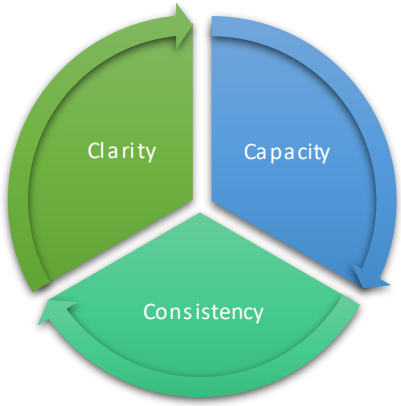
An Daras Trust

Igniting Curiosity Growing Capabilities

Visible Learning plus Partner School



An Daras Multi-Academy Trust

Academy Improvement Plan 23-24 (Sept 23 – Sept 24)

Trust Plan	
Trust Version:	v6 Template
Statutory:	Yes
Advisory Committee:	Trust Board of Directors Learning, Staffing and Safeguarding Committee, Audit Committee
Linked Documents and Policies:	Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, Core-Stats Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR Reports, Trust SI Strategy. **DfE Trust Quality Descriptors 2023**

A. Improvement – Trust Model Synopsis

- **Our strategy model** is structured around establishing sustainable improvement "building blocks" of **capacity**, **consistency a**nd **clarity** in school operations delivered through interlinked improvement strategies informed by Trust, local and national school **contexts** including the **DFE Trust Quality Descriptors 2023.** We define these essential building blocks as;
  - ✓ **Capacity** – *the ability to design, deliver and lead change within an agreed strategic vision*
  - ✓ **Consistency** – *the ability to standardise systems, process, protocols and standards to*
  - ✓ **Clarity** – *the rigorous application of school improvement models, CPD programmes and*
  - ✓ **Context** – *the identification of Trust and local priorities which deliver gain and value added for stakeholders*

- This annual AIP document exemplifies the Trust's approach to delivery of school improvement "building blocks" which lead into five overall Trust prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability*. These align with the **DFE Trust Quality Descriptor** 5 pillars *(1. High quality and inclusive education, 2. School improvement, 3. Workforce, 4. Finance and operations and 5. Governance and leadership)*

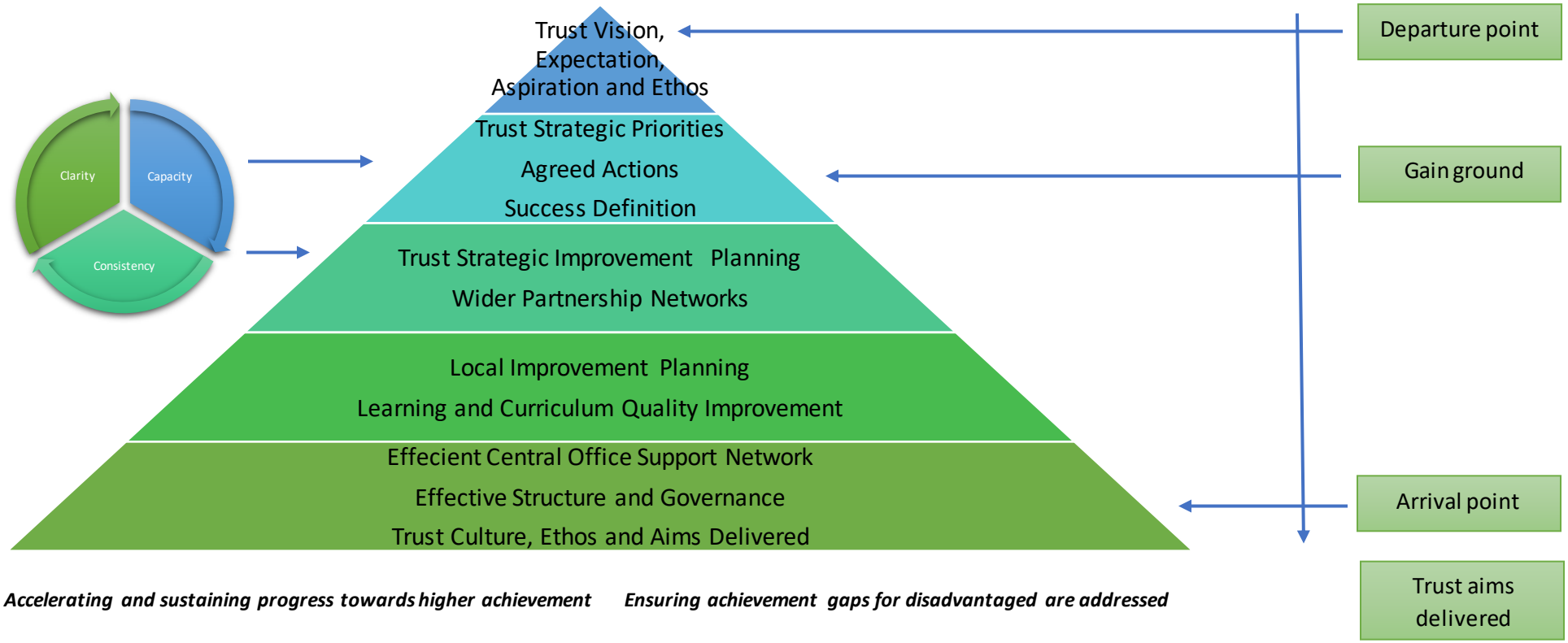
- **Trust self-assessment system** (see Trust Risk Register/Capacity framework Tool) used to risk manage the latest achievement/context of a Trust on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust Board. Schools will continue to be reviewed against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

Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions 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"***

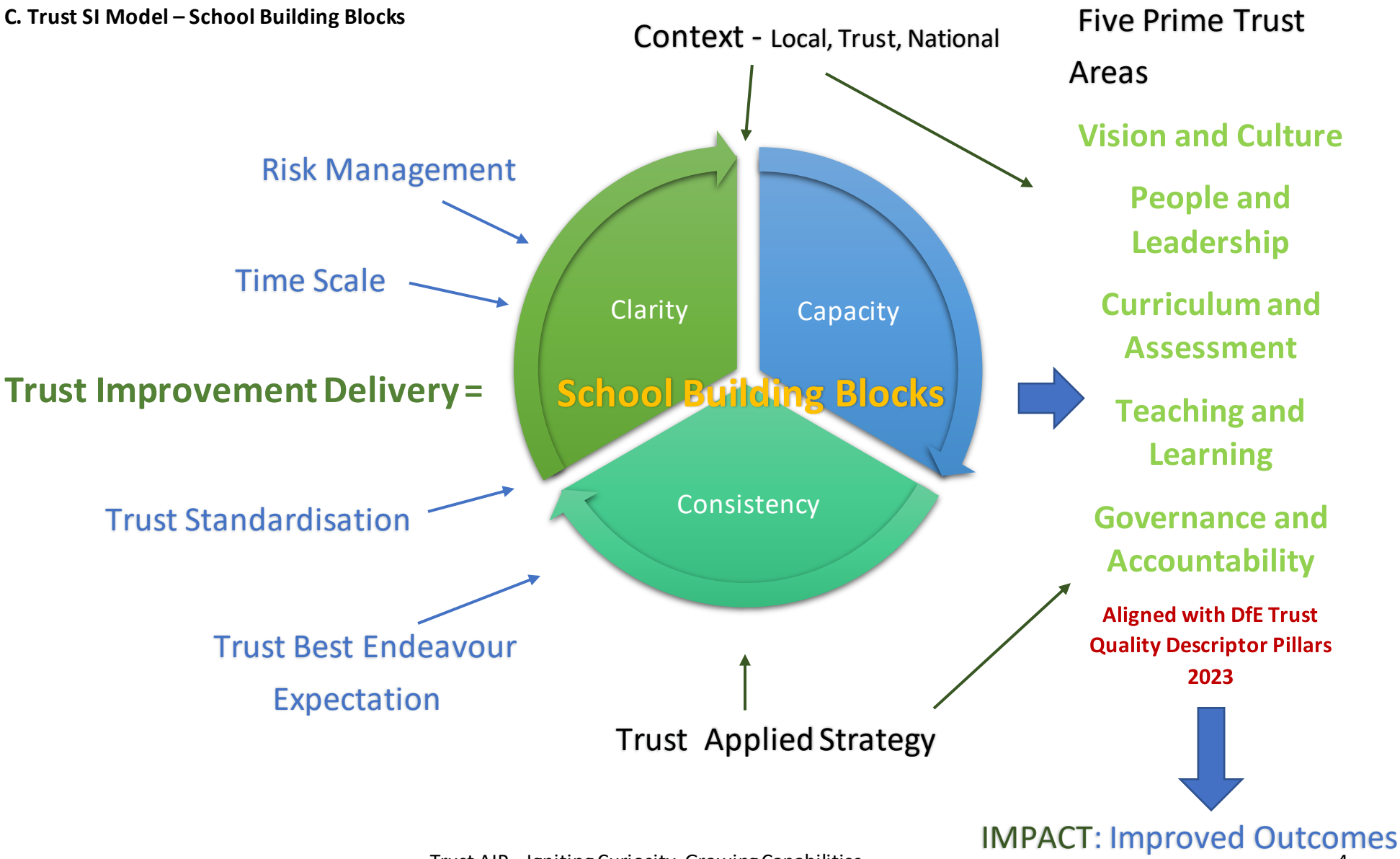
- Trust schools will focus on delivering school improvement programmes closely linked to their local need and the Trust priorities – providing a "departure" point and "arrival" point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. 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



D. Academy Improvement Plan 23-24 – Improving Outcomes for Children

Trust Over-arching Vision: *Igniting Curiosity, Growing Capabilities - "To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it"*

Context – Key School Factors from Latest Evidence – RS, ER, OFSTED IDSR, DfE ASP, SEF

Progress Benchmark KS2:

- None of the progress and attainment measures were statistically significant.
- Reading: +0.1 (-2.2 to 2.3)
- Writing: +2.0 (-0.1 to 4.1)
- Maths: +0.0 (-2.1 to 2.1)
- Combined: 17/29= 59% **(17/31 = 55% including ARB)**

Progress Benchmark KS1:

- None of the progress and attainment measures were statistically significant.

Attainment Benchmark KS2: (including Y4 multiplication test)

- None of the progress and attainment measures were statistically significant.
- Multiplication Test (Y4): 23/29 79% (**with ARB/ 1 EHCP 23/32 72%)**
- Reading: 21/29 72% **(21/31= 68% including ARB)**
- Writing: 22/29= 76% **(22/31=71% including ARB)**
- Maths: 20/29=69% **(20/31=65% including ARB)**
- GAPS: 19/29=66% **(19/31=61% including ARB)**

Attainment Benchmark KS1 (including Y1/2 phonics):

- Phonics outcomes -School difference from national has improved from comparator year.
- Phonics: 85%- 27 pupils (**79% including ARB pupils -29 pupils**)
- None of the progress and attainment measures were statistically significant.
- Reading:19/30 63% (**19/31 61% including ARB**)
- Writing**: 16/30 53%**
- Maths: 20/30 67% **(20/31 65% including ARB)**

Safeguarding, Behaviour, Exclusions and Attendance:

- For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2021/22, therefore no conclusions can be drawn from this data.
- For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2021/22, therefore no conclusions can be drawn from this data.
- There were no permanent exclusions in the whole school in 2021/22. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
- Overall absence (8.2%).
- Persistent absence (27.2%)

Achievement EYFS:

- 11/15= 73%. **Including ARB pupils:11/18= 61%**
- On entry baseline pupils predicted to achieve GLD=3/18= 17%

Key Staff and Roles:

- Will Hermon (WH) CEO
- Jo Callow (JCA) Deputy CEO
- Deborah Saunders (DS) Trust improvement Officer
- Neil Swait (NS) Trust Improvement Officer
- Emma Gilbert (EGil) CFO

Board Leadership:

- Audit Committee (AU)
- Learning Staffing, Safeguarding Committee (LSS)
- Finance and Strategic Direction (FSD)

LGB Leadership:

- Chair –Joan Heaton

▪ Toni Martin (TM) Governance Officer ▪ Claire Paul (CP) Trust Safeguarding and Attendance Officer) ▪ Maura Furber: Headteacher (Designated Safeguarding Lead, PSHE Lead and UNICEF/Curriculum Lead) ▪ Amy Hooper: Assistant Head of School/ KS1 Lead, Y2 teacher, English Lead (County Lead), Visible Learning (VL) Coach/Thinking Matters coach ▪ Caroline Smith: Y2 Teacher (2 days) Subject TBC ▪ Sharon Neale: Assistant Head of School/KS2 Lead, Y6 teacher, Maths Lead (Trust Lead/County Lead), Student Mentor/Co-ordinator ▪ Debbie Bartlett: SENDCo / ARB Manager. TIS Lead ▪ David Hunt: Y3 teacher–Computing Lead, Climate Curriculum Lead ▪ Rhona Hunt: Y4 teacher (4 days)–R.E. Lead/ VL Coach/Thinking Matters Coach ▪ Kerri Andrew: Y5 teacher–P.E. Lead, History. (Trust Art lead) ▪ Hannah Morris-Torr: Y1 teacher–Geography Lead, Phonics Lead, Climate Curriculum Lead ▪ Lucy Lumby: YF teacher –D.T. Lead / Pupil Forum. Shared EYFS Lead. ▪ Alison Hobbs: YF teacher-SMSC Lead. Shared EYFS Lead. School Tutor/ UNICEF Lead. ▪ Vicky Callcut: Y4/6 teacher-Art Lead/Modern Foreign Language (MFL) Lead. ▪ Kathy Walsh: ARB teacher (3 days) / Science Lead/ Staff Governor. ▪ Rachael Jenkin: ARB teacher (2 days) Music Lead ▪ Kate Barrett –Pre-School Manager, Apprentice mentor ▪ Claire Paul: Designated Deputy Safeguarding Lead/Pastoral Lead/ PSHE Lead. Trauma Informed School (TIS) Lead, Mental Health Lead. ▪ Sharon Baxter: Family Support Worker. TIS Lead. HLTA ▪ Kari Gilbert: Cornwall Music Hub support.	▪ Vice Chair-Paul Dickens **SAFEGUARDING** ▪ Safeguarding Governor-Paul Dickens ▪ Whistleblowing Governor -Paul Dickens **SINGULARITY** ▪ Staff Governor-Kathy Walsh ▪ Curriculum Strategy Governor –Gary Jeffery and Joan Heaton **STAKEHOLDERS** ▪ Stakeholder Governor- Bonnie Soanes ▪ Personnel Governor - Paul Dickens (+ pupil voice) **STANDARDS** ▪ Data/Improvement Governor -Joan Heaton ▪ Curriculum – Joan Heaton, Paul Dickens. ▪ SEND Governor –Paul Dickens, Joan Heaton and Cate Harvey ▪ PPG and PE Governor-Gary Jeffery
Context – Trust Level Action Plan Factors 23-24 from Latest Evidence	

1. *a) Further embed children's knowledge and understanding of the curriculum through metacognition using **Visible Learning** strategies and introducing the **Thinking Matters** approach*
   b) Continue curriculum evolution improving knowledge and coherence embedding high-quality formative assessment in all foundation subjects. Use effective curriculum audit and adaptive staff CPD to structure improvement
2. *Ensure latest **DFE behaviour guidance** is secured in good operational practice so learning behaviours are consistently good in all settings and is in-line with effective TIS practice*
3. *Ensure Trust schools continue to flourish together to meet the specific contextual needs of the communities by implementing;*
   - ***'Church of England Vision for Education'** using the **'Hopes for a Flourishing School System'** guidance*
   - ***UNCEF Rights Respecting Schools** Programme*
4. *Continue to develop an effective sustainability strategy across the Trust led by the sustainability working group*
5. *Improve achievement of vulnerable groups including disadvantaged, SEND and EAL in line with current guidance and evidence based CPD*
6. *Extend the Trust Improvement offer focusing on key areas in the **DfE Trust Quality Descriptions** (resource prioritisation, peer to peer school improvement support and review and local governor effectiveness monitoring)*
7. *Ensure effective in-year financial management and budget fidelity;*
   - *Review the existing pre-school business model*
   - *Effectively action identified financial audit review priorities*
8. *Continue to explore Trust future expansion including providing support and improvement for identified partner organisations*

Priority A: *Learning Standards*

Trust Action – 1a: *Further embed children's knowledge and understanding of the curriculum through metacognition using **Visible Learning** strategies and introducing the **Thinking Matters** approach*

Trust Action – 5: *Improve achievement of vulnerable groups including disadvantaged, SEND and EAL in line with current guidance and evidence based CPD*

DfE Trust Quality Descriptor: *Pillar 1- High Quality and Inclusive Education*

Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)
• Building upon provision and practice to continue to improve achievement of vulnerable groups. • DfE Green Paper on future of national SEND	• School commitment to improving provision and achievement of our most vulnerable pupils. • Termly review of EHCP's and Provision Maps	• Ensure that every effort is made to enable all pupils including those with SEND to meet age related expectations in reading. • Explore approaches that enable all pupils including those with	• SENDCo to attend SLT meetings as required • SENDCo to track attainment and progress termly-monitor and review Provision	▪ Achieve 'best value' for all our pupils; focus on key vulnerable groups e.g. SEND pupils and their provision. ▪ The curriculum is effectively developed and its

provision, funding and process • Evidence from SEND Audit and SEND data review by SENDCo (Summer 2023) • Increasing OFSTED focus on how schools deliver effective SEND learning across the curriculum. • Support families to address issues so pupils can stay in mainstream school where possible. Supports pupils to re-join mainstream education when they have spent time in Alternative Provision-inc ARB.	making positive impact on child's progress and achievements. • Provide greater clarity about impact of SEND funding on extent and quality of individual provision. (LGB) ▪ Pupil friendly /child's voice Provision Map targets enable pupil engagement and understanding of how to improve –transferring surface learning to deep understanding. ▪ All SEND pupils expected to access same curriculum as peers with adapted teaching to enable success	SEND to routinely access a range of clubs and activities • Ensure that precise, accurately worded and specifically focused objectives on IEPs link directly to the primary areas of need identified (e.g., if communication delay is the primary need the IEP objectives should be focusing on that area) • Resources, such as knowledge organisers, are effectively adapted to enable all pupils, including those with specific needs e.g. SEND to access them with some independence. • SEND book look/key audit points across the trust	Maps/EHCP's are fit for purpose. • Trust internal QA monitoring. • Trust Subject Leader networking. • Termly review and updates of Provision Maps with stakeholders: parents and child, during consultation meetings. • Designated SEND training termly INSET/Staff meeting times. • SEN Network 'Schools Together' 8.11.23. • Prioritise additional support and interventions for all groups to ensure these are not overly disrupted by staff absence	implementation adapted for all pupils and key vulnerable groups. ▪ The curriculum fully prepares all pupils including those with SEND for their next stage of learning ▪ SEND pupils involved in target process linked to Provision Maps. ▪ Improved achievement of vulnerable groups including disadvantaged, SEND and PPG in line with current guidance and evidence-based CPD.
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)

▪ Building upon prior skills linked to a thinking-based curriculum-Visible Learning. ▪ Research indicates metacognition is more than just reflecting on your learning. Metacognition is being able to adapt to the unknown. It is having strategies to make progress at whatever you set your mind to. Metacognition is future proofing. ▪ Thinking Matters research (Burden, 2006) Accredited by Exeter University.	▪ Further embed children's knowledge and understanding of the curriculum through metacognition using Visible Learning strategies and introducing the Thinking Matters approach to further support pupil led learning. ▪ Thinking Matters. SLT Input. October 23. Drive Team Training. Tbc Dec 2023 and March/ April 24.	▪ Drive agents to lead Thinking Matters strategies across school. ▪ Trust CPD established. ▪ In house 'oracy' focus in CPD/modelling /planning support AHT's.	▪ Visible Learning Applications for 8 schools for Certified School Status. 1st trust in the UK. September 2023 ▪ **Trust costs for Thinking Matters £1250 per school per year.** ▪ Use effective curriculum audit and adaptive staff CPD to structure improvement and introduce new research study programme.	▪ Pupils are able to think critically, reflectively and creatively, to be able to analyse and ask questions, to be able to listen with empathy, to be able to persist. ▪ Benefits will be shown in ways in which all members of the community interact with and show consideration for each other and in the positive psychological well-being of both pupils and staff. ▪ Pupil's across a wide range of abilities demonstrating independent and co-operative learning skills, high levels of achievement and both enjoyment and satisfaction in learning.
Impact Monitoring Priority A (quality check/key questions)	▪ Is the curriculum effectively developed and its implementation adapted for all pupils, including those with SEND? ▪ Does the curriculum fully prepare all pupils, including those with SEND for their next stage of learning? ▪ What impact is subject leader release time/CPD focus having on teaching and learning across the school for all groups of pupils? ▪ What key strategies will support Trust UNICEF achievements? ▪ How have we/can we demonstrate building on outstanding practice, innovating, fine tuning and spreading the schools influence more widely?			
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)
• Indicative maths achievement for 22-23 indicates some attainment uplift needs to continue to ensure end of KS2 attainment returns to pre-Covid levels.	• To continue refining longer term strategies for improving maths outcomes for key year groups to maintain end of year attainment against expected national average benchmarking. ▪ Develop subject leadership further within school and Trust to create curriculum capacity (links with Trust Maths Lead and County Lead)	▪ Implement new School Improvement models and practices which support individual staff growth and professional capacity. ▪ School /Trust/ Cornwall Hub Maths Lead (**SN**) to review impact of interventions/support with SLT direction. ▪ Teaching team identify key priorities that will make accelerated progress in maths outcomes. Precision teaching, pre- teach/keep up, interventions. ▪ Using vocabulary and oracy strategies to embed child led involvement /pupil voice in improvement-stem sentences and reasoning. ▪ Pupil Progress Meetings. ▪ Use effective curriculum audit and adaptive staff CPD to structure improvement.	▪ SN Planning sequences with teaching staff. All staff to share /lesson visits to model key teaching strategies. ▪ Teacher: Teacher support. ▪ Lesson visits, informal drop ins weekly to monitor and support colleagues in key year groups. ▪ SN coaching teachers in key year groups to establish expectations and support consistency. ▪ Key resources to support maths reasoning must be in place; ▪ Internal assessment data ▪ Tutoring funding continuing into 23-24 to support longer term catch up of learning standards for vulnerable pupils ▪ Internal /Trust moderation	▪ Most vulnerable groups/individuals to make good or better progress. ▪ Staff confidence and key stage consistency in maths provision, focus on teachers in new year groups. ▪ See Maths expectations for evidence in books and in classroom.
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)
▪ Ensure Trust schools continue to flourish together to meet the specific contextual needs of the communities by implementing UNICEF RRS.	▪ Sharing good practice and spreading UNICEF knowledge, expectations, practice and outcomes. ▪ Maintain and build upon practice at Gold UNICEF level.	▪ Continue to create opportunities for children and staff to learn about Rights in greater depth, including the origins and wider context of children's rights. ▪ Continue to support governors, parents/carers and families to	▪ Princes Trust Institute CPD relevant to areas being targeted. **Annual membership cost £350.** ▪ Make use of training and e-learning available with RRSA membership and work with	▪ Spreading school influence - peer to peer. school to school, school-other trusts/schools recommended to visit. ▪ Children's understanding developed further of what it

▪ Sustaining excellence - ensuring the school/ Trust influence can be spread more widely.	▪ School to school support from Trust leads e.g. maths, subject leads e.g. phonics and English.	learn about and understand the CRC and engage further with the school's RR journey. ▪ Involve children in school to school training, creating their own video introducing the CRC and RRS journey. ▪ Build upon work that ensures positive representation of our diverse society throughout the curriculum.	other schools in the Trust to share ideas and develop the Trust's rights respecting journey. ▪ Trust Sustainability and Climate Education Working Party 3x times year. 4.10.23 ▪ EYFS Moderation Event March 2023 ▪ Nursery/ EYFS Moderation Event May 2023	means to be a rights' respecting global citizen, supported by our climate change curriculum. ▪ Children are more informed about the world and current affairs. ▪ A school /Trust that celebrates diversity in all its forms. ▪ Critical thinkers who challenge discrimination and stereotypical attitudes.
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)
▪ Professional development of class teachers and their role as school/Trust subject leaders.	▪ Identify next curriculum priorities at school level and develop subject leadership within these areas: RE, Geography, History, PE, Music. ▪ School to school support from Trust leads e.g. maths, subject leads e.g. phonics and English. ▪ Timetable of release time for Subject Leaders and time given in school CPD regularly to share good practice, innovations and impact.	▪ Equal balance of knowledge and skills being monitored and reviewed by subject leaders. ▪ Building key skills, knowledge and transferrable vocabulary. (Evaluating Personal Development) ▪ Staff on going book looks in every school based CPD session linked to consistent expectations and coherence with new schemes introduced. ▪ Performance Management targets linked to AIP ▪ Incremental Coaching.	▪ Good subject leadership to complete efficient internal self-evaluation processes as modelled with schools by SI officers over the last 18 months e.g. Deep Dives, moderation, T+L monitoring, foundation sub. Assess. ▪ **Walkthrus.co** CPD / identifying resources and Trust support for teaching and learning / subject leaders. Bespoke professional development with support from AIO as required ▪ SSCA EYFS Review - 21st September 2023	▪ Subject leadership developed further within schools and Trust to create additional curriculum capacity. ▪ Clarity, progress and consistency in key focus subjects being taught across all year groups.

Impact Monitoring Priority B (quality check/key questions)	✚ What strategies/ teaching is making a positive impact on pupil progress and outcomes? ✚ Focus year groups- what % increase has been made termly so closing gap with National Y6 expectation? ✚ All cohorts monitored half termly via book looks, pupil voice, lesson visits by SLT. Additional support if needed for those teachers moved to a different year group. ✚ Professional Teacher support what impact has been made on teaching and learning provision and outcomes? ✚ What key strategies will support Trust UNICEF achievement?

Priority C: *Vision and Culture*

Trust Action – 6: *Extend the Trust Improvement offer focusing on key areas in the* ***DfE Trust Quality Descriptions*** *(resource prioritisation, peer to peer school improvement support and review and local governor effectiveness monitoring)*

Trust Action – 4: *Continue to develop an effective sustainability strategy across the Trust led by the sustainability working group*

DfE Trust Quality Descriptor: *Pillars 3 and 4 – Workforce, Finance and Operations*

Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)
• Inspection framework for 23-24 continues to focus on curriculum strength so effective subject leadership is essential part of risk mitigation • Work collaboratively with schools, trusts, local authorities, dioceses, parents and other civic partners to ensure the delivery of statutory functions and acts in the wider interests of the local community.	▪ 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. ▪ Further embed good curriculum capacity and identify school curriculum subjects and leaders to target for improvement.	▪ SSCA Curriculum audit: 09/10/23 (NS) ▪ Curriculum offer enables children to take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development. ▪ Regular review of strengths and next steps of curriculum offer. ▪ LGB monitoring. ▪ SSCA Peer Curriculum Review - 17th October 2023 JC/AB	▪ 'Schools Together 'The Big Picture' Music/Art event – 12th/ 13th March 2024 ▪ Trust oversees the design and implementation of ambitious, broad, well-sequenced and knowledge rich curricula in all of its schools. ▪ The Thinking Matters Project.	▪ All children to take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development. ▪ Broaden pupils' knowledge and life skills to support capability assured individuals with a shared ethos. ▪ All pupils leave school well prepared for the next stage of education, employment or training and prepared to become confident citizens.
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)

▪ Links to sustainability targets from Gold UNICEF rights status. ▪ Continue to develop an effective sustainability strategy across the Trust led by the sustainability working group	▪ Key areas of waste management, water and energy use, catering, biodiversity and carbon reduction to be addressed- planned across year	▪ Refine Climate Change curriculum that reflects the in-school strategies/models being used to address sustainability. ▪ Responsibility for school improvement in this area will be reflected via ethos, day to day operations and through educational provision. ▪ Make use of training and e-learning available with RRSA membership and work with other schools in the Trust to share ideas and develop the Trust's rights respecting journey.	▪ Termly visits by pupils to Trust Woodland Skills Centre. ▪ Earth Tribe sessions-utilising school grounds. ▪ Steering Group to lead whole school eco day and on-going projects linked to climate change curriculum. ▪ Climate change calendar building upon current offer. ▪ Trust Sustainability and Climate Education Working Party 3x times year. 4.10.23 ▪ Trust Sustainability Event – 8th November 2023	▪ Monthly link/learning to climate change calendar. ▪ Sustainability a regular agenda at governors' meetings. ▪ Children can demonstrate a better understanding of the human impact on our planet and their place and responsibility within it.
Impact Monitoring Priority C (quality check/key questions)	▪ What in-school strategies/models being used will address sustainability and how can we measure positive impact? ▪ Children have a better understanding of the human impact on our planet and their place and responsibility within it -how can we evidence this and show progress? ▪ Broaden pupils' knowledge and life skills to support capability assured individuals with a shared ethos. ▪ Pupils prepared for the next stage of their learning journey? ▪ What evidence is there that children to take part in sport, music and cultural opportunities that enrich the curriculum and support their wider development?			
Priority D: *Safeguarding (including behaviour and attendance)* **Trust Action - 2:** *Ensure latest **DFE behaviour guidance** is secured in good operational practice so learning behaviours are consistently good in all settings and is in-line with effective TIS practice*				
DfE Trust Quality Descriptor: *Pillar 1- High Quality and Inclusive Education*				
Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)

▪ Support families to address issues so pupils can stay in mainstream school where possible. Supports pupils to re-join mainstream education when they have spent time in Alternative Provision. ▪ Inclusion and participation: St Stephens to build upon our model of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression. (UNICEF GOLD assessment.) ▪ Ensure latest DFE behaviour guidance is secured in good operational practice so learning behaviours are consistently good in all aspects of school day and is in-line with effective TIS practice and UNICEF Rights. ▪	• Introduce new PSHE curriculum (SCARF). Welcome to St Stephens Community Academy(ststephenscornwall.co.uk) • Regularly review school values, vision and lived experiences with stakeholders. • School and British values based upon school Capabilities Curriculum • Visible Learning –learning behaviours and meta-cognition impacting on whole child- new links with Thinking Matters Project. • School working in partnership with NHS Mental Health Team. ▪ Weekly review of attendance of whole school and key groups. Identify key priorities and follow school rigorous attendance protocol. ▪ Capabilities webs-class based.	▪ Embed latest KCSiE changes into everyday school practices including recruitment, training and low-level concern management. ▪ Clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. ▪ TIS intervention early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur for all pupils, as well as those at risk of developing mental health problems, ▪ School SMSE curriculum. Introduction of SCARF resources in line with County and DfE expectations and regulations ▪ New staff induction. ▪ Protected Characteristics respected throughout school. ▪ School rules understood by all stakeholders and high expectations that school values will guide and lead our school ethos. ▪ Pupil voices vital to fine tune UNICEF rights approach and Trauma Informed School. ▪ Staff attune to the signs and symptoms of trauma, early	• Pupil conferencing with Trust Safeguarding Lead and Governor to establish what is working well and identify next steps. • Safeguarding policy in child speak to be located in every class and referred to regularly –link to PSHE lessons. • Whole staff CPD to share updates and key information. Weekly meetings. • NHS mental health practitioners to lead whole school staff CPD on Decider Skills • Y6 pupils working with mental health practitioner weekly Decider skills-then teach peers. Link to KS2 weekly assemblies/UNICEF rights. • Target key pupils to access support for social and emotional development through a variety of additional activities e.g. gardening, animal husbandry, Lego therapy, fun fit. Computing/coding group from Spring Term if finances allow. • After school/lunch clubs to enable all pupils an opportunity to strengthen	• Improved parental engagement with attendance to ensure effective reach to all families. • Breakfast club provision shows impact on improved attendance and focus in classroom. • Local MP to visit breakfast club provision that won national award- achievement recognised.22nd September. • Attendance of all pupils is in line with National. • All children leave well prepared for the next stage of education, employment or training and prepared to become confident citizens • Reduced number of persistent absentees. ▪ Reduced gap between attendances of key priority groups e.g. Pupil Premium. ▪ All students attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress. ▪ Inclusive pastoral support. ▪ Schools hours changing in line with DFE request. ▪ Safeguarding is on the weekly staff briefing agenda, LGB, SLT meetings.

		childhood ACE's, mental health, social and emotional needs. ▪ Termly meeting with HT, Pastoral, Family support and Safeguarding Team to analyse attendance and contact low attenders. Robust action for regular non-attenders, support families and identify triggers and next steps. ▪ Family Support Worker to work with vulnerable families and improve parental engagement including supporting families to improve attendance and punctuality. ▪ Pupils identified for 1-1 mental health support (6-week programme with child and family involvement facilitated). ▪ Build upon wraparound care to help support families juggling work-life balance-inclusion of Pre-school children. ▪ Qualified Mental Health member of staff. Government funded CPD and training.	resilience and physical and mental health. Identify target pupils to offer spaces to. • 4 x TIS practitioners and1x Family and Pastoral support workers- 4 days a week=**£7,080.00** • Weekly Attendance figures shared with pupils and Attendance cup presented to 'winning' class. • Regular information for parents re the importance of attendance e.g. negative impact on pupil attainment and engagement. Letters, parent meetings, newsletters, social media. • Pupil progress meeting focus on priority pupils' social and emotional needs alongside attainment and progress. ▪ Stakeholder surveys. (Pupil, staff, parents)	
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)
ıcern' logs, police VISTs and ı the local area indicates the einforce school rules and high ıaviour to ensure school e for all children to learn and	ıpils and impact on their cern logs-links to pupils social and emotional support School practitioners). Weekly	. vs-pupil UNICEF steering group. /orships with focus on school vision, c British values. how we notice you -positive focus. minders of sanctions for unacceptable ld -led restorative expectation.	▪ Trust online safety Committee x 3 times a year. 1 with pupils. 6/11/23 ▪ Trust Online Safety Event for Pupils 6.2.24 ▪ Trust Team Teach training – 9th and 10th October 2024	ur incidents recorded on My . ne timetables only for specific SEND/county/parents. th Project makes positive impact identify and communicate their

			▪ Weekly review with Pastoral, Safeguarding and Family Support Leads to identify key priorities. Identify impact half termly with HT. ▪ Track pupils receiving TIS /mental health support to see social and emotional impact in class/school environment	and take ownership of positive a member of Team St Stephens e reason for school rules and clear
Impact Monitoring Priority D (quality check/key questions)	✚ Latest KCSiE changes embedded into everyday school practices including recruitment, training and low-level concern management. ✚ Do pupil surveys indicate pupils feel safe and there is an available adult if support is necessary? ✚ Does parental satisfaction survey demonstrate positive impact of safeguarding intent and implementation? ✚ Attendance of all pupils is in line with National %. ✚ What impact does the online committee on practice and provision?			

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)
▪ SSCA works collaboratively with AnDaras schools, other trusts, local authorities, dioceses, parents and other civic partners.	▪ Continue to explore Trust future expansion including providing support and improvement for identified partner organisations.	▪ Trust moderations, curriculum reviews, School's Together network meetings. ▪ The delivery of statutory functions that act in the wider interests of the local community.	▪ SSCA Peer Curriculum Review 17th October 2023 ▪ SCA, SSCA, PT website checks 16/10/23	▪ A culture of continuous improvement through self-evaluation, challenge, support and appropriate action.
Explaining Context	**Achieving Clarity**	**Achieving Consistency**	**Achieving Capacity**	**Expected Outcome/Impact**

(rationale/evidence)	(defining priority and time frame)	(actions delivering consistency)	(tasks/costs/resources/training/personnel delivering capacity)	(define success/KPIs/pupil achievement)
▪ Newly established LGB.	▪ Continues to provide further structured professional training for key staff and leaders/LGB. ▪ Training and CPD; essential local layer in holding school and leaders to account for essential operational aspects of the Scheme of Delegation.	▪ LGB complete visits/monitoring meetings/discussions with staff and pupils ▪ High risks shared with LGB and staff team. ▪ Termly whole LGB meetings with Headteacher updates. ▪ Establish a timetable for visits, meetings, monitoring. ▪ Planned visits link to key priorities. ▪ LGB challenge and support direction of school	▪ Wider and deeper training programme for LGB members Trust led. ▪ Management support for LGB by Trust. ▪ Key support and school visits/monitoring timetable for new to post. ▪ Termly meeting between CEO and Chair of Gov's. ▪ Chair to attend HT's performance management.	▪ LGB gather evidence effectively each term to ensure they are accurately assessing impact. ▪ The school strategically, identify risks and support mitigating actions to date. ▪ Updated support and training to enable them to fulfil their commitment to the school
Impact Monitoring Priority E (quality check/key questions)	✚ What is the impact on the school and wider community? ✚ Do the LGB gather evidence effectively each term to ensure they are accurately assessing impact? ✚ Do the LGB/leadership Team mange the school strategically? ✚ How do the leaders identify risks and support mitigating actions? ✚ Have the LGB received the most up to date CPD/ in house support to enable them to do their job to their best ability?			

E. AIP Progress Review Summary – Key Performance Indicators from D.

(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)

Priority	Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary
A. *Teaching and Learning Standards*	Improved achievement of vulnerable groups including disadvantaged, SEND and PPG in line with current guidance and evidence - based CPD.
	Pupils able to think critically, reflectively and creatively, able to analyse and ask questions, able to listen empathetically, able to persist.
B. *Curriculum and Assessment*	Teaching and learning strategies making a positive impact on pupil progress and outcomes.
	Children's understanding developed further of what it means to be a rights' respecting global citizen, supporting our trust schools.
C. *Vision and Culture*	Children demonstrate a better understanding of the human impact on our planet and their place and responsibility within it.
	All children take part in sport, music and cultural opportunities that enrich the curriculum and support children's wider development.
D. *Safeguarding (behaviour/attendance)*	All students attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.
	Pupils proud to be a member of Team St Stephens and respect the school rules and clear boundaries.
E. *People and Leadership*	Leaders identify risks and support mitigating actions.
	A culture of continuous improvement through self-evaluation, challenge, support and appropriate action