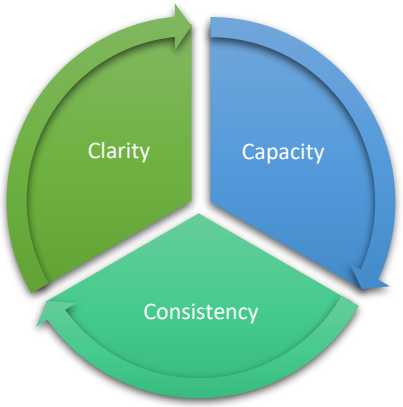
An Daras Trust
Igniting Curiosity Growing Capabilities

Visible Learning plus Partner School

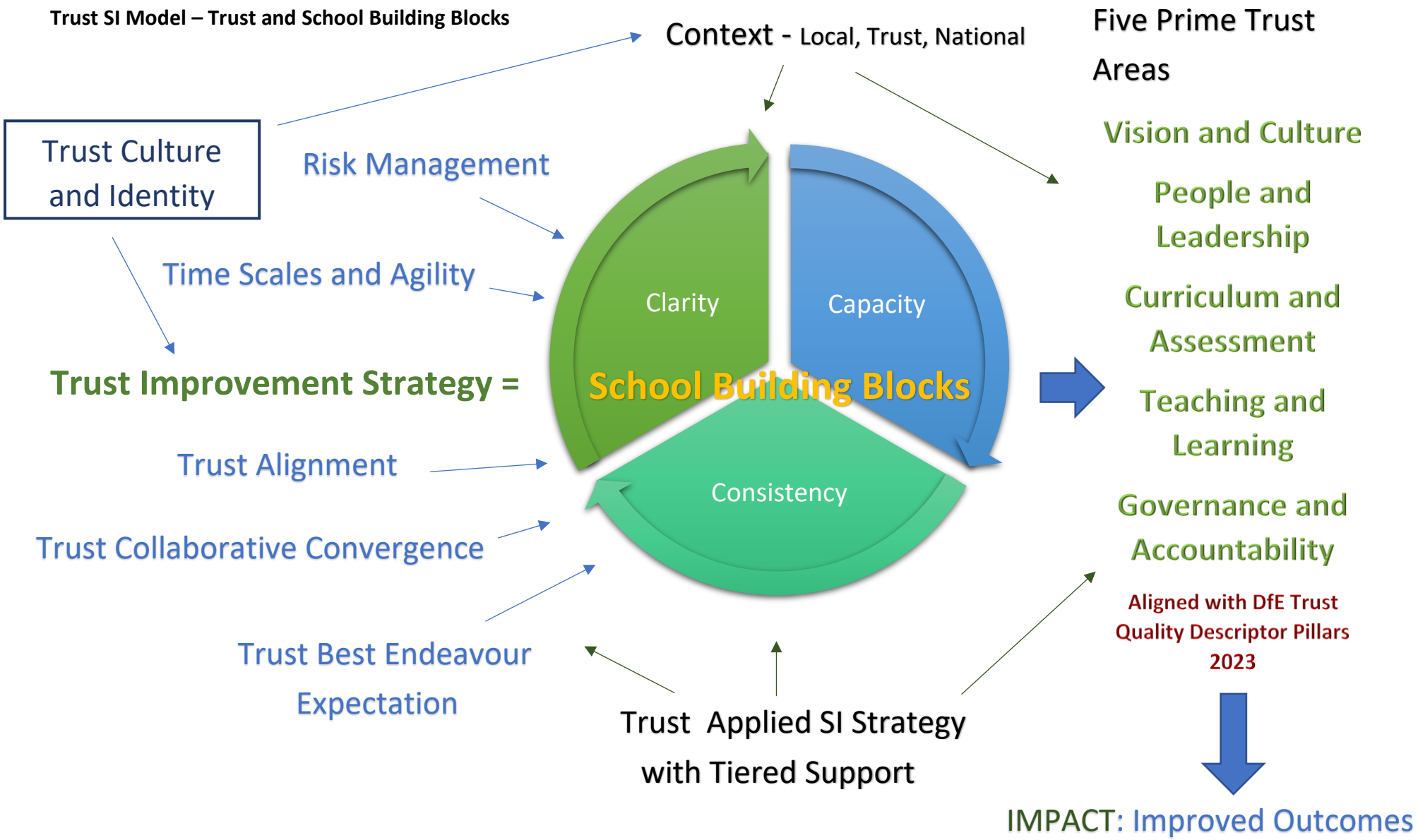


An Daras Multi-Academy Trust

Academy Improvement Plan 25-26 (Sept 25 onwards)

School: Windmill Hill Academy	
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



Academy Improvement Plan 25-26 – 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: *Inspiring passionate, lifelong learners who strive to make a positive contribution to their community and the world around them.*

Context – Key School Level Factors 25-26

- There are currently 148 pupils on roll with 56% being boys.
- 27% of pupils are pupil premium eligible and 14% have special educational needs.
- The Index of Multiple Deprivation (IMD) and address information from the 2021 DfE Spring School Census indicates the vast majority of pupils fall within most deprived 40% - 50% category (61%) and most deprived 30% - 40% category (33%).
- Pupils' attainment on entry to the school is variable due to there being a number of feeder nursery settings.
- The percentage of pupils in the academy with 'English as an additional Language (EAL)' is 14% with 8 different nationalities. This creates a high level of mobility across some year groups.

Key School Staff and Roles:	**LGB Leadership:**
▪ Jo Callow (JC): CEO and Executive Leader (Hub 4) ▪ Abby Bassett (AB): Headteacher ▪ Nicola Osborne (NO): SENCo, KS2 Lead, English Lead and TIS School/Trust Lead ▪ Sarah Jones (SJ): EYFS Trust Lead, Phonics Lead, VL Coach ▪ Dale Payton (JB): Maths Lead and PE Lead ▪ Amy Sharpe (AS): Rights Respecting/PSHE Trust/School Lead ▪ Jasmin Edwards (JE): VL Coach ▪ Carolyn Carter (CC) and Jasmin Edwards: Sustainability Leads	▪ John Harris: Chair, SEND, Safeguarding and Improvement and Well-being ▪ Nicky Gilbert: Pre-School. Early Years (including curriculum) and Whistleblowing. *Ending term of office in Autumn 1.* ▪ Adam Matthews: Data and Information and PE ▪ Nichola Vidler: Curriculum and PPG ▪ Sarah Jones: Curriculum and Stakeholder *2/3 vacancies to be fulfilled in Autumn LGB meeting. Roles will reviewed and be confirmed.*

Context – Trust Level Action Plan Factors 25-26

**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)	**1. Improve the quality of education in all Trust schools focusing on core subject outcomes and Oracy;** ✓ Address Disadvantaged Attainment (KS2) by focusing on English and Maths ✓ Introduce a structured oracy framework across all schools in the Trust to improve pupils' speaking and listening skills, aligned with national curriculum goals and the Voice 21 oracy framework ✓ Address attainment and progress in mathematics by focusing on the teaching approached used in EYFS and KS1

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	**2. Ensure the curriculum continues to be broad, balanced, and knowledge-rich preparing pupils for a rapidly changing world, in line with the curriculum review 2025** ✓ To review and refine the whole-school curriculum to ensure it reflects the principles and expectations outlined in the 2025 review ✓ To create a digitally empowered learning environment that integrates AI and IT to support curriculum delivery and student success
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	**3. Continue to improve on the strong collaborative culture embedded throughout the Trust** ✓ Instructional Coaching and Deliberate Practice ✓ Flourishing Schools and Flourishing People
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. Advance Inclusion strategies focusing on SEND (Special Educational Needs and Disabilities) and EDI (Equality, Diversity, and Inclusion).** **4b. Increase student Attendance rates through targeted strategies** **5a. Improve internal leadership capacity** ✓ Prioritised school leadership ✓ LGB leadership **5b. Deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable** ✓ Strategy for ensuring the Trust remains financially viable and operationally sustainable in the long term ✓ Catering and cleaning review ✓ Relocation of Launceston Pre-School **5c. Reduce the Trust's carbon footprint and enhance biodiversity across all school sites by implementing measurable green initiatives**

Priority 1: ***Learning Standards*** *(DfE Trust Quality Descriptor: Pillar 1- High Quality/Inclusive Education)*

1. Improve the quality of education in all Trust schools focusing on core subject outcomes and Oracy;

- ✓ Address Disadvantaged Attainment (KS2) by focusing on English and Maths
- ✓ Introduce a structured oracy framework across all schools in the Trust to improve pupils' speaking and listening skills, aligned with national curriculum goals and the Voice 21 oracy framework
- ✓ Address attainment and progress in mathematics by focusing on the teaching approaches used

Explain Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
1A: **Improve the quality of education in Maths to improve Key Stage Two outcomes.**	▪ Improve outcomes at Key Stage 2 in Maths – increased from July 25 KS2 data. ▪ Ensure consistent high quality Maths teaching in KS2. ▪ School Maths Lead and Trust SI team to provide targeted SI support in Maths.	▪ Headteacher **(AB)** and KS2 Lead **(NO)** to lead termly (half termly Y2 and Y6) Pupil progress meetings. Quality assured by SI team. ▪ Interventions with a particular focus on Maths in Year 6 **(AB/DP)**. ▪ Maths Subject Leader **(DP)** to join local Maths Hub group and ensure resources from Maths Hub, alongside guidance from trust Maths lead, is shared and implemented. £600 ▪ Maths Subject Leader **(DP)** to revise and update Maths planning to include Mastering Number in KS1 and NCTEM prioritisation planning, as well as clear yearly expectations (linked to NC). ▪ Maths Subject Leader **(DP)** to raise the profile of number fluency and multiplication and monitor associated interventions. ▪ Release for Maths Subject Leader **(DP)** to undertake termly monitoring, alongside Trust SI team and moderation. £600 ▪ Maths Subject Leader **(DP)** to attend/lead CPD £600 ▪ Staff CPD in relation to Maths **(DP)** and follow up support is well directed to maximise impact on classroom practice. ▪ Use of formative and summative assessment (e.g. GAPs analysis) for teachers to understand what is hindering achievement and act accordingly to address this. Maths Subject Lead **(DP)** to monitor and HT and KS2 Lead to quality assure **(AB and NO).**	▪ **Improved outcomes at Key Stage 2 Maths - No. at ARE+: in line or better than National Average.** ▪ Improved outcomes at Key Stage Combined - No. at ARE+: better than National Average. ▪ Improved outcomes at Key Stage 1 Maths to ensure that benchmarks are maintained throughout KS2. ▪ Improved outcomes in Year 4 Multiplication Tables Check: in line or better than National Average. ▪ School and SI Team monitoring evidences Maths teaching of high quality and improving over time.

		Delivery Cost: £1800	
Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
1B: **Improve the quality of education in Writing to improve Key Stage outcomes.**	▪ Improve outcomes at Key Stage One and Two in Writing – increased from July 25 data. ▪ Ensure consistent high quality English (writing) teaching throughout the school. ▪ School English Lead and Trust SI staff to provide targeted SI support in Writing. ▪ Ensure quality texts link to the needs of cohorts and the culture of the school. ▪ Ensure spelling is rigorously taught (Little Wandle EYFS-Y2; Spelling Shed KS2) with the expectation that this is applied across all writing in the curriculum. ▪ The use of 'modelled' writing to support improving outcomes in writing (part of deliberate practice).	▪ Headteacher **(AB)** and KS2 Lead **(NO)** to lead termly (half termly Y2 and Y6) Pupil progress meetings. Quality assured by SI team. ▪ Interventions with a particular focus on Writing in Year 6 **(AB/NO/DP)**. ▪ English Subject Leader **(NO)** to ensure resources, alongside guidance from trust English lead/SI Team, are shared and implemented. ▪ English Subject Leader **(NO)** to monitor the impact of writing planning from the Literacy Tree and Handwriting planning from Letter Join. ▪ English Subject Leader **(NO)** to undertake termly monitoring, alongside Trust SI team, and moderation. ▪ English Subject Leader **(NO)** to attend CPD as part of role in relation to school's priorities. £300 ▪ Staff CPD in relation to English **(NO)** and follow up support is well directed to maximise impact on classroom practice. ▪ Access to high quality Literacy Tree texts to support the teaching of writing using the Trust loaning system (no cost) and as part of Library Service allocation. £3000 ▪ Access to Little Wandle to support the teaching of Spelling in Key Stage One and Spelling Shed in Key Stage Two. £1200 ▪ Access to Letter Join to support the teaching of handwriting. £300 ▪ Use of formative and summative assessment (e.g. GAPs analysis) for teachers to understand what is hindering achievement and act	▪ **Improved outcomes at end of Key Stages in Writing (including GaPS) - No. at ARE+: in line or better than National Average.** ▪ Improved outcomes at Key Stage Combined - No. at ARE+: better than National Average. ▪ Improved outcomes at Key Stage 1 Writing to ensure that benchmarks are maintained throughout KS2. ▪ School and SI Team monitoring evidences Writing teaching of high quality and improving over time.

		accordingly to address this. English Subject Lead **(NO)** to monitor and HT and KS2 Lead to quality assurance **(AB and NO).** **Delivery Cost: £4800**	
Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
1C: **Improve the quality of education in core subjects to improve outcomes for disadvantaged pupils.**	▪ Improve Key Stage outcomes for disadvantaged pupils in English and Maths – increased from July 25 data. ▪ Ensure consistent high-quality English and Maths teaching throughout the school with adaptive teaching where required for disadvantaged pupils. ▪ Utilise a broad array of external evidence to inform decision making when supporting disadvantaged pupils. ▪ Strategies to improve outcomes of pupils, particularly disadvantaged pupils, are aligned with other school improvement plans (e.g. PPG) and existing practices. ▪ All teachers responsible for pupils in vulnerable groups. They will be supported through regular CPD for all staff by focusing on continuing to develop quality first teaching for all pupils.	▪ Headteacher **(AB)** and KS2 Lead/SENCo **(NO)** to lead termly (half termly Y2 and Y6) Pupil progress meetings. Quality assured by SI team. ▪ Interventions with a particular focus on disadvantaged pupils in the core subjects in Year 6 **(AB/NO/DP)**. £ included above ▪ Release for Maths Subject Leader **(DP)** and English Subject Leader **(NO)** to undertake termly monitoring, alongside Trust SI team and SENCO **(NO)**, and moderation, with a particular focus on disadvantaged pupils. £ included above ▪ Staff CPD in relation to English **(NO)** and Maths **(DP)** and follow up support is well directed to maximise impact on classroom practice in relation to disadvantaged pupils. ▪ Use of formative and summative assessment (e.g. GAPs analysis) for teachers to understand what is hindering achievement and act accordingly to address this. English **(NO)** and Maths **(DP)** Subject Leads to monitor and HT and KS2 Lead to quality assurance **(NO/AB).** ▪ PPG funding to support pupils **(AB)** £78,780 in total for 2025/26. **Delivery Cost £80,780**	▪ **Improved outcomes at end of Key Stages for disadvantaged pupils in core subjects - No. at ARE+: in line or better than National Average.** ▪ School and SI Team monitoring evidences teaching of high quality and improving over time.
LGB Impact Monitoring Priority 1 (quality check/key questions)	**LGB** – HT to feedback on progress in core subjects in terms of monitoring and data at each LGB meeting. Complete monitoring visits in relation to Governor roles. **HT/SLT**: data analysis, pupil progress meetings, monitoring. **Subject Leader:** Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. **Key Questions:**		

	▪ What are the barriers to learning / progress in maths/writing? ▪ What have you put in place to overcome these barriers? ▪ What teaching strategies make the biggest impact on pupil engagement? ▪ How do you ensure disadvantaged pupils are being prioritised? ▪ How are support staff deployed in your classroom/subject? ▪ What has been the impact of…? ▪ What impact is CPD having on teaching and learning?

Priority 2: *Curriculum* *(DfE TQD: Pillar 1- High Quality/Inclusive Education)*

2. Ensure the curriculum continues to be broad, balanced, and knowledge-rich preparing pupils for a rapidly changing world, in line with the curriculum review 2025

- ✓ To review and refine the whole-school curriculum to ensure it reflects the principles and expectations outlined in the 2025 review
- ✓ To create a digitally empowered learning environment that integrates AI and IT to support curriculum delivery and student success

Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
2A: **Fully embed children's knowledge and understanding of the curriculum through metacognition using Visible Learning strategies and the Thinking Matters approach.**	▪ Metacognition has been a Trust focus drawing upon the VL approach introduced at WHA in 2015/2016. ▪ Implementation of Thinking Matters Approach (previous two years). Fully embed this academic year. ▪ Impact Coaches established at WHA for VL and TM combined to have the greatest impact. ▪ Established programme of training through INSET ▪ training/staff meeting to support embedding metacognition strategies across the curriculum with a focus on 'Thinking Frames' and 'Thinking Moves'. ▪ Staff Meetings/ Scoping Reviews to support the process of fully embedding. ▪ Further enhance use of Walkthru materials as professional development materials. ▪ The use of deliberate practice and instructional coaching to support this. ▪ Schools Leaders to continue to use John Hattie's 'mindframes' to evaluate practice within appraisals and monitoring.	▪ Release time for VL Coaches for auditing, monitoring and supporting VL I relation to Thinking Matters **(SJ/JE)** £600 ▪ CPD for all staff through INSET days and staff meetings. ▪ Deliberate Practice opportunities through Staff meeting CPD. ▪ Instructional Coaching. £500 to release staff. ▪ Use of Step Lab and Walkthru materials to support instructional coaching and deliberate practice. £1000 **Delivery Cost £2100**	▪ **Monitoring demonstrates that pupils are developing their independence skills through deployment of metacognition strategies and can articulate this.** ▪ Monitoring demonstrates that staff are effectively using a range of appropriate metacognition strategies across the curriculum. ▪ Staff feedback/ survey demonstrates the impact on staff expertise, confidence and delivery in school. ▪ Staff feedback/ survey shows positive impact of deliberate practice and instructional coaching as

			a professional development tool.
Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
2B: **Continue to develop an effective sustainability strategy led by the school's sustainability Lead and supported by the Trust's sustainability working group.**	▪ 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. ▪ Continued participation 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 school week, No electricity Day. ▪ 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.	▪ Continue to further 'Green' the curriculum **(CC/JE)** ▪ Continue to access DFE free access to high quality curriculum resources through the National Education Nature Park online hub. **(CC/JE)** ▪ Support pupil's understanding of the natural world by increasing biodiversity in the school grounds. Schools to use virtual Education Nature Park to review data and be part of the Learning in Landscapes programme. **(AB/CC/JE)** ▪ Further development of the school garden. **(AB).** Apply for additional grants to support. ▪ Pupils actively demonstrating positive climate habits e.g. recycling, saving energy, growing plants and food. Pupils achieving Climate Leaders Award. **(CC/JE/AB)** ▪ Further develop high quality outdoor education e.g. Wild Tribe/ Trust Sustainability Centre **(DP/CC/JE/AB)** ▪ Continue to deliver initiatives to increase active and safe travel to school to improve wellbeing, reduce carbon emissions and improve air quality. **(AB/CC/JE)** ▪ 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/JE)**. Part of staff meeting time. ▪ Sustainability Governor monitoring of progress towards KPIs. **(LGB - AM)**	▪ **Increased opportunities for all pupils to learn about nature and become actively involved in the improvement of their local environment.** ▪ Pupils leading on positive climate habits e.g. energy/ water use. ▪ School environment/ building will demonstrate physical improvements in reducing waste/ energy and improving biodiversity.

	▪ 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.	**Delivery Cost £11500 (seeking grants to fund projects)**	
LGB Impact Monitoring Priority 2 (quality check/key questions)	**LGB** – HT to feedback on progress in terms of monitoring and data at each LGB meeting. Complete monitoring visits in relation to Governor roles. **HT**: 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. **Sustainability Lead:** Monitoring, Pupil Voice, meeting with Governors. **Key Questions:** ▪ 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 has been the impact of…? ▪ 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?		

Priority 3: ***Vision and Culture*** *(DfE TQD: Pillars 3 and 4 – Workforce, Finance and Operations)*

3. Continue to improve on the strong collaborative culture embedded throughout the Trust

- ✓ Instructional Coaching and Deliberate Practice
- ✓ Flourishing Schools and Flourishing People

Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
3A: **Continue to improve on the strong collaborative culture embedded throughout the Trust and School** ✓ Instructional Coaching and Deliberate Practice	▪ Ensuring that staff understand the purpose, principles, and processes of coaching and deliberate practice, in line with the trust's vision and values and that these are embedded in the school's cultural identity. ▪ Holding staff meetings for teachers and TAs to align coaching and deliberate practice with the trust's vision (Igniting Curiosity, Growing Capabilities'). ▪ Identify key areas for development (e.g. modelling, feedback).	▪ Lead Coaches to attend CPD on effective coaching techniques (e.g., GROW model, active listening). **(JE/DP)** £1200 ▪ Train lead coaches **(JE/DP)** in deliberate practice design (breaking skills into sub-tasks with feedback loops). ▪ Dedicate 10% of staff meeting time to deliberate practice (e.g., rehearsing explanations, feedback strategies). **(AB)**	▪ Staff surveys highlight growing confidence in coaching and deliberate practice. ▪ Lesson observations track improvements in targeted skills ▪ Pupil progress data shows an improvement over time.

✓ LGB leadership (see priority 5A).	▪ Link coaching and deliberate practice objectives to school improvement priorities. ▪ Use the written guidance from the Trust on the coaching cycle (observation → feedback → practice → reflection) within a timeframe. ▪ Introduce techniques like lesson recording or in-the-moment coaching to support deliberate practice of specific strategies. ▪ Provide teachers with opportunities to share coaching wins / challenges in a safe, open culture where feedback is routine and non-threatening. ▪ Securing a set approach to deliberate practice: Teachers rehearse key skills (e.g., modelling, scaffolding) in staff meetings or micro-teaching sessions.	▪ Schedule non-contact time for coaching observations. £1200 ▪ Regularly review coaching logs, gather staff feedback, and provide support or adjustments as needed. **(JE/DP/AB)** ▪ SLT engage in coaching (both giving and receiving) to model commitment. **(AB/NO)** ▪ Access to Step Lab to support the implementation of coaching and instructional Coaching. £1000 **Delivery Cost £3400**	▪ Ongoing monitoring and evaluation activities note positive changes in classroom practice ▪ Coaching and deliberate practice are fully embedded. ▪ All pupils benefit from consistently strong teaching practice that has a set of common attributes across the school. ▪ **Pupil outcomes, particularly in reading, writing and maths, are in line with or above national averages** ▪ Staff report feeling more supported and confident in skill development.
LGB Impact Monitoring Priority 3 (quality check/key questions)	**LGB** – HT to feedback on progress in terms of monitoring and data at each LGB meeting. Governors to be aware of and challenge key information/documents. Complete monitoring visits in relation to Governor roles. **HT**: data analysis, pupil progress meetings, monitoring. **Subject Leaders:** Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. **Coaches:** Monitoring and providing ongoing support. **SENCO:** Monitoring, quality assurance and data analysis in relation to SEND pupils. **Key Questions:** ▪ What does instructional coaching look like at Windmill Hill Academy? ▪ How is deliberate practice being used in…? ▪ What has been the impact of CPD?		
Priority 4: ***Safeguarding – Behaviour, Attendance and Personal Development*** *(DfE TQD: Pillar 1- High Quality/Inclusive Education)* **4a) Advance Inclusion strategies focusing on SEND (Special Educational Needs and Disabilities) and EDI (Equality, Diversity, and Inclusion).** **4b) Increase student Attendance rates through targeted strategies**			

Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
4A: **Advance Inclusion strategies focusing on SEND.**	▪ Improve Key Stage outcomes for SEND pupils in English and Maths – increased from July 25 data. ▪ Ensure consistent high-quality English and Maths teaching throughout the school with adaptive teaching where required for SEND pupils. ▪ Strategies to improve outcomes of pupils are aligned with other school improvement plans, policies and existing practices. ▪ All teachers responsible for pupils in vulnerable groups. They will be supported through regular CPD for all staff by focusing on continuing to develop quality first teaching for all pupils. ▪ Develop staff understanding of key tools / approaches to secure effective support at the earliest opportunity including the use of visuals within the classroom.	▪ Headteacher **(AB)** and KS2 Lead/SENCo **(NO)** to lead termly (half termly Y2 and Y6) Pupil progress meetings. Quality assured by SI team. ▪ Interventions with a particular focus on SEND pupils in the core subjects, e.g. phonics, handwriting, multiplication **(AB/NO/DP/SJ)**. ▪ SENCo **(NO)** to undertake termly monitoring, alongside Trust SI team and Subject Leaders, and moderation, with a particular focus on SEND pupils. ▪ Staff CPD in relation to English **(NO)** and Maths **(DP)** and follow up support is well directed to maximise impact on classroom practice in relation to SEND. This includes termly external training by SEN Agencies. Attendance of SENCo at Schools Together meetings **(NO)**. ▪ Use of formative and summative assessment (e.g. GAPs analysis) for teachers to understand what is hindering achievement and act accordingly to address this. English **(NO)** and Maths **(DP)** Subject Leads to monitor and HT and KS2 Lead to quality assurance **(NO/AB).** ▪ Quality assurance of adaptive teaching by Subject Leads **(NO/DP)** and SENCo **(NO)** with a particular focus on visuals. Termly quality assurance of provision maps for SEND pupils by SENCo **(NO)**. Access to B Squared, WellComms, Boxall Profile and Widget to support this. £ in above. **Delivery Cost £0**	▪ **Pupils with SEND make expected or better progress from their individual starting points as shown in internal and external data sets.** ▪ Improved staff confidence in inclusive teaching practices is apparent across the school as evidenced in performance reviews. ▪ School and SI Team monitoring evidences teaching of high quality and improving over time. ▪ Effective SMART targets on SEND provision maps and evident within classroom practice. ▪ Effective use adaptive teaching, including the use of visuals, are evident in everyday classroom practice.
LGB Impact Monitoring Priority 4 (quality check/key questions)	**LGB** – HT to feedback on progress in core subjects in terms of monitoring and data at each LGB meeting. Complete monitoring visits in relation to Governor roles. **HT/SLT**: data analysis, pupil progress meetings, monitoring. **Subject Leader:** Monitoring, Pupil Voice, data analysis in relation to subject area, meeting with Governors. **SENCO:** Monitoring, quality assurance and data analysis in relation to SEND pupils.		

	Key Questions: ▪ What are the barriers to learning / progress in maths/writing? ▪ What have you put in place to overcome these barriers? ▪ What teaching strategies make the biggest impact on pupil engagement? ▪ How do you ensure SEND pupils are being prioritised? ▪ How are support staff deployed in your classroom/subject? ▪ What has been the impact of…? What impact is CPD having on teaching and learning?

Priority 5: ***School Governance, Leadership and Business*** *(DfE TQD: Pillars 4 and 5 – Finance and Operations, Governance and Leadership)*

5a. Improve internal leadership capacity

- ✓ Prioritised school leadership
- ✓ LGB leadership

5b. Deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable

- ✓ Strategy for ensuring the Trust remains financially viable and operationally sustainable in the long term
- ✓ Catering and cleaning review
- ✓ Relocation of Launceston Pre-School

5c. Reduce the Trust's carbon footprint and enhance biodiversity across all school sites by implementing measurable green initiatives

Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
3A: **Improve internal leadership capacity at all levels during this period of growth:** ✓ Instructional Coaching and Deliberate Practice (see 3A) ✓ LGB leadership	▪ Secure new Governors to fill vacancies. ▪ Governor roles to be reviewed and confirmed in Autumn LGB meeting. ▪ Use a skills audit to inform training requirements for LGB members. ▪ 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. *By challenging ….., it has had a positive impact on ….* ▪ 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.	▪ Governor Training (**LGB**) £200 ▪ Termly meetings between CEO and Chair of ▪ LGB (**JH)** ▪ Chair to attend HT performance appraisal. ▪ (**JH**) ▪ Trust Governor networking meetings (**LGB**) £200 ▪ LGB leaders to take part in further CPD **(LGB)** ▪ Peer support for LGB chairs **(JH)** ▪ Conduct a skills audit of LGBs to identify gaps in knowledge and expertise. **(AC)** ▪ Termly LGB monitoring linked to schedule and roles. **Delivery Cost £400**	▪ **LGBs to be trained effectively to work with Head Teachers to lead the hubs effectively and improve outcomes for pupils.** ▪ LGB have a clear knowledge and understanding of the school's strengths and areas for development. ▪ LGB are trained effectively to enable them to hold leaders to account with a strategic view of the school.

			▪ LGB can confidently articulate impact of monitoring and challenge. ▪ All Governor vacancies are fulfilled and roles distributed according to expertise.
LGB Impact Monitoring Priority 5 (quality check/key questions)	**LGB:** ▪ 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. **Key Questions:** ▪ 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?		

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*	**Improved outcomes at Key Stage 2 Maths - No. at ARE+: in line or better than National Average.**
	Improved outcomes at Key Stage Combined - No. at ARE+: better than National Average.
	Improved outcomes at Key Stage 1 Maths to ensure that benchmarks are maintained throughout KS2.
	Improved outcomes in Year 4 Multiplication Tables Check: in line or better than National Average.
	School and SI Team monitoring evidences Maths teaching of high quality and improving over time.

	Improved outcomes at end of Key Stages in Writing (including GaPS) - No. at ARE+: in line or better than National Average.
	Improved outcomes at Key Stage 1 Writing to ensure that benchmarks are maintained throughout KS2.
	School and SI Team monitoring evidences Writing teaching of high quality and improving over time.
	Improved outcomes at end of Key Stages for disadvantaged pupils in core subjects - No. at ARE+: in line or better than National Average.
B. *Curriculum*	**Monitoring demonstrates that pupils are developing their independence skills through deployment of metacognition strategies and can articulate this.**
	Monitoring demonstrates that staff are effectively using a range of appropriate metacognition strategies across the curriculum.
	Staff feedback/ survey demonstrates the impact of TM training on staff expertise, confidence and delivery in school.
	Increased opportunities for all pupils to learn about nature and become actively involved in the improvement of their local environment.
	Pupils leading on positive climate habits e.g. energy/ water use.
	School environment/ building will demonstrate physical improvements in reducing waste/ energy and improving biodiversity.
C. *Vision and Culture*	Staff surveys highlight growing confidence in coaching and deliberate practice.
	Lesson observations track improvements in targeted skills.
	Pupil progress data shows an improvement over time.
	Ongoing monitoring and evaluation activities note positive changes in classroom practice.
	Coaching and deliberate practice are fully embedded.
	All pupils benefit from consistently strong teaching practice that has a set of common attributes across the school.
	Pupil outcomes, particularly in reading, writing and maths, are in line with or above national averages
	Staff report feeling more supported and confident in skill development.
D. *Safeguarding - behaviour and attendance*	**Pupils with SEND make expected or better progress from their individual starting points as shown in internal and external data sets.**
	Improved staff confidence in inclusive teaching practices is apparent across the school as evidenced in performance reviews.
	School and SI Team monitoring evidences teaching of high quality and improving over time.
	Effective SMART targets on SEND provision maps and evident within classroom practice.
	Effective use adaptive teaching, including the use of visuals, are evident in everyday classroom practice.
E. *People and Leadership*	**LGBs to be trained effectively to work with Head Teachers to lead the hubs effectively and improve outcomes for pupils.**
	LGB have a clear knowledge and understanding of the school's strengths and areas for development.
	LGB are trained effectively to enable them to hold leaders to account with a strategic view of the school.
	LGB can confidently articulate impact of monitoring and challenge.
	All Governor vacancies are fulfilled and roles distributed according to expertise.