



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 high expectations and aspiration is embedded.
- Pupils consistently show self-discipline, dedication to learning and high levels of respect within a culture highly conducive to learning.
- Positive relationships and a highly inclusive culture ensure that pupils and staff feel that they belong to the academy and Team Alpha.
- An ambitious, consistently high-quality curriculum is taught highly effectively, so that pupils, including disadvantaged pupils and those with SEND, achieve consistently well and are exceptionally well prepared for their next steps.
- Leaders support staff wellbeing and manageable workload, sustaining a highly professional, stable and committed workforce.
- A highly effective culture of professional learning and expertise is embedded, informed by the best available evidence and research.
- Leaders develop expertise as a key driver of improvement and use exceptional practice to support improvement across the Trust and beyond.
- Governors use their knowledge and expertise to provide consistent support and robust challenge, sustaining exceptionally high standards.
- A highly effective culture of safeguarding exists.

Trust support

- 2-5 year master plan.
- Development plan focussed on priorities that will sustain strong or better provision.
- 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 exceptional provider.
- Contribute and receive support from Trust networks.
- Strategic capacity established to provide expertise for Trust/city development.
- Governor Challenge & Improvement meetings as required to support any identified risks.

Tier 2 Grow (Academy led)

- Attendance and PA are close to national averages.
- The curriculum is ambitious, suitable and well planned, and is taught consistently well across subjects and year groups; any isolated inconsistencies are identified and addressed promptly.
- Pupils generally achieve well and are ready for their next stage; attainment and progress are broadly in line with national averages, with any gaps closing quickly.
- Leaders have an accurate, informed understanding of provision and use evidence and insight to assure quality and take timely action where improvement is needed.
- Professional learning is evidence-informed, of high quality and designed to build staff expertise in line with academy priorities.
- Governors understand the academy's context and provide appropriate support and challenge, assuring themselves of the impact of leaders' work.
- High expectations, positive relationships and well-understood routines create a safe and calm environment in which pupils generally behave well and low-level disruption is infrequent.
- Safeguarding is met.

Trust support

- 2-5 year master plan.
- Development plan focused on priorities that will move the academy to strong or better provision.
- 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 exceptional provider.
- Contribute and receive support from Trust networks.
- Support from Trust school improvement team.
- Governor Challenge & Improvement meetings as required to support any identified risks.

Tier 3 Reinvent (Academy led)

- Attendance remains below national averages, but improving.
- Leaders have appropriate ambitions for curriculum and teaching, but weaknesses or inconsistencies remain; appropriate improvement action has begun, although its impact is not yet consistently secure.
- Professional learning is developing, but it is not yet sufficiently precise, embedded or consistently effective in improving staff expertise and practice.
- The intent of a broad and ambitious curriculum is starting to be established.
- Pupils' attainment and progress remain inconsistent or not as strong as they need to be, although leaders' actions are beginning to improve achievement.
- Leaders broadly understand the academy's strengths and areas for development and are taking appropriate action, but implementation lacks precision or is not securing improvement quickly enough.
- Expectations, relationships and routines are improving, but weaknesses or inconsistencies continue to limit behaviour, attitudes or pupils' sense of belonging.
- Suspension remains higher than national averages.
- Leaders are addressing inconsistencies in staff practice and engagement, but the culture of high expectations and professionalism is not yet securely embedded.

Trust support

- 2-5 year master plan.
- Development plan is comprehensive and ensures all priorities that secure the expected standard of 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 e.g. PEIA.
- Support from Trust school improvement team.
- Contribute and receive support from Trust networks.
- Governor Challenge & Improvement meetings every half term.

Tier 4 Stabilise (Trust led)

- Attendance and persistent absence are weaker than they should be; leaders do not yet have an effective strategic approach to identifying barriers and securing sustained improvement.
- Leaders' understanding of curriculum and/or teaching is inaccurate or insufficiently precise; significant weaknesses are not tackled effectively and staff do not receive the expertise development they need.
- Pupils' attainment and progress are significantly weaker than they should be, with little or no signs of improvement.
- The academy's capacity to improve is poor: leaders do not identify and prioritise the right issues, take suitable timely action or provide effective accountability.
- Leaders do not secure consistently positive behaviour; disruption reduces learning and sanctions, suspensions and/or exclusions may be used inappropriately.
- Leadership arrangements do not secure a stable, effective workforce; staff absence, recruitment and retention significantly limit the academy's capacity to improve.
- Safeguarding is not met: serious and/or widespread failures mean that pupils may not be safe, or statutory safeguarding responsibilities are not fulfilled.

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 meetings 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	- Review	1	- Line management – AP/VP meet every 2 weeks - Able to offer support - leadership - T&L	Normal
	• Implementation - highly effective	- T&L diagnostic/Review			
	• Impact – outcomes regularly in line or above national.	- Outcomes			
2	• Intent - secure	- Review	2	Line management – AP/VP meet every 2 weeks	
	• Implementation - effective	- T&L diagnostic/Review			
	• Impact - On an improving trend towards national.	- Outcomes			
3	• Intent - secure	- Review	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	
	• Implementation - effective	- T&L diagnostic/Review			
	• Impact – Outcomes are weak but leadership has the capacity to improve.	- Outcomes/Line management			
4	• Intent - secure	- Review	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	Enhanced
	• Implementation - ineffective	- T&L diagnostic/Review			
	• Impact – Outcomes are weak but leadership has the capacity to improve.	- Outcomes/Line management			
5	• Intent – Not secure	- Review	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	
	• Implementation - ineffective	- T&L diagnostic/Review			
	• Impact – Outcomes are weak and leadership does not have the capacity to improve.	- Outcomes/Line management			

- Curriculum tiering model applies to Secondary and Primary (core subjects) Wider curriculum subjects and EYFS applicable where tier 3/4/5 identified.

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.

Appendix 1 – Academy Card



01 September 2026

Context	Academy	National	Phonics	2022	2023	2024	2025	2026	Target	Close to National	National
Total on Roll	225	282	% Achieving by Year 1	65	92	83	82	82	80	74 - 86	80
Pupil Premium (%)	62	23	% Achieving by Year 2	92	93	97	90	86	87		91
EAL (%)	38	21	EYFS	2022	2023	2024	2025	2026	Target	National	
SEN (%)	25	14	% Good level of development	70	71	73	74	76	77	68	
Deprivation Indicator	0.3	0.21									
Attendance	2019	2021	2022	2023	2024	2025	2026	Target	National		
Statutory Attendance	92.1%	94.6%	94.5%	95.0%	94.3%	95.4%	95.6%	National	94.4%		
Attendance All Children	95.8%	95.7%	94.6%	94.2%	95.0%	95.2%	95.5%	National	94.4%		
Persistent Absence	11.7%	11.3%	14.8%	13.0%	16.1%	9.0%	10.9%	National	13.5%		
Severely Absent	1	1	1	1	1	4	6				
Behaviour	2019	2021	2022	2023	2024	2025	2026	Target	National		
No. of students suspended	0.4%	0.9%	0%	0%	0%	0%	0%	0%	0.6%		
No. of students 2+ suspensions	0.4%	0.9%	0%	0%	0%	0%	0%	0%			
Permanent Exclusions	0.0%	0.0%	0%	0%	0%	0%	0%	0%	0.0%		

KS2	2022	2023	2024	2025	2026	Target	Close to National	National
% Exp in RWM	70	75	70	77	83	80	54 - 70	62
% Higher in RWM	3	6	7	7	21	14	5 - 12	8

KS2 by Subject	2022	2023	2024	2025	2026	Close to National	National
% Exp in Reading	83	84	77	97	93	69 - 82	75
% Exp in Writing	77	84	83	83	83	65 - 79	72
% Exp in Maths	77	91	80	87	93	67 - 82	74

Ofsted Next Steps

Last Inspection: 5th March 2024
Next Inspection Due: 2027/28

Next Steps -

Staff do not always ensure that pupils have a secure understanding of the key knowledge and skills needed for future learning in some subjects. As a result, pupils struggle to make connections between what they already know and new learning. The school should ensure that staff implement the curriculum effectively checking so that pupils remember more over time

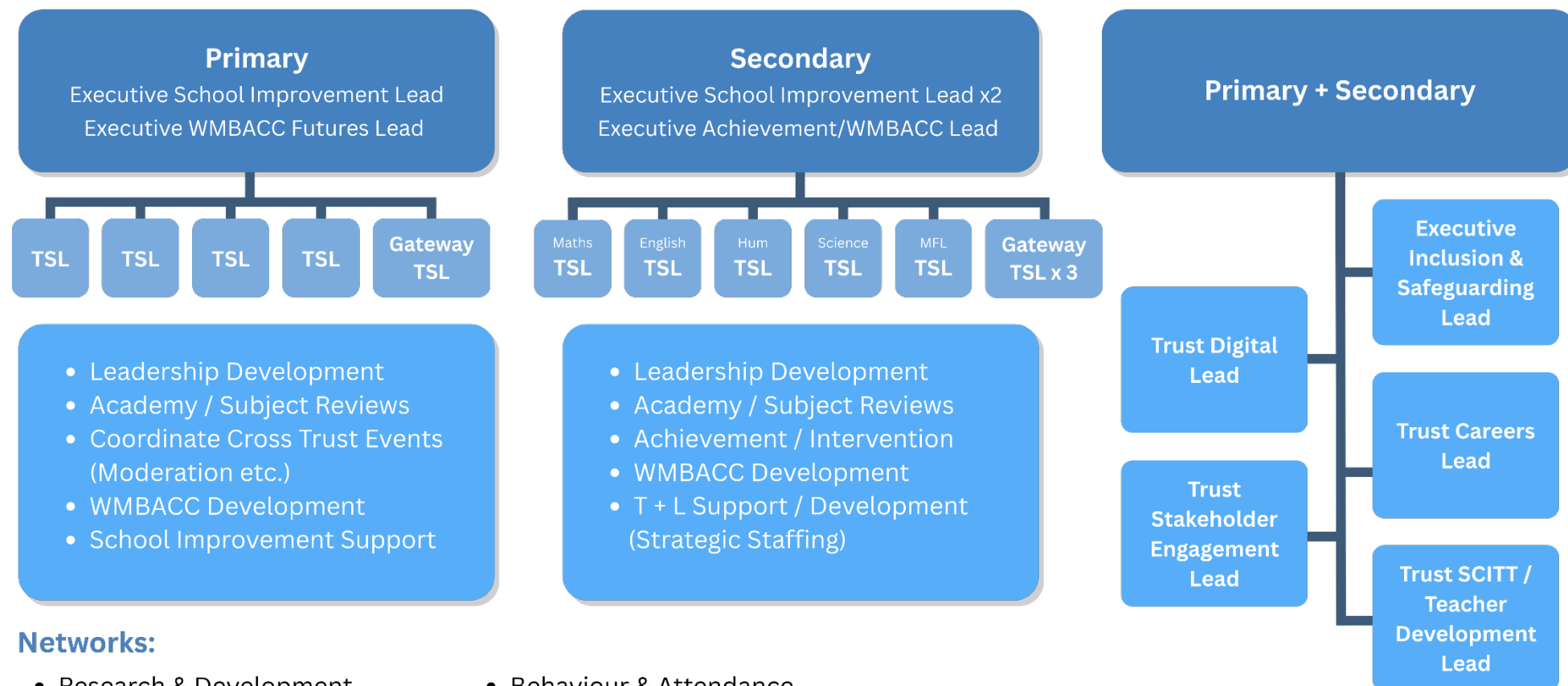
Health Check

Last Health Check: October 2025
Next Health Check Due: 2026

The Academy's self-evaluation reflects the outcomes of this review. Leadership remain committed to continuous improvement and should:

- Continue the positive wider curriculum development
- Continue to develop questioning techniques across all subjects
- Monitor the impact of the writing intervention closely and ensure data reflects accelerated progress for SEND pupils
- Continue to provide CPD for ECT's with a focus on pupil engagement strategies and reducing teacher-led input

Trust Capacity to Support



Networks:

- Research & Development
- Subject Networks
- Primary Moderation
- Secondary Achievement
- Inclusion/Safeguarding
- Strategic Leadership
- Behaviour & Attendance
- Teacher Workforce Development
- Futures Network
- Environment Sustainability
- Business Managers
- AI