

Post Ofsted Action Plan

In November 2023, Tregolls Academy was given a section 5 inspection.

The inspection report was published on Thursday 1st February.

The report concluded that Tregolls Academy was Inadequate (Special Measures).

Overall Effectiveness	Inadequate
Effectiveness of Leadership and management	Inadequate
Quality of Teaching and Learning and assessment	Inadequate
Behaviour and Attitudes	Inadequate
Personal development,	Requires improvement
Early Years provision	Requires improvement



Tregolls Academy

2024 – 2024/25 Post Ofsted Action Plan



Reviewed in December 2025

This Action Plan was put in place in consultation with the Trust Board, Strategic Partner, Academy Improvement Team and the leaders at the school. This is because the leaders at all levels of the Trust and school are united in their ambition and commitment to ensure that Tregolls Academy is removed from Special Measures in the shortest time scale achievable and a recognition that there is no time to waste with ensuring the children are given the very best possible education.

The Action Plan starts from February 2024 and will begin to immediately address the identified key priorities arising from the Ofsted inspection dated November 2023.

Monitoring and evaluation of this Action Plan

This Action Plan has success criteria/milestones and will run until July 2025 at which point it will undergo a full review. It is a constant working document and a six-week strategic review and evaluation will take place all year round. Strategic Review will take place every six weeks involving the leaders at the school, the Deputy CEO and the Strategic Partner. Monitoring of actions taking place will ensure impact through a continuous cycle of scrutiny, learning walks, lesson observations, performance management reviews, structured feedback and self-assessment of teaching linked to performance.

(See Termly Evaluation & Monitoring timetables which identify the weekly monitoring activities)

Validated/accountability through: Trustees – visits and scrutiny, Deputy CEO, Strategic Partner, Aspire Academy Improvement Group - additional scrutiny, Aspire School Improvement cycle, Hub monitoring cycle and meetings. Internal pupil premium Review and Inclusion Team involvement.

Governance – Tregolls Academy is part of a strong and supportive Hub consisting of one Outstanding and five Good schools, to ensure those responsible for Governance are adept at holding school leaders to account for improving the school.

The Aspire Trustee Board will scrutinise, and report on, the data and performance KPIs of Tregolls Academy at each termly Board meeting. Those responsible for governance will have a precise picture of the school's effectiveness so they can hold leaders rigorously to account

We will have a **relentless focus** on achieving a '**high aspiration**' culture in all we do - all staff and Tregolls Hub councillors will always have the highest expectations of what pupils can achieve, including expectations for both behaviour and academic standards.

Key People who are involved in the formation, delivery, monitoring and evaluation of this action plan:

Aspire Board	Trustees of the Aspire Board. Responsible for governance.
Truro Hub Council	Local level Governance
Mr Luke Rees (LR)	Head of School Tregolls Academy
Mrs Beth Hancock (BH) – Hannah Hooper (HH)	Assistant Head of School
Mrs Sally Hannaford (SH)	Strategic Partner – 1 or 2 days a week all year at Tregolls. HMI, Ofsted and extensive Executive Headteacher experience.
Mrs Rachel Warwick (RW)	CEO. NLE. School improvement specialism
Mr Andrew Earnshaw (AE)	Director for Leadership. NLE. Extensive leadership experience
Mrs Helen Bingham (HB)	Trust leader of EYFS. SLE
Mrs Iona Stoddard (IS)	Inclusion Lead for the Trust focusing on SEND support
Mrs S Beckerleg (SB)	Trust leaders for Mathematics and English. SLE
Mrs Caroline Wood (CW)	

What does this school need to do to improve further? OFSTED:

Priority 1 – The school and the trust need to strengthen the teaching and monitoring of the reading curriculum, so that pupils can read key knowledge across subjects to know more and remember more of their learning.

- Raising teachers expectations for pupils of all abilities so that pupils communicate, read, write and apply mathematics at age appropriate levels.
- Develop the quality and consistency of the reading curriculum to support pupils in accessing all areas of the curriculum.
- Ensuring that teachers use assessment effectively to plan work that helps pupils, including those with SEND, to build on what they already know and can do.
- Developing teachers' subject knowledge, to ensure that they are able to effectively sequence the important knowledge that pupils need to learn.
- Making sure that teaching consistently results in good progress for all groups of pupils.

Priority 2 – The trust should strengthen leadership and management so that their impact is effective.

- Strengthen leadership through the development of a trust wide leadership team.
- Establish clear expectations for middle leaders so that they have an impact on their area of responsibility.
- Improve the systems for identifying and meeting the needs of pupils with SEND to ensure they learn the curriculum well.
- Implement rigorous and effective systems for managing staff performance so that teaching improves more rapidly.

Priority 3 – The trust and the school should identify, and sequence, the key knowledge they want pupils to learn in each subject.

- Adapting and strengthening the curriculum so that it more consistently meets the needs of pupils and properly prepares them for the next stage of their education by clearly outlining the key knowledge and skills that pupils need to know.
- Ensuring that all subjects are effectively sequenced to ensure that pupils learning is developed sequentially so that pupils know and remember more.

Priority 4 - The trust and school should strengthen how pupils are assessed so that any gaps in knowledge are identified and filled.

Priority 5 – The school and trust should develop policies that manage pupils' behaviour effectively so that low-level disruption is eradicated and bullying is dealt with consistently

- Develop coherent systems to effectively manage pupil behaviour, reducing low level disruption and bullying.

Priority 6 - The trust and school should improve the systems for identifying and meeting the needs of pupils with SEND to ensure they learn the curriculum well.

- Measures for this will be encompassed within all areas of the other priorities

Priority 7 - Leaders need to ensure that they communicate effectively with all stakeholders.

Additional Priorities identified:

Priority 8– Further improve pupils' attendance by tackling persistent absence.

Priority 9 – Improve the quality of the Early Years foundation stage by:

- Securing effective leadership of the whole early years.
- Ensuring the consistency in the quality of learning experiences in indoor and outdoor learning spaces.

Priority 1 - to strengthen the teaching and monitoring of the reading curriculum, so that pupils can read key knowledge across subjects to know more and remember more

- Raising teachers expectations for pupils of all abilities so that pupils communicate, read, write and apply mathematics at age appropriate levels.
- Develop the quality and consistency of the reading curriculum to support pupils in accessing all areas of the curriculum.
- Ensuring that teachers use assessment effectively to plan work that helps pupils, including those with SEND, to build on what they already know and can do.
- Developing teachers' subject knowledge, to ensure that they are able to effectively sequence the important knowledge that pupils need to learn.
- Making sure that teaching consistently results in good progress for all groups of pupils.

Improve the quality of teaching in READING so that all groups of pupils consistently make at least good progress by ensuring that

- Children in the early years and KS1 are supported fully with learning to read and applying their phonic understanding through the effective use of the Read Write Inc programme;
- Children throughout the school, particularly in KS2 are supported fully in their reading through the systematic use of VIPERS reading lessons and accelerated reader
- Ensuring that pupils learning in all curriculum areas is supported by a progressive and coherent reading spine.
- Making certain that teachers across the school systematically monitor reading for understanding.
- Raise reading attainment across KS2
- Encourage enjoyment of reading and raise its profile.

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources /CPD needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
Ensure that all new KS1 and EYFS staff are trained in effective delivery of the Read Write Inc programme to ensure that children	BG	Resources and training purchased	June 2024 – ongoing	Monitoring External RWI Leader	There will be a noticeable improvement in pupils applying phonic understanding when reading.

are supported fully with learning to read and with applying their phonic knowledge.	NG – EYFS RWI Regional trainer			Kernow English Hub	Phonics results in 2024 will be at least in line with national expectations, including those with SEND and Disadvantaged.
Teachers and TAs to systematically monitor individual reading checking pupils fluency and understanding.	BG CW	Resources ordered and used accordingly	Ongoing	Pupil progress meetings Leaders assure accuracy of assessments by: Listening to pupils read Work scrutiny Lesson observations Scrutiny of assessments and reading logs	Analysis of the AR Star assessments indicate that pupils reading ages and standardised scores are improving in line with national expectations. Reading fluency assessments are used systematically to check children's reading speed and interventions take place to catch up those who are behind
Vocabulary to be introduced/modelled at start of EVERY lesson – pre-teaching the vocabulary needed.	DD/LR BH All teachers		Embedded by January 2025	Planning. Learning walks, Lesson observations CW to undertake external monitoring visits	Children are using a wider range of vocabulary in conversations and this is evidenced through the use of ambitious language in their writing.
Pupils continually exposed to a range of vocabulary are part of their wider curriculum lessons which will support their understanding when reading.		Time Audit of class dictionaries	Ongoing	Planning. Learning walks, Lesson observations	

<p>Disadvantaged children are targeted and provided with specific support and intervention to catch up and accelerate their progress.</p> <p>SLT – attendance at disadvantaged network– termly meetings</p>	<p>CW BG</p> <p>CW to deliver training x 2 staff meetings</p>		<p>Sept. 2025</p> <p>Ongoing</p>	<p>Planning. Learning walks, Lesson observations</p>	<p>Pupils, especially those from key groups including SEND and disadvantaged, will reach the age related expectations and exceed those of their peers nationally.</p>
<p>Reading Comprehension to take place daily through 'Reading VIPERS' with a clear and consistent lesson structure and a range of high quality text types.</p>	<p>GG CW All teachers</p>	<p>Staff meetings</p>	<p>July 2025</p>	<p>Lesson observations by Trust leader Book scrutiny and ongoing assessment</p>	<p>The percentage of children achieving at least Age-Related Expectations in reading in 2025 rises to at least 72% at the end of KS2 and the number reading GDS is close to the NA.</p> <p>Children able to articulate their understanding of a text much more clearly through inference and deduction.</p>
<p>A highly effective reading spine is developed and in place from EYFS-Y6 which exposes children to a range of text types and genres are shared and read daily.</p>	<p>BG All staff</p>	<p>Appropriate books purchased for each year group</p>	<p>June 2025 Ongoing</p>	<p>Observations Pupil conferencing</p>	<p>As a result of hub council monitoring, evidence shows that pupils enjoy reading and appreciate hearing a wide range including classic stories that teachers read to them daily.</p> <p>Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge is measurably developing their language capability</p>

<p>Embed the use of reading teaching strategies use of Accelerated Reader to ensure that pupils have access to high quality texts to engage and heighten their passion for reading.</p> <p>The approach is evidence-based and has been evaluated elsewhere</p>	<p>BG All staff</p>	<p>Ongoing Purchase Accelerated reader (£2500 Annually)</p> <p>Train staff in the use of Accelerated Reader</p> <p>Update and purchase books</p>	<p>Training June 2024</p> <p>Ongoing</p>	<p>Discussions in staff meeting</p> <p>Data Tracking</p> <p>Pupil conferencing</p> <p>Parent discussions</p>	<p>Staff have greater knowledge and understanding of learning and progress aided by renaissance STAR reports.</p> <p>Pupils are motivated and develop a love of reading for pleasure.</p>
<p>Kernow English Hub – support the continued development and delivery of the KS1 Reading offer including the Love of Reading books.</p> <p>Matched reading scheme – with RWI with reading band to check for clear progression</p>	<p>CW NG BG</p>	<p>Books identified</p>	<p>Ongoing</p>	<p>Books are purchased and monitored by use.</p>	<p>Impact shows that pupil attainment in reading and particularly phonics is improving and results are in line with national expectations.</p> <p>Not sustained in June 2025 results (66%) – cohort specific data.</p> <p>Wider monitoring demonstrates that children are reading more fluently and for greater pleasure.</p>
<p>All staff encourage enjoyment of reading and raise profile across the community including parents/carers</p> <p>Parent workshop</p>	<p>BG All staff</p>	<p>Time</p>	<p>January 2025</p>	<p>Track opportunities given by staff for children to read. Share good practice.</p>	<p>Children are reading more fluently and for greater pleasure.</p> <p>Discussions with parents and children indicate a greater understanding of the importance of parental engagement and support.</p>

Parent/carer workshops- parental involvement and understanding on how to help their children					Parents can read and talk about books with their children effectively.
English Subject Lead to organise a series of planned reading events for the year	BG CW	Time	March/June/Sep tember/October 2025	Different reading focus/event evident each half term as a whole school focus.	<p>Profile of reading continues to be raised across the school.</p> <p>The impact of pupil surveys indicate that, children report a love of reading.</p>
<p>Introduce and embed a S&L program (Welcom programme) across KS1 and KS2</p> <p>Rapidly identify and support children with mild to moderate SLCN and those new to English.</p> <p>Ensure pupils with identified EAL are well supported with the development of spoken and social use of English.</p>	CD CW All teachers	£1,500	September 2025	<p>Lesson observations</p> <p>Pupil conferencing</p> <p>Book scrutinies</p> <p>Collect video evidence of progress</p>	<p>Planned and resourced interventions for a graduated approach plus high quality teaching strategies and classroom resources ensure that SLCN are routinely and systematically being met for all children</p> <p>Children with mild to moderate SLCN and those new to English are receiving targeted intervention.</p> <p>Pupils with EAL are receiving high quality teaching and their progress with learning English is being effectively tracked across terms and years.</p>

					In KS2 there is a clear focus on the higher level language skills such as making inferences, complex grammar and figurative language.
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Priority 1b - Improve the quality of teaching in mathematics so that all groups of pupils consistently make at least good progress by ensuring that

all teachers:

- Use assessment to set work that is suitably challenging and accessible to all pupils.
- Establish the key skills required by all pupils in Place Value, Number and Fluency.
- Plan activities which build on prior knowledge and deepen pupils mathematical reasoning and problem-solving skills.
- Develop and extend subject knowledge

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources /CPD needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
Improve the consistency of maths planning: Maths Lead to work with teachers to prepare their weekly planning.	Maths Lead (LL)	Support from the Cornwall and West Devon Maths hub.	December 2025	Initial mathematics staff meeting to outline the key lesson structure – these approaches were shared with all staff.	Teachers effectively use assessment to set work that is appropriate for the abilities of different groups.

<p>Maths Lead to share an agreed lesson structure for all maths lessons to ensure a consistent approach.</p> <p>Ensure that all elements of the maths lesson are challenging at all levels.</p>	<p>LR LL SB</p> <p>All Teachers</p> <p>LR SB</p>	<p>Support from Aspire Mastery Lead Shelly Beckerleg.</p>	<p>Weekly planning</p>	<p>Mastery Specialist small steps planning meeting.</p> <p>Agree on non-negotiables regarding delivery, recording and lesson structure.</p> <p>Weekly planning support with identified members of staff, monitoring of the planning of others.</p> <p>Creating a culture of constructive challenge.</p> <p>Informal weekly drop ins and modelling of teaching.</p> <p>Fortnightly books scrutinies with the Strategic partner</p> <p>Aspire hub monitoring visits.</p> <p>Do the maths activities stretch and challenge all pupils appropriately? SB to monitor with LR</p>	<p>Teachers use well planned lessons to deliver at least good quality teaching ensuring pupils make good progress</p> <p>Early identification of key groups and gaps in understanding result in pupils making rapid progress. These include: Pupil Premium, SEN and EAL.</p> <p>All children are challenged and make at least good progress.</p> <p>Fluency tasks are planned into all parts of the lesson with clear procedural variation. Effective use is made of the additional 10 minutes maths.</p> <p>Improved teacher subject knowledge means that activities to deepen pupils learning are appropriately planned into all lessons.</p> <p>Effective and consistent approaches to the use of the learning environment (concrete manipulatives, pictorial representatives and learning walls) mean that pupils work independently.</p>
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				Ongoing checks – Are pupils working independently? Are all groups making expected or better progress?	
Review current calculation policy to ensure clarity on year group expectations.	LL		Weekly Learning walk monitoring.	Ensure all staff are following the Calculation Policy to ensure there is consistency and progression in the strategies used throughout the school.	<p>The calculation policy is being implemented by all staff.</p> <p>Consistency of approaches to delivering a lesson are clear on drop ins and learning walks.</p> <p>Both teaching staff and teaching assistants consolidate their understanding of the delivery of the maths curriculum and strategies for recording.</p>
Regular and ongoing monitoring of the quality of maths teaching across the school.	LL LR SB	Support from the Cornwall and West Devon Maths hub – the mastery readiness program.	Weekly Learning walk/monitoring	Weekly mentoring, planning support and team teaching to support all teaching staff.	Hub council monitoring and evaluation indicates greater consistency is apparent on Maths Learning Walks and during regular drop-ins.

<p>High expectations and challenge regarding the expectations on pupils' fluency.</p> <p>Introduction of whole school fluency program (Number Sense/Arithmetic)</p> <p>Work alongside the Aspire Mastery specialist to provide bespoke training to improve staff subject knowledge.</p> <p>Continue to raise aspirations so that there is a culture of challenge for all that focuses on providing activities which deepen thinking.</p> <p>Weekly mathematical focus in both teacher and support staff meetings.</p> <p>Maths Lead and Mastery specialist to team teacher and deliver demo lessons on key areas.</p> <p>Use of White Rose programs of study to provide a consistent approach and structure.</p>	<p>Training to be shared with staff – LL and HOS</p> <p>Support from Aspire Mastery Lead Shelly Beckerleg</p>	<p>On-going planning scrutiny.</p> <p>Ongoing across the year to ensure rigour is maintained.</p>	<p>Clear set of agreed principles established.</p> <p>Whole school overview of fluency expectations and coverage shared with staff.</p> <p>Distribute new whole school fluency program to all year groups.</p> <p>Ensure that the activities stretch learners at all levels.</p>	<p>Both teaching staff and teaching assistants consolidate their understanding of the delivery of the maths curriculum and strategies for recording.</p> <p>Teachers / TAs questioning skills enable pupils to extend their thinking and deepen their understanding of new areas of learning.</p> <p>All classroom learning environments will display maths in the same way.</p> <p>Resources/activities are being used to extend and deepen pupils' thinking skills.</p> <p>All class groups make accelerated progress towards fluency targets.</p> <p>All groups, including Pupil Premium and SEND are making expected or better progress.</p>
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<p>Ongoing summative assessment sheets used to identify gaps in learning.</p> <p>Introduce clear assessment structures which are monitored weekly.</p> <p>Use assessment for learning to set challenging tasks to all groups.</p>	<p>LL LR SB</p>	<p>Arbor tracking system.</p> <p>Internal summative assessment sheets.</p>	<p>July 2025 September 2025 Assessments ongoing and termly.</p>	<p>Ongoing summative assessment throughout each half term.</p> <p>Termly White Rose assessments.</p> <p>Termly tracking of assessment using Arbor.</p> <p>Half termly pupil progress meetings.</p>	<p>Accurate and informative assessments are in place.</p> <p>Teachers accurately assess what pupils already know and can do so that learning activities are well matched to the abilities of different groups of learners.</p> <p>As a result of effective planning, Pupil Premium, Pupil Premium Plus and SEND children will make good progress from their starting points.</p>
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Priority 1c - Improve the quality of teaching and learning by

- Ensuring that teachers use assessment effectively to plan work that helps pupils, including those with SEND, to build on what they already know and can do.
- Developing teachers' subject knowledge, to ensure that they are able to effectively sequence the important knowledge that pupils need to learn.
- Making sure that teaching consistently results in good progress for all groups of pupils.

Specific actions - what will we do to achieve the outcomes above?	Who will lead?	Resources needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
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	Who will be involved?				
Raise expectations for teaching – provide absolute clarity and expectation including developing clear Teaching and Learning principles underpinned by research.	DD/LR BH SH RW	Time	Ongoing all year	Sharp monitoring of teaching so identified areas for improvement are remedied quickly.	Teaching across all year groups is improving rapidly and is typically at the expected standard by December 2025
Introduction of Tregolls Top 10 – teaching pedagogy	All teachers	Time	Jan. 2025 Ongoing	SLT to introduce and monitor whole school pedagogical systems This will be through continuous, incremental and delivered ‘at the moment’ monitoring where possible by school and Trust leaders	Teachers have consistently high expectations and are determined that all pupils will achieve well. There is a consistency to the teaching at Tregolls linked to the Top 10 which is evident in lessons. Over time, this leads to pupils making strong progress.
Rigour demonstrated, modelled and insisted upon by leaders at all times.	RW SH				At all times, a very high proportion of pupils are making expected progress towards the end of year expectation and an improving number are making more than expected progress.
<u>Milestones:</u> Teachers deemed to be ‘inadequate’ for teaching over time will be provided with robust support to improve rapidly.	DD/LR			Learning walks, observations, incremental coaching- all address immediate next steps for improved teaching and follow up on actions	Checks on teaching and learning are followed up quickly and lead to consistent improvements in pupils’ outcomes.
Inadequate teaching to be completely eradicated by December 2024.	RW SH				
Teachers still requiring improvement to be good and are	DD/LR				

responding well to support will continue receive this until teaching is judged as typically good.					
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<p>Through planned and systematic coaching, demonstrating, modelling.</p> <p>Increase subject knowledge of all staff leading to better :</p> <ul style="list-style-type: none"> Planning – Sequenced effectively. Clearly outlines key knowledge and skills Maths and English Leaders to model. Quality First Teaching focus Develop subject knowledge in science, geography and PE Lesson structure – clearly defined in each subject area. Explored, modelled and expected. Plan- do- assess - review cycle throughout lessons. Learning walks provide specific and measurable feedback directly linked to the walkthrus. Coaches follow 	<p>AE SH DD/LR BH</p> <p>All leaders inc Trust leaders</p> <p>Subject leaders</p> <p>All leaders inc Trust leaders</p>	<p>Dec 2025 fully in place and reviewed throughout year</p> <p>Dec 2025 (subject knowledge of core subjects)</p> <p>July 2025</p>	<p>Incremental coaching programme – cycle of improvement activities, do and review</p> <p>Observations/Aspire additional monitoring visits</p> <p>Planning – weekly monitoring</p> <p>Work scrutiny- led externally by SH</p>	<p>Teachers are supported by leaders to evaluate precisely the impact of their teaching on pupils' achievement to enable them to identify weaknesses and address them promptly.</p> <p>During lessons teachers and support staff can quickly identify when pupils are struggling or are ready to move on.</p> <p>Staff develop strong subject knowledge in science, pe and geography</p>
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up with additional support and guidance.					
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Trust Inclusion support ensures that teachers are highly skilled at ensuring that learning for pupils with SEND is targeted and based on accurate assessment.	Trust Inclusion Team CD	Time	June 2025	IEP review meetings. Pupil progress meetings ongoing training and support sessions.	Pupils outcomes for those with SEND and EAL will make accelerated progress as a result highly specialised and specific targets.
Research and evidence-based practice will be used to (EEF, EYFS early excellence) ensure staff are continually improving themselves and they are expected to reflect on all CPDL.	AE DD/LR BH All staff	Time to attend courses Feedback	Ongoing	CPD- feedback in staff meetings and actions followed. Observations of lessons, pupil and parent conferencing	Pupil outcomes are rapidly improving as a result of teachers increased proficiency in teaching and learning.
Utilising expertise across the Trust (eg KS1, Maths experts, curriculum networks, SENDco) to ensure excellent practice is understood, delivered and celebrated by all staff at Tregolls	All staff	Time	Ongoing all year	Evaluations of good practice visits to other schools Peer support network observations and challenge – monitored by RW Records and reports of Trust experts and actions followed	Aspirations and expectations for all pupils are universally ambitious and held by ALL staff in Tregolls and this is systematically reinforced by leaders at all levels. Fellowship, challenge and support by the networks will be evidenced in good progress and better outcomes by pupils.

Priority 2 – The trust should strengthen leadership and management so that their impact is effective.

- Strengthen leadership through the development of a trust wide leadership team.
- Establish clear expectations for middle leaders so that they have an impact on their area of responsibility.
- Improve the systems for identifying and meeting the needs of pupils with SEND to ensure they learn the curriculum well.
- Implement rigorous and effective systems for managing staff performance so that teaching improves more rapidly.

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
<p>Senior Leaders to support and coach English and Mathematics Leaders.</p> <p>Increase and secure subject knowledge for all staff and leaders of subjects</p> <p>Termly access to Trust Subject Leader networks will provide a framework for support and guidance.</p> <p>Establishing clear expectations for middle leaders so that they all have impact on their areas of responsibility.</p> <ul style="list-style-type: none"> • Work alongside SLT • upskilling middle leaders by accessing appropriate NPQ programs. • rigorous self-evaluation activities for middle leaders by partner schools within the hub. 	DD/LR BH SH	Weekly non contact time for core subject leaders and monthly release time for focus foundation subjects.	July 2025	<p>Termly Aspire monitoring visits will include meetings with subject leads and discussions around improvements.</p> <p>Fortnightly visits from members of the Academy Improvement Team will provide updated reports.</p>	<p>Middle leaders are able to drive change in their subject area through high quality CPD informed by rigorous monitoring and evaluation.</p> <p>Middle leaders will be able to effectively explain the key decisions and choices around their curriculum sequencing, progression of knowledge and skills. They will articulate how assessment informs planning decisions.</p> <p>Middle leaders will be able to provide key strengths and areas for development in their subject areas which are informed directly from their monitoring of their subject area.</p>

Develop the subject knowledge of middle leaders – geography, PE	NB	Attendance at Trust network meetings Termly 2025		Through coaching discussions with subject leaders	Leaders will have led CPD sessions with staff who will demonstrate improved knowledge in lesson observations / work scrutiny
Trust Inclusion Lead support focuses on: -Rigorous and ongoing assessment of pupils with SEND using agreed tracking system. -Highly specific and individualised targets focusing on the specific areas of need. -Teacher subject knowledge is improved and developed with regards the areas of need.	IS CD LR	Ongoing weekly support from the Trust Inclusion lead.	October 2024 - July 2025	Termly Aspire monitoring visits will include meetings. Fortnightly visits from members of the Academy Improvement Team will provide updated reports.	Highly skilled SENDCO will provide ongoing and targeted support to ensure that teachers are identifying and targeting the individual needs of key children. Effective tracking and monitoring of pupils will ensure that targets directly support the children's current gaps in learning.

Priority 3 – The trust and the school should identify, and sequence, the key knowledge they want pupils to learn in each subject.

- Adapting and strengthening the curriculum so that it more consistently meets the needs of pupils and properly prepares them for the next stage of their education by clearly outlining the key knowledge and skills that pupils need to know.

<ul style="list-style-type: none"> Ensuring that all subjects are effectively sequenced to ensure that pupils learning is developed sequentially so that pupils know and remember more. 					
Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
<p>Curriculum Intent</p> <p>Develop a clear and coherent set of curriculum drivers which underpin all subject areas.</p> <p>Outline the curriculum intent ensuring that the schools local context and heritage are central to all curriculum plans.</p> <p>Throughout all teaching, pupils will be taught and exposed to a wide range of subject specific vocabulary. Through immersive styles of teaching all pupils are expected to use and apply their skills in spoken and written language across the whole curriculum.</p>	DD/LR BH SH All Teachers	Teacher time and non contact costs Some paid scheme costs £300	Intent in place by June 2025	Curriculum review meetings-SLT and Trust leaders Learning walks /Hub council monitoring Website/social media to be constantly updated -remotely monitored by Trust leaders (SH) for curriculum Breadth/evaluated and reported back to school at least twice per half term. Lesson Observations Pupil conferencing Parent forum	A wider impact is that pupils leave Tregolls Academy properly prepared for their next phase of education. The percentage of children achieving Age Related Expectations in RWM combined in 2025 rises to 67% at the end of KS2. Learning is made accessible to all pupils developing a culture of excellence. Meaningful and enriching opportunities are built into the curriculum whenever possible to develop pupils' skills and personal qualities such as resilience, respect and cooperation.

<p>Curriculum design</p> <p>Audit all curriculum areas to examine the extent to which the subject intent matches the school's implementation.</p> <p>Provide subject leaders with training and CPD from Trust wide experts to support their knowledge and understanding of the subject area.</p> <p>Ensure that the school's agreed drivers act as a central thread running throughout all subject areas.</p> <p>Provide clarity over the subject areas key substantive and disciplinary concepts to ensure that learning builds and develops pupils understanding of the 'big ideas.'</p> <p>Ensure that effective sequencing of key knowledge and skills allows teachers to build a range of lessons that build effectively on prior knowledge and understanding.</p> <p>Consider at all time the localised context ensuring children are provided with opportunities to experience and develop their knowledge through trips, visits and experiences.</p>	<p>DD/LR BH SH All Teachers</p>	<p>Design complete for Science, History and Geography</p> <p>July 2025</p>	<p>Monitor and review in staff meetings.</p> <p>Feedback from pupils and parents</p> <p>Learning walks- every three weeks recorded and actions followed up Aspire termly monitoring – focus point agenda item</p> <p>External experts to scrutinise the progression maps for knowledge and skills.</p>	<p>Pupils are exposed to a clear progression of key knowledge and skills that allows them to access and make links between different academic concepts.</p> <p>A wide range of experiences, local Cornwall and national are planned which ensure pupils gain understanding of what factors have shaped our cultural heritage.</p>
<p>Curriculum planning</p> <p>Using readily available research from the EEF and partners, ensure that all subjects identify key vocabulary to be taught and applied.</p>	<p>DD/LR BH SH</p>	<p>Design complete for Science, History and Geography</p>	<p>Weekly planning collected and scrutinised by senior leaders.</p>	<p>Planning is adapted to typically meet the needs of all learners, including those with SEND.</p> <p>Pupils are able to use their core knowledge to read and access a</p>

<p>Provide clear and concise enquiry questions to ensure that learning deepens pupils understanding.</p> <p>Link high quality reading and texts to the concepts being taught to enhance and further embed pupils knowledge and understanding.</p> <p>Using Rosenshines Principles ensure that learning develops in small sequential steps and that opportunities are provided to revisit and recall key knowledge.</p> <p>Clear adaptions of learning by teachers ensures that pupils with SEND are able to access all curriculum areas.</p>	All Teachers		July 2025	<p>Leaders are to look at books on a three week cycle all year round to ensure curriculum coverage and that accelerated progress is evident in planning and in books.</p> <p>Checked by SH and next steps identified.</p> <p>Strategic Partner to monitor and ensure taking place at each weekly visit</p>	<p>range of high quality age appropriate texts.</p> <p>Assessment for learning has significantly improved – assessments are accurate and ensure that teachers are confidently assessing pupils within the lesson including those with SEND.</p>
<p><u>Delivery/implementation</u></p> <p>Teachers' plan lessons effectively based on confident knowledge and understanding and around themes that stimulate and develop curiosity and challenge pupils thinking.</p>	All staff		March 2025	<p>Planning scrutiny</p> <p>Observations</p> <p>Strategic Partner to monitor and ensure taking place at each weekly visit</p>	<p>Pupils, including key groups, make strong progress. They are excited about coming to school and the topics that they are learning.</p> <p>Teaching staff are more confident in planning and delivering high quality lessons.</p>

Priority 4 - The trust and school should strengthen how pupils are assessed so that any gaps in knowledge are identified and filled.

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
<p>Improve the use of whole school assessment system by which teachers will be enabled and expected to:</p> <ul style="list-style-type: none"> evaluate the performance of different and all groups of pupils in their class; compare to all pupils nationally; and identify actions to address any gaps. 	<p>SH BH LR All teachers</p>	<p>Time for training and staff meetings</p>	<p>By June 2025</p>	<p>Remote access to Arbor and other assessment systems by Trust assessment co-ordinator and DCEO- external monitoring will take place.</p> <p>Leaders at school/strategic partner will monitor data input at least termly.</p>	<p>Teachers are able to articulate and independently use data to prepare for both pupil progress meetings and appraisal.</p> <p>All teachers are more confident and able to articulate the data for the children in their class. Teachers are able to identify the strengths and barriers to learning for individual pupils to plan and ensure accelerated progress.</p> <p>Children who are struggling and all disadvantaged pupils receive the right type of intervention support and are making accelerated progress from their starting points.</p>

<p>Fully utilise White Rose and STAR termly tests to help teachers to gain accurate assessments. Ensure these and other assessments are analysed and used effectively to plan work which helps pupils build on what they can already do.</p>	<p>BH LR All teachers</p>	<p>Time to administer, mark and analyse</p>	<p>Ongoing</p>	<p>Termly cycles of data collection and follow up pupil progress meetings.</p>	<p>Teachers have a continuous sharp focus on the progress of all children and use data information accurately to form next steps in their learning (data into action).</p>
<p>Embed regular use of pupil progress review meetings to support more assiduous tracking of pupil progress.</p> <p>Pupil progress meetings each half term will focus on pupil progress, all groups and individuals with particular focus on disadvantaged pupils.</p>	<p>SH LR BH</p>	<p>Meeting time</p>	<p>Ongoing</p>	<p>Leaders ensure meaningful triangulation of data in progress meetings -between the data, planned progress and actual pupil progress.</p>	<p>Teachers are better able to monitor and track the progress the pupils are making and can identify next steps.</p> <p>Appraisal is linked closely with pupil progress. Staff are held to account if underperformance of pupils is not effectively tackled.</p> <p>Pupils who are struggling or who need additional challenge receive the right type of support</p>

<p>Review of schools' feedback and marking policy to ensure it has impact on securing pupil progress within lessons and is mindful of teacher workload.</p> <p>EEF research to be undertaken at school level to gain understanding</p> <p>Ensure clarity of purpose about the different types of assessments used</p>	<p>LR BH All teachers</p>	<p>Meeting time</p>	<p>May 2025</p>	<p>Discussion with teachers and pupils to ensure the policy is fit for purpose.</p>	<p>Teachers are better able to focus on more immediate and effective feedback (EEF research undertaken)</p> <p>Raised expectation for what pupils can do and achieve</p> <p>Books show clear evidence of formative assessment informing children's learning and next steps.</p>
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<p>Priority 5 – The school and trust should develop policies that manage pupils' behaviour effectively so that low-level disruption is eradicated and bullying is dealt with consistently</p>					
<p>Specific actions - what will we do to achieve the outcomes above?</p>	<p>Who will lead? Who will be involved?</p>	<p>Resources needed</p>	<p>Date for completion</p>	<p>How/ when will we monitor/ evaluate? What evidence will we gather?</p>	<p>Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?</p>
<p>To diagnose needs in relation to behaviour and review the school culture around behaviour</p>	<p>LR BH</p>		<p>February 2025</p>	<p>a) Complete audit – diagnose needs – b) RAG / annotate Behaviour Hub Audit</p>	<p>Designated leaders have clearly assigned responsibilities for behaviour and attendance. There is clarity around strategic priorities for a consistent culture around behaviour.</p>

				Use staff survey and analyse outcomes Run pupil voice and analyse outcomes	Leadership is clear about the school's strengths and areas for development.
To review and publish school behaviour policy (incl. governor approval)	LR BH All staff	February 2025		Rewrite policy to reflect shift in behaviour approach Share policy with hub council and all staff –all staff to attend training	Behaviour policy agreed by governors and published on school website Successful dissemination to all Clear induction procedures are in place for new staff.
To empower and support all staff to take responsibility for behaviour	LR BH All teachers	March 2025		Whole-staff training on new management Approaches Increased capacity within staffing structure (for coaching conversations) Creating a designated time and space for delivering training to all adults Bespoke training and support by leaders on systems and norms	Leaders empower staff to take responsibility for behaviour. Learning walks show consistency of approach 100% staff report that training and support has given them the skills they need to tackle behaviour 100% of support staff vacancies are filled
Monitor and evaluate behaviour trends providing bespoke training and support.	LR BH	Ongoing		All staff use systems for recording accurately and consistently. Leaders regularly evaluate the behaviours displayed and design support and interventions.	School uses behaviour trends to track and analyse key incidents. Training and support is put in place to address these.

Identify and design clear and consistent social norms and systems.	LR BH All staff		April 2025	Clearly design and train staff on new routines. Train all adults to ensure consistency.	Routines are embedded in classes, low level disruption is not evident. Children and parents report that the school is calm and that children feel safe.
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Priority 7 - Leaders need to ensure that they communicate effectively with all stakeholders.					
Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
Identify most effective methods of communication with parents though a survey, parent discussion groups and parent forum.	LR BH All Staff		Ongoing	Parent surveys Interactions online Parent feedback	Parents will report that the quality and consistency of communication has improved.
Provide a weekly ongoing newsletter provide key information and dates					Parent interactions will improve demonstrating a positive and collaborative approach to supporting pupil progress and attainment.
Provide monthly detailed newsletters containing class					The schools online media presence showcases the pupils academic and personal development outcomes.

specific details and examples of learning.					
Raise the profile of the schools social media platforms to provide parents with timely information and share successes.					

Priority 8 - Further improve pupil's attendance by tackling persistent absence: <ul style="list-style-type: none"> • EWO working closely with the school. • Attendance to be monitored every week – meetings with parents arranged fortnightly. 					
Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
Whole School training on attendance	EWo	£180 EWO time	28.2.2024	Staff questionnaire following training to ascertain understanding	<p>Staff can identify PA pupils and are confident in supporting them to make progress.</p> <p>Staff will be aware of the importance of regular attendance, and how they can support.</p>

					Staff will be able to identify pupils are at risk of PA
Tracking system for all students below 93% will be implemented with clear boundaries for intervention	Assistant HOS/EWO/Attendance Champion	Tracking spreadsheet, letters, time	Ongoing	Attendance of individual pupils will be monitored every two weeks with clear records of intervention where needed: Letters (green, amber, red) to parents/carers when attendance is below 90%, warning, formal meeting with HT, EWO referral Termly review of target	Individual attendance will improve as a result of intervention. In the academic year 2023-24 we will strive to get persistent absence below 20%. There will a termly review of progress towards the target. 2024-24 – we will strive to reduce this below 15%
Attendance of key groups will be monitored specifically. Attendance Data is broken down and scrutinized every two weeks.	Assistant HOS/EWO/Attendance Champion	Attendance data by SEN; FSM; Ever 6 etc	Ongoing every two weeks all year round	Attendance of key groups will increase/plans will be in place to intervene	PA action plans will be in place for individual pupils There is a clear profile of absence in place with a planned route for intervention (e.g. work with PP SEND).

There is a clear profile of reasons for absence and intervention is planned accordingly.	All Staff	Certificates; wall displays; assemblies; attendance weeks		EWO will prepare a termly report for Board Trustees Termly reporting by Head of School to Hub Councillor via face to face meeting and scrutiny of attendance reports	Pupils and parents are able to explain the importance of good attendance and how they can achieve this – they understand how attendance is rewarded
Parents are aware of, and support, good attendance within school Form a parent focus group – invited key parents	All Staff/ TMc / EWO	Newsletters; school reports; parents' evenings; clinics;	Ongoing	EWO will prepare a termly report for Board Trustees Parents understand what good attendance is and how they can support school with this e.g. first day contact; early discussion of concerns;	Parents are engaged in their child's learning – they use the first day call system, they understand why their child must be in school and seek support where needed.

Priority 9 - Improve the quality of the Early Years Foundation stage by: <ul style="list-style-type: none"> securing effective leadership for the whole of the early years ensuring consistency in the quality of learning experiences in indoor and outdoor learning spaces. 					
Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
To enable the EYFS leader sufficient time and support to carry out the role effectively.	DD/LR VB	Release time Costs	Ongoing	Dedicated time is given and monitored with actions and impact – reported and followed up by EYFS Trust lead.	More consistency in links between nursery and the school. Greater understanding of provision, data and assessment systems across the whole of the EYFS.
To develop a robust professional development programme through auditing qualifications, training and targets.	DD/LR MT/VB HB	Time and training	Ongoing	CPD evaluations disseminated across the settings Training logs evaluated for impact Performance management targets and appraisals-cycle	Professional knowledge of pedagogy has improved, and staff understand and deliver excellent EYFS provision. This includes the use and application of the Tregolls top 10.

<p>More rigorous monitoring of the quality of teaching and learning throughout the EYFS.</p>	<p>HB VB DD/LR</p>	<p>Time</p>	<p>Ongoing</p>	<p>Lesson observations, learning walks, data reviews.</p>	<p>There is clear improvement in progress and outcomes for children. GLD results 2025 will be at least in line with NA – 2025 outcomes were 70% which was above the 2024 average and PP outcomes were 80%.</p>
<p>Full Audit of outdoor and indoor provision across the Nursery and Reception classes. Action plan formed detailing next steps</p> <p>Action taken to ensure:</p> <p>Consistency in expectation</p> <p>Consistency and equity in the learning experiences and provision on offer</p> <p>Consistency of priority focus on the importance of high-quality interactions between adults and children to develop their communication and language skill.</p>	<p>VB HB DD/LR</p>	<p>£15,000</p>	<p>Full audit complete by November 2023 Action plan completed by June 2024 Actions on plan completed and evaluated by July 2024</p>	<p>Lesson observations, learning walks</p>	<p>Children have access to high quality and wide-ranging learning opportunities across the setting. Adults demonstrate at all times the vital role they play in modelling effective language and communication</p>

<p>Model high quality language through staff interactions with children and through storytelling.</p> <p>The setting continuously reflects a high-quality language rich environment language which is modelled and accessible to children</p>	<p>VB MT DD/LR</p> <p>HB VB MT</p>	<p>Staff training costs</p> <p>Preparation Resources</p>	<p>September 2025</p> <p>September 2025</p>	<p>Lesson observations, learning walks, data reviews.</p> <p>Observations learning walks EYFS monitoring by Trust leader</p>	<p>A rich language environment (implicit approaches) as well as directly extending children's vocabulary (explicit approaches is clearly evident and impacting daily on pupil's mastery and progression of language.</p>
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