

School Improvement Strategy

2023-24



'...when a Trust understands the power of the curriculum and evidence-based teacher development to transform teaching quality, and owns the task of doing so, real system improvement becomes possible.'*

*CST, (2021) 'Knowledge-building – School improvement at scale' Part of the CST 'A bridge to the future' series

School Improvement Strategy

Page	Contents
3.	Our mission and imperatives for Trust school improvement
4.	Rationale for school improvement and mobilising the best research in school improvement
7.	Our school improvement strategy – the five ‘fundamentals’ and our strategy
9-10	School improvement model and categorisation process
10 -11	Induction process for new schools
11.	Further development opportunities
12.	School improvement cycle
13.	School improvement offer and quality assurance, monitoring and review
15-18.	School Improvement Quality Assurance Schedule
19.	Implementation of a Trust Rapid Improvement Plan (TRIP)
20.	Evaluation of school improvement cycle
21.	Core [School Improvement] Team (to include our Lead Practitioners)
22.	Teaching professional pathways offer
23-30.	Appendices a, b and c

School Improvement Strategy

Our Mission

The Compass Partnership of Schools is an ethical and ambitious learning community that seeks to inspire every child to value their education, know themselves, understand others and work to create a fair, just, and sustainable society.

Compass has a robust school improvement model that has evolved over a 9-year period and has a proven track record for securing rapid improvements in underperforming schools and sustaining this improvement thereafter.

Our School Improvement Strategy is firmly based upon our Compass principles and intent for implementation and impact (see appendix A).

Development for 2019 – 2024

The Trust has identified four imperatives that will focus our improvement work over the next 3-5 years.

The Four Imperatives are:

1. All achieving and flourishing
2. People at the centre of improvement and development
3. All learning with depth and integrity
4. Leading ethically and equitably

These imperatives will focus the Trust over the next 3 – 5 years and alongside our Trust strategic plan will form the focus of our school improvement strategy.

The executive team oversees the delivery and effectiveness of the school improvement strategy, in collaboration with the Trust lead for School Improvement, ensuring systems are highly effective and regularly evaluated. Whilst all schools are an integral part of the Trust wide school improvement strategy, their relationship to and place within it is based on a robust process for school evaluation and categorisation. School categorisation serves as a mechanism for mapping support to need and evaluating overall impact on school effectiveness.

Our school improvement strategy complements our Trust Strategy and is built around **five key fundamentals:**

1. Leadership, culture, and vision
2. Curriculum assessment and pedagogy
3. Continued Professional Learning and Development
4. Quality Assurance and Accountability (including being a sustainable learning organisation)
5. Equalities, Diversity, Inclusion and Belonging- EDIB

These fundamentals focus our work and complement the School Based Assessment (SBA) and Coherence Framework which act as frameworks to benchmark and measure progress.

Rationale

We offer a view of school improvement as deliberate and intentional knowledge building. We aim for every teacher in every classroom to be as good as they can be in what they teach (the curriculum) and how they teach (pedagogy). We recognise the need to mobilise the best evidence from research to support teachers' development. As a Trust we know there will be no improvement for pupils without improvement in teaching, and no improvement in teaching without providing the highest quality professional development for teachers, '*Knowledge building – school improvement at scale*,' (CST, 2021). We also strive to ensure there is a culture of feedback within the Trust, focusing on what is going well and equally on what we need to do better. In both our Executive and Strategic meetings for executive headteachers and headteachers we focus on school improvement – what is highly effective and why? Alongside, what isn't having the impact we expected and why is this the case? We then analyse this further and utilise this knowledge and apply it to other schools in the Trust.

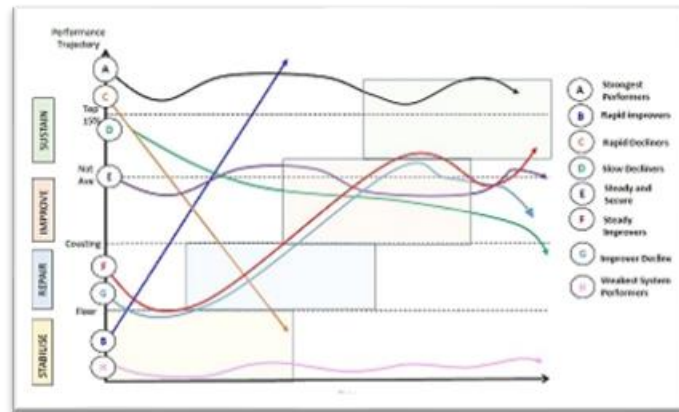
Mobilising the best research-based evidence

There is a growing body of research including a recent DFE publication 'Sustainable improvement in multi-school groups,' Greany, T. (2018) that highlights what the most successful trusts do to bring about improvement in their schools. The research highlights the importance of having a shared culture, of nurturing talent, the need for flexibility, and a commitment to ensuring the most effective approaches are experienced by all children in the trust. Rob Tarn, NET's CEO also agrees, stating, 'Alignment has facilitated a mobilisation of school improvement expertise.' In this Trust there is a high level of alignment in terms of curriculum and pedagogy which, he knows, is integral to the successes within the Trust.

The research from Greany, T. (2018) also suggests that trusts succeed when they standardise elements of their practice around assessment, governance, and performance appraisal. The evidence also suggests that where the curriculum is aligned and there is a shared understanding of what constitutes great teaching, pupils do better. However, what also emerges from research on successful multi academy trusts is the importance of creating opportunities for schools to innovate and for leaders to have flexibility in their approaches to solving problems. Research by Ambition, 2019, 'Ten key features of highly effective Multi-Academy Trusts' (Ambition, 2019) also underpin our School Improvement Strategy (appendix B).

Whilst Ofsted judgements are important, we recognise that the Ofsted framework is not especially helpful in understanding the stages of school improvement.

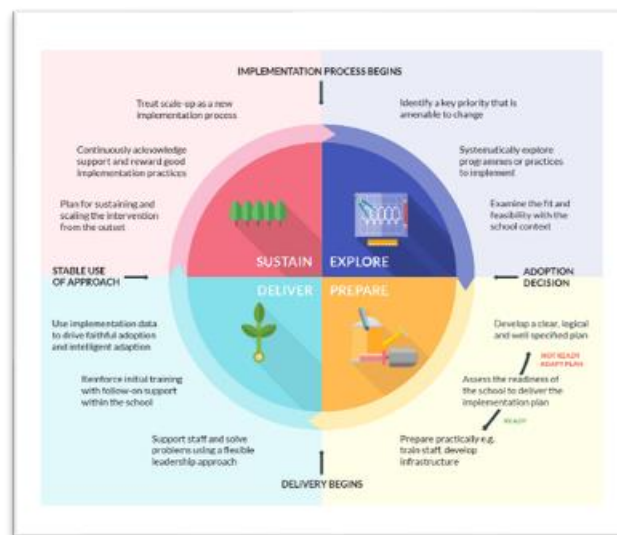
Sir David Carter's, 'Four phases of the school improvement journey' is key in identifying where schools, phases or subjects are in relation to expected standards. September 2017: NCS Sir David Carter's overview of schools in England – performance over time and intervention.



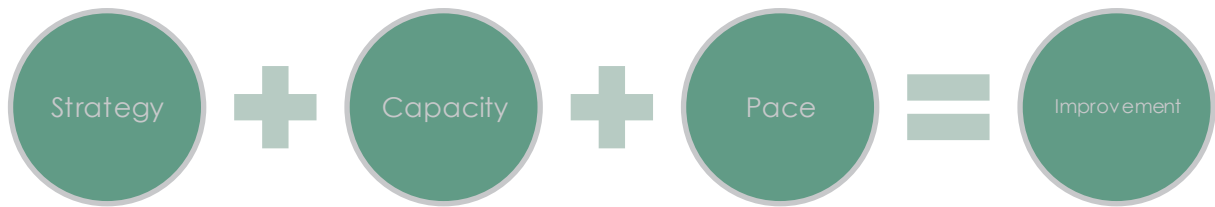
There is also considerable research from the EEF on school improvement across our system. The recent publication, 'Putting Evidence to Work', is a very useful starting point. Much school improvement work fails because of poor implementation, preparation, and analysis. The research suggests that 'the way in which a change process is conceptualised is far more fateful for success or failure than the content one seeks to implement' (Bannerjee, 2007). The Compass Partnership of Schools mobilises the best research and actively connects with research from the EEF to support with our research-informed approach.

The EEF model for bringing about innovation and change is useful here. This model helps us manage change and innovation in a careful and considerate way, as we recognise that too often leaders attempt to provide quick fixes to problems or fail to implement new strategies faithfully. We are committed to doing less, better and focusing on 'keeping the main thing, the main thing,' (Covey, 2020).

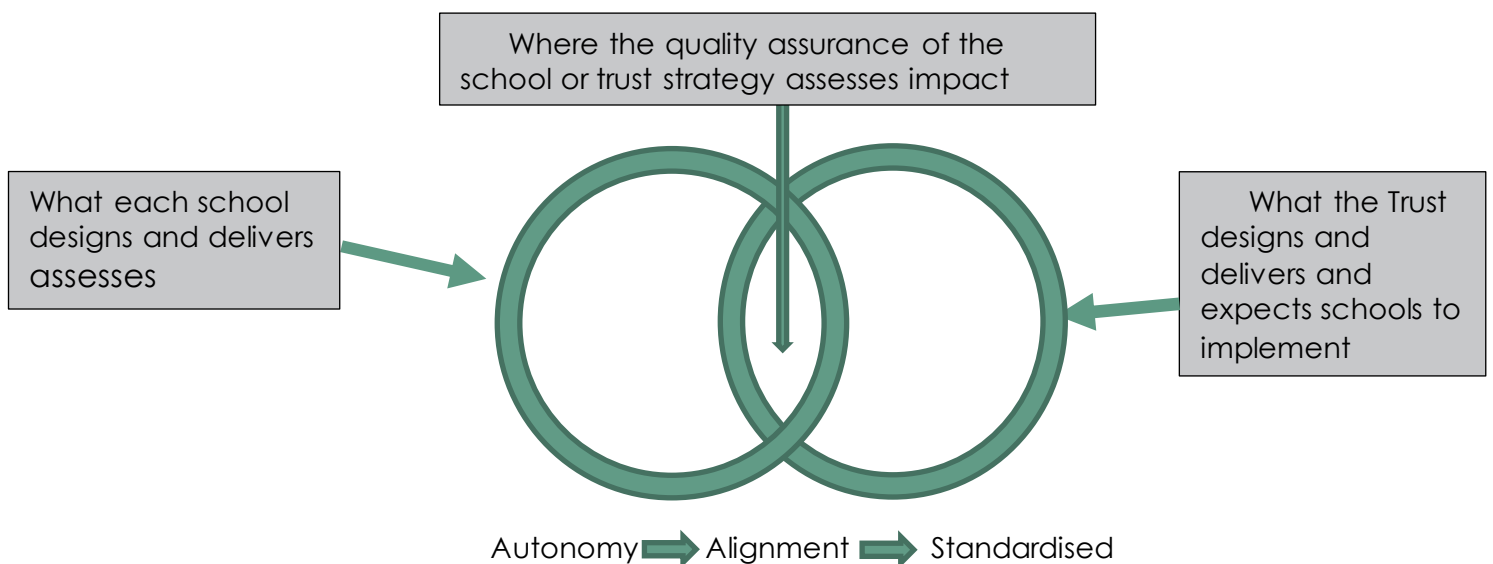
EEF Implementation Model



In this section, Sir David Carter's model of School Improvement is also helpful. In his book, 'Leading Academy Trusts,' (2020), he speaks about the importance of great trusts codifying their school improvement practice so that others can learn from it. He also makes reference to the importance of deep and sustained improvement over time which is rooted in the following equation:



What is key in Carter's approach is defining who has responsibility for specific aspects of the strategy - is it the trust, the school or both? In essence, we need to decide who fulfils the quality assurance role and for what piece of work to achieve school improvement success.



As a Trust we focus on five 'fundamentals' (elements) to determine how we develop shared understanding of school improvement, e.g. curriculum and pedagogy to develop alignment and standardisation. Research indicates that the most successful MATs have shared expectations of the achievement of pupils at the end of each key stage, (subject specific exemplars) and this shared understanding is built on a coherently sequenced knowledge-based curriculum which is aligned and there is a common understanding on what constitutes great teaching. Our teaching for learning framework outlines our methodology.

We also have standardised approaches to monitoring, leadership systems and accountability. These standardised approaches support leaders with their workload as well as providing effective professional development through collaboration and sharing expertise.

Our five 'fundamentals' ensuring sustainable school improvement:



These fundamentals are taken from distinct areas of responsibility our Executive and Business Team lead on. We are also supported by a highly effective Trustee board, alongside efficient, and effective governance structures. All partners in schools support our school improvement strategy

Our School Improvement Strategy

The starting point for our school improvement strategy is to understand the needs of every school in the trust – this means knowing our schools well and we facilitate this within our hub structure (p.15). Over time we have aligned our monitoring, evaluation, and planning systems across the trust. These documents and processes are the key starting points for prioritising and identifying the trust priorities for the following year and synthesising the strategic trust milestones with the annual school core priorities.

In our Trust we identify, nurture, and actively develop all members, at all levels, ensuring we are building capacity of current leaders. We know this work is critical to developing the quality of the curriculum, the strength/expertise in teaching and, in turn, will bring about the best outcomes for all children. We provide a core professional learning and development offer to all our schools which runs in tandem with our core support offer (see diagram on p.10).

Compass is a Leading Practitioner Learning Centre and we have established capacity in our schools with lead practitioners. We have developed cross-trust teaching and planning teams and all headteachers or head of schools have an experienced executive leader. If a school decides to join the trust, they will have access to experience, knowledgeable and highly skilled leaders who have a track record of success.

Our school improvement offer starts with a categorisation process which comprises a table-top review of each school's performance against the school development plan, using targets agreed by the trust improvement team, school leaders and the local governing board – see Trust Strategic Plan. We also analyse the school-based assessment tool (appendix c) and seven points for clarity and precision document to form a 360 view of each school. Hub Directors /Executive Headteachers work with Headteachers and leaders to support categorisation and co-construct the priorities for improvement and, which areas of the school may require further development and support from the trust.

As part of **The Compass School Improvement Strategy** we provide the following to all our schools:

Trust documentation
e.g., SBA, Seven points
for clarity and precision
and Coherence
framework



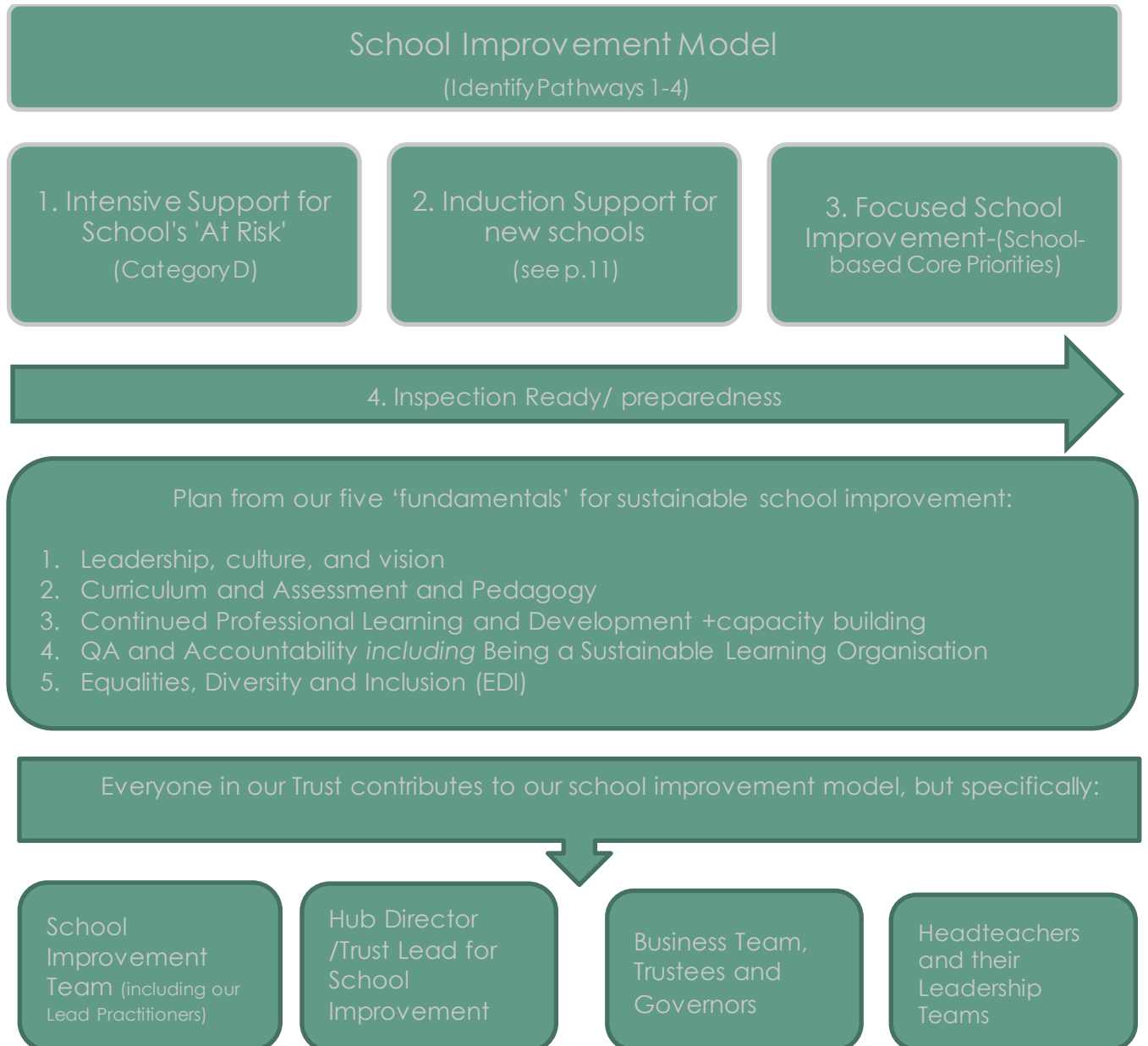
We also offer schools the following:

- Leadership coaching and mentoring within a structured coaching and development setting
- Short term leadership placements for targeted learning and development experiences linked to targets set
- Supported lesson study and teaching observation opportunities linked to coaching and support planning
- Joint planning and subject leadership support
- Robust analysis of pupil data and structured pupil achievement reviews

'Teaching quality...is arguably the greatest lever at our disposal for improving life chances of the young people in our care (John Hattie, 2015), 'particularly for those from disadvantaged backgrounds.' (Dylan William, 2016).

School Improvement Model

Identification of a school's category will be through the School Based Assessment tool, a school-based review and other visits by the Executive Team. This process is also supported by the Education Inspection Framework from Ofsted.



Categorisation of schools is aligned with the current Ofsted Framework and is facilitated by the school-based assessment tool which feeds directly into the School Self Evaluation Form (SEF). [School inspection handbook - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

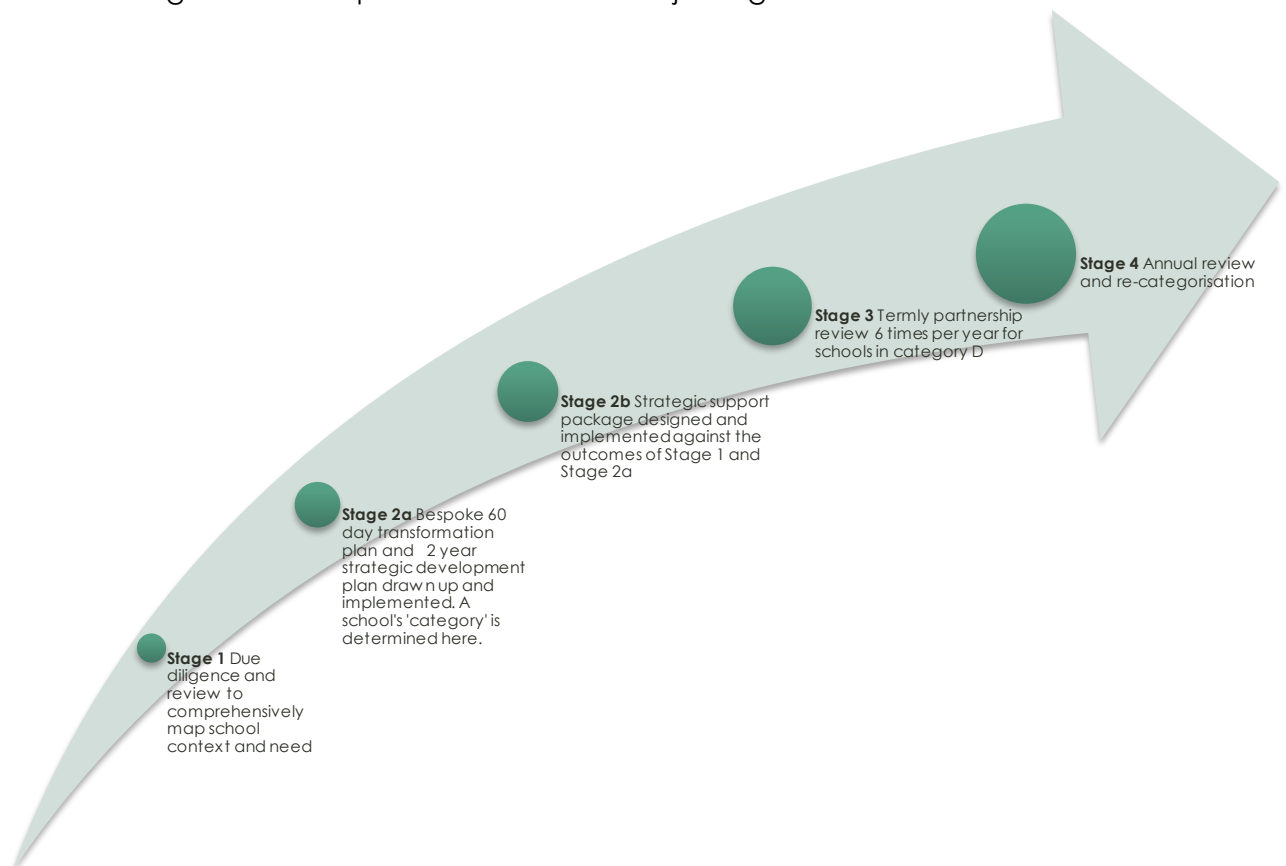
This categorisation process (see next page) underpins decision making around the bespoke offer to individual schools and the extent to which they can assume the role of capacity giver to the trust. All schools, once secure, are expected to commit to the Trust through active engagement with the core offer and the core accountability teams that drive policy and practice across the Trust.

- **Category A** schools are outstanding or would be expected to be judged as outstanding at their next inspection. Schools in this category will have a peer review every two years.
- **Category B** schools are securely good and working towards outstanding. Schools in this category will have a peer review every two years.
- **Category C** schools are not yet good but have the capacity to achieve this with a programme of support and intervention. The school improvement offer will include an external review with leaders from Eko Trust.
- **Category D** schools require significant structural intervention and sustained support to improve – this would involve involvement of the Trust Lead for School Improvement and the School Improvement Team - please see our Trust (Rapid) Improvement Plan on p.15. The school improvement offer will include an external review with leaders from Eko Trust.

Induction Period

An important strand of the school improvement model is the induction process for schools joining the Trust. This is crucial to the success of any new partnership and ensures clarity and direction from the outset.

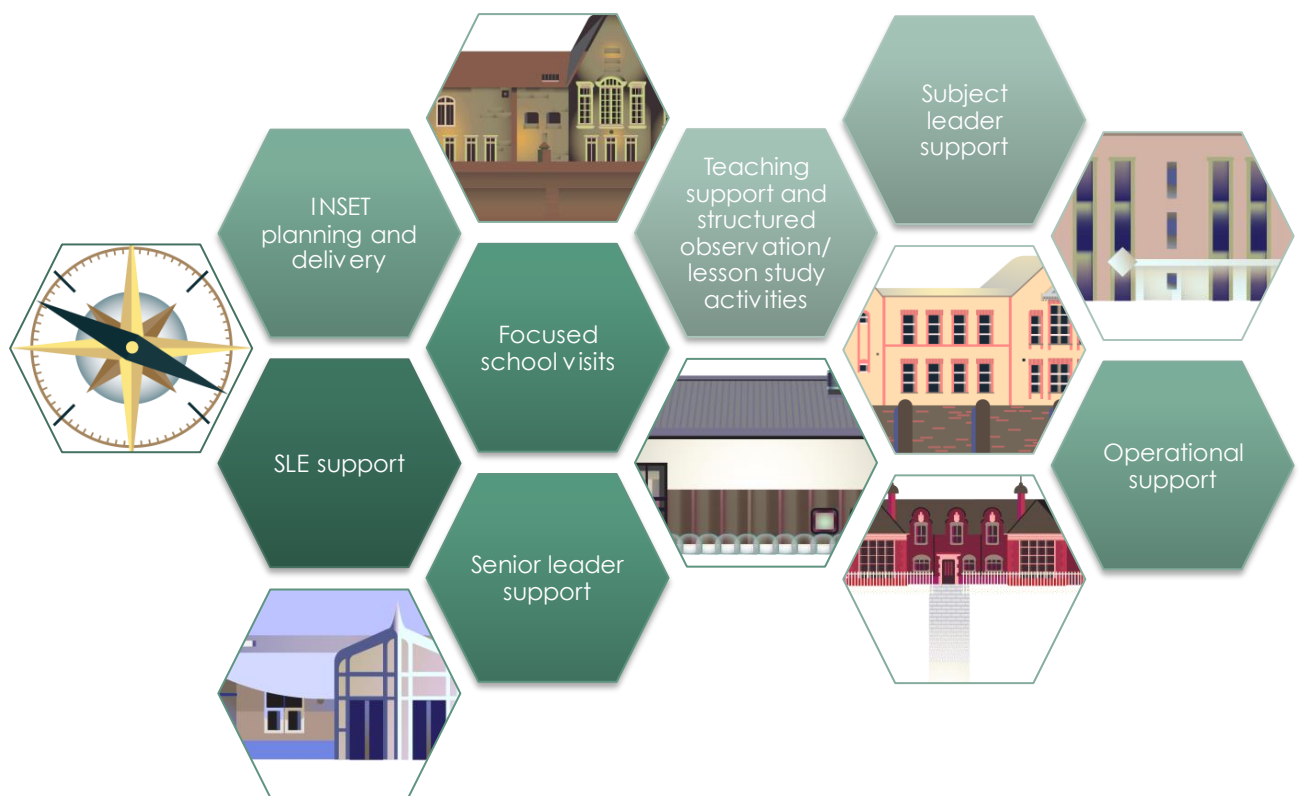
The four-stage induction procedure for schools joining the Trust is:



Induction for new schools

The hub director/ executive headteacher with responsibility for the new school will be able to oversee the design of the strategic support package and ensure targeted support is commissioned from Trust schools. We have a structured approach to school improvement when a school is identified as needing support or comes into the Compass Partnership. Stage 2 of the process is crucial with any new school as the [12-week transformation plan](#) is a wide-ranging strategy for addressing all the key elements that impact on pupil provision and outcomes. It is a highly successful strategy and leads to step change in mindset and organisational focus, over a short period. This strategy sits within the wider capacity that the Trust offers and enables us to provide key development opportunities very early on, to address areas for development and improvement in teaching and learning and leadership.

Development Opportunities

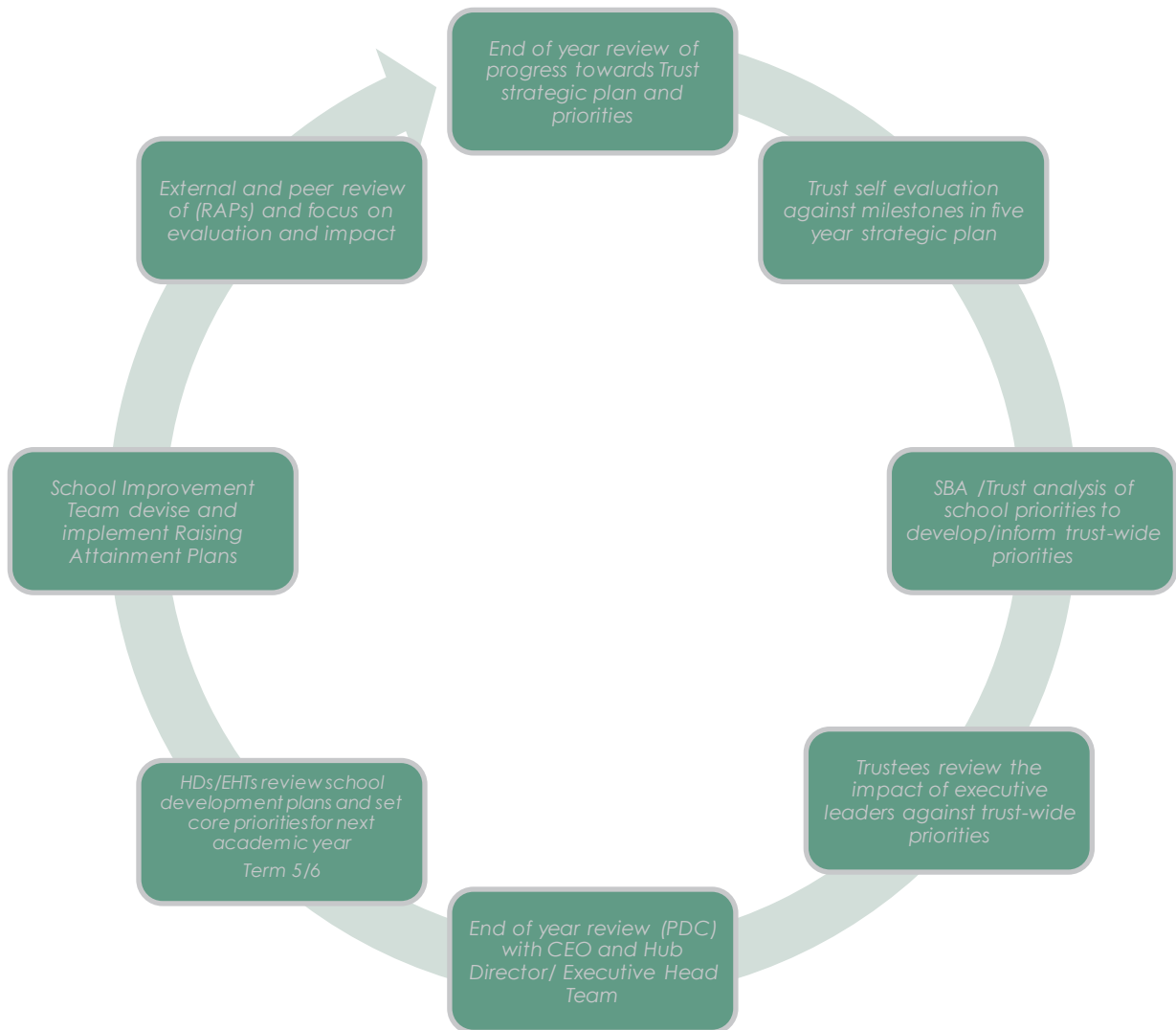


Whilst our expectations are demanding from the outset, schools can meet these within the wider supportive community that the Trust brings, and the school improvement offer that all schools can access. We also offer our schools the following:

School Improvement Cycle

As part of our school improvement strategy, we have devised a school improvement cycle which is key in understanding the needs of every school in the trust and helps to ensure each school delivers impact. It is imperative that Hub Directors work in unison with school leaders to ensure that the cycle of improvement becomes the pathway of change that is right for individual schools.

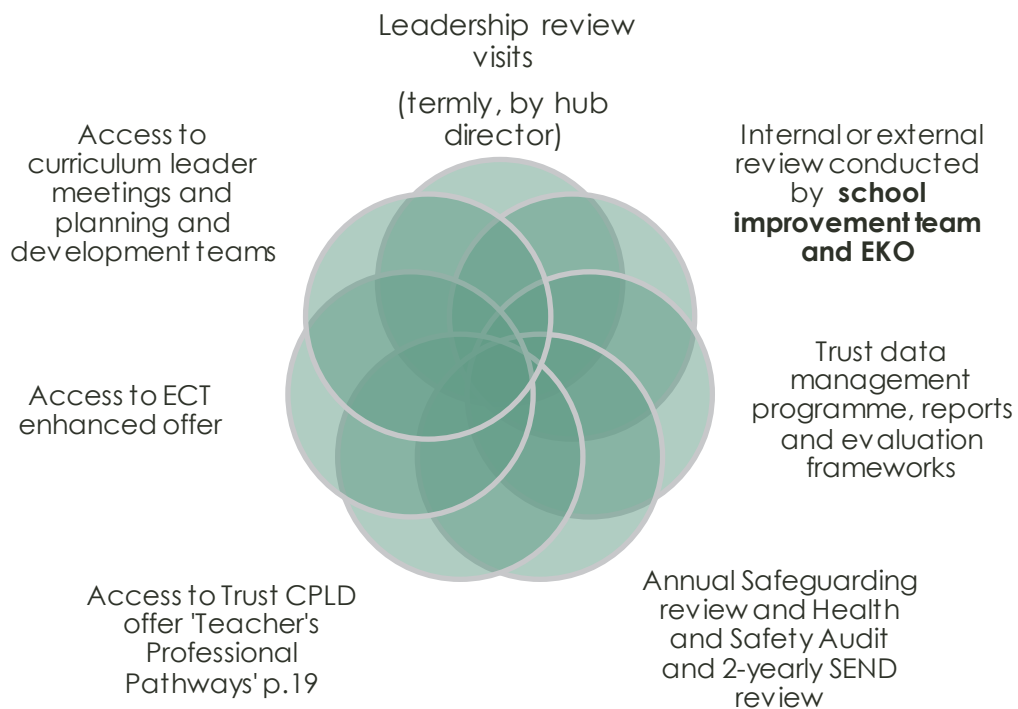
School-led Improvement Cycle



Compass also has a school improvement offer that all schools access -this is detailed on the next page.

'There is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers.'
CST, (2021) 'Knowledge building – school improvement at scale'.

School Improvement Offer (following annual categorisation following SBA review)



Quality Assurance Monitoring and Review

Compass has a range of procedures to monitor performance across the group, linked to pupil progress and outcomes. We utilise refined school development and action planning processes that ensure pupil progress and outcomes are at the heart of our drive for improvement. Our seven points of clarity and precision focus our school improvement journey across our schools.

Through the hub school review process (challenge and support), led by the Hub Director and validated by an external consultant, schools are internally challenged against outcomes for pupils.

Through challenge and support meetings, review days, professional dialogue, book scrutinies and data analysis Compass leaders work alongside headteachers and school leaders to evaluate a school's effectiveness, identifying potential issues for school improvement, and developing solutions. Leaders support headteachers to develop accurate school evaluation and school development plans that are focused on key priorities for rapid and sustained improvement, as well as coaching support and challenge.

Alongside this, the 60-day trust rapid improvement plan focuses on teaching and learning expectations including deadlines, CPL, follow up actions, quality assurance, and accountabilities that will support key actions and milestones to be understood and met by all stakeholders. Once key priorities are agreed, Compass staff are identified, coaching partners are allocated for teaching and learning or leadership improvement, and timescales negotiated to support and bring about sustained improvement during this initial improvement phase.

The improvement of teaching quality through the direct instruction model is further supported by deployment of lead practitioners from our Lead Practitioner Learning Centre. Year and phase group teams co-construct planning of high-quality teaching sequences, deliver team teaching, and peer coaching. Joint planning across schools further supports teachers to visit other school's provision and see what good and better looks like. Teachers also have access to Compass teaching for learning programmes that support the development of good and better practice in metacognition, questioning, learning environments, feedback, and contexts for learning, through five days of research-based dialogue and classroom observation of theory in practice.

Quality Assurance visits are conducted as part of monitoring and review of the school improvement strategy. These may include: Trustee monitoring visits, Challenge and support, Local school committee monitoring visits and link governor visits and additional visits from external schools.

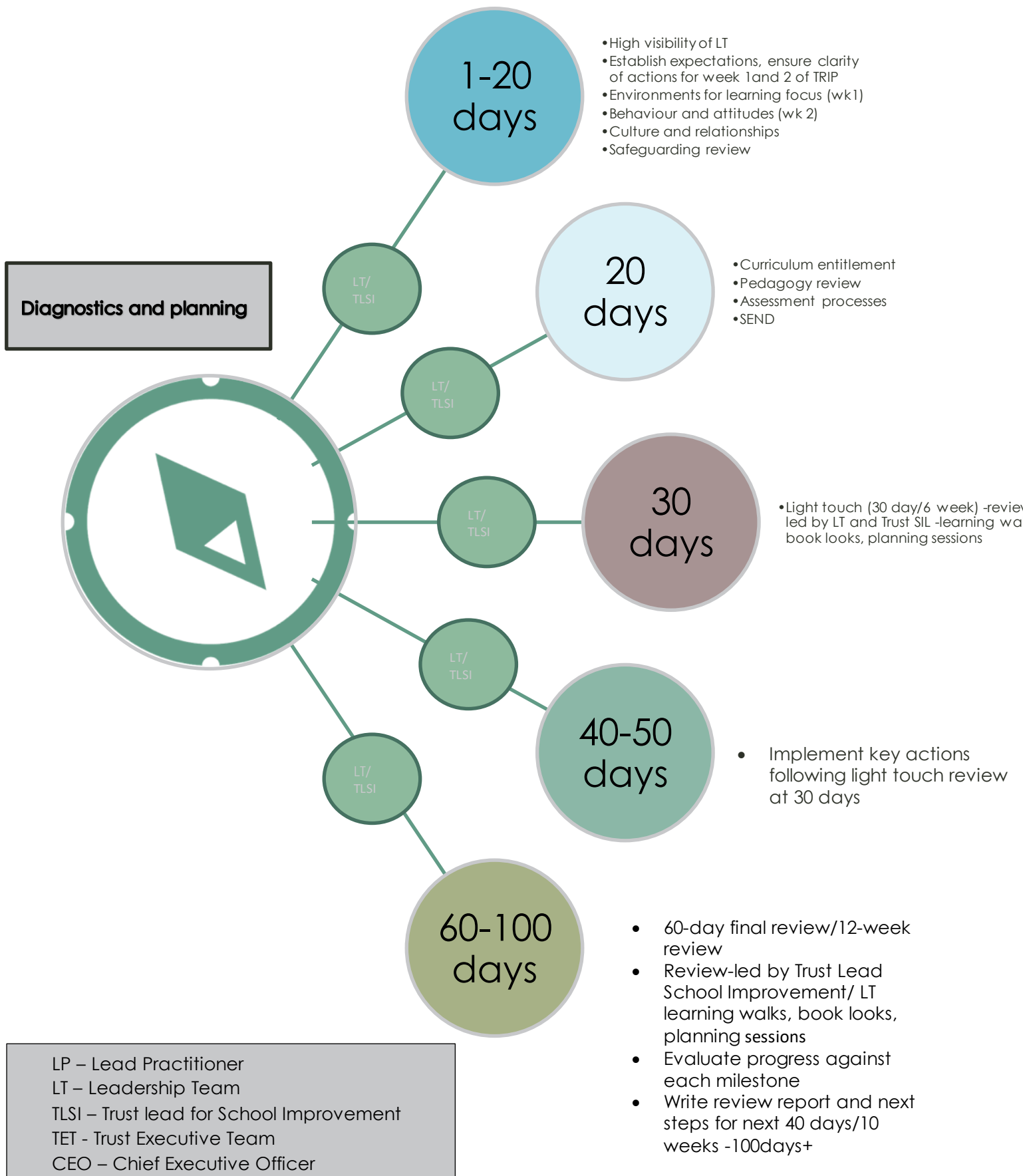
Autumn 1						
Occurrence	Visits from Hub Director (Challenge and support)	LSC Meetings and Monitoring Visits	Strategic/ HT & Exec meetings	Premises, Compliance, Health & Safety and Financial audits	Trustee Monitoring Visits	Peer or External Review Days Eko Trust
Weekly or bi-weekly	Drop-ins 1:1 with HD and HT/HoS			HT/OL meeting with Premises Manager		
Termly Visits/ Meetings *see p.9 of S.I.S A -B -Peer Review bi-annually C-D -School Review	Formal visit for monitoring of School Improvement: Priorities, Q o E inc. SEND, and agree further visits SBA review -inc. key doc's, e.g. QA schedule *Agree school categorisation A-D end July	LSC meeting Governor H&S visit	Exec meeting Strategic Head meeting	Premises compliance check inc. Governor H&S visit		*TBC dependent on school category
Autumn 2						
Weekly	Drop-ins 1:1 with HD and HT/HoS			HT/OL meeting with Premises Manager		
Termly Visits/ Meetings	Professional Development Review for HT/HoS Data analysis review (with HD following assessment drop) End of term SDP or TRIP cycle review	LSC Monitoring Visit- QoE & Safeguarding	Exec meeting Strategic Head meeting	External H&S check External Finance audit ends		

Spring 1						
Occurrence	Visits from Hub Director (Challenge and support)	LSC Meetings and Monitoring Visits	Strategic/ HT & Exec meetings	Premises, Compliance, Health & Safety and Financial audits	Trustee Monitoring Visits	Peer or External Review Days Eko Trust
Weekly or bi-weekly	Drop-ins 1:1 with HD and HT/HoS			HT/OL meeting with Premises Manager		
Termly Visits/ Meetings	Formal visit for monitoring of QoE inc. SEND SBA review	LSC meeting Governor H&S visit	Executive meeting Strategic Head meeting	Website compliance check -HT Premises compliance check		*TBC dependent on school category
Spring 2						
Weekly or bi-weekly	Drop-ins 1:1 with HD and HT/HoS			HT/OL meeting with Premises Manager		
Termly Visits/ Meetings	Data analysis review (with HD following assessment drop) PDC mid-year review (HT/HoS)	LSC Monitoring Visit - QoE & Safeguarding	Executive meeting Strategic Head meeting		Trustees Monitoring Visit -Standards	

Summer 1 (SATs)						
Occurrence	Visits from Hub Director (Challenge and support)	LSC Meetings and Monitoring Visits	Strategic/ HT & Exec meetings	Premises, Compliance, H&S and Financial audits	Trustee Monitoring Visits	Peer or External Review Days Eko Trust
Weekly or bi-weekly	Drop-ins 1:1 with HD and HT/HoS			HT/OL meeting with Premises Manager		*TBC dependent on school category
Termly Visits/ Meetings	Finalise SDP and Core Priorities for the year ahead	LSC meeting Governor H&S visit	Executive meeting Strategic Head meeting	Premises compliance check		
Summer 2						
Weekly or bi-weekly	Drop-ins 1:1 with HD and HT/HoS			HT/OL meeting with Premises Manager		*TBC dependent on school category
Termly Visits/ Meetings	Formal visit for monitoring of SDP, SEF and SBA SBA review -inc. key doc's, for September e.g. QA schedule Data analysis review (with HD following assessment drop) PDC final review (HT/HoS)	LSC Monitoring Visit - QoE & Safeguarding		GDPR Audit		

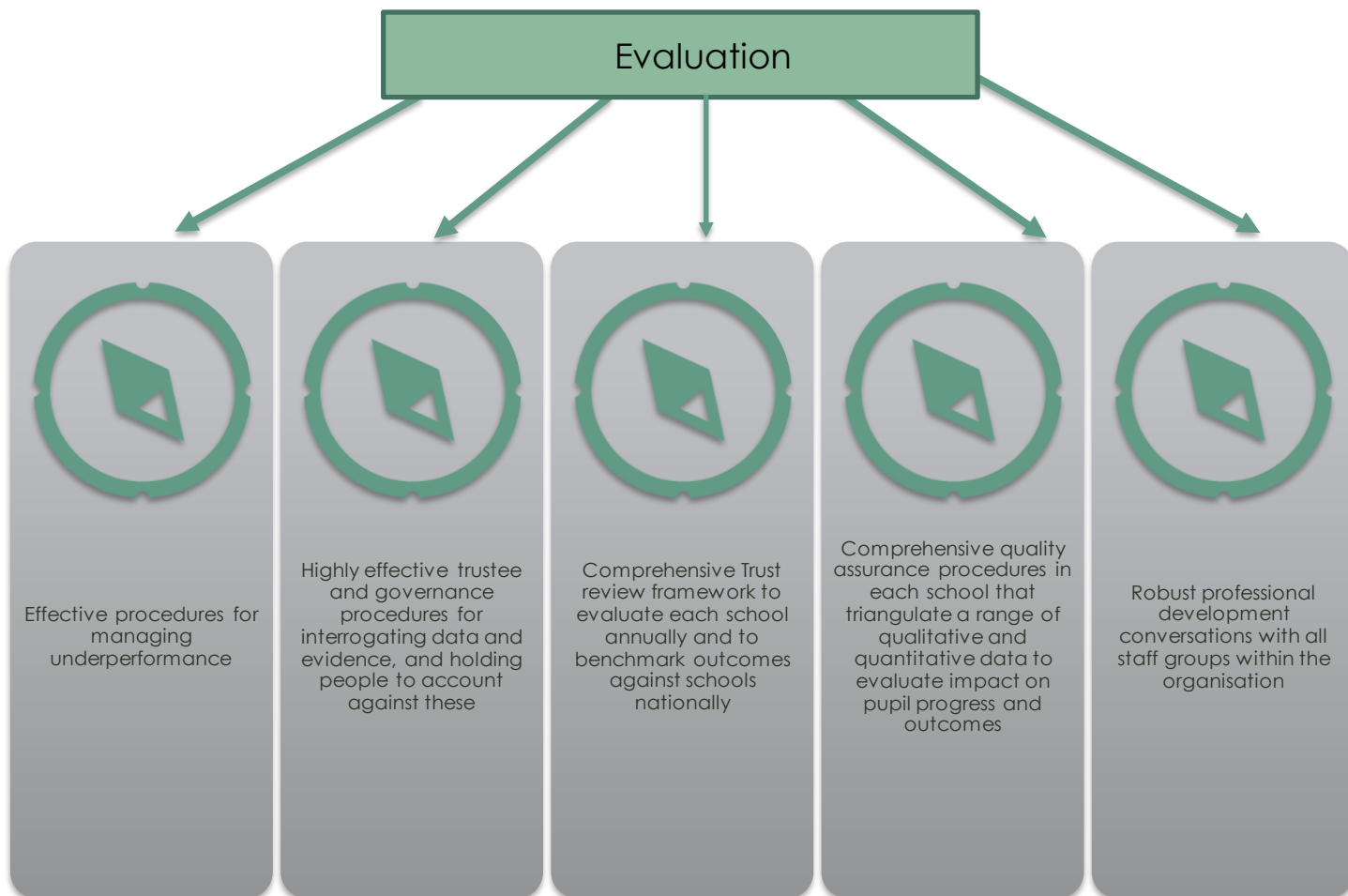
Visits to take place across the year	
External Review (Eko Trust – annually)	Schools categorised as C or D
Peer Review (Hub Director - bi-annual)	Schools categorised as A or B
Safeguarding Review (annually by Trust Lead for Safeguarding)	
HR Audit -Bi annual by HR Director	

An example of the implementation of a 12-week/60 /100-day trust (rapid) improvement plan - TRIP.



Evaluation of the school improvement cycle

School improvement targets are set annually at a Trust, Hub, and school level, (see School Improvement Cycle p.12) and these are evaluated continually through the following mechanisms:

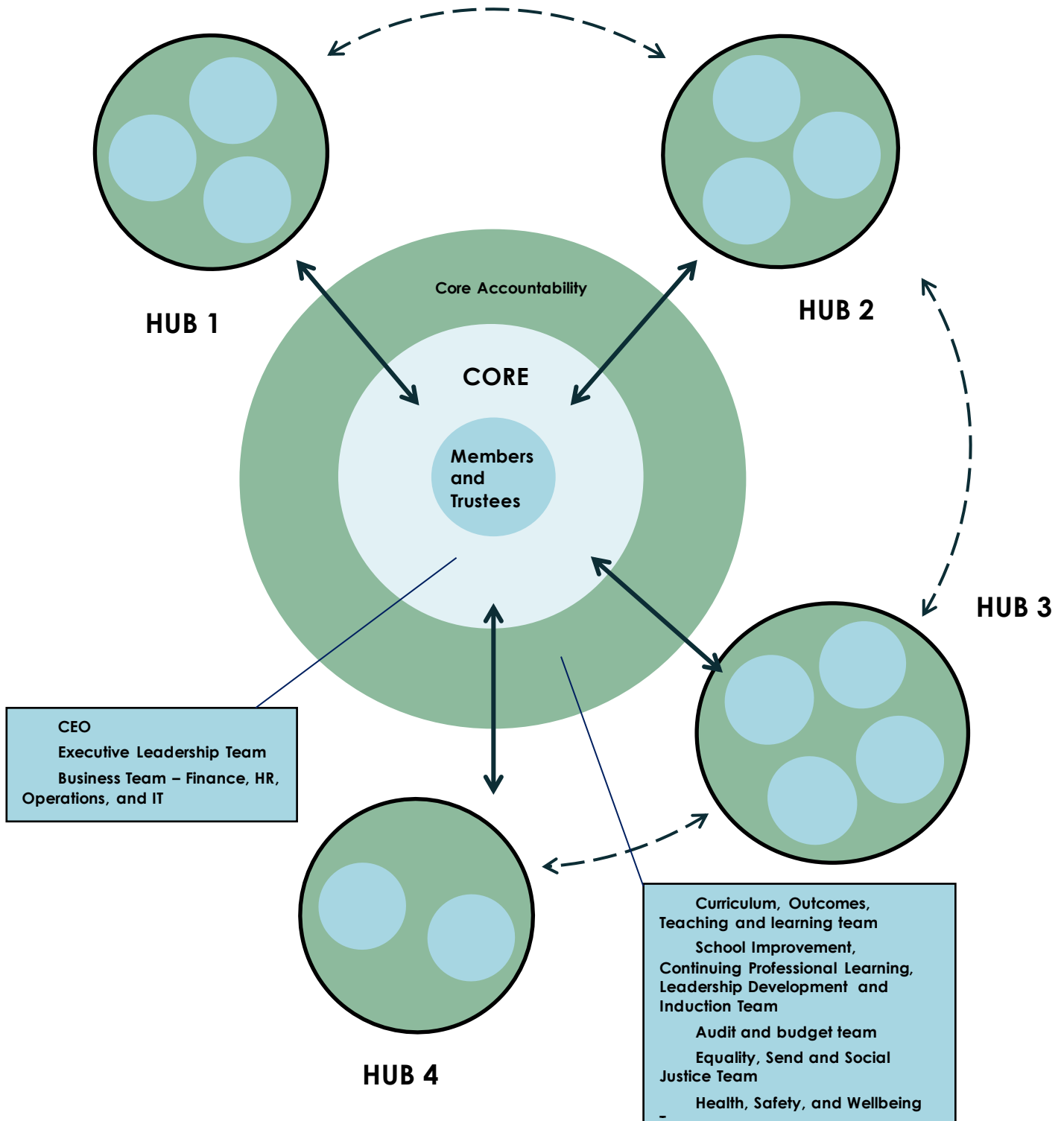


The leadership structure of the Trust ensures that there is oversight of individual performance at all levels. The performance of all senior staff, including the CEO and Hub Directors/Executive Headteachers, is externally validated by an independent consultant so that all individuals are held to account for pupil progress and outcomes.

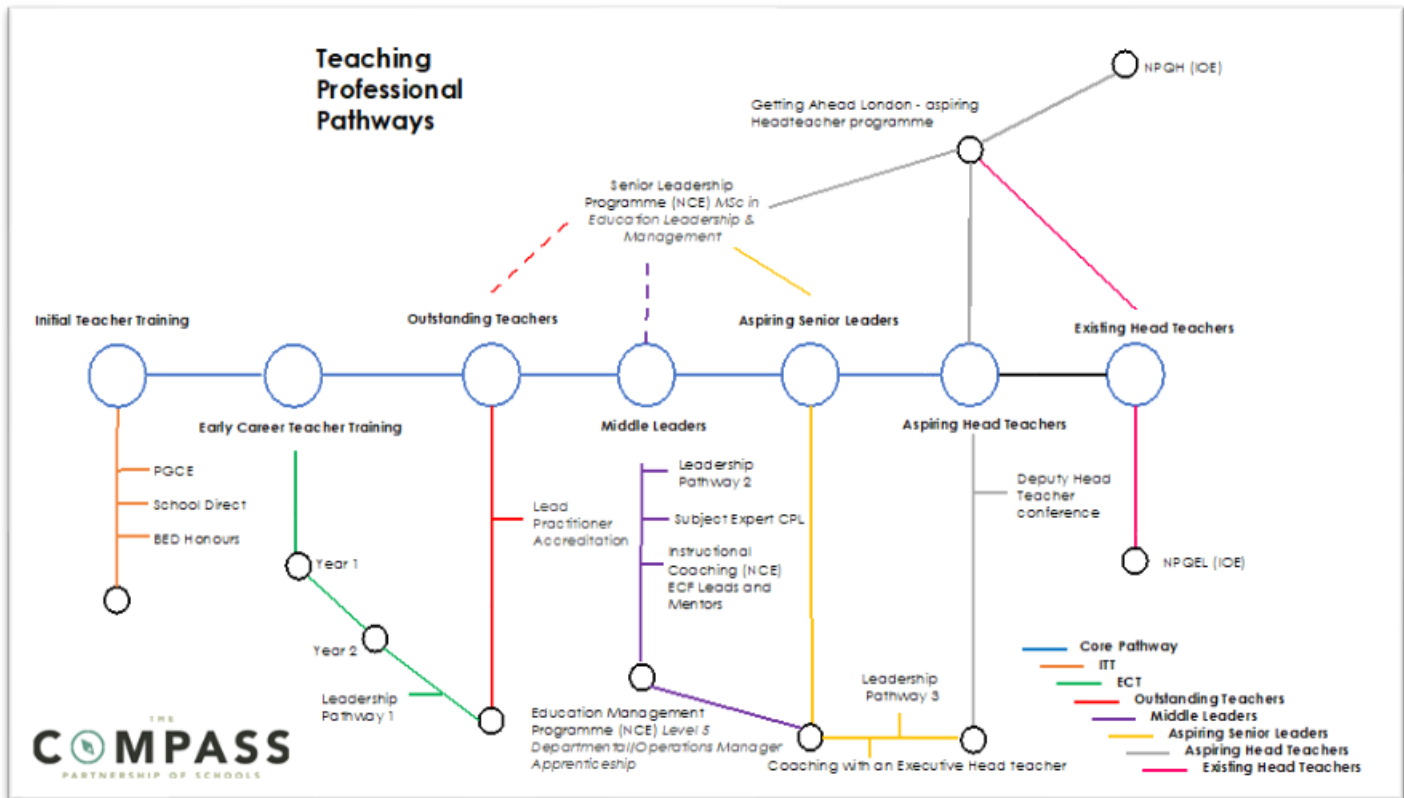
CORE TEAM

The Compass Partnership of Schools

The core team and the accountability teams provide all the support for individual school improvement and sustainability needed. Overall accountability sits with the centre.



Improvement is accelerated using whole school approaches and staff have opportunities to engage in joint INSET days and twilight sessions that support collaboration on pedagogical approaches. Teachers and leaders also have access to our comprehensive CPLD Offer (please see below).



Other points...

- Trust Rapid Improvement Plans – 12-week plans – 60-day plan or 100-day plan
- Framework of Expectations
- School-based Assessment
- Coherence Framework
- Seven points for clarity and precision
- Routes to excellence and improvement
- Mobilising resources at point of need
- Rapid and sustained improvement

Appendix A

Compass principles

- Ethical leadership for social justice
- Respectful relationships achieve the best outcomes
- Environment drives behaviour and should therefore be of the highest quality
- Meaningful contexts that are knowledge rich and provide the best opportunities for learning
- Intrinsic rewards motivate and connects – extrinsic rewards fracture
- Precise, focused, and ambitious leadership provides clarity and purpose
- Confident self-evaluation is best achieved within a framework of agreed values
- A robust and agreed pedagogical framework secures the best teaching
- School improvement must be learning, and learner centred
- A broad cultural entitlement provides rich opportunities for awe, wonder and engagement
- High quality, inclusive provision is best for all
- Language underpins mind-set and culture
- We are accountable to and for each other – shared risk, shared success

Our intent for implementation and impact

- To further education for the public good
- To achieve high academic outcomes within the context of a knowledge rich curriculum
- To provide significant leadership capacity and development for trustees, governors, and school leaders
- To provide the very best provision for adult learning and high-quality teacher development
- To provide significant additional capacity through central services to build community resilience and school sustainability
- To provide continuous shared challenge for school improvement and support
- To achieve economies of scale and support for efficiency planning
- To enable all schools to connect to local, national, and international networks
- To enable schools to be held to account locally and nationally

Appendix B

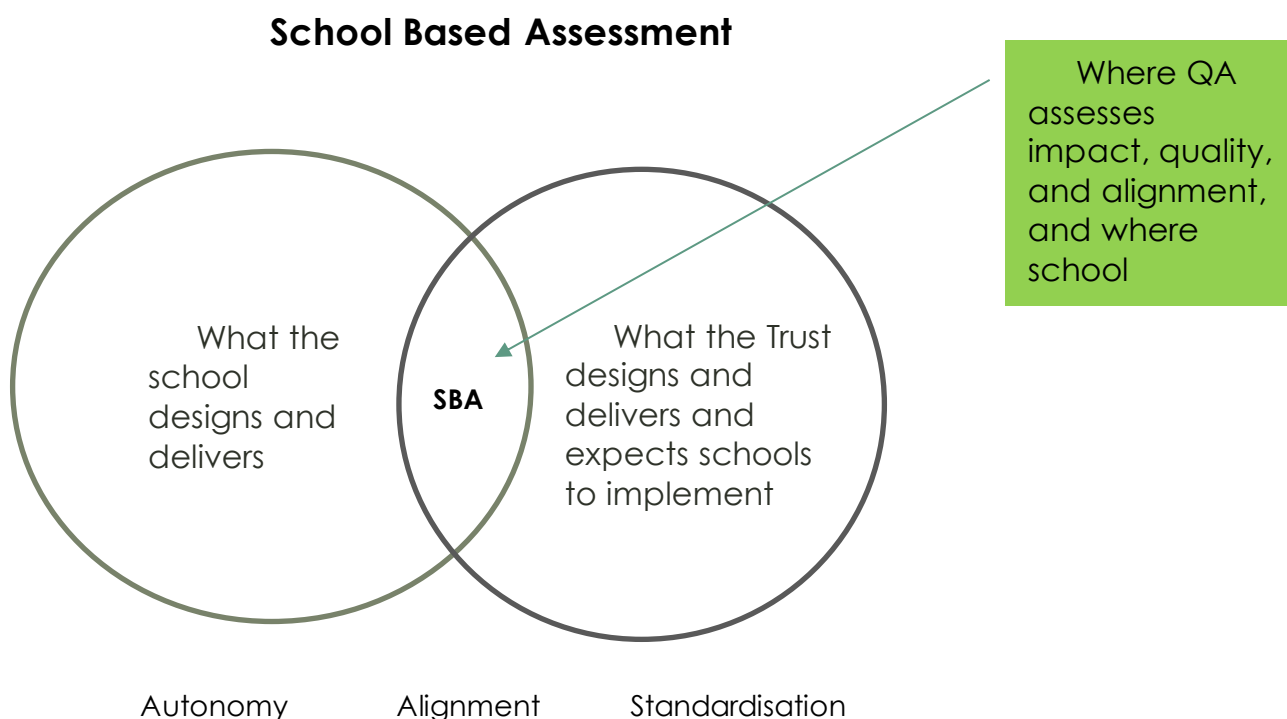
10 features of highly effective Multi-Academy Trusts

1. *They know their academies well quantitatively*
 2. *They ensure their academies work collaboratively (recognising the need for David Carter's model of Standardisation, alignment, and autonomy)*
 3. *They adapt strategies to an academy's context – (recognising and understanding each school's improvement journey)*
 4. *They deploy expertise strategically*
 5. *They [prioritise and insist upon instructional] coaching and improvement in teaching and learning. They use inquiry-based [research-led/informed] learning as the lever to accelerate improvement*
 7. *They empower their middle [curriculum] leaders to work in a co-constructive way*
 8. *They evolve and apply some non-negotiables [financial, business and data systems, school policies and HR]. They work with and learn from other schools [outward facing]*
 10. *They know their impact*
- (Ambition 2019)*

Appendix C

The School Based Assessment

The School Based Assessment is a continuous self-evaluation tool for schools and school leaders to support them and the Trust in evaluating the quality of provision at each school and the degree of alignment with Trust policies and values. It is not a tick list and should not be a burdensome administrative task. There is no expectation in terms of what is drawn on as evidence of effectiveness in each area and there is no expectation that it is completed in a particular way. The most important element of this process is that it supports the school and the Trust in evaluating the quality of the school's work, the depth of cultural alignment with Trust expectations and the impact that the Trust has on these. Being a Trust affords us with unique opportunities to build collective capacity to continue the school improvement journey and as part of our commitment to this shared endeavour, we should thoroughly evaluate how aligned we are with it.



The Compass Partnership of Schools

Executive Leader School Based Assessment (SBA)

School	Executive Leader	Headteacher
NOR	Overall judgement	
Key Strategic Area	RAG	Key areas for monitoring and action
Leadership		
School Evaluation Form linked to Ofsted Framework and accurate Is it dynamic and constantly changing? Are all leaders part of its creation and can they confidently talk about what he says about the school's strengths and areas of development?		
Leadership and school (inc. Governors) are Ofsted ready		
School Development Plan focused on key priorities including the 4 Trust Imperatives. Improvement in pupil outcomes and progress is quantified and ambitious Is the development plan owned by all staff? How is this achieved?		
Progress and attainment targets are ambitious. The school tracks against PAG in a diligent and impactful manner. Is every leader aware of the picture of attainment across the school? At Willow Dene AR & PLP targets are ambitious and personalised. The school uses data to quality assure outcomes for all.		
QA schedule is published and linked to the school development plan clearly linking weekly PDMs with teacher knowledge acquisition and the development of explicit, direct instruction in line with the Trust's Teaching for Learning Policy Does the QA schedule demonstrate the key school priorities?		
The school leadership team has a research/ reading foci that models research/reading as being a key motor for teacher and school development		
Weekly school-based leadership team meetings are planned and focused on leadership development and school improvement – these are minuted and actioned		
Middle leaders have leadership action plans, a leadership folder and data dashboard. They can confidently speak about the impact of their leadership as well as the key strengths and areas for development for the areas they lead		
Local School Committees focus on standards and the quality of education in the school. This is evidenced through regular and		

challenging monitoring visits and engagement at committee meetings		
Local School Committees engage with all stakeholders as part of their monitoring and evaluation processes		
Professional development Conversations Framework is implemented rigorously for all members of staff		
Compass safeguarding audit confirms compliance and areas for development have been actioned and reviewed by the safeguarding governor.		
Tight budget management and oversight is evident with heads, governors and the wider leadership team managing budgets effectively over a three-year period, ensuring staffing decisions are sustainable.		
Governance		
The Compass Governance Framework is implemented		
Governors have a tight work schedule and regularly visit school to monitor, support and challenge, making use of the provided audit tools. Chairs attend chairs breakfasts. Any issues for the Board's attention are shared via the appropriate channels.		
Statutory lead governor roles are effective and ensure the wider local school committee have good oversight of the school's work in key areas and are informed to enable challenge		
The Compass Leadership report is used as a framework for LSC meetings – governors challenge against this and with the support of external verification, moderation and validation		
There is a policy schedule for all school-level policies which are reviewed in accordance with the schedule		
Teaching and Learning		
Compass principles and values are evident across the school The Compass values and the Four Imperatives wheel are on display around the school and understood by all		
There is precision in, and high expectation for, behaviour and positive attitudes to learning. The school is an harmonious community. Routines are embedded and there is complete consistency across the school.		
Pupil exercise books evidence good attainment and progress for all children. Foundation Subject learning is evident in subject specific books with clear indications of content learned. Knowledge organisers/title pages		

support children in self assessing and quizzing for knowledge gain At Willow Dene and in specialist provisions, evidence of learning demonstrates progress for all children across the curriculum.		
Pupil progress data is analysed rigorously and termly. Analysis of quality of PPO (practice, provision and outcomes) is reported termly to governors and used to inform school action. Progress data is quality assured with a focus on accuracy, quality of evidence and individual progress, informing interventions and support measures. Termly school-based analysis of assessment outcomes with a key focus on combined measures and gaps between groups of learners		
A clear 'catch up' plan is in place that is built on precise pupil assessment and prioritise according to school need		
The school is committed to the Universal Curriculum Statement and framework – curriculum planning across the school and in each year group is detailed and sequential Planning is highly personalised for children with significant need.		
The Compass Teaching for Learning policy– pedagogical framework is used by all staff and evident in the quality of teaching		
Guided practice is used consistently as a strong element of daily explicit direction and ensures children understand what is taught, are on track and allows for misconceptions to be addressed swiftly		
The central environment and class environments are of a high standard and adhere to the Trust's Environment for Learning Policy. The environment is refreshed regularly and includes adult handwriting in many signs etc. Learning walls are dynamic and reflect current learning and thinking		
Commitment to the trust		
Agreed branding guidelines (headed paper etc.)are adhered to Correct logo, century gothic, email signature strips, correct letterheads, PowerPoint templates used		
The school is committed to the Trust and Trust-wide working, ensuring staff work with others outside of the schools and bring learning back for impact – a commitment to school improvement linked to collaboration with schools across and beyond the Trust, as well as the sharing of expertise amongst office and premises staff. This includes full attendance at subject leader networks, office lead and premises meetings etc.		

Implementation and use of Trust Leadership Framework is evident and has impact		
There is attendance of key staff from school at all Accountability Team meetings and commitment to actions Commitment to leadership dispositions		
The 11 before 11 and 16 before 16 framework is in place and is publicised widely Staff have considered how this can be embedded during Covid		
The Headteacher attends all Trust senior leadership meetings and commits to actions		
Compliance		
There is a commitment to staff observing and learning across the Trust – peer coaching and lesson study.		
There is school-based risk assessment at an SLT and governor level This is regularly updated and clearly understood		
Health and safety compliance and recording is up to date. The Headteacher attends termly premises audit meetings and the annual external health and safety review. The Health and Safety Governor is up to date with all compliance matters. Key staff are using the Every compliance system effectively.		
Fortnightly Headteacher, premises and Finance Officer meetings are minuted and have impact		
GDPR best practice is adhered and evident in the school's management and storage of data		
Implementation and use of Trust Leadership Framework is evident and has impact		
Environmental Sustainability		
Is the school working towards Eco Friendly Status?		
Does the school have an Environmental Sustainability action plan?		
End of Autumn term checklist		
Ambition targets have been set for the next academic year with staff focused on progress against curriculum expectations in the Compass Curriculum Progression Grids		
SDP is reviewed with staff and progress recorded		
Subject leader impact is reviewed and monitoring plans adapted accordingly		
All PDCs are completed		
QA Cycle and PDM plan is agreed and published for the Spring Term		
End of Spring term checklist		
SDP is reviewed with staff and progress recorded		

Subject leader impact is reviewed and monitoring plans adapted accordingly		
All PDC reviews are completed		
QA Cycle and PDM plan is agreed and published for the Spring Term		
Essential checklist for academic year-end (completed by 2nd week of July and presented to Hub Leader)		
SDP for the next academic year is completed by July and communicated with staff		
SEF is reviewed in July and the overall assessments have been communicated with staff before the summer break		
QA Schedule for the next academic year is completed by July and communicated to staff before the summer break		
Whole school CPD plans are completed for the next academic year and communicated with staff		
Attendance for the year is analysed and informs the SEF		
Behaviour incidents are analysed and inform the SEF		
Safeguarding audit tool is completed with executive leader and sent to Trust lead for Safeguarding		
Subject leader files are collected in and reviewed		
Subject leader monitoring maps are reviewed and adapted for the following year. These are communicated to the whole staff		
All classrooms are stripped, staples removed, rubbish removed and ready for deep cleaning		
OfSTED Folder on School Website is up to date.		
School Website is up to date and factually correct		
GIAS (get information about schools) is up to date		
Salary progression agreed with Governors in readiness for September		
Overall assessment/comments		

RAG rating

- RED – emerging – significant support needed to ensure the school is compliant
- AMBER – established – all key areas have been developed and excellent practice is evident
- GREEN – consistently high standard of practice evident with examples of best practice that can be shared across the Trust