



An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust
Academy Improvement Plan 20-21 (Jan 20 – Jan 21)
COADS GREEN PRIMARY SCHOOL

Status: Approved	
Trust Version:	v3 Template
School Version:	v
Statutory:	Yes
Approved by LGB:	Jan 20
Final Review by LGB:	Jan 21
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

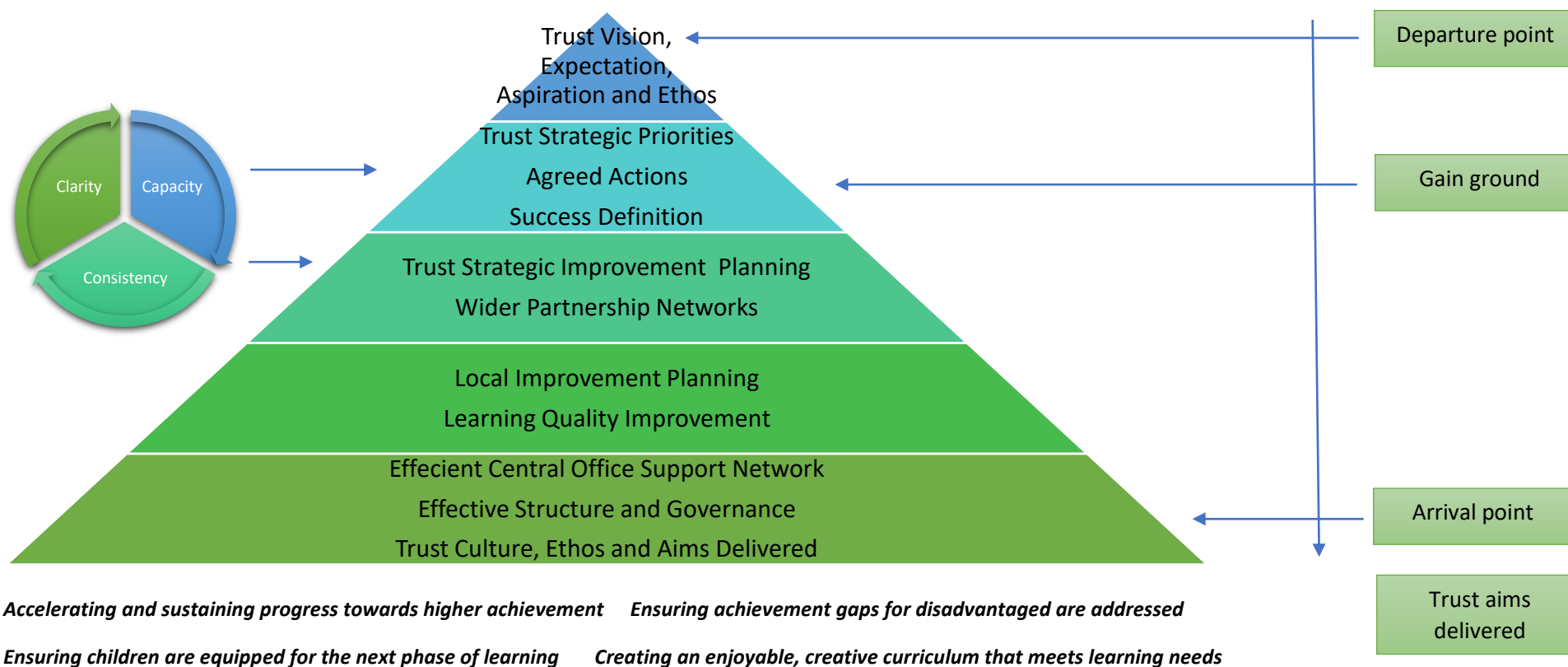
A. Improvement – Trust Model Synopsis

- **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;

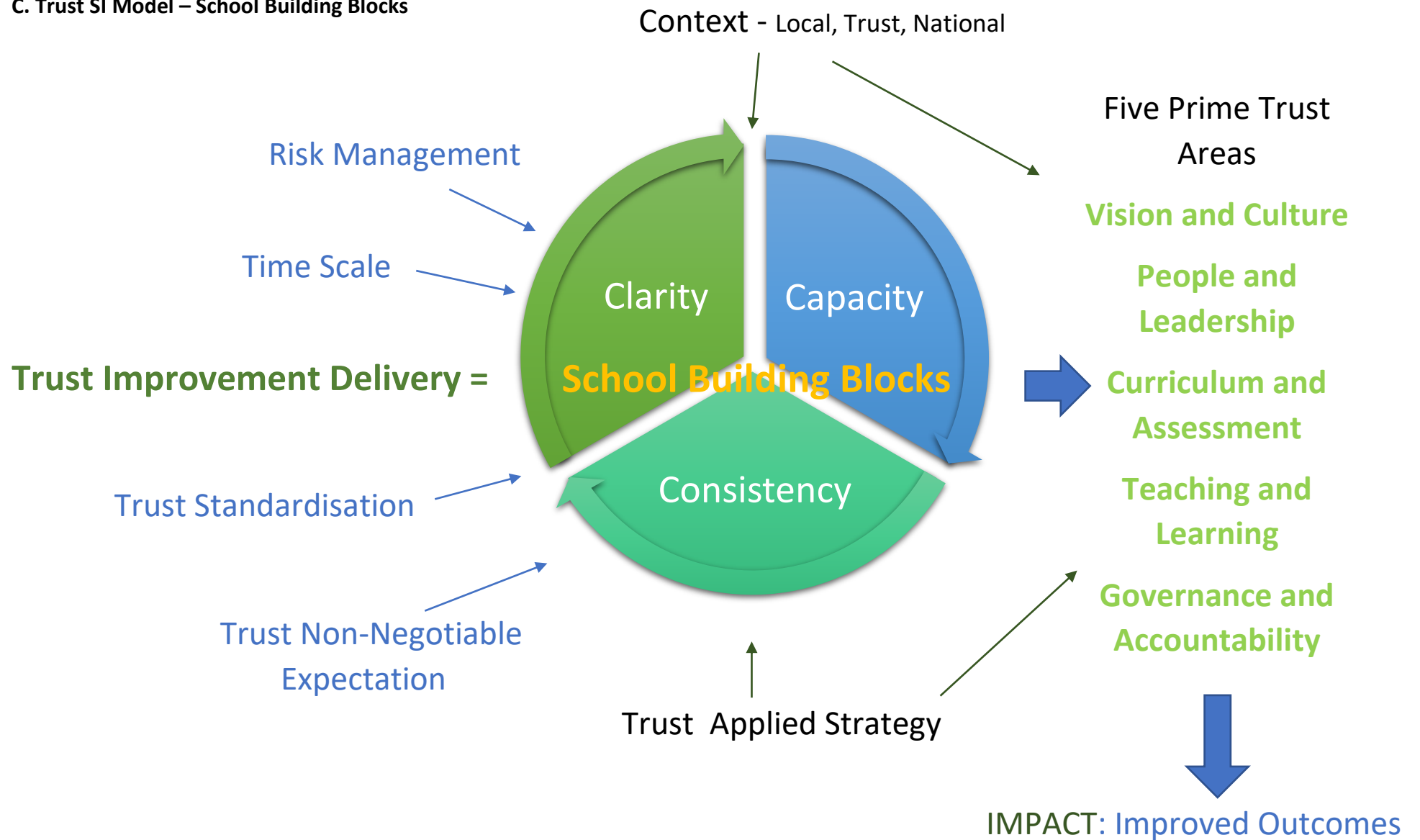
Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions sand modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: 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;



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)

Progress Benchmark KS2: <ul style="list-style-type: none"> ▪ Reading +1.33 (average) ▪ Writing +5.41 (well above average) ▪ Maths +0.32 (average) 	Progress Benchmark KS1: <ul style="list-style-type: none"> ▪
Attainment Benchmark KS2: <ul style="list-style-type: none"> ▪ Reading 64% (6/11) ▪ GPS 91% (10/11) 18% GDS ▪ Maths 64% (6/11) 9%GDS 	Attainment Benchmark KS1: <ul style="list-style-type: none"> ▪ Reading 86% (6/7) ▪ Maths 71% (5/7) ▪ SPAG 57% (4/7) ▪ Writing 57% (4/7) ▪ Science 57%
Behaviour, Exclusions and Attendance: <ul style="list-style-type: none"> ▪ Persistent absence well above national average (14% v 8.7%) ▪ Exclusions in line with na (1.9% v 1.4% = 1 x pupil) 	Achievement EYFS: <ul style="list-style-type: none"> ▪ Maths 86% ▪ English 86%
Key Staff and Roles: <ul style="list-style-type: none"> ▪ Claire Bader HT ▪ Hayley Thorp - English, science lead ▪ Oliver Stephens - Maths, IT Music lead ▪ Sarah Dempsey - Visible Learning Lead 	LGB Leadership: <ul style="list-style-type: none"> ▪ Michelle Robert - Chair, Maths ▪ Robert Crowther - Vice chair, English

Time Frame Key Purple/First 6 months Blue/Second 6 months	School Vision Delivery: Believe, Succeed, Achieve. <i>Encouraging children to be socially responsible within school and the wider community</i> <i>Motivating pupils and staff to reach their full potential</i> <i>Inspiring children to become confident and caring individuals</i> Related Trust/School specific documentation: 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)				
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)
Priority 1: Teaching and Learning Standards	Raise pupil outcomes in reading at the end of KS1 and 2 by bringing progress and attainment at least in line with national figures. KS1 86% (6/7) KS2 64% (6/11) KS2 progress +1.33 Raise parental engagement.	Pupils who enter reception are moved swiftly into the schools systematic, synthetic phonics programme. All staff are committed to developing all children as readers, to foster a lifelong love of books and reading throughout their primary school life and beyond. Regular access to the school library. All pupils encouraged to read widely across fiction, nonfiction and poetry to develop	<ul style="list-style-type: none"> ▪ Leaders undertake an audit of teaching skills and expertise across the school resulting in targeted CPD opportunities in reading and phonics. (HT) ▪ Reading scheme material regularly reviewed to ensure there is a consistent match to phonics development in the early years. (HT) ▪ Staff to foster a love of reading across the school. (whole staff) ▪ The implementation and use of Vipers across the school will ensure that pupils acquire age appropriate skills in understanding, inference, prediction and discussion in order that expectations are well aligned to the NC (class teachers) ▪ Individual action plans for SEND and disadvantaged pupils are suitably focused on accelerating progress in reading. (CB/HT) 	a) teachers and leaders have a precise understanding of which pupils need to catch up b) appropriate action has been taken to ensure pupils are receiving well targeted, daily support to catch up c) by the end of the Spring term 75% of pupils in every year group is on track to achieve at least ARE d) 86% of pupils are on track to pass Y1 phonic screening e) at least 85% of pupils are being heard read to parents every night f) Attainment at end of KS1 and KS2 is at least in line	Head to carry out monitoring: learning walks, book looks, lesson visits, data analysis, pupil conferencing Subject leads to carry out subject specific lesson visits Monitoring visits from AIOs will focus on English, writing and maths Governors to fulfil their role to hold staff to account by monitoring pupil attainment and progress How robust is the evidence to

	<p>Raise pupil outcomes in science at the end of KS1 and 2 by bringing progress and attainment at least in line with national figures.</p> <p>KS1 57.1% (nat 82%)</p>	<p>knowledge and understanding.</p>	<ul style="list-style-type: none"> ▪ Increasing the proportion of pupils working at the expected standard and greater depth across the school, with the view to raising pupils' combined attainment by the end of KS1 and KS2 ▪ Ensure that pupil progress meetings hold staff to account for pupil outcomes by setting high expectations for all. ▪ Raising attainment and progress in key stage 1 & 2 with support from Trust science lead. ▪ Outcomes for pupils in all significant groups are brought in line with national, including boys and disadvantaged. ▪ Targeted individual learning provision to support rapid progress that runs alongside quality first teaching in science. ▪ Leaders / teachers use 'itrack' assessment data to monitor the achievement of pupils in different groups effectively – Trust to support with training and setting of benchmarks. ▪ Teachers use assessment information (both summative and formative) effectively to plan learning that builds successfully on pupils prior starting points. ▪ Planned learning is better matched to the needs of pupils in different groups, including the disadvantaged and the ▪ Teacher feedback and marking ensure that pupils are clear on what they must do to further improve their work. 	<p>with national averages.</p> <p>g) An uplift of a minimum of 10% of pupils in yr6 achieving GDS in reading.</p> <p>h) Progress measure for reading to be increased and to be in at least average national centile.</p> <p>i) Prior low attainers to move into expected attainment and therefore better than expected progress.</p> <p>j) SEND pupils to achieve good progress towards their targets. Boys and PPG writing gaps to have been diminished</p> <p>Interim targets (end of Spring term):</p> <p>Are the majority of pupils on track to achieve end of year targets in reading?</p> <p>Are there pupils in each year group who have made significant progress enabling movement between low prior attainment to expected and from expected to higher attainment (GDS)?</p> <p>Are vulnerable groups in line with other groups – GDS? PP? Boys?</p> <p>Can a breadth of evidence be shown to demonstrate reading is taking place</p>	<p>demonstrate that the quality of teaching and learning and outcomes for pupils are now securely good?</p> <p>How do we pay special attention to the 'disadvantaged' in our lessons? (Boys, PPG, GDS)</p> <p>How aspirational are our teachers? – Is anything really possible for our pupils?</p> <p>What differences do we see between girls and boys in their approach to reading?</p> <p>Discussions with pupils: What are they learning? Why? What are they getting better at during the learning sequence? How do they know? Can they show you something their teacher has written in their book to help them make progress.</p>
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				regularly across a range of subjects?	
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)
<p>Priority 2: Curriculum and Assessment</p>	<p>To ensure curriculum fluency and coherence through precise sequencing, progression and assessment</p>	<p>The quality of planning across the wider curriculum is not clearly mapped out or sufficiently well designed to secure progression and sequencing in pupils' learning over time.</p> <p>The way in which the curriculum is currently set out means there are too long spaces in time where subject areas may not be delivered.</p> <p>Pupils understanding in some areas of the foundation curriculum is limited such as MFL, geography</p> <p>Assessment across the wider curriculum is a weakness. Expectations for how teachers should approach the use assessment have not been agreed or formalised</p>	<ul style="list-style-type: none"> ▪ Working in collaboration with Trust leaders to fully embed the Trust's curriculum vision and implement this effectively in terms of long, medium- and short-term planning. ▪ Ensuring that assessment is used consistently and effectively to support learning across the wider curriculum. ▪ Ensuring curriculum fluency and coherence through precise sequencing and progression in each subject area with a focus on the clarity of learning intentions, including vertical mapping across different year groups. ▪ Ensuring that routine opportunities for pupils to revisit and revise prior learning are embedded into the curriculum design, with a focus on developing pupils' skills in retrieval. ▪ Opportunities for pupils to revisit and revise prior learning are embedded into the curriculum design, with a focus on developing pupils' skills in retrieval. ▪ Ensuring that the curriculum design considers the needs of pupils in significant groups, particularly those with SEND and the most able. 	<p>Regular monitoring by HT, Mat leaders, subject leads show that:</p> <ol style="list-style-type: none"> a) A Themes Overview Plan is in place which shows statutory theme coverage for each class. b) Subject specific knowledge and concepts guidance is embedded c) Trust skills progressions are used to provide coherence. d) Knowledge organisers, vocabulary maps and quizzes are embedded within each class as part of regular learning. e) Connections block plans are in place and f) Assessment procedures in place and are consistent across the school - capabilities map, quizzes, elicitation tasks, KWL grids. g) SOL in place for each subject area 	<p>Completion of Trust Exceptions Report HT monitoring: learning walks, book looks, lesson visits, data analysis, pupil conferencing</p> <p>Subject leads to carry out subject specific lesson visits</p> <p>Governors to fulfil their role to hold staff to account by monitoring pupil attainment and progress</p> <p>How robust is the evidence to demonstrate that the quality of teaching and learning and outcomes for pupils are now securely good?</p> <p>How do we pay special attention to the 'disadvantaged' in our lessons? (Boys, PPG, GDS)</p>

					Pupil conferencing: What are they learning? Why? What are they getting better at during the learning sequence? How do they know? Can they show you something their teacher has written in their book to help them make progress.
Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (asks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Impact Monitoring (quality check/key questions)
Priority 3: Vision and Culture	To embed a positive school and Trust culture through new vision statements and core values.	Information about the school's curriculum offer is not meeting with statutory requirements and is not up to date.	<ul style="list-style-type: none"> ▪ Develop new website in keeping with the new values and visions of the school ▪ Ensure curriculum information is explicit on the website and the required information can be found 	<p>a) The school visions and values are embedded across the school.</p> <p>b) All staff, governors and pupils are fully aware of the core values</p>	Pupil conferencing Lesson visits Staff discussion /staff meetings
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)
Priority 4: Safeguarding (including behaviour and attendance)	Improving attendance, so that it is at least in line with the national average. The proportion of missed sessions, although have decreased from 2018/9, they are still above the nation	Attendance is part of termly learning conferences. Attendance figures are monitored weekly by HT and administrator and are shared through the HT's report at the LGB.	<ul style="list-style-type: none"> ▪ Attendance figures to be shared to parents through newsletters ▪ Attendance information to be regularly shared to parents through website, newsletters and social media ▪ An Daras Trust policy in place for absence procedures 	<p>a) Attendance data is in line with national</p> <p>b) the number of unauthorised absences has decreased</p> <p>c) Persistent absence drops so it is line with national (4.2%)</p> <p>d) The quality of the curriculum ensures that all pupils are</p>	HT monitors weekly Is attendance for all pupils, including significant groups, moving closer to national figures?

	average (sch 5.4% national 4.2%) The persistence absence rate of 14% is well above the national average of 8.7%	The school works in partnership with the EWO. The An Daras attendance procedures are followed should attendance fall below 95%		engaged in their learning, have positive attitudes to learning and are resilient and reflective learners	
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)
Priority 5: People and Leadership	Develop the roles and responsibilities of middle leaders in the foundation subjects to secure impact on raising standards	An Daras AIO provide clear guidance and expectations on the role of leaders. Subject leader CPD enables opportunities for cross school development. Clear job descriptions and roles are in place. Standardised policies, practices and procedures are in place and are in line with other Trust schools. Expertise is shared across the Trust Targeted staff development	<ul style="list-style-type: none"> ▪ Headteacher and subject leads to focus on pupil outcomes as the main priority. ▪ Opportunities for subject leads to undertake joint lesson observations and work scrutiny in other An Daras schools. ▪ Adopting An Daras monitoring and evaluation procedures for judging the quality of teaching, learning and assessment in foundation subjects ▪ Leaders use An Daras support mechanisms effectively to drive school wide improvement. ▪ An Daras non-negotiables are fully embedded across the school. ▪ Ensuring that a high-quality learning provision across the school is meeting the need of all pupils including vulnerable groups. ▪ Support from An Daras AIOs and subject leads to develop roles and responsibilities of middle leaders. 	<p>a) Release time allocated to each key lead 1 x half day per term (HT to cover).</p> <p>b) Clear action plans are in place with defined targets, actions and impact.</p> <p>c) CPD opportunities impact on subject knowledge and effective classroom practice.</p> <p>d) Performance Management targets are in place, are reviewed and met by the end of the year.</p>	<p>HT to monitor through PM, subject leader meetings, staff meetings, monitoring feedback forms, AIO feedback and subject evidence scrutiny.</p> <p>What have we done? What is the impact? How do we know?</p> <p>LGB monitor impact through HT reports and key lead meetings</p> <p>Completion of Trust Exceptions Report</p>

		opportunities identified			
		School based CPD accessed to ensure HQ delivery.			
		An Daras based CPD			

E. AIP Progress Review Summary – Key Performance Indicators from D. <i>(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)</i>	Review Date:
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Priority	Key Performance Indicators (KPI) – Rolling RAG Review Summary	Current Status
1. Teaching and Learning Standards	a)	
	b)	
	c)	
	d)	
2. Curriculum and Assessment	a)	
	b)	
	c)	
	d)	
3. Vision and Culture	a)	
	b)	
	c)	
	d)	
4. Safeguarding (including behaviour and attendance)	a)	
	b)	
	c)	
	d)	
5. People and Leadership	a)	
	a)	
	b)	
	d)	
Significant context changes since last AIP review:		

Impact Monitoring Schedule 1		First Month Jan	Second Month Feb	Third Month March	Fourth Month April	Fifth Month May	Sixth Month June
LGB	Activity	Meeting with key leads	Working party	Data	FGB	Meeting with key leads	FGB
	Focus/Priority	Establish structure and coherence of subject areas	S1 priorities	Provision v impact of actions	Head's report/review of AIP	Review of structure and coherence of foundation subject areas	Head's report/review of AIP
Head	Activity	Book look/planning scrutiny Attendance	Lesson visits Learning walk	PM reviews Attendance	Moderation	Book look/planning scrutiny Attendance	Lesson visits Learning walk
	Focus/Priority	Success criteria/lesson sequencing	Quality of teaching and learning	Curriculum provision and impact on teaching and learning	Success criteria/lesson sequencing	Review of success criteria/lesson sequencing	Quality of teaching and learning
SLT	Activity						
	Focus/Priority						
MLT	Activity	Meeting with Governors	Moderation	Pupil progress meetings	Learning walks	Book look/planning scrutiny	Moderation
	Focus/Priority	Establish structure and coherence of subject areas	Teaching and learning sequences	Curriculum design meeting the needs of significant groups	VL strategies Quality of teaching and learning	Success criteria/lesson sequencing	Teaching and learning sequences

AIO/Trust	Activity						
	Focus/Priority						

Impact Monitoring Schedule 2		Seventh Month	Eighth Month	Ninth Month	Tenth Month	Eleventh Month	Completion
LGB	Activity						
	Focus/Priority						
Head	Activity						
	Focus/Priority						
SLT	Activity						
	Focus/Priority						
MLT	Activity						
	Focus/Priority						

AIO/Trust	Activity						
	Focus/Priority						