The Enquire Learning Trust

Academy Improvement Policy – July 2022

Contents

- Performance Management

- 5 Day Contribution

- Trust Leaders for Learning

- Senior Leaders – 3 day contribution

- Inspection readiness

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 a 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.

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 well 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** – taking pride in our inclusivity and celebrating our commitment to those that are vulnerable.

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.
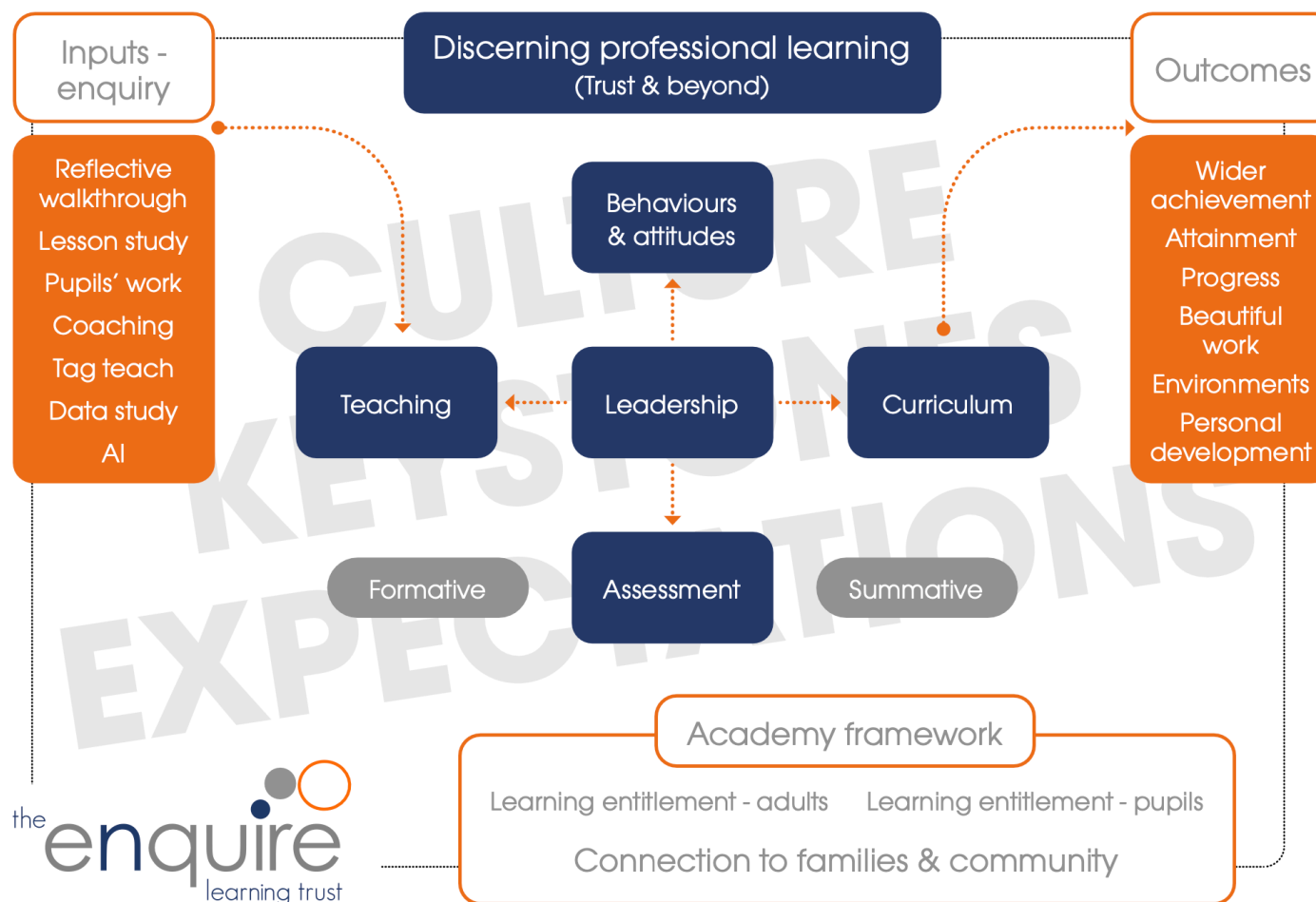
Behaviours and Attitudes

- 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.


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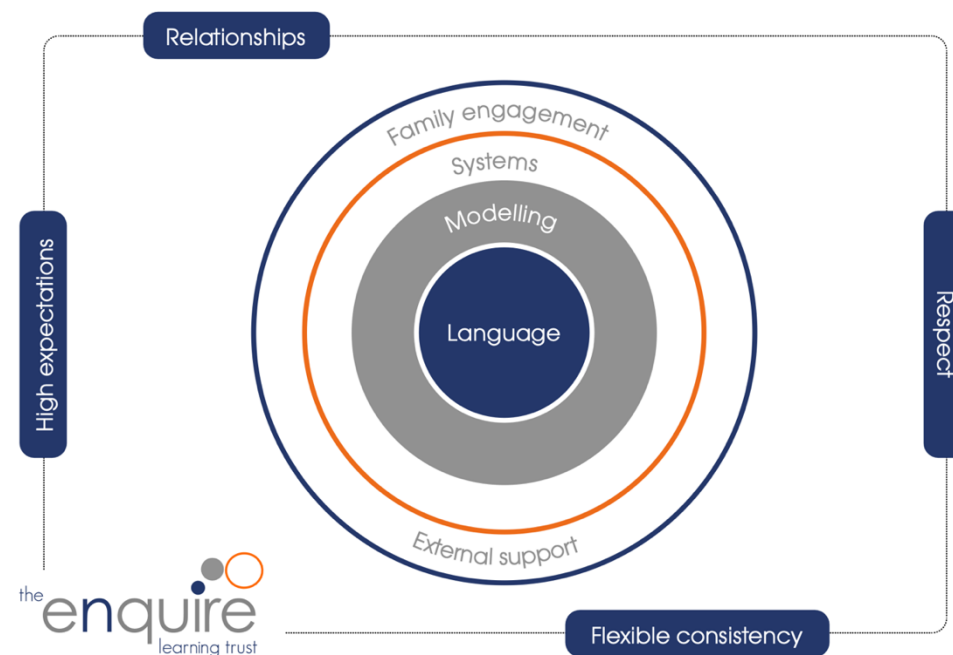
Curriculum – overview

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

Curricular 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
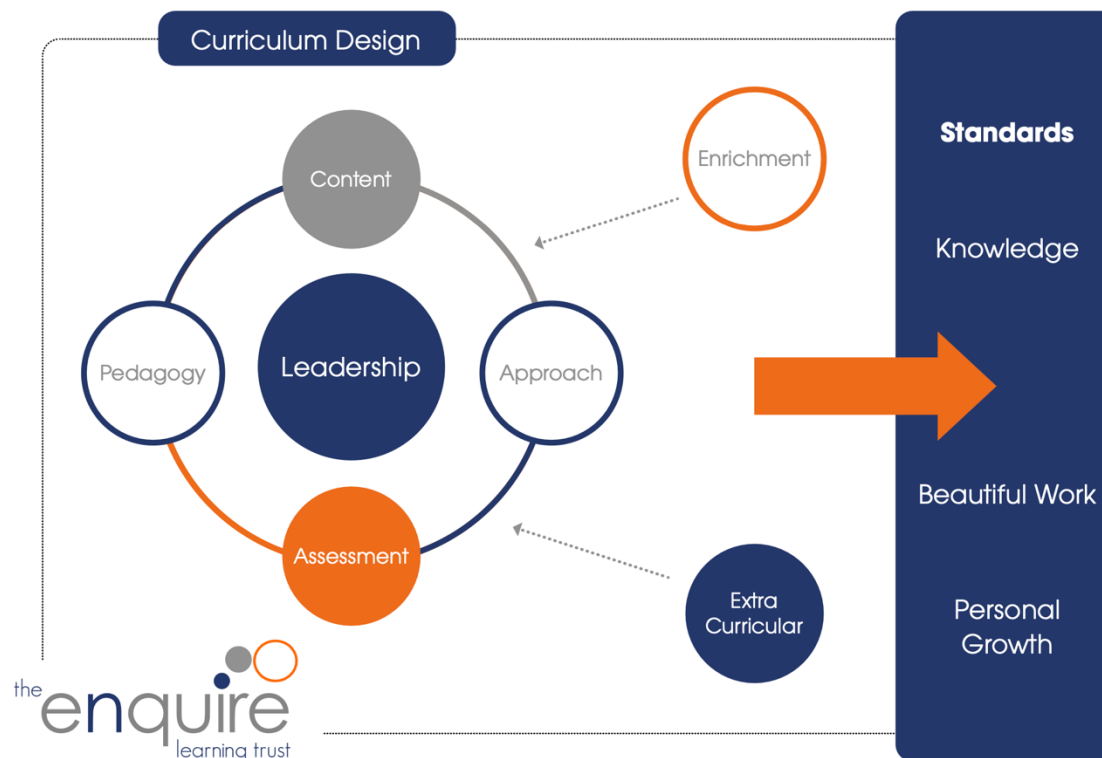
Curriculum Leadership

- 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

- 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.
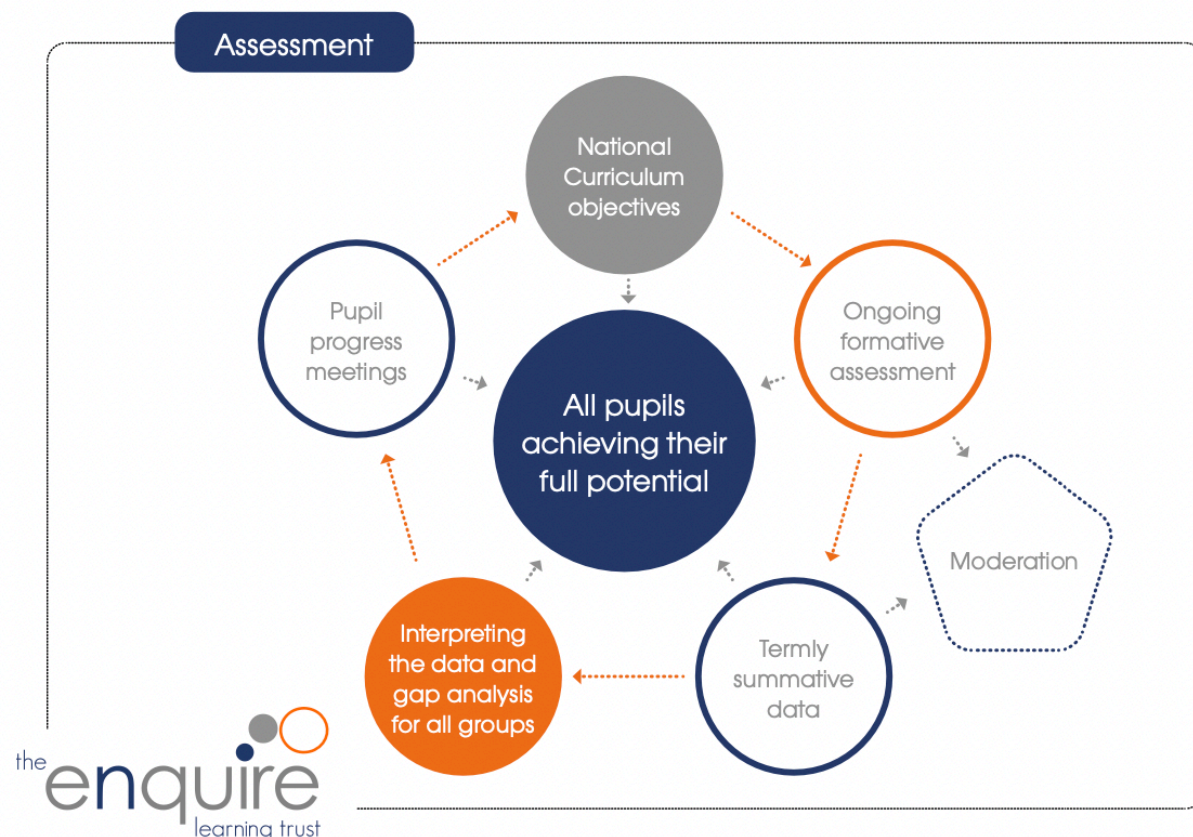
• **For parents -** provides them with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.

• **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 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.

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.*
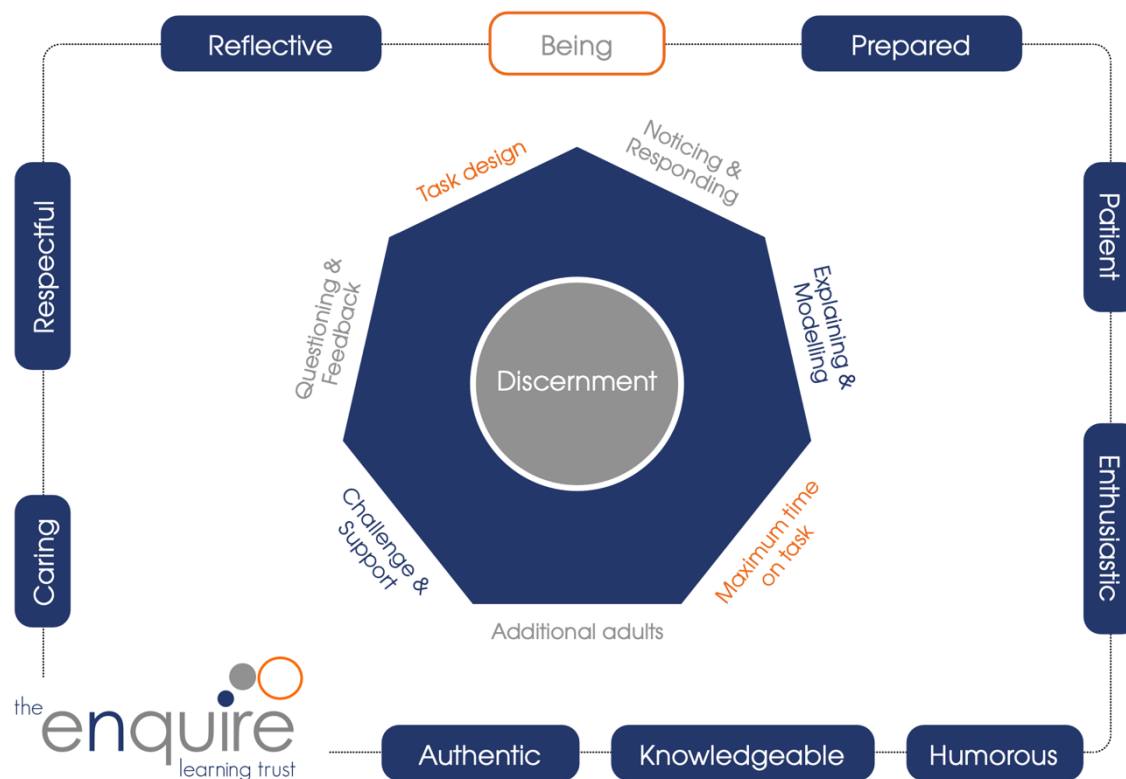
Curriculum Leadership

- 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.
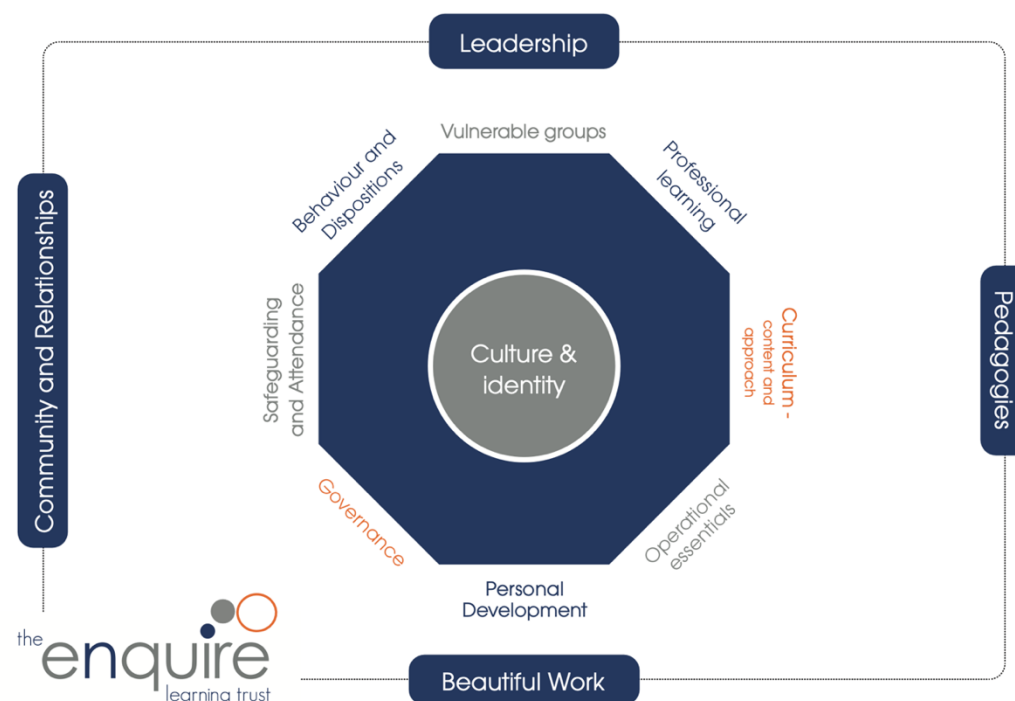
8. Trust improvement process

Academy designation

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

The designation scale is:

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

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
- Attainment - Progress - Pupil groups - Phases	- 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
- Teaching - Provision - Professional learning - Performance management - Instructional leadership - Trust engagement	- Development visits - Enquiry - Validated self-evaluation - Pupils' work - PPMR - AIP - 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

- Governance - Quality of curriculum - Subject leadership - 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	- Skill audit - AIC minutes - Development notes - Use of Trust systems - Website review - Finance and business metrics

4. Effectiveness of leadership and management - people	
Benchmark	Learners benefit from a workforce that is effective and improving
Focus	Evidence
- Staff absence - Staff turnover - Staff satisfaction - Employee motivation and engagement	- CEO report - Staff survey - HR notes - Exit interviews

5. Effectiveness of leadership and management – financial management	
Benchmark	Academy
Focus	Evidence
- In year and future outturn position – surplus/deficit - Salary costs as a percentage of funding – leadership structure, teaching staff, teaching assistants, other staff	- Trustee minutes - Leadership team minutes - Finance review minutes - Budget analysis

• 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 processes

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 designated as Category C 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.

Supervision - providing further challenge for school leaders through the leadership of the 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 (OneDrive – ELT Central Share) so that previous encounters can be extended and deepened where necessary.

Deployment of the central team 2022/2023

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

AIC membership/leadership

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

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

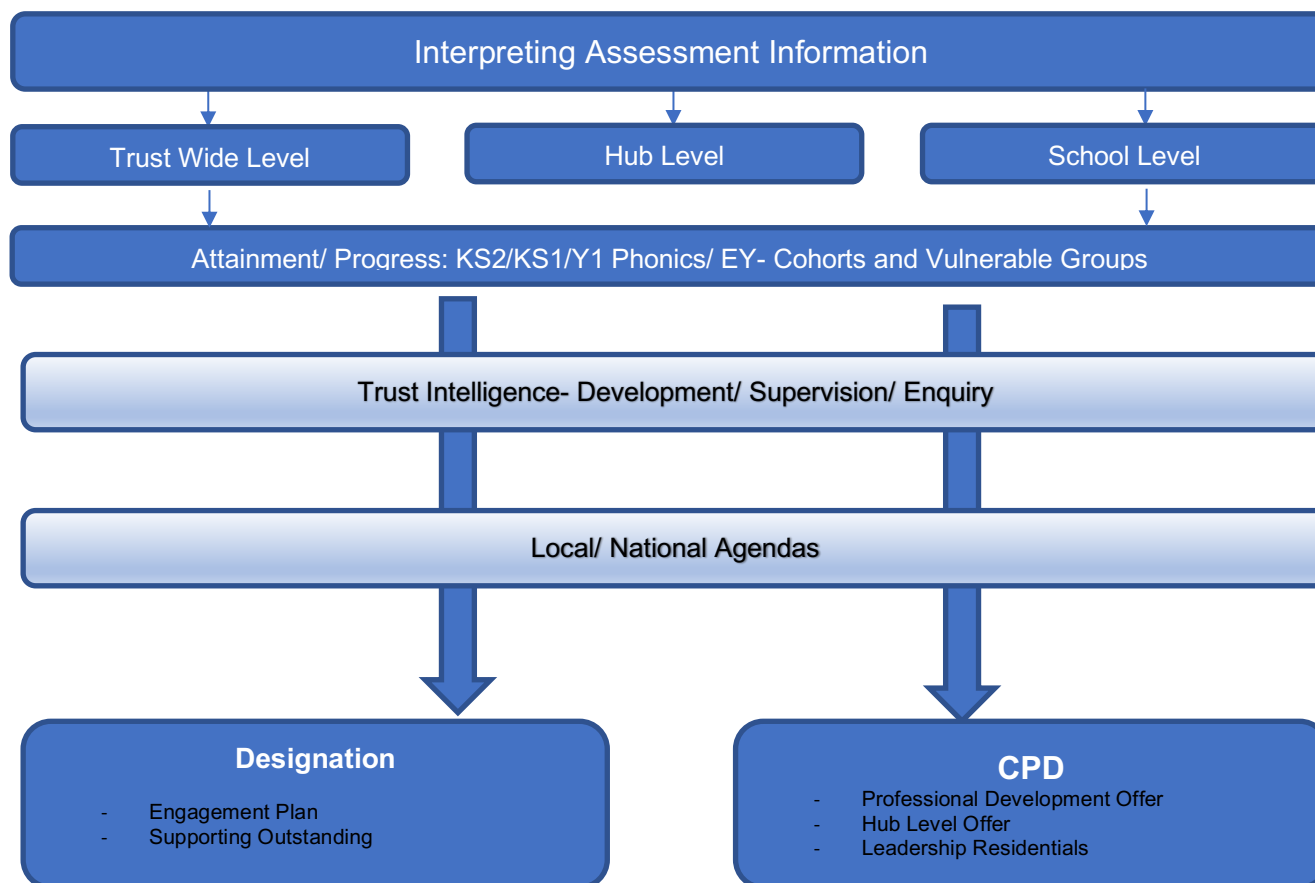|	*Autumn*	*Spring*	*Summer*
Oversight	Development/Supervision Communicate designations- Development **ASP Analysis/Data Profile** **AIP** **SEF**	Development/Supervision Data Profile/ Trust wide data analysis	Development/Supervision Designate academies AIP writing support SEF writing support Data Profile/ 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

Performance management	CEO
	• Directors
	• Central Team
	• Principals (– self-evaluation – triad review – CEO)
	
	Principals
	    Academy Leaders
	    Teachers
	    Support staff
	
	AIC oversight of overall performance and progress towards academy priorities.
		AIC oversight of overall performance and progress towards academy priorities.	AIC oversight of overall performance and progress towards academy priorities.

Development Oversight	Data Profile Academy Profile: - Attendance - Safeguarding incidents - Behaviours and Exclusions - AIP - SEF Check progress against AIP milestones Discuss targets for year and designation- use dashboard to track identified pupils Check actions against safeguarding audit	Data Profile Academy Profile: - Attendance - Safeguarding incidents - Behaviours and Exclusions - AIP - SEF Check progress against AIP milestones Check actions against safeguarding audit	Data Profile Academy Profile: - Attendance - Safeguarding incidents - Behaviours and Exclusions - AIP - SEF Check progress against AIP milestones Check actions against safeguarding audit
Development	Progress against AIP		

| Development keystones | Subject leadership

Pupil Premium funding

Sports Premium funding

Safeguarding | Subject leadership

Professional learning

Safeguarding | Subject leadership

Safeguarding |
|---|---|---|---|
| SEND | Hub Meeting- Information/ Updates

Trust Meeting- CPD

Assessment Tracking- Report to Central Team/ SEN Lead | | |
| 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 | 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

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│              Interpreting Assessment Information                  │
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┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Trust Wide Level │   │    Hub Level     │   │   School Level   │
└──────────────────┘   └──────────────────┘   └──────────────────┘

┌─────────────────────────────────────────────────────────────────┐
│ Attainment/ Progress: KS2/KS1/Y1 Phonics/ EY- Cohorts and        │
│                    Vulnerable Groups                             │
└─────────────────────────────────────────────────────────────────┘

┌─────────────────────────────────────────────────────────────────┐
│       Trust Intelligence- Development/ Supervision/ Enquiry      │
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│                    Local/ National Agendas                       │
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Designation
- Engagement Plan
- Supporting Outstanding

CPD
- Professional Development Offer
- Hub Level Offer
- Leadership Residentials

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

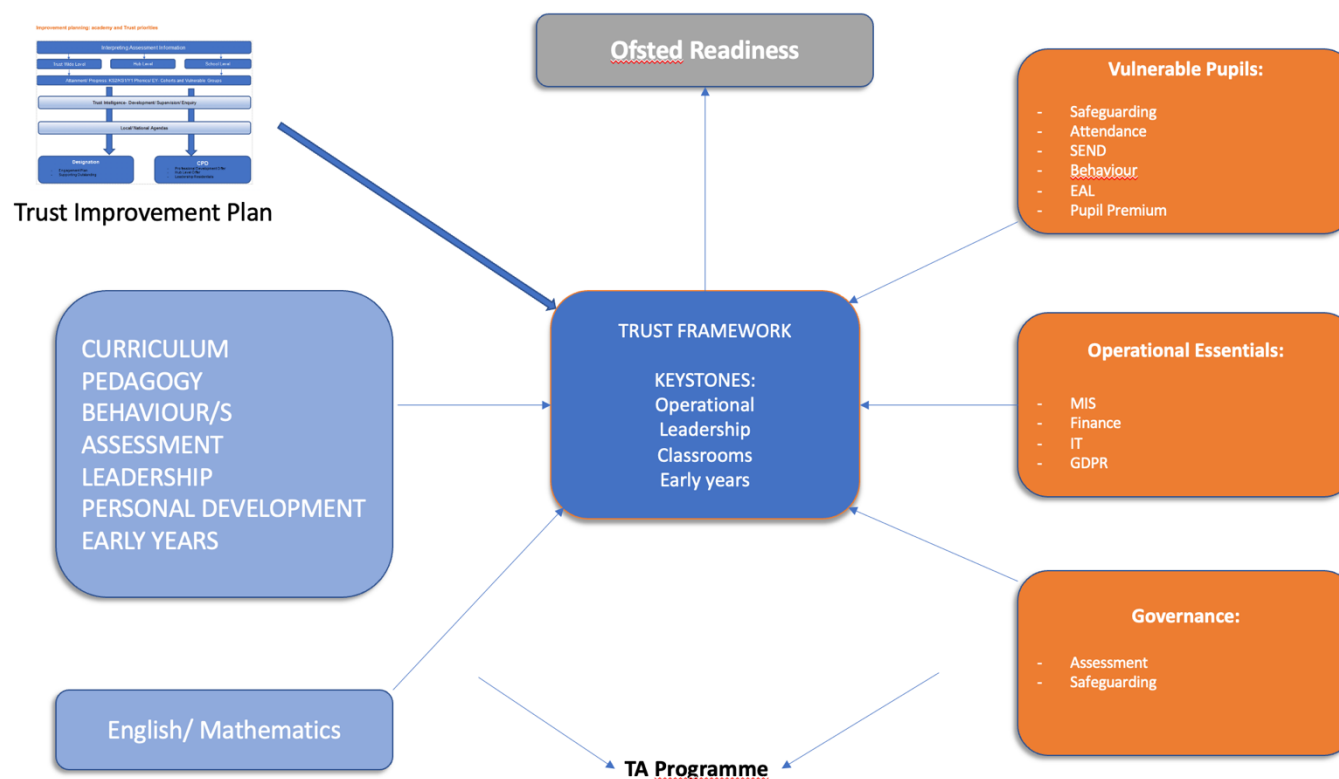The CPD strategy is tightly focused around:
- What is important?
- What is needed?

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.

Trust Improvement Plan

Ofsted Readiness

Vulnerable Pupils:
- Safeguarding
- Attendance
- SEND
- Behaviour
- EAL
- Pupil Premium

CURRICULUM
PEDAGOGY
BEHAVIOUR/S
ASSESSMENT
LEADERSHIP
PERSONAL DEVELOPMENT
EARLY YEARS

TRUST FRAMEWORK

KEYSTONES:
Operational
Leadership
Classrooms
Early years

Operational Essentials:
- MIS
- Finance
- IT
- GDPR

English/ Mathematics

TA Programme

Governance:
- Assessment
- Safeguarding

- **Detailed Trust CPD strategy to follow...**

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 PPm group, 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' leprovison for personal development. The edesign 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.
- **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. 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.

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 2022/23										
Oversight										
Darren										
Development Priorities				**Vulnerable Pupils**				**Curriculum**		
Maths	English	Curriculum Impact	Personal Development	Safeguarding	SEND	Pupil Premium	EAL	Curriculum Development	Connecting Pupils	Early Years
C. Story	K. Thornburn	V. Galt	J. Taylor	P. Hillman	E Patel	L. Bramley	C. Rhodes	P. Cowley	A. Scott	D. Linacre
M. Taylor	S. Smith	S. Clawley	A .Atkin	J .Madden	D. Coates	C. Patterson	T. Chamberlain	K. Thompson	P. Greaves	A. Willett
K. Nicholson	V. Cameron	S. Clapson	E. Robson	C. Silk		T. Libera		H. Channing	J. Wood	S. Clapson
						H. Farrell				H. Kirk
Oversight										
Rebecca	Jaimie	Jaimie	Darren	Jaimie/Rachel	Anne	Jaimie	Jaimie	Rebecca	Jaimie	Darren

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.

Senior leaders 3-day contribution

All VPs and APs will undertake a 3-day contribution to the Trust.

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.

9. 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.