



ASHMOLE TRUST

SCHOOL IMPROVEMENT STRATEGY

Vision:

The Trust has a tradition of excellence, in partnership with its pupils, teachers, schools and communities, encapsulated in its motto:

“Excellence, Aspiration & Care”

It has the highest expectations of all involved with its schools. Its vision is to be a centre for excellence, creating a lifelong love of learning among all children and helping them discover and develop their own strengths and potential.

Our improvement strategy is based on the Trust’s vision and on an academy’s capacity to improve. As a Trust, children are at the heart of all we do; we aim to support all of our academies to provide the best possible outcomes and the Trust improvement strategy seeks to achieve this. The Trust recognises that there is much to celebrate in every academy and looks to develop academies that are diverse and that reflect the communities they serve.

The improvement strategy identifies how we will work with individual academies and the collective group of schools within the Trust. It aims to provide clarity around the expectations, values, roles and responsibilities and ways of working, in the pursuit of enabling all children to achieve their maximum potential.

At the heart of our improvement strategy is a commitment to working in partnership to ensure all of our schools become self-improving and committed to achieving a school-led system in order to promote and secure:

- Outstanding levels of achievement for all
- High quality teaching and learning
- Effective leadership and governance in all schools
- Safe inclusive and welcoming schools
- Affordability and value for money
- Access to high quality professional development for staff

Collaboration and Review:

Our Improvement Strategy has been shaped by the concept of strong collaboration so that the skills and talents that exist within the Trust, can be of benefit to all. While each one of our academies is unique, we understand that the mutual challenge, support and partnership that we offer each other as a Trust working together, will enable our academies to flourish and continue to develop into centres of excellence.

The Improvement Team is made up of an Executive group and Specialist Staff from the academies:

Ashmole Trust Improvement Team	Lead
School Improvement Lead	Tim Sullivan CEO
Leadership and Management	Tim Sullivan CEO
Financial Management and Funding	Melissa Brennan CFO
Executive School Leaders:	
Lead Practitioner Sixth Form	Ashmole Trust Leaders
Lead Practitioner Safeguarding	
Lead Practitioner Behaviour and Attitudes	
Lead Practitioner EYFS	
Lead Practitioner Teaching and Learning	
Lead Practitioner Assessment	
Lead Practitioner Curriculum Development	
Lead Practitioner EDI	
Site, Catering & Lettings	Emilia Arvstrand
Trust Manager	Katy Dan-Gur
HR and Recruitment	Karen Foye
IT Consultancy	Damian Hustyn
External consultants if required	

Our School Improvement Model relies on a strong evidence base based primarily on an academy self-evaluation and improvement plan completed in the Autumn term and on regular analysis and reviews. It therefore contains both proactive and reactive elements to effectively support the needs of our individual partner academies.

Trust academies who are successfully delivering positive outcomes for children - such that overall performance would be judged 'good' or 'outstanding' in Ofsted terms, we will adopt a 'light touch' approach. Those successful academies, however, retain the right within our model to request support in specific areas, so that, although required meetings and data submissions will be minimal, requests from the academy could lead to a number of additional visits or reviews throughout the year to further develop their practice.

Performance Management throughout the Trust is always developmental and proactive. The Trust uses the BlueSky platform and is directly linked to our comprehensive CPD programme

The Trust Scheme of Delegation outlines how the reporting and review of each academy is disseminated and challenged.

Core Offer	
Professional Development for all Staff	<ul style="list-style-type: none"> • Annual Trust INSET Day • Internal and External speakers and trainers to deliver CPD • Regular Partnership Meetings focussing on key themes • Bespoke internal training and support for all groups of staff across the Trust, as required (CPD booklet) • A programme of professional development focussed on key priorities for our schools, as well as national priorities
Leadership Development	<ul style="list-style-type: none"> • Bi-weekly Headteacher meetings led by the Chief Executive Officer focussing on a range of aspects of school including the quality of education, staffing, finance, building, financial position • Termly Headteacher/Chair Meetings led by the Chief executive officer and Chair of Trust to promote collaborative working, share best practice, develop improvement programmes, discuss standards across the Trust, plan staff training etc. • Working alongside external consultants with significant Ofsted experience • Opportunities for strong leaders to support other settings • Leadership Development programme for leaders at different levels, including NPQs • Governor Training schedule in place to support strong governance
Head Teachers	<ul style="list-style-type: none"> • Ensuring and sustaining high-quality curriculum provision, teaching and learning and leadership in all schools • Monitoring the delivery of School Improvement Plans ensuring that actions are appropriate and leading to strong outcomes for pupils • Delivering universal, bespoke and tailored training to all schools, individual schools, senior leaders, subject leaders, teachers and support staff
School Improvement Lead Teachers	<p>Support will be provided to each school by Lead Teachers in areas such as:</p> <ul style="list-style-type: none"> • Data, assessment and the impact this has on the progress of pupils • The quality of teaching and learning; developing pedagogical practice • Early reading and phonics; creating a love and culture of literacy • Sixth form
School to School Support	<ul style="list-style-type: none"> • Lead Teacher programme enables excellent teachers to develop teaching and learning in other schools through mentoring and coaching in classrooms • Staff may, on agreement, be deployed to other schools across the Trust for specific purposes • Support will be identified and brokered by the Chief Executive Officer

Core Engagement

Focus:	Suggested Review:
Leadership and Management	<ul style="list-style-type: none"> • Review school context and emerging issues • Review Academy Improvement Plan and priorities • Discuss the school's Pupil Premium Spending Plan • Conduct a joint Learning Walk (including joint lesson visits and work sampling focusing on presentation, teacher expectations and whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and are developing incrementally) • Complete a Safeguarding check, including the Safeguarding Training register • Audit of Regulations & Compliance • Identify and agree actions to be taken • Provide identified support for governors, as and when needed
Quality of Education	<ul style="list-style-type: none"> • Discuss the school's approaches to the teaching of phonics and reading/literacy • Discuss the school's phonics tracking/wider reading assessment information • Conduct a joint Learning Walk (as above) • Meet a group of pupils to discuss their experiences of reading and how well the school fosters and promotes a love of reading • Discuss Literacy and oracy programmes • Identify and agree subsequent actions to be taken • Review Academy Improvement Plan and Pupil Premium Plan and progress to date • Discuss the school's approaches to the wider curriculum including Cultural Capital • Meet with a group of pupils to discuss their experiences of the curriculum and its impact
Quality of Education- EYFS	<ul style="list-style-type: none"> • Discuss the school's approaches to the curriculum, personal development, assessment and tracking in Early Years (including attainment on entry) • Conduct a joint Learning Walk • Meet with the Early Years Leader to discuss their views of the strengths and areas for development • Identify and agree actions to be taken

Quality of Education- Sixth Form	<ul style="list-style-type: none"> • Discuss the school’s approaches to the curriculum, teaching and learning, personal development, assessment in Sixth Form • Conduct a joint Learning Walk • Meet with the Head of Sixth Form and Team to discuss their views of the strengths and areas for development • Identify and agree actions to be taken
Behaviour & Attitudes and Personal Development	<ul style="list-style-type: none"> • Discuss the school’s approaches promoting the personal development of pupils, and the impact of their work on pupils’ behaviour and attitudes • Review the school’s current exclusions and attendance data (including comparisons to previous terms/years) and strategy to promote attendance • Review parent/pupil surveys with a focus on behaviour and personal development • Learning Walk with a focus on behaviour and attitudes inside and outside of lessons • Discuss Equality, Diversity and Inclusion initiatives • Discuss student voice initiatives • Discuss programme of IAG • Discuss the school’s approach to SMSC • Meet with a group of pupils to explore their experiences of behaviour in school, including the prevention of bullying and how the school deals with any form of harassment and violence, discrimination • Identify and agree actions to be taken

School Improvement Model for schools new to Ashmole Trust	
Explore	<ul style="list-style-type: none"> ▪ Due Diligence process involving CEO and CFO
Prepare	<ul style="list-style-type: none"> ▪ Trust quality assurance initial visit, involving the CEO and CFO covering: <ul style="list-style-type: none"> • Curriculum Self-Assessment Tool • Behaviour Audit • Learning walk and work scrutiny • SIP/SEF evaluation with School Leaders • Safeguarding Review, SEND review, Compliance, Finance and HR.
Deliver	<ul style="list-style-type: none"> ▪ Deployment of Ashmole Trust’s School Improvement Team to support outcomes of self-assessment tool and above reviews

	<ul style="list-style-type: none"> • Safeguarding review • Curriculum • Teaching and learning • Behaviour and Attitudes • Personal development
Sustain	Yearly core offer and engagement cycle

School Improvement: Support & Challenge		
Activity	Frequency & who involved	Purpose
CEO/Headteachers	Bi-Weekly: Executive Team and Headteacher of each school	To provide each school with the opportunity to: <ul style="list-style-type: none"> ▪ Celebrate success in all key areas ▪ Identify opportunities to share best practice across the Trust ▪ Identify need for further support from the Trust ▪ Open dialogue around priority areas ▪ Ensure strong communication and feedback between Trust and Central Team
Headteacher Performance Development	Autumn term and revisited Christmas and Spring: CEO and Headteachers	To ensure: <ul style="list-style-type: none"> ▪ Highest standards and expectation set with Headteachers ▪ Priorities for Headteachers are identified and deep discussion about actions needed
Education Meetings	Half termly: CEO & all Headteachers	To ensure: <ul style="list-style-type: none"> ▪ Clarity and consistency in vision and values of the Trust ▪ High expectations set for all

		<ul style="list-style-type: none"> ▪ Regular updates and feedback on current educational matters nationally and within the Trust ▪ Sharing best practice ▪ Collaborative discussion about next steps
School Improvement visits	CEO and Lead Practitioners	<ul style="list-style-type: none"> ▪ As core offer ▪ Review current practice and priorities of individual schools ▪ Quality assure the work of the school ▪ Provide challenge and valuable feedback to support the school in moving forward
Internal audits and reviews (including safeguarding, SEF and SIP analysis and Health and Safety)	Termly: Executive Team and Headteachers	<ul style="list-style-type: none"> ▪ Assess quality of provision in specific areas, provide feedback and plan next steps to ensure the highest of standards ▪ Ensure SEF and SIP provide an accurate account of where the school is and ensure priorities and actions planned are in keeping with Trust evaluation
Governance at Trust Board and school level	On-going: Accountability for educational performance of all schools resides with the Trust Board who delegate responsibility for standards to the Education Committee who meet termly. Safeguarding and the wellbeing of pupils and staff is delegated to the Local Governing Committees (LGCs). The LGCs at each school focus on monitoring the Quality of Education through termly meetings and focussed visits aligned to school priorities.	<ul style="list-style-type: none"> ▪ Ensure high quality and insightful challenge so that the curriculum is broad, ambitious and meets the needs of all pupils ▪ Ensure rigorous monitoring of progress of all pupils and especially disadvantaged, SEND and vulnerable groups and report to Education Committee ▪ Ensure triangulation of evidence through high quality external validation of SEF

		<ul style="list-style-type: none"> Promote a culture of vigilance around all aspects of Safeguarding and reporting to the Local Governing Committees
Chair meetings	Termly: Led by CEO, Chair of the Trust and Headteachers	<ul style="list-style-type: none"> Share current updates and key information Share best practice Provide clarity and consistency in approach across the Trust Identify further training and support
Training package for Trust staff members	Annual plan with specific courses for a range of staff – teaching and non-teaching staff; Executive Team and Leaders from our school	<ul style="list-style-type: none"> Provide high quality training for our workforce in all roles Ensure all staff have up-to-date training and opportunity to work with colleagues in the Trust Refine our practice and ensure our pupils receive the best education
Working with Consultants and Advisors	Bespoke for each school	<ul style="list-style-type: none"> Conduct reviews and provide high quality feedback Support schools in raising standards Work alongside our teams to enhance practice Ensure we gain expert advice from leaders in their field and have an external perspective
Signposting to local and national courses	On-going; Teaching Hub; Leads for NPQs.	<ul style="list-style-type: none"> Access high quality training to raise standards Access appropriate NPQ courses for leaders

	National College	<ul style="list-style-type: none">▪ Access network meetings and support locally▪ Ensure moderation is regular and high quality
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