

OUR SCHOOL TRUST IMPROVEMENT OFFER

2021 - 2022



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Our School Improvement Model

Our school improvement model secures improvement through the formula of:

$$\text{strategy} + \text{capacity} + \text{pace} = \text{improvement}$$

Our model positions the Learning Academy Partnership as a 'capacity giver' and schools in our family see themselves as 'capacity givers' and 'capacity receivers' interchangeably.



As a School Trust we are constantly refining and improving our school improvement offer so that we are best placed to facilitate meaningful and lasting change, our model has three strands for school improvement.

Diagnosis

Through the implementation of our Academy Risk Assessment Tool, we are able to initially focus our school improvement model on diagnosis. By identifying strengths and priorities for improvement, we are able to put in place robust strategies at all levels across the Trust.

Our approach encompasses assessment, data handling and analysis, self and peer review, external review, quality assurance, national research, targets and predictions.



Improvement

The next stage in our approach is improvement. This stage is precisely focused on the priorities for improvement and embraces:

- ◆ Teaching and learning
- ◆ Curriculum
- ◆ Pedagogy
- ◆ Continuous professional learning
- ◆ Subject and phase development
- ◆ Staff deployment
- ◆ Behaviour
- ◆ Talent management and leadership development at all levels

A tailored approach to school improvement

We have developed an approach to school improvement that is tailored to each school's unique journey through the four stages of school improvement:

- ◆ Stabilise
- ◆ Repair
- ◆ Improve
- ◆ Sustain

“

Individually, we are one drop. Together, we are an ocean.”

Ryunosuke Satoro



All leaders across the School Trust work as a collective, we live and breathe the Trust's vision of **Collectively Empowering Excellence**. Deep collaboration is at the heart of who we are and what we do. We believe that by working in this way together we are greater than the sum of our individual parts.

Leaders know that throughout a school's journey, there will be times where their school will either need or give capacity and strength. We are comfortable with the fact that every school is always on a journey of improvement.



Our School Improvement Strategy has four elements

Core Offer:

1. School Trust Improvement Team

An Executive Leader and expert in school improvement will work alongside a team of highly skilled practitioners deployed from across the Trust to provide rapid and sustained improvement for the school. This package is based on extensive experience of working alongside schools who have previously been in an Ofsted category. This may take the form of physical deployment or access to coaching, CPD, forums, and best practice sharing amongst other things.

2. Quality Assurance Cycle

This is part of our commitment to deep collaborative working across the School Trust that all leaders follow the same quality assurance cycle to enable common themes, foci, data collection, end feedback data and reflections.

3. CPD Strategy

Our comprehensive CPD package enables leaders to both shape the CPD offer in terms of their own academy priorities whilst also aligning with the overarching priorities of the School Trust.

4. Central CPD Offer

Our central offer is available for all staff across the School Trust. It facilitates deep collaboration and is focused on the whole School Trust identified priorities. This core offer is wide ranging and comprehensive and rooted in best practice.





The Strategy

Sir David Carter identified that throughout their journey, schools can be either capacity givers or capacity takers. Our offer is based upon support from a wide field of expertise within the School Trust balanced alongside external review and validation.

We operate a core offer which is available to all academies within the School Trust. The Strategy will be bespoke to where the individual school is on its unique journey. On some occasions a rapid school package may be deployed.

Core Offer

Data & Effectiveness

- ◆ Data analysis tool
- ◆ PRAise report
- ◆ Local Committee Reporting
- ◆ Trustee KPI Report

Teaching and Learning

- ◆ SLE support for leaders
- ◆ Incremental coaching
- ◆ Trust coaching programme
- ◆ RWInc & White Rose Maths
- ◆ Lead practitioners networks: Maths, PE, Science, RE, SEND
- ◆ Development groups in all year groups EYFS - Y6
- ◆ Subject knowledge development days
- ◆ ECT support
- ◆ SEND core offer

Quality Assurance Support

- ◆ Trust Lead/Director of Education monthly support
- ◆ Executive Head support
- ◆ Senior Executive Team Meetings
- ◆ Hub structure
- ◆ Peer Review

Quality Assurance Cycle

- ◆ SEF
- ◆ ADP
- ◆ Subject raising attainment plans
- ◆ Behaviour and safety
- ◆ Teaching learning and assessment
- ◆ Qualitative data
- ◆ Peer review

External Review

- ◆ External consultants
- ◆ Pupil Premium review

Behaviour and Safety

- ◆ Safeguarding core offer
- ◆ Family Support Team
- ◆ Mental Health and Wellbeing support
- ◆ Attendance network
- ◆ Staff Wellbeing Champions
- ◆ Health and Safety



Trust Improvement Resources

Through our work as a School Trust and a designated English Hub, we have a range of highly experienced system leaders who work collaboratively with leaders and staff at all levels within the academy to support, challenge and improve practice. Our aim is always to leave lasting and sustainable improvement.

Each academy in the School Trust has areas of excellence and beacons of best practice. Leaders can draw upon exemplary practice to support teachers and leaders within their own academies and Hubs.

The experienced system leaders include:

- ◆ CEO/Trust Lead
- ◆ Director of Education and NLE
- ◆ Regional School Improvement Leads/Executive Leads
- ◆ Associate Heads
- ◆ Specialist Leaders of Education: Maths, English, RE, Mental Health and Wellbeing, EYFS, ITT
- ◆ Lead Practitioners
- ◆ Trust Leads: Safeguarding, Maths, English, Year 6, Mental Health and Wellbeing, RE, EYFS, ITT
- ◆ Hub SENDCos
- ◆ Family Support Team
- ◆ Attendance Team





CPD

Continuing professional development underpins our approach to school improvement. Alongside each academy CPD strategy sits the School Trust central CPD offer.

All of our staff have access to high quality support in order to develop their professional learning.

Our core business: Teaching and Learning

Our goal is for every teacher in every classroom to be as good as they can be in what they teach (the curriculum) and how they teach (pedagogy).

‘Teaching quality.. Is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (John Hattie, 2015), particularly for those from disadvantaged backgrounds’ (Dylan Wiliam, 2016)

Teaching and Learning

Teaching and learning sits at the heart of our Trust family. It is our core purpose, unlocking both the personal and academic potential of our learners. In order to achieve our aim we want to empower every teacher to be the best that they can be using evidence from research. There is no improvement for pupils without constant advancements in teaching and no refinements in teaching without the best professional development for teachers.

Rationale: In Rosenshine’s Principles in Action it talks about the biggest variable in working with teachers is their differing ideas about how learning works. These variables result in a weak model of the learning process. If teachers are going to constantly improve their practice then it is essential for the ideas they are basing their ideas around to be formulated on a sound model. Deliberate practice both produces and relies on mental models and mental representations to guide decisions. These models allow practitioners to self monitor performance in order to improve.





Our vision for the curriculum ‘the what we teach’ is this:

Overarching intent statement:

Our curriculum is the beating heart of our academies and is rooted in John 10:10.

“I came that they might have life and live it to the full”

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.

Defining our curriculum intent:

Developing learners' learning
WHAT WE LEARN

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Developing learners' character
WHO WE ARE WHEN WE LEARN

Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Through our curriculum, we aim to develop all aspects of our pupils

Developing learning behaviours
HOW WE ACT WHEN WE LEARN

Our children will develop their learning behaviours and attributes so that they can all embrace all opportunities and think critically.

Developing learners' moral compass
WHO WE ARE

Our children will develop a deep sense of self and others to contribute positively within the diverse community and the world they live.



Our vision is underpinned by our curriculum vision (the what we teach) and pedagogy (how we teach).

As a School Trust, we have an overarching vision that drives our curriculum and learning offer for our children. Whilst the School Trust vision provides the vision for each academy, each setting



Our 10 teaching and learning principles have been developed with our teaching staff. This journey has empowered our staff to create a shared language for teaching and learning and to equip all our teachers with clarity and consistency.

Our vision for the ‘how’ we teach is underpinned by 10 teaching and learning principles:

‘If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.’ (Dylan Wiliam)

Our strategic approach to developing teacher effectiveness are underpinned by **Rosenshine’s 10 Principles of Instruction:**

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide students practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Four strands:

1. Sequencing concepts and modelling
2. Questioning
3. Reviewing material
4. Stages of practice

The 10 principles of instruction work well as a guide for personal reflection as opposed to a universal checklist or template for any single lesson.



Developing teaching through innovation and research

All members of our School Trust family are committed to continuous improvement and strive to be even better. This culture is underpinned by our core principles:

1. Priority, Children First
2. Aspirational Expectations
3. Excellence in Teaching and Learning
4. Professional Development—Investing in People
5. Distinctiveness
6. Leadership with Vision and Efficacy

All teachers in the Learning Academy Partnership are reflective practitioners who enjoy developing their teaching practice.

Our teachers are involved in continuous innovation and improvement through collaborating, sharing best practice and incremental coaching at the core. Across the School Trust there is a deliberate approach to knowledge building.

Teachers share their practice actively, through “in the spotlight” sessions, via a series of open classroom opportunities and through the use of online sharing to record and reflect on classroom practice. Trust “spotlights” on great practice are identified and shared. Great practice is captured for the future too on our CPD platform.

All of these activities are examples of a collaborative environment where teachers talk about teaching, observe each other's teaching through our established incremental coaching model, plan, organise and evaluate together and teach together.

LEARNING ACADEMY PARTNERSHIP

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