



School Improvement Strategy

2025/2026

VISION

Enhance Academy Trust has a core purpose and vision which is to deliver outstanding educational outcomes and learning skills to enable our young people to live well in the world around them. We also aim to allow our school leaders and staff to develop the individual character of our academies so they can best serve their local communities.

Our improvement strategy is based on this vision and on an academy's capacity to improve. As a Trust, children are at the heart of all we do; we aim to support all of our academies to provide the best possible outcomes and the Trust improvement strategy seeks to achieve this. The Trust recognises that there is much to celebrate in every academy and looks to develop academies that are diverse and that reflect the communities they serve; individuality and creativity are celebrated.

The improvement strategy identifies how we will work with individual academies and 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 to ensure all of our schools become self-improving and committed to achieving a school-led system in order to promote and secure:

- Outstanding levels of achievement for all children and groups of children.
- High quality teaching and learning.
- Effective leadership and governance in all schools.
- Safe schools with fair access.
- Affordability and value for money.
- 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 including teacher inquiry.

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, 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.



UNIVERSAL OFFER

The Trust has a universal offer which 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 Universal Offer and aligned approaches as outlined below.

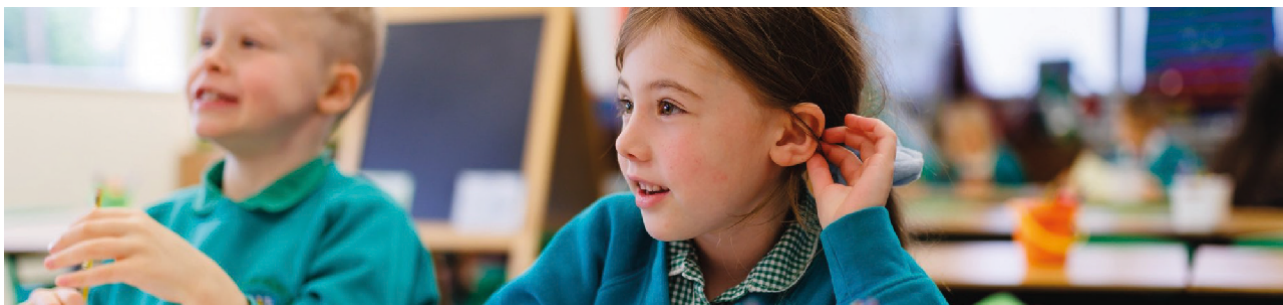
The Deputy Chief Executive Officer will strategically coordinate and shape all educational elements organised centrally by the Trust so that they benefit the individual improvement journeys of each of our academies. These include the development of strands of consistency, bespoke support, school to school support, 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.

UNIVERSAL OFFER	
Professional Development for all Staff	Annual Trust INSET Day (<i>Autumn 1</i>).
	External speakers and trainers to deliver CPD.
	Regular Partnership Meetings and moderation events focussing on key themes.
	Bespoke internal training and support for all groups of staff across the Trust, as required provided by the Trust's Teaching & Learning Consultant and members of the Central Team.
	Trust facilitated sessions for Early Career Teachers including visits to other schools.
Leadership Development	Half termly individual Headteacher Meetings led by the Chief Executive Officer and Deputy Chief Executive Officer focussing on a range of aspects of school, for example staffing, finance, building, financial position.
	Half Termly Hub Meetings (including Hub SLT Meetings) led by Executive Headteachers (Hub Leads) to promote collaborative working, share best practice, develop improvement programmes, discuss standards across the Hub, plan staff development etc.
	Involvement in Peer Review processes for all Headteachers, working alongside the Deputy Chief Executive Officer, Director of School Improvement and the Trust SEND & Inclusion Lead.
	Career Pathways model including Leadership Development programme for leaders at different levels, including NPQs, Assistant and Deputy Headteachers Network and an Aspiring Headteacher programme.
	Mentoring for new Headteachers.
	Annual Leadership Conference for Headteachers and Deputy Headteachers.
Governor Development	Regular training for governors, virtually or face to face provided by the Trust's Governance Professionals or external providers.
	All governors have access to the National Governance Association's (NGA) Learning Link modules.
SEND & Inclusion	All schools will receive individual reviews and bespoke support from the Trust's SEND & Inclusion Lead, Education Welfare Officer and Educational Psychologist.
Data Analysis	Reports from INSIGHT are shared with all schools following Trust wide assessments. These provide an opportunity for school leaders to benchmark attainment and progress for key cohorts against other schools across the Trust. Forensic data analysis will be used to inform part of the agenda for Quality Assurance visits.
SIAMS Support	Christian distinctiveness, ethos and values lie at the heart of our Church schools.
	Each school receives bespoke support from our Diocesan Advisor with additional support from the Trust's SIAMS Inspector, if required.
	Termly networks meetings are held which focus on all aspects of SIAMS and Distinctive Nature.
Quality Assurance	Each school will receive Quality Assurance visits across the academic year in line with their tier. These visits are planned so there is time between these reviews to undertake meaningful improvement work.
Executive Headteacher (Hub Leads)	Visits will be provided to each school in line with their tier by the Executive Headteacher (Hub Lead) in order to support leaders to address the school's key priorities identified on the Academy Improvement Plan and/or following Quality Assurance Visits.
School to School Support	Staff may be deployed to other schools across the Trust for specific purposes.
	Schools categorised as 'sustain' provide school to school support as required.
	Support will be identified and brokered by the Executive Headteacher (Hub Lead) in collaboration with the Director of School Improvement.

UNIVERSAL OFFER

Partnership Meetings	Partnership Meetings bring together a range of professionals to enhance their practice, share and develop resources and ensure that curriculum areas and all aspects of our work are strong and continually developing in all schools:	
	RE & SIAMS (<i>Termly</i>)	Early Years (<i>Termly</i>)
	Mathematics (<i>Termly</i>)	Moderation (<i>Termly</i>)
	English (<i>Termly</i>)	School Business Managers
	SEND (<i>Termly</i>)	Curriculum Subjects
	Pupil Premium	Pedagogy Leaders



HUB MODEL & EXECUTIVE HEADTEACHER (HUB LEAD)

Our Hubs enable:

- A sense of shared identity between schools
- A common purpose and joint vision for improving the attainment, achievement and progress of ALL children served within each hub
- Strong cohesive leadership, which seeks to develop and sustain leadership at all levels in all schools
- Schools to share openly and develop a willingness to operate in a joined-up way
- Local empowerment – having the tools and resources to do this.

Our Hubs function as collaborative units which facilitate school-to-school support and form a basis for training and more. This both enables and oversees peer support, and school improvement strategies

Executive Headteachers (Hub Leads) will provide effective support and challenge to Headteachers in line with the school's tier by:

- Providing direct line management to ensure that school improvement priorities are addressed quickly and effectively.
- Gathering and evaluating a range of evidence and escalating any concerns to the Deputy Chief Executive Officer as required.
- Driving the constant pursuit of high expectations and excellence which supports all schools to achieve exceptional outcomes in all areas.
- Challenging under-performance at all levels and ensuring effective professional learning and development and support is available for all staff.
- Providing or commissioning school-to-school support for individual schools where required, as agreed by the Deputy Chief Executive Officer and Director of School Improvement.
- Working closely with the designated group of Headteachers to develop a culture that enables everyone to work collaboratively, share best practice, celebrate success and accept responsibility for outcomes.

QUALITY ASSURANCE VISITS

Our review cycle is designed so that individual aspects of a school's effectiveness are looked at in depth with school leaders, with clear actions identified and then support given to implement these. These visits aim to ensure accurate school self-evaluation and promote improvement in key areas. All visits will be planned in cycle so there is time between these reviews to undertake meaningful improvement work. The number of visits will be in line with the school's agreed tier.

Quality Assurance Visits will focus on Ofsted's key focus areas. The focus of each visit will be agreed between individual Headteacher and the Director of School Improvement.

The Annual Quality of Education Review will focus heavily on Achievement, Curriculum and the Quality of Teaching, and will always include an evaluation of Early Reading & Phonics, mathematics and the wider curriculum with at least two foundation subjects (one humanities and one arts subject) will be evaluated in depth. Provision for pupils with SEND and disadvantaged will also be a key focus of the review.

SUPPORT AND DEVELOPMENT

Executive Headteachers (Hub Leads) will provide line management, support and development to individual schools within their identified Hub. The primary focus of the visits will be to support leaders in addressing the priorities identified in the Academy Improvement Plan (AIP) as well as any recommendations arising from the Quality Assurance Visits. The number of visits will directly link to a school's tier. Executive Headteachers (Hub Leads) will commission additional support from across the Hub, as required.

Executive Headteachers (Hub Leads) will also lead their Hub Meetings, Hub Senior Leadership Meetings and some Partnership Meetings in conjunction with the Director of School Improvement.

The Trust's Teaching and Learning Consultant, Maths Specialist and SEND & Inclusion Lead will also provide support and development to schools as part of our universal offer and tiered approach.

THE TIERED APPROACH

In order to direct our resources appropriately and provide an equitable improvement offer, all schools in the Trust will be assessed as to their current performance profile.

Each term, school leaders will be asked to self-evaluate against a set of key indicators and identify the tier which they feel best matches their performance profile. To do this, they will use a range of evidence which will include: analysis of a range of data including IDSR (where available), recent findings from any external visits led by the Trust's Central Team, the Academy Improvement Plan and the school's own self-evaluation.

This evaluation will be agreed by the Deputy Chief Executive Officer and Director of School Improvement and confirmed with each school before the end of the term. Should there be any mismatch between the self-evaluation of school leaders and the Trust's evaluation of the school, the Chief Executive Officer will chair a meeting to agree the tier. This assessment will be reviewed each term 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 tiers and level of support are explained below.

Schools are categorised into one of three tiers:

Sustain	A strong school with the capacity to further its own improvement and support others in their improvement journey.
Reinforce	A school that would benefit from additional support in their own improvement journey.
Repair & Stabilise	A school with significant shortcomings and without the capacity to secure their own improvement at pace.

TIERED CRITERIA		
	SOME LIKELY KEY FEATURES	TIERED ENGAGEMENT
SUSTAIN	<ul style="list-style-type: none"> An already strong school where leaders have the capacity to bring about further improvement in their own school through a clear focus on what they need to achieve to become excellent. Quality Assurance review evidence validates accurate self-evaluation and priorities for improvement. Attainment measures for all groups (including SEN K, Non-SEND, Disadvantaged and Non-Disadvantaged) are likely to be at least broadly in line with national averages over time and for some groups/in some assessments are likely to be above national averages (EYFSP, Year 1 & 2 PSC, Year 4 MTC & Year 6). The school will be judged as at least <i>Secure</i> in all areas at its next Ofsted inspection with several elements being judged to be <i>Strong</i>. 	<ul style="list-style-type: none"> Annual Quality of Education Review Termly Quality Assurance Visit Executive Headteacher (Hub Lead) engagement: up to 0.5 days per fortnight Leaders are actively sharing best practice with schools across their Hub and wider Trust.
REINFORCE	<ul style="list-style-type: none"> Demonstrates capacity to bring about improvement, or sustain improvement, but evidence from Quality Assurance reviews or the school's own self-evaluation indicates some vulnerabilities in key areas for example: <i>leadership capacity, suspensions, attendance, bullying, SEND provision, inconsistent curriculum intent, implementation and impact</i>. Attainment measures for all groups (including SEN K, Non-SEND, Disadvantaged and Non-Disadvantaged) are likely to be broadly in line with national averages in most key assessments but for some groups in some assessments <i>maybe below national averages</i> (EYFSP, Year 1 & 2 PSC, Year 4 MTC & Year 6). The school is at risk of any area being judged to be <i>below Secure</i> at its next Ofsted inspection. 	<ul style="list-style-type: none"> Annual Quality of Education Review Half Termly Quality Assurance Visit Executive Headteacher (Hub Lead) engagement: 0.5 days per week. Additional support provided as needed from the Trust's SEND & Inclusion Lead, Teaching & Learning Consultant, Maths Specialist and/or colleagues within the school's Hub/Trust. Termly Progress Meetings led by the Deputy Chief Executive Officer. <p>School to move to "sustain" within 3 terms.</p>
REPAIR & STABILISE	<ul style="list-style-type: none"> Inadequate or consecutive Requires Improvement judgements from Ofsted Evidence from Quality Assurance Reviews indicates significant concerns which may include: <ul style="list-style-type: none"> Limited or weak leadership capacity to promote rapid improvement. No evidence of pace, urgency or sustained improvement. Systemic issues within at least one of Ofsted's judgement areas Inaccurate or overly generous self-evaluation with inaccurate priorities identified. Morale and perception of the school is low: for example, high staff absence, falling pupil numbers, high numbers of parental complaints. Attainment measures for all groups (including SEN K, Non-SEND, Disadvantaged and Non-Disadvantaged) may be below national averages and show little sign of sustained improvement (EYFSP, Year 1 & 2 PSC, Year 4 MTC & Year 6) 	<ul style="list-style-type: none"> Annual Quality of Education Review Half Termly Quality Assurance Visit Executive Headteacher (Hub Lead) engagement: one day per week (<i>equivalent</i>). Significant support provided from the Trust's SEND & Inclusion Lead, Teaching & Learning Consultant, Maths Specialist and/or colleagues within the school's Hub/Trust. External reviews and support, if required, including Governance, Early Years and Pupil Premium. Half termly 'Team Around the School' Meeting led by the Chief Executive Officer. <p>If required, additional direct and rapid intervention by the Chief Executive and/or Deputy Chief Executive Officer to secure stronger leadership and teaching profile. This includes HR intervention.</p> <p>School to move to "reinforce" within 2 terms.</p>

Additional visits are likely to be brokered for those schools who are due an imminent Ofsted inspection.

These visits will support leaders to confirm self-evaluation, prepare for the initial phone call and ensure general readiness for inspection activity.

Additional support will be provided to schools new to the Trust as part of the Onboarding Process.

ALIGNED APPROACHES

The Trust expects the following aligned approaches across all schools:

ALIGNED APPROACHES	
Assessment & Target Setting	Consistent approach and format for Target Setting process for Year 1 PSC and Year 6.
	Pupil progress and attainment tracking systems updated in line with the Trust Assessment Calendar (INSIGHT is used by all schools).
	Standardised assessments for Years 1 – 5 to be administered 3 times per year (NFER).
	Termly analysis of data completed by the Deputy Chief Executive Officer and reported to Trust Board.
Academy Improvement Plan	Agreed format in place.
	All AIPs will be quality assured as part of the Executive Headteacher (Hub Leads) and Director of School Improvement's work with schools.
Curriculum & Pedagogy	Shared key principles for the curriculum.
	Shared key principles for pedagogy.
	Shared RE Curriculum.
Pupil Premium Strategy	Agreed and consistent format in place.
Sport Premium Report	Agreed and consistent format in place.
Self-Evaluation (SEF)	Agreed format in place.
	SEFs will be quality assured as part Quality Assurance visits.
Personal Development Behaviour & Attitudes	Trust formats for Personal Development and Behaviour & Attitudes must be implemented. Executive Headteachers (Hub Leads) will monitor the implementation of these strands.
Local Academy Board Information	Agreed and consistent format in place for Leadership Report to ensure that the information provided for local governors is similar across the Trust and covers the necessary areas.
	Consistent agendas and minutes format across the Trust for LAB Meetings.
	Bespoke support provided by the Trust Governance and Compliance Professional.
SEND & Inclusion	Consistent formats for SEN Information Report, SEN Policy and Cause for Concern forms.
	Agreed attendance processes followed, in line with the Attendance Policy.
	CPOMS is used consistently across all schools.