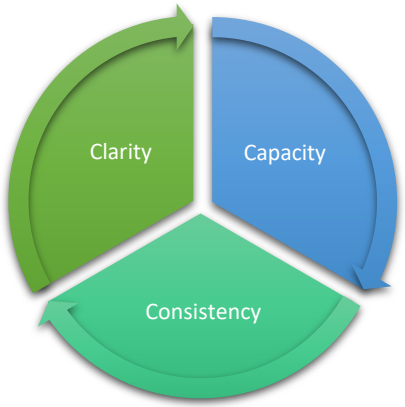
An Daras Trust
Igniting Curiosity Growing Capabilities

Visible Learning plus Partner School

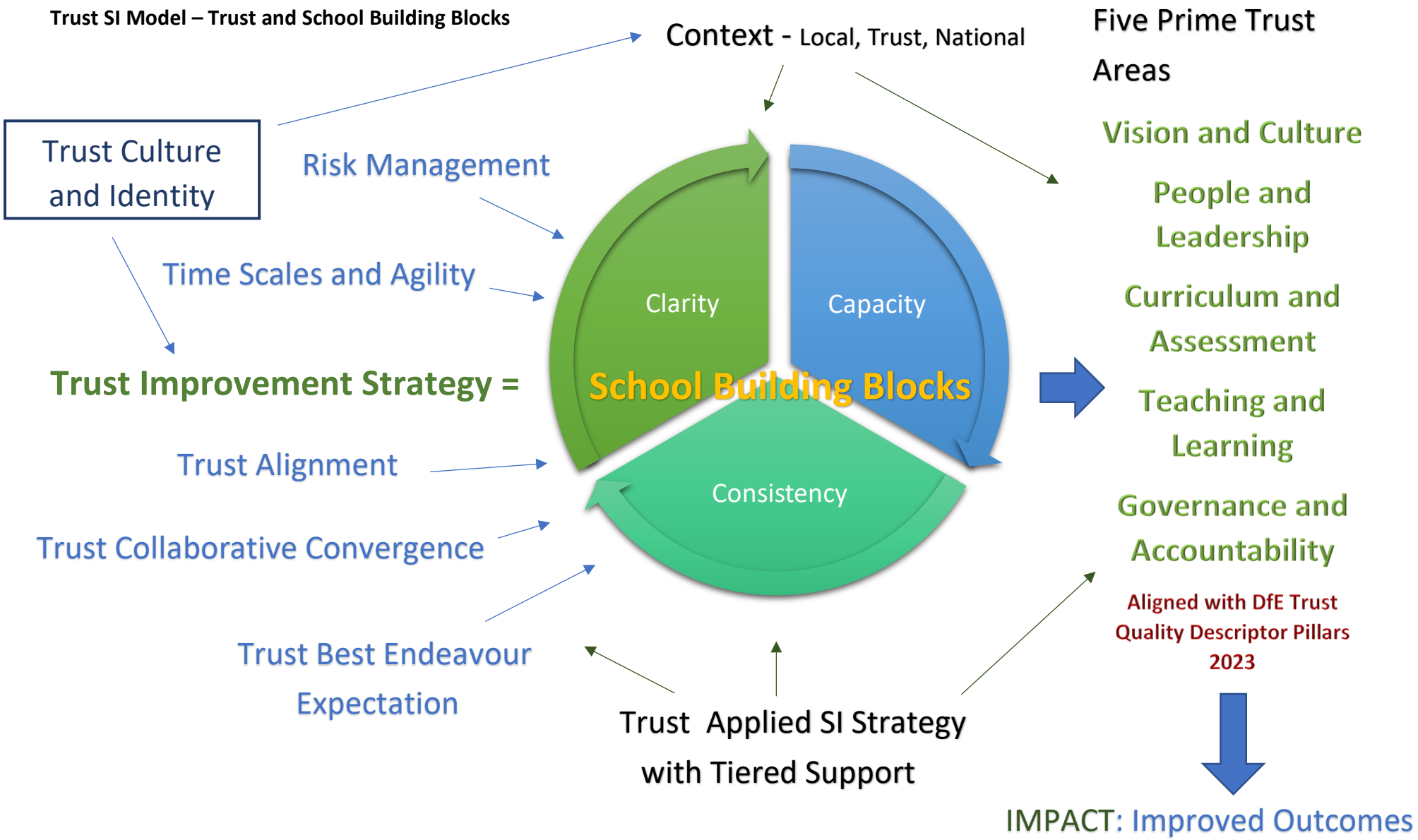


An Daras Multi-Academy Trust

Academy Improvement Plan 26-27 (Sept 26 onwards)

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



Academy Improvement Plan 26-27 – Improving Outcomes for Children

Trust 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"*

School Vision:

'The best for every child, all of the time'

We want our children to be:

- *Empowered learners with a passion for lifelong learning*
- *Global citizens ready to contribute positively to their communities and the wider 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*
- *Lifelong readers to ignite imaginations, enhance knowledge and support the development of communication*

Context – Key School Level Factors 26-27

- **Disadvantaged outcomes are inconsistent: strong in EYFS, but weak in Year 4 multiplication and Year 6 combined.**
- **KS1 data below national averages with a significant disadvantage gap in reading outcomes**
- **Year 6 outcomes are well below 2026 national averages in every reported measure: Reading 52%, Writing 65%, GPS 67%, Maths 61%, and combined 42%.**
-

Key School Staff and Roles:	**LGB Leadership:**
• Hannah Loss (HL): Headteacher • Amy Hooper (AH): Deputy Head • Hayley Wood (HW): Leader of Teaching and Learning • Emma Truscott (ET): Maths Lead • Deborah Saunders (DS): Director of Learning • Neil Swait (NS): Director of Learning • Jo-Anne Callow (JAC): CEO	▪ LGB will provide all monitoring and strategic support within the An Daras Scheme of Delegation.

Context – Trust Level Action Plan Factors 26-27 **Church of England – Our Hopes for a Flourishing School System*

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 ▪ *'Do justly, love mercy and walk humbly with your God'* (Micah 6. v8)	**1A. Reduce the disadvantage gap and improve outcomes for disadvantaged and SEND pupils in writing** ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive ✓ Improve Quality First Teaching ✓ Strengthen early identification and assessment ✓ Targeted intervention programmes ✓ Curriculum adaptation ✓ Language and vocabulary development ✓ Parental engagement ✓ Embed instructional coaching and deliberate practice **1B. Reduce the disadvantage gap and improve outcomes for disadvantaged and SEND pupils in mathematics** ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive ✓ Improve Quality First Teaching ✓ Strengthen early identification and assessment ✓ Targeted intervention programmes ✓ Curriculum adaptation ✓ Mathematical language and vocabulary development ✓ Parental engagement ✓ Embed instructional coaching and deliberate practice **1C. Improve KS2 Outcomes and Increase the Percentage of Pupils Achieving Reading, Writing and Mathematics Combined** ✓ Ensure a relentless focus on pupil outcomes at all levels ✓ Improve Quality First Teaching ✓ Strengthen assessment ✓ Targeted intervention programmes ✓ Curriculum adaptation ✓ Parental engagement ✓ Continue to embed instructional coaching and deliberate practice ✓ Consistent year 6 teaching and test preparation

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. Develop and strengthen EYFS provision to improve early learning outcomes across the Trust and reduce the disadvantage gap** ✓ Create Trust EYFS vision and strategy ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive ✓ Ensure staff understand EYFS statutory changes and OFSTED expectations ✓ Monitor GLD and the disadvantage gap rigorously ✓ Prioritise early Literacy especially writing ✓ Review EYFS curriculum ✓ Embed instructional coaching and deliberate practice **2B. Develop and embed the effective use of digital technology and AI to enhance teaching and learning** ✓ Develop staff knowledge and confidence ✓ Embed technology into quality first teaching ✓ Personalisation and adaptive learning ✓ Digital inclusion and access
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	**3. Develop a robust framework to measure and strengthen belonging and pupil flourishing** ✓ Define a clear Trust-wide framework for belonging and flourishing ✓ Establish measurable indicators across the framework ✓ Implement consistent tools to capture pupil voice and experience ✓ Strengthen use of data to drive improvement **4A. Strengthen inclusive practices to improve attendance and behaviour outcomes for all pupils** ✓ Develop further a consistent, inclusive culture across all schools ✓ Use data intelligently to identify and respond to need ✓ Strengthen targeted support for vulnerable pupils ✓ Enhance staff capability in inclusive practice ✓ Strengthen further partnerships with families and external agencies **4B. Develop a clear and relational approach to digital behaviour, including mobile phone use** ✓ Embed a relational and educative approach ✓ Strengthen staff confidence and consistency ✓ Engage and educate families

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	**5. Develop and implement a climate and sustainability strategy across the Trust** ✓ Continue to embed strong leadership and governance structures ✓ Integrate sustainability into Trust systems and strategy ✓ Measure, monitor and report impact ✓ Improve sustainability of estates and operations ✓ Ensure ongoing evaluation and continuous improvement

Priority 1: ***Learning Standards*** *(DfE Trust Quality Descriptor: Pillar 1- High Quality/Inclusive Education)*

1A. Reduce the disadvantage gap and improve outcomes for disadvantaged and SEND pupils in writing

- ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive
- ✓ Improve Quality First Teaching
- ✓ Strengthen early identification and assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Language and vocabulary development
- ✓ Parental engagement
- ✓ Embed instructional coaching and deliberate practice

1B. Reduce the disadvantage gap and improve outcomes for disadvantaged and SEND pupils in mathematics

- ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive

- ✓ Improve Quality First Teaching
- ✓ Strengthen early identification and assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Mathematical language and vocabulary development
- ✓ Parental engagement
- ✓ Embed instructional coaching and deliberate practice

1C. Improve KS2 Outcomes and Increase the Percentage of Pupils Achieving Reading, Writing and Mathematics Combined

- ✓ Ensure a relentless focus on pupil outcomes at all levels
- ✓ Improve Quality First Teaching
- ✓ Strengthen assessment
- ✓ Targeted intervention programmes
- ✓ Curriculum adaptation
- ✓ Parental engagement
- ✓ Continue to embed instructional coaching and deliberate practice
- ✓ Consistent year 6 teaching and test preparation

Explain Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
At KS2, attainment was below benchmark in Multiplication Tables Check (MTC), writing, maths, SPAG and significantly below in reading. This plan sets out how we will ensure that that a greater proportion of pupils achieve the expected standard in Reading, Writing and Mathematics combined, bringing outcomes in line	**Priority** By July 2027, KS2 attainment will be in line with or above local and national benchmarks. **Timeframe** **Baseline and identify priorities** **Sept - Oct 2026** KS2 attainment gaps against local and national benchmarks identified; priority pupils, groups and subject areas agreed. Implement targeted action **Oct - Dec 2026 (Autumn 2)**	**Teaching and professional development** **Task:** Staff CPD on writing moderation and assessing writing against age-related expectations. **Resources / training required:** External moderator or trust English lead, staff meeting time, moderation materials, release time **Owner:** English Lead **Indicative cost:**	▪ **Improved outcomes at KS2 - Number at ARE+ is inline or better than National Average in July 2027 data** ▪ More effective use of assessment information to identify and address gaps in pupils' knowledge and understanding.

<table>
<tr>
<td>with, or above, national averages.</td>
<td>Teaching, intervention and assessment routines established across KS2; staff clear on key priorities and expected outcomes.
Embed and adapt practice
Jan - Mar 2027 (Spring)
Progress reviewed through mid-year assessment; teaching and support adapted to address remaining gaps.
Secure outcomes
Apr - Jun 2027 (Summer)
Final teaching and intervention focused on identified need; assessment indicates attainment is in line with or above benchmarks.
Evaluate impact
Jul 2027
Final outcomes analysed; strengths, gaps and next priorities identified for 2027-28.

Achieving Consistency — Actions Delivering Consistency
<table>
<tr><th>Action</th><th>Lead</th><th>Timescale</th><th>Monitoring</th></tr>
<tr><td>Complete detailed analysis of KS2 attainment, question-level outcomes and pupil group performance to identify gaps against local and national benchmarks.</td><td>HL/HW</td><td>Sept 2026</td><td>Data analysis, question-level analysis, pupil progress records, benchmark comparisons.</td></tr>
<tr><td>Set clear attainment targets for each KS2 year group, class, pupil group and identified target pupil.</td><td>HL/ Class Teachers</td><td>Sept 2026</td><td>Target-setting documents, class tracking, pupil progress meeting notes.</td></tr>
<tr><td>Strengthen teaching in reading, writing and mathematics through clear planning, agreed approaches and consistent use of assessment.</td><td>HW/AH/ET</td><td>Sept 2026 - Jul 2027</td><td>Lesson visits, book scrutiny, planning reviews, assessment information.</td></tr>
</table>
</td>
<td>Task: Reading resources and staff training to support the transition from RWI to guided reading.
Resources / training required: Reading resources, staff training materials, release time for planning and coaching
Owner: English Lead / Reading Lead
Indicative cost:

Task: Subscription and licences for Steplab to strengthen coaching.
Resources / training required: Steplab subscription, staff briefing, leadership time for implementation
Owner: Headteacher / CPD Lead
Indicative cost: Subscription cost
By when: Sept 2026

Assessment and moderation

Task: Termly release time for writing moderation.
Resources / training required: Release time, moderation exemplification materials, staff cover
Owner: English Lead / KS2 Lead
Indicative cost: Cover / release</td>
<td>▪ Accelerated progress for pupils identified as being at risk of not achieving the expected standard in Reading, Writing and Mathematics.</td>
</tr>
</table>

	Implement targeted interventions for pupils at risk of not meeting age-related expectations.	SB/ HW/ Class Teachers	Oct 2026 - Jun 2027	Intervention timetables, entry and exit data, progress reviews, pupil tracking.	time **By when:** Termly **Maths fluency** **Task:** Subscription and staff training for an online times-tables practice platform, including TT Rockstars and Numbots. **Resources / training required:** Platform subscription, staff briefing, pupil login setup, monitoring time **Owner:** Maths Lead **Indicative cost:** **Intervention and pupil support** **Task:** Targeted small-group interventions for pupils at risk of not meeting age-related expectations. **Resources / training required:** Intervention materials, staffing, assessment information, review time **Owner:** SENDCo / KS2 Lead / Class Teachers **Indicative cost:** Staffing and resource costs **By when:** From Autumn 1 If you want it even cleaner for Word, use this version without headings: **Task:** Staff CPD on writing moderation and assessing against age-related	
	Hold regular pupil progress meetings to review attainment, evaluate support and agree next steps.	HL/AH	Half-termly	Pupil progress meeting records, updated provision maps, class tracking.		
	Provide coaching, moderation and feedback to improve consistency in teaching and teacher assessment across KS2.	HL/AH/HW	Coaching every 2 weeks	Moderation records, monitoring feedback, staff meeting notes, assessment checks.		
	Increase opportunities for pupils to practise and apply reading, writing and mathematics across the curriculum.	Subject Leaders / Class Teachers	Oct 2026 - Jul 2027	Planning scrutiny, book scrutiny, pupil voice, work samples.		
	Address attendance, punctuality and engagement barriers for identified pupils through timely pastoral support and parental engagement.	HL/DS/KF	Sept 2026 - Jul 2027	Attendance data, meeting notes, parent communication records, pastoral logs.		
	Use termly assessment and benchmarking checks to review progress towards local and national expectations.	HL/HW/ET	Termly	Termly data drops, benchmark analysis, assessment summaries, action plans.		
	Report progress and impact regularly to governors, including	Headteacher / KS2 Lead	Termly	Governors have a clear understanding of progres towards the target and		

	strengths, risks and next steps.			provide effective challen, and support.	expectations. **Resources / training required:** External moderator or trust English lead, staff meeting time, moderation materials, release time **Owner:** English Lead **Indicative cost:** CPD / release time **Task:** Reading resources and staff training to support the transition from RWI to guided reading. **Resources / training required:** Reading resources, staff training materials, release time for planning and coaching **Owner:** English Lead / Reading Lead **Indicative cost:** Resources / CPD costs **Task:** Subscription and licences for Steplab to provide coaching **Resources / training required:** Steplab subscription, staff briefing, leadership time for implementation **Owner:** Headteacher **Indicative cost:** **Task:** Termly release time for writing moderation. **Resources / training required:** Release time, moderation	

		exemplification materials, staff cover **Owner:** English Lead / KS2 Lead **Indicative cost:** Cover / release time **Task:** Subscription and staff training for an online times-tables practice platform, including TT Rockstars and Numbots. **Resources / training required:** Platform subscription, staff briefing, pupil login setup, monitoring time **Owner:** Maths Lead **Indicative cost:** **Task:** Targeted small-group interventions for pupils at risk of not meeting age-related expectations. **Resources / training required:** Intervention materials, staffing, assessment information, review time **Owner:** SENDCo / KS2 Lead / Class Teachers **Indicative cost:**	
Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
In reading, school data shows at the end of	**Priority**	**Task:** Targeted small-group tuition in writing for	**Reading and writing attainment gaps for**

Summer 26 there was an average of -10% gap between PPG and non PPG children. However, all year groups (apart from Y5) are below 60 at ARE+. KS2 outcomes show -13% gap and are significantly below the national average for PPG and non PPG. In writing, school data shows at the end of Summer 26 there was an average of -21% gap between PPG and non PPG children. KS2 outcomes show a -17% gap between PPG and non PPG.	By July 2027, outcomes in reading and writing for disadvantaged pupils and pupils with SEND will improve, with a reduced attainment gap and more pupils achieving age-related expectations or better. **Baseline and identify priorities** **Sept - Oct 2026** Baseline assessment and current attainment in reading and writing for disadvantaged pupils and pupils with SEND reviewed; key gaps in attainment, progress, attendance, engagement and provision identified; priority pupils and groups agreed. **Implement targeted action** **Oct - Dec 2026 (Autumn 2)** Targeted teaching, intervention and assessment routines established to support disadvantaged pupils and pupils with SEND in reading and writing; staff clear on key barriers, priority pupils and expected outcomes. **Embed and adapt practice** **Jan - Mar 2027 (Spring)** Mid-year assessment, pupil progress and provision reviews used to evaluate impact; teaching, intervention and support adapted to reduce remaining gaps and improve progress in reading and writing. **Secure outcomes** **Apr - Jun 2027 (Summer)** Final teaching and targeted support focused on identified need; internal assessment and teacher judgement indicate improved outcomes in reading and writing for disadvantaged pupils and pupils with SEND, with gaps narrowing. **Evaluate impact** **Jul 2027** End-of-year outcomes for disadvantaged pupils and pupils with SEND analysed in reading and writing; progress, attainment and remaining gaps reviewed; next priorities identified for 2027-28. **Achieving Consistency — Actions Delivering Consistency**	disadvantaged pupils below benchmark. **Resources / training required:** Tuition programme or in-house tuition staff, writing intervention materials, assessment information, review time **Owner:** SENDCo / English Lead / Class Teachers **Indicative cost:** **Task:** Targeted small-group tuition in reading for disadvantaged KS1 pupils below benchmark. **Resources / training required:** Tuition programme or in-house tuition staff, reading materials, assessment information, review time **Owner:** SENDCo / Reading Lead / KS1 Teachers **Indicative cost:** **Task:** Further staff training around adaptive teaching. **Resources / training required:** CPD materials, external or internal training, staff meeting time, coaching time **Owner:** SENDCo / KS2 Lead / Senior Leaders **Indicative cost:**	**disadvantaged pupils and pupils with SEND are reduced by the end of the academic year.** The proportion of disadvantaged pupils achieving age-related expectations in reading and writing will increase Pupils with SEND make strong progress in reading and writing from their individual starting points. Intervention data demonstrates accelerated progress for identified pupils.

Action	Lead	Timescale	Monitoring / evidence
Complete detailed analysis of reading and writing attainment, progress and provision for disadvantaged pupils and pupils with SEND to identify key gaps and barriers.	HL / HW / SB	Sept 2026	Data analysis, assessment records, provision maps, pupil progress records, benchmark comparisons.
Identify priority pupils in reading and writing and set clear end-of-year targets for disadvantaged pupils and pupils with SEND.	HL / HW / Class Teachers	Sept 2026	Target-setting documents, pupil tracking, provision maps, pupil progress meeting notes.
Strengthen the quality of teaching in reading and writing through clear planning, adaptive teaching and consistent use of assessment.	HW / AH	Sept 2026 - Jul 2027	Lesson visits, book scrutiny, planning reviews, assessment information, pupil voice.
Implement targeted small-group and in-class interventions in reading and writing for disadvantaged pupils and pupils with SEND.	SB / HW / Class Teachers	Oct 2026 - Jun 2027	Intervention timetables, provision maps, entry and exit data, progress reviews, pupil tracking.
Hold regular pupil progress meetings to review the attainment and progress of disadvantaged pupils and pupils with SEND in reading and writing.	HL / AH / SB	Half-termly	.

Task: Purchase of reading resources to support disadvantaged children.
Resources / training required: Decodable books, guided reading texts, comprehension materials, vocabulary resources
Owner: English Lead / Reading Lead
Indicative cost:

Task: Targeted small-group interventions for pupils at risk of not meeting age-related expectations.
Resources / training required: Intervention materials, staffing, assessment information, review time
Owner: SENDCo / KS2 Lead / Class Teachers
Indicative cost:

	Provide coaching, monitoring and feedback to improve consistency in adaptive teaching, scaffolding and assessment for disadvantaged pupils and pupils with SEND.	HL / AH / HW	Coaching every 2 weeks	Monitoring feedback, coaching records, lesson visits, book scrutiny, staff meeting notes.		
	Strengthen reading provision through high-quality texts, guided reading and targeted support for pupils who need help with fluency and comprehension.	HW / English Lead / Class Teachers	Oct 2026 - Jul 2027	Reading records, guided reading observations, pupil voice, assessment outcomes, book scrutiny.		
	Strengthen writing outcomes through regular moderation, explicit vocabulary teaching, structured scaffolds and opportunities for extended writing.	HW / AH / Class Teachers	Oct 2026 - Jul 2027	Writing moderation records, book scrutiny, assessment evidence, pupil work samples.		
	Address attendance, punctuality and engagement barriers for disadvantaged pupils and pupils with SEND through timely pastoral support and parental engagement.	HL / DS / KF	Sept 2026 - Jul 2027	Attendance data, pastoral records, parent communication logs, meeting notes.		
	Use termly assessment and benchmarking checks to review whether disadvantaged pupils and pupils with SEND are on track to meet targets in reading and writing.	HL / HW / ET / SB	Termly	Termly data drops, benchmark analysis, provision reviews, assessment summaries, action plans.		

LGB Impact Monitoring Priority 1 (quality check/key questions)	1. **Are disadvantaged pupils and pupils with SEND actually closing the gap?** — What does the data show about the attainment gap over time, and are we confident the gap is narrowing rather than just being masked by whole-school averages? 2. **Are we identifying need early enough?** — How quickly are disadvantaged pupils and pupils with SEND identified, and are interventions put in place before gaps become entrenched? 3. **Is provision genuinely meeting need?** — How do we know the support in place — quality first teaching, targeted intervention, SEND provision — is effective, rather than simply being delivered? 4. **Is progress as strong as attainment?** — Are disadvantaged pupils and pupils with SEND making good progress from their starting points, not just achieving particular thresholds? 5. **Is KS2 attainment genuinely secure?** — How does our KS2 attainment compare with local and national benchmarks, and where our results sit below, what is the specific plan to address it? 6. **How do we know these improvements are real and sustainable?** — What monitoring and evidence shows that rising outcomes reflect genuine improvement in teaching and provision, and how will we know the gap is closing for the long term, not just in one cohort?		

Priority 2: ***Curriculum*** *(DfE TQD: Pillar 1- High Quality/Inclusive Education)*

2A. Develop and strengthen EYFS provision to improve early learning outcomes across the Trust and reduce the disadvantage gap

- ✓ Create Trust EYFS vision and strategy
- ✓ Create environments where pupils feel known, valued, heard and supported, enabling them to contribute positively, develop their capabilities and thrive
- ✓ Ensure staff understand EYFS statutory changes and OFSTED expectations
- ✓ Monitor GLD and the disadvantage gap rigorously
- ✓ Prioritise early Literacy especially writing
- ✓ Review EYFS curriculum
- ✓ Embed instructional coaching and deliberate practice

2B. Develop and embed the effective use of digital technology and AI to enhance teaching and learning

- ✓ Develop staff knowledge and confidence
- ✓ Embed technology into quality first teaching
- ✓ Personalisation and adaptive learning
- ✓ Digital inclusion and access

Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**

EYFS outcomes are broadly in line with national expectations overall, and FSM children achieved well in last year's data. However, boys' outcomes were weaker, and communication and language and personal, social and emotional development were less strong than other areas of learning. This highlights the need for a sharper focus on early communication, language development, relationships, self-regulation and purposeful provision. This year, Nursery and Reception will be merged to form a single EYFS unit. This plan sets out how provision, curriculum continuity and staff practice will be strengthened across the unit to secure stronger teaching, more consistent routines and better-targeted support. The aim is to improve outcomes for all children, particularly boys and those at risk of underachievement, so	**Priority** By July 2027, the merged EYFS unit will deliver a consistent approach to teaching, provision and assessment across Nursery and Reception, resulting in a greater proportion of children achieving a good level of development, with improved outcomes for boys, particularly in communication and language and PSED. **Baseline and identify priorities** **Sept - Oct 2026** Baseline assessment across the merged EYFS unit completed; strengths and gaps in communication and language, PSED and boys' attainment identified; consistent expectations, routines and provision agreed across Nursery and Reception. **Implement targeted action** **Oct - Dec 2026 (Autumn 2)** Consistent teaching approaches, continuous provision and assessment routines established across the EYFS unit; staff clear on key priorities, curriculum expectations and support strategies for boys and identified children. **Embed and adapt practice** **Jan - Mar 2027 (Spring)** Mid-year assessment, observations and provision reviews used to evaluate impact; teaching, environment and targeted support refined to strengthen communication and language, PSED and engagement, particularly for boys. **Secure outcomes** **Apr - Jun 2027 (Summer)** Final teaching, provision and intervention focused on identified needs; assessment indicates improved consistency across the EYFS unit and stronger outcomes in communication and language, PSED and GLD. **Evaluate impact** **Jul 2027** End-of-year EYFS outcomes analysed; the impact of the merged unit, consistent practice and targeted support reviewed; strengths, remaining gaps and next priorities identified for 2027-28. **Achieving Consistency — Actions Delivering Consistency**	**Task:** EYFS Lead release time to oversee the merged EYFS unit, monitor provision and support consistent practice across Nursery and Reception. **Resources / training required:** Release time, leadership cover, monitoring time, planning time **Owner:** Headteacher / EYFS Lead **Indicative cost:** Release time / staff cover **Task:** Deploy a dedicated EYFS Teaching Assistant for targeted small-group language and PSED intervention. **Resources / training required:** Teaching Assistant time, intervention materials, assessment information, review time **Owner:** Headteacher / EYFS Lead / SENDCo **Indicative cost:** **Task:** Introduce NELI (Nuffield Early Language Intervention) for pupils with identified language gaps. **Resources / training required:** NELI training, intervention materials, staff delivery time, assessment and review time **Owner:** EYFS Lead / SENDCo / EYFS Staff	**Teaching, provision and assessment are consistent across the merged Nursery and Reception unit.** **A higher proportion of children achieve a good level of development by the end of EYFS.** Boys' attainment improves, particularly in communication and language and PSED. The gap between boys and other children narrows across identified priority areas. Children identified for additional support make good progress from their starting points. Parent engagement supports improved outcomes in communication, language and personal development.

that a greater proportion leave EYFS having achieved a good level of development.	**Action**	**Lead**	**Timescale**	**Monitoring / evidence**	**Indicative cost:** **Task:** Staff training for all EYFS staff to strengthen consistency in teaching, provision, assessment and adult interaction across the merged EYFS unit. **Resources / training required:** CPD materials, staff meeting time, external or internal training, coaching time **Owner:** EYFS Lead / Headteacher **Indicative cost:**	
	Complete baseline assessment and provision review across the merged EYFS unit to identify strengths, gaps and priority children, particularly in communication and language, PSED and boys' attainment.	EYFS Lead / Headteacher	Sept 2026	Baseline assessment, observations, provision audit, entry data, pupil progress records.		
	Establish a consistent approach to routines, expectations and adult interaction across Nursery and Reception.	EYFS Lead / EYFS Team	Sept - Oct 2026	Learning walks, staff discussion, observation records, environment a		
	Review and strengthen the EYFS curriculum to ensure clear progression across Nursery and Reception, particularly in communication and language and PSED.	EYFS Lead / Headteacher	Sept - Oct 2026	Curriculum plans, medium-term planning, provision maps, leader monitoring.		
	Provide staff training and coaching to strengthen practice in early language development, PSED, play-based learning and effective adult modelling.	EYFS Lead / Headteacher	Autumn term and ongoing	CPD records, coaching notes, staff feedback, lesson visits, observation records.		
	Adapt indoor and outdoor provision so that it promotes language-rich interaction, independence	EYFS Lead / EYFS Team	Oct - Dec 2026	Provision audits, learning walks, observations, pupil engagement evidence.		

	and purposeful learning for all children, particularly boys.					
	Implement consistent assessment and observation systems across Nursery and Reception to identify need early and inform next steps.	EYFS Lead / EYFS Team	Sept 2026 - Jul 2027	Assessment records, observation no tracking documents, planning scruti		
	Introduce targeted support and early intervention for children at risk of underachievement in communication and language, PSED and early literacy.	EYFS Lead / SENDCo / EYFS Staff	Oct 2026 - Jun 2027	Intervention records, provision maps assessment updates, pupil progress meetings.		
	Strengthen transition arrangements between Nursery and Reception so that assessment, routines and support are aligned across the merged unit.	EYFS Lead / Nursery and Reception Staff	Autum n term	Transition records, planning docume staff meetings, parent feedback.		
	Monitor the progress of boys and other identified groups regularly to evaluate whether provision is improving outcomes.	EYFS Lead / Headteach er	Half-termly	Tracking data, pupil progress meetin notes, group analysis, assessment summaries.		
	Engage parents in supporting communication, language, reading and personal	EYFS Lead / EYFS Team	Termly	Parent workshop records, communication logs, home learning evidence, parent feedback.		

	development through workshops, communication and home learning guidance.					
	Evaluate the impact of the merged EYFS model on teaching, provision, consistency and outcomes, and use this to inform next steps.	Headteacher / EYFS Lead	Termly and Jul 2027	Leaders can demonstrate improved consistency across the unit and stron EYFS outcomes.		
Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency				**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
Explaining Context	**Achieving Clarity -** defining priority and time frame ▪ **Achieving Consistency -** actions delivering consistency				▪ **Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI** ▪
The school has previously had limited access to suitable devices and digital tools, which has restricted the consistent teaching of computing across year groups. As a result, pupils have not always been able to access the full computing curriculum or develop the knowledge, skills and confidence they need in areas such as programming, digital literacy and the effective use of technology. This has also limited opportunities for staff to embed digital technology more widely across teaching and learning. Strengthening access to devices and	**Priority** By July 2027, a consistent whole-school approach to the use of digital technology will be established, ensuring all pupils have regular access to suitable devices and digital tools to support learning and secure full implementation of the computing curriculum. **Baseline and identify priorities** **Sept - Oct 2026** New devices delivered and deployed in September 2026 to improve access to digital technology across the school. An audit of existing provision, staff confidence and curriculum coverage identifies gaps in access, digital skills and computing delivery; priorities for implementation agreed. Implement targeted action **Oct - Dec 2026 (Autumn 2)** New devices integrated into classroom practice and computing lessons; staff training and support provided to strengthen confidence and ensure pupils have regular opportunities to use appropriate digital tools across the curriculum. Embed and adapt practice **Jan - Mar 2027 (Spring)** Use of devices and digital tools reviewed through monitoring, pupil voice and				**Task:** Release time for the Computing Lead to monitor implementation, support staff and review curriculum impact. **Resources / training required:** Release time, monitoring time, planning time **Owner:** Headteacher / Computing Lead **Indicative cost:** **Task:** Technical setup, storage and maintenance systems for new devices, including charging, updates and user access. **Resources / training required:** IT support, charging/storage solutions, setup time **Owner:** School Business Manager / Computing Lead Indicative cost:	**By July 2027, a clearly defined and consistently applied whole-school approach to digital technology is in place across all year groups.** **By July 2027, all pupils have regular access to suitable devices and agreed digital tools to support learning.** By July 2027, the computing curriculum is fully delivered in all year groups, with evidence of complete coverage and progression. By July 2027, all relevant staff are trained in the

<table>
<tr>
<td>establishing a more consistent approach to the use of digital technology is therefore essential to improve provision, raise pupil competence and ensure the computing curriculum is delivered in full.</td>
<td>curriculum checks; provision and staff support adapted to address gaps in access, confidence and curriculum delivery.

Secure outcomes
Apr - Jun 2027 (Summer)
Digital technology used consistently across the school to support teaching, learning and computing; monitoring indicates that pupils are accessing the full computing curriculum and developing key digital skills progressively.

Evaluate impact
Jul 2027
Impact of improved device access and digital provision evaluated through curriculum review, staff feedback and pupil outcomes; strengths, remaining gaps and next priorities identified for 2027-28.

Achieving Consistency — Actions Delivering Consistency
<table>
<tr><th>Action</th><th>Lead</th><th>Timescale</th><th>Monitoring / evidence</th></tr>
<tr><td>Complete an audit of current device provision, staff confidence and computing curriculum coverage following delivery of new devices.</td><td>HL/TA</td><td>Sept 2026</td><td>Audit documents, staff survey, curriculum review, device inventory.</td></tr>
<tr><td>Ensure new devices are set up, allocated and deployed so that all classes have regular access to appropriate technology.</td><td>HL</td><td>Sept 2026</td><td>Device inventory, deployment records, timetables, learning walk evidence.</td></tr>
<tr><td>Review the computing curriculum to ensure it is fully resourced and can be</td><td>TA/ Senior Leaders</td><td>Sept - Oct 2026</td><td>Curriculum plans, medium-term plans, resource audit,</td></tr>
</table>
</td>
<td>Task: Staff CPD and follow-up coaching to strengthen confidence in teaching computing and using devices effectively across the curriculum.
Resources / training required: CPD materials, coaching time, staff meeting time
Owner: Computing Lead / Senior Leaders
Indicative cost:

Task: Online safety curriculum and assemblies to promote safe and responsible use of digital technology.
Resources / training required: Curriculum materials, staff planning time, assembly materials
Owner: Computing Lead / DSL
Indicative cost:

Task: Monitoring of pupil access and use of devices across classes to ensure equitable and consistent implementation.
Resources / training required: Monitoring time, timetables, pupil voice activities
Owner: Computing Lead / Senior Leaders
Indicative cost:</td>
<td>effective use of digital technology, and this is reflected in consistent classroom practice across the school.

By July 2027, monitoring shows that digital technology is being used effectively to enhance teaching, pupil engagement, and learning outcomes across the school.</td>
</tr>
</table>

	delivered consistently across all year groups using the new devices.			subject leader monitoring.		
	Provide staff training to improve confidence in using new devices, digital tools and computing resources effectively in lessons.	TA/ Senior Leaders	Autumn term and ongoing	CPD records, staff feedback, lesson visits, training evaluations.		
	Establish clear expectations for the regular use of digital technology in computing lessons across the school.	Computing Lead / Headteacher	Autumn 1	Timetables, planning scrutiny, lesson visits, pupil voice.		
	Introduce agreed systems and routines for storing, charging, maintaining and accessing devices efficiently.	HL/TA	Sept - Oct 2026	Maintenance logs, staff feedback, device usage records, environment checks.		
	Monitor the quality of computing teaching to ensure pupils are developing key knowledge and skills progressively across year groups.	Computing Lead / Senior Leaders	Half-termly	Lesson visits, book or digital portfolio scrutiny, planning reviews, pupil voice.		
	Increase opportunities for pupils to use digital tools across the wider curriculum where they support learning effectively.	HL/TA	Oct 2026 - Jul 2027	Planning scrutiny, work samples, learning walks, pupil voice.		
	Track pupil access to devices and participation in computing to ensure all	HL	Termly	Class timetables, participation		

	pupils benefit from improved provision.			records, pupil voice, monitoring notes.		
LGB Impact Monitoring Priority 2 (quality check/key questions)	1. **Do all pupils genuinely have regular access to suitable devices?** — How do we know that access is equitable across all classes and year groups, and that devices are actually being used to support learning rather than just being available? 2. **Is the computing curriculum fully implemented?** — What evidence shows that the computing curriculum is being delivered consistently across every year group, with progression in knowledge and skills, rather than coverage being uneven? 3. **Is digital technology improving learning, not just present?** — How do we know devices and digital tools are enhancing teaching and learning, and how do we avoid technology being used for its own sake? 4. **Is the merged EYFS unit delivering a genuinely consistent approach?** — How do we know that teaching, provision and assessment are aligned across Nursery and Reception, rather than the two operating separately under one roof? 5. **Are outcomes improving, especially for boys?** — What does the data show about the proportion of children achieving a good level of development, and are we closing the gap for boys in communication and language and PSED? 6. **How do we know these changes are making a difference?** — What monitoring, pupil and staff evidence shows that both priorities are improving outcomes, and how will we know when each is fully embedded?					

Priority 3: ***Vision and Culture*** *(DfE TQD: Pillars 3 and 4 – Workforce, Finance and Operations)*

3. Develop a robust framework to measure and strengthen belonging and pupil flourishing

- ✓ Define a clear Trust-wide framework for belonging and flourishing
- ✓ Establish measurable indicators across the framework
- ✓ Implement consistent tools to capture pupil voice and experience
- ✓ Strengthen use of data to drive improvement

Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
Following the change in senior leadership, including the move away	**Priority** To strengthen middle leadership so that leaders can effectively drive improvement	**Task:** Allocate regular release time for subject leaders so they can monitor standards, review	**By July 2027, all middle leaders have clearly defined roles and**

from the Co-Head model, it is important to clarify roles and build leadership at all levels so that subject leaders are better placed to lead improvement, monitor standards, and promote the school's ethos and vision in a consistent way. In the past, opportunities for release time have been limited, which has reduced the capacity of middle leaders to carry out their roles strategically. With increased capacity this year, there is now a stronger opportunity to develop middle leaders so that they can contribute more fully to self-evaluation, curriculum development, staff support, and the embedding of the school's shared values and direction.	and consistently embed the school's ethos and vision, supported by clearer roles, increased release time, and focused development following changes to the senior leadership structure. **Baseline and identify priorities** **Sept - Oct 2026** Following changes to the senior leadership structure, including the move away from the Co-Head model, current middle leadership roles, capacity and effectiveness are reviewed. An audit of leadership responsibilities, monitoring systems, release time and professional development identifies strengths, gaps and priority areas for improvement. **Implement targeted action** **Oct - Dec 2026 (Autumn 2)** Middle leaders are supported through clearer role definitions, increased release time and targeted professional development. Leaders begin to take greater responsibility for monitoring standards, leading priorities within their areas and promoting the school's ethos and vision consistently. **Embed and adapt practice** **Jan - Mar 2027 (Spring)** The effectiveness of middle leadership is reviewed through monitoring, staff feedback and leadership dialogue. Support, coaching and release time are adapted to strengthen leadership confidence, accountability and impact where needed. **Secure outcomes** **Apr - Jun 2027 (Summer)** Middle leaders are leading their areas more confidently and effectively, with clear evidence of their contribution to school improvement, curriculum development, staff support and the consistent embedding of the school's ethos and vision. **Evaluate impact** **Jul 2027** The impact of strengthened middle leadership is evaluated through self-evaluation, staff feedback, monitoring evidence and improvement outcomes. Strengths, remaining development needs and next steps for 2027-28 are identified.	provision and lead development within their areas. **Resources / training required:** Cover arrangements, monitoring templates, time for lesson visits, scrutiny and action planning **Owner:** Headteacher / Senior Leaders **Indicative cost:** **Task:** Provide targeted CPD for subject leaders to strengthen skills in leadership, monitoring, curriculum development and action planning. **Resources / training required:** CPD programme, external or trust training, leadership materials, time for follow-up **Owner:** Headteacher / Senior Leaders **Indicative cost:** **Task:** Utilise networking opportunities with subject leaders across the trust to share good practice, moderate standards and develop subject knowledge. **Resources / training required:** Trust meeting time, travel if required, shared resources, moderation opportunities **Owner:** Headteacher / Subject	**responsibilities linked to school improvement priorities and the promotion of the school's ethos and vision.** By **July 2027**, all subject leaders have regular planned release time to carry out monitoring, curriculum development and improvement work, with this evidenced through timetables and leadership records. By **July 2027**, all middle leaders have accessed relevant CPD, coaching or trust-led support to strengthen their leadership skills and confidence. By **July 2027**, middle leaders are routinely contributing to self-evaluation, monitoring, action planning and staff support within their areas, with clear evidence of impact. By **July 2027**, monitoring shows that middle leaders are helping to

Achieving Consistency — Actions Delivering Consistency

Action	Lead	Timescale	Monitoring / evidence
Complete an audit of current middle leadership roles, responsibilities, release time and professional development needs following changes to the senior leadership structure.	Headteacher / Senior Leaders	Sept 2026	Leadership audit, role review, staff dis analysis.
Clarify middle leadership expectations so that all subject and phase leaders understand their roles in monitoring standards, leading improvement and embedding the school's ethos and vision.	Headteacher	Sept - Oct 2026	Updated role descriptions, leadership staff feedback.
Allocate increased release time to middle leaders to enable them to carry out monitoring, curriculum development and improvement work more effectively.	Headteacher / Senior Leaders	Sept - Oct 2026	Release time timetables, leadership sc records, staff feedback.
Provide targeted professional development and coaching to strengthen	Senior Leaders	Autumn term and ongoing	CPD records, coaching notes, leadersh feedback.

Leaders / Trust Leads
Indicative cost:

Task: Review and clarify the roles and responsibilities of all middle leaders following the change in senior leadership structure.
Resources / training required: Updated job descriptions, leadership meeting time, role review documentation
Owner: Headteacher
Indicative cost: Staff meeting time

Task: Develop a middle leadership handbook or guidance document outlining expectations for monitoring, reporting and leading improvement.
Resources / training required: Leadership documentation, time to draft and review, trust guidance
Owner: Headteacher / Senior Leaders
Indicative cost: Minimal

Task: Introduce a structured cycle of monitoring for middle leaders, including planning scrutiny, lesson visits, work scrutiny and pupil voice.
Resources / training required:

secure greater consistency in curriculum quality, staff practice and the embedding of the school's ethos and vision across the school.

	middle leaders' confidence and effectiveness in leading their areas.				Monitoring templates, release time, leadership calendar, training in monitoring activities **Owner:** Senior Leaders / Subject Leaders **Indicative cost:** Release time / supply cover costs **Task:** Provide coaching and mentoring for middle leaders to build confidence and support them in leading change effectively. **Resources / training required:** Coaching time, meeting schedule, leadership support materials **Owner:** Headteacher / Senior Leaders **Indicative cost:** Staff time **Task:** Support subject leaders to create and review action plans that are closely aligned to whole-school improvement priorities. **Resources / training required:** School improvement plan, action plan templates, review meeting time, performance data **Owner:** Senior Leaders / Subject Leaders **Indicative cost:** Minimal	
	Establish a clear cycle of monitoring and review for middle leaders, including planning scrutiny, lesson visits, work scrutiny and pupil voice.	Headtea cher / Senior Leaders	Autumn 1	Monitoring calendar, scrutiny records voice evidence.		
	Support middle leaders to identify strengths, priorities and actions within their areas in line with whole-school improvement priorities.	Senior Leaders / Middle Leaders	Oct - Dec 2026	Subject action plans, review meeting documents.		
	Monitor the quality and impact of middle leadership to ensure leaders are contributing effectively to school improvement and curriculum development.	Headtea cher / Senior Leaders	Half-termly	Monitoring reports, leadership meetir reviews, curriculum evidence.		
	Strengthen middle leaders' role in supporting staff and promoting consistency in practice across the school.	Middle Leaders / Senior Leaders	Jan 2027 - Jul 2027	Staff feedback, meeting records, share evidence.		
	Evaluate the impact of increased middle leadership capacity on school improvement,	Headtea cher / Senior Leaders	Termly and July 2027	Self-evaluation, staff survey, monitori outcomes.		

	staff practice and the embedding of ethos and vision.				**Task:** Evaluate the impact of increased middle leadership capacity on curriculum quality, staff practice and the embedding of the school's ethos and vision. **Resources / training required:** Monitoring evidence, staff feedback, self-evaluation documentation, review time **Owner:** Headteacher / Senior Leaders / Subject Leaders **Indicative cost:** Minimal	
Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency				**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
This priority reflects the introduction of the school's new core values in **Summer 2026** - **care, community, communication and curiosity** - and the need to ensure that they become a lived and visible part of everyday school life. As new values, they now need to be understood clearly by pupils, staff and the wider school community, and translated into consistent expectations for learning, behaviour and relationships. Embedding	**Priority** To embed the school's new values and the characteristics of a good learner across all aspects of school life, so that pupils understand them clearly and demonstrate them consistently in their learning, behaviour and wider contribution to the school community. **Baseline and identify priorities** **Sept - Oct 2026** Following the introduction of the school's new values in Summer 2026 - **care, community, communication and curiosity** - leaders review how well these are currently understood and reflected across the school. Pupil voice, staff discussion and monitoring of classroom and wider school practice identify strengths, inconsistencies and priority areas for embedding the values and characteristics of a good learner. **Implement targeted action** **Oct - Dec 2026 (Autumn 2)** The school's values and learner characteristics are explicitly introduced and promoted through assemblies, displays, classroom routines, behaviour systems and curriculum opportunities. Staff are supported to use shared language and consistent				**Task:** Audit current understanding and use of the school values and learner characteristics. **Resources / training required:** Pupil voice, staff feedback, monitoring time **Owner:** Headteacher / Senior Leaders **Indicative cost:** Minimal **Task:** Align the school values with **The CPS Way** to ensure clear and consistent expectations. **Resources / training required:** Leadership planning time, updated guidance **Owner:** Headteacher / Senior	**By July 2027, pupils and staff can clearly explain the school's values - care, community, communication and curiosity - and understand how they relate to learning, behaviour and relationships.** By **July 2027**, the school's values and characteristics of a good learner are consistently reflected in classroom practice, displays, assemblies, behaviour

<table>
<tr>
<td>these values alongside the characteristics of a good learner will help create a shared language across the school, so that pupils not only know what the values mean, but can demonstrate them in their attitudes, conduct and approach to learning. This work will support greater consistency across classes and phases, strengthen the school's ethos, and help pupils develop as confident, reflective and responsible learners.</td>
<td>expectations so that pupils begin to understand and apply the values more confidently in their learning and interactions.

Embed and adapt practice
Jan - Mar 2027 (Spring)
The extent to which pupils are demonstrating the values and characteristics of a good learner is reviewed through monitoring, pupil voice and staff feedback. Approaches are refined to address any inconsistencies and to strengthen pupils' understanding, application and ownership of the values across school life.

Secure outcomes
Apr - Jun 2027 (Summer)
The school's values and learner characteristics are embedded consistently across classrooms and the wider school environment. Pupils increasingly demonstrate care, community, communication and curiosity in their learning, behaviour and relationships, contributing to a stronger and more consistent school ethos.

Evaluate impact
Jul 2027
The impact of embedding the new values and learner characteristics is evaluated through pupil voice, staff feedback, behaviour and learning evidence, and wider school monitoring. Strengths, remaining areas for development and next priorities for 2027-28 are identified.

<table>
<tr><th>Action</th><th>Lead</th><th>Timescale</th><th>Monitoring</th></tr>
<tr><td>Audit current understanding and visibility of the new school values and characteristics of a good learner across classrooms, assemblies, behaviour systems and wider school life.</td><td>Headteacher / Senior Leaders</td><td>Sept 2026</td><td>Pupil voice, staff feedback, learning walks, display audit, behaviour review.</td></tr>
</table>
</td>
<td>Leaders
Indicative cost: Minimal

Task: Introduce Class Dojo points linked to the school values and characteristics of a good learner.
Resources / training required: Class Dojo setup, staff guidance, parent communication
Owner: Headteacher / Senior Leaders / Class Teachers
Indicative cost: Class Dojo subscription / minimal

Task: Embed the values through assemblies, PSHE, classroom routines and the wider curriculum.
Resources / training required: Assembly materials, curriculum planning time, staff guidance
Owner: Senior Leaders / PSHE Lead / Class Teachers
Indicative cost: Minimal

Task: Ensure values and learner characteristics are displayed consistently across classrooms and shared spaces.
Resources / training required: Display materials, agreed visuals, staff time
Owner: Senior Leaders / Class Teachers</td>
<td>systems and wider school routines.

By July 2027, most pupils consistently demonstrate the school's values and characteristics of a good learner in lessons, around school and in their interactions with others.

By July 2027, all staff explicitly promote and reinforce the school's values and learning behaviours through shared language, expectations and recognition systems.

By July 2027, monitoring shows improved consistency in pupil attitudes to learning, behaviour, relationships and sense of belonging across the school, linked to the embedding of the new values.</td>
</tr>
</table>

	Align the new values - **care, community, communication and curiosity** - with **The CPS Way** so that expectations for behaviour, learning and relationships are clear and consistent across the school.	Headteacher / Senior Leaders	Sept - Oct 2026	Revised behaviour and ethos documentation, staff meeting notes, s records.	**Indicative cost:** Printing and display resources **Task:** Provide staff CPD to support consistent use of the values in teaching, behaviour and praise. (Steplab and Walkthrus) **Resources / training required:** Staff meeting time, CPD materials, follow-up support **Owner:** Headteacher / Senior Leaders **Indicative cost:** Minimal **Task:** Create regular opportunities for pupil reflection on the values in learning and school life. **Resources / training required:** Reflection prompts, class discussion time, celebration systems **Owner:** Class Teachers / Senior Leaders **Indicative cost:** Minimal	
	Introduce and launch a whole-school **Class Dojo** reward system linked explicitly to the school values and the characteristics of a good learner.	Headteacher / Senior Leaders / Class Teachers	Autumn 1	Class Dojo setup, reward criteria, launch materials, staff and pupil feedback.		
	Agree and share consistent definitions, child-friendly language and examples of each value and learner characteristic for use in all classes.	Senior Leaders / Class Teachers	Sept - Oct 2026	Values guidance, classroom displays, pupil discussions, planning and assembly materials.		
	Embed the values and learner characteristics through assemblies, PSHE, class discussion and curriculum opportunities across all year groups.	Senior Leaders / PSHE Lead / Class Teachers	Autumn term and ongoing	Assembly plans, curriculum plans, lesson observations, work samples, pupil voice.		
	Ensure all classrooms and shared areas display the school values, learner	Senior Leaders / Class Teachers	Autumn 1	Environment walks, display audit, photographs, pupil feedback.		

	characteristics and linked Class Dojo rewards consistently.					
	Provide staff guidance and support to ensure that the language of values and learner characteristics is used consistently in teaching, behaviour management and praise.	Headteacher / Senior Leaders	Autumn term and ongoing	Staff meeting records, CPD materials, learning walks, behaviour monitoring.		
	Introduce regular opportunities for pupils to reflect on and discuss how they demonstrate **care, community, communication and curiosity** in their learning and wider school life.	Class Teachers / Senior Leaders	Oct 2026 - Jul 2027	Pupil reflection records, class discussion notes, pupil voice, celebration assemblie		
	Monitor how consistently the values, learner characteristics and linked reward systems are being applied across the school, and address any gaps in implementation.	Senior Leaders	Half-termly	Learning walks, behaviour records, Cla staff feedback.		

	Evaluate the impact of embedding the values and learner characteristics on pupil behaviour, attitudes to learning, relationships and whole-school ethos.	Headteacher / Senior Leaders	Termly and July 2027	Behaviour data, pupil and staff survey evaluation records.		
LGB Impact Monitoring Priority 3 (quality check/key questions)	1. **Do pupils genuinely understand the values?** — Can pupils explain what **care, community, communication and curiosity** mean, and do they apply them in their learning, behaviour and wider school life, not just in assemblies and displays? 2. **Are the values embedded consistently across the school?** — How do we know the values and characteristics of a good learner are reflected consistently in classrooms, routines, behaviour systems and the wider school environment, rather than being better embedded in some areas than others? 3. **Are middle leaders clear about their role?** — Following the change away from the Co-Head model, do middle leaders have clear roles, responsibilities and accountability for leading improvement and embedding the school's ethos and vision? 4. **Is release time being used effectively?** — Do subject leaders have genuine, protected release time to monitor standards and lead development in their areas, and is that time being used to make a measurable difference? 5. **Are middle leaders being developed and supported?** — What CPD, coaching and trust networking opportunities are in place, and can we evidence that leaders are growing in confidence and capability as a result? 6. **How do we know this is making a difference?** — What evidence shows that stronger middle leadership and embedded values are improving curriculum quality, consistency of practice, behaviour, attitudes to learning and the wider school ethos?					

Priority 4: *Safeguarding – Behaviour, Attendance and Personal Development* (*DfE TQD*: *Pillar 1- High Quality/Inclusive Education)*

4A. Strengthen inclusive practices to improve attendance and behaviour outcomes for all pupils

- ✓ Develop further a consistent, inclusive culture across all schools
- ✓ Use data intelligently to identify and respond to need
- ✓ Strengthen targeted support for vulnerable pupils
- ✓ Enhance staff capability in inclusive practice
- ✓ Strengthen further partnerships with families and external agencies

4B. Develop a clear and relational approach to digital behaviour, including mobile phone use

- ✓ Embed a relational and educative approach
- ✓ Strengthen staff confidence and consistency

✓ Engage and educate families			
Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
Callington has had below average attendance for a number of consecutive years and PA has remained above national average consistently and the number is falling to be closer to the National Average. School continues to fully engage with and utilise the support of EWS at County Level and has done for past 5 years. PA has improved particularly for SEND children. However, whole school attendance improvements remain slow.	**Priority:** To increase pupil attendance rates through a consistent whole-school approach, using targeted strategies to improve punctuality, reduce persistent absence, and ensure all pupils attend regularly and can engage fully in learning. **Baseline and identify priorities** **Sept - Oct 2026** Current attendance, persistent absence and punctuality data are reviewed to identify patterns, key groups and individual pupils of concern. Analysis of attendance systems, family communication and current interventions establishes strengths, barriers and priority actions to support improved attendance across the school. **Implement targeted action** **Oct - Dec 2026 (Autumn 2)** A consistent whole-school approach to attendance is strengthened, with clear expectations, regular monitoring and targeted support for pupils and families where attendance is a concern. Early intervention, communication and follow-up procedures are used to improve attendance habits, reduce lateness and address emerging absence quickly. **Embed and adapt practice** **Jan - Mar 2027 (Spring)** Attendance strategies are reviewed through ongoing analysis of attendance and punctuality data, alongside case reviews and engagement with families. Approaches are refined to ensure support is well targeted and that barriers to regular attendance are addressed effectively. **Secure outcomes** **Apr - Jun 2027 (Summer)** Attendance systems are applied consistently across the school, with evidence of	**Task:** Analyse current whole-school attendance, persistent absence and punctuality data to identify patterns, key groups and individual pupils of concern. **Resources / training required:** Attendance data reports, tracking systems, analysis time, persistent absence data **Owner:** Headteacher / Attendance Lead / Senior Leaders **Indicative cost:** Minimal **Task:** Review current attendance systems, family communication and interventions to identify strengths, barriers and priorities for improvement. **Resources / training required:** Attendance policy, intervention records, staff feedback, time for review **Owner:** Headteacher / Attendance Lead **Indicative cost:** Minimal **Task:** Set clear and consistent whole-school expectations for attendance and punctuality, linked to the school's behaviour	**By July 2027, whole-school attendance improves from the 2025-26 baseline and meets the DfE attendance baseline improvement expectation.** By **July 2027**, the proportion of pupils who are persistently absent is reduced from the previous year, with measurable improvement against the school's baseline. By **July 2027**, all pupils identified as at risk of poor attendance receive timely and appropriate targeted support, with interventions reviewed regularly for impact. By **July 2027**, rates of lateness decrease across the school, with clear evidence of improved

improved overall attendance, reduced persistent absence and better punctuality. Pupils identified as vulnerable or at risk are receiving sustained support, and more pupils are attending regularly and engaging fully in learning.

Evaluate impact

Jul 2027

The impact of attendance strategies is evaluated through analysis of whole-school attendance, persistent absence and punctuality data, including progress towards the **DfE attendance baseline improvement expectation**. Strengths, remaining concerns and priorities for 2027-28 are identified.

Action	Lead	Timescale	Monitoring / evidence
Analyse current whole-school attendance, persistent absence and punctuality data to identify patterns, key groups and individual pupils of concern.	Headteacher / Attendance Lead / Senior Leaders	Sept 2026	Attendance data analysis, persistent absence reports, punctuality records, pupil tracking.
Review current attendance systems, family communication and interventions to identify strengths, barriers and priorities for improvement.	Headteacher / Attendance Lead	Sept 2026	Attendance policy review, intervention records, staff feedback, family engagement notes.

and values framework.
Resources / training required: Updated attendance policy, staff guidance, assembly materials, shared expectations
Owner: Headteacher / Senior Leaders
Indicative cost: Minimal
Task: Identify pupils at risk of poor attendance and persistent absence, and put in place targeted support plans.
Resources / training required: Attendance registers, intervention plan templates, case review time, pupil tracking
Owner: Attendance Lead / SENDCo / Class Teachers
Indicative cost: Minimal
Task: Strengthen communication with families about the importance of attendance, including clear and timely follow-up of absence and lateness.
Resources / training required: Family communication templates, letters and meeting time, monitoring systems
Owner: Attendance Lead / Senior Leaders
Indicative cost: Minimal
Task: Introduce or refine early intervention approaches (e.g. attendance meetings, mentoring, targeted support) to

punctuality and stronger attendance routines.

	Establish clear and consistent whole-school expectations for attendance and punctuality, linked to the school's behaviour and values framework.	Headteacher / Senior Leaders	Sept - Oct 2026	Updated attendance policy, staff guidance, assembly materials, shared expectations.		address emerging absence quickly. **Resources / training required:** Intervention time, mentoring support, case meeting time, attendance resources **Owner:** Attendance Lead / Senior Leaders **Indicative cost:** Staff time / intervention costs **Task:** Provide staff training and guidance so that attendance expectations, monitoring and follow-up are applied consistently across the school. **Resources / training required:** CPD materials, staff meeting time, attendance guidance, follow-up support **Owner:** Headteacher / Attendance Lead **Indicative cost:** Minimal **Task:** Work with targeted families, including disadvantaged and vulnerable pupils, to remove barriers to regular attendance. **Resources / training required:** Family engagement time, support plans, multi-agency liaison, targeted resources **Owner:** Attendance Lead / SENDCo / Senior Leaders **Indicative cost:** Staff time **Task:** Monitor attendance, persistent absence and	
	Identify pupils at risk of poor attendance and persistent absence, and put in place targeted support plans.	Attendance Lead / SENDCo / Class Teachers	Oct 2026 and ongoing	Attendance registers, intervention plans, case review notes, pupil tracking.			
	Strengthen communication with families about the importance of attendance, including clear and timely follow-up of absence and lateness.	Attendance Lead / Senior Leaders	Autumn term and ongoing	Family communication records, letters and meetings, attendance monitoring notes.			
	Introduce or refine early intervention approaches (e.g. attendance meetings, mentoring,	Attendance Lead / Senior Leaders	Oct - Dec 2026	Intervention records, case notes, attendance data			

	targeted support) to address emerging absence quickly.			trends, staff feedback.	punctuality half-termly, and adapt strategies where improvement is not being secured. **Resources / training required:** Attendance data, monitoring templates, review meeting time, intervention records **Owner:** Attendance Lead / Senior Leaders **Indicative cost:** Minimal **Task:** Celebrate and promote good attendance through rewards, assemblies and recognition systems to reinforce positive attendance habits. **Resources / training required:** Reward materials, assembly time, recognition systems **Owner:** Senior Leaders / Class Teachers **Indicative cost:** Reward costs / minimal **Task:** Evaluate the impact of attendance strategies on overall attendance, persistent absence and punctuality, including progress towards the DfE attendance baseline improvement expectation. **Resources / training required:** Attendance data, persistent absence analysis, pupil and staff feedback, review time **Owner:** Headteacher / Senior	
	Work with targeted families, including disadvantaged and vulnerable pupils, to remove barriers to regular attendance.	Attendance Lead / SENDCo / Senior Leaders	Oct 2026 - Jul 2027	Family engagement records, support plans, multi-agency notes, attendance data.		
	Monitor attendance, persistent absence and punctuality half-termly, and adapt strategies where improvement is not being secured.	Attendance Lead / Senior Leaders	Half-termly	Attendance data, persistent absence reports, punctuality records, intervention reviews.		

		Leaders **Indicative cost:** Minimal	
Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	▪ **Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
The school has made good progress in Principle 1 and Principle 3 within its parental engagement strategy. The next phase is to build on this work by embedding it more fully and consistently across the school through the development of a parent forum and targeted engagement with disadvantaged and vulnerable families with a particular focus on behaviour and attendance.	**Priority:** To embed and strengthen parental engagement across the school by building on progress in Principle 1 and Principle 3, with a particular focus on developing a parent forum and targeted work with disadvantaged and vulnerable families to support improvements in attendance and behaviour. **Baseline and identify priorities** **Sept - Oct 2026** The school reviews current parental engagement practice to evaluate how effectively Principle 1 and Principle 3 are embedded across the school. Parent feedback, attendance and behaviour information, and engagement with disadvantaged and vulnerable families are used to identify strengths, inconsistencies and priority areas for improvement, including the development of a parent forum. **Implement targeted action** **Oct - Dec 2026 (Autumn 2)** A parent forum is established to strengthen communication, consultation and partnership with families. Targeted engagement with disadvantaged and vulnerable families is developed further, with a particular focus on improving attendance, supporting behaviour and ensuring that communication is consistent, welcoming and responsive. **Embed and adapt practice** **Jan - Mar 2027 (Spring)** The effectiveness of parental engagement approaches is reviewed through parent feedback, attendance and behaviour monitoring, and evaluation of participation in the parent forum. Strategies are refined to improve consistency across the school and to strengthen engagement with families who may be harder to reach.	**Task:** Analyse attendance and behaviour data alongside family engagement information to identify disadvantaged and vulnerable families requiring targeted support. **Resources / training required:** Attendance and behaviour data, family engagement records, tracking systems **Owner**: Attendance Lead **Indicative cost:** Minimal **Task:** Establish a parent forum to strengthen consultation, communication and partnership with families. **Resources / training required:** Meeting time, venue arrangements, agenda and communication materials, staff facilitation time **Owner:** Headteacher Indicative cost: Minimal **Task**: Introduce a clear feedback loop (e.g. 'You asked, we acted...') so that parent views are considered and responded to visibly.	**By July 2027, approaches linked to Principle 1 and Principle 3 are implemented consistently across the school, with evidence of clear, welcoming and responsive communication with families.** By July 2027, a parent forum is established and meeting regularly, providing a clear route for parental voice, consultation and feedback to inform school practice. By July 2027, targeted work with disadvantaged and vulnerable families contributes to improved engagement, with measurable positive impact on attendance and behaviour for identified pupils.

Secure outcomes
Apr - Jun 2027 (Summer)
Parental engagement practice is embedded more consistently across the school, with the parent forum established and targeted family engagement contributing to improved relationships, communication, attendance and behaviour. Disadvantaged and vulnerable families are increasingly engaged in a way that supports pupils' wellbeing and school success.

Evaluate impact
Jul 2027
The impact of strengthened parental engagement is evaluated through parent feedback, participation records, attendance and behaviour outcomes, and wider school monitoring. Strengths, remaining barriers and priorities for 2027-28 are identified.

Action	Lead	Timescale	Monitoring / evidence
Review current parental engagement practice to evaluate how consistently **Principle 1 (Welcome)** and **Principle 3 (Communication)** are embedded across the school.	Headteacher / Senior Leaders	Sept 2026	Parent feedback, staff survey, monitoring notes, review documentation.
Analyse attendance and behaviour data alongside family engagement	Attendance Lead / SENDCo /	Sept - Oct 2026	Attendance and behaviour data, family engagement

Resources / training required: Feedback templates, communication channels, time to review and respond, display or newsletter materials
Owner: Senior Leaders
Indicative cost: Minimal

Task: Reinforce welcoming and consistent practice across the school, including staff induction and shared expectations for family contact.

Resources / training required: Staff induction materials, CPD time, shared guidance
Owner: Headteacher / Senior Leaders
Indicative cost: Minimal

Task: Deliver targeted engagement and support to disadvantaged and vulnerable families, focusing on improving attendance and behaviour.
Resources / training required: Family engagement time, support plans, multi-agency liaison, targeted resources
Owner: Attendance Lead
Indicative cost: Staff time

Task: Provide staff guidance and CPD to strengthen confidence and consistency in

	information to identify disadvantaged and vulnerable families requiring targeted support.	Senior Leaders		records, pupil tracking.		engaging positively with all families. **Resources / training required:** CPD materials, staff meeting time, engagement guidance, follow-up support **Owner:** Headteacher / Senior Leaders **Indicative cost:** Minimal **Task:** Monitor the impact of parental engagement on attendance and behaviour, and adapt strategies where improvement is not being secured. **Resources / training required:** Attendance and behaviour data, parent feedback, monitoring templates, review time **Owner:** Senior Leaders **Indicative cost**: Minimal **Task:** Evaluate the impact of strengthened parental engagement on family relationships, attendance, behaviour and pupil outcomes. **Resources / training required:** Parent feedback, participation records, attendance and behaviour data, self-evaluation documentation **Owner:** Headteacher / Senior	
	Establish a parent forum to strengthen consultation, communication and partnership with families.	Headteacher / Senior Leaders	Autumn 1	Forum terms of reference, meeting minutes, attendance records, parent feedback.			
	Introduce a clear feedback loop (e.g. **'You asked, we acted...'**) so that parent views are considered and responded to visibly.	Senior Leaders	Autumn term and ongoing	Feedback records, parent communications, newsletter or display evidence, parent voice.			
	Reinforce welcoming and consistent practice across the school, including staff induction and shared expectations for family contact.	Headteacher / Senior Leaders	Autumn term and ongoing	Staff induction materials, CPD records, learning walks, parent feedback.			

	Deliver targeted engagement and support to disadvantaged and vulnerable families, focusing on improving attendance and behaviour.	Attendance Lead / SENDCo / Senior Leaders	Oct 2026 - Jul 2027	Support plans, family engagement records, multi-agency notes, attendance and behaviour data.		Leaders **Indicative cost:** Minimal	
	Provide staff guidance and CPD to strengthen confidence and consistency in engaging positively with all families.	Headteacher / Senior Leaders	Autumn term and ongoing	CPD records, staff meeting notes, staff feedback, monitoring evidence.			
	Monitor the impact of parental engagement on attendance and behaviour, and adapt strategies where improvement is not being secured.	Senior Leaders	Half-termly	Attendance and behaviour data, parent feedback, monitoring notes, review records.			
	Evaluate the impact of strengthened parental engagement on family	Headteacher / Senior Leaders	Termly and July 2027	Parent feedback, participation records, attendance and			

	relationships, attendance, behaviour and pupil outcomes.			behaviour data, self-evaluation.		
LGB Impact Monitoring Priority 4 (quality check/key questions)	1. **Are we reaching the families who need us most?** — How effective is our targeted work with disadvantaged and vulnerable families, and what barriers are still preventing some families from engaging? 2. **Is the parent forum making a difference?** — Is the forum representative of our families, and can we evidence that parent voice is influencing decisions and practice? 3. **Is engagement actually improving attendance?** — What does the data show about whether stronger parental engagement is making a measurable difference to attendance, persistent absence and punctuality for the pupils who need it most? 4. **Are we applying a consistent whole-school approach?** — How do we know that attendance expectations, communication and follow-up with families are applied consistently across all classes and year groups, rather than inconsistently? 5. **Are the pupils at greatest risk being identified and supported early?** — How quickly are pupils at risk of persistent absence identified, and how effective are the interventions put in place for them? 6. **How do we know it's working, and when is it embedded?** — What evidence shows these strategies are improving attendance, behaviour and pupil outcomes, and how will we know when this work is fully embedded?					

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

5. Develop and implement a climate and sustainability strategy across the Trust

- ✓ Continue to embed strong leadership and governance structures
- ✓ Integrate sustainability into Trust systems and strategy
- ✓ Measure, monitor and report impact
- ✓ Improve sustainability of estates and operations
- ✓ Ensure ongoing evaluation and continuous improvement

Explaining Context	**Achieving Clarity -** defining priority and time frame **Achieving Consistency -** actions delivering consistency	**Achieving Capacity -** tasks/costs/resources/training	**Expected Impact - KPI**
Callington has a small number of effective governors. However they are stretched and the	**Priority** To increase governance capacity by recruiting additional governors, so that the governing body is better able to support, challenge and contribute strategically to school improvement.	**Task:** Review the current size, structure, skills and effectiveness of the governing body to identify gaps in capacity, expertise and	**By July 2027, additional governors are recruited so that the governing body has increased capacity to fulfil its**

school has struggled to recruit numbers to increase capacity – this is an urgent priority and remains so.	**Baseline and identify priorities** **Sept - Oct 2026** The current size, structure and effectiveness of the governing body are reviewed to identify gaps in capacity, skills, committee coverage and link roles. Recruitment challenges, succession risks and areas of over-reliance on a small number of governors are identified, and priority actions for strengthening governance capacity are agreed. **Implement targeted action** **Oct - Dec 2026 (Autumn 2)** Targeted recruitment activity is undertaken to attract additional governors with relevant skills and experience. Induction arrangements, clearer role information and improved promotion of the governor role are put in place to strengthen recruitment and support new governors to contribute effectively. **Embed and adapt practice** **Jan - Mar 2027 (Spring)** Progress in recruitment and governor participation is reviewed, including attendance, committee coverage and link responsibilities. Recruitment approaches and support arrangements are refined where needed to address any remaining gaps in capacity or expertise. **Secure outcomes** **Apr - Jun 2027 (Summer)** Governance capacity is strengthened through the appointment and integration of additional governors. Roles and responsibilities are more evenly distributed, and the governing body is better placed to provide effective support, challenge and strategic oversight of school improvement. **Evaluate impact** **Jul 2027** The impact of increased governance capacity is evaluated through governor recruitment outcomes, attendance, committee effectiveness and the quality of support and challenge provided. Strengths, remaining vacancies or skill gaps, and next priorities for 2027-28 are identified.	committee coverage. **Resources / training required:** Governance review time, skills audit template, committee membership records, governor attendance data **Owner:** Headteacher / Chair of Governors **Indicative cost:** Minimal **Task:** Identify recruitment priorities, including the specific skills and experience needed to strengthen strategic oversight and school improvement. **Resources / training required:** Skills audit analysis, recruitment planning time, role specification **Owner:** Headteacher / Chair of Governors **Indicative cost:** Minimal **Task:** Develop a clear recruitment strategy to attract additional governors, including promotion through school, trust and community networks. **Resources / training required:** Recruitment plan, advertising materials, trust and community networks **Owner:** Headteacher / Chair of Governors / Trust Leads **Indicative cost:** Minimal / advertising costs **Task:** Promote the governor role clearly to prospective applicants, setting out	**statutory and strategic responsibilities effectively.** **By July 2027**, governor roles, link responsibilities and committee work are fully staffed and no longer overly reliant on a small number of individuals. By **July 2027**, monitoring shows that the governing body is providing stronger strategic support and challenge, with improved attendance, participation and oversight of school improvement priorities.

					expectations, time commitment and the contribution governors make to school improvement. **Resources / training required:** Role description, promotional materials, communication channels **Owner:** Headteacher / Chair of Governors **Indicative cost:** Minimal / printing costs **Task:** Recruit and appoint additional governors with relevant skills and experience to increase governing body capacity. **Resources / training required:** Application and appointment process, DBS and safeguarding checks, trust guidance **Owner:** Headteacher / Chair of Governors / Trust Leads **Indicative cost:** DBS check costs **Task:** Strengthen induction and mentoring arrangements so that new governors understand their role and can contribute effectively from the outset. **Resources / training required:** Induction programme, mentor time, governor training materials **Owner:** Chair of Governors / Headteacher **Indicative cost:** Minimal / training costs	

Action	**Lead**	**Timescale**	**Monitoring / evidence**
Review the current size, structure, skills and effectiveness of the governing body to identify gaps in capacity, expertise and committee coverage.	Headteacher	Sept 2026	Governance review, skills audit, committee membership records, governor attendance data.
Identify recruitment priorities, including the specific skills and experience needed to strengthen strategic oversight and school improvement.	Headteacher / Chair of Governors	Sept - Oct 2026	Skills audit analysis, recruitment plan, role specification, governance records.
Develop a clear recruitment strategy to attract	Headteacher / Chair of	Oct - Dec 2026	Recruitment plan, advertising materials, applications

	additional governors, including promotion through school, trust and community networks.	Governors / Trust Leads		received, recruitment records.		**Task:** Distribute roles, link responsibilities and committee work more evenly so the governing body is not overly reliant on a small number of individuals. **Resources / training required:** Leadership meeting time, role allocation documentation, committee structure **Owner:** Chair of Governors / Headteacher **Indicative cost:** Minimal	
	Promote the governor role clearly to prospective applicants, setting out expectations, time commitment and the contribution governors make to school improvement.	Headteacher / Chair of Governors	Autumn term and ongoing	Role description, promotional materials, enquiry records, recruitment feedback.		**Task:** Review governance effectiveness, including governor attendance, participation and the quality of support and challenge provided. **Resources / training required:** Monitoring time, meeting minutes, governor feedback, self-evaluation documentation **Owner:** Chair of Governors / Headteacher **Indicative cost:** Minimal	
	Recruit and appoint additional governors with relevant skills and experience to increase governing body capacity.	Headteacher / Chair of Governors / Trust Leads	Oct 2026 - Jul 2027	Appointment records, completed DBS and safeguarding checks, updated membership.		**Task:** Address any remaining vacancies or skill gaps, and adapt recruitment approaches where capacity has not been sufficiently strengthened. **Resources / training required:** Vacancy records, recruitment updates, skills audit, review time **Owner:** Headteacher / Chair of	

	Strengthen induction and mentoring arrangements so that new governors understand their role and can contribute effectively from the outset.	Chair of Governors / Headteacher	Autumn term and ongoing	Induction programme, mentor records, governor feedback, meeting attendance.		Governors / Trust Leads **Indicative cost:** Minimal **Task:** Evaluate the impact of increased governance capacity on strategic oversight and school improvement. **Resources / training required:** Governance self-evaluation, meeting minutes, improvement outcomes, governor feedback **Owner:** Headteacher / Chair of Governors **Indicative cost:** Minimal	
	Distribute roles, link responsibilities and committee work more evenly so the governing body is not overly reliant on a small number of individuals.	Chair of Governors / Headteacher	Jan - Mar 2027	Updated role allocation, committee membership, link governor records, meeting minutes.			
	Review governance effectiveness, including governor attendance, participation and the quality of support and	Chair of Governors / Headteacher	Half-termly	Meeting attendance, minutes, governor feedback, self-evaluation records.			

	challenge provided.					
	Evaluate the impact of increased governance capacity on strategic oversight and school improvement.	Headteacher / Chair of Governors	Termly and July 2027	Governance self-evaluation, meeting minutes, improvement outcomes, governor feedback.		
LGB Impact Monitoring Priority 5 (quality check/key questions)	1. **Do we have enough governors?** — What is our current vacancy position, and does the size of the governing body allow us to fulfil our statutory and strategic responsibilities? 2. **Do we have the right governors?** — Do we have the right balance of skills, experience and independence, and are we recruiting to address specific gaps rather than filling spaces? 3. **Is our workload sustainable?** — How dependent are we on a small number of individuals, and what would happen if a key governor stepped down? 4. **Are we being effective, not just present?** — How do we know governors are providing genuine support and challenge, and what does our self-evaluation tell us about our impact? 5. **Are we making a demonstrable difference?** — What evidence shows the governing body is contributing strategically to school improvement, and how will we know when capacity is sufficient?					

AIP Progress Review Summary – Key Performance Indicator Summary Updated Termly *(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)*	
Priority	**Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary**
A. *Learning Standards*	**Improved outcomes at KS2 - Number at ARE+ is inline or better than National Average in July 2027 data** ▪ More effective use of assessment information to identify and address gaps in pupils' knowledge and understanding. ▪ Accelerated progress for pupils identified as being at risk of not achieving the expected standard in Reading, Writing and Mathematics.
	Reading and writing attainment gaps for disadvantaged pupils and pupils with SEND are reduced by the end of the academic year. The proportion of disadvantaged pupils achieving age-related expectations in reading and writing will increase Pupils with SEND make strong progress in reading and writing from their individual starting points. Intervention data demonstrates accelerated progress for identified pupils.
B. *Curriculum*	**Teaching, provision and assessment are consistent across the merged Nursery and Reception unit.** **A higher proportion of children achieve a good level of development by the end of EYFS.** Boys' attainment improves, particularly in communication and language and PSED. The gap between boys and other children narrows across identified priority areas. Children identified for additional support make good progress from their starting points. Parent engagement supports improved outcomes in communication, language and personal development.
	By July 2027, a clearly defined and consistently applied whole-school approach to digital technology is in place across all year groups. **By July 2027, all pupils have regular access to suitable devices and agreed digital tools to support learning.** By July 2027, the computing curriculum is fully delivered in all year groups, with evidence of complete coverage and progression. By July 2027, all relevant staff are trained in the effective use of digital technology, and this is reflected in consistent classroom practice across the school. By July 2027, monitoring shows that digital technology is being used effectively to enhance teaching, pupil engagement, and learning outcomes across the school.
C. *Vision and Culture*	**By July 2027, all middle leaders have clearly defined roles and responsibilities linked to school improvement priorities and the promotion of the school's ethos and vision.** By **July 2027**, all subject leaders have regular planned release time to carry out monitoring, curriculum development and improvement work, with this evidenced through timetables and leadership records.

	By **July 2027**, all middle leaders have accessed relevant CPD, coaching or trust-led support to strengthen their leadership skills and confidence. By **July 2027**, middle leaders are routinely contributing to self-evaluation, monitoring, action planning and staff support within their areas, with clear evidence of impact. By **July 2027**, monitoring shows that middle leaders are helping to secure greater consistency in curriculum quality, staff practice and the embedding of the school's ethos and vision across the school.
	By July 2027, pupils and staff can clearly explain the school's values - care, community, communication and curiosity - and understand how they relate to learning, behaviour and relationships. By **July 2027**, the school's values and characteristics of a good learner are consistently reflected in classroom practice, displays, assemblies, behaviour
D. *Safeguarding - behaviour and attendance*	**By July 2027, whole-school attendance improves from the 2025-26 baseline and meets the DfE attendance baseline improvement expectation.** By **July 2027**, the proportion of pupils who are persistently absent is reduced from the previous year, with measurable improvement against the school's baseline. By **July 2027**, all pupils identified as at risk of poor attendance receive timely and appropriate targeted support, with interventions reviewed regularly for impact. By **July 2027**, rates of lateness decrease across the school, with clear evidence of improved punctuality and stronger attendance routines.
	By July 2027, approaches linked to Principle 1 and Principle 3 are implemented consistently across the school, with evidence of clear, welcoming and responsive communication with families. By July 2027, a parent forum is established and meeting regularly, providing a clear route for parental voice, consultation and feedback to inform school practice. By July 2027, targeted work with disadvantaged and vulnerable families contributes to improved engagement, with measurable positive impact on attendance and behaviour for identified pupils.
E. *People and Leadership*	**By July 2027, additional governors are recruited so that the governing body has increased capacity to fulfil its statutory and strategic responsibilities effectively.** **By July 2027**, governor roles, link responsibilities and committee work are fully staffed and no longer overly reliant on a small number of individuals. By **July 2027**, monitoring shows that the governing body is providing stronger strategic support and challenge, with improved attendance, participation and oversight of school improvement priorities.
