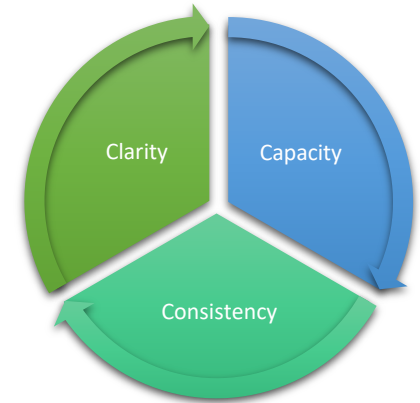




**An Daras Trust**  
Igniting Curiosity Growing Capabilities



## **An Daras Multi-Academy Trust** **Academy Improvement Plan 23-24** (Sept 23 – Sept 24)

School: Launceston Pre-School	
Trust Version:	V5 Template
Statutory:	Yes
Approved by LGB:	
Final Review by LGB:	
Advisory Committee:	
Linked Documents and Policies:	

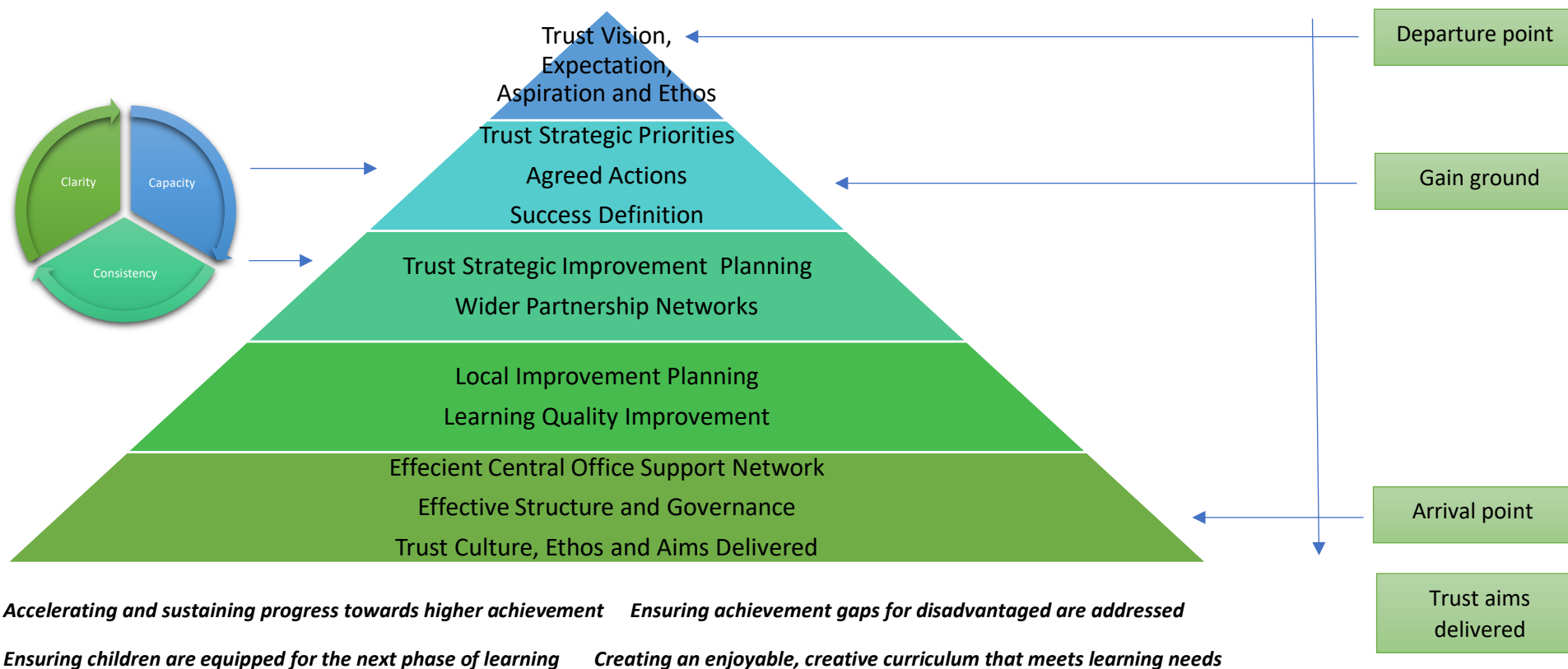
## A. Improvement – Trust Model Synopsis

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

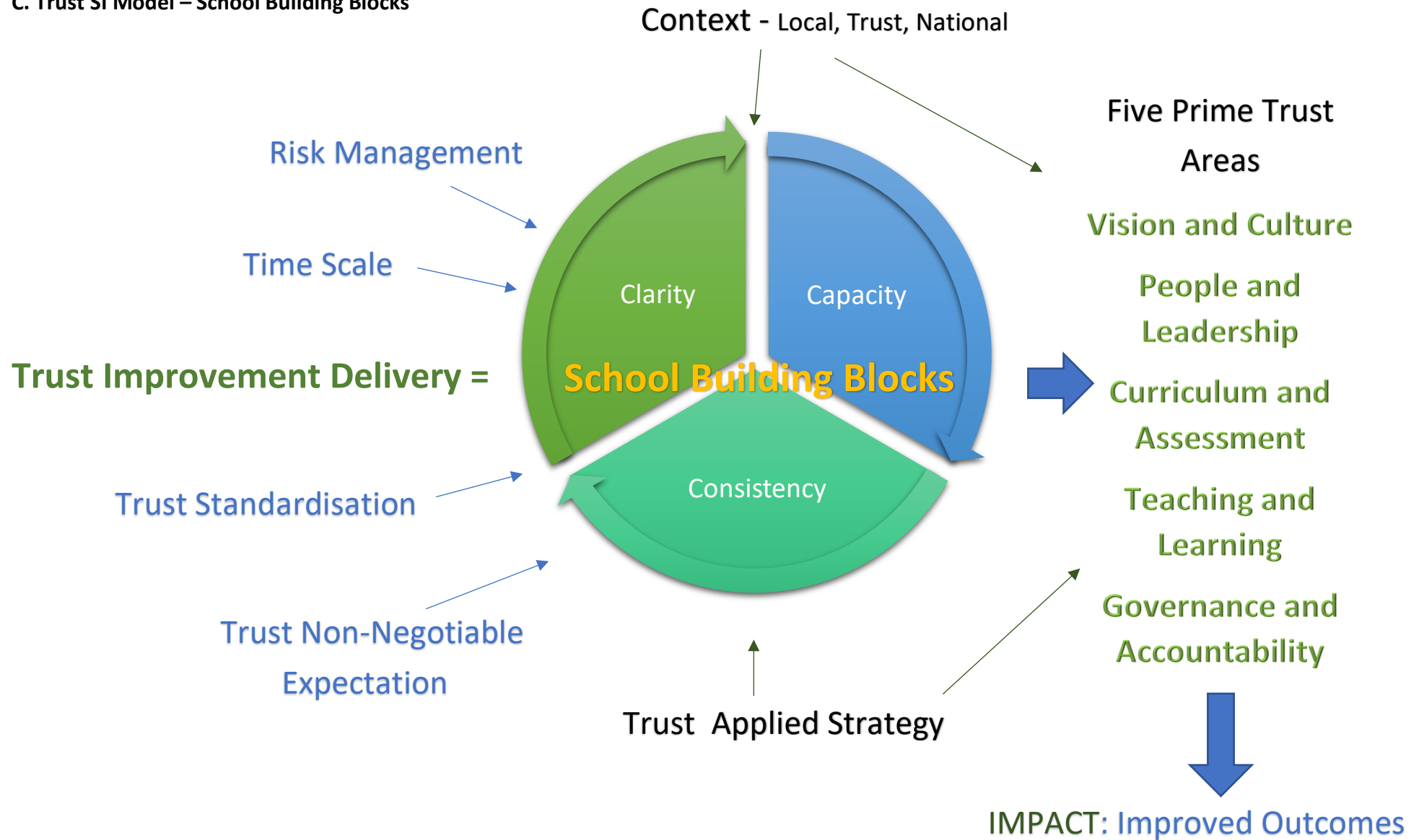
<b>Seriously underperforming school</b>	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions and modelling what is needed
<b>School that requires improvement to be judged good</b>	A school requiring reinforcements: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better
<b>Good to outstanding</b>	The need for refinement: ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising progress and outcomes
<b>Sustaining excellence</b>	A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely

## B. Creating Shared Vision, Aspiration and Expectation

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



C. Trust SI Model – School Building Blocks



#### D. Academy Improvement Plan 23-24 – Improving Outcomes for Children

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

**School Vision and Ethos Statement:** Inspiring Passionate Life Long Learners

Launceston Pre-School is a well-established setting that has recently joined the An Daras Trust. We are a sessional pre-school open term time only that offers a breakfast club and late pick up, in a convenient location for parents with plenty of parking for easy drop off and collection. Rated 'GOOD' in our most recent OFSTED inspection.

Situated close to the town centre we are very fortunate to be able to visit our beautiful local area such as the castle grounds. With our large main playroom, Sensory room and wonderful outside areas we do the best to offer lots of opportunities to learn through play in a safe and secure environment.

We believe that Pre-School offers children the opportunity to begin their learning journey with people they can trust and hope that pre-school will give them the best start and lay the foundation for a love of learning. It's important to us that we build strong relationships with the families and pre-school community and work closely with them throughout their child's time with us.

At Launceston Pre-School we make every effort to keep parents informed of all the relevant areas of pre-school life affecting their child, through newsletters, the website, Tapestry and parental consultations.

We aim to provide each child with a stimulating, happy and secure environment where all children are able to reach their full potential, learning through all of their senses enabling them to build and develop a firm foundation of skills. Our sensory room is available to all children, this provides them with the opportunity to have a quiet space.

Our staff regularly update their training profiles by undertaking regular courses such as visual support, behaviour management, letters and sounds. We enjoy working closely with outside agencies who provide extra support for children with additional needs.

**Key Staff and Roles:**

- Jo-Anne Callow – Executive Headteacher
- Danielle Edgson – Manager
- Sally Read- Deputy Manager

**Committee:**

- Nicola Gilbert

#### Context – Trust Level Action Plan Factors 23-24 from Latest Evidence

**A:** Review and implement a behaviour policy using Rights respecting schools to promote human rights.

**B:** To complete OFSTED actions to engage with parents to develop nutritional eating practices that benefit children's life long health and provide opportunities for parents to help younger children practise and develop their skills at home.

**C:** To embed the provision of Little Wandle for phonic with the children to prepare them for school.

**D:** To continue to develop the curriculum with the pre-school and include ideals set by Greg Bottrill through the training in April.

### Priority 1: Learning Standards

**Trust Action - B:** To complete OFSTED actions to engage with parents to develop nutritional eating practices that benefit children’s lifelong health and provide opportunities for parents to help younger children practise and develop their skills at home.

**Trust Action C:** To embed the provision of Little Wandle for phonic with the children to prepare them for school.

Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)
<p>1.1 Embed new School Improvement models and practices which support individual staff growth and professional capacity, Little Wandle.</p> <p>1.2 Engage with parents to develop nutritional eating practices that benefit children. Provide opportunities for parents to help support younger children to develop their skills at home.</p>	<ul style="list-style-type: none"> <li>▪ Need to continue embedding longer term strategies for improving communication and language outcomes for children to maintain end of year attainment against expected national average benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Key Workers to use the Development Matters guidance and EYFS framework to inform action plan and CPD for staff.</li> <li>▪ All staff to embed the practices of Little Wandle and complete daily sessions with the children.</li> <li>▪ Parents to come and attend sessions at the end of every term to see how the achievements of their child. Reports to be written by key workers to monitor the progress of their key children.</li> <li>▪ Manager to do Welcomm Assessments to help identify children not reaching ARE in communication and language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff training and peer support from other schools within the trust on how to deliver Little Wandle.</li> <li>▪ Ensure that strategies are being explicitly taught to pupils to enable them to take ownership of their learning and regulating their feelings and emotions.</li> <li>▪ Manager to monitor key worker tracking and implementation of curriculum and continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitoring records to show that staff are confident in using strategies to enable pupils to make progress in communication and language and phonics.</li> <li>▪ Communication and language at end of 2024 to achieve ARE.</li> </ul>

		<ul style="list-style-type: none"> <li>Pupil progress meetings for priority groups (termly with Manager)</li> </ul>		
<b>Impact Monitoring for Priority 1</b> (quality check data and key questions)	Do monitoring records over time show effective strategies are being used to enable priority groups to close the gaps? Do Data drops show progress being made to enable pupils to achieve ARE? Is the attainment gap for disadvantaged pupils narrowing?			
<b>Priority 2: Curriculum and Assessment</b> <i>Trust Action - D: To continue to develop the curriculum with the pre-school and include ideals set by Greg Bottrill through the training in April.</i>				
<b>Explaining Context</b> (rationale/evidence)	<b>Achieving Clarity</b> (defining priority and time frame)	<b>Achieving Consistency</b> (actions delivering consistency)	<b>Achieving Capacity</b> (tasks/costs/resources/training/personnel delivering capacity)	<b>Expected Outcome/Impact</b> (define success/KPIs/pupil achievement)
2.1 Develop an inclusive curriculum so that the children experience the awe and wonder of the world using the ideals of Greg Bottrill.	<ul style="list-style-type: none"> <li>Ensuring strong internal planning leadership.</li> <li>Essential to have good Key Worker relationships to ensure sufficient tracking and planning is done for individual children.</li> <li>Manager to complete efficient internal self-evaluation processes e.g Moderation.</li> <li>Staff to undertake a training day with Greg Bottrill.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule of training for Key Workers throughout the academic year.</li> <li>Ongoing CPD for all staff.</li> <li>Ensuring effective learning in Understanding the World ongoing.</li> <li>Targeted support for disadvantaged children.</li> <li>Key Workers supported in delivering the curriculum through the performance management process.</li> <li>Manager to evaluate continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>Key Worker release for training.</li> <li>SENCo and key workers to support vulnerable pupils, including EYPP and SEND, to make at least expected progress in communication and language</li> <li>Support from the EYFS and the improvement officer.</li> </ul>	<ul style="list-style-type: none"> <li>Key Workers can deliver a high-quality curriculum with support from Trust leads and government training/ Greg Bottrill.</li> <li>Manager to ensure that Key Workers can monitor the effectiveness of teaching and the impact on learning &amp; standards and define next steps for improvement.</li> <li>Key Workers have a good understanding of the quality of teaching and the importance of offering opportunities of learning in UTW and EAD.</li> <li>Importance of children having a solid foundation in the prime areas.</li> </ul>

		and do regular room walks to discuss the intent and planning in place.		
<b>Impact Monitoring for Priority 2</b> (quality check data and key questions)	Can impact of training be evidenced in monitoring? Does assessment information show improved outcomes for pupils across the 7 areas? Have staff met performance management targets? Does Manager action plan reviews show improved staff subject knowledge?			
<b>Priority 4: Safeguarding (including behaviour and attendance)</b>				
<i>A: Review and implement a behaviour policy using Rights respecting schools to promote human rights.</i>				
<b>Explaining Context</b> (rationale/evidence)	<b>Achieving Clarity</b> (defining priority and time frame)	<b>Achieving Consistency</b> (actions delivering consistency)	<b>Achieving Capacity</b> (tasks/costs/resources/training/personnel delivering capacity)	<b>Expected Outcome/Impact</b> (define success/KPIs/pupil achievement)
4.1 Ensure good behaviour and consistency of behaviour expected by all children at the setting.	<ul style="list-style-type: none"> <li>Staff will read and understand the behaviour policy and use the human rights to ensure all are respected.</li> </ul>	<ul style="list-style-type: none"> <li>All staff and children to feel respected by all.</li> <li>Track behaviour triggers of vulnerable pupils and others to help measure the impact on their learning.</li> <li>Ensure good behaviours do not go unnoticed.</li> <li>Meet with parents of any children who have difficulty with behaviour at Pre-School and at home. (Half termly)</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour does not go unnoticed</li> <li>Manager, SENCo and other agencies to work with vulnerable families to improve behaviour of children and outcomes of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school behaviour to be improved.</li> <li>Improvement in pupil outcomes</li> <li>Improved parental engagement with behaviour.</li> </ul>
<b>Impact Monitoring for Priority 4</b> (quality check data and key questions)	Is attendance of all pupils of a reasonable percentage. Are parents positively engaging in terms of attendance and punctuality? Are pupil outcomes improving?			



