



Trust Improvement Model

Doing everything through Christ, who gives us strength *Philippians 4:13*

As a Trust, we know that schools joining us will be at different stages of their school improvement journey and we need to be able to articulate how we celebrate and grow strength, as well as the type of challenge and support we provide to schools on their improvement journey. Our ultimate aim is to ensure that all of our schools provide an excellent education for all pupils, enabling every member of the DSAT family to flourish.

Our vision for an excellent DSAT school aligns closely with our Trust vision.

Growing thriving Christian schools

Enabling all to flourish

Serving communities

Collaborating for excellence

This is supported by our Trust values of love, hope and joy.

Rationale

The Diocese of Salisbury Academy Trust bases its improvement model on a school's capacity to flourish and improve.

The Trust recognises that there is much to celebrate in every school and looks to develop schools that are flourishing, diverse and reflect the communities they serve. We embrace individuality and creativity. Where schools 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 schools to share their expertise for the good of the wider Trust and the education system as a whole.

Where a school is well on its way to providing an excellent standard of education and demonstrating strong capacity to improve, the Trust will facilitate the delivery of the Academy Improvement Plan by providing timely intervention and bespoke support. Again, such schools will have much to share for the benefit of others.

Some schools will be in more challenging positions upon joining the Trust, or circumstances may lead to the school being in a more vulnerable position. 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.

All schools in the Trust, or joining the Trust, are assessed as to their current school improvement profile. This can be reviewed at any stage during the year should circumstances change. The categorisation of the school will be confirmed at the end of each Academy Improvement Meeting (AIM) as a matter of course (see Appendix 3). All schools will receive a letter confirming their current category at the beginning of each academic year. The category and what this means should be shared with all governors and staff so that there is a shared awareness and understanding.

Assessments of schools will be made considering information from notes of visit undertaken during the year by the Chief Executive Officer, Deputy Chief Executive Officer, and Academy Improvement Team, as well as OFSTED and SIAMS SEFs, reports from the Church Schools Flourishing (CSF) team and other relevant data, including any external monitoring and moderation. Success in flourishing will be celebrated and key actions for improvement will be determined. Trust Improvement Model categories will not be published widely although schools will work in collaboration with other schools, including in their Hubs, so may be known by others in this context. If the Headteacher and Trust Officers disagree on the overall categorisation, the category given by the Deputy CEO will apply.

If capacity to improve rapidly is not demonstrated, the CEO and Trust Board will need to intervene directly.

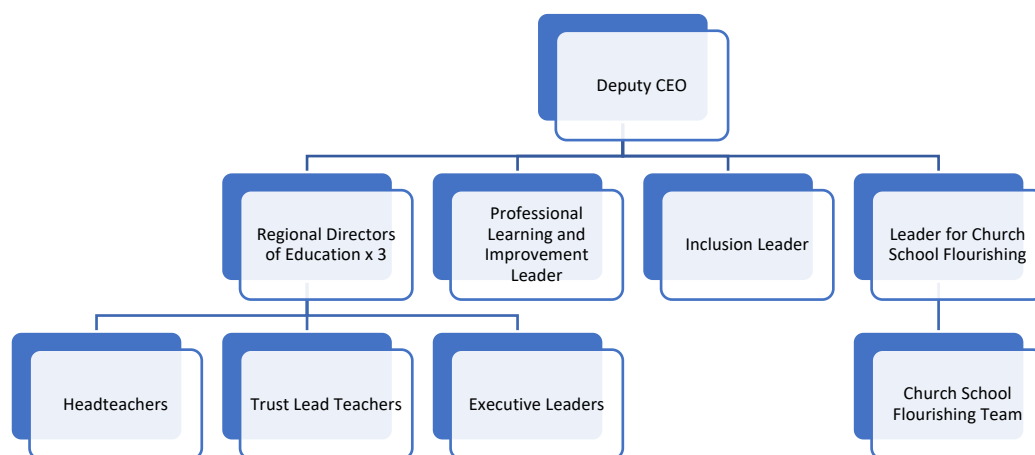
If the CEO and Trust Board considers that sufficient progress has been made during an agreed review period, the school can be re-categorised with continuing support and monitoring as appropriate. Equally, should a circumstance arise during a school year that means a school becomes vulnerable (e.g., OfSTED inspection outcome, loss of leadership), a school can be re-categorised accordingly at that point.

Schools may require more direct intervention under the following circumstances:

- a) Any school is in material breach of the agreements as set out in the Articles;
- b) Any school is in material breach of its Funding Agreement with the Department for Education (DFE);
- c) Any school has, or is likely to have, an unfunded deficit budget (revenue and/or capital), or there is serious concern about its financial control processes, suspected fraud or fraud;
- d) Any serious (as deemed by the Trust) safeguarding matter;
- e) OFSTED officially grading any school to be 'requiring improvement' or 'inadequate';
- f) The Trust, acting reasonably and having obtained considered evidence, is of the opinion that a school is likely at the next assessment to be graded by OFSTED (or any successor body) as 'requiring improvement' or 'inadequate'.

As a Trust, the children are at the heart of all we do; driven by our biblical underpinning, we aim to support all of our schools to provide the best possible outcomes for all of them and the Trust Improvement Model seeks to achieve this.

The Academy Improvement Team



The Academy Improvement Team is led by the Deputy Chief Education Officer (DCEO). There are Regional Directors of Education (RDEs), a Professional Learning and Improvement Leader (PLIL) and a Trust Inclusion Leader (TIL). In addition, there are Executive Leaders and a group of Trust Lead Teachers (TLTs) who are appointed as expert practitioners from across our schools. Executive Leaders are appointed by the CEO and DCEO to support individual schools or groups of schools. Trust Lead Teachers are deployed under the direction of the DCEO or RDEs to work in schools alongside individual teachers for an agreed period to support them in developing their practice. We also view all of our Headteachers to be a key part of the Academy Improvement Team and will utilise their skills in several ways e.g., mentoring newly appointed Heads or those new to the Trust, specific pieces of improvement work in other schools, working alongside leaders in schools that need to improve rapidly to support leadership capacity. Headteachers are invited to work alongside the Academy Improvement Team to carry out AIMs in other schools; the purpose of this is to share their expertise as well as contributing to their professional learning.

The Academy Improvement Team are accountable to the Trust Board and report termly to the Trust Standards and Ethos Committee. The focus of these meetings is on the flourishing of all children, and especially those who are vulnerable in terms of attainment and progress, as well as ethos, safeguarding, attendance, behaviour and the impact of prioritised school improvement work.

The RDEs are the line managers for our Headteachers and are responsible for ensuring their annual appraisal is carried out with appropriate rigour and challenge. This includes the setting of aspirational attainment targets on an annual basis and these are agreed as part of the appraisal process.

The RDEs are linked to specific Hubs across our Trust. They work with school leaders to agree Hub improvement priorities and plans that enable collaborative working; they report three times per year to the Hub Committee.

The Academy Improvement Team create and lead the Collaborative Professional Learning (CPL) and Curriculum Development offer for our Trust. This may be led by the team themselves, by TLTs, by a leader or practitioner from one of our schools or by an external provider. The CPL offer is based on the priorities for improvement in the Trust strategic plan, priorities identified in our schools and in response to any national initiatives.

Church School Flourishing Team

Our Leader for Church School Flourishing (LCSF) is one of our RDEs and the programme is overseen by the DCEO. The team have been fully trained and quality assured by the SDBE and are Headteachers and lead practitioners from across our schools as well as our Head of Governance and Compliance. The core purpose of the team is to support our school's work with understanding how effectively the distinctive Christian vision, underpinned by its biblical foundation, is sustaining spiritual capital, enabling all pupils and adults to flourish.

New Joiners

Schools joining the Trust will be at varying stages on their improvement journey. The Academy Improvement Team will begin the process of working with the school as part of the due diligence process prior to joining. This will take the form of evaluation visits and meetings with leaders to understand the current position of the school.

On, or in some cases, prior to joining, the school will receive a series of school improvement visits from the Academy Improvement Team. These will take place over several weeks to ensure that the priorities for improvement are clearly established and that the school has the support needed to achieve these. At this point the category of the school will be agreed and the Trust Improvement Model followed accordingly. If a school requires rapid improvement, an Executive Leader will be appointed to oversee this.

New Headteachers

As a Trust we recognise that a change of Headteacher is significant in many schools. All Headteachers who are new to the role and/or new to the Trust will be assigned a mentor who is an experienced Headteacher within the Trust, to enable them to flourish in every aspect of the role. In addition, an AIM will normally be carried out by the Academy Improvement Team to enable the new Headteacher to quickly understand the priorities for improvement and plan accordingly. At this point, if needed, a Team Around the School meeting (see Appendix 4) will be convened to agree any additional or ongoing support.

The Regional Director of Education who is linked to the school will maintain contact with the school every 3 weeks to follow up the initial AIM and provide support or guidance where needed. This will remain in place for at least the first two terms and longer if required.

CATEGORISATION

CATEGORY	DESCRIPTOR	EVIDENCE	SUPPORT / CHALLENGE
Excellence	An excellent school with the capacity to further its own improvement and support others in their improvement journey.	<ul style="list-style-type: none"> • Sharing best practice, committing to developing excellent teachers across the Trust and delivering school-to-school support within the Trust. • Continuing to develop and grow their own effectiveness. • Growing spiritual leadership at every level. • Deeply embedded vision and values that enable the flourishing of all 	<ul style="list-style-type: none"> • Annual AIM in the autumn term . • 2 x focused school improvement visits agreed with the school • Drop in visits by Trust officers to include tour of the school • 1 x CSF visit • 1 x RECWFL visit if required • Quality assure AIP priorities to ensure these are appropriate and will have the necessary impact. • Quality assure pupil progress and attainment • Additional support at the request of the school • Share best practice with other schools. • Utilise expertise across the Trust.
Refinement	A good school that is on the journey to become excellent; it has the capacity in a number of areas to support other schools to become good.	<ul style="list-style-type: none"> • Have the capacity to bring about improvement in their own organisation through a clear focus on what they need to achieve to become excellent. • Providing some support to others within the Trust. • Able to accurately self-evaluate and prioritise next steps for improvement. • Strong spiritual leadership within SLT and other key leaders • Well established vision and values that enable the flourishing of all 	<ul style="list-style-type: none"> • 2 x AIM • 1 x focused school improvement visit agreed with the school • Drop in visits by Trust officers to include tour of the school • 1 x CSF visit • 1 x RECWFL visit if required • Ensure AIP priorities are appropriate and having the necessary impact. • Quality assure pupil progress and attainment. • Focused support on identified area for improvement. • Share best practice with other schools
Reinforcement	A school that has limited but developing capacity; a school that is working towards being categorised as 'good' or fully securing a 'good' judgement but where some areas are still not good enough.	<ul style="list-style-type: none"> • Needing to demonstrate their capacity to bring about improvement quickly and effectively. • Leaders needing to engage with and act on the support and advice from the Academy Improvement Team. • Where effective provision is not in place, need to adopt Trust approaches as directed by the Academy Improvement Team. • Headteacher provides spiritual leadership with others needing to demonstrate this further. 	<ul style="list-style-type: none"> • Support from Academy Improvement Team to implement an agreed action plan with clear targets and timescales. • 3 x AIMS • One day per fortnight support from Academy Improvement Team • 1 x CSF visit with follow up support for specific actions • 1 x RECWFL visit if required • Further support from LCSF if required to embed vision and values. • Implement all DSAT Beyond Expectations handbooks, policies and practices • External reviews if required <ul style="list-style-type: none"> - EYFS - Governance

CATEGORY	DESCRIPTOR	EVIDENCE	SUPPORT / CHALLENGE
		<ul style="list-style-type: none"> • Vision and values are new and not yet impacting consistently in enabling all to flourish. 	<ul style="list-style-type: none"> - SEND - Pupil Premium • Support to create a robust and rigorous Academy Improvement Plan to directly and quickly address the identified areas for improvement required • Team Around the School support and challenge meetings if identified as a requirement • Secure quality first teaching across the school • Rapidly raise standards of attainment and accelerate progress across the school • Plan to improve attendance • School to move to Refinement within 18 months.
<p>Recovery</p>	<p>A school with limited capacity and key areas which require swift improvement</p>	<ul style="list-style-type: none"> • Standards and expectations are low. • No clear and sustained focus on school improvement. • Morale and perception of school is low – high staff absence, falling pupil numbers. • Needing to improve rapidly within a given Review Period. • Leaders needing to engage with and act on the support and advice from the Academy Improvement Team. • Some evidence of spiritual leadership by the Headteacher but this is yet to impact consistently on church school distinctiveness • Vision and values are outdated/inappropriate or not impacting positively on the flourishing of all. 	<ul style="list-style-type: none"> • Review of standards • Review of curriculum • Review of EYFS provision • Review of Pupil Premium Strategy* • Review of Governance* • Review of SEND* • 6 weekly Rapid Action Plans in place • Direction and support from relevant Academy Improvement Team members to implement the agreed action plans (1 day per week allocated time minimum) • TLT support for individual staff members • 1 x CSF visit with follow up support for specific actions • 1 x RECWFL visit with follow up support for specific actions • Further CSFL support to review and re-establish vision and values if required • Implement all DSAT Beyond Expectations documents, policies and practices • Clearly defined and focused CPL for staff • Governor training • 3 x AIMS • Minimum of 3 x Team Around the School support and challenge meetings (see Appendix 4) * if deemed necessary • School to move to Reinforcement within 1 year
<p>Repair</p>	<p>A school with significant</p>	<ul style="list-style-type: none"> • As for the category above. 	<p>As Recovery and; Direct Intervention to:</p>

CATEGORY	DESCRIPTOR	EVIDENCE	SUPPORT / CHALLENGE
	<p>shortcomings and without the capacity to secure their own improvement.</p>	<ul style="list-style-type: none"> • Requiring rapid and direct intervention to implement improvement strategies. • Little or no spiritual leadership. Vision and values are not known or shared and do not enable all to flourish. • See also Appendix 1. 	<ul style="list-style-type: none"> • Secure effective senior leadership – permanent or temporary Executive Leadership • Establish a clear, shared vision known by all that is Biblically underpinned • Establish school values that are shared, known and lived out by all • Implement a robust and rigorous Academy Improvement Plan and monitoring and evaluation schedule, underpinned by 6 weekly Rapid Action Plans • Devise and implement a rigorous monitoring and evaluation schedule • Devise and implement a programme of CPL for all staff to rapidly develop subject knowledge and curriculum pedagogy • Ensure that leadership at all levels can bring about sustained improvement • Secure quality first teaching across the school • Rapidly raise standards of attainment and accelerate progress across the school <p>An expectation to implement all or some of the following where rapid improvement is required:</p> <ul style="list-style-type: none"> • Approved Systematic Synthetic Phonics Programme • Mastery approach in all subjects • Structured Early Years curriculum • DSAT Curriculum documents to support sequencing of learning • Whole class guided reading • All DSAT Beyond Expectations handbooks, policies, and practices • Non-negotiable expectations with regard to systems and processes • Behaviour curriculum to eradicate low level disruption and exclusions • Attendance plan to raise levels to at least national average • School to move to Recovery within 1 year

STANDARDISED APPROACHES – ALL SCHOOLS

APPROACH	DETAILS
Summative Assessment	<p>EYFS statutory baseline assessments within 6 weeks of starting school</p> <p>Insight - pupil progress and attainment tracking systems updated 3 times per year – all year groups</p> <p>NTSGPS standardised tests - assessments for Years 1 – 5 to be administered 3 times per year</p> <p>Practice statutory assessments for Years 1, 4 and 6</p>
Academy Improvement Plan (AIP)	<p>Agreed format in place. Clear long term ambition linked to the Trust Strategic Plan. All AIPs will be quality assured by the RDEs. Updated RAG rated AIPs must be submitted in Terms 3 and 5.</p>
Hub Improvement Plan (HIP)	<p>Agreed format in place. Linked to the Trust Strategic Plan. All HIPs will be quality assured by the DCEO. Progress to be reported to Hub Committees 3 times per year</p>
Pupil Premium Strategy	<p>Agreed format in place. Published on website annually.</p>
Sports Premium Report	<p>Agreed format in place. Published on website annually.</p>
Music Development Plan and Summary	<p>Agreed format in place. Published on website annually.</p>
Self Evaluation Form (SEF)	<p>Agreed format in place for OFSTED and SIAMS. All SEFs will be quality assured by the RDEs. Updated SEFs must be submitted annually.</p>
DSAT 'Beyond Expectations' documents and Curriculum	<p>These outline Trust wide expectations for all the schools in the Trust with regard to the following areas:</p> <ul style="list-style-type: none"> - Maths Mastery (incl. Early Number) - Reading (Inc. Early Reading) - Writing (inc. Early Writing) - Religious Education - Science - Teaching, Learning and Assessing - Curriculum - Behaviour and Inclusion - Assessment and Moderation - Early Years - Data Management <p>These documents will be added to over time and should underpin schools' own policies.</p>
ASEC Headteacher reports	<p>This is to ensure that the information provided for local governors is aligned across the Trust and covers the necessary areas.</p>
DSAT Expectations for Academies and Headteachers	<p>These should be followed at all times.</p>

CORE TRUST PROVISION

PROVISION	DETAILS
Headteacher Performance Management	Annual appraisal review with academy governors, supported by the designated Trust line manager (Regional Directors of Education)
OFSTED/SIAMS inspection presence	The CEO, DCEO and/or a member of the Academy Improvement Team will attend during OFSTED and SIAMS inspections and attend feedback
Programme for Church School Flourishing (PCSF)	Annual visit to all schools by a member of the PCSF team to ensure all schools enable all staff, governors and children to flourish in their context as a church school. Programme of CPL, bespoke support as needed.
Annual Safeguarding Review	Annual Safeguarding audit of practice and procedures – full review every 3 years with short reviews in the other 2 years. Carried out by Devon Education Services (DES)
Annual Health & Safety Review	Annual Health & Safety audit of practice and procedures - full review every 3 years with interim in the other 2 years
Annual Trust INSET day for all staff	A day for all Trust staff to focus on Trust wide or national initiatives that will secure positive outcomes that enable all children to flourish
Annual PP Conference	A day for senior leaders to learn from best practice with regard to use of the Pupil Premium grant in supporting children who are experiencing disadvantage
Headteacher Board	Termly meetings for all Trust Headteachers to receive information, contribute views and opinions, support well-being and to develop on key priorities in their schools
School improvement support	Bespoke to the school, building relational trust, empower, enable and ensure school improvement builds momentum and secures incremental impact.
Trust Lead SENDCo and inclusion group	CPL, support and advice to develop SEND provision, inclusive practices and for SENDCos to network with colleagues. Focus on improving outcomes for the lowest 20% of learners including those with SEND.
CPL events	Events for all staff to enable them to flourish and develop their knowledge and understanding about effective practice, establish consistency across the Trust and disseminate in schools. This provision may be centralised or tailored to individual schools depending on need. Attendance at most of these events is mandatory.
Headteacher and other senior leader recruitment	Through the use of My New Term, support for short listing, interview planning, interview, and feedback to candidates, in line with the Scheme of Delegation and high quality Church School Recruitment.
Governance Support and Training	Support from DSAT Head of Governance and/or SDBE Foundation Governor lead to enable governors to fulfil their role effectively
Trust and Hub Moderation events	Opportunities for staff to bring examples of children's work to standardise and validate teacher assessment
Telephone and Email support	CEO, DCEO, Academy Improvement Team members and the DSAT Services team will provide support and advice remotely as requested. (Note: Appropriate line management should be followed when seeking support and advice)

Additional CPL will also be delivered at Hub level as appropriate for individual schools.

Appendix 1 - Factors that may lead to a school being placed in a category of Repair or Recovery.

It is likely that a combination of these factors would lead to a school being categorised as Recovery or Repair.

Outcomes

- The school is not on track to meet the Trust's minimum trajectory.
- The rates of expected pupil progress from KS1 to KS2 in Reading, Writing and Maths are below the current national floor standards.
- School progress scores for Reading, Writing or Maths are in the lower quartile in comparison with the national distribution.
- There is poor value-added overall or a trend of significant poor progress in a subject.
- KS2 combined attainment is below the national average for the current year; projected outcomes for the near future are not on track to achieve the required improvement trajectory.
- The proportion of pupils in the school attaining at least the expected level (EXS) in Reading, Writing or Maths is lower than current national averages.
- There is a large variation in performance between KS1, KS2 or EYFS.
- End of EYFSP or KS1 outcomes have been low/below national for the last 2 years or are predicted to be so.
- There is significant variation between those who are entitled to the Pupil Premium and others and the difference is not diminishing.
- Y1 phonics results are below national for all pupils or for specific vulnerable groups.
- Y2 phonics outcomes indicate that further teaching for pupils who did not pass the test in Y1, has not had the intended impact on them.
- There is a significant variation in results over last three years - not due to a very small cohort or very high pupil mobility. There is a declining trend in attainment or progress with little or no improvement in progress rates over the last three years.
- Analysis of the outcomes for vulnerable groups identifies significant concerns where gaps are widening and there is significant lack of progress for specific groups.
- Evidence from scrutiny of children's work and pupil conferencing indicates that the school curriculum is not impacting on their ability to know, do and remember more. Furthermore, children are not able to articulate or demonstrate the impact of the RE curriculum, school values or Collective Worship in enabling them to flourish and grow.
- Annual reviews of EHCPs indicate insufficient progress. The academy has high or rising numbers of Children in Care or pupils with English as an additional language; provision for them (including induction and intervention programmes) is inadequate.
- Attendance is below the national average range and is either declining or not improving over time.
- Persistent absence is increasing.
- Suspension rates are rising.

Capacity to improve and sustain improvement

- There have been significant changes in academy leadership or staffing (including higher than expected rates of staff absence or illness) which have weakened or constrained the capacity of the leadership team to achieve the impact needed on pupil outcomes.
- The effectiveness of the Academy Standards and Ethos Committee (ASEC) has been affected by significant changes; current evaluation is that Governors are not providing the critical challenge necessary to assist the academy in reaching its targets.
- The performance management process is not embedded and/or does not inform development and support for improvement.
- Quality of teaching and education in the school is not yet consistently 'good' (OFSTED) and the school has not had the impact needed to assure consistency. School processes or staff capability in challenging and supporting the required improvement in teaching are insufficient.
- There is a high number of requests for assessment from external agencies. The school is not meeting its statutory responsibilities for SEN/Disability including admissions.
- Pupil numbers are declining, or the academy is not meeting its PAN.
- Evaluation of behaviour and safety/safeguarding indicates a decline to 'requires improvement', or inadequate.
- Annual safeguarding audit indicates a significant number of areas that require addressing.
- SIAMS report and/or self-evaluation indicates a J2 grading.
- Pupil/parent/staff surveys indicate a high level of dissatisfaction in significant areas. Parental complaints are increasing or escalating.

Trust Improvement Model – Appendix 2

These grids should not be used as a checklist; some characteristics and associated support and challenge will be relevant to schools across all categories.

Category	Likely Characteristics	Support and Challenge
Excellence	<p>Children who: Attend regularly, behave well, show resilience and independence, enjoy learning, can reflect spiritually at their own level. They demonstrate care and advocate strongly for their fellow pupils, the community and for the environment. Children who are active and influential and add to school life.</p> <p>Leaders who: Lead and live out their theologically rooted Christian vision and enable all adults and children to flourish. Ensure they have created and nurtured a culture of justice and responsibility. Grow others as spiritual leaders, are willing to advocate for other schools and share expertise and support others, are relentless in their pursuit of excellent outcomes, are outward looking and learn from best practice, are ambitious, aspirational and engineer success.</p> <p>Teachers and other staff who: Prioritise the spiritual flourishing of all pupils and provide high quality, inspirational collective worship that has significant impact on deepening spirituality. Have high expectations, are positive, confident, and systematic in all they do, constantly seek to improve, demonstrate a clear understanding of quality first teaching, are determined for every child to succeed regardless of any vulnerability, use assessment information skilfully and make every lesson count.</p> <p>Governors who: Ensure there is a culture in the school that results in adults and children being treated well, enabling flourishing for every member of the school team. Support and challenge, are proactive, know the school well and are outward facing.</p> <p>A curriculum which: Embodies the theologically rooted Christian vision as well as ensures the Statement of Entitlement is adhered to, is well designed and curated, makes links in learning and builds on children’s knowledge and skills, is interesting and stimulating with carefully crafted enrichment. Builds cultural capital and ensures that every child receives a high quality, denominational religious education.</p> <p>An ethos which: Is firmly rooted in Christian vision and values, underpinned by the biblical foundation of the Trust and the school. It prepares children for global stewardship, promotes tolerance and understanding, is inclusive, encourages high morale for all.</p>	<p>Support to:</p> <ul style="list-style-type: none"> • Quality assure the schools own self-evaluation, academy improvement plans, pupil progress and attainment • Improve identified areas as required and retain Excellence status • Ensure systematic underpinning so that school structures and systems serve all children exceptionally well • Embed a culture that goes beyond the strengths of its individual members <p>Challenge to:</p> <ul style="list-style-type: none"> • Generously advocate for and give capacity to support the flourishing of others • Provide school improvement support in other schools including Executive Leadership • Drive and add to Hub improvement work • Network widely with others in the Trust/Hub to offer assurance, support, reduce workload • Support subject communities across the Trust and within their Hub • Share and develop best practice with colleagues • Look beyond the school to challenge current practice • Engage in research led enquiry • Engage skilled staff in supporting and delivering national programmes e.g. NPQs, ECF

Category	Likely Characteristics	Support and Challenge
Refinement	<p>Empowers and enables all in engineering success.</p> <p>Children who: Attend regularly, behave well, show increasing resilience and independence, enjoy learning, and demonstrate consideration and advocate for the needs of others, the community and the environment.</p> <p>Leaders who: Show strong commitment to the theologically rooted Christian vision and promote this in their approach to whole school culture and responsibility. Grow other leaders, are willing to and encourage advocacy and share expertise and support others, know what needs to happen to achieve excellent outcomes, are outward looking and learn from best practice, are ambitious and aspirational and engineer success.</p> <p>Teachers and other staff who: Recognise the value of prioritising the spiritual flourishing of all pupils. Some members of staff provide high quality collective worship that is impacting strongly on deepening spirituality. This approach is modelled to others who are not yet at this stage. Have high expectations, are positive and confident, embrace opportunities to improve and develop, demonstrate a clear understanding of quality first teaching, are determined for every child to succeed and seek to remove barriers to this, use assessment information effectively to ensure good progress.</p> <p>Governors who: Work as a cohesive team to support the school in ensuring there is a culture that results in adults and children being treated well, enabling flourishing for every member of the school team Support and challenge, are proactive, know the school well.</p> <p>A curriculum which: Has a clear intent, is well designed, makes link in learning and builds on children’s knowledge and skills, is interesting and stimulating with well planned enrichment opportunities. Reflects the theologically rooted Christian vision as well as ensuring the Statement of Entitlement is adhered to.</p> <p>An ethos which: Is firmly rooted in Christian vision and values, underpinned by the biblical foundation of the Trust and the school. It prepares children for global stewardship, promotes tolerance and understanding, is inclusive, encourages high morale for all.</p>	<p>Support to:</p> <ul style="list-style-type: none"> • Quality assure the schools own self-evaluation, academy improvement plans, pupil progress and attainment • Make necessary improvements in provision to secure consistently high outcomes for all children • Ensure systematic underpinning so that school structures and systems serve all children well <p>Challenge to:</p> <ul style="list-style-type: none"> • Provide some school improvement support in other schools • Ensure and add to Hub improvement work • Network widely with others in the Trust/Hub to offer assurance, support, reduce workload • Support subject communities across the Trust and within their Hub • Share best practice with colleagues • Look beyond the school to challenge current practice and engage in research projects

Category	Likely Characteristics	Support and Challenge
Reinforcement	<p>Children who: Mostly attend regularly, behave well, show increasing resilience and independence, enjoy learning and engage in opportunities for encouraging spirituality within the school regarding considering others and caring for the environment.</p> <p>Leaders who: Know their school improvement priorities and have plans in place to address these, make use of existing expertise from within the school and actively seek additional support, are ambitious and aspirational. Recognise the need for and are establishing a theologically rooted Christian vision to support adults and children within the school. They are beginning to create a culture of thought for others and develop a whole school approach to caring for others and for the environment.</p> <p>Teachers who: Have an awareness of the need for spiritual flourishing of all pupils and their role in this. Developing collective worship to ensure that it has a positive impact on deepening spirituality. Demonstrate high expectations, want to improve, and develop, embrace change, demonstrate an understanding of quality first teaching, are determined for every child to succeed regardless of barriers, use assessment information effectively.</p> <p>Governors who: Ensure there is a culture in the school that results in adults and children being treated well, enabling flourishing for every member of the school team. Support and challenge, are proactive, know the school well.</p> <p>A curriculum which: Has a clear intent, makes links in learning and builds on children's knowledge and skills, is interesting and stimulating with a range of enrichment opportunities. Reflects the theologically rooted Christian vision as well as ensuring the Statement of Entitlement is adhered to.</p> <p>An ethos which: Is based on Christian values, prepares children for global citizenship, promotes tolerance and understanding, is inclusive, encourages high morale for all.</p>	<p>Support to:</p> <ul style="list-style-type: none"> • Address the areas for improvement needed through the development of the academy improvement plan. • Self-evaluate to identify areas for improvement • Provide the necessary CPL for staff to enable them to improve outcomes for children • Broker further support from other sources where necessary including other DSAT schools <p>Challenge to:</p> <ul style="list-style-type: none"> • Improve to Refinement within 1 year – 18 months • Identify strengths within the school and move to a position where this can be shared more widely • Utilise Hub improvement work to strengthen the school • Network with others in the Trust/Hub to gain timely support and reduce workload • Benefit from subject communities across the Trust and within their Hub
Recovery	<p>Children who: Could attend more regularly, mostly behave well, show some resilience and independence, gain enjoyment from learning. Most children show how their behaviour can impact positively on others and the school environment.</p> <p>Leaders who: Know their school improvement priorities and work with the Trust to plan the way forward, seek, value, and make effective</p>	<p>Support to:</p> <ul style="list-style-type: none"> • Bring about rapid improvement needed through the development of the academy improvement plan underpinned by rapid action plans. • Address weaknesses in teaching and learning • Provide the necessary CPL for staff and governors to enable them to improve outcomes for children

Category	Likely Characteristics	Support and Challenge
	<p>use of additional support and advice, want the best for the children in their care.</p> <p>Are beginning to prioritise and promote the theologically rooted Christian vision and how they might enable adults and children to flourish. There is an emerging culture of justice and responsibility.</p> <p>Teachers and other staff who: Are developing the spiritual flourishing of all pupils and are working collaboratively with support to provide high quality collective worship. Impact on spirituality growth is developing and is at the early stages.</p> <p>Are developing higher expectations, want to improve and develop, understand the need for change, understand the principles of quality first teaching, understand that it is their responsibility to ensure every child succeeds, use assessment information increasingly effectively.</p> <p>Governors who: Have a developing awareness of the need and benefits of working to create a culture in the school that results in adults and children being treated well, enabling flourishing for every member of the school team.</p> <p>Support the work of the school, are beginning to challenge and hold the school to account, will take part in school improvement activity when asked, know some aspects of the school well.</p> <p>A curriculum which: Covers the range of subjects with clear intent that is as ambitious as the NC, builds on children’s knowledge and skills but lacks cohesion and consistency. Interests, and engages the children.</p> <p>Represents the theologically rooted Christian vision as well as ensuring the Statement of Entitlement is largely adhered to.</p> <p>An ethos which: Is linked to the Christian vision underpinned by the biblical foundation of the Trust and the school.</p> <p>Is based on Christian values, promotes tolerance and understanding, is inclusive, aims to secure high morale for all.</p>	<p>Support and Challenge</p> <ul style="list-style-type: none"> • Improve the learning environment • Implement strategies to improve behaviour and attendance • Broker further support from other sources where necessary including other DSAT schools <p>Challenge to:</p> <ul style="list-style-type: none"> • Improve to Reinforcement within 1 year • Utilise Hub improvement work to strengthen the school • Network with others in the Trust/Hub to gain timely support and reduce workload • Benefit from subject communities across the Trust and within their Hub
Repair	<p>Children who: Could attend more regularly, sometimes experience disruption to their learning because of the behaviour of others, show limited resilience and independence, gain some enjoyment from learning, show limited amounts of pride in their learning and their school. Need support and guidance in understanding how their actions impact on others and how to care for the environment.</p> <p>Leaders who: Know their school improvement priorities but rely on the Trust to plan the way</p>	<p>As Recovery and:</p> <p>Support to:</p> <ul style="list-style-type: none"> • Implement proven schemes, systems and resources that will improve outcomes for children • Secure effective leadership to bring about rapid change <p>Challenge to:</p> <ul style="list-style-type: none"> • Develop processes of school improvement that are sustainable

Category	Likely Characteristics	Support and Challenge
	<p>forward, seek additional support and advice but do not always act on it, want the best for the children in their care but do not know how to bring about the change to achieve this. Recognise the need to prioritise the theologically rooted Christian vision but not yet at the stage where they are able to use this to enable adults and children to flourish. They recognise that there is a need for an culture of justice and responsibility but there is a lack of accountability.</p> <p>Teachers and other staff who: Have not yet understood the need for or how to prioritise the spiritual flourishing of all pupils. The school need support from the wider Trust to plan for collective worship that impacts positively in deepening spirituality. Have expectations that are not as high as they could be, see that change is necessary but have limited capacity to do so, need further support to deliver quality first teaching, struggle to see how their work supports the learning and progress of all children, do not see that the process of assessment, planning and teaching as a cyclical process.</p> <p>Governors who: Have not yet addressed the need for a culture in the school that results in adults and children being treated well, enabling flourishing for every member of the school team. Foundation governors are unclear as to their roles and responsibilities. Care about and support the work of the school, are focused on systems and processes rather than accountability for outcomes for children, have limited knowledge of the strengths and weaknesses of the school.</p> <p>A curriculum which: Covers the range of subjects but lacks design and intent, does not impact on wider outcomes and lacks cohesion, engages the children through some interesting topics. Enrichment is activity rather than learning led.</p> <p>Does not reflect the theologically rooted Christian vision. The Statement of Entitlement is not adhered to in all aspects outlined within the document.</p> <p>An ethos which: Makes some reference to the ethos being rooted in Christian vision and values and is caring and nurturing. There is some understanding of the biblical foundation of the Trust and the school.</p>	<ul style="list-style-type: none"> ● Improve to Recovery within 1 year ● Utilise Hub improvement work to strengthen the school ● Network with others in the Trust/Hub to gain timely support and reduce workload ● Benefit from subject communities across the Trust and within their Hub

Appendix 3 – Structure of the Academy Improvement Meeting

Academy Improvement Meetings (AIMs) take place in all schools. The number and frequency is dependent on categorisation, however the structure of the meeting is broadly the same in all schools. The purpose of the meeting is to work alongside school leaders to evaluate, validate and strengthen to enable the flourishing of all staff and children. Following an AIM, leaders should have absolute clarity about the agreed priorities for continued improvement and how these can be achieved.

- The Academy Improvement Team will provide an annual schedule for all AIMs by the end of the summer term of the previous academic year.
- AIMs will be led by a member of the Academy Improvement Team who will be accompanied by another member of the team or by a senior leader from another DSAT school. The DCEO may also take part in an AIM or attend part of the day for quality assurance purposes.
- AIMs should be diarised and prioritised with all necessary staff and governors informed of the dates as soon as they are received. Governors should be informed that they are welcome to attend all or part of the day if they wish. At least one governor must be present (in person or online) for the feedback at the end of the day.
- The timetable for the AIM is the responsibility of the school (see example below).
- The timetable for the AIM should be shared with the member of the Academy Improvement Team leading the day. This should take place at least 3 days prior to the AIM to allow for any adjustments to be made.
- The actions from the previous AIM should be evaluated and shared with the member of the Academy Improvement Team leading the AIM at the same time as the timetable.
- All AIMs should begin with a 30 – 45 minute conversation with school leaders with regard to progress since the last AIM, impact of school priorities and progress towards addressing OfSTED and SIAMS AFIs.
- All AIM activity should involve a leader from the school. This may be a senior leader or, where appropriate, a subject leader.
- The impact of the school vision and values and staff professional learning will thread through all AIM activities.
- Time needs to be created in the timetable for those leading the AIM to reflect and prepare feedback. School leaders should have the opportunity to have this shared with them prior to meeting with governors.
- At the meeting with governors, Headteachers will be asked to share the three main priorities to be actioned from the AIM. The Academy Improvement Team member leading the AIM will then provide detail of any other actions as well as confirming the categorisation of the school or informing governors that there will be a recommendation for a change of category and the reasons for this.
- The AIM report will be written and shared with the CEO, Headteacher and Chair of the ASEC within two weeks of the AIM. The report should be shared at the next ASEC meeting and progress towards the actions should be kept under rigorous review by governors.

Example of a timetable for an AIM that can be used as a basis for schools to create their own

Schools should personalise this to reflect the agreed focus and timings. Lesson visits should include EYFS.

AIM visit – NAME of School – INSERT DATE

Time	What/who	Focus
8.15	Focused conversation HT/DHT/SENDCo 45mins	Update on previous AIM priority actions, AFIs and AIP foci
9.00	Phonics / reading learning walk HT/phonics ldr	HT to insert focus question based on previous AIM
9.30	Maths Learning walk inc fluency – whole school, look at books in situ & talk to children HT/maths ldr	HT to insert focus question based on previous AIM
10.15	Maths learning walk reflection (books if needed) HT/DHT/SENDCo/maths ldr	Evaluate impact of CPL in defined curricular areas
10.30	What do we know / what do we need to know / what has been the impact of sch actions? HT/DHT/SENDCo & AIT	Strategic review & evaluation
10.45	Break	
11.00	English (writing) learning walk – whole school, look at books in situ & talk to children HT/maths ldr	HT to insert focus question based on previous AIM
11.45	English writing book look HT/DHT/SENDCo/English ldr	Evaluate impact of CPL in defined curricular areas
12.15	English reading and writing learning walk reflection HT/DHT/SENDCo/English ldr	Evaluate impact of CPL in defined curricular areas
12:30	Lunch	
1:00pm	SUBJECT focus Talk with subject leader (SL) Curriculum ldr & SL	SL to set out curriculum III, impact of leadership and CPL, what we will see, next steps
1.20pm	SUBJECT focus Visit lessons inc EY and book look in situ Curriculum ldr & SL	SUBJECT – being taught at following times (EY, KS1, KS2 classes))
2.15pm	Pupil group discussion – safeguarding/curriculum impact (Y2-Y6) max of 8 children.	Safeguarding, V&V, curriculum learning
2.35pm	SUBJECT focus evaluation Curriculum ldr/HT & SL	Are children learning more, remembering more and doing more?
3.00	Break	
3.15pm	Teacher group	Evaluate impact of CPL (pedagogy and curriculum learning)
3.40pm	Team discussion HT/DHT/SENDCO	Team to evaluate impact since the last AIM and previous inspection. What are the priority actions?
4.15pm	Feedback to SLT and governors	
4.45pm	Close	

Appendix 4 – Team Around the School Meetings

Schools that are in the Repair or Recovery categories will be invited to attend Team Around the School (TAS) meetings. This will either be three or six times per year. The purpose of these meetings is to review the progress of the school in addressing the priorities for improvement. It is an opportunity to celebrate success, evaluate impact, identify any barriers, and establish any further support needs.

The meeting is normally chaired by the DCEO and is attended by the RDE, the Headteacher, other senior leaders in the school, the Hub Business Manager and the Chair of the ASEC. Others may be invited to attend as necessary. The meeting lasts approximately one hour and is usually online. Notes of the meeting will be taken and recorded in the tracking spreadsheet (see below). This will be shared with the school, together with any agreed actions.

Where a new Headteacher is appointed, a Team Around the School meeting may be convened if deemed necessary following the initial AIM.

Before the TAS, leaders will be asked to populate a spreadsheet which enables them to RAG school performance under the following headings;

Vision, Ethos and Behaviour

Quality of Education

Leadership and Governance

HR

Finance and Estates

Brief comments should be made against any elements RAGged as red or amber. These will form the focus of the TAS meeting as well as any other known risks.