



School Improvement Strategy

2024/2025

VISION

Enhance Academy Trust has a core purpose and vision which is to deliver outstanding educational outcomes and learning skills to enable our young people to live well in the world around them. We also aim to allow our school leaders and staff to develop the individual character of our academies so they can best serve their local communities.

Our improvement strategy is based on this 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; individuality and creativity are celebrated.

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 children and groups of children.
- ▮ High quality teaching and learning.
- ▮ Effective leadership and governance in all schools.
- ▮ Safe schools with fair access.
- ▮ Affordability and value for money.
- ▮ Access to high quality professional development for staff enabling sustained and continual improvement and developing a workforce in line with future succession planning needs.
- ▮ Opportunities for the identification and dissemination of effective practice and engagement in research and development opportunities including teacher inquiry.

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.



UNIVERSAL OFFER

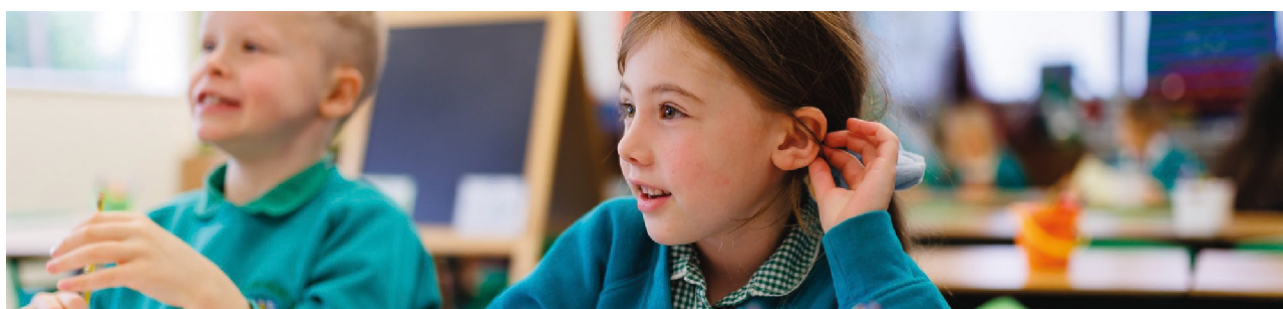
The Trust has a universal offer which is the minimum school improvement offer that each school within the Trust will receive. All of our academies will be expected to engage with the Trust's Universal Offer and standardised approaches as outlined below.

The Director of Education will strategically coordinate and shape all educational elements organised centrally by the Trust so that they benefit the individual improvement journeys of each of our academies. These include the development of strands of consistency, Trust Partnership Meetings, joint CPD and the growth of new Trust initiatives.

As a Trust, we expect that our academies will work in a collaborative way that supports improvement specific to each setting as well as growth and development as an effective team of academies. We believe that strong collaboration with shared accountability can lead to better progress and attainment for pupils and help all of the schools in our Trust meet rising expectations and to continuously develop.

UNIVERSAL OFFER	
Professional Development for all Staff	Annual Trust INSET Day (<i>Autumn 1</i>).
	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.
	A programme of professional development focussed on key priorities for our schools, as well as national priorities.
	Opportunities for Trust facilitated sessions and visits to other schools for our Early Career Teachers.
Leadership Development	Half termly individual Headteacher Meetings led by the Chief Executive Officer focussing on a range of aspects of school, for example staffing, finance, building, financial position.
	Termly Hub Headteacher Meetings led by Lead School Improvement Headteachers to promote collaborative working, share best practice, develop improvement programmes, discuss standards across the Hub, plan staff development etc.
	Termly Peer Learning Conversations involving three schools.
	Involvement in an Annual External Review process, working alongside the Trust's external consultant with significant Ofsted experience, the Director of Education and the school's Lead School Improvement Headteacher.
	Leadership Development programme for leaders at different levels, including NPQs, Assistant and Deputy Headteachers Network and an Aspiring Headteacher programme.
	Mentoring for new Headteachers.
	Annual Leadership Conference for Headteachers and Deputy Headteachers.
Governor Development	Expert governance is a key component of great schools and something we are keen to continue to develop across the Trust.
	We offer regular training for governors, virtually or face to face.
	All governors have access to the National Governance Association's (NGA) Learning Link modules.
Data Analysis	Reports from INSIGHT are shared with all schools following Trust wide assessments. These provide an opportunity for school leaders to benchmark attainment and progress for key cohorts against other schools across the Trust.
SIAMS Support	Christian distinctiveness, ethos and values lie at the heart of our Church schools.
	Each school receives bespoke support from our Diocesan Advisor.
	Termly networks meetings are held which focus on all aspects of SIAMS and Distinctive Nature.
Review Cycle	Each school will receive four visits across the academic year from the Director of Education, planned in cycle so there is time between these reviews to undertake meaningful improvement work. One of these visits will be the Annual External Review process.
Support & Development Visits	Support and Development Visits will be provided to each school by a School Improvement Lead Headteacher in order to rapidly address the school's key priorities identified on the Academy Improvement Plan and/or as part of the Review Cycle.
	The Trust's Teaching & Learning Consultant will provide proportionate support to individual schools as required.
School to School Support	Staff may, on agreement, be deployed to other schools across the Trust for specific purposes.
	Schools categorised as 'sustain' provide school to school support as required.
	Support will be identified and brokered by the Director of Education in consultation with the Chief Executive Officer.

UNIVERSAL OFFER		
Partnership Meetings	Termly Partnership Meetings bring together a range of professionals to enhance their practice, share and develop resources and ensure that curriculum areas and all aspects of our work are strong and continually developing in all schools:	
	RE & SIAMS	Early Years
	Mathematics	Moderation
	English (including Phonics and Early Reading)	School Business Managers
	SEND	Curriculum Subjects
	Pupil Premium	Pedagogy



THE TIERED APPROACH

In order to direct our resources appropriately and provide an equitable improvement offer, all schools in the Trust will be annually assessed as to their current performance profile. This assessment will be agreed during a meeting chaired by the Chief Executive Officer and will involve the Trust’s Director of Education, the academy’s senior leaders and Chair of Governors. During this meeting a range of information will be considered as part of the decision-making process including outcomes against key performance indicators, initial analysis of invalidated data including IDSR (where available), recent findings from external visits, the Academy Improvement Plan and the school’s own self-evaluation. This assessment will be reviewed across the year and can be updated at any stage should circumstances change.

Where academies are demonstrating a high level of success and strong capacity for further improvement, it is important that they are able to operate in conditions that enable them to continue this journey. There is also a moral imperative for such academies to share their expertise for the good of the Trust and the wider education system as a whole. Such academies will have much to share for the benefit of others.

Some academies will be in more challenging positions. Where this is the case, the Trust will maintain a higher degree of involvement and ensure that appropriate steps are being taken to strengthen capacity and effect rapid improvement. These schools will receive additional support from the Director of Education alongside the other members of the wider School Improvement Team.

The Trust uses a tiered approach to categorise schools according to their level of need. Schools are allocated an improvement offer that is bespoke to their individual needs and requirements. The categories and level of support are explained below.

Schools are categorised into one of three tiers:

Sustain	A strong school with the capacity to further its own improvement and support others in their improvement.
Reinforce	A school that would benefit from additional support in their own improvement journey.
Stabilise	A school with shortcomings and without the capacity to secure their own improvement at pace.

TIERED CRITERIA		
Tier	Some Likely Key Features	Engagement
Sustain	<ul style="list-style-type: none"> ̄ Has the capacity to bring about improvement in their own school through a clear focus on what they need to achieve to become excellent. ̄ Provides some support to others within the Trust. ̄ Accurately self- evaluates and prioritises next steps for improvement. ̄ Attainment and progress measures are likely to be at least average and improving over time in all key phases. 	<ul style="list-style-type: none"> ̄ Annual External Review visit led by External Consultant. ̄ Four Review Discussions led by the Director of Education. ̄ Three Support and Development visits across the year from a School Improvement Lead Headteacher. ̄ Full involvement in Termly Peer Learning Conversations and Partnership Meetings. ̄ Identified strengths in practice will be shared across the Trust.
Reinforce	<ul style="list-style-type: none"> ̄ Demonstrates capacity to bring about improvement or sustain improvement in key areas but has some vulnerabilities in key focus areas for example: leadership capacity and stability, attendance, curriculum intent and implementation, provision and outcomes for disadvantaged or SEN pupils and/or external attainment/progress outcomes. ̄ Attainment and progress measures, are inconsistent and/or likely to be below average in a number of phases. 	<ul style="list-style-type: none"> ̄ Annual External Review visit led by External Consultant. ̄ Four Review Discussions led by the Director of Education. ̄ Six Support and Development Visits across the year from a School Improvement Lead Headteacher. ̄ Additional school to school support provided as necessary. ̄ Full involvement in Termly Peer Learning Conversations and Partnership Meetings. ̄ Possibility of Consultant Headteacher support in place to secure rapid improvement. ̄ Termly Progress Meetings led by the Chief Executive Officer and Director of Education. <p>School to move to “sustain” within 1 year to 18 months.</p>
Stabilise	<ul style="list-style-type: none"> ̄ Attainment and progress measures in a number of phases are below average and showing no signs of sustained improvement. ̄ Limited capacity to promote rapid improvement. ̄ No clear or sustained focus on school improvement. ̄ No evidence of pace, urgency or sustained improvement. ̄ Morale and perception of school is low – high staff absence, falling pupil numbers. ̄ Need to improve rapidly within a given review period. ̄ Inaccurate or overly generous self-evaluation. ̄ Inadequate or consecutive Requires Improvement judgements. 	<ul style="list-style-type: none"> ̄ Annual External Review visit led by External Consultant. ̄ Four Review Discussions led by the Director of Education. ̄ A minimum of eight Support and Development Visits across the year from a School Improvement Lead Headteacher. ̄ Additional school to school support provided as necessary. ̄ Termly quality assurance of pupil progress and attainment. ̄ External reviews if required including Governance, SEND and Pupil Premium. ̄ Half termly progress meeting with Chief Executive Officer, Director of Education, senior leaders and Chair of Governors. ̄ Executive Headteacher support in place to promote rapid improvement, if required. ̄ Half termly Team Around the School Meetings involving the Chief Executive Officer, Director of Education, Chief Finance Officer, HR Advisor and Headteacher and Chair of Governors <p>If required, any additional direct Intervention by Director of Education.</p> <p>School to move to “reinforce” within 1 year.</p>

**Additional review or support visits are likely to be brokered for those schools who are due an imminent Ofsted inspection/ Monitoring Visit.

REVIEW CYCLE

Our review cycle is designed so that individual aspects of a schools effectiveness are looked at in depth with school leaders, with clear actions identified and then support given to implement these. These visits aim to ensure accurate school self-evaluation and promote improvement in key areas. Each school will receive four visits across the academic year from the Director of Education. All visits will be planned in cycle so there is time between these reviews to undertake meaningful improvement work.

Review visits will focus on:

- **Leadership and Management**
- **Quality of Early Years**
- **Personal Development**
- **Behaviour & Attitudes**

The Annual External Review will focus heavily on the Quality of Education, and will always include an evaluation of Early Reading & Phonics, mathematics and the wider curriculum with at least two foundation subjects (one humanities and one arts subject) will be evaluated in depth. Provision for pupils with SEND will also be a key focus of the review.



SUPPORT AND DEVELOPMENT

School Improvement Lead Headteachers will provide support and development to individual schools within their identified Hub. The number of visits will directly link to a school's categorisation.

The primary focus of the visits will be to support leaders in addressing the priorities identified in the Academy Improvement Plan (AIP) as well as any recommendations arising from the Annual External Review and/or the Director of Education's review visits.

School Improvement Lead Headteachers will also lead their Hub's Peer Learning Conversations, Headteacher Hub Meetings and some Partnership Meetings in conjunction with the Director of Education.

ALIGNED APPROACHES

The Trust expects the following strands of consistency across all schools:

ALIGNED APPROACHES	
Assessment & Target Setting	Consistent approach and format for Target Setting process.
	Pupil progress and attainment tracking systems updated 3 times per year and shared with the Director of Education (INSIGHT is used by all schools).
	Standardised assessments for Years 1 – 5 to be administered 3 times per year (NFER).
	Termly analysis of data completed by the Director of Education and reported to Trust Board.
Academy Improvement Plan	Agreed format in place.
	All AIPs will be quality assured as part of the Director of Education's work with schools.
Curriculum Principles	Shared key principles for the curriculum.
Pupil Premium Strategy	Agreed and consistent format in place.
Sport Premium Report	Agreed and consistent format in place.
Self-Evaluation (SEF)	Agreed format in place.
	SEFs will be quality assured as part of the Director of Education's work with all schools.
Local Academy Board Information	Agreed and consistent format in place for Headteacher's Report to ensure that the information provided for local governors is similar across the Trust and covers the necessary areas.
	Consistent agendas and minutes format across the Trust for LAB Meetings.
	Bespoke support provided by the Trust Governance and Compliance Manager.