



SCHOLARS ACADEMY TRUST

Fulfilling every child's potential

Strategy for School Improvement

Support for school is provided on the basis of need. There are three categories that schools can be in. There are clear key criteria for each category and schools are allocated to the category based on the school self- evaluations, the trust schools' reviews or Ofsted alongside data indicators.

Schools has significant cause for concern

Key indicators

- Attainment at the end of each key stage is low or represent slow progress
- End of key stage data is in decline
- School's capacity for improvement is weak
- School's self-evaluation and monitoring process are not sufficiently rigorous
- Quality teaching requires improvement
- Governance doesn't hold school to account

Improving school but has some areas of concern

Key indicators

- School's capacity for improvement is not good
- Quality of teaching is RI
- Governance is supported the knothole in school to account
- Assessment, self-assessment and monitoring not robust enough to hold the school to account

School performing well i.e. improved or sustained

Key Indicators

- Attainment the end of each key phrase is in line with national if not above
- Capacity for further improve movement is at least good
- Quality of teaching i.e. 80 to 85% as good or better
- Governance is effective providing appropriate challenge the school leaders
- School self-evaluation and monitoring is accurate
- Attendance is in line or above national

Schools with significant needs will receive the following:

- A bespoke intensive programme covering all aspects of school improvement. This would involve trust members working the governors, curriculum leaders coaching class teachers to ensure improvements in pedagogy for teaching and learning. Support the senior leaders depending on need.
- An action plan covering the areas for improvement would be devised by the Trust school improvement lead.
- Individual programmes may be devised for individual teachers or phases within the school
- Monitoring and reporting to the school governors and trustees on half termly basis

- The school will be subject to timely reviews to evaluate improvements and amend action plans as appropriate.

Schools with some areas of concern or is it the following:

- Bespoke programme covering the area of concern which would be devised in consultation with school.
- Support provided for the area of concern, this could be through curriculum specialists focusing on pedagogy or support for senior leaders including head teachers dependent on need.
- School to provide an action plan in consultation with the school improvement lead and monitored on a termly or a half termly basis dependent on.
- Coaching for teachers, support staff or senior leaders as required.

Universal Offer

As part of the core support all schools will receive termly visits to provide a health checks and to increase outcomes, all support is provided by the executive Headteacher and the school improvement personnel. This is a monitoring programme to ensure that all schools are on track to achieve good outcomes both socially and academically for all pupils.

As an outcome of the universal offer schools may ask for additional support which would be provided through the trust executive team. It may be in the form of an intensive development programme to facilitate required rapid improvement in a particular area or it may be part of a longer-term strategy for the school.

Good and outstanding schools may want additional support to ensure that all aspects of the school remain good and outstanding through the input of additional training or support. It is expected that through the self-evaluation process schools will identify areas that they wish to improve and this will form part of their school improvement plans with the trust supporting the school to achieve its aims.

Headteachers meet regularly as part of the school leaders' network to discuss school matters. This is facilitated by the CEO and school improvement lead and provide a mixture of professional development and collaborative development time. It focuses on development priorities for that phase or curriculum area for improvement and then worked as a team on projects across schools. E.g. EYFS

Deployment of staff for supporting schools.

The CEO and school improvement lead work closely together to ensure that they oversee the work of each school. Dependent on the need of the school they will deploy the appropriate specialist staff to support the individual needs of the schools. This will include curriculum leads, senior staff, associate heads(including NLES) and experienced governors to carry out the work.