



Academy Improvement Policy

September 2019

Enquire Learning Trust
Ever Curious, Always Learning

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1. Values and ambition

We believe that all learners can be powerful learners given access to good learning experiences. We want pupils and the academies they attend to be confident, successful and ambitious.

We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.

We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.

We take learning seriously and work together to create a vibrant culture in which this can happen. We know that it's what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Pupils are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

2. Aspirations

We have the collective aspiration that all our academies will become great places for pupils to learn and that they will travel that journey to being great faster than if they had not been part of the Trust. Our ambition is to ensure that as quickly as is practicably possible in every one of our academies:

- Every pupil attends an academy that is good or better
- Every pupil makes good or better progress
- Attainment is above the national average in every academy
- In every classroom teaching is judged to be good or better
- All pupils develop powerful behaviours for learning
- All pupils experience a world class curriculum offer

These are our minimum expectations because our aspiration is that in every classroom, in every academy, every day; pupils are involved in extraordinary learning experiences.

3. Five pillars - our strategic headlines

- Values driven and learning orientated improvement
- A shared and collaborative approach to securing excellent outcomes for learners
- Enquiry based improvement approaches that create the conditions for authentic engagement
- A commitment to building capacity at all levels and in all places
- Effective oversight, monitoring, challenge, support and accountability

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

We draw upon the expertise that already exists inside our academies. This applies to business and administrative support, to professional development and to academy improvement.

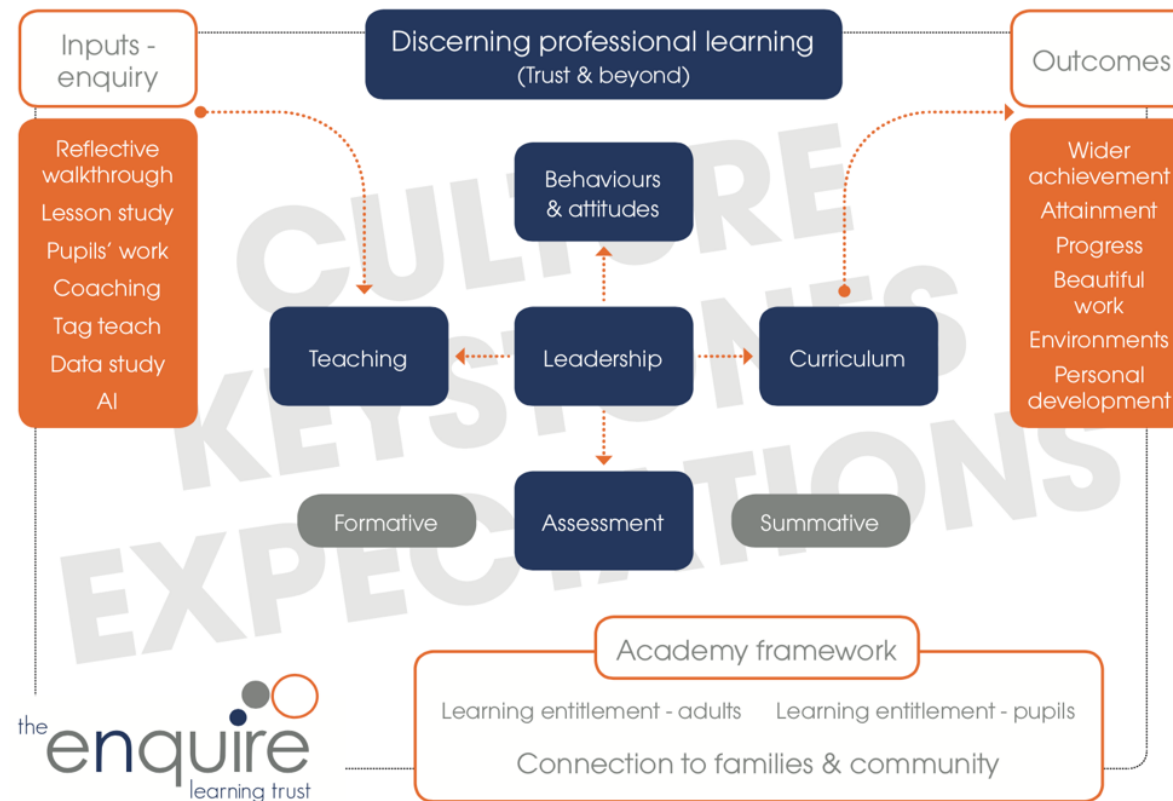
The Trust has identified a number of central principles that form the keys to the success of the organisation, its member academies and the learners that they serve. We are committed to an approach that:

- Is grounded in the real priorities that we identify with academy leaders in their academies...because we recognise the ground truths inside our academies
- Is based on the best research evidence that is available to us...because there is real wisdom in research and our pupils will learn most effectively if we are able to convert this wisdom into action and practice
- Puts professional learning at the heart of everything we do...because authentic change only happens when those designing learning opportunities engage in real learning for themselves
- Emphasises collaborative development and improvement...because the expertise locked away inside academies has the potential to impact on every learner
- Realises the potential of academy to academy support and system leadership...because we want to nurture great leaders and liberate them to transform the life chances of pupils across the Trust
- Recognises that great learning is created by great teaching...because when professionals improve their practices and provision, pupils learn more powerfully

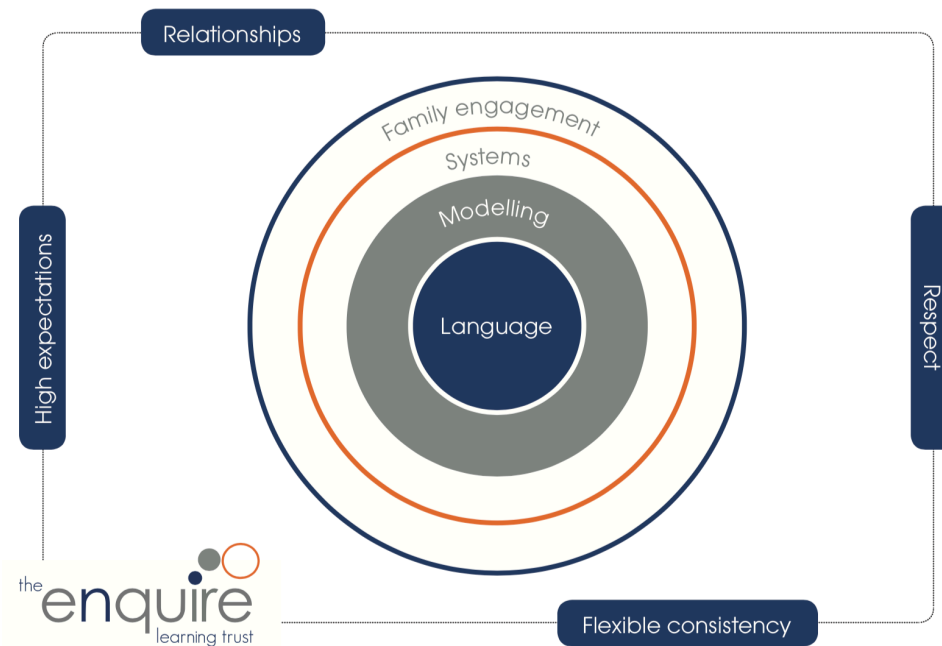
The aspiration of the Academy Improvement Policy is that challenge should be invited by self-improving professionals; leaders who want their organisation to be the best place for learning it possibly can be. Challenge emerges from the outcomes of collaborative enquiry which affirms existing strengths and areas for development, reveals new possibilities and identifies next actions.

5. Academy Improvement Framework

The Academy Framework is designed to support academy leaders to 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.

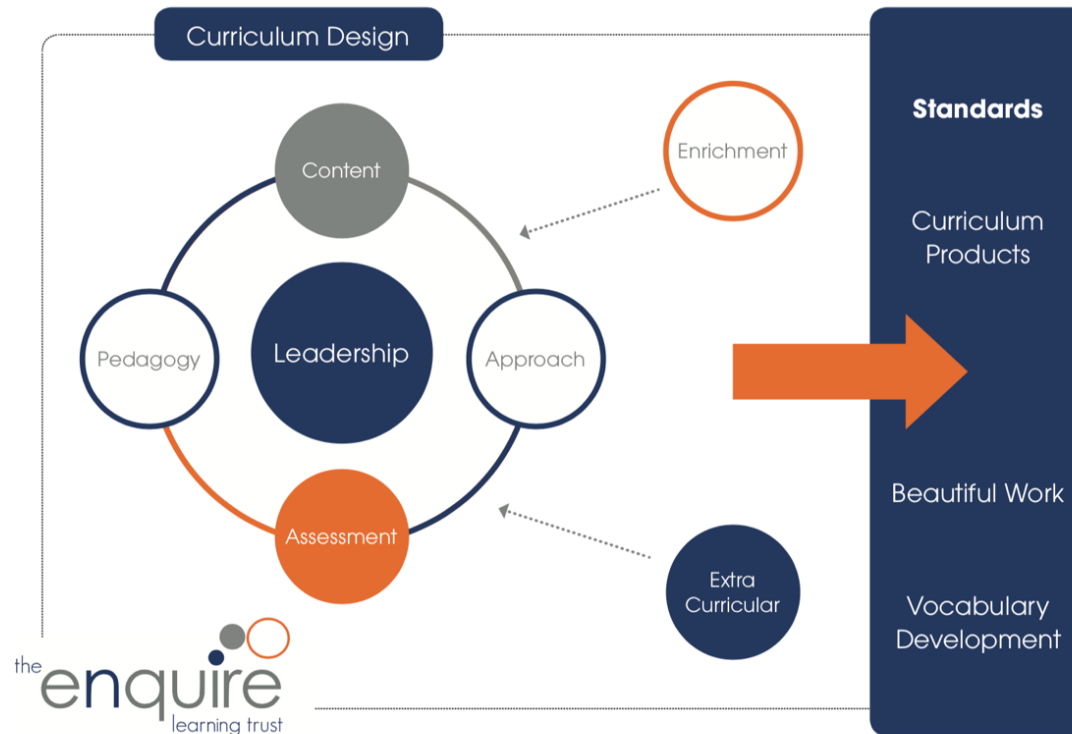


Behaviours and Attitudes



- 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 are able to 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



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

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

Pedagogy

- Teachers have a good subject knowledge of the areas they teach and the common misconceptions pupils have. They have a good awareness of what their pupils have already been taught
- Teachers ensure that any differentiation does not reduce cognitive challenge for different groups of pupils
- Teachers plan for spaced and mixed practice across sequences of lessons and across the year
- Teachers design tasks that organise ideas, processes and information carefully so that pupils are able to grasp difficult concepts
- Teachers consider the design of resources, activities, the environment and their instruction to maximise pupils' attention on the key concepts for each lesson/ sequence of lessons
- Teachers plan interesting activities that tightly deliver learning about the concepts intended
- Where necessary, interventions are planned to ensure that all pupils are able to fully access the 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

Assessment

- Leaders use summative assessment efficiently and effectively to supplement their monitoring and identify key areas of strength and areas for improvement
- Assessment is used to inform subsequent planning based upon the needs of the pupils
- Assessment information is moderated to provide accurate and reliable data

Curriculum – Enrichment

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

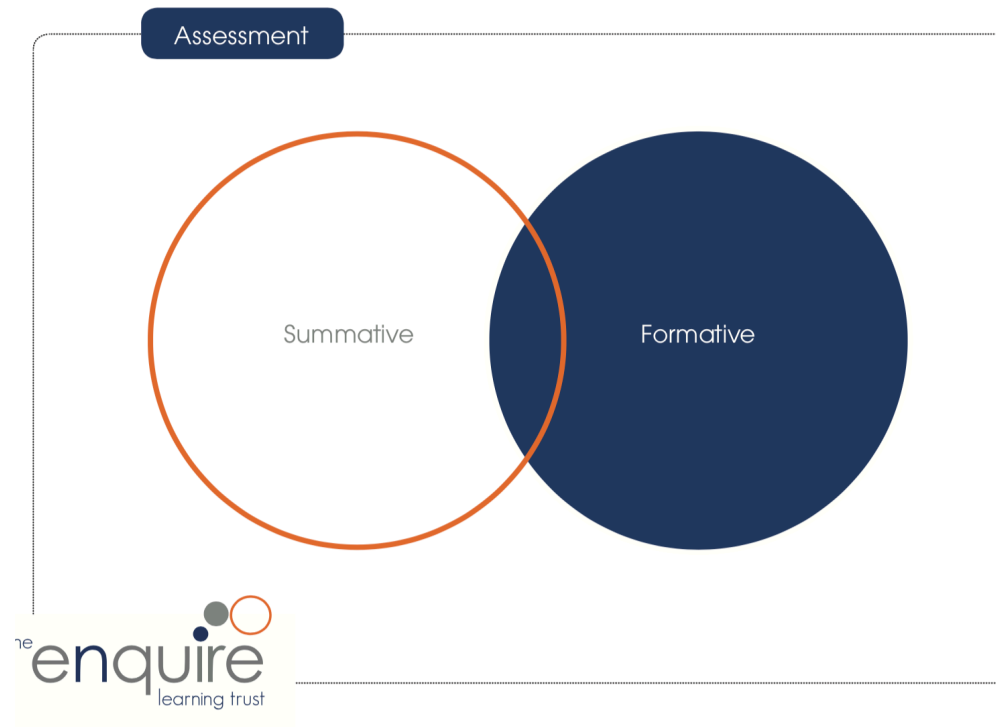
For example:

- Culture
 - Music
 - Sport – Competition/Participation
 - IT – Digital leaders
 - Community Engagement
 - Enterprise
 - Outdoor learning
-
- Curriculum enrichment activities reinforce the academy’s learning behaviours – explicitly/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

- 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

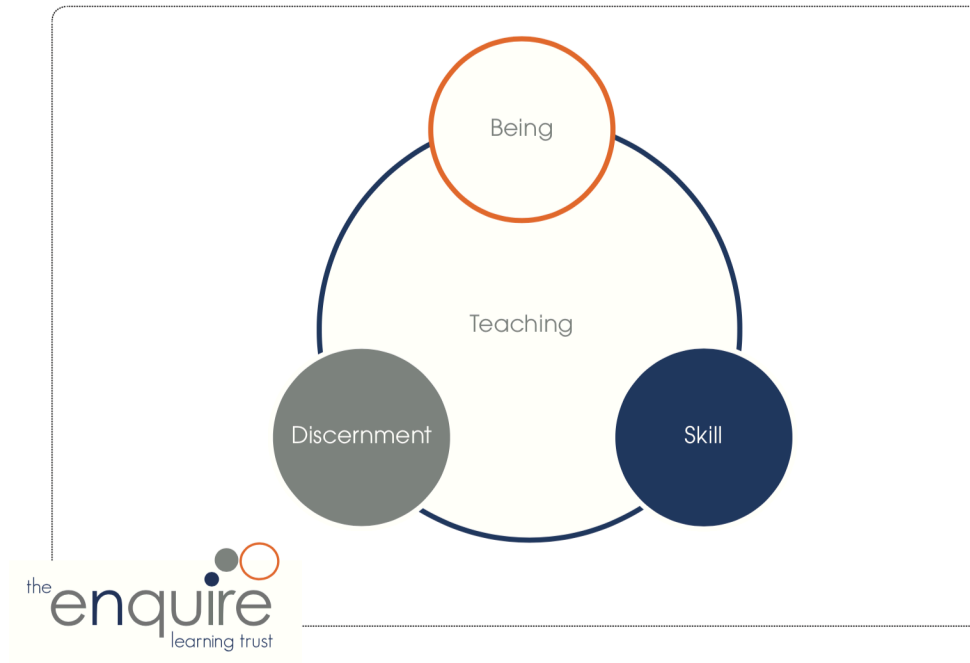
Assessment

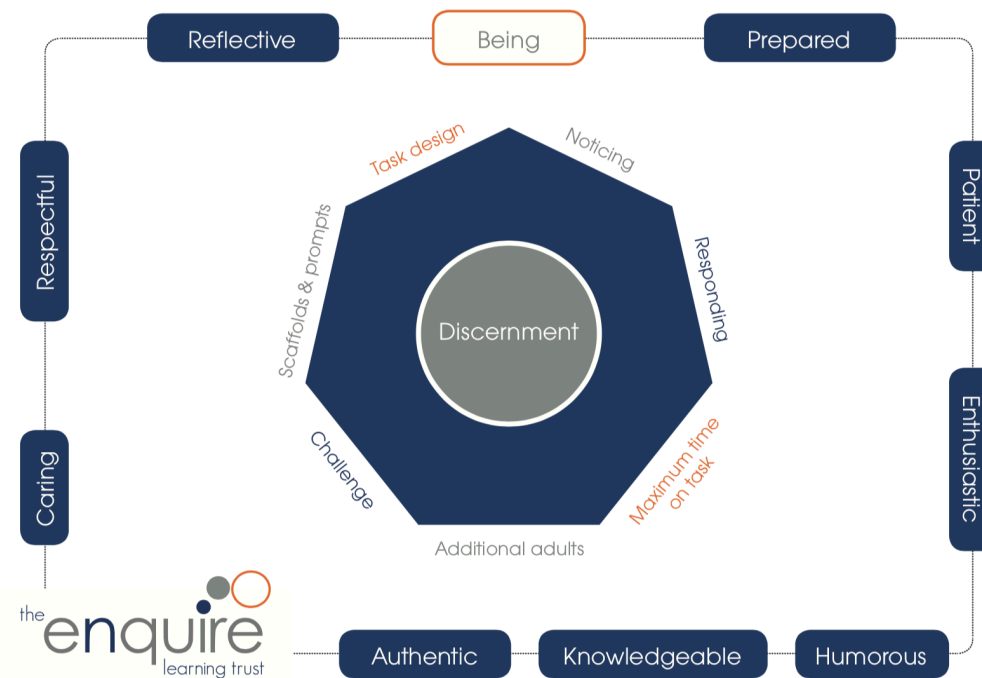


- Schools track cohorts, groups and individuals termly using accurate data and identify any subject, cohort, vulnerable group areas of focus
- Teachers carry out forensic analysis of data to identify next steps within subject.
- Tracking pays attention to any current Trust wide focus eg Greater depth.
- 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 SIMS.
- 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.

Teaching





- 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 skilfully 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 is 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 in order to maximise improvement.

6. 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.

7. Trust improvement process

Academy designation

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

The designation scale is:

A Self -Sustaining	B Self-Improving	C Developing	D Challenged and Vulnerable
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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 Register
- 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.

Consider:

Focus	Evidence
Pupil groups	ASP Enquire evolve Academy SEF
Phases	
Attainment	
Progress	

2. Effectiveness of Teaching and Learning

Benchmark: the quality of teaching in every classroom at least good or rapidly improving?

Consider:

Focus	Evidence
Teaching	Development

Professional learning	Enquiry Validated self-evaluation
Performance management	Pupils books PPMR AIP
Instructional leadership	AIC minutes Development/ Supervision
Trust engagement	Academy Profile

- Validated self-evaluation
- Enquiry
- Development

3. Effectiveness of Leadership and Management

Benchmark: the academy is improving or has the capacity to improve and leaders have a track record of demonstrable positive impact.

Consider:

Focus	Evidence
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Governance	Skills Audit/ Governor Minutes
Quality of the curriculum	Development/ Supervision
Improvement of teaching	Development/ Supervision
Quality of provision for pupils with special educational needs	Outcomes/ SEN Keystone
Effectiveness of the leadership team/ structure	Development/ Supervision
Assessment procedures	Development- Keystone
Quality of the environment	Development
Website/ Online Safety	Infrastructure Audit/ Web Check/ Strategic Plans
Safeguarding and Attendance	Academy Profile/ Safeguarding Audit
Administration	Finance and business metrics

Staff absence/ turnover- (see information for HR indicators for designation C/D academies- Appendix 1)	HR data
Financial Management- (see guidance for designation C/D academies re financial management controls- Appendix 2)	Finance RAG Rating
Trust engagement	Academy Profile

4. Overall Performance

Benchmark: Trustees have confidence in the capacity for improvement under the current context.

The process links explicitly to aspects of the current Ofsted framework and connects to principal's performance management. 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 or D.

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 and D:

- 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 or D are expected to demonstrate the capacity to improve by at least one designation within two terms 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.

Development- a sharp focus on school improvement, the development of Trust keystones, the effective use of assessment information and guiding academies against the Trust framework.

Supervision- contributing to the AIC and providing further challenge for school leaders. Quality assurance of Development work.

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 (OneDrive – ELT Central Share) so that previous encounters can be extended and deepened where necessary.


Deployment of the central team 2019/20:

	North		West		East	
	Development	Supervision	Development	Supervision	Development	Supervision
Darren	Roseberry Stokesley Stakesby	Hardwick Green Harrow Gate Yarm	Oakfield Flowery Field	Linden Road Manchester Road Moorside	Buckingham Southcoates Enfield	Eastfield Keelby Laceby Acres Elliston Welholme Middlethorpe
Jaimie	Yarm East Whitby	Easterside Rosewood Roseberry Stokesley	Linden Road Manchester Road Moorside Bradley Green	Endeavour Godley Dowson	Eastfield Keelby Laceby Acres Welholme	Humberston Cloverfields Enfield Springfield
Rebecca	Hardwick Harrow Gate Easterside Rosewood	East Whitby Stakesby	Endeavour Godley Dowson	Oakfield Bradley Green Flowery Field	Middlethorpe Elliston Humberston Cloverfields Springfield	Buckingham Southcoates
Anne	Demand led contribution across all academies					
	Focused contribution: Hardwick Green Harrow Gate Yarm Stokesley		Focused contribution: Flowery Field		Focused contribution Middlethorpe	

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

	Autumn	Spring	Summer
Oversight	Academy Profile Development/Supervision Communicate designations- Development ASP Analysis/Data Profile AIP SEF (Alignment Keystone) Data Profile/ Trust wide data <i>analysis- interim data collection mid term designation C and D</i>	Academy Profile Development/Supervision Data Profile/ Trust wide data analysis	Academy Profile Development/Supervision Designate academies AIP writing support SEF writing support Data Profile/ Trust wide data analysis
Governance	Full Trustees Meeting Audit, Risk and Finance Committee Standards Committee AIC Monthly Trust Leadership Team Meeting Designation Process Members Meeting	Full Trustees Meeting Audit, Risk and Finance Committee Standards Committee AIC Monthly Trust Leadership Team Meeting Designation Process	Full Trustees Meeting Audit, Risk and Finance Committee Standards Committee AIC Monthly Trust Leadership Team Meeting Designation Process Members Meeting

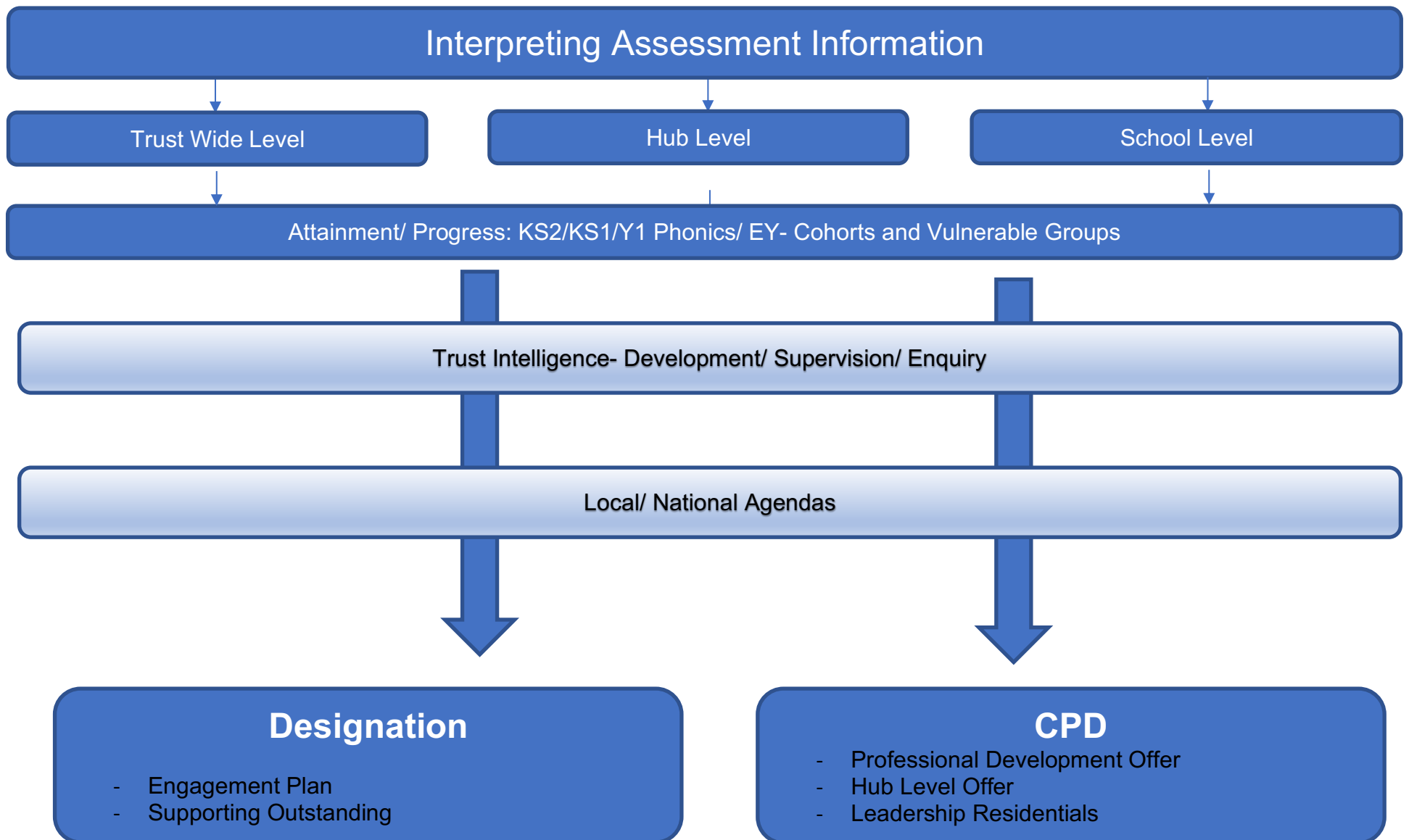
Enquiry		Immersion Enquiry- Development (AIP Focus)	Hub Enquiry (Trust Focus)	Trust Enquiry- Supervision (AIP Review)
Performance Management		Performance Mgt: Principals Directors Central Team	Performance Management Review	
Supervision		Contribution to AIC Governance Keystone	Contribution to AIC Governance Keystone	
Development	Oversight	Data Profile Academy Profile: <ul style="list-style-type: none"> - Attendance - Safeguarding incidents - Behaviour and Exclusions - AIP - SEF AIC Minutes Check progress against AIP milestones		
	Improving	Progress against AIP Teaching over time- obs/books Behaviour/s Curriculum and Middle Leadership 		

	Keystones	Curriculum planning Pupil Premium funding	Curriculum planning	Curriculum planning
SEN		Hub Meeting- Information/ Updates		
		Trust Meeting- CPD		
		Assessment Tracking- Report to Central Team/ SEN Lead		
		Bespoke Support brokered against needs of individual academies + core offer 1 day equivalent per  academy		
Safeguarding- see safeguarding cycle of activity		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		Assessment Lead Reports to Central Team	Assessment Lead Reports to Central Team	Assessment Lead Reports to Central Team

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

The Trust builds the long-term sustainable capacity for continuous improvement. Much of this work lies in the development of leaders at all levels who have the ability to help colleagues to improve their practice.

The building of capacity is crucial at all levels:

Career stage	Professional development
Volunteer	Induction including health and safety, safeguarding and confidentiality
Para professionals	Locally determined and designed accredited and specialist training School based CPD
Pre-QT	Access to teacher training School based CPD
NQT	Engagement with the appropriate body Trust NQT programme Participation in local CPD offer if required School based CPD
Early Career Teacher	Trust CPD School based CPD
First step leader	Access to teaching leaders where appropriate School based CPD

Emergent leaders	Access to national leadership programme where appropriate Trust Leader for Learning designation/ SLE 1:1 Improvement Programme Deployment of support for academies
Senior leader	Trust leadership seminars Trust senior leader development programme Cluster convener role Leadership of Hub enquiry Peer support of academies Performance Management of Principals Trust wide contribution LLE designation
Expert leader	As above NLE designation Ofsted training Trust wide contribution

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 enables us to identify the actions needed to sustain authentic improvement.

There are three enquiries conducted in each academy every year:

- **Autumn Term-** An immersion enquiry into the life and work of the academy. Led by the Development officer and the Senior Leadership

team of the academy. Peer leaders may be invited to be part of the enquiry team.

- **Spring Term-** This is a hub-led enquiry around a whole Trust priority. This is organised within each hub and led by an identified enquiry lead from within one of our academies.
- **Summer Term-** An evaluation enquiry to give the academy an external view of its SEF judgments and progress against the improvement priorities. 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.

Hub leadership

Enquire Learning Trust has 3 geographical hubs that work together to support school to school improvement. Each principal has the opportunity to lead a hub on a cyclical basis.

Hub leaders are deployed to:

- Follow through on Trust priorities and coordinate these through the hub

- Ensures clarity and preciseness about moderation at Hub level
- Coordinates the Spring Enquiry
- Builds local pedagogical intelligence around the impact of Trust priorities and present this to the Board of Trustees

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.

5 Day Contribution

All principals make a five contribution to the Trust focused around 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.

Trust 5 Day Contribution 2019/20							
Oversight Darren							
Development priorities				Maintenance priorities			
Early Years	Curriculum	Reading	Challenge in maths	SEN	Attendance	Safeguarding	PCW - assessment
Delyth	Annabel	Sharon	Mandy	Jill	Alison	Helen	Vicky
Delyse	Paul	Rachel	Chris	Heather	Ted	Jo	
Simon	Kat	Peter	Carole			Paula	
Amanda	Vicky	Roy	Kerry				
Carol	Alvin Andy	Jane	Caroline Scott Suzanne				
Oversight							
Darren	Becky	Jaimie	Becky	Anne	Jaimie	Jaimie	Darren
TLLs							
Harla (Rose Wood)	Janice (East Whitby)	Emma (Harrow Gate)	John (Harrow Gate)	Gemma (Harrow Gate)	Maria (Manchester Road)		Katie (Linden)
Lucy (Easterside)	Emma (Stakesby)	Lindsey (Roseberry)	Katie (Stokesley)	Jenny (Dowson)	Caroline (Eastfield)		David (Hardwick Green)
Amy (Dowson)	Dawn (Oakfield)	Maria (Flowery Field)	Paul (Flowery Field)	Ellen (Moorside)	Yvonne (Stokesley)		Rachel (Dowson)
Anna (Eastfield)	Dave (Bradley Green)	Shelly (Manchester Road)	Sam (Moorside)	Joanne (Buckingham)			Helen (Roseberry)
Sharon (Elliston)	Rob (Humberston)	Jo (Enfield)	Abbie (Middlethorpe)				Michaela (Rose Wood)
Joanne (Moorside)	Tom (Godley)	Lucy (Welholme)	Katie (Elliston)				Jack (Harrow Gate)
Ryan (Endeavour)		Leigh (Hardwick Green)					Rachael (Welholme)
							Ollie (Lacey Acres)
							Jane (Eastfield)
							Kat (Enfield)
							Vicky (Manchester Road)

Hub leads Suzanne, Heather, Scott, Vicky, Ted, Andy
Oversight Becky

Effective use of assessment

Enquire Learning Trust have developed an assessment tracking system that is underpinned by a set of milestones in reading, writing and maths that children are expected 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.

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 exercised 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.

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 is 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.

8. Governance and improvement

Governance within the Trust operates at three levels: Members, Trustees and Academy Improvement Committee 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 governors who demonstrate a high level of commitment to their academy and Trust. These governors;

- 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.