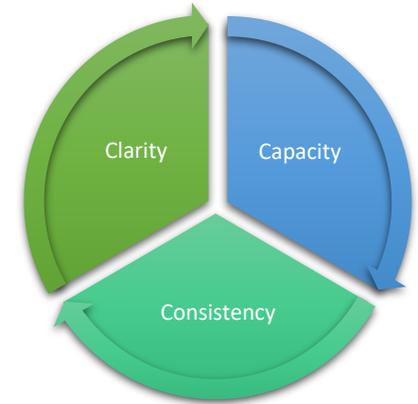




**An Daras Trust**  
Igniting Curiosity Growing Capabilities



## An Daras Trust

### Academy Improvement Plan 20-21 (Jan 20 – Jan 21)

<b>Status: Draft</b>	
Trust Version:	v3 Template
School Version:	V1
Statutory:	Yes
Approved by LGB:	<b>Jan 20</b>
Final Review by LGB:	<b>Jan 21</b>
Advisory Committee:	LGB Trust Board of Directors Trust Teaching, Learning and Achievement Committee
Linked Documents and Policies:	PPG Provision Map, PE Funding Map, SEF, Core-Stats Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR/ASP Reports, Trust SI Strategy, Trust Improvement Capacity Framework

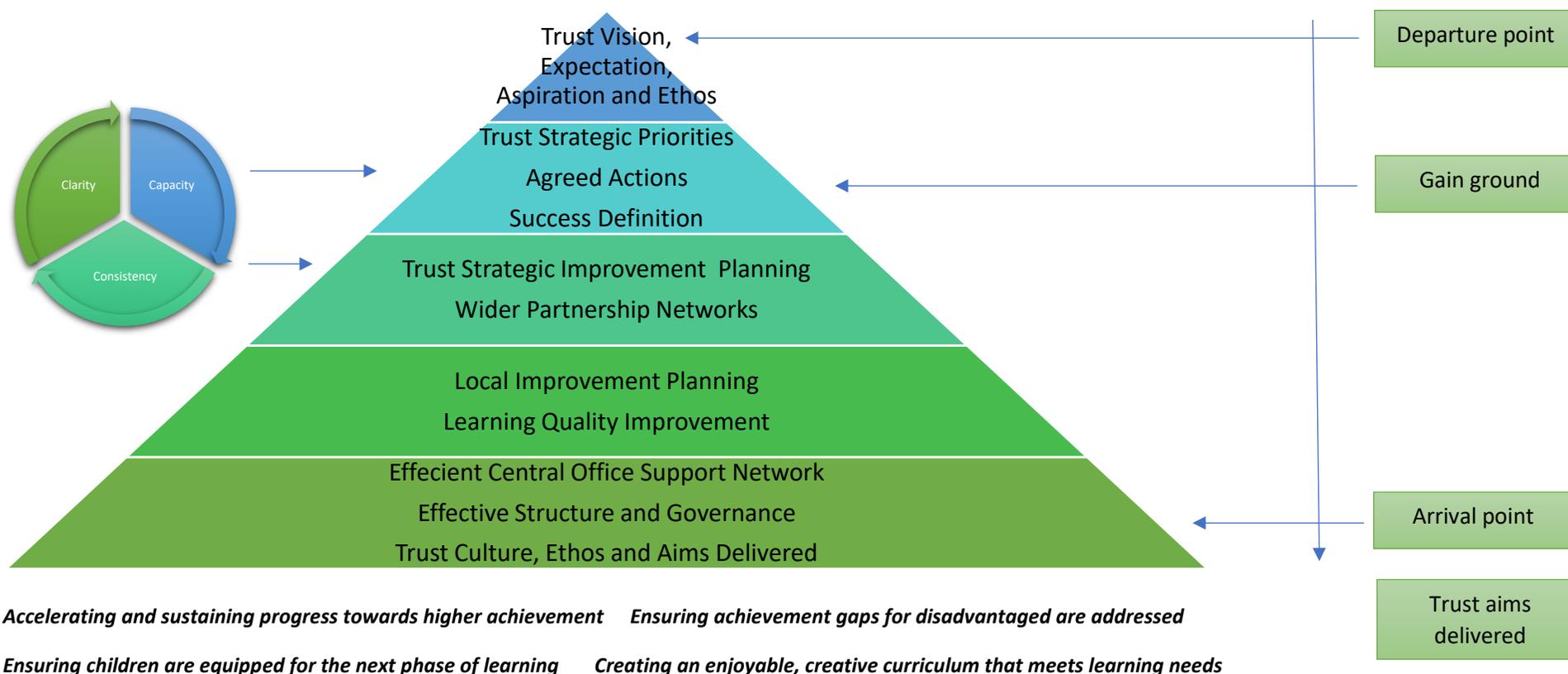
## A. Improvement – Trust Model Synopsis

- **Our strategy model** is structured around establishing sustainable improvement “building blocks” of **capacity, consistency and clarity** in school operations delivered through interlinked improvement strategies informed by Trust, local and national school **contexts**. We define these essential building blocks as;
  - ✓ **Capacity** – *the ability to design, deliver and lead change within an agreed strategic vision*
  - ✓ **Consistency** – *the ability to standardise systems, process, protocols and standards to*
  - ✓ **Clarity** – *the rigorous application of school improvement models, CPD programmes and*
  - ✓ **Context** – *the identification of Trust and local priorities which deliver gain and value added for stakeholders*
- This annual AIP document exemplifies the Trust’s approach to delivery of school improvement “building blocks” which lead into five overall Trust prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability*.
- **Trust self-assessment system** (see Trust Risk Register/Capacity framework Tool) used to risk manage the latest achievement/context of a Trust on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust Board. Schools will continue to be reviewed against the following criteria;

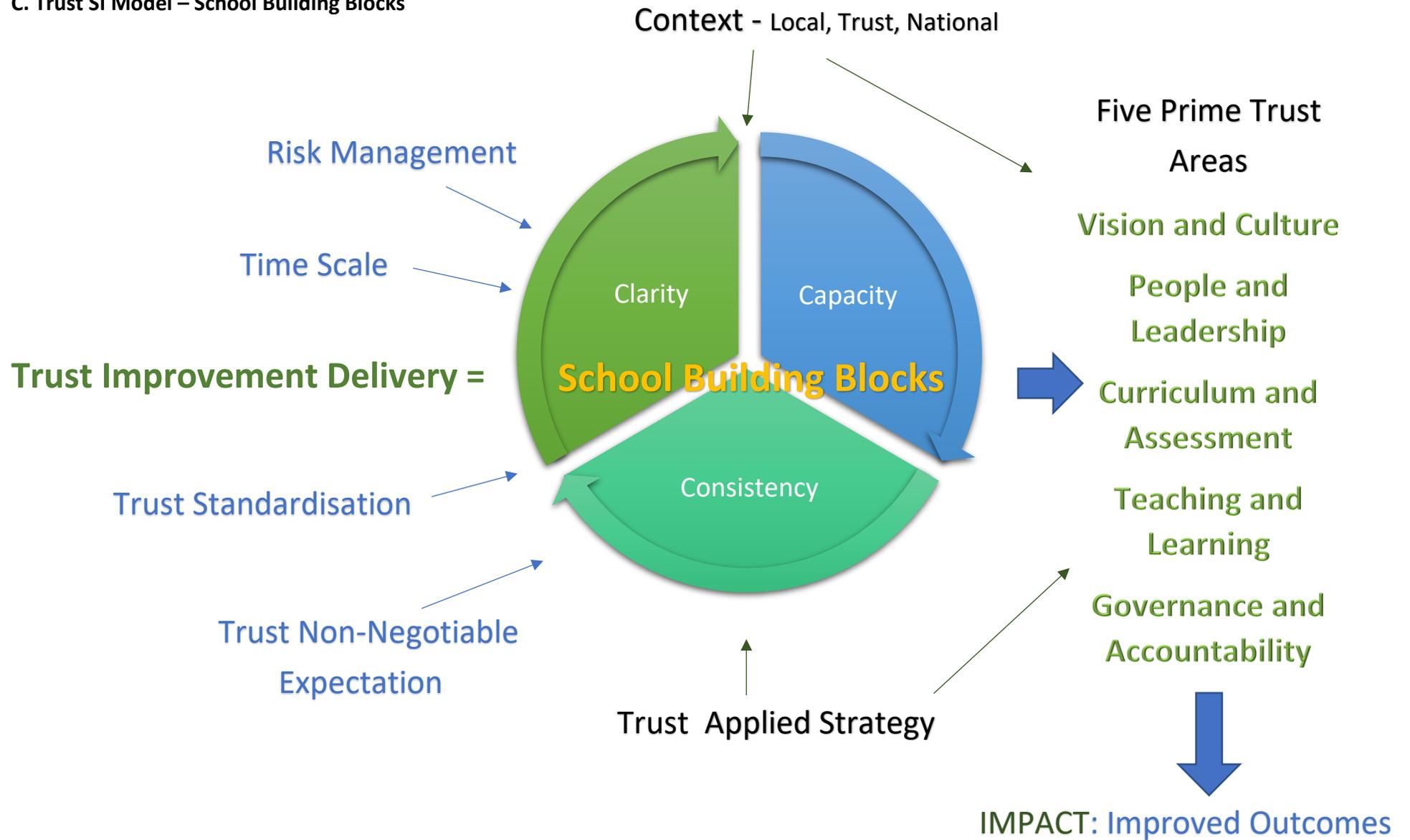
<b>Seriously underperforming school</b>	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions and modelling what is needed
<b>School that requires improvement to be judged good</b>	A school requiring 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
<b>Good to outstanding</b>	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
<b>Sustaining excellence</b>	A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely

## B. Creating Shared Vision, Aspiration and Expectation

- Trust Vision and Mission Statement– *Igniting Curiosity, Growing Capabilities* - **“To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it”**
- Trust schools will focus on delivering school improvement programmes closely linked to their local need and the Trust priorities – providing a “departure” point and “arrival” point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. SI needs will be identified by using the full range of Trust self-evaluation tools. The pyramid shows SI implementation strategy;



C. Trust SI Model – School Building Blocks



## D. Academy Improvement Plan 20-21 – Improving Outcomes for Children

**Trust Improvement Plan Priorities 20-21:** (Brackets are categories from RSC Trust Capacity Framework – self review)

1. **Reading achievement improvement** – deliver effective learning strategies and skills, taught systematically to ensure pupils meet/exceed national achievement benchmarks
2. **Maths achievement improvement** – deliver effective learning strategies and skills, taught systematically to ensure pupils meet/exceed national achievement benchmarks. Focus on improving GDS outcomes through better practitioner knowledge and skills.
3. **Curriculum Coherence** – Improve mapping, planning and coherence of broad and balanced curriculum offer which ensures subject skills/knowledge are taught systematically with learning connections explicit.
4. **Disadvantaged and SEND provision** – Improve curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups (including most able).

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

**Context – School Areas to Investigate from 2019 OFSTED IDSR, DfE ASP, SEF (Key = Green/no issue, Amber/minor issue, Red/major issue)**

<p><b>Progress Benchmark KS2:</b></p> <ul style="list-style-type: none"> <li>▪ Reading -3.11</li> <li>▪ Writing -3.44</li> <li>▪ Mathematics -3.37</li> </ul>	<p><b>Progress Benchmark KS1 (from ITrack)</b></p> <ul style="list-style-type: none"> <li>▪ Reading 85% made expected or better progress</li> <li>▪ Writing 63% made expected or better progress</li> <li>▪ Mathematics 78% made expected or better progress</li> </ul>
<p><b>Attainment Benchmark KS2:</b></p> <ul style="list-style-type: none"> <li>▪ Reading: 64% Expected (NA: 73%) 14% GDS (NA: 27%)</li> <li>▪ Writing: 64% Expected (NA: 78%) 7% GDS (NA: 20%)</li> <li>▪ EGPS: 71% Expected (NA: 78%) 14% GDS (NA: 36%)</li> <li>▪ Mathematics: 61% Expected (NA: 79%) 4% GDS (NA: 27%)</li> <li>▪ Combined: 43% Expected (NA: 65%) 0% GDS (NA: 11%)</li> <li>▪ Science: 82% (NA: 83%)</li> </ul>	<p><b>Attainment Benchmark KS1:</b></p> <ul style="list-style-type: none"> <li>▪ Reading: 85% Expected (NA: 75%) 26% GDS (NA: 25%)</li> <li>▪ Writing: 59% Expected (NA: 69%) 15% GDS (NA: 15%)</li> <li>▪ Mathematics: 78% Expected (NA: 75%) 22% GDS (NA: 22%)</li> <li>▪ Science: 81% (NA: 82%)</li> <li>▪ Year 1 Phonics Screening Check: 79% (NA: 82%)</li> </ul>
<p><b>Behaviour, Exclusions and Attendance:</b></p> <ul style="list-style-type: none"> <li>▪ The quality of teaching, so that it is at least good in the vast majority, ensures that teachers manage pupils’ behaviour positively and effectively (Autumn 19).</li> <li>▪ The vast majority of parents (98%) agree that the behaviour in the academy is good – Parental Satisfaction Survey 18.</li> <li>▪ Improved attendance of 17% to Parent Consultations since new longer style meetings (Aut 1 2018 – 74% and Aut 1 2019 – 91%).</li> <li>▪ Visible Learning Partner School award achieved (September 2019) as a result of successful CPD and impact studies. This promotes pupils’ positive learning behaviours.</li> <li>▪ The rate of repeat fixed term exclusions has significantly decreased from 0.5% (1 pupil with 3 fixed term exclusions) in 2017/18, 0% in 2018/19 and 1 pupil (1 fixed term exclusion) in 2019/20.</li> </ul>	<p><b>Achievement EYFS:</b></p> <ul style="list-style-type: none"> <li>▪ GLD: 77% (NA: 72%)</li> <li>▪ Reading: 83% Expected (NA: 77%) 23% Exceeding (NA: 19%)</li> <li>▪ Writing: 77% Expected (NA: 74%) 20% Exceeding (NA: 11%)</li> <li>▪ Mathematics (Number): 83% Expected (NA: 80%) 23% Exceeding (NA: 17%)</li> </ul>

- There have been no permanent exclusions in the last four years.
- The whole school average for attendance (2018 – 2019) was 94.2% which is 1.8% lower than the national average. PPG pupils and SEND pupils were the lowest attendance groups (PPG – 92.3% and SEND 91.5%).

**Key Staff and Roles:**

Staff	Responsibility
Jo-Anne Callow	Executive Head teacher/Designated Safeguarding Lead/Health and Safety/Finance
Abby Bassett	Head of School/Teaching and Learning/Curriculum/Attendance/Deputy Safeguarding Lead/Paediatric First Aider/Year 6 Writing Interventions/Pupil Parliament/Pupil Parliament (School Forum) Lead/Friends of WHA Trustee
Nicky Osborne	Key Stage Two Leader/Maths Lead/Training to be TIS Practitioner/Mental Health First Aider/Deputy Safeguarding Lead/Pupil Parliament (Eco group) Lead/Year 5 Interventions/Trust TIS Lead/Year 5 Teacher/Friends of WHA
Sarah Jones	Science Lead/Visible Learning Coach/EYFS Trust Lead/Pupil Parliament (Visible Learning) Lead/Year F Teacher
Carolyn Carter	History and Geography Lead/Pupil Parliament (Healthy Schools) Lead/Year 1 Teacher
Lucy Pearce	Modern Foreign Languages (French) Lead/Pupil Parliament (Outdoor Area) Lead/Year 2 Teacher
Amy Sharpe	Rights Respecting Lead/SMSC Lead/Music Lead/Visible Learning Coach/Pupil Parliament (Visible Learning/Rights Respecting) Lead/Trust SMSC Lead/Year 3 Teacher
Joshua Bullock	PE Lead/Pupil Parliament (Playground) Lead/Year 4 Teacher

**LGB Leadership:**

- Chair: Ruth Bawden
- Vice Chair: John Harris

SAFEGUARDING

- Safeguarding Governor (John)

SINGULARITY

- Strategy Governor (Pat)

STAKEHOLDERS

- Stakeholder Governor (Emma)
- Personnel Governor (As applicable when required)

STANDARDS

- Data/Improvement Governor (Emma)
- Information Governor (Website/on-line safety/data protection) (John)
- PPG Governor (Pat)
- PE Governor (vacancy)
- SEND (Ruth)
- Curriculum Governor (Linda/Ruth)
- Whistleblowing Governor (John)

Jo Young	English Lead/Year 6 Interventions/Year 6 Teacher	
Debbie Bartlett	Special Educational Needs Co-Ordinator (SENCO). Works 2 days a week at WHA.	
Claire Blaney	Trust Special Educational Needs Assistant. Supports DB as/when needed.	
Claire Paul	Trust Safeguarding Officer (works 1 morning per week at WHA)	
Jo Charrett-Dykes	Learning Mentor (predominantly Y4 and Y5)	
Edward Horn	PE Teacher (3 afternoons and 1 after school club each week)	
Helen Rutherford	Higher Level Teaching Assistant/Lead Lunchtime Supervisor/Breakfast Club Leader	
Mandy Baker	Teaching Assistant (predominantly Y1)/Phonics interventions	
Maria Haisman	Teaching Assistant (predominantly Y2)/Y2 interventions	
Sandra Pollard	Teaching Assistant (predominantly Y3)/Lunchtime Supervisor	
Angela Mason	Teaching Assistant (predominantly Y4)/Trauma Informed Schools Practitioner/Lunchtime Supervisor/Friends of WHA	
Lucia Hazuchova	Higher Level Teaching Assistant (predominantly Y5)/Lunchtime Supervisor/Y5 Interventions	
Lin Millard	Higher Level Teaching Assistant (predominantly Y6)/Lunchtime Supervisor/Y6 Interventions/Friends of WHA Treasurer	
Sharon Sheldrake	1:1 Teaching Assistant (including lunchtimes)	
Sherille Paterson	1:1 Teaching Assistant/Lunchtime Supervisor	

Judy Williams	Displays and Data/Breakfast Club Leader/Friends of WHA Treasurer	
Amanda Zoffman	Secretary	
Luis Alfar	Caretaker	
Susan Alfar	Cleaner	
<b>Time Frame Key</b> Purple/First 6 months Blue/Second 6 months	<p><b>School Vision Delivery:</b> Inspiring Passionate Life-Long Learners</p> <p>We are committed to this by developing our ‘Learning Sails’ with Pupils:</p> <ul style="list-style-type: none"> <li>• Reflection</li> </ul> <p>We ask all learners to give thought or consideration on their actions and learning.</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> </ul> <p>We encourage self-awareness and having a conscious knowledge of one’s own character, feelings and learning. We encourage learners to know where they are with their learning and their next steps.</p> <ul style="list-style-type: none"> <li>• Curiosity</li> </ul> <p>We inspire all learners to have strong desire to know or learn something, questioning their learning experiences to find out more.</p> <ul style="list-style-type: none"> <li>• Resilience and Tenacity</li> </ul> <p>We promote the capacity to recover quickly from difficulties or challenge. We encourage all to be very determined and show determination despite the challenge.</p> <ul style="list-style-type: none"> <li>• Connect</li> </ul> <p>We promote learning where connections can be made, where children can relate new and old learning.</p> <p><b>Related Trust/School specific documentation:</b> AIP 19 Rolling Record, SEF, Trust QA Visit notes, External visit notes, OFSTED IDSR19, ASP19, Cornwall LA Core-stats data, Devon LA SOAPS, MAT Standard Operating Procedures (SOPs)</p>	

Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Impact Monitoring (quality check/key questions)
<b>Priority 1: Teaching and Learning Standards</b> English Achievement Improvement–	End of 2018/19 Reading EYFS: 83% Y1 (Phonics): 79% KS1: 85% KS2: 64%	<ul style="list-style-type: none"> <li>▪ Pupil progress meetings half termly – set formats focus on achievement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ -HofS and SLT to lead Pupil progress meetings – (HLTA cover to release teachers)</li> <li>▪ Target pupils not on track for intervention in KS2 using HLTA/Class Teachers/HoS and</li> </ul>	a) Improved achievement in reading to ensure pupils meet/exceed national achievement benchmarks.	<b>-LGAB</b> – HofS to feedback on progress in English in terms of monitoring and data

<p>deliver effective learning strategies and skills, taught systematically to ensure pupils meet/exceed national achievement benchmarks.</p> <p><b>Rationale –</b>          -'Leaders and those responsible for governance should ensure that teaching for the most able pupils enables them to develop their knowledge and understanding to a high level, especially in writing' (OFSTED, 2016)          -Progress for reading from KS1 to KS2 2019 is well below (-3.11). (ASP)          -Progress for writing from KS1 to KS2 2019 is well below (-3.44). (ASP)          -64% of Y6 (2019) achieved ARE in Reading compared to the National Average of 73%. (ASP).          -64% of Y6 (2019) achieved ARE in Writing compared to the National Average of 78%. (ASP).</p>	<p><b>6 months Reading</b></p> <ul style="list-style-type: none"> <li>▪ EYFS: 77%+ on track to achieve a GLD. 19%+ on track to achieve exceeding. Vast majority of pupils making expected+ progress.</li> <li>▪ Year 1: 82%+ on track to pass the phonics screening check.</li> <li>▪ KS1: 75%+ on track to achieve the expected Standard. 25%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps).</li> <li>▪ KS2: 75%+ on track to achieve the expected standard. 27%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps).</li> </ul> <p><b>12 months Reading</b></p> <ul style="list-style-type: none"> <li>▪ EYFS: 77%+ achieved a GLD. 19%+ achieved exceeding. Vast majority of pupils made expected+ progress.</li> <li>▪ Y1 Phonics: 82%+ of pupils passed the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interventions closely monitored and tracked.</li> <li>▪ Monitoring to focus on English.</li> <li>▪ Letters and Sounds scheme followed in EYFS and KS1.</li> <li>▪ Same approach for interventions in Y3 for pupils who have not passed the phonics screening check.</li> <li>▪ Y2 onwards to use the Babcock Spelling Programme.</li> <li>▪ Whole class guided reading approach followed in Years 1-6.</li> <li>▪ Babcock writing sequences used to structure writing lessons.</li> <li>▪ Implementation of Accelerated Reader.</li> <li>▪ Implementation of reading scheme for early reading.</li> <li>▪ Curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups within the disadvantaged, most able and SEND pupil groups.</li> <li>▪ Attendance to English CPD staff meetings</li> </ul>	<p>Learning Mentor (15 hours Learning Mentor, 7 hours Class Teacher/HLTA/HoS)</p> <ul style="list-style-type: none"> <li>▪ 1:1/1:2 After/before school provision for Y6 (5 hours per week for 24 weeks)</li> <li>▪ Target pupils not on track for intervention in KS1 using HLTA/TA (10 hours per week)</li> <li>▪ Release for English subject leader (6 days a year)</li> <li>▪ Purchase resources to deliver improvement – Accelerated Reader Library service and EYFS/KS1 reading scheme.</li> <li>▪ Subscriptions to Phonics Play and Phonics Tracker</li> <li>▪ Subject leader to attend training</li> <li>▪ Staff to attend internal external CPD</li> <li>▪ Pre/post teaching</li> <li>▪ Use baseline data to target children not on track to reach GLD for Reading and Writing in EYFS.</li> </ul>	<p>b) Improved achievement in writing to ensure pupils meet/exceed national achievement benchmarks.</p> <p>c) Improved achievement in English for individuals and groups within the disadvantaged, SEND pupils and most able.</p>	<p>at each LGAB meeting.</p> <p><b>-Curriculum</b> to meet with English lead in Spring and Summer.</p> <p><b>-EHT</b> – data analysis</p> <p><b>-HofS</b> – data analysis and through pupil progress meetings</p> <p><b>-HofS</b> to monitor impact of interventions</p> <p><b>-AIO-</b> Monitoring visit to review targets</p> <p><b>Key Questions:</b>          What are the barriers to learning / progress?           What do we need to put in place to overcome these barriers?           What has been the impact of...?</p>
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<p>-14% of Y6 (2019) achieved GDS in Reading compared to the National Average of 27%. (ASP).  -7% of Y6 (2019) achieved GDS in Writing compared to the National Average of 20%. (ASP).  -Average scaled score for Reading in 2019 is 102.4 compared to the national average of 104.4 (ASP).  -Progress for reading from EYFS to KS1 is 85% (pupils who made expected or better progress). (ITrack)  -Progress for writing from EYFS to KS1 is 63% (pupils who made expected or better progress). (ITrack)  -59% of Y2 (2019) achieved ARE in Writing compared to the National Average of 69%. (ASP).</p>	<p><b>phonics screening check.</b></p> <ul style="list-style-type: none"> <li>▪ <b>KS1: 75%+ achieved the expected Standard. 25%+ achieved GDS. Vast majority of pupils made expected+ progress (3 steps).</b></li> <li>▪ <b>KS2: 75%+ achieved the expected standard. 27%+ achieved GDS. Vast majority of pupils made expected+ progress (3 steps).</b></li> </ul> <p><b>End of 2018/19 Writing</b>  EYFS: 77%  KS1: 59%  KS2: 64%</p> <p><b>6 months Writing</b></p> <ul style="list-style-type: none"> <li>▪ <b>EYFS: 75%+ on track to achieve a GLD. 15%+ on track to achieve exceeding. Vast majority of pupils making expected+ progress.</b></li> <li>▪ <b>KS1: 75%+ on track to achieve the expected Standard. 20%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps).</b></li> <li>▪ <b>KS2: 78%+ on track to achieve the</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal/external CPD where needed.</li> <li>▪ Academy and Trust moderation meetings to follow agreed format</li> <li>▪ Teachers to attend moderation training.</li> <li>▪ Monitoring visits by AIO.</li> <li>▪ Summative and formative assessments.</li> <li>▪ Weekly visit from Pets as Therapy dog.</li> <li>▪ ITrack used as an assessment and tracking tool.</li> <li>▪ Use of Phonics Tracker to track achievement in phonics. Can also be used as a tool for practice.</li> <li>▪ Phonics Play used as a tool in school but also for practice at home.</li> <li>▪ Use of 'Evidence Me' APP to support evidence base.</li> <li>▪ Development of role as English Lead.</li> </ul>			
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	<p>expected standard. 20%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps).</p> <p><b>12 months Writing</b></p> <ul style="list-style-type: none"> <li>EYFS: 75%+ achieved a GLD. 15%+ achieved exceeding. Vast majority of pupils made expected+ progress.</li> <li>KS1: 75%+ achieved the expected Standard. 20%+ achieved GDS. Vast majority of pupils made expected+ progress (3 steps).</li> <li>KS2: 78%+ achieved the expected standard. 20%+ achieved GDS. Vast majority of pupils made expected+ progress (3 steps).</li> </ul>				
<b>Explaining Context</b> (rationale/evidence)	<b>Achieving Clarity</b> (defining priority and time frame)	<b>Achieving Consistency</b> (actions delivering consistency)	<b>Achieving Capacity</b> (tasks/costs/resources/training/personnel delivering capacity)	<b>Expected Outcome/Impact</b> (define success/KPIs/pupil achievement)	<b>Impact Monitoring</b> (quality check/key questions)
<b>Priority 2: Teaching and Learning Standards</b> Maths Achievement Improvement– deliver effective learning strategies and skills, taught systematically to	<p><u>End of 2018/19 Maths</u> EYFS: 83% KS1: 78% KS2: 61%</p> <p><b>6 months Maths</b></p> <ul style="list-style-type: none"> <li>EYFS: 80%+ on track to achieve a GLD. 17%+ on track to</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress meetings half termly – set formats focus on achievement.</li> <li>Interventions closely monitored and tracked.</li> <li>Monitoring to focus on Maths.</li> </ul>	<ul style="list-style-type: none"> <li>-HofS and SLT to lead Pupil progress meetings – (HLTA cover to release teachers)</li> <li>Target pupils not on track for intervention in KS2 using HLTA/Class Teachers/HoS and Learning Mentor (15 hours Learning Mentor, 7 hours Class Teacher/HLTA/HoS)</li> <li>1:1/1:2 After/before school provision for Y6 (5 hours per week for 24 weeks)</li> </ul>	<p>d) Improved achievement in maths to ensure pupils meet/exceed national achievement benchmarks.</p> <p>e) Improved achievement in English for individuals and groups within the disadvantaged, SEND pupils and most able.</p>	<p><b>-LGAB</b> – HofS to feedback on progress in Maths in terms of monitoring and data at each LGAB meeting.</p> <p><b>-Curriculum</b> to meet with Maths lead in Spring and Summer.</p>

<p>ensure pupils meet/exceed national achievement benchmarks.</p> <p><b>Rationale –</b> -‘Leaders and those responsible for governance should ensure that teaching for the most able pupils enables them to develop their knowledge and understanding to a high level’ (OFSTED, 2016) -Progress for maths from KS1 to KS2 2019 is well below (-3.37). (ASP) -61% of Y6 (2019) achieved ARE in Maths compared to the National Average of 79%. (ASP). -4% of Y6 (2019) achieved GDS in Maths compared to the National Average of 27%. (ASP). -Average scaled score for Reading in 2019 is 102.3 compared to the national average of 105 (ASP). -Progress for Maths from EYFS to KS1 is 78% (pupils who made expected or</p>	<p>achieve exceeding. Vast majority of pupils making expected+ progress.</p> <ul style="list-style-type: none"> <li>▪ KS1: 75%+ on track to achieve the expected Standard. 22%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps).</li> <li>▪ KS2: 80%+ on track to achieve the expected standard. 27%+ on track to achieve GDS. Vast majority of pupils making expected+ progress (2 steps).</li> </ul> <p><b>12 months Maths</b></p> <ul style="list-style-type: none"> <li>▪ EYFS: 80%+ achieved a GLD. 17%+ achieved exceeding. Vast majority of pupils made expected+ progress.</li> <li>▪ KS1: 75%+ achieved the expected standard. 22%+ achieved GDS. Vast majority of pupils made expected+ progress (3 steps).</li> <li>▪ KS2: 80%+ achieved the expected standard. 27%+ achieved GDS. Vast majority of pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maths forms part of performance management.</li> <li>▪ White Rose materials to be used as a structure for teaching in all year groups and enhanced by the Babcock Fluency resources (Y1 – 6).</li> <li>▪ Regular multiplication practice.</li> <li>▪ Curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups within the disadvantaged, most able and SEND pupil groups.</li> <li>▪ Attendance to Maths CPD staff meetings</li> <li>▪ Internal/external CPD where needed.</li> <li>▪ Academy and Trust moderation meetings to follow agreed format</li> <li>▪ Teachers to attend moderation training.</li> <li>▪ Monitoring visits by AIO.</li> <li>▪ Summative and formative assessments.</li> <li>▪ ITrack used as an assessment and tracking tool.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Target pupils not on track for intervention in KS1 using HLTA/TA (10 hours per week)</li> <li>▪ Release for English subject leader (6 days a year)</li> <li>▪ Purchase resources to deliver improvement – Times Tables Rockstars</li> <li>▪ Subject leader to attend training</li> <li>▪ Pre/post teaching</li> <li>▪ Use baseline data to target children not on track to reach GLD for Maths in EYFS.</li> </ul>		<p>-EHT – data analysis -HofS – data analysis and through pupil progress meetings -HofS to monitor impact of interventions</p> <p><b>Key Questions:</b> What are the barriers to learning / progress?</p> <p>What do we need to put in place to overcome these barriers?</p> <p>What has been the impact of...?</p>
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better progress). (ITrack)	made expected+ progress (3 steps).	<ul style="list-style-type: none"> <li>Use of 'Evidence Me' APP to support evidence base.</li> </ul>			
<b>Explaining Context</b> (rationale/evidence)	<b>Achieving Clarity</b> (defining priority and time frame)	<b>Achieving Consistency</b> (actions delivering consistency)	<b>Achieving Capacity</b> (tasks/costs/resources/training/personnel delivering capacity)	<b>Expected Outcome/Impact</b> (define success/KPIs/pupil achievement)	<b>Impact Monitoring</b> (quality check/key questions)
<p><b>Priority 3:</b> <i>Curriculum and Assessment</i> Improve mapping, planning and coherence of broad and balanced curriculum offer which ensures subject specific skills/knowledge are taught systemically with learning connections explicit.</p> <p><b>Rationale –</b> -School Vision Delivery (2019): Inspiring Passionate Life-Long Learners. -An Daras Trust Delivery (2019): 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</p>	<p>End of 2018/19 Maths EYFS: 83% (The World), 83% (People and Communities), 93% (Technology), 83% (Exploring and using media and materials). KS1: 81% KS2: 82%</p> <p><b>6 months</b></p> <ul style="list-style-type: none"> <li>EYFS: 86%+ (The World), 86%+ (People and Communities), 93%+ (Technology), 89%+ (Exploring and using media and materials) on track to achieve a GLD. Vast majority of pupils making expected+ progress.</li> <li>KS1: 82%+ on track to achieve the expected Standard in Science. Vast majority of pupils making expected+ progress (2 steps).</li> <li>KS2: 83%+ on track to achieve the expected standard in Science. Vast majority of pupils</li> </ul>	<ul style="list-style-type: none"> <li>New curriculum design for all year groups (Years 1 to 6).</li> <li>Continue to develop curriculum mapping and planning to ensure a broad and balanced curriculum offer.</li> <li>The same learning connection block at the same time for all year groups. Progression year upon year.</li> <li>Skills progression grids used to ensure there is progression.</li> <li>Pupils are given the chance to revisit and build upon learning and skills.</li> <li>Use of knowledge organisers and quizzes for each learning connection block.</li> <li>Curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups within the disadvantaged, most</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings allocated to curriculum, including CPD, sharing good practice.</li> <li>Resources to support implementation of curriculum design</li> <li>Enrichment to enhance learning</li> <li>Subject Lead release time, including those who are Leads across the Trust.</li> </ul>	<p>f) Improved mapping, planning and coherence of broad and balanced curriculum offer which ensures subject specific skills/knowledge are taught systemically with learning connections explicit.</p> <p>g) Improved achievement in the wider curriculum to ensure pupils meet/exceed achievement benchmarks.</p> <p>h) Developed roles of MLT (Subject Leaders) to have a positive impact on their subjects.</p>	<p>-LGAB – HofS to feedback on progress in curriculum at each LGAB meeting. -Curriculum to meet with subject specific leads in Spring and Summer. -EHT – monitoring -HofS – monitoring -Subject Leads monitoring -AIO- Monitoring visit to review targets</p> <p><b>Key Questions:</b> Can you show me and explain your curriculum design?</p> <p>What has been the impact of...?</p> <p>Can pupils talk about their learning?</p> <p>What is the progression in each year group?</p>

<p>world around them and their place in it'. -New Ofsted School inspection handbook (2019) with a focus on the wider curriculum -The school's new approach to curriculum design needs to be fully established' (AIO visit November 2019)</p>	<p>making expected+ progress (2 steps). ▪ All year groups on track to meet benchmarks in wider curriculum subjects.</p> <p><u>12 months</u></p> <ul style="list-style-type: none"> <li>▪ EYFS: 86%+ (The World), 86%+ (People and Communities), 93%+ (Technology), 89%+ (Exploring and using media and materials) achieved a GLD. Vast majority of pupils made expected+ progress.</li> <li>▪ KS1: 82%+ on achieved the expected standard in Science. Vast majority of pupils made expected+ progress (3 steps).</li> <li>▪ KS2: 83%+ achieved the expected standard in Science. Vast majority of pupils made expected+ progress (3 steps).</li> <li>▪ All year groups met benchmarks in wider curriculum subjects.</li> </ul>	<p>able and SEND pupil groups.</p> <ul style="list-style-type: none"> <li>▪ Enrichments to enhance learning.</li> <li>▪ Communication with parents using a parental overview on ClassDojo and website.</li> <li>▪ Use of new style assessment Science summative assessments.</li> <li>▪ Monitoring visits by AIO.</li> <li>▪ ITrack used as an assessment and tracking tool.</li> <li>▪ Use of 'Evidence Me' APP to support evidence base.</li> <li>▪ Sharing learning with each other and parents regularly.</li> <li>▪ Developing the role of Subject Leaders (MLT) to be involved in curriculum design, planning, monitoring and moderation.</li> <li>▪ Use expertise of the leads across the Trust.</li> <li>▪ Forms part of School Forum Pupil Parliament group's action plan.</li> </ul>			
<p><b>Explaining Context</b> (rationale/evidence)</p>	<p><b>Achieving Clarity</b> (defining priority and time frame)</p>	<p><b>Achieving Consistency</b> (actions delivering consistency)</p>	<p><b>Achieving Capacity</b> (asks/costs/resources/training/personnel delivering capacity)</p>	<p><b>Expected Outcome/Impact</b> (define success/KPIs/pupil achievement)</p>	<p><b>Impact Monitoring</b> (quality check/key questions)</p>

<p><b>Priority 4: Vision and Culture</b> WHA Vision Delivery: Inspiring Passionate Life-Long Learners.</p> <p><b>Rationale -</b> -Delivery established from stakeholders' input (monitoring/staff meetings 2019). -An Daras Trust Delivery (2019): 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'. -New Ofsted School inspection handbook (2019) with a focus on the wider curriculum -'The school's approaches for embedding key knowledge and skills in pupils' long-term memories needs to be further developed</p>	<p>We are committed to this by developing our 'Learning Sails' with Pupils:</p> <ul style="list-style-type: none"> <li>▪ Reflection</li> </ul> <p>We ask all learners to give thought or consideration on their actions and learning.</p> <ul style="list-style-type: none"> <li>▪ Self-awareness</li> </ul> <p>We encourage self-awareness and having a conscious knowledge of one's own character, feelings and learning. We encourage learners to know where they are with their learning and their next steps.</p> <ul style="list-style-type: none"> <li>▪ Curiosity</li> </ul> <p>We inspire all learners to have strong desire to know or learn something, questioning their learning experiences to find out more.</p> <ul style="list-style-type: none"> <li>▪ Resilience and Tenacity</li> </ul> <p>We promote the capacity to recover quickly from difficulties or challenge. We encourage all to be very determined and show determination despite the challenge.</p> <ul style="list-style-type: none"> <li>▪ Connect</li> </ul> <p>We promote learning where connections can be made, where children</p>	<ul style="list-style-type: none"> <li>▪ Continue to promote WHA's new vision with all stakeholders.</li> <li>▪ Staff, pupil and parent survey – Spring 2020.</li> <li>▪ Monitor awareness.</li> <li>▪ Continue Visible Learning journey (new action plans/impact studies).</li> <li>▪ Visible Learning CPD.</li> <li>▪ Visible Learning Coaches to drive action plans.</li> <li>▪ Develop of learning sails to include relatable characters, especially for EYFS/KS1.</li> <li>▪ Visible Learner certificates awarded half-termly to pupils.</li> <li>▪ Visible Learning Pupil Parliament group.</li> <li>▪ Staff meetings and support meetings to focus on priority.</li> </ul>	<ul style="list-style-type: none"> <li>▪ New signs</li> <li>▪ Release time for Visible Learning Coaches</li> <li>▪ Certificates</li> </ul>	<ul style="list-style-type: none"> <li>i) Stakeholders are aware of WHA's vision.</li> <li>j) Improvement in class's priority capabilities (use of radars).</li> <li>k) Positive view of the academy from stakeholders (pupils, staff and parents).</li> </ul>	<p><b>-LGAB – HofS</b> to feedback on progress of vision, capabilities and visible learning. <b>-EHT – monitoring HofS – monitoring Subject Leaders</b> monitoring <b>-AIO-</b> Monitoring visit to review targets</p> <p><b>Key Questions:</b> What has been the impact of...?</p> <p>Can pupils talk about their learning?</p> <p>Are Visible Learning strategies having an impact?</p> <p>Can pupils talk about the academy's vision and different learning dispositions?</p> <p>Can pupils explain what to do when they get stuck in their learning?</p> <p>What are the views of stakeholders of the academy?</p>
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<p>to include learning that has been undertaken in previous year groups.' (AIO visit November 2019) -Visible Learning School Mark achieved 2019. <a href="https://visible-learning.org/">https://visible-learning.org/</a></p>	<p>can relate new and old learning.</p> <p><b>6 months</b></p> <ul style="list-style-type: none"> <li>Stakeholders are aware of WHA's vision.</li> <li>Positive survey results from stakeholders.</li> <li>Improvement in class's priority capabilities (use of radar).</li> </ul> <p><b>12 months</b></p> <ul style="list-style-type: none"> <li>Stakeholders are aware of WHA's vision.</li> <li>Improvement in class's priority capabilities (use of radar).</li> </ul>				
<p><b>Explaining Context</b> (rationale/evidence)</p>	<p><b>Achieving Clarity</b> (defining priority and time frame)</p>	<p><b>Achieving Consistency</b> (actions delivering consistency)</p>	<p><b>Achieving Capacity</b> (tasks/costs/resources/training/personnel delivering capacity)</p>	<p><b>Expected Outcome/Impact</b> (define success/KPIs/pupil achievement)</p>	<p><b>Impact Monitoring</b> (quality check/key questions)</p>
<p><b>Priority 5:</b> <i>Safeguarding (including behaviour and attendance)</i> To improve attendance for all pupils.</p> <p><b>Rationale –</b></p>	<p><b>6 months</b></p> <ul style="list-style-type: none"> <li>Attendance closely monitored and followed up by secretary/HoS/Trust Safeguarding Officer.</li> <li>Attendance monitored by HoS and EWO at least once half termly.</li> <li>Attendance monitored by EHT.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring attendance on rolling record (with breakdown of groups)</li> <li>HoS/EHT to meet EWO at least once per half term.</li> <li>Letters given out to parents as appropriate.</li> <li>Promotion of attendance (on</li> </ul>	<ul style="list-style-type: none"> <li>Purchase attendance badges</li> </ul>	<p>a) Attendance to be at least in line with national average. Challenging target set to 97% for whole school average 2019/20.</p> <p>b) All other groups to be in line with this, particularly for disadvantaged and SEND pupils.</p> <p>c) Reduce the persistent absence of a small number of pupils.</p>	<p><b>Safeguarding Governor –</b> to feedback attendance.</p> <p><b>Key Questions:</b> How has a child's attendance affected their learning?</p> <p>Has attendance improved?</p>

<p>- Whole school average for 2018/19: 94.2% which is 1.8% lower than the national average. -PPG pupils 92.3% compared to non-ppg 94.5% SEND pupils were the lowest attendance group with 91.5% compared to non-SEND 94.9%. (SEF and attendance rolling record 2019).</p>	<ul style="list-style-type: none"> <li>▪ Badges given to pupils with 100% attendance termly.</li> <li>▪ Weekly trophy and extra play given to class with the highest attendance.</li> <li>▪ Highest attendance featured on the weekly newsletter and ClassDojo.</li> <li>▪ Whole school average to increase for 2019/20 to be on track for at least national average (last year 96%).</li> <li>▪ All other groups to be in line with this, particularly for disadvantaged and SEND pupils.</li> </ul> <p><b>12 months</b></p> <ul style="list-style-type: none"> <li>▪ Continue with above actions.</li> <li>▪ Whole school average to increase for 2019/20 to be at least 97%</li> <li>▪ All other groups to be in line with this, particularly for disadvantaged and SEND pupils.</li> </ul>	<p>newsletter and weekly award in celebration assembly)</p> <ul style="list-style-type: none"> <li>▪ Attendance badges given to pupils with attendance of 100%.</li> </ul>			<p>How does attendance compare for different groups, including disadvantaged and SEND pupils?</p>
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<p><b>E. AIP Progress Review Summary – Key Performance Indicators from D.</b> <i>(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)</i></p>	<p><b>Review Date:</b></p>
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Priority	Key Performance Indicators (KPI) – Rolling RAG Review Summary	Current Status
1. Teaching and Learning Standards	a) Improved achievement in reading to ensure pupils meet/exceed national achievement benchmarks.	
	b) Improved achievement in writing to ensure pupils meet/exceed national achievement benchmarks.	
	c) Improved achievement in English for individuals and groups within the disadvantaged, SEND pupils and most able.	
2. Teaching and Learning Standards	a) Improved achievement in maths to ensure pupils meet/exceed national achievement benchmarks.	
	b) Improved achievement in Maths for individuals and groups within the disadvantaged, SEND pupils and most able.	
3. Curriculum and Assessment	a) Improved mapping, planning and coherence of broad and balanced curriculum offer which ensures subject specific skills/knowledge are taught systemically with learning connections explicit.	
	b) Improved achievement in the wider curriculum to ensure pupils meet/exceed achievement benchmarks.	
	c) Developed roles of MLT (Subject Leaders) to have a positive impact on their subjects.	
4. Vision and Culture	a) Stakeholders are aware of WHA's vision.	
	b) Improvement in class's priority capabilities (use of radars).	
	c) Positive view of the academy from stakeholders (pupils, parents and staff)	
5. Safeguarding (including behaviour and attendance)	a) Attendance to be at least in line with national average. Challenging target set to 97% for whole school average 2019/20.	
	b) All other groups to be in line with this, particularly for disadvantaged and SEND pupils.	
	c) Reduce the persistent absence of a small number of pupils.	
Significant context changes since last AIP review:		

F. AIP Monitoring Schedule						
Impact Monitoring Schedule 1	First Month (Jan)	Second Month (Feb)	Third Month (March)	Fourth Month (Apr)	Fifth Month (May)	Sixth Month (June)

LGB	<b>Activity</b>	Assessment Point 1 data analysis  Working party meeting looking at priorities	Subject leader(s) to meet with governor  SENCO to meet with CoG	Full LGB meeting  Monitoring of standards through HOS report to governors  Review of AIP and SEF	Assessment Point 3 data  Subject leader(s) to meet with governor  SENCO to meet with CoG	Chair to check the administration of the SATs (good practice as stated in the guidance)  Working party meeting looking at priorities	Subject leader(s) to meet with governor  Full LGB meeting  Monitoring of standards through HOS report to governors  SENCO to meet with CoG
	<b>Focus/Priority</b>	Achievement data for Reading, Writing and Maths  Website Compliance  Online Safety  Data protection/GDPR	Curriculum coherence  The role of subject leaders and the impact on the subject  Achievement data for SEND pupils	Achievement data for Reading, Writing and Maths  Impact of interventions  Review of AIP and SEF	Achievement data for Reading, Writing and Maths  Curriculum coherence  The role of subject leaders and the impact on the subject  Achievement data for SEND pupils	SATs  Priorities, e.g. AIP	Achievement data for Reading, Writing and Maths  Impact of interventions  Review of AIP and SEF
Head	<b>Activity</b>	Data Analysis  Pupil Progress Meetings  Reviewing interventions  Reviewing SEF  Roll out new AIP  Stakeholder surveys  Book scrutiny/learning walk/lesson observation, including pupil voice  Planning scrutiny  Curriculum for 2019/20	Data Analysis  Pupil Progress Meetings  Attendance  Reviewing interventions  Book scrutiny/learning walk/lesson observation, including pupil voice  Planning scrutiny  Curriculum for 2019/20  Monitoring the roles of subject leaders.	Reviewing SEF  Reviewing AIP  Book scrutiny/learning walk/lesson observation, including pupil voice.  Planning scrutiny.  Curriculum for 2019/20  Monitoring the roles of subject leaders  Health and Safety Compliance  Updating relevant policies	Data Analysis  Pupil Progress Meetings  Attendance  Reviewing interventions  Book scrutiny/learning walk/lesson observation, including pupil voice  Planning scrutiny  Curriculum for 2019/20  Monitoring the roles of subject leaders	Involved in the administration of Y2 and Y6 SATS  Book scrutiny/learning walk/lesson observation, including pupil voice  Planning scrutiny  Curriculum for 2019/20  Monitoring the roles of subject leaders  Health and Safety Compliance  Updating relevant policies	Involved in the administration of Y1 Phonics Screening Check and Y4 multiplication check  Data Analysis  Pupil Progress Meetings  Attendance  Reviewing interventions  Book scrutiny/learning walk/lesson observation, including pupil voice

		Monitoring the roles of subject leaders Health and Safety Compliance Updating relevant policies Website	Health and Safety Compliance Updating relevant policies Website Working party for Governors	Website Full LGB meeting	Health and Safety Compliance Updating relevant policies Website Working party for Governors	Website Working party for Governors	Planning scrutiny Curriculum for 2019/20. Monitoring the roles of subject leaders Health and Safety Compliance Updating relevant policies Website Full LGB meeting
	<b>Focus/Priority</b>	Data Analysis Review SEF Sharing new AIP with all staff Analysis of stakeholder surveys Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Monitoring the impact of subject leaders in their roles through action plans Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Reviewing the impact of interventions Monitoring attendance, including for different groups, e.g. disadvantaged Monitoring curriculum coherence for 2019/20 Monitoring the impact of subject leaders in their roles through action plans Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance	Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Monitoring the impact of interventions Monitoring the impact of subject leaders in their roles through action plans Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance Full LGB meeting: HoS report	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Reviewing the impact of interventions Monitoring attendance, including for different groups, e.g. disadvantaged Monitoring curriculum coherence for 2019/20 Monitoring the impact of subject leaders in their roles through action plans Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance	Administration of Y2 and Y6 SATS Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Reviewing the impact of interventions Monitoring attendance, including for different groups, e.g. disadvantaged Monitoring curriculum coherence for 2019/20 Monitoring the impact of subject leaders in their roles through action plans Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance	Administration of Y1 Phonics Screening and Y4 Multiplication Check Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Reviewing the impact of interventions Monitoring attendance, including for different groups, e.g. disadvantaged Monitoring curriculum coherence for 2019/20 Monitoring the impact of subject leaders in their roles through action plans Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies

			Working party for LGB working on priorities				Update website and check compliance Full LGB meeting: HoS report
SLT	<b>Activity</b>	Data Analysis Pupil Progress Meetings Reviewing interventions Reviewing SEF Roll out new AIP Analysis of stakeholder surveys Book scrutiny/learning walk/lesson observation, including pupil voice. Curriculum for 2019/20 Website	Data Analysis Pupil Progress Meetings Reviewing interventions Book scrutiny/learning walk/lesson observation, including pupil voice Curriculum for 2019/20 Website	Reviewing SEF Reviewing AIP Book scrutiny/learning walk/lesson observation, including pupil voice Curriculum for 2019/20 Website	Data Analysis Pupil Progress Meetings Reviewing interventions Book scrutiny/learning walk/lesson observation, including pupil voice Curriculum for 2019/20 Website	Book scrutiny/learning walk/lesson observation, including pupil voice Curriculum for 2019/20 Website	Data Analysis Pupil Progress Meetings Reviewing interventions Book scrutiny/learning walk/lesson observation, including pupil voice Curriculum for 2019/20 Website
	<b>Focus/Priority</b>	Data Analysis Review SEF Sharing new AIP with all staff Review analysis of stakeholder surveys Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Update website	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Reviewing the impact of interventions Monitoring curriculum coherence for 2019/20 Update website	Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Update website	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Reviewing the impact of interventions Monitoring curriculum coherence for 2019/20 Update website	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Reviewing the impact of interventions Monitoring curriculum coherence for 2019/20 Update website	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Reviewing the impact of interventions Monitoring curriculum coherence for 2019/20 Update website
MLT	<b>Activity</b>	Data Analysis Reviewing SEF	Data Analysis	Reviewing SEF Reviewing AIP	Data Analysis	Book scrutiny/learning walk/lesson observation, including pupil voice	Data Analysis Book scrutiny/learning walk/lesson

		Roll out new AIP Stakeholder surveys Book scrutiny/learning walk/lesson observation, including pupil voice Curriculum for 2019/20 Website	Book scrutiny/learning walk/lesson observation, including pupil voice Curriculum for 2019/20 Carrying out role as subject leader Website Subject leader(s) to meet with governor	Book scrutiny/learning walk/lesson observation, including pupil voice Curriculum for 2019/20 Carrying out subject leader roles and reviewing action plan Website	Book scrutiny/learning walk/lesson observation, including pupil voice. Curriculum for 2019/20 Carrying out subject leader roles and reviewing action plan Website Subject leader(s) to meet with governor	Planning scrutiny Curriculum for 2019/20 Carrying out subject leader roles and reviewing action plan Website	observation, including pupil voice Curriculum for 2019/20 Carrying out subject leader roles and reviewing action plan Updating relevant policies Website Reports to LGB
	<b>Focus/Priority</b>	Data Analysis Review SEF Familiar with new AIP priorities Analysis of stakeholder surveys Book scrutiny/learning walk/lesson observations, including pupil voice for priorities. Monitoring curriculum coherence for 2019/20 Carrying out subject leader roles and reviewing action plan Updating relevant policies Update website	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Carrying out subject leader roles and reviewing action plan Update website Subject leader(s) to meet with governor: update/review	Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Carrying out subject leader roles and reviewing action plan Update website	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Update website Subject leader(s) to meet with governor: update/review	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Monitoring the impact of subject leaders in their roles through action plans Update website	Data Analysis Book scrutiny/learning walk/lesson observations, including pupil voice for priorities Monitoring curriculum coherence for 2019/20 Carrying out subject leader roles and reviewing action plan Updating relevant policies Update website Reviewed action plans to LGB
<b>AIO/Trust</b>	<b>Activity</b>	Trust CPD Subject Leader CPD AIO visit	Trust Visible Learning Training	Trust moderation	Trust CPD	Subject Leader CPD	Trust Visible Learning Training
	<b>Focus/Priority</b>	Trust CPD: Maths Subject Leader CPD AIO visit: Reading	Visible Learning Training	Trust moderation of maths	Trust CPD: School Effectiveness	Subject Leader CPD: subject standardisation	Visible Learning Training

Impact Monitoring Schedule 2		Seventh Month (July)	Eighth Month (Sept)	Ninth Month (Oct)	Tenth Month (Nov)	Eleventh Month (Dec)	Completion
LGB	<b>Activity</b>	Subject Leaders reports to Governors (evaluation of subject against action plan)	End of Year data analysis Working party meeting reviewing/identifying priorities	Subject leader(s) to meet with governor SENCO to meet with CoG Performance Management	Full LGB meeting Monitoring of standards through HOS report to governors Review of AIP and SEF	Review of SEF and AIP and identifying new priorities for 2021/22	
	<b>Focus/Priority</b>	Impact of the role of subject leaders	Data analysis Reviewing/identifying priorities	Curriculum coherence Achievement of SEND pupils Performance management review	Achievement data for Reading, Writing and Maths Review of AIP and SEF	Review of SEF and AIP and identifying new priorities for 2021/22	
Head	<b>Activity</b>	Data Analysis Attendance Reviewing SEF Reviewing AIP Curriculum for 2020/21 Reviewing the roles of subject leaders Health and Safety Compliance Website	Data Analysis Attendance Creating new SEF Reviewing AIP Book scrutiny/learning walk, including pupil voice Planning scrutiny Curriculum for 2020/21 Establishing the roles of subject leaders Health and Safety Compliance Updating relevant policies Website Working party for Governors	Pupil Progress meetings Attendance Finalising new SEF Reviewing AIP Book scrutiny/learning walk, including pupil voice Planning scrutiny Curriculum for 2020/21 Performance management Monitoring the roles of subject leaders Health and Safety Compliance Updating relevant policies Website	Reviewing AIP and creating new one Book scrutiny/learning walk, including pupil voice Planning scrutiny Curriculum for 2020/21 LGB meeting – Head of School report and exception reports Monitoring the roles of subject leaders Health and Safety Compliance Updating relevant policies Website	Data Analysis Attendance Reviewing AIP and SEF Finalise AIP for 2021/22. Planning scrutiny Reviewing curriculum for 2020/21 Monitoring the roles of subject leaders Health and Safety Compliance Updating relevant policies Website	

	<b>Focus/Priority</b>	Data Analysis Reviewing attendance including groups, e.g. disadvantaged Begin creating new SEF based on previous academic year Review AIP Book scrutiny/learning walk, including pupil voice for priorities Ensuring curriculum coherence for 2020/21 Reviewing the impact of subject leaders in their roles through action plans Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance	Data Analysis Begin creating new SEF based on previous academic year Review AIP Book scrutiny/learning walk/lesson observation, including pupil voice for priorities Planning scrutiny to ensure progression and coverage Set up new interventions overview Ensuring curriculum coherence for 2020/21 Establish roles of subject leaders and identifying priorities Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance Working party meeting reviewing/identifying priorities	Reviewing pupil progress and identifying key pupils/priorities Reviewing attendance including groups, e.g. disadvantaged Finalise new SEF based on previous academic year Review AIP Planning scrutiny to ensure progression and coverage Book scrutiny/learning walk/lesson observation, including pupil voice for priorities Check curriculum coherence and update relevant documents Monitoring the roles of subject leaders (analyse action plans) Performance management review and set new targets Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance	Reviewing attendance including groups, e.g. disadvantaged Finalise new SEF based on previous academic year Review AIP Planning scrutiny to ensure progression and coverage Book scrutiny/learning walk/lesson observation, including pupil voice for priorities Check curriculum coherence and update relevant documents Monitoring the roles of subject leaders (analyse action plans) Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance	Data Analysis Reviewing SEF Reviewing AIP and finalise new one for 2021/22. Planning scrutiny to ensure progression and coverage Review interventions and impact Reviewing curriculum coherence for 2020/21 Monitoring roles of subject leaders and impact Ensuring Health and Safety compliance, e.g. updating policies, signage, weekly checks and risk assessments Updating relevant policies Update website and check compliance	
<b>SLT</b>	<b>Activity</b>	Data Analysis Reviewing SEF Reviewing AIP Curriculum for 2020/21	Data Analysis Creating new SEF Reviewing AIP Book scrutiny/learning walk, including pupil voice	Pupil Progress meetings Finalising new SEF Reviewing AIP Book scrutiny/learning walk, including pupil voice	Reviewing AIP and creating new one Book scrutiny/learning walk, including pupil voice Curriculum for 2020/21	Data Analysis Reviewing AIP and SEF Finalise AIP for 2021/22 Planning scrutiny	

		Website	Curriculum for 2020/21 Website	Curriculum for 2020/21 Performance management Website	Website	Curriculum for 2020/21 Website	
	<b>Focus/Priority</b>	Data Analysis Begin creating new SEF based on previous academic year Review AIP Book scrutiny/learning walk, including pupil voice for priorities Ensuring curriculum coherence for 2020/21 Update website	Data Analysis Begin creating new SEF based on previous academic year Review AIP Book scrutiny/learning walk/lesson observation, including pupil voice for priorities Set up new interventions overview Ensuring curriculum coherence for 2020/21 Update website	Reviewing pupil progress and identifying key pupils/priorities Finalise new SEF based on previous academic year Review AIP Book scrutiny/learning walk/lesson observation, including pupil voice for priorities Check curriculum coherence and update relevant documents Performance management review and set new targets Update website	Finalise new SEF based on previous academic year Review AIP Book scrutiny/learning walk/lesson observation, including pupil voice for priorities Check curriculum coherence and update relevant documents Update website	Data Analysis Reviewing SEF Reviewing AIP and finalise new one for 2021/22 Review interventions and impact Reviewing curriculum coherence for 2020/21 Update website	
<b>MLT</b>	<b>Activity</b>	Data Analysis Reviewing SEF Reviewing AIP Curriculum for 2020/21 Reviewing the roles as subject leaders Website	Data Analysis Book scrutiny/learning walk, including pupil voice Curriculum for 2020/21. Establishing the role as subject leaders, e.g. creating action plans Updating relevant policies Website	Book scrutiny/learning walk, including pupil voice Curriculum for 2020/21 Carrying out role as subject leader Website Subject leader(s) to meet with governor	Book scrutiny/learning walk, including pupil voice Curriculum for 2020/21 Carrying out role as subject leader Website	Data Analysis Reviewing AIP and SEF Reviewing curriculum for 2020/21 Carrying out role as subject leader Website	
	<b>Focus/Priority</b>	Data Analysis Book scrutiny/learning walk, including pupil voice for priorities	Data Analysis Book scrutiny/learning walk/lesson observation,	Book scrutiny/learning walk/lesson observation, including pupil voice for priorities	Book scrutiny/learning walk/lesson observation, including pupil voice for priorities	Data Analysis Reviewing SEF Reviewing AIP and finalise new one for 2021/22	

		Ensuring curriculum coherence for 2020/21 Carrying out role as subject leader, e.g. reviewing action plan Update website	including pupil voice for priorities Ensuring curriculum coherence for 2020/21 Carrying out role as subject leader Updating relevant policies Update website	Check curriculum coherence and update relevant documents Carrying out role as subject leader Update website Subject leader(s) to meet with governor: curriculum coherence	Check curriculum coherence and update relevant documents Carrying out role as subject leader Update website	Reviewing curriculum coherence for 2020/21 Carrying out role as subject leader Update website	
<b>AIO/Trust</b>	<b>Activity</b>	MAT Subject leaders MAT Maths Training Visible Learning Training	Trust CPD: linked to priorities	Trust Subject Leader CPD AIO visit: AIP	Trust moderation	Trust moderation	
	<b>Focus/Priority</b>	Specific Subject Elements	Trust CPD: linked to priorities	Subject Leader priorities AIO visit: AIP	Moderation of writing	Moderation of reading	