



The LAP School Improvement Rationale

Purpose:

Our school improvement model secures improvement through the formula of:



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 Health Check tool, we can initially focus our school improvement model on diagnosis. By identifying strengths and priorities for improvement, we can 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

Context:

All leaders across the School Trust work as a collective. We live and breathe the Trust's vision of Empower, Excel, Together. 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.

At the beginning of every term the Head, alongside the Education Director (ED), will complete a full health check. This will inform where the school sits within the school improvement continuum. This then feeds into our Trust School Improvement Offer, delivered through our tiered approach to supporting the 4 phases of school improvement. Universal is provided to all schools as a minimum. Enhanced and High Priority retains all the elements of the universal offer but adds the additional support for schools that require a more concentrated school improvement approach. Urgent - On some occasions a rapid school package may be deployed. These are schools in the Stabilise phase.

A tiered approach to supporting the 4 phases of school improvement

Urgent (schools in Stabilise up to 12 weeks)	High Priority (schools in Repair up to 1 year)	Enhanced (schools in Improve)	Universal (all schools)
Intensive 6-week support plans (ED x 2 days per week including SLT)	Rapid action plan with ED support (1-2 days a week support ED)	School Improvement Visits – x6 mornings per year	School Improvement Visits – x3 mornings per year (Dep Trust Lead and ED)
Safeguarding support plan created to ensure compliance (DVPI) External review of Safeguarding where necessary	School improvement visits (weekly)	ED support with 'Boots on the ground'	Involvement in up to 2 Education Inclusion Standards Board meetings
Deployment of Trust English/Reading leads as appropriate	Team around the school meetings (termly)	SEND audit with DVPI or experienced Trust SENDco	Deep Dive – x1 (School priority) with ED
Implementation of the LAP curriculum	'Boots on the ground' support from EDs/DPVI around Teaching and Learning	Teaching and Learning audit with clear action plans created alongside SLTS with ED	OFSTED preparation and inspection support including 90 minute phone call prep, website compliance, SES (ED)
Implementation of Early Reading SSP (RWinc)	Leadership coaching and/or training	Vulnerable pupil audit with DVPI x3 mornings	Termly Health Check completed with ED and

			action plan sitting under Academy Improvement Plan adapted and updated
Support around communication with all stakeholders (ED)	Support for subject deep dives (EDs in alongside 'roll up sleeves' phase)	Behaviour audit?	Annual external review and opportunity for leadership to QA for another Trust school
Governance – Management Committee (not Hub)	Enhanced scrutiny by Education Inclusion Standards Board	Safeguarding audit?	Stakeholder surveys – parents, pupils and staff
No external review in this phase	Local governance moves to Hub model and ED model paperwork expectations and info sharing (QA of learning walks and opportunities to see established schools)	Access to a 'buddy' mentor (an experienced Trust Head)	Trust core CPD offer including external CPD eg NPQs, SIAMS, Ofsted, Subject leadership etc
	Appraisal system QA with ED	QA of disadvantaged strategy (ED)	SIAMS preparation including Diocesan SLA support and SIAMS SEF QA with an experienced church school lead
	Support with staffing structures (People Team and EDs)	EDs QA governance (x 2 per year x1 learning walk and x1 meeting?)	Incremental Coaching
	Communication with all stakeholders support (ED)	EDs support recruitment	Primary network meetings including best practice sharing and moderation
	Where appropriate Diocesan support engaged	Termly Development Days (English, Maths, RWInc)	Trust bespoke Leadership pathway programmes
	Monitoring of safeguarding (ED)	DSL/SENDco forums	Phonics Development days
	Early Reading Development days begin	External review annual attended by Dep Trust Lead and ED	Appraisal strategy and training
	Begin Incremental Coaching with		Trust SLT and regional SLT meetings to include pupil

	Head/English and Maths Leads		progress QA and analysing data support
	Core Offers begin to be established – Pedagogy, Maths, Early Reading, Whole Class Reading, Writing Approach, Curriculum, SEND core offer		Data analysis tool and support from EDs
	External reviews begin (Dep Trust Lead and ED to attend)		LAP Curriculum offer
	Termly dip tests begin with Dep Trust Lead alongside ED and, where needed DPVI		LAP core offers
			Induction for all new teachers
			ECT support
			Support with Safeguarding audits and DSL forums
			QA cycle covering all aspects of school performance

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
- Deputy CEO/Deputy Trust Lead and Director of Education
- Education Directors
- Director for Vulnerable Pupils and Inclusion
- Specialist Leaders of Education: English, RE, Mental Health and Wellbeing, EYFS, ITT
- Lead Practitioners
- Trust Leads: Safeguarding, English, Early Reading, Year 6, Mental Health and Wellbeing, RE, EYFS, ITT
- Hub SENDCos
- Literacy Specialists (Ilsham National English Hub)
- 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 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 Curriculum

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. 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. Our children will blossom through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections. We follow the National Curriculum with additional distinctive elements to meet the needs of our community ensuring that there are no limits to learning and our pupils are encouraged to embrace every learning opportunity that is presented to them.

Our Curriculum Vision



Our Pedagogical Approach

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 is 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 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 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 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.