

Amadeus Primary Academies Trust

School Improvement Strategy

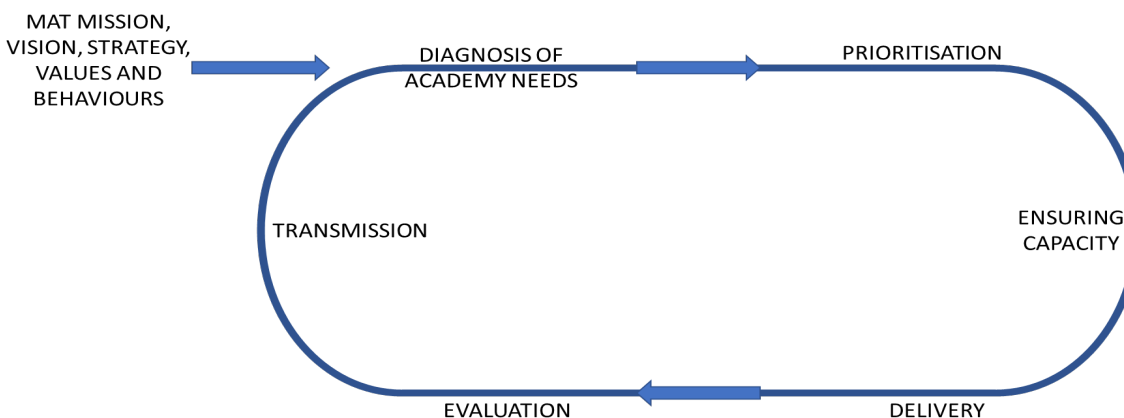
Rationale

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, underpinned by the Trust’s Principles of Teaching and Learning and Principles of Curriculum and Assessment.

As a medium sized MAT, the school improvement professionals in our trust are the CEO, Executive Leaders, Headteachers, school leadership teams and outstanding practitioners in each of our schools. The Leadership Team support the CEO in shaping the strategic direction of all 6 schools and the Executive Leaders hold specific responsibility directly for three schools. Headteachers 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 overall strategy and the effective implementation of a school improvement strategy for the all the schools in the Trust. Executive Leaders support groups of three schools and are accountable to the CEO for ensuring effective and sustainable improvement in them. We see school improvement as a continuous journey, not a destination to be reached:



Our ambition is that every school continues to get better, regardless of their starting point, they improve on their previous best, through analysis of the whole school: leadership, governance, HR, attendance, outcomes, behaviour and external impact.

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 school visits and focussed school reviews
- Evaluation of Leadership capacity
- Regular progress meetings with leaders in each school

These assess whether:

- Leadership is strong and Improvements are embedded
- Governors are accountable and know their schools well
- Our schools have clear career pathways
- Attendance is above national in all year groups
- Student outcomes are above national in all year groups and pupil groups
- Behaviour is excellent and high-quality support available for the most vulnerable
- Academies are providing capacity for Improvement to the MAT and its external partners

In each of these areas we evaluate where schools are in the School improvement Cycle assessing priorities to: Stabilise, repair, improve and Sustain our schools against each area as below:

STABILISE	REPAIR
<ul style="list-style-type: none"> - Leadership is unstable - Governance is busy but ineffective - High Staff Turnover creating inconsistent quality - Student attendance below average - Student outcomes weak - Behaviour is unsafe / chaotic <p>MAT or External Support has no impact as the school has no capacity to accept it</p>	<ul style="list-style-type: none"> - Leadership has been refreshed and is stable - Governors know what has to be done - New staff are well supported by MAT are delivering better learning opportunities but not everywhere - Student Attendance is improving but still below average - Internal Assessments are improving but not yet affecting external data - Behaviour is better but still high degree of low-level disruption <p>MAT or external support is targeted more effectively</p>
IMPROVE	SUSTAIN
<ul style="list-style-type: none"> - Stable leadership is impacting on standards - Governors now hold leaders to account effectively - Staff morale and performance is consistent - Student attendance is now at national - Student outcomes are above national - Behaviour is positive with few incidents of low level / serious behaviour which is managed well <p>MAT or External support is effective, and some staff are now supporting other schools</p>	<ul style="list-style-type: none"> - Leadership is strong and improvements are embedded - Governors feel accountable and know the school well - Staff have clear career progression ladders in the academy / MAT - Student attendance is above national in all year groups - Student outcomes are significantly above national and few student groups under perform - Behaviour is excellent and high-quality support is available for the most vulnerable to keep them on track <p>The school is now a capacity giver and adds improvement capacity to the MAT and external partners</p>

The outcomes of the evaluation process result in a best fit value judgement and the setting of next steps priorities for our schools 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 and capacity highlighted at academy level through the evaluation schedule, as well as appropriate effective external support including local Teaching School Alliances. This will focus on focussed school reviews, school visit, monitoring and quality assurance with leaders and outstanding practitioners from across the Trust and external brokered challenge partners.

We also use 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, relevant of the local context of the school, and will evaluate progress against a clear improvement plan. They will build and develop an effective staff team, training, supporting 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 where shared needs are highlighted, specific school training, focused on school level development needs, 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.

Executive Leaders will use lead professionals from those schools to work alongside the leadership teams' supporting the development and embedding an ethos of reflective practice and research-based pedagogy. As schools move from C to A, leaders and teachers will increasingly be developed through supporting 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

School Improvement is a collaborative, collective endeavour, within and between schools, because collaboration enriches teachers' learning, spreading expertise so pupils can benefit. The fundamental principles of our strategy are a culture of honesty and responsibility, genuine partnership working and school to school support. This is supported by sharing resources, knowledge and expertise within the Trust, together with access to a range of external expertise that is research based and 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 Leaders and external adviser. This will include a review of the Trust categorization against the key performance indicators.

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, with Senior Leaders held accountable for progress against school improvement targets and additional support implemented as necessary.

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 Executive Leader and Headteacher to review year group data, Trust Focussed School Reviews, visits and book scrutiny with other Leaders to triangulate the evidence. The data is validated by the Head of School Improvement, who will provide analysis of key data and progress to ensure clarity.

4. School Improvement planning and review

On an annual basis, the leadership team from each school will complete a school self-evaluation and school 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. The Executive Leader will validate the plan, ensuring that it highlights key priorities correctly, supported by workable and effective strategies, and sets out clear milestones which are smart and can be

assessed at regular intervals.

Appraisal of senior leaders

Appraisal of senior leaders is outlined in the Trust's published Appraisal Policy. Performance is firmly linked to all areas of 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 Executive Leaders is undertaken by the CEO, and the Headteacher of each school undertaken by the Executive Leader responsible for the school with nominated members of the Local Governing Body and incorporates advice from the External Consultant.

Core Principles

Our approach is underpinned by our commitment to:

Ensure our teachers thrive

- Developing in every school a senior leader responsible for professional development, coordinating with others in this role across the MAT in order to develop a strategic approach to develop current and future teachers and leaders.
- Ensuring these Leaders are research led and are provided with the time, support and CPD to develop expertise in this area.
- Ensuring through regular analysis of leadership potential that future leaders are swiftly recognised, supported and developed through a clear pathway of CPD.

Empower and developing leaders

- Ensuring that aspirant (where capacity is assessed) new Head teachers and Heads of School are supported and coached both to support them through their first years but to ensure NPQH accreditation as well as being provided with opportunity to lead on trust level strategies in line with trust and cross school priorities.
- Ensuring that Middle Leaders are (where capacity is assessed readily coached and given access to NPQML as well as being provided with opportunity to lead on school level strategies in line with SDP priorities.
- Ensuring that where capacity is assessed that teachers are supported in early leadership training via NPQML and school level training as well as being provided with opportunity to lead on phase / subject level strategies in line with SDP priorities.

Collaborate and ensure Collective Responsibility

- Through recognising potential in all our staff to use our best teachers and leaders to support school improvement both at school and cross trust level
- To develop close relationships with trusts in similar and different areas to ours to ensure both that we support those around us but also to increase our own capacity to improve.