



Key Performance Indicators

KPI areas have been identified by the Trust for monitoring purposes. These are used to inform monitoring		End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Curriculum	A high quality curriculum is taught consistently across the school.	Complete framework in place with clear continuum of progression for each year group. Statement of intent published. Schemes used to help resource planning and sequencing.	Work books, environment, observations and pupil voice reflect a richer, well-resourced full curriculum is being delivered throughout the school.	Subject leaders are able to articulate clearly the impact they are having on the curriculum and identify the progress of the children in each year group, within their subjects with clear evidence to support this.	Full review of the taught curriculum is undertaken; the curriculum is adapted to further improve it. Sequences are developed in detail for the second year of the rolling programme. Resources are audited and sought.
Behaviour	Pupils behaviour is consistently good across the school	Policy in place with all staff trained to ensure consistency in the schools approach to behavioural issues.	Clear reduction in the number of behavioural incidents. Survey of pupils and parents show they are happy and feel secure in the way both appropriate and inappropriate behavioural choices are dealt with.	Behaviour is good across both schools. This is validated externally through external observations, pupil voice and recorded incidents.	Policy and schools approach to behaviour is fully embedded with staff dealing with issues consistently across both schools. The number of behavioural incidents is significantly reduced; this is evidenced through analysis of behavioural data.
Trust	Trust and governors work together to secure stable, sustained and effective leadership	CEO and Chair of Trustees feedback on future of the Trust after their meeting with RSC Trust increases its school improvement capacity by engaging NLE and NSS	Trust develop a sustainable leadership structure, in line with guidance from RSC Increased school improvement capacity of Trust, provided by NLE and NSS improves Quality of Education in all Trust Settings	Trust embeds a sustainable leadership structure, in line with guidance from RSC Increased school improvement capacity of Trust, provided by NLE and NSS improves Quality of Education in all Trust Settings	Trust further embeds a sustainable leadership structure, in line with guidance from RSC Increased school improvement capacity of Trust, provided by NLE and NSS improves quality of provision in all Trust Settings
Governors	Governors ensure that school policies, procedures and guidance are understood and implemented by all	Review of governance completed and clear action plan in place for next steps. Governors are able to demonstrate schools	First training cycle completed for governance. Standardised record keeping demonstrates the impact of governor monitoring	Second training cycle completed for governance. Standardised record keeping demonstrates the impact of governor monitoring	Third training cycle completed for governance. Standardised record keeping demonstrates the impact of governor monitoring

	staff, so that the school improves rapidly	compliance in key areas, including SEN	Governors continue to demonstrate schools compliance in key areas, including SEN	Governors continue to demonstrate schools compliance in key areas, including SEN	Governors continue to demonstrate schools compliance in key areas, including SEN
SEND	Leaders need to ensure that staff can support pupils with additional needs effectively, enabling pupils to reach their full potential.	Staff questionnaire will be completed to identify the training needs of Staff and areas to be developed – action plan refined as a result.	Monitoring identifies that all SEN pupils have appropriate provision, access to all curriculum areas and are making at least expected progress.	Monitoring identifies that all SEN pupils have appropriate provision, access to all curriculum areas and are making at least expected progress.	Monitoring identifies that all SEN pupils have appropriate provision, access to all curriculum areas and are making at least expected progress.
Subject Leaders	Leaders need to ensure that all subject leaders have the capacity to improve the quality of education in the subjects they lead.	Subject leaders have undertaken subject leader training. They have begun to collate evidence against their action plans. A clear monitoring and reporting cycle is in place. They have accurately identified areas of improvement.	All subject leaders have worked with NLEs and SLEs to develop CPD and action points for their subject and support staff in developing their delivery, planning and assessment of progress across subjects. They are effectively working through their action plans to address the school's needs.	Subject leaders are able to articulate clearly the impact they are having on the curriculum and identify the progress of the children in each year group, within their subjects with clear evidence to support this.	Subject leader files and reports demonstrate clear improvements and a high level of impact on their subjects. This is validated externally and supported by the progress made by all pupils.
EYFS	Leaders need to ensure that resources are readily available and are of a high quality. Staffing levels need to be adequate to enable children to have access to the full curriculum.	Audit completed of resources and practice within EYFS by external early years consultant. Spending plan proposed to business committee – for resources and staffing	New resources ensured outdoor play area is refreshed. These are integrated into learning through outdoor provision maps.	Audit completed of the use of outdoor area and new staffing. Effective use increased to raise standards.	Audit completed of the use of outdoor area and new staffing. Effective use increased to raise standards.

Key to RAG rating: ■ = complete / on-going / progressing well ■ = underway / incomplete / more work required ■ = not

Capture a moment:

Owls have been continuing to use explanation texts in literacy. Here is a snippet of what they are writing.

Lions - Lions are the second biggest cat after tigers and they are mammals.

-Alfred

Birth- First, lions are born blind. They stay with their mummies for 6 weeks and they only drink milk.

-Zara

Food- Next, the lions need food so the lionesses go hunting for food. The lions eat first then the lionesses and the cubs have leftovers.

-Isla

Pride- There are only 2 male lions in the pride. If a new lion wants to join, he will fight the other lions. If he wins he will get rid of all the cubs because he only wants his children in the pride.

Questions on the gate:

'We are pleased to have Linda Moss as interim head teacher, which will help to bring our schools stability. Please can we know a little more about her?'

The following statement, taken from the Trust website, provides some background on Mrs Moss. I know that she is very excited about working across our schools and is looking forward to meeting parents and pupils next week.

Linda qualified as a Teacher in 1979. She has worked in both State and Public Schools in a variety of roles having been a Head Teacher for a number of years she retired in July 2016. Linda's specialism is working with pupils with Additional Needs and Emotional Difficulties. She now works independently as an Education Consultant. Linda was made a Trustee in January 2019.