

TRUST IMPROVEMENT STRATEGY 2023/24

1. Introduction

1.1 *The Collegiate Trust* is a partnership of schools 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 a school 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 school will aim to support each individual pupil and will contribute to delivering world class education within the Trust.

2. Trust Aims & 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 school, as well as the wider community served by that school. 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 *School Improvement*

Securing sustainable school improvement requires careful prioritisation and sequencing of the changes necessary. An awareness and understanding of the improvement capacity within each school is crucial in order to establish and secure the right sequential stages of improvement and whether the school requires additional improvement capacity or whether it can become a capacity giver.

There are three key levels of leadership that drive school 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 school, 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 school.

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 school. The LGB will have in place and monitor the impact of the *Development Plan*, as well as completing at least annually the *Evaluation Report*.

The Director of Education will be responsible for allocating and deploying support for the school through the *Director of Performance & Quality* and a team of *Directors of School Improvement (DoSI)* with a focus on challenging the Principal and LGB, and through them, delivering improvements across the school.

c. Engagement with the LA

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

2.4 *Confident and innovative performance development*

The most effective teaching arises from teachers developing impactful approaches and reflecting on practice and from working collaboratively to share expertise, supporting each other in developing learning that responds to the needs of individual pupils and students. Such collaboration is driven by the Performance Development Policy and carried out within close teams, across the school and between schools, 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 Trust work.

3. Trust Improvement

3.1 School improvement is achieved through four strands.

Professional Learning	Leadership Development	Professional Networks	Quality Assurance
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3.2 Professional Learning

The Director of Education will oversee and direct the professional learning offer across the trust ensuring a high-quality and comprehensive offer. Structured, quality and plentiful professional learning is paramount to school improvement. Developing high quality and effective staff is an essential driver of building capacity within schools to ensure staff teams can deliver on school improvement priorities. The table below sets out our approaches to professional learning.

Professional Learning Offer	Detail
School-led Professional Development	Schools are required to plan a progressive and rigorous professional development calendar for all staff to access and benefit from. The professional development calendar should be sequenced and structured to deliver on the improvement priorities set out in the school's Development Plan.
Performance Development	The Performance Development Policy provides a framework for staff to engage in professional development focusing on improving a specific area of practice with clear intentions for impact on pupil outcomes sustained over time. Through the process, colleagues will engage critically with research and theory and discuss evidence which can inform approaches. Through an inquiry approach, colleagues should reflect on progress and improvements made, evaluating impact and identifying next steps. Colleagues are encouraged to take ownership of their Performance Development plans, using them for personal benefit as professional development tools.
Professional Qualifications	Our schools invest in opportunities to support staff to achieve a range of professional qualifications to secure strong development of quality expertise. The range of professional qualifications featured include: NPQH, NPQSL, NPQLL, NPQEYL, MA, PgCert. As a Delivery Partner for NPQs, leaders across the Trust facilitate the delivery across the range of National Professional Qualifications.
Middle Leader Mastery	An annual structured programme of training and development enables middle leaders to successfully complete strategic leadership thinking and tasks, to lead others and to think critically. It includes a professional buddy system with the aim of setting middle leaders up for success.

Early Career Induction	Crucial to early career success is strong and effective induction that is responsive to the school's context and meets the needs of the trainee or ECT. Trust schools collaborate to deliver mentoring, ECF Training and Online Learning Community and Professional Studies.
Conferences	A programme of conferences including a range of stakeholders, including Trustees and Governors, Executive Leaders, Senior Leaders, Early Years Practitioners and ECTs enables quality updates, collaboration and strategic thinking.

3.3 Leadership Development

The *Director of Education* will establish with the Principal, Executive Principal or Head of School the specific support and action necessary to ensure leaders have the knowledge, skill and expertise to deliver improvements set out in the schools' Development Plan; along with identifying which data and quality information will be required in monitoring progress. The *Director of Education* will target and deploy support through the Education Team and/or effective leaders in Trust schools, in addition to identifying scalable and replicable strategies or systems which can be implemented. The rationale, the objectives and the indicators of success for leadership support and improvement work will be agreed, with timeframes to monitor impact. All activity facilitated through the *Director of Education* or *Director of Performance and Quality* should have the aim of developing leaders.

3.4 Professional Networks

To guarantee structured and effective collaboration, Professional Networks are implemented. Network leaders are appointed as colleagues with demonstrable impact on standards and outcomes, who facilitate standardisation of statutory requirements and alignment of effective policy and approach. Professional Networks include:

- Safeguarding
- SEND
- Trust Leaders
- Secondary Deputies
- Primary Assessment
- English, Maths, Science, RE
- Post-16
- Extra-Curricular
- Careers Education, Information, Advice and Guidance (CEIAG)
- Behaviour / Alternative Provision

3.5 Quality Assurance

Quality Assurance must be evaluative and developmental; it must be collaborative by including school leaders in aims and evaluative activity and must lead to the identification of clear and purposeful improvement activity. Quality Assurance should form part of a cycle that ensure school leaders have engaged in quality reflection and planning. The cycle includes:

June

Trust Leaders evaluate Trust-wide work, review and agrees *Strategic Drivers* and *expected outcomes* for following year.

July

Principals submit to the *Director of Performance and Quality* their draft *Evaluation Report* (ER) and draft *Development Plan* (DP) for review.

September

Principals submit to the *Director of Performance and Quality* their final ER and final DP for approval. The *Director of Education* will validate the school's evaluation of its work shown at the beginning of the ER.

The *Director of Education* will agree with the Principal specific areas of support and capacity required to deliver the DP. This will take into account the capacity for improvement and development within the school.

In agreeing the school improvement support, the *Director of Education* and/or *Director of Performance and Quality* will establish and agree the rationale, the objectives and the indicators of success. The support work will have an agreed timeframe, at which point the Principal and *Director of Education* will evaluate impact through the agreed indicators of success. Depending on the nature of improvement work and the timeframe required, the support will be re-established under the same model. The identification of evidence which indicates strong and effective practice will be used to inform ongoing school improvement and collaboration across the Trust.

December, March, June

The most recently available data across Year groups will be collected from each school. 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 Education Team.

Quality Assurance Reviews – Performance & Quality Reviews, Subject Reviews and Focused Reviews

The Director of Performance and Quality will lead a programme of Performance & Quality Reviews and Subject Reviews. These have core elements (that will be evaluated across all schools) and optional elements that support Principals with their own self-evaluation. These occur either annually or biennially. With the Principal, the Director of Performance and Quality will monitor and evaluate the impact of school improvement support against the agreed objectives and indicators of success. In addition, Principals can request a Focused Review to inform and evaluate development work within a subject or another area of the school's work, such as behaviour or safeguarding. The Focused Review will serve as a lens into leadership and management, will ascertain systemic strengths and areas for improvement and will inform any school-wide future work. The Focused Review can be used as a collaborative tool to support new leadership. Where needed, the Trust will seek to commission external individuals/ agencies to add capacity and expertise to the review and evaluation process.

New schools

When new schools join the Trust, as a follow up to the due diligence process, the Director of Education will commission an Initial Quality Assurance Review (IQAR) within the first half term of joining the Trust. This evaluative process will act as a lens into understanding the current strengths of the schools and the subsequent areas for development.

Surveys

The CEO will commission annual Trust surveys for parents, pupils and staff. The results will be relayed back to individual Principals and the Trust Board to identify strengths and to inform future improvement work.

Safeguarding

The Director of Performance and Quality will lead an annual audit of safeguarding in every school. In addition, the CEO can commission a no notice safeguarding audit if risk assessments suggest this audit is needed. If appropriate, an external review of safeguarding will be sought, working in conjunction with the appropriate LA.

Reporting

The Director of Performance and Quality will provide a succinct written report to summarise evaluation from the Review. This will be used by the Director of Education to inform LGBs and LQC of the school's progress and effectiveness, to identify strength within the school in order to develop wider capacity and professional expertise for school improvement, and to enable Trust-wide collaboration and cohesion.

4. Roles and responsibilities

Local Governing Body

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

Trust Leaders, including:

- CEO
- CFO

- Director of Education
- Director of Performance and Quality
- Principals
- Governance Manager
- Director of HR
- Director of Estates
- Director of Finance

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 schools, as well as providing an opportunity for peer challenge and support.

APPENDIX 1

School Improvement Meeting Term 1

School:

Support Lead:

Date:

- Objective for Support (linked to Development Plan):
- Indicators of Success:
- Capacity giver:
- Actions across the academic year:
- Update on Safeguarding:
- TLLR Date/actions:
- Review of actions – Spring Term