



School Improvement Offer



School Improvement Offer:

The Exeter Learning Academy Trust (ELAT) firmly believes that a model for school effectiveness is one that builds capacity and creates self-improving schools. The trust also recognises that each school goes through 'seasons' with many factors that can impact on school effectiveness. The ELAT strategy aims to promote these key features to minimise the impact of any dip in school effectiveness by:

- Good and outstanding schools supporting others and growing capacity for school improvement.
- Schools supporting each other in collaborative partnerships – using strengths across the group of schools.
- Building internal school improvement capacity and resilience.
- High standards of teaching that ensures all pupils make good progress and pupils from disadvantaged backgrounds achieve age related expectations.
- Swift, timely and decisive action where school performance and provision needs to be improved.

How it will work: New Schools:

- Initial discussion to share ethos, visions and values. May include visits to current trust schools.
- Due diligence - initial visit by CEO and SIO to produce a report to directors on:
 - Outcomes for pupils
 - Compliance (safeguarding, registration...)
 - School structure and organisation
 - Finance
 - Current Ofsted rating and issues
 - School Improvement
 - School Self Evaluation
 - Statutory Data
- Report on due diligence provided to Directors for ratification

Induction:

- School completes Self-Evaluation Document
- To carry out school review: CEO, SIO, Head Teacher (may include External Advisor)
- Identify strengths, areas for development and capacity for improvement – school RAG rated for the level of support (rated as Red, Amber or Green).
- Improvement plan identifying school and MAT resources to meet identified needs.
- School completes annual cycle depending on rating.

Particular strengths of identified personnel have been identified to ensure support can be tightly tailored. A register of expertise has been drawn up covering the following:

- **Leadership and Management**
- **SEND (Special Educational Needs)**
- **Early Years**
- **Key Stage 1**
- **Key Stage 2 (Lower and Upper)**
- **Teaching Assistants**
- **Higher Level Teaching Assistants**
- **Modern Foreign Languages**

School Improvement Level

To achieve this, the Trust Board will operate at three levels with its member schools:

Level	School Improvement Activity
<p>Level 1:</p> <ul style="list-style-type: none"> • Limited intervention from the trust. • Senior leaders held accountable by local governors. • Local governors responsible for standards, holding leadership to account and financial stability. • Termly report made to Trust Board. 	<ul style="list-style-type: none"> • Head Teacher performance management of member schools carried out with local governors and the trusts Director of Teaching and Learning. • Each member school will engage in an annual review, this may include an external lead, to review strengths and areas for development. • Exeter Learning Trust Improvement Plan: <ul style="list-style-type: none"> ○ Identifies common issues across the trust ○ Strengths are identified and key personnel lead on school improvement issues across the trust ○ Improvement work is identified in School Improvement Plans ○ Trust schools are expected to participate in this work • Termly moderation work across the different age phases of the trust. • Engage in Exeter Consortium and Teaching School Alliance and other Trust partners.
<p>Level 2:</p> <ul style="list-style-type: none"> • CEO to guide and set targets with senior leaders and local governors. • Identify support required • ½ termly evaluation meetings • Termly report to Trust board on progress. 	<p>As above plus the following:</p> <ul style="list-style-type: none"> • Head teacher supported in the performance management of senior leaders by DoTL. • CEO/DoTL to be involved in the peer review process. • ½ termly visit from CEO/DoTL to discuss improvements on the focused areas and review the evidence. • Support package developed depending on needs – resourced from in house, across the ELT or from the Exeter Consortium and Teaching School Alliance/ other partners depending on expertise needed. • Impact to be seen within 12 months.
<p>Level 3</p> <ul style="list-style-type: none"> • Local decision making is removed – school controlled by Trust Board 	<p>Bespoke support package to achieve rapid sustained improvement:</p> <ul style="list-style-type: none"> • Increase the capacity of leadership including governance (time commitment from trust senior staff): <ul style="list-style-type: none"> ○ Assess the capability and capacity of the senior team and act accordingly. ○ Restructure the school as appropriate. ○ Secure the core areas: <ul style="list-style-type: none"> ▪ Safeguarding ▪ Behaviour ▪ Teaching and learning ▪ Inclusion ▪ Attendance • Establish the Vision and Values to include: <ul style="list-style-type: none"> ○ Setting the highest of expectations ○ Improved outcomes for all children ○ A curriculum that meets the needs of all children whilst reflecting the community. • Rooting Teaching and Learning in best practice using expertise across the trust or out sourcing where needed. <ul style="list-style-type: none"> ○ Establish core principles for classroom practice and non-negotiables. ○ Provide bespoke personalised support with clear targets as appropriate. ○ Establish a robust performance management cycle. • Monitoring and evaluation <ul style="list-style-type: none"> ○ Create a clear monitoring cycle ○ Ensure the process of School Improvement Planning, taking action, Self-Evaluation including impact and reporting lines is embedded. • Securing finances: <ul style="list-style-type: none"> ○ Complete 5 Year Budgeting based on realistic predictions. ○ Review the school's structure and amend according to the budget. ○ Ensure appropriate funding to secure the school's future and to establish a self-sustaining school improvement programme. • Governance

	<ul style="list-style-type: none"> ○ Initial Governance provided by Exeter Learning Academy Trust Directors. ○ At the appropriate time seek to appoint a board with local accountability with representatives from the school community. ● Community involvement <ul style="list-style-type: none"> ○ Ensure the voice of children, staff and parents is heard ○ Establish clear lines of communication
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School Improvement Calendar

Green: Level 1, Amber: Level 2, Red: Level 3 (Activities are cumulative: all level 1)

Personnel	Autumn	Spring	Summer
		Annual Review	
SIO	HT Performance Management	HT Performance Management Review	
Subject leaders Teachers	Standardisation and Modernisation	Standardisation and Modernisation	Standardisation and Modernisation
CEO/SIO	Academy Improvement Plan agreed		Academy Improvement plan reviewed and written
SIO/ Senior Leaders	Middle Leaders Symposium	Middle Leaders Symposium	Middle Leaders Symposium
All members	Engagement with teaching schools	Engagement with teaching schools	
Headteachers	Report to Directors	Report to Directors.	Report to Directors.
SIO	Support for Headteacher in PM for senior staff	Support for Headteacher in PM for senior staff review	
SIO/CEO	Monitoring visit x2	Monitoring visit x2	Monitoring visit x2
SIO/CEO	School Improvement Plan (SIP) agreed		Agreed focus for individual SIP
Targeted Expertise	Targeted School Improvement and professional development	Targeted School Improvement input and professional development	Targeted School Improvement input and professional development
SIO			Evaluation of Impact of support
SIO ELAT Directors	Support for governing body or replacement		Audit of governing body
Head Teacher	Support for senior leaders	Support for senior leaders	Support for senior leaders
SIO/CEO	Weekly monitoring visits	Weekly monitoring visits	Weekly monitoring visits

