



# **TRUST IMPROVEMENT PLAN 2023-2025**

## **Trust Improvement Plan Priorities 2023-2025**

### **1. Pupil Premium Pupils**

To improve outcomes for disadvantaged pupils by ensuring that progress and attainment is in line with their peers, as well as those who are not disadvantaged.

### **2. Teaching & Learning**

All pupils are able to make good progress through effective Teaching & Learning,

### **3. Attainment Groups (focusing on Boys and SEND pupils)**

Pupil progress and attainment is robustly monitored and tracked to ensure any underperformance of pupils, or groups of pupils (focusing on Boys and SEND pupils).

### **4. Attendance**

To ensure that the schools meet the Trust Attendance objective of 96%.

### **5. Equality, Diversity & Inclusion**

To ensure all stakeholder are aware of the Trusts vision and values around Equality, Diversity and Inclusion

## Trust Improvement Plan Priorities 2023-2025

<b>TIP Priority 1:</b>	<b>Pupil Premium Pupils</b>			
	To improve outcomes for disadvantaged pupils by ensuring that progress and attainment is in line with their peers, as well as those who are not disadvantaged.			
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>Review Point Monitoring/Actual Impact (Review Point, Review Point 2, Review Point 3)</b>
To use specific Government funding to improve the educational outcomes for disadvantaged pupils.	To use the National Tutoring Programme funding to create a programme of support for disadvantaged pupils in each school.	HoS  (Term 1, 2023)	Funding provides additional opportunities for disadvantaged pupils in order to raise progress and attainment.	
	To use the Government Recovery Premium Funding to create a programme of support for disadvantaged pupils in each school.	HoS  (Term 1, 2023)	Funding provides additional opportunities for disadvantaged pupils in order to raise progress and attainment.	
To understand how Pupil premium children are achieving and consider why this may be different to their peers	Analyse data termly Review engagement of PP families across our schools Consider the impact of specific interventions of support for PP children	Termly HoS 10/11 1/3 14/6	The Trust will have a significant understanding of what supports our disadvantaged pupils which will raise progress and attainment	
To ensure that each school has a Pupil Premium Plan in	HoS to create a Pupil Premium Plan to support the progress and	HoS  (Term 1, 2023)	The Pupil Premium Plan creates opportunities for supporting disadvantaged	

<p>place, using the Pupil Premium Strategy Statement template and that this is shared with all stakeholders.</p>	<p>attainment of disadvantaged pupils. HoS/AHoS to attend evidence informed training on how to implement a Pupil Premium strategy in their own school through Kingsbridge Research School and EEF.</p>	<p>HoS/AHoS  (Started Summer Term 2023 and 03.11.23)</p>	<p>pupils in order to raise progress and attainment.  The Pupil Premium Plan creates specific opportunities for disadvantaged pupils in order to raise progress and attainment.</p>	
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<b>TIP Priority 2: Teaching &amp; Learning</b>				
All pupils are able to make good progress through effective Teaching & Learning,				
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>Review Point Monitoring/Actual Impact</b> (Review Point 1, Review Point 2, Review Point 3)
To embed the curriculum securely and consistently across the Trust.	Curriculum Leads (Assistant Heads of School) and the Trust Curriculum Lead meet regularly (at least half termly) to review the curriculum.	School Curriculum Leads (AHoS)  LC (Trust Curriculum Lead)  (at least half-termly meetings)	The curriculum is continually reviewed and developed to ensure that it is fit for purpose.  Greater understanding of the curriculum and its development within each school and therefore across the Trust.	
	Implement the use of subject progression maps within the curriculum.	All Teachers and Subject Coordinators  SLT  LC (Trust Curriculum Lead)  CPD on NPD 04.09.23  (Ongoing 2023-2024)	To support teacher's ability to plan effective sequences of lessons, in each subject with a good understanding of starting and end points for pupils.  To ensure that Teachers and Subject Coordinators are able to identify the extent of knowledge, skills coverage and depth in the curriculum.  To ensure that there is sufficient coverage of the subject over time.	

			Pupils develop a love for all subjects in the National Curriculum while Subject Coordinators and Teachers ensure that pupils know more, are able to do more, and remember more and can make links to build on previous learning.	
	School SLT to monitor the curriculum through lesson drop-ins, planning, books, outcomes and overall effectiveness of the curriculum.	SLT Subject Coordinators (2023-2024)	The curriculum is monitored within each school to ensure its overall effectiveness and to identify any areas to develop.	
Support for reading is developed across the Trust.	Schools introduce the use of the Ruth Miskin RWInc Phonics Training and Support Package.	HoS, AHoS & RWInc Coordinators (2023-2024)	All teaching and support staff are trained in the RWInc programme.  The RWInc training and support package supports the fidelity of the RWInc programme in the development of early reading within each school.	
	The Devon Reading Fluency Project programme is used across each of the schools to increase progress in reading outcomes for pupils.	HoS/AHoS Year 5/6 (Terms 1 & 2, 2023) Year 3/4 (Terms 3 & 4, 2024)	Pupils accessing the reading intervention make accelerated progress in reading fluency and comprehension.	

To improve the teaching and learning of Maths across the Trust.	A Maths Improvement Lead is assigned and given dedicated time to work across the Trust.	Michelle Francis (2023-2024)	The profile of Maths is raised across the Trust through the Lead Maths teacher sharing research, training, expertise and modelling best practice with Trust staff.	
	Maths monitoring is undertaken across the Trust (books, planning, teaching and learning) to identify key areas for improvement.	MF, AN, LC  (Ongoing 2023-2024)	Actions are identified from monitoring and Maths Improvement Lead provides support to schools, staff to address these.	
	Maths attainment and data is analysed by the Maths Improvement Lead, including groups of pupils and the Y4 Multiplication Check.	MF  (September 2023, Autumn Review Point, Spring Review Point, Summer Review Point)	Key priorities in Maths are identified across the Trust and actions put in place.  Staff are supported with QFT in Maths in order to raise progress and attainment.	
	Maths Training/CPD is provided by the Maths Improvement Lead to support the development of Maths across the Trust.	MF  To be determined (2023-2024)	Teaching and learning reflects latest research and best practice in Maths.  Staff subject knowledge and practice is improved.	
To build on expertise and increase confidence of the Subject Coordinator, in order for them to be able to	Subject Coordinator Network Meetings are planned throughout the year.	All Teachers and Subject Coordinators  SLT  (17.10.23, 07.12.23, 29.01.24,	Subject Coordinators ensure that the Trust curriculum is reviewed, developed and is being followed consistently.  Subject Coordinators are supported with their role, their expertise is developed	

effectively lead their subject area across the curriculum.		20.03.24, 24.04.24, 12.06.24)	and they have greater confidence to lead this across their own school.  Collaboration of subject work across the Trust is developed.  Subject Coordinators are passionate about their subject and share this passion with others.	
	Subject Associations are subscribed to across the Trust and shared with Subject Coordinators	AHoS  (Term 1, 2023)	Teachers have access to subject associations for their subject area, which supports their role by providing the latest research, professional expertise, subject knowledge and CPD.	
	Professional membership of SWIFT purchased for the Trust.	LC  (September 2023-2024)	Access to subject and leadership professional communities in order to support with subject expertise.	
	Trust CPD and support is provided for Subject Coordinators within each school.	LC (Trust Curriculum Lead) & School Curriculum Leads (AHoS)  (CPD on NPD 04.09.23)  (Throughout 2023-2024)	Subject Coordinators are supported with the understanding and development of their role, and in turn lead on CPD for all staff to ensure that all teachers have a clear understanding of the subject.  Subject Coordinators understand the process of and	



			are prepared for an Ofsted Subject Deep Dive.	
Continue to build upon the implementation of quality teaching strategies within the classroom.	Schools to continue to develop, embed and monitor the implementation of Teaching & Learning strategies previously led through Trust CPD Rosenshine's Principles & Tom Sherrington's WalkThrus). Monitored through lesson drop-ins, planning, books tec.  Working party for Walk Thru behaviour sections	SLT (in each school)  (Ongoing 2023-2024)  On request 16/10	All pupils have access to quality first teaching within the classroom, which has an impact on pupil progress and attainment.	
Provide the opportunity for all pupils to experience success, though adaptative teaching, whilst maintaining high expectations for all.	Continue to develop teachers' understanding of adaptive teaching and what this looks like in effective practice within each school. Through school CPD, monitoring of planning and lesson drop-ins.  Staff training around what adaptive teaching looks like in specific subjects	SLT & InCos  (Ongoing 2023-2024)  Subject leads and InCo	All pupils are able to succeed and make progress in lessons.	

	Provide CPD support regarding effective adaptive teaching in individual subject areas.	LC & AHoS The National College online training (NPD 24.11.23 and/or Trust Subject Network Meeting or 07.12.23)	Subject Coordinators are aware of effective adaptive teaching strategies within their subject area and begin to share, develop and monitor these within their own school.	
Ensure that data is used effectively to monitor the performance of pupils, in order to address areas for development.	Teachers use the online assessment tool (Insight) to track pupil progress against AfL objectives in each subject area. This is monitored by SLT to ensure that AfL assessment is continuous.	Class Teachers & SLT (Ongoing and revised at Autumn, Spring Summer PPM))	Assessment systems are purposeful and support teaching and learning at all points in the term and school year.  Teachers use assessment information responsively to inform teaching and to close any identified gaps.  Information is used effectively by class teachers to inform pupil progress meetings as well as for preparing for all key transition points.	
	Pupil Progress Meetings in each of the schools monitor pupil progress robustly and identify key areas for improvement for key children, and groups, and actions to implement these.	SLT/MLT Teachers (Autumn, Spring, Summer PPM)	As a result of PPM, areas for improvement are identified (key pupils/groups) and actions put in place to address these.	

	Targets are set in Reading, Writing, Maths for each year group to ensure that pupils make progress towards expected standards throughout the year.	SLT, CEO  (Autumn Term, 2023)	Teachers continually monitor pupil progress towards targets (and at assessment points) and this is reviewed at PPM and subsequent actions put in place.	
	Raise teacher awareness of the teaching, learning and assessment cycle through Trust CPD.	LC  (Trust CPD, 02.11.23)	Teachers understand the correlation between teaching, learning and assessment and use this to inform classroom practice.	
Continue to support staff with ongoing Trust Professional Development.	Create a Trust Improvement Programme, to ensure that the Trust is focusing upon priorities for improvement, including staff professional development.	LC  (September 2023, updated routinely)	A central record of Trust Improvement is kept, and updated to ensure priorities for improvement are focused, tracked and monitored.	
	Provide external networking, coaching and professional support for Trust CEO through the 'Women's CEO Action Learning Set'.	AN (29.09.23, 10.11.23, 26.01.24, 01.03.24, 19.05.24, 14.06.23)	CEO is supported externally with their own personal and professional development and network opportunities are widened.	
	Provide external leadership coaching for HoS and Central Leadership Team (LCS/LC) from an external CEO (The	PA, KH, KC, LC, LC  (1 initial introductory meeting and then half termly throughout the year)	HoS and Central Leadership Team are supported with their ongoing personal and professional development.	

Woodland Academy Trust in Kent).			
Provide external leadership coaching and support for MLT – through Claire Platt Leadership Coach.	KR, CMcC, SM, NG, JK, LG, TO’C  (1 initial introductory meeting in Term 2 and then half termly meetings)	MLT are supported with leadership coaching, to provide opportunities for reflection in their MLT roles and the impact this might have on their team/school.	
Provide external leadership training for MLT – through Matt Messias.	KR, CMcC, SM, NG, JK, LG, TO’C  (MLT to attend one of 7 sessions each and then to feedback to each other)	MLT are supported with leadership training, to enhance leadership skills and expertise within own schools.	
Continue to support teachers applying for specialist and leadership National Professional Qualifications (NPQs).	<b>Central</b> LCS (NPQEL) <b>Beechwood</b> PA (NPQH) <b>Oakwood</b> CW (NPQEYL)  <b>Weston Mill</b> BG (NPQSL) SM (NPQH) CO’B (NPQLBC) LW (NPQLTD)	Staff are supported with specialist or leadership training in order to broaden and deepen their expertise or leadership skills and how this can be applied to own schools.	
New ECT Mentors have been appointed to support ECTs across the Trust.	LW RS	Additional staff are trained to support ECTs with their induction programme across the Trust in order to further	

		(ECT Mentor release time x1 day per week)	their own professional development and build upon capacity in schools.	
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<b>TIP Priority 3:</b>	<b>Attainment Groups (focusing on Boys and SEND pupils)</b> Pupil progress and attainment is robustly monitored and tracked to ensure any underperformance of pupils, or groups of pupils (focusing on Boys and SEND pupils).			
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>Review Point Monitoring/Actual Impact</b> (Review Point, Review Point 2, Review Point 3)
Monitor and track the progress and attainment of key groups of pupils underperforming, particularly focusing on Boys and SEND pupils.	Teachers to continuously identify and monitor key pupils and groups of pupils who are underperforming through daily annotations on lesson plans, AfL tracking on Insight, at assessment attainment points and during PPMs.	Teachers (Ongoing) MLT/SLT/InCo (Ongoing monitoring)	The progress and attainment of all pupils, including boys and SEND pupils, is monitored effectively by teachers, MLT and SLT. Actions are put in place to support pupils to either achieve or exceed ARE.	
	Pupil Progress Meetings are robust and effective in determining actions to support pupil progress. Key groups including Boys and SEND pupils are a focus for PPM.	Class Teachers, MLT, SLT, LC (Autumn, Spring, Summer Term)	Teachers plan and set achievable actions at PPM in order to support pupil progress and attainment.	
	Teachers adapt their lessons to meet the needs of individual/groups of learners e.g. boys, SEND pupils, to support pupil performance. Adaptive teaching is routinely monitored by InCo/SLT.	Teachers (daily) InCo/SLT (Ongoing monitoring)	All pupils are able to access the curriculum through adaptative teaching in order to make progress	
	Ensure teachers use appropriate teaching and learning strategies to support all pupils to	Teachers (daily) InCo/SLT	All pupils are able to access the curriculum and make progress through	

	succeed e.g. through the use of modelling (scaffolding, small steps, live modelling).	(Ongoing monitoring)	supportive teaching strategies.	
	All monitoring considers key groups – observations, pupil voice, environment monitoring	SLT Trust leads	All pupils are considered and staff are able to ensure best practice is in place	

<b>TIP Priority 4:</b>	<b>Attendance</b> To monitor and review attendance across the Trust to ensure schools meet 96% attendance.			
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>Review Point Monitoring/Actual Impact</b> (Review Point, Review Point 2, Review Point 3)
Ensure Trust schools are following new attendance policy	Review behaviour watch attendance tab Meetings with HOS around children with attendance less than 96% Review IAP with HOS	LCS Autumn 1 LCS HOS 29/9 LCS HOS 29/9	Policy is in place and supporting an increase in attendance across the Trust	
Identify attendance trends across the Trust	Collect and analyse ½ termly attendance data	LCS 6/11	Support can be offered to specific groups who are finding attendance most challenging	
Ensure Discovery MAT are working closely with outside agencies to support attendance	Make links and follow guidance from LA agencies supporting attendance – Connect 2, EWO Termly meetings	LCS/HOS 13/10 16/10	Outside agencies are supporting an increase in attendance across the Trust	
Improve attendance in Discovery MAT schools	Support InCos and FSW in work to support children and families with EBSA	LCS/FSW/InCo 8/1	School staff are supporting an increase in attendance across the Trust	
	Review early morning activities and protocol to prevent lateness	LCS/AHOS/InCo W/C 15/1	Provision is in place to encourage attendance	



<b>TIP Priority 5:</b>	<b>Equality, Diversity &amp; Inclusion</b> To ensure all stakeholder are aware of the Trusts vision and values around Equality, Diversity and Inclusion			
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>Review Point Monitoring/Actual Impact</b> (Review Point, Review Point 2, Review Point 3)
Ensure there is clear policy and practice around Equality, Diversity and Inclusion	Write an Equality policy Share with HOS and make changes Share with staff and on school websites	September 2023 LCS and PSHE leads	All stakeholders are aware of the Equality policy, its importance and what we are doing as a Trust to support EDI	
	Introduce the equality impact assessment	September 2023 LCS/HOS	As a Trust we are aware of what we have done to promote EDI	
	Review the impact assessment Analyse the information and plan CPD where appropriate.	LCS/HOS 3x per year 13/11 4/3 13/5	As a Trust we are aware of what we have done to promote EDI	
	Review the Inclusion policy Share with InCos and make changes Seek pupil and parent voice in development of policy Share with staff and on school website	LCS/InCo 3/6  10/6  17/6	All stakeholders are aware of the Inclusion policy, its importance and what we are doing as a Trust to support EDI	
Educate pupils on the importance and meaning of equality, inclusion and diversity	PSHE resources to teach children about EDI shared with PSHE leads PSHE week to teach children about EDI Children create video extracts to share on school	Summer 2 LCS  11/9/23 PSHE leads	Children are aware of the importance and meaning of EDI	

	website on the meaning of diversity.	18/9/23 LCS		
All Trust staff are aware of the value of equality, diversity and inclusion	Interview questions linked to EDI for all staff.	October 2023 KM	All stakeholders are aware of the Equality policy, its importance and what we are doing as a Trust to support EDI	
Pupils feel included at all Discovery MAT schools	Careful analysis of specific groups -progress and attainment Regularly seek pupil voice - questionnaires -appreciative enquiry -Facebook/social media -school council - wellbeing champs	Termly 10/11 1/3 14/6  21/11 27/2 4/6	Children feel included at Discovery MAT schools – Fewer behaviour logs linked to prejudice	
Ensure Discovery MAT are supporting EDI	Meet with EDIQM team Complete EDI quality Mark	25/9/23 LCS	Discovery MAT are demonstrating best practice with regards to EDI	
Parents feel included at all Discovery MAT schools	FSW create a log of parents who have accessed groups and whether there is a specific group who are not accessing support	Ongoing FSW/LCS 11/9 13/11 15/1	Parents speak positively about Discovery MAT school and how they feel included in their child's education	
	Regularly seek parent voice - questionnaires -parent comments book at events -Facebook/social media -policy development -parent forums			