



Built on botheredness . . .

the **enquire**
learning trust

Academy Improvement Policy

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1. Values and ambitions

- **Purpose:** children first
- **Emphasis:** quality, enquiry, reflection, innovation and discipline
- **Disposition:** extraordinary *botheredness*, intelligent urgency, learning as a mandatory act
- **Commitment:** a decision to be excellent
- **Organisation:** none of us is as strong as all of us and all of us are as vulnerable as our weakest points
- **Trajectory:** all Academies outstanding or convincingly preparing to become so.

2. Aspirations

We have the collective aspiration for all academies to be great places for pupils to learn Our objectives are:

- Every academy strives for excellence and demonstrates pride and ambition for all.
- Every pupil attends an academy that is outstanding (or convincingly preparing to be so).
- All leaders – at all levels – are relentless in their pursuit of excellence and know how this can be achieved.
- All pupils have access to a world class curriculum and all classrooms are as good as the world's best.
- Every pupil makes good or better progress in learning and personal development.

3. Five pillars - our strategic headlines

- A focus on learning and continuous improvement.
- Securing excellent outcomes for learners through our collaborative advantage.
- Enquiry based improvement approaches.
- A commitment to building capacity at all levels and in all places.
- The best from everyone.

4. Rationale

Across the Trust we:

- Ensure that we know all our academies' contexts, strengths and areas for future development.
- Demonstrate that all academies are monitored, supported and challenged so that improvement is rapid, sustainable and durable.
- Clearly identify and articulate the difference the Trust makes to academy improvement. This would centre around the principles of- **Connection, Courage, Botheredness, and Quality. Crucially, these will lead to improved outcomes for pupils.**

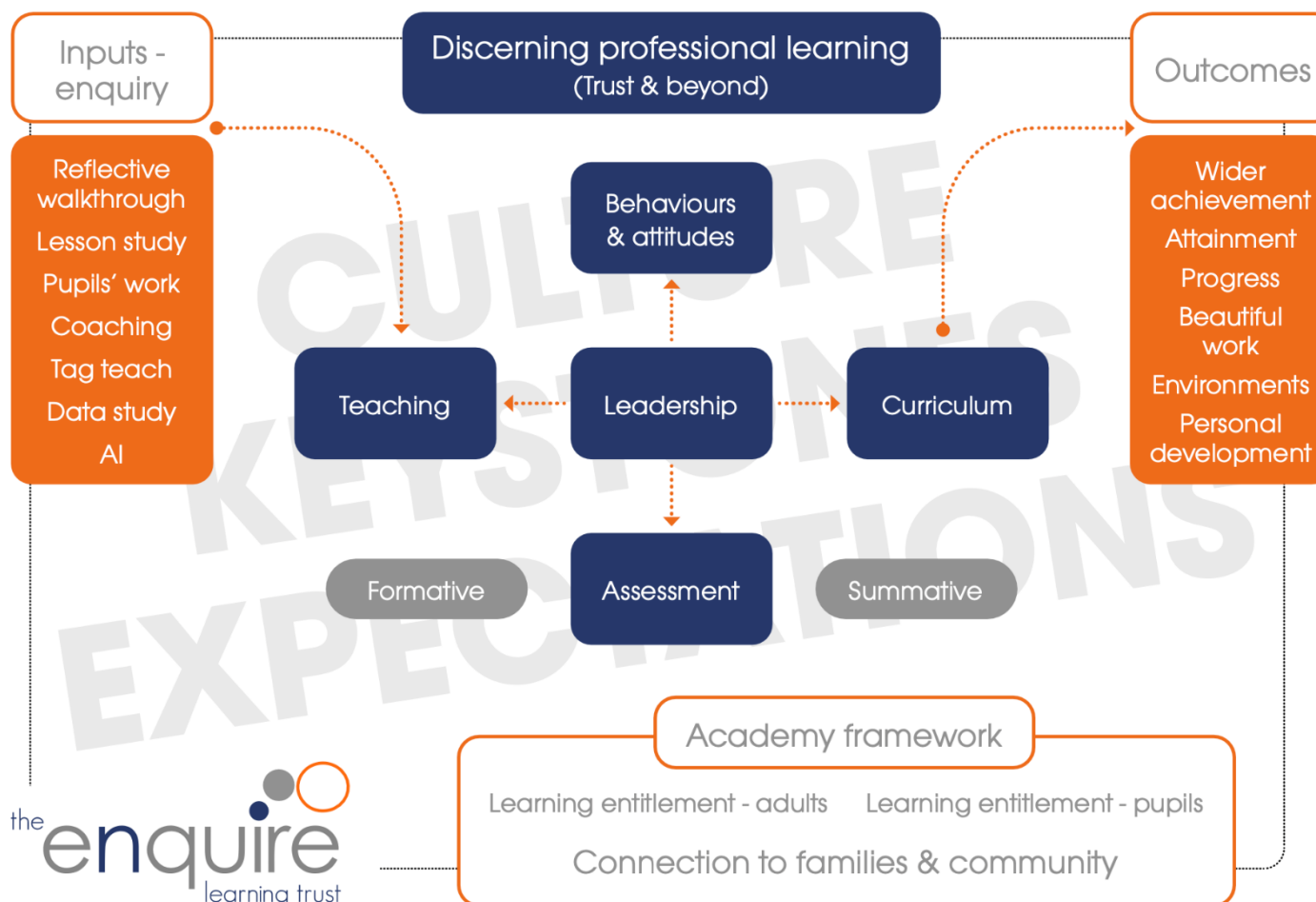
5. Underpinning ideas

This work is underpinned by several key central and strategic ideas:

- **Total quality** – reflected in every aspect of the Trust.
- **Diversity, inclusivity and equity for all** – treat people fairly and maximise their contribution and performance.
- **Professional development** – individual, team and organisational learning.
- **Technological excellence** – using technology to deliver powerful learning and innovative pedagogies.
- **Nurturing our own talent** – developing skills and creating meaningful career pathways.
- **Collaborative advantage** – liberating the array of talent, skill, knowledge and expertise across the Trust.
- **Responsible risk and innovation** – unleash creativity and lead fearlessly to solve the toughest problems.
- **Botheredness** - go the extra mile for pupils and colleagues to secure excellence.
- **Belonging** - colleagues, pupils and families build a strong and deep relationship with their school and the Trust
- **Every child can be a powerful learner** – so that every child can be the best they can be.

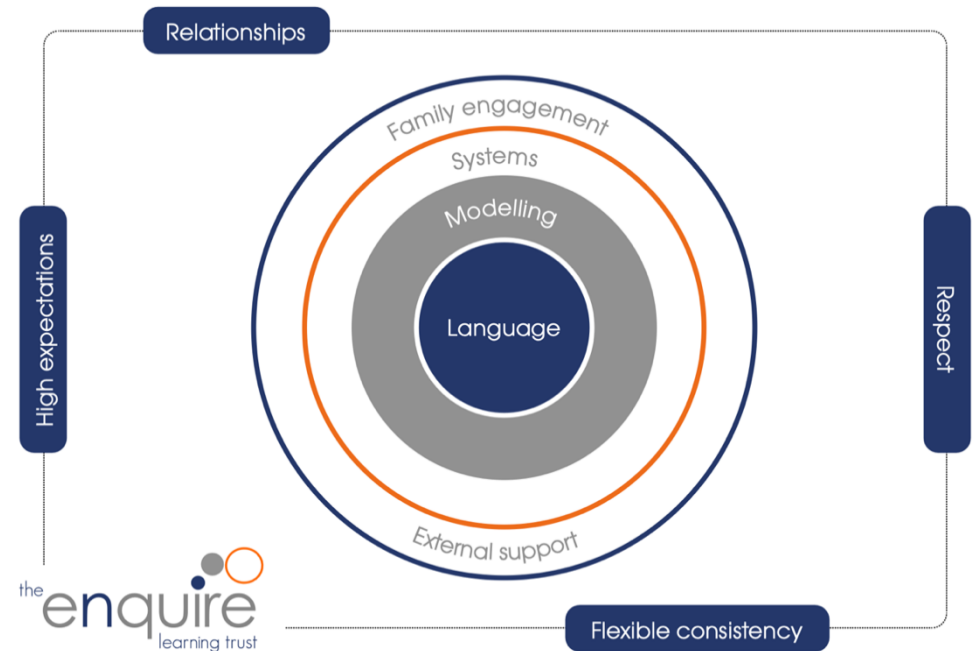
6. Academy Improvement Framework

The Academy Framework supports academy leaders' focus upon fundamental aspects of their organisation. The framework is underpinned by the continual development of effective leadership. Each component is underpinned by a series of questions or statements designed to prompt reflection and improvement.

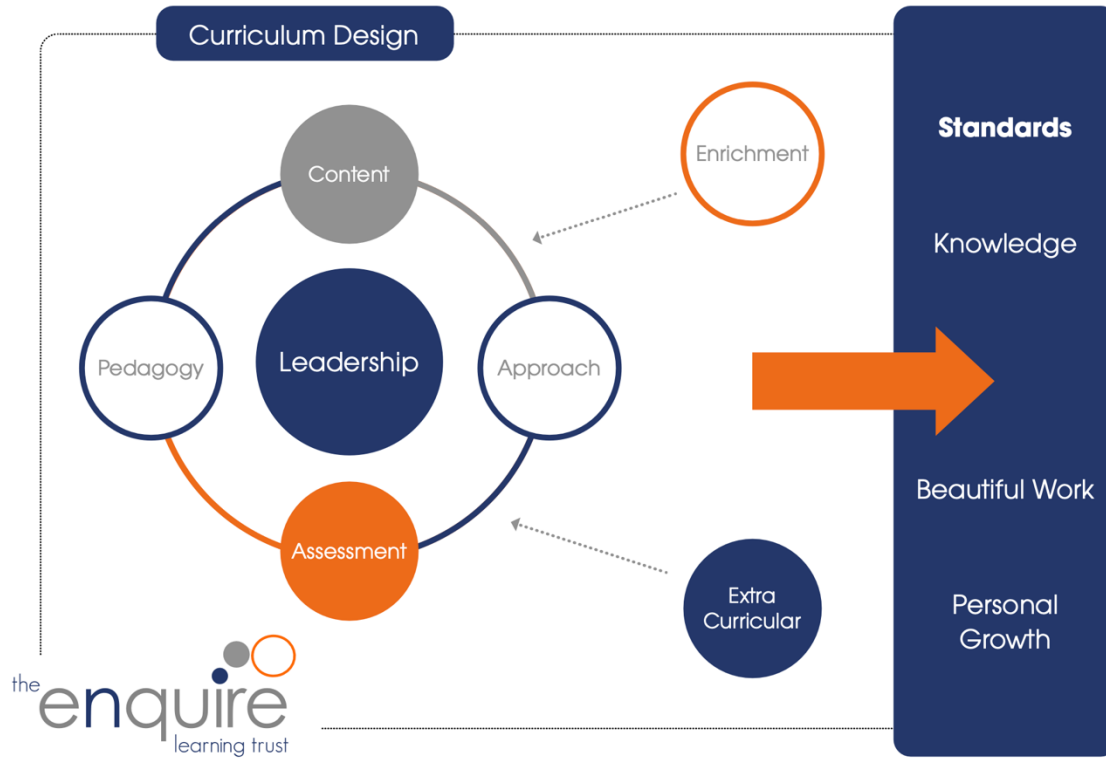


Behaviours and Attitudes

- Each academy has their own shared language for behaviours.
- The language for behaviours is closely linked to reward systems.
- All pupils are able to define language for the chosen learning behaviours and can give examples of how they help them to learn.
- Parents have a good awareness of the academy's chosen language.
- The positive use of learning behaviours is promoted by **all** members of staff.
- Chosen learning behaviours underpin the academy's behaviour policy.
- Learning behaviours are referenced in annual reports to parents.
- Pupil/adults self-manage behaviour and support others to do so in class/around school.



Curriculum – overview



Curriculum Content

- Curriculum mapping demonstrates that pupils receive a complete entitlement to the national curriculum over time.
- Curriculum aims demonstrate ambition and are at least as ambitious as the national curriculum.
- Evidence of pupils' learning shows that there is clear progression of content within a subject across the year
- Subject content is progressive across the school for each subject. The curriculum acts as a progression model.
- Leaders have identified the most powerful concepts/ knowledge they wish pupils to learn in each subject during their time in school
- Leaders plan for concepts/ knowledge in a subject area to be revisited and extended within a year and across year groups? (Vertical links within a subject)
- Leaders plan for key concepts/ knowledge to be revisited between different subjects within a year (Horizontal links across subjects)
- Leaders plan for key concepts/ knowledge to be revisited and extended across year groups and within different subjects (Diagonal links across time/ subjects)
- Books show that there are good opportunities for pupils to apply their skills in reading, writing and mathematics in other curriculum areas

Curriculum Approach

- Leaders have a clear and defensible curriculum approach that demonstrates ambitious goals for pupils
- All staff have clarity about how the curriculum is approached and plan learning in this way
- Teachers recall and activate prior knowledge at the beginning of a sequence of lessons so that pupils can begin to identify connections
- Teachers carefully identify the foundational knowledge pupils will need to achieve deeper learning in a sequence of lessons
- Teachers provide pupils with foundational knowledge so that pupils have a springboard into learning
- Teachers plan activities that are well matched to the needs of different groups of pupils- tasks are inherently challenging
- A high priority is placed upon the development and application of reading, vocabulary and mathematics across the curriculum

Curriculum Leadership

- Leaders of the curriculum have a clear, sustainable cycle of activity that outlines their role in enhancing the delivery and review of their area of responsibility.
- Curriculum leaders have a good understanding about the quality of learning in each curriculum area, have plans in place to further improve teaching in these subjects and provide support for others that ensures that these improvements are made.
- Leaders have clarity about their intended approach to make further improvements and who will be involved in making these improvements.
- Leaders have an effective review mechanism to identify relevant next steps and ensure that there is full coverage of the planned curriculum.
- Curriculum coherence- curriculum leaders plan carefully to ensure that teaching content, professional development, materials used, pedagogy and assessment align.
- Curriculum leaders have good subject knowledge and the skills to support improvement.
- Senior leaders provide opportunities for the continuing professional development of curriculum leaders.
- The Academy Improvement Committee (AIC) provides effective challenge around curriculum impact.

Curriculum – Enrichment

Pupils participate in a suitable cycle of activities that align with and enhance the core offer:

For example:

- Culture
- Music
- Sport – Competition/Participation

- IT – Digital leaders
- Community Engagement
- Enterprise
- Outdoor learning

Curriculum enrichment activities reinforce the academy's learning behaviours explicitly and implicitly
Leaders provide rich opportunities for pupils to engage with other pupils across the Trust

Lead Principals/Staff organise Trust activities for each Hub

Curriculum – Extra- curricular activities

- The selection of extra-curricular opportunities draws upon the voice of the pupils
- Pupils benefit from a broad range of sporting and non-sporting activities in each phase of the school
- Leaders provide the opportunity for every pupil to attend an extra-curricular activity each academic year
- Extra-curricular activities reinforce the academy's learning behaviours – explicitly/implicitly
- Behaviours within extra-curricular activities reach the same high standards expected within other curricular activities

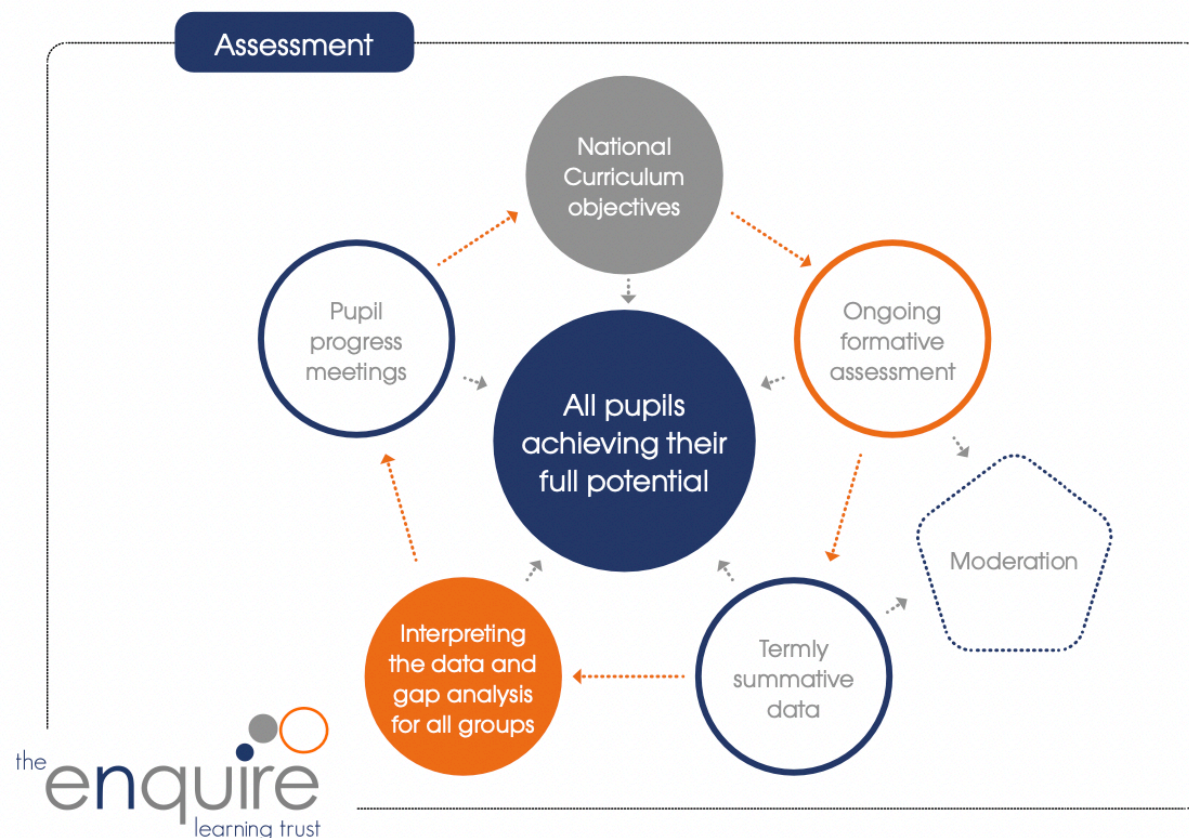
Assessment

Enquire Learning Trust have developed an assessment tracking system that is underpinned by a set of milestones in reading, writing, maths and science (the core subjects). It uses the National Curriculum statements in each subject to enable teaching staff to understand the expectations for each cohort to meet by the end of each academic year. Together, the milestones are a 'summative' collection of the skills, knowledge and concepts a child working at age related levels should have acquired by the end of the year. This is the minimum standard and our aspiration is that pupils exceed these expectations. It is the expectation that all ELT academies use the assessment to inform future learning.

Both attainment and progress assessments are made by teachers using their professional judgement. These must stand up to rigorous scrutiny by leaders and through moderation with colleagues within and across academies. All Enquire Learning

Trust academies will be expected to participate in hub moderation, with regions and clusters, to quality assure their judgements on attainment and progress.

Day to day formative assessment has different purposes for different stakeholders:



- **For pupils** - helps them to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.
- **For parents** - provides them with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.
- **For teachers** - is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
- **For school leaders** - formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at an individual level and that every child will be appropriately supported to make progress and meet expectations.

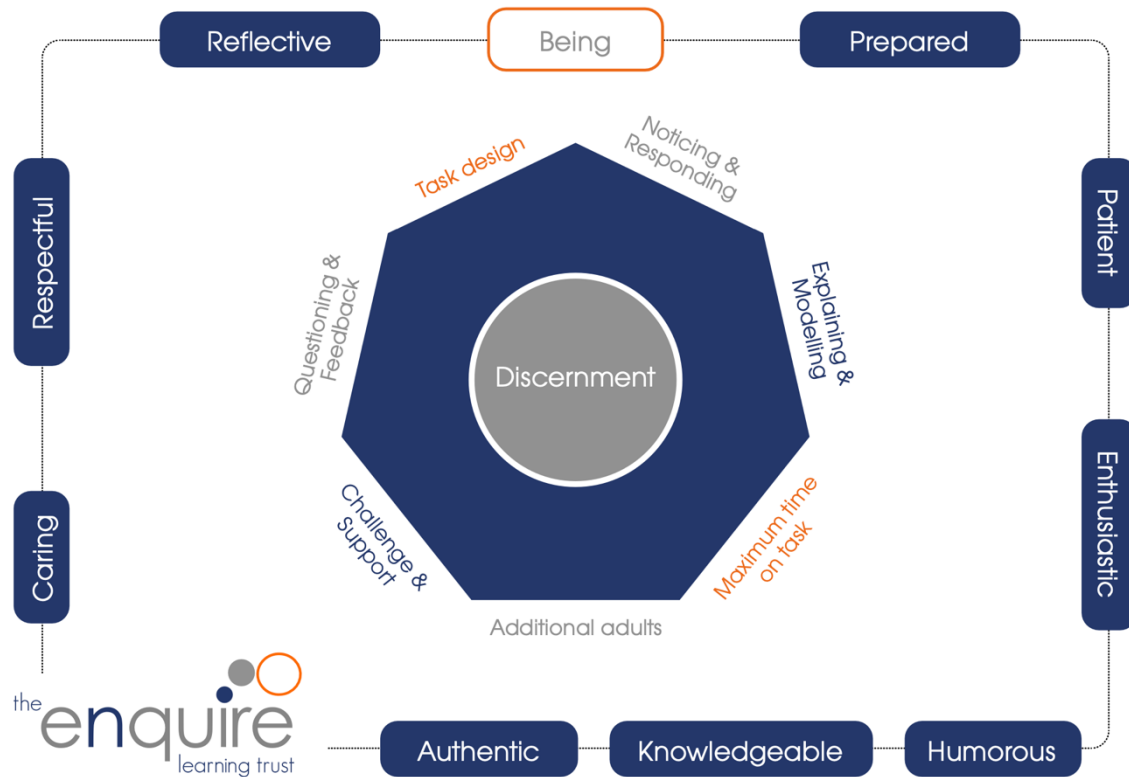
We use the information and intelligence from each academy to complete:

- **Trust Data Analysis:** The Trust completes an annual analysis of Trust wide data to identify any global patterns that may need to be addressed. This informs the collaborative learning and development offer, hub learning and development and the content of leadership seminars (see below.) This exercise is repeated each term and actions are adjusted in response.
- **Data Profile:** A detailed analysis of current nationally published data and a regularly updated and accurate projection of the attainment and progress of learners across the academy is presented to the Trust each term. Any areas of concern with regard to attainment or progress are identified by the Directors and these can be followed up by the team member responsible for Development. Significant concerns may affect the Trust's designation and trigger the need for an Engagement Plan. Similarly, areas of significant strength can be utilised to support academies in need of support.

Effective use of assessment

- Schools track cohorts, groups and individuals termly using accurate data and identify any subject, cohort, vulnerable group areas of focus
- Teachers carry out forensic analysis of data to identify next steps within Reading, writing and Maths to ensure there is progress through the curriculum
- Tracking pays attention to any current Trust wide focus e.g., Greater depth.
- Schools have a sustainable cycle of internal/external data moderation.
- Academies utilise the Trust wide moderation process.
- Every school has access to a trained moderation lead for EY/KS1 and KS2 that quality assures moderation within school.
- Leaders discuss pupil progress and consider pupils' next steps before planning subsequent provision. Actions are agreed and the implementation of these is checked. Meetings focus upon the progress to be made.
- Interim pupil progress meetings are held to check the progress of vulnerable groups/individuals and adapt provision where necessary.
- Leaders use standardised Trust formats to hold the relevant data from Enquire Assessment System.
- There is a shared language for processes and learners e.g... Critical learners.
- Schools track outcomes in foundation subjects, ensuring that this does not create undue additional workload for staff.
- Teachers assess pupils on a daily basis. They use this information to adjust subsequent plans.
- All schools have access to regular training on how to use data effectively within each area of the curriculum.

Teaching



- Teachers have good subject knowledge of the areas they teach and pupils' common misconceptions. They have a strong awareness of what pupils have already been taught.
- Teachers ensure that differentiation does not reduce the cognitive challenge for pupils.

- Teachers plan for spaced and mixed practice across sequences and across each year.
- Teachers design tasks that organize ideas, processes and information carefully so that pupils can grasp difficult concepts.
- Teachers consider the use of resources, activities, the environment and their instruction to maximise focus on key concepts.
- Where necessary teachers plan interventions to ensure pupils can access all areas of the curriculum.
- Leaders, and subsequently staff, have absolute clarity about the academy's signature pedagogies.
- Leaders provide staff with effective professional development that enables them to deliver the academy's signature pedagogies.
- The improvement of signature pedagogies continues to evolve through relevant enquiry approaches.
- AfL strategies are used skillfully by adults and pupils in every classroom.
- Trust keystones for classrooms are delivered effectively in every classroom.
- Leaders and teachers have considered guidance for pedagogy ***outlined within the curriculum section.***

Leadership

- The leadership structure is fit for purpose and meets the needs of the academy.
- All leaders have clear roles and responsibilities identified.
- Clear cycles of activity are in place for each leader.
- A coherent monitoring and improvement cycle is in place combining all leadership activity.
- The monitoring and improvement activity for each leader generates a robust evidence base of the impact leadership activity has made.
- All leaders have received high quality support to carry out their roles effectively.
- At least one middle leader has been identified for participation in leadership development to take them to their next step.
- Leaders have effective plans in place developed from thorough evaluation of the areas for which they are responsible.
- Leaders demonstrate strategic engagement with Trust CPD and professional development from beyond the Trust.

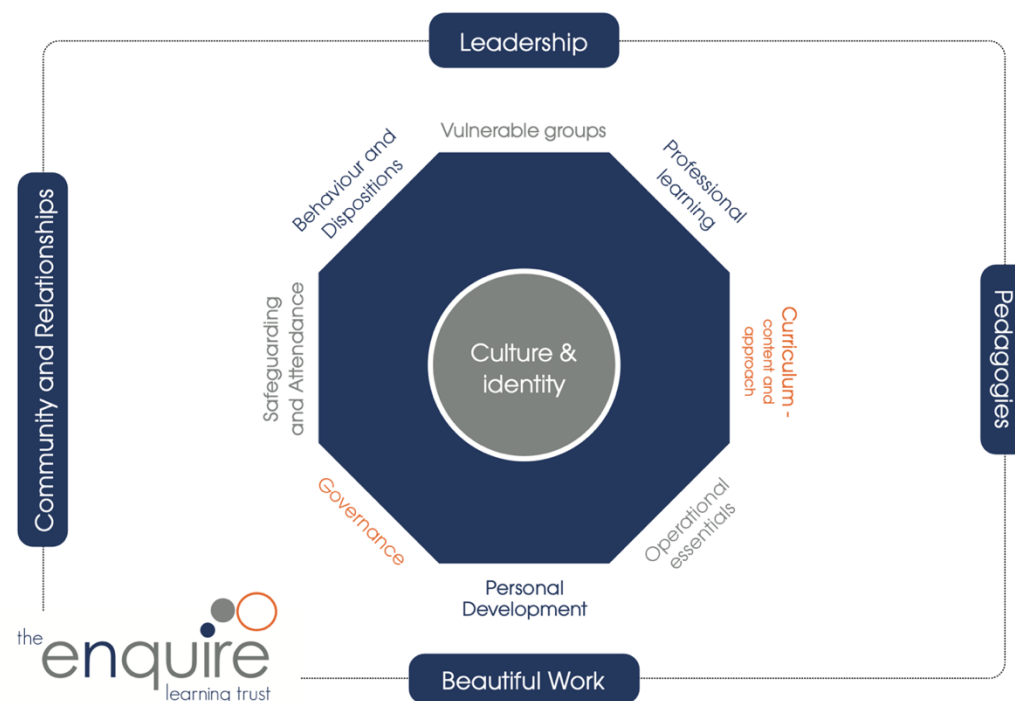
- Leaders strategically plan professional learning that prepares the academy for continuing development beyond the current priorities.
- Causal chains demonstrate leaders' impact against AIP priorities.
- The AIP holds no more than 4 focused priorities that accurately identify needs.
- Leaders ensure that whole school improvement strategies are supplemented by individualised support for teachers.
- The academy profile and the data profile are completed to a good standard and submitted to the Trust each term.
- Leaders see things through even if it means stopping an initiative.
- Leaders' decisions around the framework for an ELT school are based upon sound internal and external evidence.
- The principle of enquiry is balanced well with direct instruction to maximise improvement.

7. Keystones

Our approaches to school improvement are built upon a number of key ingredients. These are expressed in the Trust's quality keystones.

The culture and identity of each academy is locally determined with reference to the community, learners and the Trust. Likewise, the threads of practice or core pedagogies that weave their way throughout each academy's practice are autonomously designed with the help and oversight of the Trust. The keystones represent those aspects of academy provision that are deemed to be pivotal in order to secure strong outcomes for all pupils.

The Trust has oversight of the Keystones in each academy through Development and Supervision processes and the oversight provided by Academy Improvement Committees. Insight into the work of each academy is reported to the ALT on a monthly basis and recorded in the Trust's knowledge management system.



8. Trust improvement process

Academy designation

All academies within the Trust are designated using a three-point scale.

The designation scale is:

A -Sustaining School is maintaining quality against designation criteria	B -Improving School is moving to towards excellence	C - Vulnerable One or more aspects of the school may be vulnerable or declining.
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A range of sources are used to agree the designation:

- Most recent inspection outcome
- Analysis of internal and publicly available data
- Findings from the academy enquiry processes
- The most recent academy Risk Matrix
- Other relevant information shared by academy leaders

Designating Academies

When considering the sources of information outlined above, there are four core focal areas taken into consideration:

1. Outcomes for pupils	
Benchmark	Attainment and progress are above national average or improving across the school.
Focus	Evidence
<ul style="list-style-type: none"> • Attainment • Progress • Pupil groups • Phases 	<ul style="list-style-type: none"> • Enquire evolve – and dashboard • Academy SEF • ISDR
2. Effectiveness of curriculum, teaching and learning	
Benchmark	The quality of provision in every classroom at least good or rapidly improving.
Focus	Evidence
<ol style="list-style-type: none"> 1. Teaching 2. Provision 3. Professional learning 4. Performance management 5. Instructional leadership 6. Trust engagement 	<ol style="list-style-type: none"> 7. Development visits 8. Enquiry 9. Validated self-evaluation 10. Pupils' work 11. PPMR 12. AIP 13. AIC minutes
3. Effectiveness of leadership and management - overall	
Benchmark	The academy is improving or has the capacity to improve, and leaders have a track record of demonstrable positive impact.
Focus	Evidence
<ul style="list-style-type: none"> • Governance • Quality of curriculum • Subject leadership 	<ul style="list-style-type: none"> • Skill audit • AIC minutes • Development notes

<ul style="list-style-type: none"> • Improvements in teaching • SEN provision • SLT structure and effectiveness • Assessment procedures • Quality of environment • Website • Safeguarding and attendance • Administration • Staff absence and turnover • Financial management • Trust engagement 	<ul style="list-style-type: none"> • Use of Trust systems • Website review • Finance and business metrics
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4. Effectiveness of leadership and management - people

Benchmark	Learners benefit from a workforce that is effective and improving
Focus	Evidence
<ul style="list-style-type: none"> • Staff absence • Staff turnover • Staff satisfaction • Employee motivation and engagement 	<ul style="list-style-type: none"> • CEO report • Staff survey • HR notes • Exit interviews

5. Effectiveness of leadership and management – financial management

Benchmark	Academy
Focus	Evidence
<ul style="list-style-type: none"> • In year and future outturn position – surplus/deficit <ul style="list-style-type: none"> • Salary costs as a percentage of funding – leadership structure, teaching staff, teaching assistants, other staff 	<ul style="list-style-type: none"> • Trustee minutes • Leadership team minutes • Finance review minutes • Budget analysis

<ul style="list-style-type: none"> • Benchmarking and comparative data – across the Trust, other MATs and national • Pupil Teacher Ratios • Projected numbers on roll 	
6. Overall performance	
Benchmark	Trustees have confidence in the capacity for continuous improvement

The designation process

The designation is reviewed at least annually, and the outcome is shared with Trustees, Academy Leaders and the Academy Improvement Committee:

Step 1 - Designations are discussed collectively by the Directors who formally recommend designations. Engagement Plans are designed where necessary.

Step 2 - Directors responsible for Development meet with Academy leader/s to discuss the Academy Designation.

Step 3 - Designations are presented to Trustees for approval.

Step 4 - Academies are informed in writing of final designation. Meetings are held with any academies designated C.

Step 5 - Academy Improvement Committee is informed of the academy's designation by the Principal.

Step 6 - Designations are reviewed termly by exception and any changes communicated with academy leaders and local governors.

Those academies that are designated within categories C:

- Engage in a Trust led review of academy leadership where appropriate.
- Receive peer support from an academy within category A or B where appropriate. This will be a formal partnership with another academy.
- Have a greater level of direction from the central team through the Development role.
- Engage in Trust level programmes and initiatives linked to their Academy Improvement Plan priorities.

- Attend moderation sessions led by the Trust at cluster moderation meetings.
- Submit more frequent analysis of assessment information to the central team.
- Have a greater level of direction from the Directors in business and operational activities.

Academies designated C are expected to demonstrate the capacity to improve to category B within a term in normal circumstances. Where this is not the case further Trust intervention will be undertaken.

They will also have a detailed Academy Engagement Plan in place that is designed to support the academy to make rapid improvement. Principals are accountable for the effective implementation of all agreed action.

Challenge, support, and oversight - development and supervision

The work of all academies is closely supervised as part of our commitment to offer robust oversight, challenge, development and support.

Academy development and academy supervision - each school has two attached members of the central team who work closely with leadership teams and members of the AIC to ensure improvement. These colleagues provide a sharp focus on school-improvement, the development of Trust keystones, the effective use of assessment information and guiding academies against the Trust framework.

Whilst much of the role of the Development officer is to provide bespoke support to schools, there are identified areas of focus that ensure that the central team have oversight of critical elements of school performance. Through policy and procedure, the Trust **ensure** that appropriate actions are taken to support the provision of a high-quality education. A clear and precise monitoring system **assures** the central team that this is in place. The Development officer should have oversight of the following areas as a baseline for their work:

SAFEGUARDING

Ensure checks are made to ensure actions from the Trust internal audit are followed up
Share any significant information with the Trust Vulnerable Pupils Officer

DISADVANTAGED PUPILS

Check the pupil premium plan, ensuring it has reference to curriculum and cultural capital for these pupils

Discuss the school's PD programme against the Trust baseline with a specific focus on disadvantaged pupils- leaders to highlight how these pupils are affected by the programme and point to examples of impact

CURRICULUM

Early Reading

Meet Phonics Leader:

Outcomes/ tracking and plans to raise attainment

Actions to support lowest 20% in KS1 and pupils needing support in KS2- impact?

Support provided for other staff including records of CPD/ ongoing feedback and support

Check leader has records of sampling reading books

If phonics outcomes are below national average- this is a termly process

Reading/Writing/ Maths

There should be:

- Clear processes in place for the teaching of these subjects that are understood by all staff
- A clear timetable **and** process for the monitoring of these subjects at least termly- may be more frequent if in AIP
- High quality monitoring records that identify next steps
- A precise action plan that includes effective actions to make improvements
- Assessment information that identifies specific pupils for additional support and the support they need
- Plans that demonstrate additional support is: precise, frequent, connected
- Records of CPD provided for staff- subject leaders should be able to articulate the impact of this work, including on outcomes

There should be a clear emphasis on **impact**:

- *Development officers should make sure they have opportunities to validate the above through looking at evidence of pupils' learning in books each term to ensure that these demonstrate high expectations and quality outcomes.*
- *This should be closely aligned with target pupils identified within pupil progress meetings*

Other subjects:

There should be:

- Clearly thought out LTPs- including a rationale for any lengthy gaps between revisiting the subject/ aspects of the subject
- Progressions for disciplinary and substantive knowledge
- Key vocabulary identified
- Assessment records available that are tightly linked to the knowledge identified in plans
- A clear timetable **and** process for the monitoring of these subjects
- High quality monitoring records that identify next steps
- A precise action plan that includes effective actions to make improvements and links closely to the assessment information provided by teachers
- Records of CPD provided for staff- subject leaders should be able to articulate the impact of this work, including on outcomes

There should be a clear emphasis on **impact**:

- *Development officers should make sure they have opportunities to validate the above through looking at evidence of pupils' learning in books each term to ensure that these demonstrate high expectations and quality outcomes.*
- *Each Development officer complete a profile of curriculum provision for each school. This is a live document agreed with Principals that they adjust in year. This information is checked each term by the CPD lead and used to inform the Trust professional development offer. An overview is reported to Trustees each term.*

Subject leaders should:

- Be able to confidently articulate the content of their plans and how these build through the school
- Be skilled in carrying out all parts of monitoring
- Be able to plan actions that are well suited to make the improvements they need
- Be able to articulate what assessment information is telling them and what they have done to address this
- Be able to articulate how they have addressed any gaps in learning
- Be able to discuss how they have supported staff and the impact this has had
- Know exactly what their next steps are

LEADERSHIP

There should be:

- Alignment in focus- *Standards-SEF-AIP*
- A clarity about roles in the leadership team and clarity about the responsibilities of each team member
- A well-designed monitoring timetable that is followed carefully
- Regular SLT meetings
- Processes in place to ensure that CPD is well targeted at the AIP and staff needs
- A clear understanding of current assessment information and trends over time

Supervision - providing further challenge for school leaders through the leadership of the Spring or Summer enquiry. Quality assurance of Development work.

AIC membership/leadership – providing challenge to school leaders through local governance forums.

The engagements are designed with reference to agreed principles:

- Bespoke development that is co designed with academy leaders and aims to build leadership capacity
- Engagements that are well designed, well planned and well executed
- The engagement will be focused on the crucial work and usually be connected to the Academy Improvement Plan
- There is a joint accountability between helper and helped for the quality of the work and the Academy Principal retains accountability for the outcomes of the engagement
- All engagements are recorded in the Trust Knowledge Management system (Microsoft Teams) so that previous encounters can be extended and deepened where necessary.

AIC membership/leadership

AIC	Central team member
Easterside/Rose Wood	Paul
East Whitby/Stakesby	Delyth
Hardwick/Harrow Gate/Oakdene/High Clarence	Rebecca
Roseberry/Stokesley/Yarm	Jaimie
Buckingham/Southcoates	Paul
Eastfield/Keelby/Laceby Acres	Jodie
Elliston/Middlethorpe/Welholme	Paula
Enfield/Humberston/Springfield	Lauren
Dowson/Endeavour/Godley	Brett
Flowery Field/Oakfield/Bradley Green	Jaimie
Linden Road/Manchester Road/Moorside	Alison
Broughton	Rebecca

Deployment of the central team 2023/2024

	North		West		East	
	Development	Supervision	Development	Supervision	Development	Supervision
Darren	East Whitby Rose Wood	Hardwick Green	Bradley Green Flowery Field	Moorside Endeavour	Eastfield Welholme	Broughton Springfield Enfield
Jaimie	Easterside Harrow Gate Roseberry	Oakdene East Whitby Stokesley	Endeavour Godley Moorside	Oakfield Manchester Rd Linden Rd	Middlethorpe Springfield Broughton	Buckingham Laceby Acres Keelby
Rebecca	Hardwick Green Oakdene Stokesley High Clarence	Stakesby Yarm Roseberry Easterside	Manchester Rd Oakfield	Bradley Green Dowson	Buckingham Southcoates Laceby Acres	Welholme Elliston Humberston
Delyth	Stakesby Yarm	High Clarence Rose Wood Harrow Gate	Dowson Linden Rd	Godley Flowery Field	Elliston Enfield Humberston Keelby	Middlethorpe Eastfield Southcoates
Ellen/Alison	TBC					

The table below outlines the cycle of activity that provides oversight of academy improvement: (*Keystones in bold*)

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Oversight	Development/Supervision Communicate designations- Development ASP Analysis/Data Profile AIP SEF	Development/Supervision Data Profile/ Trust wide data analysis	Development/Supervision Designate academies AIP writing support SEF writing support Data Profile/ Trust wide data analysis
Governance	Full Trustees Meeting Finance Committee Audit, and Risk Committee Standards Committee AIC – academy profile, AIP Monthly Trust Leadership Team Meeting Designation Process Members Meeting	Full Trustees Meeting Finance Committee Audit, and Risk Committee Standards Committee AIC – academy profile, AIP Monthly Trust Leadership Team Meeting Designation Process	Full Trustees Meeting Finance Committee Audit, and Risk Committee Standards Committee AIC – academy profile, AIP Monthly Trust Leadership Team Meeting Designation Process Members Meeting
Enquiry	AIP Focus – PMR link	Focused enquiry – Trust theme	AIP Review Supervision

<p>Performance management</p>	<p>CEO</p> <ul style="list-style-type: none"> • Directors • Central Team • Principals (– self-evaluation – triad review – CEO) <p>Principals</p> <p>Academy Leaders</p> <p>Teachers</p> <p>Support staff</p> <p>AIC oversight of overall performance and progress towards academy priorities.</p>	<p>AIC oversight of overall performance and progress towards academy priorities.</p>	<p>AIC oversight of overall performance and progress towards academy priorities.</p>
<p>Development Oversight</p>	<p>Data Profile</p> <p>Academy Profile:</p> <ul style="list-style-type: none"> - Attendance - Safeguarding incidents - Behaviours and Exclusions - AIP - SEF <p>Alignment of Standards-SEF-AIP-CPD</p> <p>Discuss targets for year and designation- use dashboard to track identified pupils</p> <p>Ensure monitoring timetable in place for all key leadership roles</p> <p>Check actions against safeguarding audit</p>	<p>Data Profile</p> <p>Academy Profile:</p> <ul style="list-style-type: none"> - Attendance - Safeguarding incidents - Behaviours and Exclusions - AIP - SEF <p>Check progress against AIP milestones</p> <p>Check actions against safeguarding audit</p>	<p>Data Profile</p> <p>Academy Profile:</p> <ul style="list-style-type: none"> - Attendance - Safeguarding incidents - Behaviours and Exclusions - AIP - SEF <p>Check progress against AIP milestones</p> <p>Check actions against safeguarding audit</p>

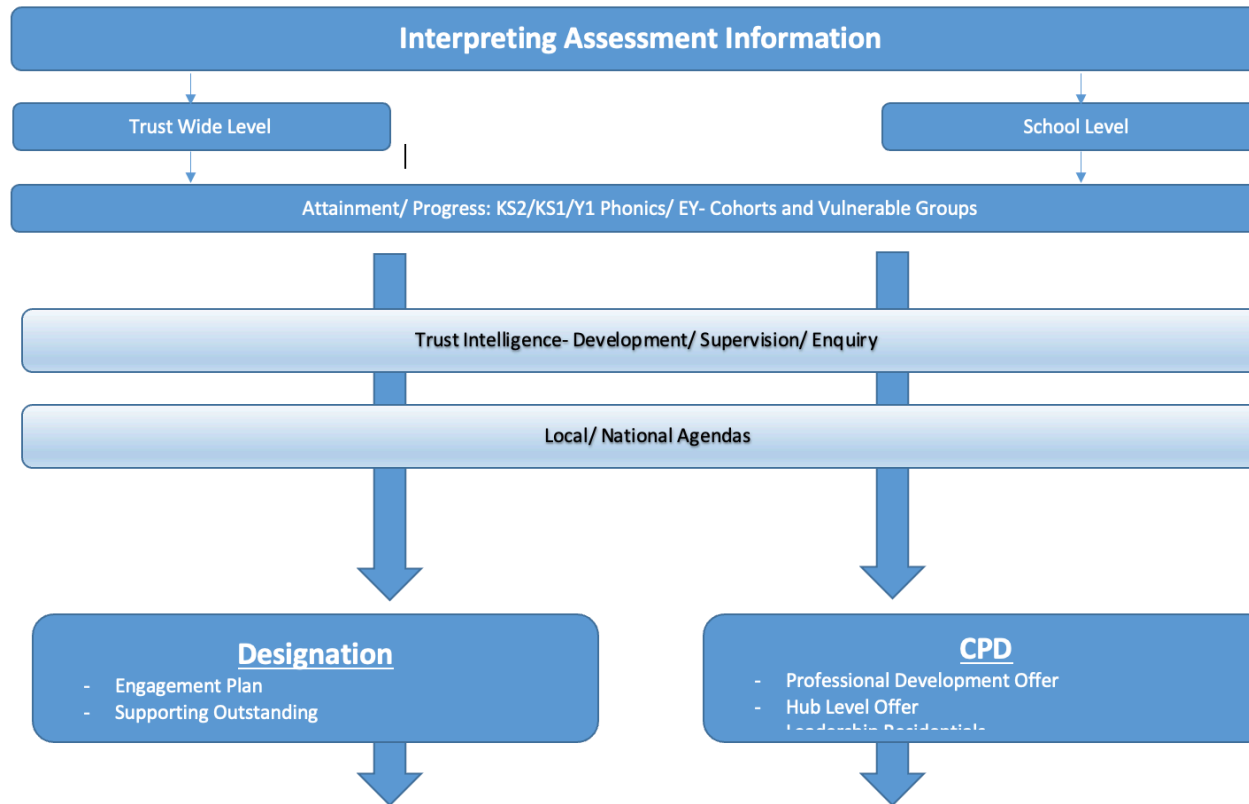
<i>Development</i>	Progress against AIP/ Behaviour/s		
<p>Development keystones</p>	<p>Staffing profile- including roles and responsibilities for leaders</p> <p>Teaching</p> <p>Curriculum planning- complete/ progressions/ enrichment/ extra-curricular</p> <p>Subject leadership inc EY leadership</p> <p>Professional learning- plan and AIP alignment</p> <p>Pupil Premium funding- ensure strategy has reference to curriculum and cultural capital for these pupils</p> <p>Sports Premium funding</p> <p>Safeguarding- S175/ audit info from RC</p> <p>SENCO interview- provision</p> <p>Assessment- moderation and use</p> <p>Attendance- (through academy profile)</p> <p>Early Reading- enquiry</p>	<p>Staffing profile</p> <p>Teaching</p> <p>Subject leadership</p> <p>Professional learning- check attendance at CPD</p> <p>Pupil Premium- impact</p> <p>Safeguarding- audit info from RC</p> <p>SEND- provision</p> <p>Assessment- moderation and use</p> <p>Attendance- (through academy profile)</p> <p>Early reading- if required</p>	<p>Staffing profile</p> <p>Teaching</p> <p>Subject leadership</p> <p>Professional learning- impact</p> <p>Pupil Premium- impact</p> <p>Safeguarding- audit info from RC</p> <p>SEND- impact</p> <p>Assessment- moderation and use</p> <p>Attendance- (through academy profile)</p> <p>Early Reading- if required</p>

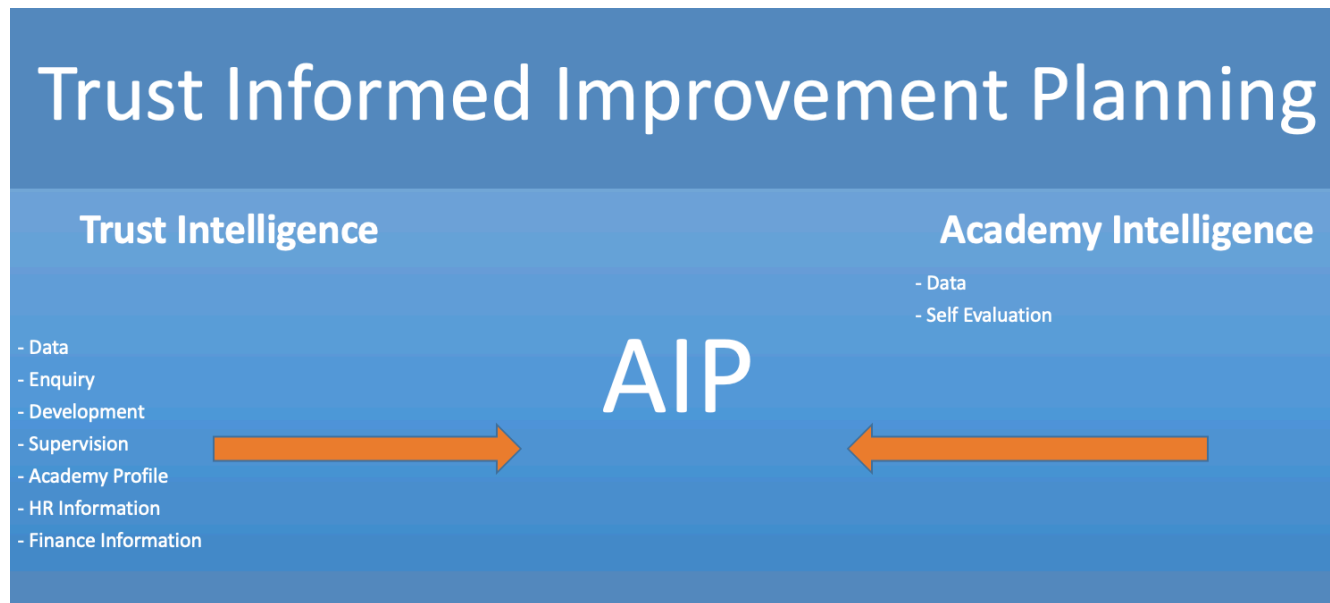
SEND	Academy planning and development meetings Sample monitoring of graduated approach SENCO network SENCO hub session Director reports to central team and leadership team Trust Policy review	Academy review meetings Sample monitoring of graduated approach Moderate Pivats cohort across the trust SENCO network SENCO hub session Director reports to central team and leadership team	Academy review meetings Sample monitoring of graduated approach SENCO network SENCO hub session Director reports to central team and leadership team
Safeguarding - see <i>safeguarding cycle of activity</i>	Safeguarding Lead reports to Central Team Sampled safeguarding audits- external Policy review	Safeguarding Lead reports to Central Team	Safeguarding Lead reports to Central Team Hub Safeguarding Review days
Assessment	Data collection and audit	Data collection and audit	Data collection and audit

Self-evaluation

All academies maintain an accurate self-evaluation statement using the Trust template. This is validated by the Trust Leadership Team and overseen by each Academy Improvement Committee.

Improvement planning: academy and Trust priorities





The process above allows Trust leaders to identify Trust wide priorities. These are used to inform the Trust professional development offer, the work undertaken as part of Principal's 5-day contribution and the work of the Hub networks.

Professional learning

Key Principles:

- Maximising teacher's time spent in classrooms delivering great learning.
- The impact of CPD doesn't come from a one-off session- a commitment to make each event part of a 'programme'...which will mean focused follow up in school.
- Utilising the very best of what is out there.
- Utilising the best of what is in here...unlocking the potential of our staff.
- A commitment to making purposeful connections within (and beyond) our Trust...making the most of collaborative advantage.

Sustaining Focus

The CPD strategy is tightly focused around:

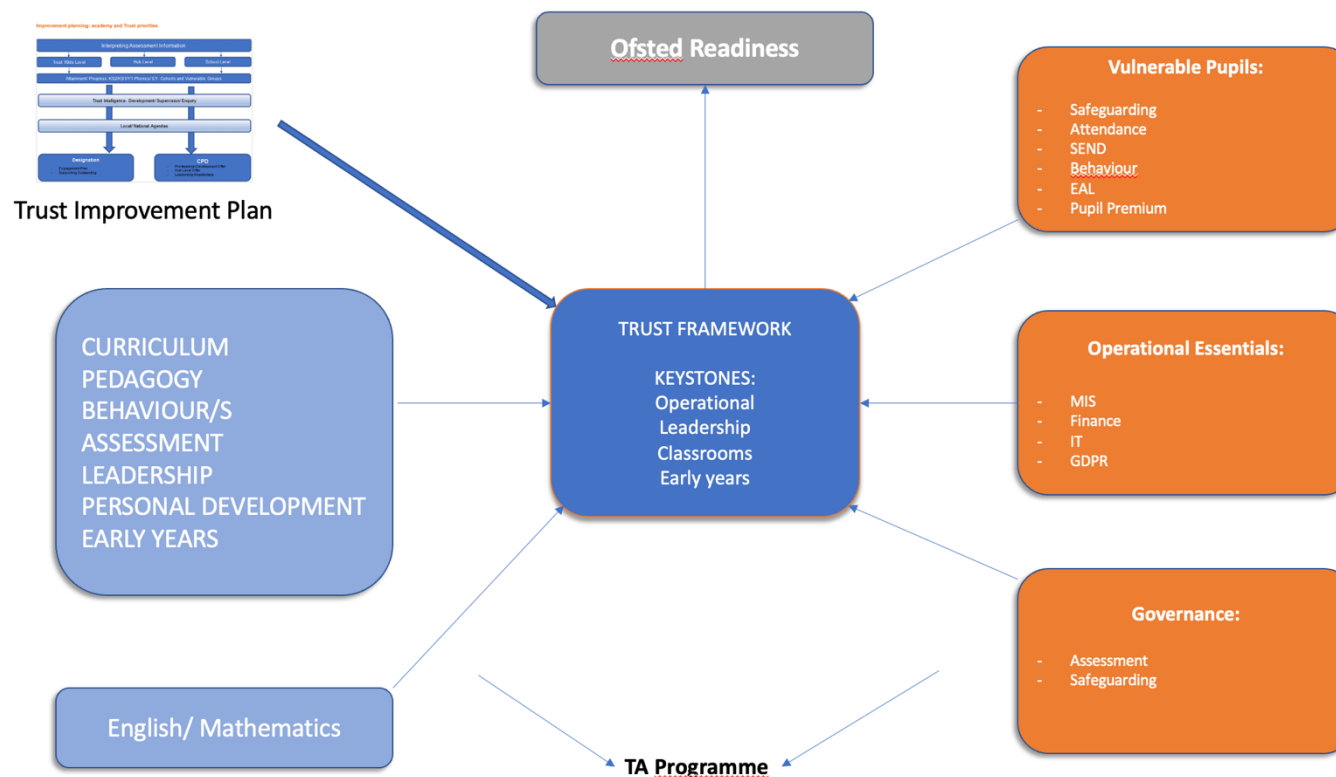
- What is important?
- What is needed?

Central to the strategy lies the Trust's Keystones. These models are evidence based and determine the essentials for school improvement. Each strand of CPD contributes to the Keystones themselves and ensures that they are front and centre of our work.

Information garnered throughout the year from school, hub and trust level data, intelligence gathered through Development work and enquiry and an awareness of local and national agendas informs the Trust Improvement Priorities. These form the primary focus of professional development.

Other areas of CPD may be delivered annually or bespoke to the needs of the Trust in a specific year. Broadly, these areas are divided into support for:

- Teaching and Learning,
- Leadership,
- Vulnerable Pupils,
- Operational Essentials,
- Governance.



Teaching and Learning/ Trust Improvement Plan

Priorities identified within the annual Trust Improvement Plan inform a central part of our CPD offer.

Priorities for the academic year 2023-24 are:

1. To raise attainment at ARE for reading, writing and mathematics so that Trust averages are at least 2% above the national average

2. To raise attainment of disadvantaged pupils in reading, writing and mathematics so that Trust averages are at least 2% above the national average for disadvantaged pupils
3. To use the Great Teaching Toolkit to develop signature pedagogies in individual academies that support the raising of attainment across the curriculum.

Connections to these priorities are highlighted throughout the Trust CPD strategy. Trust priorities and other relevant CPD is supported by the 5-day contribution principals undertake as part of principals' performance management.

5 Day Contribution

All principals make a five contribution to the Trust focused on a key Trust priority. The work is co-designed by the team in response to a project brief that sets out the scope and goals of each contribution including improvements in attainment across the Trust and in specified academies. Each team is supported by group of lead professionals from across the Trust. A member of the Trust central team has oversight of each team's work.

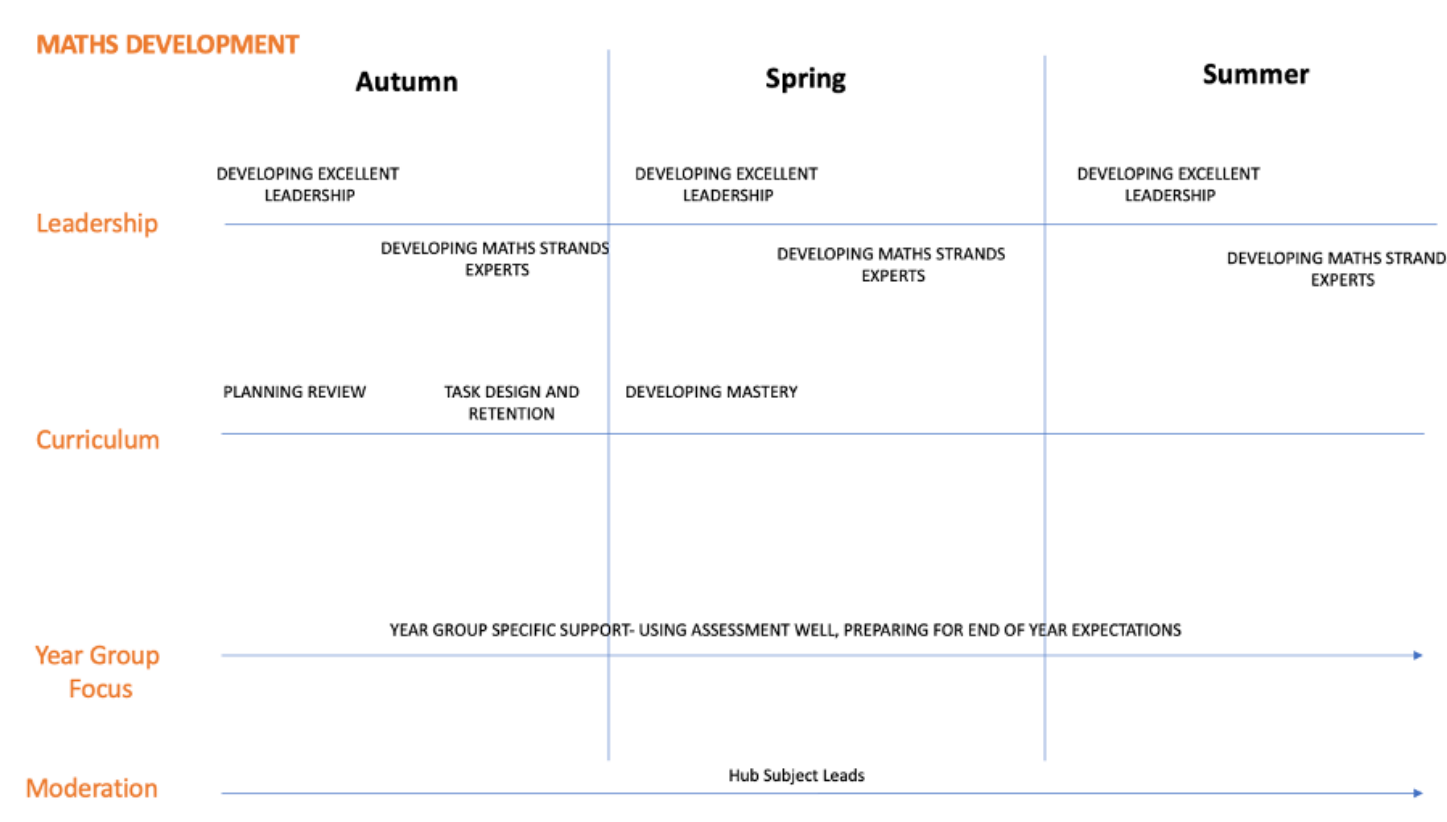
Each project team creates a causal chain that evidences the impact of the work. Direct links can be seen by the organisation of roles below:

Trust 5 Day Contribution 2023/24								
Oversight Darren								
Development Priorities			Vulnerable Pupils		Curriculum, T&L			
Reading	Writing	Maths	PP	EAL	Pedagogy	Curriculum	EY	PD
S Smith P Hillman H Seymour T Whiting	K Thornburn V Cameron E Robson N Carahar	C Story K Nicholson P Greaves D. Clayton N Message	L Bramley C Patterson T Libera H Farrell	T Chamberlain C Rhodes	V Galt S Clawley S Clapson A Scott S Ismail	P Cowley A Atkin J Madden J Wood D Coates	T Storr C Silk	J Taylor K Thompson H Channing
H Kirk Alex Heward	R Crompton R Evans	J Lowe S Anderson M Carr			Julie Broughton	J Adams	H Kirk A Howdle Jo Coen L Trewick T Redfern H Danks	C Thomas
Oversight								
Jaimie	Jaimie	Rebecca	Darren	Darren	Jaimie	Rebecca	Delyth	Darren

MATHS DEVELOPMENT

The ELT maths strategy is informed by Trust data, identifying Trust wide areas for improvement and individual schools that need to raise standards.

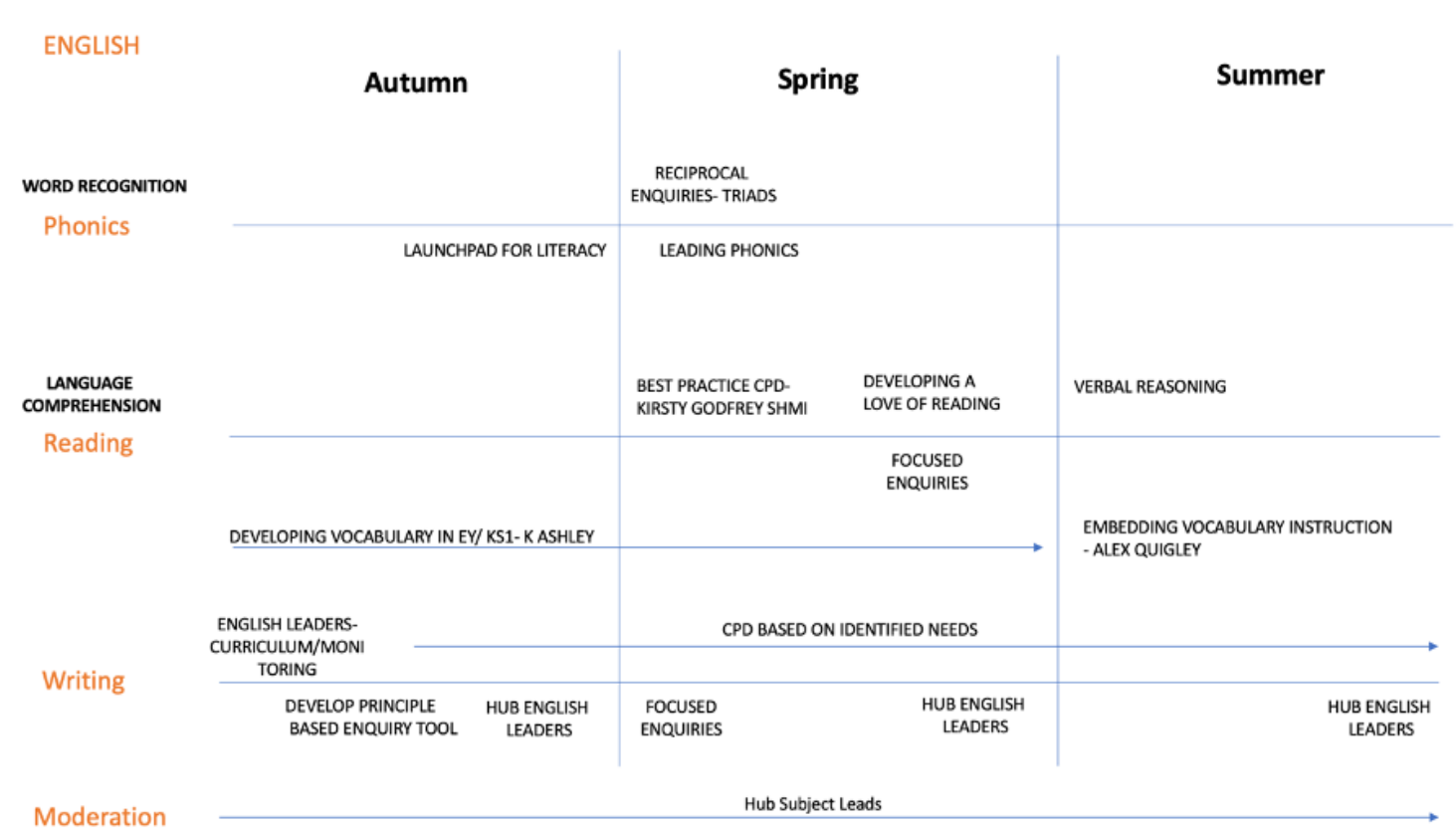
The 5-day contribution team provide professional development and individual school support to support the teaching of mathematics in schools.



ENGLISH DEVELOPMENT

The ELT English strategy is informed by Trust data, identifying Trust wide areas for improvement and individual schools that need to raise standards.

The 5-day contribution team provide professional development and individual school support to support the teaching of mathematics in schools. They are supported by a team of English specialists identified from within our academies.



CURRICULUM DEVELOPMENT

Significant work has been done to ensure that curriculum planning includes the most important knowledge pupils need to know, and is well sequenced so that pupils are enabled to build on what they know and can do each year.

Our strategy this year will draw upon expertise from within the Trust and build capacity within our subject leaders so that they can implement the curriculum effectively. There will be a deep focus on a specific subject each half term.

Each half term will be led by a **subject specialist** from within the Trust and will include:

- 1 day face to face CPD event focusing on Ofsted training materials
- 1 Day face to face CPD event moderating learning and sharing ideas

- Weekly 1 hour CPD opportunities focusing on:
 - Subject leadership
 - Subject specific approaches
 - Developing subject capital
 - Using assessment effectively
 - Supporting pupils who have SEND

- The initiation of termly Hub subject leaders meetings

- The initiation/ continuation of online MS teams groups for the sharing of ideas and resources

- The initiation of ongoing termly CPD opportunities to further develop pedagogy- led by Trust Lead Professionals

- Curriculum planning reviews to review ambition, scope, sequencing and impact through the use of peer triads

	Autumn		Spring		Summer	
	1 Hist/Geog	2 Science	1 Art	2 DT	1 PE	2 RE
Subject Leadership	<u>Ofsted Input</u>	Subject Specialist Support	Subject Specialist Support	Subject Specialist Support	Subject Specialist Support	Subject Specialist Support
Subject CPD						
Curriculum Planning			Triad Reviews	Triad Reviews	Triad Reviews	Triad Reviews
External Support	Historical Association Geographical Association					

PEDAGOGICAL DEVELOPMENT

The Trust will focus upon approaches that help pupils know and remember what they have been taught. This work will be closely linked to the design of curriculum plans and how these enable pupils to revisit and connect prior learning.

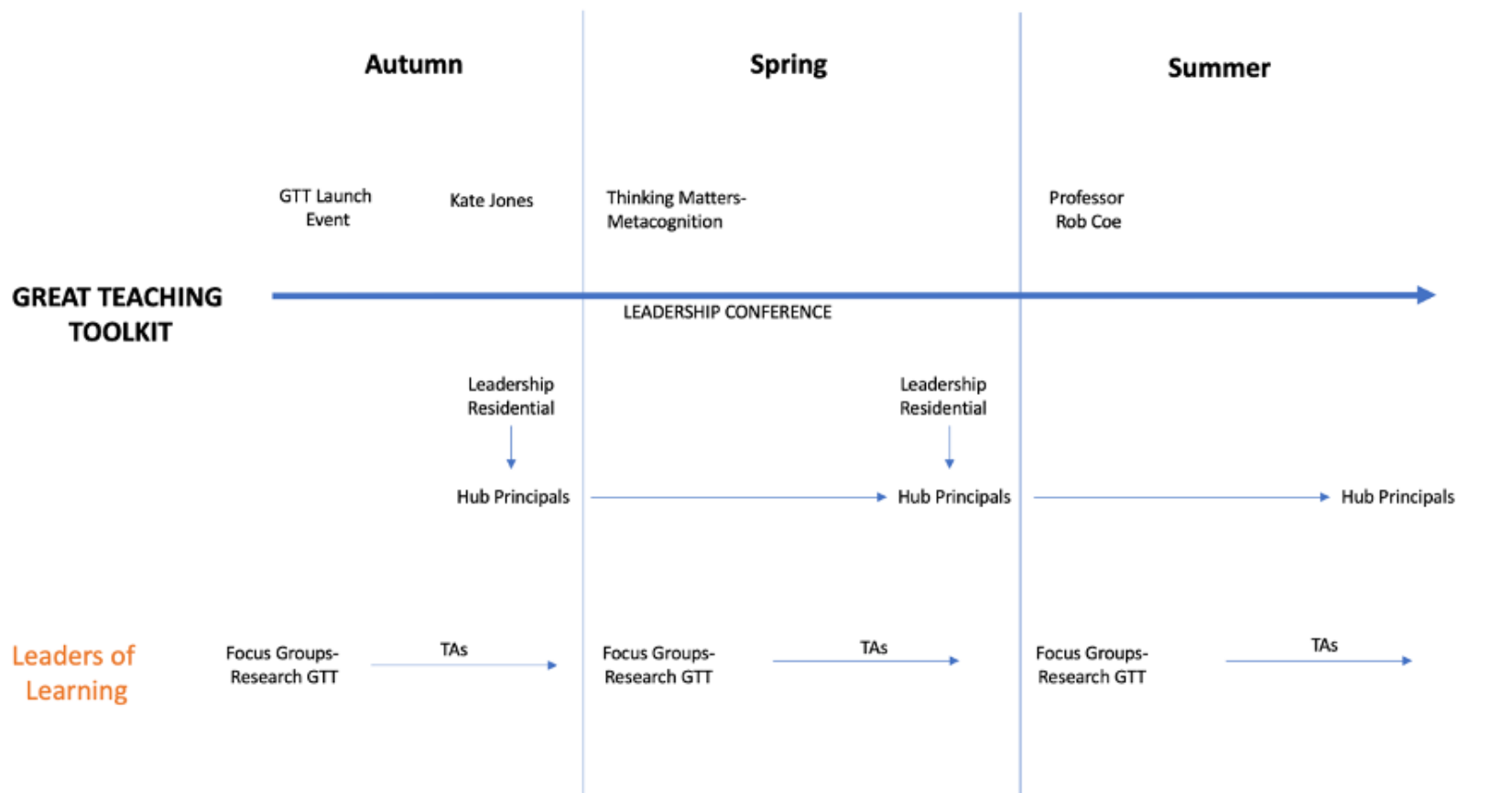
Our professional development will be underpinned by ongoing research and will draw upon expertise from within and beyond the Trust.

The Great Teaching Toolkit will form the spine of our professional development offer this year and will draw upon extensive research in the education sector. Materials will provide school leaders with access to programmes of study they can use for whole staff or individual support. These will be delivered online but can be used to support staff to deliver bespoke CPD if this is preferred. This approach will optimise the time teachers spend teaching their pupils.

The Great Teaching Toolkit will be supplemented with a series of face-to-face training opportunities across the year that will further enhance content. These will be delivered by experts in these areas.

Leadership Residentials will allow school leaders to further develop their insights into this area of the Trust Improvement Plan and provide an opportunity for the transfer of learning across academies. Hub principal forums will act as a continuation strategy for leadership residential inputs. These groups will be self-sustaining and determine the focus of and value in collaborative working in each Hub. They will provide opportunity for whole Hub or small group collaboration.

Trust Leaders for Learning (TLLs) will examine aspects of the GTT within their own schools. They will aim to take learning beyond what has been provided and work in small groups to share practice and insights. Their core aim will be to transfer learning within their own academy and ensure that the chosen approaches are delivered with consistency and effectiveness. Trust Leaders for Learning will use their learning to structure and deliver professional development within our Teaching Assistant programme. TLLs will be supported through participation in an Instructional Leadership programme led by Osiris.



EARLY CAREER TEACHERS

Early Careers Teachers will access ongoing professional development through their accredited provider.

In addition to this, Trust ECTs will access a termly residential event which will provide a total of six face to face days. These days will be delivered by members of the Trust central team supported by other Trust members with specific areas of expertise.

The content of these days will be informed by the needs expressed by the group but will include a focus on:

- A focus on quality and high expectations
- Behaviour management
- The importance of relationships with pupils
- Supporting pupils who have SEND
- Supporting pupils who speak EAL
- The Trust Keystones for classrooms
- Designing effective learning environments
- Subject leadership
- Leading teaching assistants
- Coaching

LEADERSHIP DEVELOPMENT

There are a range of opportunities for Trust employees to seek leadership development. These opportunities allow staff to follow the traditional career ladder but also provide opportunity for some to extend their expertise in specific areas. School leaders will determine when and who will access these opportunities base on the needs of their individual academies.

	WHAT	WHO	HOW	DEPTH
FIRST STEPS LEADERS (WITHIN 2 YRS)	SUBJECT LEADERSHIP LEADING TAs COACHING	ECTS	ECT INPUT – PAIRED DD – ECT REVIEW ECT INPUT – REFLECTIVE PROCESS WITH TA ECT INPUT	
EMERGENT LEADER	NPQML LEADERS FOR LEARNING LEAD PROFESSIONALS- SUBJECTS FURTHER COACHING/ MENTORING LEADING SEND LEADING ASSESSMENT LEADING EARLY YEARS LEADING SAFEGUARDING	ID BY ACADEMIES AND CENTRAL TEAM	EXTERNAL PROGRAMME PEDAGOGICAL FOCUS- RESEARCH, TRANSFER OF PRACTICE, TA CPD SUBJECT FOCUS- CPD OFFER, CMTY OF PRACTICE CPD – COACHING CULTURE – APPLICATION PROJECT PROGRAMME- 1 day per term PROGRAMME- EBE GREAT TEACHING TOOLKIT PROGRAMME- DEVELOPED BY EY TEAM PROGRAMME- RACHEL COOPER	
ESTABLISHED LEADER	NPQSL SENIOR LEADERSHIP DEVELOPMENT PROGRAMME LEADING ENQUIRY BUSINESS OF LEADERSHIP	ID BY ACADEMY ID BY ACADEMY/ CENTRAL TEAM ID BY ACADEMY ID BY ACADEMY	EXTERNAL PROGRAMME EXTERNAL PROGRAMME WITH SHADOW OPPORTUNITIES- ACCREDITED L7 TERMLY ENQUIRIES- GENERATOR FOR ENQUIRY DEVELOPMENT PROGRAMME- LED BY CENTRAL TEAM	
EXPERT LEADER	5 DAY CONTRIBUTION PERFORMANCE MGT OF PRINCIPALS PEER SUPPORT OF ACADEMIES NPQEL- SYSTEMS LEADERSHIP OFSTED TRAINING	PRINCIPALS ID BY CENTRAL TEAM ID BY CENTRAL TEAM ID BY CENTRAL TEAM ID BY CENTRAL TEAM	ANNUAL REVIEW DEVELOPMENT SUPPORT TARGETED BY CENTRAL TEAM EXTERNAL PROGRAMME- NPQEL OFSTED	

BREADTH

DEVELOPING ASSESSMENT

The Great Teaching Toolkit provides a pathway for existing or prospective assessment leaders to learn more about the leadership of assessment. This can be accessed at any point in the school year through your GTT subscription.

PERSONAL DEVELOPMENT

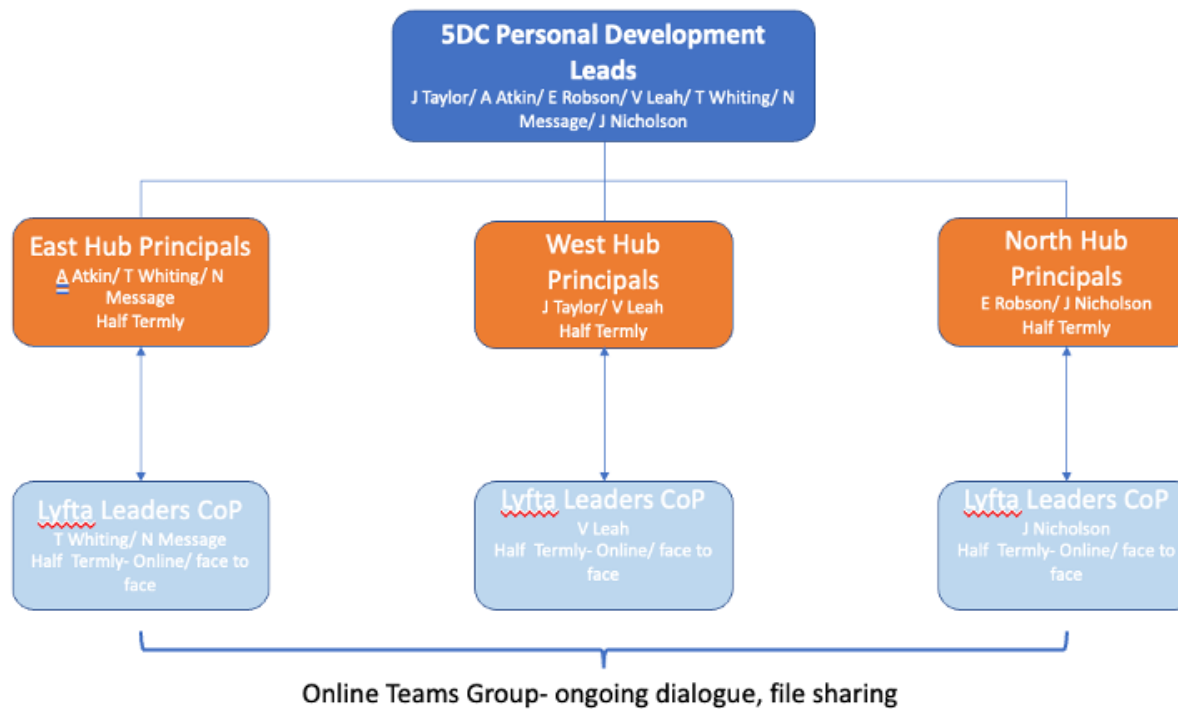
The Principals' 5 day contribution team have designed a programme of support to help academies review, improve and evaluate their offer for personal development. Their aim is to support every school to meet the requirements of Ofsted's outstanding criteria. Integral to this is the implementation of the Trust approach to recognising and developing pupils' character development and the introduction of Lyfta (see below.)

DEVELOPING LYFTA

Lyfta provide pupils with the opportunities to discuss a range of current agendas that support them to understand the beliefs, perspectives and lives of others. This is placed firmly at the heart of our drive to enhance personal development.

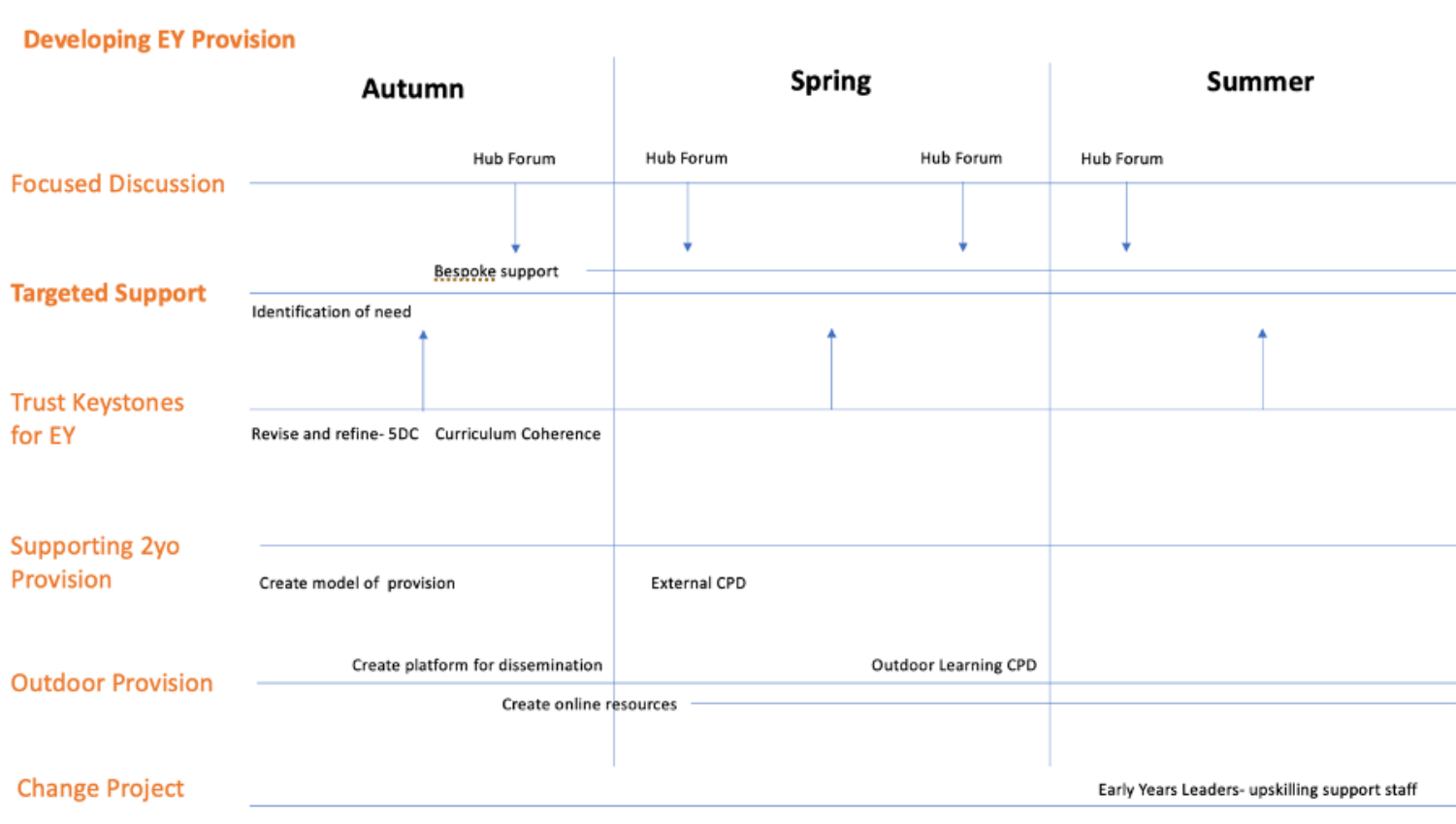
A dedicated Lyfta Leader is identified in each academy that works with staff to embed this approach. The sharing of best practice is supported by communities of practice at Hub and Trust level.

Lyfta Development



DEVELOPING EARLY YEARS

The 5-day contribution group will be leading and developing opportunities to improve provision in the early years. These will be broadly focused on the sharing of best practice in Hub EY forums, targeted support, a focus on the Trust Keystones for Early Years, the development of outdoor provision and establishing effective support for 2 year olds.



SUPPORTING VULNERABLE PUPILS

Pupils can be described as vulnerable for a variety of reasons at different stages of their education. We provide opportunities for staff to develop their expertise in a variety of ways and in variety of areas to support these pupils.

SUPPORTING PUPILS- SEND

SENCOs and staff who support pupils who have SEND have a range of opportunities to develop their knowledge and understanding. There is ongoing support from the SEND team and in addition to this there are opportunities for SENCOs and employees to learn more, discuss challenges and share best practice.

	Autumn	Spring	Summer
SENCOs:			
Trust Level	SENDCO Network Day	SENDCO Network Day	SENDCO Network Day
Hub Level	SENDCO Hub Meeting	SENDCO Hub Meeting	SENDCO Hub Meeting
Aspiring SENDCOs	Aspiring SENDCOs Programme	→	
Teachers:			
	Supporting pupils with SEND- KS1		
	Supporting pupils with SEND- KS2		
	TBC: Vocabulary (EY), speech, language and communication (KS1/2) CPD	→	
	TBC: Whole class approaches to speech and language development (EY- KS2)	→	

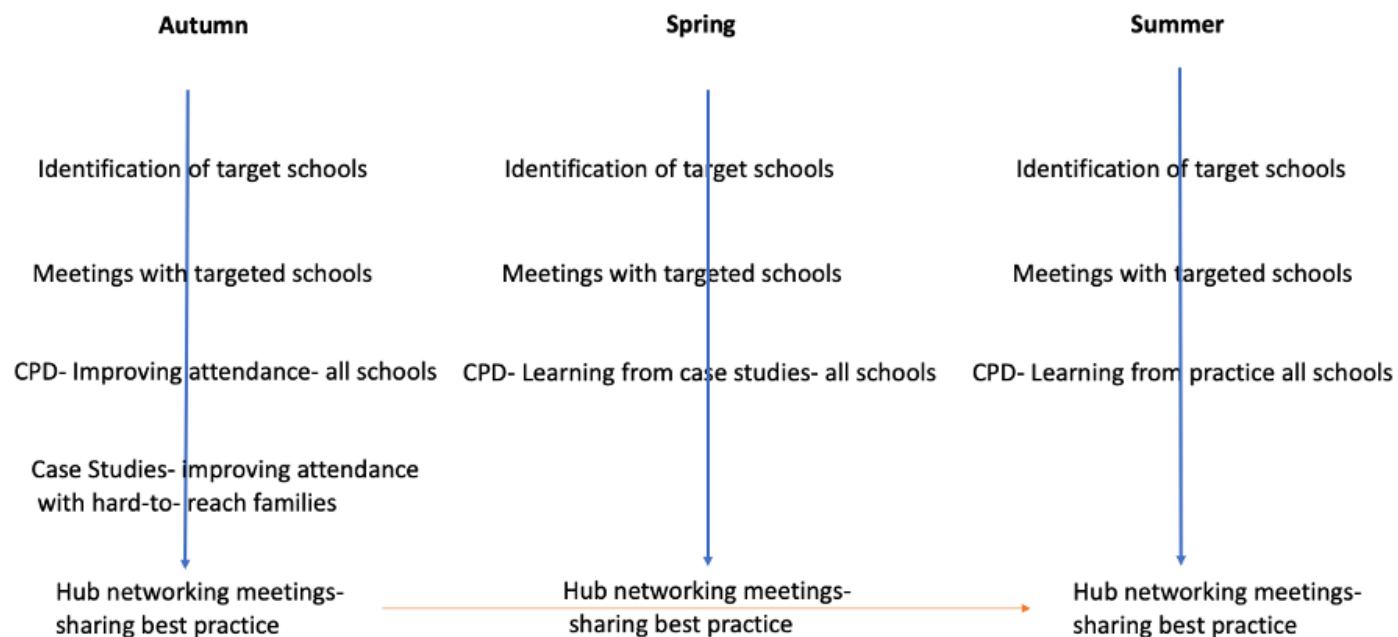
SUPPORTING PUPILS- EAL

The EAL team will be producing a suite of support materials that schools can use to help pupils who speak EAL as they enter the school. There will be a nominated lead professional in each school who will receive specific professional development, ensuring the school is well equipped to provide immediate, effective support.

IMPROVING ATTENDANCE

There is a clear plan in place to support schools to raise attendance. Some of this will be generic, other aspects will be focused on a 1:1 basis through the Attendance Team.

Improving Attendance Plan



USING PUPIL PREMIUM EFFECTIVELY

The 5-day contribution team focusing on the effective use of pupil premium will be researching and developing strategies that are shown to improve pupil outcomes. They will be working on behalf of colleagues this year to determine what does make a difference and develop a strategy for the use of pupil premium in the 2023-24 academic year.

This learning will be shared with all Trust leaders in the summer term alongside the proposed strategy in readiness for the Autumn term 2023.

SAFEGUARDING

Safeguarding training is supported by the comprehensive programme provided by Flick training. This is supplemented by briefing materials that are used by schools across the school year.

DSL training is sourced by each academy to ensure that DSLs and Deputy DSLs maintain up to date training.

DSLs may access localised training to gather local intelligence about contextualised safeguarding issue.

OPERATIONAL ESSENTIALS

A fundamental aspect of the Trust Keystones is the effective delivery of operational essentials. In order to support employees to fulfil these duties effectively, a programme of training is planned across the year.

In addition to these formal opportunities for professional development, the central team provide bespoke support on an ongoing basis.

Operational Essentials	Autumn	Spring	Summer
Business Managers	Hub Business manager session	Hub Business manager session Business Manager session- Full Day	Hub Business manager session Principal/ Business Manager Budget Development
	AAT/ Business Manager Qualification		
Senior Leaders	Business of Leadership Programme	Business of Leadership Programme	Business of Leadership Programme
	Induction for Principals/ Senior Leaders		

GOVERNANCE

Members of our governance structure have access to a broad, yet focused programme of professional development. This takes the form of online training through Flick and online development sessions led by members of the central team.

AIC Members – Development Sessions – 2023-2024

Date	Description	Led by:
12 th October 2023	Trust Priority – Reading / Writing / Mathematics	Darren Holmes / Jaimie Holbrook/ Rebecca Clayton
23 rd January 2024	Trust Priority – Curriculum Implementation	Darren Holmes / Jaimie Holbrook / Rebecca Clayton
29 th April 2024	Trust Priority – Early Years	Delyth Linacre / Darren Holmes

SAFEGUARDING TRAINING

Flick Learning:

ELT 1.1 – This will be renewed every September as these courses get updated - SEPTEMBER

- Keeping Children Safe in Education
- Child Protection Level 2
- NCSC Cyber Security Training for School Staff

ELT 1.2 – This will be renewed 1 year after both courses are complete. – AUTUMN

- Equality and Diversity
- Preventing bullying and harassment in the workplace
- Child Sexual Exploitation

ELT 1.3 - This will be renewed 1 year after both courses are complete - SPRING

- Mental Health and Young People

ELT 2.3 - This will be renewed 2 years after both courses are complete - AUTUMN

- Data Protection and GDPR
- Mental Health Awareness

Enquiry

Leaders and Directors work closely together to build a rich picture of each academy. This utilises internal and external data, formal and informal enquiry processes and academy self-evaluation. This insight and intelligence around each academy enable us to identify the actions needed to sustain authentic improvement.

There are three enquiries conducted in each academy every year. During the academic year 2022-23, enquiries will focus upon the transition from curriculum planning to curriculum delivery. Enquiries will seek to evaluate the impact of leaders' implementation of their new curriculum plans and identify possible next steps to support the school to improve. Leaders will go on to enquire into the provision for pupils' personal development, a fundamental aspect of each and every Ofsted inspection and a central part of the Trust Keystones. Finally, leaders will evaluate their progress against the academy improvement plan through the summer term enquiry.

- **Autumn Term** - Led by Principals Performance Management (PPM) groups. A deep enquiry into an area of strength considering curriculum planning, a learning walk, evidence of pupils' learning and discussions with staff and pupils. This will be arranged internally with the Development officer. The enquiry team will consist of the principals' triad, members of the home academy and any other relevant professionals by invitation. A member of the AIC will be invited to attend.
- **Spring Term** - Led by Principals Performance Management (PPM) groups. A deep enquiry into a subject linked to the Trust AIP considering curriculum planning, a learning walk, evidence of pupils' provision for personal development. The design of the enquiry will be bespoke to the focus needed. The enquiry team will consist of members of the PPM group, home academy and any other professionals from across the Trust. A member of the AIC will be invited to attend. May be led by the member of the Trust Leadership Team responsible for Supervision.
- **Summer Term** - An evaluation enquiry to give the academy an external view of its SEF judgements and progress against the improvement priorities, including curriculum delivery. May be led by the member of the Trust Leadership Team responsible for Supervision.

The enquiries outlined above are integral to the academy improvement plan. In addition, academies should develop their own enquiry processes and approaches to ensure that existing practices continue to evolve.

Following each academy enquiry, the member of the Trust Leadership Team responsible for Development works alongside the academy leadership team to support them to act upon the position statements and possible next steps.

The report is then shared with the AIC on a termly basis.

Enquiry teams will have access to sources of evidence to support school improvement and next steps. And these are:

- An analysis of the most recent published data
- An analysis of internal data relating to pupils currently at the school
- A scrutiny of a selected sample of pupils' work
- Documents articulating the content and core approaches to the curriculum
- Focused conversations with selected staff around curriculum design and signature pedagogies
- Any previous enquiries for the academy.

Performance management

All principals are evaluated against the overall performance of the academy, significant improvements during a year, the successful meeting of performance objectives - which in turn are aligned to the Academy Improvement Plan - and any objectives for personal professional development. All principals engage in at least 5 days of Trust wide developments that include making a contribution to colleagues' schools.

Trust Leaders for Learning

Trust Leaders for Learning (TLLs) are members of staff who have been identified from academies across the Trust. They have been recognised for the significant contributions they have made to teaching and learning and are ready to take the next steps into leading improvement beyond their own schools. TLLs may be deployed to support development in academies and take a lead in developing professional development programmes and products.

Inspection readiness

Prior to inspection the Academy Leadership Team will

- Identify those academies that are likely to be inspected within the next academic year
- Provide termly face to face meetings with identified academies
- Work with the academy to ensure that leaders are comprehensively prepared to meet the challenge of inspection
- Supplement this preparatory work with further support where this is necessary

At the point of notification: As academies are informed of their inspection, it is the Principal's responsibility to ensure that the Trust has been notified. A telephone call and email are sent to Sara Gartshore who then informs the Trust leadership team.

After inspection a full debrief with the academy's leadership team takes place within a fortnight of the end of the inspection. The Trust leadership team supports the review of the academy's annual improvement plan in light of the findings of the inspection.

Governance and improvement

Governance within the Trust operates at three levels: Members, Trustees and Academy Improvement Committee (AIC) work within this framework to enact and augment oversight, challenge and support by focusing on core aspect of academy development: quality of educational provision offered by the academy including outcomes for pupils. To achieve this the Trust values AIC members who demonstrate a high level of commitment to their academy and Trust. These AIC members:

- Are driven by their core strategic functions....so that they remain focused upon those things that are most important for pupils
- Are curious about what happens in classrooms....so that they understand the progress academies are making and provide challenge to leaders around future action
- Embrace innovation....so that academies continue to improve and try new approaches
- Hold a relentless focus on leadership, teaching, learning and outcomes for pupils....so that standards continue to rise

All levels of governance work within a scheme of delegation. AIC leadership, membership, structures and processes are determined by Trustees and each academy agenda follows a Trust wide template.

The Academy Profile and Data Profile are a central feature of each AIC meeting and this is

- Focused on the core functions of the academy
- Connected to the agreed priorities
- Enabling and Trustees to gain insight into the life of the academy
- Providing a rich source of oversight and challenge
- Aligned to the work of leadership

Specifically, the report comprises:

- Academy Profile,
- Data Profile,
- Self-evaluation commentary,
- Academy Improvement Plan update,
- Qualitative narrative around key aspects of the academy,
- Commissioned reports.

Reports are by exception and good practice maintains that updates on the implementation and impact of the improvement plan are led by the colleague with named responsibility for the area being reported.