![Gloucestershire Learning Alliance logo: GLA — Outstanding Outcomes for Children](logo)

Gloucestershire Learning Alliance

SCHOOL IMPROVEMENT TEAM
STRATEGY PLAN
OUTSTANDING OUTCOMES FOR CHILDREN

2021-2022

Contents:

Annexes:

The GLA School Improvement Strategy

Our mantra…
Influencing change
Improving NOT proving
Outstanding outcomes for children

Purpose:

The GLA School Improvement Strategy and central School Improvement Team (SIT) was created to enable incisive challenge, accountability and timely support for schools to ensure 'outstanding outcomes for children'. Deep knowledge of our schools sits at the heart of our strategy and allows for effective prioritisation of support. This includes knowing where the best practice is and how to transmit this effectively across the trust through meaningful collaboration and professional development opportunities.

Our improvement strategy enables all schools to 'own' their improvement journey and focus on consistently delivering on Quality First Teaching for all children.

The GLA equation for school improvement:

$$\text{Strategy} + \text{Capacity} + \text{Pace} = \text{Improvement}$$

Principles:

Our strategy is based upon the following principles:

1. Deep knowledge
2. Prioritisation and capacity
3. Triangulation and challenge
4. Staff development
5. Reflect and review
6. Collective efficacy

'Outstanding Outcomes for Children'

Collective efficacy

Standardisation supporting synergy and deep collaboration across the GLA to ensure consistency and equity of offer for every child within the trust

Deep knowledge

Identifying and understanding the enablers and barriers to continuous improvement; our work will be well informed based on in-depth knowledge and understanding of our schools

Reflect and review

Honest reflection on the impact of leadership and evaluation of strategies to ensure we are always learning lessons and seeking ways to develop our approach to support outstanding outcomes for children

Prioritisation and capacity

Strategic deployment of staff and improvement capacity that is responsive and proportionate, ensuring that continuous improvement has sustained impact

Staff development

Developing our talent pool through our universal training offer and through bespoke pathways, using our expertise when and where it is needed

Challenge and consistency

Joining the dots from GLA review and quality assurance processes in order to provide incisive challenge and strong accountability at all levels

'Outstanding outcomes for children'

01 Deep Knowledge	02 Prioritisation	03 Triangulation & challenge	04 Staff development	05 Reflect and review	06 Collective efficacy
Peer review & deep dives	School Improvement categories of support low-medium-high	SIT meetings	Quality First Teaching	'Lessons learned' following all SIT activity	GLA strategic teams
AIB's & PAGs	SIT capacity table (completed after each AIB)	AIB meetings & lines of enquiry	Core CPD offer for all staff	Developmental feedback and training	GLA Associates
External review & OFSTED	GLA Trust metric	Standards Board	Leadership pathways and the GLA leadership standard	Post OFSTED/ external review reflections	GLA SIT & improvement capacity
Quality assurance processes – moderation; PP meetings; AP outcomes and tracking	Staff surveys	Scrutiny of school SEF's	Odyssey Teaching School Hub – • ECF • NPQ's		
Audit tools (SEND, safeguarding, curriculum)					
Staff/ pupil/ parent surveys	GLA leadership pipeline & pathways	Peer reviews and deep dives	Secondments and deployment opportunities		
Risk mitigation	'Boots on the ground' leadership support	Feedback and targeted CPD	Coaching and mentoring		

The GLA priorities 2021/ 2022-

Core principles – trust vision and culture, assessment led teaching (Rosenshine), alignment to GLA T & L principles, CPD

1. Reset the culture to focus on outstanding outcomes for children

2. GLA Maths Mastery

3. Writing – simplifying the T4W approach; vocabulary and application of spelling

4. Leadership development – building skills, capacity and consistency

5. Recovery - Tuition, teaching and training

Our school improvement delivery model

Our model is based upon ensuring the following aspects of school performance are strong and effective:

1. Ethos and culture
2. Leadership and accountability
3. Curriculum, teaching and learning
4. Monitoring and evaluation – quality assurance, risk mitigation
5. Progress tracking and intervention
6. Systems, procedures and policies
7. Staff training and professional development

Driving questions to aid school improvement work-
- Was the subject taught and identified?
- Did the content receive the necessary emphasis?
- Was it taught in a coherent sequence?
- Is the sequence progressive and building knowledge?
- Was it taught using effective approaches?
- Was it practised until deeply embedded and readily recalled?
- Is what was taught inherently interesting? Was learning the primary motivator?
- Is there clarity about the purpose of tasks and activities?
- Are there opportunities for new knowledge to be integrated and applied with fluency and independence?
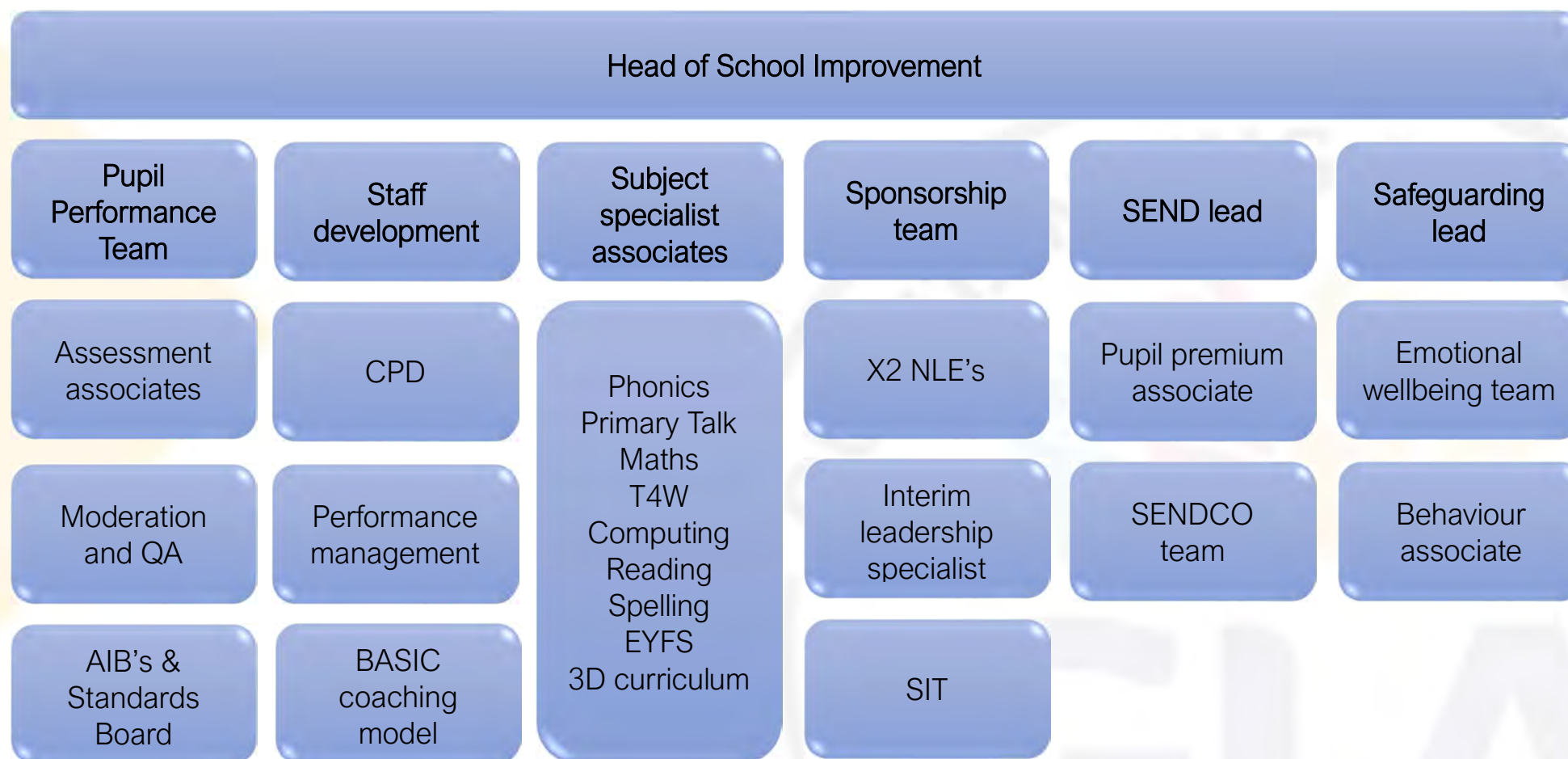
School Improvement categories of support

Improvement is a continuous journey in order to ensure that all pupils receive the best offer and this requires a cycle and package of support that provides regular opportunities to reflect, monitor, review and mitigate throughout the academic year. Each school is individual in the support that it requires to continue to grow and so therefore this low, medium, high model is used flexibly to ensure that SIT capacity is used in a way that maximises impact. To categorise the level of support a school requires we use our evaluations against the trust improvement delivery model (above) and agree this with school leaders as part of each AIB meeting.

The table below outlines the categories and associated support packages:

Level of Risk/Support	SIT Support Package (per academic year)
Low	• 1 x Peer Review • 1x Impact Review • CEO visits and CEO review visits • 3 x Academy Improvement Board meetings • 3 x pupil progress meetings • 3 x parent advisory meetings • SIT support with the SDP and summary SEF • 3 x Moderation and Standardisation meetings, 15%-25% of pupil's books moderated • Annual staff survey • Performance management cycle • GLA CPD package including insets and twilights and additional training for NQTS, new to teaching (2 year teachers) and TAs. • Staff CPD and training delivered by SIT, Associates or Trust experts where required
Medium	All of the above and as required from the following- • Area specific deep dives • SIT team additional capacity • Targeted resource plans (TRP) • Associate team support and/or head teacher support
High	All of the above and as required from the following- • SIT team additional capacity- high level • Associate team support- high level and/or head teacher support- high level • School Metric to identify priority areas and monitor impact and improvement • Leadership coaching and support from the SIT team • A whole school audit completed by the SIT to diagnosis the weaknesses including a full moderation • Central team- high support • Additional pupil progress and moderation meetings, 50%-100% of pupil's books moderated • GLA mentoring package for teachers • Individualised and tailored training package

Head of School Improvement

Pupil Performance Team	Staff development	Subject specialist associates	Sponsorship team	SEND lead	Safeguarding lead
Assessment associates	CPD	Phonics Primary Talk Maths T4W Computing Reading Spelling EYFS 3D curriculum	X2 NLE's	Pupil premium associate	Emotional wellbeing team
Moderation and QA	Performance management		Interim leadership specialist	SENDCO team	Behaviour associate
AIB's & Standards Board	BASIC coaching model		SIT		

The GLA invests in school improvement to ensure a continuous drive towards 'outstanding outcomes for children'. The core GLA School Improvement Team (SIT) is part of this investment and incorporates a wide variety of skills, expertise and experience from across the Trust as a central resource for all schools. We have capacity to provide 'boots on the ground' leadership when and where needed in addition to targeted support:

GLA Central School Improvement Team:				
Claire Savory **Improvement Lead & Director of Academies** • Head of school improvement • NLE • GLA Improvement Plan • Southwest region RSC Improvement network • Odyssey Teaching School Hub • Performance Team Lead	**Laura Spence** **Staff Development and School Improvement Team Lead** • Teaching & learning – KS1 expert • Coaching & mentoring • Bespoke training & CPD • Southwest region RSC Improvement network	**Sue Gifkins** • Teaching and learning- SEND • GLA SEND lead • Pastoral, social and emotional	**Danny Barthorpe** • GLA Behaviour lead • SEMH and Pastoral Support • Safeguarding and Inclusion	**Cariad Comfort** • TA performance management • Pupil Premium • Initial Teacher Training (supporting the School's Direct programme) • Coaching and mentoring • Teaching and learning

The GLA Associate Team:

The GLA Trust has identified talented practitioners, known as Associates, to share best practice across the Trust. The associate's model is led by Laura Spence and offers additional capacity and expertise to the School Improvement Team and the GLA priority areas. All Associates have a proven track record of success in a specific area and are provided with 9-12 days per academic year, (2 days x per term) to support school improvement in their specialist area. Leadership and support provided by the Associates may include delivering CPD, supporting a Targeted Resource Plan, leading a deep dive or supporting a peer review.

Associate Team and Areas of Expertise:

Assessment:	EYFS- Hayley Hall; KS1- Helen Wiggall; KS2- Nikki Roberts; Roxy Tyler
Behaviour:	Danny Barthorpe & Gareth Franks
Computing:	Keir Jones
3D Curriculum:	Helen Pearce
EYFS:	Lucy Goodman
Maths:	Sophie Kennedy
Phonics:	Shannon George
Primary Talk:	Naomi Sayah
Pupil Premium:	Jenn Sills (mat leave cover provided by Cariad Comfort)
Reading:	Steph Cope
Spelling:	Rachel Green
T4W:	Chloe Davies and Atoosa Tadghighi

Head Teacher Areas of Expertise and Additional Capacity:

In addition to the SIT and the Associates Team, the 6 GLA Head teachers are required to undertake **18 days** of school improvement work within the trust **per year** in areas such as- moderation, supporting peer reviews, training, NLE work, supporting Associates. Each Head teacher also has specific areas of expertise and knowledge that add further capacity to the GLA priorities and SIT strategies and these include:

Head Teacher Areas of Expertise and Additional Capacity					
Shona Riddell	**Shona Swan**	**Emma Williams**	**Jon Moss**	**Liz White**	**Hayley Hall**
• Safeguarding • Inclusion • Welfare • Additionality • Pupil Premium	• Assessment and moderation • 3D Curriculum • Subject leadership	• EYFS • Phonics • School improvement systems and processes	• School's Direct and CPD • Leadership mentoring and coaching • Recovery and catch-up	• Reading • T&L research and knowledge • Staff PFM	• GLA Nurseries • AHT/ DHT network • EYFS • New Free Schools

ANNEX A: Academy Improvement Board Meetings:

Before the meeting…

SIT:
- ✓ Set up the AIB meetings and circulate the papers (Lines of enquiry, summary SEF) and agendas
- ✓ Check the Trust metric for accuracy – e.g. updating any staff changes
- ✓ Following each assessment period, look through the range of evidence as a result of the SIT approach and Assessment outcomes to review the impact on pupil outcomes
- ✓ Review the previous AIB lines of enquiry and agreed actions to decide what relevance it continues to have and decide whether it requires further scrutiny
- ✓ Meet as a team and pick out any 'umm…?'s to moderate as a team so that lines of enquiry are appropriate and consistent
- ✓ Where necessary, gather further information / evidence to support. This may take the form of OFSTED/ review outcomes and/or QA information
- ✓ Provide Head teachers with key lines of enquiry to guide discussions – this will need to include reference to all previously agreed actions. Teams may need to be encouraged to bring evidence of impact of approaches taken. Get all lines of enquiry written and published by the last day of that term following the school PP meetings
- ✓ Arrange a conversation or pre-meeting with the Head to review the lines of enquiry to agree the key areas of focus
- ✓ SIT core team to meet an hour before the AIB to brief on the meeting and share any updates in preparation for the trustee pre- meeting.
- ✓ Hold a pre-meeting (30 minutes prior to AIB) with nominated Trustees to review the AIB papers and key areas of focus - share process & expectations

Head Teachers:
- ✓ Update your summary SEF and email to DoA as soon as you can after you receive the AIB lines of enquiry
- ✓ Advise on any key issues that may impact on the AIB
- ✓ Arrange AIB logistics in terms of where the meeting will take place and ensure Risk Assessment supports the arrangement
- ✓ Review the lines of enquiry with your leadership team; consider any additions you would like to make; question anything you feel is incorrect or inaccurate and report these to DoA
- ✓ Prepare an update in response to the previous actions that were identified by the AIB
- ✓ Bearing in mind the lines of enquiry, consider who you might bring to the AIB to contribute to the review
- ✓ Where applicable, arrange for a 'mock' meeting to prepare your team
- ✓ Prepare your responses to the lines of enquiry and email these to DoA no later than 24 hours in advance of the AIB
- ✓ Consider the impact of previous or current SIT support
- ✓ Identify any aspect where the school may benefit from additional support

Trustees:
- ✓ Review AIB papers prior to the meeting in order to corroborate the lines of enquiry
- ✓ The nominated Chair to be clear on the AIB agenda and process and to be prepared to lead on the questioning
- ✓ Attend a 30-minute pre-meeting prior to the AIB at the school with the SIT to review the papers, note any updates and agree key areas of focus.
- ✓ Identify any key areas / groups / individuals for discussion

During the meeting…

SIT:
- Take notes and record any actions including allocating SIT support to take forwards
- Use the pre-determined lines of enquiry to guide discussions with the team
- Provide clarification and challenge – as appropriate – regarding anomalies seen within the data and importantly the impact of targeted strategies and development activities
- Support the team in forming their next steps for the following Assessment Period: ensure clarity of areas of priority and clear expectations
- Review targets and risk margins with the team in preparation for the following Assessment Period
- Be fair and proportionate when considering any barriers to school improvement
- Agree level of support and consider any additional support needs
- Be mindful of staff well-being
- Agree School development priorities

Head Teachers:
- Articulate your responses to the agreed lines of enquiry – try to be precise and evidence your assertions
- Be open to challenge and accept that other questions may be asked through the meeting
- Offer an overview of the school: the journey, current attainment and predicted outcomes
- Take the opportunity to discuss strengths / areas of concern
- Discuss over-arching actions which are / will be in place to support attainment and performance
- Agree level of support and consider any additional support needs
- Agree School development priorities

Trustees:
- Use the pre-discussed lines of enquiry to guide discussions with the team and keep to time (2-hour meeting slot)
- Provide clarification and challenge – as appropriate – regarding anomalies seen within the data and importantly the impact of targeted strategies and development activities
- Support the team in forming their next steps for the following Assessment Period: ensure clarity of areas of priority and clear expectations
- Review targets and risk margins with the team in preparation for the following Assessment Period
- Be fair and proportionate when considering any barriers to school improvement
- Agree level of support and consider any additional support needs
- Be mindful of staff well-being
- Agree School development priorities

After the meeting…

SIT:
- Moderate AIB outcomes
- Finalise report and the SIT plan of support and send to Head Teacher and nominated Trustees
- School improvement team lead to telephone/meet with the head teacher to discuss the SIT plan of support agreed
- Review SIT capacity in a team meeting – prioritise and deploy
- Update the GLA Trust metric and circulate to the GLA Exec and Chair of the MAT Board
- Report summary feedback from AIBs to the CEO
- Report summary feedback from AIBs to the GLA exec
- Update the SIT risk management approach
- When and where appropriate, make any amendments to the SIT approach following reflection time and articulate these to all parties

Head Teachers:
- Put aside time to 'debrief' as a team
- Support the team with any changes and support with monitoring the impact of these
- Review the record of the meeting
- Discuss the SIT plan of support with the school improvement team lead
- Finalise the School Development Plan and send to the DoA
- Review the impact of SIT support and communicate any concerns or successes with the SIT lead
- Feedback any issues/concerns to DoA

Trustees:
- Review the record of the meeting
- Contribute to MAT Board discussions about the impact of AIB's and the SIT approach
- Make informal school visits where possible and by prior agreement with the Head Teacher
- Feedback any issues/concerns to DoA
- Where possible, attend the PAG for the partner school

ANNEX B: Schedule for Academy Improvement Boards

GLA	Badsey First School	Springbank Primary Academy	Bishops Cleeve Academy	Tredington Primary School	Rowanfield Infant School	Rowanfield Junior School	Longford Park Primary Academy	Great Oldbury Primary Academy
Trustee (Chair in bold)	Helen Morris	Gary Schlick	Bob Bromberg	Jon Wilson Jonathon Saunders	Jon Wilson	Bob Bromberg Colin Foster	Stuart Allen	Jonathon Saunders
Autumn 2021								
4-6pm	28th September	21st September	23rd September	14th September	30th September	16th September	9th September	-
SIT:	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	-
Spring 2022								
4-6pm	18th January	13h January	11th January	25th January	20h January	18th January	27th January	27th January
SIT:	Claire Savory	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Laura Spence	Laura Spence	Claire Savory
Summer 2022								
4-6pm	3rd May	5th May	12th May	10th May	17th May	3rd May	26th April	26th April
SIT:	Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory, Laura Spence	Claire Savory	Claire Savory	Laura Spence

ANNEX C: Schedule for Parent Advisory Groups

	Badsey First School	Springbank Primary Academy	Bishops Cleeve Academy	Tredington Primary School	Rowanfield Infant & Rowanfield Junior Schools	Longford Park Primary Academy	Great Oldbury Primary Academy
Clerk:	Fiona Thomas	Allayne Green	Allayne Green	Yvonne	Clover Baker	Emma Arnold	Michelle
GLA Exec/ Trustee attendance:	• Steve • Helen	• Steve • Gary	• Claire • Bob	• Alan • Jon • Jonathon	• Steve • Jon • Bob	• Claire • Stuart	• Alan • Jonathon
Autumn 2021							
6-8pm	Tuesday 19th October	Tuesday 12th October	Wednesday 13th October	Tuesday 12th October	Wednesday 3rd November	Tuesday 19th October	Wednesday 20th October
Spring 2022							
6-8pm	Tuesday 15th February	Tuesday 1st March	Tuesday 15th February	Wednesday 16th February	Tuesday 8th February	Tuesday 8th February	Wednesday 9th February
Summer 2022							
6-8pm	Tuesday 28th June	Tuesday 14th June	Tuesday 14th June	Wednesday 15th June	Tuesday 21st June	Tuesday 21st June	Wednesday 22nd June

Annex D: Peer Review

Purpose: 'The best for everyone to get the best from everyone…. Continuous improvement'

The purpose of Peer Review is to both challenge and support school leaders in reviewing aspects of their school. Both school Leaders and the SIT define the lines of enquiry and provide the context within which these sit. The review will generate a report that can be used to inform school improvement priorities, present and future. A GLA support package may also be created to support the school's next steps using the EEF toolkit and the expertise and capacity of the SIT, Associates team and Head teachers as required. Impact reviews take place to explore the impact of school and GLA support and actions - a shorter follow-up visit by the GLA improvement team.

Principles: The Peer Review and Impact Review will support leaders in verifying their evaluations and also provide perspective on improvement strategies that have been successful or that are at risk of not having the desired impact. It could be linked to an OFSTED key issue. School leaders and teams are involved throughout the process, this process is led by the SIT. It's about asking the right questions and using the right strategies to identify and diagnosis the strengths and areas for improvement.

Where will the support come from: The Director of Academies and SIT will support this process and co-ordinate the review team. The review team membership will depend on the aspects in focus and will also include:

- The host school head and members of the leadership team
- At least one other GLA head
- The GLA School Improvement team supported by Associate leads as required
- The Chair of Governors (to attend the review outcomes meeting) and wherever possible another GLA Chair of Governors to support

GLA Peer Review

School name:

Head teacher:

School website:

Date:

Lead Reviewer: (collates observations and writes report) Laura Spence

Team Reviewer/s: (undertake lesson drop ins, books looks, pupil voice and staff voice. Feedback to the peer review team)

Writing	Reading	Maths

Timings of the day:

Based in XX Classroom.

8.30am – Arrival. Checking of the timetable and key lines of enquiry.

9.00 – 12.30pm – Morning timetable (see below)

12.30 – 1.15pm – Lunch and Reflections

1.15 – 3.15pm Afternoon timetable (see below)

3.15pm – Reflections

4.30pm – Feedback/Discussion

<u>Schedule:</u>

To include lesson obsevrations & learning environment, book looks, planning reviews, pupil conferencing, middle leader conferencing, QA/ reflection time, etc.

Leaders will need to agree up to 3 lines of enquiry (example below) prior to the review and the schedule will be arranged to suit these. They can be on an aspect that the school feels is a strength, an SDP priority area and an aspect that needs futher exploration.

Key lines of enquiry for the review (model example):
<u>Reading</u>
1. How well has the school SDP supported the improvement of Reading for Pleasure?
2. Are there opportunities for children to read to their teacher and has this impacted on their level of fluency?
3. Does the reciprocal reading strategy support children's comprehension skills and is this developed across the school?

<u>Context:</u> Reading has been one of the key areas on the school SDP. Progress has been seen year on year with developing children's reading ages however this has not always impacted on children's ability to comprehend. A positive impact has been identified by class teachers in regards to children's attitudes to reading, their ability to read for more sustained periods and the strategies they use to tackle comprehension questions. Reading between the lines has been implemented in all KS2 classes as a whole class intervention strategy focused on inference. Year 3 are particularly strong in all areas. Year 2 positively impacted reading ages by consistently embedding reading into classroom practice.

<u>Impact: What leaders would like from the review –</u> An accurate overview of the impact of strategies put in place to raise the profile of reading and tackle the areas identified above. What do the staff and children feel the next steps are in regard to reading? An exploration of the outcomes for reading and the consistency of implementation across the school.
<u>Observations:</u>

Observations must be evaluative;

- Specify teacher(s) name and year group
- Include lesson objectives in the context box and any information about groups and/or SEN – do not mention children by name
- Put time of day and time spent on activity – not just lessons.
- Focus on the appropriate line of enquiry
- Information about behaviour and attitudes to learning will be a thread that everyone will contribute to so please include some information on this area in every observation/ review activity that you do

XXX School

SUBJECT Deep Dive Report

Date of deep dive-

Team-

Lines of enquiry-

Headlines-

Whole school actions-

Specific EYFS actions-

Specific Year 1 actions-

Specific Year 2 actions-

Specific Year 3 actions-

Specific Year 4 actions-

Specific Year 5 actions-

Specific Year 6 actions-

Next Steps:
Recommended Training Plan:

GLA Targeted Resource Plan (TRP)

Purpose: 'The best for everyone to get the best from everyone…. Continuous improvement'

The purpose of a TRP is to provide additional capacity for teams within schools to target a specific aspect of developing practice. This could be linked to the School/ GLA improvement plan; it could be following moderation where the team requires support in planning subsequent teaching sequences; it could be simply an aspect of teaching that the team feels less confident in delivering. A TRP will last for 6 weeks and will require a named lead from within the school.

Principles: The self-referral process is key to this approach - demonstrating high levels of professionalism and a proactive approach to supporting school improvement. Schools and teams 'own' the process! Impact from this support can be used to support your performance management if you chose.

Requesting a TRP: All requests need to be sent via the Head Teacher to the GLA School Improvement Team Lead (Laura Spence).

Where will the support come from: This will depend on the focus for support. The GLA School Improvement team will support the co-creation of TRP's and ensure that appropriate expertise is brought in to work alongside teams.

GLA Targeted Resource Plan (TRP): School Improvement

Purpose: 'The best for everyone to get the best from everyone…. Continuous improvement'

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Principles: The self-referral process is key to this approach - demonstrating high levels of professionalism and a proactive approach to supporting school improvement. Schools and teams 'own' the process! Impact from this support can be used to support your performance management if you chose.

Requesting a TRP: All requests need to be sent via the Head Teacher to the GLA School Improvement Team Lead (Laura Spence).

Where will the support come from: This will depend on the focus for support. The GLA School Improvement team will support the co-creation of TRP's and ensure that appropriate expertise is brought in to work alongside teams.

Reason for plan (completed by the school):

Teams to explain what they would like the additional support to help them to achieve:

Staff names and responsibilities including named lead for TRP:

6-week Plan (completed by the school improvement team)

Specify dates:	Support activities:	Expected impact:
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		

Review (IMPACT & any further actions identified):

School review of support plan:

School Improvement team review of support plan:

Annex G - GLA Survey Summary

A summary of the GLA trust wide surveys that are completed, the reason for these surveys and how they are used to inform school improvement work:

GLA Survey	Reason	Frequency	When
TEACHERS: Well-being and workload	• To have a GLA 'average' of teacher perception of effectiveness of managing workload – this provides a 'benchmark' to compare all GLA schools to • To investigate if there are further actions the trust/ schools can take that will have a positive impact on workload and that will not be detrimental to teaching and learning • To judge the impact of steps taken to reduce teacher workload • To highlight any individuals that have not already been identified that may require additional support • To inform the Trust metric	Annual	October
TEACHERS: Career Development & reflections on CPD offer	• Talent management – to assess staff readiness for career development opportunities • To seek internal solutions to GLA capacity issues • To review the impact of the school and GLA CPD offer • To inform decisions about staffing for the following school year	Annual	February
SUPPORT STAFF: Career Development & reflections on CPD offer	• Talent management – to assess staff readiness for career development opportunities • To seek internal solutions to GLA capacity issues • To review the impact of the school and GLA CPD offer for support staff • To inform decisions about staffing for the following school year	Annual	April
ALL STAFF: OFSTED staff survey	• To seek direct feedback from all staff using the OFSTED questions • Provides feedback to support OFSTED preparedness • To inform the Trust Metric	Bi-annual *(alternate with leadership 360º)*	January 2022
GLA Executive Leadership 360º	• To assist each Head Teachers and those with executive roles to understand their strengths and weaknesses and to contribute insights into aspects of their work needing professional development – this will impact positively on developing leadership and management capability	Bi-annual *(alternate with OFSTED staff survey)*	February
GLA Parent Survey	• To seek direct feedback from all parents and carers about their child's school experience against the Ofsted criteria and GLA priorities. • To inform the schools and trust on successes and areas for development and further exploration.	Annual	March
GLA Pupil Survey GHLL – April bi-annually 2022	• To seek direct feedback from the pupils on their school experiences and reflections. • To inform schools teams about successful teaching and learning and areas for further development and exploration.	Annual	June

SIT Capacity Table 2021-2022

Aspect of Work	Capacity Required	Total Days
Peer Review	8 reviews per year; 3 days per review including the report writing process 5 x SIT	56 days
Impact Review	8 reviews per year 1 day per review including report writing 2 x SIT	16 days
Pupil Progress	5 PP days x 3 times a year 1 x SIT member at each school for a minimum of 1 day, 2 days at larger schools	30 days
GLA Lesson Observations	2 x day SIT support per school QA focus;2 x day up meeting per school QA focus Above format 3 x a year	96 days
Moderation/QA week	GLA SIT 3 x 5 days (x 3 moderation periods)	45 days
SIT meetings	Monthly Meetings 5 SIT x 11 meetings	60 days
Academy Improvement Board Meetings (AIB)	8 x meetings x 3 a year (24) – attended by x 2 SIT where possible plus preparation (5 SIT x3 days = 15)	63 days
Sponsorship/New School	3 days per week SIT support as necessary (x 39 weeks)	117 days
NLE Support	Claire Savory – 24 days Steve Savory – 10 days SIT NLE deployment - 3 days per year x 4 SIT	46 days
Associate training	2 days 3 x year for 1-1 meetings Termly meetings x 6	10 days
Target Resource Plans	3 x TRP per year (estimate) 1 day per week over a term	21 days
Trust CPD including Odyssey	0.5 day per week x 39 weeks	20 days
Trust PfM	0.5 day per week x 39 weeks	20 days
Informal school visits	1 x morning at 8 x schools per fortnight (20 school visits over the academic year) 2 x SIT members	156 days
Deep dives	1 deep dive per school per year 8 x days (pm to include report writing) 4 x SIT	32 days
Commission work- transition and coaching	0.5 days per week per commission 2 x SIT	78 days
Total		856 days

Core SIT capacity overall based on:

Claire Savory x 4 days a week

Laura Spence x 4 days a week

Cariad Comfort x 3 days a week

Sue Gifkins x 2 days a week

Danny Barthorpe x 2 days a week   585 days in total

Head teacher capacity:

18 days per head = **108 days in total**

Associate capacity:

1.5 days per term x 3 associates = 27 days

2 days per term x 12 associates = 144 days   171 days total

Total SIT capacity across the SIT teams: 874 days