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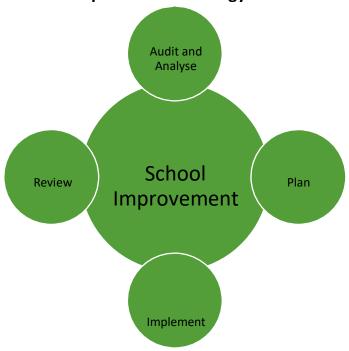
1. High performing academies
2. Collaborative
3. People (to attract, develop and retain the best talent)
4. Finance and Infrastructure (sustainable finance and infrastructure)
5. Effective leadership

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

Each academy is placed into a school improvement tier at the start of each academic year. The Executive meet to recommend the appropriate tier for each academy for the Trust Board to agree. This recommendation is based on evidence from:

- Published outcomes -
- Internal achievement and progress data
- Most recent Health Check report
- Most recent Ofsted report
- Feedback from stakeholders.

This is an opportunity to investigate forensically the evidence and support leaders in identifying the key priorities and potential actions to achieve the targets set. The school improvement tier is also 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.

Plan and Implement

Targets set will contribute to 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. 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

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

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

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

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
- HR issues increase as a minority of staff are resistant to change

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

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 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

Trust curriculum support

As well as providing tiered support to provide whole academy improvement, Trust and Academy leaders will tier the performance of curriculum areas at the start of the academic year to identify the appropriate support required in curriculum areas. The tier rating of each curriculum area will be recorded on the academy card.

Tier	Subject Curriculum Review and Evidence		Reviews per year	Support	Monitoring

1	• Intent - secure
	• Implementation - highly effective
	• Impact – outcomes regularly in line or above national.
		- Review
		- T&L diagnostic/Review
		- Outcomes
			1	• Line management – AP/VP meet every 2 weeks
				• Able to offer support
				  - leadership
				  - T&L
					Normal

2	• Intent - secure • Implementation - effective • Impact - On an improving trend towards national.	- Review - T&L diagnostic/Review - Outcomes	2	• Line management – AP/VP meet every 2 weeks	
3	• Intent - secure • Implementation - effective • Impact – Outcomes are weak but leadership has the capacity to improve.	- Review - T&L diagnostic/Review - Outcomes/Line management	2 (Trust support one review)	• Line management – AP/VP meet every 2 weeks • Leadership support from Tier 1 Leader • VP led Faculty T&L support if required	Enhanced
4	• Intent - secure • Implementation - ineffective • Impact – Outcomes are weak but leadership has the capacity to improve.	- Review - T&L diagnostic/Review - Outcomes/Line management	2 (Trust support both reviews)	• Line management – Principal/VP meet every 2 weeks • VP led Faculty T&L Support plan • Trust - Leadership Coach and T&L support	
5	• Intent – Not secure • Implementation - ineffective • Impact – Outcomes are weak and leadership does not have the capacity to improve.	- Review - T&L diagnostic/Review - Outcomes/Line management	3 Trust led Reviews	• Line management –Principal/VP every week • Implement approved Scheme • VP led Faculty Leadership Support plan and T&L support plan • Trust - Leadership mentor and T&L support	

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)
- 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
- Trust dashboards/Academy cards/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.

Trust central team review

Trust executive leaders will review the impact of their work 4 weekly and this information will be shared with the relevant Principal. Meetings will be phase led and the following principles are in place to ensure accurate evaluation of impact.

- Trust executive leads will agree clear school improvement objectives with the Principal (tier 1-3) outlining the focus of the school improvement input.
- Trust executive leads will meet as a network to coordinate plans
- At each review meeting Trust executive leads will provide an evidence base to support accurate evaluation of impact for each school improvement objective.

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.

As at 1.4.25

Appendix 1 – Academy Card

July 2025

Context	Academy	National
Total on Roll	468	282
Pupil Premium (%)	40	23
EAL (%)	10	21
SEN (%)	25	14
Deprivation Indicator	0.29	0.21

Phonics	2022	2023	2024	2025	Target	National
% Achieving by Year 1	92	81	85	78	83	80
% Achieving by Year 2	92	98	96	90	90	91

EYFS	2022	2023	2024	2025	Target	National
% Good level of development	78	77	73	73		67

Attendance	2019	2021	2022	2023	2024	2025 YTD	Target	National
Whole School Attendance	93.1%	96.0%	94.4%	94.9%	95.2%	95.4%	National	94.5%
Excluding Nursery	96.0%	96.2%	94.4%	95.2%	95.4%	95.9%	National	94.5%
Persistent Absence	7.7%	11.1%	13.2%	11.9%	11.5%	8.4%	National	94.5%

Behaviour	2019	2021	2022	2023	2024	2025 YTD	Target	National
No. of students suspended	0.4%	0.0%	0.2%	0.4%	0.2%	0.4%	0.0%	0.6%
No. of students 2+ suspensions				0.0%	0.0%	0.4%	0.0%	
Permanent Exclusions	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%

KS2	2022	2023	2024	2025	Target	National
% Meeting Expected in RWM	85	80	74	76	76	59
% Meeting Higher standard in RWM	16	15	7	18	18	11

Subject	2022	2023	2024	2025
% Exp in Reading	87	82	84	82
% Exp in Writing	93	95	87	83
% Exp in Maths	95	88	84	81

Ofsted Next Steps

Last Inspection: 22nd October 2024
Next Inspection Due: 2026/27

Next Steps -
 • No areas of improvement identified. Next inspection will be a graded inspection

Health Check

Last Health Check:
Next Health Check Due:

Leaders are accurate in their judgements. Leaders should continue to ensure that:

 • All subject leaders can explain their curriculum intent and how quality assurance is used to monitor implementation and impact
 • Effective systems are in place to ensure timely support for pupils with the greatest need

Trust Capacity to Support

Primary

Executive ▶ **Primary School Improvement (Leadership)**

| Math Standards across the Trust | English Standards across the Trust | Science Standards across the Trust | Wider Curriculum across the Trust | Early Years across the Trust |

Secondary

Executive ▶ **Secondary School Improvement (Leadership) x2**

Secondary Achievement across the Trust

Quality of Education

| Humaniities Standards across the Trust | Math Standards across the Trust | English Stardards across the Trust |

| Science Standards across the Trust | Vocational Standards across the Trust | PE Standards across the Trust |

Partnerships:
- Independent School Sector
- Careers Organisations (e.g CEC)
- Character Organisations
- Local Businesses
- Ofsted/DFE/LA
- Chartered College of Teachers
- Teach First / Teaching Schools
- Other Educational Trusts
- Federated School Partners

- Stakeholder Engagement
- Computing / Digital
- Safeguarding / SEND
- Careers & Ambition
- SCITT / Teacher Development

Networks:
- Research and Development Network
- Subject Networks
- Strategic Leadership Network
- Inclusion Network
- Safeguarding Network
- Behaviour and Attendance Network
- Pupil Premium
- Character / Careers Network
- Environment Sustainability
- Business Managers