

School Improvement Offer

The following outlines the school improvement offer, which is under constant review and development.

Activity	Description	Intended impact
Heads' Forum and Conferences	Half Termly Heads forum and annual residential conference	<p>Building relationship and providing a vehicle for nurturing and developing our leaders.</p> <p>Delivering on our values of subsidiarity, solidarity and the common good. Ensures school leaders are informed about and contribute to planning for work across the Trust, shared priorities and strategies.</p>
Heads' report & Common approach to self-evaluation and school improvement planning	Standard documentation and cycle of Heads reports, self-eval and school improvement documentation.	<p>Workload reduction for headteachers.</p> <p>Local Governors and Trust Directors have a common understanding of schools. We ensure consistent high quality in the information provided to support evaluation.</p> <p>The common approach enables priority planning across the Trust and makes support and challenges between schools and from shared services easier.</p>
MatPad - systems to share and process data that we can all use	<p>All staff have access to school data benchmarked to Trust and national data.</p> <p>HT reports, self-evaluation, school improvement plans recorded on centrally on MATPad</p>	<p>We will see behaviours of openness, reflectiveness and curiosity.</p> <p>Schools more confident in self-evaluation.</p> <p>LACs and Trust Directors better able to evaluate the effectiveness of schools and the Trust through the provision of the right data presented in the right way, available in every school.</p> <p>Schools able to identify opportunities to collaborate to share best practice.</p> <p>All pupils in all schools to have the same high outcomes</p>

<p>School Improvement Visits – helping to understand priorities and also strengths and capacity across the Trust</p>	<p>Annual cycle of visits to</p> <ul style="list-style-type: none"> • provide support and challenge for schools around school-led school improvement activity • Quality assure impact of trust-led school improvement activity 	<p>We know our schools – Trust led school improvement activity is planned around an accurate assessment of need</p> <p>Pupil outcomes improve – all pupils in all schools have the same high outcomes.</p> <p>Leaders at all levels are supported through collaboration, challenge and being connected to people that can help.</p>
<p>SEND and Inclusion Theory of Change work – gathering a current picture to inform future planning</p>	<p>Audit of current provision to accurately assess need.</p> <p>Use of this audit to develop an informed theory of change – actions we will take to transform SEND provision</p> <p>We expect the theory of change to drive approaches to curriculum development, behaviour and inclusion strategy, staff CPD, leadership development and additional services.</p>	<p>Staff feel confident and equipped in meeting the needs of SEND pupils.</p> <p>Our schools will be highly inclusive, with every part of our practice designed with all the needs of the communities we serve in mind.</p> <p>Pupils with SEND thrive in our schools</p> <p>Limited resources (time, money) are used to the best effect, helping us to work within budgets</p>
<p>Bespoke support for schools</p>	<p>Providing bespoke support for schools who don't have all the capacity they need to address their improvement priorities.</p> <p>This support is identified through school improvement capacity self-evaluation process linked with school improvement visits.</p> <p>Exec Directors of School Improvement will provide direct support and will draw in other support as needed, such as:</p> <ul style="list-style-type: none"> • Support from other Trust Heads and senior leaders, including secondments as needed 	<p>Eliminating variation in the quality of education and care across our schools by ensuring that schools without the capacity to meet priorities have the support that is needed.</p> <p>Ensuring that in points of acute need or crisis we protect the education and care of children by deploying our collective resource</p> <p>Strengthening the capacity for continuous school improvement in every school through the way in which intensive support is designed</p>

	<ul style="list-style-type: none"> • Support from specialists in curriculum, teacher development (through SCITT and ECF programme), SEND, trauma informed practice, subject leaders and evidence informed practice (through evidence leads) • Support through Maths Hub or English Hub • Support through external partners (Learn Sheffield) 	
Subject Immersion Days	<p>A programme of immersion visits to schools across the Trust, covering every part of the primary curriculum.</p> <p>These days provide opportunities for subject leaders to be inspired and engage in development activity. They also help to build networks to support and connect subject leaders across the school.</p>	<p>Building relationships and networks to support collaboration.</p> <p>Identification of priorities for future collaborative work.</p>
DSL networks & safeguarding peer reviews	<p>Annual meeting cycle to enable DSLs to work together on common issues, respond collectively to updated statutory guidance and to share practice.</p> <p>Programme of peer reviews reviews all aspects of safeguarding in each school.</p>	<p>All schools compliant with all aspects of safeguarding.</p> <p>DSLs (particularly those new in post) are confident in fulfilling their roles.</p> <p>There are shared approaches to safeguarding where appropriate.</p>
Senior Leader meetings	<p>Programme of meetings for senior leaders that includes</p> <ul style="list-style-type: none"> • Relevant input/updates from headteacher forums such as engagement with Trust data • Opportunities to lead Trust wide areas of development • Professional development input 	<p>Equip Senior leaders to promote and live out the Trust purpose, behaviour and values in their schools</p> <p>Equip senior leaders to support and deputise for their Headteachers</p>
Writing moderation	<p>Annual programme of writing moderation, led by trained moderators. We run 3 events each year for EY/Y1/Y2, Y3/Y4 and Y5/Y6.</p>	<p>Eliminate variation in standards across the Trust</p> <p>Identify areas for improvement to inform CPD and curriculum review</p>
Writing fundamentals group	<p>Programme supporting classroom teachers and writing leads in review and development of the writing curriculum, with a focus on</p>	<p>Strengthen outcomes in writing and eliminate variation between schools and within student groups.</p>

	<p>identifying the fundamental knowledge and skills that we are developing at each stage.</p> <p>This will inform assessment across schools and will roll out to include the KS3 and KS4 curriculum as a next step.</p>	<p>Strengthen teacher skill and confidence in curriculum review and development.</p> <p>Bring curriculum coherence between secondary and primary phase, with the specific aim of supporting children who are currently slipping through the net at transition.</p>
Early Years network	<p>An active network of early years teachers and leaders, who will develop and lead on an action plan to address changing needs of children on entry.</p> <p>The work includes curriculum development and development of parental engagement.</p>	<p>More effectively meet the needs of all children as they arrive at school.</p> <p>Inform curriculum development in KS1 to KS4, by better addressing early need and better understand starting points.</p> <p>Rebuild trust and partnership with families that has been eroded in recent years, starting at the point when children first join our family of schools.</p>
South Yorkshire Maths Hub Lead and Trust School Improvement Consultant	<p>Working with Trust schools to ensure they are aware of and, where it would benefit them, access the funded standard and enhanced Maths Hub support.</p> <p>Working directly with Trust schools through Maths Hub Targeted support funding.</p> <p>Providing SCITT primary maths input</p>	<p>Headteachers more confident in understanding the extent to which Maths Hub support could support their school improvement activity. All schools working with the Maths Hub where it would benefit them.</p> <p>Individual schools rapidly improve quality of maths provision through targeted support.</p> <p>Teacher expertise and pupil maths outcomes improve.</p> <p>Positive feedback on SCITT input. Trainees feel confident in teaching Maths (evidenced through SCITT QA). Contributes to SCITT outcomes.</p>
SCITT	<p>Accredited provider of ITT within Trust provides training for Primary (3-7), Primary (5-11) and Secondary (range of subjects).</p>	<p>Supply of strong teacher for Trust Schools. All vacancies filled with strong teachers.</p>

	Accompanied by high quality mentor training programme.	Development of those Trust staff involved in delivering training.
ECT Programme	<p>Notre Dame High School (Trust school) is a delivery hub for the Ambition Institute Early Career Framework Programme.</p> <p>Accompanied by high quality mentor training programme.</p>	<p>Early Career Teachers within the Trust are developed and remain in the profession.</p> <p>Development of those Trust staff involved in delivering training</p>