

School Improvement Core Offer

FLOURISHING FUTURES

Empower, Excel, Together



The 4 Phases of school improvement

PHASE 1 Stabilise Benchmarks (6-12 weeks) PHASE 2
Repair
Benchmarks
(1 year
maximum)

PHASE 4
Sustain
Benchmarks
(3-5 years)

PHASE 3 Improve Benchmarks (1-2 years)

Phase 1 Stabilise (Benchmarks 6-12 weeks)

LEADERSHIP AND GOVERNANCE

- · Leadership ineffective
- Governance ineffective
- Systems & policies ineffective
- · High staff turnover
- Pupil attendance WBA Ofsted inadequate

QUALITY OF FDUCATION

- Outcomes floor
- PSC below 50%
- · Behaviour unsafe
- TLA ineffective
- No CPD
- · Expectations low
- · No core offers
- Capacity taker

INCLUSION

- · Safeguarding ineffective
- SEND non statutory
- Behaviour unsafe with Attendance well below nationals

ACTIONS

- Flourishing School Partner deployed (0.2 0.4)
- · Leadership structure identified.
- Vision and Values set (Who are we as a school? Why are we here? How do we live? (No Ceiling/No excuses)
- Identification of key policies to enact (compliance first eg Safeguarding, Attendance, Behaviour,
 Code of Conduct etc systems/processes before curriculum core offers).
- · Attendance/Safeguarding and SEND fortnightly QAs
- Trust HR processes implemented and enacted Headteacher/Teacher standards revisited and evaluated at appraisal. Review of all staffing structures
- Identification of vulnerable group data (Venn diagrams in place for every year group)
- Early Reading core offer implementation plan created and (RWINc) Literacy Specialist engaged through English Hub
- QA of teaching and learning needs of the school (identify gaps in 'Pedagogy on a Page' prioritise
 which will make the biggest difference feed into ongoing high quality CPD and Incremental
 Coaching)
- Drawing upon capacity giving schools, utilise networks and The Trust Anthology
- Trust curriculum for mixed age/single age mapped out and implementation plans for created (Core
 offers for core subjects first alongside pedagogy on a page) ensure National Curriculum is being
 delivered)
- Governance EAC or Rapid School Improvement Board (Head supported by FSP)
- · Academy Improvement Plan/Self Evaluation Statement written with Flourishing School Partner
- Attendance at whole Trust CPD including SLT
- Full **Safeguarding and SEND audit** to fully assess need. (May include external review of safeguarding) and Director for Inclusion supporting, overseeing action plan.
- Safeguarding Action Plan including urgent attendance actions e.g. first day calling, PMOOE children plan.
- SEND Action Plan (aligned with wider school development) with SEND Expert if needed.

- 6 weekly review/progress meeting
- RWINc Development Days
- Health Checks
- External Review
- · Rapid Improvement Board



Phase 2 Repair (Benchmarks 1 year maximum)

LEADERSHIP AND GOVERNANCE

- Leadership more effective at some levels
- EAC in place our TOR
- Safeguarding compliant
- Systems and policies in place
- Improving quality of TLA
- Some classrooms demonstrate effective practice
- Some instability in staffing structures
- Trust support required for monitoring evaluation

QUALITY OF EDUCATION

- RWINC implemented
- ENG, MATHS, RHE & some non-core offers implemented
- Trust Attendance processes
- Internal assessment 3-5 below national
- · Low level disruption
- · Appraisals implemented
- Most teachers meeting Teacher Standards
- Established vision & values
- Capacity taker

INCLUSION

- EHCP provision in place but may not yet be effective
- ISPs in place but not yet smart or fully enacted.
- Still over reliance on 1:1
- Behaviour is safe and relational plans developing.
- Behaviour policy being enacted with clear routines.
- Attendance procedures increasing effective although still below average.
- Safeguarding effective and culture of all staff growing.

ACTIONS

- Flourishing School Partner deployed (weekly 0.1 up to 0.2)
- Vision and values articulated by everyone leaders walk the walk
- If Church School engage Diocesan support (induction)
- · Share regular progress and success with parents and stakeholders
- Moved to EAC model (if not already done so)
- · Clear safeguarding action plan in place identifying key priorities
- Strategic Plan for all Trust core offers in place (implementation plan written to meet the needs of the school)
- Clarity of the quality assurance cycle around TLA and evaluating impact. Incremental
 Coaching/CPD/Briefings are weekly and linked to the target areas in the Trust Quality Assurance Cycle
- Increasing profile of foundation subjects through Quality Assurance monitoring in line with Academy Improvement Priorities.
- Early Reading Incremental Coaching remains priority and development days demonstrate continued improvement and traction.
- · Leaders can evidence actions and improvements through QAs on attendance
- Incremental Coaching and Learning walks continue to focus on embedding Pedagogy on a Page 'particularly noticing' and Behaviour policy and inclusion.
- · Flourishing Teaching Partner utilised if needed
- Pupil conferencing is fully utilised to inform the QA cycle and actions.
- Appraisals consistent and reflect the Academy Improvement Plan priorities
- HR policies followed e.g. support plans implemented where needed.
- Focus on ensuring that practitioners have the opportunity to see best practice in other settings and deliberate connections made across the Trust.
- · Attendance at whole Trust CPD
- · SEND and SG full audit and actions plan for SG/ SEND: overseen by DPVI
- Trust SEND expert deployed if inexperienced SENDCO. 4-6 weekly review of action plan

- Half termly reviews
- External Review
- · EAC learning walks (supported by FSP)
- RWINc Development Days
- Health Checks
- Termly Trust Safeguarding audit
- Termly Trust SEND audit
- Half Termy Attendance Annex 4
- · Attendance Trust forums (Attendance, SEND, SG, Y6, EYFS)



Phase 3 Improve (Benchmarks 1 - 2 years)

LEADERSHIP AND GOVERNANCE

- Leadership staff all levels in place
- Trust values embedded
- Embedded policies impact
- All teachers meeting TS/UPS
- · Gov effective
- Attendance Nationals Gaps closing
- Persistent Absence in line
- Outcomes in line or above nationals
- School is a capacity giver in some areas

QUALITY OF EDUCATION

- Monitoring & Evaluation impacting on TLA
- · All core offers implemented
- Curriculum well planned & sequenced
- · Low level disruption rare
- Stable staffing structure
- Clear vision/Christian vision underpinning curriculum

INCLUSION

- EHCP and ISPs Smart, utilising assessments/ specialist advice in the majority of cases
- Teachers increasingly driving SEND provision
- Behaviour policy enacted with shared language, by most staff.
- Robust and responsive Safeguarding in place.
- School is a capacity giver in some areas

ACTIONS

- Flourishing School Partner deployed x 2 per half term
- Distributed leadership/SLT driving school priorities
- · All staff model Trust values and walk the walk
- · Core offers embedded and pedagogy on a page underpins all and impact is clear in Quality Assurance cycle
- Leaders working within the Hub to follow EAC cycle.
- Improved outcomes at all levels and show gaps reducing in a targeted way to ensure this is sustained (not cohort specific)
- SLT driving the Quality Assurance cycle and, where appropriate, common improvement areas worked on together in Hubs to reduce workload
- · Pockets of emerging best practice are actively shared
- Attendance at whole Trust CPD

- External Review
- EAC learning walks
- RWINc Development Days
- Health Checks
- Termly Trust Safeguarding audit
- Termly Trust SEND audit
- · Half Termy Attendance Annex 4
- 2 x Trust SG visit
- 3 x Trust SEND Visit



Phase 4 Sustain (Benchmarks 3-5 years)

Journey ... excelling ... capacity giving ... securely good!

LEADERSHIP AND GOVERNANCE

- Effective distributed leadership through the QA cycle
- Governance strong/sustainable
- Trust values embedded
- Systems embedded
- Ofsted Good in all areas
- SIAMS Judgement 1
- Clear vision driving staff behaviours & performance

QUALITY OF EDUCATION

- Behaviour excellent
- All core offers in place and clear impact
- Effective CPD strategy
- · Areas of excellence
- · Pupil outcomes strong
- · No underperforming groups
- Develop staff contribution expected, as the norm, to Trust Anthology (Learning Locker)
- · Champion Teachers

INCLUSION

- Strategic SEND development, owned by all.
- Effective use of external agencies/ assessments.
- Behaviour Policy robust and responsive to all needs.
- Pupils' needs understood and proactive approach to meeting them.
- Attendance above Nationals and demonstrable impact for Vulnerable Pupils.
- Safeguarding strategic, highly proactive and tailored to need.

ACTIONS

- Trust values are reflected and exemplified in the collective working of the school and its place within the Trust.
- Leadership, at all levels, is distributed and drives school priorities (middle leaders as engine rooms for school improvement is the focus in this phase)
- Leadership EAC is effective, functioning as both challenging and supportive **capacity giver** to other schools in Stabilise or Repair phases)
- · Ofsted and SIAMs, SES reflects the strong practice
- Active Champion Teachers and best practice sharing is an expectation (contribution to the Trust Anthology and Learning Locker)
- SLT lead by example and champion an area of curriculum excellence so that every child in the Trust benefits.
- Teachers drive own data and targets closing gaps through deliberate practice both in terms of curriculum and attendance.
- · Development Days: English, RWInc
- Attendance at forums to disseminate and share best practice and develop new leaders: DSL, Attendance, SEND, Y6, EYFS forums

- External Review
- · EAC learning walks
- RWINc Development Days
- Health Check: x2 end of Autumn and end of Summer Term
- · Termly Trust Safeguarding audit
- Termly Trust SEND audit
- Annual SG/ SEND Visit
- Attendance at Trust forums expected (Attendance, SEND, DSL, Y6, EYFS)



4 Phases of School Improvement: Inclusion Benchmarks

Stabilise: What it looks like

SEND

- Lack of accurate SEND 'Record of Need'
- ISPs not in place or up to date
- · EHCP provision not in place.
- SENDCO not in role or not yet effective.
- Teachers do not take responsibility for SEND and culture of 1:1 support/ out of class.
- Graduated response not in place.

BEHAVIOUR AND ATTENDANCE

- Plans in place for managing 'unsafe' behaviour, including Positive Behaviour Plans and school is safe.
- Suspensions and Exclusions may be high.
- Some demonstrable improvement.
- Behaviour policy being enacted with Staff and pupils mostly have clarity about expectations, shared routines and approaches
- Attendance policy in place although not yet supported by wider staff.
- Attendance 3-5% below Nationals and gaps for Vulnerable groups improving

SAFEGUARDING

- Site is secure and everyone takes responsibility for thisgates and lanyards
- Level 3 training up to date.
- Level 2 training for staff in place
- Culture of 'it could happen here' by majority of staff
- CPOMs in place and staff recording
- DSL understand those at highest risk and has oversight/ system for monitoring.



TRUST SUPPORT and QUALITY ASSURANCE

Full Safeguarding and SEND audit to fully assess need. (May include external review of safeguarding) and Director for Inclusion supporting weekly, overseeing action plan.

Safeguarding Action Plan-including urgent attendance actions e.g. first day calling, PMOOE children plan.

SEND Action Plan (aligned with wider school development) possibly with SEND Expert.

Repair: What it looks like

SEND

- Teachers and staff are increasingly aware of and using inclusive language and approach to supporting SEND pupils.
- Leaders, and increasing numbers of staff, have high expectations for pupil's progress.
- SEND 'record of need' in place but not yet detailed with referrals/ assessments.
- ISPs but without SMART targets, pupil or parents' voice.
- EHCP targets in place but may not be accurate.
- Inconsistent approach to universal provision so there is over reliance on 1:1 or ineffective additional support.
- Ineffective use of external agencies, not aligned with in school provision.
- SENDCO not yet working strategically, not leading teachers or staff, or part of wider school improvement, capacity taker.

BEHAVIOUR AND ATTENDANCE

- Values- Staff demonstrate Trauma Informed approach. Regular and strategically led CPD underpins.
- Plans to support high needs effective and suspensions are rare.
- Behaviour policy in place and enabling learning to be impactful.
- Staff and pupils have clarity about expectations, shared routines and approaches.
- Attendance policy in place and supported by most staff.
- Attendance in line with Nationals and Vulnerable Pupil gaps show significant improvement.
- Persistent Absence in line with National picture.

SAFEGUARDING

- Site is secure and everyone takes responsibility for thisgates and lanyards
- Level 3 training up to date.
- Level 2 training for staff in place
- Culture of 'it could happen here by majority of staff
- CPOMs in place and staff recording
- DSL understands those at highest risk and has oversight/ system for monitoring.



TRUST SUPPORT AND QUALITY ASSURANCE

SEND and SG full audit and actions plan for SG/ SEND: overseen by Director for Inclusion Trust SEND expert deployed if inexperienced SENDCO. 4-6 weekly review of action plan.

Plus:

· Termly Trust Safeguarding audit
·Termly Trust SEND audit
·Half Termy Attendance Annex 4
·Attendance at Trust forums expected (Attendance, SEND, DSL, Y6, EYFS)

Improve: What it looks like

SEND

- Teachers leading on classroom provision, communicating effectively with parents re SEND, progress and provision.
- Teachers driving ISPs, smart targets, reviewed with pupils and parent voice.
- Universal provision is at least good across the school and children make evidenced, good progress.
- Graduated response identifying pupils at Wave 1.
- Timely and strategic assessments in place to ensure early identification.
- · Accurate, detailed RoN
- EHCP clear ISP with external agencies advice and strategies implemented.
- Use of external agencies positively impacting on in school provision (staff knowledge).
- SENDCO strategically driving school improvement, with impact evidenced as part of SLT and leading effective SEND provision

BEHAVIOUR AND ATTENDANCE

- Values- Staff daily demonstrate
 Trauma Informed approach and take ownership for this, regular and strategically led CPD underpins.
- Plans to support high needs effective and suspensions are rare.
- Behaviour policy in place and enabling learning to be impactful.
- Staff and pupils have clarity about expectations, shared routines and approaches.
- Attendance policy in place and supported by most staff.
- Attendance in line with Nationals and Vulnerable Pupil gaps show significant improvement.
- Persistent Absence in line with Nationals.

SAFEGUARDING

- Robust Safeguarding culture, understood by all, including pupils.
- DSL understands areas of strength/ development.
- Ongoing CPD, including CPOMs.
- DSL is outwards looing including with local risks, CPD.
- Clear Safeguarding curriculum in place e.g. workshops, RHE, assemblies: responsive to need.
- DSL regularly monitors the effectiveness, including arising patterns and addresses need.
- Effective systems in place to monitor children at high risk, ongoing risk.



TRUST SUPPORT AND QUALITY ASSURANCE

Termly Trust Safeguarding audit with Director for Inclusion oversight

·Termly Trust SEND audit with SEND expert/Director for Inclusion oversight

·Half Termly Attendance Annex 4

·2 x Trust Safeguarding visits

Sustain: What it looks like

SEND

BEHAVIOUR AND ATTENDANCE

SAFEGUARDING

- Clear strategic plans and long-term planning to proactively develop provision and in-school expertise.
- Universal provision is strong and innovative, rooted in research. Pupils make strong progress from starting points.
- Outward looking, working in partnership, with external agencies impacting on school provision.
- All staff have clarity of offer and take ownership over this e.g. teachers working with parents and triaging.
- Clear monitoring and development cycle.
- SENDCO highly effective leader. Demonstrable impact on whole school development, is a capacity giver.

- All staff demonstrating Trauma Informed approach - consistent language and approaches.
- Children have clarity around expectations and support each other.
- Behaviour policy fully enacted and innovate approaches being developed.
- Clear Strategic plans in place, including evaluating incidents and patterns over time and effecting change.
- Pupils' high needs understood and effectively supported.
- Attendance policy enacted and supported at all levels by all staff e.g. teachers' ownership.
- Attendance with above Nationals with gaps closed (or demonstrable impact) for vulnerable groups.

- Robust culture understood by pupil, parents and staff.
- Innovative and outward looking DSL tailoring training and curriculum to need.
- All staff effective in their monitoring, CPOMs logging.
- Clear strategic plans in place for monitoring and evaluation, including looking at patterns and trends.
- · Capacity giver



TRUST SUPPORT AND QUALITY ASSURANCE

Trust Safeguarding audit

Trust SEND audit

·Annual Safeguarding/ SEND Visit