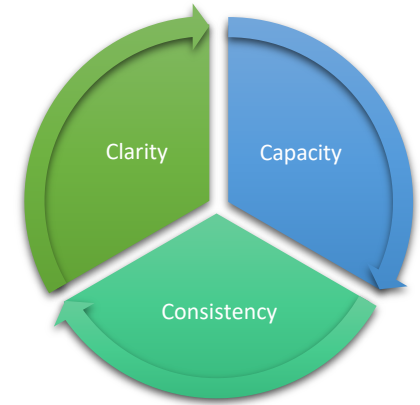




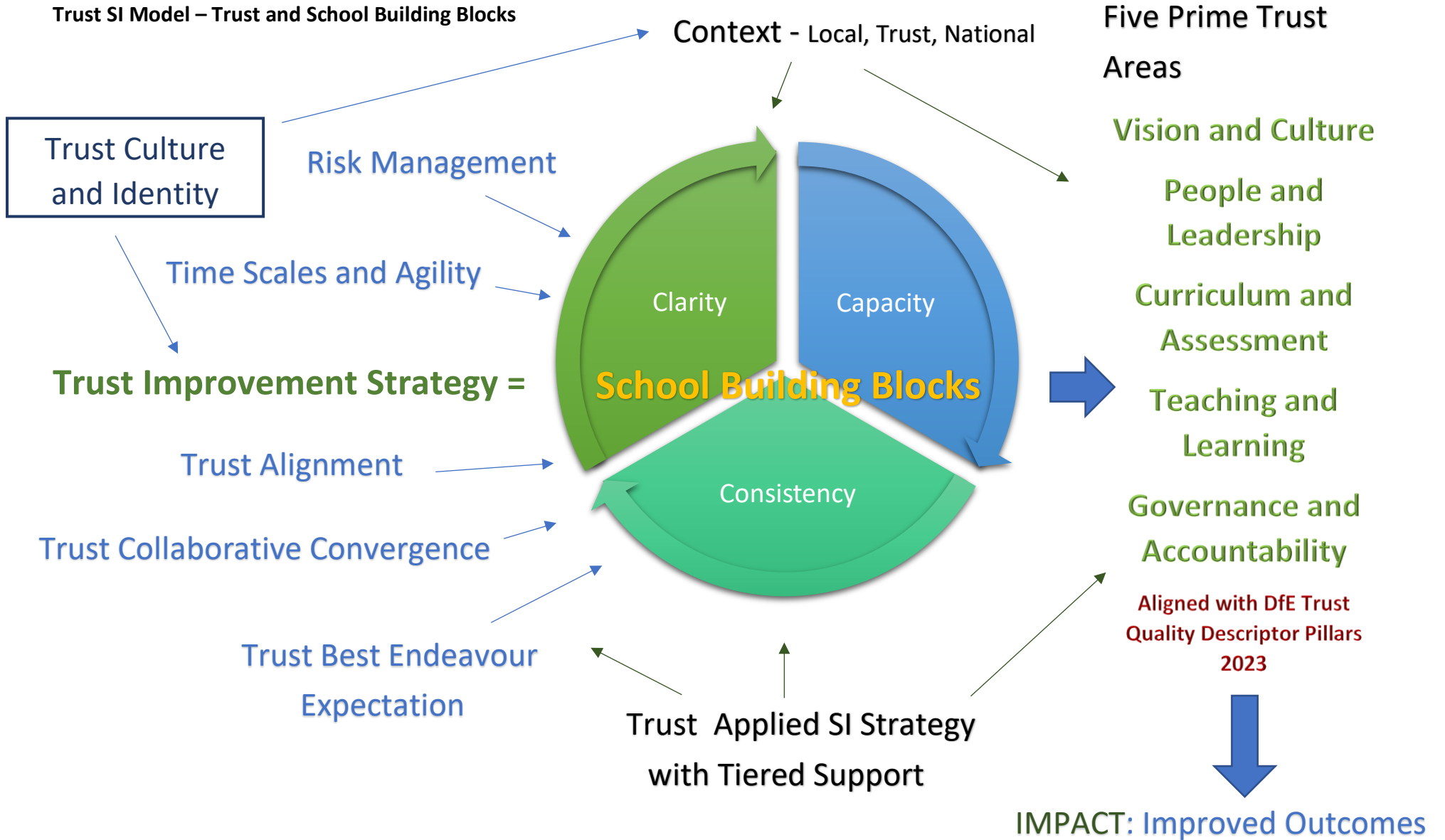
An Daras Trust
Igniting Curiosity Growing Capabilities



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



Context - Local, Trust, National

Risk Management

Time Scales and Agility

Trust Alignment

Trust Collaborative Convergence

Trust Best Endeavour Expectation

Trust Applied SI Strategy with Tiered Support

Academy Improvement Plan 24-25 – Improving Outcomes for Children	
Trust Vision: <i>Igniting Curiosity, Growing Capabilities - “To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it”</i>	
School Vision: Inspiring Passionate Life Long Learners	
Context – Key School Level Factors 24-25	
<ul style="list-style-type: none"> ▪ We currently have 12 children on role and are expected to increase in January 2025. ▪ We have an equal number of boys and girls at the setting. ▪ 60% of our children come from disadvantaged backgrounds and are entitled to Early Years Pupil Premium money. ▪ We have a higher number of boys who are SEN. 	
Key School Staff and Roles:	LGB Leadership:
<ul style="list-style-type: none"> ▪ Danielle Edgson- Manager/ Nominated Person ▪ Sally Read- Deputy Manager 	<ul style="list-style-type: none"> ▪ Nicola Gilbert
Context – Trust Level Action Plan Factors 24-25	
<i>*Church of England – Our Hopes for a Flourishing School System</i>	
Trust Culture and Identity	Trust Strategic Actions
Q1. Why do we exist? <ul style="list-style-type: none"> ▪ To ensure children within our local area have access to high-quality capabilities driven learning through positive lived experiences which champion their right to be treated with dignity and respect irrespective of background ▪ Provide an effective educational service which meets the needs of our local communities based on the An Daras way ▪ <i>‘Do justly, love mercy and walk humbly with your God’</i> (Micah 6. v8) 	1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity; <ul style="list-style-type: none"> ✓ Writing and maths outcomes at KS2 ✓ Capabilities through the curriculum ✓ 30/60/90 day plans to focus rapid improvement ✓ IT infrastructure and curriculum delivery resource plan 1B. Implement next phase of sustainability planning and net zero reductions in line with stated aims of the Trust Sustainability Charter; <ul style="list-style-type: none"> ✓ Sustainability Strategy with partners including Diocese ✓ Collaborative working with external specialists ✓ Premises and energy strategy ✓ Practical, deliverable sustainability best endeavours
2. How do we behave? <ul style="list-style-type: none"> ▪ Consider all within the An Daras family as having significance ▪ Work humbly to challenge ourselves to add value, wisdom and common sense. ▪ Improve the development and understanding of the ‘capabilities’ within us all. ▪ Deliver a ‘capabilities led’ model rather than a ‘deficiency led’ model 	2A. Improve internal leadership capacity at all levels during this period of growth transition; <ul style="list-style-type: none"> ✓ Trust leadership ✓ School Hub leadership ✓ Prioritised school leadership ✓ SI team leadership ✓ LGB leadership ✓ Trust subject leadership

<p>3. What do we do?</p> <ul style="list-style-type: none"> ▪ 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 	<p>3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3);</p> <ul style="list-style-type: none"> ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations ✓ Ensure inclusion strategies are impacting on pupil outcomes <p>3B. Further embed Trust wide collaborative CPD strategies to ensure conceptual alignment and curriculum delivery;</p> <ul style="list-style-type: none"> ✓ Thinking Matters – Original Trust schools ✓ Visible learning – New Trust schools ✓ Implement Global Majority Heritage good practice across the curriculum as part of equality and diversity
<p>4. How will we succeed?</p> <ul style="list-style-type: none"> ▪ 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 	<p>4A. Formulate and deliver a change strategy to ensure Trust wide operations, staffing and costs are sustainable;</p> <ul style="list-style-type: none"> ✓ Small School Strategy ✓ Falling Roles Strategy ✓ SEND Services and Leadership Strategy ✓ Leadership Strategy <p>4B. Secure more effective financial management practices and systems to maintain the Trust as a going concern;</p> <ul style="list-style-type: none"> ✓ Effective system redevelopment due to growth ✓ In year financial reporting ✓ Accurate forecasting ability – integrate IMP ✓ Sustainability Strategy

<p>Priority 1: Learning Standards (DfE Trust Quality Descriptor: Pillar 1- High Quality/Inclusive Education)</p>			
<p>1A. Improve the quality of education at prioritised individual schools within the Trust focusing on core subject outcomes and improved IT capacity;</p> <ul style="list-style-type: none"> ✓ Writing and maths outcomes at KS2 ✓ Capabilities through the curriculum ✓ 30/60/90 day plans to focus rapid improvement ✓ IT infrastructure and curriculum delivery resource plan 			
<p>Explain Context</p>	<p>Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency</p>	<p>Achieving Capacity - tasks/costs/resources/training</p>	<p>Expected Impact - KPI</p>
<p>Maths to become a focus for the children to ensure they are able to reach age</p>	<ul style="list-style-type: none"> ▪ Manager to look at using White Rose maths to plan activities for children going to school in September 2025 and make adaptations for 2-year-olds. 	<ul style="list-style-type: none"> ▪ Manager to complete free online training on how to deliver maths with the pre-school. 	<ul style="list-style-type: none"> ▪ Children will have reached age related expectation by the end of the academic year which

related expectations and be school ready.	<ul style="list-style-type: none"> Maths will be embedded in everyday practice and routines of the pre-school. All staff to look at maths and use number, shapes and colours in daily routines. A maths focuses for each half term to be planned for and carried out by Manager and staff to observe. 	<ul style="list-style-type: none"> Manager to plan for activities and use resources found around the pre-school setting to make it relevant and real life. 	will be shown through I-Track progress.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
Phonics focus for school aged children – also looking at oral blending	<ul style="list-style-type: none"> Phonics sessions to be delivered daily with children going to school in September 2025. Staff will focus on oral blending to get children ready for school. Children who need additional support will be taken for sessions one to one sessions to cement their understanding and knowledge. One new sound is delivered per week to ensure consistency and repetition. 	<ul style="list-style-type: none"> Manager and another member of staff to deliver phonics sessions- all relevant training has been undertaken and staff are confident in delivering the sessions. Planning is completed half termly by Manager and shared with relevant staff to ensure they are prepared for delivering their sessions. 	<ul style="list-style-type: none"> Children will have reached age related expectation by the end of the academic year which will be shown through I-Track progress and their readiness for school.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
Manager to complete Welcomm assessments with all children to inform the curriculum for support these children to become ready for school.	<ul style="list-style-type: none"> All Welcomm assessments to be completed by the first half term and strategies in place by the second to support the children in areas of need to get them ready for school. Manager to do Welcomm Assessments to help identify children not reaching ARE in communication and language. Pupil progress meetings for priority groups (termly with Manager). 	<ul style="list-style-type: none"> Manager to monitor key worker tracking and implementation of curriculum and continuous provision and the routine. 	<ul style="list-style-type: none"> Children are school ready and have great understanding which can be seen through the progress made using I-Track assessments.
LGB Impact Monitoring Priority 1 (quality check/key questions)	<ul style="list-style-type: none"> 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? 		
Priority 2: Curriculum (DfE TQD: Pillar 1- High Quality/Inclusive Education)			

<p>3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3);</p> <ul style="list-style-type: none"> ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations <p>3B. Further embed Trust wide collaborative CPD strategies to ensure conceptual alignment and curriculum delivery;</p> <ul style="list-style-type: none"> ✓ Thinking Matters – Original Trust schools ✓ Visible learning – New Trust schools ✓ Implement Global Majority Heritage good practice across the curriculum as part of equality and diversity 			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
Develop an inclusive curriculum so that the children can develop and become confident learners and active members of society.	<ul style="list-style-type: none"> ▪ Ensuring strong internal planning leadership. ▪ Essential to have good Key Worker relationships to ensure sufficient tracking and planning is done for individual children. ▪ Ensuring effective learning in Understanding the World ongoing. ▪ Targeted support for disadvantaged children. ▪ Key Workers supported in delivering the curriculum through the performance management process. ▪ Manager to evaluate continuous provision and do regular room walks to discuss the intent and planning in place. 	<ul style="list-style-type: none"> ▪ Key Worker release for training. ▪ SENCo and key workers to support vulnerable pupils, including EYPP and SEND, to make at least expected progress in communication and language ▪ Support from the EYFS and the improvement officer. 	<ul style="list-style-type: none"> ▪ Manager to ensure that Key Workers can monitor the effectiveness of teaching and the impact on learning & standards and define next steps for improvement. ▪ Key Workers have a good understanding of the quality of teaching and the importance of offering opportunities of learning in UTW and EAD. ▪ Staff understand the importance of children having a solid foundation in the prime areas.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
All staff to use Capabilities Curriculum within the pre-school setting.	<ul style="list-style-type: none"> ▪ Manager to complete efficient internal self-evaluation processes e.g Moderation. ▪ Staff to undertake a staff meeting talking about the principle of capabilities curriculum and to discuss how they want to implement this in the setting. ▪ Schedule of training for Key Workers throughout the academic year. ▪ Ongoing CPD for all staff. 	<ul style="list-style-type: none"> ▪ Staff meeting to discuss how we are going to implement in the pre-school and to determine where the children fall in each area to offer activities to support with this. ▪ Rebecca Brewer has already delivered a session to model how to use capabilities curriculum in the pre-school setting. - New resources were given. 	<ul style="list-style-type: none"> ▪ Key Workers can deliver a high-quality curriculum with support from Manager in the concept of capabilities curriculum.

LGB Impact Monitoring Priority 2 (quality check/key questions)	<ul style="list-style-type: none"> ▪ 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? 		
Priority 3: Vision and Culture (DfE TQD: Pillars 3 and 4 – Workforce, Finance and Operations) 2A. Improve internal leadership capacity at all levels during this period of growth transition; <ul style="list-style-type: none"> ✓ Trust leadership ✓ School Hub leadership ✓ Prioritised school leadership ✓ SI team leadership ✓ LGB leadership ✓ Trust subject leadership 			
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
We have a high number of children with SEN.	<ul style="list-style-type: none"> ▪ Key worker of these children to create resources for all staff to use with these children to support their needs within the setting. ▪ Staff to observe and use the same strategies as the key worker when working with these children with SEN. ▪ All staff to ensure consistency with children with SEN and to follow their pre-school routine as it differs from the others. 	<ul style="list-style-type: none"> ▪ Resources for these children to be purchased using SENIF funding and EYPP money for those entitled. ▪ Manager to attend the Role of the SENCO training in March 2025 to know how to best support the key worker of the children with SEN. £30 ▪ Key worker with the children with SEN to attend regular CPD training. 	<ul style="list-style-type: none"> ▪ These children will have achieved their Individual learning targets and have made some progress by the end of the academic year.
LGB Impact Monitoring Priority 3 (quality check/key questions)	<ul style="list-style-type: none"> ▪ What are the pre-schools strengths and weaknesses? ▪ What are the current priorities that the pre-school is working on? ▪ Do leaders have the knowledge and expertise to make valuable contributions to the SEF and the AIP? ▪ What has been the impact of CDP? 		
Priority 4: Safeguarding – Behaviour, Attendance and Personal Development (DfE TQD: Pillar 1- High Quality/Inclusive Education) 3A. Further extend Rights Respecting School Strategy aligned with two key expectations of OHFAFSS* (1.1 and 1.3); <ul style="list-style-type: none"> ✓ Enhance learning behavior strategies ✓ Maintain or improve attendance expectations ✓ Ensure inclusion strategies are impacting on pupil outcomes 			

Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
Embed new Skills with the children by giving the information and allowing for informed decisions to be made about snack choices. To develop a tooth brushing club which all children can feel a part of for good oral hygiene.	<ul style="list-style-type: none"> Need to continue embedding longer term strategies for improving health outcomes for children. This will take time and be seen over a longer period and will not happen immediately. 	<ul style="list-style-type: none"> Staff training to support one another to make decision making part of the daily routine around snack and healthy eating. Staff to support one another to embed oral hygiene and tooth brushing into the daily routine. 	<ul style="list-style-type: none"> Children are making better choices when it comes to food and pack lunches are healthier overall. Children's oral hygiene has improved and less children with cavities.
Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
<i>To improve the behaviour of pupils by having consistent routines in place and rules on expected behaviours within the setting.</i>	<ul style="list-style-type: none"> Staff will read and understand the behaviour policy and use the human rights to ensure all are respected. Staff to create together the golden rules in which they must all implement to remain consistent with one another. All staff and children to feel respected by all. Track behaviour triggers of vulnerable pupils and others to help measure the impact on their learning. Ensure good behaviours do not go unnoticed. Meet with parents of any children who have difficulty with behaviour at Pre-School and at home. (Half termly) 	<ul style="list-style-type: none"> Behaviour does not go unnoticed Manager, SENCo and other agencies to work with vulnerable families to improve behaviour of children and outcomes of their learning. Stampers, stickers and lots of verbal praise to be given for good behaviours shown at pre-school. Visuals used to show expected behaviours and non-desirable behaviours used on a one-to-one basis with children who are struggling with the golden rules. 	<ul style="list-style-type: none"> Whole school behaviour to be improved. Improvement in pupil outcomes Improved parental engagement with behaviour. Improved attendance of children. All children and staff to feel respected and safe at Pre-School.
LGB Impact Monitoring Priority 4 (quality check/key questions)	<ul style="list-style-type: none"> Is attendance of all pupils of a reasonable percentage. Are parents positively engaging in terms of attendance and punctuality? Are pupil outcomes improving? 		
Priority 5: School Governance, Leadership and Business (DfE TQD: Pillars 4 and 5 – Finance and Operations, Governance and Leadership) 2A. Improve internal leadership capacity at all levels during this period of growth transition; ✓ Trust leadership			

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

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

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

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

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

Explaining Context	Achieving Clarity - defining priority and time frame Achieving Consistency - actions delivering consistency	Achieving Capacity - tasks/costs/resources/training	Expected Impact - KPI
Improve internal leadership capacity at all levels during this period of growth.	<ul style="list-style-type: none"> ▪ Each member of staff to take on a role in delivering Little Wandle phonics sessions within the pre-school. ▪ Manger to take on a Maths lead role within the setting. ▪ All staff to follow planning for the pre-School and complete relevant activities linked to maths, phonics and other focuses. 	<ul style="list-style-type: none"> ▪ Pre-school Manager is now also the Nominated Person for OFSTED. ▪ All staff have undertaken Little Wandle training. DE & LFC- Lead phonics sessions SR- Rhyme time BD-Story time 	<ul style="list-style-type: none"> ▪ Manager will have clear knowledge and understanding of her role within the pre-school and effectively communicate with OFSTED when required. ▪ Staff show confidence in following the planning and using it to effectively implement the curriculum. ▪ Little Wandle phonics and maths will be full embedded into the pre-school curriculum and used effectively get ensure children are ready for school.

LGB Impact Monitoring Priority 5 (quality check/key questions)	<ul style="list-style-type: none"> ▪ Are all staff confident in discussing the pre-schools strengths and weaknesses? ▪ Are leaders able to support the pre-school Team effectively. ▪ What are the current priorities that the pre-school is working on? ▪ Do leaders have the knowledge and expertise to make valuable contributions to the SEF and the AIP? ▪ What has been the impact of CDP?
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AIP Progress Review Summary – Key Performance Indicator Summary Updated Termly <i>(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)</i>	
Priority	Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary
A. Learning Standards	Children will have reached age related expectation by the end of the academic year which will be shown through I-Track progress.
	Children will have reached age related expectation by the end of the academic year which will be shown through I-Track progress and their readiness for school.
	Children are school ready and have great understanding which can be seen through the progress made using I-Track assessments.
B. Curriculum	Manager to ensure that Key Workers can monitor the effectiveness of teaching and the impact on learning & standards and define next steps for improvement.
	Key Workers have a good understanding of the quality of teaching and the importance of offering opportunities of learning in UTW and EAD.
	Staff understand the importance of children having a solid foundation in the prime areas.
C. Vision and Culture	Key Workers can deliver a high-quality curriculum with support from Manager in the concept of capabilities curriculum.
D. Safeguarding - behaviour and attendance	Children are making better choices when it comes to food and pack lunches are healthier overall.
	Children's oral hygiene has improved and less children with cavities.
	Whole school behaviour to be improved.
	Improvement in pupil outcomes
	Improved attendance of children.
	All children and staff to feel respected and safe at Pre-School.

E. People and Leadership	Manager will have clear knowledge and understanding of her role within the pre-school and effectively communicate with OFSTED when required.
	Staff show confidence in following the planning and using it to effectively implement the curriculum.
	Little Wandle phonics and maths will be full embedded into the pre-school curriculum and used effectively get ensure children are ready for school.