

The Societas Trust

Improving Education Strategy **2024 to 2025**

‘Great Learning Opportunities for All’

(Updated June 24)

This strategy reflects the clear vision and values of The Societas Trust (the Trust) in ensuring 'Great Learning Opportunities for All'. Our Trust works within the context of shared responsibility, shared decision making and structured school to school support. Our focus is on supporting continuous improvement and the pursuit of excellence for all within the Trust. Our approach recognises that each setting has important complementary roles in securing this excellence, and that the sharing of strengths across the Trust which, combined with a shared intolerance of underachievement, will lead to improved educational outcomes for all children served by Societas.

Key Principles

This strategy is underpinned by two key principles: a shared responsibility and commitment to high standards by all Societas stakeholders; and that all are signed up to continuous improvement and development of best practice to support a rise in standards.

A shared responsibility for high standards means:

- working in partnership with all stakeholders including our Members, Directors and Local Governors;
- a drive to raise standards and outcomes of all children and young people in each Societas setting;
- ensuring parents, carers and pupils have the information they need;
- valuing and encouraging openness, transparency and accessibility as pre-requisites for a shared learning and continuously improving system;
- ensure that all educational providers are of the best quality and are well placed to deliver high quality provision for all children and young people;
- secure and develop high quality leadership and management at all levels in the system, including at Board and Local Governance levels;
- promote and develop high quality teaching and learning, overcoming barriers to educational achievement and ensuring early support;
- aligning the work of a range of professionals to promote young people's achievement and well-being, working in partnership with social and health colleagues to meet the broader needs of children and families alongside their educational needs.

A commitment to high standards means:

- working in partnership with pupils, parents, carers and all Societas leadership and management (including Members, Directors and Local Governors) and other stakeholders, to ensure coherent and consistent challenge to each setting in the aim to provide the highest quality of education;
- on-going analysis and evaluation of comprehensive data sets from each setting to inform challenge and improvement priorities;
- securing the inclusion, participation and engagement of all children and young people in all aspects of their education and ensuring that their voice is heard;
- providing professional development opportunities in the light of locally identified needs and statutory requirements;
- celebrating and signposting effective practice;
- offering appropriate support and challenge to each other and being prepared to be challenged when it is evident that standards are not high enough and quality of provision is not good enough.

Procedures and Guidance

Rationale – to identify strengths and areas for continued development

Each Societas setting has delegated responsibility for their individual improvement, however, each also recognises the collective responsibility of meeting the needs of all Societas' pupils and understands that this can be achieved better together. The Directors' Board, through its Education Committee, has the responsibility to oversee the effectiveness of each setting to ensure a coherent and strategic approach to educational improvement, where every child receives a good education.

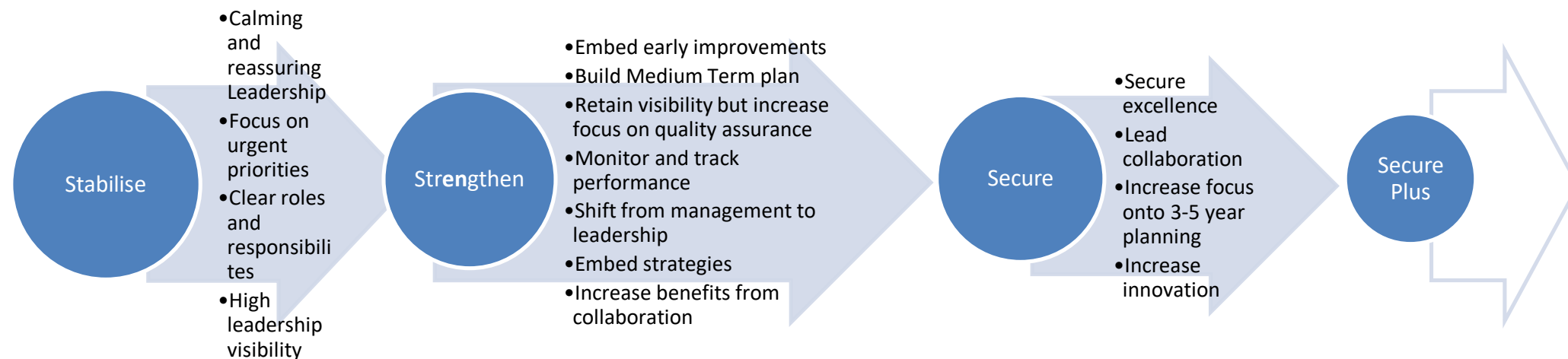
The Directors' Board, through its Education Committee, is therefore expected to:

- Establish improvement capacity by ensuring that there is sufficient internal capacity to support all settings, including those that are underperforming;
- Identify the improvement needs of all settings and ensure appropriate solutions to meet those needs;
- Supporting and deploying leadership in order to lead the process of change, secure baseline expectations, co-ordinate the integrations of additional sources of support and build relationships with local communities;
- Ensure access to effective practice and expertise at all levels (e.g. wider school to school, MAT to MAT partnerships, Teaching School Hubs, External Partners/Consultants etc.);
- Monitor improvements in outcomes and review changes in the quality of provision.

How do we do this?

The Education Committee is responsible for identifying the improvement needs of all settings and ensuring appropriate solutions to meet those needs. In order to do this, the Academy Performance Review (APR) Framework (See Appendix 1), which outlines the key performance indicators or 'strand criteria,' is used as a self-evaluation tool by leaders of the trust and then quality assured by external partners. The APR Framework establishes the capacity and the various strengths, needs and/ or potential risks, of each setting and of the Trust overall.

Our Framework is based upon Sir David Carter's Four Stage Improvement model which identifies the stage a setting is at in its improvement journey. The model also identifies the key leadership required to bring about school improvement.



The APR cycle/process (Appendix 2) allows the Trust to be proactive in building upon the capacity and strengths across the Trust and identify any support needs in order to ensure rapid improvement. The Graduated Response Framework (Appendix 3) outlines the level of support to be provided at each stage of a setting's development. The APR process is externally quality assured as appropriate to ensure accurate judgements.

Following the analysis of the information/evidence provided during the termly APR, a collective judgement of the degree of risk against each performance indicator is given in line with the agreed 'Strand Criteria'. In the summer term, an overall collective judgement is made using the same criteria and is reported to the Directors' Board.

This review also determines the level of autonomy, challenge and support to be provided to each setting going forward. The aim is not to predict a future Ofsted outcome but to be clear about the setting's current level of performance, strengths (capacity) and areas improvement. The intention is to have an objective, externally validated and quality assured, view of:

- the quality of education in each Societas setting;
- the level of strength and capacity within the trust.

What do we do with this information?

The Executive Board, overseen by the Education Committee, has delegated responsibility to use the APR outcomes to undertake a shared planning process that results in the Trust's Strategic Education Development Plan. The plans outline both collaborative projects, with joint training and expertise sharing that involves all / some settings across the Trust, and also bespoke support for individual / group settings, as appropriate. Following implementation, the outcomes are shared and monitored on a half termly basis by the Executive Board as outlined in the strategic development plans.

The Executive Board also makes recommendations to the Directors' Board regarding the need for any additional internal or external support or capacity. This allows the Directors' Board to carry out its function in meeting the needs of all settings using the Graduated Response Framework.

Information from the APR process also informs targets for each setting, which are then used in headteacher performance management reviews and to monitor setting performance. Individual setting improvement activity is also scrutinised by the Local Governing Boards of each setting, with Trust representatives having oversight of this work.

Research and evidence is used to inform improvement work where appropriate. Shared practices, which support improvement, are co-designed resulting in some areas of standardisation across the Trust (where appropriate).

Supporting Underperforming Academies

The role of the Executive Board, overseen by the Education Committee, is to ensure that there is sufficient internal capacity to support all settings, including those that are underperforming. Due diligence of new schools is also undertaken; this includes school improvement scrutiny as well as other areas. The capacity to support might be drawn from the other settings, the central team or externally; however, it will always include credible, experienced leaders who can diagnose a school's needs and coordinate the improvement efforts of the team. The Graduated Response framework outlines what support will be provided, how often and by whom. Capacity to support underperforming settings is based on the ratio between Societas Trust settings that are able to offer school improvement capacity and the settings that need their support (3:1).

Where underperformance is identified, and the Trust has capacity to support, a forensic analysis of school improvement needs is undertaken by the Trust leaders, using the due-diligence, APR Process or other processes deemed necessary. The information gathered provides an initial outline of the needs of the individual setting and of the types of improvement support that will need to be put into place. A bespoke development plan, which details how leadership will be supported and deployed that also outlines the access to effective practice and expertise at whole school and classroom level, is drawn up. This process is undertaken by the Trust leaders, setting leaders and Chair of the LGB as appropriate.

Monitoring the progress of academies at risk

Regular reviews of progress including scrutiny of pupil assessment data; visits and periodic formal reviews are undertaken. These mechanisms, also, continue to inform the allocation of central resources by the Education Committee to the settings requiring additional support. The level of autonomy will also be evaluated as part of this process.

Headteachers, other Senior Leaders and Chairs of Governors of any Societas Setting assessed at risk, or judged not to be making appropriate progress, will be invited to meet with the CEO and Chair of the Education Committee to discuss the matter. On the basis of the evidence presented and conversations at these meetings, recommendations will be made to the Directors' Board about:

- The capacity of the Setting to make the necessary improvements;
- A review of the degree of challenge;
- The commissioning of any further support identified at the meeting;
- The need to take further actions including possible intervention.

Settings Causing Concern overall

Settings are likely to be considered at risk of intervention if a large number of strand criteria are judged in the Stabilise group, as outlined in the APR Framework:

Any school/setting in an OFSTED grade 4 category is automatically rated as high risk and a setting causing concern.

Identification as a setting causing concern will trigger a series of actions to support, challenge and, where necessary, intervene so that the issues causing concern can be fully identified and remedied in the shortest possible time.

Appendix 1 - Academy Performance Review (APR) Framework

Context:				
<ul style="list-style-type: none"> • Locality – including deprivation indices • Pupils – NOR; PP; SEN; EAL; mobility; safeguarding profile • Staffing – stability; Senior Leadership structure • Date of last inspection and outcome 				
	Stabilise	Strengthen	Secure	Secure Plus
Governance	<p>Governors care about and support the work of the school.</p> <p>Governors are focused on the day-to-day rather than outcomes for children; they have limited knowledge of the strengths and weaknesses of the schools.</p> <p>The LGB are not compliant in one or more of these areas:</p> <ul style="list-style-type: none"> • Policies & procedures in line with DfE guidance • Annual review of statutory policies • Website compliance • Equality Act 2010 	<p>Governors support the work of the school and are beginning to challenge and hold the school to account. They know some aspects of the school well.</p>	<p>Governors support and challenge. They know the school well.</p>	<p>Governors support, challenge and are proactive. They know the school very well.</p> <p>Governors hold the headteacher and senior leaders to account rigorously for pupil outcomes</p> <p>Governor body has full range of skills to be effective in support and challenge of school</p> <p>Governors engaged and implement CPD to support and challenge school</p>

	Stabilise	Strengthen	Secure	Secure Plus
Senior Leadership	<p>Vision is in need of further development.</p> <p>Aspirations and expectations for pupils are low.</p> <p>Priorities for improvement are unclear or inaccurately identified.</p> <p>Roles and responsibilities are unclear including the deployment of staff across the setting.</p> <p>Leaders have limited knowledge of expertise within their school.</p> <p>Academy Self-Evaluation is inaccurate.</p>	<p>Vision is in place but not shared widely/securely with stakeholders.</p> <p>Aspirations and expectations are either insufficiently ambitious or not yet showing impact.</p> <p>Priorities for improvement are generally clear, although plans in place do not sufficiently address areas for improvement yet.</p> <p>Leaders are aware of the existing expertise within the school and seek/accept additional support.</p> <p>Outward looking and learn from best practice.</p> <p>Academy Self-Evaluation is becoming more accurate.</p>	<p>Leaders are able to clearly articulate their vision.</p> <p>Leaders are aspirational and ambitious for their pupils.</p> <p>Leaders know their school improvement priorities and have plans in place to address these.</p> <p>Roles and responsibilities are clear in the team and are having impact.</p> <p>Leaders make use of existing expertise from within the school and actively seek additional support.</p> <p>Outward looking and learn from best practice.</p> <p>Academy Self-Evaluation is accurate.</p>	<p>Vision is clear and compelling.</p> <p>Aspirations and expectations for all are universally ambitious and leadership are relentless in their pursuit of excellent outcomes.</p> <p>Manageable set of priorities for improvement to meet needs.</p> <p>Clearly defined and regularly reviewed roles and responsibilities have impact.</p> <p>Grow other leaders - willing to share expertise and support others.</p> <p>Leadership and accountability for improvement understood by all.</p> <p>Actively engaging in educational research and development.</p> <p>Academy Self-Evaluation is accurate.</p>

	Stabilise	Strengthen	Secure	Secure Plus
Safeguarding	<p>Safeguarding processes and procedures do not meet the minimum requirements to keep children safe (see Safeguarding Audit).</p> <p>The setting does not comply with the EYFS safeguarding requirements:</p> <ul style="list-style-type: none"> • Minimum ratios • Minimum qualifications including those for First Aid • Suitable people 	<p>Policies and procedures are in place to ensure that learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation are identified and supported.</p> <p>The setting manages safe recruitment and allegations about adults who may be a risk to learners.</p> <p>Effective risk management processes ensure a safe environment.</p>	<p>There is a culture of safeguarding throughout the school to keep children safe.</p> <p>Effective policies, procedures and actions identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation.</p> <p>The setting helps learners reduce the risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.</p> <p>The setting manages safe recruitment and allegations about adults who may be a risk to learners.</p> <p>Effective risk management processes ensure a safe environment.</p>	<p>There is a culture of vigilance around safeguarding that takes a proactive approach to keeping children and their families safe.</p> <p>Robust arrangements to identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation.</p> <p>The setting helps learners reduce the risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.</p> <p>The setting manages safe recruitment and allegations about adults who may be a risk to learners.</p> <p>School has expertise in a wide range of areas to support safeguarding e.g. Parenting support, ELSA, counselling.</p> <p>Effective risk management processes ensure a safe environment.</p>

	Stabilise	Strengthen	Secure	Secure Plus
Wellbeing of staff	<p>Leaders have yet to take account of staff wellbeing resulting in challenges such as:</p> <ul style="list-style-type: none"> • High staff turnover • Low morale • Reduced communication 	<p>Procedures that allow leaders to take account of staff's wellbeing are not fully embedded.</p>	<p>Leaders engage with their staff and are aware and take account of the main pressures on them.</p> <p>Leaders are realistic and constructive in the way they manage staff, including this workload.</p> <p>Leaders protect their staff from bullying and harassment.</p> <p>There is engagement with staff, taking account of the main pressures/concerns and acting upon these.</p>	<p>Leaders' decisions routinely take into account staff welfare and wellbeing.</p> <p>There is regular and routine engagement with staff, taking account of the main pressures/concerns and acting upon these.</p> <p>Leaders protect their staff from bullying and harassment.</p> <p>Professional development of staff is highly valued and individual needs are respected.</p> <p>Staff are empowered to make good decisions about supporting their own wellbeing.</p> <p>Robust systems in place to support staff wellbeing and attendance.</p> <p>Positive relationships – staff support each other</p> <p>Ethos.</p>

	Stabilise	Strengthen	Secure	Secure Plus
Children's Personal Development & Behaviour	<p>Attendance data is consistently low for all pupils/groups of pupils and shows little sign of sustained improvement.</p> <p>There is not full compliance with attendance recording and reporting procedures.</p> <p>Leaders are not taking effective steps to secure good behaviour from pupils or there is an inconsistent approach to discipline.</p> <p>Pupils demonstrate persistently disruptive behaviour and a lack of self-discipline and respect for others.</p> <p>Equality of opportunity is not promoted.</p> <p>Pupils/Groups are discriminated against and the school is not taking effective action to address this.</p>	<p>Attendance data is collected although not always effectively analysed/acted upon.</p> <p>Policies and procedures are not used consistently and this impacts on standards, behaviour and attitudes across the school.</p> <p>Expectations are inconsistent.</p> <p>Pupil voice is not well developed within the school.</p>	<p>Systems are in place to promote pupil attendance and trends are routinely analysed and acted upon.</p> <p>There are high expectations for children's behaviour. The vast majority of children behave well and demonstrate respectful and positive relationships. Expectations are applied consistently and fairly.</p> <p>Effective support is in place for children with specific behaviour needs.</p> <p>The work of the school supports learners in development of character (including resilience, confidence and independence) and knowing how to keep physically and mentally healthy.</p>	<p>Robust systems are in place to promote pupil attendance. Trends, including of groups, are routinely analysed and acted upon.</p> <p>There are high expectations for children's behaviour. Children consistently behave very well and demonstrate respectful and positive relationships. Adult's expectations are applied consistently and fairly.</p> <p>Effective support is in place for children with specific behaviour needs and the school demonstrates expertise in meeting these.</p> <p>The work of the school supports learners in development of character (including resilience, confidence and independence) and knowing how to keep physically and mentally healthy and supporting others in doing so.</p>

			<p>Children understand, appreciate and respect difference. Bullying, peer-on-peer abuse or discrimination are not tolerated and on the rare occasion when they do occur, they are dealt with quickly and effectively.</p> <p>Learners' attitudes to learning are positive; they are committed to learning, resilient to setbacks and take pride in their achievements.</p> <p>Pupil voice is prioritised within the school.</p>	<p>Diversity is celebrated, valued and nurtured. Bullying, peer-on-peer abuse or discrimination is never tolerated and on the rare occasion when they do occur they are dealt with quickly and effectively.</p> <p>Learners' attitudes to learning are consistently highly positive; they are highly motivated and persistent in the case of difficulties and take pride in their achievements.</p> <p>Strong, impactful pupil voice/ advocacy in school is highly valued.</p>
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	Stabilise	Strengthen	Secure	Secure Plus
Subject Leadership	<p>Vision is in need of further development.</p> <p>Aspirations and expectations for pupils are low.</p> <p>Priorities for improvement are unclear or inaccurately identified.</p> <p>Roles and responsibilities are unclear including the deployment of staff across the setting.</p> <p>Leaders have limited knowledge of expertise within their school.</p>	<p>Vision is in place but not shared widely/securely with stakeholders.</p> <p>Aspirations and expectations are either insufficiently ambitious or not yet showing impact.</p> <p>Priorities for improvement are generally clear, although plans in place do not sufficiently address areas for improvement yet.</p> <p>Leaders are aware of the existing expertise within the school and seek/accept additional support.</p> <p>Outward looking and learn from best practice.</p>	<p>Leaders are able to clearly articulate their vision.</p> <p>Leaders are aspirational and ambitious for their pupils.</p> <p>Leaders know their school improvement priorities and have plans in place to address these.</p> <p>Roles and responsibilities are clear in the team and are having impact.</p> <p>Leaders make use of existing expertise from within the school and actively seek additional support.</p> <p>Outward looking and learn from best practice.</p>	<p>Vision is clear and compelling.</p> <p>Aspirations and expectations for all are universally ambitious and leadership are relentless in their pursuit of excellent outcomes.</p> <p>Manageable set of priorities for improvement to meet needs.</p> <p>Clearly defined and regularly reviewed roles and responsibilities have impact.</p> <p>Grow other leaders - willing to share expertise and support others.</p> <p>Leadership and accountability for improvement understood by all.</p> <p>Actively engaging in educational research and development.</p>
Details				

	Stabilise	Strengthen	Secure	Secure Plus
Teaching & Learning	The overall profile of teaching across the school is not strong enough to bring about subsequent improvement without support.	The profile of teaching across the school is inconsistent but has the capacity to improve and is doing so rapidly.	<p>Teachers have high expectations and are positive and confident; they embrace opportunities to improve and develop.</p> <p>Teachers demonstrate a clear understanding of quality first teaching, are determined for every child to succeed and use assessment information effectively.</p>	<p>Teachers have high expectations and are positive, confident, reflective and constantly seeking to improve.</p> <p>Teachers demonstrate a clear understanding of quality first teaching, are determined for every child to succeed, use assessment information skilfully and make every lesson count.</p>
Details				

	Stabilise	Strengthen	Secure	Secure Plus
Curriculum	Curriculum lacks design, intent and does not impact on wider outcome and lacks cohesion.	<p>A full curriculum offer is in place although there are inconsistencies in quality/impact between subjects</p> <p>or</p> <p>Curriculum has some intent, covers the breadth of subjects, builds on children’s knowledge and skills but lacks cohesion.</p>	<p>Curriculum is full and ambitious for all learners.</p> <p>The curriculum is coherently planned and well sequenced, making links in learning and building on children’s knowledge and skills.</p> <p>The curriculum offers all learners the knowledge and cultural capital they need to succeed in life.</p> <p>Enrichment provides in a wide range of areas</p> <p>Curriculum is bespoke to the community, supporting and preparing pupils for next stage of education and beyond.</p>	<p>Curriculum is full and ambitious for all learners.</p> <p>The curriculum is coherently planned and well sequenced, making links in learning and building on children’s knowledge and skills.</p> <p>The curriculum offers all learners the knowledge and cultural capital they need to succeed in life.</p> <p>The curriculum ensures children are able to engage in a wealth of opportunities to develop their talents and interests through a wide rich set of experiences.</p> <p>Curriculum is bespoke to the community, supporting and preparing pupils for next stage of education and beyond.</p> <p>The school has the capacity to offer outreach support in Subjects.</p>
Details				

	Stabilise	Strengthen	Secure	Secure Plus
Assessment & Achievement	<p>Assessments made are an inaccurate reflection of children's attainment and progress.</p> <p>Systems and processes do not support accurate assessment/targeting.</p> <p>Standards and/or progress are low (relative to context) and not rising quickly enough.</p>	<p>Assessments processes are in place although they may be overly time consuming.</p> <p>Assessments made are an accurate reflection of children's attainment and progress.</p> <p>Systems and processes support accurate assessment/targeting, although there are some inconsistencies across the school.</p> <p>Standards and/or progress are low (relative to context) either for the whole cohort or specific groups but are being addressed effectively although this is in the early stages.</p>	<p>Teachers and Leaders use assessment well and they use it to help pupils to embed and use knowledge fluently or to check understanding and inform teaching.</p> <p>Leaders understand the limitations of assessment and do not use in a way that creates unnecessary burdens on staff and pupils.</p> <p>Overall, across almost all year groups and in a wide range of subjects, pupils make consistently strong progress, from their different starting points. This includes disadvantaged, disadvantaged high achievers, SEND and most able pupils.</p> <p>Trends in progress and/or attainment over time demonstrate consistent strength or are generally rising.</p>	<p>Teachers and Leaders use assessment exceptionally well to check understanding and inform teaching so that every lesson counts.</p> <p>Leaders understand the limitations of assessment and do not use in a way that creates unnecessary burdens on staff and pupils.</p> <p>Overall, across almost all year groups and in a wide range of subjects, pupils achieve highly from their different starting points. This includes disadvantaged, disadvantaged high achievers, SEND and most able pupils.</p> <p>Trends in progress and/or attainment over time demonstrate consistent strength or are generally rising.</p> <p>Pupils' groups make substantial and/or sustained progress relative to context and starting point, in English and mathematics and across the curriculum.</p>

	Stabilise	Strengthen	Secure	Secure Plus
Inclusion	<p>The overall inclusion provision for children across the school is not strong enough to meet their needs.</p> <p>There is not the capacity to bring about the necessary rapid improvements without external support.</p> <p>The setting are not compliant in one or more of these areas:</p> <ul style="list-style-type: none"> • Supporting pupils with medical conditions • Making reasonable adjustments • Up-to-date policies and procedures • Website compliance around SEND 	<p>Quality First Teaching does not effectively meet children’s needs</p> <p>There are inconsistencies in inclusion provision for children across the school however it is improving.</p> <p>Interventions are evident but are not impact informed</p>	<p>Children receive well-targeted intervention/Quality First Teaching closely matched to needs.</p> <p>Vulnerable groups make good progress linked to starting points (e.g. SEN / EAL/ LAC/PP).</p> <p>Early identification processes fully embedded.</p> <p>Systems are in place to ensure children receive effective teaching linked to their needs.</p> <p>School is developing expertise in a wide range of areas to support inclusion e.g. adaptive teaching strategies, dyslexia, nurture, ASD.</p> <p>Staff have the knowledge and skills to support the children they work with.</p> <p>High quality provision is consistent for all children across the setting.</p>	<p>Children receive well-targeted intervention/Quality First Teaching closely matched to needs.</p> <p>Vulnerable groups make good or better progress linked to starting points (e.g. SEN / EAL/ LAC/PP).</p> <p>Early identification processes fully embedded.</p> <p>Systems are in place to ensure children receive effective teaching linked to their needs.</p> <p>School has expertise in a wide range of areas to support inclusion e.g. adaptive teaching strategies, dyslexia, nurture, ASD.</p> <p>A culture of ongoing CPD ensures staff have the knowledge and skills to support the children they work with.</p> <p>High quality provision is consistent for all children across the setting.</p>

	Stabilise	Strengthen	Secure	Secure Plus
Wider School	<p>Setting has a limited understanding of the needs of the local community.</p> <p>Communication channels are ineffective.</p> <p>Limited relationships with external groups and partners – i.e. social care , feeder schools, Foodbank, places of worship</p> <p>Setting does not have a positive reputation locally.</p>	<p>Setting has some understanding of the needs of the local community and may be acting on some of these.</p> <p>Communication channels are developing but do not reach all stakeholders</p> <p>Relationships with essential external groups and partners are in place e.g. social care, EWO</p> <p>Setting has a neutral reputation in the community.</p> <p>Setting is aware of ‘hard to reach’ families and is beginning to work on engagement</p>	<p>School understands the needs of the community and works to meet the evolving needs (including those beyond the school gates)</p> <p>School has effective channels of communication, Stakeholders’ views are valued and acted upon appropriately</p> <p>Relationships with external groups and partners are effective - i.e. social care , feeder schools, Foodbank, places of worship</p> <p>Identity and positive reputation very well established with the wider community</p> <p>Local heritage is acknowledged</p>	<p>School fully understands the needs of the community and proactively, continually, and consistently aims to meet the evolving needs (including those beyond the school gates)</p> <p>School has open clear and well understood channels of communication, Stakeholders’ views are valued and acted upon appropriately</p> <p>Strong mutually beneficial relationships with external groups and partners- i.e. social care , feeder schools, Foodbank, places of worship</p> <p>Identity and positive reputation very well established with the wider community</p>

			<p>The setting strives to engage 'hard to reach families'</p> <p>Children engage with helping and supporting the wider community through fundraising etc.</p>	<p>Proactive promotion of the activities and projects that celebrate the School and the wider Trust</p> <p>Local heritage effectively embedded</p> <p>All members of the school community strive to engage 'hard to reach families'</p> <p>Children demonstrate a high level of engagement in wanting help and support the wider community through fundraising etc.</p>
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	Stabilise	Strengthen	Secure	Secure Plus
EYFS	<p>Leadership is not yet effective, there is a lack of awareness of the current EYFS legislation and best practice impacting on the overall provision. There is little reflection on practice or foresight about how to improve. Leaders and/or practitioners have a poor understanding of the areas of learning and the way in which young children learn and develop.</p> <p>The curriculum is poorly designed and implementation does not meet the children's needs or provide the necessary foundations for the rest of their schooling. There is a lack of clarity about what children are expected to learn and an insufficient focus of communication and language.</p> <p>By the end of Reception, children cannot communicate, read or spell phonically decodable words as well as they should. They do</p>	<p>Leaders have a clear vision and an awareness of current EYFS legislation, however this is not yet evident in everyday practice throughout the setting. Routines have been considered but are not yet consistently in place. Reflection on practice is evident but not yet informing improvements or practice effectively. Leaders and/or practitioners have an increasing understanding of the areas of learning and how children learn and develop.</p> <p>The curriculum is planned, but lacks depth or sequence in some areas. Although communication and language is planned for and implemented effectively it is not yet adaptive and does not fully meet the needs of all of the children.</p> <p>By the end of Reception, most children are able to communicate effectively across all areas of the EYFS curriculum.</p>	<p>The quality of early years education is highly effective.</p> <p>Leadership is effective and as a consequence staff are knowledgeable about the needs of their children. Leaders have clear vision and values which are evident throughout the setting. The setting has strong day to day routines which provide good quality provision for all children. Leaders are aware of the strengths of their setting and know what they need to do to improve further. Reflection on practice is regular and effective, it is compliant with current legislation and helps to form future improvements to practice. Leaders and practitioners are knowledgeable about across all areas of learning and how children learn and develop. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children.</p>	<p>The quality of early years education provided is exceptional.</p> <p>Leaders have very clear vision and values which are evident and consistent across all areas of the EYFS. Leadership is highly effective, they are relentless in the pursuit of excellence for every child, and as a result practitioners are knowledgeable and reflective. Reflective practice is clearly evident across the setting and leads to successful implementation across all areas. Leaders and practitioners are clear about what they expect children to learn, how this is to be delivered and are able to communicate this clearly and effectively. They are excellent role models and are sensitive to the needs of individual children.</p>

	<p>not have basic fluency in number and shape, space and measure.</p> <p>The learning environment indoors needs further consideration and is not effectively meeting the needs of the children. The environment and resources do not match the curriculum intent and design. There is a lack of intent or implementation of the importance of the outdoor environment, leaving the area neglected.</p> <p>Assessment is not yet used effectively in informing the planning or preparing children for the next stage of their learning. Assessments are not yet part of the routine practice and/or do not involve observations made by parents. Parents do not know what their child is learning or how to help them improve. There is a lack of clarity regarding the</p>	<p>The learning environment indoor and out is well presented. Resources are of a good quality but may not fully match the needs of the curriculum or promote diversity. Good use is made of the outdoor environment and the area is cared for, tidy and purposeful.</p> <p>Assessment takes place, but there are inconsistencies in practice resulting in some inaccuracies. Assessment information is not communicated effectively and is not yet used systematically to plan for next steps in learning. Parents are encouraged to contribute to their child's observations but are not yet informing the child's assessments. Systems for identifying SEND children are in place but not implemented systematically and consistently by all staff.</p> <p>Any breaches of the statutory requirements do not have a significant impact on children's learning and development.</p>	<p>The curriculum has been carefully constructed, it is designed to be ambitious and provide meaningful and sequenced learning opportunities for all children. It has breadth and depth and covers all aspects of the EYFS framework. There is a strong focus on improving children's vocabulary and laying strong foundations for developing early reading skills. Children benefit from meaningful learning across the curriculum.</p> <p>By the end of Reception, children are able to communicate effectively and use their vocabulary successfully across all areas of the EYFS curriculum.</p> <p>The indoor and outdoor learning environments support the intent of an ambitious, coherently planned and sequenced</p>	<p>The curriculum is ambitious, meaningful, inclusive and carefully sequenced. It is implemented with flexibility and is responsive to the needs of the children, community and to any localised issues or events. Communication and language is the golden thread that runs through the entire curriculum. Teaching opportunities are well planned and integrated into daily routines. The curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs and celebrates diversity and creativity. Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning. The high ambition it embodies is shared by all staff. The impact of the curriculum is evident in children's behaviour and attitudes to learning and to each other.</p>
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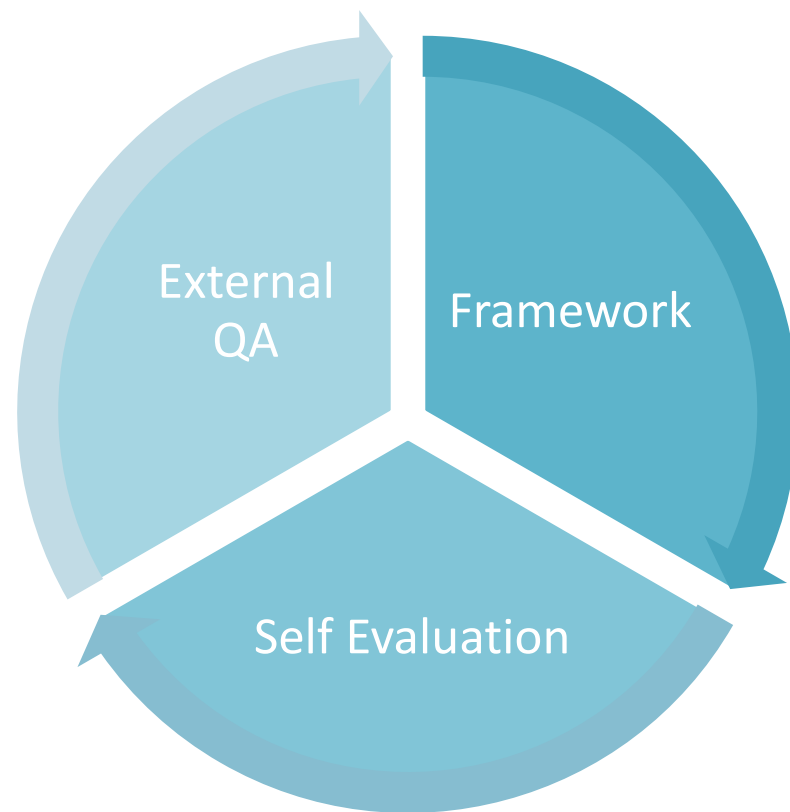
	<p>identification of potential SEND children.</p> <p>Breaches of the statutory requirements are having an impact on children's learning and development.</p>		<p>curriculum. The resources have been chosen to meet the children's needs and promote learning, they are organised thoughtfully, promote independence, celebrate diversity and are of a good quality. The areas within the environments are utilised to provide a variety of experiences including group play, quiet spaces and whole class learning. The outdoor environment is carefully considered to incorporate natural play opportunities.</p> <p>Assessments are accurate, purposeful and used effectively, forming part of daily routines. Observations from a range of staff are included and parental observations are noted and incorporated within the child's learning journey. Practitioners provide information for parents about their child's progress, in line with the requirements of the EYFS. They provide information to parents about supporting</p>	<p>Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers.</p> <p>The learning environment is thoughtfully planned and organised both indoors and out, enabling high quality play and learning opportunities. The environment facilitates independence, confidence and curiosity, and encourages creativity, role play and for children to explore and problem solve. The outdoor environment is easily accessible and offers opportunity for children to play and explore their natural world.</p> <p>Assessment is valuable and accurate; it is based on a secure knowledge of early</p>
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			<p>their child's learning at home. However, leaders understand the limitations of assessment and avoid unnecessary burdens on practitioners and children. Systems for identifying SEND children are consistently in place.</p>	<p>childhood developmental stages and forms part of daily routines. Staff are knowledgeable and can articulate the needs of each child and what they need to do to move forward. Practitioners work in partnership with parents to inform their next steps and stages of development. Parents are involved in their child's observations which are routinely incorporated into the assessment procedures. SEND pupils are identified swiftly and appropriate interventions take place, meaning Children with SEND achieve the best possible outcomes.</p>
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	Stabilise	Strengthen	Secure	Secure Plus
Facilities/ Estates Management Premises Lettings H&S compliance	<p>There are some significant concerns relating to facilities and estates management which relate to:</p> <ul style="list-style-type: none"> • Risk assessments • Fire risk assessment • Health & Safety Training • Risk Management • Health & Safety reporting • First Aid procedures • Appropriate property maintenance 	<p>There are some significant facilities and estates management concerns (relating to the below) however they are being effectively addressed.</p> <ul style="list-style-type: none"> • Risk assessments • Fire risk assessment • Health & Safety Training • Risk Management • Health & Safety reporting • First Aid procedures • Appropriate property maintenance 	<p>The setting is compliant in all areas:</p> <ul style="list-style-type: none"> • Risk assessments • Fire risk assessment • Health & Safety Training • Risk Management • Health & Safety reporting • First Aid procedures • Appropriate property maintenance 	<p>There is established good practice and effective systems across all areas of facilities and estates management.</p>

	Stabilise	Strengthen	Secure	Secure Plus
Business and Finance	<p>There are some significant concerns relating to Business and Finance Administration which are not being managed well.</p> <p>The school does not comply with the data protection principles outlined in UK GDPR.</p> <p>An increasing structural deficit is forecast year on year and there is no recovery plan in place.</p> <p>Or</p> <p>Pupil numbers are declining and there is no plan in place to address this</p>	<p>There are some concerns relating to Business and Finance Administration which are being managed well.</p> <p>An increasing structural deficit is forecast year on year and there is a recovery plan in place.</p> <p>Or</p> <p>A reducing structural deficit</p> <p>Or</p> <p>Pupil numbers are declining and there is a plan in place to address this</p>	<p>The setting is compliant in line with The Academy Trust Handbook.</p> <p>A sustainable budget is in place</p>	<p>There are no concerns.</p> <p>There is established good practice and effective systems across all areas of Business and Finance Administration.</p> <p>Opportunities to increase Academy Generated Income are explored</p>

'Academy Performance Review Cycle'



Academy Performance Review (APR) PROCESS – 2024 – 25: External Quality Assurance

WHEN	FOCUS	TIME/PROCESS	HOW - triangulation over time
Getting to Know You Visit (as required)	Context: <ul style="list-style-type: none"> • Locality – including deprivation indices • Pupils – NOR; PP; SEN; EAL; mobility; safeguarding profile • Staffing – stability; Senior Leadership structure • Date of last inspection and outcome • SEF • School Development Plan • IDSR • Headline data • Due Diligence • Sport Premium report • Pupil Premium report 	1 day	Discussion with SLT

WHEN		TIME/PROCESS	HOW - triangulation over time
Prior to Imminent Ofsted Inspection	<p>APR SELF-EVALUATION UPDATED (PRIOR TO VISIT FROM EXTERNAL PARTNER)</p> <p>CONTEXT: Documents relating to this (see above) shared in advance of the meeting. SAFEGUARDING AUDIT: including SCR check</p> <p>SENIOR LEADERSHIP</p> <ul style="list-style-type: none"> The school's context and the progress it has made since the previous inspection, including any specific progress made on areas for improvement identified at previous inspections. Quality of Education (strengths and weaknesses) <ul style="list-style-type: none"> Curriculum Intent Implementation Impact <p>TEACHING AND LEARNING Focus Areas:</p> <ul style="list-style-type: none"> Reading including Early Reading/Phonics Maths One/Two Foundation Subjects of Choosing EYFS <p>CHILDREN'S PERSONAL DEVELOPMENT AND BEHAVIOUR (including EYFS)</p> <ul style="list-style-type: none"> Attendance Learners' Attitudes Pupil Voice <p>GOVERNANCE Challenge and support</p> <p>FEEDBACK TO SLT AND GOVERNORS</p>	Prior to Visit 2 days	Uploaded to Dropbox Discussion with SLT with evidence of impact Data analysis (pre-visit) – evaluation including performance of key groups Discussion with SLT Learning Walk (including learning environment) Work Scrutiny Pupil Voice/ Discussion with Books Discussion with subject leader* (<i>*deep dive subject related</i>) *Long term planning *Learning walk *Pupil interviews / Discussions with books *Work scrutiny * Teacher discussions Discussion with SLT Meeting with representative from LGB Meeting with SLT and LGB representative

WHEN		TIME/PROCESS	HOW - triangulation over time
AUTUMN 2024	<p>APR SELF-EVALUATION UPDATED (PRIOR TO VISIT FROM EXTERNAL PARTNER) CONTEXT: Documents (see above) shared in advance of the meeting (N/A if a Getting to Know You Visit has previously been conducted).</p> <p>PROGRESS AGAINST PREVIOUS PRIORITIES</p> <p>ASSESSMENT AND ACHIEVEMENT (including EYFS)</p> <ul style="list-style-type: none"> • Attainment • Progress • Assessment for Learning • Inclusive practice – attainment of vulnerable groups; early intervention and impact of adaptive teaching/intervention strategies <p>TEACHING AND LEARNING: Quality First Teaching - Implementation</p> <p>CURRICULUM (focus area(s) Early Reading; Science; Computing; PE (including EYFS)</p> <ul style="list-style-type: none"> • Intent • Sequencing/Planning • Cultural Capital • Enrichment <p>CHILDREN’S PERSONAL DEVELOPMENT AND BEHAVIOUR (including EYFS)</p> <ul style="list-style-type: none"> • Attendance • Behaviour • Learners’ Attitudes • Pupil Voice <p>GOVERNANCE Challenge and support FEEDBACK TO SLT AND GOVERNORS</p>	<p>Prior to Visit</p> <p>2 days</p>	<p>Uploaded to Dropbox</p> <p>Discussion with SLT with evidence of impact</p> <p>Data analysis (pre-visit) – evaluation including performance of key groups</p> <p>Discussion with SLT Discussion with subject leader* (<i>*deep dive subject related</i>) *Long term planning *Learning walk *Pupil interviews / Discussions with books *Work scrutiny * Teacher discussions</p> <p>Discussion with SLT</p> <p>Meeting with representative from LGB</p>

WHEN	FOCUS	TIME/PROCESS	HOW - triangulation over time
SPRING 2025	<p>APR SELF-EVALUATION UPDATED (PRIOR TO VISIT FROM EXTERNAL PARTNER)</p> <p>CURRICULUM: P4C</p> <ul style="list-style-type: none"> • Intent • Implementation: Sequencing/Planning • Impact <p>CHILDREN'S PERSONAL DEVELOPMENT AND BEHAVIOUR (including EYFS)</p> <ul style="list-style-type: none"> • Behaviour • Learners' Attitudes • Pupil Voice <p>FEEDBACK TO SLT AND GOVERNORS</p>	1 day	<p>Discussion with SLT with evidence of impact</p> <p>Learning Walk (including learning environment)</p> <p>Pupil Interviews/ Discussions with Floor Books</p>

WHEN	FOCUS	TIME/PROCESS	HOW - triangulation over time
SUMMER 2025	<p>APR SELF-EVALUATION UPDATED (PRIOR TO VISIT FROM EXTERNAL PARTNER)</p> <p>SENIOR LEADERSHIP (include EYFS)</p> <ul style="list-style-type: none"> • Vision and Values • School Development Plan • Roles and Responsibilities • Professional Development <p>WIDER SCHOOL</p> <ul style="list-style-type: none"> • Community Consultation outcomes • Communications • Reputation • Engagement of ‘hard to reach’ families • Fundraising etc <p>CURRICULUM (focus: other curriculum area(s) as previously agreed) – Early Reading & Maths Intent</p> <ul style="list-style-type: none"> • Sequencing/Planning • Cultural Capital • Enrichment <p>FEEDBACK TO SLT AND GOVERNORS</p>	<p>Prior to visit</p> <p>1 days</p>	<p>Uploaded to Dropbox</p> <p>Discussion with leaders Discussion with governors Meet any ECTs</p> <p>School based evidence – e.g. consultation outcomes/ audits...</p> <p>Discussion with subject leader* (<i>*deep dive subject related</i>) *Long term planning *Learning walk *Pupil interviews / discussion with books *Work scrutiny</p>

Appendix 3 - Overview of the Graduated Response to all settings 2023/2024

	Support	Stabilise	Strengthen	Secure	Secure Plus
Governance	Governor Support: Chair/Vice-Chair Network Meetings Chair/Vice Chair Buddy Support Governor Development Planning/CPD External Partner support; P2P	Termly Half-termly Ongoing training plan Bespoke plan led by the CEO and the Trust	Termly Half-termly Ongoing training plan Bespoke plan led by the CEO and the Trust	Termly - Ongoing training plan; -	Termly - Ongoing training plan; -
	External Quality Assurance for Agreed Focus e.g. Governance; incl. Website Compliance etc: External Partner Review (Trust)	Planned cycle	Planned cycle	Planned cycle	Planned cycle

	Support	Stabilise	Strengthen	Secure	Secure Plus
Senior Leadership	Strategic Leadership Headteacher Support (coaching)	Bespoke plan led by the HT and Central Team	½ termly		
	Headteacher Coaching and Mentoring (New HT/New to Trust)	As required (min fortnightly)	Monthly		
	School Development Plan Support	Bespoke plan led by the HT and Central Team	½ termly	Upon Request	Upon Request
	Pastoral Support Briefing Meetings Collaborative Leadership Network meetings	Fortnightly Termly (additional as required)	Fortnightly Termly (additional as required)	Fortnightly Termly (additional as required)	Fortnightly Termly (additional as required)

	Buddy System – HT network	Bespoke plan led by the HT and Central Team	Half-termly meeting between the HT and HT Buddy	Upon Request	Upon Request
	Additional Quality Assurance School Improvement Partner visit with Trust Representative appropriate to area visit.	Informed by self-evaluation and APR outcomes	Informed by self-evaluation and APR outcomes		
	Headteacher Performance Management Planning and Review Meetings	Annually (with ½ yearly review)	Annually (with ½ yearly review)	Annually (with ½ yearly review)	Annually (with ½ yearly review)
	Trust and School Development Opportunities Contribution to Development work – Executive; Steering groups; Working Parties etc. Collaborative CPD Projects Collaborative Enrichment Opportunities Collaborative Research Opportunities	Only if appropriate	Planned Cycle	Planned Cycle	Planned Cycle

	Support	Stabilise	Strengthen	Secure	Secure Plus
Safeguarding	External Quality Assurance for Agreed Focus e.g. Safeguarding incl. Website Compliance etc External Partner Review (Trust)	Planned cycle	Planned cycle	Planned cycle	Planned cycle

	Safeguarding Compliance Support	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team		
	Strategic Leadership Headteacher Support (coaching)	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team		
	ABM Support Network meetings Additional support as required	Termly As required	Termly As required	Termly	Termly
Wellbeing of Staff	Wellbeing Development	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team	Upon Request	Upon Request

	Support	Stabilise	Strengthen	Secure	Secure Plus
Children's Personal Development and Behaviour	Strategic Leadership Headteacher Support (coaching)	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team	Upon Request	Upon Request
	Additional Quality Assurance - attendance & behaviour School Improvement Partner visit; Trust Representative appropriate to area visit.	Informed by self-evaluation and APR outcomes	Informed by self-evaluation and APR outcomes	Upon Request	Upon Request
Teaching & Learning, Curriculum and	Subject Leadership/ Teaching and Learning Support HT support / Lead Practitioner Subject Review; External partner Review; P2P; M2M	Bespoke plan led by the HT and Central Team	Upon Request	Upon Request	Upon Request
	Joint CPD				

	Trust training plan Career Progression Pathways Professional Development opportunities	Two-year plan Planned cycle When available	Two-year plan Planned cycle When available	Two-year plan Planned cycle When available	Two-year plan Planned cycle When available
	Moderation Year Group/ Subject Specific moderation	½ Termly or Termly	½ Termly or Termly	½ Termly or Termly	½ Termly or Termly
Inclusion	Additional Quality Assurance - Inclusion	As required	As required	?	?

	Support	Stabilise	Strengthen	Secure	Secure Plus
Wider School	Strategic Leadership Headteacher Support (coaching)	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team		
	Media Management/PR expertise Marketing and Communication Support Website/Newsletters	Ongoing	Ongoing	Upon request	Upon request
Facilities/ Estates Management	ABM Support Network meetings Additional support as required	Termly As required	Termly As required	Termly -	Termly -
	Compliance Assurance Health and safety audit Policy development and review	Planned cycle	Planned cycle	Planned cycle	Planned cycle

	Support	Stabilise	Strengthen	Secure	Secure Plus
Business and Finance	ABM Support Network meetings Additional support as required	Termly As required	Termly As required	Termly Upon Request	Termly Upon Request
	Internal Audit P2P Compliance Checks	Planned cycle	Planned cycle	Planned cycle	Planned cycle
	Compliance Assurance Website check Health and safety Policy development and review	Planned cycle	Planned cycle	Planned cycle	Planned cycle
	Networking (wider): opportunities for further collaboration at different levels e.g. catering, admin, cleaning, midday supervisors Joint Training – H&S; Food Hygiene etc	Planned cycle	Planned cycle	Planned cycle	Planned cycle
	Business Management/Crisis Management Support- system Crisis Support as outlined on Business Continuity Plan Legal Team HR Support	Upon request	Upon request	Upon request	Upon request
	Targeted Specialist Support- Educational Psychology, Mini-bus etc	Upon request	Upon request	Upon request	Upon request
	Economies of Scale Joint prioritising and planning	Ongoing	Ongoing	Ongoing	Ongoing
	Policies Approved by the JCNC (Unions)	Ongoing	Ongoing	Ongoing	Ongoing

	Infrastructure - HR support, Legal support; Data Protection Office support; Audit etc	Ongoing	Ongoing	Ongoing	Ongoing
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