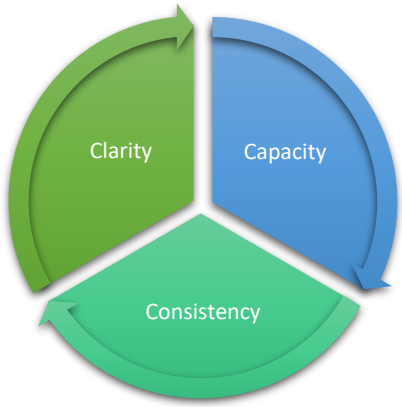
An Daras Trust
Igniting Curiosity Growing Capabilities

Visible Learning plus Partner School



An Daras Multi-Academy Trust

Academy Improvement Plan 21-22 (Sept 21 – Sept 22)

School: Lew Trenchard	
Trust Version:	v4 Template
Statutory:	Yes
Approved by LGB:	
Final Review by LGB:	
Advisory Committee:	LGB Trust Board of Directors Trust Teaching, Learning and Achievement Committee
Linked Documents and Policies:	Recovery Schedules, Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, Core-Stats Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR/ASP Reports, Trust SI Strategy, RSC Trust Improvement Capacity Framework

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.** 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.*

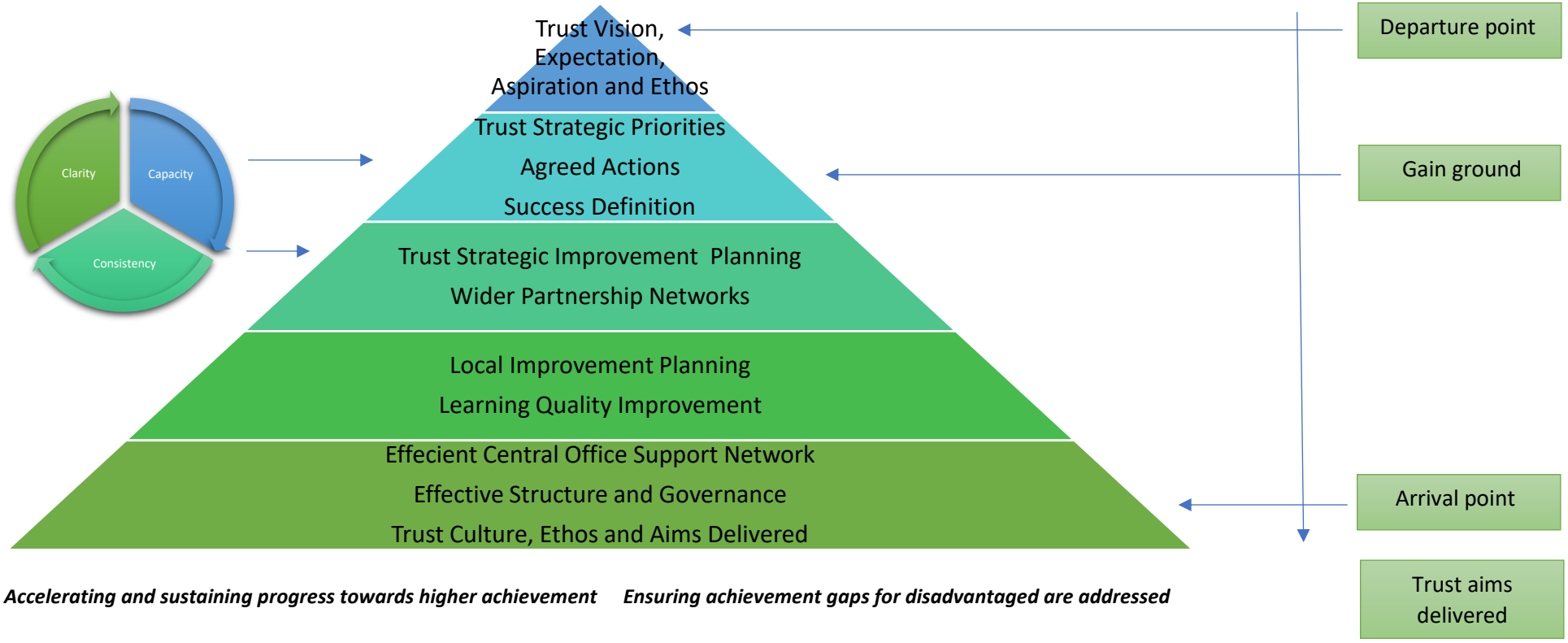
- **Trust self-assessment system** (see Trust Risk Register/Capacity framework Tool) used to risk manage the latest achievement/context of a Trust on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust Board. Schools will continue to be reviewed against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

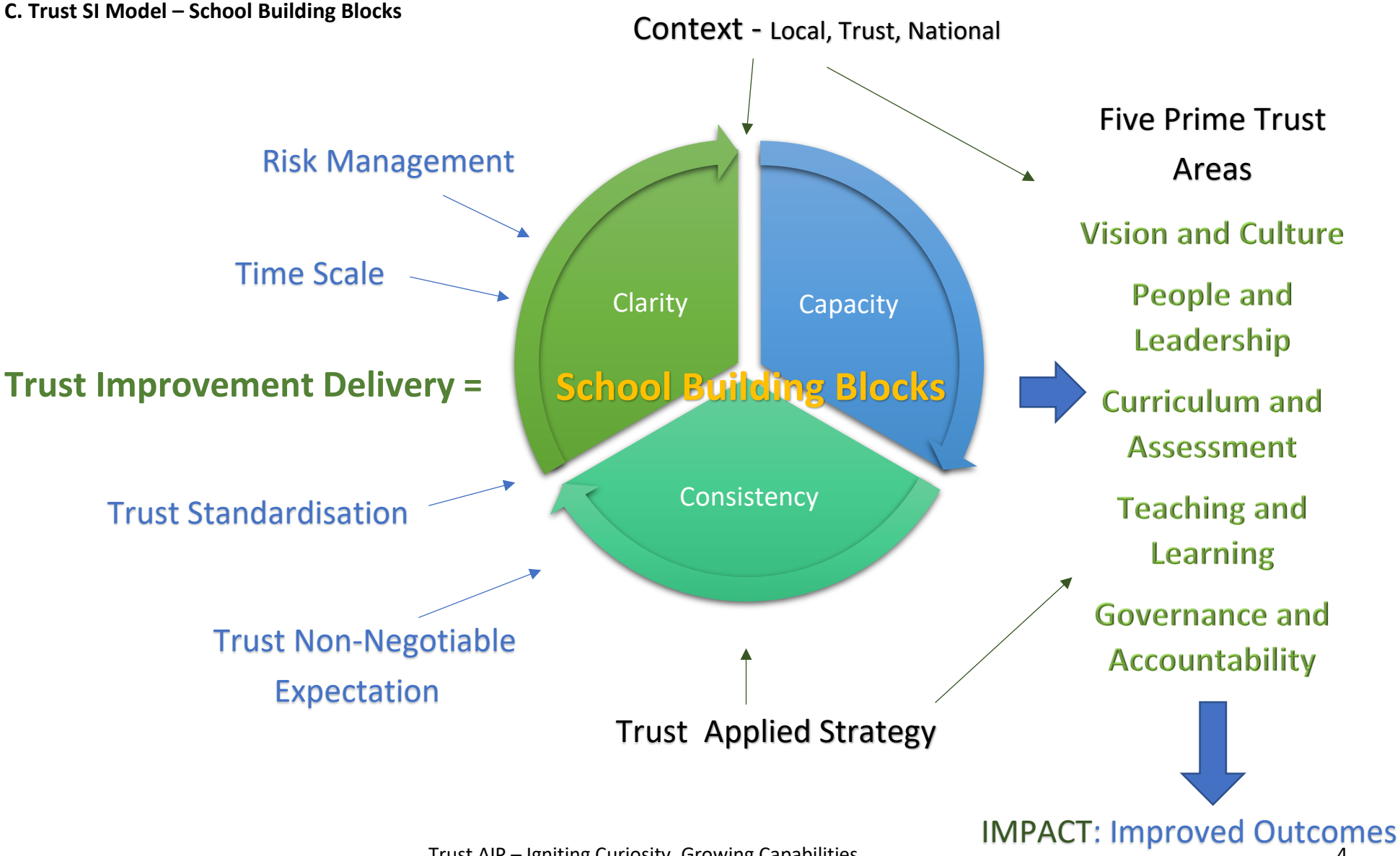
- Trust Vision and Mission Statement– *Igniting Curiosity, Growing Capabilities* - ***"To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it"***

- 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;



Accelerating and sustaining progress towards higher achievement ***Ensuring achievement gaps for disadvantaged are addressed***

C. Trust SI Model – School Building Blocks



D. Academy Improvement Plan 21-22 – Improving Outcomes for Children

Trust Improvement Plan Priorities 21-22: *(Brackets are categories from RSC Trust Capacity Framework – self review)*

1. *Improve the quality of learning provision for Year 3 cohort (current Y2 at July 21) in core subjects so they can be back on track to achieve ARE or ARE+ by year end where possible*
2. *Improve writing achievement at Key Stage 1 particularly for disadvantaged boys in Year 2 (current Y1 at July 21) so that more pupils achieve ARE or ARE+ by year end*
3. *Improve achievement in core subjects for Year 1 pupils (current Class F/Rec at July 21) by addressing identified learning gaps through appropriate curriculum provision*
4. *Develop the coherence and effectiveness of the planned Capabilities-led curriculum by improving planning quality, effective self-evaluation, staff training and subject level leadership*

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 Issues to Investigate from Latest Evidence – RS, ER, OFSTED IDSR, DfE ASP, SEF ***(Key = Green/no issue, Amber/minor issue, Red/major issue)***

Progress Benchmark KS2: ▪ **100% Maths, 100% Reading, 92% Writing**	**Progress Benchmark KS1:** ▪ **100% Maths** ▪ **42% Reading and Writing**
Attainment Benchmark KS2: ▪ **Reading 84%** ▪ **Writing 63%** ▪ **Maths 89%**	**Attainment Benchmark KS1 (including Y1/2 phonics):** ▪ **Year 1 phonics 80%** ▪ **Year 2 phonics 79%** ▪ **KS1 Reading, Writing and maths 42%**
Safeguarding, Behaviour, Exclusions and Attendance: ▪ **0 Exclusions** ▪ **96% Attendance**	**Achievement EYFS:** ▪ **63% GLD**
Key Staff and Roles:	**LGB Leadership:**

Louise Hussey – Executive Head Liz Davy – Head of School/Phonics and Reading Lead Ginnette Sutherland – Yr 2/3 /Trust and School Science Lead Rhianna Abbott-Bray – Rec/Yr 1 – currently on Maternity Jason Elliott – Yr 5/6 /Writing and EGPS Lead Dale Payton – Year 4/Maths Lead Lisa McMorrow – Pre-school Manager Tracey Laithwaite – SENDCO Jodie Trevohah – EYFS Teacher Will Hermon – Trust CEO Neil Swait – TIO Deborah Sanders - TIO	Chair – Amy Crompton SAFEGUARDING Safeguarding Governor – Amy Crompton Whistleblowing Governor – Amy Crompton STAKEHOLDERS Stakeholder Governor – Philip Conway (RE & church ethos lead) STANDARDS Data/PPG – Ruth Wilson Information Governor -Sharon Thorp Curriculum and SEND Governor – Emma Bending

Time Frame Key Purple/First 6 months Blue/Second 6 months	**School Vision:** The An Daras intent for education of their pupils is to develop 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. (“act justly, love constantly, live humbly” Micah 6. V8) Lew Trenchard seeks to educate its children through the core Christian values of kindness, responsibility and respect, encouraging pupils to live aspirational and fulfilled lives. ‘Together we grow in wisdom and serve with joy’
	Related Trust/School specific documentation: AIP 20 Rolling Record, 20-21 Recovery Schedules, SEF, Trust QA Visit notes, External visit notes, OFSTED IDSR, ASP, Cornwall LA Core-stats data, Devon LA SOAPS, MAT Standard Operating Procedures (SOPs)

Time Frame Key - Purple/First 6 months of plan - **Blue/**Second 6 months of plan					
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 – up to 4 max)	**Impact Monitoring** (quality check/key questions)
Priority 1: *Teaching and Learning Standards*	Specifically related to English (Oracy – reading –	English – leaders (LD/JE) have made pupils’ learning in English a	Resources: • Authorify • Picture News	a) Year 3 – raise attainment in	*What teaching strategies make the biggest impact on*

Attainment – Recovery focus **CofE Vision for Education:** **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.	writing) raising attainment in KS1 outcomes in reading and writing and KS2 specifically outcomes in writing. *(Ofsted priority – Secure quality phonics teaching and ensure pupils who fall behind catch-up quickly)*	school priority with a clear focus on ensuring all pupils, regardless of starting points, develop at least the expected standards in reading and writing. Where pupils fall behind, rapid intervention ensures they catch up. Non-negotiables for: The daily timetable – ensuring there are English, RWI/GPS, guided reading and handwriting sessions timetabled in weekly Scheme of learning Staff CPD for planning English units Assessments used to identify key pupils who need additional support and pre-teach sessions. All teachers' performance management to have a target linked to improving standards of attainment in reading. Dedicated staff training time to be allocated to this priority.	• Accelerated Reader • RWI • NST Assessments • Babcock Teaching Sequences • Babcock Library Services • Pobble • Vipers • Alan Peat • Spelling Shed Training: • Visible Learning – Metacognition • Precision Teaching • Phonological Awareness • RWI • Right to Read training • Oracy Curriculum: • Babcock • RWI Phonics and Spelling • Gaps Progression • Oracy Progression • Whole School Guided Reading • Picture News • Accelerated Reading Assessment: • Pre-and post writing assessments • RWI • Phonics • NST • GAPs • Accelerated Reader	reading from 42% to 67%. b) 80% of year 2s to achieve phonics Dec 21. c) The majority of reception pupils to achieve GLD – target to be confirmed after Baseline assessments carried out. d) 80% of pupils to achieve expected attainment at reading at year 6 reading.	*pupil engagement with reading?* *How can we ensure disadvantaged groups/individuals/watch list pupils are being prioritised?* *How does guided reading and vocabulary acquisition support and raise expectations?* *Does the evidence show impact of:* *Scheme of Learning, progressions and teaching sequences being clearly followed?* SLT to monitor: Children learning evidence-book look, lesson observations, Planning and assessment notes from class teaching. Monitoring shows that feedback "responsive teaching" to pupils is having a positive impacting on attainment. Termly review of watch list pupils and addressing barriers to learning. Attainment data shows children are on track in each year group. Pupil voice / discussions with pupils when looking at pupils' work with them Key questions might include: *What they are learning and why? What they*

			• Informal daily assessment/Live marking Actions: • Embed phonological awareness and early phonics in pre-school • Focus in monitoring and teaching on minimising the gap between advantaged and disadvantaged • Progression maps for writing, grammar and oracy to be created and shared – implementation to be monitored • Reading leader to continue to deliver CPD and monitor RWI teaching • Set up parent meeting to inform and support reading at home, sharing latest research • English lead to ensure teachers are selecting Babcock sequences carefully to ensure they are linked on progression in GAPs. • Leaders to monitor and ensure expectations for writing are consistent across all curriculum subjects within the wider curriculum. • Leaders to set up programme of interventions to support rapid progress for any pupils at risk of not making expected progress. • Leaders and teachers to carry out frequent assessments to monitor impact of any resources or interventions used		*are getting better at during the learning sequence? How do they know? Show me something that the teacher has written in your book to help them make progress. Show me some learning that you felt challenging.*

			• Teachers to ensure that they provide opportunities for non-core reading • Right to Read Implementation Team set up and given individual areas to focus on: oracy, reading comprehension, ART, RWI, Reading for pleasure and Picture News.		
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 2: *Curriculum and Assessment* Gaps and Recovery – driving forward improvement to return to full curriculum coverage. **CofE Vision for Education:** **Educating for hope and aspiration:** enablin g healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into	Over the year reviewing and improving current plans and coverage. *(Ofsted priority – use of assessment to identify gaps and weaknesses and check that implementation and impact of curriculum is effective, ensure pupils catch-up quickly, deepen and secure pupils' knowledge and skills)*	Review and evaluate structure to the curriculum ensuring a clear progression of knowledge and skills in all subjects. Provided schemes of learning to support planning for challenge, consistency, cohesion and progression across the school. Ensure s-plans are consistent in ensuring teaching in all subjects is linked to the subject skills. Informative assessment processes are a key priority to ensure all pupils make good progress from starting points. TIO to deliver support in developing and	Resources: • Charenga music • Digimaps • History Association • Explorify • Authorify • Arena • Plymouth Argyle • TigTag • TTRS Training: • Trust Science Leader internal training • NPQ training • PTI training – geography, science, music, SEN • Babcock subject leader training Curriculum: • Schemes of learning for RSE, RE, Maths, English, Music, computing	a) Monitoring of evidence from a range of resources including TIOs demonstrates that teaching is closely linked to both pupils' current attainment. Knowledge and skill level and that, as pupils catch-up, coverage is age-appropriate Therefore, ensuring: b) Outcomes from non-core subject assessment	Analysis half termly non-core curriculum to find strengths, areas of weakness and how teaching is overcoming any barriers. Monitoring shows that the leaders' intent for curriculum is evidenced through pupils' work. Pupil voice / discussions with pupils when looking at pupils' work with them. Key questions might include: *What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress. Show you some learning that challenged you?* Specific pupil conferencing questions about themes demonstrate children have

ways of fulfilling them.		improving the curriculum. Dedicated staff training time to be allocated to this priority. External training to be booked to develop subject leaders and SLT.	• Knowledge, Progression and skills maps for all non-core subjects • Rolling A/B curriculum overview • S-plans, KWLs, vocab grids, knowledge organisers and quizzes for all units of learning Assessment: • KWLs • Quizzes • Pre-and post unit assessments • Headstart Science • Striver PE • Informal and formal teacher assessments Actions: • Subject leaders to complete 'deep dives' into their subjects to assess strengths and weakness. Action plans developed from the findings of these Science/English/Maths/PE/ Geography Computing, Music, History, Art/DT • Regular Book scrutiny, learning walks, lesson observations, pupil conferencing and assessment outcome analysis to take place • Leaders to alter and adapt action plans based on the findings • CPD planned internally and externally to address areas identified as needing improvement • Teachers/subject leaders to model and share good practice	demonstrate the majority of pupils achieve national age-related expectations. c) Over the year, subject coverage within each non-core subject returns to the full wider planned curriculum, matched to the school's intent. d) Pupil quizzes and conferencing demonstrates that pupils have learnt the content taught – learning and remembering more as they progress through the curriculum.	learnt and remembered key facts about the theme and can relate this to other prior learning. Weekly book looks demonstrate that a clear sequence has been taught.

			• Shared resources file set up – resources and planning to be monitored and quality assured by subject leaders.		
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/ Safeguarding (including behaviour and attendance)* Church Vision – Use SIAMs SEF to develop school vision further. **CofE Vision for Education:** **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that	Within the Trust overarching vision, strengthen school vision through deeper links to the community, promote global citizenship and courageous advocacy. Implement vision so that good safeguarding practice and attendance is maintained, promoting and supporting pupil mental health and wellbeing. *(Ofsted Priority – Pupils learn well across the curriculum/deepen pupils' knowledge and skills, ensure pupils who fall behind catch-up quickly and improve attendance.)*	Ensure that the clear and ambitious vision for the church school values, ethos and curriculum which forms the basis of all policies and curriculum design within the school. Improve pupils' ability to be assessment-capable visible learners. Teachers to develop pupils' meta-cognition. Develop the 'Resourcefulness' learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.	Resources: • Exeter Diocese and Church of England vision and education documents • SIAMs SEF • Understanding Christianity • Trust RE Lead • Open the Book • Picture News • Local Church Link • EWO Services • Safeguarding Trust Lead • SSS Safeguarding Training • Trust H&S and Premises Leads • TIO • Visible Learning Resources • Brooks SRE and PSHE Resources Training: • CofE Training • Exeter Diocese Training • VL metacognition training module • SSS safeguarding training • Internal CPD on SIAMs and RE • Mental health and Well-being • Thrive	a) Pupil conferencing demonstrates the vast majority of pupils know the school's vision and ethos. b) External TIO monitoring demonstrates that there has been a positive impact of VL training on pupils' learning and metacognition abilities. c) Attendance remains in line with national averages at 96%. PP pupils' attendance is raised by 4%.	Consistency across the school demonstrated through learning walk evidence – displays of values and VL resources. Pupils talk confidently about these: *What do we value at Lew Trenchard? What are our values? Give me an example of these values in action?* Parents agree that the school's values are right and have an impact in school. Learning dispositions: *What is metacognition? Why is assessment important?* Teachers – lesson observations demonstrate teachers promoting the school's vision and ethos and encouraging pupil learning dispositions through the promotion of independence and resilience – e.g., through reasoning, problem solving and application of knowledge and skills (wisdom).

enable people to flourish together. **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.			Curriculum: • Understanding Christianity • RE Agreed Syllabus • Brook Scheme for PSHE and SRE • Daily CW programme • Picture News Actions: • Complete SIAMs SEF on new format and use as action planning for this priority • Recovery focus: implement support for pupil mental health and well-being (SENDCo is MH Lead) • Incorporate school and church ethos into key policies • Plan activities through CW and other subjects to promote global awareness, courageous advocacy • Develop and deepen community links for pupils to realise aspirations to impact positively to their community • Meet termly with the EWO to report on and monitor attendance – specifically focus of raising PPG and SEN attendance • Develop use of Picture News to develop national and global awareness, inspire debate and action as well as utilise clear links to church ethos • Work with governors to ensure that the church value and school ethos are clearly linked to their roles and monitoring	d) External monitoring by the Diocese demonstrates that the school SIAMs SEF is accurate and that the school judgement of being a flourishing (Good) school is accurate.	Consistency across school demonstrated in application of behaviour and safeguarding procedures – learning walks, LOs, Conferencing. Attendance: EWO reports demonstrate improved attendance and impact of attendance initiatives on raising attendance of pupils with historically low attendance. Pupil conferencing: *Do you like coming to school? Do you feel challenged by your learning? Do pupils behave in this school? Do you feel safe at school? Do you know who to speak to if you are worried about something? Do you know what to do if you are bullied or know someone is being bullied? Do you know how to keep safe online?* Parent surveys: *Do you feel your child is safe at this school? Bullying is dealt with effectively by the school?* Parents agree that behaviour is good in school and that their children are safe in school.

			• Develop and strengthen Collective Worship – including opportunities for pupil-led CW • Establish wider curriculum links to enable pupils to respond to social and current injustices. • Develop pupil voice further to contribute to school improvement through the Learning Ambassador role.		
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: *People and Leadership* EYFS – implementation of the new framework **CofE Vision for Education:** **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. **Educating for dignity and**	To ensure high early standards in the school linked to high quality provision. *(Ofsted priority – secure early reading/phonics high quality teaching and ensure pupils who fall behind catch-up quickly*)	Fully embed good practice established in the early adoption of the new framework developing effective training for all teachers so that policy, practice and staff training develops secure strategy application to improve learning outcomes and impact across the EYFS. Through Trust, LA and external providers to improve EYFS new framework knowledge, monitor practice and provision.	Resources: • Reception Baseline • Development Matters • Every Child Matters • Pie Corbett Reading Spine • RWI Nursery Pack • RWI books and phonics resources • Welcom vocabulary assessments Training: • New framework training • Trust and internal EYFS CPD • Devon LA training • RWI training • Right to Read implementation team training • Phonological awareness an Precision Teach Training Curriculum: • Trust EYFS Curriculum Progressions • RWI	a) The vast majority of pupils are on track to achieve a GLD at the end of EYFS (target to be made specific when Baseline complete) b) Monitoring from a range of internal and external evidence demonstrates that teaching enables pupils to achieve the new	Head will monitor through performance management, subject leader meeting feedback, staff feedback, and EYFS evidence scrutiny. Pupil Progress meetings. Lesson observations. Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle. Provision monitoring. *What strategies and provision have been implemented as part of the early adoption and what impact have they had? What progression and curriculum planning can be established and carried forward to ensure consistency?*

respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.		Senior Leaders to develop systems to ensure new framework provision is impacting positively on pupil outcomes - evidenced and measurable. This will include progressions in writing, reading and maths and the wider curriculum. Train team to demonstrate excellent self-evaluation of strengths and weaknesses of the provision and use this knowledge to impact on standards so they are improved from starting point.	• Oracy and GAPS progressions • Pie Corbett Reading Spine Actions: • Carry out Reception Baseline Assessments • Complete work on progressions in curriculum: writing/reading/maths and wider curriculum planning. • Carry out Welcom Vocab assessments • Implement Oracy progression – focussed on speaking and listening across the school. • Monitor Right to Read actions implementation • Monitor reading for pleasure, lending library and nursery rhymes impact on pupils' reading progress. • Develop and monitor continuous provision to ensure that is supports and enables pupils to achieve new framework objectives. • Evaluate and develop curriculum so that it links to KS1 and KS2 – early concept development. • Focus on early maths and ensure that the new framework language and expectations are understood by all practitioners and effectively taught. • Monitor pupils progress towards achieving a GLD at the end of EYFS and where need rapidly intervene to support pupils at risk of falling behind.	framework expectations. c) Staff feedback and performance management demonstrates that training has been effective in ensuring staff subject knowledge, confidence and teaching of the new framework is secure. d) Evidence in learning journeys and from learning walks and observations, demonstrate that pupils have a range of activities broad enough and with enough opportunities to independently achieve the new	*What further training is needed?* *What impact will there be on the % of pupils achieving a GLD.*

				framework objectives for EYFS.	

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)*		**Review Date:**
Priority	**Key Performance Indicators (KPI) from AIP – Rolling RAG Review Summary**	**Current Status**
1. *Teaching and Learning Standards* - Attainment Recovery focus	Year 3 – raise attainment in reading from 42% to 67%.	
	80% of year 2s to achieve phonics Dec 21.	
	The majority of reception pupils to achieve GLD – target to be confirmed after Baseline.	
	80% of pupils to achieve expected attainment at reading at year 6 reading.	
2. *Curriculum and Assessment* – Curriculum Gaps and Recovery focus	Monitoring of evidence from a range of resources including TIOs demonstrates that teaching is closely linked to both pupils' current attainment. Knowledge and skill level and that, as pupils catch-up, coverage is age-appropriate.	
	Outcomes from non-core subject assessment demonstrate the majority of pupils achieve national age-related expectations.	
	Over time, subject coverage within each non-core subject returns to the full wider planned curriculum.	
	Pupil quizzes and conferencing demonstrates that pupils have learnt the content taught – learning and remembering more as they progress through the curriculum.	
3. *Vision and Culture/ Safeguarding* Church Vision	Pupil conferencing demonstrates the vast majority of pupils know the school's vision and ethos.	
	External TIO monitoring demonstrates that there has been a positive impact of VL training on pupils' learning and metacognition abilities.	
	Attendance remains in line with national averages at 96%. PP pupils' attendance is raised by 4%.	
	External monitoring by the Diocese demonstrates that the school SIAMs SEF is accurate and that the school judgement of being a flourishing (Good) school is accurate.	
4. *People and Leadership* EYFS – implementation of the new framework	The vast majority of pupils are on track to achieve a GLD at the end of EYFS (target to be made specific when Baseline complete)	
	Monitoring from a range of internal and external evidence demonstrates that teaching enables pupils to achieve the new framework expectations.	
	Staff feedback and performance management demonstrates that training has been effective in ensuring staff subject knowledge, confidence and teaching of the new framework is secure.	
	Evidence in learning journeys and from learning walks and observations demonstrate that pupils have a range of activities broad enough and with enough opportunities to independently achieve the new framework objectives for EYFS.	
Significant context changes since last AIP review:	**Significant period of disrupted learning due to 2 Covid-19 Pandemic School Closures resulting in periods of lost learning for pupils.**	

F. AIP Monitoring Schedule

Impact Monitoring Schedule 1		First Month	Second Month	Third Month	Fourth Month	Fifth Month	Sixth Month
LGB	**Activity**	Data Analysis	SEF and AIP Risk Register	Safeguarding	SEN		
	Focus/Priority	Identification of priority groups- what actions will the school take?	Identification and understanding of school priorities Identification of top 3 school risks	Internal Audit	Provision and Local Offer		
Head	**Activity**	Data Analysis	Performance Management	Safeguarding internal Audit	Data Analysis		
	Focus/Priority	Identification of priority groups – plan for support and intervention – recovery funding	Target setting to link to AIP priorities	Ensure practice matches policy and intent	Progression towards progress and attainment targets and impact of interventions		
SLT	**Activity**	Learning Walk	Lesson Observations	Evidence Scrutiny	Evidence Scrutiny		
	Focus/Priority	Values and VL	English Writing	English RE	Non-core subjects		
AIO/Trust	**Activity**	VL Training SEF and AIP	Trust Moderation	Subject Leader and EYFS	Data		
	Focus/Priority	Meta-cognition Approval of priorities	Writing	Progressions, training and evidence	Updates and monitoring of progress towards AIP priorities.		

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						