

## The Trust School Improvement Model

### Purpose

The Trust has set a strategic agenda to ensure it delivers excellence in education to raise aspiration and ensure every child meets their full potential. It has devised the following six aims in order to meet this strategic ambition.

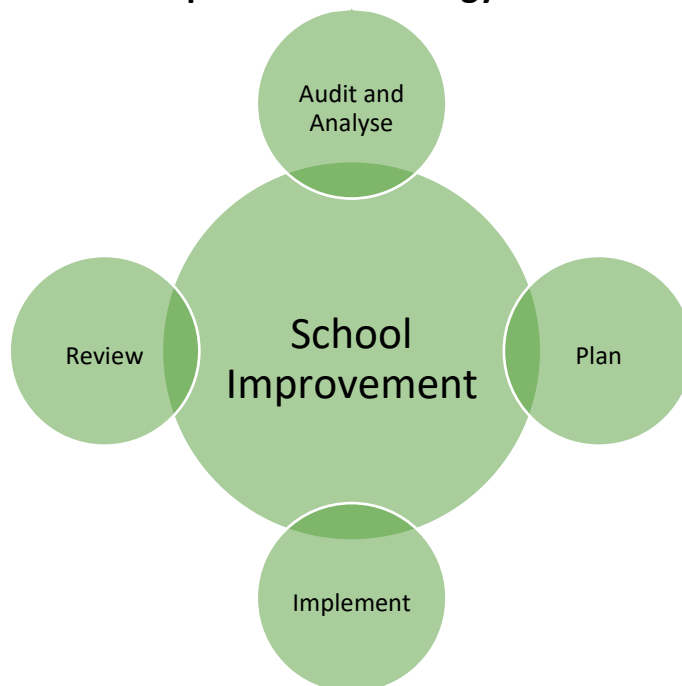
1. Adding capacity
2. High performing
3. Collaborative
4. People (to attract, develop and retain the best talent)
5. Finance and Infrastructure (sustainable finance and infrastructure)
6. Effective leadership

The Trusts work on school improvement is evident in each aim with clear success criteria to ensure educational transformation. The Trust will work with every academy within our family of schools to support school improvement on two levels:

**Innovate:** Educational development is always advancing. To build great schools, the culture of innovation and ongoing development needs to be fostered. The Trust school improvement strategy aims to support academies working together on common priority areas using research and development and sharing of good practice.

**Repair and Stabilise:** All students within the Trust should benefit from high standards and effective provision. Where standards stall, the Trust will act quickly to implement effective practice supported by a central team of proven leaders.

### Components -Trust School Improvement Strategy



## **Audit and Analyse – Performance Standards**

The following performance standards have been adopted to provide a clear line of sight on the quality of education/curriculum and overall academy performance:

- Eradicate the gap between disadvantaged and non-disadvantaged
- All academies are judged outstanding by Ofsted
- An inclusive environment with zero permanent exclusion
- All groups of learners achieve results above national averages
- Impeccable behaviour and attendance
- All children have the skills and are prepared to achieve a positive transition in their next stage

**Target Setting-** At the start of every academic year the Trust will set targets with each Academy to realise the performance standards above. The targets set will be challenging but achievable to ensure rapid progress or sustained high performance. The targets proposed for each Academy will be reviewed at the local governing board before being formally agreed by Trust Board in October. Once targets are agreed they will form the success criteria in development plans and the performance management for senior leaders across the Trust.

**The academy card** (appendix 1), which is centrally managed, will document each academy's targets and provide live data on how successfully these targets are being achieved over the year.

## Plan and Implement

**Academy:** The targets set will inform the priorities in academy development plans with a clear timeline for implementation. Where there are common priorities academies will seek to work together across the Trust.

**Trust:** The level and nature in how the Trust will support academy improvement work will be classified into 3 tiers which will be identified at the start of each academic year (see below):

### Tier 1 Criteria

Positive outcome trend

Overall effectiveness – good / outstanding

External reviews identify effective capacity

Low risk of school improvement failure (risk register)

### Academy Led

Building on an area of strength with results shared across the Trust.

#### Trust Support

- SIP role by NLE or other commissioned partner validates academy judgements and supports development work
- Trust networks and Trust standards leads (see **Appendix 2**) support development and sharing of good practice
- CPD and professional development routes

### Tier 2 Criteria

Negative outcome (one year)

Overall effectiveness – good

External reviews identify effective capacity

Medium risk of school improvement failure (risk register)

### Academy Led

Time limited period to implement bespoke improvement strategy. Targets identified through academy development plan and monitored through academy card.

#### Trust Support

- As Tier 1 support
- Trust Standards Leads (see **Appendix 2**) or SLE / Lead Practitioner support the implementation of effective practice
- Additional CEO/Executive Principal support
- Additional SIP/NLE support

### Tier 3 Criteria (Any One Descriptor)

Negative outcomes pattern and trend beyond one year

Inadequate / RI Overall Effectiveness

External reviews do not identify capacity to improve

High risk of school improvement failure (risk register)

### Trust Led

**Standardised:** The Academy will implement the Trust standardised policies that are proven, for either a specific area, or all relevant areas of the Academy's work.

#### Trust Support:

- Tier 1+2 support where appropriate
- Whole academy external review identifies precise areas for intervention
- School to school support commissioned
- Trust central team (see **Appendix 2**) coordinates implementation of standardised policies and bespoke solutions

## **Review**

The following mechanisms are in place to review the effectiveness of Academy improvement planning and how Trust support is allowing all academies meet the strategic aims and performance standards set by the Trust.

### **Local Governing Boards**

The Trust board has delegated the standards review for individual academies to each local governing board. The Trust board will ensure each local governing board has the appropriate skills and experience to conduct the support and challenge role effectively. Governors at each academy will use the following tools to ensure improvement planning is leading towards set targets.

- External review/ School improvement partner reports
- Academy card review (how well targets are being met)
- Position statement by the Trust on school improvement activity and how well each academy is meeting set priorities
- Reports from senior leaders on key priorities
- Academy development plan review
- Link governor visits
- Challenge and Improvement committees (held more regularly in Tier 2+3 academies)

### **Trust Board**

The CEO and other members of the executive will report to Trust Board regularly on how well academies are performing and the effectiveness of Trust school improvement support. The evaluation provided will support the Trust Board in setting the future strategy to meet the set performance standards. Tools that the Trust board will use to review performance and effectiveness

- CEO and Executive reports at Trust Board and committees
- Trust Business plan review
- Academy card and School improvement plan review
- External review/School improvement partner reports
- LGB minutes and Chair of Local Governing Board meetings
- Executive team performance management reviews

### **External support**

Each academy will have an NLE or other suitably qualified educational expert to act as the School improvement Partner. All School Improvement Partners will be approved by the Trust Board with the primary role to:

- Quality assure and ensure the correct school improvement actions have been identified with robust data underpinning evaluation.
- Support development where appropriate and connect leaders to good practice.

In addition, the Trust will commission external reviews to evaluate and support the development of the quality of education in each academy.

## **New schools joining the Trust**

A baseline assessment is undertaken during the due diligence process to establish overall school performance against national benchmarks and Trust KPIs. A review of published data together with the school's latest in-year data is undertaken along with a review of the school improvement plan and latest SEF. The Trust will evaluate whether a broad and balanced curriculum is in place, that is effective and appropriate. All schools joining the Trust will be welcomed into the collaborative family with a role in supporting school improvement across the Trust. Where a school has been identified as a capacity taker through the due diligence process, the Trust will use its central capacity (**see appendix 2**) to support rapid school improvement. In addition, the Trust when appropriate, will commission support from other MATs and individual specialists in order to take swift action and implement strategies to make a positive impact on educational outcomes.

# Appendix 1 – Academy Card

Last Update Date: 31/01/2020



### Key Performance Indicators

- Progress 8 above 0
- Reduce Fixed Term Exclusions to close to national rate
- 4+ Eng & Maths: 70%
- 5+ Eng & Maths 50%
- High Ability (EBACC = English)
- Science Value added to be within confidence interval >-0.2

### Academy Context

	Academy	National
Total on roll	1071	978
Pupil Premium	35%	28%
EAL	10%	17%
SEN	14%	13%
Deprivation Indicator	0.26	0.20

## Academy Effectiveness Dashboard

**Ofsted - Areas for improvement**

Last Inspection: 16th November 2016  
Next Inspection Due: 2020

- Leaders and those responsible for governance should ensure that:
  - the quality of teaching across the school is consistently strong so that pupils make good progress in all subjects
  - fixed-term exclusion is more effective in improving the behaviour of the small number of pupils with whom it is used as a sanction

**Ofsted Self Evaluation**

Leadership	Good
Quality of Education	Good
Behaviour and Attitudes	Good
Personal Development	Good

Headline Measures					Achievement				
	2017	2018	2019	2020 (Projected)	2019		2020 (Projected)		
Progress 8	-0.15	-0.05	0.09	-0.08	High Ability	0.15	0.15	Pupil Premium	0.15
P8 English	-0.2	-0.4	-0.2	0.0	Progress 8	-0.37	-0.24	Progress 8	-0.16
P8 Maths	-0.1	0.5	0.4	-0.1	P8 English	-0.6	0.0	P8 English	-0.4
P8 EBACC	-0.4	-0.4	-0.4	-0.4	P8 Maths	0.15	-0.3	P8 Maths	0.0
P8 Open	0.2	0.2	0.5	0.2	P8 EBACC	-0.9	-0.4	P8 EBACC	-0.6
EBACC Entry	49%	52%	31%	34%	P8 Open	-0.1	-0.1	P8 Open	0.3
4+ Eng & Maths (English, Maths)	60% (73%, 63%)	69% (76%, 78%)	71% (81%, 78%)	72% (84%, 74%)	EBACC Entry	44%	65%	EBACC Entry	25%
5+ Eng & Maths (English, Maths)	36% (54%, 40%)	39% (54%, 54%)	49% (59%, 62%)	45% (64%, 53%)	4+ Eng & Maths (English, Maths)	81% (84%, 92%)	94% (95%, 95%)	4+ Eng & Maths (English, Maths)	66% (76%, 70%)
7+ Eng & Maths (English, Maths)	1% (8%, 8%)	10% (13%, 25%)	11% (16%, 25%)	9% (19%, 13%)	5+ Eng & Maths (English, Maths)	67% (73%, 81%)	78% (87%, 83%)	5+ Eng & Maths (English, Maths)	38% (50%, 56%)
					7+ Eng & Maths (English, Maths)	21% (29%, 46%)	22% (43%, 29%)	7+ Eng & Maths (English, Maths)	6% (10%, 14%)

**Attendance**

	2017	2018	2019	2020 YTD
7	95.7%	95.7%	96.2%	96.0%
8	95.6%	95.0%	95.4%	93.8%
9	94.7%	95.3%	94.5%	93.5%
10	95.1%	94.7%	95.2%	92.8%
11	96.0%	95.8%	95.7%	94.7%
All	95.4%	95.3%	95.4%	94.2%
PA	10.5%	10.8%	10.8%	14.9%
PP	99.9%	94.2%	93.8%	92.2%
SEN	92.2%	93.5%	93.0%	91.1%

National Average: 94.5%  
Local Average: 94.2%

**Behaviour**

Exclusions	2017	2018	2019	2020 YTD	Local	National
Number of Exclusions	14.4%	7.8%	11.9%	6.5%	22.1%	10.1%
Number of Students Excluded	8.3%	5.8%	6.6%	3.9%	9.0%	4.7%
Permanent	0.13%	0.11%	0.09%	0.00%	0.35%	0.20%
PP Number of Students Excluded	2.4%	4.0%	9.6%	7.8%		
SEN Number of Students Excluded	15.6%	14.0%	13.2%	9.2%		

**Teaching and Learning**

Last T&L Review: 1st July 2019

**Key Findings**

- Much of the teaching and learning is effective, enabling the pupils to make steady progress in line with expectations for their age groups
- A good feature of the great majority of the lessons was the positive climate for learning in the classrooms

**Priorities for improvement**

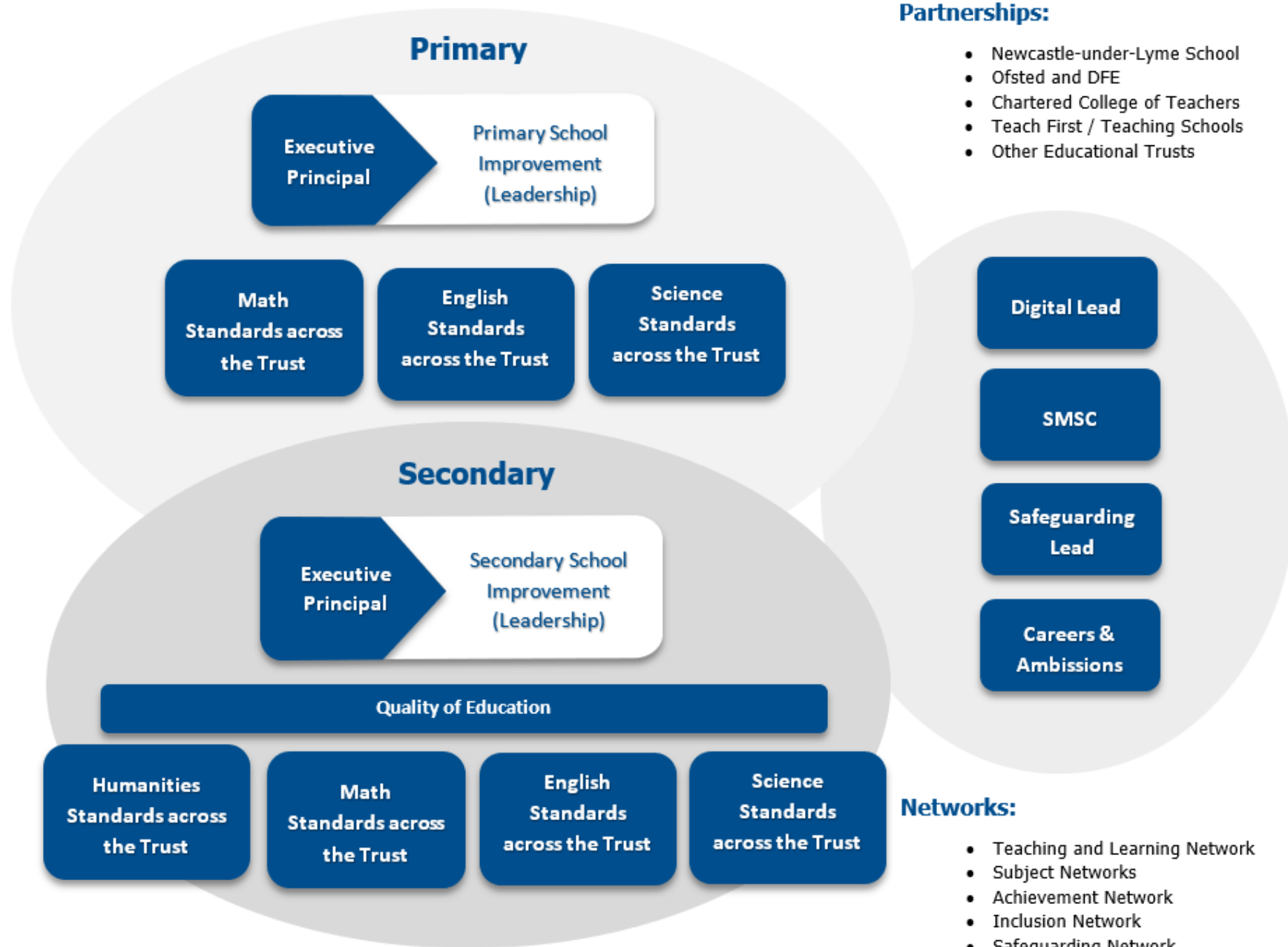
- Increase the proportion of highly effective teaching, while addressing the weaknesses apparent in a few lessons, with particular reference to:
  - encouraging teachers to share their enthusiasm for their subjects and generate a greater sense of urgency and commitment among pupils, particularly some of the boys
  - disseminating more widely the good practice in questioning, monitoring and securing the pupils' learning seen in the strongest lessons

**Additional Measures**

	AP1	AP2	AP3	Projection	Target
Science Progress	-1.21			-0.44	0.05

**Data Snapshot Dates**

	Date	Note
Assessment Point 0	16/10/2019	Projections entered using teacher judgements
Assessment Point 1	02/12/2019	Autumn Term Mock
Assessment Point 2	16/03/2020	Spring Term Mock
Assessment Point 3	01/06/2020	Final Projection



**Partnerships:**

- Newcastle-under-Lyme School
- Ofsted and DFE
- Chartered College of Teachers
- Teach First / Teaching Schools
- Other Educational Trusts

- Digital Lead**
- SMSC**
- Safeguarding Lead**
- Careers & Ambissions**

**Networks:**

- Teaching and Learning Network
- Subject Networks
- Achievement Network
- Inclusion Network
- Safeguarding Network
- SMSC Network
- Attendance Network