



Primary

Improvement Strategy

Vision statement:

Learning Together to Transform Lives

The Trust's model for School Improvement (Primary)

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 CHARACTERISTICS

- School requires significant improvement
- No clear underpinning for the future
- Ofsted grade 4

MAT SUPPORT

- The Central MAT Improvement Team, directs all improvement activity around teaching, learning, behaviour and safety
- MAT Governance and PMR directed by MAT CEO and Trustees

Phase 2 – Repair (12 – 18 months)

- MAT establishes governance
- Reactive decision-making is tackled
- The Academy starts to adopt models of staffing, behaviour, leadership more akin to a 'regular' Academy
- Leadership identification and development through support from Director of Education and team of NLE/LLE/SLE
- MAT Central Improvement Team move into consultative role, still directive where necessary but also transferring responsibility where progress is evident
- MAT Trustees can devolve financial control if appropriate

Phase 3 - Improve

- Proactive (rather than reactive) leadership
- Embedding strategies
- Improving outcomes
- Financial management becomes the responsibility of the leadership team/ AAB (Academy Advisory Board) under guidance from the Trust
- Some areas of school improvement function now may be 'light touch'
- Local Governance (Academy Advisory Boards, AAB) fully effective
- AIP (Academy Improvement Plan) 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
- Best practice from Academy used to develop and build others across the MAT

*Terms: Academy Advisory Boards, AAB

Phase 1 Stabilise	Indicative Measures (Primary) <ul style="list-style-type: none"> ● KS2 data below floor and/or coasting ● Ofsted Grade 4
Key leadership qualities	Strategic Plan
<ul style="list-style-type: none"> ● Effective and reassuring leadership which works collaboratively with the MAT ● Focusing on urgent priorities ● Ensuring team members have the right jobs ● High visibility 	<p>Vision of MAT communicated at all levels. To be repeated at all opportunities.</p> <p>Governance</p> <ul style="list-style-type: none"> ● Vision of MAT used to direct activity ● Set up emergency task force to augment the existing Governing Body or act as a local governing body ● 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 ● Audit existing governing body to identify strengths to support in the transition and to identify training needs and skills deficiency ● Oversight of finances shared with governance ● Regular reporting to MAT on progress against MAT set objectives ● MAT works with the Head Teacher 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 <p>Financial and Legal</p> <ul style="list-style-type: none"> ● Audit of legal requirements ● Audit of budgets ● Safeguarding audit and training ● Security of school site ● Website – to meet legal requirements and communicate vision ● Staffing structure ● TUPE of all staff to MAT <p>Leadership</p> <ul style="list-style-type: none"> ● Identify a suitable Leadership Team (Skills audit). This may include re-structuring to deploy expertise. ● Write AIP ● Identity, branding ● Establish marketing strategy ● Commence strategy to engage community ● Data scrutiny (on entry, EYFS FSP, phonics Y1 and 2, on-going in house, KS1 and KS2 attainment and progress, attendance) and areas for improvement identified ● Update policies in line with MAT guidelines and policies

Phase 1 Stabilise	Indicative Measures (<i>Primary</i>) ● KS2 data below floor and/or coasting ● Ofsted Grade 4
Key leadership qualities	Strategic Plan
	<p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Immediate audit of Y6 – current standards, likely outcomes at end of year, intervention begins on day one ● Audit of curriculum coverage, pitch and expectation (including in house data and level of progress through data and work scrutiny) ● Maths and English focus – schemes implemented immediately where necessary and non-negotiables established ● Outline minimum expectations and learning routines (e.g. guided reading, phonics, reading, writing, mathematics, etc.) ● Audit of Teaching and Learning strengths across all Key Stages. Report on disparities between strongest and weakest areas. Audit uses external and internal data. (Use the strengths to take the Academy into stage 2) ● Adopt MAT wide Teaching and Learning Strategy where common schemes of work and subject expertise is maximised across the Trust <p>Behaviour and Safety</p> <ul style="list-style-type: none"> ● If attendance and behaviour are priority areas, then MAT strategies need to be employed rapidly. ● Establish Behaviour Strategy suitable for the school (in line with MAT policy). To be communicated to parents, staff and pupils ● Adopt MAT wide policy for behaviour adapting to local circumstances only where centrally agreed ● Use facilitates across the MAT to deal positively with most challenging pupils ● Ensure those pupils who are unable to access mainstream education are educated in a setting that meets their needs ● Ensure SEND pupils are identified, their needs are met and a strategy for further SEND development written ● E-Safety strategy and training for staff, pupils and parents implemented <p>Communication</p> <ul style="list-style-type: none"> ● Open evening for Q and A ● Press release

Phase 2 Repair	Indicative Measures <i>(Primary)</i> <ul style="list-style-type: none"> ● Either progress or attainment not yet good or in line with statistical ● Ofsted Grade 3
Key leadership qualities	Strategic Plan
<ul style="list-style-type: none"> ● Embedding early improvements ● Building a medium term plan ● MAT support retaining visibility, but increasing focus on quality assurance ● Local leadership is in place, identified and being trained ● Middle leaders are being trained and held robustly to account ● CPL is delivered centrally ● NQTs able to be placed at school ● Heavy use of MAT team to retain improvements in T&L 	<p>Vision of MAT communicated at all levels. To be repeated at all opportunities including consistent MAT language.</p> <p>Governance</p> <ul style="list-style-type: none"> ● Develop a wider AAB to include more local representation ● Develop a new vision in collaboration with MAT Trustees ● Governance audit to establish strengths of new Governors and to provide them with mandatory training ● On-going training package given to AAB in the MAT as part of their role. ● Review level of ‘delegation’ versus central control <p>Finance</p> <ul style="list-style-type: none"> ● MAT Trustees can devolve financial control if values for money measures are met. <p>Leadership</p> <ul style="list-style-type: none"> ● Further focus on English and mathematics with more emphasis now on the wider curriculum being balanced and broad – extensive audit 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) ● Develop a curriculum approach and statement ● Leadership team take more responsibility for strategy, standards and teaching and learning with Central Improvement Team now involved in a strategic overview and coaching of senior/middle team ● Appraisal targets still set at MAT level and monitored by Central Improvement Team ● School development plans monitored at least termly by SLT line management ● Short term wins needed during this stage. Including the identification of pupils who can make the biggest difference to outcomes e.g. personalised learning plan for the top 25% of pupils that will make the most difference to outcomes. SLT to be monitoring and supporting the progress of this group. <p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Curriculum focus – Schemes of learning now showing correct pitch, expectation and progression and greater consistency across the school. (Subject experts training up local leaders) ● Introduction of literacy strategy ● Introduction of Academy Days (INSET/ pupil days) ● Introduction/audit of CPL strategy ● Support programme for teaching and learning, where necessary ● Cross MAT and collaborative moderation ● Join suitable Teaching School Alliance ● Excellent teachers identified in the Academy to support in the school improvement and develop Academy teaching practice of the wider teaching body

<p>Phase 2 Repair</p>	<p>Success Criteria - Indicative Measures (<i>Primary</i>)</p> <ul style="list-style-type: none"> • Either progress or attainment not yet good or in line with statistical • Ofsted Grade 3
<p>Key leadership qualities</p>	<p>Strategic Plan</p>
	<p>Behaviour</p> <ul style="list-style-type: none"> • If attendance remains a priority, targets to be brought in line with MAT wide expectations • Embed behaviour systems and ensure consistency • Support programmes for behaviour management • Pupils enrichment programme in place and accessed by 50% of pupils • Alternative provision now in place for all pupils who need additional support • Parent support programmes in place • All SEND/ Behavioural needs audited. Where necessary, bids put in for financial support and staffing appointments made. • Establish pupil voice • Behaviour policy being consistently applied across the academy <p>Communication</p> <ul style="list-style-type: none"> • Improve parental interaction (e.g. newsletters, open evenings, open days, surgeries etc.) • Parent information evenings • Establish staff wellbeing committee • Standardised system to report pupil progress to parents

Phase 3 Improve	Indicative Measures (<i>Primary</i>) <ul style="list-style-type: none"> ● Progress and attainment in line with national or above ● Ofsted Grade 2
Key leadership qualities	Strategic Plan
<ul style="list-style-type: none"> ● Demonstrating vision and ambition for success ● Shifting from management to leadership ● Developing a long term strategy for improvement 	<p>Vision of MAT communicated at all levels. To be repeated at all opportunities.</p> <p>Governance</p> <ul style="list-style-type: none"> ● AAB clearly articulate vision and priorities of the Academy ● Fully functioning AAB including parents and staff members ● AAB sets improvement targets and holds the leadership team to account reporting on a regular basis to MAT Board ● All finances now run by Academy ● AAB identifies areas of effective practice and has a positive view to contributing these to MAT’s work ● AAB looking to build succession planning into their AIP <p>Finance</p> <ul style="list-style-type: none"> ● Financial autonomy within the constraints of the MAT set budgetary limits <p>Leadership</p> <ul style="list-style-type: none"> ● Build capacity to improve further through specialised CPL pathways including Professional Qualifications ● Underachieving pupils identified (in all years) and provision in place ● Plan for external courses and dissemination ● Working groups established to address specific academy needs ● Weekly teach meets for T&L strategies ● Succession planning now in place ● Full participant in peer to peer review process ● Pupil leadership programmes established <p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Consistent and effective use of T&L ● Consistent and effective use of literacy strategy ● Embedded teacher routines ● Use of Expert Teachers to model and further embed good practice ● Use of UPS teachers to model and further embed good practice ● Teacher collaboration to model, moderate and further embed good practice ● Establish a coaching programme

<p>Phase 3 Improve</p>	<p>Success Criteria - Indicative Measures (<i>Primary</i>)</p> <ul style="list-style-type: none"> ● Progress and attainment in line with national or above ● Ofsted Grade 2
<p>Key leadership qualities</p>	<p>Strategic Plan</p>
	<p>Behaviour</p> <ul style="list-style-type: none"> ● Strategies in place to maintain excellent attendance and rapid response for pupils below the threshold ● Enhanced enrichment programme for all pupils ● Establish a pupil leadership programme ● SMSC and Fundamental British Values embedded ● Further develop pupil voice ● Effective transition support ● Participate in Healthy Schools and other initiatives such as Rights Respecting, Quality Inclusion, etc. ● Excellent behaviour supporting positive attitudes to learning across the academy <p>Communication</p> <ul style="list-style-type: none"> ● Parent information evenings

<h1 style="text-align: center;">Phase 4 Sustain</h1>	<p style="text-align: center;">Indicative Measures (<i>Primary</i>)</p> <ul style="list-style-type: none"> ● Progress and attainment consistently above national and in line with top 10% performing statistical neighbours ● Ofsted Grade 1
<p>Key leadership qualities</p>	<p style="text-align: center;">Strategic Plan</p>
<ul style="list-style-type: none"> ● Gaining NLE/ LLE accreditation ● Securing excellence ● Looking to lead collaboration ● Developing leaders across the Trust ● Lead school for teaching and learning, behaviour ● Training provision for trust ● Developing local and national profile of the Trust ● Award winning ● Contributing to national educational debates ● Winning pilot projects and additional funding ● Focus on 3-5 year planning 	<p>Vision of MAT communicated at all levels. To be repeated at all opportunities.</p> <p>Governance</p> <ul style="list-style-type: none"> ● AAB holds leaders to account, sets vision, sets AIP priorities with leadership team ● MAT Board monitoring function only ● AAB see their positive role and contribution to the MAT’s work as a whole <p>Finance</p> <ul style="list-style-type: none"> ● Financial autonomy within the constraints of the Scheme of Delegation and budgets setting process <p>Leadership</p> <ul style="list-style-type: none"> ● Systems are in place to ensure that the vast majority of pupils’ progress is on track across all years ● Aspirational curriculum ● Challenging PMR set and robustly monitored and assessed ● Lead collaborative projects that lead to publication e.g. Action Research and nationally funded projects ● Trains other leadership teams across MAT ● Sit on external boards e.g. NASBTT, Teaching school alliances, ● Share good practice locally and nationally ● Strategic 5 year plan based on SWOT analysis ● Pupils take active role in whole school leadership <p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Assessment strategy is designed to be timely, curriculum led and provides incisive feedback ● Further developments in teaching and learning promote love of learning and independence learning ● Further embedding and sharing of literacy strategy across the MAT ● Constant review of up to date and innovative teaching practice ● Share excellent practice wider than the MAT <p>Behaviour</p> <ul style="list-style-type: none"> ● Pastoral care focused primarily on promoting proactive learning behaviours including resilience ● Pupils behaviour for learning fully embedded <p>Communication</p> <ul style="list-style-type: none"> ● MAT marketing strategy used to communicate excellent practice