SCHOOL IMPROVEMENT STRATEGY 2024-2025

VISION

Pennine Academy Trust has a core purpose and vision *to **develop local hubs of primary excellence to improve schools within and beyond the Trust to impact on the outcomes of young people's lives.***

Our improvement strategy is based on this vision and on a school's capacity to improve. Our values are centred on the diversity of our schools and the communities we serve and how this strength can help all of us to grow together to provide the best possible outcomes for pupils, ensuring that every child makes exceptional progress in their academic and social development. We allow our school leaders and staff to develop the individual character of our schools so they can best serve their local communities. We work in collaboration with one another, supporting one another and sharing best practice whilst respecting each school's autonomous rights.

The improvement strategy identifies how we will work with individual schools as well as the collective group of schools within the Trust. It aims to provide clarity around the expectations, values, roles and responsibilities and ways of working, in the pursuit of enabling all children to achieve their maximum potential.

At the heart of our improvement strategy is a commitment to working in partnership with all our schools through a bespoke model which centres on the needs of each school and starts from the mindset that every school can and should improve, irrespective of the stage they have reached in their school improvement journey. In supporting all schools in being self-improving, committed to achieving a school-led system will in turn promote and secure:

- Outstanding levels of achievement for all children and groups of children
- High quality teaching and learning
- Effective leadership and governance
- Safe and inclusive schools with fair access
- Partnership working which adds more value than any school can achieve on their own
- Value for money where funds best support the resources each school needs
- Access to high quality professional development for staff enabling sustained and continual improvement and developing a workforce in line with future succession planning needs
- Opportunities for the identification and dissemination of effective practice and engagement in research and development opportunities

Our improvement strategy has been shaped by the concept of strong collaboration so that the skills and talents that exist within the Trust, can be of benefit to all. While each one of our academies is unique with their own strengths and areas to develop, we understand that the mutual challenge, support and partnership that we offer each other as a Trust working together, will enable our academies to flourish and continue to develop into centres of excellence. The improvement strategy will be responsive to the needs of each individual school, rooted in evidence from the classroom in each school and predicted on what the school needs next.
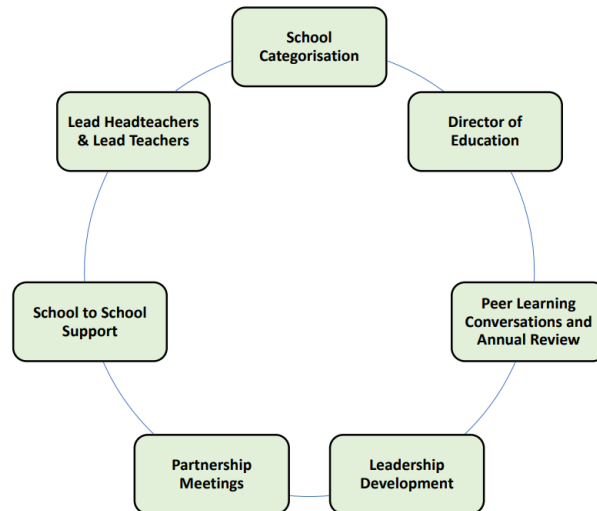
CORE OFFER AND CATEGORISATION

All schools in the Trust, or joining the Trust, will be annually assessed as to their current performance profile. This assessment will be agreed during a meeting chaired by the Chief Executive Officer and will involve the Trust's Director of School Improvement and the Headteacher. During this meeting a range of information will be considered as part of the decision-making process including outcomes against key performance indicators, initial analysis of unvalidated data including ASP and IDSR (where available), recent findings from external visits, the school improvement plan and the school's own self-evaluation. This assessment will be reviewed across the year and can be updated at any stage should circumstances change.

Where academies are demonstrating a high level of success and strong capacity for further improvement, it is important that they are able to operate in conditions that enable them to continue this journey. There is also a moral imperative for such academies to share their expertise for the good of the Trust and the wider education system as a whole. Such academies will have much to share for the benefit of others.

Some academies will be in more challenging positions. Where this is the case, the Trust will maintain a higher degree of involvement and ensure that appropriate steps are being taken to strengthen capacity and effect rapid improvement. These schools will receive additional support from the Director of School Improvement alongside the other members of the wider School Improvement Team.

The Trust uses a tiered approach to categorise schools according to their level of need. Schools are allocated an improvement offer that is bespoke to their individual needs and requirements. The categories and level of support are explained below.

The Trust also has a core offer. This is the minimum school improvement offer that each school within the Trust will receive. All of our academies will be expected to engage with the Trust's Core Offer and standardised approaches as outlined below.

The Director of School Improvement, Trust Strategic Inclusion Manager and Head of Safeguarding will strategically coordinate and shape all educational elements organised centrally by the Trust so that they benefit the individual improvement journeys of each of our academies. These include the

development of strands of consistency, Trust Partnership meetings, joint CPD and the growth of new trust initiatives.

As a Trust, we expect that our academies will work in a collaborative way that supports improvement specific to each setting as well as growth and development as an effective team of academies. We believe that strong collaboration with shared accountability can lead to better progress and attainment for pupils and help all of the schools in our Trust meet rising expectations and to continuously develop.

CORE OFFER

CORE OFFER	
PROFESSIONAL DEVELOPMENT	- Annual Trust INSET (delivered as training day/twilight) - External speakers and trainers to deliver CPD - Regular Partnership Meetings focussing on key themes (HEG; OM; Central) - Bespoke internal training and support for all groups of staff across the Trust, as required (LSA's, Site Managers, First Aid, Office Staff, Operation Managers) - A programme of professional development focussed on key priorities for our schools, as well as national priorities - Safeguarding training through Education Safeguarding Team & Head of Safeguarding
LEADERSHIP DEVELOPMENT	- Half termly individual Headteacher meetings with the Chief Executive Officer focussing on a range of aspects of school including the quality of education, staffing, finance, building, financial position - Monthly Business Manager Meeting with the Headteacher, CFO and COO - Half termly School Improvement Head Teacher Meetings led by the Director of School Improvement to promote collaborative working, share best practice, develop improvement programmes, discuss standards across the Trust, plan staff training etc. - Involvement in an annual External Peer Challenge Review working alongside external consultants with significant Ofsted experience - Head Teacher Peer Learning Conversations following external reviews to share and discuss best practice led by an Executive Headteacher - Opportunities for strong leaders to support other settings - Leadership Development programme for leaders at different levels, including NPQs (Exceed Teaching School Hub/Ambition) and KAA leadership training - Access to Leadership Coaching including instructional coaching, early headship coaching offer and headteacher coaching - Termly SEND meetings with Trust Strategic Inclusion Manager - Termly safeguarding meetings with Head of Safeguarding and external Bradford LA support - Leadership Networks - led by curriculum specialists

DIRECTOR OF SCHOOL IMPROVEMENT	The Director of School Improvement is responsible for providing proportionate challenge and support for schools and: ● School categorisation with headteacher and CEO ● Completion of Quality Assessment Framework for Quality of Education with headteachers; report to Trustees ● Ensuring and sustaining high-quality curriculum provision, teaching and learning and leadership in all schools ● Monitoring the delivery of School Development Plans ensuring that actions are appropriate and leading to strong outcomes for pupils ● Data, assessment and the impact this has on the progress of pupils ● The quality of teaching and learning; developing pedagogical practice ● Early reading and phonics; creating a love and culture of literacy ● Delivering universal, bespoke and tailored training to all schools, individual schools, senior leaders, subject leaders, teachers and support staff ● Broker external leadership support from accredited experienced leaders including headteachers and senior leaders such as DHT's/AHT's ● Coordinating and facilitating Partnership Meetings, Peer Learning Conversations and Peer Challenge Reviews ● Chair STEP group ● Disseminate key messages from BSIP/LA Briefings/DfE ● To prepare schools for external visits including Ofsted, KiT with LA ● To support schools during Ofsted inspections ● To support with parental concerns/complaints including leading investigations ● To support schools with Inclusion Tariff for Escalation ● Overview of Statutory DfE documents such as pupil premium strategy, sports premium, Music Development Plan etc
SCHOOL IMPROVEMENT HEAD TEACHERS & LEADERS	Support will be provided to the Trust by Leaders in areas such as: ● Early reading and phonics; creating a love and culture of literacy - **Louise Woffendin with English Specialists and the English Hub** ● Developing and moderating an effective writing curriculum - **Louise Woffendin with English Specialists and external support from Alison Philipson** ● Developing and moderating an effective maths curriculum - **Tahira Asghar with Maths Specialists and external support from Sharon Day** ● Developing model units of work for foundation subjects **- Alex Summerscales with Curriculum Specialists** ● Development of Positive Regard, Nurture and specialist provision for SEMH/ASD - **Heidi Rahim with Emily Moran and Melissa Sellers** ● Development of SEND offer and standardisation of Curriculum Pathways - **Eleanor Monnery with Rob Cameron, Simmone Appleton & Melissa Sellers** ● EYFS Reviews - **Jill Pullan with EYFS Specialists and external support from Rachel Jacobs & Sam Keenan** ● Safeguarding Support - **Steph Canning** ● Headteacher coaching - **Kathryn Swales** ● Peer Learning Conversations following external reviews **- Alex Summerscales**

SCHOOL TO SCHOOL SUPPORT	● Lead Teacher Programme and Curriculum Specialists enables excellent teachers to develop teaching and learning in other schools through mentoring and coaching in classrooms ● Staff may, on agreement, be deployed to other schools across the Trust for specific purposes ● Schools categorised as 'sustain' and 'refine' provide school to school support as required
TRUST STRATEGIC INCLUSION MANAGER	The Trust Strategic Inclusion Manager is responsible for providing proportionate challenge and support for schools and: ● Ensuring and sustaining high quality curriculum provision, teaching and learning for children with SEND ● Monitoring the quality of provision, paperwork and support for children with SEND ensuring that actions are appropriate and lead to positive outcomes for pupils ● Delivering universal, bespoke and tailored training to SENDCos across all schools ● Completion of Quality Assessment Framework for Quality of SEND with SENDCOs and report to Trustees ● Coordinating and facilitating Peer SEND reviews, external reviews and SENDCo network meetings including STEP meetings ● Lead and co-ordinate network meetings (nurture, attendance, SEND) ● To support with the use of modified and part-time timetables ● To support schools with suspensions and exclusions and ensure statutory guidance is followed ● To support with parental concerns/complaints including leading investigations ● To prepare schools for external reviews including Ofsted ● To support schools during Ofsted inspections ● To support schools with Inclusion Tariff for Escalation ● Access to CPOMS Spotlight ● Liaise with attendance teams in each school ● Support with Multi-disciplinary support for families and legal intervention with the LA ● To monitor the use and effectiveness of penalty notices ● Support schools with the staged intervention process ● To support schools with CME, Elective Home Education ● To support schools with managing allegations and reporting to the LADO ● To support with parental concerns/complaints including leading investigations ● Support and liaise CEO/Chair of Trustees with communication with DFE/Ofsted re safeguarding complaints
HEAD OF SAFEGUARDING	The Head of Safeguarding is responsible for providing proportionate challenge and support for schools and: ● Disseminate key messages from LA Network and workstream meetings and newsletters and DSL networks ● Liaise with the Education Safeguarding Team when appropriate e.g. reporting potential Ofsted safeguarding complaints etc

	- Coordinating and facilitating external safeguarding training including annual safeguarding training, DSL training, prevent training etc - Coordinating and facilitating external safeguarding reviews - Delivering internal safeguarding reviews with DSLs/HTs and reporting to DSI - Central link with the Education Safeguarding Team disseminating key messages, organising training and sharing resources - Standardise Trust Safeguarding policies and linked policies - Review termly safeguarding headline data and follow up any key lines of enquiry - Attend termly safeguarding meetings - Completion of Quality Assessment Framework for Safeguarding and Pupil Experience with DSLs and report to Trustees - Lead the Trusts safeguarding quality assurance through monitoring of Section 175 activities, spot checks on SCR, attending individual schools termly safeguarding meetings, identifying improvement priorities and remedial actions - Offer supervision to DSLs as required and in addition to Bradford Education Safeguarding Team - Report on safeguarding compliance and concerns to Trust Board - To support schools during Ofsted inspections - To support schools with Inclusion Tariff for Escalation - Access to CPOMS Spotlight
PARTNERSHIP MEETINGS	**Termly Partnership Meetings for a range of professionals to share and develop best practice for example:**
	<table><tr><td> - Operation Managers Network - Head Meetings with DSI - Safeguarding/DSL - SEND - Attendance - Inclusion </td><td> - Curriculum Subjects - Maths - English - EYFS - Moderation </td></tr></table>
STEP MEMBERSHIP	Being a member of the Stronger Together Education Partnership allows access to: 3 Headteacher breakfast meeting and 3 Headteacher away days - Curriculum networks which are led by external curriculum specialists: Art, Geography, English, History, DT, Music, Science, Computing, EYFS, Maths - Half termly SEND meetings with ARC (Anna Robinson Consultancy) - Termly moderation with Alison Philipson (English) & Sharon Day (Maths) - Ofsted/SEF training delivered by Helen Haunch - ASP training delivered by Dan Walker - Online subscription for Learning Partnerships
LEAD TEACHER PRACTITIONERS AND CURRICULUM SPECIALIST PROGRAMME	**Lead Teacher Practitioners** are identified from schools across the Trust to provide high quality modelling, coaching and mentoring to support individual/whole school improvement as well as developing pedagogical practice

	Curriculum Specialists work with the DSI as part of the School Improvement Team and are deployed to support curriculum planning and delivery in other schools across the Trust and in some instances provide external SLE work outside the Trust.

CORE ENGAGEMENT

Each school within the Trust will receive an allocation of time from the Director of School Improvement, Trust Strategic Inclusion Manager and Head of Safeguarding. Visits are spread across the academic year at key points to measure progress towards school improvement priorities and may focus on the areas below:

FOCUS	SUGGESTED KEY ACTIVITIES
LEADERSHIP AND MANAGEMENT	➢ Review school context and emerging issues ➢ Review School Development Plan and priorities ➢ Validate SEF and completion of QAF for Quality of Education ➢ Discuss the school's Pupil Premium Spending Plan, sports premium report and Music Development Plan ➢ Induction of new HT, DHT, AHT, Senior Leaders ➢ Strategic Planning ➢ Pre and Post Ofsted Support including training for staff, deep dives ➢ School Improvement Review (teaching and learning review, curriculum review, developmental review) ➢ Conduct a joint Learning Walk (including joint lesson visits and work sampling focusing on presentation, teacher expectations and whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and are developing incrementally) ➢ Review staffing structures, roles and responsibilities ➢ To support with Performance Development including appraisal, performance concerns, difficulty meetings and capability ➢ Signpost to peer support and resource and expertise within and outside the Trust ➢ Leadership Development including: Headteacher and leadership coaching, mentoring, supervision, middle leadership development/training, coaching curriculum specialists for school to school support ➢ Staff Inset delivery and CPD schedule ➢ Support with parent conflict/complaint ➢ Data analysis and pupil progress including IDSR/ASP training ➢ Guidance, support and training to support with Statutory Assessments ➢ Review of attainment and progress including pupil progress meetings ➢ Telephone advice, guidance and signposting ➢ ECT support for mentors/tutors
QUALITY OF EDUCATION: READING, INCLUDING PHONICS AND EARLY READING	➢ Discuss the school's approaches to the teaching of phonics and reading (this should involve the English Leader)

	➢ Discuss the school's phonics tracking/wider reading assessment information ➢ Spring Term phonic review with phonic curriculum specialist ➢ Conduct a joint Learning Walk and/or deep dive ➢ Meet a group of pupils to discuss their experiences of reading and how well the school fosters and promotes a love of reading ➢ Identify and agree subsequent actions to be taken
QUALITY OF EDUCATION: MATHS AND WIDER CURRICULUM	➢ Discuss the school's approaches to mathematics including the arithmetic curriculum, question level analysis, development of WRM curriculum planning ➢ Discuss the wider curriculum including, SMSC and Cultural Capital (this should involve the school's Curriculum Leader) ➢ Conduct a joint Learning Walk and/or subject review ➢ Meet with a group of pupils to discuss their experiences of the curriculum and its impact Identify and agree subsequent actions to be taken
QUALITY OF PROVISION: EARLY YEARS	➢ Discuss the school's approaches to the curriculum, personal development, assessment and tracking in Early Years (including attainment on entry) ➢ Conduct a joint Learning Walk ➢ Meet with the Early Years Leader to discuss their views of the strengths and areas for development ➢ Review the extent to which the curriculum and care practices meet the needs of the range of children who attend with SEND ➢ Identify and agree actions to be taken ➢ Validate completion of EYFS data ➢ Moderation of EYFS data
BEHAVIOUR, ATTITUDES AND PERSONAL DEVELOPMENT	➢ Review the school behaviour policy & current behaviour analysis from CPOMS or equivalent ➢ Discuss the school's approaches promoting the personal development of pupils, and the impact of their work on pupils' behaviour and attitudes ➢ Review the school's current exclusions/suspension and attendance data (including comparisons to previous terms/years) and strategy to promote attendance and/or reduce suspensions ➢ Evaluate the experience of children with SEND, CLA or who have had referrals made to Bradford Children's Services ➢ Review parent/pupil surveys with a focus on behaviour and personal development ➢ Learning Walk with a focus on behaviour and attitudes inside and outside of lessons ➢ Meet with a group of pupils to explore their experiences of behaviour in school, including the prevention of bullying and how the school deals with

	any form of harassment and violence, discrimination and prejudice behaviour, if they happen. ➢ Identify and agree actions to be taken ➢ Validate completion of QAF for Pupil Experience
QUALITY OF SEND	➢ Review whether leaders are suitably ambitious for all pupils with SEND and review how well leaders identify, assess and meet the needs of pupils with SEND ➢ Discuss the school's approach to coherently sequencing the curriculum to meet all pupils' needs, starting points and aspirations for the future (this should involve school's curriculum leader and SENDCo) ➢ Review how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND ➢ Review how well leaders include pupils with SEND in all aspects of school life ➢ Review how well leaders ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in: ● communication and interaction ● cognition and learning ● physical health and development ● social, emotional and mental health ➢ Review how well pupils with SEND are prepared for their next steps in education ➢ Discuss the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities ➢ Conduct a joint learning walk with a focus on different aspects of SEND (eg. EHCP, MSP, engagement is lessons, classroom environment) ➢ Review of SEND funding and advice/support for next steps ➢ Review of compliance of provision in EHCPs with key leaders ➢ Conduct quality assurance of paperwork and annual reviews ➢ Offer of additional support with complex casework – Annual reviews/meetings with LA/professionals ➢ Validate completion of QAF for SEND
SAFEGUARDING	➢ Complete a internal safeguarding review and identify and agree actions to be taken ➢ Provide identified support for DSLs, as and when needed ➢ Validate completion of QAF for Safeguarding and Pupil Experience ➢ Review termly safeguarding headline data
ANNUAL EXTERNAL (PEER) REVIEW LED BY EXTERNAL CONSULTANT	

CATEGORISATION - A TIERED APPROACH TO IMPROVEMENT

Schools are Categorised into one of four tiers:

SUSTAIN
A strong school with the capacity to further its own improvement and offer significant support and lead others in many areas to others in their improvement journey
IMPROVE
A school that has proactive leadership, is embedding strategies and improving outcomes. Has the capacity to support other schools in some key identified areas
REPAIR
A school that would benefit from additional support in their own improvement journey
STABILISE
A school with significant shortcomings and without the capacity to secure their own improvement

TIERED CRITERIA

TIER	SOME LIKELY FEATURES	ENGAGEMENT
SUSTAIN	★ Sufficient strength and capacity exists to support and lead others ★ Shares best practice, committing to developing excellent teachers and leaders across the Trust and delivering school-to-school support within the Trust ★ Continues to develop and grow their own effectiveness ★ Grows leaders at every level ★ Attainment and progress measures are likely to be consistently above average or well above average in all phases	● Annual (Peer) Challenge Review visit led by External Consultant ● 4 HT coaching sessions ● 2 school improvement days or equivalent (core engagement across the year from Director of School Improvement) ● 2 half day SDP reviews or equivalent ((core engagement across the year from Director of School Improvement) ● 3 days equivalent core engagement across the year from Trust Strategic Inclusion Manager ● 2 days equivalent core engagement across the year from wider SEND school improvement team (if required) ● Annual (Peer) Phonic Monitoring Check in Spring 1 ● Annual EYFS Review if required ● External Safeguarding Review with Bradford Education Safeguarding Team (if required) ● Internal Safeguarding (Peer) Review with Head of Safeguarding

			● Annual (Peer) SEND Review with Trust Strategic Inclusion Manager/SEND School Improvement Officer ● Full involvement in Peer Learning Conversations/Leadership Forums ● Full involvement in Partnership Meetings ● Full involvement in STEP offer ● Termly quality assurance of pupil progress and attainment with DSI/Trust Strategic Inclusion Manager (including target setting, mid year and end of year data) ● Termly quality assurance of Safeguarding with Head of Safeguarding ● Supervision for DSL through Head of Safeguarding and Bradford Education Safeguarding Team when required ● Share best practice with other schools with a focus on - curriculum, quality of teaching and learning and leadership ● Share excellent expertise across the Trust ● HT and leaders to be involved with chairing networks/TeachMeets ● Completion of QAF with DSI/TSIM
IMPROVE	★ Has the capacity to bring about improvement in their own organisation through a clear focus on what they need to achieve to become excellent ★ Provides some support to others within the Trust ★ Accurately self- evaluates and prioritises next steps for improvement ★ Attainment and progress measures are likely to be at least average and improving over time in all key phases **School to move to 'sustain' within 2 years**		● Annual (Peer) Challenge Review visit led by External Consultant ● 4 HT coaching sessions ● 2 school improvement days or equivalent (core engagement across the year from Director of School Improvement) ● 2 half day SDP reviews or equivalent ((core engagement across the year from Director of School Improvement) ● 3 days equivalent core engagement across the year from Trust Strategic Inclusion Manager ● 2 days equivalent core engagement across the year from wider SEND school improvement team (if required) ● Annual (Peer) Phonic Monitoring Check in Spring 1 ● Annual EYFS Review if required with follow up support ● External Safeguarding Review with Bradford Safeguarding Team if required ● Internal Safeguarding (Peer) Review with Head of Safeguarding ● Annual (Peer) SEND Review with Trust Strategic Inclusion Manager/SEND School Improvement Officer ● Support with recruitment of senior leaders and middle leaders

			● Full involvement in Peer Learning Conversations/Leadership Forums ● Full involvement in Partnership Meetings ● Full involvement in STEP offer ● Termly quality assurance of pupil progress and attainment with DSI/Trust Strategic Inclusion Manager (including target setting, mid year and end of year data) ● Termly quality assurance of Safeguarding with Head of Safeguarding ● Supervision for DSL through Head of Safeguarding and Bradford Education Safeguarding Team when required ● Share best practice with other schools with a focus on - curriculum, quality of teaching and learning and leadership ● Share excellent expertise across the Trust ● HT and leaders to be involved with chairing networks/TeachMeets ● Completion of QAF independently ● Attendance at Scrutiny Committee Meetings
REPAIR	★ Demonstrates capacity to bring about improvement or sustain improvement in key areas but has some vulnerabilities in key focus areas for example: leadership capacity and stability, attendance, curriculum intent and implementation, provision and outcomes for SEN pupils and/or external attainment/progress outcomes ★ Attainment and progress measures, are inconsistent and/or below average in a number of phases *Where effective provision is not in place within an agreed timescale, there will be a need for direction from the Director of School Improvement* **School to move to 'improve' within 1 year to 18 months**		● School Partnership Improvement Plan will be put in place by HT/DSI (in conjunction with SDP) ● Half termly impact and progress review with HT, Senior Leaders and DSI (To replace SDP review days) ● Annual (Peer) Challenge Review visit led by External Consultant ● 4 HT coaching sessions ● 3 school improvement days or equivalent (core engagement across the year from Director of School Improvement) ● 6 days equivalent core engagement across the year from Trust Strategic Inclusion Manager ● 3 days equivalent core engagement across the year from wider SEND school improvement team ● Annual (Peer) Phonic Monitoring Check in Spring 1 ● Annual EYFS Review and follow up support if required ● External Safeguarding Review with Bradford Safeguarding Team ● Internal Safeguarding (Peer) Review with Head of Safeguarding ● Annual (Peer) SEND Review with Trust Strategic Inclusion Manager / SEND school Improvement officer

			● Support with recruitment of senior leaders, middle leaders and teachers ● Additional school to school support provided as necessary (for example, Curriculum Specialist, Lead Teacher, SLE, LLE) ● Additional support commissioned from professional partnerships ● Full involvement in Partnership Meetings ● Full involvement in STEP offer ● Termly quality assurance of pupil progress and attainment with DSI/Trust Strategic Inclusion Manager (including target setting, mid year and end of year data) ● Termly quality assurance of Safeguarding with Head of Safeguarding ● Supervision for DSL through Head of Safeguarding and Bradford Education Safeguarding Team when required ● Completion of QAF with DSI, TSIM, HoS ● External reviews if required for Pupil Premium/sports premium/SEND ● Support from other schools across the Trust to secure improvement ● Possibility of Headteacher support in place to secure rapid improvement
STABILISE		★ Attainment and progress measures in a number of phases are below average and showing no signs of sustained improvement ★ Limited capacity to promote rapid improvement ★ No clear or sustained focus on school improvement ★ No evidence of pace, urgency or sustained improvement ★ Morale and perception of school is low – high staff absence/turnover, falling pupil numbers ★ Need to improve rapidly within a given review period ★ Inaccurate or overly generous self-evaluation Inadequate or consecutive Requires Improvement judgements *School requires significant improvement and there will be a need for direction from the Director of School Improvement and Chief Executive Officer*	● School Partnership Improvement Plan will be put in place by HT/DSI (in conjunction with SDP) ● Half termly impact and progress review with HT, Senior Leaders, DSI & CEO (To replace SDP review half days) ● Annual (Peer) Challenge Review visit led by External Consultant ● 4 HT coaching sessions ● 4 - 6 days equivalent core engagement across the year from Director of School Improvement ● 8 days equivalent core engagement across the year from Trust Strategic Inclusion Manager ● 3 days equivalent core engagement across the year from wider SEND school improvement team ● Possibility of Executive Headteacher support in place to promote rapid improvement, if required ● Financial support for improvement will be considered ● 'Team around the school' approach taken with support from central team ● Annual (Peer) Phonic Monitoring Check in Spring 1

	School to move to 'repair' within 1 year	● Annual EYFS Review ● External Safeguarding Review with Bradford Safeguarding Team ● Internal Safeguarding (Peer) Review with Head of Safeguarding ● Annual (Peer) SEND Review with Trust Strategic Inclusion Manager ● Support with recruitment of senior leaders, middle leaders and teachers ● Additional school to school support provided as necessary (for example, Curriculum Specialist, Lead Teacher, SLE, LLE) ● Additional support commissioned from professional partnerships ● Full involvement in Partnership Meetings ● Full involvement in STEP offer ● Termly quality assurance of pupil progress and attainment with DSI/Trust Strategic Inclusion Manager (including targets, mid year and end of year data) ● Termly quality assurance of Safeguarding with Head of Safeguarding ● Termly supervision for DSL through Education Safeguarding Team and HoS) ● Completion of QAF with DSI, TSIM, HoS ● External reviews if required for Pupil Premium/sports premium/SEND ● Support from other schools across the Trust to secure improvement ● Possibility of Headteacher support in place to secure rapid improvement ● Attendance at Scrutiny Committee Meetings If required, direct Intervention by Director of School Improvement to: ➔ Secure effective senior leadership, including the engagement of an Executive Headteacher ➔ Implement a robust and rigorous School Partnership Improvement Plan and monitoring and evaluation schedule ➔ Secure quality first teaching across the school using expertise from across the Trust ➔ Rapidly raise standards of attainment and accelerate progress across the school An expectation to implement all or some of the following where rapid improvement is required: ➢ Little Wandle Letters and Sounds or RWI (a daily systematic synthetic approach to phonics)

	➢ Maths Mastery approach (for example, Maths No Problem or White Rose Maths Hub resources) ➢ Text driven English Curriculum ➢ Group reading reception/Yr1 and where appropriate Yr2 ➢ Whole class teaching of reading Yr2- Yr6 ➢ Tailored Curriculum model ➢ Targeted academic support through structured interventions (EEF Guide to Supporting School Planning) ➢ Non-negotiable expectations with regard to feedback and marking, learning environment, general systems and processes ➢ Behaviour strategy to eradicate low level disruption and reduce exclusions ➢ Attendance strategy to raise levels to at least national average

**Additional External Consultant/Director of School Improvement/School Improvement Lead Support is likely to be brokered for those schools who are due an imminent Ofsted inspection/Monitoring Visit.

STANDARDISED APPROACHES

The Trust expects all the following strands of consistency across all schools.

ASSESSMENT & TARGET SETTING	● All schools follow PAY Assessment Calendar ● Consistent approach and format for Target Setting process using FFT Aspire ● FFT updated 3 times per year (autumn 1 targets, spring data capture, summer data capture) and shared with the Director of School Improvement ● EYFS data to be uploaded to Arbor ● Consistent approach to pupil progress and reporting to DSI ● Standardised assessments for Years 1 – 5 to be administered at the end of each academic year ● Twice yearly analysis of data completed by Director of School Improvement and reported to Trust Board
SCHOOL DEVELOPMENT PLAN (SDP)	● Agreed format in place ● All SDPs will be quality assured as part of the Director of School Improvement's work with schools
PUPIL PREMIUM STRATEGY	● Agreed and consistent format in place including meeting with CFO and DSI
SPORTS PREMIUM STRATEGY	● Agreed and consistent format in place including meeting with CFO and DSI
SELF EVALUATION FORM (SEF)	● Annual SEF writing training with agreed format in place

SCRUTINY COMMITTEE REPORTING	● Agreed and consistent format in place for Quality Assessment Framework to Scrutiny Committee to ensure that the information provided for Trustees is similar across the Trust and covers the necessary areas ● Consistent agendas and minutes format across the Trust for Scrutiny Meetings ● Bespoke support provided by the Trust Governance and Compliance Manager
PERFORMANCE DEVELOPMENT/MANAGEMENT (APPRAISAL)	● Agreed format in place ● Appraisal process in each school will be quality assured by COO/DSI ● Schools will report annual staff development outcomes to CEO and Trust Board for approval of performance related pay increase
SEND DOCUMENTATION	● Cause for concern electronic form ● MSP format