



TRUST IMPROVEMENT STRATEGY 2019/20

1. Introduction

1.1 *The Collegiate Trust* is a partnership of academies in Crawley and Croydon whose purpose is to build *collaboration to deliver exceptional education*, and whose vision is *exceptional education for all*. This is reflected in our Trust's values: **ambition & collaboration**, as well as in our desired outcomes: **achievement & enjoyment**.

1.2 Our aim is to ensure that, as a result of attending an academy in the Trust, every young person will be a confident, capable, skilled individual who will be prepared for the next stage of their education and be ready to make a positive contribution to society. Through delivering the very best outcomes for all its young people, each academy will aim to achieve an outstanding judgement from OFSTED at the earliest appropriate point and be contributing to delivering world class education within the Trust.

2. Principles of Trust Improvement

2.1 *Consistent focus on children and young people – the learners*

Education must have at its heart the development of all our pupils and students, to be successful people throughout their lives. Their achievements must be across academic, creative and cultural fields, and must deliver the widest personal development. Education is a social function that young people should enjoy and treasure, building an attitude that reinforces their commitment to learning.

2.2 *Clear and effective leadership*

Such leadership creates an ethos and expectation which embraces the highest of ambitions for every pupil, student and colleague within each academy, as well as the wider community served by that academy. The best leadership always focuses on the learner, analyses learning rigorously and develops highly effective plans to improve that learning; these plans identify mechanisms to develop and value the best possible staff teams.

2.3 *Improvement phases*

Securing sustainable academy improvement requires careful prioritisation and sequencing of the changes necessary. An awareness and understanding of the improvement capacity within each academy are crucial in order to establish and secure the right sequential stages of improvement. This must be built on **stabilised** and *clear and effective leadership* (2.2) to secure the strategic capacity to **repair** and deliver improved quality. During the **repair** phase, improvement support can be more effectively targeted in order to move into a phase of **stable improvement**. Within this phase, the academy's leadership will have demonstrated impact on standards and academy improvement is less reliant upon additional Trust capacity. Once improvements become embedded over time and the academy can **sustain** strong outcomes, the academy becomes a *capacity giver*; adding improvement capacity to the Trust, offering stabilisation, repair and improvement support to the academies in those phases of academy improvement.

There are three key levels of leadership that drive improvement:

a. Trust Leadership

The CEO is the Accounting Officer of the Trust and is responsible for all aspects of the work of the Trust; he works at the direction of the Board of Trustees / Directors. This board is the responsible body for all activity within the Trust. It monitors standards used for public accountability measures in each academy, as well as leading on all strategic, financial and capital planning across the Trust.

The Board of Trustees / Directors has made a strategic decision that it should not direct the day-to-day work of individual academies, and has therefore agreed a detailed *Scheme of Delegation* through which it places key responsibilities on the *Local Governing Body* (LGB) of each academy.

b. Local Leadership

The Trust's key approach to improvement is to ensure a strong LGB and highly effective Principal are in place to drive forward standards within each academy. The LGB will have in place and monitor the impact of the *Academy Development Plan*, as well as completing at least annually the *Academy Evaluation Report*.

The Head of Education will be responsible for allocating and deploying support for the academy through a team of *Directors of School Improvement (DSI)* with a focus on challenging the Principal and LGB, and through them delivering improvements across the academy.

c. Engagement with the LA

The LA retains a statutory responsibility for the progress of all young people and for safeguarding issues. Each academy will engage with the local school improvement service on these issues.

2.4 *Confident and innovative teaching and learning*

The most effective teaching arises from teachers working collaboratively to share expertise and to support each other in developing learning that responds to the needs of individual pupils and students. Such collaboration is within close teams, across the academy and between academies in order to develop colleagues who are self-reflective and innovative in their approaches.

2.5 *Centralised and effective business support services*

Such services ensure that business and finance functions support the teaching and learning approaches and maintain the highest level of resource in the classroom. This document does not focus on such work, although business support is a key function of our MAT work.

3. Trust Improvement & Monitoring Cycle

June

Executive Leadership Group (ELG) evaluates Trust-wide work, reviews and agrees *Strategic Drivers* and *expected outcomes* for following year.

July

Principals submit to the *Head of Education* their draft *Academy Evaluation Report (AER)* and draft *Academy Development Plan (ADP)* for review.

The *Head of Education* will agree with the Principal the *Improvement Phase* (see Section 4) within which the academy is operating and, through this, identify specific areas of investigation and improvement support to be provided by the Trust to the academy over the coming year; in addition to ways in which that will address the needs of the academy and deliver the principles outlined in Section 2 of this Strategy.

September

Principals submit to the *Head of Education* their final AER and final ADP for approval. The *Head of Education* will validate the academy's evaluation of its work shown at the beginning of the AER.

December, March, June

The most recently available data on Year 6, 11 and 12 will be collected from each academy. This will be collated, evaluated and considered at the Board's *Learning and Quality Committee (LQC)*. It will also feed into the work of the Head of Education and her team.

Ongoing

The Head of Education will lead a programme of Teaching, Learning, Leadership Reviews (TLLRs). Each of these will be specific to the needs and development of the specific academy.

Termly

As well as informal visits, the CEO will carry out a formal visit to each academy on three occasions each year; his reports will further evaluate the quality of the work of each academy.

4. Improvement Phases

Phase 1: Stabilise

Where the academy's evaluation of its work cannot be validated, the Head of Education will determine the specific areas of weakness in leadership and critique effectiveness of strategies. The Head of Education will produce an *Academy Improvement Report (AIR)* for the CEO and Principal to summarise key issues and recommend priorities for action.

The Head of Education will establish with the Principal or, in the absence of the Principal, the Chair of the LGB, which data and quality information will be required in giving the right information to address and monitor the issues. A set of leadership priorities and action steps will be agreed with the Principal and/or LGB, along with expectations for measuring and reporting short-term progress – this will form the ADP. The ADP will focus on changing and replacing weak practice and targeting the strong practice to develop and share.

The Head of Education will identify scalable and replicable strategies, in addition to leadership capacity, from the academies within Phase 4: Sustain to identify areas of support and collaboration. The Head of Education will meet with the Trust's Chief Financial Officer (CFO) to establish and monitor the cost of stabilisation.

The LGB and/or Principal will lead the work of the academy to secure stabilisation at the earliest possible point. The key responsibility of the LGB, which is implicit within the *Scheme of Delegation*, is to have a positive impact on the educational standards of the academy. The Head of Education will ensure through monitoring, 1:1 meetings, ELG meetings and engagement with the LGB that stabilisation is achieved.

The Head of Education will produce an updated *Academy Improvement Report (AIR)* for the CEO and Principal to summarise progress towards priorities set at the start of the year. The AIR will outline monitoring information and progress data, along with next stage actions. This should not duplicate reports or documents produced by Principals and their teams.

A Teaching, Learning and Leadership Review (TLLR) will take place once leadership is stabilised in order to re-establish the AER and move the academy into the Repair Phase. The TLLR will include a range of monitoring activities including lesson observations, learning walks, close observation of learning progress within pupil books and interviews with staff and pupils. The TLLR team will include the CEO, Head of Education, DSIs and senior leaders from academies within the Trust. TLLR outcomes will be reported to the LGB and used by the Principal to inform self-evaluation and further improvement work.

The LGB will establish its own monitoring process to deliver impact on standards.

The Head of Education will provide an annual statement for the LGB and Trust which summarises the progress of the academy, helps to inform future priorities and refers to the impact of the ADP.

Phase 2: Repair

The Head of Education will establish with the Principal the specific support and action necessary to deliver improvements; along with identifying which data and quality information will be required in monitoring progress. The Head of Education will target and deploy support through the DSIs and/or academies within Phase 4: Sustain, in addition to identifying scalable and replicable strategies or systems which can be implemented. The ADP will focus on changing and replacing weak practice and targeting the strong practice to develop and share.

The Head of Education and/or DSI will agree with the Principal the specific monitoring – via the *Academy Improvement Meetings* – which will take place half termly, as a minimum. The LGB and/or Principal will lead the work of the academy to repair areas of weakness at the earliest possible point. The key responsibility of the LGB, which is implicit within the *Scheme of Delegation*, is to have a positive impact on the educational

standards of the academy. The Head of Education will ensure through monitoring, 1:1 meetings, ELG meetings and engagement with the LGB that repair is successful.

A TLLR will be carried out by the Trust following two terms of 'repair' (or at the most suitable point) to ensure:

- i. support is having the right impact
- ii. there is adequate balance between support for improvement and challenge to leadership and staff
- iii. leadership capacity is secure and building momentum
- iv. data and information are giving reliable detail

TLLR outcomes will be reported to the LGB and used by the Principal to inform self-evaluation and further improvement work. The LGB will establish its own monitoring process to deliver impact on standards.

The Head of Education will meet with the Trust Chief Financial Officer to establish to monitor the cost of repair, and will provide an annual statement for the LGB and Trust which summarises the progress of the academy, helps to inform future priorities and refers to the impact of the ADP.

Phase 3: Improve

The Head of Education will agree with the Principal the specific support necessary to deliver improvements and will target and deploy support through the DSIs and/or academies within Phase 4. The validated AER and ADP will be used to target academy improvement.

The Head of Education and/or DSI will agree with the Principal the specific monitoring, via the *Academy Improvement Meetings* – which will take place termly, as a minimum. The LGB and/or Principal will lead the work of the academy to deliver high quality education, respond to emerging needs and to ensure provision is focused on progress for pupils and students. The key responsibility of the LGB, which is implicit within the *Scheme of Delegation*, is to have a positive impact on the educational standards of the academy. The Head of Education will ensure through monitoring, 1:1 meetings, ELG meetings and engagement with the LGB that improvements are securing greater consistency and stronger outcomes for pupils.

A TLLR will be carried out by the Trust annually to monitor impact of improvement work. The TLLR will not evaluate overall quality but will identify specific areas, through the ADP, to test out areas of strength and relative weakness to ensure:

- i. areas of the curriculum are having the right impact
- ii. there is adequate balance between quality assurance and operational improvement
- iii. leadership capacity – at each level – is secure and building momentum
- iv. data and information are giving reliable detail

TLLR outcomes will be reported to the LGB and used by the Principal to inform self-evaluation and further improvement work. The LGB will establish its own monitoring process to deliver impact on standards.

The Head of Education will identify strength within the academy to develop wider capacity and professional expertise for academy improvement, to enable Trust-wide collaboration and cohesion.

The Head of Education will provide an annual statement for the LGB and Trust which summarises the progress of the academy, helps to inform future priorities and refers to the impact of the ADP.

Phase 4: Sustain

Through the AER and ADP, the Head of Education will agree with the Principal the specific areas of academy improvement, deploying or facilitating support through the DSIs or other academies as necessary.

The Head of Education and/or DSI will agree with the Principal the specific monitoring, via the *Academy Improvement Meetings* – which will take place termly. The LGB and/or Principal will lead the work of the academy to deliver high quality education, respond to emerging needs and to ensure provision is focused on progress for pupils and students. The key responsibility of the LGB, which is implicit within the *Scheme of Delegation*, is to have a positive impact on the educational standards of the academy. The Head of Education

will ensure through monitoring, 1:1 meetings, ELG meetings and engagement with the LGB that improvements are leading to consistently strong outcomes for pupils.

A TLLR will be carried out by the Trust annually to monitor impact of improvement work. The TLLR will not evaluate overall quality but will identify specific areas, through the ADP, to test out areas of strength and relative weakness to ensure:

- i. areas of the curriculum are having the right impact
- ii. there is adequate balance between quality assurance and operational improvement
- iii. middle leadership capacity is secure

TLLR outcomes will be reported to the LGB and used by the Principal to inform self-evaluation and further improvement work. The LGB will establish its own monitoring process to deliver impact on standards.

The Head of Education will identify strength within the academy to develop wider capacity and professional expertise for academy improvement, to enable Trust-wide collaboration and cohesion.

The Head of Education will provide an annual statement for the LGB and Trust which summarises the progress of the academy, helps to inform future priorities and refers to the impact of the ADP.

5. Roles and responsibilities

Local Governing Body

The LGB is responsible for delivering on the targets for the academy outlined in the *Academy Development Plan* and summarised in the *Trust's Strategic Plan*.

Executive Leadership Group (ELG)

- CEO
- Principals
- COO
- Head of Education
- CFO
- Governance Manager

The ELG meets on a half-termly basis and provides the forum for peer challenge, identifying collaborative opportunities between academies, monitoring the financial performance of the Trust.

Academy Improvement Meetings (AIM)

The AIM will have an agreed agenda and will on different occasions cover pupil / student progress, quality of teaching, ethos and behaviour, wider pupil / student development and other issues as required. These meetings will take different approaches, including data analysis, discussions with key leaders and learning walks. The regularity of AIMs will depend on the work of the academy. Core members of the meeting will be the Principal and the Head of Education. On different occasions the Head of Education may use colleagues inside the Trust or from outside the Trust (LA Adviser, consultant), as well as key leaders from within the academy, to support in AIMs.

Chairs' Forum

This group, consisting of Chair of the Trust and the Chairs of the LGBs, will meet regularly and consider the work of the respective Boards in challenging their respective academies, as well as providing an opportunity for peer challenge and support.