

Trust School improvement Strategy

What is School Improvement?

School improvement is defined as the processes through which The Spring Partnership Trust supports schools in driving forward improvement; the changes schools can make and the strategies they can use to improve pupil outcomes and experiences, so that, by schools being part of the Trust, they can make a difference to each and every child in the Trust.

FUNDAMENTAL PRINCIPLES, VALUES, PURPOSE AND APPROACH

Trust Values:

- We have ambition in our drive to be the best that we can be.
- We are absolutely focused on learning for all and in doing so will collaborate.
- We are fair with each other.
- We make a difference because it matters and we respect each other.

The Spring Partnership Trust understands and recognises this set of fundamental principles which underpin effective school improvement:

- School improvement is cyclical. All schools within the Trust can be 'Capacity Givers'; and 'Capacity Takers' over a period of time and there is a commitment and willingness from all schools to both offer and receive support.
- Every school, regardless of their situation, has practice to share.
- Secure, sustainable improvement takes time and change needs to be prioritised by both Trust leaders. All staff need to be open to change and improvement.
- Effective school improvement involves building capacity and high-quality leadership across the school.

To promote effective school improvement, TSPT has an in-depth knowledge of each of its schools and their current context in order to:

- Sustain and grow success where it already exists, as well as evaluate and share this success more widely where appropriate.
- Address areas for development with a range of strategies.
- Understand the complexity of how one area of school improvement impacts on another.
- Implement rapid improvement strategies where performance and/or leadership is weak.
- Share strengths through mutual support and challenge.

The Spring Partnership Trust will promote school improvement by:

- Committing School Improvement Leads across the Trust to focus on key areas of teaching and learning and curriculum
- Providing a core offer for all Trust schools.
- Providing additional personalised support appropriate to individual school needs.
- Maintaining a balance between school defined processes, aligned policies across the Trust and standardisation of systems where appropriate

ACCOUNTABILITY & RESPONSIBILITY

The Trust's standards monitoring procedures set out how Trustees will monitor individual school performance through an annual cycle of accountability, including a Trust-wide risk assessment process. This includes termly committee meetings, that lead to a clear understanding by all leaders of the phase in which each school is working. The phases are defined as Sustain, Improve, Repair and Stabilise. These are based on the nationally recognised model from Sir David Carter about School Improvement Trajectories.

The Trust's Achievement and Curriculum Committee (ACC) will take the lead in managing these procedures by monitoring the school summaries and actions from the Health Checks. They will challenge and/or support the work completed by individual Headteachers, the Trust CEO or appointed leaders to implement agreed school improvement plans and any additional action plans, as appropriate.

Each Headteacher is held accountable by the CEO and ACC for the overall effectiveness of their school, including standards. ACC and the CEO provides support and constructive challenge for the Headteacher directly through the consideration and debate around school policies, data and reports, as well as conducting their own visits according to the needs of the school, the school priorities and their own annual calendar. In addition, Headteacher appraisal (Professional Growth) is carried out by the Trust CEO, meeting regularly throughout the year to review progress towards objectives.

Each Headteacher takes the lead on their own school improvement process, but there are a number of elements that the Trust expects to be in place and to be shared with the CEO and SI Leads.

SCHOOL IMPROVEMENTS EXPECTATIONS	RATIONALE
A School Improvement Plan (school led) updated annually, including current school context	To enable leaders to outline the curricular goals, success criteria and monitoring mileposts for improvement over the next year, and to share the school's current performance, goals and aspirations with staff, governors and Trustees.
School Self Evaluation (School Summary)	An up-to-date reflective summary of the school's performance based on its own self-evaluation of strengths and areas for improvement including current School Improvement phase and actions to improve.
Termly Health Check Meetings through ACC	To enable school leaders, Trust School Improvement Leads, Trust CEO, to evaluate all aspects of school provision, including Quality of Education and Culture in each school. ACC Trustees and LAC representatives join where at all possible.
Effective in-house monitoring processes	<p>To enable leaders to understand:</p> <ul style="list-style-type: none"> • the quality of teaching, learning and curriculum, • the quality of leadership, • the quality of behaviour and attitudes • the quality of personal development • the culture of safeguarding and • the school's overall effectiveness in order to effectively plan for further school improvement.

The appraisal of the Trust School Improvement Leads is carried out by the Trust CEO and Headteachers.

The appraisal of the Trust CEO is carried out by a sub-committee of Trustees, including the Trust Chair, with the specific goals and overall outcomes being shared with Trustees.

FUNDING FOR SCHOOL IMPROVEMENT ACTIVITIES

The Trust will be able to provide centralised services, including that of the School Improvement Leads, SLIM Leads and the Trust CEO, who all play key roles in School Improvement activities for the Trust.

Schools will be able to request bespoke support from the Trust, according to the needs of the school.

Headteachers will be responsible for the delivery of the school specific grants such as Pupil Premium Grant, PE Grant etc... These follow an overall Trust strategy but bespoke elements will be school led.

THE CORE OFFER FOR ALL TRUST SCHOOLS

There are a range of School Improvement monitoring and evaluation tasks that take place in all TSPT schools, which provide information. All actions feed into the school improvement cycle.

ACTIVITY	DETAILS	INVOLVING
Headteacher Performance Management	Annual Performance Management review the Trust CEO, supported by school governors.	Trust CEO time and Governors
Annual Safeguarding Review and audit of Single Central Record Trust	Annual Safeguarding audit of practice and procedures, including an in-depth review of a small number of cases and audit of single central record.	ELT time, DSLs and Governors
Annual Health & Safety Review	Annual Health & Safety audit of practice and procedures carried out by site manager	Facilities Team
Management Group Meetings	Half-termly Senior Leadership Meetings attended by all Headteachers, along with other relevant leaders from the Trust, including CEO, CFO, HR and Finance	HTs, CEO, CFO, COO

Leadership Network Meetings	Half-termly Senior Leadership Meetings attended by all Headteachers, Deputies, Assistant Heads focusing on leadership skills and school improvement	Trust HTs, CEO, DHT, AHTs
SEND Group Meetings	Termly meetings to explore current themes and share good practice	School leaders and SENCOs
Pupil Support Lead Meetings	Termly meetings to explore current themes and share good practice	PSLs
Early Years Group Meetings	Termly meetings to carry out cross-school moderation; explore current themes; and share good practice School leaders	School leaders
SLIM Meetings	Half- termly meetings to carry out cross-school moderation; explore current themes; and share good practice. Develop the curriculum area and provide CPD.	SLIM Leaders, subject leaders
ECT and ECT+1 training programme	A programme across the year which focuses on individual school challenges; current themes in education; and effective support in the classroom	CPD time for Teachers
Peer Reviews	Deep dives and quality assurance of quality of education and the curriculum.	HTs/SLTs, SLIM Leaders, CEO

6 SUPPORT PACKAGES FOR SCHOOLS WORKING WITHIN IN EACH PHASE

The Spring Partnership Trust's School Improvement processes are planned on an annual basis in liaison with the Trust CEO, depending on the phase within which each school is working

A profile of each aspect of the school will be identified, using these phases, as part of the Annual Standards Check in September and support will be provided, according to a 'best fit profile' and the needs of the school.

THE SPRING PARTNERSHIP ANNUAL HEALTH CHECK			
PHASE	DESCRIPTOR	EXPECTATION	SUPPORT PROVIDED BY CEO AND SI LEADS BEYOND THE CORE OFFER
Sustain	<p>Schools that are stable, well-led and making strong progress.</p> <ul style="list-style-type: none"> • Currently judged by the Trust to be securely Good or better. • Outcomes for all learners are good or better • LAC is effective and sustainable. 	<ul style="list-style-type: none"> • These schools will be expected to share best practice and promote school-to-school support within the Trust and, at times, outside of TSPT 	<ul style="list-style-type: none"> • 1 day per term: visits from the CEO, School Improvement Lead, Lead Practitioners, and other expertise from across the Trust, as agreed through health checks
	<ul style="list-style-type: none"> • Schools that are currently judged by the Trust as good, but which have key identified areas for improvement. • Schools where there are context issues which may make the school vulnerable 	<ul style="list-style-type: none"> • These schools will be expected to have the capacity to bring about improvement in their own organisations and may also have the capacity to support others within the Trust 	<ul style="list-style-type: none"> • 2 days per term, as above.
Improve	<ul style="list-style-type: none"> • Schools that are currently judged by the Trust as good but are at risk of coasting or requiring improvement. 	<ul style="list-style-type: none"> • These schools have the willingness and capacity to improve with support from within the Trust. • These schools must submit a termly update of the school improvement plan to the CEO and ACC. 	<ul style="list-style-type: none"> • 4 days per term, as above.

Repair	<ul style="list-style-type: none"> • Schools that are currently judged by the Trust as requiring improvement but are making rapid progress. • Or the school has been identified by the Trust as a School Requiring Additional Support at Stage 1. 	<ul style="list-style-type: none"> • These schools require support and will work closely with the Trust CEO and identified School Improvement Leads (or Lead Professional) • These schools must submit a termly update of the school improvement plan to the CEO and ACC. 	<ul style="list-style-type: none"> • 6 days per term: support from the CEO, School Improvement Lead or Lead Professional to implement Trust agreed action plan based on SI visits) • Relevant Lead Practitioners within the Trust to support the implementation of the agreed action plan • Progress against RAP monitored half-termly by the CEO and ACC.
	<ul style="list-style-type: none"> • Schools that are currently judged by ACC as requiring improvement but are at risk of going into an Ofsted category because they are making slow, limited or negative progress. • Or the school has been identified by the Trust as a School Requiring Additional Support at Stage 2. 	<ul style="list-style-type: none"> • These schools require significant external support and will work closely with the Trust CEO, School Improvement Lead (or Lead Professional) • These schools must implement a RAP (Rapid Action Plan), proposed by the Headteacher/SLT, for approval by the CEO and overseen by ACC. 	
Stabilise	<ul style="list-style-type: none"> • The school has been designated by Ofsted to be in Special Measures or has Serious Weaknesses: OR • The school has been identified by the Trust as a School Requiring Additional Support at Stage 3 OR • The Trust has been asked to sponsor an external school due to serious concerns over the performance/stability 	<ul style="list-style-type: none"> • This school will be led by a Trust appointed Executive Leader / Headteacher, who will lead on the implementation of an approved and RAP • The RAP will be co-created with Leaders and submitted to the Trust Board for approval • This school will be likely to require a staffing re-deployment in order to implement improvement strategies quickly 	<ul style="list-style-type: none"> • Executive Leadership / Headteacher provided by the Trust • At least weekly support from the CEO and SI Lead • Lead Professional to support the implementation of the Trust agreed Action Plan • Progress against Ofsted Action Plan (or equivalent) monitored termly by ACC/full Board • Termly updates to the Trust Board

Academy improvement cycle



TSPT School Improvement Team

