



COLLEGE IMPROVEMENT MODEL

16 - 19 Phase

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INTRODUCTION

WE WANT TO MAKE A SIGNIFICANT DIFFERENCE



Research suggests that educational improvement stems from having an established vision and purpose that focuses on high expectations of students. The New Collaborative Learning Trust (NCLT) has a core purpose encapsulated in our Trust's vision, to “make a significant difference to the lives of young people” and thereby “make a positive contribution to social mobility”. Every leader, teacher and support staff member is committed to providing an outstanding, consistent student experience through effective collaboration. It is utilising this collective power that helps us achieve our core purpose, enabling us to turn our colleges into engines of social mobility where students succeed because of their talent and hard work. Their ambitions are shaped by our consistent culture of high expectations, instead of being limited by the college they attend or the place where they live.

The NCLT College Improvement Model is underpinned by the over-arching educational priorities stated in the Trust's Strategic Plan, which include student achievement, student personal development, social mobility, and staff and student wellbeing. The College Improvement Model is informed by several key College Improvement Principles, and ensures all Trust colleges work together, under the leadership of the CEO, to improve the outcomes and life chances of all our students.

NCLT will use the Ofsted framework to evaluate the progress and impact of its colleges on the lives of young people. The Trust's College Improvement Model will focus on the following fundamental eight areas to evaluate performance:

- Leadership.
- Teaching for learning.
- Curriculum planning.
- Behaviour and attendance.
- Personal development.
- SEND.
- Professional development.
- Safeguarding.

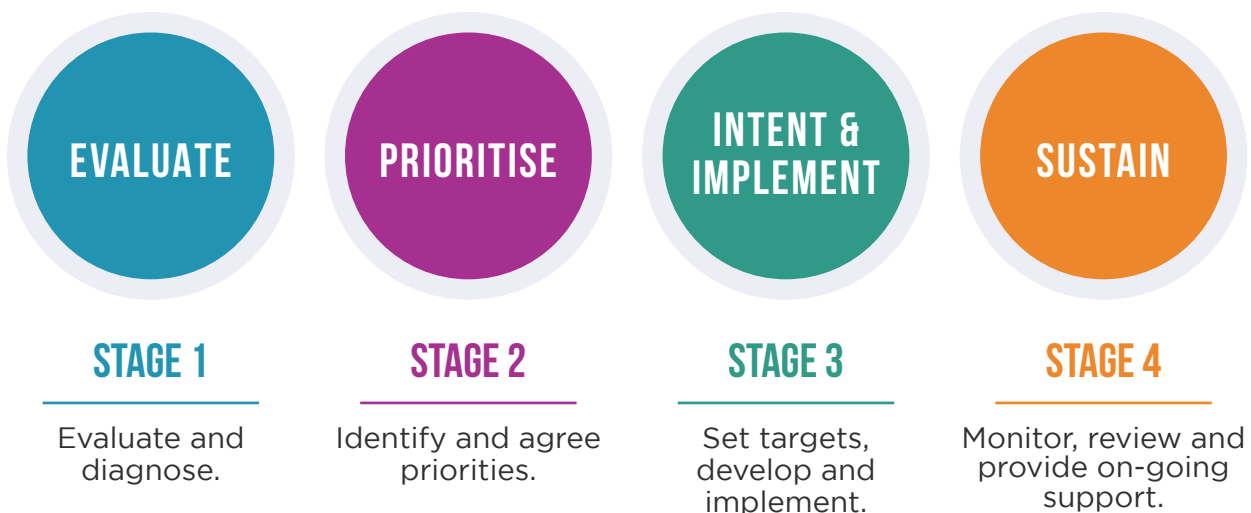
COLLEGE IMPROVEMENT PRINCIPLES

- The Trust's core values of candour, challenge, collaboration, commitment and care will feature prominently in all aspects of college improvement.
- The Trust will provide effective and efficient central services to free college leaders from non-teaching concerns, helping them to focus on college improvement, and being accountable and motivated to implement these improvements in their own work.
- The College Improvement Model will centre around evidence-based improvements. Collecting the right data, making the evidence actionable, and establishing a culture of collaborative enquiry will inform college improvement.
- The Trust approach to college improvement will empower leaders, promote evidence-based pedagogy and align systems informed by evidence where appropriate.
- The Trust is committed to a collaborative approach so that the skills and qualities that already exist within the Trust can benefit all. Subject expertise and shared best practice are central to our model.
- All our colleges have divergent backgrounds and may require different approaches. By challenging and supporting appropriately, and aligning systems where they fit the relevant college's context, we will ensure all our colleges flourish.
- No college should work in isolation. We are unquestionably stronger as one.

CYCLE OF COLLEGE IMPROVEMENT:

THE FOUR STAGES OF THE IMPROVEMENT MODEL

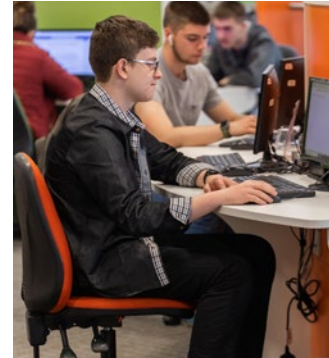
NCLT strongly believe that all of our colleges can improve further, regardless of their annual results profile or latest Ofsted judgement. As a result, the cycle of improvement will include four distinct stages:



STAGE 1

EVALUATE

EVALUATE AND DIAGNOSE



In order to gain an accurate understanding of the current status of each college, it is essential when gathering the data that it is the right data, including both the academic and non-academic context. It is also important to note that the evaluation and diagnosis of the colleges will not be based solely on the last Ofsted judgement, but will fully consider its annual results profile, along with:

- Staff surveys.
- Classroom observations.
- Student behaviour and attendance.
- Student surveys.
- Parents surveys.
- The college's demographics and local context.
- The college's self-evaluation.
- The college's improvement plan (QUIP).
- The annual peer review.

In Stage 1, the college Principal will complete the College Annual Risk Assessment Matrix, in conjunction with the CEO.

ANNUAL RISK ASSESSMENT MATRIX

THE FOUR STAGES OF THE COLLEGE IMPROVEMENT MODEL

- The judgements will be made by the CEO and college Principal using all the evidence available (outstanding, good, requires improvement, inadequate).
- The final current status judgement will comprise three distinct improvement categories:
 - Securely good or outstanding colleges.
 - Colleges in need of targeted support or currently not meeting their existing Ofsted judgement.
 - Colleges in need of intensive support.

	Historic information			Peer reviews, external audits, annual data						
College	Latest Ofsted judgement	Inspection date	Latest SAR judgement	The Quality of Education	Statutory Annual Data	Behaviour & Attitudes	Personal Development	Leadership & Management	Safeguarding	Current Status judgement 1-3

COLLEGES NEW TO THE TRUST



Colleges that join NCLT will undergo a full analysis of the current status of the college via the Trust's Education Due Diligence Process. This process will be undertaken by Trust Leaders for NCLT. The Education Due Diligence Process will report on the following areas:

- College context.
- Website compliance.
- Quality of education.
- Leadership and management.
- Behaviour and attitudes.
- Personal development.
- Safeguarding.
- SEND.



STAGE 2

PRIORITISE

IDENTIFY AND AGREE PRIORITIES

Having collated and explored all the available evidence, the Principal in conjunction with the CEO and Trust Directors will agree the priority areas in need of support and interventions. It is important to note that at this stage, the support may come from within the college itself or be provided by the wider Trust. **A true collaborative approach when agreeing the college's priorities will safeguard a culture of collaborative enquiry, ensuring everyone is moving in the same direction and are equally accountable for the improvements required.**



STAGE 3

INTENT AND IMPLEMENT

SET TARGETS, DEVELOP AND IMPLEMENT

After the evaluation and diagnosis stage, once the priorities have been agreed, it is time for action. The Principal in conjunction with the college's senior leadership team will produce the college's annual quality improvement plan (QUIP) via the production of a logic model. According to the Education Endowment Foundation (EEF), this is where the evidence collated should be put to work. NCLT supports the work of the EEF and recognises the importance of adhering to the following six recommendations when producing a logic model (implementation plan).

Recommendation 1	Treat implementation as a process, not an event; plan and execute in stages.
Recommendation 2	Create a leadership environment and school climate that is conducive to good implementation.
Recommendation 3	Define the problem you want to solve and identify appropriate programmes or practices to implement.
Recommendation 4	Create a leadership implementation plan, judge the readiness of the school to deliver the plan, then prepare staff and resources.
Recommendation 5	Support staff, monitor progress, solve problems and adapt strategies as the approach is used for the first time.
Recommendation 6	Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

"It doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools."

**Education Endowment
Foundation**

STAGE 4

SUSTAIN

MONITOR, REVIEW AND PROVIDE ON-GOING SUPPORT



Once the improvement priorities have been delivered and the necessary actions taken, it is important to continue to monitor progress, regularly checking on developing situations. The evidence-driven improvements need to become a continuous part of everyday work within each college. Senior Leaders should learn from the improvements made, continue to collaborate with each other, take ownership of successes and areas of concern, and continue to support one another to continue to improve in the future.

The four stages of the College Improvement Model (evaluate, priorities, intent/implement and sustain) are designed to create a cycle of continuous evidence-driven college improvement.

Focusing on the right kind of evidence, translating it into an intent, with an implementation plan and building a culture of collaborative inquiry epitomises the Trust's Improvement Model. The Trust advocates the following as part of the sustain, monitor and review stage of the cycle:

- Strong leadership and shared ownership.
- Meaningful collaboration.
- Effective use of the right data.
- Continued high expectation of students.

SECURING COLLEGE IMPROVEMENT



The current status of each college, having been determined by the Trust's Annual Risk Assessment Matrix on page 6, will be categorised under one of three distinct headings: securely good or outstanding colleges; colleges in need of targeted support or currently not meeting their existing Ofsted judgement; colleges in need of intensive support. The framework of support the Trust will provide to secure college improvement for each category is set out below.

CATEGORY 1

Securely good or outstanding colleges

-
- Participate in a biannual whole college peer review.
 - Receive support from Trust Directors where required.
 - Engage in regular quality assurance visits by the CEO and other Trust Directors and managers.
 - Take part in termly quality assurance of student progress and attainment.
 - Ensure full engagement in collaborative working groups.
 - Receive leadership coaching and support if/when required.
 - Lead and participate in the sharing of best practice across the Trust.
 - Produce a termly review of the Quality Improvement Plan (QUIP).
 - Take part in specific peer reviews, e.g. pupil premium, reading, SEND, if/when required.
 - Attend termly performance review panel with the CEO.
 - Submit an accurate SAR and QUIP to the CEO annually for approval and review.

CATEGORY 2

Colleges in need of targeted support or currently not meeting their existing Ofsted judgement; colleges in need of intensive support.

As per category 1, plus:

- Receive extended leadership support from the CEO and Trust Directors.
- Receive targeted support from specialist practitioners (internal/external) as identified by the CEO.
- Engage with external reviews in priority areas, e.g. pupil premium, reading, SEND, etc.
- Regular progress meetings with the CEO.

CATEGORY 3

Colleges in need of intensive support

As per current status categories 1 and 2, with further specific actions taken by the Trust, including:

- Increased leadership capacity from across the Trust.
- Creation and implementation of a rapid improvement plan led by the CEO.
- A review of the leadership at all levels to ensure that the required rapid improvement can be delivered and sustained.
- Secure high-quality teaching across the college using expertise from within the Trust.



NCLT COLLEGE REVIEW PROCESS

As part of ensuring quality, standards and consistency at NCLT each college will take part in the college review process biannually. If a college has received an Ofsted inspection before the college review, in the same academic year, the college will be exempt from this process.

1

PROCESS

The college reviews are led by the Trust Director for Quality and Standards and the Trust Director for Curriculum and Education. The Trust Directors select appropriate senior leaders from within the Trust to create the 'review team', which will vary for each review depending on expertise needed, experience and capacity. The number of staff on the review team will vary for each college review, depending on college size. Each college review takes place over a consecutive two-day period. The Trust Directors carry out one college review each term. In advance of the college review date the Trust Directors meet with the Principal of the college to determine selected foci of the review, in addition to the Ofsted Inspection Framework.

2

THE REVIEW

During the two day, review the review team carry out a range of activities designed to gather evidence to establish the current position of the college, as directed by the Trust Directors. These activities are likely to include learning walks, focus groups of staff, students, middle leaders, senior leader interviews, work scrutiny/folder checks, Cedar quality assurance, and social time observations. The Trust Directors hold a meeting at the end of day one with the review team to establish findings and direct lines of enquiry for day two. At the end of day two, a second meeting is held where overall strengths and areas for improvement are determined by the review team collectively.

3

FEEDBACK

At the end of day two, the two Trust Directors meet with the college Principal to give overall strengths and areas for improvement identified. Following this a report is written by the Trust Directors and a more extensive feedback meeting is scheduled for the Principal, the Trust Directors and the CEO, where more details on findings are provided and the report is shared. The final report is also shared with Governors at the next Education Standards Committee meeting.

4

PRINCIPAL ACTION

Following the feedback meeting, the Principal is required to amend their existing college QUIP to address the areas for improvement highlighted by the college review. The revised QUIP plan should be submitted to the CEO for approval, timescales will be agreed in the feedback meeting.

5

ADDRESSING AREAS FOR IMPROVEMENT

It is the Principal's responsibility to share the revised QUIP with the college senior team and wider staff and to ensure that all actions are carried out fully to the timescales identified.

6

ASSESSING IF IMPROVEMENTS HAVE BEEN MADE

The Principal is responsible for coordinating a specified week in the half term following the college review where the senior team assess progress against the new action points featured in the QUIP. The QUIP should then be updated with progress and sent to the CEO.

7

CEO REVIEW

The final stage of the college review process is for the CEO with a smaller review team to approve that the areas for improvement identified in the college review have been addressed. The CEO and selected Trust leaders will spend one day in the college, in the term following the internal SLT progress check week. The team will carry out a condensed college review, evaluating progress made against areas for improvement identified initially.

8

FINAL STAGE

After the collation of evidence, the CEO will feedback findings of the one-day review to the Principal and Trust Directors, where required next steps will be agreed.

SUBJECT IMPROVEMENT



As part of the arrival SAR process, each subject will be graded on its outcomes as part of the Quality of Education judgement.

This document outlines the available strategies to middle, senior and Trust leaders.

Teachers and leaders will utilise key performance indicators such as ALPs, APS, L3VA, high grades and pass rates when determining a subject grade.

- Grade 1 = Outstanding.
- Grade 2 = Good.
- Grade 3 = Requires improvement.
- Grade 4 = Inadequate.

Grade 1 and 2 subjects will require no performance interventions at Trust level. However, Head of Faculty and senior link of 'grade 2' subjects should explore the menu of support below to determine if any of the options may have impact to improve subjects from good to outstanding.

Grade 3 subjects will need to have a subject performance plan in place, which must include a selection of the below improvement options. The Head of Faculty and subject senior link will be responsible for the implementation and impact of the subject performance plan.

Grade 3 subject support interventions may include:

- Instructional coaching.
- Teacher one-to-ones with TfL lead.
- Paired observations.
- Joint Practice Development.
- Mentoring/buddying for staff.
- Subject Trust visit (day spent in one of the colleges where the identified subject has better outcomes, facilitated by the relevant Trust Collaboration Lead).
- Use of Trust assessments at all assessment points.
- Compulsory internal CPD.
- External CPD.
- Use of Magpie Day.
- Formal marking moderation – reviewed by Head of Faculty at each assessment point, can be as part of the SCM process.
- Increased student voice activities.
- 360 process.
- Increased frequency of senior link support – more frequent meetings.

Grade 4 subjects will have in place a Trust subject improvement plan which will be devised collaboratively by the college Principal, subject senior link and Trust Directors. A Trust subject improvement plan is likely to include a number of the above Grade 3 options, in addition to the Grade 4 interventions below. The implementation and impact of the Trust subject improvement plan will be reported regularly to the Trust CEO.



Grade 4 performance interventions may include:

- Trust subject audit – conducted by the most relevant SLT member/s in the Trust that are not based at the college of the Grade 4 subject. Trust directors will coordinate. Trust subject audits will include quality and standards checks via learning walks, student voice, Head of Faculty interviews, staff interviews, intervention checks. A findings and recommendations report will be produced and shared with the Head of Faculty, senior link and Principal.
- Trust Director QA of SCMs – Trust Director attends SCM to check quality and standards.
- Trust Director half termly catch up with relevant senior link.
- Trust Director assigned to the subject to provide extra support and accountability.
- Trust Director attends HoS and Senior Link meeting to QA and feedback.
- Compulsory Trust moderation at all assessment points.
- Informal and formal capabilities as an option.

It will be the role of the Trust Directors to ensure subject improvement plans are being implemented consistently across the Trust.

COLLEGE DEEP DIVE PROCESS

Each college has the discretion to decide whether deep dives will be at faculty or subject level. The deep dive schedule will be designed on a risk-based approach at each college, with each faculty/subject being subject to a deep dive at least biannually. The process will consist of a minimum of a half day deep dive completed by senior and / or middle leaders at the college. The review should consist of the following.

- An interview with the Head of Faculty.
- A meeting with teaching staff.
- Lesson observations.
- Student panels.
- Learner focus groups.
- Folder scrutiny.
- Quality assurance of interventions.



Following the review, the Head of Faculty is provided with a feedback summary which contains strengths and any areas for improvement. The Principal and senior link for the faculty/subject are also provided with a copy of the feedback summary. The Head of Faculty will add any relevant areas for improvement into the 'emerging concerns' section of the School Quality Improvement Plan (QUIP). The senior link will ensure that progress is made during QUIP updates in year.

The aim of this process is to improve standards, prepare staff and students for external inspection and for senior leaders to identify any college wide improvement areas.



NEW COLLABORATIVE LEARNING TRUST

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