



SCHOOL IMPROVEMENT STRATEGY

2026/2027

VISION

As a Trust, we believe that school improvement is a collective responsibility and collaboration is key. We will ensure that in each of our schools we have:

- A vision, culture and ethos where children are at the heart of everything we do. Everyone can be the best version of themselves;
- An ambitious and inclusive education offer with high expectations for all children, enabling them to flourish;
- A guarantee to strive to ensure children will be able to achieve the best possible holistic outcomes;
- Reflective leaders who are outward facing, modelling high expectations through respect, integrity, honesty and openness;
- Christian or spiritual leadership with courageous advocacy to promote the school's values enabling personal and professional growth.

Our improvement strategy identifies how we will work with individual schools 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 schools become self-improving and committed to achieving a school-led system. 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 schools is unique, we understand that the mutual challenge, support and partnership that we offer each other as a Trust working together, will enable our schools 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 schools 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 schools. These include the development of aligned practice, bespoke support, school to school support, Trust Partnership & Network Meetings, joint CPD and the growth of new Trust initiatives.

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

UNIVERSAL OFFER

Professional Learning	- Annual Trust INSET Day (<i>Autumn 1</i>). - Regular Partnership and Network Meetings for Subject Leaders focusing on key subjects and themes. - Regular Curriculum & Pedagogy Workshops for teaching staff. - Bespoke internal training for all groups of staff across the Trust, as required, provided in Hubs or by members of the Central Team. - Trust facilitated sessions for Early Career Teachers including visits to other schools. - Termly Hub moderation events for all year groups.
Leadership Development	- Half termly individual Headteacher Meetings led by the Chief Executive Officer and Deputy Chief Executive Officer focusing on a range of aspects of school, for example staffing, finance, building, financial position. - Half Termly Hub Meetings led by Hub Improvement Partners to promote collaborative working, share best practice, discuss standards across the Hub, plan staff development etc. - Career Pathways model including Leadership Development programme for leaders at different levels, NPQs, Assistant and Deputy Headteachers Network and an Aspiring Headteacher programme. New SENCOs also receive support from the Trust SEND Leaders. - Coaching and 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 including termly bespoke Hub training sessions. - 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, Trust SENCO, 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	- Each school receives bespoke support from our Diocesan Advisor with additional support from the Trust's SIAMS Inspector, if required. - Termly network 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.
Hub Improvement Partners	Support & Development Visits will be provided to each school in line with their tier by the Hub Improvement Partner to support leaders to address the school's key priorities identified on the Academy Improvement Plan and following Trust visits.
School to School Support	- Staff may be deployed to other schools across the Trust for specific purposes. - Schools identified as 'sustain' lead an annual showcase and provide school to school support. - Support will be identified and brokered by the Hub Improvement Partner in collaboration with the Director of School Improvement or Trust SEND & Inclusion Lead.



HUBS & IMPROVEMENT PARTNERS

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

Hub Improvement Partners will provide effective support and challenge to Headteachers in line with the school's tier by:

- Providing direct support and development to ensure that school improvement priorities are addressed quickly and effectively.
- Driving the constant pursuit of high expectations and excellence which supports all schools to achieve exceptional outcomes in all areas.
- Providing or commissioning school-to-school support for individual schools where required, as agreed by the Deputy Chief Executive Officer, Director of School Improvement or Trust SEND & Inclusion Lead.
- 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.
- Arranging termly moderation events (for all year groups), termly Hub Governor training and termly Support Staff training events.



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 will be conducted by the Director of School Improvement and 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 per year 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 prior to each visit.

Annual External Reviews will be led by the Trust's External Consultant or Deputy CEO and will focus on all Ofsted grading areas. These reviews will also involve the Director of School Improvement, Trust SEND & Inclusion Lead and Deputy Chief Executive Officer.

SUPPORT AND DEVELOPMENT VISITS

Hub Improvement Partners will provide support and development visits to individual schools within their identified Hub. The primary focus of these visits will be to support leaders in addressing the priorities identified in the Academy Improvement

Plan (AIP) as well as addressing recommendations arising from Trust Visits. The number of visits will directly link to a school's tier. Improvement Partners will commission additional support from across the Hub, as required.

Improvement Partners will also lead Half Termly Dashboard & Data Challenge Meetings and Half Termly Hub Meetings.

The Trust's Lead Practitioners, Curriculum & Pedagogy Lead 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. The likely features for each 'tier' are not an exhaustive list, and there will be nuance in the categorisation of schools, through discussion between school leaders, the Deputy Chief Executive Officer, and the Chief Executive Officer.

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 across the year should circumstances change.

Where schools 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 schools to share their expertise for the good of the Trust and the wider education system as a whole. Such schools will have much to share for the benefit of others.

Some schools 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 four tiers:

SUSTAIN	A strong school with the capacity to further its own improvement and support others in their improvement journey.
EMBED ACCELERATE	A school that would benefit from additional support in their own improvement journey.
RESET	A school with significant shortcomings and without the capacity to secure their own improvement at pace.

TIERED CRITERIA		
	Likely Key Features	Engagement
SUSTAIN	- Leaders demonstrate a strong capacity to drive sustained improvement and deliver excellence - Quality Assurance evidence confirms that self-evaluation is robust and precise, with accurate priorities for improvement which are acted upon swiftly and effectively - Attainment outcomes for all pupil groups are at least in line with national averages over time, with the attainment of several groups exceeding national averages (EYFSP, Year 1 and 2 PSC, Year 4 MTC, and Year 6 outcomes) - Key Stage 2 progress measures are positive (above 0) across all subjects - Self-evaluation indicates that all areas would be graded at the Expected Standard, at least, with some areas demonstrating characteristics of the Strong Standard. <i>*Where attendance may limit Behaviour & Attendance as Needs Attention there is robust evidence of effective actions by leaders.</i>	- Annual External Review - Two Quality Assurance Visits - Minimum of Two SEND/Inclusion Visits - Support & Development: one day per half term - Leaders actively share best practice and resources with schools across their Hub and wider Trust - Leaders host an annual Showcase Event for other schools based on an area of strength
EMBED	- Leaders have capacity to bring about or sustain improvement and Leadership & Governance is graded at the Expected Standard - Evidence from recent Ofsted inspections, Trust reviews, or the school's own self-evaluation, indicates some vulnerabilities in one or two areas (graded as Needs Attention) * - Attainment outcomes for all groups are likely to be in line with national averages in most key assessments but for some groups, in some assessments, attainment may be below national averages (EYFSP, Year 1 & 2 PSC, Year 4 MTC & Year 6) - Key Stage 2 progress measures in any subject may be below 0 but remain broadly average	- Annual External Review - Five Quality Assurance Visits - Minimum of Three SEND/Inclusion Visits - Support & Development: two days per half term - Additional support provided as needed from the Trust's SEND & Inclusion Lead, Trust SENCO, Lead Practitioner, Curriculum & Pedagogy Lead and/or colleagues within the school's Hub/Trust
ACCELERATE	- Attainment and progress indicators as above - Evidence from recent Ofsted inspections, Trust reviews, or the school's own self-evaluation, indicates vulnerabilities in three or more areas (graded as Needs Attention) and/or - Leadership & Governance is evaluated as Needs Attention	- As above - Half termly Progress Meetings led by the Deputy Chief Executive Officer Where required, Executive Headteacher support may be implemented to strengthen leadership capacity, provide strategic oversight and accelerate improvement.
RESET	- One or more areas are graded, or at risk of being graded, as requiring Urgent Improvement - Leadership capacity is insufficient to secure rapid and sustainable improvement without substantial external support - Evidence from recent Ofsted inspections, Trust reviews, or the school's own self-evaluation evidence identifies significant weaknesses across one or more Ofsted grading areas - Self-evaluation lacks accuracy and does not consistently lead to effective improvement planning or impact - Improvements are not being secured at the pace required, resulting in limited or inconsistent impact on pupils' outcomes and experiences - Attainment and progress for multiple pupil groups are significantly below national expectations and/or show limited evidence of improvement over time - Wider indicators may suggest concerns regarding culture, staff wellbeing, attendance, pupil numbers, stakeholder confidence, or community perception	- Termly External Review - Three Quality Assurance Visits - Minimum of Three SEND/Inclusion Visits - Support & Development: one day per week - Significant support provided as needed from the Trust's SEND & Inclusion Lead, Trust SENCO, Lead Practitioner, Curriculum & Pedagogy Lead and/or colleagues within the school's Hub/Trust - Half termly 'Team Around the School' Meeting led by the Chief Executive Officer Where required, additional direct and rapid intervention may be put in place to strengthen leadership capacity, enhance the quality of education and accelerate improvement. This may include HR intervention and the deployment of Executive Headteacher support.

Schools identified as **Accelerate** or **Embed** are expected to move to **Sustain** within **three terms**. Schools identified as **Reset** are expected to move to **Embed** within **three terms**.

Additional visits will be brokered for those schools who are due an imminent Ofsted inspection.
These visits will support leaders to confirm self-evaluation and ensure general readiness for inspection activity.

Additional support, including Executive Headteacher and/or Improvement Partner support, may 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. - Assessments completed and pupil progress and attainment tracking system updated in line with the Trust Assessment Calendar (INSIGHT is used by all schools). - Completion of Trust documentation.
Academy Improvement Plan	- Agreed format in place. - All AIPs will be quality assured as part of the Hub Improvement Partner and Director of School Improvement's work with schools.
Curriculum & Pedagogy	- Shared key principles for the curriculum. - Shared pedagogical framework. - Shared RE Curriculum. - Key principles for Inclusive Curriculum Design and Adaptations guidance.
Pupil Premium Strategy	Agreed and consistent format in place.
Self-Evaluation (SEF)	- Agreed format in place. - SEFs will be quality assured as part Trust visits.
Personal Development & Wellbeing Behaviour & Attendance	- Trust formats for Personal Development and Behaviour & Attendance must be implemented: Personal Development Curriculum Overview and Wider Opportunities & Participation Tracker. - Agreed Attendance Policy and processes in place.
Local Academy Board	- 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.
Inclusion	- Alternative Provision documentation, Part-time timetable and Reintegration documentation and Personalised Behaviour Plans (<i>incorporating Individual Behaviour Plan, Risk Assessment and Positive Handling Plan</i>) - Consistent formats for the Inclusion Strategy and 'SEND on a Page'. - Consistent approach to SEND identification, including a Cause for Concern form supplemented by a Specific Learning Difficulties checklist. - Agreed research-informed menu of interventions. - CPOMS is used consistently across all schools.

