AB/all subject leaders). <p>Delivery Cost £2470</p>	<p>i) Formative assessment is embedded in all foundation subjects to identify gaps and misconceptions in pupils’ knowledge.</p> <p>ii) Information from formative assessment is used to inform future teaching and changes to pedagogy or curriculum plans to ensure any identified gaps in learning are addressed.</p> <p>iii) Pupils self-assess in foundation subjects and</p>

<p>curriculum audit and adaptive CPD to structure improvement.</p> <p><i>Rationale/Evidence</i> - Links to Trust Action 1b and school's Priority A. - QA monitoring - Trust curriculum reviews - Trust subject leader networking - National Curriculum 2013 (updated 2014) - OFSTED subject reports and research reviews</p> <p>School Lead(s): AB/Subject Leaders</p>	<p><i>achievement'. (Hattie and Timperley 2007)</i></p> <ul style="list-style-type: none"> ▪ The Education Inspection Framework 2023 states, 'Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.' ▪ Ofsted inspection next step (Dec, 2022): 'In some subjects, assessment is not well developed. Staff sometimes do not check precisely enough what pupils have learned. This means they miss opportunities to deepen pupils' knowledge even further. Leaders need to ensure that staff check more precisely what pupils have learned across the curriculum to build on pupils' knowledge further.' 	<p>subjects in line with visible learning.</p> <ul style="list-style-type: none"> ▪ Subject Leaders to read OFSTED subject reports and research reviews for their subjects. ▪ Continue to ensure the most appropriate method of collecting formative assessment is used in line with evidence-based research and to support/reduce workload. ▪ Share best practice in formative assessment through Trust Leader networking and school staff meetings. ▪ Through monitoring and curriculum reviews ensure that all teachers are using formative assessment effectively in foundation subjects to identify and address gaps in learning. 		<p>identify gaps in their own learning enabling the gaps to be addressed.</p> <p>iv) Practitioners use a range of methods to formatively assess pupils' learning in foundation subjects in line with visible learning.</p> <p>v) School leaders' monitoring demonstrates that formative assessment is being used to address gaps in learning therefore leading to improved progress and attainment for all pupils, including vulnerable groups, in foundation subjects.</p>
<p>Explaining Context (rationale/evidence)</p>	<p>Achieving Clarity (defining priority and time frame)</p>	<p>Achieving Consistency (actions delivering consistency)</p>	<p>Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)</p>	<p>Expected Outcome/Impact (define success/KPIs/pupil achievement)</p>
<p>B2: Ensure Windmill Hill</p>	<ul style="list-style-type: none"> ▪ WHA's vision and values updated in Summer 	<ul style="list-style-type: none"> ▪ Ensure that the school's updated vision and values is 	<ul style="list-style-type: none"> ▪ Update displays and signs to promote the school's updated vision and values. (AB) £500 	<p>i) All stakeholders are familiar with the school's updated</p>

<p>Academy continues to flourish, working together with other schools within the Trust, to meet the specific contextual needs of the community by:</p> <ul style="list-style-type: none"> - embedding updated vision and values - further embedding the UNICEF Rights Respecting Schools Programme. <p><i>Rationale/Evidence</i></p> <ul style="list-style-type: none"> - Links to Trust Action 3 and school's Priority D. - Updated vision and values with stakeholder input (Summer 2023) - The United Nations Convention on the Rights of the Child (November 1989) 	<p>2023 with stakeholder input (pupils, parents, staff and Governors).</p> <ul style="list-style-type: none"> ▪ Curriculum, enrichment and opportunities to reflect our vision, e.g. aspirations. ▪ Values linked to Capabilities Curriculum, Visible Learning Sails and Rights Respecting. ▪ WHA is already part of the RRSA programme. Achieved the Silver Award in Summer 2023. ▪ Behaviour policy to be reviewed in the Autumn term which will be underpinned with the UNICEF 'Rights of a Child'. 	<p>familiar with all stakeholders (pupils, parents, staff and Governors) and is the basis for the pupils' lived experiences at WHA.</p> <ul style="list-style-type: none"> ▪ Enhance the curriculum and curriculum opportunities with career-based learning in line with school's vision, e.g. to inspiring pupils and reducing stereotypes and bias. AB is part of the Smart Small: Think Big Programme (Careers' based Learning) this academic year. ▪ Evidencing the school's RRSA against the gold criteria with the view to be awarded the gold award (within 18 months – recommended time frame). ▪ All school policies, curriculum and practice (including SEF and AIP) to reference and use Rights Respecting, language, goals and criteria. ▪ To continue to raise the profile of the programme amongst pupils, parents, staff and local community through displays, Rights Respecting Steering group and Pupil Parliament, website, social media, 	<ul style="list-style-type: none"> ▪ Ensure that the curriculum and curriculum opportunities encompass the lived experiences for all pupils, including vulnerable groups. Time allocated as part of staff meetings and subject release time (already allocated). (Class Teachers/Subject Leaders) ▪ Careers' Related Learning (CRL) Lead (AB) to complete the Start Small: Think Big Cornwall Programme. Free programme. ▪ CRL Lead (AB), working alongside class teachers/subject leaders, to incorporate CRL opportunities within the curriculum, trips and enrichment to promote our school's vision in line with aspirations. Time allocated as part of staff meetings and subject release time (already allocated). ▪ CRL Lead (AB) to sign up to external agencies e.g. Primary Futures, and support from the Cornwall Hub to enhance opportunities. ▪ RRSA membership and RR Lead (AS) to attend CPD. Free this academic year due to being part of the Cornwall Hub. ▪ RR Lead (AS) to lead the steering group and promote with the local community. ▪ Release time for RR Lead (AS) and Trust Lead to support other schools within the Trust in gaining bronze/silver accreditation and be supported by schools who have achieved the gold award. This will also evidence our gold award accreditation. £100 and the rest is to be paid for by the Trust/other schools as Trust Lead. <p>Delivery Cost £600</p>	<p>vision and values and they are evident in the pupils' lived experiences at WHA.</p> <ul style="list-style-type: none"> ii) Pupils have a greater awareness of potential careers they aspire to have with stereotyping and bias reduced, as a result of CRL opportunities. iii) RR practice is firmly embedded and visible, with pupils able to articulate key RR entitlements. iv) Clear evidence against the RRSA Gold award (with the view to achieved in 18 months). v) The updated behaviour policy is underpinned by the UNICEF 'Rights of a Child'.
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<p>- Awarded the RRSA Silver award in Summer 2023</p> <p>School Lead(s): AB/AS</p>		<p>ClassDojo, newspaper, community events.</p> <ul style="list-style-type: none"> ▪ RR Lead and Trust Lead (AS) to support other schools in achieving the bronze/silver RRSA and seek support from schools who have already achieved the gold award. ▪ Incorporate Rights Respecting when monitoring, where possible, to capture evidence or identify weakness in provision. ▪ Reviewed behaviour policy to be underpinned by the UNICEF 'Rights of the Child'. 		
<p>Impact Monitoring Priority B (quality check/key questions)</p>	<p>LGB – HofS to feedback on progress in curriculum areas and progress with the RRSA at each LGAB meeting. Complete monitoring visits in relation to Governor roles. EHT: data analysis HofS: data analysis, pupil progress meetings, monitoring, attendance to RRSA steering group meetings, stakeholder voice in relation to vision and values. Subject Leaders: Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. RR Lead: Leading steering group meetings, driving the action plan to achieve RRSA Gold award, supporting other schools to achieve RRSA. SENCO: Monitoring, data analysis in relation to SEND pupils.</p> <p>Key questions:</p> <ul style="list-style-type: none"> ▪ Is the curriculum effectively developed and its implementation adapted for pupils with SEND? ▪ Can you provide examples of how formative assessment is used in your subject to enable children to make accelerated progress in their learning? ▪ How has formative assessment informed changes to the curriculum or pedagogy? ▪ How successfully are pupils using self-assessment to enable them to progress in their learning? ▪ Does the curriculum fully prepare all pupils (including vulnerable groups) for their next stage of learning? ▪ What are our values and values and how is this embedded through the pupils' lived experiences at WHA? ▪ What is the importance of Careers' Related Learning? What planned opportunities are there for this at WHA? ▪ How has the convention on the rights of the child impacted on policies and procedures within the school? ▪ What are your key priorities in achieving the RRSA Gold award and how are you progressing towards this status? 			
<p>Priority C: Vision and Culture</p> <p>Trust Action – 6: <i>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)</i></p>				

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)
<p>4A: Continue to develop an effective sustainability strategy led by the school's sustainability Lead and supported by the Trust's sustainability working group.</p> <p><i>Rationale/Evidence</i> - Links to Trust Action 4 and School's Priority B. - Sustainability and climate change: a strategy for the education and children's services systems (DFE) - Sustainability Lead (CC) and Governor in place (AM). - Sustainability and Climate Change plan created in 2022/23.</p>	<ul style="list-style-type: none"> ▪ Statutory requirement to have Climate Change embedded in the Primary Curriculum. ▪ Pupils to understand the key scientific concepts underpinning climate change. ▪ 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. 	<ul style="list-style-type: none"> ▪ Take part in the Trust's Climate Education and Sustainability Event. ▪ Ensure climate change is embedded through other curriculum subjects and in collective worship. ▪ Further enhance the climate change and sustainability action and plan and action priorities. ▪ CPD for staff. ▪ Continue with regular Pupil Parliament Sustainability and Climate change meetings and ensure actions are linked to action plan. ▪ All other Pupil Parliament groups to have one at least one priority linked to sustainability and climate change on their action plans. ▪ Continue to attend Planet and People meetings and plan additional workshops in school. ▪ Whole school enrichment/opportunities to raise the profile of sustainability, e.g. Walk to 	<ul style="list-style-type: none"> ▪ Release Sustainability Lead to attend half-termly Planet and People meetings (CC). No cost as AB covers. ▪ Gardening Club (with a focus on sustainability) with each year group across the whole year (AB). No cost as AB leads the club. ▪ CPD for staff (CC). Part of staff meeting time. ▪ Attending sessions at the Trust's Education for Sustainability Centre. (AB/JB) £1500 ▪ Further development of the school garden. (AB). Applied for grant and will continue to seek others if unsuccessful. £2000 ▪ Sustainability Governor monitoring of progress towards KPIs. (LGB - AM) <p>Delivery Cost £3500 (seek £2000 from grants)</p>	<ul style="list-style-type: none"> i) Increased opportunities for all pupils to learn about nature and become actively involved in the improvement of their local environment. ii) Impact of school actions will support pupils leading on positive climate habits, e.g. energy/ water use. iii) School environment will demonstrate physical improvements in reducing waste/ energy and improving biodiversity. iv) Pupil voice will demonstrate pupils' passion and interest in climate change and sustainability to enable them to have the knowledge and skills required for green jobs.

<p>- Several initiatives completed last year, e.g. Community Larder, composting fruit, attendance to People and Planet meetings.</p> <p>- Sustainability and Climate Change Pupil Parliament group in place.</p> <p>School Lead(s): AB/CC/JB</p>		<p>school week, No electricity Day.</p> <ul style="list-style-type: none"> ▪ Give pupils responsibilities in class and across the school, such as energy monitors. ▪ Continue to develop garden and outdoor areas to support with outdoor learning and to support the teaching of climate change and being sustainable. ▪ Link learning to termly visits to the Trust's Education for Sustainability Centre (ESC). ▪ Sustainability to continue to be a regular agenda item for LGB meetings. ▪ Enrolled to the Zero Carbon school programme. ▪ Apply for 2023-24 Eco-School award. 		
<p>Impact Monitoring Priority C (quality check/key questions)</p>	<p>LGB – HofS to feedback on progress in terms of monitoring for sustainability and climate change at each LGB meeting. Complete monitoring visits in relation to Governor roles.</p> <p>Hofs: Monitoring and pupil voice.</p> <p>Sustainability Lead: Monitoring, Pupil Voice, meeting with Governors.</p> <ul style="list-style-type: none"> ▪ Is climate change embedded throughout the curriculum? And, where will I see examples of this? ▪ Does pupil voice evidence show an increased understanding of climate change and an understanding of how children can contribute to sustainability? ▪ 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 climate change and sustainability plan, as well as other types of monitoring? 			
<p>Priority D: Safeguarding (including behaviour and attendance)</p> <p>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</p> <p>DfE Trust Quality Descriptor: Pillar 1- High Quality and Inclusive Education</p>				

Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)
<p>D1: Ensure that the latest DFE behaviour guidance is secured in good operational practice so that learning behaviours are consistently good and are in-line with effective TIS (Trauma Informed Schools) Practice and underpinned by the UNICEF 'Rights of the Child'.</p> <p><i>Rationale/Evidence</i> - Links to Trust Action 2 and school's Priority B. - DFE Trust Quality Descriptors (April 2023) - Behaviour in schools (Sept 2022) - Keeping Children Safe in Education (DFE, Sept 2023)</p>	<ul style="list-style-type: none"> ▪ 'Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.' (Behaviour in schools, Sept 2022) ▪ WHA's vision and values updated in Summer 2023 with stakeholder input (pupils, parents, staff and Governors). ▪ Values linked to Capabilities Curriculum, Visible Learning Sails and Rights Respecting. ▪ Behaviour policy to be reviewed in the Autumn term which will be underpinned with the UNICEF 'Rights of a Child'. ▪ WHA is already part of the RRSA programme. Achieved the Silver Award in Summer 2023. ▪ All staff need to be able to manage distressed behaviours and conflicts safely and respectfully. ▪ Rights Respecting language will be used in 	<ul style="list-style-type: none"> ▪ Ensure that the school's updated vision and values is familiar with all stakeholders (pupils, parents, staff and Governors) and is the basis for the pupils' lived experiences at WHA. ▪ School behaviour policy to be reviewed to reflect the <i>Behaviour in Schools guidance, Team Teach, RRS and TIS</i> approaches which complement one another. ▪ Ensure that at least two staff members are trained in Team Teach with TIS Lead being trained as a TT Trainer. ▪ Evidencing the school's RRSA against the gold criteria with the view to be awarded the gold award (within 18 months – recommended time frame). ▪ TIS Lead and Mental Health Lead to support colleagues with managing difficult behaviour in terms of supporting both staff and children's mental health. ▪ CPD for all staff to ensure that approaches are consistent. ▪ Use of the Education Mental Health Practitioner (EMHP) 	<ul style="list-style-type: none"> ▪ Team Teach Training for key school staff (KW/NO) £440 ▪ Trust Team Teach Leads to complete training (KW/NO) Cost to be covered by the Trust as Trust Leads. ▪ RRSA subscription (AS) No cost this year as part of the Cornwall Hub. ▪ Additional TIS sessions for identified pupils (NO). £2400 ▪ Resources to support TIS approach/sessions. £200 ▪ CPD for support staff. Release time for NO and support staff to attend. (NO) £500 ▪ Training from SEN services to support pupils with emotional / behavioural difficulties (KW) £500 <p>Delivery Cost £4040</p>	<ul style="list-style-type: none"> i) The school behaviour policy reflects the <i>Behaviour in schools guidance</i>. ii) Staff feel confident in managing incidents of poor behaviour by following the behaviour policy based on the <i>Convention on the Rights of the Child</i> and guidance from <i>TIS</i>. iii) Monitoring of MyConcern records show a decrease in behaviour incidents. iv) Staff recognise that challenging behaviour is a cry for help and ensure appropriate support is in place for individuals with behaviour concerns. v) Monitoring demonstrates that staff and children have high expectations with regards to behaviour and that all pupils can learn and feel safe.

<p>- 'Transforming Children and Young People's Mental Health Provision' (Government Green Paper December 2017) - The United Nations Convention on the Rights of the Child (November 1989) - Updated vision and values with stakeholder input (Summer 2023) - Awarded the RRSA Silver award in Summer 2023 - Positive feedback in regard to behaviour from Ofsted Inspection (December 2022)</p> <p>School Lead(s): AB/NO/AS/KW</p>	<p>Trust and school policies.</p> <ul style="list-style-type: none"> ▪ The TIS approach will be incorporated to ensure support for children whose behaviour is acting as a barrier to their learning. 	<p>to support with individual or group anxieties.</p> <ul style="list-style-type: none"> ▪ Referrals to TIS Lead where pupils may need additional TIS sessions to support. ▪ SENCo to monitor provision maps/behaviour support plans in their effectiveness. ▪ Close collaboration with parents/carers. ▪ Monitoring of behaviour through MyConcern and to be included on the school improvement schedule and linked to the Trust Quality Descriptors. ▪ Resources to be prioritised to support children displaying challenging behaviour. ▪ Schools to be working in partnership with outside agencies to support pupils with challenging behaviour. 		
<p>Impact Monitoring Priority D (quality check/key questions)</p>	<p>LGB – HofS to feedback on progress with the behaviour in line with TIS and RRSA at each LGAB meeting. Complete monitoring visits in relation to Governor roles. EHT: Monitoring HofS: pupil progress meetings, monitoring, attendance to RRSA steering group meetings, stakeholder voice. TIS Lead: Feedback from CPD, monitoring, Pupil Voice, meeting with Governors. RR Lead: Leading steering group meetings, driving the action plan to achieve RRSA Gold award, supporting other schools to achieve RRSA. SENCO: Monitoring</p> <p>Key questions:</p> <ul style="list-style-type: none"> ▪ What are our values and values and how is this embedded through the pupils' lived experiences at WHA? 			

	<ul style="list-style-type: none"> ▪ What is the importance of Careers' Related Learning? What planned opportunities are there for this at WHA? ▪ How has the convention on the rights of the child impacted on policies and procedures within the school? ▪ What are your key priorities in achieving the RRSA Gold award and how are you progressing towards this status? ▪ Do stakeholder surveys (pupils, parent and staff) demonstrate that behaviour is good and pupils feel safe in school? ▪ What support have you put in place for pupils who have difficulty managing their behaviour? ▪ Does MyConcern show a decrease in the number of behaviour incidents over time?
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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)
<p>E1: Use the extension of the Trust Improvement offer, focusing on key areas in the DfE Trust Quality Descriptions, to continue to improve the Local Governing Board effectiveness monitoring.</p>	<ul style="list-style-type: none"> ▪ Governors to continue to attend Governor training. ▪ Governors to continue to develop their expertise to challenge and hold school leaders to account as part of school improvement with a strategic view of the school. ▪ Continue to develop confidence in explaining impact, e.g. <i>By challenging, it has had a positive impact on</i> 	<ul style="list-style-type: none"> ▪ Chair to complete NGA 'Development for Chairs' training. ▪ LGB to regularly monitor priorities on the AIP and report back to board. ▪ LGB to complete school risk register and ensure mitigations are in place. ▪ Directors to review the current model of governance for the school to see if this continues to be the most effective model and if it is sustainable. 	<ul style="list-style-type: none"> ▪ Governor Training (LGB) £200 ▪ Termly meetings between CEO and Chair of LGB (JH) ▪ Chair to attend HofS performance management. (JH) ▪ Trust Governor networking meetings (LGB) £200 <p>Delivery Cost £400</p>	<ul style="list-style-type: none"> i) Governors have a clear knowledge and understanding of the school's strengths and areas for development. ii) Governors are trained effectively to enable them to hold leaders to account with a strategic view of the school. iii) Governors can confidently articulate impact of monitoring and challenge. iv) The Governance model in place is effective and sustainable.

<p>Rationale/Evidence</p> <ul style="list-style-type: none"> - Links to Trust Action 6 and school's Priorities. -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 (December 2022) which included Governor involvement. <p>School Lead(s): JC/AB/LGB</p>				
<p>Impact Monitoring Priority E (quality check/key questions)</p>	<p>LGB:</p> <ul style="list-style-type: none"> ▪ Meet with subject leaders to discuss progress and attainment. ▪ Meet with subject leaders to discuss findings from monitoring. ▪ Meet with school leaders to develop a key understanding of the focus of school improvement, to challenge school leaders and to triangulate evidence (via effective LGB monitoring) to provide a clear evaluation of the school's impact on pupil achievement, SEND effectiveness and the qualities of the school curriculum. ▪ Meet with SENDCO to discuss progress and attainment of pupils with SEN across the school. <p>Key Questions:</p>			

	<ul style="list-style-type: none"> ▪ Are Governors confident in discussing the school's strengths and weaknesses? ▪ Are Governors able to support the Leadership team effectively? ▪ Do Governors have the knowledge and expertise to make valuable contributions to the SEF and the AIP? ▪ Do minutes from LGAB meeting evidence that Governors are able to challenge and hold school leadership to account with strategic view of the school? ▪ What are the current priorities that the school is working on? ▪ What has been the impact of CPD?
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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>	
Priority	Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary
A. Learning Standards	A1 i) Monitoring demonstrates pupils are developing their independence skills through deployment of metacognition strategies and ability to articulate this.
	ii) Monitoring demonstrates staff are effectively using a range of appropriate metacognition strategies across the curriculum.
	iii) Staff feedback/ survey demonstrates the impact of the TM training on staff expertise, confidence and delivery in school.
	A2 i) Improved attainment in maths to ensure pupils achieve at least average levels of attainment.
	ii) The vast majority of pupils to make expected or better progress in maths, particularly for vulnerable groups including disadvantaged, SEND and EAL.
	iii) Improved attainment in maths to raise the overall combined achievement for pupils in Year 6.
B. Curriculum and Assessment	iv) Teachers taking responsibility for the progress and attainment of vulnerable pupils and effectively deploying support staff.
	B1 i) Formative assessment is embedded in all foundation subjects to identify gaps and misconceptions in pupils' knowledge.
	ii) Information from formative assessment is used to inform future teaching and changes to pedagogy or curriculum plans to ensure any identified gaps in learning are addressed.
	iii) Pupils self-assess in foundation subjects and identify gaps in their own learning enabling the gaps to be addressed.
	iv) Practitioners use a range of methods to formatively assess pupils' learning in foundation subjects in line with visible learning.
	v) School leaders' monitoring demonstrates that formative assessment is being used to address gaps in learning therefore leading to improved progress and attainment for all pupils, including vulnerable groups, in foundation subjects.
	B2: i) All stakeholders are familiar with the school's updated vision and values and they are evident in the pupils' lived experiences at WHA.
	ii) Pupils have a greater awareness of potential careers they aspire to have with stereotyping and bias reduced, as a result of CRL opportunities.
	iii) RR practice is firmly embedded and visible, with pupils able to articulate key RR entitlements.
	iv) Clear evidence against the RRSA Gold award (with the view to achieved in 18 months).
v) The updated behaviour policy is underpinned by the UNICEF 'Rights of a Child'.	

C. Vision and Culture	C1 i) Increased opportunities for all pupils to learn about nature and become actively involved in the improvement of their local environment.
	ii) Impact of school actions will support pupils leading on positive climate habits, e.g. energy/ water use.
	iii) School environment will demonstrate physical improvements in reducing waste/ energy and improving biodiversity.
	iv) Pupil voice will demonstrate pupils' passion and interest in climate change and sustainability to enable them to have the knowledge and skills required for green jobs.
D. Safeguarding (behaviour and attendance)	i) The school behaviour policy reflects the <i>Behaviour in schools</i> guidance.
	ii) Staff feel confident in managing incidents of poor behaviour by following the behaviour policy based on the Convention on the Rights of the Child and guidance from TIS.
	iii) Monitoring of MyConcern records show a decrease in behaviour incidents.
	iv) Staff recognise that challenging behaviour is a cry for help and ensure appropriate support is in place for individuals with behaviour concerns.
	v) Monitoring demonstrates that staff and children have high expectations with regards to behaviour and that all pupils can learn and feel safe.
E. People and Leadership	i) Governors have a clear knowledge and understanding of the school's strengths and areas for development.
	ii) Governors are trained effectively to enable them to hold leaders to account with a strategic view of the school.
	iii) Governors can confidently articulate impact of monitoring and challenge.
	iv) The Governance model in place is effective and sustainable.