



SCHOOL IMPROVEMENT MODEL

(Primary and Secondary phase)

INTRODUCTION

We want to make a significant difference



Research suggests that school 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 academies 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 school they attend or the place where they live.

The NCLT School 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 School Improvement Model is informed by several key School Improvement Principles, and ensures all Trust academies work together, under the leadership of the Primary/Secondary Director, 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 academies on the lives of young people. The Trust's School 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

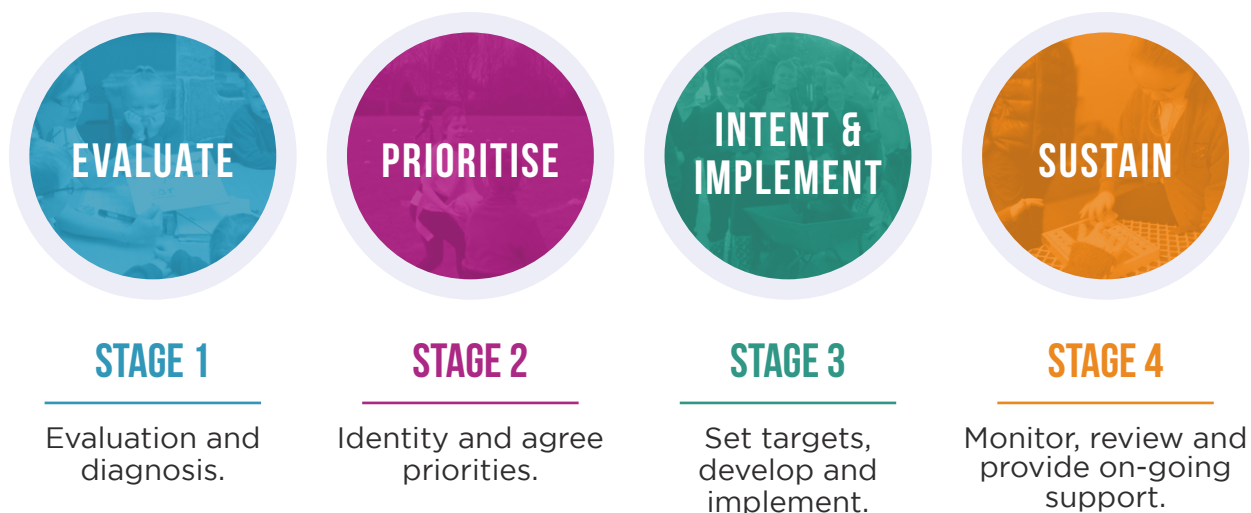
SCHOOL IMPROVEMENT PRINCIPLES

- The Trust’s core values of candour, challenge, collaboration, commitment and care will feature prominently in all aspects of school improvement.
- The Trust will provide effective and efficient central services to free academy leaders from non-teaching concerns, helping them to focus on school improvement, and being accountable and motivated to implement these improvements in their own work.
- The School 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 school improvement.
- The Trust approach to school 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 School Improvement Model.
- All our academies are unique, have divergent backgrounds and may require different approaches. By challenging and supporting appropriately, and aligning systems where they fit the relevant academy’s context, we will ensure all our academies flourish.
- No academy should work in isolation. We are unquestionably stronger as one.

CYCLE OF SCHOOL IMPROVEMENT:

THE FOUR STAGES OF THE SCHOOL IMPROVEMENT MODEL

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



STAGE 1

EVALUATE

EVALUATION AND DIAGNOSIS



In order to gain an accurate understanding of the current status of each academy, 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 academies 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 academy's demographics and local context.
- The academy's self-evaluation.
- The academy's improvement plan.
- The annual peer review.

In Stage 1, the Primary/Secondary Director, in conjunction with the CEO and academy Head/Principal will complete the Academy Annual Risk Assessment Matrix.

ACADEMY ANNUAL RISK ASSESSMENT MATRIX

THE FOUR STAGES OF THE SCHOOL IMPROVEMENT MODEL

- The judgements will be made by the Primary/Secondary Director, CEO and academy Head/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 academies.
 - Academies in need of targeted support or currently not meeting their existing Ofsted judgement.
 - Academies in need of intensive support.

	Historic information			Peer reviews, external audits, annual data							
Academy	Latest Ofsted judgement	Inspection date	Latest SEF judgement	The Quality of Education	Statutory Annual Data	Behaviour & Attitudes	Personal Development	Leadership & Management	Early Years/ Post-16	Safeguarding	Current Status judgement 1-3

ACADEMIES NEW TO THE TRUST

Academies that join NCLT will undergo a full analysis of the current status of the academy via the Trust's Education Due Diligence Process. This process will be undertaken by the Primary/Secondary Director for NCLT and, depending on the context, may be completed in conjunction with an external consultant. The Education Due Diligence Process will report on the following areas:

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

The process will also involve reviewing identified documents listed below:

PRIMARY EDUCATION DUE DILIGENCE PROCESS

Ref No.	Section 1 - Education Standards	Received
E1	Curriculum model and planning for foundation stage, KS1 and KS2	
E2	Staffing plan for foundation stage, KS1 and KS2	
E3	Staff roles and responsibilities	
E4	Three years' performance data (DfE): early years foundation, phonics Year 1 and Year 2, End of KS1, multiplication table check (Year 4), end of KS2	
E5	Ofsted data dashboard (last three years)	
E6	Pupil progress and attainment forecasts and targets - for core subjects and phonics for all pupils and for disadvantaged pupils for all year groups. Progress information for core subjects from the end of summer 2021 for all and disadvantage pupils for all year groups	
E7	Pupil premium evaluations and targets	
E8	School SEF	
E9	School improvement plans and CPD plans	
E10	Quality of teaching outcomes and profile	
E11	Most recent Ofsted reports and monitoring reports	
E12	Current attendance and exclusion figures - whole school and individual year groups, all pupils and disadvantaged pupils	
E13	Safeguarding/ CP policy	
E14	SEND policy	



STAGE 2

PRIORITISE

IDENTIFY AND AGREE PRIORITIES

Having collated and explored all the available evidence, the CEO and Primary/Secondary Director in conjunction with the academy Head/Principal 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 academy itself or be provided by the wider Trust. **A true collaborative approach when agreeing the academy'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 academy Head/Principal in conjunction with the Trust's Primary/Secondary Director will produce the academy's annual improvement plan 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 academy. Academy 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 School Improvement Model (evaluate, priorities, intent/implement and sustain) are designed to create a cycle of continuous evidence-driven school 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 School 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 ACADEMY IMPROVEMENT



The current status of each academy, having been determined by the Trust's Annual Risk Assessment Matrix on page 5, will be categorised under one of three distinct headings: securely good or outstanding academies; academies in need of targeted support or currently not meeting their existing Ofsted judgement; academies in need of intensive support. The framework of support the Trust will provide to secure academy improvement for each category is set out below.

CATEGORY 1

Securely good or outstanding academies

- Participate in an annual peer review.
- Receive support from Primary/Secondary Director where required.
- Engage in regular quality assurance visits by the CEO, Primary/Secondary Director 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.
- 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, etc.
- Attend Headteacher/Principal partnership review meetings.
- Submit an accurate SEF and QUIP to the Primary/Secondary Director and CEO annually for approval and review.
- Share identified strengths in practice across the Trust.

CATEGORY 2

Academies in need of targeted support or currently not meeting their existing Ofsted judgement

As per category 1, plus:

- Receive extended leadership support from Primary/Secondary Director.
- Receive targeted support from specialist practitioners (internal/external) as identified by the Primary/Secondary Director.
- Engage with external reviews in priority areas, e.g. pupil premium, reading, SEND, etc.
- Access behaviour support from the Wingfield Academy Behaviour Hub, if required
- Regular progress meetings with Primary/Secondary Director and CEO.

CATEGORY 3

Academies 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, or via a consultancy.
- Creation and implementation of a rapid improvement plan led by Primary/Secondary Director.
- 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 academy using expertise from within the Trust.
- Implement a full behaviour/attendance audit, carried out by Wingfield Academy as part of the National Behaviour Hub programme, resulting in a comprehensive strategy for improvement.



THE ROLE OF THE PRIMARY DIRECTOR IN SCHOOL IMPROVEMENT



The Primary Director will drive school improvement and quality assurance across our primary academies, providing support, advice and guidance. The Primary Director will take into account the individuality of the setting whilst seeking to align systems where appropriate.

NCLT's core principles (candour, challenge, collaboration, commitment and care) are pivotal in driving forward initiatives and sharing best practice across the Trust and beyond.

This role reports directly to the Chief Executive Officer and works closely with them, and the other Directors, to shape the educational priorities of the Trust within the primary academies.

The Primary Director role will include:

- Providing leadership and strategic overview of the quality improvement planning process;
- Working with Heads and other senior leaders to ensure the curriculum is broad, balanced and effective, within Trust parameters, while taking account of local context;
- Ensuring the process of accountability is robust and timely, including quality assurance of student progress and attainment;
- Developing further academy-to-academy collaboration along with external partners;
- Reviewing educational systems, to align where appropriate and in the best interest of the students;
- Promoting the Trust's vision, priorities and strategies for achievement and long-term success;
- Leading the peer review and any other specific reviews (see below for details);
- Liaising and working with the wider shared services of the Trust for the benefit of individual academies;
- Facilitating targeted support and interventions from specialist practitioners;





- Driving a culture of high expectations across all academies by supporting the development of the senior leadership teams, through leadership coaching;
- Working alongside academy leaders to support the up-skilling of core staff through advising/mentoring/coaching to build internal leadership capacity;
- Facilitating collaborative work, including shared SLT meetings, joint CPD and working groups;
- Creating a climate where senior leaders are empowered to achieve success through appropriate delegation of responsibility and accountability in a supportive environment;
- Working with senior leadership teams and the Trust Executive including the CEO to recruit staff of the highest quality;
- Nurturing robust, open and effective relationships with all stakeholders across the Trust;
- Fostering a culture of collaboration by actively participating in external networks and exploring opportunities for academies to engage with and work with other academies in the interest of school improvement;
- Sharing information effectively (for example via newsletters and websites) to promote a collaborative ethos;
- Supporting the partnerships and networking of senior leaders to share and promote best practice and to support each other with challenges;
- Attending the following meetings:

- Trust Executive Team meeting.
- Headteacher Partnership review meeting.
- Local Advisory Group and Board of Directors as required.

ANNUAL PEER REVIEW

The annual peer reviews will be led and designed by the Primary Director, in conjunction with the relevant Headteachers and CEO. All primary academies within the Trust will be involved in the process. During the review, the Primary Director will be supported by the substantive Headteachers and senior leaders of the other two academies along with an external specialist. The review will identify areas of strength, as well as areas for development, and will contribute to the Annual Risk Assessment Matrix, ultimately determining the current status judgement. The reviews will take place over one to three days, depending on the academy's needs.

The order of the peer review process will be decided by the Primary Director and CEO, and will take into consideration the most recent set of results.





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