

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 aims to meet this strategic ambition.

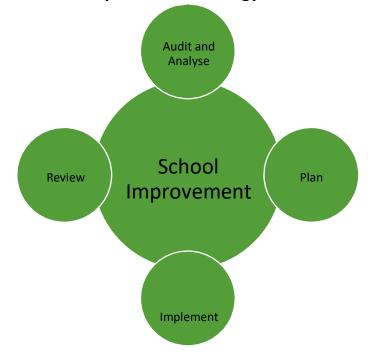
- 1. High performing academies
- 2. Collaborative
- 3. People (to attract, develop and retain the best talent)
- 4. Finance and Infrastructure (sustainable finance and infrastructure)
- 5. Effective leadership

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 four levels:

Lead and Grow: 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 good practice.

Reinvent 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 the 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.

School improvement tiers

As detailed in the plan and implementation stage, each academy is placed into a school improvement tier at the start of each academic year, which is agreed by the Trust Board. The school improvement tier is used to identify levels of support required to meet each academy's school improvement needs. In exceptional circumstances, an academy could have its tier reclassified during the academic year. External data and previous health check review findings will inform the evidence base to determine the appropriate school improvement tier for each academy.

Plan and Implement

Targets set will inform 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. The level and nature in how the Trust will support academy improvement depends on which level/tier the academy is working at.

Tier 1 Lead (Academy led)

- A culture of aspiration is embedded
- Student attitudes are exceptional because of strong and consistent social norms
- Strong relationships exist with a strong sense of team academy and team Alpha
- Ambitious curriculum expertly delivered ensures students consistently achieve highly (including disadvantage and SEND).
- High staff morale and low employee turnover
- Research and development are embraced by all staff
- Leadership develops new areas of expertise and provides Trust wide capacity
- Governance is strong and sustainable for the future
- A highly effective culture of safeguarding exists

Tier 2 Grow (Academy led)

- Attendance and PA are close to national averages
- An ambitious curriculum intent is delivered through strong and consistent teaching and learning (only small pockets of poor practice exist and are being addressed)
- National test data is close to national averages with isolated areas falling below national benchmarks
- Leadership is shifting more to assuring quality from operational delivery
- Whole school programmes are embedded to support research and development
- Governance is strong and consistently holds leaders to account
- A secure culture is in place with consistent routines ensuring that low
- level disruption is infrequent
- Safeguarding is effective

Tier 3 Reinvent (Academy led)

- Attendance and PA are below national averages but improving
- Teaching is improving with ineffective practice being addressed
- Embryonic projects are started to encourage research and development
- The intent of a broad and ambitious curriculum is starting to be established
- Assessments show improvement although not consistently (national test data takes longer to improve)
- Leaders are taking actionable steps to improve culture and consistency
 School culture is improving although low level behaviour disruption is
- still evident.
 Fixed term exclusion may remain above national averages
- Fixed term exclusion may remain above national averages
 HR issues increase as a minority of staff are resistant to change

Tier 4 Stabilise (Trust led)

- Attendance and PA (well) below national averages
- Teaching is poor with limited or no professional development
- Assessment shows little improvement or a declining trend
- Unstable leadership and/or ineffective governance fail to hold
 anyone to account
- Behaviour is poor and exclusions are well above national averages
- High staff absence with difficulty to recruit or retain good staff
- Safeguarding arrangements are ineffective

Trust support

- 2-5 year master plan
- Development plan focussed on a few big moves/priorities that will sustain outstanding
- Regular review of live "risk" issues
- CEO 1:1 every 4 weeks
- Annual external health check from School Improvement Executive Lead
- Challenge partner established with an outstanding provider
- Contribute and receive support from Trust networks
- Strategic capacity established to provide expertise for Trust/city development

Trust support

- 2-5 year master plan
- Development plan focused on a few big moves/priorities that will move the academy to outstanding
- Regular review of live "risk" issues
- CEO 1:1 every 4 weeks
- Annual external health check from School Improvement Executive Lead
- Challenge partner established with an outstanding provider
- Contribute and receive support from Trust networks
- Support from Trust school improvement team

Trust support

- 2-5 year master plan
- Development plan is comprehensive and ensures all priorities that secure good against the Ofsted framework are included
- Regular review of live "risk" issues
- CEO 1:1 every 2 weeks
- External health check twice a year from School Improvement
 Executive Lead
- Involvement in national DFE programs to improve standards eg PEIA
- Support from Trust school improvement team
- Contribute and receive support from Trust networks
- More frequent governor challenge & improvement committees
- Trust board detailed review of standards and progress every term

Trust intervention

- Trust led statement of action implemented to bring about rapid improvement
- Trust Executive leaders deployed to implement standardised policies that are proven in areas of need
- Regular review of live "risk" issues
- CEO 1:1 every week
- External health checks every term from School Improvement
 Executive Lead
- Support from Trust school improvement team
- Support from Trust networks
- Trust led governor challenge & improvement committees every fortnight, with external educational leaders on the committee

Review

The following mechanisms are in place to review the effectiveness of academy improvement planning and how Trust support allows all academies to 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.

- Health check reports from Trust School Improvement Executive
- Academy card review (how well targets are being met)
- Position statement by the Trust on 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

Trust Board

The CEO and other members of the executive will report to the 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/position statement/risk register review
- Health check reports from Trust School Improvement Executive
- LGB minutes and Chair of Local Governing Board meetings
- Executive team performance management reviews

Health checks

Each academy will have a health check conducted by the Trust School Improvement Executive lead who has been Ofsted trained. The purpose of the health check will be to evaluate leadership and any other priority areas with the aim to:

- Quality assure leadership judgements
- Ensure the correct school improvement actions have been identified and they are leading to progress
- Support development where appropriate and connect leaders to good practice.

In addition, the Trust may commission an additional subject or educational expert to add capacity to the health check review process to ensure all priority areas are covered appropriately.

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, when appropriate, the Trust will commission support from other specialists to take swift action and implement strategies to make a positive impact on educational outcomes.

Appendix 1-Academy Card

Last upload date: 01/04/2023



Ofsted - Areas for Improvement

Last Inspection: 12th March 2019

Next Inspection Due: 2022/23

· Ofsted next steps:

Teaching across the wider curriculum develops and deepens pupils' knowledge, understanding and skills, enabling them to make consistently strong progress in subjects other than English and Mathematics

Disadvantaged pupils in early years and key stage 1 make even greater progress in order to diminish the differences in achievement between these pupils and other pupils nationally, particularly in writing

Academy Context							
	Academy	National					
Total on roll	476	282					
Pupil Premium	36%	23%					
EAL	10%	21%					
SEN	20%	14%					
Deprivation indicator	0.29	0.21					

Please Note: Sections highlighted in blue are areas of improvement noted in the 2022 IDSR

Year		Attainmen	t	Disadva	ntaged Att	ainment	High Att	ainers Att	inment
Group	C&L	Literacy	Maths	C&L	Literacy	Maths	C&L	Literacy	Maths
F52	78%	78%	80%	71%	71%	71%			
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Year 1	80%	78%	83%	73%	73%	73%	20%	20%	23%
Year 2	83%	80%	87%	80%	80%	80%	31%	23%	30%
Year 3	80%	82%	82%	75%	75%	71%	25%	25%	31%
Year 4	80%	77%	77%	68%	64%	68%	29%	29%	30%
Year 5	75%	65%	75%	70%	70%	74%	22%	2296	30%
Year 6	90%	93%	88%	82%	86%	86%	32%	40%	30%

SEN Progress	85% SEN pupils making expected progress
Phonics end of Year 1:	90%
Phonics end of Year 2:	90%
Attendance:	Meet National Average
Persistent Absence:	Meet National Average
Fixed Term Exclusions	0%
Permanent Exclusions	0%
Quality of Education	Externally reviewed as securely good/Outstanding

2020

96.0

96.1

2021

96.0

96.2

11.1

94.2

95.4

2022

94.4

94.4

13.2

93.5

92.9

2023

94.6

94.9

13.3

94.0

92.8

96.1

1

Attendance

2019

96.1

96.0

Year Group		Attainment				Disadvantaged Attainment			High Attainers Attainment		
Tear Group	CIL	Lit	aracy	Math	hā	CAL	Literacy	Matha	CBL	Literacy	Math
F51	77%		67%	20%	6	88%	63%	75%			
F52	77%		6976	20%	6	20%	20%	65%			
	Reading	W	viting	Matt	15	Reading	Writing	Maths	Reading	Writing	Math
Year 1	70%		75%	75%	5	63%	63%	63%	10%	18N	7%
Year 2	76%		72%	755	6	78%	70%	70%	2356	10%	28%
Year 3	66%		18%	675	6	50%	40%	58%	28%	3%	26%
Year 4	62%		57%	69%	6	52%	43%	57%	15%	8%	10%
Year 5	76%		61%	70%	6	67%	52%	39%	29%	36%	38%
Year 6	93%		92%	90%	6	33%	879%	ask	35%	33%	28%
SEN Progr	ress Rea	iding	Writi	ng	ħ	laths					
SEN Progr Year 1		iding 7%	Writi 60%			Aaths 80%					
	6										
Year 1	6	7%	60%			80%					
Year 1 Year 2	6 7 5	7% 9%	60% 79%			80% 64%					
Year 1 Year 2 Year 3	6 7 5	7% 9% 0%	60% 79% 33%			80% 64% 75%					

2019

0.60

0.41

0.00

0.62

2021

0% (0)

0% (0)

0% (0)

0% (0)

Exclusions

No. Of Exclusions

No. Of Students Excluded

Permanent

PP Number of Students

Excluded

N Meeting Expected in Reaching	83%	74%	80%	83%	
Meeting Expected in eading - Disadvantaged	62%	57%	00%	80%	1.7%
N Meeting Expected in Writing	78%	70%	42%	80%	505
% Meeting Expected in Writing - Disedventeged	68%	58%	74%	80%	
6 Meeting Expected in Metho	8214	7616	80%	82%	60%
Ni Meeting Expected in Matho - Disadvantaged	70%	50%	70%	80%	

N Cood level of development	73%	73%	70%	70%
N Achieving Depected by Tear 1	87%	84%	92%	90%
NAchieving Expected by Year 2	97%	90%	92%	90%

	2019(66)					
N Meeting Expected in DWM	97%	87%	65%	68%	59%	
N Achieving higher standard in RWM	25%	2316	1616	30%	11%	
N Meeting Expected in Reading	2016	87%	87%	2016		
Ni Meeting Expected in Reading - Disadvantaged	9.0%	-	87%	82%	24%	
% Meeting Expected in Writing	2011	89%	93%	33%	_	
% Meeting Expected in Writing - Disedventeged	100%	73%	97%	-	0.004	
N Meeting Expected in Maths	100%	2416	2516	88%	71.9	
N Meeting Expected in Mathe - Disadvantaged	100%	80%	2016	00%	712%	

National

1.4%

0.6%

0.03%

	SIP/External Deviews
-	

Most Recent Review Date: October 2022

Key Findings:

The SIP report evaluated Maths, SEN, behaviour and personal welfare and development. In order for the academy to meet outstanding the following recommendations were provided:

- Ensure that all of the national curriculum is planned and covered by all teachers in a sequential manner.
- Consider introducing a consistent model for 'Big Maths' lessons.
- Review the Maths policy to ensure it focuses on adaptive teaching to support all learners.
- Embed the use of concrete and pictorial resources to support less able learners.
- Further develop the consistency in the teaching of SEND (some differentiation, not adaption of learning was observed in some classes 0 Y2/Y3).
- Ensure SEND learners have access to the full curriculum and not constrained by grouping arrangements as seen in one class
- · Carry out an annual self-review of SEND and identify priorities from the self-review.
- A full SEND review is recommended

Persistent Absence	7.7	7.1	
Disadvantaged	96.1	94.9	
SEND	91.8	92.9	
Looked After Children			

Students) National Average: 94.1%

<50% (Number of

Whole School

Exc. Nursery

	Cumulative over the year
Fixed Penalty Notices	4
Parenting Contracts	22
Education Supervision Orders	0
Attendance Prosecutions	9
Parenting Orders	0
	Current
External Alternative Provision Placements	1
Students on part-time tables	1

	SEN Number of Students Excluded	0.00	0% (0)	1.1% (1)	2.2% (2)				
OFS	TED Judgements				Mos	it Recent Inspec	tion	SEF Judgement	
Lead	dership					Good		Good	
Qua	lity of Education	f Education Good						Good	
Beh	aviour and Attitudes					Good		Outstanding	
Pers	sonal Development					Good		Good	
Earl	v Years Provision					Good		Good	

Behaviour

2023

0.4%(2)

0% (0)

0% (0)

Exclusions

Apr 2022

0.31% (3)

0.31% (3)

0% (0)

Local

1.7%

0.8%

0.01%

2022

0.8% (4)

0.21% (1)

0% (0)

0% (0)

Live	Achievement	Data	- December	2022

Trust Capacity to Support

