School Improvement (Support) Strategy

EPAT

Believe Succeed Together

Date Reviewed	June 2023
Date Ratified by the Trust	July 2023

Contents

1.0 Overview

The following is a broad overview of the work undertaken with constituent academies as part of the Trust's School Improvement Strategy.

Area	Strand	Strategy
Safeguarding	Safeguarding	Review current safeguarding policies, systems and procedures to ensure compliancy and effectiveness.
Effectiveness of Leadership and Management	Finance	Review the annual budget to determine sustainability and risk of deficit. Commission ECC payroll.
	Leadership and Management	Review leadership structure, effectiveness and capacity. Review performance management procedure and data.
	Staffing	Review staffing structure, effectiveness, capacity and sustainability. Review staff absence. Review recruitment and retention. Review staff CPD programme and support systems.
	Policies	Make arrangements for Trust-wide policies to be consulted upon, through the JCC, prior to adoption.
	Human Resources	Commission ECC HR, ECC Legal, ECC Health and Safety. Implement, following JCC consultation, Trust-wide HR management policies.
	Site and Buildings	Conduct a full site analysis to determine priority of EFA bids/projects.
	Operations	Make arrangements to outsource catering, cleaning, caretaking and grounds maintenance with existing Trust providers. Review the IT infrastructure and harmonise with the IT strategy of the Trust. Review procurement and harmonise with existing Trust providers. Review of all other business contracts and harmonise with existing Trust contracts.
	Marketing	Harmonise marketing e.g. website, publications, signage, press releases etc.
Teaching, Learning and Assessment	Curriculum	Review the curriculum structure/model so it meets the Trust's vision.
	Policies	Review the following policies: Assessment; Teaching and Learning; Marking; Presentation; and Homework.
	Teaching and Learning	Review the quality of teaching, including a scrutiny of internal lesson observation data vs. external observations.
	Tracking	Introduce Trust-wide tracking facilities to monitor attainment and progress.
Personal Development, Behaviour and Welfare	Policies	Review the following policies: Admissions and Attendance; Behaviour and Discipline; and any other pupil-management related policies.
	Attendance, Exclusions, Incident Log, Rewards	Review attendance, exclusion, and incident log data. Introduce Trust-wide tracking facilities to monitor attendance, exclusions, incidents and rewards.
	SMSC	Review SMSC provision.
Outcomes for Pupils	Pupil Performance	Review pupil performance data using LA data reports, RAISE summary reports and RAISE question tools for the purposes of prioritising short-term intervention and medium-long term planning.

2.0 Level of Support

2.1 Generic Support

Regardless of the level of need, generic support is provided in the following areas:

- Safeguarding compliancy and effectiveness.
- Preparation for Ofsted.
- Strategic planning.
- Recruitment and succession planning.
- Personnel advice/guidance.
- Policy development (including the implementation of Trust-wide policies).
- Performance management development.
- Teaching and learning development.
- Outsourcing operations e.g. catering, cleaning caretaking, payroll, HR, legal, etc.
- Introducing Trust-wide pupil tracking facilities.
- CPD collaboration and exchange.
- Site analysis/survey and associated EFA bids.
- Marketing harmonisation.
- Procurement harmonisation.
- IT harmonisation.

2.2 Additional Support

The level of additional support is largely dependent on the level of need and is categorised into three groups:

Level	Description	Examples
1 🟢	Low intensity support triggered by a request from an academy and/or identification of developmental needs. The support is likely to be short-term (X number of days) and in the form of mentoring, coaching, training and/or collaborative work involving individual Trust practitioners identified and coordinated by the CEO.	Curriculum development. Teaching and learning development. Intervention/booster programmes. Bespoke (academy-specific) policy development. Personnel advice/guidance/representation.
2 🟡	Medium intensity support triggered by the identification of increasingly significant needs. The support is likely to be medium-term (X number of days over X number of weeks) and in the form of specific, targeted intervention by Trust practitioners identified and coordinated by the CEO.	Staffing reorganisation and redeployment in prioritised areas. Curriculum reorganisation. Targeted, high impact CPD. Review of key operational policies e.g. Attendance, Behaviour and Discipline, Teaching and Learning and Curriculum and Assessment. Resolution to medium-term personnel matters.
3 🔴	High intensity support triggered by the identification of significant, substantial and sustained need. The support is likely to be long-term (X number of weeks over X number of terms) and in the form of rigorous, sustained intervention by a team of Trust practitioners and/or external consultants e.g. NLE, LLE, SLE, identified and coordinated by the CEO.	Leadership restructure. Staffing reorganisation. Recruitment to meet immediate needs. Review/revision/implementation of key operational policies e.g. Attendance, Behaviour and Discipline, Teaching and Learning and Curriculum and Assessment. Timetable reorganisation. Targeted intervention with prioritised pupil groups. Resolution to medium-long term personnel matters. Budget preparation (to avoid a deficit). Emergency site works (to avoid closure).