School Improvement Strategy

Trust Vision

To be added when reviewed Nov 21

Trust Aims

1. To enhance the distinctive Catholic nature of the schools and the Trust
2. To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve
3. To develop and embed sustainable, high quality and robust leadership across the Trust and its schools
4. To strengthen engagement between our schools and our communities
5. To achieve excellence in facilities, staffing, professional development, and resourcing

The Trust has set out the priorities for 2021-22 in the [Trust Improvement and Development Plan](#) and associated [Summary Plan.](#)

Strategic Support and Challenge

St John the Baptist Catholic Multi Academy Trust uses the following strategies to provide support and challenge for schools, to enable them to realise their ambitious vision and aims:

- Identifying and presenting strong models and evidence of excellence and best practice, including [key strategies for improving teaching and securing the very best pupil outcomes](#)
- Providing advice, support and challenge to schools to improve leadership capacity, teaching and learning and effective action to improve pupil progress and achievement
- Providing high quality performance data at school, Trust and national levels to sharply focus improvement and identify and learn from trends, particularly where there is rapid improvement
- Focusing on evidence informed improvements in teaching and learning, to ensure that excellent teaching leads to excellent outcomes
- Identifying the best practice in schools, teaching and leadership and developing collaborative practices to develop and disseminate best practice across the Trust, including Professional Learning Networks, secondments and peer reviews
- Supporting governors to carry out their role effectively by becoming better informed about best practice; providing effective training; using data to plan for school improvement; keeping the performance of their schools under review; and taking prompt action where necessary
- Promoting effective partnerships beyond the Trust, for example working with other trusts, Research Schools, Teaching School Hubs, local authorities and system leaders (e.g. NLEs) to support improvement and to build capacity for system-wide improvements
- Providing additional targeted support or Trust-level intervention if significant or serious concerns are identified, which could include:
    - Safeguarding concerns
    - Outcomes and / or progress below other schools and below national, with little or no improvement
    - A declining trend in outcomes and / or progress
    - Wide gaps in outcomes / progress for disadvantaged and vulnerable groups
    - High rates of pupil absence, persistent absence and/or exclusion
    - At risk of Inadequate or RI inspections
    - Weak governance and/or leadership
    - High levels of parental concerns and complaints
    - Significant financial deficit or mismanagement of funds
    - Reluctance to acknowledge concerns and address weaknesses
    - Notes of visit by Exec Team report poor progress and continued weak performance

School Improvement Offer

Core Offer

The core offer for all schools is:

- Termly visits from the CEO to:
    - Review leadership and overall school strategies
    - Ensure effective governance arrangements
    - Plan and agree whole school priorities
    - Agree Trust support and challenge
- ½ termly visits from Deputy CEO, Trust Teaching & Learning Lead and/or Trust SENDCO to:
    - Monitor and evaluate the school's progress towards achieving improvement priorities and targets
    - Carry out light-touch, joint QA to support school's own QA processes and targets
    - Provide guidance, challenge and support
- CEO and Deputy CEO leading Headteacher Performance Development
- CEO and / or Deputy CEO attending LGB Meetings
- Access to high quality CPD and expert/specialist support and CPD through Julian TS Hub, Norwich Research School and VNET membership
- In addition, schools may require or can request additional or bespoke school improvement support or CPD. This would be dependent on capacity and cost.

Targeted Offer

Schools with significant or serious concerns (as above) will receive additional intensive support and/or intervention, which may include:

- Additional visit(s) to work with the Headteacher and governors to identify the most appropriate actions required to bring about improvements and make an impact on outcomes
- Support for the leadership in monitoring the effective implementation of required actions and evaluating the impact on the quality of education provided and outcomes
- A school improvement review of provision or an aspect of provision (e.g. VNET Curriculum Review) and/or review of outcomes
- Additional joint self-evaluation – e.g. joint QA activities such as lesson observations, work scrutiny, OFSTED preparation
- Scrutiny of SEF
- Signpost the school to effective practice in other schools inside or outside the Trust, including support from leading practitioners, e.g. SLEs, NLEs, NLGs
- Brokering additional expert/advisory support or training
- Support for governing bodies in self-evaluation, monitoring of progress and establishing the conditions for improvement, and the deployment of an Intervention Board when necessary

The Trust will support sustained improvement in these schools by:

- supporting schools to continue to maintain and embed processes and systems put in place during periods of additional support to enhance its capacity for self-evaluation and continuous improvement

Trust Evaluation Tools

St John the Baptist Catholic Multi Academy Trust has developed a range of tools and key performance indicators for evaluating the quality of education and provision at school and/or Trust level.

In the first instance schools can use the Trust models and frameworks to benchmark alignment with Trust principles and expectations of excellence. These models include:

- Guidelines for Curriculum Design
- Teaching & Learning Model
- Assessment Framework
- CPD Model
- Performance Development Model

The Trust is developing some tools to support deeper monitoring and evaluation. These are tailored to a primary or secondary perspective as needed. So far, the following tools have been developed:

- Curriculum Deep Dive tool
- CPD Model Self-review Tool (TBA)
- T&L Model Reflection Tool
- Quality Assurance Indicators (Appendix B) for various aspects of provision, including:
  o Narrowing the gap between disadvantaged pupils and others
  o Raising achievement in Maths
  o Raising achievement in Writing
  o Raising achievement in GPS
  o Raising achievement for able pupils
  o SEF audit tool
  o SIDP audit tool

Narrowing the Gap Between Disadvantaged Pupils and Others

What leads to success?

- A tiered approach: (i) Improving quality first teaching; (ii)Targeted academic support; and (iii) Wider strategies (attendance, behaviour and social & emotional)
- Quality first teaching – especially teaching backwards, dialogic teaching, modelling, questioning, formative assessment and feedback, adaptive teaching, building resilience and autonomy…
- High expectations by all staff – 'can do culture'
- Setting ambitious targets to close the gap
- Identifying and addressing barriers
- Early interventions (EYFS)
- Interventions to fill gaps and accelerate progress – evidence-informed
- Regular monitoring of impact of interventions (each lesson)
- Interventions linked to teaching
- Use of data to inform planning
- Focus of pupil progress meetings
- Pre-teaching, scoop and group, flexible grouping
- Strong grounding of basic literacy skills - speech & language, phonics and reading comprehension
- Opportunities for children to discuss work (areas of pride and concern, next steps, barriers and how they can be overcome)
- Effective use of Teaching Assistants
- SLT mentoring (3 or 4 pupil premium children each)
- Develop the middle/senior leadership role of pupil premium champion
- Best practice schools and use of review by accredited review

The key is the rigour and consistency of the focus on gaps and having the data!

Expertise to share:

https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf

The EEF Big Picture has evidence and resources that look at high priority issues for schools.

The National Foundation for Educational Research has recommendations for school leaders on raising disadvantaged pupils' attainment.

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf

https://educationendowmentfoundation.org.uk/toolkit

Raising Achievement in Mathematics - What leads to success?

- Teachers having secure subject knowledge and confidence
- Eradicating negative perception of mathematics, tackling staff or student messaging of "maths is hard" or "I can't do maths" and developing a growth mindset
- Developing mathematical vocabulary and 'talk for maths'
- Ensuring work is relevant and interesting (including use of outdoor learning)
- Regular drill of basic skills and key facts learnt to automaticity to avoid cognitive overload
- Frequent opportunities for problem solving – using and applying (daily?)
- Open-ended investigations drawing on skills learnt over a significant length of time
- Regular recap, retrieval and spaced learning - revisiting and reassessing work after several weeks/months to ensure understanding has embedded
- Find exactly what part of a process children are doing incorrectly and resolve this before the action is habitualised
- Effective use of concrete resources / manipulatives and models (CPA)
- Model and move away approach (I do – We do – You do)
- 'Mastery' is an entitlement for all (and not extension for the most able)
- Differentiation (more appropriately called adaptive teaching) is about access through scaffolding for lower ability children and broadening and deepening learning for others (differentiation is no longer linear)
- Develop high calibre subject leadership

Expertise to Share

Attendance at Trust Maths Professional Learning Network (PLN) meetings, Maths Hub meetings and participation in sustained Maths Hub mastery projects (4 levels – readiness, developing, embedding, sustaining)

National Centre for Excellence in the Teaching of Mathematics https://www.ncetm.org.uk/

The essential elements of maths teaching for mastery

If Mathematics is a priority for improvement consider bespoke support from the Maths Hub, Trust SLE, another school or consultant

Raising Achievement in Writing - What leads to success?

- Involving pupils in writing for authentic audiences and purposes
- Focussed and scaffolded writing experiences using principled approaches to the teaching of writing, such as the cycle of planning, composing, editing and publishing a range of texts
- Pupils' grammatical metalanguage is developed through discussion of examples and patterns of language choices in texts through teaching practices such as modelling or deconstruction, guided practice or joint construction, and shared writing
- A range of teaching practices such as modelled writing, shared writing, interactive writing and independent writing where varying levels of support can be provided at different points of need
- Includes frequent (daily), dedicated and uninterrupted blocks of time for writing
- Clear connections between reading and writing
- Supporting pupils to understand the difference between spoken and written language as they progress through the primary years

- Incorporate explicit instruction about the processes of writing, structural and grammatical features of genres, and spelling
- Enable pupils to collaborate (engage in peer conferences) at all phases of the writing process
- Use rich, authentic texts as mentor or model texts
- Teachers model writing and make their own processes visible
- Provide scaffolding and feedback to students at all stages of the writing process
- Provides opportunities to compose a range of genres in various formats
- Takes place in subject English and across the curriculum
- Includes whole group, small group and individual instruction

Expertise to Share

- Attendance at Trust English Professional Learning Networks (PLN) meetings and/or English Hub meetings
- Participation in Trust and local Writing Moderation meetings
- If Writing is a priority for improvement consider bespoke support from the English Hub, Trust SLE, another school or consultant

Raising Achievement in GPS - What leads to success?

- Systematic whole school approach that takes account of pupils' different start points and moves them on swiftly
- Focusing on terminology in text-based activities
- Focusing on terminology outside of literacy lessons
- Summative and formative assessment of GPS
- Oral and written feedback and opportunities for pupils to correct misunderstanding
- Using spoken language to teach GPS
- Training for all the adults in the school
- Identifying gaps in staff knowledge and filling them
- Insisting on use of standard English – staff and pupils
- Monitoring curriculum coverage in each year group
- Using classroom environment to support learning – learning walls etc.
- Monitoring teaching of GPS

Raising Achievement of Able Pupils - What leads to success?

- Moving able children on to broadening and deepening their learning promptly
- Going beyond applying knowledge to focus on (cognitive domains) developing higher order thinking skills of:
    o Evaluating (judge, test, critique, defend, criticise…)
    o Analysing (examine, explain, compare/contrast...)
    o Creating / synthesising (design, devise, invent…)
- Providing open-ended challenges and questions; Investigative approaches; Competitions; Enrichment (trips, speakers, events, activities…)
- Providing opportunities to explain, prove, generate own questions…
- Accepting and encouraging divergent thinking
- Tracking proportions of pupils making above expected expectations and setting targets for each year group
- Using pupil voice of able children to inform planning

SEF Audit Tool

- Are judgements accurate and is the SEF evaluative - based on triangulating a range of evidence and impact? (e.g. does evaluation of teaching match work in pupils' books)
- Are strengths and weaknesses clearly identified?
- Are strengths and weaknesses suitably aligned to Ofsted criteria for good or outstanding, as applicable?
- Are priorities for improvement and actions taken clear?
- Is it current and up to date?

School Improvement Plan Audit Tool

- Are targets realistic, stretching and suitably ambitious? (linked to SEF?) (Not too many)
- Are there measurable targets for headline data (meeting ARE and exceeding, making expected progress and above expected) for each subject and key groups?
- Are there measurable targets for quality of teaching?
- Are actions taken to address areas for improvement clear?
- Are persons responsible for leading actions clearly identified?
- Are planned actions timely and show a sense of urgency but at same time spread over a realistic timescale?
- Are actions logically sequenced?
- Are success criteria clear and measurable?
- Is it clear who will be monitoring the plan, how this will be done and by when/with what frequency?
- Is it clear who, how and when improvement will be evaluated?
- Are resources clearly identified within the plan?