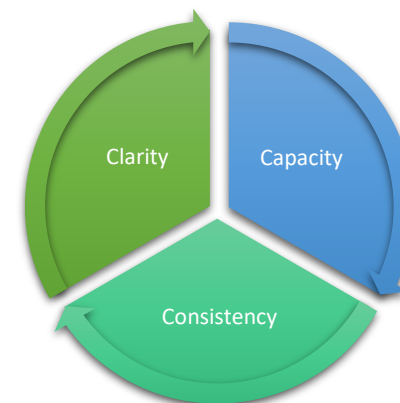




An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust **Academy Improvement Plan 24-25** (Sept 24 onwards)

School: Callington Primary School.	
Trust Version:	v7 Template
Statutory:	Yes
Advisory Committee:	LGB Learning, Staffing and Safeguarding Committee, Audit Committee
Linked Documents and Policies:	Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, National Benchmarking Reports, Trust Consultant Reports, OFSTED Data, ISDR Reports, Trust SI Strategy. DfE Trust Quality Descriptors 2023

Trust SI Model – Trust and School Building Blocks

Context - Local, Trust, National

Five Prime Trust Areas

Vision and Culture

People and Leadership

Curriculum and Assessment

Teaching and Learning

Governance and Accountability

Aligned with DfE Trust Quality Descriptor Pillars 2023

Trust Culture and Identity

Risk Management

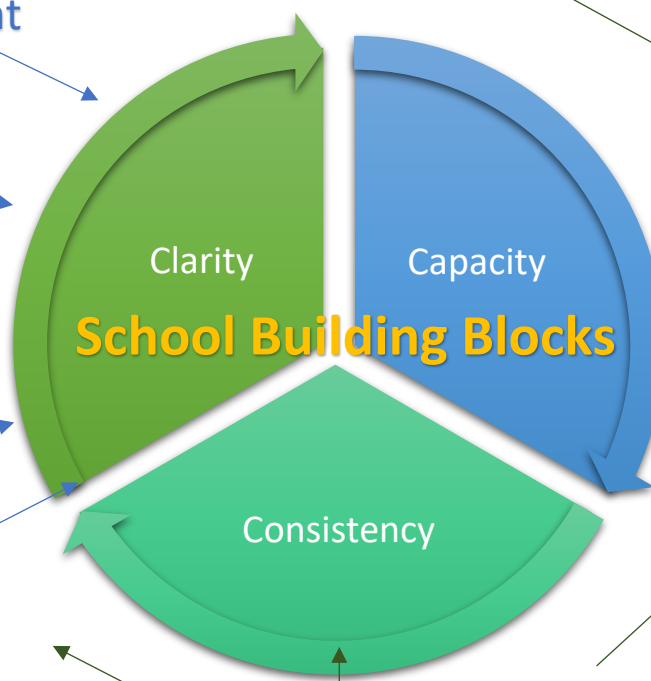
Time Scales and Agility

Trust Improvement Strategy =

Trust Alignment

Trust Collaborative Convergence

Trust Best Endeavour Expectation



Trust Applied SI Strategy with Tiered Support

IMPACT: Improved Outcomes

Trust AIP – Igniting Curiosity, Growing Capabilities

Academy Improvement Plan 24-25 – Improving Outcomes for Children	
Trust Vision: <i>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”</i>	
School Vision: “The best for every child, all of the time” Achieved through the achievement of 7 key outcomes by the end of Year 6: • Confident and empowered learners with an embedded passion for lifelong learning • Global citizens ready to contribute positively to their communities and world • Digitally accomplished – successfully, responsibly and positively utilising technology • Resilient, resolute and confident in their learning, own identity and personal values • Aspirational for themselves and their futures • Creative thinkers who are problem solvers and proactive • Lifelong readers which enhance knowledge, ignites imagination and supports the development of communication	
Context – Key School Level Factors 24-25	
▪ Raise key outcomes in Maths in KS1 and KS2 ▪ Raise outcomes for PPG children in writing by end of KS2 ▪ Embed the CUSP curriculum to ensure enhanced curriculum offer to children ▪ Continue to align academy practice to Trust expectations – Capabilities Curriculum and Visible Learning ▪ Improve attendance through application of attendance policy and procedure to achieve 95%+ overall attendance ▪ Establish and embed effective LGB hub with Coads Green ▪ Raise pupil numbers for sustained viability	
Key School Staff and Roles: ▪ Antony Fugill (AF) & Hannah Loss (HL) - Co-Head Teachers ▪ Sian Dart (SD), Hayley Wood (HW), Billie Parker (BP) and Emma Truscott (ET) – SLT ▪ Neil Swait (NS) & Deborah Saunders (DS) – Trust Improvement Officers ▪ Debbie Spurr (DS) – Family Support Worker & Kate Foster (KF) – School Secretary	LGB Leadership: ▪ ▪
Context – Trust Level Action Plan Factors 24-25	
<i>*Church of England – Our Hopes for a Flourishing School System</i>	
Trust Culture and Identity	Trust Strategic Actions

Q1. Why do we exist? ▪ To ensure children within our local area have access to high-quality capabilities driven learning through positive lived experiences which champion their right to be treated with dignity and respect irrespective of background ▪ Provide an effective educational service which meets the needs of our local communities based on the An Daras way ▪ <i>‘Do justly, love mercy and walk humbly with your God’</i> (Micah 6. v8)	1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity; ✓ Writing and maths outcomes at KS2 ✓ Capabilities through the curriculum ✓ 30/60/90 day plans to focus rapid improvement ✓ IT infrastructure and curriculum delivery resource plan 1B. Implement next phase of sustainability planning and net zero reductions in line with stated aims of the Trust Sustainability Charter; ✓ Sustainability Strategy with partners including Diocese ✓ Collaborative working with external specialists ✓ Premises and energy strategy ✓ Practical, deliverable sustainability best endeavours
2. How do we behave? ▪ Consider all within the An Daras family as having significance ▪ Work humbly to challenge ourselves to add value, wisdom and common sense. ▪ Improve the development and understanding of the ‘capabilities’ within us all. ▪ Deliver a ‘capabilities led’ model rather than a ‘deficiency led’ model	2A. Improve internal leadership capacity at all levels during this period of growth transition; ✓ Trust leadership ✓ School Hub leadership ✓ Prioritised school leadership ✓ SI team leadership ✓ LGB leadership ✓ Trust subject leadership
3. What do we do? ▪ Create a family of schools which maximise holistic learning opportunities for all ▪ Value attainment/progress as essential to the ‘capabilities led’ model ▪ Dedicate ourselves to improving the potential capabilities of every member of An Daras ▪ Treat all with dignity and respect through fully valuing their significance ▪ Value personal wisdom/growth as an essential to the Trust dividend	3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3); ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations ✓ Ensure inclusion strategies are impacting on pupil outcomes 3B. Further embed Trust wide collaborative CPD strategies to ensure conceptual alignment and curriculum delivery; ✓ Thinking Matters – Original Trust schools ✓ Visible learning – New Trust schools ✓ Implement Global Majority Heritage good practice across the curriculum as part of equality and diversity

4. How will we succeed? ▪ By maintaining a holistic approach to an academically rigorous curriculum ▪ By ensuring clarity of purpose on delivery of the widest ‘capabilities led’ model possible ▪ Ensure ‘aligned autonomy’ is fully established and adding value to the trust dividend ▪ Encourage ‘collaborative convergence’ so all are empowered ▪ Build internal capacity by recognising that everyone has significance and talent which is nurtured through a positive well-being strategy ▪ Encourage schools to maintain a local focus which meets the needs of their communities ▪ Ensuring our children leave curious, empathetic, capable, have common sense and are ready to be good citizens of the world	4A. Formulate and deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable; ✓ Small School Strategy ✓ Falling Roles Strategy ✓ SEND Services and Leadership Strategy ✓ Leadership Strategy 4B. Secure more effective financial management practices and systems to maintain the Trust as a going concern; ✓ Effective system redevelopment due to growth ✓ In year financial reporting ✓ Accurate forecasting ability – integrate IMP ✓ Sustainability Strategy
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Priority 1: Learning Standards (DfE Trust Quality Descriptor: Pillar 1- High Quality/Inclusive Education)			
1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity; ✓ Writing and maths outcomes at KS2 ✓ Capabilities through the curriculum ✓ 30/60/90 day plans to focus rapid improvement ✓ IT infrastructure and curriculum delivery resource plan			
Explain Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity; - Improve maths outcomes at KS2	▪ To improve KS2 outcomes in maths – to see 5% increase from July KS2 data to bring in line with National Average/just above. ▪ To embed the mastery approach of the teaching of mathematics to ensure consistent high-quality teaching. ▪ Participate fully in Mastering Number Embedding the Impact Programme through the NCETM – range of PD activities. ▪ Maths lead to participate in Maths Mastery Specialist training 2024/25 to become maths specialist. ▪ Engaging with Trust maths lead in order to share best practice	▪ ET (maths lead) to use support from Maths Specialist (Charlotte Wollfenden) to embed the CPD materials. Ongoing across the year ▪ Implement using NCETM teacher notes to support planning-Ongoing ▪ Planned staff meetings to disseminate CPD from maths specialist - use of manipulatives, mathematical thinking and fluency – ET termly ▪ Engage with maths subject leadership network meetings to ensure best practice across the trust – Ongoing ▪ Ongoing support from Trust SI team.	▪ Improved outcomes at KS2 - Number at ARE+ is inline or better than National Average in July 2025 data ▪ Improvement in multiplication check scores June 2025 ▪ Evidence of high-quality maths teaching across the school

		▪ Purchase Pathway membership for Karen Wilding to develop pedagogical knowledge and key CPD in early years. £165. Autumn ▪ Purchase 'Big Maths' a number fluency programme where attainment and progress can be tracked quickly. £1,700 Autumn	
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity; - Raise outcomes for PPG children in writing by end of KS2	▪ Summer 2024 data indicates a wider gap between PPG and non-PPG children particularly in writing. ▪ Whole school commitment to improving provision and achievement for all pupils in writing. ▪ Establish priority target children – through data analysis for each class and evidence from pupil progress meetings. ▪ Establish interventions in each class which have a focus on disadvantaged children. ▪ A focus on WTS children – what scaffolding is being used to move these to EXS? ▪ Ensure high quality texts are being used across each year group which address any gaps in learning.	▪ SLT to work with staff to identify priority children. ▪ Pupil progress meetings to focus in on progress made by target children. ▪ HW – to monitor impact of interventions – half termly ▪ HL to track attainment and progress closely and identify further target children – termly ▪ Involvement in trust subject leader networking – writing lead	▪ The gap between writing attainment of PPG and non-PPG children has decreased by July 2025 ▪ Rising improvement in progress and attainment in writing for years 1-6. ▪ Evidence through monitoring of effective interventions ▪ Evidence of high-quality teaching and learning of writing across the school.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity; To further embed the RWI phonics scheme to ensure maximum progress for children who are currently not on track.	• New RWI lead is established and confidently driving the delivery of RWI across the school. • Engage in RWI development days and produce action plans based on key areas of development • Identify priority target children for fast track and fresh start tutoring. • Currently around 40% of children in R, Year 1 and 2 are below where they should be in the RWI programme. • Increased recognition of phonemes and graphemes, increased decoding skill and	• Release time for RWI lead to attend RWI development day – Autumn 1 • Funding from PPG for 2 x PM Teaching assistants for RWI. One to deliver fast track tutoring and 1 to deliver Fresh Start for years 5 and 6 – ongoing • Staff access to RWI training through the trust and Ruth Miskin Portal – speed sounds and story books lead by AH. • RWI lead to meet with other phonics leads across the Trust to share good practice. •	• The % of children who are below standard by July 25 has decreased. • Improved provision of keep up for the children who are falling behind – through specific staff interventions.

	increased reading fluency – evidence seen through half termly assessments.		
LGB Impact Monitoring Priority 1 (quality check/key questions)	• What monitoring of interventions have you done so far? • How do you know the quality of maths teaching across the school is high quality? • What is the current data looking like across the school? • What has been put in place to ensure progress for disadvantaged children? • How is progress in RWI being monitored? • What is the impact of RWI interventions for children who have fallen behind?		
Priority 2: Curriculum (DfE TQD: Pillar 1- High Quality/Inclusive Education)			
3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3); ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations			
3B. Further embed Trust wide collaborative CPD strategies to ensure conceptual alignment and curriculum delivery; ✓ Thinking Matters – Original Trust schools ✓ Visible learning – New Trust schools ✓ Implement Global Majority Heritage good practice across the curriculum as part of equality and diversity			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
To embed the CUSP curriculum to ensure enhanced curriculum offer to children	▪ Whole school commitment to ensuring our curriculum offer is ambitious, knowledge based and vocabulary rich. ▪ To embed fully CUSP curriculum across the school to ensure high quality teaching and learning of foundation subjects. ▪ Establish ‘spotlight’ subjects for academic year ▪ Monitor impact of implementation by completing pupil book studies, talking to teachers, drop in observations and quizzing and retrieval practices. ▪ Ensure task design enables pupils to ‘think hard’ and create long term learning. ▪ A focus on progress on SEND and PPG children to ensure the curriculum is scaffolded and adapted to meet the needs of all children	▪ Whole school CPD around the CUSP curriculum ▪ SD and HW – release time to work with staff who missed the initial CUSP pedagogical training – Autumn 1 ▪ SLT to create a clear monitoring timetable which focuses on each subject area thought-out the year – ongoing ▪ HW and SD to complete pupil book study training ▪ HW and SD disseminate this training to other subject leads so a pupil book study can be completed for each subject area. ▪ Spotlight subjects – Geography (AA) and DT (HS) ▪ Pupil conferencing with a focus on depth of vocabulary knowledge – Spring	▪ Consistent use of the CUSP teaching pedagogy throughout the school. ▪ An improvement in retention of curriculum knowledge. ▪ Pupils' depth of vocabulary knowledge has increased. ▪ Pupils have the opportunity to ‘think hard’ through carefully designed tasks.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI

To further embed visible learning to ensure alignment with Trust wise collaborative CPD.	- Visible learning was introduced across the Trust in 2015/16. - Callington to implement visible learning over the next 2 years - A whole school commitment to implementing and embedding visible learning across the school. - Staff training through the trust through INSET and staff meetings - Appoint visible learning coaches (x2) who will champion VL in Callington. - A focus on PPG children and how visible learning can support accelerated progress for these children.	- HL and AF to complete initial scoping activity before the start of this academic year – DS - VL September INSET – all staff to attend – Autumn term - Staff to collect evidence as a baseline to what our children think a good learner looks like now - Revisit Callington vision and values to ensure this aligns with VL and capabilities curriculum - Staff to agree what a good learner looks like in Callington during staff meeting time – Autumn - Appoint VL coaches – Autumn - Share agreed ‘what a good learner looks like’ with children to ensure shared language and consistent approach across the school - Staff to attend follow up INSET and share VL journey so far – Jan 2025 - Continue to engage in CPD programme throughout the year – ongoing	Pupil feedback shows a clear understanding of what a good learner looks like in Callington. New roles of VL leads established within the school. - Staff/pupil survey feedback show an initial impact of VL
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
To successfully embed capabilities through the curriculum	- Introducing capabilities voting to classes – staff are confident at carrying out the votes and children confidently being able to recognise areas needing to improve. - Teachers to observe ‘voting’ taking place so that best practice is shared. - Teachers to observe modelled lessons which ‘grow’ capabilities to inform teacher learning and provide opportunities for pupils to develop social and emotional skills. - Ensure opportunities for high quality professional dialogue between year group partners about classroom needs, issues within their classroom and how these are similar or different across the year group.	- RB to visit the school to model voting to staff who missed this at the end of last academic year. - Staff to hold votes in their new classes to identify which capability their class needs to focus on – Termly - RB to model lessons to KS2 teachers which ‘grow’ the identified capability – Autumn term - Ongoing support from RB to fully embed capabilities curriculum across the year.	Children across the school are demonstrating learning behaviours which support lifelong success: there is increased evidence of children behaving with confidence, managing their feelings, communicating effectively, working productively in a group and problem solving effectively.

			Evidence of teachers planning lessons with a focus on growing the capability their class need to work on.
LGB Impact Monitoring Priority 2 (quality check/key questions)	- What are the key principles outlined in the CUSP curriculum? - How are you ensuring consistency of approach in the delivery of the new curriculum? - How do you know that CUSP is having a positive impact on the children? - What does a good learner look like in Callington? - How will you ensure this message is being conveyed consistently to all the children across the school? - Is there a trend in which capabilities come out as areas of development? - What impact has the capabilities curriculum had on the children so far? How do you know?		
Priority 3: Vision and Culture (DfE TQD: Pillars 3 and 4 – Workforce, Finance and Operations) 2A. Improve internal leadership capacity at all levels during this period of growth transition; ✓ Trust leadership ✓ School Hub leadership ✓ Prioritised school leadership ✓ SI team leadership ✓ LGB leadership ✓ Trust subject leadership			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
To expand SLT capacity to lead and drive improvement and embed ethos and visions.	- Redefine SLT roles and identify key responsibilities to extend and enhance improvement capacity within school. - Ensure and QA approaches across whole school community that embodies ethics and values aligned to school and trust vision.	- Review and redefine leadership roles to clearly identify: roles, responsibilities and tasks across SLT – by end of Term 1 (Oct24) (AF and HL) - Role and responsibilities are reflected through PM meetings with clear targets – Autumn 1 - New HLTA appointment to provide SLT release time for monitoring and QA of curriculum offer – Autumn 2	Clear roles and responsibilities across SLT with clear individual areas to drive improvement. - Behaviour incident rates improving, attendance improving, CUSP embedded and outcomes rising for children.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI

For subject leads to develop links with ADMAT Trust Leads to broaden skill set and impact in terms of subject leadership.	▪ Review subject leads within school after several staffing changes. ▪ Focus on subject leads who have taken on a new subject – e.g Science, PE. Sharing best practice within these. ▪ Make links with ADMAT subject leads ▪ Utilise breadth of knowledge across the trust to further improve skills of our subject leaders. ▪	▪ Share ADMAT timetable of staff meetings/CPD with ALL staff – Autumn term ▪ Ensure staff know when their subject leader network meeting is and encourage attendance ▪ HL to look at directed time calendar and build these meetings into Callington’s directed time. ▪ Staff to engage in network meetings which are planning throughout the year – ongoing ▪ Work alongside Trust SIP team to ensure robust cycle of monitoring – ongoing ▪	▪ Subject leaders proactively engaging in network meetings across the trust. ▪ Feedback from staff surveys about the positive impact of network meetings.
LGB Impact Monitoring Priority 3 (quality check/key questions)	• What are the current roles and responsibilities across SLT? • What impact are these having on whole school teaching and learning? • What are you doing to support subject leaders with a new subject? • How do staff feel about subject leadership net working meetings – how do you know? • What impact is this having on subject leaders in your school?		
Priority 4: Safeguarding – Behaviour, Attendance and Personal Development (DfE TQD: Pillar 1- High Quality/Inclusive Education)			
3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3); ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations ✓ Ensure inclusion strategies are impacting on pupil outcomes			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
Improve attendance through application of attendance policy and procedure to achieve 95%+ overall attendance Historic persistent absence has been significantly high	• Improve the attendance rates across statutory aged children from Sep 24 • Provide consistency and clarity of actions in relation to attendance to all school stakeholders – communication and clarity – from Sep 24 • Focus on attendance of key vulnerable groups – eg PPG, SEND • Target support at persistent absent children – work on 90% -95% range as priority – then below 90% from Sep 24	▪ To implement ADMAT attendance policy and apply consistent, coherent and understood strategy to addressing absence and promoting attendance. (From Sept 24 – ongoing) ▪ Proactively use AIO support and TSM documentation to monitor, review and address persistent absence through – support, challenge and external agencies where necessary. (From Sept 24 – ongoing)	▪ Statutory attendance will be 95%+ at end of year ▪ Attendance rates of ALL groups (incl. Most vulnerable) will be aligned ▪ Persistent absence to be below 15%

		Ensure penalty notification aligns with DfE best practice document and is utilised appropriately and consistently. (From Sept 24 – ongoing)	
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
Ensure enrichment opportunities for ALL pupils are rich, varied and exciting – deepening learning and promoting school as part of NOR raising.	- Enrichment opportunities to broaden horizons of children and impact upon aspirations – All year 24/25 - Ensuring that barriers to accessing enrichment opportunities are removed – eg financial - Publicise through range of media to ensure school has ‘presence’ in thoughts of parents choosing schools within the locality	- Identify, plan and secure full range of enrichment opportunities for the academic year – SD to lead from Sep 24 - Budget, identify and plan for financial support for key vulnerable groups of children – proactively support – DS to lead - Continue with Facebook presence and utilise new website to promote and engage with parents and prospective parents – HL, SD, HW	Numbers for 25/26 academic year indicate an increase in pupils per year group – July 25 - Children have breadth and depth to their aspirations when conferenced – June 25
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
To embed the new behaviour policy clearly and consistently across the school.	- Introduce ‘CPS Way’ and associated behaviour policy from Sep 24 - Ensure behaviour logs are consistent and accurate to enable behaviour to be effectively addressed from Term 1 – 24 - Establish and embed positive behaviour systems to acknowledge and value pupils ‘getting it right’ - from Sep 24 - Number of incidents of behaviour throughout the school day will be demonstrably reduced over time – throughout 24/25	- INSET – Sep 24 – introduction and launch to all staff – HW & SD - Behaviour log training delivered in staff meetings across the year by AF from Oct 24 - Establishment of: Golden ticket, golden table, raffle tickets and house point system – HW & SD from Sep 24 - Arbor logs continued to be monitored monthly by AF from October 24	Behaviour incidents will be insignificant (incidents will be around 1.5 average) by Feb 25 and reduced by July 25 (incidents will be averaging below 2.0) - Positive behaviour will be continually noticed by children and visitors (including ADMAT SI team ER)
LGB Impact Monitoring Priority 4 (quality check/key questions)	- Is overall absence improving? - Is absence within vulnerable groups improving? Are there any exceptions? - Is there a trend of reducing the amount of persistent absence? What is working? What are the barriers? What is the school doing about this? - Are behaviour incidents reducing? - Are positive behaviour incidents increasing? How does the school know and check this? - Is behaviour improving within key vulnerable groups? PPG? SEND? By gender?		

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

2A. Improve internal leadership capacity at all levels during this period of growth transition;

- ✓ Trust leadership
- ✓ School Hub leadership
- ✓ Prioritised school leadership
- ✓ SI team leadership
- ✓ LGB leadership
- ✓ Trust subject leaders

4A. Formulate and deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable;

- ✓ Small School Strategy
- ✓ Falling Roles Strategy
- ✓ SEND Services and Leadership Strategy
- ✓ Leadership Strategy

4B. Secure more effective financial management practices and systems to maintain the Trust as a going concern;

- ✓ Effective system redevelopment due to growth
- ✓ In year financial reporting
- ✓ Accurate forecasting ability – integrate IMP
- ✓ Sustainability Strategy

Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
Establish and embed effective LGB hub with Coads Green	▪ For effective governance within ADMAT SOD to be in place from Jan 25 ▪ Clarity of roles and responsibilities established, and key governance activities being completed from Nov 24.	▪ Governance meeting time – 18th November establishing the hub body. ▪ Training from ADMAT governance officer to ensure clarity of role of governance within ADMAT SOD is implemented.	▪ Governance activities strategically support the schools to ensure progress against KPI measures.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
School NOR needs to stabilise to ensure viability in current format – restructure of classes if needed.	▪ For viability in current form, 50 is the needed number per year group – reviewed termly from Sep 24. ▪ Ensure every opportunity is taken to promote and publicise the school with a view to establishing increase in NOR – from Sep 24. ▪ Utilise new website and social media presence to promote the school and increase NOR.	▪ Open mornings – Reception, KS1 and KS2 prospective parents. ▪ School to ensure that social media presence is positive, up to date and promotional. ▪ Identify member of staff to lead on website update – from Oct 24.	▪ School NOR to be increasing term on term. ▪ School NOR to be on or near 400 by July 25.
Explaining Context	Achieving Clarity - defining priority and time frame	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI

	Achieving Consistency - actions delivering consistency		
Senior leadership team to continue to maintain stability of quality of provision through significant planned staffing changes.	- For SLT with support from ADMAT central team to identify, plan and implement a staffing strategy that is coherent, effective and positive in response to planned staffing change – maternity etc. From Sep 24. - For SLT to ensure that staff leadership and responsibilities are strategically distributed to maintain quality of provision for children. - SLT to ensure that key AIP priorities are maintained through the clear and explicit strategic allocations of key improvement agendas – dividing out the priorities from Nov 24 in preparation of changes.	- SLT meetings weekly from Sep 24 – no cost. - Release time for SLT members to carry out implementation, monitoring and transition tasks – identify release time within school staffing – potential cost for cover if necessary.	Key strategic AIP points are all being met supported by external evidence and internal monitoring evidence.
LGB Impact Monitoring Priority 5 (quality check/key questions)	- Are SLT members confident in their AIP strategic targets? - Are they collating regular and quality evidence to show progress towards meeting their AIP targets? - Is the number on the school rising term on term? - Is there a positive presence in the locality and wider community of the school?		

AIP Progress Review Summary – Key Performance Indicator Summary Updated Termly <i>(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)</i>	
Priority	Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary
A. Learning Standards	Improved outcomes at KS2 - Number at ARE+ is inline or better than National Average in July 2025 data - Improvement in multiplication check scores June 2025 - Evidence of high-quality maths teaching across the school
	The gap between writing attainment of PPG and non-PPG children has decreased by July 2025 Rising improvement in progress and attainment in writing for years 1-6. - Evidence through monitoring of effective intervention - Evidence of high quality teaching and learning of writing across the school
	The % of children who are below standard by July 25 has decreased. - Improved provision of keep up for the children who are falling behind – through specific staff interventions.

B. Curriculum	▪ Consistent use of the CUSP teaching pedagogy throughout the school. ▪ An improvement in retention of curriculum knowledge. ▪ Pupils' depth of vocabulary knowledge has increased. ▪ Pupils have the opportunity to 'think hard' through carefully designed tasks.
	▪ Pupil feedback shows a clear understanding of what a good learner looks like in Callington. New roles of VL leads established within the school. ▪ Staff/pupil survey feedback show an initial impact of VL
	▪ Children across the school are demonstrating learning behaviours which support lifelong success: there is increased evidence of children behaving with confidence, managing their feelings, communicating effectively, working productively in a group and problem solving effectively. ▪ Evidence of teachers planning lessons with a focus on growing the capability their class need to work on.
C. Vision and Culture	▪ Clear roles and responsibilities across SLT with clear individual areas to drive improvement. ▪ Behaviour incident rates improving, attendance improving, CUSP embedded and outcomes rising for children.
	▪ Subject leaders proactively engaging in network meetings across the trust. ▪ Feedback from staff surveys about the positive impact of network meetings.
D. Safeguarding - behaviour and attendance	▪ Statutory attendance will be 95%+ at end of year ▪ Attendance rates of ALL groups (incl. Most vulnerable) will be aligned ▪ Persistent absence to be below 15%
	▪ Numbers for 25/26 academic year indicate an increase in pupils per year group – July 25 ▪ Children have breadth and depth to their aspirations when conferenced – June 25 ▪
	▪ Behaviour incidents will be insignificant (incidents will be around 1.5 average) by Feb 25 and reduced by July 25 (incidents will be averaging below 2.0) ▪ Positive behaviour will be continually noticed by children and visitors (including ADMAT SI team ER)
E. People and Leadership	▪ Governance activities strategically support the schools to ensure progress against KPI measures.
	▪ School NOR to be increasing term on term. ▪ School NOR to be on or near 400 by July 25.
	▪ Key strategic AIP points are all being met supported by external evidence and internal monitoring evidence

