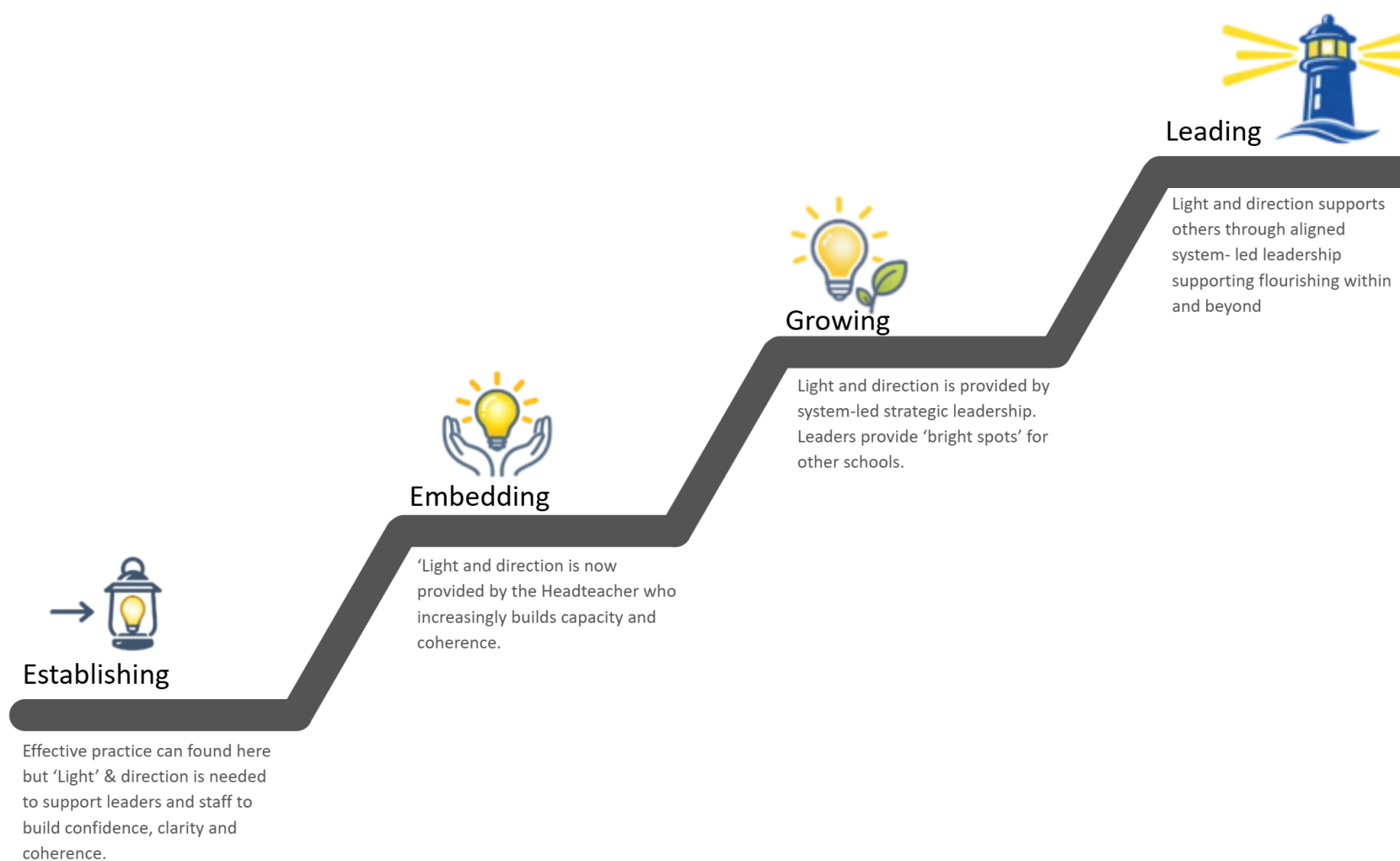


Trust Improvement Model

Our Trust Improvement is based on the goal of achieving equity for all - for every child in every school. We do not leave schools behind. We work and we achieve together. It is also based on collaborative convergence. Areas in which we have, or would like, total alignment across the Trust with shared schema, language and practice.

We recognise that our schools are all unique. They serve diverse communities. We also recognise that our schools are complex adaptive organisations and so our model seeks to support and serve our schools based on their capacity to improve at any given time. School improvement is a journey and even the best schools can get better.



The Academy Improvement Team

Deputy Chief Executive (DCEO) - The DCEO line manages the Regional Directors of Education and the Leaders for Church School Flourishing. The DCEO is the strategic leader for school improvement across the Trust.

Regional Directors of Education (RDEs) - The RDEs line manage Headteachers in Hub groups. They are the strategic lead for improvement in their Hubs but also work more widely across the Trust to design and lead Collaborative Professional Learning (CPL) and other specific support, including during inspection.

Professional Learning and Improvement Lead (PLIL) - The PLIL leads DSAT Collaborate, our institute for professional learning, and is responsible for our Trust CPL programme. This includes our in-house CPL and working with others to broker and deliver wider opportunities such as Initial Teacher Training, the Early Career Framework and National Professional Qualifications. The PLIL also provides direct support to schools who are in the Establishing phase, alongside other improvement work as required.

Leaders of Church School Flourishing (LCSFs) - Our LCSFs are the strategic leads for our Church School Flourishing (CSF) team. They co-ordinate CSF visits to schools and quality assure these. They provide support to schools before and during SIAMS inspection and design and lead CPL in relation to this aspect of our work.

Executive Leaders (ELs) - ELs are Headteachers who are generally leading Growing or Lead schools. They are system leaders who provide leadership support to other schools as directed by the DCEO or RDEs. ELs may also provide interim leadership for a school in the absence of a Headteacher.

Hub Subject Leaders (HSLs) – HSLs are members of our core subject steering groups. They provide support to other subject or middle leaders in schools, typically within their own Hub. HSLs also help to design and facilitate subject specific CPL at Trust and Hub level.

Lead Practitioners (LPs) - LPs are our expert practitioners as identified by RDEs. They support other teachers and practitioners to improve their pedagogy so that this impacts positively on outcomes for children.

Headteachers – All of our Headteachers are members of the Academy Improvement Team. They are the strategic lead for school improvement in their own schools and are responsible for this. They also work with RDEs to support AIMS in schools outside of their Hubs.

Academy Improvement Meetings (AIMs)

AIMs are our main school improvement activity in all schools. The number of AIMs that take place is dependent on where a school is on its journey within the Trust Core 10 Principles for school improvement. This will be determined by the DCEO and RDEs in partnership with Headteachers. The content of the AIM is co-constructed with school leaders and the RDE. The purpose of the AIM is to validate leaders' self-evaluation of their school, establish progress towards the ambition of the Academy Improvement Plan (AIP) and to identify and agree next steps

AIM reports

Schools in **Establishing or Embedding** will receive AIM reports that celebrate progress and strengths. 3 priority actions will be identified as well as other actions in alignment with leader's self-evaluation (no more than 2-3 aligned actions for each aspect).

Schools in the **Growing** category will receive AIM reports that celebrate progress and strengths. 3 priority actions will be identified. The school will be expected to capture other, emerging actions and share these with their RDE.

Schools in the **Leading** category will receive AIM reports that celebrate progress and strengths. 3 priority actions will be identified. The school will be expected to identify and capture any other emerging actions to support their own improvement journey.

Our DSAT 10 core principles for school improvement align closely with our Trust vision to go beyond expectations for all God's children thereby growing thriving Christian schools, enabling all to flourish, serving communities and collaborating for excellence. The principles are also rooted in our Trust values of love, hope and joy.

	Our DSAT Core 10 Principles for School Improvement	Establishing 	Embedding 	Growing 	Leading 
		'Light' and direction is provided by the Trust. Support given to build confidence, clarity and coherence.	'Light' and direction is provided by the Headteacher who increasingly builds capacity and coherence.	'Light' and direction is provided by system led strategic leadership. Leaders provide 'bright spots' for other schools.	'Light' and direction supports others through aligned system- led leadership supporting flourishing within and beyond.
BELONG / LOVE	Safeguarding There is a culture of professional curiosity	Systems are effective and compliant	Strong safeguarding culture	Schools have a vigilant and proactive approach to safeguarding	Leaders utilise expert insights to enhance reach and safeguarding provision
	Attendance A strong culture of belonging	Attendance is managed and there is compliance	Systems and processes for attendance are known and embedded by all, for all	Systems and processes for attendance are coherent and robust	Systems and processes recognise contextual factors and are innovative in their response
	Inclusion Deliberate design to ensure equity for all	School leaders need support to establish processes for inclusion that are compliant	Leaders and teachers have a shared understanding of inclusion process and systems	All adults have a shared understanding of inclusion processes, strategies and systems	Leaders take an 'inclusion first' approach in evaluating and prioritising all strategic decisions
THRIVE / JOY	Empowered leaders Leaders are called, connected and committed	Trust supports the Executive Headteacher / Headteacher to establish priorities and approach for school improvement	Executive Headteacher / Headteacher leads an effective team who drive school improvement	Executive Headteacher / Headteacher and leaders systematically drive school improvement	Executive Headteacher / Headteacher and leaders build and offer system-led leadership
	A culture of collaborative professional learning (CPL) is the strongest lever for equity through education	A culture and commitment to professional learning is established	Professional learning is strategically planned	Professional learning is evidence-based, effectively designed and delivered through multiple levers	Professional learning is evidence-based, effectively designed and delivered through multiple levers to build Trust wide capacity
	Flourishing (internal) and being prepared for the wider world School community understand themselves, what they value and where they want to go	School communities need to understand the purpose and meaning of their school vision and values	Vision and values are known and understood by all	Vision and values drive decision making and curriculum	All use vision and values as a guiding light to the decision they make
ACHIEVE / HOPE	A culture of high standards Everyone believes every child can achieve great things and are ambitious in their endeavours in pursuit	Trust supports the Executive Headteacher/Headteacher to focus on standards	Executive Headteacher / Headteacher leads improvement impacting on standards	Executive Headteacher / Headteacher secures and sustains at least national standards and reduces the disadvantage gap	Executive Headteacher / Headteacher secures outcomes which evidence the high value the school has added and a culture of disadvantage first
	A mastery curriculum is seen as a mechanism to rise the tide for all	School leaders need support to secure effective curriculum design	Curriculum development is systematic and in line with school priorities	Curriculums are being systematically developed against the agreed curricular principles	A coherent and well-sequenced curriculum is in place for all foundation and core subjects
	Teaching for mastery Crafting the learning through evidence-based pedagogy so all children master the curriculum	School leaders need support to establish a shared understanding of mastery teaching	Leaders and teachers have a shared understanding of mastery teaching	All adults have a shared understanding of mastery teaching	Teaching for mastery is well-embedded across all curriculum areas and the school. This acts as a model for others
	Behaviour – conduct and for learning: Intrinsically motivated learners, who are ambitious for themselves advocate for others	Leaders need to establish their behaviour curriculum based on their vision and values	The school has a clear behaviour curriculum and a consistent and systematic approach to managing behaviour	Systems, processes, standards and routines are proven, known and embedded by all, for all	Agreed known behaviour and conduct drives school culture; this acts as a model for others

Establishing			
Establishing clarity and coherence			
'Light' and direction is provided by the Trust. The Trust supports the Head to build confidence and competence within their own setting.			
Framework for school improvement Up to 1 year	• 4 x AIM (T1, T2, T4, T6) • 4 rapid action plans with RDE/PLIL aligned with AIM actions • RDE at PPMs • 1-2 x CSF visits • Team Around the School (TAS) meetings (T2, T4, T6) • Implementation of trust curriculum	• Trust 'core 10 teaching techniques' • Joint attendance at CPL when non-SLT member attends • Trust CPL, Monitoring and Evaluation (M&E) and SLT templates • PLIL/Exec Leader support • Lead practitioner support • CSF support • Safeguarding/behaviour/SEND review	
Safeguarding	Safeguarding systems are effective and compliant • Support is needed to secure a systematic approach	A culture of high standards	Trust supports the Executive Headteacher/Headteacher to focus on standards • Raise expectations consistently across the curriculum and school for all children • Leaders develop knowledge of curriculum design in order to improve standards • A culture of accountability needs establishing
Attendance	Attendance is managed and there is compliance • Support is needed to secure a systematic approach	A mastery curriculum	School leaders need support to secure effective curriculum design • Curriculum is supported by vehicle (published scheme content) • Support is needed to establish practice of interrogating and curating vehicle content • Assessment systems for core subjects are establishing
Empowered leaders	Trust supports the Executive Headteacher/Headteacher to establish priorities and approach for school improvement • Leadership infrastructure needs to be clear, defined and visible to all • Headteacher needs to systematically evaluate and work towards the HT standards • Clear, contextually rooted Christian vision and values need clarity and definition • Governance needs to be effective • Resources need to be managed effectively	Teaching for mastery	School leaders need support to establish a shared understanding of mastery teaching • The Trust core 10 principles for effective teaching are establishing a mastery approach and delivered with increasing consistency • Planning approaches are in line with a mastery approach • All teachers plan for mastery • All teachers are held accountable for the teaching standards
Flourishing	School communities need to understand the purpose and meaning of their school vision and values • Support needed to establish clearly articulated vision and values, biblically underpinned, brought to life through collective worship • The enrichment offer seeks to extend children's horizons • There is a culture of recognising and celebrating success to build children's self-agency	Inclusion	School leaders need support to establish processes for inclusion that are compliant • Trust learning plans are established and delivered with increasing consistency • Process for identification of needs prioritises children with SEND, those eligible for pupil premium and those known to social care • There is understanding of a school tiered approach to inclusion • Targets are matched to pupils' identified needs • Support is needed to be strategic in resource allocation to meet school wide needs
CPL	A culture and commitment to professional learning is established • CPL is seen as a process rather than a one of event • Trust and statutory CPL is attended as a minimum • Support is needed for CPL to be coherent with school improvement priorities	Behaviour	Leaders need to establish their behaviour curriculum based on their vision and values • DSAT behaviour curriculum contextualised and established • Key routines for behaviour (linked to core 10) to secure attention and focus established • Establish Trust-compliant recording of behavioural incidents • Pastoral Support Plans (PSPs) established as a process and in place for children at risk of disengagement or suspension • Children are supported to repair relationships where there has been conflict

Embedding



Embedding clarity and cohesion: 'Light' and direction is provided by the Headteacher who increasingly builds capacity and coherence

Framework for school improvement:
Up to 30 months (depending on circumstance)

- 3 x AIM
- Post AIM action plan (12 weeks) QAd by RDE
- RDE/PLIL at PPMs

- 1 x CSF visit
- Team Around the School (TAS) meetings as required
- Exec Leader/Lead Practitioner/CSF support directed by RDE

Safeguarding	Strong safeguarding culture • M&E ensures that systems and processes are secure • Safeguarding curriculum in place	A culture of high standards	Executive Headteacher / Headteacher leads improvement impacting on standards • Consistent high expectations are enacted so that the curriculum ensures progress for all children • Leaders are clear and coherent in their prioritisation regarding improving standards • Curriculum expertise and design is developing leading to improved standards • Mechanisms for effective accountability are enacted
Attendance	Systems and processes for attendance are known and embedded by all, for all • Leaders analyse attendance information and use this to strategically plan • Children at risk of poor attendance are identified early. Support means attendance is improving	A mastery curriculum	Curriculum development is systematic and in line with school priorities • Curriculum progression for the core and priority subjects identifies the essential knowledge to be learned • Focused knowledge is organised conceptually and then sequenced into units of learning. Curriculums are used to curate existing vehicles • Trust agreed approaches to assessment in reading, writing and maths are being well implemented • Assessment approaches in priority subjects is establishing
Empowered leaders	Executive Headteacher / Headteacher leads an effective team who drive school improvement • Leaders grow increasing internal capacity • Staff meet the vast majority of professional standards • Clear, contextually rooted Christian vision and values that informs daily practice • Leaders are called to invest in their leadership practices • Governance provides strategic challenge and support • Resources need to be managed effectively over time	Teaching for mastery	Leaders and teachers have a shared understanding of mastery teaching • The school have identified their core principles for effective mastery teaching, which are known and implemented by all teachers • Effective planning results in effective learning • Teachers evidence the standards consistently • The approach to assessment includes effective use of essential knowledge pathways
Flourishing	Vision and values are known and understood by all • The curriculum has opportunities to teach and celebrate examples of school vision and values, alongside British values (including protected characteristics) • The enrichment offer is deliberately planned in response to the character framework (DfE 2019) • Children have positive attitudes and are proud of their own achievements	Inclusion	Leaders and teachers have a shared understanding of inclusion process and systems • Learning plans have ambitious long-term outcomes and short-term targets • There is a timely systematic known process to the identification of need and barriers for any pupil experiencing disadvantage • Teachers knowledge of SEND is systematically developed to enable them to be teachers of SEND • Funding and resources are allocated effectively to meet need • Clarity in how the universal offer will evolve and meet the need of all children
CPL	Professional learning is strategically planned • Attendance at trust CPL is prioritised • There is evidence of impact of school and trust CPL; AIP priorities are being met • Appraisal prioritises CPL as part of the process • Induction for new members of staff and leaders effectively supports them to fulfil their roles	Behaviour	The school has a clear behaviour curriculum and a consistent and systematic approach to managing behaviour • Routines for behaviour are secure • Routines for learning are known and taught • Regular monitoring results in identification of behaviour trends and patterns • PSPs are dynamic and have timely impact • Children use the behaviour curriculum to repair

Growing

Growing and building clarity and cohesion: ‘Light’ and direction provided by system led strategic leadership. Leaders provide ‘bright spots’ for other schools.



Framework for school improvement:

- 2 x AIM
- 1 ‘progress check’ in between AIM visits

- 1 x CSF visit
- PPMs with RDE if any key markers below/vulnerabilities below national, others with Executive Leader
- Lead Practitioner support directed by RDE

Safeguarding	Schools have a vigilant and proactive approach to safeguarding • M&E informs the safeguarding curriculum and ongoing CPL have impact • School specific safeguarding curriculum is responsive to leader analysis	A culture of high standards	Executive Headteacher / Headteacher secures and sustains at least national standards and reduces the disadvantage gap • Consistent high expectations are enacted, by all staff, so that the curriculum results in progress for all children, without exception • Leaders prioritisation regarding improving standards is validated • Curriculum is expertly designed and enacted • Adults hold children to account for their learning • Children are metacognitive learners
Attendance	Systems and processes for attendance are coherent and robust • There is a clear, graduated approach to attendance in which all stakeholders have a part • There is a strong culture of attendance – it is everyone’s business • Persistent absence is below national measures and attendance is above. Where this is not the case, absence for groups and individuals is decreasing	A mastery curriculum	Curricula are being systematically developed against the agreed principles • The curriculum identifies prior knowledge and teachers ensure this is checked before introducing new learning • Leaders utilise blueprints and core component maps to secure fidelity of implantation and improve outcomes for pupils • All children show growing schema linked to the taught curriculum • Subject leaders can articulate their curriculum rationale • Teachers use regular assessment to make informed decisions about what to reteach, consolidate or compress
Empowered leaders	Executive Headteacher / Headteacher / leaders systematically drive improvement • Effective distributed leadership across the school • Leader’s priorities are validated by Trust and external monitoring • CSF culture is deeply established and visible • Leaders connect their leadership practice to enable flourishing of others • Governors add value and strategic insights • School has resource resilience	Teaching for mastery	All adults have a shared understanding of mastery teaching • The school has a clearly defined pedagogical framework, which is enacted by all adults • Teaching for mastery is well-embedded • A systematic approach to assessment is enacted and responded to by all • There is a robust approach to securing foundational knowledge by all, for all
Flourishing	Vision and values drive decision making and curriculum • The curriculum (including enrichment) prepares children well for life in the wider world – differences are celebrated linked to protected characteristics, British Values / Social Moral Spiritual Cultural (SMSC) • Curriculum enrichment offer is coherently planned and reflective of context • Children show that they believe they can and feel high rates of success in most aspects of school life • Adults support children to serve others and contribute to the common good within a culture of courageous advocacy	Inclusion	All adults have a shared understanding of inclusion processes, strategies and systems • Early assessment and identification of need is timely and strategic • CPL gives teachers the skills and knowledge they need to support children with additional needs in the classroom • Learning plans are coherent and visible within classroom practice • Universal provision across the school meets the need of all learners; all children make good progress from their starting points • Funding and resources are allocated strategically and effectively in line with evidence-based research
CPL	Professional learning is evidence-based, effectively designed and delivered through multiple levers • Mechanism in place to ensure Trust CPL is implemented with fidelity • Culture of professional curiosity • CPL builds equity across the school as key messages are consistently implemented • All school staff access a high-quality CPL offer • Career pathways are used to support career progression and empower staff	Behaviour	Systems, processes, standards and routines are proven, known and embedded by all, for all • Plans to support children with high needs are effective and suspensions are rare • Through known routines, children are held to account for being active learners • Systemic response to behavioural trends and patterns impacts positively • Children see repair as their responsibility and seek ways to do so

Leading			
Leading and innovating to bring clarity and cohesion for all: ‘Light’ direction supports others through aligned system-led leadership supporting flourishing within and beyond			
Framework for school improvement:		• 2 x AIM • 1 ‘progress check’ in between AIM visits • 1 x CSF visit	• Executive leader at PPMs • Exec leader and leaders’ attendance at CPL to ensure alignment
Safeguarding	Leaders utilise expert insights to enhance reach and safeguarding provision • Expert practice within the school supports innovation • A proactive response to the needs of the community • Mitigation against future safeguarding risks	A culture of high standards	Culture of High Standards: Executive Headteacher/ Headteacher secures outcomes which evidence the high value school has added and evidence disadvantage first • All children are metacognitive learners • Leaders call out, offer challenge and give support to others to ensure existing systems and culture do not cause a risk to equity for all • The gap between children experiencing any form of disadvantage and others is below the national average and is decreasing over time
Attendance	Systems and processes recognise contextual factors and are innovative in their response • Leaders show tenacity in relentlessly pursuing attendance • Leaders innovate to mitigate against the educational risk of poor attendance	A mastery curriculum	A coherent and well-sequenced curriculum is in place for all foundation and core subjects • Curriculum is continually evaluated and contextualised • Curriculum design is consistent across subjects, based on clear curriculum principles • All children remember essential knowledge, articulate concepts, and develop deep subject disciplinary schema • The curriculum design and leader acts as a model to others
Empowered leaders	Executive Headteacher / Headteacher and leaders build and offer system-led leadership • Innovative, Trust-aligned leadership builds system capacity • Leader’s astute ability to reflect, notice and collaborate, strategically enables others • CSF culture and practice permeate beyond the school • Leaders commit to the wider vision of education for the Trust and beyond • Governors add value and strategic insights at Hub level and beyond • School has resource resilience and contributes to Trust equity	Teaching for mastery	Teaching for mastery is well-embedded across all curriculum areas and the school - this acts as a model for others • Staff implement the pedagogical framework well; they choose the right techniques at different points in each lesson to enable success for all • Robust systems of assessment support teachers to notice knowledge gaps and tackle these swiftly • There is minimal need for additional interventions, because needs are effectively met through a mastery teaching offer
Flourishing	All use vision and values as a guiding light to the decision they make; all are intrinsically motivated; they find joy in learning and serving others. • Leaders act in the interests of the greater good and ensuring equity for all of God’s children • All children have belief in themselves they have the resilience to persist and support others, they are emotionally literate • The school offer enables community flourishing through opportunities to develop high self-efficacy and self-belief • Children see themselves as change makers	Inclusion	Leaders take an ‘inclusion first’ approach in evaluating and prioritising all strategic decisions • All staff quickly identify learning problems at an early stage and adapt provision/teaching to meet point of need • Schools hold a strategic long-term view as to when key milestones and flourishing goals will be met for individual children and how • Leaders including the Inclusion Lead, work beyond their school to ensure equity for all including in the specialist offer • Leaders are innovative in their securing and allocation of resources
CPL	Professional learning is evidence-based, effectively designed and delivered through multiple levers to build Trust-wide capacity • Staff drive their own learning; they research, read widely and work collaboratively to innovate and evolve practice • CPL builds equity across the Trust as key messages are consistently reinforced by all	Behaviour	Agreed known behaviour and conduct drives school culture; this acts as a model for others • Children and adults are values led, using these to determine their own behaviour • Culture is defined and communicated building parental trust • Innovative response to data builds a robust integrated tiered approach • Children are custodians of justice and support each other in this

