The White Hills Park Trust

A Culture of Excellence

School Development Strategy

A   **Purpose and Aims**

In our Trust, we expect the very best for every child and young person in every aspect of their development – academic, emotional, cultural and physical. We recognise our collective responsibility to ensure that we bring this about. Our schools have come together so that by working together, we can improve the opportunities and outcomes for all of our pupils.

It is our minimum expectation that the Quality of Education in all of our schools is at least good. This is evidenced through our own quality assurance, through Ofsted inspection judgements and through pupil outcomes. The purpose of our School Development strategy is to ensure that this is maintained and that all of our schools continue to improve.

Our School Development Strategy is founded on the principles and ethos of our Trust:

- Schools are autonomous, but we have a collective stake in each others' success
- We share generously and honestly
- We have a broad and rich curriculum, which recognises the diversity of our school community and the wider world
- CPD is the heart of improvement
- Our schools are truly inclusive

How is this achieved?

- Our evaluation of provision is accurate, detailed, evidence-based and diagnostic (QA and School Review – Section C)
- We support leadership and governance so that they maintain their focus on the important elements of School Development (Section D)
- We support staff development through an extensive and detailed programme of high-quality staff development (CPD – Section E)
- We support individual school provision through the implementation of Trust-wide strategies (e.g. DA, Safeguarding, Careers – Section F)
- We intervene where necessary to support rapid improvement (Section G)

B **School Development Team**

CEO	Paul Heery	Paul is the senior Secondary Lead across the Trust and provides advice, support and challenge to primary schools. He leads secondary Quality Assurance and development.
Director of Primary	Jacquie Sainsbury	Jacquie is the senior Primary Lead across the Trust and provides advice, support and challenge to primary schools. She leads primary Quality Assurance and development.
Director of Staff Development	Lisa Rockley	Lisa provides expert leadership in teaching and learning and co-ordinates CPD programmes across the Trust. She also manages the ECT and teacher support programmes.
Data Officer	Catherine Hayes Sandie Wilson	Catherine and Sandie provide detailed analysis of school and pupil-level data to support SLTs and LGBs in evaluating performance and identifying priorities for improvement
Trust SEND Lead	Janet Rigby	Janet provides expert advice, support and training to school Sencos, teachers and teaching support staff
Lead Teachers		Lead Teachers are high-performing teachers from Trust schools who have demonstrated their capacity to provide additional support and leadership within their specialist area. They are deployed to work with individual schools and teachers, or to carry out cross-Trust projects

The School Development Team meets monthly to discuss priorities and identify areas of support.

C   **Quality Assurance and School Review**

The Trust's Quality Assurance process supports school self-evaluation and improvement. It is a collaborative process that supports school leaders' own QA. It allows Trustees and Local Governing Bodies to maintain an accurate picture of school performance through a cycle of evidence-based review and evaluation, including a Trust-wide risk assessment process that leads to categorisation of schools.

The following table sets out the minimum Quality Assurance processes for each Academy:

'Deep Dive' subject review	CEO / DPS	Termly	Support school QA through a subject review in line with 'Deep Dive' methodology	Report to HT / LGB
Theme - focussed review	Trust SI Team	Once annually	Support school QA through a theme focussed review e.g. Behaviour, SEND	Report to HT / LGB
Achievement Data Analysis	Data Team	Termly	Analysis of internal school data termly Annual detailed analysis of external performance data	Report to HT / SLT Summary to LGB / Trust Board
Behaviour / Attendance Data Analysis	Data Team	Termly	Analysis of internal school B&A data termly	Report to HT / SLT Summary to LGB / Trust Board
School Review	CEO / DPS	Annually	Summarise school evaluation evidence to provide a whole-school report and evaluation.	Report / RA rating presented to LGB / Trust Board
Safeguarding Review	Safeguarding Lead	Annually	Safeguarding audit of practice and procedures	Report to HT / SLT Summary to LGB / Trust Board
Health & Safety Review	Director of Property & Estates	Annually	Health & Safety audit of practice and procedures	Report to HT / SLT Summary to LGB / Trust Board

Alongside the programme of timetabled Quality Assurance, members of the School Development Team will support school's own processes by undertaking informal QA alongside school leaders, for example learning walks, scrutiny of work, discussions with pupils.

D   **Leadership and Governance**

Leadership

CEO / DPE meet with Head Teachers in school on a regular basis throughout the year, usually fortnightly. Head Teachers and school leaders can also access support directly from the Chief Operating Officer and other members of the Trust Operations Team.

Head Teachers meet together in Academy Leaders meetings, held every two weeks. This is the key executive forum for the Trust, and allows for information gathering and exchange, policy development and review, and peer support and networking.

Each Headteacher is accountable to the Local Governing Body (LGB) for the overall effectiveness of the academy, including academic achievement. The LGB provides challenge for the Headteacher directly through their Appraisal Committee. The Appraisal Committee meets at least twice a year in order to include a mid-year review of progress towards objectives. The Trust CEO / DPE can provide support for Headteacher Appraisal by undertaking the role of External Adviser.

Governance

Local Governing Bodies are supported by the Trust Governance Manager, who provides advice and guidance, and ensures that LGBs are meeting their obligations under the Scheme of Delegation. Chairs of Governors (or a nominated representative) meet together as part of the Academy Committee, held every term.

E   **Staff Development**

The key to improving schools is providing high-quality opportunities for staff development. The Trust provides an extensive programme of CPD, which is accessible to all staff. This includes, but is not limited to:

- WHP CPD Hub App – The App provides free unlimited access to online courses for all staff and governors and provides courses in a wide range of relevant topics.
- The Trust works in partnership with a group of other local MATs and Ambition School Leadership to provide National Professional Qualifications and an Early Careers Teacher programme.
- White Hills Park is the founder member of 'Better Together' a partnership of 17 schools that work together to provide training opportunities in range of areas. The partnership runs a large range of free courses during the year.
- The Trust runs an annual Teaching and Learning Conference, free to all Trust school staff and focussing on an important current aspect of provision. It features presentations and contributions from Trust schools as well as external speakers.
- 'Trust Teaching' is the White Hills Park termly Teaching and learning newsletter. It features articles from school staff and external contributors describing current practice, action research projects in our schools and findings from recent research.
- The Trust supports a range of other CPD activities which arise from discussions with school leaders or within the School Development Team – for example, cross-Trust working parties, research teams, one-off presentations / training sessions.

The School Development Team reviews the staff development programme at each meeting and monitors take up and impact. A termly report is provided to each school setting out the school's engagement with the programme.

F   **Strategic support**

White Hills Park Trust provides additional support for school development in a range of key strategic areas.

- Enrichment

The Trust runs a range of curriculum enrichment activities for schools across the Trust, for example choirs, languages, Duke of Edinburgh. We support schools to source and deliver enrichment for example, through provision of school minibuses or sharing of costs for external providers.

- Safeguarding

The Trust Safeguarding Lead provides training, advice and support for DSLs and carries out an annual safeguarding review.

- Disadvantaged Pupils

The CEO / DPE offer support for Headteachers in the development of the strategy for Disadvantaged Pupils, and the evaluation of its impact. They are able to draw on and share good practice from teachers and school leaders across Trust schools.

- Curriculum

Trust Lead Teachers are available to provide specialist expert support and advice. The School Development Team will identify high-performing teachers across our schools who can provide specialist advice and share good practice.

- Careers

The Trust Careers Lead provides advice and support to enable schools to meet the Gatsby Benchmarks. She organises a range of events across the year to develop their knowledge of the world of work, build aspirations and prepare children and young people for the key decisions in their school life.

- Support Staff

School support staff have access to central team staff to provide targeted and specialist advice.

The School Development Team reviews the strategic support programme at each meeting to monitors effectiveness and decide future deployment.

If the need arises for additional support or development in a school or groups of schools, the School Development Team will work with the schools to put a strategy in place, drawing on expertise from within the Trust or beyond.

G   **Intervention**

School categorisations are reviewed at each meeting of the School Development Team. The Trust operates a graduated approach to support and intervention, based on categorisation

RISK ASSESSMENT			
CAT	**DESCRIPTOR**	**EXPECTATION**	**TRUST INTERVENTION**
A	Schools that are currently judged to be at least good in all areas, with elements of outstanding practice	Share best practice and deliver school-to-school support within the Trust	N/A
B	Schools that are currently judged to be good overall	Have the capacity to bring about improvement and may also have the capacity to support others within the Trust	N/A
C1	Schools that are currently judged to require improvement, but evidence indicates that they are making rapid progress.	Work with CEO / DPE to implement an Action Plan approved by Trust Board Termly update on the Action Plan progress to CEO / DPE and Trust Board	Trust Board monitors progress of Action Plan
C2	Schools that are currently judged to require improvement, but are at risk of Ofsted category 4 because they are making slow or limited progress.	Significant external support required - work with CEO / DPE to implement an Action Plan drawn up jointly by CEO / DPE and Headteacher, and approved by Trust Board Termly update on the Action Plan progress to Trust Board – if insufficient progress made, consider Cat D	Warning Notice issued to LGB Trust Board monitors progress of Action Plan
D	The school has been designated by Ofsted as in Special Measures OR The Trust has been asked to sponsor the school due to serious concerns over its performance OR Trust QA has identified serious performance concerns.	This academy will be supported by a Trust appointed Executive Leader, who will be responsible for the implementation of an approved and costed Improvement Plan. CEO / DPE will monitor progress on a half-termly basis.	Trust Board assumes responsibility either through an appointed Chair or an Interim Board

In addition to school level support and intervention, in the event of consistent underperformance by staff and only if informal coaching has not led to sustained improvement, the Trust supports the school to implement the Appraisal policy by carrying out a formal coaching cycle where necessary.

H   **Support for non-Trust schools**

School Development support is available by negotiation and is charged on a per-session rate, set out in a service-level agreement. Specific activities could include:

- Full school review
- Subject Deep Dive
- Middle Leader support
- Improvement support packages
- Support for governance
- Appraisal support and advice
- Staff training

I   **School Development Process and Timetable**

Schools will…	Trust School Development Team will…
Provide termly attainment and progress data	Provide termly analysis of data, including benchmarking information
Produce an annual School Development Plan	Produce an Annual School Review and report to LGB
Carry out an effective process of self-evaluation	Support Ofsted preparation
Maintain and update school-based policies in line with the Trust plan	Maintain and update Trust-based policies in line with the Trust plan
Support the Trust QA processes	Carry out QA activities in line with agreed plan
Attend Academy Leaders meetings	Plan and manage Academy Leaders meetings
Provide safeguarding information and data as requested	Maintain the SCR and provide cross-Trust support for DSLs
Engage with CPD / training	Provide CPD / training opportunities