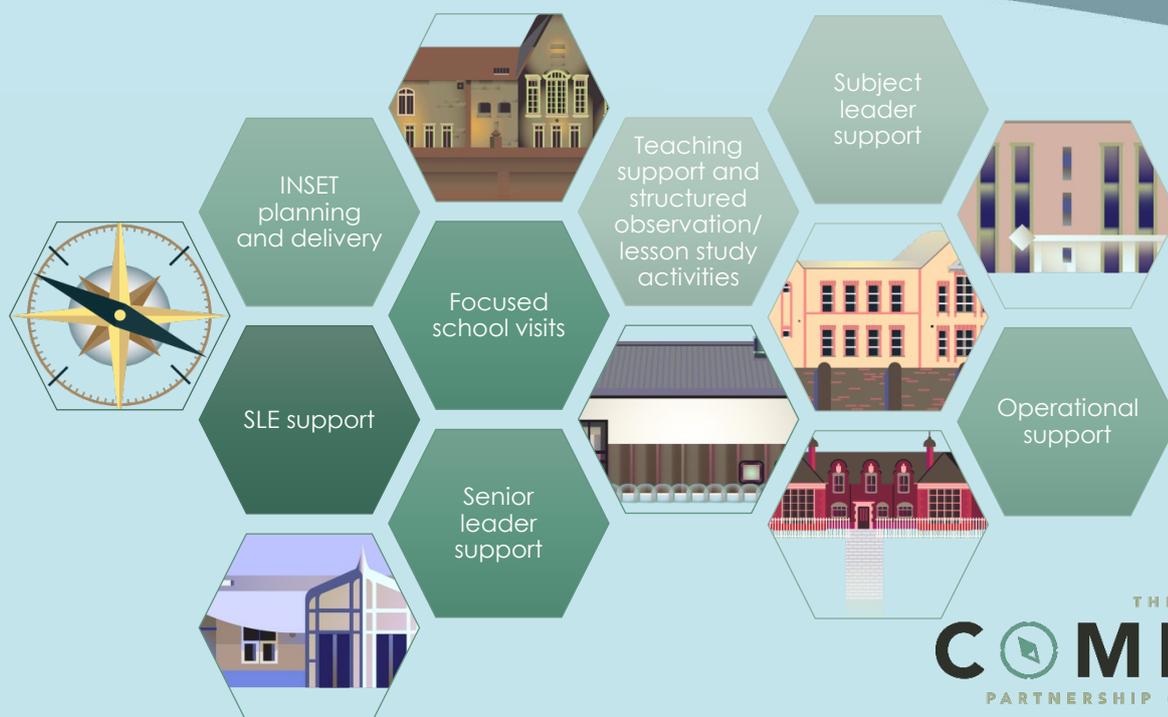


School Improvement Strategy



Compass has a robust school improvement model that has evolved over a 6 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 built around 6 key functions:



The central strategic leadership team oversees the delivery and effectiveness of the school improvement strategy, 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.

Categorisation of schools is aligned with the current OfSTED Framework:

- **Category A** schools are outstanding or would be expected to be judged as outstanding at their next inspection
- **Category B** schools are securely good and working towards outstanding
- **Category C** schools are not yet good but have the capacity to achieve this with a programme of support and intervention
- **Category D** schools require significant structural intervention and sustained support to improve

This categorisation process 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 the active engagement with the core offer and the core accountability teams that drive policy and practice across the Trust.

Compass has a quality assurance and school improvement offer that all schools access, including:

Executive Leadership of schools aligned with the School Based Assessment Framework

Termly Challenge and Support reviews conducted by the Trust Leader and external specialist

Trust data management programme, reports and evaluation frameworks

Bi - annual Safeguarding review and Health and Safety Audit

Trust Leadership Programmes (Pathways 1, 2 and 3)

NQT programme

Access to Subject Leader development networks

Annual conference

Annual headteacher and deputy headteacher development days

Access to core business team, which includes finance, IT, health & safety, premises, operational, and project management support

Active membership of the 3 core accountability teams for Teaching and Learning, Continual Professional Learning (CPL) and Leadership Development, SEND and Social Justice

Full access to existing partnership work with Apple.com through our IT strategy partnership with Apple

Specialist behaviour support and advice

Specialist subject leader support

School Direct Programme and Apprenticeship Support

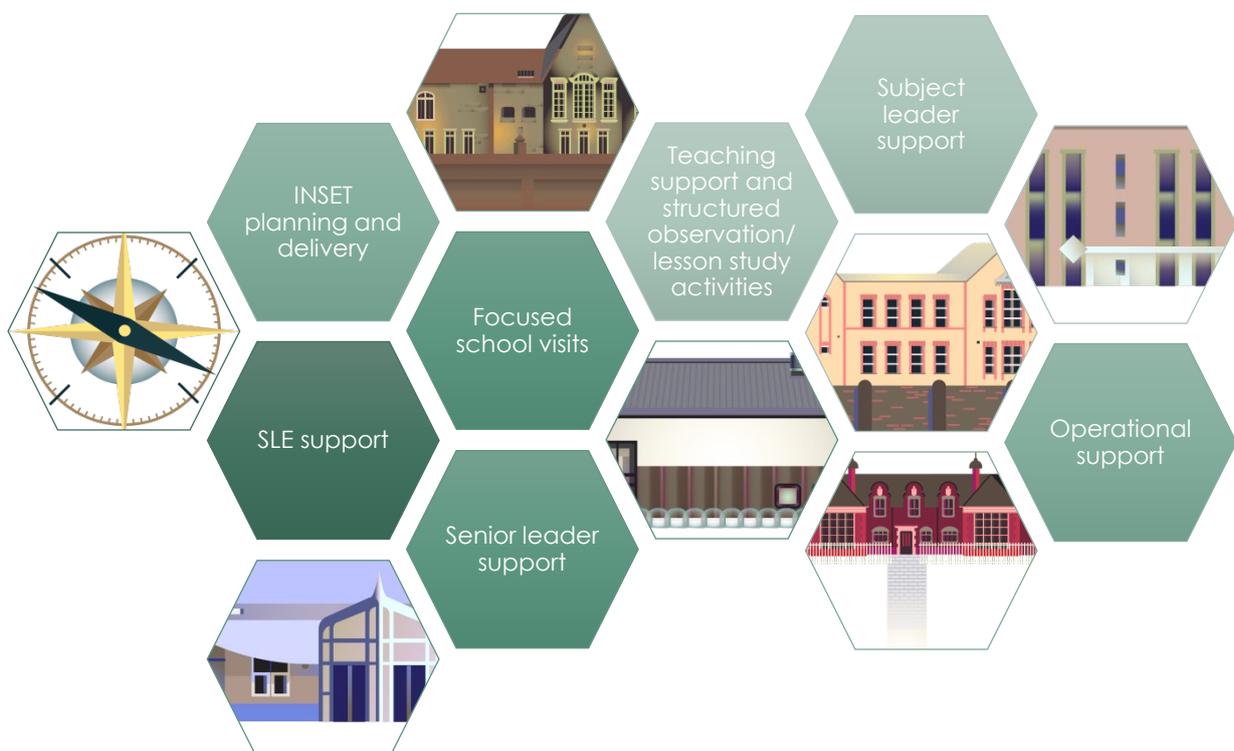
As a Lead Teaching school in the RGTA, full access to all that this offers

An important strand of the improvement strategy is the induction process for new 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:



The executive leader 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. This will include:



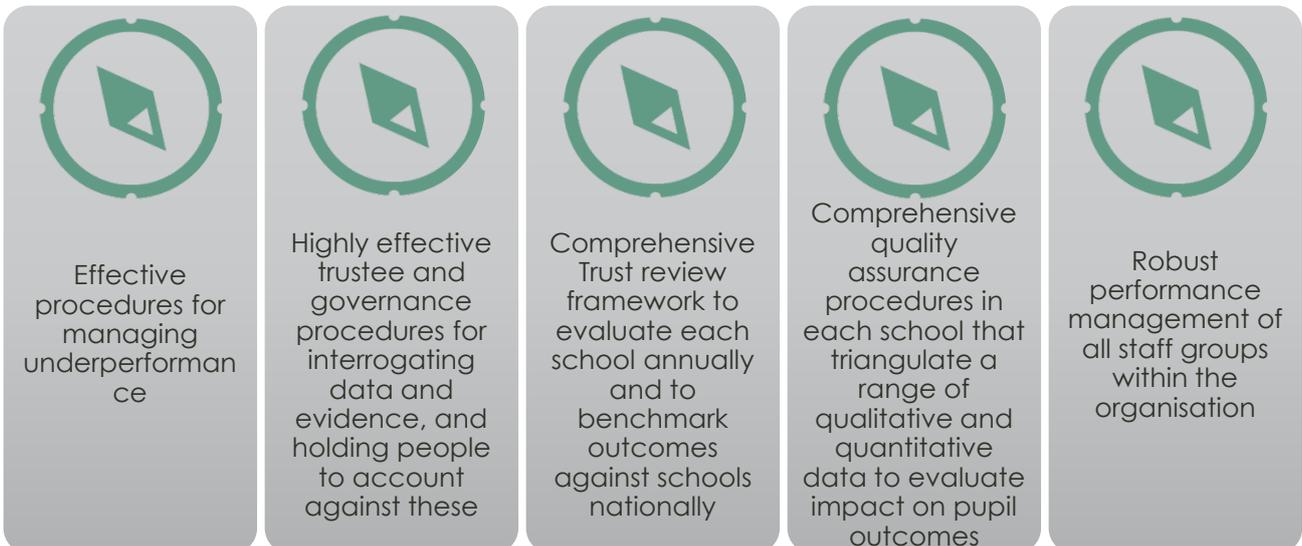
We have a structured approach to school improvement when a school is identified as being in need of support or comes into the Compass Partnership. Stage 2 of the process is crucial with any new school as the 12 week transformation plan is a wide ranging strategy for addressing all the key elements that impact on pupil provision

and outcomes. It is a highly successful strategy and leads to step change in mindset and organisational focus, within a very short period of time. This strategy sits within the wider capacity that the Trust offers and enables us to provide key development opportunities very early on, to address weak teaching and leadership. These include:

- Leadership coaching and mentoring within a structured coaching and development plan
- 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 external analysis of pupil data and structured pupil achievement reviews

Whilst expectations are challenging from the outset, schools are able to meet these within the wider supportive community that the Trust brings and the school improvement offer that all schools can access.

Compass has a range of procedures to monitor performance across the group, linked to pupil outcomes. We utilise refined school development and action planning processes that ensure pupil outcomes are at the heart of our drive for improvement. Targets are set annually at a Trust, school and individual level, and these are evaluated continually through the following mechanisms:

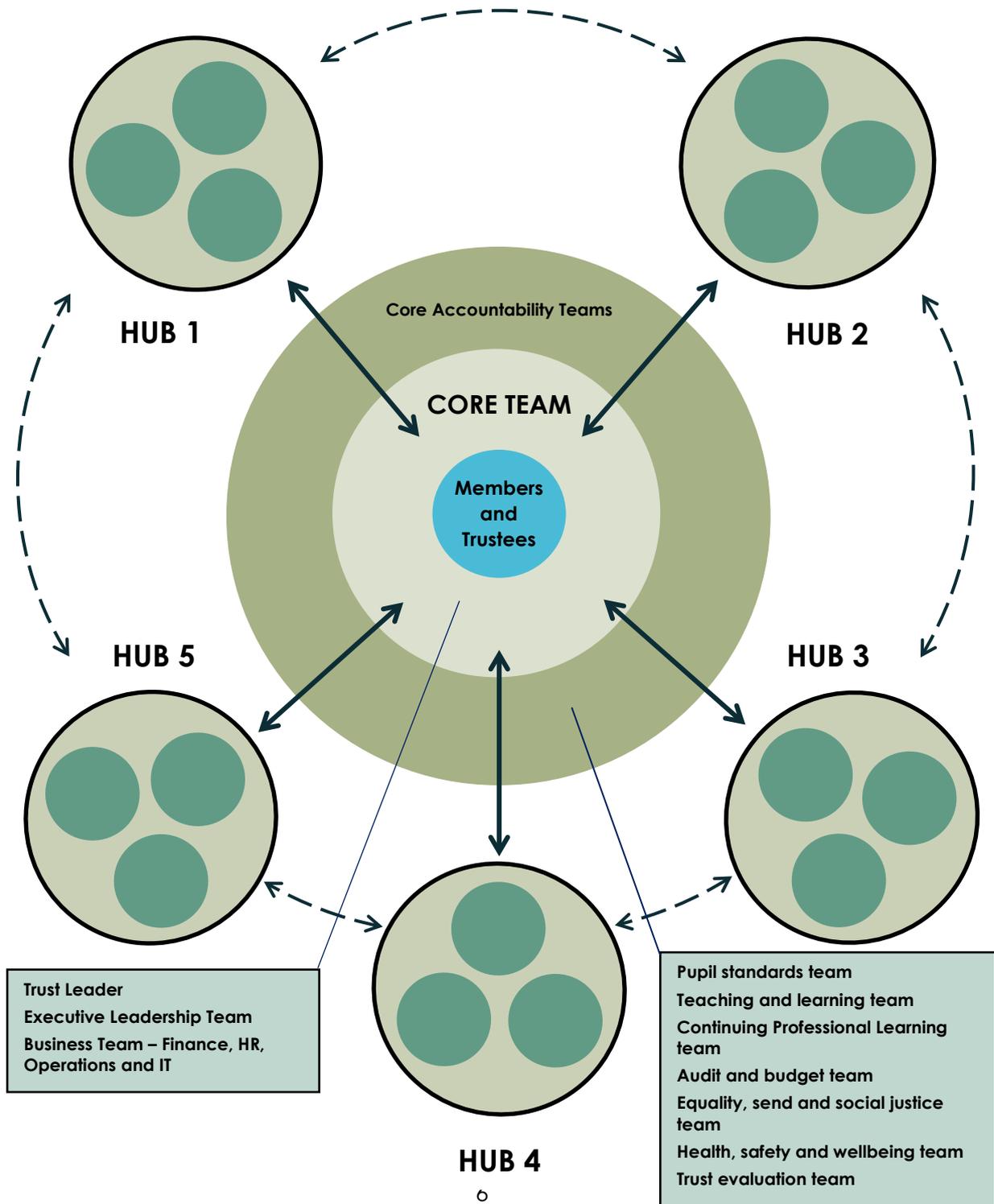


The leadership structure of the Trust ensures that there is oversight of individual performance at all levels. The performance of all senior staff, including the Trust Leader and Executive Head Teachers, is externally validated by an independent consultant so that all individuals are held to account for pupil 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.



Through the challenge and support process, schools are internally challenged against outcomes for pupils. This process is also validated by an external school improvement partner. The School Based Assessment Framework provides for ongoing feedback on school effectiveness against the Compass Essentials.

Through challenge and support days, professional dialogue, book scrutinies and data analysis, Compass leaders work alongside head teachers and school leaders to evaluate a school's effectiveness, identifying potential issues for school improvement, and developing solutions. Executive Leaders support head teachers to develop accurate school evaluation and school development plans that are focused on key priorities for rapid improvement, as well as coaching support and challenge. Alongside this, a 12 week Transformation 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 rapid change.

The improvement of teaching quality is further supported by deployment of lead teachers and through joint planning of high quality teaching sequences, team teaching, and peer coaching. Joint planning across schools further supports teachers to visit their coaching partner'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.

Rapid improvement is accelerated through the use of whole school approaches and staff have opportunities to engage in joint INSET days that support collaboration on pedagogical approaches. Teachers and leaders also have access to our NQT, Middle and Senior leadership programmes.