



The Diocese of Gloucester Academies Trust

School Improvement Policy

Status and review cycle;

Responsible group: Executive Leadership Team

Implementation date: August 2020

Next Review Date: July 2021

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I. Statement of Intent

The Trust is an organisation with a Christian foundation. The ethos, values and relationships of the Trust, and its associated academies, are central to upholding the values of the foundation. Support and challenge is offered for all trust schools regardless of their Ofsted designation. However, there is recognition that for some schools, additional support and guidance will be needed from the central team to secure or strengthen the school's performance, where achievement and quality has declined. This will be identified through reviews by the Deputy CEO (DCEO), taking into consideration the Quality Assurance Lead and School Improvement Leads notes views through regular School Improvement meetings and careful review of notes of visit. In some cases, a separate improvement plan will be put into place similar to those in play for sponsored academies. Ofsted grading's will not determine the Trust views about who needs additional support but may inform.

2. Implementation

The following criteria is used to inform school improvement support.

Aspect	Indicators of strength
Quality of Education	<ul style="list-style-type: none">▪ Broad and Balanced curriculum in place, highly ambitious and coherently planned and sequenced across the school in all subjects.▪ Pupils make good progress which compares well with national and is improving.▪ Pupil premium report shows vulnerable pupils are effectively supported to make appropriate progress.▪ SEND pupils make good progress from their starting points.▪ Attainment compares well with national and is improving.▪ Progress through year groups is tracked and effectively supported through performance management of teachers.▪ Teaching is good across the school.▪ Assessment practices are well embedded, accurate and are utilised effectively.
Behaviour and Attitudes	<ul style="list-style-type: none">▪ Expectations for pupil's behaviour is high and as a result behaviour is managed well.▪ Pupil's attitudes to learning are high.▪ Attendance and punctuality profiles are secure and well monitored
Personal development,	<ul style="list-style-type: none">▪ Quality curriculum provides rich experiences for pupil's personal development including SRE.▪ The school prepares pupils for life in modern Britain well.▪ The academy is a safe environment with well-established safeguarding procedures.
Leadership and management	<ul style="list-style-type: none">▪ Self-evaluation is robust and accurate.▪ A comprehensive three year strategic academy development plan is in place.▪ Senior and Middle leaders are effective in promoting and improving teacher's subject knowledge resulting in improving outcomes.▪ Strong Culture of Safeguarding throughout the school.▪ The budget is aligned to academy priorities and well managed.▪ All statutory policies are in place and inform practice.▪ Academy admission profile is positive, admissions well managed.▪ The Local Governing Body is well organised, effective in holding the academy to account and provides the required reports to the Trust.

	<ul style="list-style-type: none"> Performance management is robust, leading to improvements in teaching and standards. Continuing professional development is carefully targeted to improve professional standards and raise attainment. Engagement with the parents and local community is furthering opportunities for learning.
External verification	<ul style="list-style-type: none"> SIAMS visit shows distinctiveness well defined and embedded Ofsted judgement is likely to be good or better.

School Effectiveness Cycle 2020/21

This cycle sets out the visits for all schools that are to be undertaken over the course of the academic year.

Term	DCEO Focus	No of days	QA Lead Focus	No of days	SIL's Focus
Term 1	<p>Data conversation and next year targets session considering COVID.</p> <p>Consider adaptations required in light of COVID</p> <p>Safeguarding conversation</p> <p>Performance Management for HT's. (shared with CEO)</p>	0.5	<p>Evaluation of the current standards of Quality of Education for Core subjects including deep dive type activities.</p> <p>Effectiveness of Catch up following COVID</p> <p>Discussion with leaders to QA judgement.</p> <p>Challenge for most able learners/ Vulnerable learners</p> <p>Safeguarding Conversation</p>	1	<p>Focus schools as agreed with CEO and DCEO. Supporting schools with RAPs.</p> <p>Days per school determined in consultation with DCEO.</p> <p>PP Champion to meet with PP leads to assure of trust provision for vulnerable pupils and closing of gaps.</p>
Term 2	Conclusion of PM and SDP conversations in conjunction with CEO.	0.5			
Term 3	<p>Check on Progress in closing gaps identified in Term 1. Review and Observation of Collective Worship.</p> <p>Additional</p>	0.5	Curriculum review and the extent to which the curriculum meets learners' needs. Intent into implementation and impact. How are gaps closing. Impact of leaders' actions ?	1	<p>Focus schools as agreed with CEO and DCEO Supporting actions identified on RAPS</p> <p>PP focus visits for schools with widening gaps from PP</p>

	Challenge and support days.		Include work scrutiny, meet with ML and pupils. Check school is on track for return to full curriculum by beginning of Summer 1.		champion.
Term 4	Data Conversation - identification of progress from Autumn Baseline and any additional intervention needed to get back on track by Summer 1. Staff room drop in.	0.5	Focus on leadership of Behaviour and attitudes.		
Term 5	Check on progress at towards set targets. Identification of next steps. All schools back on track with curriculum ? If not extended plan and support in place ?	0.5	Safeguarding audit	0.5	Focus schools as agreed with CEO and DCEO. PP focus visits for schools with widening gaps from PP champion.
Term 6	End of year Annual Review conversation and agreed judgements of school effectiveness reached and shared with Trust Board(Mid-June – July).	0.5	Quality of Provision. Review of effectiveness of leader's actions to address SDP and gaps in provision. Completed by Mid-June.	0.5	
Extra Visits	<p>For schools for whom gap between PP is widening- in Term 2, additional visit from PP champion</p> <p>Review of actions against schools' statement of intent. Impact of actions against TT, work in books and discussion with pupils and leaders.</p> <p>For schools for whom there have been other issues identified. There will be a RAP put into place which will be monitored by the DCEO. The SIL will provide additional sessions to secure rapid school improvement.</p> <p>All of the above challenge and support is provided through the top slice. Any additional bespoke challenge and support can be provided via discussion with DCEO at an additional cost.</p>				

Schools judged to be Outstanding.

Every school will receive 3 visits over the course of the year from the QAL to check:

- The quality of education against the schools published outcomes remains highly effective,
- To explore the strength and effectiveness of the school's leadership team,
- To ensure that the schools Christian Character remains a central focus for the school's work,
- To consider the schools broader curriculum the school offers
- Safety and wellbeing of all pupils is highly effective.
- Target sets by Ofsted / SIAMS are worked towards and identified through the SDP

These visits are further complemented by the 6 half day visits from the DCEO to undertake target setting, PM with the HT, review of the SDP, review of Behaviour and Attitudes, Collective Worship as well as other agreed areas of review in consultation with the Headteacher.

Schools will submit data in accordance with the agreed dates set out in the calendar of events.

Schools judged to be good.

Every school will receive 3 visits over the course of the year from the QAL to check:

- The quality of education against the schools published outcomes remains highly effective
- To explore the strength and effectiveness of the school's leadership team
- To ensure that the schools Christian Character remains a central focus for the school's work
- To consider the schools broader curriculum the school offers
- Safety and wellbeing of all pupils is highly effective
- Target sets by Ofsted / SIAMS are worked towards and identified through the SDP

These visits are further complemented by the 6 half day visits from the DCEO to undertake target setting, PM with the HT, review of the SDP, review of Behaviour and Attitudes, Collective Worship as well as other agreed areas of review in consultation with the Headteacher.

Schools will submit data in accordance with the agreed dates set out in the calendar of events.

Schools judged by Ofsted to require a full section 5 inspection at the next inspection within 12 -24 months will be given additional support from the DCEO and SIL and bespoke actions will be planned to address the issues arising from the targets set through the Rapid Action

Plan (RAP). A RAP review group will be put into place to review this work. The DCEO will oversee the progress towards these actions and will feedback progress to the trust board.

The DCEO will identify at the beginning of the year any schools who are causing concern or who are due an external validation visit during the course of the academic year and additional support/ guidance will be planned into the term by the DCEO, SIL, QAL or other external support.

Schools judged to be Requiring Improvement

Every school will receive 3 visits over the course of the year from the QAL to check:

- The quality of education against the schools published outcomes remains highly effective,
- To explore the strength and effectiveness of the schools leadership team,
- To ensure that the schools Christian Character remains a central focus for the schools work,
- To consider the schools broader curriculum the school offers
- Safety and wellbeing of all pupils is highly effective.
- Target sets by Ofsted / SIAMS are worked towards and identified through the SDP and RAP

These visits are further complemented by the 6 half day visits from the DCEO to undertake target setting, PM with the HT, review of the SDP, review of Behaviour and Attitudes, Collective Worship as well as other agreed areas of review in consultation with the Headteacher

Schools will submit data in accordance with the agreed dates set out in the calendar of events.

The DCEO will identify in consultation with the schools Headteacher through review of the RAP areas of support and guidance that is needed in addition to that planned in from the QAL, SIL and DCEO. DCEO will co-ordinate this support with the HT and QAL. External support and guidance through other trust schools or external support can also be provided where appropriate.

Schools judged to be Inadequate

On becoming an academy sponsored by The Diocese of Gloucester Academies Trust, academies identified as vulnerable by Ofsted have tailored support as detailed through the Rapid Action Plan (RAP).

The RAP is developed with the academy and is designed both to secure and embed key improvements in effectiveness over a specified period of time and to provide support for the necessary changes to policy, procedure and expectations for governors, staff, pupils and parents. The strategy is designed to develop capacity and skills so that not only is the academy self-maintaining but also that the academy's expertise may then be shared within the Diocesan network of academies and wider.

For these vulnerable academies with a RAP, the DCEO will work with the schools on a regular basis, weekly initially, to ensure rapid progress is made to achieve the outcomes on the RAP. The DCEO will though broker additional support and guidance for these schools to help strengthen the schools position. The SIL SM will work directly with the school on a weekly basis to secure rapid improvement. The QAL will visit at the end of each term to undertake a review with the school and to ensure that good progress is being made against agreed outcomes as well as quality assuring the work of the DCEO and SIL SM.

In some cases the decision will be taken to remove the Local Governing Board and in this case the CEO will make the decision to put an Interim Governing Body in place for a short period of time to strengthen the schools leadership position.

Visits will focus on improving and strengthening the schools work in the key areas including;

- Quality of teaching and learning against the schools published outcomes is rapidly improving for all pupils
- To develop support and strengthen the effectiveness of the schools leadership team
- To ensure that the schools Christian Character is strengthening and developing,
- to consider the effectiveness of the schools broader curriculum
- Safety and wellbeing of all pupils is effective
- Target sets by Ofsted / SIAMS are worked towards and identified through the SDP

The CEO will regularly review the progress of the school at half termly intervals towards the objectives identified on the RAP through quality assurance visits at regular intervals.

Towards the end of the year the DCEO will assess whether the academy should make the transition to the lighter touch involvement.

New Headteachers

The Trust recognises that whenever a new Headteacher is appointed to the school then this makes the school potentially vulnerable. The DCEO will provide bespoke support and guidance regardless of the schools Ofsted designation to ensure that the school continues to strengthen and develop. This is in addition to the induction process.

Monitoring and Review

The progress and achievements of all trust schools will regularly be reviewed and discussed through the termly school improvement meetings. The DCEO will regularly feedback to the Trust's Standards and Ethos Committee current strengths and concerns for its schools, so that Trustees are fully informed.

Review Date: July 2021