

# Codsall Multi-Academy Trust

## School Improvement Framework

### Growing as One



Commitment



Compassion



Community

# School Improvement

The Trust's Core Values of **Commitment, Compassion** and **Community** ensure that we have a collective responsibility for expecting the highest of standards for our pupils and one another. Every leader, teacher and support staff member is committed to providing a unified and well planned student experience, rooted in a culture of collaboration and mutual respect.



Our role is to harness the collective expertise, talent and energy within our teams to ensure that children are ambitious and aspirational and that a culture of high expectation is established for all.

## SCHOOL IMPROVEMENT PRINCIPLES

- The Trust's core values of Compassion, Commitment and Community remain integral to all aspects of School Improvement.
- The Trust will provide effective operational support and services to help school leaders focus on school improvement.
- Research and evidence informed improvements will be essential elements of the Trust's approach to School Improvement.
- Collaboration is central to the work of the Trust. Skills and qualities that already exist within the Trust are used for the benefit of all. Subject expertise and shared best practise are central to the School Improvement Model.
- All of our academies are different, in size, religious character and phase. We are cognisant of the need to align systems where there is the scope to do so, understanding that each school faces different challenges.

- Our Trust is committed to Growing As One. This is inherent to our respective cultures, we are more successful when united.



# Audit

Annually we will complete an Academy Risk Assessment Matrix with school leaders. This will be an evaluation and audit of the baseline position for the year.

Final current status judgements will be made by the CEO using all of the evidence available.

Academies new to the Trust will undergo a full analysis of the current status via the Trust's Educational Due Diligence process. Where required this can be carried out in conjunction with an external consultant. A copy of our process can be requested.

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# Focus

Having collated and analysed all of the evidence gathered, the CEO and Head Teacher will agree the priority areas in need of support and interventions. These will become the focus areas for development for the individual academy and in some instances the Trust as a whole. It is important to note that at this stage, the support may come from within the academy itself or be provided by the wider Trust. A commitment to a collaborative approach when deciding upon the academy's priorities will safeguard a culture of collaboration and trust, ensuring everyone is moving in the same direction and are equally accountable for the improvements required.

# Deliver

As we move into the Implement phase where evaluation work has been completed and priorities have been agreed, the academy Head Teacher in will produce the academy's annual school improvement plan which will be ratified through a review process with Local Academy Board and the CEO. The Education Endowment Foundation (EEF), states that this is where the evidence collated can be utilised for best effect. CMAT values the work of the EEF and recognises the importance of adhering to the following six recommendations when producing an academy plan.

<b>Recommendation 1</b>	Treat implementation as a process, not an event; plan and execute in stages
<b>Recommendation 2</b>	Create a leadership environment and school climate that is conducive to good implementation
<b>Recommendation 3</b>	Define the problem you want to solve and identify appropriate programmes or practices to implement
<b>Recommendation 4</b>	Create a leadership implementation plan, judge the readiness of the school to deliver the plan, then prepare staff and resources
<b>Recommendation 5</b>	Support staff, monitor progress, solve problems and adapt strategies as the approach is used for the first time
<b>Recommendation 6</b>	Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use

# Sustain

Once the improvement priorities have been delivered and the necessary actions taken, it is important to continue to monitor progress, regularly checking on emerging issues or developments. Leading on evidence-driven improvements is a continuous part of everyday work within each academy. Academy Head Teachers and Senior Leaders learn from the improvements made, continue to collaborate with each other, take ownership of successes and areas for continued development and focus and collaborate to move things forward together.

The four stages of the School Improvement Model (Audit, Focus, Deliver and Sustain) are designed to create a cycle of continuous evidence-driven school improvement. Focusing on the right kind of evidence, translating it into an focus, with a clear implementation plan and building a culture of collaborative inquiry epitomises the Trust's School Improvement Model. The Trust has determined the below as key elements of the audit, monitor and review stage of the cycle:

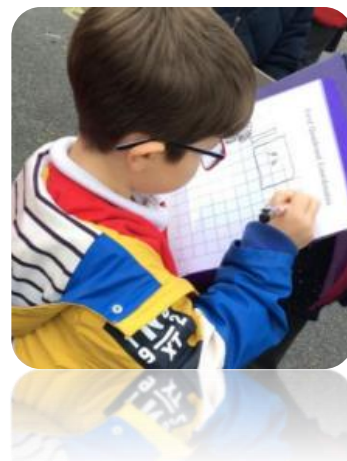
- Ethical leadership and shared ownership.
- Positive collaboration.
- Effective use of shared Trust wide data.
- Highest expectation of students.



# Delivering Academy Improvement

The current status of each academy, having been determined by the Trust's Annual Risk Assessment Matrix, will be categorised under one of three distinct headings:

- Consistently good or outstanding academies with strong leaders;
- Academies in need of targeted support or currently not meeting their existing Ofsted judgement;
- Academies in need of intensive support.



The framework of support the Trust will provide to secure academy improvement for each category is set out as follows:

## Category 1 Consistently good or outstanding academies with strong leaders

Carry out an annual peer review.

Receive support from the Director of Education and MAT SENCo as required

Engage in Quality Assurance visits with the CEO, Trust Directors and External Bodies as required

Termly student progress and attainment review

Full collaboration in SET (Senior Executive Team) at Head Teacher level and other relevant collaborative forums.

Lead and participate in the sharing of best practice across the Trust.

Produce a termly review of the Academy SDP

Participate in relevant focus reviews across the Trust using spotlight and peer to peer models – e.g SEND, Pupil Premium, Assessment etc.

Submit an accurate SEF to the CEO and Directors annually for approval

## Category 2 Academies in need of targeted support or currently not meeting their existing Ofsted judgement

As per category 1, plus:

Receive extended leadership support from Director of Education, MAT SENCo and CEO  
Receive targeted support from specialist practitioners (internal/external) as identified by the Director of Education and CEO

Engage with external reviews in priority areas, e.g. pupil premium, reading, SEND, etc.

Access behaviour support from the Wingfield Academy Behaviour Hub, if required  
Regular progress meetings with Director of Education and CEO

### Category 3 Academies in need of intensive support.

As per current categories 1 and 2, with further specific actions taken by the Trust, including:

Increased leadership capacity from across the Trust, or via a consultancy.

Creation and implementation of a rapid improvement plan led by Director of Education and CEO.

Heightened monitoring schedule agreed with smaller steps to be taken explicit.

A review of the leadership at all levels to ensure that the required rapid improvement can be delivered and sustained.

Secure high-quality teaching across the academy using expertise from within the Trust.

## The role of the Director of Education

The Director of Education will support school improvement and quality assurance across our academies, providing support and challenge, advice and guidance. They will take into account the individuality of the setting whilst seeking to align systems where appropriate. CMAT's core principles (commitment, compassion and community) are integral to the success of driving forward school improvement and fostering a collaborative learning culture across the Trust and beyond. This role reports directly to the Chief Executive Officer and works closely with them, and the MAT SENCO.

The Director of Education role will include:

- Providing structured opportunities for MAT wide support and collaboration through the spotlight and peer to peer models.

- Supporting Head Teachers and Senior Leaders with a MAT Wide view of teaching and learning, pedagogy and curriculum design.

- Working with Heads and other senior leaders to ensure the curriculum is broad, balanced and effective, within Trust parameters, while taking account of local context;

- Creating and sustaining cycles of school to school support and challenge to quality assure standards, e.g moderation and standardisation activities, shared learning walks.

- Developing further academy-to-academy collaboration along with external partners;

- Reviewing educational systems, to align where appropriate and in the best interest of the students;

- Promoting the Trust's vision, priorities and strategies for achievement and long-term success;

- Liaising and working with the CEO to deploy wider shared services of the Trust for the benefit of individual academies;

- Facilitating targeted support and interventions from specialist practitioners;

- Working with the MAT SENCo to ensure high levels of inclusivity across the Trust.



# The role of the MAT SENCo



The MAT SENCo will support all Trust school's to fulfil their legal and statutory responsibilities towards children and young people. They will provide quality assurance across our academies, providing support and challenge, advice and guidance in respect of SEND, Inclusion and Disability matters. They will take into account the individuality of the setting whilst seeking to align systems where appropriate. CMAT's core principles (commitment, compassion and community) are integral to the success of driving forward school improvement and fostering a collaborative learning culture across the Trust and beyond. This role reports directly to the Deputy Chief Executive Officer and works closely with the Director of Education and individual school SEN Teams.

The MAT SENCo role will include:

- Providing structured opportunities for MAT wide support and collaboration through SEND reviews and sharing of best practice;
- Supporting Head Teachers and Senior Leaders with a MAT Wide view of SEND within the Trust and adaptations that are being made within each academy for learners;
- Working with Heads and other senior leaders to ensure that the curriculum for SEND pupils is broad, balanced and effective and children's needs are well planned for and met;
- Leading on Trust wide communication with the Local Authority and statutory processes;
- Reviewing educational systems, to align where appropriate and in the best interest of students and staff workload;
- Promoting the Trust's vision, priorities and strategies for achievement and long-term success;
- Liaising and working with the CEO to deploy wider shared services of the Trust for the benefit of individual academies and their pupils;

- Facilitating targeted support and interventions from specialist practitioners;
- Leading on the development and networking of individual school SENCOs and SEN Teams;
- Creating mechanisms for CPD for staff in respect of SEND and Inclusion.



This School Improvement Framework has been developed through consultation with Head Teachers, School Leaders and Directors. This process goes hand in hand with the Trust Operational Improvement Framework.