

Amadeus Primary Academies Trust

Model for School Improvement

Rationale

Sustainable school improvement is at the heart of the Trust’s aims and purpose. Effective MATs have a clear philosophical and pedagogical vision, and a systemised approach to school improvement.

Amadeus Primary Academies Trust expects its schools to work collaboratively to provide outstanding education for all our pupils and to reflect the Trust’s Principles of Teaching and Learning and Principles of Curriculum and Assessment.

As we are small MAT, the school improvement professionals in our trust are the CEO, Headteachers and school leadership teams in each of our schools. They are responsible for successful improvement within their own schools but also share the collective responsibility for school improvement across the Trust through school to school support, sharing best practice and a commitment to collaborative working. We also use an external School Improvement Partner to validate judgements and to bring insight and challenge from outside the organisation.

The CEO is responsible to the Trustees for shaping the strategic direction of the Trust and the effective implementation of a school improvement strategy for the all the schools in the Trust. Our strategic plan to support Trust growth and succession planning is to train and develop new Executive Leaders to support a group of two or three schools supported by the CEO to develop a sustainable model of school improvement as the Trust grows.

Aspiration and High Expectations

The primary purpose of all leaders across the Trust is to ensure the best possible outcomes for every pupil through a sustained focus on school improvement. We understand school improvement in the four stages described by the National Schools Commissioner as Stabilise, Repair, Improve and Sustain. However, accurate evaluation of our schools and appropriate targeted support is essential, as we know that historic Inspection judgements do not always reflect the current reality.

Each of our schools undergoes regular and rigorous self-evaluation process based on:

- Analysis of attainment and progress data
- Findings from our joint learning walks and reviews
- Evaluation of Leadership capacity
- Regular progress meetings with leaders in each school

The outcomes of the evaluation process result in a judgement as follows:

School Category	A	B	C	D	E
NSC Phase	Sustain	Improve	Improve	Repair	Stabilise
Ofsted Grade	Outstanding	Good to Outstanding	Good	Requires Improvement	Inadequate

Category E Schools

The priority is to rapidly establish confident and competent leaders in the school and a school improvement team that will ensure significant and rapid improvement.

The Trust will provide intensive executive leadership support until a substantive Headteacher is appointed. We will then support them to establish an effective leadership team to improve the school quickly. The Trust Board will review local governance and establish an effective Local Governing Body and Chair with a clear accountability to the Trust Board.

Intensive support will be provided from the existing expertise within the Trust through the Executive Team, as well as appropriate effective external support including local Teaching School Alliances. This will focus on regular joint learning walks with leaders from across the Trust and external brokered challenge partners.

We will also establish the Trust systems for data analysis and require the review of school policies in line with the Trust's Principles documents and schemes of delegation to challenge and improve the quality of teaching, curriculum, data analysis, behaviour, attendance, safeguarding, financial management and governance.

The headteacher and leadership team will implement robust systems and procedures in line with the Trust's principles and will evaluate progress against a clear improvement plan, build an effective staff team and hold them to account.

Category D Schools

The priority for Category D schools is to develop and improve leadership capacity in order to accelerate progress through improved teaching and learning, effective accurate assessment, identifying underachievement, understanding gaps in learning and focussed planning for target groups.

This is achieved through brokered support from across the MAT using specific skilled leaders and teaching staff to raise standards of achievement rapidly through challenge, pedagogical reflection and coaching. This will be reinforced by embedding the Trust systems for data analysis and reviewing policies in line with the Trust's principles documents and schemes of delegation.

This will also be supported through joint Trust training, specific school training, and individual support and coaching where it is needed to upskill staff and embed the principles of high expectations and reflective practice.

Category C, B and A Schools

The focus for Category C, B and A schools is to ensure that they continue to move towards and sustain excellence, through high aspirations, succession planning, high quality teaching and robust leadership at all levels.

Lead professionals from the Executive Team will work alongside the leadership teams to develop and embed an ethos of reflective practice and research based pedagogy. As schools move from C to A, leaders and teachers will increasingly be expected to support other schools in their improvement through sharing best practice and working across schools. This will be reinforced with external

networking beyond the Trust to support a broader understanding and gain insight from the best practice in the system.

School Improvement Strategy

The fundamental principles of our school improvement strategy are a culture of honesty and responsibility, genuine partnership working and school to school support. The sharing of resources, knowledge and expertise within the Trust, together with access to a range of external expertise that is research based, impacts positively on school improvement. The strategy has the following four key elements:

1. Annual School Review

Once per year, each of our academies will be subject to an Ofsted style review of its work that will be initiated by the Trust, involving the CEO, Executive Team and external adviser. This will include a review of the Trust categorization.

2. Risk Assessment

Reviews of each school's progress towards agreed targets takes place each half term in order to assess the risk of the school either not sustaining an outstanding judgement or not improving its judgement in its next Ofsted inspection. The findings from these reviews are reported to the respective Local Governing Body of each school and received by the Joint Standards Committee three times per year.

3. Data summary and monitoring

A detailed analysis of end of year assessment results and termly updates on progress towards meeting expectations of above national attainment at expected standards and greater depth, and top 25% progress in all subjects, is presented to the Joint Standards Committee by the Head Teacher and Chair of the Local Governing Body. This is supported by a monthly meeting with the CEO and Headteacher to review year group data, and Trust Learning Walks and book scrutiny with other Leaders to triangulate the evidence.

4. School Improvement planning and review

On an annual basis, the leadership team from each school will complete a school self-evaluation and improvement plan using the findings from external and internal reviews to accurately evaluate the school's strengths and identify the priorities for improvement. The Local Governing Body is responsible for monitoring the progress of school improvement set against the plan.

Appraisal of senior leaders

Appraisal of senior leaders is outlined in the Trust's published Appraisal Policy. Performance is firmly linked to school improvement and outcomes for pupils. The appraisal of the CEO is undertaken by nominated Trustees on behalf of the Trust Board as outlined in the policy. The appraisal of the Headteacher of each school undertaken by the CEO, nominated members of the Local Governing Body and incorporates advice from the External Consultant.