



# Academy

# Improvement Strategy

Vision statement:

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

## The Trust's model for School Improvement

The Trust has a well-developed model for school improvement. Our model works across four phases for academies that are part of the Trust.

### Phase 1 – Stabilise (1 – 2 terms)

- School requires significant improvement
- Safeguarding Procedures are ineffective
- Attendance figures fall below the national average and Persistent Absenteeism is high
- No clear underpinning for the future
- The Central MAT Team, led by the Director of Teaching & Learning and Director of Behaviour & Safety, directs all improvement activity around teaching, learning, behaviour and safety.
- Safeguarding and Attendance Evaluation completed and work done to strengthen links with statutory Local Authority partners i.e. Social Care and EWS
- MAT Governance and PMR directed by MAT CEO and Trustees

### Phase 2 – Repair (12 – 18 months)

- Establishing more control
- Reactive decision-making
- Make the Academy feel more like a regular Academy
- MAT Central Improvement Team move into consultative role, still directive where necessary but also transferring responsibility where progress is evident
- Ongoing evaluation to measure impact of implemented safeguarding procedures and close analysis of attendance data
- MAT Trustees can devolve financial control if appropriate

### Phase 3 - Improve

- Proactive (rather than reactive) leadership
- Embedding strategies
- Improving outcomes
- Support skill acquisition of Safeguarding Leads to build safeguarding capacity and further embed a culture of vigilance.
- Finance now the responsibility of Academy
- Some areas of school improvement function now may be 'light touch'
- Local Governance fully effective
- AIP fully 'owned' by Academy

### Phase 4 – Sustain (ongoing)

- Confidence in performance
- Increase innovation in delivery
- Central Improvement team adopts consultancy approach
- Monitoring activity takes place in line with MAT

Phase 1 Stabilise	Success Criteria - Indicative Measures ( <i>Secondary</i> ) ● Progress 8 score of -0.5 or below ● Ofsted Grade 4
Key leadership qualities	Strategic Plan
<ul style="list-style-type: none"> <li>● Effective and reassuring leadership which works collaboratively with the MAT</li> <li>● Focusing on urgent priorities</li> <li>● Ensuring team members have the right jobs</li> <li>● High visibility</li> </ul>	<p>Vision of MAT communicated at all levels. To be repeated at all opportunities.</p> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>● Vision of MAT used to direct activity</li> <li>● Set up emergency task force to augment the existing Governing Body or act as a local governing body</li> <li>● Deliberately kept to a small number of highly effective and experienced Governors who will hold the Academy to account and accurately report progress being made to the MAT</li> <li>● Audit existing governing body to identify strengths to support in the transition and to identify training needs and skills deficiency</li> <li>● Oversight of finances shared with governance</li> <li>● Regular reporting to MAT on progress against MAT set objectives</li> <li>● MAT works with the Principal to set vision, deploy staff, that have responsibility for finances, HR, PMR targets and sets the School Improvement Plan alongside the MAT Central Improvement Team</li> </ul> <p><b>Financial and Legal</b></p> <ul style="list-style-type: none"> <li>● Audit of legal requirements</li> <li>● Audit of budgets</li> <li>● Safeguarding audit and training</li> <li>● Security of school site</li> <li>● Website – to meet legal requirements and communicate vision</li> <li>● Staffing structure</li> <li>● TUPE of all staff to MAT</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>● Identify a suitable Leadership Team (Skills audit). This may include re-structuring to deploy expertise.</li> <li>● Write AIP</li> <li>● Identity, branding (may include uniform)</li> <li>● Establish marketing strategy</li> <li>● Commence strategy to engage community</li> <li>● Data scrutiny (qualifications/discount codes/buckets/progress 8 etc.)</li> <li>● Evaluation of safeguarding procedures, effectiveness challenged and key procedures implemented.</li> <li>● Update policies in line with MAT guidelines and policies</li> </ul>

Phase 1 Stabilise	Success Criteria - Indicative Measures ( <i>Secondary</i> ) ● Progress 8 score of -0.5 or below ● Ofsted Grade 4
Key leadership qualities	Strategic Plan
	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>● Immediate audit of Y11- courses, likely outcomes at end of year, intervention begins on day one</li> <li>● Audit of curriculum provision (including financial viability and progress measures)</li> <li>● Maths and English focus – schemes implemented immediately</li> <li>● Outline expected teacher routines (e.g. seating plans, classroom entry etc.)</li> <li>● Audit of Teaching and Learning strengths, across all Key Stages and Faculties. Report on disparities between strongest and weakest areas. Audit uses external and internal data. (Use the strengths to take the Academy into stage 2)</li> <li>● Adopt MAT wide Teaching Strategy where common schemes of work, specifications and subject expertise is maximised across the Trust</li> </ul> <p><b>Behaviour and Safety</b></p> <ul style="list-style-type: none"> <li>● If attendance and behaviour are priority areas, then MAT strategies need to be employed rapidly.</li> <li>● Safeguarding Teams to be retrained using Archway Training tools in order to identify vulnerable students</li> <li>● BluecoatProtect online Safeguarding system to be implemented</li> <li>● Establish Behaviour Strategy suitable for the school (in line with MAT policy). To be communicated to parents, staff and students</li> <li>● Adopt MAT wide policy for behaviour adapting to local circumstances only where centrally agreed</li> <li>● Use facilities across the MAT to deal positively with most challenging students</li> <li>● Ensure those students who are unable to access mainstream education are educated in a setting that meets their needs</li> <li>● Ensure SEND students are identified and their needs are met</li> <li>● E-Safety strategy and training for staff, students and parents implemented</li> <li>● ATL grades introduced</li> <li>● Enrichment programme started</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Open evening for Q and A</li> <li>● Press release</li> </ul>

Phase 2 Repair	Success Criteria - Indicative Measures ( <i>Secondary</i> ) ● Progress 8 score of below 0.00 ● Ofsted Grade 3
Key leadership qualities	Strategic Plan
<ul style="list-style-type: none"> <li>● Embedding early improvements</li> <li>● Building a medium term plan</li> <li>● MAT support retaining visibility, but increasing focus on quality assurance</li> <li>● Local leadership is in place, identified and being trained</li> <li>● Middle leaders are being trained and held robustly to account</li> <li>● CPL is delivered centrally</li> <li>● NQTs able to be placed at school</li> <li>● Heavy use of subject leads to retain improvements in T&amp;</li> </ul>	<p>Vision of MAT communicated at all levels. To be repeated at all opportunities including consistent MAT language.</p> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>● Develop a wider governing body to include more local representation</li> <li>● Develop a new vision in collaboration with MAT Trustees</li> <li>● Governance audit to establish strengths of new Governors and to provide them with mandatory training</li> <li>● On-going training package given to governors in the MAT as part of their role.</li> <li>● Review level of ‘delegation’ versus central control</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>● MAT Trustees can devolve financial control if values for money measures are met.</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>● Further curriculum focus – extensive audit and structure of the curriculum to be scrutinised including assessment and MAT reporting calendar. The audit must include scrutiny of suitability for different groups ( e.g. DSEN, AMA and PP)</li> <li>● Central Improvement Team now involved in a strategic overview</li> <li>● Appraisal targets still set at MAT level and monitored by Central Improvement Team</li> <li>● Faculty development plans monitored at least termly by SLT line management</li> <li>● Short term wins needed during this stage. Including the identification of students who can make the biggest difference to outcomes e.g. personalised learning plan for the top 25% of students that will make the most difference to outcomes. SLT to be monitoring and supporting the progress of this group.</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>● Curriculum focus – Schemes of learning now fully in line with MAT schemes of learning. Subject experts training up local leaders)</li> <li>● Introduction of literacy strategy</li> <li>● Introduction of Academy Days (INSET/ student days)</li> <li>● Introduction/audit of CPL strategy</li> <li>● Support programme for teaching and learning, where necessary</li> <li>● Common examination specifications for subjects across MAT now embedded</li> <li>● Cross MAT moderation</li> <li>● Join suitable Teaching School Alliance</li> <li>● Excellent teachers identified in the Academy to support in the school improvement and develop Academy teaching practice of the wider teaching body</li> <li>● Homework strategy implemented</li> </ul>

Phase 2 Repair	Success Criteria - Indicative Measures ( <i>Secondary</i> ) ● Progress 8 score of below 0.00 ● Ofsted Grade 3
Key leadership qualities	Strategic Plan
	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>● If attendance remains a priority, targets to be brought in line with MAT wide expectations</li> <li>● Deep scrutiny of Attendance data if Persistent Absenteeism remains high.</li> <li>● Embed behaviour systems and ensure consistency</li> <li>● Support programmes for behaviour management</li> <li>● Students enrichment programme in place and accessed by 50% of students</li> <li>● Alternative provision now in place for all students who need to be educated off site</li> <li>● Parent support programmes in place</li> <li>● All SEND/ Behavioural needs audited. Where necessary, bids put in for financial support and staffing appointments made.</li> <li>● Establish student voice</li> <li>● ATL grades used to inform student engagement</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Improve parental interaction (e.g. newsletters, open evenings, open days, surgeries etc.)</li> <li>● Parent information evenings</li> <li>● Regular E-Safety workshops offered to parents</li> <li>● Establish staff wellbeing committee</li> <li>● Standardised system to report student progress to parents</li> </ul>

Phase 3 Improve	Success Criteria - Indicative Measures ( <i>Secondary</i> ) ● Progress 8 score of below 0.25 ● Ofsted Grade 2
Key leadership qualities	Strategic Plan
<ul style="list-style-type: none"> <li>Shifting from management to leadership</li> </ul>	<p>Vision of MAT communicated at all levels. To be repeated at all opportunities.</p> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>Local Governors clearly articulate vision and priorities of the Academy</li> <li>Fully functioning LGB including parents and staff members</li> <li>LGB sets improvement targets and holds the leadership team to account reporting on a regular basis to MAT Board</li> <li>All finances now run by Academy</li> <li>LGB identifies areas of effective practice and has a positive view to contributing these to MAT's work</li> <li>Governors looking to build succession planning into their AIP</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>Financial autonomy within the constraints of the MAT set budgetary limits</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>Build capacity to improve further through specialised CPL pathways including Professional Qualifications</li> <li>Underachieving students identified (in all years) and provision in place</li> <li>Plan for external courses and dissemination</li> <li>Working groups established to address specific academy needs</li> <li>Weekly teach meets for T&amp;L strategies</li> <li>Succession planning now in place</li> <li>Full participant in peer to peer review process</li> <li>Student leadership programmes established</li> <li>Safeguarding Team functions and impact is shown to be positive.</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Consistent and effective use of T&amp;L</li> <li>Consistent and effective use of literacy strategy</li> <li>Embedded teacher routines</li> <li>Use of Expert Teachers to model and further embed good practice</li> <li>Use of UPS teachers to model and further embed good practice</li> <li>Teacher collaboration (e.g. RPG groups) to model and further embed good practice</li> <li>Establish a coaching programme</li> <li>Homework strategy developed to increase student independence</li> </ul>

<p>Phase 3 Improve</p>	<p>Success Criteria - Indicative Measures (<i>Secondary</i>)</p> <ul style="list-style-type: none"> <li>● Progress 8 score of below 0.25</li> <li>● Ofsted Grade 2</li> </ul>
<p>Key leadership qualities</p>	<p>Strategic Plan</p>
	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>● Strategies in place to maintain excellent attendance and rapid response for students below the threshold</li> <li>● Enhanced enrichment programme for all students</li> <li>● Establish a student leadership programme</li> <li>● SMSC and Fundamental British Values embedded</li> <li>● Develop student voice</li> <li>● Effective careers advice is offered to all students in KS4 and KS5</li> <li>● Participate in Healthy Schools initiatives</li> <li>● ATLs used to develop behaviour for learning</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Parent information evenings</li> </ul>



Phase 4 Sustain	Success Criteria - Indicative Measures ( <i>Secondary</i> ) ● Progress 8 score of above 0.25      ● Ofsted Grade 1
<ul style="list-style-type: none"> <li>● Securing excellence</li> <li>● Looking to lead collaboration</li> <li>● Developing leaders across the Trust</li> <li>● Lead school for teaching and learning, behaviour</li> <li>● Training provision for trust</li> <li>● Developing local and national profile of the Trust</li> <li>● Award winning</li> <li>● Contributing to national educational debates</li> <li>● Winning pilot projects and additional funding</li> <li>● Increasing focus on 3-5 year planning</li> </ul>	<p>Vision of MAT communicated at all levels. To be repeated at all opportunities.</p> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>● LGB holds leaders to account, sets vision, sets AIP priorities with leadership team</li> <li>● MAT Board monitoring function only</li> <li>● LGB see their positive role and contribution to the MAT's work as a whole</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>● Financial autonomy within the constraints of the Scheme of Delegation and budgets setting process</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>● Systems are in place to ensure that the vast majority of students' progress is on track across all years</li> <li>● Aspirational curriculum</li> <li>● Challenging PMR set and robustly monitored and assessed</li> <li>● Lead collaborative projects that lead to publication e.g. Action Research and nationally funded projects</li> <li>● Trains other leadership teams across MAT</li> <li>● Sit on external boards e.g. NASBTT, SSAT</li> <li>● DSL to be considered an Advanced Designated Safeguarding Lead within the LA</li> <li>● Share good practice locally and nationally</li> <li>● Strategic 5 year plan based on SWOT analysis</li> <li>● Students take active role in whole school leadership</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>● Assessment strategy is designed to be timely, curriculum led and provides incisive feedback</li> <li>● Homework strategy further developed to promote love of learning and independence in study</li> <li>● Further embedding and sharing of literacy strategy across the MAT</li> <li>● Constant review of up to date and innovative teaching practice</li> <li>● Share excellent practice wider than the MAT</li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>● Pastoral care focused primarily on promoting proactive learning behaviours including resilience</li> <li>● Students behaviour for learning fully embedded</li> <li>● Vulnerable students are identified early and interventions are tailored to prevent escalation</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● MAT marketing strategy used to communicate excellent practice</li> </ul>