

The Flying High Trust Partnership

Trust School Improvement Strategy



September 2016 - 2017

Prepared by:

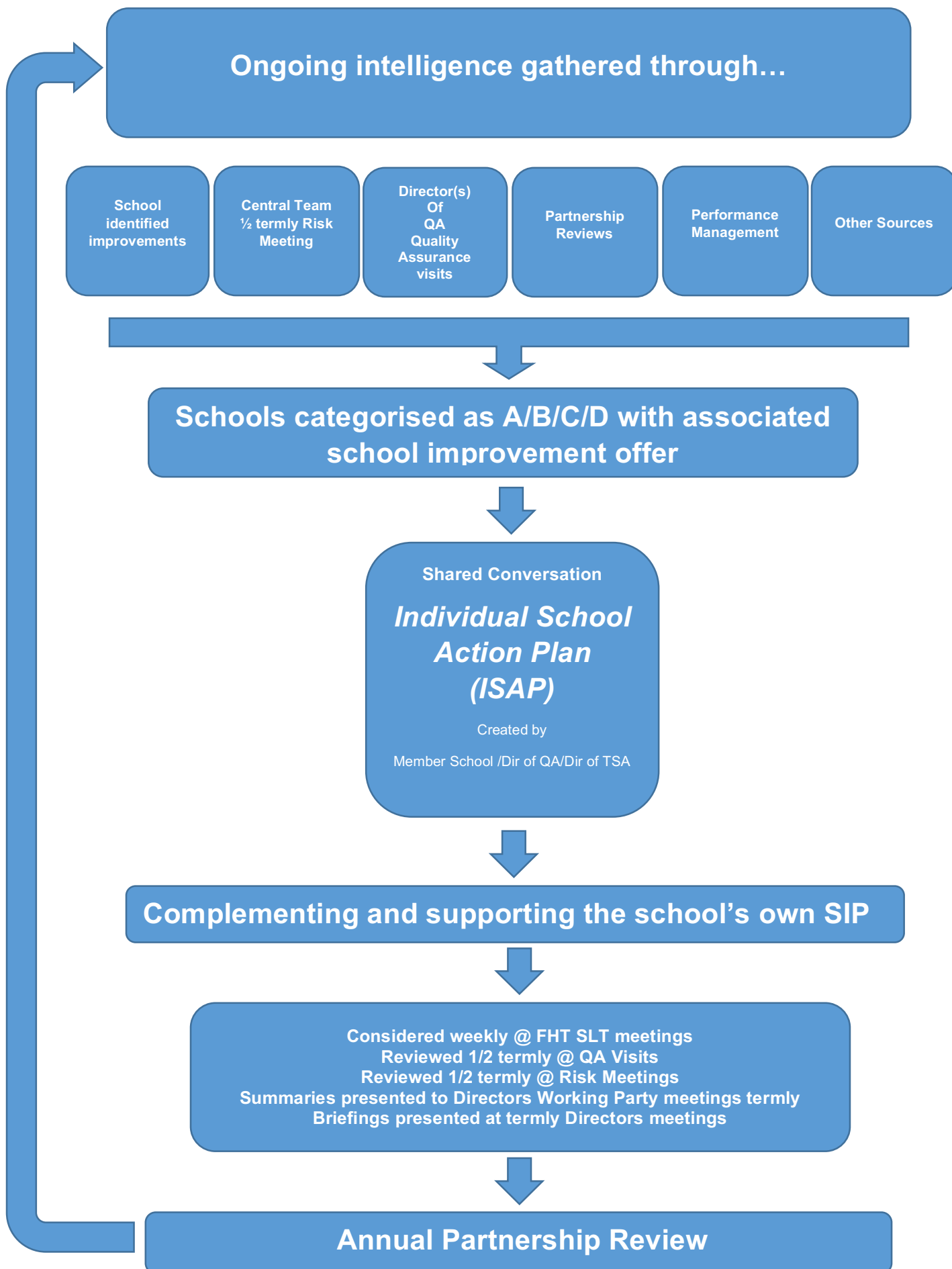
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The Flying High Trust Partnership School Improvement Strategy

1. Overview

In line with National Policy and the Vision of the Flying High Trust Partnership (henceforth known as the Trust and/or FHT) this strategy identifies how it will work with individual schools and the collective group of schools within the Trust.

It is the aim that every school in the Flying High Trust is at least a good school and, if not already an outstanding school, aspiring to become one.

At the heart of our school improvement strategy is a commitment to working in partnership with all our schools, and in supporting all schools in being self-improving, committed to achieving a school-led system in order to promote and secure:

- At least good levels of achievement for all children with many children achieving outstanding outcomes
- High quality teaching
- Effective leadership and governance in all schools
- Access to high quality professional development for staff enabling sustained and continual improvement and developing a workforce in line with future succession planning needs and talent management policies
- Opportunities for the identification and dissemination of effective practice and engagement in research and development opportunities including teacher inquiry
- High quality ITT training in order to enabled a highly skilled supply of future teachers and leaders
- Safe schools with fair access
- Affordability and value for money.

2. General Principles

All schools within the Trust subscribe to the following principles as important in promoting positive and appropriate learning experiences for all children:

A vision for learning in the Flying High Trust Partnership

"A successful primary ethos based on individual care and attention and truly enabling EVERY child to maximise their potential in life should underpin every school. It is the thought of inspiring children to be the best they can be that motivates us. Why wait for the world to change...our children will change it themselves."

When carrying out its school improvement role the FHT will:

- Hold in regard the schools' autonomy though valuing their self-evaluation and other evaluations
- Create, maintain and foster strong relationships between member schools and the Trust
- Promote a school led system as the principal driver for constructing sustainable school improvement, for sharing good practice and being held to account
- Further the equality of opportunity across the Trust as a whole. Aiming to eliminate discrimination through fostered good relationships
- Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern
- Encourage a genuine sense of shared responsibility with children, parents and other stakeholder in relation to behaviour for learning and attendance
- Take into account the myriad of factors that impact on pupil progress and attainment across all phases
- Promote effective partnership and collaboration, to identify, share and develop outstanding practice
- Support schools in their provision for vulnerable learners with the school setting and beyond

3. Overview of Roles and Responsibilities

3.1 Head teachers and Local Governing Bodies

- Head teachers are responsible for providing high quality leadership for their school and for working in line with the national standards for Head teachers.
- Each school also has a Local Governing Body (LGB) who have delegated responsibilities in relation monitoring, holding the school to account regarding the standards and ongoing school improvement (delegated responsibilities are identified in the individual school's Scheme of Delegation).

3.2 The Flying High Trust

The FHT has **overall responsibility** for:

- Overseeing and ensuring all schools in the Trust are providing the best possible education for children within their schools.
- Supporting and challenging head teachers and Local Governing Bodies in relation to their delegated roles and responsibilities.

In order to achieve this FHT needs to know its' schools well, including individual strengths and priorities for development, and in response to this provide support and challenge, for individual schools, proportionate to the assessment of need.

In response to this, the FHT will play a key role in:

- Carrying out regular review of data for all trust schools and ensuring swift action in relation to any areas of concern
- Overseeing the outcomes of recent Ofsted Inspections or interim assessments
- Working with individual schools to identify/ agree risks or priorities for development and monitoring the impact of the action taken
- Identifying and agreeing relevant support and intervention for individual schools requiring 'school-to-school support' and ensuring appropriate support and challenge in order to bring about rapid improvement
- Working with individual schools with short term challenges or in areas which put them at risk of 'slipping a category'
- Agreeing and providing CPD and Leadership Development opportunities in line with national priorities or the collective priorities of FHT schools.

In order to meet these commitments to all of the schools the School Improvement Team within the FHT includes:

3.3 The CEO

The CEO has overall responsibility:

- for ensuring all schools in the FHT improve year-on-year and that the overall targets for the Trust and individual Trust schools are achieved.
- for the Performance Management of Head teachers and Senior Central Team Leaders, and in response to this has a key responsibility to ensure that the Trust has high quality leaders who are responsible for driving school improvement for individual schools and for the trust as a whole.

3.4 Director(s) of Quality Assurance/School Improvement

As the Trust grows in size, the distinct roles of quality assurance and school improvement become increasingly separate. In order for the directors to fulfil their responsibilities in these areas, they will have the following functions;

- developing, implementing and driving the **School Improvement** Strategy for individual schools in the Trust, in line with individual needs.
- **Quality assuring** and monitoring the impact of school improvement in relation to all schools, including those receiving support from system leaders, and ensuring the on-going cycle of school improvement is effective.

3.5 System Leaders - NLEs, LLEs, SLES, NLGs & Lead Practitioners

- In line with the commitment of the FHT to a school-led-system, the Trust will work with relevant system leaders to provide individual support for schools.
- These leaders will work in line with the remit of the designated roles and will be responsible for agreeing priorities with the Director of School Improvement and the relevant school and for reporting back the impact of their support.

3.6 Executive Head teachers including Head teacher+

- As the trust expands, it is expected that the role of Executive Head teachers within the Trust will also extend.
- Currently this role is linked across specific named schools but it is intended in the future that FHT Executive Head teachers will take responsibility 'beyond their school' working in partnership with the Directors of QA and School Improvement to provide support and intervention for trust schools.

3.7 FHT Directors

The FHT Directors are responsible for:

- holding the Trust to account in relation to its wider responsibilities, and in particular in relation to school and Trust compliance in relation to statutory and legislative requirements.
- ensuring standards in Trust schools are raised.
- overall decision making in relation to the FHT, in the context that specific responsibilities being delegated to Local Governing Bodies (LGB) in line with their individual Scheme of Delegation.
- holding the various Trust officers to account for ensuring all FHT schools improve to become good or better schools, with many achieving outstanding, in order to ensure that the very best is achieved for all children.

3.8 External Partners

- The Schools Commissioner and Regional Schools Commissioners (RSC) work with school leaders to promote and monitor academies and they are part of the DFE.
- The Regional Schools Commissioner is responsible for schools in their local area and have responsibility for:
 - Approving new academies
 - Intervening in underperforming academies
 - Acting on behalf of the Secretary of State for Education
- The RSC is supported by a board of 6 – 8 experienced academy head teachers and other sector leaders.
- The CEO is the main link with the RSC on behalf of the FHT
- The Education Funding Agency (EFA) is responsible for funding arrangements in relation to learners from 3 – 19 and for academies. It is also responsible for monitoring academies and therefore is the named contact for the Local Authorities in relation to specific areas such as safeguarding concerns.
- The Local Authority role, in relation to school improvement, is mainly related to maintained schools however the Local Authority can discuss concerns it has about particular schools with the RSC, or it may also choose to discuss these concerns with the Trust.
- In addition to this, Local Authorities maintain a central responsibility for SEN and Safeguarding in relation to all schools in the Local Authority Area.

4. The Flying High Trust School Improvement Procedures

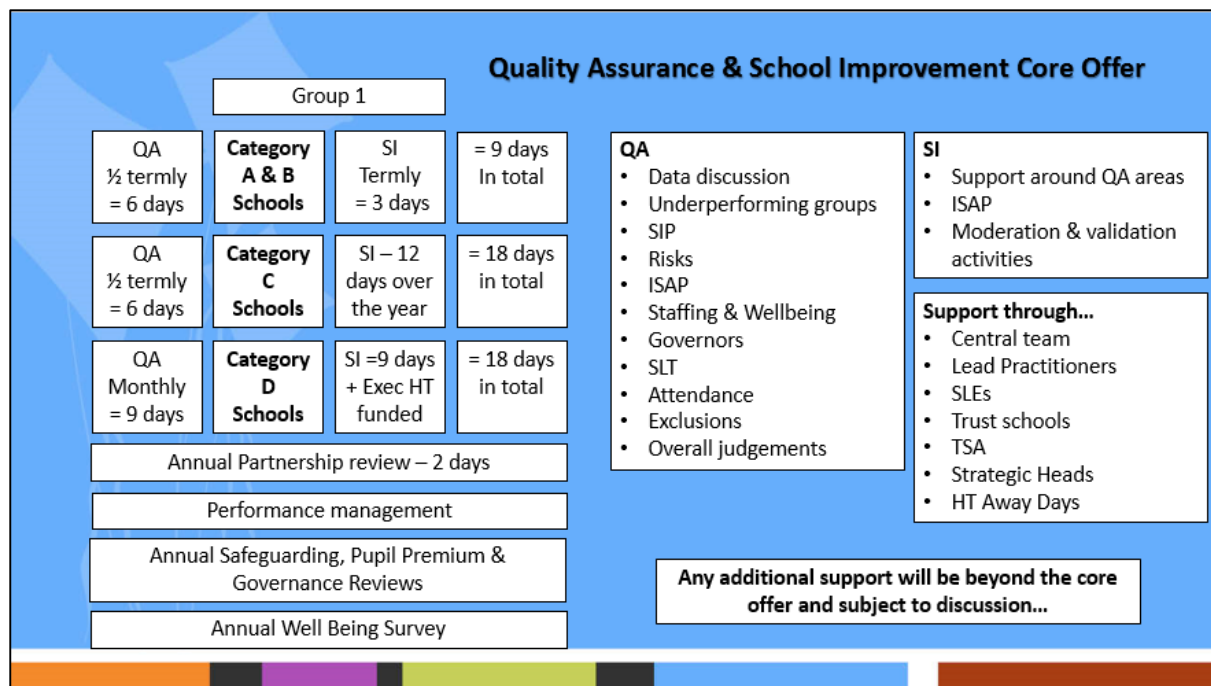
In line with its responsibilities, as identified above, the Trust is accountable for ensuring that all trust schools fully understand the procedures that will be followed by the Trust in order to bring about continual school improvement, either through the individual school's own ability to self-improve or through relevant support and intervention.

In response to this, the procedures followed by the FHT are outlined below.

4.1 Core Offer

- All schools in the FHT will receive the 'core offer' from the Trust; this provision will then be bespoke depending on the need. (*Table 1: Core Support Timetable*)
- The length of these visits will vary and will depend mainly on the category of the individual school and the ability of the school to demonstrate its effectiveness in being a 'self-improving school'.
- The aim is that all schools will receive the core offer, with additional support being targeted in line with the priorities they have identified/ requested.
- Evidence from each visit will be recorded in *Quality Assurance Visit Proforma (Appendix 1)*

The structure for the core support is outlined in the diagram below:



All 'Quality Assurance' visits will focus on the following:

- Data discussion (follow up from data submitted to the Trust and other relevant data tracking/ monitoring priorities)
 - Consideration of the schools self-evaluation grading against the last Ofsted inspection
 - Attendance
 - Quality of teaching
 - Attainment and progress in regards to
 - Entry
 - EYFS
 - Year 1 Phonics screening
 - Key Stage 1
 - Key Stage 2
 - Particular focus on the vulnerable groups of
 - FSM
 - CLA
 - EAL
- Exclusions
- The school's own improvement plan
- The Trust's Development/ Individual School Action Plan for each school (discussion regarding priorities, action taken by the school and school judgements about impact). This will be direct support of the schools own plan.
- Opportunity to moderate action/ impact of development priorities (these will depend on the priorities of the individual school but may include joint lesson observations / learning walks, work sampling, discussion with relevant leaders etc.)
- Discussion regarding staffing (leavers, new staff, performance management / talent management, capability issues/ concerns etc.)
- Behaviour/Attendance
- Achievement/ Progress of vulnerable groups
- Transition

In addition, all schools will have an annual Partnership Review. During these visits, the following protocols will be followed:

- Schools will receive a copy of the report format to inform their preparation for the visit (the report format will cover all areas of the Ofsted Inspection Framework)
- Schools will be asked to provide a copy of their School Improvement Plan and any Self-Evaluation prior to the visit
- A desk top analysis of data, using RAISEonline and the school's information, will take place prior to the visit

- During the visit, the QA lead will validate the school's self-evaluation, using evidence from the school's data tracking system and monitoring/ evaluation records.

Table 1: Core Support

Annual Level of Support from Core Offer		
FHT Category	Criteria	Frequency of Visit
A	Sufficient capacity to improve own and other schools	9 Days = Quality Assurance (6 days – ½ termly) and School Improvement Visits (3 days)
B	Sufficient capacity to improve own and limited capacity to improve other schools	9 Days = Quality Assurance (6 days – ½ termly) and School Improvement Visits (3 days)
C	Sufficient capacity to improve own school with School Improvement support	18 Days = 6 1/2 termly Quality Assurance Visits + 12 School Improvement Visits
D	Insufficient capacity to improve school without direct support	18 Days = 9 monthly Quality Assurance Visits + 9 School Improvement Visits + externally funded Executive Head teacher

Focus of Quality Assurance Visits							
	Autumn Term		Spring Term		Partnership Review	Summer Term	
Term	Autumn (1)	Autumn (2) – QA1	Spring (1)	Spring (2) – QA2		Summer (1) – QA3	Summer (2) - Final
Data Focus	Initial QA Visit	QA with 'On Track' Focus	QA with 'On Track' Focus	QA with 'On Track' Focus	As arranged – Usually a year from Due Diligence date	QA with 'On Track' Focus	QA with final data Focus
Key Dates	<ul style="list-style-type: none"> • Deadline for submitting SIP and SEF 21.10.16 • Deadline for draft ISAP submitted 21.10.16 • Submit RAISE as soon as available 	<ul style="list-style-type: none"> • Data Submission by 02.12.2016 		<ul style="list-style-type: none"> • Data Submission by 21.02.2017 		<ul style="list-style-type: none"> • Data Submission by 24.04.2017 	<ul style="list-style-type: none"> • Data Submission by 07.07.2017
QA Documentation	<ul style="list-style-type: none"> • Discussion & beginning completion of Appendix 1 – Quality Assurance Visit form. • Historic data/Baseline/Prediction/Targets • ISAP discussion and creation 	<ul style="list-style-type: none"> • Ongoing completion of QA Form. • Specific consideration of those on track to meet predictions • Discussion of Monitoring Timetable/Schedule • Final agreement of the ISAP 	<ul style="list-style-type: none"> • Ongoing completion of QA Form. • Specific consideration of those on track to meet predictions • Review and update of ISAP 	<ul style="list-style-type: none"> • Ongoing completion of QA Form. • Specific consideration of those on track to meet predictions • Review and update of ISAP 		<ul style="list-style-type: none"> • Ongoing completion of QA Form. • Specific consideration of those on track to meet predictions • Review and update of ISAP 	<ul style="list-style-type: none"> • Final review of QA Form with definitive data outcomes. • Final impact of ISAP evaluated
QA Activity	<ul style="list-style-type: none"> • Review of SIP/SEF • Meet with SLT • Learning Walk 	<ul style="list-style-type: none"> • Book Scrutiny – Yrs. 2/4/5/6 • Lesson Observation 	<ul style="list-style-type: none"> • Learning Walk • Book Scrutiny – Yrs. 2/4/5/6 	<ul style="list-style-type: none"> • Lesson Observations 		<ul style="list-style-type: none"> • Learning walk • Book Scrutiny – Yrs. 2/4/5/6 	<ul style="list-style-type: none"> • Pupil Interviews

4.2 Additional Support/ Intervention

Additional support for individual schools is determined by one of the following routes:

- Individual school, as part of its own self-improving school processes, identifies that it would like some additional, external school support in a particular area
- School has been identified using the information in Table 2 and is considered as being 'at risk' and therefore requires additional support in order to prevent this.
- The annual Partnership Review indicates that additional support is required.

- As part of the due diligence procedures for a new school joining the trust it is identified that additional support is required initially

Additional support requires additional funding:

- Therefore the Directors of QA and SI and the Director of the Teaching School Alliance will work with the individual school to agree how the additional support will be funded, but it is expected that individual schools will be required to cover the cost of the additional support.
- Although in some cases, where additional funds have been made available to the Trust or the Teaching School, then this support may be wholly or partly funded centrally.
- The Trust will make available on an annual basis to Trust schools the charging costs for particular levels of support.

4.3 FHT Categorisation of Schools

In order to support the FHT and individual schools in understanding the interim judgement for their school during the Ofsted Cycle, and the level of support and intervention which will be subsequently provided, the current Ofsted Categorisation will be taken into consideration. The interim judgements will be agreed with schools during the ½ termly Quality Assurance visits. Whilst FHT categorisation will be the end result of this process, ongoing Ofsted gradings regarding achievement, teaching, behaviour and safety, leadership and overall effectiveness will also be part of the discussion.

Table 2: FHT Judgement Categorisation

FHT Category	
A	Directly related to the school’s leadership capacity to ensure progress <ul style="list-style-type: none"> • Ofsted • Historic performance in relation to national benchmarks • QA Visits and other intelligence • Performance in relation to the elevator briefing criteria • Performance Management • Partnership Review • Other external reports
B	
C	
D	

4.4 ‘Moving to the next level’ - Individual School Action Plan (Appendix 2)

All FHT schools are to have an *Individual School Action Plan (Appendix 2)* to support them in their ongoing improvements, regardless of FHT categorisation. It is imperative that this plan supports and compliments the school’s own ongoing school improvement strategy.

Depending on the FHT categorisation, Ofsted Category of the school and taking account of any concerns which the individual school or the Trust may have in relation to the school ‘being at risk of slipping a category’ the ISAP will reflect the actions required.

4.5 Schools Causing Concern - FHT Procedures

Where a school is identified as ‘causing a concern’ either as a result of the category the school is placed in by Ofsted or as a result of concerns being identified/raised by the Trust, then the school and governors are required to take the relevant action in order to ensure that they work in partnership with the Trust to address the concerns, and that an appropriate level of progress is made.

If, however it is felt that the required level of progress is not being made or there is a serious concern in relation to the way the school is managed or governed which is likely to prejudice standards or performance then relevant action/ intervention will be taken by the CEO/ Chair of the Trust Board.

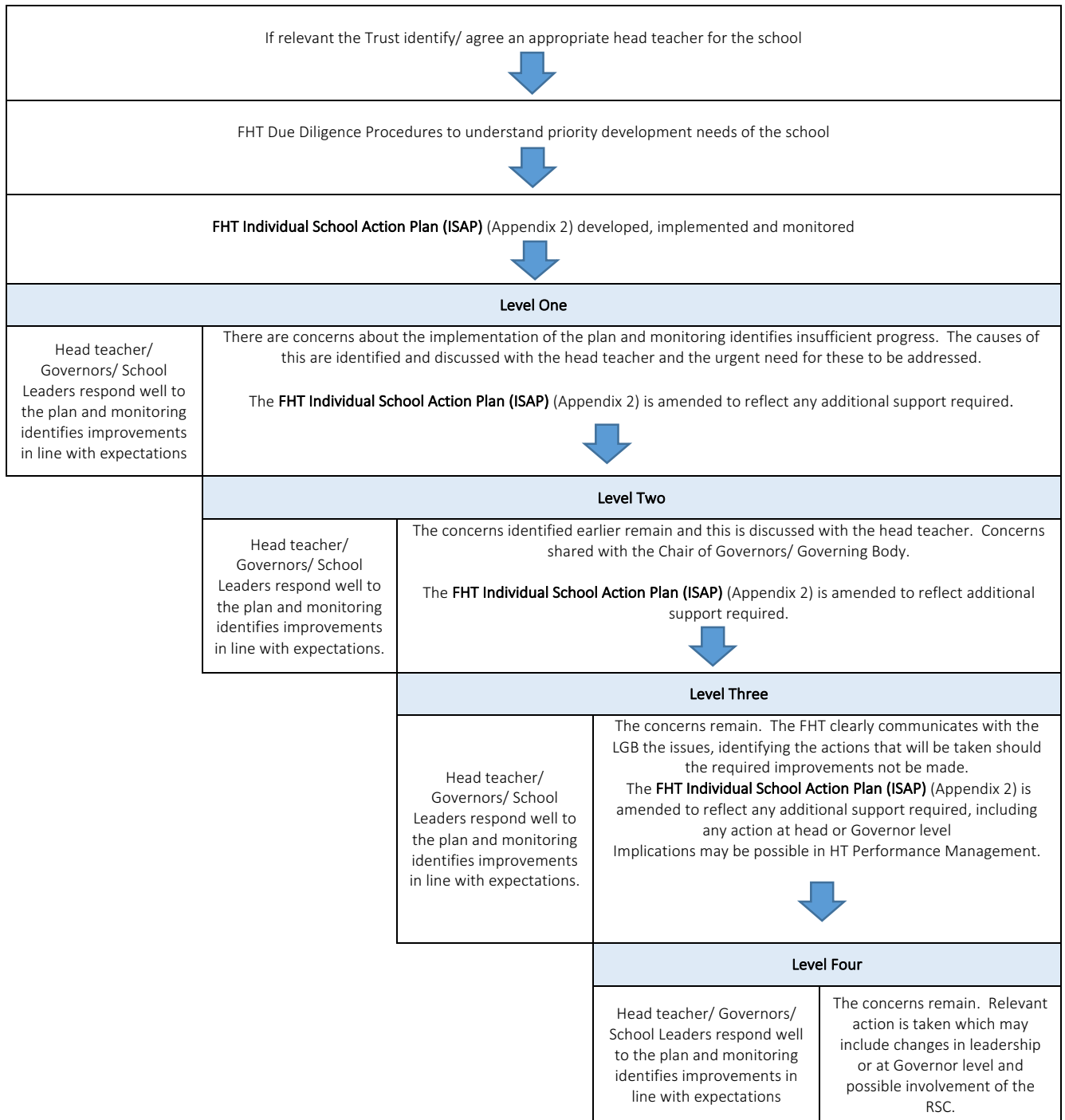
Although the FHT hopes that this action will not be necessary it has a responsibility to ensure all head teachers and governors understand the steps which will be followed by the Trust should there be concerns which they feel are not being addressed.

The following procedures are identified in relation to schools not attaining the required accelerated progress.

Table 3: Schools Causing Concern

FHT Individual School Action Plan (ISAP) (Appendix 2)

(in the majority of cases this will be a sponsored academy)



4.6 Effective use of Data

- Effective data tracking and analysis are crucial to target setting, projecting future outcomes/ progress, making judgements, informing development priorities and action in relation to the FHT, individual schools, cohorts and individual pupils.
- It is important that every school has effective procedures for data tracking and analysis in place in order for this to happen.
- Where ongoing monitoring identifies school improvement / development priorities areas for individual schools these must be addressed as a matter of priority.
- Individual Schools are responsible for setting targets in relation to their own schools and for ensuring that these are agreed and monitored by governors.
- All FHT schools will be required to set targets in line with the Key Performance Indicators (KPIs) of the Trust.
- The FHT are responsible for ensuring that individual schools are setting appropriate and challenging targets and therefore will have a responsibility for 'signing off' these targets on an annual basis.
- Where it is felt that the targets are unrealistic (i.e. not achievable) or not challenging enough then a discussion will take place with the head teacher prior to targets being agreed with the governors.
- In response to 'signing off' the targets for individual trust schools the FHT will convert these into FHT targets in line with the Key Performance Indicators (KPIs), which will then be approved by the Board of Directors.
- Information in relation to the FHT targets will be provided for Head teachers and governors.
- The KPIs for the FHT will be informed by the School Improvement Framework, including national priorities, and the priorities of the FHT, as well as mutual priorities across Trust schools

Individual school data is gathered from schools in line with the following:

- annual data gathering calendar provided (core headline data for all schools in line with FHT KPIs)
- additional data in line with the context of individual schools (individual schools will be informed of any additional data required and this will mainly be related to vulnerable groups, year groups or in some cases individual pupils)
- additional data in line with school improvement priorities, in order to inform impact and progress

As part of each school's **FHT Individual School Action Plan (ISAP)** (Appendix 2) additional data will be gathered to monitor the impact and progress being made in moving the school to the next level.

In response to the gathering of data from individual schools in relation to the KPI targets of the Trust,

Progress in relation to Trust targets will be monitored with relevant information being disseminated by

- regular meetings with head teachers via strategic heads meetings (every 3 weeks)
- individual discussions with head teachers via Quality Assurance Visits or as part of an additional meeting
- the termly meetings held with Chair of Governors collectively

Detailed information will be provided for the FHT Pupil, Standards and Strategic Development working party (PSSD), with headline information being provided for the Board of Directors, on a termly basis. In terms of:

- progress towards FHT targets
- progress of individual schools,
- any actions to be taken in response to any areas of underachievement or concern

At key data collection points of the year opportunities will be provided for relevant leaders to work together to:

- moderate judgement around levels of pupil attainment and progress
- increase consistency regarding these decisions
- Support opportunities for sharing good practice in relation to raising standards and data tracking
- Focus on vulnerable key groups such as Pupil Premium, SEND and any other priority groups identified.

Data outcomes and progress in relation to future targets is a key element of the performance management (PM) of teachers and leaders. In response to this, where there are areas of underachievement then discussions / scrutiny of PM may be included in the Quality Assurance Visit or as part of any additional Support.

5. Continuing Professional Development (CPD) and Leadership Development (LD)

All FHT schools are part of the Candleby Lane Teaching School Alliance (CLTSA). Through the CLTSA a wide range of CPD and Leadership Development opportunities will be provided on an annual basis, in line with:

- National Priorities
- Identified Curriculum Developments
- Development Priorities of the Teaching Schools/ FHT Schools
- Workforce Management Projected Needs (specific expertise e.g. leadership of literacy, SENCO)

In addition to this, the FHT schools will also be able to identify their collective specific developments and agreed priorities for development will be included in the FHT Partnership Plan.

Further LD is obtainable through licensed programmes offered as part of Aspiring Leaders, all FHT schools will be able to access:

- NPQML
- NPQSL
- NPQH

Other wider opportunities for development, in particular opportunities for schools to share good practice and deepen understanding, will be provided by the CLTSA, these include:

- Teach Meet
- Curriculum and Leadership Networks
- Research and development opportunities in line with FHT and National priorities
- Governor audit, bespoke training and support

Facilitated through the CLTSA, all FHT schools are part of 'Triads'. This provides them with the opportunity to work collegially with their peers and supports them in moderating their own self-evaluation judgements.

All Trust schools will be able to access bespoke training in line with their identified individual school needs/priorities. Further training and support will be provided for all FHT schools in line with the agreed priorities of FHT schools as highlighted in the FHT's Strategic Development/ Partnership Plan.

6. Communication / Reporting

The following information identifies the opportunities available to communicate with relevant groups.

Head Teachers/ Schools/ Governors

- **Strategic Heads Meeting (every 3 weeks)**
 - Chaired by the CEO with the Director(s) for QA, Director of Finance and the Project Manager in attendance
 - Provides an opportunity for overview information to be provided, for aspects of good practice to be shared and collective priorities to be discussed and actions to be put into place on a regular basis.
 - Provides the opportunity for any updates in relation to Ofsted/ School Inspection Framework to be provided, including clarity and moderation regarding judgements.
 - Consider progress made towards actions identified at the Annual Strategic Heads Development Meeting
 - This supported by a regular written update to all members detailing minutes of the last meeting, agenda for the next and further clarification
- **Annual Strategic Heads Development Meeting**
 - to revisit and review the vision and ethos of the FHT
 - share strengths and areas for development in relation to individual schools and the Trust
 - agree the Partnership Priorities for future development
- **Quality Assurance Visits - regular meetings with individual schools and annual Partnership Review**
 - Refer to section 4.1, including agreeing the FHT categorisation of the school on a termly basis
- **Additional Support**
 - in line with agreed plans (refer to sections 4.2 and 4.4)

- **Termly Chair of Governor briefings**
 - update regarding legislation and statutory changes
 - school improvement updates
 - FHT policies, procedures and recommendations
- **Annual evaluation of the impact of FHT**
 - summary information provided for head teachers and governors of all FHT schools
- **Attendance at individual school Governor meetings**
 - as appropriate, in line with additional support identified as part of the **FHT Individual School Action Plan (ISAP)** (Appendix 2 or in line with cause for concern procedures (refer to Section 4.5)

Other School Leaders (as part of the partnership with CLTSA)

- **Curriculum Leadership Networks**
 - in line with key and priority curriculum areas providing an opportunity to engage in collective developments, share good practice and disseminate national guidance and information
- **SENCOs, Designated Safeguarding Leaders, Designated Teachers for Looked After Children, Attendance and Behaviour Leaders**
 - in line with key and priority curriculum areas providing an opportunity to engage in collective developments, share good practice and disseminate national guidance and information

FHT Central Team

- **Weekly Meeting**
 - to support developments in relation to FHT, and in relation to schools in the Trust
- **½ Termly Risk Meeting**
 - to evaluate the current status of each Trust school (4.3) and put remedial actions in place if necessary
 - to review the progress and impact of remedial action set in previous risk meetings
- **Termly PSSD & FPR board working group meetings**
 - to consider developments, data and information and priorities in relation to the remit of the committee
See Directors Elevator Briefing (*Appendix 3*).
 - to enable the committee to report relevant information to the Board of Directors
- **Termly Board of Directors Meeting**
 - to consider key information in relation to the development and progress, and performance of FHT and FHT schools. See Directors Elevator Briefing (*Appendix 3*).

Other Trust and External Leaders

- **Meeting & ongoing discussions with System Leaders/SLEs**
 - in accordance with the delivery of support and intervention with an agreed FHT *Improvement Partnership Support Plan (Appendix 4)*, this will include discussing the areas of concern/ areas for development and receiving feedback re progress
- **Discussions with DFE/ RSC/ Ofsted/ EFA/ LA**
 - discussions may be instigated by the DFE/ RSC/ Ofsted/ LA with the FHT and in such cases information will be shared with the relevant head teacher (and Chair of Governors if appropriate)
 - Where the discussion is instigated by the FHT then the head teacher (and Chair of Governors if appropriate) will have been informed of this prior to this discussion taking place, unless it is felt that by doing so it would interfere with safeguarding procedures or is felt that it would interfere with the smooth running of the school
 - Any relevant information in relation to these discussions will also be shared with the Chair of the Board of Directors and/ or the relevant FHT Committee.

7. Monitoring of the impact of the Trust's School Improvement Strategy

The effectiveness of this strategy will be monitored through:

- Progress in relation to targets – individual school targets and FHT targets
- Progress of individual schools in relation to FHT Categorisation and Ofsted Outcomes
- Individual School Self-Evaluations

- FHT Self-Evaluation (TEF)
- Evaluation of the impact of **4.4 'Moving to the next level'** - FHT Individual School Action Plan (ISAP) (Appendix 2)
- Evaluation of the FHT Strategic Development/ Partnership Plan
- Feedback from Head teachers and other relevant leaders

8. Links with other Key Documents/Policies

This document links with the following documents:

- FHT Safeguarding
- FHT Health and Safety/ Emergency Planning Procedures
- FHT Financial Procedures and Guidance
- Teaching School Strategies and Documents
- FHT Strategic Development/ Partnership Plan
- FHT Self-Evaluation (including DFE measures and feedback FHT partners)
- FHT KPIs/Targets

9. Appendices

Appendix 1: **Quality Assurance Visit Proforma**

Appendix 2: **Individual School Action Plan**

Appendix 3: **Elevator Briefing**

Appendix 4: **Generic 'Note of Visit' Template**

Appendix 5: **General Book Scrutiny Evidence**

Appendix 6: **Learning Walk Record**

Appendix 7: **Lesson Pro-Forma**

Appendix 8: **Monitoring Summary Report**

Appendix 9: **Monitoring Time Table**

10. Abbreviations

CEO	Chief Executive Officer
CLTSA	Candleby Lane Teaching School Alliance
CPD	Continuing Professional Development
DfE	Department for Education
EFA	Education Funding Agency
FHT	Flying High Trust
FPR	Finance, Personnel and Resources board working group
ISAP	Individual School Action Plan
LA	Local Authority
LD	Leadership Development
LGB	Local Governing Body
LLE	Local Leader of Education
QA	Quality Assurance
NLG	National Leader of Governance
NLE	National Leader of Education
NPQML	National Professional Qualification for Middle Leadership
NPQSL	National Professional Qualification for Senior Leadership
NPQH	National Professional Qualification for Headship
PM	Performance Management
PSSD	Pupil, Standards and Strategic Development board working group
RSC	Regional Schools Commissioner
Sch. Imp.	School Improvement
SLE	Specialist Leader of Education

11. Tables

Table 1: *Core Support*

Table 2: *FHT Judgement Categorisation*

Table 3: *Schools Causing Concern - FHT Improvement School Action Plan*

Appendix 1 Quality Assurance Visit(s) 2016 – 2017

School						Headteacher				
Date	Autumn 1 2016	Autumn 2 2016	Spring 1 2017	Spring 2 2017	Summer 1 2017	Summer 2 2017				
Visit lead by										
Others present										

1. Data Discussion (*Change from target - Tgt)

Attendance	Previous	Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														
Persistent														

EYFS - GLD	Previous	In-school Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														

Phonics Y1	Previous	In-school Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														

KS1 Reading	Previous	In-school Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														

KS1 Writing	Previous	In-school Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														

CLA															
SEND															
KS1 Maths	Previous	In-school Prediction	Ta		QA1		Change*	QA2		Change*	QA3		Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
KS1 EGPS	Previous	In-school Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
KS1 RWM	Previous	In-school Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
Y4 Reading	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
Y4 Writing	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
Y4 Maths	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	

Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															

Y4 EGPS	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														

Y4 RWM	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														

Y5 Reading	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														

Y5 Writing	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														

Y5 Maths	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														

EAL															
CLA															
SEND															
Y5 EGPS	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
Y5 RWM	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
KS2 Reading	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
KS2 Writing	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
KS2 Maths	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	
Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															
KS2 EGPS	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final	

Overall															
Boys															
Girls															
FSM															
PP															
EAL															
CLA															
SEND															

KS2 RWM	Previous	FFT Prediction	Tgt	Nos	QA1	Nos	Change*	QA2	Nos	Change*	QA3	Nos	Change*	Final
Overall														
Boys														
Girls														
FSM														
PP														
EAL														
CLA														
SEND														

Progress	Reading (including Confidence Intervals and significance) Threshold for sufficient progress = -5	Writing (including Confidence Intervals and significance) Threshold for sufficient progress = -7	Maths (including Confidence Intervals and significance) Threshold for sufficient progress = -5
Confidence Intervals = (+ to +) = significantly above national average progress - green (- to +) = not statistically significant from national average progress - amber (- to -) = significantly below national average progress - red			

Summary	Strengths	Issues	Action	Impact	Next steps
EYFS - GLD					
Y1 Phonics					
KS1					
Y4					
Y5					
KS2					

2. Underperforming Children

Yr Grp	Reading	Writing	Maths	EGPS
F2				
Y1				
Y2				
Y3				
Y4				
Y5				
Y6				

Abbreviation	Meaning
Aut	Autistic
Beh	Behaviour
Cog	Cognitive issues
CP	Child Protection
Fam	Family challenges
LAC	Looked After Child
NSR	Not School Ready
Mat	Maturity

Summary	Issues	Action	Impact	Next steps

3. Quality of Teaching

Year Group	Teacher	Grade	Behaviour for Learning	Comment
F2				
Y1				
Y2				
Y3				
Y4				
Y5				
Y6				

Identified Themes	Strengths	Issues	Next Steps

Individual Teacher	Issues (3/4)	Action	Impact	Next steps

Interim Judgements	QA1	QA2	QA3	Final
% @ Good or better				
% @ Requires Improvements				
% @ Inadequate				
% @ Outstanding				

Are there any welfare matters of concern?	No	Yes	Comment	
Are there actions in place to resolve these?	No	Yes	Comment	

4. Governance

Strengths	Issues	Action	Impact	Next steps

5. Senior Leadership

Strengths	Issues	Action	Impact	Next steps

6. Exclusions

Year Group	Permanent	Fixed	At Risk
F2			
Y1			
Y2			
Y3			
Y4			
Y5			
Y6			

Individual Child	Group(s)	Issues	Action	Impact	Next steps

Ongoing Summary																							
Number of Permanent	QA1	QA2	QA3	Final																			
Number of Fixed																							
7. Transition Arrangements																							
	Strengths	Next Steps			Comments																		
Home – F1																							
F1 – F2																							
F2 – Y1																							
Y2 – Y3																							
Y6 – Y7																							
8. Summary of Agreed Action																							
Discussion	School Actions	Trust Actions			Future Dates																		
9. School Improvement Plan Summary																							
Priority 1																							
Priority 2																							
Priority 3																							
Priority 4																							
10. Individual School Action Plan Summary																							
Area	Key Priority	Focus			Summary of Action																		
1. School Improvement																							
2. Business & Finance																							
3. Premises & Estates																							
Is the SIP fit for purpose?																							
No		Yes		Comment																			
Is the ISAP fit for purpose?																							
No		Yes		Comment																			
Is the SEF fit for purpose?																							
No		Yes		Comment																			
Is the school at risk of dropping a category?																							
No		Yes		Comment																			
11. Interim Judgements																							
Autumn																							
Achievement				Teaching				Behaviour & Safety				Leadership				Overall Effectiveness				FHT Category			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	A	B	C	D
Spring																							
Achievement				Teaching				Behaviour & Safety				Leadership				Overall Effectiveness				FHT Category			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	A	B	C	D
Summer																							
Achievement				Teaching				Behaviour & Safety				Leadership				Overall Effectiveness				FHT Category			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	A	B	C	D

Appendix 2

Individual School Action Plan 2016 - 17:

Partnership Review:



1. School Improvement

Key priority	Focus
	•

Area	Focus and Action	Lead	Timeline	Progress	Complete	Outcome(s) / KPI	Resources (£)

Total cost of school improvement actions =

2. Business and Finance

Key priority	Focus
	•

Area	Focus and Action	Lead	Timeline	Progress	Complete	Outcome(s) / KPI	Resources (£)

Total cost of business and finance actions =

3. Estates Management and Health & Safety

Key priority	Focus
	•

Area	Focus and Action	Lead	Timeline	Progress	Complete	Outcome(s) / KPI	Resources (£)
Total cost of estate management and H&S actions =							

Total cost of ISAP =

Elevator Briefing Performance Summary																			
School					X					Date					Xx				

1. Ofsted Grading		2. Trust Grading				3. Vision & Values	4. Engagement	5. Safeguarding	6. Leadership	7. Governance	8. Complaints	9. Attendance	10. Finance	11. Quality of Teaching	12. EYFS	13. Yr 1 Phonics			14. KS1 2016 Attainment			15. KS2 2016 Attainment			16. KS1 – KS2 Progress			17. SATs Preparation In place		18. Exclusions	19. Health & Safety	20. Premises
1	2	3	4	A	B	C	D											R	W	M	R	W	M	E	R	W	M	KS1	KS2			

Area	Value																																																
1. Ofsted Grading	Taken from most recent Ofsted																																																
2. Trust Grading	Agreed at the last Partnership Review																																																
3. Vision & Values	Green																Amber													Red																			
4. Engagement	Green																Amber																Red																
5. Safeguarding	Green																Amber																	Red															
6. Leadership	Green																Amber																	Red															
7. Governance	Green																Amber																	Red															
8. Complaints	Green																Amber																	Red															Formal Stage 3/4 or beyond
9. Attendance	Green																Amber																	Red															Below 95.5%
10. Finance	Green																Amber																	Red															
11. Quality of Teaching	Green																Amber																	Red															Below 69% Good + unactioned 3's and 4's
12. EYFS	Green																Amber																	Red															-7% or more below National
13. Yr 1 Phonics	Green																Amber																	Red															-7% or more below National
14. KS1 2015 Attainment	Green																Amber																	Red															-7% or more below National
15. KS2 2015 Attainment	Green																Amber																	Red															-7% or more below National
16. KS1 – KS2 Progress	Green																Amber																	Red															
17. SATs Preparation in place	Green																Amber																	Red															
18. Exclusions	Green																Amber																	Red															Fixed term or PX
19. Health & Safety	Green																Amber																	Red															

20. Premises	Green	Amber	Red
--------------	-------	-------	-----

DATA SUMMARY	Previous	Nos	Prediction	Nos	Target	QA 1 – On Track	Change*	QA 1 – On Track	Change*	QA 1 – On Track	Change*	Final
Attendance												
GLD												
EYFS												
YR1 Phonics												
KS1 Reading												
KS1 Writing												
KS1 Maths												
KS1 RWM												
KS2 Reading												
KS2 Writing												
KS2 Maths												
KS2 EGPS												
KS2 RWM												

Actions to Address Threat Areas

SUMMARY OUTSTANDING ACTIONS FROM ISAP

	Issue	Action	Impact	Next steps
School Improvement				
Safeguarding				

Finance				
Premises				
Health & Safety				

SUMMARY COMPLETED ACTIONS FROM ISAP				
	Issue	Action	Impact	Next steps
School Improvement				
Safeguarding				
Finance				

Premises				
Health & Safety				

Appendix 4 - Notes of Visit

Visit Made By:		
School Visited:		
Activity Code: (Tick one only) ✓	QTL (Develop Quality of Teaching & Learning)	
	LM (Develop Leadership & Management, Governance)	
	SBM (School Business Management)	
	ICT (Information & Communication Technology)	
	Estates (inc. Premises)	
Date of Visits		
Who was present at visit: List all present including their title (excluding yourself)		
Preparation Time (in ½ hr increments)		
Time on Site (in ½ hr increments)		
Write up Time (in ½ hr increments)		

Main points of discussion:

Type notes here continuing onto next page as required.

Matter(s) discussed:

-

Actions

-

Next meeting

-

Appendix 5 - General Book Scrutiny Evidence



Teacher:	Year Group:	No. in class:	Date:	Subject:
Please tick the appropriate box if there is evidence of the following:				
Focus	Much	Some	Little	Comment
Learning objectives				
Effective use of success criteria				
Marking linked to learning objectives/ success criteria				
Next steps linked to learning objective				
Pupil's response to marking				
Pupil's response to next steps				
Effective pupil self-assessment				
Effective peer assessment				
Comments related to pupils' targets				
Progress over time				
Clear differentiation-LA/MA/HA				
Appropriate volume of work				
Quality of handwriting				
Pride in presentation				
Other				

Overall evaluation

What's working well:

Even better if:

Appendix 6 - Learning Walk Record



Undertaken by:	Theme/Focus	Context:
Date:		
What's Working Well!	Even Better If...	
Action to be taken:		

Appendix 7 - Lesson Observation Pro-forma

<u>Date:</u>	<u>Teacher:</u>	<u>Adults:</u>	<u>Class:</u>	<u>Duration:</u>	<u>Children:</u>	<u>Grade:</u>	<u>Observer:</u>
<u>Focus:</u> •		<u>EBI from last observation</u> •			<u>Context:</u> •		

Lesson Commentary	Impact on T and L

		WWW	EBI
Looking at pupils work – marking, presentation, progress, consistency •	Classroom and impact on T and L including use of ICT •	•	•

To extent to which:	Inadequate	Requires Improvement	Good	Outstanding
Pupils learn and make progress	Pupils or groups of pupils are making inadequate progress.	Most pupils and groups of pupils make expected progress	Most pupils and groups of pupils including SEND are achieving well over time.	Almost all Pupils are making rapid and sustained progress
Pupils develop skills in reading, writing, communication and maths	Pupils cannot communicate, read, write or use maths as well as they should	Communication skills including reading and writing and maths may be taught inconsistently across the curriculum.	Pupils are taught a range of skills, including reading, writing, communication and maths skills across the curriculum very effectively.	The teaching of reading, writing, communication and maths is exceptional Every opportunity is taken to successfully develop crucial skills; including being able to use literacy and numeracy skills in other subjects.
Pupils understand how to improve their learning		Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is timely and encouraging.	Teachers assess pupils progress regularly and accurately Assessment is discussed with them so that pupils know how well they have done and what they need to do to improve .	Marking and constructive feedback from Teachers and Pupils are frequent and of a consistently high quality. Pupils are enabled to understand how to improve work which encourages high levels of engagement and interest .
Pupils attitudes to learning and their behaviour	Pupils lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment or a significant minority of pupils show a lack of respect and lack self-discipline	Pupils respond promptly to teachers direction and work cooperatively with each other. The schools behaviour management procedures are usually applied but some inconsistencies exist and low-level disruption may occur occasionally.	Pupils demonstrate positive attitudes towards the teacher, their learning and each other . Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual.	Pupils show very high levels of engagement, courtesy, collaboration and cooperation . They have excellent enthusiastic attitudes to learning, enabling lessons to proceed without interruption. They are highly adept at managing their own behaviour
Teachers expectations are sufficiently high	Teachers do not have sufficiently high expectations.	Teachers expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress	Teachers have high expectations of ALL pupils	Teachers have consistently high expectations of ALL pupils.
Teachers use subject knowledge and assessment to inform planning		Due attention is often given to the careful assessment of pupils learning but this is not always conducted rigorously enough	Teachers use their well-developed subject knowledge and their accurate assessment of pupils prior skills, knowledge and understanding to plan effectively	Drawing on excellent subject knowledge teachers plan astutely
Teachers set challenging tasks match to the pupils learning needs	Learning activities are not sufficiently well matched to the needs of the pupils...	...and may result in some unnecessary repetition of work for pupils Tasks being set do not fully challenge	Challenging tasks are set	Challenging tasks are set based on systematic accurate assessment of pupils' prior skills, knowledge and understanding .
Teaching strategies and other support meets pupils needs including SEND and V Groups, so their learning improves		Teaching strategies ensure pupils' individual needs are usually met. Teachers carefully deploy any available additional support and this contributes reasonably well to pupils learning, including those with SEND.	They use effective teaching strategies, which together with appropriately targeted support and intervention match most pupils' individual needs so that pupils learn well.	They use well-judged and often imaginative teaching strategies, which, together with sharply focused and timely support and intervention match individual needs accurately. Consequently pupils learn exceptionally well
Teachers and teaching strategies enthuse, engage and motivate pupils to learn	Teaching fails to engage, enthuse or motivate particular groups of pupils including those with SEND.	This approach ensures that most pupils want to work hard to improve	Teachers and other adults enthuse and motivate most pupils to participate	Teachers and other adults engender high levels of enthusiasm for participation in and commitment to learning
Monitoring and questioning and discussion are used.....		Teachers monitor pupils work during lessons picking up any general misconceptions and adjusting their plans accordingly to support learning.	Teachers regularly listen astutely to carefully observe and skilfully question groups of pupils and individuals in order to reshape tasks and explanations to improve learning	Teachers systematically and effectively check pupils understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
... to maximise the pace and depth of learning		These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils.	Teaching consistently deepens pupils knowledge and understanding	Time is used very well
Teachers enable pupils to develop the skills to learn for themselves		Teachers set appropriate homework and this contributes well to the quality of learning for pupils, including those with SEND	Teaching generally promotes pupil's resilience, confidence and independence when tackling challenging activities. Appropriate and regular homework contributes well to pupil's learning	Teaching promotes pupils high levels of resilience, confidence and independence when they tackle challenging activities. Appropriate and regular homework contributes very well to pupil's learning.

Monitoring Activity:

Report by:

Key Strengths	Needs Attention	Any recommended Action	Timeline	Impact
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

