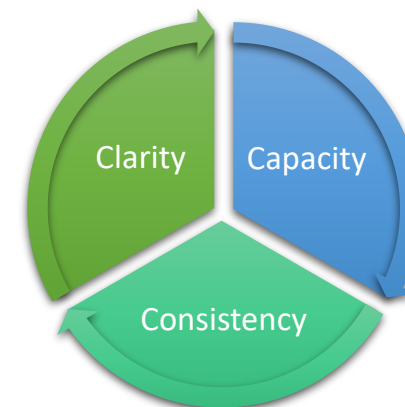




An Daras Trust
Igniting Curiosity Growing Capabilities



An Daras Multi-Academy Trust

Trust Improvement Strategy - Overview (v1.3)

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Schools	All
Version	v1.3
Author	W. Hermon
Operational v1.3	Sept 23
Linked ADMAT Documents	ADMAT School Improvement Annual Schedule ADMAT Risk Register ADMAT Vision and Ethos Statement ADMAT Capabilities Curriculum Strategic Framework DFE Trust Quality Descriptors May 23 C of E Education Office: Our Hope for a Flourishing School System 2023

An Daras Multi Academy Trust

Clarity, Consistency and Capacity in Context – Building Blocks for School Improvement

'Improving outcomes for pupils is the raison'd etre of MATs and so it should not be asking too much to have a deeper understanding of what effective practice looks like.' Robert Hill (Visiting Professor, UCL School of Education)

'The growth of 'Capability Mature' children who are positively engaged, compassionate, competent young people conscious of the part they play in society, who are curious about the world around them and their place in it.' An Daras Trust Vision statement (2023)

Strategy Rationale

- This strategy document provides an overview of how An Daras Multi Academy Trust operates its school improvement programme to ensure effective education is delivered across all settings. It details the basic pedagogy, strategy and network model deployed by the Trust which allows the best use of talents and resources to meet the **2023 DfE Trust Quality Descriptor** five pillars (*High Quality and Inclusive education, School Improvement, Workforce, Finance and Operations, Governance and Leadership*) as well as the six recommendations for trust leaders in **C of E: Our Hopes For a Flourishing School System**.
- An Daras recognises school improvement initiatives are not just a tool for accountability but also a key driver for initiating, supporting and embedding effective practice within each school. The Trust *'gain ground'* - where we achieve **success, impact and consistency** within our schools is a key part of how we identify our moral purpose to contribute to children's education across the local region.
- ADMAT School Improvement model encompasses and *'joins the dots'* between **DfE Trust Quality Descriptors** (May 23) and our **vision and ethos, strategic planning, Trust non-negotiables, school improvement programmes, performance management processes, curriculum design, pupil and parent voice, standards, CPD and whole school effectiveness**.
- An Daras has designed its school improvement strategy to ensure it is being effective at impacting on, and adding value to our curriculum provision to support the four following strategic priorities;
 - ✓ *Improving rates of attainment*
 - ✓ *Improving rates of progress*
 - ✓ *Improving attainment and progress for disadvantaged*
 - ✓ *Ensuring inspection outcomes are positive*
- These are underpinned by a clear Trust commitment to deliver the following operational delivery drivers through our school improvement programme;

- ✓ *Ambitious aspiration*
- ✓ *Strong focus on attendance*
- ✓ *Quality time for learning*
- ✓ *Rigorous 'Capabilities Curriculum' model*
- ✓ *Real time assessment*
- ✓ *Capacity building in teachers*
- ✓ *Incentives for positive behaviour*
- ✓ *Standardised and systematic routines*
- ✓ *High quality pastoral support*
- ✓ *Creating a joyful culture*
- ✓ *Investing in leadership development*

School Improvement – Trust Model

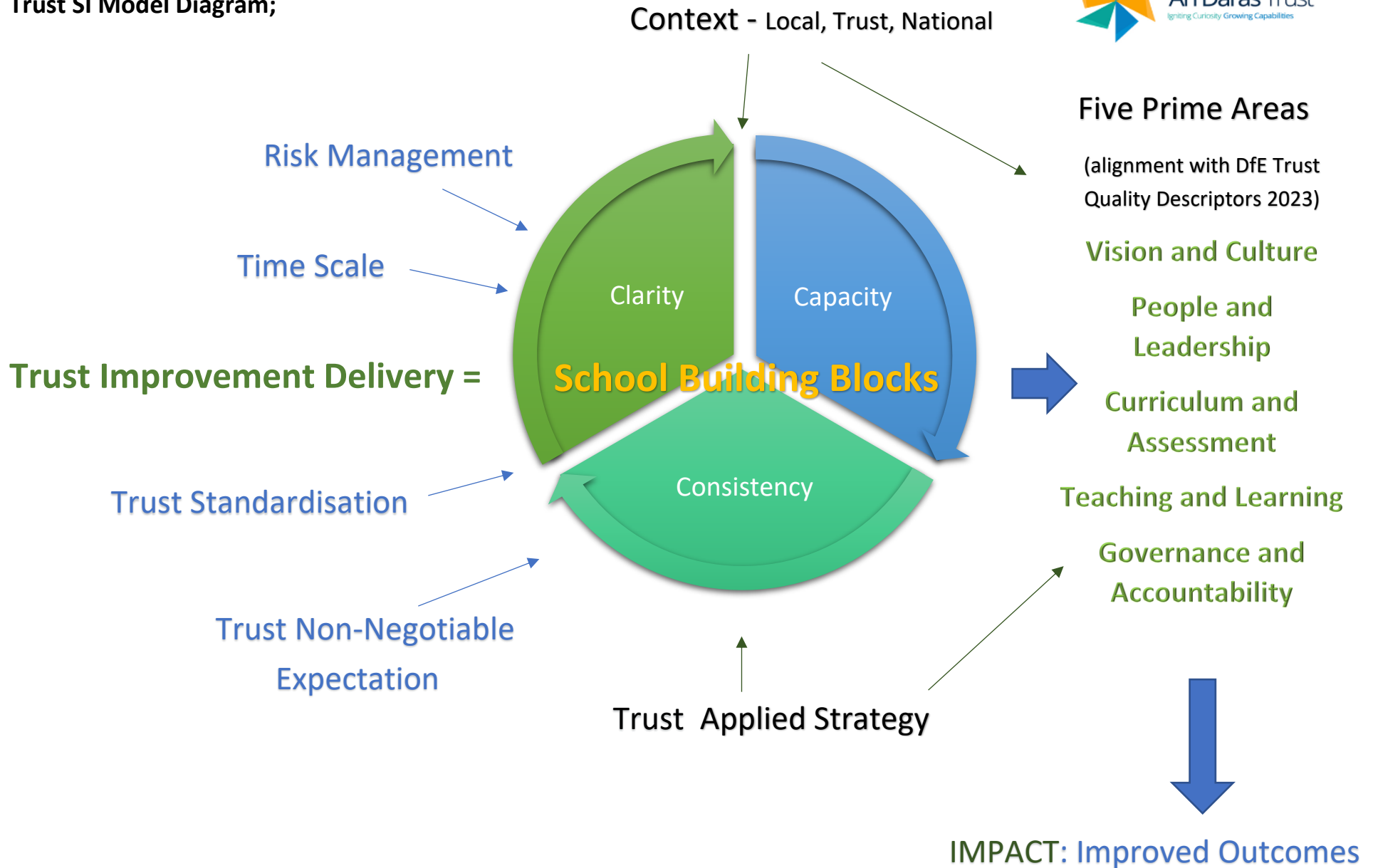
- The Trust strategy model is structured around establishing sustainable school improvement '*building blocks*' of **capacity**, **consistency** and **clarity** in school operations delivered through interlinked improvement strategies informed by Trust, national and local school **contexts**. We define these essential building blocks as;
 - ✓ **Capacity** – *the ability to design, deliver and lead change within an agreed strategic vision*
 - ✓ **Consistency** – *the ability to standardise systems, process, protocols and standards to*
 - ✓ **Clarity** – *the rigorous application of school improvement models, CPD programmes and*
 - ✓ **Context** – *the identification of Trust and local priorities which deliver gain and value added for stakeholders*

This strategy overview document exemplifies the Trust's understanding and approach to school improvement '*building blocks*' centred around the five operational prime areas.

'Building models is very different from proclaiming truths. It's a never-ending process of discovery and refinement, not a war to win or a destination to reach. Uncertainty is intrinsic to the process of finding out what you don't know, not a weakness to avoid... and decisions are made by evaluating what works better, not by invoking received wisdom.' Neil Gerschenfeld ('This Will Make You Smarter', 2012 Edited by Brockman J, Black Swan Publishers)

The '**Centralised Curriculum Model**' (i.e. '*Capabilities Curriculum*') remains the key prime operational driver for delivering effective school improvement as it impact resonates across all five prime areas.

Trust SI Model Diagram;



School Improvement Strategy – Prime Areas (linked to 2023 DfE Trust Quality Descriptors)

- Trust improvement strategies focus on building and impacting positively on the five prime operational areas of a school's work to ensure provision and therefore standards for all pupils are improving. The five prime areas are defined as;

1. Vision, Culture and Ethos (*SI Building: Clarity*) – DfE TQD Pillar 1 - High Quality and Inclusive Education

- Trust applied improvement strategies and standardisation to develop;
 - Creating shared vision, aspiration and expectation
 - External partnerships and networking within the wider educational landscape
 - School improvement drivers and accountabilities
 - Maintaining a forward thinking and up to date Trust Improvement Strategy

2. People and Leadership (*SI Building: Capacity and Consistency*) - DfE TQD Pillar 1 - High Quality and Inclusive Education, Pillar 3 - Workforce

- Trust applied improvement strategies and standardisation to develop;
 - Relentless focus on academic achievement
 - Implementing and acting on quality assurance systems
 - Developing and distributing leadership
 - Assembling and using school improvement expertise
 - Highly effective adaptive CPD and long-term training plans for staff at every level – **Visible Learning, Thinking Matters**
 - Staffing impact on improving the quality of teaching and learning
 - Flexible application of school improvement strategies to a school's specific context and needs

3. Curriculum and Assessment (*SI Building Capacity and Consistency*) - DfE TQD Pillar 1 - High Quality and Inclusive Education, Pillar 2 - School Improvement

- Trust applied improvement strategies and standardisation to develop;
 - Trust '**best endeavour**' expectations for all staff
 - Curriculum and assessment standardisation where that suits context
 - Context driven and evolving curriculum – Trust '**Capabilities Curriculum**' model
 - Instructional model of learning – key practices
 - Benchmarking – Trust and individual schools against recognised and relevant national markers

4. Teaching and Learning (*SI Building: Capacity and Consistency*) - DfE TQD Pillar 1 - High Quality and Inclusive Education, Pillar 2 - School Improvement

- *Trust applied improvement strategies and standardisation to develop;*
 - a) Frequent, focussed peer to peer and school leader monitoring to develop teachers strengths
 - b) High dosage tutoring for suitable groups of learners
 - c) Increased instructional time to ensure clarity of understanding
 - d) Meeting spectrum of learning needs through adaptive teaching
 - e) Regular peer to peer curriculum review and cross Trust learning focussing on subject effectiveness

5. Governance and Accountability (*SI Building: Clarity and Consistency*) - - DfE TQD Pillar 4 - Finance and Operations, Pillar 5 – Governance and Leadership

- *Trust applied improvement strategies and standardisation to develop;*
 - a) Risk management
 - b) Finance management
 - c) Trust improvement planning

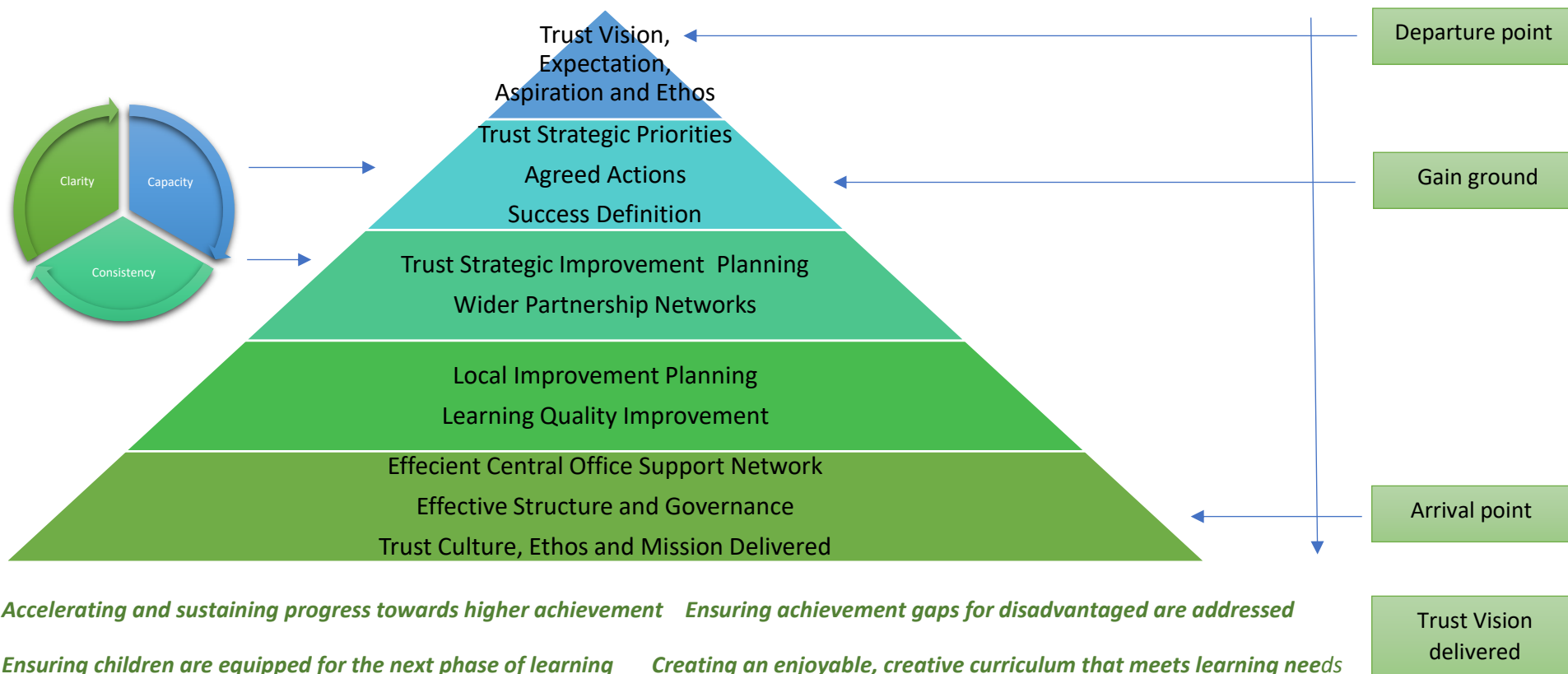
Standardised Systems Note: The Trust runs a wide range of standardised and centralised systems and these are referred to across the content of this document. Below shows the range of system standardisation already achieved. These are all integral to our school improvement arrangements;

Trust Standardised System	School Improvement Purpose and SI Building Block Link
<i>Self-evaluation formats</i>	<i>ADMAT internal improvement (Clarity and Consistency)</i>
<i>Risk management formats</i>	<i>ADMAT internal/external improvement (Capacity and Clarity)</i>
<i>Curriculum design and planning</i>	<i>ADMAT internal improvement (Consistency and Capacity)</i>
<i>Internal/external quality assurance monitoring and reporting</i>	<i>ADMAT internal/external improvement (Consistency and Clarity)</i>
<i>Assessment procedures at all Key Stages</i>	<i>ADMAT internal improvement (Capacity and Clarity)</i>
<i>Pupil performance tracking systems</i>	<i>ADMAT internal improvement -I track (Consistency and Clarity)</i>
<i>Benchmarking systems</i>	<i>ADMAT internal/external improvement (Capacity and Clarity)</i>
<i>Local Governance systems</i>	<i>ADMAT delegation (Consistency and Clarity)</i>
<i>Health and Safety compliance (including safeguarding systems – my concern)</i>	<i>ADMAT internal/external (Consistency and Capacity)</i>
<i>Improvement planning systems</i>	<i>ADMAT internal/external improvement (Clarity and Capacity)</i>
<i>Annual leadership schedules</i>	<i>ADMAT internal improvement (Capacity)</i>
<i>CPD programme</i>	<i>ADMAT internal improvement (Capacity)</i>

1. Vision, Culture and Ethos *(SI Building: Clarity)*

a) Creating shared vision, aspiration and expectation *(SI Building: Consistency and Clarity)*

- **Key Vision** – *‘Igniting Curiosity, Growing Capabilities’*.
- All Trust schools will focus on delivering school improvement programmes closely linked to their local need and the Trust priorities – providing a *‘departure’* point and *‘arrival’* point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. SI needs will be identified by using the full range of Trust self-evaluation tools. The pyramid indicates the overall SI implementation strategy;



b) External partnerships *(SI Building: Capacity)*

- A key part of Trust improvement planning is establishing positive working relationships with partner organisations who provide additional knowledge, resources and specialisms to our SI programmes. Examples of our wider network links include;

ADMAT School Improvement Partnerships	School Improvement Gain	MAT Wider Contributions
Diocese of Truro Diocese of Exeter	<i>Local governance</i> <i>Leadership support</i> <i>SIAMs support</i> <i>Curriculum specialisms</i>	<i>LA moderation programmes</i> <i>Maths and English Hub lead</i> <i>Associate tutor programme - UoP</i>
Osiris Education – Visible Learning	<i>Adaptive and long term CPD support</i>	<i>Trust is a partner organisation</i>

c) School Improvement drivers and accountabilities *(SI Building: Consistency)*

- Trust School Improvement strategies ensure local and Trust responsibilities are clear – ‘Who does what?’ questions are avoided as the structure is already established. Ensures all are enabled to pull in the same direction.

Trust Self-Improving School Responsibilities	Trust Improvement Team Responsibilities	External Organisation Responsibilities
<ul style="list-style-type: none"> ▪ <i>SEF</i> ▪ <i>School improvement plan</i> ▪ <i>Internal monitoring schedule</i> ▪ <i>Local staff development programme</i> ▪ <i>Local pupil performance analysis</i> ▪ <i>Local policies</i> ▪ <i>Peer review</i> 	<ul style="list-style-type: none"> ▪ <i>T+L approach and development</i> ▪ <i>Data analysis</i> ▪ <i>Targeted visits – challenge and support</i> ▪ <i>SATS training</i> ▪ <i>School improvement planning leadership</i> ▪ <i>Identification of Trust priorities</i> ▪ <i>Bespoke work with schools</i> ▪ <i>Trust policies</i> ▪ <i>Talent management</i> ▪ <i>Creation of wider networks</i> ▪ <i>Professional consultant management</i> ▪ <i>Establishing coaching and mentoring programmes</i> ▪ <i>Self- evaluation support</i> 	<ul style="list-style-type: none"> ▪ <i>Professional development programmes</i> ▪ <i>Teacher training – SCITT</i> ▪ <i>Education research</i> ▪ <i>Maths hub liaison</i> ▪ <i>Use of professional consultants</i>

Internal System Leadership	Trust CEO Leadership	External School Improvement Scrutiny
<ul style="list-style-type: none"> ▪ Address local and Trust priorities ▪ Share best practice (year groups/subjects) ▪ Develop leaders ▪ Curriculum moderation ▪ Validating internal judgements ▪ Support network for teachers ▪ Deployed as internal Trust specialist support 	<ul style="list-style-type: none"> ▪ Set Trust priorities ▪ Co-ordinate Trust improvement planning ▪ Accountability for performance of schools ▪ Monitoring effectiveness of the school improvement and challenging appropriately ▪ Growth and sustainability of Trust 	<ul style="list-style-type: none"> ▪ Challenge school leadership team's judgement of the school or Trust ▪ Provide reporting on current performance of schools or Trust and suggest areas for development ▪ Provide independent overview of effectiveness of the Trust Improvement Strategy and structure

2. People and Management *(SI Building: Capacity and Consistency)*

a) Relentless focus on academic achievement *(SI Building: Capacity and Consistency)*

- Trust improvement strategy ensures clear **annual performance benchmarks (KPIs)** are set for the Trust, the schools and individual staff – these thread through improvement planning, performance management key indicators and termly school level pupil achievement meetings.
- **Standardised Trust improvement planning** focuses on improving learning outcomes and standards of attainment and progress – Trust standardised curriculum and assessment tools (*e.g. Termly curriculum audit reviews, termly Improvement plan reviews*), self-evaluation and quality assurance systems and benchmarking data allow for a shared understanding of weaknesses to be understood by the Trust and the individual school.

b) Implementing and acting on quality assurance systems – pro-active leadership model *(SI Building: Capacity)*

- **ADMAT Quality Assurance Systems** (*internal/external scrutiny – e.g. Internal ISDR review, Termly Heat Map, KPIs for absence, SEND, annual OFSTED type reviews*) quickly identify areas of weaknesses within the Trust but also within individual schools. This is part of our termly and annual review cycle which uses standardised reporting to ensure clarity and consistency of information.
- **Trust Improvement Officer** capacity is flexible, scalable and of high quality with a focus on dis-advantaged pupils– allowing the Trust to identify issues quickly and provide support to schools to address them, with use of wider external support or challenge when required e.g. SEND review
- **Trust senior/middle leadership effectiveness** is supported by an established annual cycle which defines key school improvement expectations, processes and systems. Trust monitoring of senior/middle leaders impact is facilitated by a shared and consistent framework based on common Trust expectations supported by effective leadership CPD and peer to peer review. All Trust leadership training focuses on establishing the following leadership skills;

Proactive leadership routines for good quality assurance	Reactive leadership routines to avoid (ad hoc)
<ul style="list-style-type: none"> ▪ <i>Focussed priorities</i> ▪ <i>Future Focussed</i> ▪ <i>Persistent drive</i> ▪ <i>Dialogue and exchange</i> ▪ <i>Change in the school/Trust</i> ▪ <i>Honest dialogue</i> ▪ <i>Data rich and data informed</i> ▪ <i>Specificity</i> ▪ <i>Regular reviews and audits of position</i> <div style="text-align: right; font-size: 2em; color: green;">✓</div>	<ul style="list-style-type: none"> ▪ <i>Everything matters</i> ▪ <i>Present focussed</i> ▪ <i>Hyperactivity</i> ▪ <i>Soundbites</i> ▪ <i>Announcements</i> ▪ <i>Assumption</i> ▪ <i>Guesswork</i> ▪ <i>Impressions</i> <div style="text-align: right; font-size: 2em; color: red;">✗</div>

c) Developing and distributing leadership *(SI Building: Capacity and Clarity)*

- Trust improvement strategy focuses on evolving, defining and refining roles of senior leaders *(e.g. through a leadership handbook approach)*
- Trust capacity building focuses on delivering an instructional leadership model and leading a learning culture.
- Trust aims to deploy expertise strategically and grow a leadership pipeline to aid retention and recruitment.
- School improvement empowers middle leaders to lead improvement networks.
- School improvement CPD strategies ensure coaching and mentoring opportunities for emerging leaders.

d) Assembling and using school experience expertise *(SI Building: Capacity and Clarity)*

- Trust improvement strategy is designed to ensure Trust wide skills are increasing internal capacity to deliver required leadership and improvement at every level. Flexibility in staffing deployment ensures all schools get the support they need in their weakest areas. Any further support can be organised through a wider network of external specialists the Trust has available;

Leadership Capacity	Roles and Skills	Key Tasks
Senior Leaders	<i>Explaining the vision</i> <i>Setting expectations</i> <i>Leading pedagogical dialogue</i> <i>Fostering a supportive learning culture</i> <i>Knowing how to assess impact</i> <i>Holding to account</i>	<i>Overseeing 'Capabilities Curriculum' development</i> <i>Focussing on precise areas of improvement</i> <i>Ensuring high quality CPD and coaching</i> <i>Deploying expertise, building capacity and sharing knowledge</i> <i>Monitoring and acting on progress data</i>

		<i>Quality assurance and performance managing</i>
Middle Leaders	<i>Provide energy to drive change Capacity to tackle operational problems Creates curriculum momentum Fosters ownership of improvement Gateway for talent development</i>	<i>Leading operational change particularly in effective curriculum delivery Monitoring of change impact</i>
Specialist Leaders	<i>Specialist knowledge in critical areas – SEND, subject Provision of consistent strategy Putting vision into operational practice</i>	<i>Improving teaching and learning quality Moderating specific standards</i>
External Leaders	<i>External review of individual schools and Trust as a whole</i>	<i>Supporting self-evaluation Supporting quality assurance</i>

- **Trust school improvement consultants/improvement expertise** fully established and operating across all Trust schools. Examples are;
 - ✓ *OFSTED Lead Inspector* – Focussing on standards, OFSTED framework criteria, SEF quality, learning quality assurance, leadership performance management.
 - ✓ *Teaching and Learning Development Lead* – Focussing on in class teaching and learning monitoring coaching and analysis.
 - ✓ *EYFS and Pre-School Leadership* – Focussing on EYFS data analysis, EYFS/Pre-School learning provision and quality assurance, EYFS SEF writing, Pre-School/EYFS transition.
 - ✓ *School Improvement Systems Leadership* – Focussing on monitoring system quality, leadership quality assurance, external data analysis.
 - ✓ *SIAMS Inspection Leadership* – Focussing on all aspects of SIAMS framework to support our church schools.
 - ✓ *Diocese Governance Consultant* – Focussing on governance systems and leadership.
 - ✓ *Standards Moderation Leader* – Focussing on accuracy of standards assessment.
 - ✓ *Specialist Subject Leads* – Maths and English hub, RE and PE development.

e) Highly effective CPD (*SI Building: Capacity and Consistency*)

- Trust improvement model places a high value on Trust wide **‘adaptive CPD’** packages to support leader’s growth, potential and teaching and learning skill improvement. The **‘virtuous CPD cycle’** below shows the operational teaching and learning gain.
- Trust class based CPD is currently based around **‘Visible Learning’** pedagogy developed by Professor John Hattie, supported by Osiris Education.
- All senior leaders are expected to complete an external professional qualification before taking on a Trust post, middle leaders are expected to undertake and complete NPQML or work towards NPQSL qualifications.

Learning about Effective Practice.... →	Applying the learning in the classroom..... →	Assessing the impact →	Communication and embedding learning.... →
<ul style="list-style-type: none"> ▪ Training ▪ Toolkits ▪ Study groups ▪ Subject experts ▪ Teach meets ▪ Master classes 	<ul style="list-style-type: none"> ▪ Coaching ▪ Observations ▪ Peer review ▪ Lesson study ▪ Action research (VL) ▪ Pupil led research ▪ Online forums 	<ul style="list-style-type: none"> ▪ Assessment data ▪ Hattie effect sizes ▪ Self-evaluations ▪ Surveys ▪ Teacher development ▪ Pupil voice ▪ Pupil outcomes 	<ul style="list-style-type: none"> ▪ On line portals ▪ Peer learning groups ▪ Standardising practice ▪ Internal and external moderation



f) Staffing impact on improving the quality of teaching and learning (SI Building: Capacity)

- Recruiting, training and deploying teachers on a trust basis.
- Agreeing principles and systems for professional development including peer to peer review.
- Adopting and systematically applying a coaching and mentoring model.
- Growing and entrenching the disciplines of inquiry led learning approaches – ‘Visible Learning’ and ‘Capabilities Curriculum’ - Trust wide pedagogy.
- Time for shared teacher to teacher planning, learning and research.
- Learning from other schools, Trusts and organisations on a national level.

h) Adapting school improvement strategies to a school context (SI Building: Clarity and Consistency)

- **Trust self-assessment systems** (i.e. Trust Risk Register templates, twice yearly DfE Trust Evaluation Tool) is used to risk manage the achievement and financial position of a school on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust in partnership with local school leadership. Schools will be reviewed against the following criteria;

Seriously underperforming school	<i>The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions sand modelling what is needed</i>
School that requires improvement to be judged good	<i>A school requiring reinforcements: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better</i>

Good to outstanding	<i>The need for refinement: ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising progress and outcomes</i>
Sustaining excellence	<i>A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely</i>

- Schools academic performance over time is assessed annually and pro-active and standardised Trust improvement planning tools (i.e. AIP format, Leadership schedules) are used to address deficiencies quickly and successfully. In some cases, this may mean additional leadership or teaching, and learning resources being deployed centrally from the Trust as a response to effectively managing risk

3. Curriculum and Assessment *(SI Building: Capacity and Consistency)*

a) Trust ‘best endeavour’ expectations *(SI Building: Clarity)*

- Establishing ‘best endeavour’ expectations in terms of consistent systems for school and staff performance, attendance, behaviour, curriculum, timetabling, assessment, lesson planning and pedagogical approaches. These are legitimised through co-construction, evidence and impact review.
- Setting out in detail how the systems and processes we operate ensure consistency of long-term success.
- Provide a clear framework for inter school working and peer to peer learning and review within the Trust.

b) Curriculum and assessment standardisation *(SI Building: Consistency and Clarity)*

- Arrangements for curriculum (based on the Trust wide ‘**Capabilities Curriculum**’ model) and assessment strategy implementation at individual schools may vary annually or within the school year according to;
 - ✓ Academy performance – measured through data risk management
 - ✓ The nature of individual issues at the school
 - ✓ The stage of the Trust’s journey
 - ✓ Teacher performance
- Trust established standardised outcomes expectations for attainment and progress as *key achievement performance indicators*;

Year Group	Trust Attainment Benchmarks	Trust Progress Benchmarks
EYFS	<i>In line with national average for GLD attainment In line or better in prime area attainment than national average</i>	<i>Nursery data – lowest 20% (blue dot) Disadvantaged progress markers + over non-disadvantaged</i>

Year 1	<i>In line or better than national average attainment in Year 1 phonics standard EYFS GLD pupils achieve Year 1 phonics standard</i>	<i>Disadvantaged progress markers + over non-disadvantaged</i>
Year 2	<i>In line or better with national ARE average % in core subjects All Year 1 phonic non-passers achieve standard EYFS GLD pupils achieve national ARE/ARE+</i>	<i>Disadvantaged progress markers + over non-disadvantaged No gender variation in progress markers</i>
Year 3	<i>In line or better with national ARE average % in core subjects (measured against national end of KS2)</i>	<i>Progress from end of KS1 is positive for overall cohort Disadvantaged progress markers + over non-disadvantaged</i>
Year 4	<i>In line or better with national ARE average % in core subjects (measured against national end of KS2)</i>	<i>Progress from end of KS1 is positive for overall cohort Disadvantaged progress markers + over non-disadvantaged</i>
Year 5	<i>In line or better with national ARE average % in core subjects (measured against national end of KS2) Dis-advantaged attainment in line or better with national non-disadvantaged (measured against national end of KS2)</i>	<i>Progress from end of KS1 is positive for overall cohort Disadvantaged progress markers + over non-disadvantaged No gender variation in progress markers</i>
Year 6	<i>In line or better with national ARE average % in core subjects (measured against national end of KS2) Dis-advantaged attainment in line or better with national non-disadvantaged (measured against national end of KS2)</i>	<i>Progress from end of KS1 is positive for overall cohort Disadvantaged progress markers + over non-disadvantaged No gender variation in progress markers</i>

Trust Key Progress Indicators	Pupil Category	Trust Data IMPACT
<i>Trust SI strategy will target improvements in provision for all pupil achievement groups but will aim to enhance outcomes by moving weakest performance groups to middle or highest achievement bandings.</i>	<i>Low attainers to low attainers</i>	<i>No gain</i>
	<i>Low attainers to middle attainers</i>	<i>Positive</i>
	<i>Low attainers to high attainers</i>	<i>Double positive</i>
	<i>Middle attainers to low attainers</i>	<i>Negative</i>
	<i>Middle attainers to middle attainers</i>	<i>No gain</i>
	<i>Middle attainers to high attainers</i>	<i>Positive</i>
	<i>High attainer to low attainer</i>	<i>Double negative</i>
	<i>High attainer to middle attainer</i>	<i>Negative</i>
	<i>High attainer to high attainer</i>	<i>No gain</i>

Autonomy in Curriculum (School)	Alignment in Curriculum (Trust + School)	Standardisation in Curriculum (Trust)
<ul style="list-style-type: none"> ▪ <i>Local curriculum policies</i> ▪ <i>Local context curriculum adaptive CPD</i> ▪ <i>Intervention and support programmes</i> ▪ <i>Tutoring programmes</i> ▪ <i>Wholistic development opportunities</i> ▪ <i>Climate change and sustainability</i> 	<ul style="list-style-type: none"> ▪ <i>Following and exceeding National Curriculum</i> ▪ <i>Capabilities Curriculum as core model</i> ▪ <i>Creating a joy for learning</i> ▪ <i>Establishing positive learning behaviours</i> ▪ <i>Sustainability Strategy</i> 	<ul style="list-style-type: none"> ▪ <i>Assessment and tracking tools</i> ▪ <i>Curriculum offer – breadth and depth ('Capabilities Curriculum') to meet Y2 and Y6 national standards</i> ▪ <i>Modern foreign language provision</i> ▪ <i>Moderated standards of outcomes</i> ▪ <i>Teaching and learning pedagogy</i> ▪ <i>Core curriculum CPD – specialist training</i>

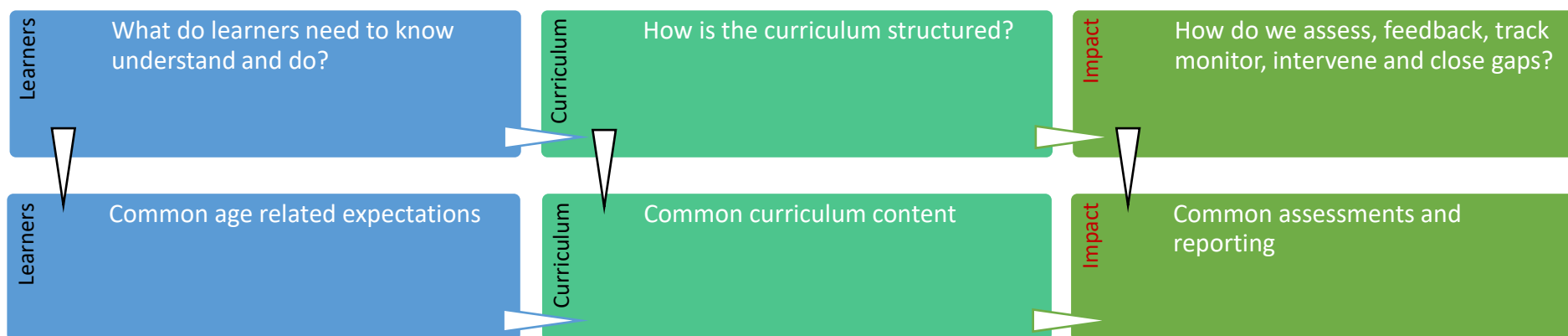
Autonomy in Assessment (School)	Alignment in Assessment (Trust + School)	Standardisation in Assessment (Trust)
<ul style="list-style-type: none"> ▪ <i>Pupil progress meetings</i> ▪ <i>Reporting to parents</i> ▪ <i>Local policies</i> 	<ul style="list-style-type: none"> ▪ <i>Using national benchmarks for attainment and progress</i> 	<ul style="list-style-type: none"> ▪ <i>Assessment system</i> ▪ <i>Tracking system</i> ▪ <i>Termly progress and attainment reporting mechanisms</i> ▪ <i>Real time assessments</i>

c) Teaching and learning standardisation (*SI Building: Consistency*)

- Trust develops or adopts curriculum models (i.e. 'Capabilities Curriculum'), instructional approaches/pedagogical practices across our group of schools.
- Trust facilitates knowledge sharing, innovation spotting and taking initiatives to full scale application.
- Trust ensures assessing the impact of added value of Trust led inputs and programmes through effect size and pupil voice systems takes place.
- Trust system leaders have a shared view of good teaching and learning characteristics.
- Trust wide standardisation of learning quality monitoring – expectations, effective strategies, reporting and action planning, formats agreed and used across Trust.
- Becoming a learning organisation through a shared culture of self-evaluation approach.

d) Context driven curriculum *(SI Building: Capacity and Consistency)*

- Trust improvement focuses on schools ensuring their curriculum model is meeting the specific learning needs of groups of pupils within the school. This is measured over a three to five-year period based on school level data and Trust monitoring systems.
- Positive impact on disadvantaged pupil groups is a key indicator that the full curriculum offer is addressing inequalities of socio-economic backgrounds.
- Trust schools plan for mastery level provision across a term – benchmarking provision against other schools within the Trust. All schools follow the basic **'Capabilities Curriculum'** planning pattern outlined below;



e) Instructional model of learning – key practices *(SI Building: Clarity and Consistency)*

- Trust insists on third party evaluations/reviews and test score analyses to validate model impact.
- Trust uses external observers to identify successful practice before building on it further.
- Trust maintain fidelity to its improvement and curriculum model; but allows flexibility for tinkering as required to achieve impact.
- Trust does not innovate for the sake of it but makes improving outcomes the yardstick for adaptation.
- Trust critiques robustly how faithfully and effectively it is applying the model.
- Trust reviews at least annually the impact of the **'Capabilities Curriculum'** provision with its schools both internally and externally.
- School accurately self-evaluates on a regular basis in year the quality of its provision.

f) Benchmarking – Trust and individual schools *(SI Building: Clarity and Consistency)*

- All data within the Trust assessment cycle package is quantitative in nature. The use of consistent data dashboards recording key performance indicators for the Trust and each school is essential to our improvement strategy. This means data streams should be;
 - ✓ Timely
 - ✓ SMART*
 - ✓ Integrated
 - ✓ Assured
 - ✓ Benchmarked

* Input once but capable of aggregation, de-aggregation and analysis at different levels

- Data use must be balanced between using data for development and using it for accountability. It is used to inform Trust professional development across the year.
- Sources of qualitative data used by the Trust include;
 - ✓ Moderating assessment
 - ✓ Moderating pupil books
 - ✓ Peer learning walks
 - ✓ Lesson monitoring
 - ✓ External reviews
 - ✓ Using pupil voice
 - ✓ Examining common weaknesses
- Trust internal school improvement monitoring review cycle ensures schools are fully self-evaluative in their approach to improving outcomes;

Termly Trust Monitoring Review Programme	Annual Trust Monitoring Review Programme
<ul style="list-style-type: none"> ▪ <i>Internal T+L review and book scrutiny</i> ▪ <i>Cross school standards moderation – subjects, year groups</i> ▪ <i>External T+L review</i> ▪ <i>Safeguarding review</i> ▪ <i>Specialist provision review – PPG, PE, SEND</i> ▪ <i>Local governance effectiveness review</i> 	<ul style="list-style-type: none"> ▪ <i>Overall end of year standards review</i> ▪ <i>Trust school annual risk register review</i> ▪ <i>‘Capability Curriculum’ effectiveness review</i> ▪ <i>Local governance impact review</i> ▪ <i>Trust Board of Directors impact review</i> ▪ <i>PPG, PE and SEND impact review</i>

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ <i>Local leadership review</i> ▪ <i>Pres-school/EYFS review</i> ▪ <i>Self-evaluation review</i> ▪ <i>Performance management review</i> | |
|---|--|

4.0 Teaching and Learning *(SI Building: Capacity and Consistency)*

a) Staff feedback *(SI Building: Capacity and Consistency)*

- Part of integrated Trust approach to learning and curriculum monitoring – systematic and robust staff feedback conversation using standardised Trust protocols. Half-termly staff development meetings to ensure all staff are in line with school and Trust ***‘best endeavour’*** expectations, are fully supported by the correct CPD package and have the most efficient wider resources available.
- The development of accurate real-time assessment systems and improved short and long-term forecasting of outcomes for all year groups is a central part of our improvement success.

b) High dosage tutoring *(SI Building: Capacity)*

- Trust improvement focuses on ensuring there is an available wider provision for specific learning provision based on small group or individual tutoring. This is an essential aspect of building school capacity to address the learning needs of vulnerable groups or groups falling behind.
- All schools within the Trust will be expected to use resources to ensure this provision is securely in place. Trust resources may be deployed to add extra short-term impact if a school has an identified learning weakness.

c) Increased instructional time *(SI Building: Consistency and Clarity)*

- Ensuring curriculum timetabling and teaching and learning strategies provide effective time for direct instructional teaching to support improved outcomes is a fundamental part of the Trust Non-Negotiables. It is a clear strategy for improving pupil outcomes – particularly when used in context with the ***‘Capabilities Curriculum’*** model, learning power and pupil resilience strategies (as part of our *‘Visible Learning’* approach).
- Instructional learning is supported by a range of creative learning approaches throughout the wider curriculum offer - ensuring breadth and balance in curriculum provision.
- Issues relating to the efficiency of curriculum allocations and instructional teaching are identified as part of the regular termly in school monitoring regime operated as part of our school improvement strategy.

d) Meeting the spectrum of learning needs *(Building: Capacity)*

- Trust improvement focuses on developing internal capacity of the school itself to address pupil outcome weaknesses. Trust support on standardised effective teaching and learning strategies will be put into operation following a school termly monitoring review completed by the Trust.

e) Peer to peer review and cross Trust learning *(Building: Consistency and Capacity)*

- Trust improvement strategies insist on regular peer review and cross Trust learning. Disseminating effective practice and benchmarking standards are two important operational improvements delivered through this expectation.

5.0 Governance and Accountability *(Building: Clarity and Consistency)*

a) Risk Management *(Building: Clarity)*

- Trust has sophisticated risk management tools which run across all schools within the Trust to ensure weakness in teaching and learning and overall school performance are quickly identified and addressed.
- All schools within the Trust operate the same schemes of delegation for local governance and this ensures a consistent standard of local governance involvement and accountability is maintained.
- Basic **'heat map'** model below is used to risk assess a school's effectiveness on an annual basis which ensures the Trust can direct additional or different resources to help the school address the concern. It can be used to identify and consolidate a schools existing strength – or allow a strength to be used across the Trust for the benefit of all pupils;

Phase 1)	De-clutter (Not good)	<ul style="list-style-type: none"> School is broken – no Improvement Strategies being implemented School sees no future direction School has no “Clarity of Purpose” (moral imperative is absent) Leadership – none or poor decision making apparent at all levels Truth baseline only becomes apparent once improvement actions start Key staff are restricting efficiency or future improvement Standards are low at all Key Stages No clear and sustained focus on the quality of learning
Phase 2)	Repair	<ul style="list-style-type: none"> Control starts to appear from the chaos School is starting to define its “Clarity of Purpose” (moral imperative identified) Leadership - reactive decision making still apparent but signs of positive impact on some weaknesses

	(Becoming good)	<ul style="list-style-type: none"> ▪ <i>School Improvement Strategy being implemented</i> ▪ <i>Focus on learning is re-established</i> ▪ <i>School is starting to feel like a normal school</i> ▪ <i>Standards are starting to improve at all Key Stages</i>
Phase 3)	Improve (Good)	<ul style="list-style-type: none"> ▪ <i>School has a clear and deliverable “Clarity of Purpose” (moral imperative operational)</i> ▪ <i>School is a positive and calm learning environment</i> ▪ <i>Leadership – becoming increasingly proactive at making quick and effective decisions</i> ▪ <i>School Improvement strategies fully embedded and consistent</i> ▪ <i>Focus on learning consistent, becoming robust and leading CPD programme</i> ▪ <i>Standards are well in line with national benchmarks for all Key Stages</i> ▪ <i>School will never be as weak again</i>
Phase 4)	Sustain and Strengthen (Very good)	<ul style="list-style-type: none"> ▪ <i>School “Clarity of Purpose” improving standards at all Key Stages (moral imperative fully driving all improvements)</i> ▪ <i>School “Clarity of Purpose” understood and believed in by all stakeholders</i> ▪ <i>Leadership – strategic decision making apparent, in year accountability is high, problem solving is effective</i> ▪ <i>School Improvement systems are highly developed and used by staff at all levels</i> ▪ <i>School is highly confident in delivering advanced learning concepts over time</i> ▪ <i>School quality assurance is effective and rigorous in maintaining a focus on learning</i>

b) Finance Management *(Building: Capacity)*

- Trust improvement strategies ensure all schools have suitable resources to deliver a range of school improvement initiatives suitable to their need on an annual basis. In year adjustments can also be directed centrally from the Trust in response to short term issues.
- Standardised systems leadership through Trust infra-structure, reserve pooling, modelling/benchmarking tools and centralised roles ensure finances can be managed well – economies of scale are applied to ensure best value. For example, all Trust schools use the same **child protection software systems, assessment tracking systems, H+S tools and school reporting and monitoring templates.**
- Trust Central Office personnel remove the need for leaders of learning to complete administrative and back office tasks ensuring a greater proportion of senior leadership time. Basic strategies for maximising income and reducing costs are applied as part of our overall Trust improvement strategy.
- Clear delegation of financial responsibilities and links to school improvement impact are contained within governance schemes of delegation. Expectation from all layers of stakeholders that income must be used to improve outcomes for children.

School Budget Pressures	Reducing costs	Increasing Income
<i>These change annually but the Trust supports schools by preparing three to five-year budgets which highlight possible long-term financial threats</i>	<i>Reviewing staffing and support structures based upon standards data impact</i> <i>Preferred supplies arrangements</i> <i>Procurement and contract management</i> <i>Maximising PAN and capacity where possible</i> <i>Central processing arrangements reducing local costs</i> <i>Growth will lower per pupil cost</i>	<i>Growth in number of schools</i> <i>Funding through maximising capacity</i> <i>Lettings</i> <i>Donations and grants</i> <i>Central funding pots</i>

c) Trust Improvement Planning *(Building: Clarity, Consistency and Capacity)*

- All Trust improvement planning is used consistently across all schools. Action planning and self-evaluation of impact are easily identifiable and allows for effective school to school working within the Trust.
- **'Capabilities Curriculum'** model provides is regularly reviewed to ensure impact evidence is leading to effective model evolution.
- Performance management consistency is also fully supported by a unified system across the Trust.
- Accuracy of internal and external monitoring is improved using the same format, expectations and evidence base created from a single Trust wide system approach.
- Trust improvement planning requirements are clearly evidenced in the **Trust Annual Leadership Schedules** followed by all senior and middle leaders across the Trust.

6.0 School improvement – Operational Schematic of SI Tool Kit

- The operational delivery of the SI strategy outlined above can be seen in the schematics shown below
- Flexibility with some standardisation is a key part of the Trust strategy – with **'earned autonomy'** continuing to be an essential goal
- The importance of an effective core curriculum model being applied at individual school level is given the highest priority – for this the **'Capabilities Curriculum'** Model is the Trusts essential operational delivery tool
- The **Trust School Improvement Team** is flexibly structured to ensue the priorities or needs of the current time can be accommodated as well as the longer strategic objectives supported and eventually delivered
- Trust **'Adaptive CPD'** model is used alongside wider SI strategy to ensure good levels of retention of highly trained and effective staff.

6a) Staff **'Adaptive CPD'** Model



6b) Operational tools for SI delivery:

- Peer to Peer capacity and leadership reviews
- Trust Subject leader development and deployment
- Curriculum review – ongoing framework evolution, strategy and schedule
- DfE Quality Descriptors and Annex B ey metrics built into every stage of SI cycle
- Classroom practice improvement through digital technology and coaching/mentoring strategies
- Adaptive CPD strategy to prioritise flexible individual improvement whilst increasing trust capacity and effectiveness
- Effective recruitment and retention strategy
- Clear expectations about delivery of Trust vision linked to aligned school vision
- External SI reviews in critical areas according to priorities identified by Board of Trustees
- Wholistic internal assessment system that allows formative assessment to be underpinned by clear achievement way markers
- SEND/Disadvantaged focus layered through all SI activities, improvement planning and governance monitoring
- Effective staff work load and wellbeing strategy in operation